

## Abstracts for parallel session of 45 minutes.

---

*Albright, James*

National Institute of Education, Singapore & Newcastle University

*Walsh, Christopher*

Deakin University

### What is disciplinary in transdisciplinary pedagogy?

Transdisciplinarity, as an alternative conception to interdisciplinary knowledge, practice and pedagogy, is elaborated in this paper. Emerging from recent debates, pedagogical transdisciplinarity appropriate for curriculum design, policy-informed educational research and teacher education purposes grows out of recent epistemological debates. Transdisciplinarity's attraction (Petrie, 1992; Klein, 1994) is in its principled approach to learning by providing an overarching framework of understanding disciplinarity in school subjects (Wineburg and Grossman, 2000; Davis, 1995; Petrie, 1992; Kockelmans, 1979). This discussion of pedagogical transdisciplinarity addresses the question, how can inquiry into disciplinary knowledge structures facilitate student learning? Examples from work done in a small public middle school in New York City's Chinatown, an educational research centre in Singapore, and a teacher-education faculty in Melbourne, Australia, will illustrate the utility of this concept.

Pedagogical transdisciplinarity respects disciplinary commitments to what knowledge is of value, what it means to know something, what subject positions are taken up in the pedagogical exchange, and what visions of social relations are privileged. Disciplines as socially organized structures of knowledge production are historical and future oriented social institutions with conventions and standards to evaluate and arbitrate. The paper employs Bourdieu's analytical metaphors (field, capital, and habitus) to illustrate how students within each school subject face established structures of expectations and are positioned within various contexts of chance and possibility, which shape their interactions with teachers and texts. Pedagogies that are only vaguely aware of how practitioners and students as subjects are incorporated, "enfleshed" in some discourse every time they speak and act – discourse is disciplinary (Gee, 1990) – may not be as effective in helping students understand the values and conventions of capital accumulation available in school subjects, disciplines, and related professional fields.

### References

- Davis, J. R. (1995) *Interdisciplinary courses and team teaching: New arrangements for learning*. Phoenix: Oryx Press.
- Gee, J. P. (1990) *Social linguistics and literacies: Ideology in discourses*. New York: Falmer.

Klein, J. T., & Doty, W. G. [Eds.] (1994) *Interdisciplinary studies today*. San Francisco: Jossey-Bass.

Kockelmans, J. J. (1979) *Interdisciplinary and higher education*. University Park: The Pennsylvania State University Press.

Petrie, H. G. (1992) Interdisciplinary education: Are we faced with insurmountable opportunities? *Review of Research in Education*, 18: 299-333.

Wineburg, S., & Grossman, P. (2000) *Interdisciplinary curriculum: Challenges to implementation*. New York: Teachers College Press.

***Baker, Graeme***

The University of Melbourne

### **Sustaining the pedagogical rights of teachers in times of curriculum change**

Over the last 20 – 25 years considerable work in the systemic functional linguistic (SFL) tradition has been devoted to articulating a model of the English language and literacy curriculum for both primary and secondary schooling. The curriculum model that has emerged so far has seemed to offer a great deal to education.

For teachers-in-training the model is relatively unproblematic in so far as they have no previous knowledge of the field to negotiate. However, it is a very different matter for teachers in the classroom, for whom any new model potentially throws their training into the bin marked 'passed-the-used-by-date'. This has repercussions for their own personal self-esteem and for finding some enthusiasm for change (Berger & Luckmann, 1966). Not only this but their need for further professional development sees the appearance of the curriculum 'consultant', 'expert', 'leader' on the scene.

Drawing on an appraisal analysis of the language of an English consultant, this paper explores how this work-place 'expert' uses language not only to build content knowledge, but, more particularly, to foster camaraderie and solidarity with teachers that serve to ensure the sustainability of their pedagogical rights of 'enhancement', 'community' and 'participation' (Bernstein, 1996) during such times of change and debate.

***Carvalho, Lucila & Dong, Andy***

Design Lab, Faculty of Architecture, Design and Planning, University of Sydney

### **Recognising and realising legitimate disciplines of design**

Design is a diverse field, because it encompasses many disciplines, each of them possessing its own nature with its own underlying social agreements. While some

design disciplines have been around for thousands of years and are well established (e.g. engineering, architecture), others have only recently emerged (e.g. digital media, sustainable design) and therefore possess a less mature disciplinary identity. While some of them are more likely to be described as being technical or scientific (e.g. engineering), others may be seen as driven by taste and social disposition (e.g. fashion design).

The practice of each designer shapes and reflects the implicit agreements of the disciplinary group to which they belong. Such underlying values are thought to be specific to each group and will influence the particular ways designers identify legitimate practices within the different design disciplines. Any newcomer to any design discipline will need to learn the “language of design”, specifically the language of the discipline he or she is entering into. The newcomer will need to learn how current members go about identifying genuine practices or how designers deal with recognising something as interesting or special.

This research applies concepts derived from sociology of education (Bernstein, 1977, 2000; Maton, 2000, 2007) to examine the underlying principles structuring knowledge and knowers within four design disciplines: engineering, architecture, digital media and fashion. Our aim is to identify ways of supporting design learners (museum visitors) in their inquiry into legitimate design practices. This paper presents and discusses results from in depth interviews (N=10) and an online survey (N=139) exploring designers’ perceptions of the structuring of knowledge and knowers within engineering, architecture digital media and fashion design and strategies used by designers to recognise and realise legitimate design practices.

## References

- Bernstein, B. (1977) *Class, codes and control* (Vol 3). Boston: Routledge & K. Paul.
- Bernstein, B. (2000) *Pedagogy, Symbolic Control and Identity*. London: Rowan & Littlefield.
- Maton, K. (2000) Languages of legitimation: The structuring significance for intellectual fields of strategic knowledge claims”, *British Journal of Sociology of Education* 21 (2), 147-167.
- Maton K. (2007) Knowledge-knower structures in intellectual and educational fields, in Christie, F. & Martin, J. (Eds.) *Language, Knowledge and Pedagogy: Functional linguistic and sociological perspectives*. London, Continuum, 87-108.

*Chappell, Phil*

University of Wollongong

## **Interaction, imitation and internalisation: Radicalising second and foreign language pedagogy**

As Bernstein claims, ‘framing regulates what counts as legitimate communication in

the pedagogical relation and thus what counts as legitimate practices' (Bernstein 1981, p. 345). Bernstein's framing principle as the realisation of control of communication has been applied to a variety of classroom contexts, however second/foreign language learning classrooms have to date received scant attention. In this paper I will attempt to forge links between the notion of imitation in language learning introduced by J.M. Baldwin (1894; 1906), the notion of internalisation introduced by L.S. Vygotsky (Vygotsky 1997), and the concept of framing as developed by Basil Bernstein (Bernstein 2000). Imitation in second/foreign language learning is an important yet misunderstood construct. Whilst it was left underdeveloped by Vygotsky in his theory of internalisation, the work of J.M. Baldwin, who also worked within the sociogenetic approach complements and adds greater precision to Vygotsky's theory. I hope to provide a useful framework with which to view the development of second/foreign language ability in classrooms where the interactions are managed in ways that avoid the conservative forms of teaching associated with behaviourism and that are more in line with Bernstein's radical pedagogy (Bernstein 1990).

## References

- Baldwin, J.M.(1894) Imitation: A Chapter in the Natural History of Consciousness, *Mind*, pp. 26-55.
- Baldwin, J.M. (1906) *Mental Development in the Child and the Race* , Macmillan, New York.
- Bernstein, B. (1981) Codes, Modalities and the Process of Cultural Reproduction: a Model, *Language in Society*(10), pp. 327-63.
- Bernstein, B.(1990) *The structuring of pedagogic discourse*, Routledge, New York.
- Bernstein, B. (2000) *Pedagogy, symbolic control, and identity: theory, research, critique, Revised edition*, Rowman and Littlefield, Maryland.
- Vygotsky, L.S. (1997) *The Collected works of L.S. Vygotsky, Vol. 4: The History of the Development of Higher Mental Functions*, Rieber, R.W. ed. Plenum Press, New York.

**Chen, Rainbow**

University of Wollongong

**Maton, Karl**

University of Sydney

**Bennett, Sue**

University of Wollongong

## Knowledge and knowers in online learning: What constructivism does to students

This paper explores the effects for students' learning experiences when constructivism underpins online, flexible learning. Its focus brings together three contemporary phenomena in Australian higher education: the prevalence of constructivist-inspired pedagogies, growing proliferation of educational technology,

and an influx of Asian international students. Constructivism is based on the notion that learners construct their own knowledge and typically associated with situated and problem-based learning, learner autonomy, reflectivity and collaboration, practices warmly embraced by practitioners of online learning. The largest cohort in the international student population in Australia are Chinese students, whose educational experiences are shaped by a contrasting instructivist paradigm. Drawing on interviews with lecturers and Chinese students at an Australian university, this paper explores how these come together to shape how knowledge and knowers are conceived and educational experiences shaped for learners attempting to acquire disciplinary knowledge.

Though there is a growing literature on Chinese learners learning online in the West, studies are largely descriptive and under-theorised. This paper draws on Maton's Legitimation Code Theory (2000, 2007) to explore how learners from a 'knowledge code' educational background (emphasising explicit procedures, skills and knowledge) perceive and respond to a learning context characterised by a 'knower code' (where knowledge is downplayed). It comprises two main parts that draw on interview data and documentary analysis of sample subject outlines. First, the Australian online learning context is explored through examining teachers' philosophical beliefs underpinning their pedagogy. Secondly, students' conceptions of knowledge and learning are explored through examining their experiences in the respective online subjects. The paper describes a code clash between the teachers' knower code notions of education and the students' knowledge code beliefs and practices. We discuss how this mismatch led to feelings of isolation, guilt and depression among students. The paper concludes with a discussion of the implications of this code clash for learners, pedagogy, and the use of the online medium.

## References

- Bernstein, B. (1977). *Class, codes and control. Volume 3. Towards a theory of educational transmissions* (2nd ed.). London: Routledge and Kegan Paul.
- Maton, K. (2000). Languages of legitimation: The structuring significance for intellectual fields of strategic knowledge claims, *British Journal of Sociology of Education* 21 (2), 147-167.
- Maton, K. (2007). Knowledge-knower structures in intellectual and educational fields. In F. Christie & J. R. Martin (Eds.), *Language, knowledge and pedagogy: Functional linguistic and sociological perspectives* (pp. 87-108). London: Continuum.

*Comrie, Andrew*

University of Surrey

## **'What do you mean?' Improvised classroom discussion in Literature**

Classroom discussion, where discipline and curriculum meet, has attracted much research interest. Researchers into pedagogy have sought to explain how teaching

works by analysing classroom talk in different subjects, while linguistic researchers have often been attracted to the classroom as part of a broader interest in discourse in status-marked settings. This study sought to unite these approaches by focusing on the interface between pedagogical and linguistic structuring in English Literature classrooms in the last two years of high school.

The teachers in the study were Education students who had majored in English, undertaking their final teaching practice before graduation. Classes were audio-recorded and the teachers interviewed immediately afterwards where they were asked to describe, in as much detail as possible, how interactions were initiated, sustained and concluded. While teachers were clear about what they intended to discuss and the understandings they wanted students to achieve, none of them was able to say much about how any discussion had evolved between initiation and conclusion.

Starting by identifying topical units of interactive pedagogical structuring, known as ventures (Smith et al. 1967), the study focused on the interpretive ventures which Literature teaching appears to specialise in. The linguistic structuring of ventures was then explored by extending Ventola's work on the dynamic structuring of exchanges in service encounters to classroom interaction. Given that teachers are often inviting students to engage in extended sequences of reasoning which involve some risk if they are to be achieved successfully (hence the term 'venture'), dynamic discourse repair mechanisms are identified which appear specific to teacher-led classroom discussion.

While the teachers studied sought to introduce their students to a practical criticism approach to literary texts, some of the interpretations provided were highly idiosyncratic. Moreover, the teachers seemed to be following scripts for guiding interaction that appeared unavailable for inspection and hence modification. This raises issues for those interested in teacher education.

## References

Smith, B., Meux, M., Coombs, J., Nuthall, G. & Precians, R. (1967) *A Study of the Strategies of Teaching*. Urbana, Illinois: Bureau of Educational Research.

Ventola, E. (1987) *The Structure of Social Interaction: a systemic approach to the semiotics of social encounters*. London: Frances Pinter.

*Doherty, Catherine*

Queensland University of Technology

## **Doing business: Performing identities and knowledges in the internationalised business curriculum.**

This paper investigates the oracy (listening/speaking) genres WHICH are being enacted in undergraduate entry point units in the marketised, internationalised

university of the 21<sup>st</sup> century, and the kind of knowledges and identities these genres elicit. The larger empirical project from which this paper draws involved classroom ethnographies in an Australian university, observing two core first year units which typically attract a high proportion of full fee-paying international students. This paper focuses on the business studies unit and how anecdotal knowledge from both the lecturer's and the students' lived experiences was elicited as grist for the curriculum. The analysis of classroom talk across a series of lectures revealed that the lecture in today's university is no longer the monologic display of expert disciplinary knowledge bestowed upon the learner. Rather, it is a multimedia performance driven by an ethic of engagement and interactivity. Of particular interest is the way international students' knowledges were elicited to resource the internationalised curriculum with authenticity and insight. The knowledges thus assembled are analysed through Bernstein's conceptual distinction between vertical and horizontal knowledge structures. The paper offers suggestions on how to maximise the potential and minimize the risks of this more interactive genre of lecture, with particular regard to enabling the participation of the international student.

*Doyle, Paul Grahame*

National Institute of Education, Nanyang Technological University, Singapore

### **Lexical bundles in teacher talk: A corpus-based approach to tracing disciplinary**

A corpus-based approach to discourse analysis is increasingly common, providing sophisticated analytical tools for investigating linguistic patterning beyond the clause level. Coupled with interpretations sensitive to the functional role of this patterning in text, such an approach can deliver deeper insights into differences between genres and registers, and, in the context of classroom discourse, relate these to broader pedagogic processes. In this paper, I focus on recurrent word sequences, or lexical bundles (Biber et al. 1999), as markers of disciplinary variation in a corpus of primary and secondary teacher talk. Classroom talk is a hybrid discourse that exhibits both the characteristic interpersonal features of spoken language and 'literate' features of written language from textbooks (Biber, Conrad and Cortes, 2004), and is especially rich in lexical bundles. Frequently occurring lexical bundles can be classified using functional categories such as epistemic stance expressions, modality and topic related discourse organising expressions (ibid). However, in order to account for variation in lexical bundle distribution across disciplines, there is a need for an interpretative framework that relates to a specific community of language users operating in a single genre (Hyland, 2008). Thus, using data from the Singapore Corpus of Research in Education (Kwek, Kramer-Dahl & Hong, 2006; Hong, 2005), I trace variations in pedagogic practice as evidenced in teacher talk from English medium lessons in English language, Mathematics, Science and Social Studies in Singapore classrooms. Frequent lexical bundles are classified using a framework adapted from Hyland's (2008) taxonomy, and the distribution of the various categories is compared across the four school disciplines. The approach is evaluated in terms of its ability to relate linguistic variation to significant disciplinary differences, and to highlight processes of knowledge construction in the classroom.

## References

- Biber, D., Conrad, S. and Cortes, V. (2004) *If you look at...: Lexical Bundles in University Teaching and Textbooks*. *Applied Linguistics* 25 (3), 371-405.
- Biber, D., Johansson, S., Leech, G., Conrad, S. and Finegan, E. (1999) *Longman Grammar of Spoken and Written English*. London, Longman: Pearson Education Ltd.
- Hong H. (2005) SCORE: A Multimodal Corpus Database of Education Discourse. *Proceedings of International Conference of Corpus Linguistics* (ISSN 1747-9398). Birmingham, UK.
- Hyland, K. (2008) As can be seen: Lexical bundles and disciplinary variation. *English for Specific Purposes*, 27 (1), 4-21.
- Kwek, D., Kramer-Dahl, A. and Hong, H. (2006) An Examination of the Linguistic, Interactional Patterns, and Activity Structures of Singapore Classrooms. *Proceedings of 2006 AERA (American Educational Research Association) Annual Meeting*, San Francisco, April 7-11, 2006.

*Du, Hui*

School of Education, University of South Australia

### **How far is it from the reality to the goal?: Reflections on the goal of College English teaching in China**

From the 1980s the *College English Syllabus (CES)* framed the offering of College English, a compulsory course for non-English majors in Chinese universities. In 2007, after trial implementation for three years the *College English Curriculum Requirements (CECR)* formally replaced CES which was revised in 1999. A striking feature in this document shift is the change of the primary goal of teaching: from a focus on reading to a focus on listening and speaking. The research described in this paper addresses the issues in relation to this shift in teaching goal: (1) What is the English speaking environment in China? (2) What is the situation of College English teachers? (3) What are the interactions like in College English classrooms? (4) What are the students' opinions on the shift of teaching goal? and (5) What are the teachers' opinions on the shift of teaching goal? By documentary analysis, classroom observation, and interviews with the students and staff in three Chinese national universities, this study finds that (a) there is little need for Chinese university students to communicate orally in English in terms of linguistic environment; (b) College English classroom is still dominated by teacher talk; (c) the shift of teaching goal is controversial among the students and teachers. The study goes on to argue that there is a misunderstanding that listening and speaking at a tertiary level can be improved simply by emphasizing them in teaching. Through discussing the context of College English classrooms this paper highlights the implications of the above findings for the teaching of College English in China.

*Dreyfus, Shoshana*

University of Sydney  
*Jones, Pauline*  
University of Wollongong

### **Working with verticality: The loaded circumstances of school social sciences**

This paper is concerned with the development of abstraction in texts interpreted and constructed by students within the subjects of History and English and drawn from two recent linguistic studies of school literacy development. Systemic functional linguists have provided considerable insight into the nature of discipline knowledge: describing and mapping relevant genres, and making important language features such as grammatical metaphor visible for the purposes of explicit pedagogic intervention. Importantly, this work continues to reveal the range of linguistic resources necessary for learners to acquire the necessary disciplinary 'gaze' (Bernstein, 1999, p.165) that enables them to be successful writers in these fields. In a major study of writing development across schooling, Christie and Derewianka (in press) have observed in the History curriculum 'a progression from an emphasis on Circumstances of time and place to a much richer array of circumstantial information realized both in adverbs and rich prepositional phrases'. Focussing on these 'rich prepositional phrases', we discuss our efforts to map a range of Circumstances of place as they occur in our data in an attempt to be able to better understand the meanings being made in the texts. Thus far, we have found those representing physical space and associated with context dependant or 'horizontal' discourses (Bernstein 1999) prevalent in the early years are relatively easy to describe in a more delicate manner. In contrast, those which begin to feature in the vertically-orientated discourses of later pedagogical settings are more challenging. This is particularly so because the horizontal knowledge structures of History and English give rise to multiple genres and registers in which Circumstances of place carry a range of abstract meanings involving social, mental and metaphorical space. The paper presents our most current work to identify and describe patterns of occurrence across topics and genres from our data, with a view to contributing to understandings of the nature of these subject areas and of the trajectory of their mastery.

### **References**

- Bernstein, B. (1999) Vertical and horizontal discourse: an essay. *British Journal of Sociology of Education*, Vol. 20, No. 2 1999, 20(2), pp.157-173.
- Christie, F. and Derewianka, B. (in press) *School Discourse: Learning to Write across the Years of Schooling*. Continuum: London and New York.

*Exley, Beryl*

Centre for Learning Innovation, Queensland University of Technology

**Knower identities for offshore English language teachers: Countering dominant grand narrative discourses**

This paper reports on interview data collected over an eighteen month period from five Australian offshore teachers providing English language instruction to senior secondary Indonesian National students in a village area of Indonesia. It considers the teachers' accounts of their interactions with Indonesian educators and students as they undertook a ten month guest teacher program. During this program, the case study teachers, all English as First Language speakers, provided English language instruction to cohorts of Indonesian National English as Foreign Language students. From the guest teachers' perspective, the central issue was not acknowledging difference between their knower identity and that of the Indonesian National teachers, for difference existed; rather, the more difficult issue of what kind of difference was acknowledged, promoted and accepted for various knowers. Their accounts suggest that they could not simply give up any cultural privileges. They suggested that they had to develop and enact strategies that responded to the specificities of their offshore context as demanded by the significant others within the context. Following Bernstein (2000), the dominance of knower discourses that relied on grand narratives of the past positioned these teachers with recontextualised grand narrative identities. This paper draws further on Bernstein's (2000) work with knowledge and power to theorise the range of strategies these offshore English language teachers employed as they attempted to counter the dominant grand narrative discourses about readings of white Westerners.

## References

Bernstein, B. (2000) *Pedagogy, symbolic control and identity*. Oxford: Rowman & Littlefield.

*Gamble, Jeanne*

University of Cape Town

## Practical knowledge: A contradiction in terms?

In recent times there has been an increasing call from sociologists of education 'for knowledge' (Moore, 2000), to 'reclaim knowledge' (Muller, 2000), for 'bringing knowledge back in' (Young 2008). That educational theorists should be calling for a return to what is after all the core of the formal educational curriculum points to the seemingly antithetical nature of globalised knowledge societies. On the one hand there has been an unprecedented increase in access to knowledge through the internet. On the other hand, the fragility and potentially rapid obsolescence of knowledge under contingent conditions of market, technological and organisational change emphasise the development of individual capacity for learning, rather than a particular body of knowledge (Bernstein, 2001; Moore, 2004). The conjuncture of these two conditions means that knowledge is valued in terms of immediacy of application (knowledge as *practice*), with capacity for learning translating into an emphasis on knowledge as *process*. While practical knowledge is most readily

associated with the vocational curriculum, the current emphasis on knowledge as practice inserts the ideology of practicality and immediate relevance into all domains of education, notably into the general school and tertiary curriculum. The apparent benefit of practical knowledge is posed as self-evident and not in need of scrutiny, even though there are questions about whether practical knowledge counts as knowledge or merely as experience.

The paper takes up this issue by interrogating the notion of practical knowledge from two perspectives, both which provide theoretical resources for curriculum. The argument is that not everything that is termed 'practical' can be deemed to be knowledge. We need to distinguish clearly between different forms of knowledge and their directionality in the move from the general to the particular and *vice versa* before we are able to talk about practical knowledge. The paper concludes with a consideration of what this means in curriculum terms.

## References

- Bernstein, B. (2001) *From pedagogies to knowledges*. In A. Morais, I. Neves, B. Davies. and H. Daniels (Eds). *Towards a Sociology of Pedagogy*. 153 – 182. New York: Peter Lang.
- Moore, R. (2000) For knowledge: tradition, progressivism and progress in education – reconstructing the curriculum debate. *Cambridge Journal of Education*. Vol. 30, Issue 1, 17-36.
- Moore, R. (2004) *Education and society: issues and explanations in the sociology of education*. Cambridge: Polity Press.
- Muller, J. (2000). *Reclaiming knowledge: social theory, curriculum and education policy*. London and New York: RoutledgeFalmer.
- Young, M. (2008). *Bringing knowledge back in: from social constructivism to social realism in the sociology of education*. London: Routledge.

*Guo, Libo, Chen, Min Pyng, & Shann, Sam Ming Charmaine*  
National Institute of Education, Singapore

## Knowledge Discourse in Science and History Classrooms in Singapore

The last 60 years has seen an exponential increase of research on classroom talk (Edwards and Westgate, 1994; Green and Dixon, 2008). However, while efforts have been directed at interactional patterns such as IRE (Initiation-Response-Evaluation), *what* is taught and learned via classroom interaction has often been neglected (Greenleaf and Freedman, 1993, p. 467; Mortimer and Scott 2003, pp. 101-102). This paper focuses on the knowledge discourses present in lower Secondary Science and History classrooms. It recapitulates on the salient features of the first suite of the Digital Curricular Literacies project (Freebody, Hedberg and Guo, et al. 2005), derived from quantitative analyses of the classroom coding activity, and illustrates these with excerpts of transcripts. The salient features reported in this paper are: 1)

Applying procedural knowledge; 2) Receiving Conceptual Understanding; and 3) Recalling and reviewing factual knowledge. Transcripts were analysed using the theoretical frameworks of Basil Bernstein (2000) and Anderson, Krathwohl, et al. (2001). This paper brings to light the knowledge dimensions presented and utilized in Singaporean classrooms, the what of the teaching and learning, and the how, its organizing principles.

## References

- Anderson, Lorin W., David R. Krathwohl, et al. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (complete edn). New York: Longman.
- Bernstein, B. (2000) *Pedagogy, Symbolic Control and Identity. Theory, Research, Critique.* (Revised Ed.) New York: Rowman & Littlefield Publishers, Inc.
- Edwards, A. D. & Westgate, D. P. G. (1994). *Investigating classroom talk* (2nd edition). London: The Falmer Press.
- Freebody, P., Hedberg, J. and Guo, L, and team. (2005). *Digital curricular literacies, project 1: Classroom interaction* (Background and preliminary findings). Centre for Research in Pedagogy and Practice, Singapore.
- Green, J. and Dixon, C. (2008). Classroom interaction, situated learning. In M. Martin-Jones, A.-M. de Mejia and N. H. Hornberger (eds), *Encyclopedia of Language and Education (2nd Edn), Volume 3, Discourse and Education.* New York: Springer, 3-14.
- Greenleaf, C and Freedman, S. W. (1993) Linking classroom discourse and classroom content: Following the trail of intellectual work in a writing lesson. *Discourse Processes* 16: 465-505.
- Mortimer, E. F. and Scott, P. H. (2003) *Meaning making in secondary science classrooms.* Maidenhead: Open University Press.

**Harris, Pauline & Chen, Honglin**

Faculty of Education, University of Wollongong

## Recontextualising pedagogic discourse: A case study of a Kindergarten teacher

This paper explores how a Kindergarten teacher working in a classroom of predominantly ESL children, implemented the Early Stage 1 (Kindergarten) Reading guidelines of the *NSW English K-6 Syllabus* (NSW BOS, 1998). Framed by Bernstein's notion of pedagogic device, in particular, the construct of recontextualisation (1996; 2000), this study viewed the Kindergarten classroom as a local site of pedagogic recontextualisation that involved the uptake and realisation of the official pedagogic discourse of the *NSW English K-6 Syllabus*. This uptake saw the transformation of this Syllabus policy with respect to Early Stage 1 Reading into pedagogic experiences accessible to young ESL learners in their first year of school.

This study was motivated by an awareness of the increasingly diverse student population in Australian primary schools. This diversity presents significant challenges to classroom in accommodating diverse student needs and transforming pedagogic discourse such as the English Syllabus (Chen & Harris, 2008). This case study was developed over a year and data were collected through interviews, classroom observations and archival document collection.

The study shows that in this classroom, where other texts and discourses besides official ones came into play to shape the teacher's transformation of the syllabus' Early Stage 1 Reading guidelines. These texts, along with the official texts and their research underpinnings, formed a nexus of myriad and often contradictory messages – making pedagogic recontextualisation of official discourses both problematic and complex. As messages competed for the teacher's attention, factors emerged that influenced the salience of these messages – including voluntariness, intensity, pervasiveness, manageability, appropriateness and congruence of the messages. As findings are discussed, the unilateral approach with which officially commissioned reading research reports and policy reforms have recast research to guide practice is brought into question. The value of the recontextualisation concept is thus highlighted for critically analysing the complexities of how literacy research, policy and practice connect with each other in a single classroom.

## References

- Bernstein, B. (1996) *Pedagogy, symbolic control, and identity: theory, research, critique*. London: Taylor & Francis.
- Bernstein, B. (2000) *Pedagogy, symbolic control and identity: theory, research and critique*. Oxford: Rowman & Littlefield Publishers.
- Chen, H. & Harris, P. (forthcoming) Recontextualisation as a framework for understanding relationships among literacy research, policy and practice. in Harris, P., Chen, H. & McKenzie, B. [ed.] *The Literacy Nexus: Exploring Relationships among Literacy Research, Policy and Practice Symposium* (Australian Association of Research in Education International Conference Proceedings, Brisbane, 30th November-4th December, 2008.)

*Hogan, David*

National Institute of Education, Singapore

*Albright, James*

National Institute of Education, Singapore & Newcastle University

## Researching disciplinarity in Singapore's education system

Education remains a key policy focus for Singapore's government. Successive leaders since independence have made a commitment to and investment in education.

Drawing on a neo-Bloomian taxonomy of knowledge developed by Anderson and Krathwohl (2001), Singapore's Centre of Research in Pedagogy and Practice (CRPP) at the National Institute of Education (NIE) at Nanyang Technological University

undertook a detailed observation of pedagogical practices in some 1200 lessons during 2004 and 2005. This paper reports core findings related to a general weakness in the intellectual quality of the enacted curriculum in many Singaporean classrooms. CRPP's researchers have concluded that the major challenge to curriculum development in Singapore is a substantial deepening of the disciplinarity of domain-specific knowledge in the *enacted* curriculum, including greater provision of student opportunity to master disciplinary and transdisciplinary knowledge.

This paper also outlines NIE's new research and innovation plan's focus on an education that inculcates in students an understanding of major disciplinary ways of thinking. Aligned with recent work on the relationship between cognition and knowledge that has strongly emphasized the relationship between expertise and disciplinarity (e.g. Bransford, et al, 2000, Bransford, 2006; Bransford and Berliner et al, 2006) and notions of transdisciplinary that focus on knowledge of complex systems, skills and dispositions (Gibbons, et al, 1994), CRPP's R&I programme aims to develop disciplinarity in Singapore's curriculum through developing teacher capabilities and expanding student opportunities to learn intellectually rich content. Building teacher capabilities is a matter of developing teacher understandings of the disciplinarity of domain-specific knowledge (CK) through effective pre-service and in-service training. Developing a rich disciplinary/transdisciplinary pedagogy in Singapore will require cultivation of a *disciplinary epistemic culture* in classrooms and schools (Scardamalia & Bereiter, 2006).

## References

- Anderson L. & Krathwohl, D. (2001) *A Taxonomy for Learning, Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives*. Abridged Edition. New York: Longmans
- Bransford, J. D. et al. (2000) *How People Learn: Brain, Mind, Experience, and School*. Washington: National Academy Press
- Bransford, J. D. et al. (2006) Learning Theories and Education: Toward a Decade of Synergy." In Alexander, P. & Winne, P. Edits. *Handbook of educational psychology*. London: Routledge
- Bransford, J. D., Berliner, D., Hammerness, K, & Beckett, K. L. (2005) *Theories of learning and their role in teaching. Preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco: Jossey-Bass
- Gibbons, Michael, et al. (1994) *The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies*. Sage
- Scardamalia, M., & Bereiter, C. (2006) Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences* (pp. 97-118). New York: Cambridge University Press

*Hong, Huaqing*

National Institute of Education, Nanyang Technological University, Singapore

**From discourse patterns to knowledge construction: A corpus approach to disciplinary variation in classroom talks**

With the results from the on-going Singapore Corpus for Research in Education (SCoRE) project (Hong, 2005), the aim of this paper is to present a corpus-based computational approach to the study of classroom practice, particularly focused on how discourse patterns identified in the classroom talks lead to guided construction of knowledge. Both qualitative and quantitative data are analyzed and presented. In so doing, first we briefly discuss the pros and cons of a list of different approaches to classroom discourse in literature. Then, we present the feasibilities of applying a computer corpus approach to classroom interactions in terms of knowledge construction, and identify a set of evaluation criteria that suits best for an approach of such a kind. Next, we demonstrate the process of how discourse patterns, i.e. commonly-used norms and forms of talk to support rigorous academic learning, are identified in regards to a number of types of teaching and learning exchanges which carry the social construction of knowledge through scaffolding the pupils' engagement in problem-solving and reasoning. To gain a better understanding of disciplinary variation, we compare and contrast the discourse and interactions of a corpus of 120 annotated classroom interactions from four major school subjects in Singaporean schools. Differences in the corpus data are explored with a method for investigating classroom talk which combines qualitative interpretation with computer-based analysis. Finally, we illustrate the value and transferability of this new method for investigating classroom talk.

## References

- Hong, Huaqing. (2005) SCORE: A Multimodal Corpus Database of Education Discourse. *Proceedings of International Conference of Corpus Linguistics (ISSN 1747-9398), Birmingham, July 14-17, 2005.*
- Seedhouse, P. (2004) *The interactional architecture of the language classroom: a conversation analysis perspective.* UK: Blackwell Publishing.
- Stubbs, M. (1983) *Language, Schools and Classrooms.* London: Methuen.
- Walsh, S. (2006) *Investigating Classroom Discourse.* Routledge: London & New York.

*Hood, Susan*

University of Technology, Sydney

## Tracking inscriptions of knowledge and knowers in academic writing

This paper is motivated by a concern to make more visible the very significant differences that exist in the humanities and social sciences around what is legitimate knowledge and who are legitimate knowers in the context of academic research. These differences can be keenly felt by both research staff and students, for example, in attributed institutional status, in supervisory mismatches, or in unmet needs in doctoral support programs.

In addressing this aim I draw on Bernstein's (1999) concept of vertical discourse and the distinction therein between horizontal and hierarchical knowledge structures.

More particularly, I pick up on recent work by Maton (2007) on Legitimation Code Theory, in which kinds of knowers are considered alongside kinds of knowledge, and the concept of strong/weak knowledge structures is complemented with a consideration of strong/weak knower structures. Maton articulates two sets of relations: epistemic relations and social relations, each of which represents a cline from strong to weak. Here I begin to explore the possibility of identifying the linguistic inscriptions of these different sets of relations in the introductions to academic research papers from cultural studies and from applied linguistics, as a basis for identifying the construction of different kinds of knowledge-knower structures in discourse.

Greater visibility of the distinctions in academic writing can hopefully contribute to better mutual understanding across the divides, and also, most importantly, to more effective support for researchers in whatever realm of vertical discourse they reside in.

### **References**

- Bernstein, B. (1999) Vertical and horizontal discourse: an essay. *British Journal of Sociology of Education*. 20(2) 157-173.
- Maton, K. (2007). Knowledge-knower structures in intellectual and educational fields, in F. Christie & J.R. Martin (eds) *Language, knowledge and pedagogy*. London: Continuum.

*Humphrey, Sally*

University of New England

### **Developing a civic literacy pedagogy**

Disciplinarity has been a major concern of Sydney school genre theorists, who have been inspired by Bernstein to make visible and accessible the valued genres of academic subject areas to students from non-mainstream groups. Subversive pedagogies developed by these researchers (see Martin 1999 for an overview) aim to realign power through explicit induction of discourse competences identified through the resources of Systemic Functional Linguistics.

Despite evidence of success in providing access to privileged discourses, genre based pedagogies enacted in secondary schools have been criticised for a narrow definition of discourse competences, geared for reproducing knowledge and values rather than for critique and change (eg. Luke 1996)).

Building on work by McCormack (2003) and inspired by Bernstein's (1990:111) observation that elaborated codes may be developed in counter hegemonic sites beyond schooling, this paper proposes the extension of genre-based pedagogies to make visible the semiotic resources needed by adolescents for active or participatory citizenship. While acknowledging the powerful role of discipline based knowledge

in public discourse, a civic literacy pedagogy also recognises the key role of emotion, personal experience and social affiliation in developing a repertoire of semiotic resources for participatory citizenship.

## References

- Bernstein, B. (1990) *Class, Codes and Control 1: Theoretical studies towards a sociology of language*. London: Routledge and Kegan Paul.
- Luke, A. (1996) Genres of power? Literacy education and the production of capital. In R. Hasan and G. Williams (eds) *Literacy in Society* London. Longman
- Martin, J.R. (1999) Mentoring semogenesis: genre-based literacy pedagogy revisited. In F. Christie [ed] *Pedagogy and the shaping of consciousness: linguistic and social processes*. London: Cassell.
- McCormack, R. (2003) Common units' politics and rhetoric. Indigenous Minds forum. Batchelor Institute, July 22 2003.

*Isaac, Anne*

University of Canberra

## Developing an intercultural voice: appropriating the voices of pedagogical stylistics

The linguistic resources of evaluation are considered to be amongst those that most closely index the speaker's social identities (Ochs, 2005[1993]). Within Systemic Functional Linguistics these resources are mapped as three sub-systems that make up the Appraisal system in the interpersonal metafunction. Together Appraisal resources provide the speaker with the means to express her social identities and identifications, and with the rhetorical strategies for engaging the interlocutor's solidarity and aligning her to the views expressed.

Research has revealed differences in the patterning of Appraisal resources between and within various genres, as they are conventionally used in a range of academic disciplines at the secondary (see studies in school English, Macken-Horarik, M. ,1996, 2003, & 2006; Rothery & Stenglin, 2000; and school history, Coffin, 2000 & 2002), pre-tertiary and tertiary levels (see studies in English for Academic Purposes and the social sciences by Coffin & Hewings, 2003; Hood, 2004; Lee, 2006; Nakamura, 2006; & Tang, 2004); and in the physical sciences, Bloch, 2003) All students need to master these distinctive interpersonal styles or 'voice roles' if they are to effectively construct their identities and naturalise a reading position that is consonant with the genre and discipline in which they are writing. For non-native speaker students, however, adapting to the subtle but significant inter- and intra- cultural differences in the expression of evaluative meanings poses an added challenge to the work of 'translating' integral aspects of their first language identities.

This paper reports on a study that used Appraisal analysis to identify characteristic voice roles in expository and narrative student writing in the discipline of pedagogical stylistics. The participants were two international undergraduates studying at an Australian university, one, Chinese, with intermediate English language proficiency, the other, French, with a strong command of English. The paper focuses on differences in the students' appropriation of three key voice roles in their stylistic analyses. The findings highlight how differences in the students' control of Appraisal impact on the construction of their textual identities – as individuals, intercultural speakers of English, and novice stylisticians – and interpersonal relationships.

*Lim, Fei Victor*

Multimodal Analysis Lab, National University of Singapore

### **Exploring multimodality in the classroom**

The classroom is a type of marketplace where meanings are constantly exchanged. Lemke (2000) argues that classroom learning is “an example of the general process of ecosocially-mediated development”. Acculturation and initiation of the students into the various specialised fields of disciplines take places via an immensely complex ensemble of semiotic resources and modes. Instructional materials such as textbooks and worksheets, mediums of learning through computers and videos, pedagogical practices in the form of teaching methodologies and learning activities, as well as the facilitator of learning, the teacher, synergise powerfully to present a lesson experience for the learner. Given the multimodal nature of the classroom interactions as well as the multisemiotic nature of texts used, it can no longer be tenable to assume that learning takes place through a single isolated mode of language. It may also no longer adequate to conduct classroom research and explore teacher-student interactions by merely focusing on the single modality of language alone. A multimodal approach to exploring classroom discourse, which is enabled by the reconstruction of what actually goes on in the classroom, through a transcription of the multisemiotic film text recording of the lesson, is essential to further our understanding of the dynamism and complexities of semiosis and intersemiosis resultant from the joint co-deployment of a variety of modalities in the classroom. Kress (2003:168) states that “the major task is to imagine the characteristics of a theory which can account for the processes of meaning making in the environments of multimodal representation in multimediated communication, of cultural plurality and of social and economic instability”. My paper hopes to contribute in some way to this task by considering some of the theoretical issues arising from the application of the current research in multimodality on teaching and learning in the classroom as well as exploring a possible approach to a productive analysis of multimodal classroom discourse. The discussion will also consider the impact of multimodality on knowledge construction in contemporary classrooms.

### **References**

Lemke, J. (2000) *Learning Academic Language Identities: Multiple Timescales in the Sociology of Education*. Invited Paper at Language Socialization, Language Acquisition: Ecological Perspectives Conference. UC Berkeley, 17-19 March 2000.

Kress, G. (2003) *Literacy in the New Media Age*. London: Routledge

*Lindstrøm, Christine, Sharma, Manjula D. & Markauskaite, Lina*  
University of Sydney

### **Motivation – a portal to knowledge**

As academics we value knowledge, and wish to share this with others. Schools and universities have been established for this very purpose, and we put tremendous efforts into our teaching to share knowledge and skills with future generations. We appreciate the importance of students' motivation, yet this is generally overshadowed by explicit knowledge. A key reason is the need for optimising the learning from the time spent, in conjunction with the lack of understanding of the inner workings of motivation – and whether it is our job at all to (other than indirectly) instill motivation?

The literature on motivation is extensive, so in our current study we focus on self-efficacy: a person's belief that he or she can perform a certain task. There is widespread agreement that self-efficacy correlates with performance, and therefore is important in education. The interaction is a cyclic one, in that performance affects self-efficacy, which in turn affects performance. A key element of this interaction is how self-efficacy affects behaviour. If a person does not believe he can perform a certain task, he would be reluctant to expend much effort on it, or even attempt the task.

Even though much is known about motivation, there are even more questions. In our study we probed first year university physics students' self-efficacy throughout a whole year, and investigated the relationship with both high school and university physics performances. We will present and discuss our findings which reveal that the seemingly clear correlations between self-efficacy and performance portrayed in literature are more complex when isolating students by level of prior knowledge or gender. We will also present the preliminary results of a study into the relationships between students' high school physics knowledge, university physics self-efficacy and physics performance at university using structural equation modeling.

This presentation will explicitly address the structures of the intellectual field of physics using discipline specific tools. In particular, it will explore how the physics high school and university curricula shape students' motivation and achievements.

*Liu, Yu*

National University of Singapore

**Exploring literacies in the multimodal discourse of upper secondary chemistry**

Chemistry teaching and learning are multi-semiotic and multimodal by nature for their use of a variety of meaning making resources such as language, visual display, chemical symbolism and three dimensional models (e.g. Chittleborough, 2004; Lemke, 2000). While a successful translation of information from one mode to another to solve problems of chemistry is required in the curriculum, there remains a lack of research on what kinds of literacies students need and how to help them construe chemical reality.

This paper focuses on literacy demands of Singapore's upper secondary chemistry with the systemic functional multimodal discourse analysis approach (SF-MDA, O'Halloran, 2007). First of all, the social constructivist' classic framework of three levels of chemical representation of matter (Johnstone, 1982, 1993) is revisited and an alternative social semiotic model (e.g. Martin, 1997) suggested for application in chemistry education. Multimodality in chemical discourse is investigated from two complementary perspectives. In term of intra-semiosis, this study is interested in functional affordances and meaning making principles of chemical symbolism based on Halliday (1994) and O'Halloran (1996, 2000, 2005). On the other hand, discussion of inter-semiosis attempts to reveal how the interaction between different semiotic resources jointly constructs technicality (Halliday, 1998) and leads to logogenesis in chemical discourse. Finally, this research will explore the nature of multimodality in secondary school chemistry from Bernstein's (1990) sociological theory and discuss its pedagogical implications.

## References

- Bernstein, B. (1990) *The Structuring of Pedagogic Discourse: Class, Code and control (Vol.4)*. London and New York: Routledge.
- Chittleborough, G. D. (2004) *The Role of Teaching Models and Chemical Representations in Developing Students' Mental Models of Chemical Phenomena*. Unpublished PhD Thesis, Curtin University of Technology, Australia.
- Halliday, M. A. K. (1994) *An Introduction to Functional Grammar* (2<sup>nd</sup> edn). London: Edward Arnold.
- Halliday, M. A. K. (1998) Things and Relations: Regrammaticizing Experience as Technical Knowledge. In J. R. Martin and R. Veel (eds.), *Reading Science: Critical and Functional Perspectives on Discourses of Science* (pp. 185-235). London: Routledge.
- Jonestone, A. H. (1982) Macro- and Micro- Chemistry. *School Science Review*, 64, 377-379.
- Jonestone, A. H. (1993) Development of Chemistry Teaching: A Changing Response to Changing Demand. *Journal of Chemical Education*, 70(9), 701-705.
- Lemke, J. (2000) Multimedia Literacy Demands of the Scientific Curriculum. *Linguistics and Education*. 10(3), 247-271.
- Martin, J. R. (1997) Analyzing Genre: Functional Parameters. In F. Christie and J. R. Martin (eds.), *Genres and Institutions: Social Processes in the Workplace and School* (pp. 3-39). London: Cassell.

- O'Halloran, K. L. (1996) *The Discourses of Secondary School Mathematics*. Unpublished PhD Thesis, Murdoch University, Western Australia.
- O'Halloran, K. L. (2000) Classroom Discourse in Mathematics: A Multisemiotic Analysis. *Linguistics and Education*, 10(3), 359-388.
- O'Halloran, K. L. (2005) *Mathematical Discourse: Language, Symbolism and Visual Images*. London and New York: Continuum.
- O'Halloran, K. L. (2007) Mathematical and Scientific Forms of Knowledge: A Systemic Functional Multimodal Grammatical Approach. In F. Christie & J. R. Martin (Eds.), *Language, Knowledge and Pedagogy: Functional Linguistic and Sociological Perspectives* (pp. 205-236). London & New York: Continuum.

*Love, Kristina & Greig, Joan*  
The University of Melbourne

### **Senior tutors as recontextualizing agents in a 'New Generation' degree**

In 2008 the University of Melbourne began implementation of the Melbourne Model, its new vision for higher education in Australia, and six broad undergraduate "New Generation" degrees were introduced. Three significant transformations ensued: disciplinary boundaries were made more permeable; curriculum design was altered to privilege problem-based learning; and modes of pedagogical delivery were extended to exploit even further the new technologies. This transformation has resulted, rhetorically at least, in a wide range of pedagogic consequences, three of which include: some form of knowledge re-classification; some re-imagining of the nature of the pedagogic discourse; and some re-definition of the respective roles of the pedagogic subject (acquirer) and the pedagogic 'transmitter'.

Transformation on such a scale involves multiple recontextualizing agents within the University. This paper will examine the key recontextualizing (Bernstein, 1996) role of one group of agents, the senior tutors, who are responsible for both developing and delivering the curriculum to students in the New Bachelor of Environments degree. Bernstein's (1990) theories of recontextualization and reclassification of knowledge provide a powerful framework within which to analyse the role of senior tutors, situated as they are between the espoused curriculum of handbook and the enacted curriculum of the lectures, and workshops. The effectiveness of their role depends on two key understandings: how the boundaries between previously highly classified knowledge structures can be loosened without loss of intellectual rigour; and how more horizontal (Bernstein, 1999) knowledge and interactional structures can be enacted in workshops that attempt to be constructivist in pedagogical orientation.

In this paper, we will report on some preliminary work examining how the curriculum is enacted in two core first year subjects in the new Bachelor of Environment degree, both of which purport to enact interdisciplinarity and problem-based learning. Christie's model of curriculum genres (2002) offers a useful heuristic

for locating and describing the work that is done in these university tutorial contexts. Aspects of Halliday's Systemic Functional Linguistics (SFL) will be used to provide a deeper insight into how the language of the senior tutors and their students construes the pedagogic discourse in each case. The analysis of pedagogic discourse will be complemented by insights from interviews with the senior tutors.

## References

- Bernstein, B. (1990) *The Structuring of Pedagogic Discourse. Class, Codes and Control* Vol. IV. London and NY: Routledge.
- Bernstein, B. (1999). *Vertical and Horizontal Discourse: an essay*. *British Journal of Sociology of Education*. 20 (2), 157-173.
- Christie, F. (2002) *Classroom Discourse*. Continuum. London

*Luckett, Kathy*

University of Cape Town, South Africa

## **Operationalising Bernstein's concept of grammaticality in the discipline of Sociology using systemic functional linguistics**

This paper builds on a case study undertaken in a Sociology Department where the relationship between knowledge structure and curriculum was explored (Luckett, 2008, forthcoming). The case study revealed that some courses within the general Sociology undergraduate programme are legitimated by a 'knowledge code' and others by a 'knower code' (Maton, 2000, Maton & Muller, 2007). This paper takes two contrasting courses, one based predominantly on a knowledge code and the other on a knower code, and seeks to refine the methodology and deepen the analysis by using SFL as an external language of description. Key texts from each of the fields of production, recontextualisation and reproduction are selected for analysis. An attempt is made, using a basic form of SFL, to describe some of the characteristics of the discourses at play in each of the two courses. This is done with a particular focus on operationalising Bernstein's concept of 'grammaticality', in order to determine the relative strength of the 'grammar' of a discourse legitimated by a knower code compared with that legitimated by a knowledge code. The expectation that the latter will exhibit a 'strong grammar' and the former a 'weak grammar' will be assessed. If necessary, follow-up interviews with each of the course convenors concerned will be undertaken to discuss the findings of the analysis.

## References

- Luckett, K. (2008) The Relationship between Knowledge Structure and Curriculum Structure: A Case Study in Sociology. *Higher Education Close-Up* 4th international conference, Cape Town 26-28 June, 2008
- Maton, K. (2000). Languages of Legitimation: the structuring significance for intellectual fields of strategic knowledge claims. *British Journal of Sociology of Education*, 21(2): 147 - 167.

Maton, K. and Muller, J. (2007) A Sociology for the Transmission of Knowledges. In Christie, F. and Martin, J. R. (Eds), *Language, Knowledge and Pedagogy. Functional Linguistic and Sociological Perspectives* (pp. 14-33). London: Continuum

**Matruglio, Erika**

St Marys Senior High School; University of Technology, Sydney

### **Semantic gravity meets Appraisal – What knowledge in schools?**

This paper will draw on research in progress to explore the differences apparent in student writing for final year assessment tasks in the school subjects of Community and Family Studies, Society and Culture, Ancient History and Modern History. Syllabus documents for these subjects emphasise the use of “appropriate and well-structured oral and written forms” (NSW Board of Studies 2004:11). However what makes writing appropriate in these subjects is nowhere explicitly stated in the syllabus documents. Theories of Appraisal (Martin & White 2005) and Semantic Gravity (Maton 2008, forthcoming) will be drawn upon in this paper to describe differences in the types of knowledge and orientations towards this knowledge expressed in each of the subjects, with an aim to explain why certain subjects are perceived as “less rigorous” than others and to make part of the “hidden curriculum” (Christie 1985) more visible.

### **References**

- Christie, F. 1985, 'Language and Schooling', in S. Tchudi (ed.), *Language, schooling, and society*, Boynton/Cook, Upper Montclair, N.J.
- Martin, J.R. & White, P.R.R. 2005, *The Language of Evaluation: Appraisal in English*, Palgrave, Hampshire.
- Maton, K. 2008, 'Grammars of Sociology: How to build knowledge or win friends and influence people', paper presented to the *Fifth International Basil Bernstein Symposium*, Cardiff University.
- Maton, K. forthcoming, 'Cumulative and Segmented Learning: Exploring the role of curriculum structures in knowledge-building'.
- NSW Board of Studies 2004, *Modern History Stage 6 Syllabus*, Board of Studies NSW, Sydney.

**Meksophawannagul, Mantana**  
Chulalongkorn University

**Development of an online CBCLModule for business English for communication course**

This study attempted to develop an English instructional program in order to motivate students to learn as well as improving their skills in English for business communication. This study attempted to validate the quality of integrating case-based learning instruction in teaching and learning English for business communication via collaborative learning and e-learning environment, as well as bridging the gap between language learning and teaching and real-life language use by integrating authenticity concept. In the paper we report on a studying of a development of an online Case-based Collaborative Learning (CBCL) model and module for a Business English for Communication Course and evaluate the effectiveness of the online CBCL module. There were two experiments in this study. The RMUTLL students and Maijo students studied the same hypermedia material. The result indicated that the receptive skills (i.e. listening and reading skills) improved significantly. There was a significant difference for listening and reading posttest scores. The productive skills (i.e. writing and speaking) were difficult to justify. The online CBCL module promoted students' performance in term of language performance, studying skills, and professional skills (i.e. business Communication skills and collaborative learning). Although students had positive attituded towards case-based learning method and colloaborative learning setting, the online CBCL module might be difficult for undergraduate students. Further research could investigate the effects of online CBCL module through postgraduate students. Also, the further research could investigate the effects of the course on ways of improving students' thinking skills and developing an enhanced sense of the nature of the disciplines the students study.

*Moraitis, Peter*

Victoria University

### **Shifting identities: Towards legal discourse pedagogy**

The presentation takes up the issue of how students traditionally cut off from powerful discourses in tertiary contexts may be initiated into such discourses. The presentation reports on the early stages of development of language learning materials for students doing a TAFE Legal Practice Diploma which is a pathway into a law degree for students who traditionally would not do so. The materials we have developed take up the idea that as students learn to write case analyses they assume, or fail to assume, specific identities. We focus on language features that appear to help realize the identity of a legal expert in the act of writing. Hence the materials instance a (very provisional) stance on the nature of legal knowledge vis a vis students' prediscursive understandings, the tie up between language and such knowledge, and a pedagogy for initiating students into legal discourse.

In reporting on the materials, the paper will suggest that the approach may have applicability across disciplines for the development of pedagogy for non-traditional students. It hopes to point to an approach to pedagogy that critically engages with Bernstein-ian and SFL analyses.

*Nolan, Nazhatulshima*  
Universiti Teknologi

### **APPRAISAL in Corporate Annual Reports**

This paper is a part of an interdisciplinary study of linguistics and accounting field. There has been a lot of research done in the accounting field on corporate annual reports (ARs) (Courtis, 1986, 1998 & 2004), (Smith & Taffler, 2000) (Clatworthy & Jones, 2001) (Rutherford, 2003) and (Merkl Davies, 2007) to name a few. ARs are considered as an important communication tool, especially for the public listed companies for improving a company's public relations, credibility, investor relations, as well as, for financial disclosure as they can influence the decision making process. Hyland (1998) also regards ARs as "promotional genre, designed to construct and convey a corporate image" for intended readers. Taking the linguistics perspective, using the APPRAISAL theory (Martin: 2000), language choices in the data are analyzed and interpreted. Focusing on a specialized corpus of annual reports in the Malaysian Public Listed Companies (PLCs) of property sectors, the study attempted to reveal how in a challenging year, as reported by the Malaysian Rating Corporation Berhad, the performance of the companies are reported. It aims to investigate whether good performance is emphasized and bad performance is obscured, as well as if the construction of images by the chairman of the company reflects the realities.

### **References**

- Clatworthy, M. and Jones, M. J. (2001) The effect of thematic structure on the variability of annual report readability, *Accounting, Auditing and Accountability Journal*, Vol. 14 No. 3, pp. 311-326.
- Courtis, J. K. (1986) An investigation into annual report readability and corporate risk-return relationships, *Accounting and Business Research*, Vol. 16 Autumn, pp. 285-294.
- Courtis, J. K. (1998) Annual report readability variability: tests of the obfuscation hypothesis, *Accounting, Auditing and Accountability Journal*, Vol. 11, No. 4, pp. 459-471.
- Courtis, J. K. (2004a) Corporate report obfuscation: Artefact or phenomenon?, *British Accounting Review*, Vol. 36 No. 3, pp. 291-312.
- Hyland, K. (1998) Hedging in Scientific Research Articles, Amsterdam/Philadelphia: Benjamins.
- Martin, J.R. (2000) Beyond Exchange: APPRAISAL Systems in English, in *Evaluation in Text: authorial stance and the Construction of Discourse*, Hunston, S. and Thompson, G (eds), Oxford: Oxford University Press.
- Merkl-Davies, D M. and Brennan, N. (2007) Discretionary Disclosure strategies in corporate Narratives: Incremental information or Impression Management? *Journal of Accounting Literature*, Vol. 27.

- Rutherford, B.A. (2003) Obfuscation, textual complexity and the role of regulated narrative accounting disclosure in corporate governance, *Journal of Management and Governance*, Vol. 7 No. 2, pp. 187-210.
- Rutherford, B. A. (2005) Genre analysis of corporate annual report narratives: A corpus linguistics based approach, *Journal of Business Communication*, Vol. 42, pp. 349-378.
- Smith, M. and Taffler, R. J. (2000) The chairman's statement: A content analysis of discretionary narrative disclosures, *Accounting, Auditing and Accountability Journal*, Vol. 13, No. 5, pp. 624-646.

*Pang, Alfred Kah Meng & Wong, Pixian*

National University of Singapore

### **Evaluating 'Evaluation': A case study of the application question in the general paper**

As students move on to higher levels of education, educational objectives advance to become more demanding as well. In Singapore, pre-university education hopes to help students develop skills in the cognitive domain that are more complex than what they have been exposed to, in order to prepare them for tertiary education in the university. The General Paper, a compulsory GCE 'A'-level subject taught at the pre-university level, aims then to equip students with critical reading and persuasive writing skills in the English Language for the purpose of responding to current affairs

With the recent changes to the curriculum of the General Paper in 2001, teachers now have to prepare students for the *Application Question (AQ)*. The AQ places an emphasis on the ability of students to identify and critically evaluate issues and ideas from the passage(s) set in the Comprehension Paper. Students are graded highly when their scripts show a high degree of *evaluation* supported by *explanation*. As tutors for the subject, we are troubled by how the notion of *evaluation* in the context of the AQ seems less definite than desired because the distinction between what constitutes as *evaluation* as opposed to *explanation* remains unclear.

Through an application of Appraisal Theory (e.g. Martin 2000, Martin and White 2005) on a sample of students' responses in an AQ and their corresponding assessments, this paper seeks to DO the following:

- a) To linguistically track down and clarify what is considered an evaluative discussion in answering an AQ.
- b) To examine how the notion of *evaluation* from the perspective of Appraisal Theory can inform and enhance the teaching of the AQ.

- c) To consider the implications of our findings on the method of assessment for the AQ in the General Paper.
- d) To discuss how knowledge that is 'processed' through evaluation is represented in the language used when responding to the AQ.

## References

- Martin, J.R. (2000). 'Beyond Exchange: APPRAISAL Systems in English', in S. Hunston and G. Thompson (eds.), *Evaluation in Text: Authorial Stance and the Construction of Discourse*. New York: Oxford UP, 142-175.
- Martin, J.R. & White, P.R.R. (2005). *The language of evaluation: appraisal in English*. New York: Palgrave Macmillan.

*Phillips, Anna*

Macquarie University

## Revised abstract: Disciplinarity, knowledge, language and the multilingual student

In the 1960s universities underwent major social changes that resulted in the doubling of the student population, in both Australia and Britain. Maton (2004) argues that the new students raised considerable concerns for the academic establishment because they represented the "wrong kind of knowers," because they had brought with them pragmatic, utilitarian and careerist values. Rather than modify the "traditional epistemic device," the administration chose to induct the new students into the traditional academic patterns. Research in critical academic literacies has demonstrated this to still be the case, with a general lack of fit between traditional academic literacies and the current student body.

Transnational education has further altered the tertiary student demographic, as has the presence of migrants and generation 1.5. By 2005, 18% of tertiary students at Australian universities were international students (ABS 2008). These changes, however, are not reflected in higher education studies, as multilingual students have traditionally been studied by researchers in linguistics (second language acquisition) and applied linguistics (English language teaching). Once these students enter the disciplinary classroom, they are perceived as the wrong kind of knowers, deficient in language and academic skills. As a result, apart from offering remedial classes in language and generic academic writing, little effort has been made to understand or integrate them into specific disciplinary literacies.

This paper argues that there is a need to recognise the new status quo and to investigate the implications of these changes. In-depth research into the characteristics of individual disciplinary literacies is needed, as well as sociocultural research into cultural and academic backgrounds of students/knowers, native and nonnative English speakers alike. Unless knowledge can be effectively transferred to

the diverse range of students, there is little value in the learning and teaching transaction.

## References

Maton, K. (2004) The wrong kind of knower: Education, expansion and the epistemic device, in Muller, J., Davies, B., & Morais, A. (Eds.) *Reading Bernstein, Researching Bernstein*. London, Routledge, 218-231.

*Poulet, Célia*

University of Provence / LAMES (France)

## Disciplining Knowers: Masonic recruitment and apprenticeship

Bernstein argued that pedagogy reaches far beyond formal school contexts. This paper explores a form of pedagogy and knowledge-building undertaken outside education and involving approximately 107,000 people: masonic lodges in France. In this paper I draw on Bernstein (1975, 2000) to describe masonry as employing a form of pedagogy that focuses less on the transmission and acquisition of explicit knowledge and more on reforming the learner's ways of acting and being to create a new kind of knower: a mason.

In French masonry, once accepted to become a members, novices proceed through a series of stages, from Apprentice to Fellow and then onto Master. Between stages there is not formal assessment but rather 'transitions' in which aspirants write a text on any issue (or 'plank') which they read in front of other members of the lodge. This text is then discussed by the audience, not as 'critics' but rather in terms of their 'individual interpretations on the topic'. There is little restriction on the choice of subject matter and no formal evaluation - explicit knowledge is downplayed. Drawing on interviews of members and analysis of 'planks', I argue that masonry can be understood instead as an extremely tacit form of pedagogy, in which practice - doing, writing, reading and listening - is the only means of transmission. The focus is on the members' ways of acting and being. However, unlike apprenticeship into craft knowledge, this pedagogy aims to orient initiates towards a mastery of abstract language. In this pedagogy symbolism is central; unmediated accounts of one's own experiences are considered not 'masonic'.

I place the use of this form of pedagogy in the context of the social composition of masonic lodges. Historically, masonic populations were drawn from the aristocracy, clergy and, later, the bourgeoisie. The opening of masonry to members of lower classes is relatively recent. This, I suggest, posed the question of how actors who are not oriented to abstract meanings (Bernstein 2000) can be assimilated. If such people tend to be oriented towards highly segmented meanings ('horizontal discourse'), how can they be taught ways of thinking, acting and being that they can carry with them through a range of different social contexts, as 'masons' in their everyday lives? I argue that masonry has addressed this problem through the use of analogic reasoning using symbols that enable ways of thinking learned within the lodge to be

transposed to other contexts. I conclude by arguing that we need to explore such non-academic forms of knowledge-building, ones that focus more on knowers than knowledge, if we wish to more fully understand issues of disciplinarity.

## References

- Bernstein, B. (1975) *Class, codes and control, volume III*. London: Routledge & Kegan Paul.
- Bernstein, B. (2000) *Pedagogy, Symbolic Control and Identity*. London, Rowman and Littlefield.

*Purser, Emily; Brown, Christine; & Jarrett, Lorna*  
University of Wollongong

## Reflections on the formation of central ideas in the margins

This presentation discusses a rarely observed kind of teaching and learning going on in universities – consultations and peer review sessions guided by Learning and Educational Developers. Academics in ‘support’ roles develop different kinds of knowledge. Working across and between, rather than AS disciplines, they are tasked with ‘developing’ individual students’ and teachers’ understanding of their own enterprise as writers and careers-in-the-making. They offer strategic moments, outside the disciplines, for purposeful review and analysis of experience within particular disciplines. We’ve chosen ‘the space without discipline’, a usually overlooked or misconstrued object, for our study deliberately, having found it significant in relation to the theorization of disciplinary knowledge, language, learning and teaching. As we conduct empirical research into them (especially in systemic-functional terms), the extra-curricular consultation and wider peer review process come into clearer view as an object of useful inquiry around larger questions of how we can collaboratively analyse and develop ‘ways of knowing and doing’ in higher education. The presentation focuses on a small sample of people at the University of Wollongong immersed in the pedagogic *processes* that define a discipline, aiming to explain how their structured learning of pedagogic *discourse* changes them as learners or teachers of their discipline. The investigators bring different theoretical perspective to their collaborative study of disciplines from institutionally unusual positions, and represent a hybrid body, appearing at the margins of disciplined discourse: one hand helping lead disciples through vertical highways, another leading disciplined teachers out of vertical comfort zones into unsettling journeys of career advancing self-knowledge. Joining hands, they investigate the twilight zone they choose to inhabit, in order to enable curricula to be re-imagined as grounds for vertical and horizontal to meet.

*Rose, David*  
University of Sydney

## **Metatheory, metalanguage and metapedagogy: Disciplines for teaching**

Bernstein introduces his 1996 retrospective with a manifesto decrying education's 'reproduction of distributive injustices', and demanding 'an analysis of the social biases...deep within the very structure of the educational system's processes of transmission and acquisition and their social assumptions'. As his model allows us to grasp, it is not simply abstract systemic forces that produce gross inequalities in education outcomes, but the very concrete everyday activities of teachers in classrooms. By the same token it is teachers who have the capacity for reversing these inequities, 'creating tomorrow's optimism in the context of today's pessimism', but they can only do so if they are given access to the kinds of analysis that Bernstein demands. This paper sketches the theoretical outlines of a training program that has been attempting just that with growing success over the past decade. It does so by providing teachers with three sets of tools designed for analysing their teaching practice in detail: a metatheoretical analysis of the institution of schooling, a metalinguistic analysis of the texts in their curricula, and a metapedagogic analysis of their own teaching activity. Woven from the theoretical strands of Bernsteinian educational sociology, Martinian discourse analysis, and Vygotskian learning theory, 'the intersecting of three discrete disciplines...gives rise to a unique pedagogy' (Childs 2008:162). The pedagogy accelerates students' outcomes at unparalleled rates, but the training program radically alters teachers' perceptions and confidence in what they do. Experienced teachers routinely report a transformation in their professional practice, newer teachers want to know why they weren't given these tools at university, and education students ask how they can join the program. While some elements may be familiar to scholars of language, education and sociology, their redesign and application in the program provides teachers with the knowledge required by expert practitioners of a distinct professional discipline. The paper outlines our approaches to pedagogy, language and theory that comprise this disciplinary knowledge.

### **References**

Childs, M. (2008) *A reading based theory of teaching appropriate for the South African context*. PhD Thesis. Port Elizabeth: Nelson Mandela Metropolitan University

*Rothery, Joan*

Literacy Consultant

### **Fragmentation and Chaos: A small study of School Assessment in H.S.C. English in New South Wales**

This paper focuses on the nature of tasks set for H.S.C. students in N.S.W. for the purpose of assessing their 'in school' achievement in English at the end of their secondary schooling. Such tasks throw much light on English as a school subject. The 'in school' assessment constitutes 50% of the total mark for English. The other 50% is allocated for results in the external examination undertaken at the end of Year 12.

For the past five years I have tutored students in senior secondary English on a 'one to one' basis. The students and the tasks they are set have taught me much about the nature of English as a school subject. There is evidence of 'a growth through English approach, cultural studies, a Leavisite approach, but no evidence of knowledge about language as a tool for understanding texts. The students I work with are from middle class backgrounds and come from a range of areas across Sydney. They are capable and conscientious but believe they are incompetent as far as English is concerned. This judgement arises mainly from confusion and lack of understanding about the demands of the task.

Most 'in school' tasks require students to use the spoken mode in their response, sometimes power point presentations are expected. Responses are presented 'in class' and time limits are strict, there are also other penalties for breaking strict rules on presentation. The only extended written response occurs shortly before the Higher School Certificate Trial examination which is at least halfway through the school year. This tasks requires students to write about a prescribed text in conjunction with two other 'related' texts. Students choose their own 'related texts'

I have used 'fragmentation' to refer to the ongoing stream of unrelated assessment tasks which confront students on a regular basis in Year 12. If there is a common factor it is the choice for the spoken mode. I use 'chaos' to refer to a 'muddled' or absent pedagogy. I am indebted to my eldest grandson who as I write this, is about to sit for his H.S.C. exams. He has allowed me to follow the succession of 'in school assessments' he has had to address for H.S.C. English. As a result of my experiences over the past five years I am no longer convinced that English, as it is now constituted should be a compulsory H.S.C. subject. Students writing abilities are well addressed in both Modern and Ancient History, as well as other subjects. My Students agree.

*Schlepppegrell, Mary*

University of Michigan, Ann Arbor, MI, USA

### **The construct *historical thinking* in arguments for history education**

This paper reports on a project that is engaging linguists and history educators in developing a more explicit pedagogy for teaching the set of analysis skills and the stance toward sources that are understood to contribute to *historical thinking*, a construct that is foregrounded in current discussions about the goals of history education in the U.S. It draws on experience of collaboration between SF linguists and history educators in California and on data from recent "summit" meetings that have engaged stakeholders and policy experts in advocacy for history education in the U.S. (see <http://historysummit.ucdavis.edu/>). Over the past several years, these teachers and teacher educators have used SFL analysis to better understand and engage students, focusing on the language resources that construe events, time, cause, and interpretation in history texts as a means of being explicit about the

literacy challenges of learning history (e.g., Schleppegrell et al., 2008). Project leaders organized the summit meetings to respond to a decreased emphasis on history in high-stakes assessment contexts where history is not an examined subject on par with English and mathematics. In arguing for more support for history education, participants present its potential contributions as going beyond the common perception of the subject as 'teaching facts about the past', focusing in particular on the affordances that *historical thinking* offers students' educational development more generally. This perspective highlights history's disciplinary distinctiveness but also construes it as a subject with relevance to other subject areas. The paper will explore the notion of *historical thinking* that is projected in this discourse, suggesting what it reveals about these historians' and educators' conceptions of history as a school subject.

## References

Schleppegrell, M. J., Greer, S., & Taylor, S. (2008) Literacy in history: Language and meaning. *Australian Journal of Language and Literacy*, 31(2), 174-187.

*Simpson, Alyson & Preston, Christine*  
University of Sydney

## Developing scientific literacies for the Primary school classroom: Disciplined by knowledge

Science is one of the mandated Key Learning Areas in primary school classrooms. Yet many primary teachers are nervous about teaching it. In order to address this issue pre-service teachers at a city university have been given classes in foundation science in first year (to provide key knowledge about science) as well as classes in pedagogy in third and fourth year (to ensure they know how to teach science). In syllabus language they are *learning about* a curriculum area as well as *learning to work* with the curriculum content. As the two parts of the Science program are based on principles of cumulative learning, they have the potential to build capacity for science teachers who are able to apply knowledge learned in one context to new teaching contexts. This intervention is aimed at increasing pre-service teachers confidence and competence in teaching science in primary school.

In 2007-2008 a new approach to teaching Science was designed to support student learning. By aligning assessment and outcomes and learning experiences across 2 integrated units of study teaching English and Science content the aim was to provide students with a meta-awareness of scientific discourse that would underpin their teaching practices. It was hoped that the provision of explicit teaching about the language of science would reframe students' conceptualisation of scientific pedagogy. An examination of survey data, work samples and extracts from online discussions highlights shifts in semantic gravity during the unit of study from strongly context bounded descriptions to decontextualised abstraction. The data shows that attempts to build new knowledge structures were partially successful.

Students became more confident about teaching Science as their knowledge about scientific language reshaped their practice. Insights from these findings will inform future program design.

*Sigsgaard, Anna-Vera Meidell*

Department of Pedagogy, School of Education, Aarhus University, Denmark

### **Danish as a second language – Curriculum guidelines and educational practice**

Danish as a Second Language (DSL) is a relatively new subject in the Danish elementary school (*Folkeskolen*), appearing as an official term for the first time in 1993. The official description of the subject can be read in the curriculum guidelines published by the Ministry of Education (2005). The official pedagogic discourse in the guidelines creates a framework for pedagogic practices, and merits therefore examination.

This presentation of the official pedagogic discourse (OPD) of DSL is based on the early stages of my PhD project at The School of Education, Aarhus University, in which I seek to compare the OPD with actual practice by including analysis of video observations of DSL as taught in Folkeskolen, followed by interviews with the teachers.

Using elements of Bernstein's theory of recontextualization and the pedagogic device, this paper will focus on the following questions:

1. How does the official pedagogic discourse present the subject, Danish as a Second Language, as seen through *Fælles Mål – Faghæfte 19*?
2. Which pedagogy for Danish as a Second language does the recontextualized official pedagogic discourse imply?
3. (How) can Systemic Functional Linguistics help to create an awareness of the implicit linguistic requirements in the Danish public school, and more specifically in the subject, Danish as a Second Language?
4. (How) can Systemic Functional Linguistics, as a language model, be used to organize a pedagogically grounded practice within the framework of the official pedagogic discourse in *Fælles Mål – Faghæfte 19*?

With these questions in mind, preliminary findings/examples from video observations made in Folkeskolen will be shown. Based on the presentation of DSL and the preliminary analysis of data, questions of methodology and future analysis will follow, including a discussion of the possibilities in using various elements of SFL theory as analytical tools for this project's analysis.

*Tindale, Jen*

University of Sydney

### **Recontextualising professional knowledge in postgraduate classrooms**

The *System Development Life Cycle* is a key concept in the accounting information systems curriculum, and is one method of developing an information system. Here, through examining extracts from the transcript of a seminar in accounting information systems, the *System Development Life Cycle* will be used to explore the nature of professional knowledge and the recontextualisation of that knowledge in a professionally oriented postgraduate program. This follows a recent 'turn' towards knowledge in educational theory and research (Freebody, Martin, & Maton, 2008), which is timely in the context of a broader shift towards knowledge based economies (Chouliaraki & Fairclough, 1999) and the increasing importance of 'knowledge work' (Goodyear & Zenios, 2007). This turn to knowledge underlines the need to recognise and understand the teaching and learning of forms of knowledge other than those produced in universities (Kemmis, 2005). It also coincides with a call to articulate the ways in which knowledge is produced in professional practice (Bhatia, 2008) with a view to forging better links between professional practice and the classroom. Where Bernstein's (1990, 2000) model of pedagogic discourse provides a framework for analysing the recontextualisation of knowledge in pedagogic discourse, this paper draws on Young and Muller (2007) to suggest that while Bernstein's model is well suited to knowledge originating in the physical sciences, a different analytical frame is needed to consider the nature and recontextualisation of knowledge that originates in social practice. Here, frameworks developed by Cassirer (2000) in philosophy and Fairclough (2003) in critical discourse analysis offer potential, in that they afford access to the individual, social, and historical dimensions of knowledge.

## References

- Bernstein, B. (1990) *The structuring of pedagogic discourse Volume IV: Class, codes and control*. London: Routledge.
- Bernstein, B. (2000) *Pedagogy, symbolic control and identity: Theory, research, critique. Revised edition*. Lanham: Rowman and Littlefield.
- Bhatia, V. (2008) Genre analysis, ESP and professional practice. *English for Specific Purposes*, 27, 161-174.
- Cassirer, E. (2000) *The logic of the cultural sciences: Five studies* (S. G. Lofts, Trans.). New Haven: Yale University Press.
- Chouliaraki, L., & Fairclough, N. (1999) *Discourse in late modernity: Rethinking Critical Discourse Analysis*. Edinburgh: Edinburgh University Press.
- Fairclough, N. (2003) *Analysing discourse: Textual analysis for social research*. London: Routledge.
- Freebody, P., Martin, J. R., & Maton, K. (2008) Talk, text, and knowledge in cumulative, integrated learning: A response to 'intellectual challenge'. *Australian Journal of Language and Literacy*, 31(2), 188-201.
- Goodyear, P., & Zenios, M. (2007) Discussion, collaborative knowledge work and epistemic fluency. *British Journal of Educational Studies*, 55(4), 351-368.
- Kemmis, S. (2005) Knowing practice: Searching for saliences. *Pedagogy, Culture and Society*, 13(3), 391-426.

Young, M., & Muller, J. (2007) Truth and truthfulness in the sociology of educational knowledge. *Theory and Research in Education*, 5(2), 173–201.

**Walsh, Paddy**

Birmingham Advisory Support Services

### **"Learning to learn?": addressing underachievement in inner-city Birmingham.**

There is renewed interest in UK schooling in 'competence based curricula.' One influential approach, called Opening Minds, gained ground as a response to the constraints and lack of creativity seen in the National Literacy Strategies and the burden of standardised testing regimes.

Their focus is on "personalised learning" and "learning to learn". They aim to:

- Develop independent, confident learners
- Enable students to deal with the increasing demands of adult life
- Stress that competencies are more important than knowledge content

Their popularity returns us to the question Michael Young asks:

"What is it about the kind of knowledge that people can acquire at school . . . that distinguishes it from the knowledge that people acquire in their everyday lives?"

In the context in which I work in inner city Birmingham, over 85% of students are from the Pakistani diaspora - an ethnic group which, with white working class boys, is the least well-performing in the UK .

Competence based curricula reflect tensions in the wider education community: Historians and Geographers are concerned that they have to concede time to new programmes; my own work, focused on developing a knowledge about language, aims to address what Joan Rothery identified as *the effacement of language knowledge* in teacher education.

Young argues that 'learning to learn' is 'vacuous' and 'personalisation' an 'unhelpful concept.'

How are these tensions played out, and how do they impact on the educational success, or failure, of ethnic minority groups, or others on the margins?

### **References**

Young, M. (1971) *Knowledge and Control: New Directions in the Sociology of Education*.

Young, M. (2008) *Bringing Knowledge back in: From Social Constructivism to Social Realism in the Sociology of Education*. Routledge: London and NY.

*Woodward-Kron, Robyn*  
University of Melbourne

### **Disciplinary, knowledge and language in the Health Sciences: Distilling what counts to support students**

In the Australian context, universities provide a range of programs to support students' academic language and learning, including faculty based embedded programs. The effectiveness of embedded discipline specific academic writing support is now well established in the higher education literature. However, the terms 'discipline-specific' and embedded as program descriptions and approaches warrant further scrutiny. So-called embedded approaches can differ markedly in their intellectual engagement with the disciplinary discourses and their integration at a curriculum level. The ability of support programs to address such factors depends largely on ongoing access to a discipline's texts and participants as well as the underpinning of suitable theoretical frameworks to identify and translate the valued discursive practices of a discipline to students.

At the University of Melbourne, a unique opportunity has emerged in the Faculty of Medicine, Dentistry and Health Sciences to review and renew the nature of the embedded language and learning support it currently receives. These changes are a restructure of the support program into the Faculty's Medical Education Unit, and the University's adoption of a graduate schools' model, which requires the design of new curricula for all the Faculty's professional degrees. This paper reports on the process of auditing curricula and engaging with faculty to identify core discursive practices in the disciplines of nursing, physiotherapy and public health so as to integrate an embedded learning support program in the new degrees. This cross program process allows for the identification of broadly shared valued practices and disciplinary principles in health education such as research based inquiry and evidence based practice. For the language advisor, the iterative process also allows for the distilling of unique disciplinary values and how these impact on the different disciplines' learner discourses. The paper includes a brief description of the theoretical frameworks and approaches used to address these requirements as well as how they are to be embedded in the curriculum.

*Zammit, Katina*

School of Education, University of Western Sydney

### **English in the primary years: Moving from print to digital texts**

English as a subject area in the primary school years binds the teaching and learning of other subjects, in particular Science and Human Society and its Environment (HSIE). Students in these years of schooling are apprenticed into the reading and

writing of a range of educational written genres through authentic experiences embedded in a program or unit of work. Teachers scaffold their learning using the teaching-learning cycle (Hammond, 2001; Murray & Zammit, 1992). However, students and teachers are being exposed to the reception and production of digital texts that are multimodal in nature.

This paper seeks to explore two areas of impact when using the electronic medium to create multimodal texts. The first area of discussion will be the changes to pedagogy when teachers move from written print based texts to multimodal electronic (digital) texts. The second area is the changes textually that occur when students move from the single mode of writing to convey meaning to the multimodal electronic discourse. What meaning making resources are employed when this change occurs? Data is drawn from the project 'Teaching writing for a multiliteracies context'. The participants came from three classes in an inner city Sydney school: year 3, year 3/4 and year 4/5.

## References

- Hammond, J. (2001). Scaffolding and language. In J. Hammond (Ed.), *Scaffolding: Teaching and Learning in Language and Literacy* (pp. 15-30). Newtown: Primary English Teaching Association (PETA).
- Murray, N., & Zammit, K. (1992). *The Action Pack- Animals: Teaching Factual Writing K-6*. Sydney: Metropolitan East Disadvantaged Schools Program.

*Zhao, Sumin*

Department of Linguistics, University of Sydney

## **Image, visual metaphor and visualisation: Grammaticality in multimodal discourse analysis (MDA)**

In the past decade, multimodal discourse analysis (Jewitt, in press; Martin & Bednarek, forthcoming; Norris, 2004; O'Halloran, 2004; Royce & Bowcher, 2007; Unsworth, 2008, Ventola, Charles & Kaltenbacher, 2004) has gradually evolved into a major area of linguistic and discourse research. While exploring communication modalities other than language (image, sound, etc), multimodal researchers are constantly facing the clash of '*language*' (Bernstein, 2000): on the one hand, the linguistic description needs to be validated against the '*legitimate language*' of the art theorists and musicologists; on the other hand, the traditional *language* of linguistics has revealed its limitation in addressing dynamic and high-dimensional nature of the multimodal data.

This paper explores the potential of Bernstein's concept of horizontal and vertical knowledge structures (2000) in dealing with these theoretical issues. In particular, it focuses on the treatment of visual data in MDA – the development of visual grammar (cf. Kress & van Leeuwen, 2006[1996]; O'Toole, 1994) as well as the description of text-image relations (cf. Martinec & Salway, 2005; Royce, 2007). The

paper argues against the tendency of over-simplification in the adaptation of linguistic categories for describing multimodal data.

It proposes that the differences between various types of images (e.g. picture book illustrations, photographs and scientific diagrams, etc) cannot be treated merely as semantic variations of register and genre. They also entail different knowledge structures. The comprehensive account for these differences demands a new *language* that addresses the high-dimensionality of multimodal texts, esp. the time dimension (Baldry & Thibault, 2006; Bateman, 2008; Zappavigna, 2008; Zappavigna & Caldwell, 2008; Zhao, forthcoming).

## References

- Baldry, A & Thibault, P. (2006) *Multimodal transcription and text analysis*. London: Equinox.
- Bateman, J. (2008). *Multimodality and genre: A foundation for the systematic analysis of multimodal documents*. Hampshire: Palgrave Macmillan.
- Bernstein, B. (2000) *Pedagogy, Symbolic Control and Identity*. London: Rowan & Littlefield.
- Halliday, M. A. K.(2002) *On grammar*. J.Webster[ed.] London: Continuum
- Halliday, M. A. K., and Matthiessen, C. M. I. M. (1999) *Construing experience through meaning: A language-based approach to cognition*. London: Cassell.
- Kress, G and van Leeuwen, T. (2006) *Reading images: The grammar of visual design*. (2<sup>nd</sup> edition), London: Routledge.
- Martin and Bednarek (Eds.).(forthcoming) *New discourse on language: Functional perspectives on multimodality, identity, and affiliation*. London: Continuum
- Martinec, R & Steinway (2005) A system for image-text relations in new (and old) media, *Visual Communication* 4(3) 337-371
- Norris, S. (2004) *Analyzing multimodal interaction: A Methodological Framework*. London: Routledge.
- O'Halloran, K. (2004). *Multimodal discourse analysis*. London/New York: Continuum.
- O'Toole, M. (1994). *The language of displayed art*. London: Leicester University Press.
- Royce, T. & Bowcher, W. (Eds.). (2007) *New directions in the analysis of multimodal discourse*. Mahwah, N.J. : Lawrence Erlbaum Associates
- Unsworth, L (Eds.). (2008) *Multimodal Semiotics and Multiliteracies Education: Transdisciplinary approaches to research and professional practice*. London: Continuum
- Ventola, E., Charles, C., & Kaltenbacher, M. (Eds.). (2004) *Perspectives on Multimodality*. Amsterdam: John Benjamins.
- Zappavigna, M. (2008) Visualising instantiation: Text visualisation techniques for preserving logogenesis. In S. Dreyfus, S. Hood and M.Stenglin (eds.) *Proceedings of the Semiotic Margins Conference*, University of Sydney, 2007. Australian Systemic Functional Linguistics Association. <http://www.adfla.org.au>

Zappavigna, M. & Caldwell, D. (2008) Visualising multimodal patterning. Paper presented at Applied Linguistics Association of Australia Conference. July, 2008 Sydney

Zhao, S. (forthcoming) Semiotic dynamism and hypertext description: towards a dynamic model for Ideation Movement in children's educational interactives. in M. Bednarek & J.R. Martin [Ed.] *New Discourse on Language: Functional Perspectives on Multimodality, Identity, and Affiliation*. London: Continuum