

Workshop

Social Semiotic Approaches to Pedagogic Discourse

Speaker: Dr Kristina Love

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Abstract

In this workshop I will provide an overview of various approaches to analyzing classroom discourse, before focusing on a social semiotic approach (Christie, 2002; Halliday, 1994; Martin, 1992). Social semiotics offers a powerful and comprehensive view of the relationship between spoken classroom 'texts' and the situational and cultural contexts of their production and reception. Through its focus on lexicogrammatical choice, it also offers a principled methodology for systematically identifying the ideological stances of speakers. Participants will have the chance to work with transcripts of a range of classroom interactions, using the tools of register theory to identify the operation of the 'visible' and 'invisible' pedagogies in a number of pedagogic contexts (Bernstein, 1996), including the online context.

Dr Kristina Love is Head of the Language and Literacy Academic cluster in the Faculty of Education at the University of Melbourne. She teaches the subjects 'Doing Discourse Analysis' and 'Language Education: Functional Perspectives' in the Masters program and supervises Ph.D. students in related areas. Her main research interest is in classroom discourse, and more recently, in the discourse of online text response discussions. She is immediate past president of the Australian Systemic Functional Linguistics Association and was until recently Editor of the Australian Review of Applied Linguistics. She has led a team in the development of the CD ROM 'Building Understandings in Literacy and Teaching' and is currently developing another multimedia product, 'Scaffolding Literacy in the Content Areas'.

1 December 2006 (Friday), 4:00- 7:00 p.m.

Room 404, T T Tsui Building, The University of Hong Kong

Chair: Dr Matthew Clarke, Faculty of Education, HKU

All postgraduate students and interested parties are welcome.

Registration: Miss Scarlet Poon

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