

*A REVIEW OF**Knowledge-building. Educational studies in Legitimation Code Theory (2016), K. Maton, S. Hood and S. Shay (red.), London and New York, Routledge.*

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We all know such a distinguished scholar as Basil Bernstein, well known him as a sociologist of education and the author of the theory of language codes. We all know his work that is universally used by researchers in many disciplines especially in the field of education. It is worth mentioning that Bernstein's theories and approaches have several continuations. Some closely related to Bernstein gathered under the Systemic Functional Linguistics or Legitimation Code Theory (further - LCT) labels. Unfortunately, the reception of these approaches in Poland seems minor. However, LCT became one of the most promising theoretical framework for analyzing knowledge practices. It integrates approaches of Pierre Bourdieu and Basil Bernstein. LCT offers a conceptual toolkit allowing readers and researchers to analyze knowledge practices in manifold social contexts. The outline of the theory was first published in *Knowledge and Knowers*. Towards a realist sociology of education by Karl Maton. It turned out to be new and effective explanatory framework for empirical research used and practiced all over the world in the empirical research on knowledge.

Regrettably, there was no reception of Karl's Maton and other LCT makers in Poland. One of the reasons is that it is a completely new approach to knowledge and social practices analysis. *Knowledge-building: Educational studies in Legitimation Code Theory* edited by Karl Maton, Susan Hood and Suellen Shay is a great example of using the theory in research. It is a review of major research projects conducted by LCT users in the field of knowledge building. The opening statement of the book says: "Education and knowledge have never been more important to society, yet research is segmented by approach, methodology or topic" (Maton i Hood red., 2016, p. 1). It not only shows the way of analyzing knowledge by LCT users but also gives the possibility of consolidation of theory and practice in the research.



The book presents case studies of research projects providing practical insight into the LCT approach to knowledge. It consists of two parts offering different approaches to knowledge research and issues on knowledge-building in many educational contexts and the additional third part is also important, dealing with the resources and architectural glossary of LCT very useful tool for newcomers for LCT. It is worth mentioning that it is one of the most sophisticated tools enabling dialogue between theory and data in qualitative research.

The first part is, in a nutshell, a practical theory of LCT. It comprises such topics as LCT in qualitative and mixed method research, e-learning environment and finally connections of LCT with Systemic Functional Linguistics. It is also a great introduction to research design using LCT, which overcomes the dichotomy between theory and practice. The first study, LCT in qualitative research, is an example of development of external language of description overcoming the discursive gap between theory and data. In the third chapter Karl Maton and Sarah K. Howard present an instrument for qualitative data in enacting LCT. Instruments suggested by authors provide new ways of understanding the importance of relational and topological thinking. The fourth chapter is a kind of exploration relation called 'praxis', perceived as enacting theory within practice. The authors show different uses of an LCT concept called semantic waves, which illustrates movements between simple and complex meanings in the context of the e-learning environment. The fifth chapter illustrates possibilities stemming from the research using LCT and Systemic Functional Linguistics. It is remarkable that this kind of studies combining linguistic and sociological perspectives is successful in many fields such as art, education, music, law and politics. Interdisciplinarity is a demanding feature of our times. The perspective presented in the paper is an interesting response to it.

The second part consists of several studies concerning knowledge-building in an educational context. In the sixth chapter, Susan Hood uses LCT in context of ethnographic research and the phenomenon of segmentation. It considers storytelling as knowledge practice and offers the analysis of the discourse of stories based on LCT and Systemic Functional Linguistics. In another case study shown in Chapter Seven Suellen Shay and Diane Steyn comprise the analysis of principles underpinning the selection and sequence of design project: vocationally-oriented undergraduate qualification at the Faculty of Informatics and Design. They have created promising conceptual framework based on LCT that enables users to analyze different forms of knowledge in the curriculum, which is an example of how LCT can be successfully applied in the context of vocation education. Chapter Eight, which concentrates on secondary school English literary studies by Frances Christie, explores writings of individual students of English literature study using one of the concepts of LCT, namely semantics. It demonstrates how semantic gravity and semantic density are enacted in students' writings. This kind of study could give substantial insight into the analysis of the process mastering knowledge within the subject. The Putting physics knowledge in the hot seat chapter proves that LCT could be a valuable approach to the study of physics education. In this case the framework analyzes thermodynamics module in first year undergraduate physics. It uses the concept of 'semantic gravity' in analyses of student responses. It is another example of how LCT can be used as a way of ameliorating the process of learning so that students understand difficulties in modern physics. In the



ninth chapter on music and musicality Jodie Martin enacts Specialization (dimension of LCT) in order to explore how music students construct themselves and evaluate musicians chosen by themselves. In short, it explores the basis of knower-code specialization in the field of music. The chapter Knowledge and knowers in tacit pedagogic contexts by Célia Poulet is an analysis of masonic form of 'pedagogic device' in the context of freemasonry writings. She recognizes tacit codes and processes in the discourse practices produced by members of freemasonry.

It is clear that LCT is one of the most promising approaches to the analysis of knowledge in manifold contexts and connections to the relation of power. It is suitable to diverse subject areas such as physics, cultural studies, music, chemistry and many others not mentioned in the book. It is clearly expressed that with this approach one is capable of analyzing such different contexts of learning as curriculum, pedagogy and assessment. The book offers insight into an astonishing way of analyzing and building knowledge about knowledge and its practices in different contexts.

Bibliography:

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