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Making visible aspects of privileged ways of participating is central to support students' literacy development in different educational disciplines (Hasan, 1996, 2011). In my doctoral work I focus on the discipline of literature studies within the school subject of Danish, in lower secondary school, to explore students' resources for stance-taking in their written literary response texts. In my presentation I outline the theoretical grounding of the study and the preliminary findings. Drawing on the appraisal system within SFL (Hood, 2011; Martin & White, 2005) and the dimension of specialization within LCT (Maton, 2007, 2010), my analyses show a variation in students' interpersonal meaning-making choices, linking their literary response texts within the same task to either primarily a knower or a knowledge code. This variation suggests a tension in the teaching of literature studies at this stage of schooling. The study aims to provide a clearer understanding of privileged ways of participating in these literacy practices, and to support lower secondary teachers in developing a visible pedagogy to support their students.

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