Academic discourse is the gateway not only to educational success but to worlds of imagination, discovery and accumulated wisdom. Understanding the nature of academic discourse and developing ways of helping everyone access, shape and change this knowledge is critical to supporting social justice. Yet education research often ignores the forms taken by knowledge and the language through which they are expressed. This volume comprises cutting-edge work that is bringing together sociological and linguistic approaches to access academic discourse.

Systemic functional linguistics (SFL) is a long-established and widely known approach to understanding language. Legitimation Code Theory (LCT) is a younger and rapidly growing approach to exploring and shaping knowledge practices. Now evermore research and practice are using these approaches together. This volume presents new advances from this inter-disciplinary dialogue, focusing on state-of-the-art work in SFL provoked by its productive dialogue with LCT. It showcases work by the leading lights of both approaches, including the foremost scholar of SFL and the creator of LCT. Chapters introduce key ideas from LCT, new conceptual developments in SFL, studies using both approaches, and guidelines for shaping curriculum and pedagogy to support access to academic discourse in classrooms.

The book is essential reading for all applicable and educational linguists, as well as scholars and practitioners of education and sociology.

J. R. Martin is a world-leading authority in systemic functional linguistics.

Karl Maton is the creator and architect of Legitimation Code Theory.

Y. J. Doran is a leading young scholar combining both frameworks in research.

All three are members of the LCT Centre for Knowledge-Building.
Legitimation Code Theory: Knowledge-building in research and practice

Series editor: Karl Maton

LCT Centre for Knowledge-Building

This series comprises research and practice into knowledge-building in education and beyond. It focuses on Legitimation Code Theory or ‘LCT’, a cutting-edge approach rapidly being adopted by scholars and teachers across the disciplinary map to understand, change and improve their practice. LCT builds on sociological ideas from Pierre Bourdieu and Basil Bernstein and integrates insights from such diverse fields as linguistics, philosophy, literary criticism, physics and anthropology. The framework reveals the otherwise hidden principles embodied by knowledge practices, their different forms, and their effects. By making these ‘codes’ visible to be learned or changed, work using LCT is making a real difference, from supporting social justice in education to improving design processes. Books in this series will focus on both cutting-edge developments in theory and research and developing new forms of educational practice. Books will explore topics across the institutional and disciplinary maps of education, from physics to ballet, from pre-school to university, as well as other social fields, such as politics and law.

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ACCESSING ACADEMIC DISCOURSE

Systemic Functional Linguistics and Legitimation Code Theory

Edited by
J. R. Martin, Karl Maton and Y. J. Doran
In memory of Michael and Basil
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Accessing Academic Discourse
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Edited by J. R. Martin, Karl Maton and Y. J. Doran
University of Sydney, Australia

Series: Legitimation Code Theory

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