



CLASSROOM USE OF LCT SEMANTIC DENSITY/GRAVITY: THREADS AND WAVES

Successful integration into Classroom Practice

- ↻ Context
- ↻ Genre
- ↻ Practicability



- ▶ - PHD Candidates, Mixed subjects
e.g. Medicine, Engineering,
Architecture, Agent Based
Mechanisms (Social Sciences),
Economics
- ▶ - Medical School, (Under-graduates,
post graduates (especially Poster
Presentations, conference
preparation
- ▶ Publishing Workshops (Social
Sciences and Medicine)
(Researchers and Professors)

GENRE AND DISCOURSE: THE CONTEXT

**Successful use of semantic
density/gravity theory depends
on:**

- ↯ **Differentiation of Genre
(Written/spoken)**
- ↯ **Academic Career Under-
graduate vs post-grad/PhD**



Riding the waves to academic success

Richard Ingold and **Daniel O'Sullivan** explain how understanding semantic waves can help students improve their writing.

Some educational theories are so complex that they are destined to remain nothing but esoteric curiosities. Others, despite their complexity, have such wide-ranging, practical implications that they seem to force themselves into your classroom; before you know it, you can't imagine how you ever got through a day's teaching without them

giving a plenary at BALEAP 2017, its influence is set to grow and grow. So what exactly is LCT? What is a semantic wave? And how can this idea help students produce better writing?

LCT is sociological theory of knowledge (Maton, 2014). Basically, it looks at the world and asks how people in the

Semantic density & semantic gravity

Semantics, as the name suggests, is concerned with meaning. There are two key questions here: (1) How much meaning does something contain? (2) How close to a specific context do you have to be to understand something?

WAVE THEORY. INGOLD R., O'SULLIVAN D., (2017). *RIDING THE WAVES TO ACADEMIC SUCCESS*

density

gravity

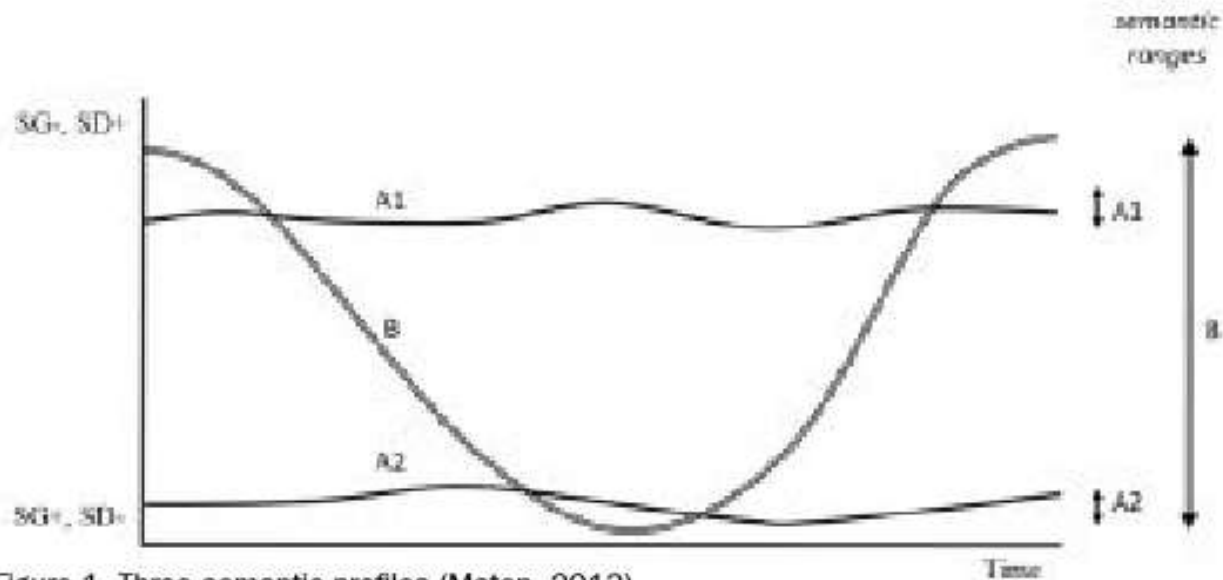


Figure 1. Three semantic profiles (Maton, 2013)

SEMANTIC DENSITY: THEORY

1. Micro level – words/terminology / jargon
2. Sentences/clauses
3. The thread of the argument



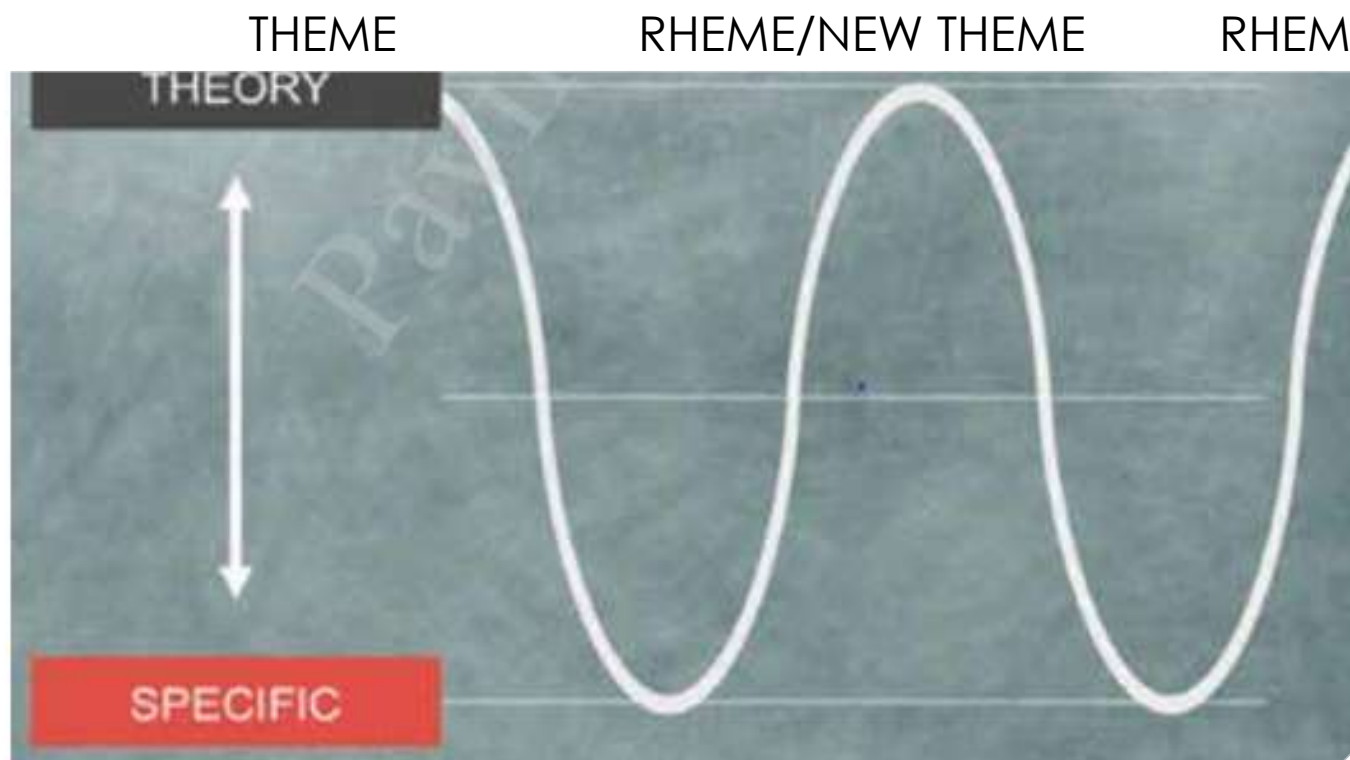
ACADEMIC LANGUAGE: NECESSARILY DENSE?

The more disproportional a political system is, the more the variation in the distribution of consensus among parties from one election to the next is extolled in the translation of the votes in seats, Whenever votes are converted into seats

***'Thus more proportion means less change.....
An example of this can be seen in the
Italian political system.....***

Techniques to avoid 'lexical' indigestion:

- ↯ Working definitions
- ↯ examples
- ↯ Metaphors/models
- ↯ Exophoric references
- ↯ Stepped explanations...
- ↯



THEME

RHEME/NEW THEME

RHEME/NEW THEME

Making Waves:

COHESION: TELLING A STORY

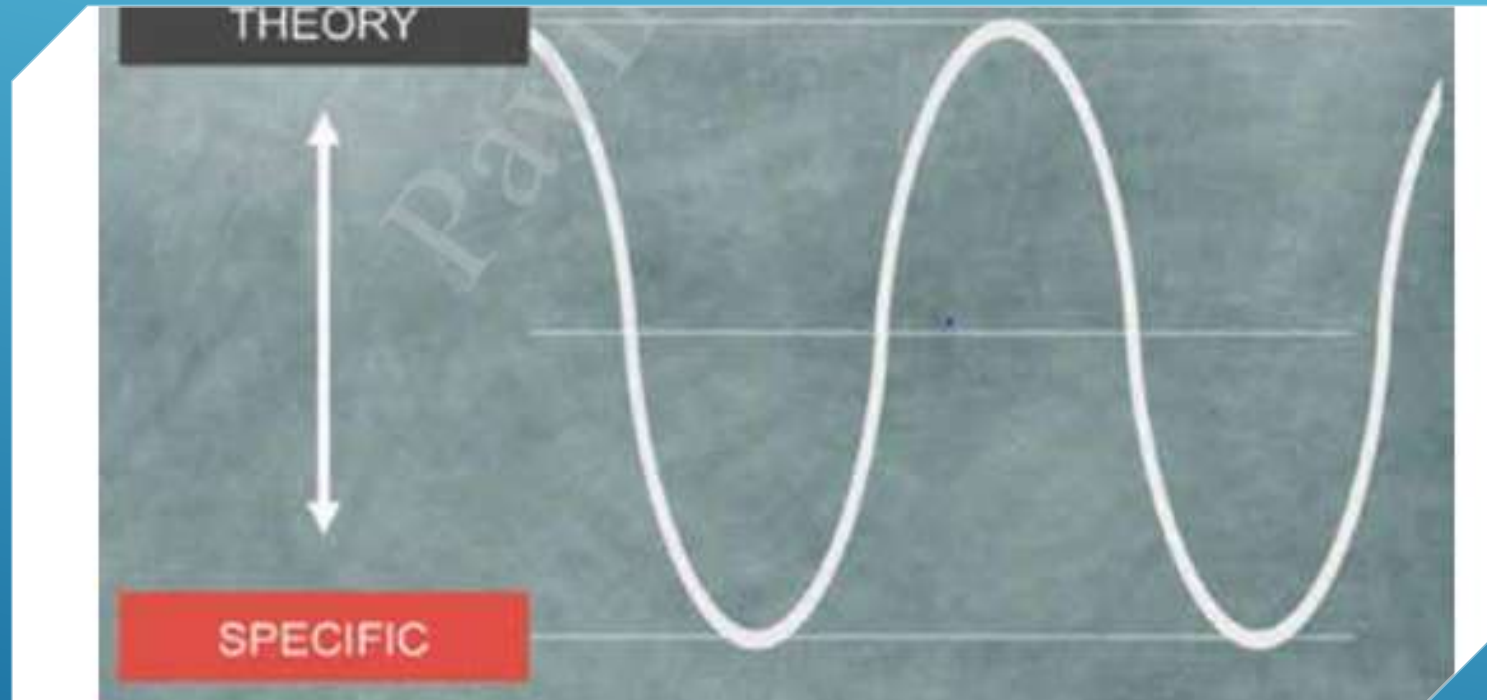
THEME EXPLAINED
- RHEME

NEW THEME EXPLAINED

comparison with Italian system
Proportional electoral system

Alternation in government

Explanation of Spatial
Theory of alternation.....



Example UK

Example Italy
(instable governments)

Ingold R., O'Sullivan D., (2017).



1. - COMPLEXITY



SACRIFICING CLARITY

2. - 'REFEREES/REVIEWERS' NEED TO BE HUMOURED

3. - CLARITY NOT A QUESTION OF WHAT YOU WRITE BUT HOW IT IS PRESENTED

CONCLUSION: WAVE THEORY



REFERENCE LIST

1. 'Legitimation Code Theory [LCT] in EAP Scholarship' BALEAP

ResTes event. 15th June 2022

<https://research.baleap.org/legitimation-code-theory-lct-in-eap-scholarship/>

2. A summary of Maton (2013) 'Making semantic waves: A key to cumulative knowledge-building' *Linguistics and Education*. 24 (1) pp. 8 – 22. (we'll share in May).

We invite you to read:

1. Monbec, L. (2018). Designing an EAP curriculum for transfer: A focus on knowledge. *Journal of Academic Language and Learning*, 12(2), A88–A101. **(This is an accessible text for our context)**

2. Maton (2013) 'Making semantic waves: A key to cumulative knowledge-building' *Linguistics and Education*. 24 (1) pp. 8 – 22. **(This is a more detailed and thorough account of semantic waves)**

3. Cranwell, P.B. and Whiteside, K.L., 2020. Investigation into the semantic density and semantic gravity wave profile of teachers when discussing electrophilic aromatic substitution (SEAr). *Journal of chemical education*, 97 (10), pp.3540–3550. **(Might be worth skimming to see how the concepts of semantic gravity and semantic density were applied to an**

Wave theory. Ingold R., O'Sullivan D., (2017). *Riding the waves to academic success*