



Fifth International Legitimation Code Theory Conference – 2024



15–18 January, Johannesburg, South Africa

Hosted by the **Wits LCT Hub**



WEDNESDAY 17 JANUARY 2024

SESSION 13 9:00 – 10:15	POWER-UP 3 – L101 Power to the people! What’s legitimization got to do with it? - Karl Maton			
10:20 – 10:40	LCT5 Group Photo - Ground floor Bohlaleng Block			
10:40 – 11:10	TEA – Staff lounge			
	Room B45	Room B46	Room B47	Room B48
SESSION 14 11:15 – 11:55	Preparing insurance brokers: Insights through university coursework and on-the-job training Agata MacGregor	Semantic waves for helping teachers teach science to second language students Anna-Vera Meidell Sigsgaard	Clarifying bases of achievement in Content and Language Integrated Learning Leah Tompkins	Building diplomatic knowledge in Zimbabwean news articles Emaculate Mvundura
SESSION 15 12:00 – 12:40	Tracing specialization codes of English Language Teaching professionals in Mexico Vicky Ariza Pinzón, Rosalba Leticia Olguín Díaz & Elba Méndez García	Gravitating from the abstract to formulating contextual understanding of Jurisprudence concepts Olebogeng Mokgantshang	Bridging the gap between theory and practice: What LCT brings to academic literacies Kirstin Wilmot	Talking teaching and educational reform: Constellating how new teachers interpret lessons Dale Langsford
12:45 – 13:45	LUNCH – Highfield Dining Hall			
	Room B45	Room B46	Room B47	Room B48
SESSION 16 13:45 – 14:25	Unleashing silenced voices: Singing in tune as a cultivated gaze Marcus Medeiros Pereira & Débora Andrade	Observing literacy teaching: A Semantics comparison of what student teachers notice Lindy James	Cultivating critical citizens through English literary studies Retha Knoetze	Using constellations to understand political stances: Positioning SA’s Democratic Alliance Ian Siebörger
	Room B46		Room B47	
SESSION 17 14:30 – 15:10	Supporting student learning through feedback: How LCT can help Lee Rusznyak		Demystifying Graduate Attributes using LCT: The case of engineering Karin Wolff & R Potts	
15:10 – 15:40	TEA – Staff lounge			
SESSION 18 15:45 – 16:45	PLENARY – L101 The LCT Magic Show: Improving classroom practice using Semantics Paul Curzon & Jane Waite			
18:30 – 20:30	DINNER OUT – Mike’s Kitchen, Parktown			

I used constellation analysis to cluster the focus of their discussions into themes, and then I allocated strengths of semantic density to each of the constellations. When more formal, teaching-specific ideas are networked with each other, the semantic density is relatively stronger. The semantic density is relatively weaker when more everyday ideas are presented as discrete, atomistic statements. Comparison of the two groups' conversation constellations shows that one group's conversation formed a more complex, integrated network of practice whereas the other group's discussion formed a series of disconnected nodes. My findings suggest that preservice teachers who can draw on a shared conceptual language are better able to describe teachers' classroom practices and discuss salient aspects of where the lesson could be revised or developed. Although both groups presumably had access to sets of concepts from their teacher preparation programme, those in the school were less versed in participating in pedagogically focused discussions. This may be a result of teachers' tendency to perform practice rather than talk about it analytically. Those participants who had come through a full-time, contact programme demonstrated both access to shared conceptual language, as well as the ability to recruit relevant concepts and use it to interpret and appraise the lesson they had developed.

The experiences of delivering teacher education through the pandemic has led to increased calls for online or hybrid learning as an effective and efficient way to prepare teachers for practice. However, the findings of my study raise a caution. The importance of preservice teachers developing the capacity and critical sensibilities required to analyse and appraise teaching gained through lectures, tutorial interactions in a contact programme should not be underestimated. The findings suggest that access to teaching- and learning-specific ideas, theories, and principles – a conceptual toolkit – enables them to imagine more effective, responsive, and just teaching practices. This creates conditions of possibility for transforming practice in a schooling system in crisis.

SESSION 16 (B45): Unleashing silenced voices: Singing in tune as a cultivated gaze

Marcus Medeiros Pereira & Débora Andrade
Federal University of Juiz de Fora (UFJF), Brazil

How do we teach in a field when people believe that what matters for achievement are naturally occurring talents? In this study, we use LCT concepts to challenge a pervasive view related to music: the belief that singing in tune is innate. The underlying assumption is that if a skill is considered innate, then it is often perceived as unteachable. Conversely, if a skill is seen as acquirable through instruction and practice, then it holds the potential for a broader audience to enjoy and excel in it. This distinction is crucial in reshaping pedagogical approaches and expanding access to musical practices for a wider population.

This belief is enacted in singing auditions that restrict access to choral practice. Drawing upon the Specialization dimension, we present an analysis of speeches and practices related to vocal tuning and selecting members for school choirs. We argue that learning to sing in tune can be attained through music education, facing this as a matter of knower cultivation.

We first examine pedagogical instructions published in a government-issued guide for teachers' practices used in Brazil between 1925 and 1961. These instructions fostered a collective belief that persists and continues to influence teachers who work with school choirs. Additionally, we conducted interviews with nine current school choir teachers to explore their beliefs and practices regarding vocal tuning and selection.

Our findings reveal that their practices in music education are dominated by a knower code. They are based on stronger subjective relations that limit who can be regarded as a legitimate knower. Historically, musical practice was exclusively offered to those believed to be "born in tune", resulting in limited access. Presently, vocal selection practices continue, implicitly or explicitly, with children who are deemed to be out-of-tune being silenced by excluding them from participating in voice training opportunities. What is particularly notable is the dearth of knowledge concerning the musical-vocal development of children, which hampers the teacher's ability to perceive vocal tuning as an attainable skill that can be cultivated through pedagogical interventions.

Our study shows that teacher practices are still influenced by long-standing beliefs that have been reinforced by institutional conditions. Consequently, many individuals are deprived of their right to music education and effective participation in musical practices. LCT tools offer valuable insights that empower us to show that singing out of tune is not a predetermined destiny but rather a skill that can be cultivated. Emphasising this particular kind of knower cultivation becomes crucial for democratising access to choral practice.

SESSION 16 (B46): Observing literacy teaching: A Semantics comparison of what student teachers notice

Lindy James

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South Africa is facing a literacy crisis. The Progress in International Reading Literacy Study 2021 found that 81% of the country's 10-year-olds cannot read for meaning. If students do not acquire literacy competence in elementary grades, the rest of their schooling will be adversely affected.

Future teachers must do more than replicate ineffective practices to improve literacy outcomes in South African schools. They need to notice and interpret the literacy pedagogies used and be able to think about their effectiveness. In this paper, I will show how Semantics provides conceptual and analytic tools to reveal the shifts in how teacher trainees at different stages of a teacher preparation programme notice and interpret the literacy pedagogies that teachers use.

This study looks at different cohorts of South African elementary school pre-service teachers at the start and end of a four-year teaching degree. All participants in this study watched and commented on the same recorded lesson. The data is drawn from Lesson Observation Reports that students engaging with the Teacher Choices in Action module have produced to reflect on observed practice.

In this study, I have employed a two-layered analytical approach. First, I conducted a content (thematic) analysis to examine the aspects of the lesson that students were describing, evaluating, or interpreting. Second, I utilised tools from the Semantics dimension of LCT to code the data.

I am using the concept of semantic density to compare the complexity of students' observations. Teacher trainees enact stronger semantic density when they connect their lesson observations, interpretations and evaluations to broader theories, frameworks, strategies, and pedagogies related to teaching and developing literacy skills. This is what should (ideally) be reflected in the final-year observation reports. Conversely, weaker semantic density is enacted when simple, everyday observations are made with little to no interpretation or connection to theory.

This study will empirically establish the extent to which South African teacher education programmes are achieving the aim of producing knowledgeable, thinking practitioners who will enact effective literacy pedagogies once they qualify. It should reveal whether, by their final year of study, teacher trainees have a significantly different gaze to that of first-year trainees when observing practice in terms of what they find significant and how they draw on specialised insights to interpret their observations.