



Reading to Learn: Powerful pedagogy for disciplinary teaching in a high-stakes examination curriculum

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Abstract: The qualitative study presented here shows how a secondary school history teacher in the United Kingdom transformed her lesson planning and classroom interactions with students following professional development in the genre-based Reading to Learn pedagogy grounded in Systemic Functional Linguistics. The teacher undertook Reading to Learn while teaching a history class preparing for the General Certificate of Secondary Education. The professional development enabled her to analyse the genres and linguistic features of history texts in order to support the development of subject knowledge via the implementation of the teaching strategies designed to support student reading and writing of the texts required by the examination curriculum. The study reporting on the teacher planning and classroom practices includes examples of teacher-student interaction that demonstrate how the teacher was able to approach her disciplinary texts through the lens of genre, thus identifying the existing gap between the reading of informative genres in textbooks and the requirement to write in less familiar evaluative genres in exams. Moreover, the careful planning of strategies to support reading and the annotation of texts, had a positive impact on the joint construction of the less familiar argumentative genre required.

Keywords: genre pedagogy; disciplinary reading and writing; Reading to Learn; teacher training; Systemic Functional Linguistics.



**LLEGIR PER APRENDRE: UN MODEL DIDÀCTIC PODERÓS PER A L'ENSENYAMENT DE LLENGUA I CONTINGUT EN CURRÍCULUMS AMB EXÀMENS ESTANDARDITZATS**

Resum: Aquest treball de caire qualitatiu es proposa presentar els canvis produïts en la manera de planificar i interactuar a l'aula d'una professora d'història d'educació secundària al Regne Unit, després d'haver rebut una formació en didàctica de l'escriptura basada en gèneres, més concretament, el model Reading to Learn (Llegir per Aprendre), basat en la Lingüística Sistèmico Funcional. En el marc del curs preparatori per obtenir el Certificat General d'Educació Secundària, la formació incloïa l'anàlisi del llenguatge i dels gèneres textuais específics de la matèria, així com el coneixement d'estratègies de suport a la lectura i a l'escriptura per abordar la planificació docent. L'estudi de les pràctiques i de la interacció a l'aula mostren que la professora fou capaç d'abordar els textos de la seva disciplina a través de la lent del gènere discursiu, identificant així la bretxa present entre els gèneres dels llibres de text (informatius) i els gèneres escrits requerits als exàmens (valoratius). A més, la planificació d'estratègies de suport a la lectura i a les anotacions sobre el text van incidir positivament en la construcció conjunta a l'aula del gènere textual demanat.

Paraules clau: pedagogia basada en gèneres, lectura i escriptura en les àrees del currículum; Llegir per Aprendre; formació docent; lingüística sistèmico-funcional.

LEER PARA APRENDER: UN MODELO DIDÁCTICO PODEROSO PARA LA ENSEÑANZA DE LENGUA Y CONTENIDO EN CURRÍCULOS CON EXÁMENES ESTANDARIZADOS

Resumen: La finalidad de este trabajo de naturaleza cualitativa es presentar los cambios producidos en la forma de planificación e interacción en aula de una profesora de historia de educación secundaria en el Reino Unido, tras recibir una formación en la didáctica de la escritura basada en géneros, específicamente en el modelo Reading to Learn (Leer para Aprender), con base en la Lingüística Sistémico Funcional. En el marco del curso preparatorio para obtener el Certificado General de Educación Secundaria, la formación incluyó el análisis del lenguaje y de los géneros textuales específicos de la materia, y el conocimiento de estrategias de apoyo a la lectura y a la escritura para abordar la planificación docente. El estudio de las prácticas y de la interacción en aula muestran que la profesora fue capaz de abordar los textos de su disciplina a través de la lente del género discursivo, identificando así la brecha existente entre los géneros de los libros de texto (informativos) y los géneros escritos requeridos en los exámenes (valorativos). Además, la planificación de estrategias de apoyo a la lectura y a las anotaciones sobre el texto incidieron de manera positiva en la construcción conjunta en aula del género textual requerido.

Palabras clave: pedagogía basada en generos; lectura y escritura en las áreas del currículum; Leer para Aprender; formación docente; lingüística sistémico-funcional.



Introduction

Effective literacy pedagogy is far from straightforward. In their synthesis of claims from research concerning the nature of successful pedagogy, Husbands and Pearce (2012) conclude that:

Classrooms are complex, multi-faceted and demanding places in which to work and successful pedagogies are correspondingly sophisticated. Highly successful pedagogies develop when teachers make outstanding use of their understanding of the research and knowledgebase for teaching in order to support high-quality planning and practice. The most effective successful classroom practices work these ideas together in systematic and sophisticated ways, and the best teachers are active in building relationships between them. Understanding the ways in which these relationships are built – what Leahy et al. (2005) have called ‘minute-by-minute classroom practices’ – is itself a fruitful area for both further research and improving practice. (Husbands & Pearce, 2012, p. 16)

Such claims resonate with the work of educators who draw on Systemic Functional Linguistics (SFL) to develop effective literacy pedagogies for teachers and students at different stages of schooling in various contexts around the world. Nonetheless, the focus of this paper is the Reading to Learn (R2L) genre-based literacy pedagogy that distinguishes itself from other SFL based approaches by using principles from SFL to teach both how to read and how to learn from reading as the basis for teaching writing (Rose & Martin, 2012). The recontextualization of robust and well researched concepts from SFL in R2L has led to the development of an integrated system for teaching reading and writing that can be used in all curriculum areas with students of all ages, at any stage of schooling in both national and additional languages (Acevedo et al., 2023). Teachers can learn to implement the pedagogy to improve student outcomes even when only minimal opportunities for professional development are available. The focus on reading as the point of departure for learning in R2L means that teachers and students are guided to focus on the patterns in reading texts at the level of the whole text, the paragraph and the sentence which become the resources for writing high quality texts. This alleviates the need to focus on the explicit teaching of grammar (knowledge about language) and its associated metalanguage in the name of literacy teaching and learning which is commonplace in many genre-based approaches to writing.

This qualitative research (Denzin & Lincoln, 2000; Freebody, 2003) shows evidence from classroom research into R2L teacher professional learning undertaken in secondary schools in England (Acevedo, 2020) to demonstrate the power of R2L to transform the teaching of a discipline-based teacher after only five days of professional learning (PL).

After describing the context and the content of the PL, the case study demonstrates the transformational power of the teacher learning even in less-than-ideal circumstances in a high-stakes examination driven curriculum context where notions of SFL and genre-based pedagogy were previously unknown and not supported by the educational context at either the school or the national level.



1. Bringing language to consciousness: A case of R2L professional learning

Reading to Learn distinguishes itself from many genre-based approaches that focus predominantly on teaching writing as it uses principles from SFL to teach both how to read and how to learn from reading as the essential preparation stage for teaching writing. It provides an integrated system for teaching reading and writing that can be used in all curriculum areas with students of all ages, at any stage of schooling in both national and additional languages (see: Acevedo et al., 2023; Blanco Fernández & Moyano, 2021; Navarro, 2019; Rose, 2011).

What follows here is a compelling case of teacher learning that illustrates how a discipline-based teacher with no background in literacy professional learning (PL) was able to bring knowledge about language (KAL) to consciousness over the course of a school year after participating in just five days of R2L workshops and some supplementary mentoring sessions. The teacher was a participant in a classroom research project into R2L professional learning undertaken in secondary schools in London, United Kingdom (Acevedo, 2020). The case uses excerpts from four key learning 'episodes' in the research to highlight how the PL enabled the teacher to move from enacting a typical 'repair' model of teaching to the R2L 'prepare' model of pedagogy. The teacher learning journey explores the initial preparation undertaken to use reading to teach knowledge about language and history via curriculum texts. Then, it demonstrates how the teacher used the R2L strategy of detailed reading to make notes from history texts and to read a model of an argument essay to prepare for the final stages in the pedagogy, joint construction and independent writing. The teacher's learning about preparing for reading and using reading as a preparation for writing demonstrates how bringing knowledge about language to consciousness can enable a teacher to make visible a 'linguistically informed pedagogic pathway' (Coffin, 2006, p. 92) for discipline-based literacy teaching. These findings are particularly relevant to the language teaching context in England where the call for the past century for all teachers to become teachers of English has not yet been translated into practice.

1.1 Background to the teacher case

During the 2015-2016 school year, the focus teacher who will be known as 'Carolyn' was teaching a class of 27 Year 10 girls undertaking their first year of the two-year General Certificate of Secondary Education (GCSE)¹ history course which was an elective subject in her school. The class was allocated just three 60-minute lessons per week on the timetable. This meant that teaching time was a scarce resource and this constraint impacted on Carolyn's teaching and also on her implementation of the R2L PL.

Carolyn had more than 20 years of teaching experience and her motivation for participating in the research was to improve the learning of her students at this vital stage of schooling in a subject that relied heavily on reading and writing academic texts. The school was classed as 'disadvantaged' by the Office for Standards in Education (Ofsted) due to above average numbers of students who were categorised as socio-economically disadvantaged and were also learning English as an Additional Language (EAL).

¹ General Certificate of Secondary Education (GCSE) exams are taken in England, Wales and Northern Ireland by students aged 15-16, after two years of study. They are high-stakes exams because most schools require that a pupil passes 5 or more GCSE exams at grades 4 or 5 or above before they can move on to the next stage of schooling, A-levels. They are also used to measure school performance and since 1992 these results have been published in performance tables which are used by the press and the public to rank schools in what has become known in England as 'league tables'. Their introduction marked the beginning of a phase of exam driven educational change in England.



The GCSE (Key Stage 4) history curriculum document, History GCSE subject content (2014), emphasised the 'historical content' of the course and the development of 'knowledge and understanding' of the historical periods and events selected for study. It provided the expectations of what would constitute an appropriately 'historical' way of expressing the content, but without making any specific reference to literacy skills. So, the key role of literacy in historical discourse was not visible, it was a 'hidden' curriculum. Thus, it reflected an essentially 'traditional' objectivist view of history focusing on the teaching of content, while eliding the specific role of language and literacy in enabling the types of communication required. Literacy was taken for granted. As such, the document did little to support the notion of discipline-based teachers like Carolyn taking responsibility for literacy.

Nonetheless, it is the 'specification' documents created by the different GCSE examination boards² that teachers follow. The history course at Carolyn's school was based on the Welsh Joint Education Committee (WJEC) examination board course. The area being studied when data was collected during the Summer term 2016 was Germany in Transition, c.1919-1947, Topic area 2: Changing life for the German people, 1933-1939 (WJEC, 2013, p. 52).

The course went on to specify that students are required to understand, analyse and interpret material from complex texts, and to write appropriate responses to projects and examination questions requiring the evaluation and synthesis of material in order to produce texts that develop an evidence-based point of view. However, the specific 'communication' criteria only acknowledged vocabulary, spelling, punctuation and grammar which alone cannot be expected to account for the development of the advanced literacy skills required in the specification documents. The important role that language and literacy play in the teaching and learning of history was also invisible in the guiding curriculum documents.

Consequently, while the curriculum guidelines required Carolyn to enact a traditional history curriculum that viewed language as 'conduit' to transmit knowledge like a commodity, her participation in the R2L PL challenged her to implement a new and explicit pedagogy that integrated knowledge about language with curriculum knowledge.

Carolyn's learning journey is exemplified here as it was particularly insightful in a number of ways. Firstly, she had no previous background in language focused pedagogy, so her realisations about the role of language in learning and her resulting uptake of new knowledge from the PL provide cogent evidence of how the R2L pedagogy of inclusion, access, authority and autonomy can rapidly make the role of language in learning a visible tool that is capable of transforming teaching in the discipline areas. Secondly, her uptake of the integrated approach to teaching knowledge about language and curriculum in history demonstrates that the long-standing wish of educators in England for all teachers to become teachers of English (Bullock, 1975; Cox, 1989; DfE, 2012; Kingman, 1988; Newbolt, 1921; Ofsted, 2013; Sampson, 1922) can be realised via R2L professional learning. Thirdly, in spite of a range of contextual constraints, such as minimal time for PL and classroom teaching in the fast-paced, high-stakes GCSE curriculum, the R2L pedagogy worked synergistically with the exam focused curriculum to optimise teaching and learning in this demanding, time-poor environment. Ultimately, the emphasis that R2L PL places on bringing language to consciousness through

² Awarding organisations include the 5 examination boards in England, Wales and Northern Ireland: Assessment and Qualifications Alliance (AQA), Council for Curriculum and Examinations Assessment (CCEA), Pearson Edexcel, Oxford, Cambridge and RSA Exams (OCR) and the Welsh Joint Education Committee (WJEC).

repeated encounters with instances of texts and classroom pedagogy, rather than through language exercises, accelerates learning and provides enough knowledge about language for a teacher to integrate language in classroom learning and transform practice for the benefit of all learners.

2. The R2L professional learning research process

2.1. Context and data

The research project began with a professional learning program consisting of five days of workshops with a group of seven teachers from five secondary schools in inner-London. While a typical R2L professional learning program would consist of eight days of workshops spaced over the course of a school year as well as some school-based mentoring support, budgetary restraints and a tradition of 'one-shot' workshops for teachers in England meant that only five-days of PL was allowed³. So, to compensate for the truncated workshop program, the school-based mentoring sessions took on additional importance and teachers were offered up to four sessions each with the project leader to scaffold their learning between workshops. Data on the teacher learning process was collected throughout the year. The main sources of data were classroom texts, teacher devised planning documents, films of classroom implementation, teacher interviews and notes from mentoring sessions.

2.2. The professional learning workshops

The research process followed the PL sequence as shown in the diagram below (Figure 1). It began with the shortened five-day version of the Reading to Learn workshops and continued with the year-long scaffolding of the teacher learning via the school-based mentoring sessions. The final stage of the PL process, independent classroom implementation, was the focus of the films.

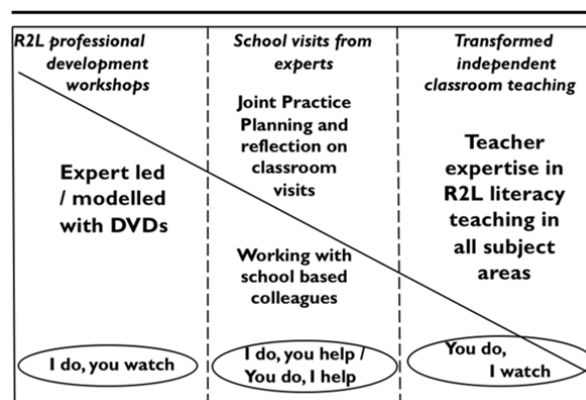


Figure 1. *Scaffolding Reading to Learn PL* (adapted from Wilhelm et al., 2001, p. 91).

³ The OECD Teaching and Learning International Survey (*TALIS*) survey (2014) found that in England teachers spent an average of only 10 days per year on professional development, which is far less than the average of 22 days per year across the other 33 participating countries. Furthermore, teachers in England spent far more of that time in courses and workshops and in-service training in outside organisations (75%) than in more in-depth activities, such as research or formal qualifications (OECD, 2014).



The ‘bespoke’ London PL workshops were developed using the R2L professional learning materials (www.readingtolearn.com.au). A summary of the sequence and content of the London workshops is shown below:

Day 1	Day 2	Day 3	Day 4	Day 5
Introductions, Background to R2L- principles and theory.	Reflection on Day 1, Introduction to the pedagogy cycles.	Reflection on implementation, R2L interaction pattern.	Reflection on implementation, Review detailed: reading factual text.	Reflection, Patterns in sentences: word groups & clauses.
Working with texts: Overview of the Genres of schooling, Stages and Phases.	Level 1: Preparing before reading: factual text, Note making, Joint construction from notes.	Level 2: Detailed reading and writing: factual texts, video: Revolutionary days.	Revision factual lesson planning. Detailed reading & writing fiction text, video: Earthquake.	Patterns in texts, beyond the clause: Information flows. Reference and conjunction lexis & appraisal.
Text analysis exercises: Engaging, Informing and Evaluating texts.	Preparing for reading: story/ argument texts, Brainstorm new field, Model joint construction.	Lesson planning for detailed reading. <i>(*some teachers absent)</i>	Analysis of fiction text, appraisal resources, lesson plan, analysis of argument text.	Developing class metalanguage. Assessment of student writing. <i>(*some teachers absent)</i>
Reading to Learn pedagogy Stage 1 – Preparing before reading.	Research: data collection, online survey, student writing samples, homework, school visits.	Research: consent forms, dates for school visits and filming. Homework tasks.	R2L assessment criteria. Research: surveys, student texts, signed forms, school visit dates.	Concluding discussion. Timetable for school visits, filming and interviews.

Table 1. Summary of the *Reading to Learn* workshop content.

The professional learning workshops began by foregrounding the classroom pedagogy, initially drawing on teachers’ tacit knowledge about language which is developed during cycles of workshops, classroom implementation and school visits over the course of a year.

To prepare for implementation of the pedagogy, teachers were provided with sample curriculum texts in the PL workshops which they used in the context of the functional model of language to progressively develop skills in text analysis and lesson planning. This experience is designed to build confidence and skills to repeat the process at school with their own texts. Skills in classroom pedagogy are developed by using the R2L pedagogy cycle (Figure 2, below) to guide teachers’ choice of strategies. Different possible teaching sequences are modelled using films and classroom simulation during the workshops.

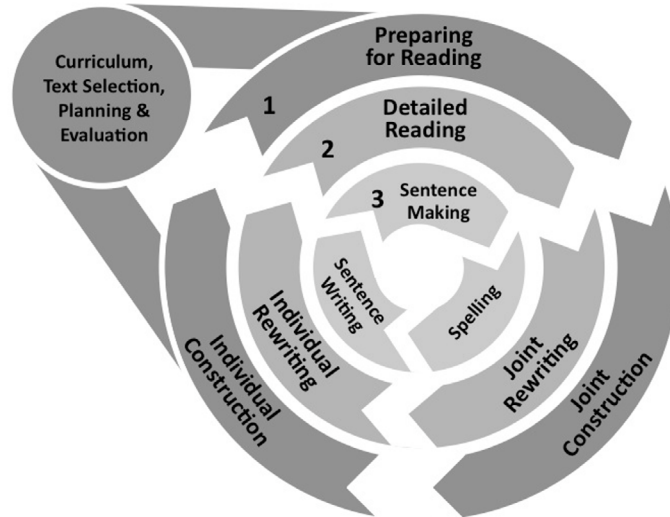


Figure 2. Three levels of strategies in *Reading to Learn* (Rose & Martin, 2012, p. 147).

The key event that gave rise to the first teacher learning episode was Carolyn's request for support with genre identification on the first school mentoring visit shortly after her participation in the first 2-day R2L workshop. The request initiated a joint text analysis exercise to clarify her understandings about the purposes and genres of the texts she would use for her R2L classroom implementation.

At this early stage in her learning, she found it challenging to use her new knowledge about language from the first PL workshop to identify the genres of texts embedded in her history course books for her GCSE research class. Using the classifications from the map (Figure 3 below) and the table of the genres of schooling (Rose & Martin, 2012, p. 130) provided in the PL materials, she was guided through the approach to genre identification used in the first PL workshop. This begins with what is known as a *typological* approach⁴ of classifying genres in a taxonomy (Figure 3) using differential criteria of the *main* purpose of a text which, offers three categories of choice, or 'family groupings', texts that have the overall social purpose of *engaging*, *informing* or *evaluating*.

This exercise relates the taxonomy to teachers' common, yet often unconscious, knowledge about texts and typically they have little trouble in successfully categorising sample texts into the three main family groupings. In the workshop, Carolyn articulated that the pre-dominant purpose of the texts her students were reading in their textbooks was *to inform*. However, the texts her students were frequently required to write for their GCSE examinations had the purpose of *evaluating*. The GCSE examinations required students to write *arguments* and the implication of this issue for teaching was discussed.

⁴ *Typology* involves setting up categorical distinctions as oppositions to factor out similarities and differences among genres. It can be used for simple sets of oppositions; more complex typologies can be represented on system networks.

Once texts have been sorted according to the *typological* method, of 'in' or 'out' based on oppositional characteristics of purpose, the next stage is to further categorise them according to their genre by determining their specific purposes and naming them using the table of the genres of schooling for guidance (Rose & Martin, 2012, p. 130). This is where the process becomes more challenging for teachers however, as genres within the same family groupings share similar or overlapping purposes, stages and functional features. So, a more nuanced or *topological*⁵ approach is adopted by providing teachers with a set of more specific functional features (Martin & Rose, 2008) to further categorise texts by genre according to varying degrees of similarity between the related genres.

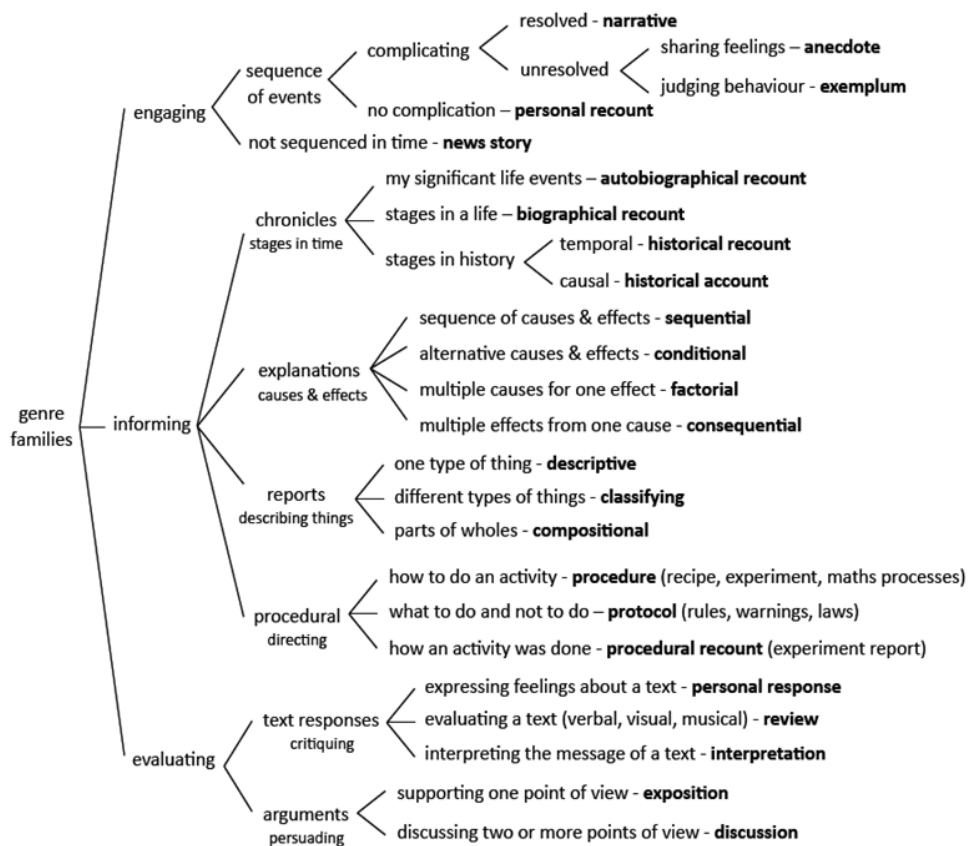


Figure 3. Map of the genres of schooling (Rose & Martin, 2012, p. 312).

This activity requires teachers to read and think through each sample text, focusing specifically on what it is *doing* rather than just what it is *about* which is an important step in developing teacher knowledge about language from an SFL perspective. By using the functional labels given to the different genres, teachers also take the first step towards building a pedagogic *metalanguage*, to later share with students as part of the genre-based classroom pedagogy.

⁵ *Topology* focuses on similarities or degrees of nearness in features that can be imagined along a continuum of functional parameters that represent degrees of similarity and difference

2.3. Genre Knowledge: achievements and challenges

In Carolyn's case, the workshop identification exercise enabled her to postulate that many of her *informing* texts were organised by *time* and would thus be clustered in the *chronicling* group. She also thought that her students would be reading and writing *explanations* and *arguments*, but she would need to examine the texts in her course books at school carefully to decide on the range of texts she might encounter. While teachers working in groups may quickly identify different genres in the workshop setting, often more practice is required before they can confidently identify genres such as those that Carolyn was faced with in her GCSE textbook. The purpose of the school visits was to address issues such as these so that teachers feel confident enough to begin implementation of the pedagogy in the classroom as soon as possible. So, Carolyn's request for support with genre identification is one that might routinely be taken up on a school visit.

The task of genre identification had additional challenges for Carolyn. A common layout in the textbooks she was using was a single or double page spread on a topic with a collage style presentation of short written texts usually comprised of both primary and secondary sources in different genres, as well as material in other modes such as images, tables and diagrams. This is exemplified below (Figure 4) on two pages from Carolyn's GCSE history textbook: *The USA 1910-1929 & Germany 1929-1947* (Wright, et al., 2010, pp.170-171).

This type of layout meant that identifying the purpose of each short text was often challenging as it was not always possible to read the texts discretely. The written texts not only needed to be read in conjunction with the co-texts on the page, often in different genres and modalities, but they were frequently linked in different ways to texts from preceding and subsequent pages and sections of the textbook. They formed part of a larger overall text spanning an entire section or a complete chapter of the textbook.

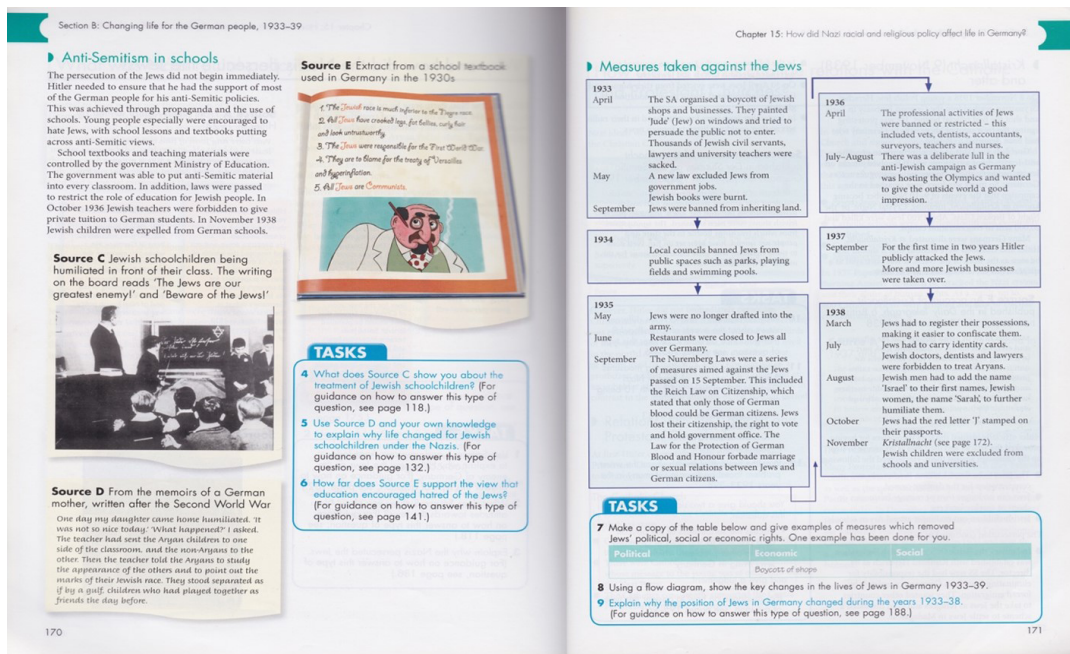


Figure 4. Double page spread from: *The USA 1910-1929 & Germany 1929-1947*⁶

⁶ Permission Granted from Hodder Education to use the image of these pages but without the photograph Source C (September 12, 2019).



A history textbook in this style, made up of many short texts of differing genres, can be considered as a *macrogenre*⁷ (Martin & Rose, 2008) in that it has the overall purpose of chronologically ordering past events and their historical, social and political significance to form what might be called an overall 'narrative' or in genre terms an *historical account*.

The overall purpose of the textbook is achieved via sections and chapters focused on specific periods of time and events of significance that are made up by shorter texts of differing genres in different modalities. Accordingly, the textbook is made up of smaller texts woven together or 'nested' within larger texts with a similar but not always identical overall purpose.

Texts that were part of a *macrogenre* were not used in the genre identification exercises in the PL workshop so, although the notion was referred to, Carolyn had difficulties when faced with identifying such texts alone at school. All of the texts we examined during the first school visit were short texts that were part of textbook *macrogenres*.

The examination of the genres of her coursebook texts led her to realise that, while they were usually quite short, the way in which they were embedded in the overall macro-structure of the textbook meant that their meanings were not as easily accessible as their brevity suggested.

A further key realisation that came to light during discussion was that the GCSE examination board essay questions which were also used for classroom writing tasks required answers in evaluative genres that were not frequent in the textbooks. Therefore, her students were rarely reading *argument* texts which is a key, yet challenging, genre required for GCSE essay writing. So, by working through her own texts, Carolyn became conscious that her texts had different purposes and were structured differently to achieve those purposes. While she initially struggled with this previously 'invisible' concept of *genre*, once it had become 'visible' it became an impetus for further learning and she planned to share the new knowledge with her students via the R2L teaching sequence.

3. The R2L professional learning research process, 'Episode 2': Planning the R2L teaching sequence

The motivation for the development of what is being described here as her second 'learning episode' was a comment recorded by Carolyn during the reflective group discussion session at the commencement of the second PL workshop (Day 3) in January 2016. She recorded the following reflection that brought up an issue regarding pedagogy:

I'm not sure what to do when the writing task is a different genre to the text they are reading. (January 6, 2016)

While this comment attests to the fact that Carolyn's knowledge about language (KAL) from the first PL workshop and school visit had enabled her to identify the difference in the

⁷ In SFL, a *macrogenre* is a text, which combines more fundamental elemental genres such as, recounts, narratives, and explanations. It encompasses the idea of "complex" or "secondary" genres that involve other multiple embedded genres. .

genres her students were required to read in the history textbooks and those that they are required to write in essays, it simultaneously raised a new issue for her concerning the pedagogy. It revealed that she had not yet understood how the pedagogy sequence from the PL could be used as an effective tool to mediate the difference between reading in one genre and writing in another.

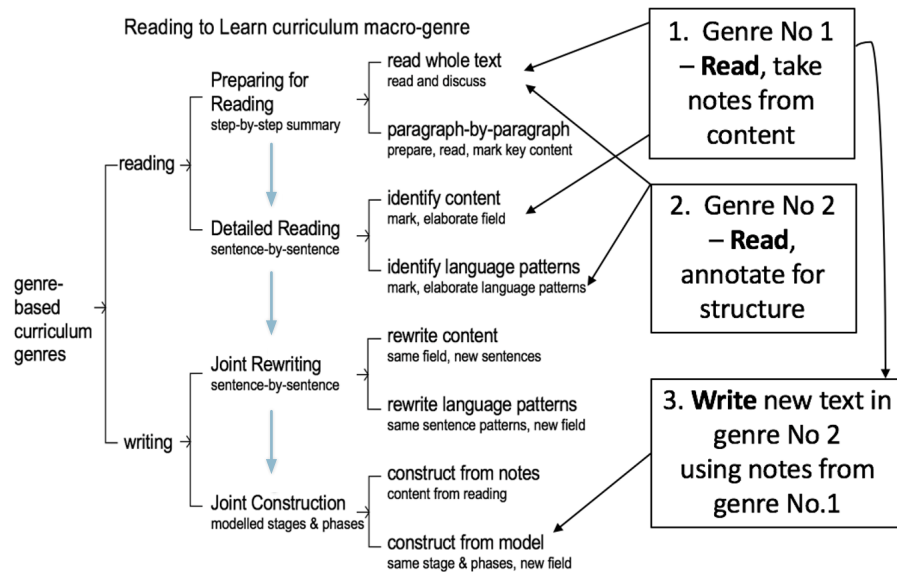


Figure 5. R2L pedagogy sequence for reading in one genre and writing in another (adapted from Rose, 2014).

In Carolyn's initial stages of classroom implementation, she had been reading, taking notes and then writing new texts with her students in the same genre (see: left-hand side of Figure 5 above). So, the reading texts modelled the genre that the class was required to write, and she and her class had been developing fluency in the pedagogy:

... the beauty of it, actually, [was that] I didn't have to do 'death by PowerPoint' or produce a worksheet or anything. It was simply - What text am I using? Let's copy it, give them all a highlighter, boom.... They were very enthusiastic'. (Carolyn, July 13, 2016)

However, when the genres for reading and writing are different, an additional layer of pedagogy is required to include the reading of another text that models the target genre for writing. Although this issue had been discussed briefly in the first workshop, it had now become a real issue for Carolyn, and she needed bring another layer of the new knowledge about pedagogy to consciousness.

The sequence necessary to scaffold reading in one genre and writing in another is illustrated in the annotated and numbered boxes in Figure 5 above. The sequence would begin with *preparing for reading* followed by *detailed reading* which includes notetaking of key information from the first reading text(s). This information is then 'set aside'. Then, a text that models the target genre for writing is selected for *preparing for reading*, *detailed reading* and annotation,



the focus is on structure and linguistic features, rather than content (a text on a familiar topic is good choice for this step). Finally, the content from the first text, in note form, and the genre structure of the second text are used in combination during a teacher led *joint construction* of a new text in the target genre. This builds students’ skills and experience thereby enabling them to repeat the process in groups or individually with diminishing support to ultimately produce independent texts for assessment.

Following the second PL workshop, Carolyn attempted to implement the pedagogy sequence discussed. She planned another lesson where she intended to read a *recount* from the textbook paragraph-by paragraph, take notes and lead the class in a joint construction of an *argument* essay (see Table 2, Lesson 1, below).

Curriculum content (field)	R2L sequence / strategies
Lesson 1	
<p>Question: Were the restrictions placed on employment the worst problem faced by Jews in Germany in the years 1933-38?</p> <p>Answer: Discuss the seriousness of the problems faced by Jews 1933 - 38, including restrictions on employment - 12 marks + 3 for spelling, punctuation and grammar.</p>	<p>Paragraph reading: textbook p.171 (<i>historical recount</i>) Teacher-guided joint reading paragraph-by-paragraph, highlighting problems faced by Jews. Discussion of key information.</p> <p>Notes scribed by students as bullet points on the board, all students make a copy of the notes.</p> <p>Teacher modelling: first paragraph of <i>argument</i> essay on the board using the notes from reading. Students copy from the board. (*lack of time for joint construction).</p>
<p>Mentoring discussion</p> <p>Reflection on lesson 1 during a mentoring visit: one lesson was not enough time to read in one genre, take notes and use them to jointly write a new text in another genre. Students need a written model of the new genre which must be read and annotated to provide a model that can be referred to during joint construction.</p>	

Table 2. Stage 1 of the 3-lesson R2L teaching sequence.

However, on a mentoring visit after the lesson, she recounted how she had not achieved her goal of joint writing with her students because she had planned too much for just one lesson. Carolyn had not fully appreciated the extent of the explicit support required from the teacher to enable students to write in a challenging, unfamiliar genre. She had always thought that as long as her students understood the content through reading, “that it would be enough” (Carolyn, May 2016) to enable the writing to flow easily from the notes as it had done when they were writing together in the same genre as they were reading. Nonetheless, the experience of Lesson 1 (Table 2) had made her conscious of the need to also read and highlight the features of a model of writing in the target *argument* genre in order to adequately *prepare* students for the joint construction of the new text.

The planning for two additional, linked lessons in Table 3 (below) demonstrates the additional support that Carolyn came to realise that her students would require to write successful *argument* texts.



Lesson 2	
<p>Focus question: How did young people oppose Nazis during the war?</p> <p>Note-taking in a 3-column grid:</p> <ol style="list-style-type: none"> 1. WHO: Name of group, leaders, members, uniform, symbol 2. WHAT: examples of what they did to oppose the Nazis 3. WHAT: reaction of Nazi authorities 	<p>Detailed reading: textbook pp. 190-191 (<i>historical accounts</i>). Teacher-guided detailed reading, highlighting of key information on Edelweiss Pirates, recording notes on grid & discussion.</p> <p>Group work: reading, highlighting to complete notes on grid on Swing & White Rose Groups.</p> <p>Teacher-led recap: students read out notes, questions and discussion with teacher elaboration.</p>
Lesson 3	
<p>* This lesson was filmed</p> <p>Essay: To what extent did the most serious opposition to the Nazis in Germany during the war years come from young people?</p> <p>In your answer you should discuss the seriousness of the opposition from a variety of groups, including young people.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Model essay paragraph from Lesson 1, (employment restrictions) on PowerPoint • Notes from Lesson 2 on grid • Essay question hand out <p>Preparing for Reading: Teacher-led reading & highlighting of key terms in essay question. Teacher explanations of purpose of target text – <i>argument</i> - and paragraph structure</p> <p>Detailed reading: Teacher-guided reading of model essay paragraph, highlighting of key information. Elaborations on the structural and linguistic features of the <i>argument</i>.</p> <p>Joint construction: Teacher guides students to write joint class text on the new topic (opposition to the Nazis) using notes from the grid.</p> <p>Group/individual construction: continue the essay in groups and finish for homework.</p>

Table 2. Stage 1 of the 3-lesson R2L teaching sequence.

As shown above, Lesson 2 would focus on reading a series of short *historical* accounts in the textbook on the topic of youth opposition to the Nazis. She would begin by leading the class to read one of the texts using *detailed reading* to highlight information from each sentence. The information would then be scribed as notes on the board in a grid rather than in the chronological order in which it appeared in the textbook. The grid was organised in categories of opposition and Nazi reaction for each group as shown in Table 3 above. This modelled for the students how information from a chronologically organised reading text can be reorganised to allow for evaluation in preparation for the writing of a rhetorically structured *argument* text. Students would then work in groups for the remainder of the lesson, reading the other texts and taking notes in their grids to use in Lesson 3.

The innovative step of reorganising the chronologically ordered information from the *historical accounts* demonstrates Carolyn's understanding of some important differences between reading about events that happened in real time in the past, to writing about issues expressed as abstractions (identified linguistically as *nominalisations*) which are organised rhetorically in 'text time' in an *argument*.

How did young people oppose the Nazis during the War?

WHO: Name of group; leaders; members; uniform; symbol	WHAT: examples of what they did to oppose the Nazis	WHAT: reaction of Nazi authorities—use sources as well as text
The Edelweiss Pirates - wore check shirts and dark trousers - used the Edelweiss flower as their symbol	- they went on hikes and met up with other groups - collected propaganda leaflets - dropped them through people's doors - provided shelter for deserters from the edelweiss armed forces - hoped to beat up Hitler Youth patrols - rejected ideas of Hitler Youth and developed a rival culture - they met in bars, nightclubs and houses - they played American black and Jewish music as well as swing	- November 1944, 12 members physically hanged - identified in Gestapo training manuals—implies they were considered as dangerous
Swing Groups - upper middle class youths	- They issued six different pamphlets trying to make people aware of Nazi atrocities - painted anti-Nazi messages on walls during the night	- Nazis closed down the bars and made some arrests
The White Rose Group - Set up by Hans and Sophie Scholl + Prof. Kurt Huber in 1941 - White Rose was their symbol for their belief in justice		- Junior who received a pamphlet from a member imprisoned in Gestapo. The members were arrested, tortured and hanged

Figure 6. Notes with field information for joint construction.

Lesson 3 was to include the step that was missing from the previously planned Lesson 1. It was based around reading a model of an *argument* text before writing a new joint class text. Carolyn planned to use a model of an *argument* text based on the content of Lesson 1 (Table 2). This demonstrates her understanding of modelling the target genre by choosing a text with different, yet familiar, *field* information. As students would already be familiar with the content of the argument from Lesson 1 - employment restrictions placed on Jews - Carolyn could focus their attention on the structure and language features of an *argument* during reading, without needing to focus on the comprehension of any new content.

The *joint* construction of the new *argument* would then be guided by the structure of the model argument text but would use the content about opposition from youth groups recorded on the note-taking grid in Lesson 2. Students would then continue to write the text in groups in class and finish it for homework.

The impact of the PL on Carolyn's preparation for classroom teaching is evident from her planning of the three-lesson R2L lesson sequence above. It demonstrates her ability to apply her new knowledge about language (KAL) to the tasks of identify the genres of her history texts, and to plan to use the pedagogy as an explicit tool to build a bridge between the different genres and overcome the challenge she identified for her students when they are required to read in one genre but use the information to write in another.



3. The teacher learning journey, 'Episode 3': *Preparing for reading and Detailed reading*

Learning episode 3 is based on the filming of Carolyn's enactment of her planned Lesson 3. It focuses on the reading stage of the lesson where she enacts the R2L pedagogy stages of preparing for reading and detailed reading of the model *argument* essay on the topic from Lesson 1 to prepare students for the subsequent joint construction stage of the lesson.

The discourse from the filming of her lesson was transcribed for analysis using a *synoptic* approach to view the transcript as the text of a *curriculum genre*, unfolding through constituent stages and phases. Shifts in the discourse and pedagogic activity were identified and the lesson has been mapped⁸ as shown below in Table 4⁹.

Stages and phases of Carolyn's R2L history Lesson 3	
Stage	Phase
Preparing for reading	1. Task Orientation , focus on materials for essay writing.
	2. Task Specification , focus on pedagogy sequence.
	3. Task Deconstruction , focus question and genre of target text.
	4. Task Deconstruction , focus on structure of model paragraph.
	5. Reading aloud model essay paragraph.
Detailed reading	Teacher led reading of model essay paragraph, student highlighting sentence-by-sentence, learning focus on links between structure and content in an argument, evidence to support a point of view.
Preparing for writing/ Bridging ¹⁰	1. Recap of structure , labelling structure of model paragraph
	2. Recap of field (content), teacher led oral revision questioning
Joint construction/ Text negotiation	Joint class writing of the main paragraph of an <i>argument</i> text using notes taken from reading an <i>account</i> of the topic in previous lesson.
	1. Create , teacher and students propose and write sentences on board
	2. Reflect , sentences are discussed and reconsidered
	3. Edit , changes are made to the scribed sentences
Pair/ small group construction	Students write the next paragraph of the argument essay in groups for the final stage of the lesson. Teacher circulates.
Individual construction	Students to finish the final paragraphs of the argument essay for homework.

Table 4. Stages and phases of Carolyn's enacted *Reading to Learn* Lesson No 3.

⁸ The SFL notion of *constituency* used here establishes a two-way relationship between language and its context, as the stages of the lesson, viewed as part of a curriculum genre, are *realised* by the classroom discourse, the discourse *instantiates* the stages of the genre.

⁹ A multimodal analysis of the classroom discourse from the film was also undertaken but it is beyond the scope of this paper. See: Acevedo (2020).

¹⁰ For an explanation of the names of the *stages* and *phases* of the *joint construction* stage of the lesson used here, see Acevedo (2020), Chapter 5, *Table 21*, (section 5.5.6) for a discussion of the mapping of this stage of genre pedagogy undertaken by Dreyfus et al., 2011.



The enactment of the stages and phases of Carolyn’s Lesson 3 is displayed in *Table 4* above. Carolyn’s uptake of new knowledge about pedagogy from the PL is evident from the close alignment of her enacted teaching with her planning (in Tables 2 & 3). In the classroom she specifically focused on reading the *argument* genre, focusing on the structure, to prepare for the joint construction. According to international meta-research on successful PL initiatives, she demonstrates that she has developed a conscious understanding of the pedagogy as she can be seen to be ‘actively engaging with, owning, and applying new theory and practice to change practice substantively’ (Timperley et al., 2007, p. 14).

According to Carolyn’s lesson plan for Detailed reading her focus would be on the structural and the linguistic features of the *argument genre* as the class would later write an argument in a new *field* on the topic of youth opposition to the Nazis, using notes taken from the textbook in Lesson 2.

Table 5 (below) provides an example of a Detailed reading interaction cycle from Lesson 3. The table shows each of the *moves* as *exchanges* of information between primary and secondary ‘knowers’ (K1 and K2), in the first right-hand column. The second right-hand column identifies the R2L cycle phases and the final column shows *what* the interaction is about.

Speaker	Lesson 3, Stage 2, Detailed reading interaction	role	phase	matter
Teacher	In the next sentence, there’s a short phrase here.	K1	prepare	wording
	Which phrase introduces our analysis point?	dK1	focus	argument
	Which phrase or set of words tells us that we’re going to make an analysis comment?			
	What do you think it is, Flo?			
Student	This was a problem	K2	identify	wording
Teacher	This was a problem	K1	affirm	
Teacher	One more word?	dK1	focus	word
Student	because	K2	identify	
Teacher	because	K1	affirm	
	We know that we’re going to give a reason here.		elaborate	argument
	So, we’re going to underline or highlight those four words – ‘this was a problem because’ –	A2	direct	highlight
T& Ss	(teacher and students simultaneously highlight the wording)	A1		

Table 5. *Detailed reading* interaction pattern.

The R2L interaction pattern enables all learners to participate by repeatedly using the R2L cycle phases (Figure 7 below) of *prepare - focus - identify - affirm - elaborate*. The *prepare* and *focus* phases tell the students what the wording is about so they can expect what comes next. In the excerpt above, in the *focus* phase, Carolyn oriented her students to the role of the wording using the term *analysis* from their shared GCSE metalanguage - *a phrase or set of words that tells us we’re going to make an analysis comment* – so that all students could then identify the wording.

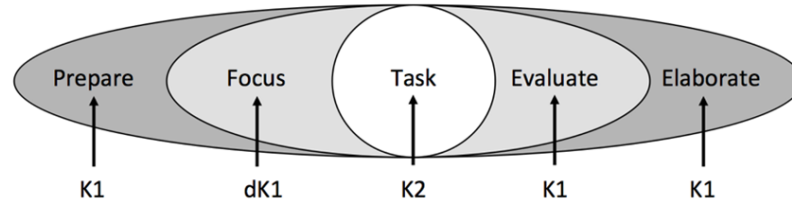


Figure 7. Phases of the R2L learning cycle with pedagogic exchanges (Rose & Martin, 2012, p. 301).

The student in the excerpt above did not initially provide the word - *because* - which was key to explaining *why*, so Carolyn had to provide an additional preparation cue for the student to identify *one more word*. The student was then *affirmed* by the repetition of - *because* -, which is the important link in reasoning that connects the everyday word - *because* - to its key role in introducing an analysis comment in the argument. Carolyn then elaborated, linking *because* to its role in providing a reason. Carolyn and the students then highlighted the wording together as she gave the command as shown in the image below.

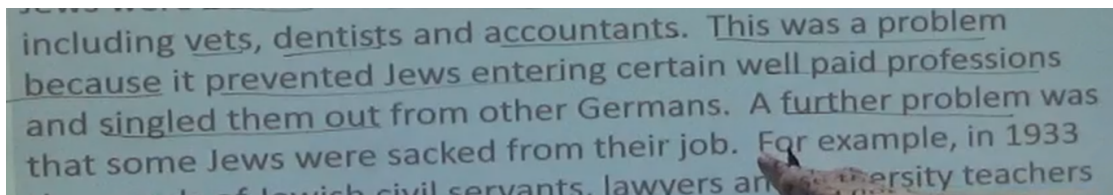


Figure 8. Teacher-led highlighting during *detailed reading*.

As the lesson progressed, Carolyn had no further need to direct the students to highlight with a verbal command, instead she merely used her body language to highlight and the students did the same. Her careful reading and preparation of the lesson had enabled her to lead all students to successfully participate in the learning via the repetition of the R2L discourse pattern which set up an important expectancy relationship in the interaction that allowed the cycle to drive the lesson forward.

The student 'engagement' she experienced gave Carolyn a sense of freedom from the burden of trying to explain to students in a *one-way* fashion as she had done in her previous 'repair' style of teaching:

Doing the detailed reading was really very, very effective, I think, because, you know, getting them to identify the words in the text kept them engaged in it. Whereas, before, when you've been explaining what a text means, those difficult words or concepts, it tends to be very one-way. (July 2016)



She commented on the impact that the focus on reading in the PL had on her own reading of curriculum texts in preparation for classroom teaching:

It also forced me to be more familiar with a text before I used it with them. You know, sometimes when you're a bit late... Oh, you just pick it up, and you don't really engage with it in enough detail to make the most of it in the classroom. (Carolyn, July 13, 2016)

Carolyn perceived that she was able to make better use of curriculum texts in the classroom if she read them thoroughly as part of lesson preparation, compared to her previous practice of a more cursory, content focused, reading of the texts.

She also commented that she had acquired KAL that enabled her not only to - *identify genres* - but also - *to structure models and responses* - and - *to use the labels and the patterns in the text*. The filmed lesson demonstrated how she was able to identify the purpose, genres and structure of her classroom texts and successfully use that knowledge as part of her classroom the pedagogy.

A further point made by Carolyn concerns a significant difference between her old and new practices with regard to the use of reading as a resource for learning:

[the PL] had a big effect, because, as I say, choosing the text, it made me less afraid of using complex texts, because what I used to do was I'd dumb it down or, you know, I'd simplify it, or just use little sections of a textbook. But, actually, it made me much more confident in using, you know, the text as it stood on the page. (Carolyn, July 13, 2016)

The focus on *reading* for learning in the R2L teacher PL impacted cumulatively on Carolyn's practice in a number of significant ways. The classroom implementation illustrated in this learning episode was the culmination of the prior learning about genre from the PL which she applied to her own reading and preparation of curriculum texts in episode one. This knowledge was then built on to plan a pedagogical sequence in episode two, for the eventual classroom teaching of reading demonstrated in this episode.

4. The teacher learning journey, 'Episode 4': argument writing in the history classroom

The possibility of improvement in student writing was a key factor that motivated Carolyn's participation in R2L PL and this final learning episode demonstrates how she prepared and enacted the teacher-led, whole-class writing strategy, joint construction. This stage of Lesson 3 is the culmination of the three-lesson R2L teaching sequence she designed specifically to model writing in the unfamiliar argument genre which is highly valued in GCSE course work and examinations.

As R2L is an integrated pedagogy that teaches knowledge about curriculum and language, it develops reading for both comprehension and as a key resource for writing. So, the distinctive feature of R2L joint construction is that the reading texts are the focus and the



source for the joint writing which, in turn, models the process for students' final goal of individual construction of successful texts.

The term *joint construction* is typically associated with the well-known three-stage genre writing cycle – *deconstruction* – *joint construction* – *independent construction* – (Rothery, 1994). More recently, this joint construction stage of the writing cycle has been further analysed as consisting of three stages: *bridging*, the transition from deconstruction to joint construction; *text negotiation*, where the joint construction takes place; and, *review*, where the jointly constructed text is edited (Dreyfus et al., 2011).

Carolyn's enactment of R2L *joint construction* shows similarities and differences with genre writing pedagogy. While it begins in a similar fashion to the genre writing strategy with a *bridging* stage from reading to writing, in R2L called *preparing for writing*, the key difference is that this is followed by only one more stage, *text negotiation/joint construction*, as the *review stage* from the genre writing pedagogy is redundant in R2L.

Speaker/Exchange	Dialogue: student scribing of create, reflect and edit phases	role	phase	matter
1. ¹¹ Organise activity				
Teacher	Who wants to do the next one? (discussion)	A2		activity
Chloe	(comes to board)	A1		
Flo	(sits down)			
Teacher	Thanks ever so much Flo. And Josie, if you'd like to tell her what to write.	A2f A2		
2. Teacher-guided 'reflect' phase, focus on paragraph structure				
Teacher	Now, let's have a little think, Josie, before you tell her. We've got one example of what they did (on the board). We've got three examples in our notes (<i>Figure 6</i>). Now, if we write three separate sentences, we're going to end up with a very long paragraph. So, we can either just choose two of the examples, or perhaps, an alternative is we could combine these two examples into one paragraph, couldn't we?	K1	prepare	paragraph
3. Student-led 'create' phase, interrupted by teacher reflection				
Teacher	So, do you want to try doing that, Josie? Off you go.	dK1	focus	paragraph
Josie	Additionally,	K2	propose	word
Chloe	(scribes Additionally...)		elaborate	scribing
Teacher	Excellent.	K1	affirm	
Josie	...they also collected allied propaganda leaflets...	K2	propose	wording
Chloe	(scribes 'they also collected allied propaganda leaflets')		elaborate	scribing
Teacher	A bit louder	tr		
Josie	...and put them through people's doors (louder)	K2	propose	wording
Chloe	('and put them through people's doors')		elaborate	scribing

¹¹ Student pseudonyms are used in the dialogue.



4. Teacher-led 'reflect and edit' phases focus on discourse				
Teacher	Can I stop you there?	A2		
Josie	Yes.	A1		
Teacher	Let's have a look at what you've written in that sentence. See if we can trim it down a little bit.	dA1		
Teacher	Now, at the beginning we've got two words. We've got two separate ways of saying there's another reason, haven't we? We've got 'additionally' and 'also' Do we need them both? We don't, do we? Actually, we don't need them both. We just need one. So, which one can we get rid of, either 'additionally' or 'also'?	K1 dK1 K1 dK1	prepare focus	wording wording
Teacher	Chloe or Josie, it's your sentence, you decide.	dK1		
Josie	Also.	K2	identify	word
Teacher	Also.	K1	affirm	
Teacher	Take 'also' out. Just rub it out.	A2	elaborate	scribing
Chloe	(Rubs out 'also')	A1		
Teacher	Brilliant.	K1	affirm	
5. Teacher-led 'reflect and edit' phases focus on discourse				
Teacher	Now – listen. We've got, 'they collected propaganda leaflets and put them through people's doors'. Could we turn that around? Could we put 'putting them through the door' first? Could we say, 'additionally they put' – what did they put? 'Allied propaganda leaflets through people's doors'. That makes a slightly shorter sentence, doesn't it? And it means not saying 'they did this, and then they did this, and then they did this'.	A2 K1 dK1 K1	prepare	wording
Teacher	What do we think? What do you think, Josie? Tell her what we're going to write now.	dK1	focus	wording
Teacher	So, take that all off. (to Chloe)	A2		
Chloe	(Rubs off 'collected allied propaganda leaflets and put them through people's doors')	A1		
Teacher	So, 'additionally they...' Now what did we say?	K1 dK1	prepare focus	wording wording
Josie	...they put...	K2	propose	wording
Chloe	(scribes 'they put')		elaborate	scribing
Teacher	Brilliant	K1	affirm	
Josie	...allied propaganda leaflets...	K2	propose	wording
Chloe	(scribes 'allied propaganda leaflets')		elaborate	scribing
Teacher	Brilliant.	K1	affirm	
Josie	...through people's doors...	K2	propose	wording
Chloe	(scribes 'through people's doors')		elaborate	scribing
Teacher	And then can we do an 'and'?	A2	elaborate	wording
Chloe	Chloe, make it a bit smaller. (scribes 'and' in smaller writing)	A1		



6. Student-led 'create' phase, interrupted by the teacher				
Teacher	And what next, Josie?	dK1	focus	wording
Josie	... and sheltered deserters from the army.	K2	propose	wording
Chloe	(scribes 'and sheltered desserts from the army.')		elaborate	scribing
Teacher	Desserts, or..?	dK1	reject	
Chloe	Deserters... (laughs) Sorry.	K2	propose	word
	(rubs out 'desserts' and writes 'deserters')			
Teacher	Remember we said deserters are people who have run away from the army and are refusing to fight. Brilliant. (to Josie and Chloe)	K1	elaborate	word
		K1	affirm	
7. The lesson continues with new students dictating and scribing...				

Table 6. Text negotiation/Joint construction, including create, reflect and edit phases earning episode 3 is based on the filming of Carolyn's enactment.

The careful preparation undertaken prior to the joint construction allowed the teacher to actively engage the students in the joint construction by delegating the processes of dictating and scribing the new text on the board to her students. This created a cycle of participation that drove the lesson forward, the students proposed wordings that were discussed before being dictated to the scribes who took turns in writing sections of the new text on the board on behalf of the whole class.

The excerpt of classroom discourse in Table 6 illustrates how the notes taken from the curriculum text, read in a preceding lesson, as well as the annotated model of an argument text, read earlier in the lesson negate the need for the *review* stage that characterises the genre writing pedagogy. As all students had equal access to the notes and were thus well prepared to participate in the joint construction a 'repair' stage is superfluous in R2L joint construction. Not having to generate new ideas or retrieve historical information from memory during the writing stage lightens the cognitive for both the students and the teacher. Thus, Carolyn was able to focus on guiding the class to transform the information from the time-organised historical accounts into evidence to support a point of view in a rhetorically organised argument.

Conclusion

The elements of Carolyn's learning journey that were selected for exemplification here are particularly insightful in a number of ways. Firstly, she had no previous background in language focused pedagogy, so her realisations about the role of language in learning and her resulting uptake of new knowledge from the PL provide cogent evidence of how the R2L pedagogy of inclusion, access, authority and autonomy can rapidly make the role of language in learning a visible tool that is capable of transforming teaching in the discipline areas.

Secondly, her uptake of the integrated approach to teaching knowledge about language and curriculum in history demonstrates that the long-standing *wish* of educators in England



for *all* teachers to become teachers of English for the past century (Bullock, 1975; Cox, 1989; DfE, 2012; Kingman, 1988; Newbolt, 1921; Ofsted, 2013; Sampson, 1922) can be realised via R2L professional learning.

Thirdly, in spite of a range of contextual constraints, such as minimal time for PL and classroom teaching in the fast-paced, high-stakes GCSE curriculum, the R2L pedagogy worked synergistically with the exam focused curriculum to optimise teaching and learning in this demanding, time-poor environment. Ultimately, the emphasis that R2L PL places on bringing language to consciousness through repeated encounters with instances of texts and classroom pedagogy, rather than through language exercises, accelerates learning and provides enough knowledge about language for a teacher to integrate language in classroom learning and transform practice for the benefit of all learners.

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