A critical reflection on my integrated literacy pedagogy based on Reading to Learn, LCT (Semantics) and LCT (Autonomy) (and its effects on student writing).

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COMPULSORY DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

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DEDICATION

Fiona, whose PhD infected me with LCT and whose dedication to literacy and good pedagogy for the benefit of students at "Pietermaritzburg Varsity" has been my guiding light for more than 25 years. May this work inspire us for many journeys together?

ABSTRACT

Basil Bernstein dedicated his work to finding solutions to problems in education, applying a series of concepts and toolkits to open up the structures of meaning and knowledge building (Moore, 2013). In this same spirit, this thesis focuses on a key problem in South African tertiary education: how to develop a self-reflective action research project to assess and evaluate my integrated literacy pedagogy within an introductory first-year module at a South African university. In the module *Introduction to The New Testament*, I aimed to simultaneously develop an accurate reading of and writing about relevant academic texts alongside beginning to provide access to the language and terminology of the tertiary-level discipline of Biblical Studies. The thesis reports on three teaching-learning cycles in this module that use the knowledge genres and curriculum genres developed for Reading to Learn (Rose, 2020a, 2020b). The toolkits for analysis include two domains of Legitimation Code Theory: Semantics and Autonomy (Maton, 2014). In particular, the condensation of meaning in texts was explored using epistemic semantic density (ESD) and epistemological condensation (EC) (Maton & Doran, 2017a, 2017b) in conjunction with the concepts of power trilogy and mass (Martin, 2103, 2017, 2020) developed by the Sydney School of Systemic Functional Linguistics. The final two chapters assessed examples of student writing using the LCT Semantics tools of ESD and EC. I found that I had succeeded in teaching the language patterns that were the focus of my pedagogy. I hope that my use of a 'grammar' of theoretical categories from a community of practice such as Legitimation Code Theory will have the further advantage that my self-reflection is not expressed in isolation, or in terms that cannot be replicated.

Key words: Social realist theories, Karl Maton, Legitimation Code Theory (Semantics), Systemic Functional Linguistics, Basil Bernstein, David Rose, Reading to Learn, integrated literacy, epistemological access.

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LIST OF ACRONYMS AND ABBREVIATIONS

ANE	Ancient Near East
CAPS	Curriculum and Assessment Policy Statement
CBS	Contextual Bible Study
EAL	English as an Additional Language
EAP	English for Academic Purposes
EC	Epistemological Condensation
ED	Educational Development
ER	Epistemic Relations
ESD	Epistemic Semantic Density
FOK	Funds of Knowledge
HWU	Historically White University
LCT	Legitimation Code Theory
LiEP	Language in Education Policy
NT	New Testament
OT	Old Testament
PA	Positional Autonomy
RA	Relational Autonomy
SD	Semantic Density
SFL	Systemic Functional Linguistics
SG	Semantic Gravity
SR	Social Relations
SRPC	School of Religion, Philosophy and Classics
UKZN	University of KwaZulu-Natal

CHAPTER 1

DIGGING MYSELF INTO THIS PROJECT

"A poem is never finished only abandoned" — Paul Valery

"The literature is a cry for more research into pedagogical sites, where teachers and learners interact for the purpose of teaching and learning. In other words, a move away from placing too much emphasis on redistribution (Fraser, 1996:3–6), to concentrating on what Alexander (2008:43) calls the "missing ingredient" to quality education, which is pedagogy. This, we argue, would mean less research philosophising about what is needed to ensure that all learners achieve success in schools and more research into how this could be made possible" (Du Plooy & Zilindile, 2014:199).

1.1   2016 AND FEES MUST FALL

This project began its life in 2016 when university students all over South Africa were calling for the decolonization of education in the movement which has since become known as Fallism, covering the Rhodes Must Fall, and Fees Must Fall movements. The Pietermaritzburg campus where I work was particularly affected by weeks of protests and shutdowns while remaining essentially a sideshow to the centre of the movements on the bigger campuses of the more prestigious universities. Divided between frustration at cancelled classes and attempting to move classes to safe venues off-campus, I began to think about how these movements were challenging me as a university academic to develop a real awareness around crucial issues that touch the lives of these students. How could I bring university education to a much-needed state of consciousness about the languages of legitimation (Maton, 2014) that underlie the structures of knowledge and power against which these students were protesting?

I began to wonder if there were areas of commonality that could reach beyond the slogans too easily bandied about by apologists for the different sides of this "decolonization" in the tertiary education debate. On the one hand, students were reaching for Biko (1987) and Fanon, and dreams of "black dignity" or a "free Afrocentric socialist education" in which "black lives matter". On the other hand, the traditional and now increasingly neo-liberal Discourse of university management. This Discourse was about "standards" and "excellence" coupled with a kind of "customer service" mentality that sought to give the "clients" or students an "experience" of education without taking into consideration the

core integrity of disciplinary knowledge structures and knowledge building. At times this has seen management in universities support a fashionable hyper-interdisciplinarity (Moore in Christie & Maton, 2011) that has proclaimed the death of disciplines and the end of master narratives (cf. Kress, 1997, 2003). Sometimes this has been taken up by scholars with enthusiasm; Some are embracing "subjugated knowledges" (cf. Foucault, 1970); celebrating the positionality of marginalized groups (e.g. Crenshaw, 1989; Hill Collins, 2000). Others are endorsing postmodern and post-colonial critiques of power, knowledge and the structures of powerful Western "thought" (Mbembe, 2001; Asante, 2003).

Against this backdrop, I was also reading the defence of "thick" disciplinarity and a critique of the postmodern constructionist sociology of knowledge. This critique was both from code theory, rooted in the work of Basil Bernstein (1971), and systemic functional linguistics (SFL), and rooted in the work of Michael Halliday (1973, 1975, 1994). These have been developed as a social realist position towards powerful knowledge by Rob Moore (cf. 2011), Johan Muller (cf. 2011) and Karl Maton (2014). Maton, in particular, has developed code theory into a new set of tools called Legitimation Code Theory (LCT). Reading into this emerging field, I began to wonder about its implications for the defence of explicit teaching. I also thought about whether it offered answers to some of the forces that seek to dismantle teaching. And about whether a nuanced understanding of Audre Lorde (1984) meant that the master's tools could be used to dismantle the master's house if they were appropriated with a requisite level of critique and subtlety (cf. Deleuze & Guattari, 1994).

I am a disciplinary academic in Biblical Studies. But I have also spent much of my career seeking to bring "epistemological access" (cf. Luckett & Hunma, 2014; Luckett, 2016) to students who have sometimes been declared "underprepared" (cf. Boughey, 2010) for university education. So, social realism seemed to offer a way to both honour my discipline but also to open its structures to students so that they will begin to at least "mushfake" (Gee, 1996) the "languages of legitimation" in which disciplines speak— thereby seeking to challenge and remake them from the inside rather than snipe at them from ghettoized and marginalized positions. In particular, I began reading about dialogue between LCT and SFL (Martin & Rose, 2003, 2008; Martin, 2013; Maton, 2014), which

resulted in a powerful collaboration and the development of codes at the interface of knowledge and meaning, especially in the dimension of Semantics.

Concurrent with my quest for tools to empower my students in the university, I had for several years been influenced in my everyday teaching (in both English for Academic Purposes modules and more recently in my disciplinary teaching) by the work of David Rose. His research built on the principles of SFL to develop methods of teaching or curriculum genres grouped under the label of Reading to Learn (see Rose, 2004, 2005). Reading to Learn aimed beyond literacy at a system for combatting inequality in the classroom, especially for the most marginalized indigenous, immigrant and working-class school learners. In particular, this is a reading-based pedagogy that uses appropriate, relevant, real-world genres in the classroom to unpack the structures of powerful disciplinary language and to support learners, through scaffolded pedagogy, to reproduce these structures in their own writing.

Finally, in my discipline of Biblical Studies, and particularly in its particular form within the School of Religion, Philosophy and Classics (SRPC) at the University of KwaZulu-Natal (UKZN), the ongoing work of Jonathan Draper and Gerald West (cf. Draper, 2001, 2002a, 2013; West, 2009) had developed a commitment to the study and interpretation of the Bible in the African context, with a commitment to the voices of poor and marginalized "ordinary readers" (cf. West, 2009), as well as to a thorough training of scholars in the disciplinary theories and methods of Biblical studies. Their work foregrounds a responsibility to the detail of the biblical text (studied through both classic historical-critical methods and even literary-semiotic tools) and an emphasis on honesty about what West (2009) called the "ideo-theological assumptions" that underlie the discipline.

1.2   CONCEIVING THE PROJECT

Conceiving a pedagogic project arising from these diverse inspirations, and responding to the context of instability in our institutions, occupied my thoughts in 2016 and 2017. The following question dominated my thinking. If students are alienated by and are possibly "underprepared" for studying a tertiary discipline, could an explicit, visible and structured stance to teaching in a Discipline classroom, and one which particularly seeks to integrate the teaching of reading and writing discourses, make a perceptible difference?

The key question around which I framed the writing up of the research in this project may be expressed as:

> ***To what extent can a critical self-assessment of my curriculum contribute towards the development an integrated literacy pedagogy based on Reading to Learn, LCT (Semantics) and LCT (Autonomy)?***

The fact that Reading to Learn and LCT both had foundations in the work of Bernstein pointed to the possibility of combining these approaches to pedagogy. Especially in the light of developments in LCT Semantics and SFL, which were both beginning to look carefully at the condensation and abstraction of language and meaning in Discourse, and to think about ways of developing academic writing (McNaught et al., 2013; Martin, 2013). This development proved crucial to the design of my research. I began to focus on practically on implementing Martin's ideas of power words, power grammar and power composition, alongside both the curriculum genres of Reading to Learn and also the emergence of tools for analysing epistemic semantic density and epistemological condensation within LCT (Maton & Doran, 2017a, 2017b). Thus, I conceived the design of rewriting and re-presenting the current lesson plans in the course module *Introduction to the New Testament*, coupled with an action research component that reflected on my practice.

This programme was planned in 2017 and implemented in 2018. For the action research component, I kept a diary and collected data from student writing. However, attempting to write up this data meaningfully and to implement the lessons learned from 2018 in 2019 led to further developments in my thinking about pedagogy. It extended the action research component of the project. In addition, I have also developed theoretical reflections on the two dimensions of LCT (Semantics and Autonomy), particularly on how each could help me to examine and improve my practice as a discipline teacher in a tertiary institution.

1.3   A HITCHHIKER'S GUIDE TO THE CHAPTERS

In the following chapters, I begin exploring a theoretical framework for thinking about "powerful knowledge" in the emerging "decolonial" space. I begin in Chapter 2 with an intriguing debate between advocates of a Funds of Knowledge (FOK) approach and advocates of social realism. The FOK approach critiques Bernstein and the social realism

movement for reifying powerful knowledge within a Western and masculine paradigm, and for failing to see what knowledge students bring to the classroom, thereby disempowering and alienating them. This critique is taken up by others, including those broadly sympathetic to the ideas of social realism (Luckett, 2019a, 2019b), to ask how "powerful knowledge" may be seen as empowering knowledge in the emerging tertiary sector in South Africa. My view is that the debate can too easily fall into a game of competing straw men and amplified false dichotomies, to the detriment of actual practice in the classroom. To this end, I define the extended Bernsteinian and LCT theoretical tools that form the bedrock of the project.

In Chapter 3, in keeping with avoiding the false dichotomy between meeting students in their place of need, and also working from a theoretical approach, I discuss integrating literacy into the context of teaching in a tertiary classroom in South Africa. To do so, I begin with describing my life so far as a literacy practitioner at a South African university who has had to respond to a changing educational landscape defined by students emerging from an ever-changing school system. In describing my experiences, I also honour the tripolar approach of my Biblical Studies heritage (Draper, 2002a). By beginning in my context and then trying to sketch an overview of the literacy landscape in South Africa, including the crisis in schooling in terms of literacy and numeracy, and the concomitant crisis of tertiary institutions who are pressured to prioritize "throughput" while equipping these students with meaningful qualifications. In this chapter, I discuss important research on the impact of the failure of education in South Africa on an emerging "we throw away our books" Discourse among many Black African students as they express their alienation from reading and the way it disempowers them.

The above discussion, in turn, leads to the methodological section of the thesis in Chapter 4. This chapter introduces the curriculum and knowledge genres of Reading to Learn in both the schooling and tertiary space. It sets out how I plan to show that LCT and Reading to Learn can work together in an action research project to develop practical tools for teaching reading and writing in my classroom.

Then I reflect theoretically in several chapters on finding my pedagogy. In Chapter 5 I begin with the problem of technicality and condensation, or mass and semantic density in texts, and then explore the power trilogy of power words, power grammar, and power composition as a possible solution for unpacking texts in the context of a Reading to

Learn curriculum. This chapter concludes with an evaluation of how this idea can lead to future practice.

In Chapter 6, I return to the problem of Genre. I explain my journey to fully explore identifying and grappling with the genres of the extracts from books by John Suggit (1997), Elizabeth Malbon (1992) and John Riches (1990). This journey, during and after my teaching in 2018 and 2019, has developed my thinking on Genre in the tertiary classroom.

Chapter 7 examines the LCT dimension of autonomy, and explores the problem of content and purpose in my pedagogical practice in both 2018 and 2019, before evaluating how my autonomy tours point towards future practice.

Then, Chapter 8 is an evaluation of the writing component of my pedagogy. An interpretation of the data generated from jointly reconstructing the class readings through group work and then individual assignments points to further thinking and conclusions about how to tackle student writing and knowledge display going forward into my future practice.

Chapter 9 is evaluating student writing and discussing the extent to which the program of teaching in 2018 was a success. Chapter 10 develops my conclusions and points the way to further research I am undertaking beyond this project.

CHAPTER 2

THINKING ABOUT KNOWLEDGE IN A "DECOLONIAL" SPACE

This project is centred on the idea of knowledge. It is important to interrogate one's assumptions about knowledge. Whose knowledge is it? What knowledge? And what changes need to be made when knowledge is repackaged to be delivered in the classroom? These are weighty and complex questions, and a project of this kind cannot hope to answer them to anything like the level of comprehensiveness that might be necessary to come to some kind of conclusion. Instead, what I will try to do in this chapter is sketch some of the complex debates that are relevant to this project and that reflect the reading I have done to try to understand the context in which I am operating as a tertiary educator. In Chapter 3, I will review the literature on the context of knowledge about reading and writing in South Africa.

In contrast, in this chapter, I will present some of the debate that has arisen about the nature of knowledge itself, particularly against the backdrop of the ongoing crisis of education in South Africa. An interesting and fruitful debate relevant to my project has arisen between two schools of thought: social realism and Funds of Knowledge (FOK). The debate centres on what should be happening in the South African classroom to begin to come to grips with the crisis in education. I present the broad outline of the debate, with social-realist perspectives from Hoadley (2010) and Hugo and Wedekind (2013a, 2013b), and FOK perspectives from Zipin, Fataar and Brennan (2015).

2.1 FUNDS OF KNOWLEDGE VS. SOCIAL REALISM

In conceiving this project, I have chosen to strategically to locate myself within social realism as a philosophy and sociology of education as an antidote to the "knowledge blindness" (Maton, 2014:7). This blindness is characteristic the constructivist, post-structuralist and postmodern stances informing the thinking on education since the 1970s (Moore, 2012:3). The particular strength of social realism is its tripartite stance: firstly, ontological realism holds that "there is a reality that exists independently from human experience and of which human beings can create knowledge" (Moore, 2012:11); secondly, epistemological relativism is "the recognition that all knowledge is humanly produced and reflects the conditions under which it is produced" (Moore, 2012:12); and

thirdly, through judgemental rationality, social realism claims that while all knowledge is fallible and open to critique, "some ways in which humans produce knowledge are more powerful than others" (Moore, 2012:13). These knowledges are those "produced within forms of sociality that are enduring and extensive in time and space and have their own distinctive structures, powers and limitations" (Moore, 2012:14).

Among the researchers on education who have taken a broadly social realist stance is Hoadley (2010). She has worked extensively on social class and education, particularly in the Western Cape. Her work has carefully demonstrated the empty busywork that pertains in classrooms of schools that serve the lowest socioeconomic groups. The results are a total absence of the necessary distinctions between forms of knowledge and ways of organizing the classroom. This situation leads to no effective education taking place in many of these classrooms. The problems of the post-1994 curricula underlie Hoadley's findings. Slominsky (2016) contends that the post-1994 state has attempted to move teachers to take up weakly distinguished knowledge and loosely organized autonomous subject positions in classrooms. However, these curricula have failed to consider the teachers were trained during the apartheid era, which demanded a strongly compliant subject position from the teachers.

In this context, the work of Hugo and Wedekind (2013a), drawing on the work of Beeby (1962, 1966, 1980, 1982), has advocated a return to a strongly organized classroom regimen that is more in touch with teachers' practice and is more focused on clear disciplinarity. The FOK response has been to decry the influence of social realism advocated in the present CAPS[1] (Curriculum and Assessment Policy Statement) curriculum. Drawing strongly on social constructionist education theory, but also the work of Paulo Freire, Lew Zipin has drawn attention to work around the world in which the imparting of knowledge has been anchored in the personal and cultural experience of learners as a point of contact and scaffolding. Zipin, Fataar and Brennan (2015) also attempted to demonstrate a social realist influence on the "back to basics" approach of the CAPS curriculum. They claim this resulted in an overreaction. The strong control of content, as well as the sequence and pace of the teacher practice, has left no freedom for

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[1] The South African Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R – 12 since 2012. It is available at
https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS).aspx

educators to respond appropriately to their classroom context. As such, the new CAPS curriculum reinforces social injustice because the teachers and learners in lower socioeconomic situations are disproportionately affected. Slominsky (2016) agrees that while more autonomous teachers in more affluent contexts have the flexibility to fulfil the requirements of the CAPS curriculum and respond to their context, the teachers in less affluent contexts inflexibly implement CAPS without understanding.

My response to this debate between the social realism and FOK advocates is to wonder whether their tendency to set each other up as straw men (cf. extensive sections of Moore (2013), Maton (2014) and Zipin, Fataar and Brennan (2015)) might be unproductive. An effective pedagogic methodology should not only scaffold learning from the personal and cultural experience of the learners' lifeworld but also spend time explicitly teaching literate and numerate practices within a sequencing and pacing regime where the teachers have time to respond to student needs. In the next section, I turn to the issues of curriculum and pedagogy in the tertiary sector. I take a closer look at the work of the social realis school of the sociology of education and discuss issues related to the structures and structuring of knowledge and the curriculum at universities in South Africa. Before returning to the decolonial critique of knowledge emerging in education theory in this region. Finally, asking whether the theory and practice of structuring knowledge can respond to the questions students are asking us at this time.

2.2 BERNSTEIN AND SOCIAL REALISM

The idea of knowledge structures has its origin in the theory of Basil Bernstein. He defined the Horizontal Discourse as tacit, oral, condensed, vernacular modes of everyday knowledge (Bernstein, 2000:156; Moore & Muller, 2002:629; Moore, 2013:74–75; Maton, 2014:68). And Vertical Discourses as the coherent, systematic, elaborating, expanded modes of specialized knowledges, such as academic disciplines, (Bernstein, 2000:157; Moore, 2013:60–63; Maton, 2014:68). Within Vertical Discourses, Bernstein posited hierarchical and horizontal knowledge structures (Moore & Muller, 2002:630–2; Maton, 2014:68). These structures illustrate the distinction between forms of knowledge that attempt "to create very general propositions and theories which integrate knowledge" from those that are "a series of specialized languages with specialized modes of interrogation and criteria for the construction and circulation of texts" (Bernstein, 2000:161).

Furthermore, Bernstein developed code theory "to describe how education specializes consciousness" (Hoadley, 2010:68). This involved classification (+/-C), which attempts to define power relations in terms of the nature of the boundaries between categories, discourses or disciplines (Bernstein, 2000:6; Hoadley, 2010:68; Maton, 2014:29). And framing (+/-F), which attempts to define power relations in terms of the regulation and control of relations within a pedagogic context, such as a classroom or a university discipline (Bernstein, 2000:12; Hoadley, 2010:68; Maton, 2014:29). The relative strength or weakness of these classification and framing values begins to open up ways of analysing how knowledge and knowers relate within a pedagogic context.

To this end, Bernstein's description of "the ordering and disordering principles of the pedagogizing of knowledge" (Singh, 2002:573) is encapsulated in what he termed "the pedagogic device". This "provides the generative principles of privileging texts of school knowledge through three interrelated rules: *distributive*, *recontextualizing*, and *evaluative*" (Singh, 2002:573), connected to a hierarchy of three fields of practice: a field of production or "knowledge as research", which is the domain of new knowledge and theory; a field of reproduction or "knowledge as curriculum", which is the planning of the pedagogic context in terms of national policies and priorities, such as the current CAPS statement in South Africa; and a field of recontextualization or "knowledge as student understanding", which is where what is to be taught is "selected, appropriated and transformed to become *pedagogic* discourse" or, as we shall begin to call it in this project, curriculum genres (Maton, 2014:47; Rose, 2020a; Luckett, Morreira & Baijnath, 2019:34, following Ashwin, 2009). The interaction of the first two fields and their associated rules begin to show the complexity of the making, structuring and specialization of knowledge within the context of formal education.

However, this does not yet touch on the involvement and understanding of the students in the classroom. For this context, Bernstein posited that the classification relations in the classroom would lead students to "the *recognition rules* for identifying the specificity or similarity of contexts" (Bernstein, 2000, in Moore, 2013:81). In other words, they would work out "the rules of distinguishing the meanings that are legitimate in a specific context" (Dooley, 2001, in Singh, 2002:579). But also, the students would need framing relations to discover the "specific *realisation rules* for producing contextually specific texts/practices" (Bernstein, 2000, in Moore, 2013:82). In other words, the "realisation

rules enable students to produce legitimate texts within the parameters established by specific pedagogic discourses" (Singh, 2002:579).

Luckett, Morreira and Baijnath (2019:34–5) show that these instructional and regulative discourses largely hide the inner workings of the curriculum from students. Particularly, those students they identify as the subaltern students, for whom the rules and logics of the tertiary sector that are culturally taken for granted are both exclusionary and alienating. To think about how to respond to this situation this project has taken up two further developments of Bernstein's work: Legitimation Code Theory (LCT) (cf. Maton, 2005, 2014) and Reading to Learn (cf. Rose, 2007, 2011, 2020a, 2020b). In the following sections of this chapter, I will show how working with some of the tools in the sociological toolkit of LCT, and with the curriculum and knowledge genres of Reading to Learn, form the basis of my emerging pedagogy as a tertiary educator in South Africa.

2.3   LEGITIMATION CODE THEORY

Whereas some scholars have sought to expand and extend Bernstein's code theory (cf. Singh, 2002; Hoadley, 2010), arguably the most successful contemporary elaboration and translation of Bernstein is Legitimation Code Theory (LCT) (cf. Maton, 2005, 2014). LCT picks up many concepts from Bernstein. Particularly, LCT emphasizes the coding of Pedagogic Discourse and the hierarchical nature of the pedagogic device (cf. Maton, 2014:23f). Also, Maton draws from the work of Pierre Bourdieu (c.f. 1984) the concepts of legitimation, capital and habitus relative to specific fields (cf. Maton, 2014:20). Like Bernstein, LCT is concerned with pedagogy, formal education contexts and especially the claim that pedagogy can achieve "cumulative knowledge building" through effective education strategies. Maton (2014:15) defines LCT as "a practical theory rather than a paradigm, a conceptual toolkit rather than an '-ism'" so that it can act as a middle-range explanatory framework for an educational pedagogic research study such as this one. In this study, I will briefly define two dimensions of LCT, Semantics and Autonomy. Then I will use the associated relations and topologies of Semantics and Autonomy to analyse relevant aspects of the orientation to knowledge in the discipline of Biblical Studies at UKZN. I will also use Semantics and Autonomy to evaluate my practice within the fields of recontextualization and reproduction as they relate to one of the courses I teach called *Introduction to the New Testament* (BIST110).

2.3.1 Semantic waves

Semantic waves, in terms of reading and writing pedagogy, might model working with text at various levels of abstraction (SG ↑ ↓) — from description and paraphrase, through the classification of the stages of a genre, to interpretation and judgement of a particular text, before highlighting generalizable aspects of the genre, condensation of meaning surrounding key wordings (SD ↑) or elaborating symbolic and technical meanings through expanded definitions (SD ↓). Maton (2013:14–15) particularly highlights how well-executed semantic waves in the classroom bridge the gap between high-stakes reading and high-stakes writing. This high-stakes writing in tertiary contexts is where legitimate texts must be reproduced in assessments. This high-achieving student writing will carefully deploy semantic waves moving between exemplification and theorizing, expansion and condensation (2013:18–19).
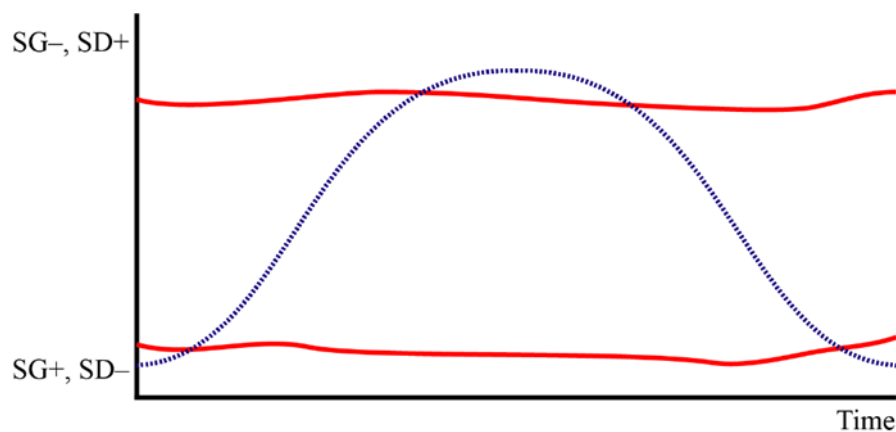
Figure 2.1 A heuristic illustration of a semantic wave

Semantic waves, although they underlie much of the practice I will go on to discuss in this thesis, will not play a further part in this thesis. In the most part, this is an issue of ethical clearance. I did not appreciate the difficulty of filming my practice with informed consent from all the students. So I altered my research plan accordingly with clearance only to collect written data. Semantic gravity will also play no further part in this thesis. This omission is not because SG, abstraction and context independence is not a vitally important part of tertiary academic writing. Rather, SG and the tools of epistemic semantic gravity have not been published and fully developed at the time of this research. They will play an increasingly important part of my future research. However, further

developments of LCT (Semantics) play a vital part in this project — the idea that SD is itself made up of components that show the relationships of concepts and values in and through the deployment of wordings and grammatical constructions, or how the texts are composed. In other words, the concept of epistemic semantic gravity (ESD) (Maton and Doran 2017a, 2017b). Before I go there, I will need a short detour into a new area of SFL that has arisen as a result of the interaction with LCT.

2.3.2   Mass and presence

The terms *mass* and *presence* are Martin's (2017, 2020) linguistic response to the interaction of condensation and context-dependency raised by the sociological ideas from LCT of semantic density and semantic gravity. Linguistics, especially SFL, takes a more complex, threefold view of register (field, tenor and mode) and Discourse meaning (ideational, interpersonal and textual metafunctions) (Rose 2020a:239). Therefore, the picture of mass and presence is more complex than semantic density and semantic gravity. These terms are important for this thesis because they are increasingly becoming part of the theoretical underpinning of Reading to Learn (Rose 2020a:239).

For mass, the key ideational variable is *technicality* or the distillation of meaning into technical terminology, which in turn is ordered into "field-specific taxonomies". The key interpersonal variable is *iconization* or charging knowledge with values that allow entry into a community of practice. The key textual variable is *aggregation*, or the consolation of meaning through reference backwards and forwards through things like conjunction and coherence (Martin, 2020:140). *Technicality* and *aggregation* play an important part in thinking about the findings of this thesis. This thinking is about how my practice of Reading to Learn is mainly aimed at unpacking the wording and organizing of academic texts in a university classroom—then working with the students to construct similar texts in their written assignments. *Presence* is the even more complex interplay of context-dependence across the three metafunctions of Discourse and the three dimensions of register (Hood, 2020:219). In terms of field or ideational meaning, the key term in presence is *iconicity*. This term is, simplistically, related to the grammatical and logical metaphorical and time structures in a text. In terms of mode, or textual meaning, the key term in presence is *implicitness* or the extent to which the meaning of the text relies on reference beyond the text or on recounting actions beyond recent known events. In terms of tenor or interpersonal meaning, the key term in presence is *negotiability*. Which has to

do with the extent to which the text expresses immediacy or distance of perspective. It includes evaluation of the material and how much these affect whether the meaning of the text is arguable or not (Hood, 2020:220).

As with semantic density and semantic gravity above, mass and presence can also be thought of as varying and shifting in the recontextualization of knowledge from research into the curriculum and the student experience in the classroom. Good classroom practice will shift the technicality of the knowledge between abstract and every day, clarify the values in the knowledge as negotiable or factual, and unpack implicit meanings to make them explicit (Rose, 2020b: 271). This project focuses, however, mainly on issues of the variation of mass or semantic density. It references an earlier paper from Martin (2013) that attempted to develop a fairly accessible metalanguage for teacher training. In this paper, the greater mass or stronger semantic density of technical terms, which condense webs of inter-related meanings, was made easier for teachers by branding them "power words" (Martin, 2013:25). In addition, the stronger mass or semantic density of certain of the language resources that SFL terms "grammatical metaphor" — for example, nominalization, in which verbal processes are realized as condensed nominal groups, and cause in clause, in which causal relations between already condensed semantic figures are realized through simple prepositions or verbs (relational processes) — was highlighted for the teachers as "power grammar" (Martin, 2013:28). Finally, by combining knowledge of the stages and phases of relevant genres with the ability to deploy waves of semantic density between the condensed meanings of thematic material and elaborations of new information, these teachers are trained to model "power composition" (Martin, 2013:31–33). The interaction with LCT inspired this trio of new pedagogic tools in SFL. The new tools were then combined with the earlier strategy of genre pedagogy — "detailed reading, joint construction, independent construction" — into what they hoped could be a powerful knowledge and literacy-building intervention for teachers in discipline classrooms (Macnaught et al., 2013:54, 62). In Chapter 5, I discuss how I took these ideas further in my project and combined them with what I will discuss next, which is epistemic semantic density and epistemological condensation.

2.3.3   Epistemic semantic density and epistemological condensation

Epistemic semantic density (ESD) and epistemological condensation (EC) explore how meaning in definitions, technical language, clauses, and the organization of texts creates

larger constellations of knowledge. I will not, in this project, look at axiological semantic density or the axiological condensation which is found in "affective, aesthetic, ethical, political or moral stances" (Maton & Doran, 2017a:50). However, the work I have done has shown that this is a definite area for further study. Instead for now I will be working with and adapting the 'translation devices' (Maton & Doran, 2017a, 2017b) alongside the suggestions Martin (2013) for developing what he calls the power trilogy. Maton and Doran (2017a) have suggested levels of delicacy for analysing the strength of "powerful wordings" (ESD↑) in the technical language of English Discourse. These levels range from *nuanced*, in which common wordings in everyday language gain technical content through their presence in academic language, through to *generalist* or *specialist consolidated* wordings, which transform happenings and qualities from everyday language into condensed metaphorical meanings. Their tools culminate in *compact* and *conglomerate* wordings of *technical* language, in which multiple meanings may form constellations of dense ideas (as shown in Figure 2.3). These levels of delicacy in approaching the technicality of wordings, terms and vocabulary in Academic Discourse offer the possibility of a metalanguage or ideas about ideas that can be used for planning and explaining my pedagogy.

ESD	Type	Subtype	Sub-subtype
+ ↑	technical	conglomerate	-properties
			-elements
		compact	-properties
			-elements
↓ −	everyday	consolidated	specialist
			generalist
		common	nuanced
			plain

Figure 2.2 Wording tool for epistemic semantic density (Maton & Doran, 2017a:58)

In addition, Maton and Doran (2017b: 82–88) provide a translation device for analysing the strength of "powerful grammatical structures" through clausing (EC↑), which has the potential to distinguish eight levels of delicacy (as shown in Figure 2.4). Of particular

interest for Academic Discourse are the types of *connecting* (EC+), which analyse how the already technical words and terms are brought together into epistemological constellations or meaningful grammatical structures to enhance the condensed and compressed nature of academic writing.

EC	Type	Subtype	Sub-subtype
+ ↑	connecting	taxonomizing	classifying
			composing
		coordinating	causing
			correlating
↓ −	augmenting	characterizing	displaying
			dramatizing
		establishing	positioning
			positing

Figure 2.3 Clausing tool for epistemological condensation (Maton & Doran, 2017b:82)

In this project, I do not deal much with *augmenting* (EC-) relations — the relatively weaker relations of adding meanings together in more everyday writing — since the focus of the project is on academic writing. However, that is not to say that these structures of meaning are unimportant, as my discussion of rediscovering the importance of genre in Chapter 6 will show. It might be true to say that LCT Semantics has not yet taken enough cognisance of genre as an instrument for organizing the semantic density of written texts in conventional ways. This aspect of organizing texts may be all the more important when discussing the sequencing tool presented in Figure 2.5, which shows the tools for analysing the levels of epistemological condensation using "powerful composition" to show the constellations of meaning in paragraphs and between clauses.

At the highest level, these construe *vertical* relations, in which meaning is condensed through grammatical structures that signal how meaning from several positions in a text is integrated or subsumed at the new position. *Horizontal* relations work at a lower level to how constellations of meaning between sentences and paragraphs are organized as

consequences of other positions, or how positions may be arranged as a sequence. At a lower level, but perhaps equally powerful, are *sedimental* relations, in which constellations are built up by reiterating and repeating positions throughout a text. In written text, even the lowest level of *compartmental* relations may be powerful in building up coherent constellations of meaning in a given context. I return to the importance of sequencing in Chapter 9 when discussing the samples of student writing I collected in 2018.

EC	Type	Subtype	Sub-subtype
+ ↑	cumulative	vertical	integrative
			subsumptive
		horizontal	consequential
			sequential
	segmental	sedimental	reiterative
			repetitive
		compartmental	coherent
− ↓			incoherent

Figure 2.4 Sequencing tool for epistemological condensation (Maton & Doran, 2017b:89)

Overall, ESD and EC are important components of this project. In Chapter 5 I illustrate in detail how I tried to use and adapt the toolkits of ESD and EC to analyse the texts that I was teaching, and to attempt to develop a metalanguage for how students can begin to think about how the meaning in the texts they are reading and writing are condensed and organized into units that they can both unpack and reuse for their personal writing purposes.

This section of the chapter has shown LCT Semantics offers a way into the deeper study of constellations of meaning. This condensed meaning is crucial to my thinking about instructional and regulative discourses in my classroom pedagogic. However, they do not

look at the interrelations of the content of the lessons with their purpose. The chapter will turn to LCT Autonomy to do this task.

2.3.4   Legitimation Code Theory (Autonomy)

Autonomy codes explore the relations and boundaries between actors, such as a teacher and students. They also show how practices, in the context of a lesson, focus inwards or outwards from the target of that lesson. In addition, they can show how the target of the different phases of a lesson is different depending on the practices and the focus. Maton and Howard (2018:6) define the two continua that make up the autonomy plane as follows:

- *Positional autonomy* (PA) — relations between constituent positions from within a context or category and those positioned in other contexts or categories.
- *Relational autonomy* (RA) — between relations among constituents of a context or category and relations among constituents of other contexts or categories.
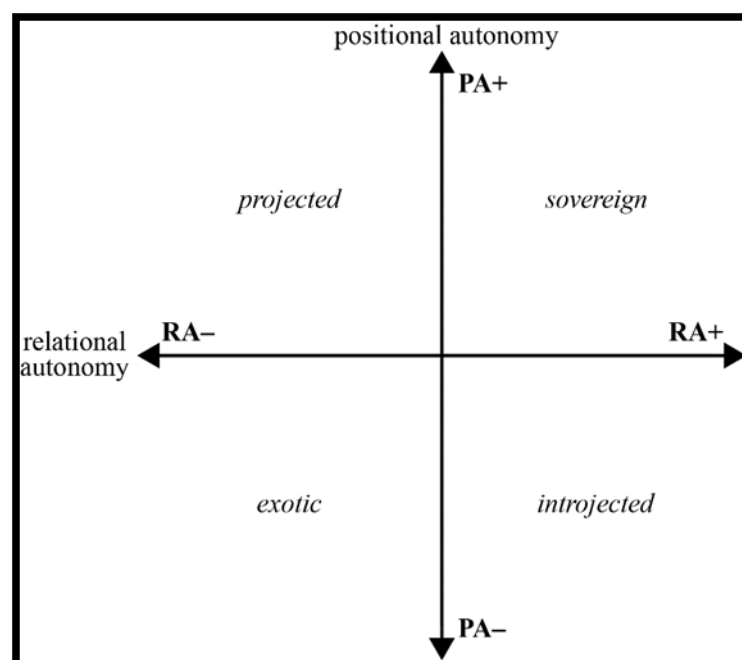
Figure 2.5 Autonomy relations

The codes generated in the autonomy plane (shown in Figure 2.5) analyse relations from the target position as defined by the actors, which in the case of educational contexts is

disciplinary knowledge. Therefore, the home base or *sovereign code* (PA+ RA+) is knowledge that is specific or intrinsic to the target of the lesson in the context. In other words, the target purpose of the lesson is aligned with the disciplinary content of the lesson. The idea of a home base is important here because it is the point to which the lesson needs to return if the target purpose is to have a chance of being achieved. The quadrant opposite this in the autonomy plane is the *exotic code* (PA- RA-). This quadrant relates to content knowledge produced for purposes other than the lesson target and not aligned to the home base. Unless this content is well-handled, it may fall outside the purpose of the lesson and thus be considered irrelevant or become a side-track. Still, if this content is repurposed to serve the target purpose of the lesson, it will shift into the *introjected* code (PA- RA+). This code is where other content knowledge that serves the purpose of the target reinforces the home base and facilitates a shift back to the target and purpose of the lesson. Finally, the *projected code* (PA+ RA-) is the target knowledge repurposed for other contexts. For example, information from the target may be used for a written assignment that calls on the students to generalize or evaluate the content of the target lesson using a concern or issue from their context (Maton & Howard, 2018:7).

LCT makes a strong case for the power and structuring of knowledge into constellations of meaning and the interplay of content and purpose in various contexts. However, there will always be those who raise questions about the sources and origins of knowledge. They ask whether we can truly say that what we teach in our university classrooms has been produced legitimately and fits the purpose of the context in which it is being recontextualized as a curriculum or reproduced in the classroom as student experience. Therefore, in the following section, I will address questions raised about powerful knowledge in the South African context and consider how this project can go some way to answer them.

2.4   KNOWLEDGES IN THE POSTCOLONY?

The issue with knowledge is that, no matter how powerful and compelling it is, questions will be raised about the origin and interests of the knowledge that is being advocated. This situation is especially true in a context like South Africa in the wake of the decolonial moment of Fallism in the universities. The theoretical stance I take towards this project positions me as both attached to and questioning of what social realism and LCT have to offer. On the one hand, as a teacher, consciousness about the structures of knowledge,

knowers, meaning, content and purpose (Maton, 2014) allow me to approach teaching with some authority, as opposed to the disempowered facilitators of much student-centred pedagogy. This position is particularly true in thinking about curriculum genres and the generic knowledge structure within academic writing conventions (which I will discuss more fully in Chapter 6), and the real power they have to order thinking and demonstrate mastery of legitimated discourses. On the other hand, as the researcher, I need the critical distance to acknowledge that what I teach is not value-free. Knowledge is pervaded with coloniality (Mignolo, 2000, 2011), which centres and reifies Western modernity, and with racism, which positions black bodies (and minds) as problems (cf. Gordon, 2014:84) to be disciplined (cf. Mbembe, 2001, etc.).

In the same vein, decolonial or post-colonial critique has also arisen in scholarship that is broadly aligned with social realism. In a paper titled "Gazes in the post-colony: an analysis of African philosophies using Legitimation Code Theory", Kathy Luckett (2019a) raises many critiques of knowledge at the levels of research, curriculum and student experience. Her focus in this paper is on African philosophy. Taking issue with the social realist sociology of education and its view of the production of knowledge through research, she sides with those decolonial scholars and African philosophers. They express discomfort and disinterest in the complacent universalism of the advocates of 'powerful knowledge.' Furthermore, they contend that LCT "codes build knowledge dialectically, through contestation, as much as through 'sociality'" (Luckett, 2019a:12). In any case, given what might be termed the "epistemic violence" of Western colonial scholarship, Luckett (2019a:13) argues that

> [t]he desired 'sociality' for knowledge to progress will not emerge until 'ways of interacting' are built on relations of social justice and solidarity that correct the absence of recognition and autonomy for subjected and colonized knowers.

In another recent paper titled "A critical self-reflection on theorising education development as 'epistemological access' to 'powerful knowledge'", Luckett (2019b:40) has raised self-reflective critical questions about the whole enterprise of recent educational development (ED) practice in South Africa. Particularly, the history of too easily adopting slogans from broadly social realist sociology of education:

> We later adopted the terms 'epistemological access' to 'powerful knowledge' to capture the work of inducting entry level students into the discourses and concepts

of the disciplines ('powerful knowledge') by making their rules, logics and ways of reasoning explicit ('epistemological access').

Luckett (2019b:47) argues that the current movement in ED has misunderstood Morrow's (2009) original intention that 'epistemological access.' Morrow intended for university academics, in their pedagogic practice, "to make explicit for students the specific demands, the 'grammars of inquiry' and the 'epistemic values' of their disciplines". This intention would be particularly true in the well-resourced and privileged historically white universities (HWUs). Here there is an "assumption that modern/Western disciplinary knowledge is universally powerful" (Luckett, 2019b:48) and should remain unquestioned in the light of the strong research focus of such institutions. However, what happens in practice is that the task of developing and assimilating black and working-class students is side-lined. Marginalized ED departments play a thankless role in "a modernizing pedagogical project" and aim to analyse curriculum knowledge to enhance students' "'epistemological access' to that knowledge" (Luckett, 2019b:48). At the same time, the disciplinary academics can get on with teaching as usual. Therefore, Luckett contends that South Africa needs to take a critical stance on the "developmentalist and assimilationist pedagogic model in the HWUs." These institutions focus "on teaching for modernity that is often blind to its own coloniality." They ignore the need to question the traditional model in which "lecturers tend to take strong control over how teaching and learning happens, reinforcing hierarchical social relations in the classroom" (Luckett, 2019b:53).

In her earlier paper on teaching African philosophies, Luckett (2019a:12) goes further to consider how thinking of knowledge as both curriculum and student experience needs to be responsive to a context like South Africa:

> A curriculum true to this field would select texts that construct a new canon, reflecting the debates within professional African philosophy. In so doing, the course should also engage with the lived experience of black students in the class, providing them with analytical and theoretical tools to critically theorize their experience.

Indeed, academics need to come to understand "learning as a fundamentally relational, participatory, social practice" and create classrooms which are "hospitable shared contexts where all students feel affirmed, recognised and [have] a sense of belonging that

permits them to contribute, participate and learn" (Luckett, Morreira & Baijnath, 2019:36).

In the rest of this project, I will be exploring self-reflectively my practice as a white male teacher at a post-apartheid South African university. I will look backwards to the duration of my project in 2018 and 2019. Also, forward towards my future practice and the extent to which I have developed and can further develop the kind of academic sensibility for which Luckett, Morreira and Baijnath (2019) have called. Furthermore, to develop a sensitivity to the experience of the black students in my classes. In particular, as I approach the next two chapters. These chapters deal with issues of literacy, curriculum genres and knowledge genres. This sensitivity means weighing the extent to which the students' necessary assimilation of Western genre conventions serves the ultimate goal of transformative social justice for colonized and marginalized students. To what extent do the rights of the students in my classroom stretch? Not only to access the heritage and culture of historically significant movements that have shaped the discipline of Biblical Studies over time but also to learn the behaviours and strategies of high-stakes reading and writing that are "the means of critical understandings and to new possibilities" (Bernstein, 2000, in Moore, 2012:18)? This question is where the idea of integrated literacy, which is the subject of Chapter 3, comes into its own. Because it returns to the spirit of Morrow's (2009) call for epistemological access by opening up the particulars of the grammar, or what LCT would call the structures of the meaning, the content and the purposes of disciplinary knowledge in the discipline classroom itself.

CHAPTER 3

INTEGRATING LITERACY

3.1   MY LIFE SO FAR?

In this chapter, I will be inserting myself and my experience more fully into this project. Particularly, the twenty years I have spent in the tertiary sector in South Africa engaged in what may broadly be termed educational development, academic development or even academic literacy. In more practical terms, this involved engagement with the practical problem of the gap between the end goal of a university and the experience of students. The end goal of the university is usually expressed in terms of the written production of knowledge as research. The experience of the mainly black African tertiary students is the pervasive Discourse of their "underperformance" and "under-preparedness." Furthermore, that their real social problems are dismissed as 'a language problem' in need of fixing, but that does not otherwise affect the operation of the tertiary sector (Boughey, 2010; Boughey & McKenna, 2016).

Like Boughey and McKenna (2016) and Luckett (2016), my work in educational development over 20 years has been influenced by the New Literacies movement (cf. Street, 1995; Gee, 1996). For example, my previous research (Meyer 2005a, 2005b) was built on the understanding of this approach and sought to map out the experiences of undergraduate students entering the academic field of Biblical Studies and the dissonances they encountered with the discourses of their home and church environments, and with tertiary study. For many of these years I have been engaged in teaching English for Academic Purposes (EAP) modules under various names, many of which attempted to implement some form of integrated literacy pedagogy (Martin & Rose, 2012; Rose, 2015a, 2015b, 2020a, 2020b) where time permitted. On returning to the discipline of Biblical Studies in 2013, I brought this experience with me. I continued to develop a form of pedagogic practice that would work towards integrating reading and writing practices with the content of the discipline.

In the rest of this chapter, I sketch out some of the contexts of the education landscape in post-apartheid, post-colonial South Africa more specifically, in terms of reading, writing and the *language in education policy* (LiEP) environment over the past twenty years.

Then, in a more hopeful vein, I discuss how Reading to Learn proposes to meet these reading and writing challenges, and the way I used this methodology in this project.

3.2   LITERACY LANDSCAPE IN SOUTH AFRICA

3.2.1   Schooling

Two publications highlight the pertinent issues in South African education roughly twenty years after the first democratic elections in 1994. Linda Chisholm (2012:86) surveys the patriarchal, colonial, gender, race and class dynamics of "Bantu" Education before 1994, which saw the employment of deliberately poorly trained female teachers and the conscious underfunding of schools. Even when education for black African citizens was increased by the Apartheid government, the expenditure, compared to that of white people, only reproduced the "social relations of domination and subordination" and resulted in "massive inequalities in every aspect of educational provision" (2012:89). In the post-apartheid era, education has been rocked by frequent changes of curriculum, which have confused and dismayed already poorly trained teachers (2012:94–5). It has reproduced the inequality of the apartheid two-tier schooling system. Coupled with this, as Peter Plüddemann (2015:189) reminds us, was the implementation of a LiEP that replaced "mother-tongue" or "home language" education with English and Afrikaans, first in high schools, and later reducing home-language education to the four years of the Foundation Phase of primary education. The idea of English literacy itself is deeply contentious and contested (cf. Jackson 2015, 2016, 2017). Particularly, this contestation relates to its use as the Language of learning and teaching and Language in Education policies (LiEP) (Prinsloo & Heugh 2013). Such as the decision about when to change from primarily indigenous language instruction to using English. As early as thirty years ago, Carol Macdonald (1990, 1991) drew attention to the disastrous effects of using English as the medium of instruction from primary school on the educational attainment of indigenous African learners. However, this has not resulted in an indigenous language LiEP in any of the post-apartheid curriculum changes (Plüddemann, 2015:190). The different curricula have either left the choice of the medium of instruction to the school governing bodies or, in the case of the most recent CAPS statement, has accepted the introduction of English as a subject into the Foundation Phase.

Instruction in indigenous home languages, however advantageous this may be in itself, produces significant challenges in reading. Sandra Land (2011, 2015) has emphasized the importance of reading fluency as a particular issue in South African vernacular languages. This issue arises from the structure of indigenous linguistic forms:

> While isiZulu has a number of common words that always take the same form, such as the conjunctives, the majority of its words change their form because of agglutinative structures of the language and its orthography, and the concord system. Words take on a variety of forms (where roots or stems are combined with various permutations of prefixes, infixes and suffixes, all modifying meaning) (Land, 2011:53).

The result is that competent readers need to pay careful and particular attention to the slightest change in the grammar of long words that could, in fact, also be clauses. This complexity has important implications for reading fluency for the majority of both teachers and learners.

Also, Pretorius and Klapwijk (2016:15) have drawn attention to the general state of reading instruction in South African schools:

> Across all state schools, teachers readily acknowledge that their learners struggle with reading, yet surprisingly reading does not seem to be a core instructional feature in classrooms on an everyday basis.

This literacy environment for the teachers is exacerbated by severe neglect of their intial or in-service training to build an understanding of key concepts and methodologies for teaching reading.

> Although the need for improved literacy skills has been noted for decades, the focus on evidence-based practices in literacy is relatively recent. Yet, while research about improving literacy is at an all-time high, the results of such research often do not reach in-service teachers, and neither do they seem to be disseminated to pre-service teachers in a sustainable manner (Pretorius & Klapwijk, 2016:17).

The result is that reading instruction in many schools follows this scenario set out by Pretorius and Spaull:

> There is evidence that much of the activity that passes for teaching and learning in South African classrooms involves whole class oral chorusing of information with little attention to meaning, with a strong emphasis on oral group teaching, to the detriment of reading and writing, especially the reading and writing of extended texts, individualised reading and individualised assessment of reading (2016:18).

This factor and the others already discussed above result in a situation where the reading comprehension and oral reading fluency of indigenous African learners learning English as their second language are impaired when compared to similar English first language readers (Pretorius & Spaull, 2016:20). Recent statistical research underscores these challenges to the teaching of literacy in South African schools. This research has begun to demonstrate the systemic failure of democratic South African education over twenty years to successfully develop learners in crucial areas of the curriculum, such as English literacy (Draper & Spaull, 2015) and mathematics (Spaull & Kotze, 2015). For students that come into my university classroom, this means that their schooling has not built the foundations for the successful academic reading of Academic Discourse. Besides, the frustrations of their schooling experience have instilled a sense of alienation from reading and Academic Discourse that I will discuss more fully in the next section of this chapter.

3.2.2   Tertiary

I have already highlighted above how, in light of the teaching of reading and writing in the majority of South African schools, the discourse surrounding the entrance to universities in South Africa is of "under-preparedness" and "language problems". By contrast, there has been a growing body of research into the social and ideological nature of tertiary-level "academic" literacy aimed at a more nuanced understanding of the context and challenges faced by South African students. Work in this vein in my university UKZN was pioneered by de Kadt and Mathonsi (2003). They found that student interviewees felt good academic writing entailed a sacrifice of identity as Africans. Besides, the informants felt a contrast between good academic writing and cultural ways of expression. They defined this expression as "committed writing which speaks to the actual situation, past and present, of Africans, and which is intended for a specific audience who are likely to react with empathy, through having a common history and background" (2003:96). Similar work with students by McKenna (2004) found that students could identify what they perceived as academic writing that would score well in their institution. But, these informants also expressed the belief that to adopt an academic

identity "constructed of literacy practices that are so different from one's present ways of being [means] that to take on such literacy practices results in feelings of alienation" (2004:277).

The most recent work in this area by O'Shea, McKenna and Thomson (2019) beautifully encapsulates discourses around reading practices in a marginalized university in post-colonial South Africa. The paper titled "We throw away our books", documents and analyses the expressions of identity associated with reading, especially academic reading. This research contrasts the discourses of African solidarity, which express the students' core identity, with the "hegemonic understandings of the 'good student' viz. one who does not reject, but accepts and internalises, the academic literacy practices to which she is exposed" (2019:7) — in short, to begin to act like a white person. This work expresses the coloniality and assimilationist social relations in terms not dissimilar to those of Luckett in Chapter 2. Therefore, it presents a challenge to any discussion of teaching reading and writing in a university context in South Africa.

However, this work and others[2] notwithstanding, Boughey and McKenna (2016) point out that much of what passes for 'academic literacy' pedagogy in universities, continues to ghettoize the introduction of complex reading and writing practices needed for successful tertiary studies into stand-alone courses.

> Such decontextualised approaches include generic 'academic literacy' courses which construct the ability to read and write in socially legitimated ways in the academy as simply a matter of acquiring a set of neutral, asocial, a-cultural, and a-political 'skills'. These courses often completely fail to acknowledge that reading and writing in the ways sanctioned by the academy have implications for students at the level of identity (Boughey & McKenna, 2016:5).

My project is an attempt to meet some of the challenges expressed in these papers and to begin to move my students towards "identities which can express themselves in owned academic writing" so that they "will come to claim ownership of higher education" (de Kadt & Mathonsi, 2003:101). Therefore, I have been trying to implement what O'Shea, McKenna and Thomson (2019: 8) have expressed as the

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[2] Mehl (1988), Angelil-Carter (1998), Thesen (1998), Jacobs (2005), Makoni (2000), Janks (2000), Luckett and Luckett (2009), Mgqwashu (2009), and many others have contributed to a rich and detailed understanding of the socially constructed literacy practices demanded by the academy (Boughey & McKenna, 2016:5).

explicit integration of academic literacies development in the curriculum such that the norms and values of the academy are not presented as obvious or common-sense, but rather as disciplinary practices that can be accessed and taken up by all our students and that are also open to critique and change. This pedagogy would also need to focus on the selection of texts and the scaffolding of reading activities, and as academics ourselves, we would need to model the practices of being active and regular readers.

To discuss how this could be done, I will now turn in this chapter to ideas of the pedagogic metalanguage and curriculum genres from the work of David Rose in his programme called Reading to Learn.

3.3   READING TO LEARN

Reading to Learn fits into this project because it a methodology for an integrated literacy pedagogy developed under the general umbrella of the Sydney School of SFL and its dialogue with the theories of Bernstein (cf. Yi, 2011:1; Rose, 2015a, 2015b). The literacy pedagogies under the Sydney School banner developed as a focus of their research on teaching learners to successfully read and or write the common text types of school literacy. This research originated the concept of genre as a "staged goal-oriented process" (Martin & Rose, 2012:1; Rose, 2015b:1), which is concerned with the gap between high-stakes reading and high-stakes writing (Maton, 2013:18–19).

However, Reading to Learn has moved beyond defining genre to a pedagogic system. This system is designed to support teacher interactions that engage the students with curriculum texts that may be above their reading abilities and to unpack texts with a thorough understanding of how the authors have used language patterns. As a result, the students begin first to use these resources for their assignments and eventually to effectively organize similar texts with similar language that achieve a similar purpose to the original. Teachers need to be equipped with knowledge about how to teach and how to use language that will allow them to analyse texts and unpack their patterns with confidence (Rose, 2020a:1). The connection of Reading to Learn to this project becomes more overt when the motivation behind Rose's work with indigenous Australians is revealed. Like the majority of socioeconomically under-resourced school districts in South Africa, indigenous education in Australia fails learners in two crucial areas:

First, schools fail to teach reading skills explicitly, disadvantaging those students who come from less literate homes. Both upper primary and secondary stages

focus on curriculum content rather than explicit literacy teaching. So, students who have been well prepared in their homes are most likely to succeed from such teaching practices. Second, the current pattern of classroom interaction helps to maintain the inequalities among learners. In such a pattern of interaction, unscaffolded questioning (IRF [initiation-response-feedback]) cycles dominate and teaching becomes a mere knowledge testing process. As a result, more successful students are rewarded for their good answers to teachers' questions while the least successful students are led to frustration only after their responses are repeatedly ignored, negated or even criticized (Yi, 2011:1–2).

In response to this largely invisible and socially unjust pedagogy, Rose began to develop scaffolded methodologies linked with the teaching and learning cycle (Rothery, 1994; see also Rose, 2004, 2005). He aimed "to enable all students to continually succeed at learning tasks no matter their class, language or cultural backgrounds" (Rose, 2015b:15–16). His work culminated in a pedagogic metalanguage for supporting teachers that consists of "curriculum genres" (Rose, 2020a:236) and "knowledge genres" (Rose, 2020b:268).

3.3.1 Curriculum genres

The idea of curriculum and knowledge genres goes back to the idea of recontextualization or knowledge as curriculum from Bernstein (2000). The recontextualization field is the centre of a matrix where knowledge from the field of research is repurposed for the classroom. Equally importantly it "determines what knowledge and values are to be recontextualized from the classroom, from which academic fields" and the principles by which "they will be reordered and focussed" (Rose, 2020a:238). This reordering is not a simple process. It involves "the multimodal genres of classroom practice, in which knowledge is exchanged between teachers and learners" (Rose, 2020a:239). There are complex variables of curriculum genres. These variables include the knowledge and values that are selected to be specialized as disciplinary knowledge. Also, how the learners in the classroom are positioned as agents or not. And the extent to which they can determine how to participate and understand how to be successful. These values are communicated through the relationships between teachers and learners, particularly how much learner knowledge is guided and affirmed, the way lessons are organized into a sequence of classroom activities, and how successfully these are negotiated with learners through a variety of modes of classroom communication (Rose, 2020a:240). Explicit curriculum genres are important because, in most schooling, there is little clear training and resources for communicating curriculum knowledge. Much of the curriculum values,

and the procedures for achieving them, are left implicit. So, the teachers use a combination of trial and error in the classroom and drawing on their experience as learners (Rose, 2020a:243). Such socially unjust pedagogies, as shown by Yi (2011) in the previous section, and the experience of failing schooling, particularly for poor and marginalized communities, suggest that this situation is untenable. The curriculum genres developed by the Sydney School genre pedagogy and Reading to Learn set out to consider how the core theoretical knowledge about language and the workings of academic texts can be "re-instantiated in the classroom as reading and writing lessons" (Rose, 2020a:238).

To do this, Rose picks up the ideas of mass and presence from Martin (2017, 2020). He sees these as useful tools for thinking about how the recontextualization field of the reading and writing curriculum works. He believes a metalanguage for curriculum practice can be developed using "mass as a measure of what is re-instantiated from theory to practice and presence of how it is taught in teacher training and the classroom" (Rose, 2020a:241). Therefore, in terms of mass, the knowledge structures of how language works need to be reorganized to focus attention on the values associated with knowing the key theoretical categories of grammatical patterns, and the stages and phases of texts. In terms of presence, the procedures of lessons need to be planned to cycle between common and uncommon sense carefully, to vary between "negotiating and asserting knowledge and values" with learners, and, thereby, to remake the curriculum as a student experience and as an instance of sharing and making new knowledge (Rose, 2020a:242). In terms of the LCT theory presented in Chapter 2, this interplay of mass and presence in a carefully designed set of curriculum genres is described as semantic waves of strengthening and weakening semantic density, and semantic gravity, which begin to build cumulative knowledge about these key areas of schooling (Maton, 2013; Rose, 2020a:246).

It is beyond the practical scope of a project like this to go into the full details of Rose's theoretical argument underlying his design of the Reading. However, I will briefly set out the micro and macro procedures that inform pedagogic activity in a Reading to Learn classroom.
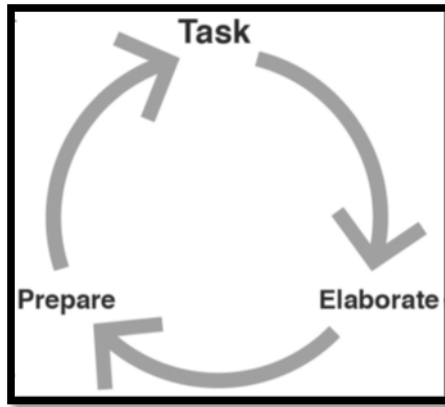
Figure 3.1 The structure of pedagogic activity as a learning cycle (Rose, 2020a:246)

Figure 3.1 shows the basic learning cycle in Reading to Learn. As the diagram shows, the cycle

> consists of the three learning steps of Prepare, Task and Elaborate. The teacher first prepares his students by paraphrasing a sentence, telling them where to look and explaining the meanings of a relevant word. Then students are given the task to identify the word or phrase followed by the teacher's affirmation. In academic contexts, elaboration takes the form of defining technical or literate wordings, explaining new concepts or metaphors or discussing students' relevant experience (Yi, 2011:2–3).

Using this basic building block, Rose has developed a teacher training model. He also has a more elaborated set of classroom curriculum genres. These genres work with both the patterns of language that organize texts in their social context and the language tasks needed to teach the full complexity of language. This complexity includes the level of content, moves through to paragraphs and sentences, and ends with the letter patterns needed to spell words successfully (Rose, 2020a:247–8).

The full set of Reading to Learn curriculum genres illustrated in Figure 3.2 below shows them working together within the basic learning cycle, paying attention to text structures and language tasks to create a fully-fledged pedagogic system. This "includes the five key curriculum genres, known as Preparing for Reading, Detailed Reading, Sentence Making, Joint Rewriting and Joint Construction" (Rose, 2020a:250), which can be sequenced into teaching-learning cycles according to the needs of the teacher and learners. At the different levels, these curriculum genres unpack and repack content, language and meaning through a series of reading and writing tasks.
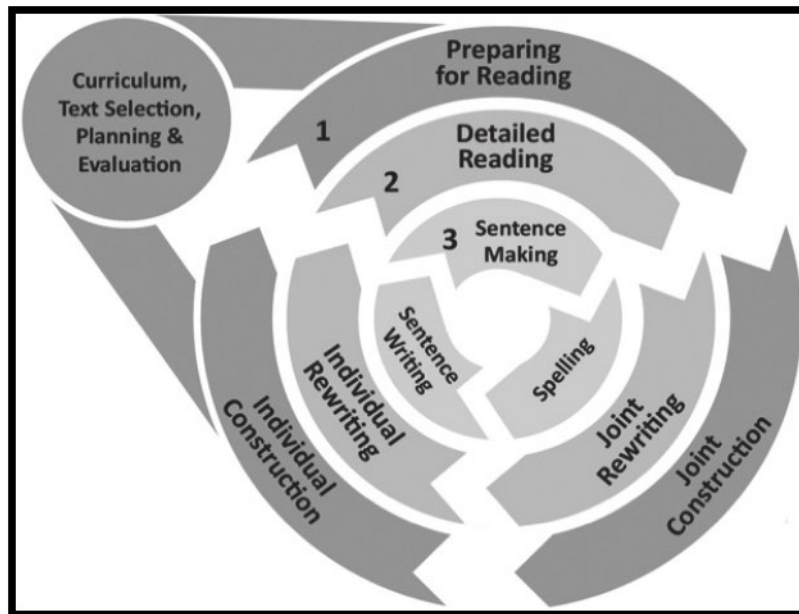
Figure 3.2 The Reading to Learn curriculum genres as teaching-learning cycles (Rose, 2020a:252)

As a result, learners are supported at all levels of language. The content of the text under consideration is integrated with literacy development that is meaningfully contextualized to the task they need to complete in a disciplinary classroom, rather than isolated into a language or education development programme.

In my tertiary classroom, where I have 40–60 hours of face-to-face interaction with students, this Reading to Learn curriculum genre programme presents me with complex choices. These choices are about how to choose texts. The plan a sequence of teaching-learning cycles that can offer the students reading activities and writing tasks that will at least provide a scaffolded introduction to the demands of tertiary academic literacy. In the following chapters, I will analyse how I have developed ways to select areas of focus. Then to develop ways of preparing and conducting a detailed reading of the texts I selected. Also, how to rethink the generic structures of texts and elaborate the field and the structure of these texts. To develop new ways of setting joint construction and joint rewriting tasks. Finally, to evaluate the independent constructions the students produced in 2018. The next section of this chapter will, however, turn its attention to the other aspect of Rose's Reading to Learn programme, which is the metalanguage of knowledge genres.

3.3.2 Knowledge genres

In the second of his papers on pedagogic metalanguage, Rose (2020b:272) speaks about integrated literacy pedagogy. This pedagogy recontextualizes linguistic theory, knowledge about language, and knowledge about pedagogy into the interplay of curriculum genres and knowledge genres within the teaching-learning cycle (Rothery, 1994; Rose & Martin, 2012). The idea of a knowledge genre builds on the tradition of the Sydney School of SFL (Rothery, 1994; Christie, 2002; Martin & Rose, 2008; Rose & Martin, 2012). This tradition developed a clear taxonomy of the common genres of texts that are used in schools. In turn, this taxonomy became a powerful tool in teaching the literacy demands of academic reading and writing. The design is built around analysing the stages of knowledge genres. And they developed terminology, or a metalanguage, about how to teach these key genres in the classroom. The aim is that the teachers and learners would cooperatively deconstruct these genres (when integrated with the teaching of content) in the form of model texts. They then jointly construct the content into a new text using the same text stages, and finally use the model and the stages to construct their independent writing (Rose, 2020b:272).

Their system for organizing texts and text types into families of genres (Rose & Martin, 2012:56; Rose, 2020b:273) divides them up into three larger groupings:

- Texts whose primary social function is to *engage* the reader, covering all types of stories from fictional narratives, through anecdotes and personal recounts, to news stories.
- The largest family of texts are those whose primary social function is to *inform* the reader. This category covers a wide range of texts, ranging from various types of historical and chronicling texts, through explanations of phenomena and factual reports, to the full spectrum of procedural texts.
- Finally, texts with the primary social function to *evaluate* are the most valuable types of texts for the later years of schooling and tertiary-level reading and writing. This category covers texts that range from those that critique and interpret positions to those that support points of view with argument.

As shown in Table 3.1, Rose (2020b) has tabulated these further by analysing the social functions of these groups of texts according to their *field* or relations to knowledge and

ideas, their *tenor* or the interpersonal relations of readers' engagement with texts, and the *discourse patterns* or the conventional structuring and composition.

Table 3.1 Foci of reading and writing tasks by genre, register and discourse patterns (Rose, 2020b:6)

genre	field	tenor	discourse patterns
stories	plots, settings, characters, themes	pleasure in literature, judgements of characters	literary devices for engaging readers and encoding themes
factual texts	knowledge of social and natural worlds	interest in knowledge	structuring of knowledge, using abstraction and technicality
arguments & text responses	issues, positions, analyses, critiques	negotiation of positions (critical evaluation)	structuring of arguments and evaluation

Table 3.1 shows the broad areas of reading, writing and knowledge display tasks in the curriculum. The story genres are meant to develop learners' engagement and pleasure with reading and writing, and to apprentice learners in the knowledge of staging, analysing the details of setting, character and theme, and of learning devices for achieving the desired effects in their writing. From this base, they move more fully into a display of knowledge from the curriculum through learning to engage, use and structure factual texts, and particularly through becoming familiar with technicality and abstraction as they start to master disciplinary discourses. Finally, the most complex texts teach critical evaluation and structuring of arguments and positions, and how learners may negotiate their position between the possible choices available.

In addition, Rose presents a more elaborate taxonomy that sets out these families in much more detail and levels of delicacy to identify 25 possible broad genres that cover the major areas of knowledge within which students will have to read and write in their school career (see Figure 3.3). Many of these remain important for tertiary-level academic literacy. However, the added length and complexity of what is expected present particular challenges for the university teacher. This challenge is true even in an institutional context such as my own, where the intake of large numbers of working-class English Second Language students has meant that these demands are less complex than those at more elite institutions.
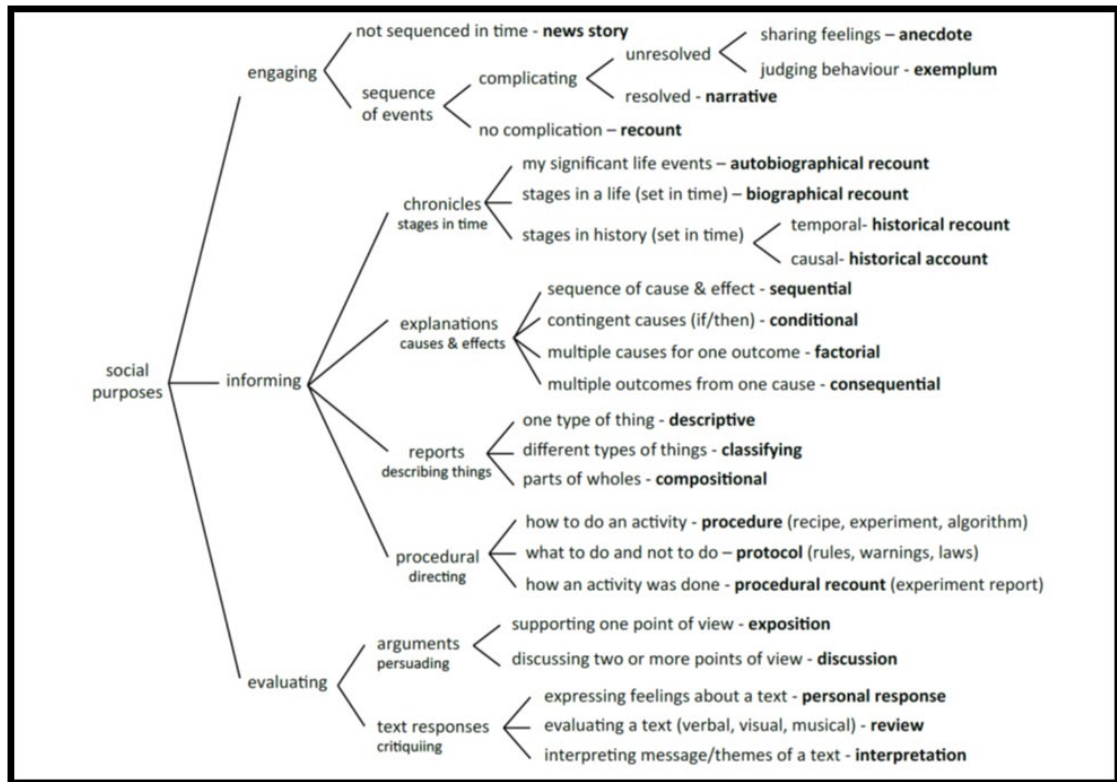
Figure 3.3 A typology of knowledge genres for teachers (Rose, 2020b:282)

This taxonomy of knowledge genres is brought into a dynamic relationship with the Reading for Learning curriculum genres discussed in the previous section. So that the Preparing for Reading, Detailed Reading, Sentence Making, Joint Rewriting and Joint Construction tasks are all used over the teaching-learning cycle to teach the staging, phasing, devices, language patterns and technicality needed to understand and reproduce these genres (Rose, 2020b:272). Distinct from earlier genre pedagogy, Reading to Learn has focused strongly on the generic structures of stages and phases to develop a multifaceted but learnable set of ways to analyse and distinguish between the text types that make up the knowledge genres, as shown in Table 3.2.

Table 3.2 Some common terms for knowledge genres, stages and phases (Rose, 2020b:285)

family	genre	stages	phases
story	recount, narrative, anecdote, exemplum, news story	Orientation, Record of Events, Complication, Resolution, Evaluation; Lead, Angles	setting, problem, reaction, description, solution, comment, reflection
chronicle	biography, autobiography, history, recount/account	Orientation, Background, Record (Life Stages)	(life/history) stage
explanation	sequential, factorial, consequential, conditional	Phenomenon, Explanation	step, factor, consequence, condition
report	descriptive, classifying, compositional	Classification, Description	appearance, behaviour, habitat, type, part …
procedural	procedure, protocol, procedural recount,	Aim, Method, Results, Discussion	ingredients, equipment, materials, hypothesis, steps …
argument	exposition, discussion	Thesis, Arguments, Restatement; Issue, Sides, Resolution	preview, review, topic, elaboration, evidence, example, point …
text response	review, interpretation	Context, Description, Evaluation; Evaluation, Synopsis, Re-evaluation	themes, technique, preview, review, topic, evidence, example …

This structure is a powerful way to think about knowledge and meaning and how they are structured. In Chapter 6, I return to thinking about my practice in terms of the type of knowledge genres I selected in my teaching-learning cycles for *Introduction to the New Testament*.

Yet not everything in the Reading to Learn system can be approached as easily and intuitively as the stages and phases of these knowledge genres. As Rose (2020b:281) explains, this fairly complex system can be approached from what teachers already find intuitively familiar from their education and previous practice. By contrast, the language patterns, particularly the vast metalanguage of SFL for English, can prove to be too much and too daunting. So that "designing a metalanguage that can be effectively learnt and taught requires decisions about what needs to be brought to consciousness, and what to leave to teachers' and students' intuition" (Rose, 2020b:275). This aspect of the design is particularly true in my case, where I have very limited class time to begin to build some confidence in academic reading and writing for my students. It is in this light that I take up Martin's (2013) work on the power trilogy of power word, power grammar and power composition. This work is taken alongside Maton and Doran's (2017a, 2017b) work on

wordings, clausing and sequencing, to see if it is possible to work with a metalanguage that emphasizes mainly the technicality and aggregation from the concept of mass (Martin, 2017, 2020) or epistemic semantic density (Maton & Doran, 2017a, 2017b). I discuss this in more detail in Chapter 5.

3.4 READING TO LEARN AT SENIOR SECONDARY AND TERTIARY LEVEL IN SOUTH AFRICA

I end this review of the Reading to Learn pedagogic system with a brief look at how it has been implemented and advocated in South Africa and similar under-resourced systems at the senior levels of schooling and the early years of tertiary study. Work showing the effectiveness of Reading to Learn in South Africa senior secondary[3] and tertiary education has been done by Tracy and Mark Millin (2014, 2018) and Emmanuel Mgqwashu (2019). The Millins worked in tertiary settings and secondary schools. They showed that integrated literacy pedagogy was more effective in the Tertiary EAP setting than simply teaching a traditional grammar pedagogy (Millin & Millin, 2014:34). Millin and Millin (2018) also show a statistically significant increase in score for high school essays following explicit Reading to Learn instruction. Mgqwashu's work shows similar positive results of a Reading to Learn intervention at a rural primary school in KwaZulu-Natal, where teachers reported improved results in reading and writing among their pupils after the implementation (Mgqwashu & Makhathini, 2017). These early positive reports in South Africa follow many years of Rose's work in Australian schools. However, there are only a few cases of work in the tertiary context, including Rose's (Rose, Rose, Farrington & Page, 2008) work with indigenous health science students and Benitez, Barletta, Chamorro, Mizuno and Moss's (2018) work in a programme called Communicative Efficacy at the Universidad del Norte in Barranquilla, Colombia.

In the wake of Fees Must Fall, Mgqwashu has particularly argued for Reading to Learn as part of a move in both schooling and tertiary instruction towards the idea of education as "a public good" (2019:66). This public good is a counterpoint to the coloniality (2019:69) inherent in education systems designed to reproduce inequality. He refers to the "epistemicide", the obliteration of indigenous ways of knowing rather than "epistemic

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[3] In South Africa, post-primary education consists of a three-year Junior Cycle (lower secondary), followed by a two- or three-year Senior Cycle (upper secondary), depending on whether the optional Transition Year (TY) is taken (see https://www.education.ie/en/The-Education-System/Post-Primary/). Senior secondary therefore normally consists of the so-called matric syllabus that prepares students for university entrance.

access" to powerful knowledge (2019:71). He particularly cites Mataka's powerful "three-year interventionist action research case study" (2019:76). This study is an example of how the careful deployment of Reading to Learn curriculum genres and careful attention to knowledge genres pays dividends for students who would otherwise have been excluded from tertiary study and economic advancement. Mataka traces the literacy development from grades 10 to 12 of 32 learners, of whom "13 received a bachelor's pass and entered universities in South Africa" (Mgqwashu, 2019:76). Mgqwashu (2019:77) concludes:

> Educators and educational institutions need to begin to value many types of learning regimes and knowledge traditions. Such a move could be inspired by a post/decolonial orientation to education. However, it is still important for marginalised populations to have access to the knowledges and skills that are valued by mainstream society, so that they can navigate and survive their current world as they simultaneously fight for equal recognition, a decolonial education system and liberation. The integrated literacy pedagogy is offered as a tool to enable this. Furthermore, it is presented as a mode by which we can begin to truly realise the emancipatory potential of education in a system which is oriented towards a decolonial paradigm.

This project thoroughly endorses Mgqwashu's call and offers itself as a modest contribution towards the decolonial project in South African tertiary education. In Chapters 5 to 9, I will give a reflective account of my preparations for and delivery of my integrated literacy pedagogy in 2018 and 2019. At times I will use the terminology of the Reading to Learn curriculum and of knowledge genres; however, I do not claim to implement the methodology in full but rather work towards this as a goal, where the constraints of time and pace in a tertiary curriculum permit.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1   LOCATING MY RESEARCH

The previous chapters have already made it clear that this project is at heart a self-reflective exploration of my pedagogy as a university educator. At the same time, it is framed and informed by the sociological, linguistic and pedagogic theories developed under the umbrellas of LCT, SFL and Reading to Learn. In this chapter, I will try to account for how I undertook and designed my research project, beginning by locating it within the ambit of action research.

4.2   ACTION RESEARCH

Action research in the field of education, as formulated by Wilfred Carr and Stephen Kemmis, is rooted in the belief that

> critical social research begins from the life problems of definite and particular social agents who may be individuals, groups or classes that are oppressed and alienated from the social processes they maintain or create but do not control (Comstock, in Carr & Kemmis, 1986:157).

They claim that action research, which is typically conducted in institutions of learning, is "a form of educational research which is not research about education but research for education" (Carr & Kemmis, 1986:165). Besides, it is "a form of self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices" (Carr & Kemmis, 1986:162). In thinking about how I would approach my research into my practice, action research seemed an appropriate methodology for the context of Fallism, with many university students calling for decolonization and expressing their sense of alienation and distress with what and how they were being taught. In this context, I would argue it has become ever more important for university academics to develop a real awareness around crucial issues that touch the lives of students. This awareness will bring a much-needed state of consciousness to university education about the languages of legitimation (Maton, 2014) that underlie the structures of knowledge and power against which students are protesting.

A crucial way in which action research could contribute to self-awareness and self-reflection at the tertiary level is that it aims for teachers to analyse "the way their own practices and understandings are shaped by broader ideological conditions" (Carr & Kemmis, 1986:179). In addition, by linking reflection to action, it "offers teachers and others a way to become aware of in what ways aspects of the social order [in universities] frustrate rational change" (Carr & Kemmis, 1986:179). In this way, action research is aligned with other postmodern, postcolonial and decolonial critiques that have challenged the dominant power and universality of the knowledge structures in powerful "Western thought" (Mignolo, 1999, 2011; Mbembe, 2001; Asante, 2003). Action research can also appreciate the right of "subjugated knowledges" (cf. Foucault, 1970) and the standpoints of marginalized groups (e.g. Crenshaw, 1989; Hill Collins, 2000) to be heard. As such, it would seem to contradict the broadly social realist approaches to education that have informed the framework of my research. However, I believe that the social realist sociology of knowledge and action research can work together to focus on the social practices of education, the structure of meaning in language, and educational practices in social situations (Carr & Kemmis, 1986:182). Furthermore, my work aligns with an action researcher's research aims — to improve my educational practices and deepen my understanding of these practices and the situations in which these practices take place (Carr & Kemmis, 1986:180). I will be taking action, based on critical analysis of texts and knowledge structures, and self-critical (Carr & Kemmis, 1986:205) analysis of my pedagogic practice, which I hope together will result in the improvement of my pedagogy.

4.3   KEY RESEARCH QUESTION

The key question around which I framed the research in this project may be expressed as:

> *To what extent can a critical self-assessment of my curriculum contribute towards the development an integrated literacy pedagogy based on Reading to Learn, LCT (Semantics) and LCT (Autonomy)?*

The framework for writing up the research was originally the effect on student writing. However, this framework proved too broad in the face of the small class size and the limited ethical clearance for collecting student writing. Therefore, the reader will immediately see that the emphasis is more squarely on the theoretically informed

pedagogy than on the effects of student writing. This change is also the case for the sub-questions that are set out below.

4.4 RESEARCH SUB-QUESTIONS

The emphasis of the writing up of the project, which follows in Chapters 5 to 7, will largely answer the first research sub-question, which I framed as follows:

> *How was a "Reading to Learn" style integrated literacy pedagogy using LCT (Semantics) and LCT (Autonomy) designed and implemented in a tertiary Biblical Studies classroom?*

Chapter 5 focuses on the texts selected for teaching. It makes an argument for using LCT (Semantics), particularly epistemic semantic density and epistemological condensation (Maton & Doran, 2017a, 2017b) or mass (Martin, 2017, 2020). These tools are used to think about a pedagogic metalanguage based on the power trilogy — power words, power grammar, and power composition (Martin, 2013). Chapter 6 returns the focus to Reading to Learn and revisits my texts as examples of knowledge genres, and examines the shortcomings of texts I selected from the macro-genres or articles. Chapter 7 turns to LCT (Autonomy) and thinks about elaborate moves in the basic teaching-learning cycle of Reading to Learn, and how this relates to issues of the content and purpose of phases in the teaching-learning cycles, particularly how to negotiate the field in a lesson by repurposing content to address the target purpose.

Writing and writing pedagogy is the focus of the second of my two sub-questions:

> *What was the effect of this pedagogic innovation on student writing in the target discourse of Biblical Studies?*

Chapter 8 analyses some of the limited data I was able to collect from my attempt to implement the joint rewriting and joint construction curriculum genres in my integrated literacy pedagogy in 2018. I use the tools of epistemic semantic density (ESD) and epistemological condensation (EC) to analyse these texts and look back to the formulation of these genres in Rose (2020a) to evaluate how this implementation may be rethought for the next round of teaching the module. Finally, Chapter 9 assesses the data I collected

from students' written assignments in 2018 and assesses what the ESD and EC tools can show about the effect of my pedagogy on their writing.

4.5 RESEARCH DESIGN

The table below sets out my research design for this project in terms of the epistemic pedagogic device (Maton, 2014:51). In the table, I have tried to summarize in symbolic form the field, tools, logic and data on which I elaborate in the following chapters.

Table 4.1 Summary of my research design

Field	Tools	Logic	Data
Recontextualization *(knowledge as curriculum design)*	**LCT (Semantics)** SD/SG ESD/ EC **Sydney School SFL** *Mass and presence* **Reading to Learn** *Knowledge genres*	**Recontextualizing** *Wording, clausing and sequencing* *Power trilogy* *Staging and phasing*	Teaching texts Teaching-learning cycles and plans Research notes
Reproduction *(knowledge as student experience)*	**LCT (Autonomy)** RA/PA **Reading to Learn** *Curriculum genres*	**Evaluative** *Content and purpose* *Reflection on the process of teaching*	Research notes Blackboard photographs
	LCT (Semantics) ESD/ EC	**Evaluative** *Epistemological condensation*	Assessment tasks and rubrics Student scripts Research notes

4.6 CURRICULUM GENRES IN PRACTICE

The first round of developing the course materials by selecting teaching texts, and preparing student handouts and my teaching scripts, occurred at the end of 2017 and in the first semester of 2018. The following three pages give a sense of these by copying in full, first the student hand out with an extract from *The Gospel and the Gospels* by John Suggit (1997). This early script is my first attempt to implement the Reading to Learn curriculum genres of *Preparing for Reading, Detailed Reading and Joint Construction*. Below, therefore, you will see my summary of the text for an overall preparation for reading the text, the text retyped and with the sentences numbered to facilitate a sentence-by-sentence detailed reading, and guiding questions with vocabulary notes to facilitate a joint construction of the text. In Chapter 6, I present a detailed analysis of this text and

two others, reflecting on the success and problems of this initial curriculum design and reflecting on future practice from the first semester of 2020.

Preparing for reading the whole text:

1. This reading by Prof John Suggitt we are doing today is associated with and is giving us the language we will need to write the answer to your first assignment. It also links back to what we have been discussing this week which is Mark 1:1 where we have been looking at the meanings of the words in this verse especially the phrases lika Jesu Christu and του Ιησου Χριστου can mean both *of Jesus Christ* meaning the gospel that he proclaimed and *about Jesus Christ* meaning stories or biography telling us about him.

2. So the text we are highlighting begins by giving us a clear plain meaning of the word Gospel as the good news and then goes on to explain to us the way the word was used in the everyday politics and propaganda of the roman empire which was to encourage people to celebrate the emperor and see him as a god.

3. The next part is to look at the use of the word in the OT and then the NT. in the OT it was hardly ever used and then in the NT it was used in a very particular and rather new way really emphasizing the specialness of the message that Jesu was to the world

4. Then it focuses on how the word was used in the NT really drawing attention to the letters of Paul and how often it was used there and how he thinks of Jesus as the good news rather than thinking about a book or story about Jesus. A bit later he gives the reason for this which is that Paul wrote his letters even before the idea of a written story about Jesus was even thought of.

5. Finally it gives Prof Suggit's opinion that Paul thinks that Jesus and his message are really so closely tied up together that you can't separate them.

6. Finally Prof Suggit gives what he thinks is the summary of Paul's message about Jesus that it was to bring God and the world together for a new start

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Figure 4.1 Student handout, Teaching-learning cycle 1, 2018. Preparing for reading *The Gospel and the Gospels* **by John Suggit (1997)**

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John Suggit: The Gospel and the Gospels

John Suggit: The Word Gospel

1. Even the word "gospel" (Greek *euangelion*) is liable to misunderstanding.
2. The Greek word simply means "good news".
3. It was regularly used in the plural form (*euangelia*) in everyday speech,
3.1 often with reference to such occasions as the emperor's birthday
4. In the Greek Old Testament, the word is rarely used, and always in the plural, although the corresponding verb is not uncommon…
5. In the New Testament, the remarkable fact is that the word is always found in the singular as if the news brought by Jesus is the 1) only real or genuine good news, 2) leading to true liberation.

John Suggit: Paul's Letters

6. The word is used most frequently in the Pauline Letters (60 Times) where it refers to the content of the Christian message and hope (e.g. Gal 1:11) not to the written gospel.
7. Often in fact Paul thinks of Jesus himself as the gospel, so that Paul can describe his task as being "to preach him as the gospel among the Gentiles" (Gal 1:16).
8. What Jesus came to proclaim was 1) so closely tied up with his own person 2) that he and his message came to be identified...
9. In view of Paul's frequent use, we should rightly expect that he and the letters attributed to him will best describe what the gospel is since most of them were written before the four gospels…
10. The best and shortest description of the gospel is to be found in 2 Corinthians 5:19 "God was in Christ reconciling the world to himself".

Figure 4.2 Student handout, Teaching-learning cycle 1, 2018. Detailed Reading of *The Gospel and the Gospels* **by John Suggit (1997)**

Answer the following questions:

1.   Write three carefully structured sentences to explain **in your own words**, firstly what the Greek word "euangelion" meant in the ancient world and secondly when was it used? (10 marks)

2.   Write three carefully structured sentences to explain **in your own words**, firstly whether the word "euangelion" or "gospel" referred to a written text in Paul's letters, and secondly why in Suggitt's opinion Paul's use of "euangelion" is more useful for understanding its meaning? (10 marks)

Total 20 marks

Vocabulary Notes		
Greek	Pauline Letters – Epistles of Paul	Paul
Euangelion	Content	Frequent use
Word -**term**	Christian Message	Attributed
Good news	Not	Describe
Plural form	Written gospel	The gospel
Everyday speech	Paul	Written before
Occasions	Jesus himself	Four Gospels
Emperor's birthday – **Imperial occasions**	The gospel	Best, Shortest
Old Testament - **Septuagint**	Preach	2 Corinthians 5:19
New Testament	Gentiles	Christ
Jesus	Proclaim	Reconciling
Genuine		World
Liberation		

Figure 4.3 Student handout, Teaching-learning cycle 1, 2018. Joint Construction of *The Gospel and the Gospels* **by John Suggit (1997)**

Figure 4.4 sets out a tabulation of a teaching script, or guide, for a *sentence-by-sentence detailed reading* as an attempt to concretize an example of the basic *prepare- task-elaborate* curriculum genre. The preparing for reading summarizes an everyday meaning of the sentence and connects to student knowledge about a keyword. The cues and highlighting focus on the task of reading the sentence in detail to approach a sense of the meaning. Finally, the elaboration is a connection to the wider field of Biblical Studies and prepares for the rest of the argument of the text.

<table>
<tr><td>

Preparing for reading:

We are beginning here with a very familiar word Gospel but this sentence is going to tell us that this word has not been understood clearly in the past. What are some of the everyday meanings and understandings we associate with the idea of word the gospel?

</td></tr>
<tr><td>

1. Even the word "gospel" (Greek *euangelion*) is liable to misunderstanding.

</td></tr>
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Cues:

- At the beginning of the sentence we see a word which connects this sentence with the paragraph above?
- A bit further in in the sentence we see a word in quotes which tells us **WHAT** the sentence is about?
- The final part of the sentence tells us **HOW** the gospel may be misinterpreted

</td></tr>
<tr><td>

Underlining:

Greek euangelion   is liable   misunderstanding

</td></tr>
<tr><td>

Elaboration:

Greek is the original language in which the gospel was written down. This is important to note here because the argument of this paragraph is about the different forms of the Greek word ευγγελιον as it appears in both the NT and the OT.

Misunderstanding or misinterpretation is an important word here also because we are focussing on responsible interpretation of the bible.

</td></tr>
</table>

Figure 4.4 An example of a teaching script or guide, 2018

The realities and experience of practice in the classroom mean that these initial designs are preliminary and provisional. Still, they give a sense of my initial thoughts on the implementation of Reading to Learn curriculum genres. In the following section, I round off this chapter of methodological considerations by returning to the action research cycle and looking at the way I have tried to apply these principles over the 2018 and 2109 academic years.

4.7   ACTION RESEARCH IN MY CLASSROOM

As stated earlier in this chapter, the project I have undertaken here is a self-reflective look at my practice in my classroom. I was attempting to realize the "Preparing for Reading, Detailed Reading, Joint Rewriting and Joint Construction" (Rose, 2020a:250) teaching-learning cycle of Reading to Learn in my university classroom, when teaching the module *Introduction to the New Testament*.

The initial research design envisaged teaching and data collection in the classroom in the first semester of 2018, and writing up and submitting the project early in 2019. However, my struggles to generalize and theorize the data meant that this plan became unworkable and to the great benefit of the project I was able to include a second experience of teaching the module in 2019 into the project. With this in mind, it is important to note here that my ethical clearance only permitted collecting student data in 2018, so all examples of student writing are from the first round of the module. The data was also collected in 2018 from photographs of the chalkboard in my classroom. I kept a diary written up after each class. Finally, I collected the written work of selected students over the semester after having gained the appropriate ethical clearance to do so (see Appendix A).

However, my experience of teaching in 2019, and especially of thinking differently about how to approach the texts in both the detailed reading and the joint construction, has been invaluable to my thinking. I began with a gradual introduction to aspects of the power trilogy and a conventional Joint Construction. However, as I developed and adapted to the needs of the students. More importantly, I adapted to the time constraints of the (ideally) five 40-minute periods available to me in a week (if they were not interrupted by protests or other disruptions of the academic calendar). In addition, I was also just beginning to get to know the students. To cope with the difficulties and challenges that result from communicating in an EAL environment. Including their reluctance to speak

and display a perceived lack of knowledge. And my search for the most encouraging and enabling register on mine. As a result, while I began with an attempt at a more conventional Joint Construction, I gradually found that group work, with me and my assistant as the facilitators, appeared to be a more productive method of proceeding. In addition, the experience of reanalysing some of my data and presenting it in various fora in 2019 has refined and expanded my thinking in dialogue with some the latest literature on Reading to Learn and Sydney School SFL (Martin, 2020; Rose, 2020a, 2020b). In Chapter 7, which examines LCT (Autonomy), I work through some ideas I developed from the different experience of the target, content and purpose of my pedagogic practice in both 2018 and 2019. Two further fruitful results of the self-reflective space afforded by 2019 are my discussion of rethinking about knowledge genres and my texts, which I will discuss fully in Chapter 6.

CHAPTER 5

FINDING MY PEDAGOGY 1: A POWER TRIP TO MASS AND SEMANTIC DENSITY

5.1 INTRODUCTION

This chapter is the heart of the original motivation and development of this research project. This motivation is to ponder the problem of introducing the technicality of a university discipline and the rigours of academic discourse at the same time. Furthermore, the module offers me at best 56 hours of face time with students. They are potentially both alienated by the coloniality and inequality of the South African education system and also disheartened and alienated by reading and writing as activities. Yet I believe that reading and writing have the potential to bring about change in their lives and express their academic identities more successfully.

These questions are too huge to truly be answered in a modest project such as this one. But, like the proverbial elephant, they may be eaten one mouthful at a time, or tackled by a staged and principled approach to analysing texts and guiding students to read and rewrite them with some accuracy. To this end I needed to plan the first stage of my integrated literacy pedagogy, which employs the Preparing for Reading and Detailed Reading curriculum genres. Thus, I tried to engage in the careful analysis of a relevant short text with appropriate content for the section of the module curriculum through which I hoped to build some cumulative knowledge from the discipline of Biblical Studies. This stage of the pedagogic teaching-learning cycle aims to lead the students towards an understanding the theoretical content of the text, and also to model the discourse by which the chosen academic text structures and condenses meaning through choices of vocabulary and language patterns. My analysis of the text was intended to help me in three ways: firstly, to unpack how disciplinary, technical meanings are packaged into *constellations* or packages of meaning through the wordings, so that students may use these accurately or supply appropriate synonyms; secondly, to draw attention to grammatical language patterns, particularly those that help to define and organize the technical wordings within the larger field of the discipline; and finally, to carefully point out how the composition of texts organizes the wordings and technical content into larger textual structures. This preparation was intended to enable me to present these texts in the

classroom, which would allow the students to more explicitly elaborate these meanings and then reconstruct them into new *constellations* that accurately paraphrase the source.

The limitation that I faced in this task, and that Rose (2020a, 2020b) has accurately named, was to ensure that the way that these curriculum genres and knowledge genres are delivered in the classroom was learnable and teachable to both students and potentially other teachers. This chapter begins this task by arguing for and beginning to assess the potential of how Martin's ideas of the power trilogy (2013) and mass (2017, 2020) could work alongside Maton and Doran's tools for analysing epistemic semantic density (2017a) and epistemological condensation (2017b), as a way into delivering the curriculum genres and knowledge genres of Reading to Learn in a university classroom.

However, before I go further I will discuss some theoretical issues related to accurately describing what I am arguing for in this chapter.

5.2   TECHNICAL CONDENSATION IN TEXTS

This section revisits and discusses the focus of what I was approaching in my pedagogic project, which was why I emphasized *semantic density* within the LCT Semantics topology, and *mass* rather than *presence* from Martin's (2017, 2020) topology from Sydney School SFL, in order highlight the technicality or epistemological condensation of the disciplinary or theoretical content in the texts I was analysing.

5.2.1   Mass: ideational and textual discourse features

In terms of Martin's work, my thinking on pedagogy was concentrated on the textual and ideational metafunctions in relation to pointing out the discourse features for students in my analysis of the texts in the first part or detailed reading genre of the teaching-learning cycle. Therefore, I focused primarily on *mass*, or the distillation of meaning through the *technicality* of wordings and the *condensation* of meaning, by referencing back and forth in the texture of the composition (Martin, 2017:139). In Martin's terms (2017:141), this means that I was focusing on how technical words build up a discipline or theory and concentrate the meaning of what SFL calls the *field*, the knowledge that is special to this area of learning or university discipline. In analysing this academic discourse, I was also aiming to draw attention to the qualities of *aggregation* and *integration* produced by the written *mode*. These qualities allow me to show how the meanings are arranged in

sequences and patterns that reinforce the meaning of the wordings and add new meaning structures as the whole picture of the text is built up. This understanding of the way theoretical texts work is expressed in a different set of ideas in LCT Semantics.

5.2.2   Epistemic semantic density and epistemological condensation

In the terms of the first part of Maton and Doran's two-part paper (Maton & Doran, 2017a), I was focused primarily on epistemic semantic density (ESD). To analyse ESD, Maton and Doran (2017a) developed a tool (Table 5.1) that examines the condensation of meaning through the wordings of a text at three levels of delicacy.

Table 5.1 Wording tool (Maton & Doran, 2017a:58)

ESD	Type	Subtype	Sub-subtype
+ ↑↓ −	technical	conglomerate	-properties
			-elements
		compact	-properties
			-elements
	everyday	consolidated	specialist
			generalist
		common	nuanced
			plain

Wording tool for epistemic-semantic density

I used this tool principally to highlight the technical wording of texts. *Technicality* is made up of *conglomerate* wordings which "comprise multiple distinct parts that each possess a technical meaning" while *compact* wordings "comprise a single part with a technical meaning" (Maton & Doran, 2017a:60). Within the *everyday,* I used the tool to focus on the *consolidated* wordings. These are forms of words "that encode happenings or qualities as things" (Maton & Doran, 2017a:62), which is an important way in which academic texts make meaning. This meaning-making is similar to what Martin (2013:28) calls "grammatical metaphor". The control of words and technical vocabulary is a crucial part of the teaching process for building cumulative and lasting knowledge of theory. Understanding the difference between technical words used in a discipline and their everyday meaning helps students to begin to come to grips with the theory, but they must also be able to put them together into patterns of meaning which accurately define the

words and show this understanding. This understanding is where the second tool comes into play.

The clausing tool (Table 5.2) is from the second part of Maton and Doran's (2017b) two-part essay. It sets out how some language patterns contribute toward epistemological condensation (EC):

Table 5.2 Clausing tool (Source Maton and Doran 2017b: 82)

Clausing tool for epistemological condensation			
EC	**Type**	**Subtype**	**Sub-subtype**
+ ↑ ↓ −	connecting	taxonomizing	classifying
			composing
		coordinating	causing
			correlating
	augmenting	characterizing	displaying
			dramatizing
		establishing	positioning
			positing

I used this tool to analyse my texts for the patterns of language. I focused my work on the *connecting* relations of "terms into epistemological constellations" (Maton & Doran, 2017b:82) which forms the top half or most condensed part of the table. These patterns or packages of meaning are particularly important in academic texts that are setting out a new theory. The first sub-type of connecting is *taxonomizing* relations. It has two sub-subtypes. The first is *classifying* (which construes relations or organises ideas into types and subtypes). The second is *composing* (which construes relations or organises ideas into the whole and the parts of a constellation or larger package of meaning) (Maton & Doran, 2017b:85). These patterns in the relationships of meanings are crucial when texts are providing definitions of theory or are trying to talk about particular contexts in a more generalized way. Understanding and then writing definitions accurately for themselves is an important part of building knowledge of a field or discipline with the students. Almost equally important is to see the connections between words which express the origin and environment that support ideas and beliefs about how ideas fit together. These connections are shown by *coordinating* relations, the other part of *connecting* relations.

Its sub-sub types are *causing* and *correlating*. These tools also represent powerful language patterns in academic texts. They are showing the results of conditions defined by factual knowledge claims or expressing the author's opinion on these claims (Maton & Doran, 2017b:86). The *augmenting* patterns are very difficult to see clearly in the language and as a result, ended up playing no part in my teaching. It is also easier to draw attention to *coordinating* language patterns in reading than it is to get students to set them out confidently in writing. This area deserves more attention in research, but as I found in my teaching, the easier and more powerful tool in language patterns was *sequencing* or patterns for organizing a text.

The sequencing tool from the second part of Maton and Doran's (2017b) essay on EC is shown in Table 5.3.

Table 5.3 Sequencing tool (Maton & Doran, 2017b:89)

Sequencing tool for epistemological condensation			
EC	Type	Subtype	Sub-subtype
+	cumulative	vertical	integrative
			subsumptive
		horizontal	consequential
			sequential
	segmental	sedimental	reiterative
			repetitive
		compartmental	coherent
−			incoherent

I used this tool in a very different way to the wording and clausing tools. I found that the academic texts I was analysing to teach to my students tended towards much more strongly condensed meaning (ESD+ and EC+) in the vocabulary and patterning. However, in all of the texts I analysed, the *sequencing* of knowledge claims used the full range of sub-sub types, from *incoherent* to *integrative* relations. Some of the difficulty of many theoretical texts lies in their use of *segmental* relations between ideas, which leave their experienced readers to infer the implicit *cumulative* relations lying behind them. In other words, texts that are highly organized and carefully composed do so in a hidden way which needs to be made explicit to the students. The students then have to rewrite

the texts with careful attention to the organization and ordering of ideas to make the structure of the meaning overt for their readers.

I have one final section to add before I go into more detail about how this theory works in practice. This detail is about opinion and evaluation of ideas which is part of much academic writing in the Humanities.

5.2.3 Iconization and axiological condensation

Naturally, because Biblical Studies is a humanities discipline, it is not entirely possible to bracket the *interpersonal* or evaluative meanings (Martin, 2017) in the detailed reading of any text. Evaluation and opinion are important not only in my exposition and appraisal of the authors and how they have represented the field in their arguments but also in the authors' own appraisal of their subject and their rhetorical intentions. These intentions are the way they are arguing towards the purpose of their overall chapter. This iconization or axiological epistemic density is often clearly visible. Even in the short texts, which I have extracted from longer works, their authors are making judgements which they expect their dialogue partners to understand. I have sometimes found it important to bracket these interpersonal meanings to teach academic discourse and encourage my students in the accurate paraphrasing and reformulating of the authors' ideas within an appropriate academic register. Students are, in my experience, too ready rush to judgement, so I generally downplay the axiology of these texts in favour of picking out the ESD and EC of the texts. In this way, I hope to ensure that students are prioritizing accuracy in their paraphrases of theoretical ideas and are not distracted by following opinions that do not foster this accuracy

In the rest of this chapter, I will be setting out how I have been thinking towards a way of developing a learnable and teachable "metalanguage" for the technicality and EC of academic texts by harnessing Maton and Doran's tools alongside an adaptation of Martin's power trilogy.

5.3 EXPLORING THE POWER TRILOGY AS A TOOL FOR DETAILED READING

In my classroom, the majority of the students are South Africans working in English as an additional language (EAL). In Chapter 3, I have discussed the challenges and

alienation faced by these EAL students, who have struggled through a dysfunctional schooling system into a university system still steeped in colonial and Western values. In the same chapter, I have looked at the integrated literacy solutions to these problems pioneered by David Rose and advocated by Emmanuel Mgqwashu. Therefore, in my pedagogy, I was aware that I needed to explicitly define and concretize the reading and writing of texts which is the cornerstone of university education. In particular, I have selected the condensation of meaning in texts, expressed as epistemic semantic density (ESD) by Maton and Doran (2017a, 2017b), or Mass by Martin (2017). I the following sections I will look again at my hypothesis of how a Power Trilogy of Power Words, Power Grammar and Power Composition might work practically.

5.3.1 Power words

The first issue in the condensation of meaning and knowledge in texts is to establish the status of certain words and wordings as *technical* and intrinsic to the discipline of Biblical Studies, rather than *everyday*. This unpacking and understanding of technical words would assist students in becoming conscious of which vocabulary could be paraphrased or replaced with synonyms and which should be retained to reproduce the source with an acceptable degree of accuracy. As a result, I believed that the first level of Maton and Doran's (2017a) wording tool could be essential for my task in analysing these texts for the students. Moreover, the subtypes in the ESD wording tool also provided me with ways to draw attention to different levels of wordings. Within the technical type, the subtype *conglomerate* wordings would be crucial for distinguishing those technical terms that consisted of more than one element from the *compact* wordings. Within the everyday type, the subtype of "*consolidated* words that encode happenings or qualities as things" (Maton & Doran, 2017a:6), are a critical element of academic text. They work both in reading and also for understanding how the writer of a text is condensing meaning between sentences. Finally, they become a writing resource for the paraphrase that the students would need to produce.

However, with students who are already struggling with reading a good deal of technical terminology in four new and unfamiliar modules that make up the first semester of their tertiary career, I was conscious of the need not to load on another level of technical words. In looking for a method to realize this aim, I saw that Martin's (2013) idea of using the concept of 'power words' could be useful for "highlighting the semantic power of

technical terms" (Macnaught et al., 2013:51). In my adaptation of the ESD tool for the classroom, I conceived of *power words* as identifying the condensed vocabulary for elaborating in prepare-task-elaborate teaching-learning cycle. This response is to what Macnaught et al. (2013:51) call, "the ongoing challenge of making educational knowledge accessible to students while retaining the complex meanings encoded in specialised pedagogic discourses". Therefore, Table 5.4 below sets out a translation device that combines Maton and Doran's wordings schema with Martin's power words.

Table 5.4 Wording tool adapted from Maton and Doran (2017a) and Martin (2013)

Most condensed	ESD	PW	Definition	Example
Conglomerate	ESD+++	PW+++	Term consisting of two or more parts each with a separate technical meaning	**BOLD SMALL CAPS**
Compact	ESD++	PW++	Term consisting of one part with a technical meaning	**Bold Print**
Consolidated	ESD+	PW+	Happenings or qualities or processes expressed as participants	SMALL CAPS
Common	ESD	PW	A term within the everyday spectrum but which has higher ESD because of the technical language context	Plain text
Most Elaborated				

5.3.2 Power wordings in practice

To illustrate how this ESD or power wordings analysis could work in practice, I will explain how I tried to do this for two of the teaching-learning cycles in my module. Firstly, the extracts used for the third teaching-learning cycle of the module (which introduces a new theoretical method of interpreting the Bible — narrative criticism) are from a text by Elizabeth Struthers Malbon (1992) in a chapter illustrating key aspects of a narrative methodology. This teaching-learning cycle aims to help students to develop an understanding of the complexity of communication relationships that interpose between the author and the reader, the different character roles within the narrative, and

the way the author deploys space, time and sequence of events to create the narrative world. These are new and potentially difficult ideas for students with limited prior experience of literary studies, and in particular, they introduce a new world of technical wordings. One way of analysing these technical wordings is set out in Table 5.5 below.

Table 5.5 Malbon (1992) Technical wordings or power words

CONGLOMERATE ESD↑↑↑		COMPACT ESD↑↑		CONSOLIDATED ESD↑	
NARRATIVE THEORY	BIBLICAL STUDIES	NARRATIVE THEORY	BIBLICAL STUDIES	NARRATIVE THEORY	BIBLICAL STUDIES
LITERARY CRITICISM	THE HISTORICAL JESUS	narrator	Gospels	ISOLATED ENTITIES	HISTORICAL QUESTIONS
NARRATIVE CRITICISM	THE KINGDOM OF GOD	narratee	Galilee	COMMUNICATION	THE GEOGRAPHY
THE MARKAN JESUS	THE JEWISH AUTHORITIES	narrative	Israel	CREATION	CHRONOLOGY
NARRATIVE WORLD	THE ANOINTING WOMAN	character	Rome	CONSTRUCTION	INFORMATION
THE REAL WORLD	REDACTION CRITICS	flat	Law (Torah)	REQUIREMENTS	
PLOTTED TIME	HISTORICAL QUESTIONS	round	Jesus	KNOWLEDGE	
THE MARKAN PLOT		major	Demons	BELIEF	
THE REAL AUTHOR		minor	Disciples	THE DISTINCTION	
THE REAL READER		negative	Messiah	PRAISE	
THE IMPLIED AUTHOR		positive		JUDGEMENT	
THE IMPLIED READER		setting		IDENTIFICATION	
NARRATIVE CRITICS		background		SPATIAL SETTINGS	
LITERARY CRITICS,				TEMPORAL SETTINGS	
DEVELOPING TRAITS				SPATIAL REFERENCES	
CONFLICTING TRAITS				TEMPORAL REFERENCES	
LITERARY QUESTIONS				CONNOTATIONAL VALUES	
				ASSOCIATIVE VALUES	
				CONFLICT	

5.3.3   Malbon (1992): power words

In Table 5.5, I have attempted to set out the wordings of the text extracts[4] from Malbon (1992), showing the relative strengths of technicality or ESD. The selection of technical vocabulary falls into two parts for this text. The first part is the wordings that construe the field of narrative theory. In contrast, the second part construes the field of Biblical Studies, in particular the so-called historical-critical methods against which the narrative methods for interpreting the Bible were reacting.

A word of explanation is required here for how I have interpreted Maton and Doran's (2017a) categories, especially the *conglomerate* subtype[5]. I have concluded that within a broadly humanities discipline such a Biblical Studies, much multipart technical vocabulary do not follow the model of scientific disciplines. In science, the *conglomerate* subtype wordings, like *chlorofluorocarbon*, are built from different meaning elements into one long word. By contrast, I would argue that humanities disciplines often construe *conglomerate* technical wordings as separate words. In particular, neophyte, inexperienced academic writers like the students in my modules were failing to clearly identify these multipart terms. This misidentification can produce unhelpful paraphrases such as "the implied reader" rendered as "the obscure bibliophile." These results arise from using a thesaurus without understanding the individual elements of the wording or the technical nature of the phrase. So by highlighting these words as *conglomerate* technical wordings or PW+++ on the text in the classroom the students grow in awareness of wordings that cannot usually be changed if the paraphrase of a text is to reflect the original meaning accurately. This idea is somewhat complicated by what Martin (2013:29) calls the "flexi-tech" nature of some technical wording in humanities disciplines. Some technical words can move between historical periods, and others may be replaced by a limited range of synonyms (as I will discuss in Chapter 7 and Chapter 8). Nonetheless, I would argue that many theoretical concepts in humanities are quite precise and can be highlighted and elaborated as such.

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[4] The full teaching script of the Malbon text and the Riches text are available at Appendix E.
[5] What I have set out in my table would seem to fit more comfortably into what Maton and Doran (2017a:68) define as *categorized* word groupings, however after trying to work withs these ideas I concluded they were not appropriate to peadogogize for my classroom.

5.3.4   Riches (1990): power wordings

For the fourth teaching-learning cycle in this module, the text extracts were selected from John Riches' (1990) *The world of Jesus: First-century Judaism in crisis*. This text was selected to introduce ideas of historical sociology into the study of the world of the Bible. Like narrative theory, this hermeneutic methodology arises from pessimism about the traditional historical-critical hermeneutic toolkits. These tools developed over the mid-twentieth century to study the sources of the Bible and their redaction into the final received form. However, where narrative had posed the questions of literary analysis to the final received text of the Bible without trying to discern earlier literary forms, historical sociology posed sociological questions about the type of society depicted in the narrative by studying similar ancient societies. An instance of these societies is the "Ancient Near East" or "the Mediterranean World". This teaching-learning cycle picked up some ideas that were beginning to become familiar to the students, like the Roman Empire or Hellenistic culture. But, also introduced sociological terminology, such as "patron" and "client", "agrarian", "landowners", "day labourers", and so on, which can, at times, present deceptively simple parallels to sociological forms in contemporary South Africa. The challenging task of analysing this text for detailed reading is to develop an understanding of the world of the Bible through connections to the present while maintaining an appropriate sense of temporality and the historical period when the students eventually rewrite this text. Table 5.6 below sets out a table of how I have analysed the power words from this text.

Table 5.6 Riches' (1990) technical wordings or power words

CONGLOMERATE ESD↑↑↑	Compact ESD↑↑	CONSOLIDATED ESD↑
ROME	King	ADMINISTRATION
COLONIAL POWERS	Jews	THE SIMILARITY
LOCAL RULER	prefect	THE BASIS
CLIENT RULER	Galilee	POPULATION
THE ROMANS	Judea	TENURE
TAX FARMING	Palestine	THE INCREASE
POLL TAX	Jerusalem	THE EXISTENCE
CLIENT KING	agrarian	THE POSSIBILITY
HELLENISTIC CITIES	temple	THE SHORTAGE
HIGH PRIEST	Sanhedrin	MILITARY COOPERATION
THE ROMAN AUTHORITIES	the Law	THE DIRECT LEVY
MAJOR FEASTS	Archaeological	
PRIESTLY FAMILIES	the estate	
GREEK CITY	the land	
GREEK CITIES	the markets	
HELLENISTIC STYLE	the wages	
LARGE ESTATES	Debt	
ABSENTEE LANDLORDS	the Gospels	
DAY LABOURERS	tenancies	
TENANT FARMERS	slavery	
HEROD'S TEMPLE	tenets	
	in cash	
	in kind	
	rent	

In commenting on the wordings, I have identified as technical in Table 5.6, I should note in particular that my classification of **ROME** and **THE ROMANS** as *conglomerate* technical wordings. This classification is informed by the idea that they condense the *conglomerate* **THE ROMAN EMPIRE**, which the students had encountered in previous teaching-learning cycles and which I would draw special attention in the detailed reading of this text. In general, however, these extracts from Riches (1990) present a contrast to the previous text, since it does not use a preponderance of technical wordings. This text is not presenting a whole new theory but rather a historical-sociological analysis of Palestine. [6]

Therefore, I have concluded that there is some merit in integrating the idea of *power words* into my carefully planned Detailed Reading curriculum genre. This merit is particularly true for the *conglomerate* and *compact* technical wordings category. However, it becomes more complicated when the *specialized* and *generalized consolidated* everyday wordings stray over into grammatical metaphor (Martin 2013) or the causal relationship between things in a clause. I will discuss this problem below under the heading of power grammar.

5.4   POWER GRAMMAR

In the Detailed Reading genre of my integrated literacy pedagogy, I am also concerned with showing how the knowledge in the extracts from the academic books and articles that I present in class is organized into characteristic language patterns. In this project, I aimed to emphasize language patterns that construe *technicality* and epistemological condensation (EC). This analysis of grammatical patterning is so that in their reading students will begin to recognize certain kinds of knowledge claims broadly as "facts" or definitions, and the examples that illustrate them, related to the *field* of the text[7].

The recognition of these language patterns for making knowledge claims will also hopefully lead to students' beginning to emulate these patterns in their writing.

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[6]If I were interested in going to a deeper level of delicacy in the ESD toolkit than everyday common wording, I would probably analyse much of the wording as nuanced. The overall context is technical; however, for the students, I am working with, this would simply muddy the waters of their already difficult relationship with text and reading.

[7] Other language patterns relate more to the tenor or interpersonal metafunctions (Martin 2017). These patterns condense axiological semantic density or iconization (Martin 2017; Maton and Doran 2017b). This condensation is connected to the author's opinions, beliefs and evaluation of these definitions.

Like with the wording tool, I have mostly used the clausing tool in my integrated literacy pedagogy by borrowing terminology from Martin's (2013) power trilogy, in this case, *power grammar*. However, in this instance, the overlap between the clausing tool and Martin's definitions of power grammar do not fit together as comfortably. The primary problem is the inescapable fact that *nominalization*, a critical part of the grammatical metaphor is at the heart of Martin's *power grammar* (2013:28). Nominalization, or the pattern of expressing verbs or qualities as things, is the same as the *consolidated* category in the wording tool. However, despite this, Martin's explanation of *power grammar* makes much of how grammatical metaphor is also linked with causal relations within clauses, and is also "essential for both defining technical processes … and explaining them" (2013:28). With these words in mind, I believe there is enough overlap to justify my borrowing the term to recontextualize or pedagogize decoding the clausing relations or language patterns of epistemological condensation in the detailed reading of my teaching-learning cycles. The translation device for this idea of power grammar is illustrated below in Table 5.7.

Table 5.7 Translation device for power grammar adapted from Maton and Doran (2017a) and Martin (2013)

Most condensed relationships of meaning	*Epistemic Condensation*	*Power Grammar*	*Definition*	*Example*
Taxonomizing	EC+++	PG+++	Adds ideas together into a clearly ordered structure	<u>Double underlining</u>
Coordinating	EC++	PG++	Adds ideas together mainly by showing how one causes or is related to the other	<u>Underlining</u>
Characterizing	EC+	PG+	Adds a particular set of properties to a word	Plain text
Establishing	EC	PG	Adds a set of meanings to a word	<u>Broken underlining</u>
Most simple relationships of meaning				

In the clausing analysis below, I have focused primarily on the *connecting* relations. These relations are easiest to identify through their grammatical structures. Therefore, they can be highlighted as a language pattern for the students in my pedagogy. One of the characteristic language patterns that construe *classifying taxonomizing* relations within clauses is an "X is Y" structure, in which the first half of a clause is defined by the second half (Maton & Doran 2017b:85). This pattern is extremely powerful for both the factual claims and exemplification parts of an academic text. This pattern is true whether we are doing a detailed reading and decoding of an academic reading in the classroom or the students are attempting to paraphrase these structures into high-stakes writing of their own.

The excerpts that I have extracted from Elizabeth Struthers Malbon (1992) largely also aim at defining and exemplifying the main concepts of narrative theory. Therefore, it is not surprising that they consist mainly of clauses that construe *connecting* relations. The glaring exception to this is in the third excerpt, where Malbon compares the new literary concepts of temporal and spatial settings with the older tradition of reading the Gospels to establish the historical geography and chronology of the life of Jesus. Here the extract uses primarily *characterizing augmenting* relations to succinctly construe several opinions on the subject, ending with her conviction that it is impossible to firmly establish any kind of historical information from what is a literary product.

> Recent literary criticism has taught us to conceive of the reader and the author not as isolated entities but as poles on a continuum of communication. A real author writes a text for a real reader. <u>An implied author, a creation of the real author that is implied in his or her text, presents a narrative to an implied reader, a parallel creation of the real author that is imbedded in the text, and a narrator tells a story to a narratee.</u> Of course, within a story a character may narrate another story to another character … <u>Narrative criticism focuses on the narrative, but the implied author and the implied reader are understood as aspects of the narrative in this model. The implied author is a hypothetical construction based on the requirements and knowledge and belief presupposed in the narrative. The same is true of the implied reader. The implied author is the one who would be necessary for this narrative to be told or written. The implied reader is the one who would be necessary for this narrative to be heard or read</u> (Malbon, 1992:27).

In my sentence-by-sentence detailed reading of the text in my pedagogy, I have highlighted these language and condensation patterns as power grammar. This effort is to model for the students how the author uses these patterns, and especially how forms of

the verb "to be" connect and define key ideas. In the linguistic landscape of South Africa, this takes on added importance. Most of the students speak an agglutinating home language such as isiZulu, which does not have a cognate verbal form, since clauses are built by adding prefixes and suffixes to a verbal stem (cf Land 2011, 2015).

The second example below shows extracts from John Riches' (1990) historical-sociological study of Palestine at the time of Jesus. Here my clausing analysis again shows a preponderance of *connecting* relations. This time more *correlating* and *connecting coordinating* relations than *taxonomizing* is not unexpected because the extract is more focused on description than definitions of technical vocabulary as in Malbon above.

> Like many colonial powers, Rome did not adopt a uniform pattern of administration of the territories it controlled. It found the arrangement that worked best and, if it caused problems, changed it. <u>If a local ruler could be found who was competent and would be loyal to Rome then he would be used.</u> Herod the great, though a powerful King in the eyes of the Jews, owed his position entirely to Roman support ... <u>Part of the price for the client ruler remaining in power was military cooperation with Rome.</u> When Herod Antipas ruled in Galilee, Judea to the south was administered by a prefect ultimately responsible to the Roman governor of Syria in the North ... At the same time, the client ruler was in many cases expected to collect taxes for the Romans. This he would have done by whatever system suited him, most often in the form of tax farming, rather than the direct levy of a poll tax... <u>But above all it was important that any client King should be able to maintain order. Archelaus, Herod the Great's son who ruled over Judea after Herod's death, was a disaster</u> and was removed in AD 6 after a series of uprisings (Riches, 1990:14–15).

In terms of power grammar, my pedagogy for this text was aimed at the language and condensation patterns that construe *connecting* relations that reinforce the lessons from the previous teaching-learning cycle.

However, unlike power words above and power composition below, the case is far less clear that emphasizing power grammar or SFL language patterns has an advantage for the students in my classroom[8]. It is also much more difficult either to shift or to make a fair judgement of the students' use of language patterns after such a short period of explicit instruction, especially in English. However, the third arm of the power trilogy shows much more promise for both recontextualizing for the classroom and reproducing in the

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[8] In Chapter 6, when I discuss my rediscovery of the power of knowledge genres, this issue will return.

students' work. As my conclusion, in Chapter 10 will show teaching power composition is by far the most successful part of this project.

5.5   POWER COMPOSITION

The third aspect of the Detailed Reading phase of my pedagogy is to open up the organization of the texts to show how the sequencing of the knowledge relates and condenses concepts and ideas with each other. As Martin (2013:31) puts it:

> Crucial as power words and power grammar are to the construal of knowledge … [they are] ultimately packaged as texts which store the descriptions and explanations construing the field.

This unpacking of sequence and organization is so that in their reading students will begin to recognize that knowledge claims have greater force when they are arranged in predictable patterns. These patterns show how they may be added to other claims that reinforce them and be contrasted with the results of other claims, or summarize the claims that have come before them. By drawing attention to these patterns, I hope to ensure that students not only understand the text I am unpacking but also begin to use these devices for themselves.

The translation device is shown in Table 5.8. The discussion below shows how to bring the sequencing tool from Maton and Doran alongside the idea of *power composition* from Martin. For the pedagogy in 2018, I tended to focus on *textual* metafunction and *themes* (Martin 2013, 2017). In other words, on the beginning of sentences or clauses and how they are used by the authors to show the relationships between ideas. Particularly, how by adding textual themes or conjunctions to the beginning of sentences, students can become more explicit in their writing.

Table 5.8 Translation device for power composition (adapted from Maton & Doran, 2017a and Martin, 2013)

Most condensed relationships of meaning	*Power Composition*	*Definition*	*Examples*
Vertical	PC+++	Composition that summarizes ideas from one sentence or paragraph to another	<<Chevrons>>
Horizontal	PC++	Composition that shows ideas as the result, opposite or unexpected from each other, or adds them together into an order	{{Brackets}}
Sedimental	PC+	Composition that repeats key ideas	//Back slashes//
Compartmental	PC	Composition that organizes ideas logically	Unmarked
Most simple relationships of meaning			

Turning now to my analysis of the extracts from Malbon's text on narrative criticism. I was struck by their use of predominantly *reiterative* and *repetitive sedimental* (Maton and Doran 2017b:89) sequencing relations:

> //The distinction between flat and round characters is not the same as the distinction between "minor" and "major" characters.//
> //The Jewish leaders are hardly minor characters//
> {{{but} in Mark they are flat.}}
> //Nor is the flat/round distinction equivalent to negative and positive.//
> //The Jewish leaders are flat and negative;//

In the above example, the repetition of power words in the *theme* and *new* (Martin 2013) of the clauses established the logic of her argument sufficiently for an experienced academic reader. Still, the absence of textual signposting can lead to genuine confusion for the students I teach. The second example below uses some horizontal sequencing.

Still, these are almost always very simple additive conjunctions that do not emphasize the aggregation and connection of ideas back and forward in the text. This important connection of ideas is still largely represented by repetition of the power words.

> Recent literary criticism has taught us to conceive of the reader and the author not as isolated entities
>
>> {{{but} as poles on a continuum of communication}}
>
> A real author writes a text for a real reader.
>
> //an implied author, a creation of the real author that is implied in his or her text, presents a narrative to an implied reader, a parallel creation of the real author that is imbedded in the text, …//
>
>> {{{and} a narrator tells a story to a narratee.}
>>
>> {{{Of course,} within a story a character may narrate another story to another character…}}
>
> Narrative criticism focuses on the narrative
>
>> {{{but} the implied author and the implied reader are understood as aspects of the narrative in this model}}
>
> The implied author is a hypothetical construction based on the requirements and knowledge and belief presupposed in the narrative.
>
> //The same is true of the implied reader.//
>
> The implied author is the one who would be necessary for this narrative to be told or written.
>
> //The implied reader is the one who would be necessary for this narrative to be heard or read.//

The two examples above show that explicit sequencing or power composition of texts is crucially important to both the Detailed Reading and Joint Construction curriculum genres. Students often do not understand how the ideas work together in Academic Discourse. The author has a tacit understanding with her professional audience about how connections and arguments work. However, first-year students will not appreciate these tacit conventions. This misunderstanding often has consequences for how they comprehend arguments and organize their written assignments.

In Chapters 8 and 9 I will evaluate how the students in 2018 took up this idea, particularly in adding conjunctions and other connecting language devices to their writing to organize

it better and to make the relations between ideas and technical concepts more explicit. However, I will discuss in Chapter 6 how coming to terms with analysing the knowledge genres of these extracts has developed my thinking about how to go forward with my pedagogy.

5.6   EVALUATING AN IDEA TOWARDS FUTURE PRACTICE

This project is my first attempt to show an example of how I, the self-reflective practitioner, can work theoretically with sociological toolkits rather than feelings and hunches. I have tried to show how I used LCT (Semantics) to enhance an integrated literacy pedagogy in a disciplinary classroom at a tertiary institution. This work suggests that first-year tertiary teachers should not follow my earlier example and assume that a reading that they prescribe is simply self-evident and will give the students the information that it is intended to. At the very least, we should carefully reread our prescribed texts. This close reading aims try to become aware of how students may misunderstand them. My experience in the 2018 and 2019 teaching-learning cycles of the module as a whole suggests that the effort of integrated literacy pedagogy bears fruit in clearer and better organized academic writing. My particular use of Reading to Learn and the ESD and EC tools is perhaps not essential. Still, I would argue that individual teachers could develop some form of the detailed reading, joint construction and independent construction teaching-learning cycle as one of their toolkits of pedagogic curriculum genres for delivering introductory content from foundational authors in their discipline.

My experience in this module also suggests that analysing a text and unpacking its content improve students' writing and paraphrasing in assignments. Also, the concepts of power words, power grammar and power composition could be further powerful tools for the first-year teacher. This power is because power words will help to draw attention to technical wordings in the discipline as they occur in the assigned reading, and particularly point to their correct use and the acceptable range of synonyms which can be used to paraphrase them in assignments. Power grammar and power composition, in my experience, and bearing in mind the Reading to Learn philosophy of scaffolding reading and writing of academic knowledge genres, point to a useful way of unpacking how texts are structured. Thus, a teacher can use power grammar to highlight important language patterns in the discipline, such as how to structure definitions, to express how one phenomenon causes another and to illustrate how to express ideas clearly in the target

academic language, whether English or an indigenous African language. In the writing of assignments, the lecturer or tutors could continue to model the most powerful and appropriate ways to use these language patterns and thus begin to ensure that more students produce assignments that approach high-stakes academic writing. Power composition, on the other hand, is a tool for laying bare the structuring of academic language, particularly where highly theorized academic writing makes this opaque. Lecturers or tutors could then also model explicitly how to structure assignments in a real-world context of an actual assignment, rather than in a decontextualized tutorial on essay writing.

CHAPTER 6

FINDING MY PEDAGOGY 2: A JOURNEY WITH KNOWLEDGE GENRES

6.1   THE PROBLEM OF KNOWLEDGE GENRES

This chapter will set out my continuing journey with the knowledge genres of the texts used in my teaching. Particularly, the issues that have arisen from identifying the genre of extracts from longer macro-genres (Christie, 2002; Martin & Rose, 2008), such as an introductory chapter from a scholarly monograph, or sections from an article in a collection of essays outlining various ways of interpreting the Bible or taking a particular position on the sociology of the biblical world. The choices that I made can be, in part, explained by the context of trying to introduce the complex issues of integrating reading and writing into a tertiary-level course. This context is a pressured time frame of 40–56 hours over a semester of 11–13 weeks — depending on the time lost to protests and other social issues. These extraneous time and social issues must be faced as they arise. However, I have come to the growing realisation that perhaps the most important issue is the clear and careful preparation of my teaching material, and thoroughly understanding the complexity of the meaning and structuring of the texts that I use in my teaching.

The truth of the matter is that I greatly underestimated the issue of knowledge genres and the social organization and composition of the texts. The texts were, in the first instance, selected because they were paragraphs from the longer readings selected by Jonathan Draper, my predecessor as the teacher of the course. He, in turn, chose books from his library and aligned them with scaffolded written assignments he had developed to introduce different aspects of the study of the Gospels. When I was first recontextualizing these extracts into my student handouts, I focused mostly on conveying the factual content. Then on having the students reproduce the relevant and accurate facts in different words. The experience of this project has given me a much greater appreciation of the link between the structuring and composition of texts. The first stage of a Sydney School genre pedagogy such as Reading to Learn is the selection of the text and the identification of the knowledge genres. It represents, in Bernsteinian terms (cf. 2000), the shift from the Field of Production or knowledge as research, which is the author's original text with its rhetorical purpose, to the Field of Recontextualization or knowledge as curriculum, which is my selection and re-presenting of the texts by typing them out with new headings and

line numbering and including it in a lesson handout framed with my attempt at a "common sense" summary, questions, notes and an assignment topic.

As a result of the way I undertook my text selection, I may have made the texts more difficult to read than I intended. Quite frankly, I allowed these selections from longer texts to become fossilized in my mind and attempted to resolve the problems that arose from how I had selected the texts without reference to the original. This chapter then seeks to rectify some of these mistakes with a view to my 2020 pedagogy. In particular, taking seriously how the stages and phases of the knowledge genres, either of the whole text or sections of the text that teach a particular theoretical concept, may make a critical difference to my future practice.

6.2   MY JOURNEY TO THE KNOWLEDGE GENRES OF THE SELECTED EXTRACTS

In the section below, I critically examine three of the texts that I created for this project and belatedly discuss my emerging understanding of the knowledge genres of the extracts as they stand. In addition, I compare them to the original texts and consider how I could have added further selections from the original to make the knowledge genres easier to analyse and teach, and in this way move beyond merely the accurate understanding of the factual content of the texts to comprehending how and why they are organized as they are.

6.2.1   John Suggit: The Gospel and the Gospels

This extract, from early in the introduction of Suggit's book (1997:6, see full text in Table 6.1), sets out to build the field of the meaning of the Greek term ευγγελιον (euangelion). My first attempt to understand the structure of this text was the taxonomy (set out in Figure 6.1 below). In which I began to understand that this teaching extract or source text for writing begins to identify and develop terminology to build the field of this Greek term within the context of Biblical Studies as opposed to Classics.

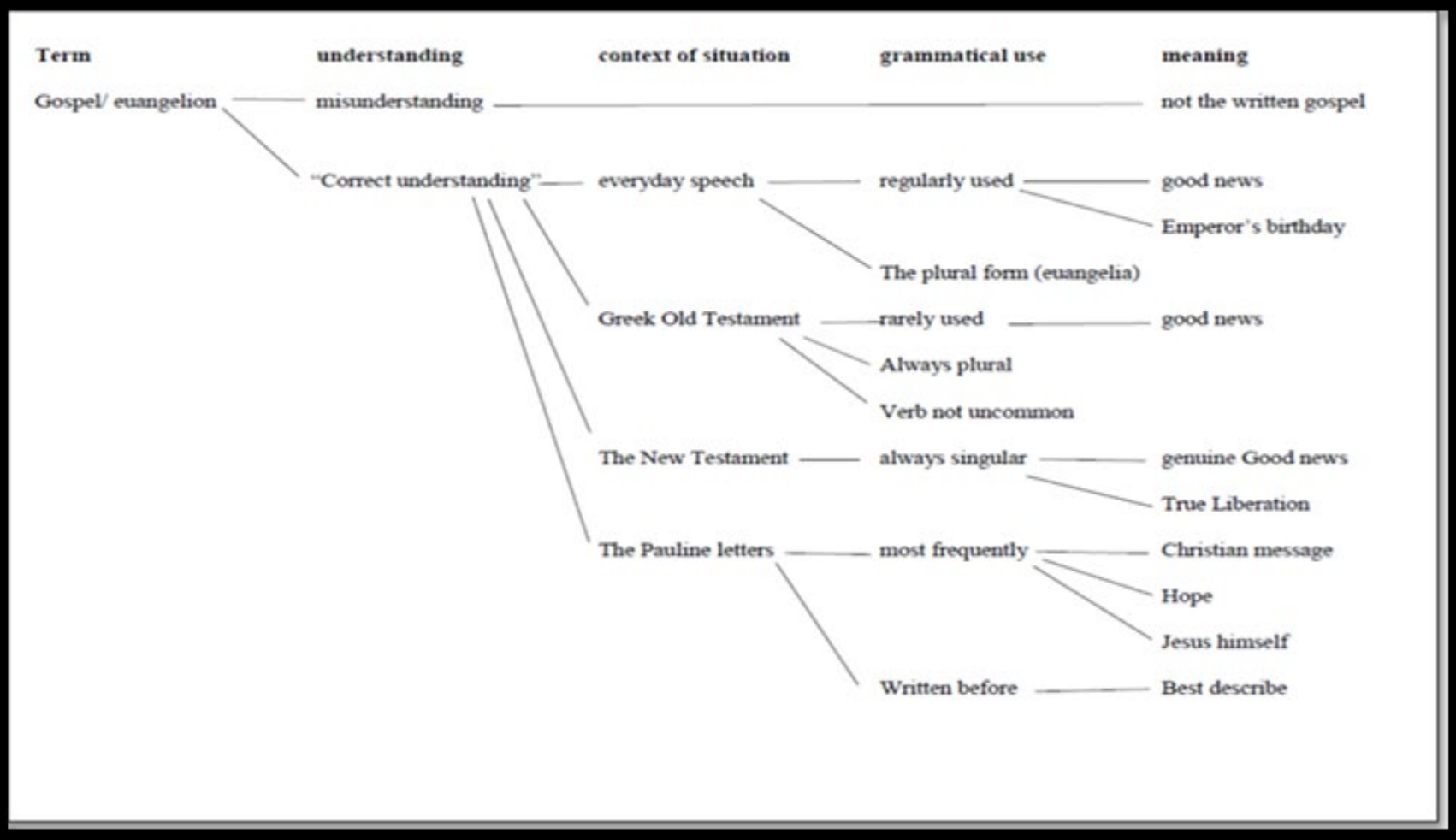| Term	understanding	context of situation	grammatical use	meaning
Gospel/ euangelion	misunderstanding			not the written gospel
	"Correct understanding"	everyday speech	regularly used	good news
				Emperor's birthday
			The plural form (euangelia)	
		Greek Old Testament	rarely used	good news
			Always plural	
			Verb not uncommon	
		The New Testament	always singular	genuine Good news
				True Liberation
		The Pauline letters	most frequently	Christian message
				Hope
				Jesus himself
			Written before	Best describe

Figure 6.1 A taxonomy of the extract from Suggit (1997)

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Firstly, the Biblical Studies emphasis on the common misunderstanding of the term would not arise in another context, since the written gospel has no technical or disciplinary meaning for classical studies. But the Classics field does supply the first level of the context for an implied correct understanding of the word: the everyday speech of the Greco-Roman world, the regular use in the plural, the simple meaning of "good news", and the example of use in announcing the Emperor's birthday. From this launching point in classical culture, the argument for the correct understanding of the term shifts to the field of the Greek translation of the Hebrew scriptures or Christian Old Testament, where three ideas are added: rare use of the always plural noun, the common use of the corresponding verb, and the implication of the continuing simple meaning of "good news". The next context to consider is the original language of the Greek New Testament before translation into English. Here the emphasis is that the noun is always used in the singular and that this implies a theological meaning of genuine good news or true liberation. The argument climaxes with the location in the Pauline Letters as a subset of the New Testament. Here the noun is used 60 times but, as in the previous section, the verb is now no longer mentioned. In this context, theological meanings are again emphasized, so the noun stands metaphorically for the Christian message and hope, and even more importantly for the person of Jesus himself. The clincher is that Paul, or at least his letters, uses the noun most and before its use by the written gospels. The conclusion is that the letters best describe the theological meaning of the term and by implication, the one that should be appropriated by the reader.

However, in terms of the typology of knowledge genres from Rose (2020a), the text as I have it here shows features of a factorial explanation. As a result, I wrongly identified it as such in my teaching in 2018. Therefore, I set the students the task of writing an explanation in their final assignment. Now, having done a much more careful analysis of the knowledge genres my current identification, as set out in Table 6.1 below, places the text within the knowledge genre category of the exposition argument. This category sets out several arguments supporting one point of view. In this case, this argument is Suggit's suggestion in the passages of evaluation that the word "gospel" can have a correct understanding if based on the type of arguments set out in his short text.

As a New Testament scholar, I also recognize these patterns. They are the familiar stages and phases of a knowledge genre arguing for the correct definition of original language

terms in the discipline of Biblical Studies. They construe a typical contextual shift from wider culture to the sacred text and a temporal shift from oldest to newest.

Table 6.1 Extract from Suggit (1997) presented with the stages and phases of an exposition argument

Stages	Text	Phases
Thesis	Even the word "gospel" (Greek *euangelion*) is liable to misunderstanding.	
Argument 1	The Greek word simply means "good news".	*Topic*
	It was regularly used in the plural form (*euangelia*) in everyday speech,	*Elaboration*
	often with reference to such occasions as the Emperor's birthday.	*Example*
Argument 2	In the Greek Old Testament, the word is rarely used,	*Topic*
	and is always in the plural, although the corresponding verb is not uncommon …	*Elaboration*
Argument 3	In the New Testament, the remarkable fact is that	*Topic*
	the word is always found in the singular	*Elaboration*
	as if the news brought by Jesus is the only real or genuine good news, leading to true liberation.	*Evaluation*
Argument 4	The word is used most frequently in the Pauline Letters (60 Times)	*Topic*
	where it refers to the content of the Christian message and hope (e.g. Gal 1:11) not to the written gospel.	*Elaboration*
	Often, in fact, Paul thinks of Jesus himself as the gospel, so that Paul can describe his task as being "to preach him as the gospel among the Gentiles" (Gal 1:16).	*Evaluation*
	What Jesus came to proclaim was so closely tied up with his own person that he and his message came to be identified...	
Resolution	In view of Paul's frequent use, we should rightly expect that he and the letters attributed to him will best describe what the gospel is	*Point 1*
	since most of them were written before the four gospels	*Point 2*
	The best and shortest description of the gospel is to be found in 2 Corinthians 5:19 "God was in Christ reconciling the world to himself".	*Evaluation*

This analysis of the text as a knowledge genre gives me many more resources for both a Detailed Reading and Joint Construction in terms of a clear generic structure that takes account of the whole of the texts and the language choices Suggit has made. In personal communication, Claire Acevedo, an experienced Reading to Learn practitioner, pointed out that

> while the field information, of course, is used to support the arguments, the appraisal system is key in the analysis: *even, liable, simply, regularly, often* contrasted with *rarely*; hedging *although*. Positive appraisal, *remarkable, always, only, real, genuine, true etc.* culminating with *best and shortest*. You were reading the appraisals to discern that it was an argument yet you didn't make all of these essential resources visible to your student readers (Claire Acevedo, pers. comm., 15 November 2019).

This information raises the question about axiological condensation or iconization (Maton and Doran 2017a, Martin 2017), which I bracketed in Chapter 5. What role will the opinions and evaluations of the author play in my pedagogy going forward? To what extent I could try to integrate these issues into a pedagogy based on the power trilogy. Fortunately, the other texts I have selected present fewer of these challenges since they are largely factual texts rather than arguments.

6.2.2   Elizabeth Malbon: narrative criticism

These text extracts are from the original article by Elizabeth Malbon (1992). My selection was following the lead of my colleague Jonathan Draper, his underlining in the text of the longer article and the reading questions of his assignment:

1. *What is meant by the implied author and the implied reader?*
2. *What are flat and round characters, and how do they relate to positive and negative roles in Mark's narrative?*
3. *In your own words, describe the importance of the three "w's", "who", "where", and "when", in providing the setting of Mark's narrative.*
4. *What is meant by plot in narrative theory? Summarize briefly the key to Mark's narrative plot.*

This example led me to focus on particular parts of Malbon's text, which define and outline the technical terminology related to the major components of narrative theory, beginning with the author and reader, and then characters, setting and plot. At the same time, I had to keep a close eye on brevity to facilitate sentence-by-sentence unpacking in

the very limited time afforded by class time in a tertiary institution. The four extracts from Malbon (1992) are now set out below.

6.2.2.1   Implied author and implied reader

Malbon: Author and Reader

Recent Literary Criticism

Isolated Entities — Continuum of communication

Real Author ⟶ Real Reader

hypothetical creation

Narrative

told or written — heard or read.

Implied author ⟶ Implied reader

Implied in text — imbedded in the text

Narrator ⟶ Narratee
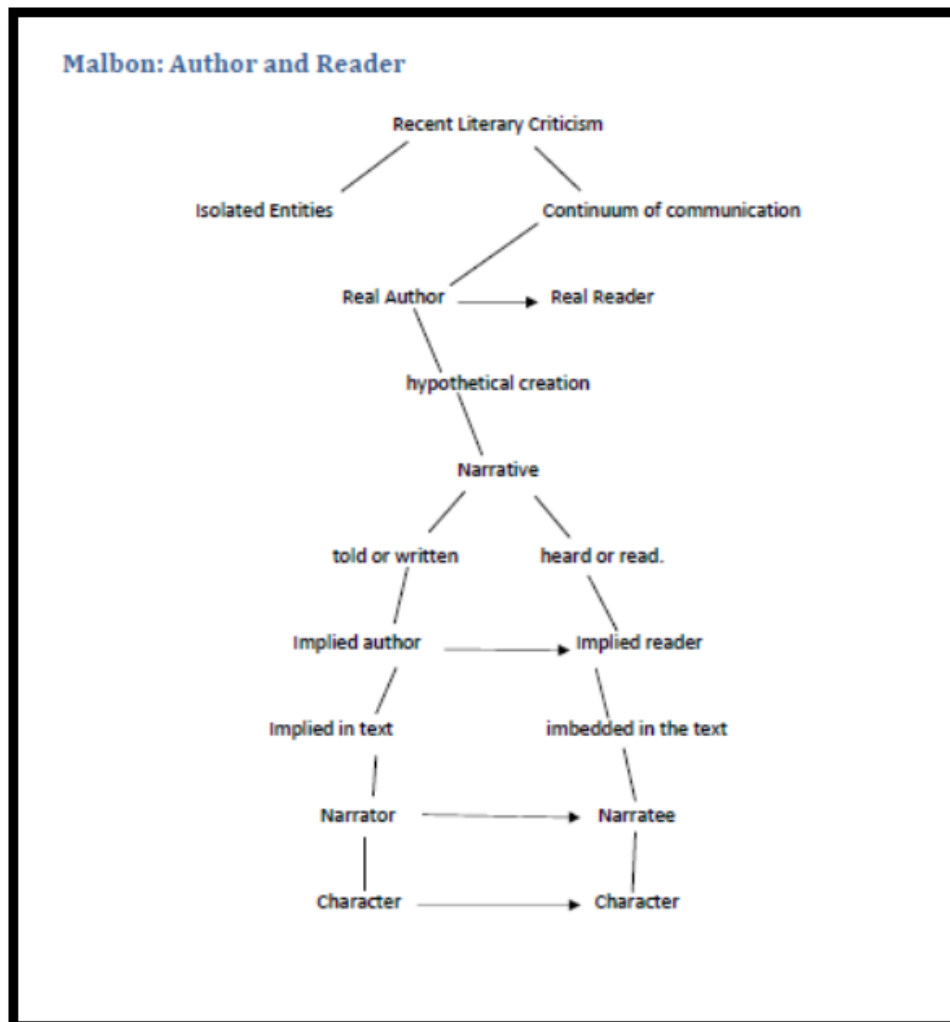
Character ⟶ Character

Figure 6.2 A taxonomy of the author/reader extract from Malbon (1992)

The first selection (Malbon, 1992:27) sets out the communication between reader and writer in narrative theory. A taxonomy of the ideas shows (see my first attempt in Figure 6.2 above) my working hypothesis of how the text might be better understood by a novice reader. I began with the idea of the implied author and reader as creations of the real author, rather than with the continuum of communication idea. This order seemed better because the invisible hierarchy of author/reader, narrator/narratee and characters is not clear in the way the text is set out. This demonstration shows the difficulty of this kind of

authentic academic text set out below in Table 6.2. It needs an understanding of continua and hierarchies that are merely hinted. Also, the ability to read backwards that hypothetical constructions apply to all the technical terms in the extract. In this first case, identifying the knowledge genre as two short classifying reports, (see Table 6.2), does not prove particularly helpful. Because although the patterns are quite clearly set out, the remarkably strong condensation and abstraction of the ideas and meaning in this extract are still difficult to understand.

Table 6.2 Stages and phases of Malbon's extract on implied author and implied reader

Stages	Text	Phases
Classification	Recent literary criticism has taught us to conceive of the reader and the author not as isolated entities but as poles on a continuum of communication.	
Description	A real author writes a text for a real reader. An implied author, a creation of the real author that is implied in his or her text, presents a narrative to an implied reader, a parallel creation of the real author that is imbedded in the text, and a narrator tells a story to a narratee. Of course, within a story a character may narrate another story to another character…	*Parts of the sequence of communication*
Classification	Narrative criticism focuses on the narrative, but the implied author and the implied reader are understood as aspects of the narrative in this model…	
Description	The implied author is a hypothetical construction based on the requirements and knowledge and belief presupposed in the narrative. The same is true of the implied reader. The implied author is the one who would be necessary for this narrative to be told or written. The implied reader is the one who would be necessary for this narrative to be heard or read.	*Implied author and reader as parts of the narrative*

6.2.2.2 Rethinking the selection on the implied author and implied reader

I looked back critically at the source in Malbon's (1992) article. This appraisal shows that I could profitably add a few sentences to clarify the meaning of my selection. These additions, in the quotation below, would give concrete examples of the idea of the implied author and reader for Mark's Gospel in terms of the culture they share and how this cultural information helps with interpreting the narrative of the gospel text.

> Of course, basic information about the cultural context is essential to any interpretation. The implied author and implied reader of Mark's Gospel, for example, were literate in koine (common) Greek and knew the Hebrew Bible (later to become the Old Testament for Christians) in the form of its Greek translation in the Septuagint. Narrative critics are eager to know as much as possible about the cultural contexts — especially of ancient works — in order to understand more completely the implied author and the implied reader of the narrative. However, narrative critics are wary of interpretations based on elements external to the narrative — including the intentions (known or supposed) of the real author (Malbon, 1992:27–28).

The proposed addition provides more relevant context-dependent cultural information for work in the classroom. As such, it strengthens the presence and semantic gravity (Martin 2017) of the extract. However, the mass and semantic density of the extract remains strong. The addition introduces new technical terms, and a good deal of cultural elaboration will be needed to unpack this in the classroom. In terms of the knowledge genre of the proposed additional extracts, there are several questions to answer, in particular how to classify the last two sentences, which move beyond classification and description to an evaluation of how narrative critics approach the interpretation of the Bible. Ultimately, my decision to include the addition in 2020 was based on the hope that the section would prove less daunting for the students. More importantly, in the curriculum for 2020, this topic was moved later in the module, and the following text on Character replaced it as the first part of Narrative Theory.
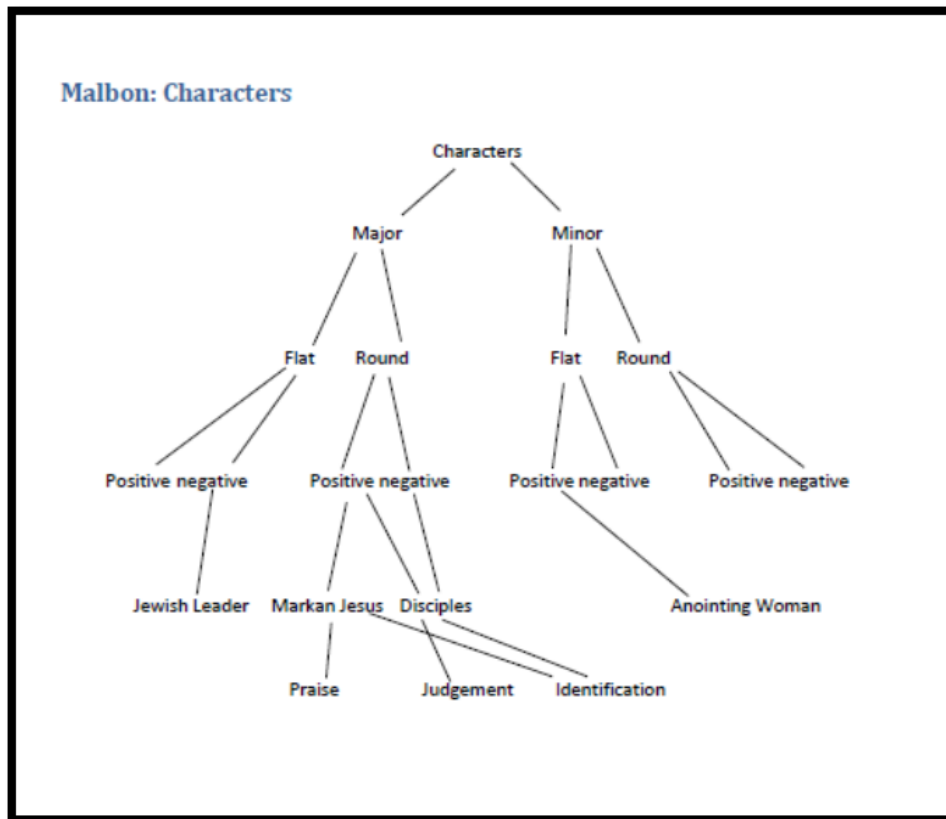
6.2.2.3 Characters

Figure 6.3 A taxonomy of the characters extract from Malbon (1992)

The second selection form Malbon's article (1992:29; See full text in Table 6.3) sets out and contrasts three theories of character, which come together to give a multi-layered understanding of this important aspect of narrative theory. My first attempt to understand the structure of the text using a taxonomy (see Figure 6.3) suggested that Malbon's strategy to begin with the simplest terms rather than the most superordinate category in the hierarchy, which is major and minor characters, can become confusing. Also, Malbon (1992:29) expressed all the relationships between the character theories negatively.

> *"The distinction between flat and round characters is not the same as the distinction between 'minor' and 'major'", "The Jewish leaders are hardly minor characters", "Nor is the flat/round distinction equivalent to negative and positive".*

This quirk of English understatement proves unnecessarily confusing for EAL readers.

In this instance, thinking in terms of knowledge genres makes things much clearer. I think of this as a descriptive or classifying report of flat and round characters. In this case, phase 1 and phase 4 define and develop Malbon's favoured character theory, which is the distinction between flat and round. Phase 2 and 3 then make more sense as contrasting theories of major/minor and positive/negative, with the examples connecting them into the flat/round schema. Phase 4 then returns to why Malbon favours the flat/round system, which is because it elicits reader response and identification.

Table 6.3 Stages and phases of Malbon's report on flat and round characters

Stages	**Text**	**Phases**
Classification	Some characters are portrayed with only one trait. Others are given a number of traits, or developing traits, or even conflicting traits. E M Forster, novelist and literary critic, called these two types of characters "flat" and "round".	
Description **Character theory 1**	The distinction, which is sometimes elaborated, has proved to be extremely helpful to narrative critics. Flat characters are simple and consistent. Some flat characters appear but once, others again and again, but their actions and words are predictable. Round characters are complex or dynamic. They may reveal new aspects of themselves or even change	*Orientation* *Definitions*
Character theory 2	The distinction between flat and round characters is not the same as the distinction between "minor" and "major" characters. The Jewish leaders are hardly minor characters but in Mark they are flat.	*Orientation* *Example*
Character theory 3	Nor is the flat /round distinction equivalent to negative and positive. The Jewish leaders are flat and negative; the anointing woman is flat and positive. The disciples are round and both positive and negative; the Markan Jesus alone is a round positive character.	*Orientation* *Examples*
Development of Character theory 1	The flatness or roundness of characters, however, does affect the implied reader's response in praise, judgement or identification. Round characters elicit identification in a way that flat characters do not.	

These resources provided by Genre analysis made this a relatively simple text to teach and rewrite in 2020. More importantly, they prompted me to think about treating each of these extracts as separate texts. This decision freed me from the problems of presenting the more difficult ideas in Narrative first and gave me a powerful teaching strategy for going forward with the module.
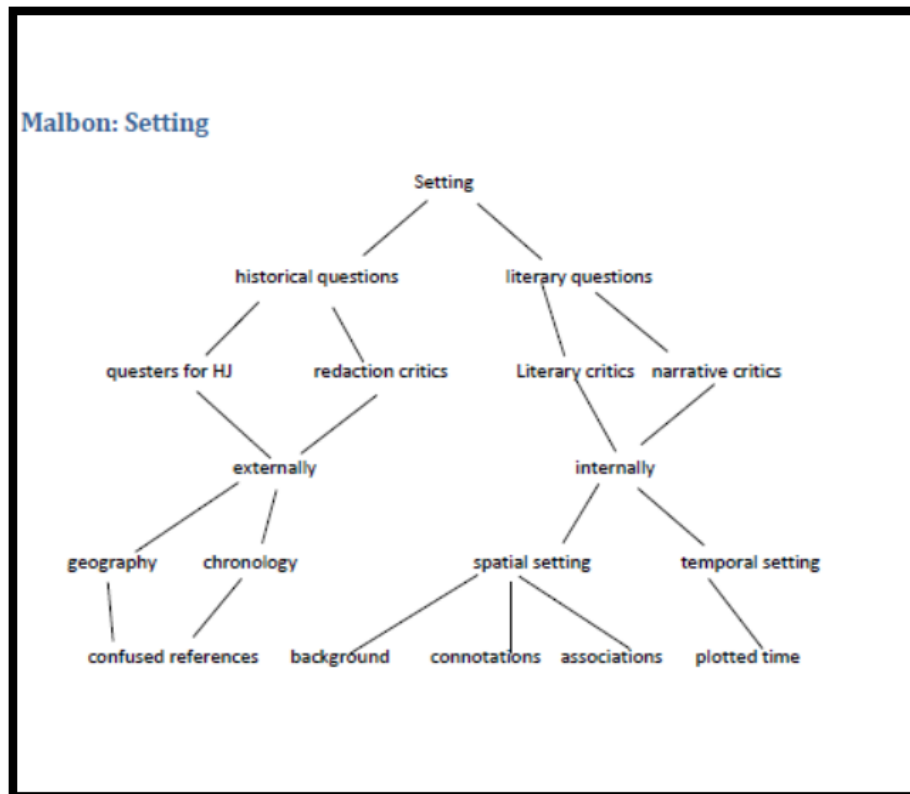
6.2.2.4 Setting

Figure 6.4 A taxonomy of the setting extract from Malbon (1992)

The selection of the text on setting (Malbon, 1992:30–1, Table 6.4) includes some problems. Namely, the previous modes of so-called historical-critical methods of biblical interpretation are alluded to with a throwaway reference to two of the latest iterations of the paradigm (See Fact 1 in Table 6.4 below). This reference is to contrast these methods with literary theory. My attempt to analyse the text with the taxonomy above (Figure 6.4) resolves the problem by trying to set out the difference in approach to the setting of each method. Once again, identifying the knowledge genre, as a descriptive report, makes sense of some of this confusion. Especially, thinking of Phase 1 as a contrast to the literary approach in Phase 2.

Table 6.4 Stages and phases of Malbon's extract on setting

Stages	Text	Phases
Classification	Characters are the "who" of the narrative; settings are the "where" and "when".	
Description **Fact 1: Contrast**	The shift from historical questions to literary questions has made a significant impact on the way interpreters think about the spatial and temporal settings of the Gospels.	*Orientation*
	The original questers for the historical Jesus combed the Gospels for information about the geography and chronology of Jesus ministry.	*Example 1*
	Early redaction critics of Mark argued that its confused geographical references indicate an author writing outside Galilee and Israel, probably in Rome...	*Example 2*
	The spatial and temporal settings of Mark give a clear picture of neither Jesus time and place in history nor Mark's.	*Conclusion*
Fact 2: Literary approach	Literary critics, especially narrative critics, interpret these spatial and temporal references internally rather than externally.	*Orientation*
	Together they form the background for the dramatic action of Marks Gospel.	*Elaboration*
	In fact, settings often participate in the drama of the narrative.	
	Places and times are rich in connotational, or associative values, and these values contribute to, the meanings of the narrative for the implied reader.	

6.2.2.5 Rethinking the selection on setting

However, in critically evaluating this selection, I can also see that Phases 1 and 2 would be much clearer with additional sentences from the source text. On the one hand, the reference to "early redaction critics" is usefully contrasted with the addition of the opposing view of "later redaction critics":

> Later redaction critics speculated that the positive connotations of Galilee in Mark indicate Galilee as the locale of the community for which the gospel was written (Malbon, 1992:31).

On the other hand, the selected text ends by suggesting the importance of the connotations and associations of space and place, but without crucially including the obvious examples that follow in the next paragraph. Adding the following text will make the ideas so much clearer:

> For the implied author and reader who know their bible ", the mountain" is where God comes to meet leaders of the people of God. Similarly, "the sea" is where God manifests divine power, and "the wilderness" is where God manifest divine care in the miraculous feeding of the people of God … Markan temporal settings also contribute significantly to the implied reader's appreciation of the narrative. Some temporal references are clearly allusive or symbolic. Jesus' testing in the wilderness for forty days (1:13) is an allusion to Israel's forty years of testing in the wilderness during the Exodus. The twelve years of age of Jairus's daughter and the twelve years of suffering of the haemorrhaging woman intensify the Jewish flavor of the interwoven stories (5:2 1–43). Twelve is a number symbolic of Israel, with its twelve tribes (Malbon, 1992:31).

There are, of course, disadvantages to making this extract much longer. Mainly, it raises questions of the available class time to integrate further content into the module; however, the rewards of greater clarity outweigh these considerations.
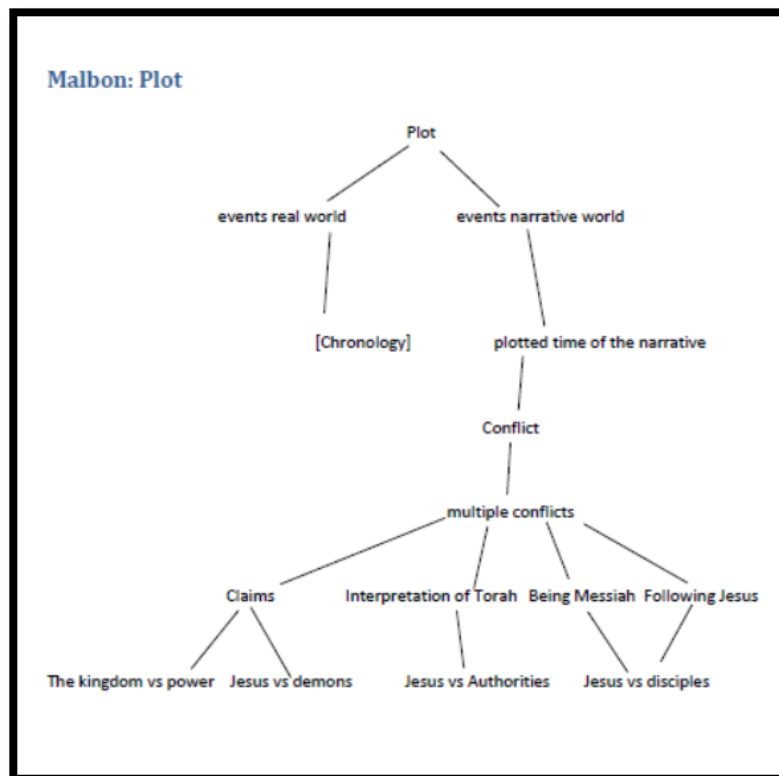
6.2.2.6   Plot

Figure 6.5 A taxonomy of the plot extract from Malbon (1992)

The selection on the plot (Malbon 1992:32–3; Table 6.5) has a break in the sense that is masked by the way I have tried to set out the taxonomy above (Figure 6.5). I tried to harmonize the confusion by borrowing the real world and chronology from the previous selection on the setting. This solution ignored the value of Genre analysis and the value of returning to my source to check my selection.

Looked at through genre analysis (Table 6.5), the first of the two phases of the description, which defines the narrative world and plotted time, is not fully logically connected to the second, which begins "*Conflict is the key to the Markan plot*". What is more, when returning to the original to do a critical evaluation of my selection, I realised that this lacuna arose when choosing only two sentences from a rather dense theoretical elaboration of the idea of the narrative world. As a result, I created a confusing text and then compounded this confusion by changing or "correcting" the term "narrative world" to the "real world" in the first sentence. When teaching the resulting text in 2018 and 2019, I was confused by my selections. So, I fudged some sort of explanation, before moving on to focus on the second part of the description, which was of plot in Mark's Gospel as a series of conflicts.

Table 6.5 Phases and stages of Malbon's extract on the plot

Stages	Text	Phases
Classification	The plot is the "what" and the "why" of the narrative. What happens? Why? Then what happens? Why? These are the questions of plot ...	
Description **Fact 1: Plot as Events**	Events are not always plotted in the narrative world in the way in which they would occur in the real world. The changes from narrative world to plotted time of the narrative are part of the implied author's discourse with the implied reader ...	*Orientation* *Elaboration*
Fact 2: Plot as Conflict	Conflict is the key to the Markan plot ... There are multiple conflicts along several dimensions. The kingdom of God is in conflict with all other claims to power and authority. Jesus is in conflict with demons and unclean spirits. Jesus and the Jewish authorities are in continuing conflict over issues of authority and interpretation of the Law (Torah). Jesus and the disciples are in conflict about what it means to be the messiah and thus what it means to follow him.	*Orientation* *Examples*

6.2.2.7   Rethinking the selection on the plot

For 2020 I propose the longer version of Phase 1, shown in bold type in the quotation below. The words of my text from Table 6.5 are now underlined below as the start of the elaboration sub-phase. This addition will make the description of the plot as events clearer. As with setting the selected text is now longer and will need careful work in the detailed reading:

> **Biblical critic Norman Petersen presents a very fruitful distinction between Mark's narrative world and Mark's plotted time. The "narrative world is comprised of all events described or referred to in the narrative, but in their causal and logical sequence. The plotting of this world is to be seen in the ways its components have been selected and arranged in a sequence of narrated incidents."** <u>Events are not always plotted in the narrative world in the way in which they would occur in the narrative world. The changes from narrative world to plotted time of the narrative are part of the implied author's discourse with the implied reader.</u> **An event may be narrated after its logical order in the narrative world. An event may be narrated before its logical order in the narrative world. And of course, events may occur in the same order in both. An event may be narrated with a longer, shorter, or equal duration in comparison with its duration in the narrative world** (Malbon, 1992:32).

In contrast, then, I would keep Phase 2 on "Plot as conflict" simple and would base it on a series of concrete examples from the Gospel to strengthen the semantic gravity or presence.

6.2.2.8   Overall evaluation: teaching Malbon in 2020

Each of these longer selections from the text by Malbon (1992) that I am proposing to use for teaching in 2020 have been informed by my acquaintance with the difficulty students have in understanding these texts and my developing appreciation of the connection between the form and the meaning in texts.
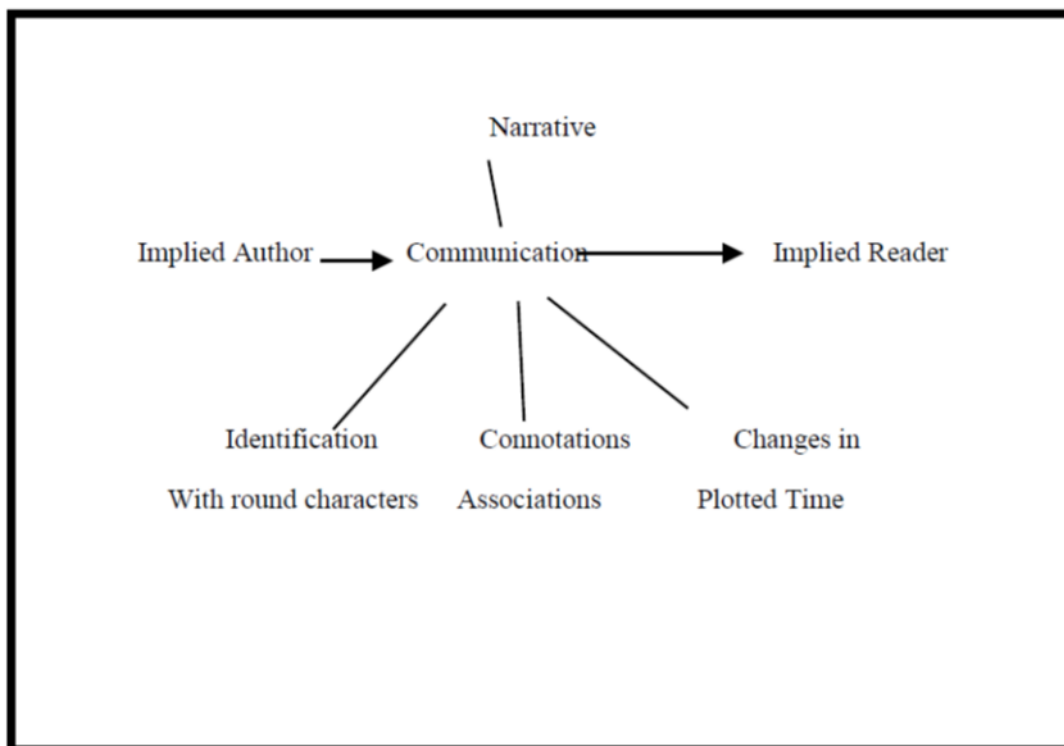
Figure 6.6 Taxonomy of the sequence of communication in Malbon (1992)

Longer selections also suggest a change in teaching strategy. Instead of trying to do a detailed reading and then jointly construct the whole text on narrative theory, as I did in 2018 and 2019. I should approach each characteristic of narrative theory discretely as a knowledge genre with its teaching-learning cycle. That can be covered more quickly and can build up a greater practice in reading and writing through the whole macro-cycle of lessons on narrative theory.[9]

This strategy may then make it easier for students to appreciate the connections between the different selections referring back to the communication between the implied author and implied reader that is mentioned in each of the selected texts and which I have analysed in the taxonomy above. In past years, I have tried to get students to write about these connections. In 2020 it might be possible to initiate a joint construction phase for

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[9] Once again, I am greatly indebted to Claire Acevedo for pointing out this, with hindsight, rather obvious change in teaching strategy. Her evaluation and incisive yet caring critique of my integrated literacy practice was crucial for the writing of this chapter.

the macro-genre by making notes on and rewriting these sections and then to think about a longer assignment involving all the selections from Malbon (1992).

6.2.3 John Riches: The World of Jesus

I constructed the text for the detailed reading of the teaching-learning cycle on the sociological interpretation of the Bible based on the information that would be required to answer the questions of the assignment I had developed from Jonathan Draper's original.

1. Write a carefully structured paragraph to explain what Riches says about the nature of Roman rule and administration in Palestine and the so-called "client rulers". (10 Marks)

2. Write a carefully structured paragraph to explain the problems between the Jewish leaders and the people that were created because Jerusalem was "more like a Greek city". (10 Marks)

3. Write a carefully structured paragraph to explain the changes in patterns of land tenure in Palestine that led to a crisis for the small farmers in the villages. (10 Marks)

I planned that each selection, consisting of 10–15 sentences, could form the basis of an answer to each of these questions when paraphrased. Unlike Malbon's (1992) text, which presented blocks of Theory that may be isolated and then extracted, a text on historical sociology is heavily dependent on detailed contextual examples drawn from Palestine in the first century. Therefore, I needed to construct texts for detailed reading that covered the field needed for answering the questions. At the same time, keeping them short and coherent provides some challenges.

6.2.3.1 Client rulers

At first glance, the first selection (Riches, 1990:14–15; Table 6.6) presents two problems to the reader. The first is original to the source, and the second arises from how I extracted the text. The second sentence reads: "*It found the arrangement that worked best and if it caused problems, changed it.*" The three "its" in the sentence have different references. The first refers externally to Rome, the subject of the previous sentence. The other two refer internally and cryptically to "the arrangement", which is a synonym for "uniform pattern of administration" from the previous sentence.

Table 6.6 Phases and stages of Riches (1990) extract on client rulers

Stages	Text	Phases
Phenomenon	Like many colonial powers Rome did not adopt a uniform pattern of administration of the territories it controlled. It found the arrangement that worked best and, if it caused problems, changed it.	
Explanation **Factor 1**	If a local ruler could be found who was competent and would be loyal, to Rome then he would be used. Herod the Great, though a powerful King in the eyes of the Jews, owed his position entirely to Roman support ...	*Competent Ruler* *E.g. Herod the Great*
Factor 2	Part of the price for the client ruler remaining in power was military cooperation with Rome. When Herod Antipas ruled in Galilee, Judea to the south was administered by a prefect ultimately responsible to the Roman governor of Syria in the North...	*Military Cooperation* *E.g. Herod Antipas*
Factor 3	At the same time, the client ruler was in many cases expected to, collect taxes for the Romans. This he would have done by whatever system suited him, most often in the form of tax farming, rather than the direct levy of a poll tax...	*Collect taxes* *E.g. Description of Methods*
Factor 4	But above all it was important that any client King should be able to maintain order. Archelaus, Herod the Great's son who ruled over Judea after Herod's death was a disaster and was removed inAD6 after a series of uprisings	*Maintain Order* *E.g. Herod Archelaus*

The second problem is that several of the examples that illustrate the organising statements in the text are non-sequiturs that require further clarification. I analysed this text is as a factorial explanation (Table 6.6 above).

Identifying the first two sentences as the statement of the phenomenon, do not resolve the linguistic difficulties of the first problem. But it becomes more understandable as a summary of the factors that will follow. Each of the factor statements is an example of an

"arrangement that worked best." The example then illustrates it with problems and changes that happened in the time of Jesus.

6.2.3.2   Rethinking the text on client rulers

To solve the problem of the non-sequiturs in the examples, I critically analysed my selection against the original of the text. I soon realized that these example sections could be made clearer with the addition of some small details.

In the first example, this was by showing how Herod the Great had to manoeuvre constantly to prove his loyalty to the Romans:

> Herod the great, though a powerful King in the eyes of the Jews, owed his position entirely to Roman support. He was first declared king of Judea in Rome at a formal meeting of the senate in 40BC. Herod had to wait three years before he was able to take possession of this kingdom. He nearly lost his kingdom again when he found himself on the losing side in the war between Augustus and Mark Anthony (Riches, 1990:14).

This proposed elaboration, underlined in the quotation above, greatly enhances the coherence and comprehensibility of the first statement.

In Factor 2, "military cooperation", the example mentions two different arrangements for ruling parts of Palestine. What I left out in extracting the text for teaching is that the military road between the two Roman garrisons lay across the client ruler's territory. The addition is underlined in the quotation below:

> When Herod Antipas ruled in Galilee, Judea to the south was administered by a prefect ultimately responsible to the Roman governor of Syria in the North. That is to say, the lines of communication ran straight through Antipas' territory. Roman troops marching from Damascus to Jerusalem would have passed along the military road not far from Nazareth. There was no question of respecting Galilee's sovereignty (Riches, 1990:15).

Adding these details clarifies the idea of military cooperation, as does the adding of a few lines to Factor 3, "Collect taxes", to read:

> This he would have done by whatever system suited him, most often in the form of tax farming, rather than the direct levy of a poll tax. This is likely to have involved a measure of Imperial supervision. The important point was that the emperor was heavily dependent on the taxes he received from the provinces for maintaining his own position (Riches, 1990:15).

These underlined additions tie this factor more neatly into the factorial explanation by emphasizing the Roman imperial supervision and consumption of the taxes. This addition makes it seem less like taxation was an area of relative autonomy for client rulers.

These longer texts have the disadvantages of requiring more time for teaching. However, along with a much clearer sense of the knowledge genres of the extracts, I believe they will simplify the teaching of this text for the next round of teaching-learning cycles in 2020. Expanded and more detailed examples give more context to the explanation genre and provide more scope for students' understanding of the historical sociology of Ancient Palestine.

6.2.3.3   Jerusalem

As it stands, the second extract (Riches, 1990:22–3) makes a coherent case for comparing Jerusalem with Hellenistic cities in the region. This coherence is strengthened if the text is analysed as a factorial explanation. It outlines why, despite appearances, Jerusalem was pretty much like a Hellenistic city. At the same time, this comparison to a Hellenistic city requires a good deal of elaboration of the history and culture of the region. The preceding sections of the chapter provide this elaboration in some detail but are far too long to be included for readers beginning their journey with university academic discourse. These are issues I will bring up in Chapter 7, where I discuss issues of LCT (Autonomy) in my pedagogy. The target purpose of the lesson, which is to do a detailed reading of this text, requires a good deal of non-target content for it to be elaborated accurately.

Table 6.7 Stages and phases of Riches extract on Jerusalem

Stages	Text	Phases
Phenomenon	The principal city in Palestine was of course Jerusalem, which was both like and unlike other cities.	
Explanation **Factor 1**	It was unlike other cities because it was the city of the temple and the traditional centre of the Jewish nation.	*How was Jerusalem unlike other cities?*
Factor 2	Other aspects must have made it appear quite similar to other Hellenistic cities ...	
	In the first place the high priest's authority was clearly dependent on the Roman authorities.	*High priest 1*
	He was appointed by the Roman governor, and the Roman garrison kept a watchful eye over the temple courts. This permanent garrison was strengthened at the major feasts by reinforcements from Caesarea.	*E.g. Dependent on Roman garrison*
	Second, the high priest's authority was subject to the authority of the Sanhedrin.	*High priest 2*
	This was a court or council made up of priestly families and experts in the Law over which the high priest provided.	*Definition of Sanhedrin*
	Looked at through Roman eyes he was rather more like their appointee to the presidency of a city council, on the Greek model, than a divinely appointed ruler.	*E.g. Like a Greek council*
Factor 3	There were other respects in which Jerusalem was more like a Greek city.	
	In the first instance, the temple was the basis for considerable wealth ...	*Wealth 1*
	Jews everywhere paid tax to the temple; tithes were supposed to be brought to Jerusalem	*E.g. Temple and tithes*
	Jerusalem was the home of aristocratic families and wealthy landowners.	*Wealth 2*
	All of this would create a sharp contrast between the wealthy city dwellers and the poor from the land.	*E.g. City vs country*
Factor 4	Moreover, the style and grandeur of the buildings in Jerusalem would underline the similarity with other Greek cities.	*Architecture*
	Herod's Temple was in the Hellenistic style.	*E.g. Temple*

Analysing the text as a factorial explanation reveals four factors with sub-factors, as shown in Table 6.7 above. Two short additions to Factor 2 and Factor 3 could provide clarifying detail. The high priest's dependence on the Romans could be contrasted with his traditional role by adding these words to the sub-factor "High priest 1":

> Traditionally Jerusalem was the centre of Jewish power. The high priest represented the people to God and God to the people. As such he and the priesthood administered the Law and governed the people. If that was the theory the practice was rather more complicated (Riches, 1990:22).

More crucially, the explanation of the connection between wealth and tithes brought to the temple is improved with the addition of these two sentences.

> In the first instance, the temple was the basis for considerable wealth. Under Herod the Great a large program of rebuilding had provided employment for many. Pilgrims brought wealth to the city. Jews everywhere paid tax to the temple; tithes were supposed to be brought to Jerusalem (Riches, 1990:23).

6.2.3.4 Life in the country

The third selection (Riches, 1990:24–5) attempts to give a sense of the changing rural economy in first-century Palestine and the resulting distress of the population falling prey to debt and slavery.

When I analysed it as a factorial explanation (Table 6.8), the phases of the text emerged as two factors followed by a section that enumerated the consequences of these factors.

Table 6.8 Stages and phases of Riches extract on life in the country

Stages	Text	Phases
Phenomenon	Most of Palestine of course lay outside the cities. Its population was predominantly Jewish and its economy agrarian. Its population lived in towns and villages, the latter being associated with their local town.	
Explanation **Factor 1**	The land was divided between large estates and smallholdings … Patterns of land tenure were changing around this period. Under Herod much of the land had been administered as the king's own estate. Subsequently his land was sold off and this led to the increase of large estates often with absentee landlords (Mt 21:33–41). Archaeological evidence shows the existence of such estates with the central settlement and dependent villages.	*Patterns of land tenure* *How change happened* *Evidence*
Factor 2	These estates were in part sublet to tenant farmers paying rent either in kind or in cash. Labour on the estate proper was provided either by tenets or by day labourers (cf. Mt 20:1). Clearly under these circumstances the possibility of amassing debts and of the shortage of employment was a real one, as the Gospels show (Mt 18:25, 20:6)	*Estate conditions* *E.g. Reference to parables*
Consequences	Thus, there are good grounds for supposing that life in rural Palestine was far from easy for peasant farmers and day labourers. Agriculture itself was laborious and the land, possibly the markets, and certainly the wages were in the control of a few wealthy landowners. None of this makes for great security and an easy life. Debt, loss of tenancies, and ultimately slavery threatened … Under these circumstances sustaining a traditional Jewish way of life requires sustained effort.	*One* *Two* *Three* *Four*

This analysis potentially provides more clarity on how to teach the structure of this text in the detailed reading for 2020. At the same time, however, it gives the wrong impression of the rural population trapped in these circumstances.

6.2.3.5   Rethinking the text on life in the country

This wrong impression of the original selection may be countered. There is then a case for further paragraphs to be added to this text to clarify the situation in rural Palestine. These paragraphs outline the population movements, begging and social banditry, which resulted from the spiral of debt and the loss of tenancies:

> At the same time, rural workers would have been aware of the wealth and opportunities offered by the largely Hellenistic cities in their midst, and such prospects no doubt exercised a powerful attraction. **Under these circumstances sustaining a traditional Jewish way of life requires sustained effort**. Evidence for this can be found in three areas. First, there were considerable movements of population. People emigrated to join the many Jewish communities in cities around the Mediterranean, such as Alexandria. Second, there were those who took to begging as the Gospels clearly show (Mk 10:46, Jn 9:8, Lk 14:21). And there were, third, those who resorted to more violent ways of resolving their problems thieves, brigands (Mt 6:19, Lk 10:30) and resistance fighters (Riches, 1990:25–6).

Including these as further factors to the explanation, together with Consequence 4 (Table 6.8 above, bold type in the quotation) would have advantages for expanding the teaching-learning cycle on historical-sociological interpretation. In particular, when students were confronted with the phenomenon of rural poverty in ancient Palestine, they made the obvious inference that people would move to the cities in search of work, based on their experience of the related phenomenon in contemporary South Africa. However, my interest was in the accurate representation of the content of the texts I had constructed, which excluded this information. In 2020 an expanded reading of the text could provide the historical-sociological section of the module with material related to the direct or past experience of the students or their families, and thereby with a vital link of identification.

6.3   SOME THOUGHTS ON KNOWLEDGE GENRES IN THE TERTIARY CLASSROOM

This chapter has presented my journey with the role of knowledge genres in the university classroom. In my preparation in 2017 and 2018, I was too focused on the content of the extracts to think much about the structure. Attempting to implement the Detailed Reading and Joint Construction curriculum genres in 2018 showed me that I needed to pay more attention to the structuring of the texts. Still, as I illustrated in sections 6.2.1 and 6.2.2, this took the form of thinking of taxonomies of the content rather than the staging and

phasing of knowledge genres. The explanation for this is that I simply could not imagine how to think of these texts in terms of genre. It took the intervention of Claire Acevedo to alert me to the obvious — that macro-genres like articles and chapters are made up of micro-genres and that any selection of written language will fall into a generic structure. For both the Detailed Reading and Joint Construction curriculum genres, taking the generic structure of the text into account entails profoundly rethinking how to teach.

This powerful insight is only just emerging. But I know it will have a significant impact on my pedagogy going forward. In Chapter 8, I will pick up on how I attempted to implement a version of the Joint Construction curriculum genre within the time constraints of the first semester of 2018. However, in the following chapter, I will be taking a not altogether tangential excursus into ideas about the content and purpose of knowledge, and how these are redefined in terms of the defined target of the social activity such as teaching in a university Biblical Studies classroom.

CHAPTER 7

FINDING MY PEDAGOGY 3: EXPLORING LCT (AUTONOMY)

Some will probably consider this chapter off-target and tangential to the main purpose of the thesis, which seems to be the semantic dimension of LCT. However, this is to misunderstand the purpose of the thesis, which is a critical reflection on my integrated literacy pedagogy. Content and purpose are central to this endeavour.

7.1 THE PROBLEM OF CONTENT AND PURPOSE IN AN INTEGRATED LITERACY PEDAGOGY

How to present knowledge, in its various categories and guises, is a key practice for any teacher. The importance is underlined in my integrated literacy classroom, where the prepare-task-elaborate teaching-learning cycle (Rose, 2020a) encourages me to think about different knowledges on different levels.

- Firstly, if my task is to introduce sociological methods for interpreting the Bible? This task could entail knowledge from outside my discipline of Biblical Studies. Knowledge that is about how societies were structured and functioned in what has been called the Ancient Near East (ANE)[10].

- Secondly, I could be working with the awareness that the Bible is an ancient text. Therefore, if my task is to teach its responsible interpretation, I need to present knowledge that builds up a context for understanding ancient societies. That explains how understanding these ancient societies enhance the students' ability to interpret the text.

- Thirdly, the Bible is a sacred text for most of the students in the classroom. So my task might be to give guidance on how it can be appropriated responsibly in the context of Africa today.

- Finally, this is a university module. Here my task might be to begin to develop an understanding in the students about how to write academically about a sacred text

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[10] Despite being steeped in coloniality and a deeply Western perspective, the Ancient Near East is one possible and popular way to designate the geographical area covering the range from Greece and Turkey in the west to Iran and Pakistan in the east, and Armenia and Azerbaijan in the north to Saudi Arabia and Yemen in the south. A decolonial label for this area has been proposed as South West Asia but this has not gained wide acceptance.

while accounting for the double challenge this entails for their identity as Africans and believers.

In all these tasks, preparing and elaborating on any aspect could involve taking and repurposing content. This content may either come from a different field into the field of the task or from the field of the task and connecting it to the experience of the students. Therefore, an integrated literacy teaching-learning cycle entails constant evaluation of the content and purpose of knowledge. As such, this seeming excursus into the codes and toolkits from LCT (Autonomy) makes sense. This sense is because Autonomy is concerned with how categories of knowledge relate to one another throughout the teaching-learning cycle. Thereby Autonomy becomes an important mode for reflecting on my practice. Below I will discuss further how Autonomy codes will play a role in this project.

7.2   A MODEST 4T PROPOSAL FOR DIGESTING AUTONOMY CODES

The definitive paper on autonomy codes is Maton and Howard (2018), which defines the two continua that make up the autonomy plane (Figure 7.1) as follows:

- *Positional autonomy* (PA) – relations between constituent positions from within a context or category and those positioned in other contexts or categories.
- *Relational autonomy* (RA) – relations among constituents of a context or category and relations among constituents of other contexts or categories (Maton & Howard, 2018:6).
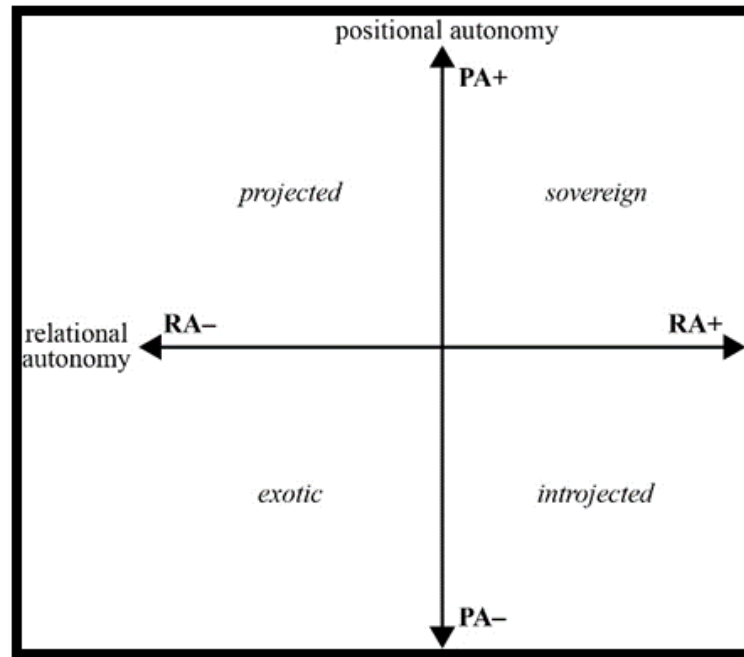
Figure 7.1 Autonomy codes

In other words, Autonomy codes explore the relations and boundaries within a field of social interaction, like my university classroom, and between the actors in the field, like the students and me. In particular, these codes seek to analyse how practices in the context of my integrated literacy teaching-learning cycles are focused *towards* or *outwards* from what I have defined as the *target* of the lesson. In addition, they can show how the target of the different phases in a teaching-learning cycle, for example, Detailed Reading or Joint Construction, may be different depending on the practices and the focus. How a teacher defines the *targeted code* is key to the autonomy analysis, particularly when there is the potential for a dual focus to the teaching-learning cycle, such as in integrated literacy pedagogy. You might define the *target* in terms of teaching the content of a text. For example, the historical sociology of ancient Palestine and having an accurate understanding of the context. This *target* will produce a very different analysis than if the *target* is defined as unpacking the discourse structures of the same text. Below, I present a diagram that translates the Autonomy codes into a possibly more userfriendly 4T format.
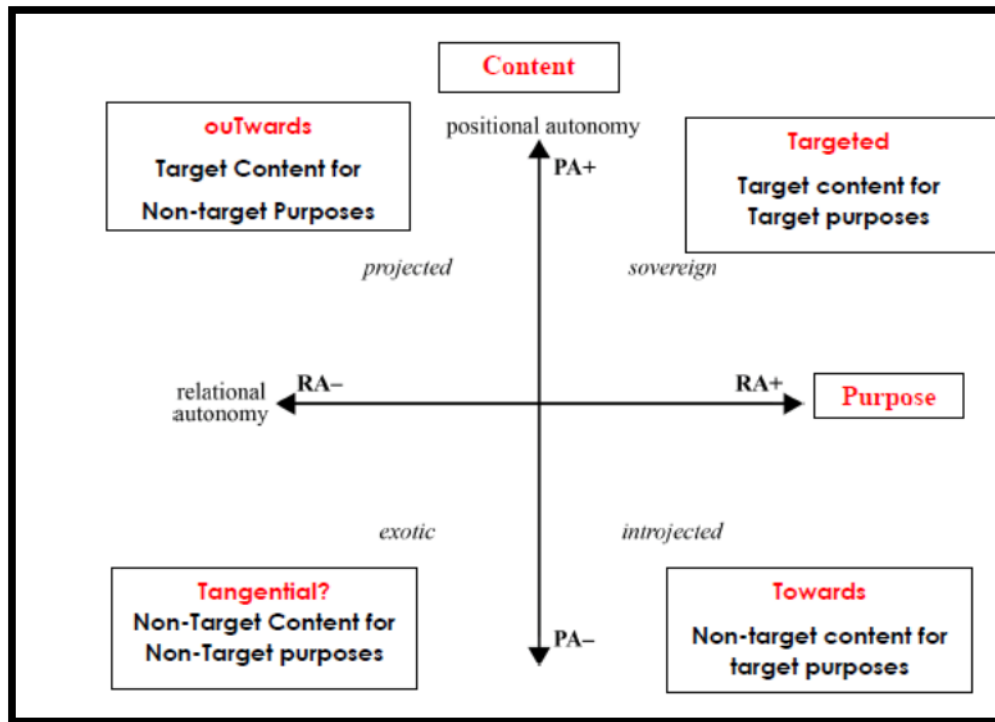
Figure 7.2 A proposed 4T model for explaining Autonomy codes

The translation device above shows how codes generated in the autonomy plane analyse relations from the *target* position as defined by the actors in what I have called a *4T model* (Figure 7.2), following Karin Wolff's 5P model (2015). In the case of educational contexts, the target is a specific category of disciplinary knowledge; for example, in the case of my study, this could be a method for interpreting biblical texts. Therefore, the home base, *targeted* or *sovereign code* (PA+, RA+) is knowledge that is specific or intrinsic to the target of the lesson in the context. Therefore, if I am teaching about the socio-economic role of the Temple in Jerusalem and how this helps us understand a biblical text (Mark 11:15–19) in which Jesus drives traders out of the temple courts, I would be in the *sovereign code*. Opposite this in the autonomy plane are the *tangential*? or *exotic* codes (PA-, RA-). This code is the knowledge that is produced for purposes other than the target of the lesson. For example, this is one way of thinking about highlighting language and textual patterns in a text about the historical sociology of ancient Palestine. Also, it is sometimes necessary to teach about wider sociological categories from agrarian societies like the ancient Roman Empire or ANE Temple states. Unless well-handled, these may be considered irrelevant or become a side-track (i.e. *Tangential*?). But if repurposed to serve the target of the teaching-learning cycle, which

is the elaboration of concepts in the Detailed Reading of the text, they will fall into the *Towards or introjected* codes (PA-, RA+). So when I am teaching these ancient categories, this helps to build an understanding of the target text in the Detailed Reading phase of the teaching-learning cycle. Alternatively, when my practice helps to build accurate writing about the target genre of the topic that is the focus of the Joint Construction phase, my practices may be coded as the *introjected* code. Finally, the *ouTwards* or *projected* code (PA+, RA-) is target knowledge repurposed for other contexts. For example, when I relate information from the target text to the South African context, or when a portion of the independent writing assignment calls on the students to generalize or evaluate the content of the target lesson (Maton & Howard, 2018:7), this may be coded as the *projected* code.
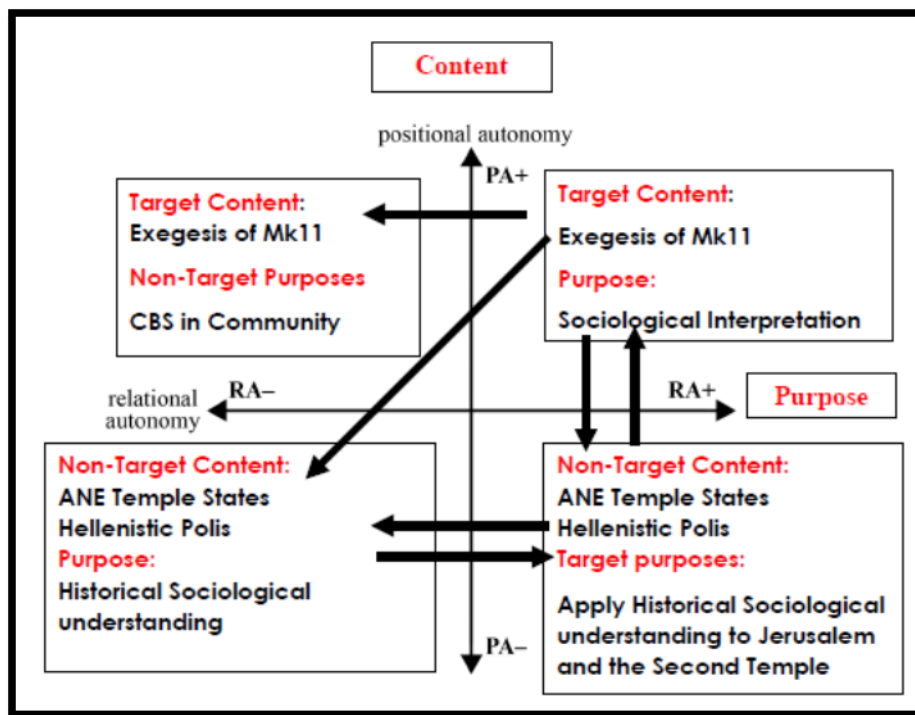

Figure 7.3 A possible Autonomy tour in Biblical Studies

Figure 7.3 above is a translation device for a possible *autonomy tour* (Maton & Howard, 2018:16) in a lesson on the interpretation of Mark11:15–19. The arrows show the interactions or *return trips* (Maton & Howard, 2018:18) between the different quadrants on the plane as knowledge is sought out from *non-target* sources, repurposed to the *target*, and then applied to a different *non-target* context from the *target*. In the following section

of the project, I will attempt an analysis of longer teaching-learning cycles using further codes from LCT (Autonomy).

7.3 EXPLORING AUTONOMY IN MY PRACTICE

7.3.1 2018

The translation device (Table 7.1 below) represents a different possible use of autonomy codes to analyse patterns in teaching-learning cycles over the two years of this project. In my analysis of my practice in 2018, the *core target* was pedagogic activities aimed at building knowledge and understanding of the sociology of ancient Palestine, and the *ancillary target* was related to understanding the wider sociological background. Unpacking the discourse structures of how the knowledge is arranged in the text is crucial for understanding the content. So, I have represented this as the *associated non-target.* Finally, the other pedagogic activities in the teaching-learning cycle are coded as the *unassociated non-target*.

Table 7.1 Translation device showing Autonomy codes for the 2018 teaching-learning cycle

PA/RA	Level 1	In this teaching-learning cycle	Level 2	In this teaching-learning cycle
+ ↑ ↓ −	*Target*	Pedagogic activities related to the content of the text	*Core* PA++ RA++	Pedagogic activities relating to understanding the historical sociology of Palestine
			Ancillary PA+ RA+	Pedagogic activities relating to understanding the historical sociology of ancient agrarian societies
	Non-target	Other pedagogic activities	*Associated* PA- RA+	Pedagogic activities related to unpacking discourse structures
			Unassociated PA+/- RA-	Other lesson activities

The text that I constructed (See Table 6.6, 6.7 and 6.8) for the integrated literacy pedagogy of this teaching-learning cycle consisted of three pages: the first sets out the political

context of first-century Palestine, the second focused on Jerusalem, and the third focused on the situation in the rural areas. In Table 7.2 below, I have set out the pedagogic activities of the Detailed Reading phase of my integrated literacy pedagogy for each page. This cycle begins with *preparing for reading*, which introduces and explains the main ideas and concepts that will be dealt with on the page. This activity is followed by the *sentence-by-sentence unpacking* of the text, in which the main activities are highlighting wordings — especially the power words — with colour or underlining, while also drawing attention to language patterns or power grammar and pointing out some of the textual features that structure the text. The translation device in Table 7.2 below represents these activities within the teaching-learning cycle as general trends of target and non-target content and purpose, which will then be shown in an Autonomy plane in Figure 7.4.

Table 7.2 Translation device applying Autonomy codes to a detailed reading phase 2018

Page	Description	Code			
		Content		**Purpose**	
		Target	Non-target	Target	Non-target
1	Introducing Sociology of Ancient Empires — patron-client relations	PA +		RA +	
	Explaining Roman arrangements in Galilee and Judea, examples of particular client rulers	PA ++		RA ++	
	Sentence-by-sentence unpacking of the text		PA -	RA +	
	Highlighting power words in the text		PA -	RA +	
	Paying attention to power grammar in the text		PA -	RA +	
	Paying attention to power composition in the text		PA -	RA +	
	Explaining how sociological questions arise from literary study and building understanding of the overall schema of the module.	PA +			RA -
	Relating ancient patron-client relations to courts of African traditional leaders	PA +			RA -
2	Introducing the Sociology of Ancient Empires — extraction economies	PA +		RA +	
	Introducing the Sociology of Ancient Empires — Hellenistic Polis	PA +		RA +	
	Comparing Jerusalem to the standard Hellenistic Polis	PA ++		RA ++	
	Sentence-by-sentence unpacking of the text		PA -	RA +	
	Highlighting power words in the text		PA -	RA +	
	Paying attention to power grammar in the text		PA -	RA +	
	Paying attention to power composition in the text		PA -	RA +	
	Discussing domination and extraction in the modern world, (post)colonial domination by whites in South Africa, the 1% vs the 99% worldwide	PA +			RA -
	Corrupt collection of money by pastors using the widow's mite, which is actually a story about extraction	PA +			RA -
3	Introducing Sociology of Ancient Empires — Ancient agrarian economies	PA +		RA +	
	Introducing Sociology of Ancient Empires — Land tenure	PA +		RA +	
	Introducing Sociology of Ancient Empires — Debt slavery	PA +		RA +	
	Introducing Sociology of Ancient Empires — Social banditry	PA +		RA +	
	Particulars of rural Palestinian economy in the first century CE	PA ++		RA ++	
	Sentence-by-sentence unpacking of the text		PA -	RA +	
	Highlighting power words in the text		PA -	RA +	
	Paying attention to power grammar in the text		PA -	RA +	
	Paying attention to power composition in the text		PA -	RA +	
	Discussing land and agriculture patterns in the modern world	PA +			RA -
	Drawing parallels and contrasts to the land question in South Africa	PA +			RA -

This repeated pattern of pedagogic moves can be represented as an "autonomy tour" of the *detailed reading phase* in this lesson. The tour begins on the left-hand side of the plane in the *ancillary target* code with *preparing for reading* and the historical-sociological background of the Roman world and agrarian societies. But the tour then moves to *core target* code, which is the historical sociology of ancient Palestine. These relate to the arrows in the *sovereign* quadrant of the autonomy plane. Then this autonomy tour shifts to an *associated non-target* code for the *sentence-by-sentence unpacking* of the text. This autonomy tour shifts into the *introjected* quadrant of the plane. However, the lessons in this cycle also include activities that relate to the previous lesson on narrative or which build connections from the historical sociology to contemporary sociological questions. These activities aid the elaboration of concepts and the appropriation of the ideas of sociological interpretation by the students. They also shift the autonomy tour to an *unassociated non-target* code lying in the *projected* quadrant of the plane.
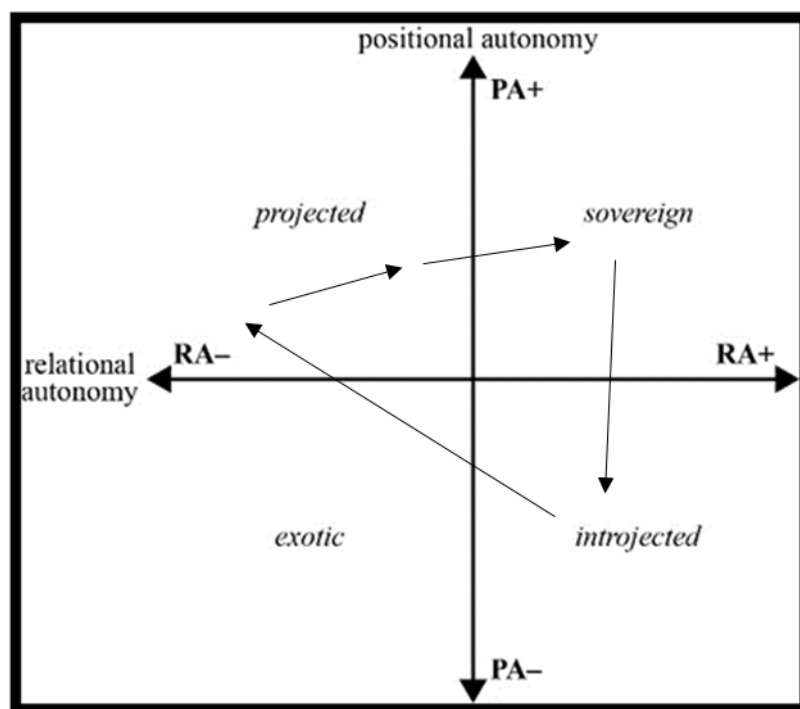
Figure 7.4 Autonomy tour 2018

This tour, to some extent, represents the approach I took in teaching this teaching-learning cycle in 2018, which was the first year I attempted to implement a fully-fledged integrated literacy pedagogy in my first-year Biblical Studies module. In reflecting on this first attempt, I became aware that I had perhaps focused too closely on unpacking each

sentence and had neglected the larger discourse-level structures of the texts. I had not yet recognized that the extracts from longer chapters and articles in the texts I had constructed followed the classic generic features identified by the Sydney School (Rose, 2020b, see Chapter 6). But I had realised that each extract had structures that were worth unpacking. Both to help with understanding the text and for students to begin to emulate these in their writing. As a result, I spent much more time in the teaching-learning cycles initially pointing out the textual features that organized the text and identifying these as "power composition", and later having students identify the features for themselves. In addition, I followed the same procedure to have students identify language features as "power grammar".

7.3.2   2019

As a result of my greater focus on text structures, I decided to shift the target content and purpose of my pedagogy in the following year's teaching-learning cycle to discourse structures. Thus, the translation device (Table 7.3 below) identifies these pedagogic activities as the *core target* of my integrated literacy pedagogy in 2019. In this way of representing my pedagogy, highlighting the key terms and technical wordings as power words can be identified as the *ancillary target.* The *associated non-target* code becomes the still crucial activity of elaborating the knowledge that the students need to fill out the background of the text and to understand the historical sociology of ancient Palestine. The *unassociated non-target* code is the contextualizing activities that relate to the students' lived reality in South Africa.

Table 7.3 Translation device showing Autonomy codes for the 2019 teaching-learning cycle

PA/RA	Level 1	In this teaching-learning cycle	Level 2	In this teaching-learning cycle
+ ↕ −	*Target*	Pedagogic activities related to unpacking a text	*Core* PA++ RA++	Pedagogic activities related to unpacking discourse structures
			Ancillary PA+ RA+	Pedagogic activities related to highlighting key terms
	Non-target	Other pedagogic activities	*Associated* PA- RA+	Pedagogic activities related to elaborating the background of a text
			Unassociated PA+/- RA-	Pedagogic activities related to drawing examples from the South African context

Table 7.4 Translation device applying Autonomy codes for the detailed reading phase 2019

Page	Description	Code Content Target	Content Non-target	Purpose Target	Purpose Non-target
1	Introducing Sociology of Ancient Empires — patron-client relations		PA -	RA +	
	Explaining Roman arrangements in Galilee and Judea, examples of particular client rulers		PA -	RA +	
	Sentence-by-sentence unpacking of the text	PA +		RA +	
	Highlighting power words in the text	PA +		RA +	
	Students identifying power grammar in the text	PA ++		RA ++	
	Students identifying power composition in the text	PA ++		RA ++	
	Explaining how sociological questions arise from literary study and building understanding of the overall schema of the module	PA +			RA -
	Relating ancient patron-client relations to courts of African traditional leaders	PA +			RA -
2	Introducing Sociology of Ancient Empires — extraction economies		PA -	RA +	
	Introducing Sociology of Ancient Empires — Hellenistic polis		PA -	RA +	
	Comparing Jerusalem to the standard Hellenistic polis		PA -	RA +	
	Sentence-by-sentence unpacking of the text	PA +		RA +	
	Highlighting power words in the text	PA +		RA +	
	Students identifying power grammar in the text	PA ++		RA ++	
	Students identifying power composition in the text	PA ++		RA ++	
	Discussing domination and extraction in the modern world, (post)colonial domination by whites in South Africa, the 1% vs the 99% worldwide	PA +			RA -
	Corrupt collection of money by pastors using the widow's mite, which is a story about extraction	PA +			RA -
3	Introducing Sociology of Ancient Empires — ancient agrarian economies		PA -	RA +	
	Introducing Sociology of Ancient Empires — land tenure		PA -	RA +	
	Introducing Sociology of Ancient Empires — debt slavery		PA -	RA +	
	Introducing Sociology of Ancient Empires — social banditry		PA -	RA +	
	Particulars of rural Palestinian economy first-century CE		PA -	RA +	
	Sentence-by-sentence unpacking of the text	PA +		RA +	
	Highlighting power words in the text	PA +		RA +	
	Students identifying power grammar in the text	PA ++		RA ++	
	Students identifying power composition in the text	PA ++		RA ++	
	Discussing land and agriculture patterns in the modern world	PA +			RA -
	Drawing parallels and contrasts to the land question in South Africa	PA +			RA -

With these Autonomy codes identified, it is now possible to recode the pedagogic moves in Table 7.4 above to reflect the shift to a focus on the discourse and textual features of the text as the target purpose of the pedagogy. In this way, the results of the different focus become apparent. The repeated pattern shows the general trend of the pedagogic moves. It begins the 2019 Autonomy tour with the background elaboration activities coded as *associated non-target* in the *introjected* quadrant of the autonomy plane. The tour then shifts into the *sovereign* quadrant with the unpacking pedagogic moves coded as *ancillary* and then *core target*. As with the previous tour, it then shifts into the *projected* quadrant with the contextualizing moves coded as *unassociated non-target.*
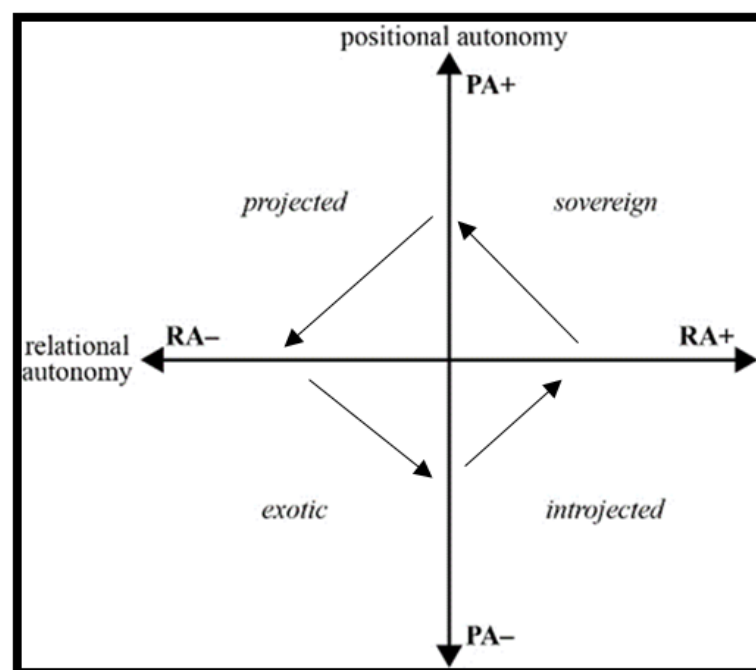
Figure 7.5 Autonomy tour 2019

7.4 EVALUATING MY AUTONOMY TOURS TOWARDS FUTURE PRACTICE

Thus, as illustrated by Figure 7.5, the shape and direction of the Autonomy tour are determined by what I identified as the *core target* of my pedagogic activities. This tour also represents the shift that I made in the focus of my integrated literacy pedagogy over the two years that I have taught this text on the historical sociology of ancient Palestine. The trends and patterns in the content and purpose of knowledge are a powerful tool that could help my practice in self-reflective assessment. This analysis of different levels of

the teaching-learning cycle could either improve the next round of the same pedagogic activities or help me to think through and amend practice for the next class.

In the next chapter, I finally move from assessments of Detailed Reading to Joint Construction and writing activities. These writing activities are a crucial part of the critical self-reflection of this project. If I cannot show at least some positive results from all my work thinking about Detailed Reading, then my project has been little more than idle introspection

CHAPTER 8

FINDING MY PEDAGOGY 4: IS THERE A JOINT CONSTRUCTION IN THE HOUSE?
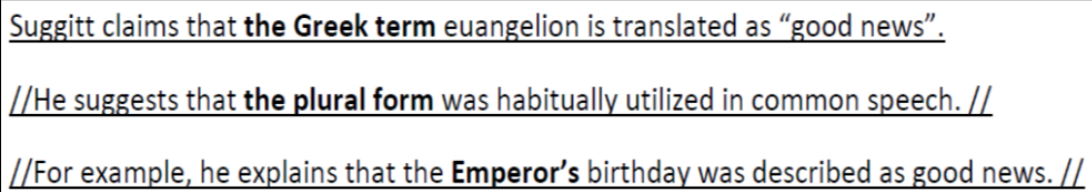
The next two chapters of my project discuss and evaluate the writing part of my integrated literacy pedagogy. The data was collected in 2018 from photographs of the chalkboard in my classroom. I kept a diary written up after each class. Finally, I collected the written work of selected students over the semester after having gained the appropriate ethical clearance to do so (see Appendix A).

This chapter will analyse the teaching-learning cycles based on the texts from John Suggit (1997) (the introduction to the Biblical Studies module), and then Elizabeth Malbon (1992) and John Riches (1990) (the core theory of the module). I will look at my hybrid pedagogy. I began with a gradual introduction to aspects of the power trilogy and a conventional Joint Construction. However, as I developed and adapted to the needs of the students. More importantly, I adapted to the time constraints of the (ideally) five 40-minute periods available to me in a week (if they were not interrupted by protests or other disruptions of the academic calendar). In addition, I was also just beginning to get to know the students. To cope with the difficulties and challenges that result from communicating in an EAL environment. Including their reluctance to speak and display a perceived lack of knowledge. And my search for the most encouraging and enabling register on mine. As a result, while I began with an attempt at a more conventional Joint Construction, I gradually found that group work, with me and my assistant as the facilitators, appeared to be a more productive method of proceeding.

8.1   WRITING ABOUT SUGGIT: THE GOSPEL AND THE GOSPELS

In this first writing and Joint Construction phase, I had only begun to introduce aspects of the power trilogy. I also brainstormed what I called "saying verbs" (*suggests, explains, implies, claims*) and synonyms (*term/word, everyday/common, used/utilized*) on the board and then the students worked in groups to brainstorm sentences to write on the board. In this first attempt at a Joint Construction, I was also strongly modelling a constant theme pattern (cf. Martin 2017) and encouraging students to suggest concise paraphrasing of the source that reflected (my idea of) high-stakes academic writing. As a result, with a lot of urging and suggestion on my part, the short paragraph we constructed reproduces

some of the expected condensed meaning or epistemic semantic density (ESD) and epistemological condensation (EC) of academic discourse (Maton and Doran 2017a; 2017b). For example, I could identify *compact* wordings with a clear technical meaning. I also saw *coordinating* clausing or causal relationships between the ideas from the source. Apart from the idea of a theme pattern, I had not even broached power composition. However, the final result had strong *reiterative sedimental* sequencing relations (see Figure 8.1). These repetitions of ideas are seen in the way the author is emphasized at the beginning of the sentence.

Suggitt claims that **the Greek term** euangelion is translated as "good news".

//He suggests that **the plural form** was habitually utilized in common speech. //

//For example, he explains that the **Emperor's** birthday was described as good news. //

Figure 8.1 Results of the first joint construction on Suggit

In the final class in this teaching-learning cycle, the students began by writing out their independent work on the board. However, as we analysed their work, we concluded that it was too close to simply copying the source material. So at this point, I again set the students the task of working in groups to brainstorm further group constructions. The result of this was these two alternative constructions, which we wrote on the board (see Figure 8.2).

The Greek term euangelion was commonly used on occasions such as the **emperor's** birthday.

{{{In addition}, it was infrequently used in **the plural** form [in THE GREEK OLD TESTAMENT.}}

{{{However}, in **the New Testament**, it was often used in **the singular**.}}

//For example, **Paul** uses it frequently in his letters.//

{{His letters show that he emphasizes **Jesus'** message {Rather than} referring to a written **gospel**.}}

{{In ancient times, **the Gospel** was not written {but} it contained **Jesus'** message of hope.}}

In his letters **Paul** thinks of **Jesus** himself as the gospel.

They used the word most frequently in **the New Testament.**

{{{However}, in **the Old Testament** the word is rarely used.}}

In everyday speech it was commonly used about events such as the **emperor's** birthday.

Figure 8.2 Results of the alternative joint construction on Suggit

These attempts at 'joint constructions' summarized the content of the text quite well and reproduced some of the technical wording, including one example of *conglomerate* or multipart power wording, and some *coordinating* clausing. However, the major change was the *sequential* and *consequential horizontal* sequencing achieved by introducing conjunctions at the beginning of the sentences. Thus, the teaching-learning cycle ended with rehearsing and repacking material from the source while modelling relatively strong EC tending towards academic discourse.

Looking back critically, I can see that hurrying the writing pedagogy, especially at this early stage, resulted in me dominating rather than facilitating and empowering the students' writing. In addition, not having carefully analysed the genre of this extract as an argument led me to underplay the importance of the order of the arguments as particularly conventional to the discipline of Biblical Studies. Also, I underplayed the language patterns Suggit used to appraise and hedge his arguments, which are also a crucial part of academic discourse. I was too focused on achieving condensation at the expense of building a fully rounded knowledge of academic writing despite the time constraints. Thinking ahead to 2020, I will need to take time to plan more fully how to

mediate the experience of anxious students. This mediation will build the students' confidence in their ability to analyse and reproduce the epistemologically, and axiologically, condensed (Maton, 2014; Martin, 2017, 2020) discourse patterns of academic writing with wordings that are both accurate and reflect genuine understanding.

8.2 WRITING ABOUT MALBON: NARRATIVE CRITICISM

Working with the much longer extract from Elizabeth Malbon in the third teaching-learning cycle entailed several lesson periods brainstorming and rewriting the different section in groups. The first classroom writing activity involved the students working in pairs to develop their paraphrase of information from the first paragraph, prompted by the (in hindsight not very helpful) sentences that I wrote on the blackboard. A critical appraisal reveals that I was again too focused on modelling the EC or 'power grammar' discourse patterns. So, the two sentences are aimed at promoting "X is Y" *taxonomizing* relations (see Figure 8.3) that I had decided were essential for good academic writing.

Prompt: Literary and narrative criticism are used to study the bible. The implied author and reader are hypothetical constructions of the real author

1. **The real author** and **real reader** of a text have a TEXTUAL RELATIONSHIP.

   <<This is due to the SEQUENTIAL COMMUNICATION]>>

2. {{The **real reader and the real author** are not INDIVIDUAL ELEMENTS {but} a sequence of COMMUNICATION.}}

3. THE CONNECTION between the **narrator** to **the narratee** is that the one tells the story
        {{{and} the other listens.}}

   The **implied author** is made up by the **real author**

        {{{and is part of the story.}}
        {{{Then}} they tell the narrative story to the **implied reader**.}}

4. **The real author** writes for **the real reader**.
   //**An implied author** delivers a **narrative** to an **implied reader**. //
   //In the **narrative, a narrator** narrates a story to **a narratee**.//
   //**Characters** within the story may share stories amongst each other. //

5. The sequence of COMMUNICATION is that the **real author** writes for **the real reader**,
   //the **implied author** writes the story to the **implied reader**//
        {{{And} **the narrator** tells the story to **the narratee**.}}

Figure 8.3 Results of the first joint construction on Malbon

Analysing the sentences developed by the pairs of students as a result of this prompt in terms of their EC, it is easy to see why sentences (2), (3) and (5) are examples of *taxonomizing* relations defining the real and implied author and reader, and the continuum of communication between them. Moreover, all the examples of sentences reproduce the *compact* technical wordings from the Malbon (1992) source, since these were the wordings I had identified as the power words in the Detailed Reading phase of the teaching-learning cycle. Besides, some pairs attempted to use synonyms of the source wordings from the paragraph, for example, "individual elements" (2), which was developed in an earlier plenary brainstorming session. On the other hand, examples like "textual relationship" (1) and "the sequence of communication" (2) were developed by the pair groups working towards their construction. Furthermore, sentences (1) and (3) also construe EC in the *coordinating* relations in their clausing and *horizontal* sequencing. Sentence (4) displays the least EC by merely repeating the *reiterative* sequencing of the original text. These examples are suggestive of some success of my writing pedagogy. The students were reproducing what I had modelled as I took them through this text and the two previous texts in the sequence of this module[11].

In a later activity in the writing pedagogy on the text by Malbon (1992), the class was divided into groups and tasked with preparing a paraphrase of a paragraph from the source text utilizing power words, grammar and composition. The first group worked on the paragraph on character theory (see Figure 8.4). Although the group had, in this case, reordered and changed the source material in some ways, to a large extent the technical wording, clausing and sequencing were reproduced essentially unchanged. The most significant change was in terms of adding explicit *sequential* and *consequential* *horizontal* clausing through the use of conjunctions as *textual themes*.

---

[11] For some discussion of my pedagogy for the second text in the module extracts from Richard Burridge's *Imitating Jesus,* see Meyer (2019).

The **implied author** uses **flat and round characters.**

Flat characters are simple and they do the same thing all the time.

    {{{[However,} **round characters** are complex and unpredictable.}}

T**he implied reader's** understanding is affected by [the roundness and flatness of characters.

    {{{Furthermore} **round characters** evoke more IDENTIFICATION compared to **flat characters.**}}

//The **flat and round characters** are not the same as **minor and major characters,** nor are they equivalent to **negative and positive.**//

The **implied author** changes **round characters** between **positive and negative** in the story world,

    {{{whereas} the **flat characters** do not change.}}

For example THE JEWISH LEADERS are **flat and negative,**

//THE ANOINTING WOMAN is **flat and positive,** //

//the **disciples** are **round and both positive and negative,** //

    {{{while} THE MARKAN JESUS alone is [a **round positive character.**}}

Figure 8.4 Results of the second joint construction on Malbon (Group 1, character theory)

In their construction of the paragraph on plot, the second group selected and reproduced key points to prepare a shorter paraphrase of the source text. This paraphrase repeated the technical wordings, *taxonomizing* clausing, and the *sedimental* sequencing of the source material (see Figure 8.5). The major changes are word groupings[12] such as "events in the plot of a narrative", "the story world in the narrative", "many different conflicts" and "at different times". These paraphrases of more complex clauses or word groupings relatively weaken the ESD of their text when compared to the source. The only other change is "in addition" in the final clause to make explicit the *sequential horizontal* sequencing.

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[12] Maton and Doran (2017a) include a complex analysis of the ESD of different types of word groupings, which I attempted to use but eventually excluded from my analysis except for a few examples such as the above, which show the workings of the students' attempts at paraphrasing.

Figure 8.5 Results of the second joint construction on Malbon (Group 2, plot)

I have discussed the problems with the selection and construction of this extract in section 6.2.2 above. In this light, the summary does very well to deal with the problems of the original text and produce something coherent.

The paraphrase of the section on setting by the third group (see Figure 8.6) has, like the one above, produced a shorter version of the source material by selecting key points. They also reproduce the power words from the source, particularly the *compact* terminology. However, the ESD is strengthened by constructing *taxonomizing* clauses and adding *consequential horizontal* sequencing.

Figure 8.6 Results of the second joint construction on Malbon (Group 3, setting)

When I look back critically, this writing process would have benefited from treating each paragraph of the longer text as an individual teaching-learning cycle. So that the ideas, theory and information were fresher in the students' minds when writing these paragraphs. This process would probably have resulted in less dependency on the discourse patterns of the source. However, this will only become clearer as I become more

experienced and deliberate in using the Detailed Reading and Joint Construction curriculum genres to give the students confidence in writing academically.

8.3   WRITING ABOUT RICHES: THE WORLD OF JESUS

The fourth teaching-learning cycle concentrated on the texts extracted from John Riches (1990). Once again, I worked with the pedagogic methodology I had worked out over the module, with the students working together to prepare and develop "group constructions" of sentences and paragraphs from the Riches (1990) source text. Once again, I analyse the ESD and EC of the students' work and compare it to the source. The wordings of the source (as analysed in Chapter 6, Table 6.6 in section 6.3.4) show a cluster of *compact* technical wordings construing ancient agrarian governance and condensing political and sociological relationships in the ancient Levant. The clausing and sequencing of the source showed a complex pattern of *reiteration* of clauses, which construed *taxonomizing* relations of meaning. Firstly, to show how the Roman Empire fitted into the historical-sociological pattern of traditional agrarian empires and secondly to show the three cardinal virtues of a loyal client ruler. These wordings and patterns were illustrated by examples from first-century Palestine in a very condensed set of references to dynastic rulers, client kingdoms and provinces.

The first group only attempted the first two sentences from the source (see Figure 8.7). Their effort produces a nice example of a word grouping, including the *compact* term **Roman** and *consolidated* wording ADMINISTRATION, and the sequencing shows a *horizontal* pattern dispensing with the complex clauses and sub-clauses and the condensed pattern of *consequential horizontal* relations from the source material.

Riches explains the **Roman** ADMINISTRATION in the territories changed the local **ruler**

{{{if} it caused problems the **Romans** had to find the best ARRANGEMENT that worked.}}

Figure 8.7 Results of the first joint construction on Riches (Group 1)

The second group picked out two parts of the taxonomy for client relations between the Roman Empire and client rulers from the source text (see Figure 8.8). As in the previous example, they foregrounded the author as the topical theme of the main clauses in both sentences. The *compact* and *consolidated* wordings were reproduced. The clausing of the

first sub-clause was changed but was maintained as *taxonomizing* in the second. The *horizontal* sequencing between the two main clauses was added to show the relationship between the two topical themes.

Riches explains that **client rulers** collected taxes for the **Romans**.

{{He {also} claimed that part of the price for maintaining this power was MILITARY COOPERATION.}}

Figure 8.8 Results of the first joint construction on Riches (Group 2)

The third paragraph below (Figure 8.9) was the most detailed. The group summarized more of the source and reproduced more of the features of the *power trilogy*. The relatively strong ESD of the condensed wordings reproduced different layers of technical wording from the *conglomerates* THE ROMAN EMPIRE and its synonymous contraction ROME to general and particular *compacts* **client rulers** or **Judea**. The wordings were strengthened by word groups, especially "**the client rulers** of THE ROMAN EMPIRE", which combined technical wordings with strong ESD into a phrase summarizing historical and sociological ideas. By contrast to the ESD of the wordings, the clausing weakened the condensation to *coordinating* relations construing a causal relation between the technical participants in the clauses and socio-political developments in the first-century Mediterranean and Palestine. The taxonomy of ideal client ruler behaviour was not reproduced in any way, leading to relatively weak *sedimental* sequencing, reiterating the main point and reproducing the examples from the source.

ROME used local rulers they found to be competent {and} loyal to them.

The client rulers of THE ROMAN EMPIRE used different ways of ruling to ensure that their territories were protected.

{{{If} they caused problems, the **Romans** changed to another arrangement that worked best.}}

//For example, Herod Antipas ruled in **Galilee**, //

//**Judea** to the south his brother was overthrown {and} replaced by a subruler responsible to the governor of Syria in the North.}}

//**The client ruler** used systems that were suitable to him. //

Figure 8.9 Results of the first joint construction on Riches (Group 3)

Looking critically at this first activity in the fourth teaching-learning cycle shows the students struggling with the task of summarizing very new sociological and historical concepts from a relatively condensed source text that assumes a level of background knowledge from the reader. In the time available for the activity (20 minutes of a 40-minute lecture period) all three groups found it easiest to rearrange technical wordings into new groupings. Then to extract some salient key points from the source to arrange into relatively less epistemologically condensed clausing and sequencing than the source.

In the second activity in this cycle, the class was divided into two groups. Each was tasked with preparing a paraphrase of a paragraph from the source text during a 40-minute lecture period. Apart from reiterating some of the elaborations and restating the source in the relatively *everyday plain* discourse, I emphasized that they pay attention to utilizing power words, grammar and composition in their summaries of the source.

Looking at Example 1 (Figure 8.10), I observe that this text is even more strongly epistemologically condensed than the product of the previous class. Especially the clausing which is strongly *taxonomizing,* fitting the example of first-century CE Jerusalem into subtype relations with the category of the Hellenistic Polis. The technical wordings are arranged in new groupings. Finally, the strong *horizontal* and *vertical* sequencing of the clauses reinforce this strong EC.

> **Example 1**
>
> Jerusalem appeared similar to **Greek** cities
>
> {{{because} the high priest was subject to THE ROMAN AUTHORITIES.}}
>
> His authority depended on the **Sanhedrin** instead of God.
>
> <<This was a **Hellenistic** mode of rule. >>
>
> Jews brought state and religious taxes to the Jerusalem temple.
>
> The city consisted of wealthy families.
>
> {{{Furthermore} the architecture of Jerusalem was similar to that of **Greek cities.**}}
>
> //[The temple of King Herod was a **Greek** model. //

Figure 8.10 Results of the second joint construction on Riches (Group 1)

The clausing of the source text influenced this first group effort in reproducing the *taxonomizing* power grammar and technical power wording of the source, summarized in less detail. However, weakening of ESD is shown in the power wording changes, for example from "divinely appointed" to "God", and "aristocratic families and wealthy landowners" to "wealthy families"; at the same time there was an interesting combination of "tithes" and "taxes" into the grouping "state and religious taxes". Another significant modification was to include "because" and "furthermore" as textual themes in clauses, which makes the *horizontal* sequencing of the information in the short paragraph much more explicit.

The second group reproduced the *taxonomizing* power grammar and power wording from the source. But they significantly reordered the information and simplified the sequencing to *reiterative sedimental* relations between relatively discrete points describing the city, as shown in Figure 8.11.

Example 2:

In many ways Jerusalem was like a **Greek** city.

//It was constructed in **HELLENISTIC STYLE**. //

//For example [Herod's temple.]₂ //

The **Romans** gave authority to the high priest,

He was subject to the Sanhedrin.

//From the **Romans** point of view he was more like their appointee to the presidency of a council.//

All Jews everywhere paid **tax and tithes** to the temple in Jerusalem.

Jerusalem consisted of aristocratic families.

Figure 8.11 Results of the second joint construction on Riches (Group 2)

The short space of a lecture period is not long enough to produce a significantly different construction. Still, the groups succeeded in either making the sequencing more explicit or reordering the material.

And so we come to the third activity in this teaching-learning cycle, which saw students organized into six groups working on paraphrasing the third paragraph in a 40-minute lecture period. The source here has no *conglomerate* technical wording. Still, it has a

diverse semantic field of *compact* technical wordings construing the meaning relations in terms of the rural economy in first-century CE Palestine. This text also has a stronger ESD in terms of *specialist* everyday wordings such as LAND TENURE, THE EXISTENCE, THE POSSIBILITY, and THE CONTROL, which condense the coercive relations between the wealthy landowners and peasants. When these are combined with *compact* technical wordings into word groupings, for example, "THE EXISTENCE of such **estates**", "THE SHORTAGE OF EMPLOYMENT" and "THE POSSIBILITY of amassing **debts**", the ESD is further strengthened. The clausing and sequencing further builds EC, with strong patterns of alternating *taxonomizing* and *coordinating* relations throughout the paragraph. Also, there is a regular pattern of *reiterative sedimental, sequential horizontal* and *subsumptive vertical* sequencing.

The first group (Figure 8.12) used only one example of technical wording, **PALESTINES**, in the wrong form as it happens; however, they created two interesting word groupings: "the tenure of the land" and "DIVISION of the land". They did not transfer the *taxonomizing* clausing or *vertical* sequencing from the source, but they did begin to build *sequential horizontal* sequencing with "firstly", which they did not have time to develop.

Figure 8.12 Results of the third joint construction on Riches (Group 1)

The second group (Figure 8.13) transferred technical wordings, *taxonomizing* and *coordinating* clausing and *vertical* sequencing from the source, but with a different order of the material. Their control of word groupings is also interesting, as they changed "a few wealthy landowners" into "the wealthy minority", "shortage of employment" into "employment scarcity" and "loss of tenancies" into "tenant evictions". They also strengthened the *sequential horizontal* sequencing by adding textual themes to clauses, such as "because" or "additionally".

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Figure 8.13 Results of the third joint construction on Riches (Group 2)

The third group (Figure 8.14) transferred, summarized or slightly adapted technical wordings, word groupings, *taxonomizing* and *coordinating* clausing, and *subsumptive vertical* sequencing from the source. Their interesting innovations were to weaken the ESD of the word group "patterns of who owned the land" from "patterns of land tenure". However, they also strengthened the ESD by creating new examples of *taxonomizing* clausing ("the wealth of the city was agrarian") and *subsumptive vertical* sequencing ("this led to greater large estates").

Figure 8.14 Results of the third joint construction on Riches (Group 3)

The fourth group (Figure 8.15) transferred some key technical wordings, but in the main, they created new *specialist consolidated* wordings, such as "produce", "increasing debts", "lack of employment" and "remunerations". These were combined into new clauses construing *taxonomized* or *coordinating* clausing relations, notably "the increasing debts

and lack of employment were huge problems at this time" and "their markets and remunerations were controlled by the wealthy". These changes significantly strengthened the EC, which was further strengthened by textual themes that add *consequential horizontal* sequencing.

Figure 8.15 Results of the third joint construction on Riches (Group 4)

The fifth group (Figure 8.16) transferred a significant number of technical wordings from the source, which contributed to the strong ESD of their effort. This strong ESD was strengthened by each line construing either *taxonomizing* or *coordinating* clausing relations. The sequencing relations also contributed to strong EC because, of the seven clauses, the fourth clause, which is already *taxonomizing,* adds *consequential horizontal* sequencing, the third and sixth clauses construe *subsumptive vertical* relations and the seventh clause *integrative vertical* relations. This sequencing was created by the group and contributes to this being the best precis of the source from any of the groups.

> Cash or kind was the price for **the rent** which came from the **tenant farmers** for the sublets of **the estates**.
>
> <<These **tenants or day labourers** provided LABOUR for the estate.>>
>
> {{{Therefore} life in rural **Palestine** was bad for the **peasant farmers** and **day labourers**.}}
>
> The CONTROL of **the land, markets and wages** by few wealthy contributed to the hardships.
>
> <<This resulted in **debt, loss of tenancies and slavery**. >>
>
> <<These situations demanded SUSTAINED EFFORT to maintain **Jewish traditions**. >>

Figure 8.16 Results of the third joint construction on Riches (Group 5)

8.4 SOME REFLECTIONS ON MY 2018 WRITING PEDAGOGY

In conclusion, I come to an evaluation of these activities from my writing pedagogy in 2018. The analysis was of the discourse patterns in the paraphrases produced by these groups of English additional language (EAL) students in a tertiary context. Using the ESD and EC toolkits from LCT confirms that, at least in this limited case, with explicit instruction in the tools from my adaptation of the power trilogy the students were able to pick up these tools and, in the context of the exercise, produce writing with some significantly strengthened mass or semantic density. Which is a hallmark of high-stakes academic writing. This analysis proves that you reap what you sow, and does perhaps show that my adaptation of the power trilogy has some merit as a learnable and teachable metalanguage for an integrated literacy curriculum genre. It points to the possibilities for further research to stabilize the metalanguage further, and for then conducting an experiment in which I train a group of teachers to implement it in other tertiary classrooms.

However, despite what I can now see as a limited success, I was dissatisfied with the results of 2018. Especially, I was dissatisfied with the students' appreciation of the structuring of the original texts. Therefore, in 2019, unfortunately, without ethical clearance to collect student data, I tried a different way of implementing a group construction writing pedagogy using the taxonomies of the texts illustrated in Chapter 6 (see section 6.2 above). In the absence of evidence, it is not possible to come to a definitive conclusion about the success or otherwise of this pedagogy. Except to observe

that in the interim, my rediscovery of using the staging and phasing of knowledge genres as a basis for writing pedagogy makes the attempted pedagogy in 2019 seem misguided.

What then should I conclude in terms of 2020? I will certainly attempt to implement the Joint Construction curriculum genre and sub-genres "Note making from sources" and "Construction from notes" (Rose, 2020a:262), although the analysis above suggests that this could profitably be combined with the power trilogy and with writing in groups.

CHAPTER 9

DID INTEGRATED LITERACY YIELD ANY RESULTS? EVALUATING SOME STUDENT WRITING

This final chapter presents an evaluation of my work with an integrated literacy pedagogy. As I have already concluded in Chapter 8, it is clear that to some extent I have reaped where I have sown in terms of features of the power trilogy being manifest in the written products of the groups working together in my classroom. In this chapter, I examine the extent to which this is also true in students' individual assignments and progress over the module, from the first assignment rewriting from John Suggit's (1997) article to an essay based on the theory of Elizabeth Malbon (1992) and John Riches (1990), and an interpretation of Mark Chapter 11.

9.1   FIRST ASSIGNMENT ON SUGGIT'S *THE GOSPEL AND THE GOSPELS*

The task for the first independent rewriting written assignment was to write a paragraph explaining the idea of the oral gospel. Part of the prompt for the assignment was phrased as follows:

> *In the paragraph explain why Jesus and Paul thought of the Gospel as oral proclamation and then show how this idea is supported by paying attention to the meaning of the Greek word, euangelion.*

This phrasing aimed to help students try to break away from the source and to try reordering the material. The majority of the class resisted this and attempted to rewrite the source by substituting words. However, some students did try to reorder information, but in doing so, they were not able to build the ESD required by high-stakes academic discourse. In terms of learning for the future, this way of phrasing the question was perhaps too difficult for the first independent assignment. A number of the students failed their first attempt at the assignment and were allowed to resubmit. I now turn to an ESD and EC analysis of some examples of students' written work to evaluate how my pedagogy began to have an effect.

The first student assignment based on Suggit (1997) (Figure 9.1 below) had some success reproducing the power words identified in the Detailed Reading and Joint Construction phases of my pedagogy. It accurately uses the *conglomerate* and *compact* technical

wordings. However, of more interest is the attempt to create *consolidated* everyday wording, for example, "proclamation's identification", "inseparable connection", and "summarized meaning", which attempts to strengthen the ESD of this assignment. However, these wordings are not always successful.

Figure 9.1 Results of first independent rewriting written assignment on Suggit: Example 1

For example, "an authentic and exclusively viable meaning of good news" attempts to paraphrase "only real or genuine good news" but overcomplicates it. The clausing and sequencing pattern in this assignment attempts to reproduce the *taxonomizing* and *horizontal* relations from the source. However, apart from one sequence which comes close to building *subsumptive vertical* relations, the relations between clauses too often construe *incoherent compartmental* sequencing. This sequencing considerably weakens the EC it is trying to achieve. Altogether, despite the incoherence and some confusion, it is not a bad first attempt at academic writing and is recognisably a version of Suggit's ideas.

The second example of student work (Figure 9.2) on the first assignment also attempted to build EC and to rearrange the order of the source material. To this end it had some success: firstly, it reproduced *conglomerate* and *compact* technical wordings; secondly, it had a relevant section of *taxonomizing* clausing; and thirdly, it had two sections linked

by *subsumptive vertical* sequencing, which also builds *sequential* and *consequential horizontal* relations.

Pauls claim, in THE PAULINE LETTERS was that Jesus was the gospel.
{{{Furthermore}, he adds that {because} his life and message was so closely linked it can be identified as the same thing.}}
Suggit claims that his letters are the best description of the gospel.
Paul's frequency of Euangelion the letters attributed to him revealing most of them were written before **the four gospels**.
<This **Greek word** Euangelion simply meaning good news was used in everyday occasions. >>
{{An example is the **emperor's** birthday.}}
THE GREEK OLD TESTAMENT has it in the **plural.**
{{{Most commonly} in every day.}}
{{{However}, **the New Testament** uses it in **the singular.**}}
He says the news Jesus says is genuine good news.
<<In his opinion he believes this lead to the entire movement of Christianity. >>

Figure 9.2 Results of first independent rewriting written assignment on Suggit: Example 2

More importantly, it attempts to follow the prompt and begin with Paul and Jesus before tackling the use of the Greek word in cultural and biblical history. However, these excellent attempts are interrupted by two sections of *incoherent compartmental* sequencing. For example,

> **Paul's** *frequency of Euangelion the letters attributed to him revealing most of them were written before* **the four gospels***.*

These examples considerably weaken the EC and cumulative knowledge display of the whole.

{{{Firstly} Suggit claims **word Gospel** is simply translated as good news.}}
It get used in everyday speech in **the plural form** especially in occasions such as the **emperor's** birthday.
{{{While} in the SEPTUAGINT it is rarely used
{{and} **in plural** {as well.}}}
{{{However,} in **the New Testament** it always used in a **singular form.**}}
{{{Secondly} the Suggit suggests that **Paul** uses **the word** most frequently in his letters, up to 60 times where it talks about **Jesus** himself as **the gospel.**}}
{{{In addition} he also thinks Jesus bought good and genuine news.}}
He believes that **Jesus** came to preach something that is closely tied up to him
{{{and} his message was thought of as the same thing.}}
{{The Suggit explains that {as} **Paul** frequently uses **the word** he shows what **the word gospel** is really is}}
{{{since} **the four gospels** were written after most of his letters.}}

Figure 9.3 Results of first independent rewriting written assignment on Suggit: Example 3

Finally, in this relatively high-scoring example of writing based on the first assignment prompt (Figure 9.3), the writer succeeded in reproducing *compact* wording from the source and also used "Septuagint", a *conglomerate* synonym of "The Greek Old Testament". In addition, the *taxonomizing* clausing accurately reflected the source. Although it did not reorder the source material in line with the prompt, it added *sequential* and *consequential horizontal* relations with the relevant use of conjunctions as textual themes.

Therefore, this attempt to rewrite the source text successfully built EC, which was only slightly weakened by some *incoherent compartmental* sequencing where the reference of the pronouns was not clear.

Incomprehensibly, in light of these fairly successful assignments, I look back at my field diary and find that I was somewhat discouraged by the results of the first teaching-learning cycle and commented:

> *The impression of the assignments is that I still have a long way to go to help students fully appreciate the realization rules of high stakes academic writing. I worked very extensively with the student who got the lowest mark in the class. It became very clear that she had not understood most of the reading at all. I was struck very forcibly once again how difficult English is and also that the Suggit article is clearly not as simple as it sometimes seems.*

This intuitive response is confirmed by my work with this text and rethinking about its knowledge genre in Chapter 6. However, while the ESD analysis has confirmed that in these and other examples of writing on this assignment the most common sequencing pattern was *incoherent compartmental* between and within clauses, hindsight permits me to conclude that this resulted from the students' grappling with new ideas. More importantly, the analysis above shows some students beginning to build some EC in their assignments successfully. I now turn to the analysis of the third assignment based on narrative theory to see if students had begun to move further towards EC by this stage of the module.

9.2   ASSIGNMENT ON MALBON'S NARRATIVE THEORY

This third assignment in the module is the beginning of a sequence of writing tasks. The data is from my implementation in 2018, which culminated in the students' first attempt at something like an academic essay. I will follow this sequence of writing assignments in the next sections of this chapter, beginning here with the prompt for the third assignment.

> *Using all the notes on the reading as well as the wordings above and your previous independent rewriting write a description of narrative theory beginning with describing the role of the setting and ending with the author and the reader.*

Once again, this prompt is designed to discourage students from simply following the ordering of the original text selections and encourage them to summarize the information in a different order.

> Literary and narrative criticism are methods utilized to study the Bible.
> //According to the methods, a TEXTUAL RELATIONSHIP exists between **the author** and **the reader** of a **narrative**.//
> {{{Furthermore}, the relationship is defined as **the author** and **reader** not being remoted entities}}
> {{{but} poles in a SEQUENTIAL COMMUNICATION.}}
> **The real author** has [HYPOTHETICAL CONSTRUCTIONS namely **the implied author** and **implied reader**.
> //A **real reader** reads a text written **by a real author**.//
> {{{Likewise}, **an implied reader** analyses a **narrative** delivered by an **implied author**.}}
> {{A **narrator** {also} orally presents a story to a **narratee**.}}
> **Characters** in a story communicate and narrate stories amongst each other.
> {{{Secondly,} **a narrative** has an **implied author** as a communicator}}
> {{{and} consists of simple and complex **characters**.}}
> //The simple unchanging **characters** are known as **flat characters**.//
> {{{However,} some are complicated {and} have various characteristics}}
> <<these are [**round characters**].>>
> // **Round characters** evoke IDENTIFICATION differently from **flat characters**.//
> {{{In addition}, the **flatness and roundness** of characters is utilized in **narrative criticism**.}}
> //The **flatness and roundness** is not parallel to the DISTINCTION between **minor and major characters**.//
> {{For example, Jewish leaders are not **minor** {but} they are [**flat characters**.}}
> {{The **roundness or flatness** of **characters** is {also} not equivalent to the **negativity or positivity** of characters}}.
> //**Flat characters** may be **negative or positive**.//
> <<this applies to **round characters** as well.>>
> {{{Thirdly,} **the plot** is characterized by the 'what' and 'why' questions of a **narrative**.}}
> //Incidents in the **plot** of a **narrative** differ in occurrence to those **the real world**. //
> //THE DISCOURSE the implied author has with **the implied reader** consists of the changes from **the narrative world** to THE PLOTTED TIME of **the narrative**.//
> {{{Additionally,} CONFLICT is critical to THE MARKAN PLOT.}}
> //Different CONFLICTS occur in different times. //
> //For instance, THE KINGDOM OF GOD is in conflict with counterpart claims of power and authority //.
> {{CONFLICT between Jesus and demonic powers is {also} identified.}}
> //**The implied author** is responsible for giving **the implied reader** an idea about **the background** of the **narrative**.//
> {{{Lastly}, **settings** of a narrative are defined by the dramatic actions' **background**}}
> {{{and not}} by **chronology and geography**.}}
> //**Settings** play a vital role in the drama of **the narrative**.//
> {{{Furthermore,} places and times have abundance of CONNOTATIONAL OR ASSOCIATIVE VALUES which play a part in THE CONSTRUCTION of the meanings of **the narrative** for **the implied reader**.}}

Figure 9.4 Results of the third written assignment on Malbon's narrative theory: Example 1

The first example of writing based on this assignment, shown in Figure 9.4, describes narrative criticism and reproduces the *conglomerate, compact* and *consolidated* wordings from the source, and follows some of the work done by groups of students in building their 'group constructions'. In this way, it successfully utilizes the power words that I identified in the Detailed Reading phase and built on the Joint Construction phase. In terms of power grammar, it also reproduces a text with a clausing pattern alternating between *taxonomizing* and *coordinating* relations, in this way reproducing the ESD of the source without plagiarism by creating new wordings and sequencing patterns that

strengthen the ESD and increase the explicitness when compared to the source. The following examples of word groupings are successful paraphrases and redeployments of wordings from the source into new combinations: "equivalent to the negativity or positivity of characters", "counterpart claims of power and authority", and "the construction of the meanings of the narrative for the implied reader". Equally successful is the use of conjunctions and adverbs as textual themes to construe the *sequential* and *consequential horizontal* sequencing, which is largely implied in the source. As a result of this successful use of features that I emphasized in the Detailed Reading phase, this was the highest-scoring assignment in this teaching-learning cycle.

The second example, shown in Figure 9.5 below, is an assignment that also scored fairly well for coherently reproducing the power words and power grammar from the source and the group constructions. Like the example above, it relatively accurately utilizes the *conglomerate, compact* and *consolidated* wordings, and the *taxonomizing* and *coordinating* clausing to paraphrase the information contained in the source. The EC of the writing is strengthened through a regular pattern of *reiterative sedimental,* as well as *sequential* and *consequential horizontal* sequencing. This pattern focuses on the assignment as a paraphrase by regularly placing the author as the *topical theme* in a regular pattern of *sequential* clauses throughout the assignment.

Malbon implies that LITERARY AND NARRATIVE CRITICISM are used to study the bible.
//She suggests that **the implied author and reader are** HYPOTHETICAL CONSTRUCTIONS of the **real author.**//
//She emphasises the TEXTUAL RELATIONSHIP of **real author** and **real reader** within a text. //
{{{However}, **the real reader** and **the real author** are not individual elements {but} form a sequence of COMMUNICATION.}}
//Simply meaning that the sequence of COMMUNICATION is that **the real author** writes for **the real reader**, **the implied author** presents the story to **the implied reader** {and} the **narrator** tells the story to the **narratee.**//
{{{Firstly,} Malbon claims that **the implied author** uses **flat and round characters.**}}
//**Flat characters** are simple and they do the same thing all the time.//
{{{However}, **round characters** are complex and unpredictable.}}
{{{In addition}, **the implied reader's** understanding is affected by **the roundness and flatness of characters.**}}
{{{Furthermore} **round characters** evoke more IDENTIFICATION compared to **flat characters.**
//The **flat and round characters** are not the same as **minor and major characters**, //
//nor are they equivalent to **negative and positive.**//
{{Malbon {also} suggests that **the implied author** changes **round characters** between **positive and negative** in the story world, {whereas} the **flat characters** do not change.}}
//For example, THE JEWISH LEADERS are **flat and negative**, //
//THE ANOINTING WOMAN is **flat and positive**, //
//the **disciples** are **round and both positive and negative**, //
{{{while} THE MARKAN JESUS alone is a **round positive character.**}}
{{{Secondly}, Malbon implies that the events in **the plot** of a **narrative** do not happen as they would in **the real world.**}}
{{{Furthermore}, **the story world in the narrative** is part of the **implied author's** DISCOURSE with the **implied reader.**}}
//For example, CONFLICT is the key to THE MARKAN PLOT. //
{{{Additionally}, there are [many different CONFLICTS happening at different times.}}
//For instance THE KINGDOM OF GOD is in conflict with [all other claims to power and authority]₂,//
{{{while} Jesus who is in conflict with demons and unclean spirits.}}
{{{Lastly}, Malbon implies that **the implied author** determines what **the implied reader** thinks about [**the background** of the story.}}
{{{Therefore}, **the setting** is not about **the geography or the chronology** {but} it is about [**the background** of the dramatic action.}}
//In fact **settings** play a role in the drama of **the narrative.**//
<< She {further adds} that they are rich in CONNOTATIONAL AND ASSOCIATIVE VALUES. >>
{{{In addition}, she emphasises that places and times contribute these VALUES to the meaning of **the narrative** for the **implied reader.**}}

Figure 9.5 Results of the third written assignment on Malbon's narrative theory: Example 2

I have included these two examples here to show how the students' writing by this stage was beginning to build knowledge of academic writing and narrative criticism of the Bible. I have deliberately excluded examples that continued to show some confusion and incoherence. This decision is because I concluded that the differences in the coherence and success in these assignments, and therefore in their scores, reflected their prior knowledge of academic writing rather than the effects of my pedagogy. This conclusion is based on my long experience as a literacy teacher, and I take full responsibility for it.

Therefore, I want to concentrate on the similarities in the assignments. This analysis can be done without burdening the reader with long sections of incoherent writing. Therefore, my conclusion at this stage of the chapter is that the students' accurate use of the power words or technical terminology, and conscious addition of horizontal and vertical sequencing, are the features that reveal how my integrated disciplinary and literacy pedagogy has started to effect change that has developed students' writing regardless of their past experience of education.

9.3 RICHES AND MALBON ESSAY

This section of the chapter is an analysis of responses to the independent writing prompt I set at the end of the lesson cycle—the analysis in this section isolates and analyses a segment in a longer essay. Here the students are independently utilizing the resources from my detailed reading and their 'group constructions' of the material from the source reading by Riches to answer how sociological information can be used to interpret a passage from the Gospel of Mark.

The first example (Figure 9.6) is a paragraph from an essay that reproduces *compact* technical wordings from both the Riches and Malbon sources. Still, it creates *consolidated* wordings such as "country dwellers", "interests", "activities", "depression" and "generation". These are combined into wordings such as "economic depression" and "the generation of money". However, these begin to be problematic when the writer begins suggesting anachronistic meanings, which culminate in Jerusalem being described as "the central business area" and the idea of peasants paying "farm taxes". This attempt to create EC is continued through innovative *taxonomizing* clausing and *subsumptive vertical* sequencing. The writer is drawing from both Riches and Malbon, which again led to anachronistic conclusions. Such as, "this caused the economy to decline" when summarizing the consequences of Jesus' attractiveness for the common people.

But having said all this, the writer here has produced an interesting and innovative piece of writing by weaving together three sources and condensing a variety of ideas into a coherent whole. Unsurprisingly, this is an excerpt from the highest-scoring essay from a student who came into the module with an already developed academic discourse competence in writing in English. Therefore, what my pedagogy was able to give him

was a further set of tools to tighten and strengthen his abilities to condense and abstract sources at a tertiary level.

Figure 9.6 Results from essay assignment: Example 1

The second example of writing from this essay assignment (Figure 9.7) reproduces *compact* technical wording from the source and *consolidated* everyday wording from group constructions. This essay also creates its *consolidated* wordings by bringing in concepts such as "reward", "consequence", "normal practice" and "power" to describe the relations between the Romans and their client rulers. The writer brings these together into one particularly pertinent combination: "the reward for maintaining this order and military cooperation was power". The use of *taxonomizing* and *coordinating* clausing is also reproduced from the source and group constructions, though with some redundant repetition. The sequencing shows relatively strong EC in a pattern alternating *consequential* and *sequential horizontal*, *reiterative sedimental* and *subsumptive vertical* sequencing. However, this is undermined by *incoherent compartmental* sequencing linked to confusion in ordering and redundancies of information.

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This middling assignment, in terms of score and the success of my pedagogic interventions, does attempt to weave together all three sources. As such, it does begin to inch towards high-stakes academic discourse in its writing.

According to Riches (1990) he explains that **client rulers** collected **taxes** for **the Romans**.
{{He {also} claims that}} the REWARD for maintaining this ORDER and MILITARY COOPERATION was POWER.
<< If this system was not working they always changed it to suit themselves. >>
{{**The Romans** had given AUTHORITY to the **high priests**, {however} **the high priests** AUTHORITY was subject to **the Sanhedrin**.}}
<<Mostly this would be in the form of **tax farming** rather than **poll tax.** >>
//All Jewish people had to pay **tax** to **the temple** and **tax** to **Jerusalem**.//
The gospels show that THE CONTROL of **the land, markets and wages** by the few wealth resulted in a difficult life for the Jewish labourers and their families.
//**Landlords** made people pay by their crops or cash. //
// Those who did not have crops were made labours.//
//Amassing **debt** was the result of EMPLOYMENT SCARCITY. //
{{{Additionally,} **debt** and TENANT EVICTIONS and ultimately **slavery** would be THE END CONSEQUENCE.}}
{{In the text Mark 11-13 it {also} shows this in the form of the story of the widow.}}
<<This shows the poverty of the people {but} despite that they give all they have to God. >>
{{Riches {also} suggests that the MONEY CHANGERS added to **the taxes** {due so that} could make money for themselves.}}
//THE EXPLOITING of those who came to the temple to pray from the country was a NORMAL PRACTICE for them //
{{{and} THE CONSEQUENCE of not complying was not good.}}
//**The Romans** had given authority to the **high priests**, //
{{{however} the **high priests** AUTHORITY was subject to **the Sanhedrin**.}}
//All Jewish people had to pay **tax** to **the temple** and **tax** to **Jerusalem.** //

Figure 9.7 Results from essay assignment: Example 2

The third example (Figure 9.8) attempts to use the resources from the detailed reading and 'group constructions' to produce an interpretation of Mark 11:13 using sociological resources. To this end, it reproduces *compact* and *consolidated* technical wordings from the relevant sections of the Riches source on Jerusalem and the countryside, including two *conglomerate* power words: "Hellenistic cities" and "Roman authorities". It also creates a *consolidated* power word ("economic needs") and imports "money changers" from the Gospel passage. However, its relative weakness in achieving ESD is underlined in those sections that attempt to reproduce the *taxonomizing* and *coordinating* relations in the clausing. While these still construe part-whole relations and express causation, they are collected into run-on sentences that unpack the more strongly condensed meaning relations of the source. Also, the *sequential* and *consequential horizontal* sequencing throughout the run-on sentences of the response is achieved with conjunctions such as "and" or "because", which are relatively weak.

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This example of a low-scoring assignment shows that the demands of bringing together three sources prove simply too much when also combined with the demands of remembering how to write condensed and abstract academic discourse in English. What I have also excluded here are long sections that simply rephrased and repeated sections from the three chapters of the Gospel that the essay was supposed to be interpreting.

{{According to John Riches **the Temple** was {also} controlled by **the Romans** {whereby} they controlled **the high priest** who was helped by **the council** to rule}}
The Romans had soldiers that they sent to control ORDER every time when there was a feast in **Jerusalem**. Behind **the high priest** and **the council** were **the rich priestly families** that controlled the two.
More and more of the priests lived more like **the Greek rulers** taking their wealth from the pilgrims to **the Temple** from owning the land around the city.
{{{Even} **the Temple** that was taken as **the Temple** of the very religious Jewish pilgrims was built [in **Greek style** {just as} the houses of **the chief priests** and other buildings.}}
{{Riches also explains that the **Roman** rule of ADMINISTRATION was changed more recently {because} they had to find [the best ARRANGEMENT {and} if it caused problems to their territories they would change it. }}
The city of **Jerusalem** the Jews had to pay **taxes** everywhere even inside **the temple**
{{{because} **the high priests** and **the council** were controlled by the rich families.}}
The Jerusalem was considered to be more like THE HELLENISTIC CITIES.
The country sides POPULATION was predominantly Jewish and its economical **agrarian.**
Most of the people in **Palestine** were located outside cities and} they lived with the crops they grew in the lands.
{{{Until} the tuner [*sic* TENURE] changed {and} Herod the great started to own most of the land made his own decisions about it.}}
He made **large estates** in the villages for the farmers that stayed there and they had to pay in **cash** or in **kind** which was to pay with their crops, and provided LABOUR to **estate** proper along with **day labours**.
Farmers and the **day labours** had a hard time living in Judea.
<<This resulted in **debt**, **loss of tenancies** and **slavery**. >>
<<These SITUATIONS demanded SUSTAINED effort to maintain Jewish traditions. >>
{{{While} in Jerusalem life was perfect {as} **the high priest's** AUTHORITY was clearly dependent on THE ROMAN AUTHORITIES {and} the priest was appointed by the **Roman governor** {and} the city army kept a watchful eye over [the **temple** courts.}}
{{{Therefore,} in **Jerusalem** they lived a high economical life then in the country side of Judea.}}

Figure 9.8 Results from essay assignment: Example 3

My initial reaction to reading and scoring this essay was somewhat pessimistic, especially concerning the anachronistic wordings, which I could not help interpreting as a failure of my pedagogy, as shown in my field diary entry:

> *It is clear from the decline in scores for this assignment that the move from description and explanation to the argument as well as adding Bible interpretation proved very difficult for students. The economic focus of the question also led to some confusion with students substituting modern terminology like 'central business district' for 'economic centre' or 'economic depression' for 'exploitation leading to debt and slavery'. This is perhaps an indication of another*

code clash between a popular social gaze on the economy and a cultivated historical-sociological gaze.

With further hindsight, and my new appreciation of knowledge and curriculum genres, it is surprising that the students did as well as they did in producing arguments. I had never modelled anything to do with an argument or how to achieve the appropriate stages and phases of this knowledge genre.

This omission aside, my ESD and EC analysis of the 'group constructions' and independent rewritings in these two chapters clearly show that my pedagogic activities — highlighting the power trilogy in the Detailed Reading phase and working together on 'group constructions' — have borne fruit.

- Firstly, all the students understood the material from the sources enough to reorder material and innovate their expression rather than plagiarising.
- Secondly, the three examples of student writing above were able to produce writing with some strengthening of ESD and EC that approaches the level of high-stakes academic writing.

These successes can only be described as modest. However, they are evidence that the writing of the students I taught in 2018 does show the features that I taught. Besides, 2018 is only the beginning of a learning phase in my development of an integrated literacy pedagogy. I have continued to implement what I have learned in 2019 and 2020 and, given the necessary ethical clearance to use writing I collected in these years; I will continue to produce evidence of further modest successes.

CHAPTER 10

CONCLUSION

"What shall we say then, have we arrived where we want to be?

May it never be so!"

I hope the reader will excuse me the indulgence at the point of conclusion of fabricating a quotation in the style of Saint Paul to express how as an action research project this work does not conclude but merely moves on to its next stage.

So, what can I say about moving on to the 2020 academic year and the future of my integrated literacy pedagogy? Firstly, in light of the concluding sections of Chapters 5–9, I need to return to the well of Reading to Learn and the challenge that Claire Acevedo presented to me in terms of my pedagogic practice. Especially, the clear presentation, in the latest publications by David Rose, of the ideas of curriculum genres (2020a) and knowledge genres (2020b) has not only changed the whole direction and analysis of this project but has also suggested many innovations for my future practice.

In terms of practice, building in the identification of knowledge genres and analysing the genre features in terms of stages and phases must become a cornerstone of my practice in the Detailed Reading curriculum genre. The process of thinking in terms of Genre has also suggested refocusing the whole curriculum of the module. I intend to begin with factual texts such as Malbon (1992) on narrative theory and Riches (1990) on historical sociology and end with the argumentative text of Suggit (1997). In terms of mass or ESD, this means beginning with the technicality of a text presenting a clear theory, moving on to the more "flexi-tech" wordings of historical sociology, and ending with iconization or axiological condensation of argument texts in the humanities.

In my writing pedagogy or Joint Construction curriculum genre, I am committed to at least begin with the idea of approaching each section of the factual texts as a teaching-learning cycle to build much more practice of note-making and joint rewriting into the module. In addition, this will avoid students losing track of the detailed reading of longer texts. Only the actual practice of the classroom in 2020 can show whether this is a truly feasible idea or not.

What of the power trilogy as a metalanguage for a learnable and teachable approach to integrated literacy in a tertiary context? I believe there is some mileage in the idea, as the last two chapters have demonstrated to a limited extent. I would try to use power words to embrace both theoretical technical wordings of the ontic tendency and flexi-tech wordings of the discursive tendency of the cultivated gazes of humanities discourse (Maton 2015). In terms of power grammar, this would support the idea of beginning with factual texts that are more focused on definitions, correlation and causation. This move would consolidate student factual writing before moving on to argumentative texts. Here students would confront the more difficult iconization or axiological condensation of the interpersonal metafunction. So, I would have to introduce the patterns of *appraisal* and other more difficult and subtle variations of English academic discourse.

Finally, what of power composition — especially in the Joint Construction curriculum genre, note-making and joint rewriting? Something similar would apply because aggregation or sequencing use mainly the language patterns of the textual metafunction. These patterns should be introduced before adding iconization or axiological condensation through patterns of evaluation and the interpersonal metafunction. Although nothing has yet been published on epistemic semantic gravity or epistemological gravitation within LCT,[13] the manifestation of the textual metafunction in *presence* is being used to analyse the degrees of context dependence in terms of the *implicitness* of texts or the *explicitness* of academic discourse (Martin, 2020:141). This process is very like what is happening in my students' writing, where adding cohesive devices has been a key part of learning power composition and moving towards the desired high-stakes academic discourse that is our goal in the module.

And so, the action cycle begins again …

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[13] These terms have been presented at LCT seminars and are presumably forthcoming.

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APPENDICES

APPENDIX A: ETHICAL APPROVAL

SCHOOL OF EDUCATION

Dr Carolyn McKinney
Associate Professor

University of Cape Town, Private Bag X3, Rondebosch, 7701
Physical address: Neville Alexander Building, University Ave South, Upper Campus
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EDNREC 20171201

30 November 2017

Dr Wilhelm Meyer
M.Ed (Higher Education Studies) Programme
University of Cape Town

Dear Dr Meyer,

Re: Ethical Clearance for Research Project

I am pleased to inform you that ethical clearance has been granted by the School of Education Ethics Review Committee of the Faculty of Humanities for your M.Ed research project entitled: *'Modelling Semantic Waves for Epistemic Access to Biblical Studies'*.

I wish you all the best with your study.

Yours sincerely,

A/Prof Carolyn McKinney
Chair – School of Eduction Research Ethics Committee

"Our Mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society."

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6 February 2018

Dr Wilhelm Henry Meyer 400120
School of Religion, Philosophy and Classics
Pietermaritzburg Campus

Dear Dr Meyer

Protocol reference number: HSS/2164/017
Project title: Modelling Semantic Waves for Epistemic Access to Biblical Studies

Full Approval – Expedited Application

In response to your application received 8 November 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....

Professor Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor/Project leader: Dr Meyer
cc Academic Leader Research: Professor P Denis
cc. School Administrator: Mr Dean Coleman

Humanities & Social Sciences Research Ethics Committee
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Website: www.ukzn.ac.za

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APPENDIX B: PERMISSION TO CONDUCT THE STUDY

**UNIVERSITY OF ™
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI**

1 December 2017

Dr Wilhelm Henry Meyer
School of Religion, Philosophy and Classics
College of Humanities
Pietermaritzburg Campus
UKZN
Email: meyerw@ukzn.ac.za   Kathy.luckett@uct.ac.za

Dear Dr Meyer

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), provided Ethical clearance has been obtained. We note the title of your research project is:

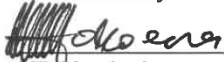*"Modelling Semantic Waves for Epistemic Access to Biblical Studies."*

It is noted that you will be constituting your sample by collecting a written assignment from the first year students in Biblical Studies on Pietermaritzburg campus.

Please ensure that the following appears on your notice/questionnaire:
- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

**MR SS MOKOENA
REGISTRAR**

APPENDIX C: INFORMED CONSENT

UNIVERSITY OF ™
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Dr Wilhelm H. Meyer
Programme for Biblical Studies.
School of Religion, Philosophy and Classics
University of KwaZulu-Natal
meyerw@ukzn.ac.za
0712551770
0333865073
0332606123

Dear Participant

I am currently completing my Masters in Education at the University of Cape Town, and my thesis aims to test a reading and writing intervention to help students' successfully read and write academic texts.

In this study I will be analysing the kind of knowledge required by the discipline of Biblical Studies at UKZN and my teaching practice preparing and delivering lessons in the module Introduction to the New Testament (BIST110), focussing on the first four assignments. This will consist of working together through three phases of carefully analysing how the texts are written and showing students how to select material relevant to answering the questions in the assignments, followed by reading the texts in detail. Then follows a phase of note making from the key wordings which will help students learn paraphrasing and rewriting relevant information. Thirdly we will together rewrite the material so that it answers the assignment questions in different words. Finally the last phase will see you independently rewriting the assignment questions on your own and only then writing an assignment in which you rearrange the first assignment content to answer a related question with a slightly different focus.

I will collect data from the classroom in the form of student assignments. These will be both the independent construction and independent rewriting of the information which we will have deconstructed and jointly constructed in the classroom. By evaluating written assignments I will be able to assess the extent to which my reading and writing intervention has bridged the gap between high stakes academic reading and writing and so to find out your sense of the rules of academic reading and writing which are key to your future success in higher education

School of Religion, Philosophy and Classics
Postal Address: Private Bag X01, Scottsville 3209, South Africa
Telephone: +27 (0) 33 260 5540 Facsimile: +27 (0) 33 260 5858 Email: Mchunua@ukzn.ac.za Website: www.ukzn.ac.za

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Participation in this research project is voluntary and you are welcome to withdraw permission for the research at any time.

I recognize that you may want your identity to remain confidential, so I will never use your name.

Finally I am asking for your consent to publish the research findings of this project and to present them publically at conferences.

If you have any questions please feel free to contact me at meyerw@ukzn.ac.za or call 0712551770.

In addition if you have any further concerns you may contact my supervisor at UCT, Professor Kathy Luckett at kathy.luckett@uct.ac.za

You may also contact my manager at UKZN Dr Federico Settler Settler@ukzn.ac.za

Finally the Ethics Research Office: Westville Campus Telephone: 031 260 4557, e-mail mohunp@ukzn.ac.za is available to register and deal with your concerns

Yours sincerely

Dr Wilhelm H. Meyer

Dr Wilhelm H. Meyer
Programme for Biblical Studies.
School of Religion, Philosophy and Classics
University of KwaZulu-Natal
meyerw@ukzn.ac.za
0712551770
0333865073
0332606123

CONSENT FORM

I, ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ (name), consent to:

Participating in this research project which includes:	Yes	No
The analysis of my course work for the BIST110 module	✓	
Statistical information about me being included in the research paper (*optional*)	✓	
Publishing the research findings of this project and presenting them publically at conferences.	✓	

Signature: ▮▮▮▮

Date: 22/02/2019

Yours sincerely

Dr Wilhelm H. Meyer

APPENDIX D: EDITOR'S CERTIFICATE

P.O. Box 100715

Scottsville

3209

25 January, 2020

To whom it may concern,

I have edited the following thesis for language errors, and in the process have checked the referencing and layout:

Title: A critical reflection on my integrated literacy pedagogy based on and theoretically informed by Reading to Learn, LCT (Semantics) and LCT (Autonomy) (and its effects on student writing).

Author: Dr Wilhelm Meyer

Degree: Master of Education

Institution: University of Cape Town

Supervisor: Professor Kathy Luckett

Please feel free to contact me should you have any queries.

Kind regards,

Debbie Turrell

totalnightowl@gmail.com

063 891 3870

APPENDIX E: CERTIFICATE OF CORRECTIONS

UNIVERSITY OF CAPE TOWN

FACULTY OF HUMANITIES

Certificate of Corrections

(Masters Dissertations)

I, the undersigned (supervisor), hereby certify that

WILHELM MEYER [MWRWIL006]

has completed the corrections to his/her Masters dissertation to my satisfaction and as required by the Masters Dissertation Examinations Committee.

SUPERVISOR	SIGNATURE	DATE
K M LUCKETT		06/12/2020

CHAIR - MDEC	SIGNATURE	DATE
A/Professor R Laugksch		