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INVESTIGATING EFL TEACHERS DISCOURSE IN AN ORKUT COMMUNITY
FORUM: TEXT AND CONTEXT

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ABSTRACT

“INVESTIGATING TEACHERS’ DISCOURSE ON AN ONLINE COMMUNITY AT ORKUT: TEXT AND CONTEXT”

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Discourse analysts have searched for new possibilities to fulfill the need of a theory to explore the social context where texts in their various forms are produced (for instance, Halliday, 1999; Hasan, 1999; Meurer, 2004, 2006). In this study, I present a proposal for the analysis of interrelations between text and context using Systemic Functional Linguistics (Halliday, 1994, Halliday and Matthiessen, 2004) and Structuration Theory (Giddens, 1979, 1984) to unveil teachers’ discourse on an online community forum at the social network Orkut. I aim at examining identities and power relations involving teachers, students and language in the social practices discursively represented in the selected posts. In this analysis, I make an attempt to interrelate texts as the materialization of discourse and ideology and the social context where these texts are produced and which, at the same time, they represent. Finally, I explain how the social practices investigated can contribute to either the maintenance or challenging of social structures. The data analysis revealed the recursivity of social practices which reinforce social structures where a) teachers are positioned as power holders and the most dynamic actor in the teaching-learning process; b) students are depicted as passive receptors of language, c) which, in turn, is portrayed as the resource that grants power and enables social status and mobility. The results corroborate findings of previous research (Graddol, 2001; Pennycook, 2001; Malatér, 2003; Dellagnelo, 2005; Dellagnelo & Meurer, 2006) and contribute to the discussion around the need of changes in teacher education courses to prepare more critical professionals.

Key words: text, context, teachers’ online discourse, Systemic Functional Linguistics, Structuration Theory.

RESUMO

“INVESTIGATING TEACHERS’ DISCOURSE ON AN ONLINE COMMUNITY AT ORKUT: TEXT AND CONTEXT”

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2008

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Analistas do discurso têm buscado novos caminhos para suprir a necessidade de uma teoria para a investigação do contexto social onde textos em suas diversas modalidades são produzidos (Halliday, 1999; Hasan, 1999; Meurer, 2004, 2006). No presente estudo, apresento uma proposta para a análise de inter-relações entre texto e contexto usando a Linguística Sistêmico Funcional (Halliday, 1994, Halliday & Matthiessen, 2004) e a Teoria da Estruturação (Giddens, 1979, 1984) para desvendar o discurso de professores em um fórum online de uma comunidade na rede de relacionamentos Orkut. Tenho como objetivo descrever as identidades atribuídas aos professores, alunos e língua nas práticas sociais discursivamente representadas em postagens selecionadas do fórum e as relações de poder que os envolvem. Nesta análise, procuro relacionar os textos, onde discurso e ideologia se materializam, com o contexto social onde estes textos são produzidos e que, ao mesmo tempo, representam. Finalmente, explico como as práticas sociais descritas podem contribuir tanto para a manutenção como para a mudança das estruturas sociais. A análise dos dados indicou uma recursividade de práticas sociais que reforçam estruturas sociais onde a) os professores são representados como os detentores do poder e os agentes mais dinâmicos no processo de ensino e aprendizagem; b) os alunos são descritos como meros receptores da língua, c) que, por sua vez, é apresentada como o recurso que confere poder e permite ascensão social. Os resultados obtidos corroboram os de pesquisas anteriores (Graddol, 2001; Pennycook, 2001; Malatér, 2003; Dellagnelo, 2005; Dellagnelo & Meurer, 2006) e contribuem com a discussão sobre a necessidade de mudanças nos cursos de formação de professores para que se possa preparar profissionais mais críticos em relação à sua prática.

Palavras-chave: texto, contexto, discurso online de professores, Linguística Sistêmico Funcional, Teoria da Estruturação.

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CHAPTER 1 – INTRODUCTION

1.0. Preliminaries

Teachers' discourse has been investigated by researchers in Discourse Analysis inside and outside the classroom boundaries (Christie, 2002, 2004). At *Universidade Federal de Santa Catarina*, for instance, researchers have been concerned with EFL teachers' self-evaluation (Reichmann, 2001; Dellagnelo, 2003; Malatér, 2004, 2005; Dellagnelo & Meurer, 2006), observation of other teachers' practice (Buschle, 2000; Heberle, 2003) as well as teacher education programs (Sousa, 2004; Malatér, 2005; Tomazini, 2005). These studies have employed Critical Discourse Analysis¹ (henceforth CDA) in order to unveil issues related to identity, ideology and power invested in teachers' discourse, and Systemic Functional Linguistics (henceforth SFL) as the textual support for the investigation of how these issues represented in discourse.

Investigation of teachers' discourse has an important role in not only unveiling what is latent in their verbalization, considering the realization of context in language (Halliday, 1999) but also in finding ways to reformulate beliefs, since language and social practice have a bidirectional relation, for discourse is influenced by social conditions, and, in so far as dominant conventions are resisted or contested, language use can contribute to the change of social relationships (Fairclough, 1992). In other words, the social structure can be a constraint for discourse (as representation of social practices) on the one hand and

¹ In this work, although acknowledging the importance of CDA in the interpretation and explanation of identity, ideology and power relations which permeate discourse, I rely on Giddens' Structuration Theory (Chapter 4) in the decodification of the social contest as proposed by Meurer (2004, 2006).

on the other hand it can be challenged by discourse which may lead to new practices and, consequently, new discourses (Giddens, 1979; Fairclough, 1992; Meurer, 2004, 2006).

Another type of discourse which has become object of investigation is the electronic discourse materialized in online communication in the cyberspace. What motivates the investigation of electronic discourse is “its potential as a creative social practice as well as an informal manner of interaction, [which] allows participants to externalize their ideology more freely, making the available data relevant for analysis of how interactants position themselves and other people as actors in specific social practices” (Santiago and Meurer, 2008, p. 325). Researchers are also concerned with how new identities can be established (Rheingold, 1993; Warschauer, 1995; Jones, 1997; Nocera, 1998; Koutsogiannis & Mitsikopoulou, 2004; Heberle, 2005; Arnold & Ducate, 2006; Fitze, 2006). Among the sources for data collection, there are the posts in blogs² and relationship sites, which can offer rich material for investigation as they allow interactants to express their ideas in an informal manner and, probably, due to this informality, these interactants externalize their ideologies more naturally. Therefore, research about this new kind of media can enable a better understanding of how identity, ideology and power relations are manifested in discourse in this contemporary means of communication.

Although research has been done in relation to teachers reflection on their practice – be it the investigation of data produced for research such as class observation (Buschle,

² According to the Wikipedia: “A **weblog**, which is usually shortened to **blog**, is a website where regular entries are made (such as in a journal or diary) and presented in [reverse chronological order](#). Blogs often offer commentary or news on a particular subject, such as food, politics, or local news; some function as more personal [online diaries](#). A typical blog combines text, [images](#), and links to other blogs, web pages, and other media related to its topic. Most blogs are primarily textual although many contain and/or focus on [photographs](#), [videos](#) or [audio](#). The first blogs were known as "online diaries", and started in 1994. The term "weblog" itself was coined by [Jorn Barger](#) on [17 December 1997](#).” Marcuschi (2004), defines weblogs as virtual diaries, which are personal, and which allow interactive exchange of experiences, opinions and values.

2000; Heberle, 2003) and interviews (Malatér, 2004, 2005) or of natural data such as reports for pre-service teacher practicum (Dellagnelo, 2005; Dellagnelo and Meurer, 2006), to my knowledge, no research has investigated teachers' discourse freely expressed in online interactions, which are characteristic of late modernity. Therefore, departing from the acknowledgement of the gap found in between the two lines of research, I selected for analysis, in this work, the interaction in an online EFL teachers' community discussion forum at the relationship website Orkut, presented in Section 1.2 and further discussed in Chapter 2.

1.1. Objectives and Research Questions

This work aims at investigating EFL teachers' discourse in an Orkut community called '*English Language Teachers*' in both textual and contextual levels. I rely mainly on Halliday's SFL and Giddens' Structuration Theory in order to answer the following research questions:

1. How are teachers, students and language discursively represented in the posts? How are power relations materialized in both the roles and the resources attributed/ascribed to teachers and students?
2. Considering the duality of structure (Chapter 4), how do participants – both the ones who interact in the forum and the ones depicted in the posts – interplay with social structure, i.e., how do they maintain or challenge this structure, in the (teaching) practices depicted in the posts?

1.2. The context of investigation

The social network Orkut, created by the Google group and self-defined as “an online community website designed for friends” (www.orkut.com), has been widely used by different types of people. Besides enabling users to interact with friends in their lists, it allows the ones who share any kind of interest to gather in communities and discuss topics they post in the forums:

The main goal of our service is to make your social life, and that of your friends, more active and stimulating. **Orkut's** social network can help you both maintain existing relationships and establish new ones by reaching out to people you've never met before. [...] **orkut** makes it easy to find people who share your hobbies and interests, look for romantic connections or establish new business contacts. You can also create and join a wide variety of online communities to discuss current events, reconnect with old college buddies or even exchange cookies recipes. (Orkut.com)

The present work aims at investigating how EFL teachers' discussions in a teachers' community show ideology, or significations attached to certain structures of domination (Meurer, 2004, 2006), concerning their view of language, of their students, their colleagues and themselves. Giddens's Structuration Theory plays an essential role in the study of the relation between structures (signification, domination and legitimation), social practices, and texts (further developed in Chapter 4). In order to collect data for my research, I will focus on the community *English Language Teachers*³, which has been in existence since May, 2004, four months after the creation of Orkut, and has gathered more and more

³ <http://www.orkut.com/Community.aspx?cmm=67884>. Retrieved July 30th, 2006

members since then. Besides having a considerable and growing membership (more than 10,000 in 2007), the community, which claims to be “the very first ELT Community in Orkut”, hosts a representative flux of interactions where several communicators keep constant dialogues.

Since the corpus for this study is taken from a virtual community, it is paramount to establish what “virtual communities” are, as well as what peculiarities they present. According to Rheingold (1993, online), “virtual communities are social aggregations that emerge from the Net when enough people carry on those public discussions long enough, with sufficient human feeling, to form webs of personal relationships in cyberspace.” The boundaries for these communities are not geographic but related to interests in common, placing these communities on a *virtual settlement* and allowing access to different participants from different locations. The chosen virtual community – English Language Teachers – fulfills the main requirements which computer-mediated-communication (CMC) needs to fulfill to be considered virtual settlement: (1) a minimum level of interactivity; (2) a variety of communicators; (3) a minimum level of sustained membership; and (4) a virtual common-public-space where a significant portion of interactive group-CMCs occur (Jones, 1997).

1.3. Language and the social context

In SFL, language is seen as a system of choices with a social function. The choice of one discursive representation rather than another is not random and, although it may be unconscious, it does reveal the ideology and power with which discourse is invested

(Halliday, 1979, 1989, 1994; Bloor & Bloor, 2004; Eggins, 2004; Halliday & Matthiessen, 2004; Thompson, 2004). Choices made by individuals reveal values which, when shared by social groups, establish “the basis of [their] attitudes and beliefs [and] exert powerful influence over people’s behavior” (Dellagnelo and Meurer 2006, p. 156).

Considering the social context where interactions occur a valuable source for a better understanding of ideology and power relations, I align with Meurer in using the proposal of Giddens’ Structuration Theory to “extend theorizing on the context of culture and how it interconnects with language, thus responding to Halliday’s long-standing call for the use of a sociological basis to explain such interconnections” (Meurer, 2007). Therefore, I carry the analysis of my data blending the linguistic evidence provided by SFL with the interpretation of the social context where the texts are produced, since “linguistic and social structures are strongly interconnected” (Dellagnelo and Meurer, 2006, p. 172). In this investigation I seek to understand how the identities of teachers, students and language are constructed in terms of the duties and prerogatives ascribed to them (Giddens, 1979, 1984; Meurer, 2004, 2006) as well as how teachers, students and language are positioned in teachers’ discourse at the community forum regarding their degree of dynamism and, consequently the power conferred to them through agency. I also discuss how agency is discursively construed in the posts and how it contributes to the reinforcement or challenging of ideological values present in social structures (Chapter 4 and Chapter 5).

1.4. The data

Data collection was informed by the notion that texts are always part of specific social practices where individuals act in accordance to certain role prescriptions, constrained and enabled by specific social structures (Meurer, 2004, 2006). This Section presents the procedures for data collection and analysis, which are summarized in Figure 1.1.

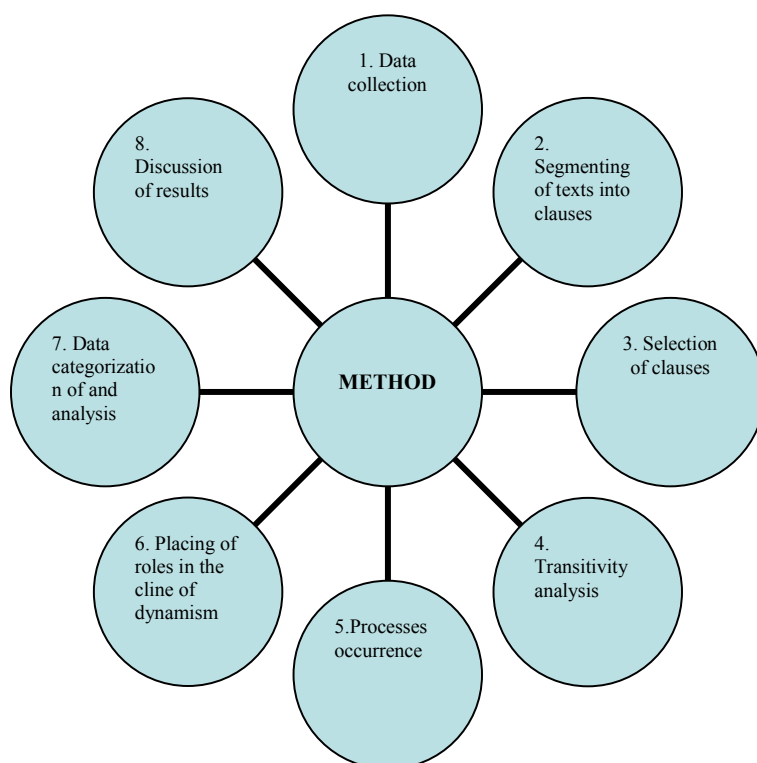


Figure 1.1. Visual representation of the data collection and analysis procedures (adapted from Malatér, 2005)

1.4.1. Criteria for data selection

As mentioned before, the community ‘English Language Teachers’ attracts consistent participation and, as a result, a large number of topics is posted with considerable

frequency⁴. The topics which constitute the corpus were selected among the participations posted during 2004⁵. All the topics posted in this period were selected, except the ones which (a) were related to advertising either classes or materials, (b) presented doubts about language (e.g., vocabulary and grammar), (c) described only courses and / or certificates considered necessary for teachers, (d) discussed prices of classes and salaries and (e) were partially or totally in Portuguese. Such selection led to six topics where participants, in their majority EFL teachers⁶ discuss the following topics:

- a) What do we need to become an english (sic) teacher?
- b) How do you deal with oral tests?
- c) Native speakers X competent teachers
- d) Teachers' Feelings
- e) Teacher's Quality
- f) A Question

1.4.2. Method of Analysis

The theoretical apparatus which provides the basis for data analysis in this thesis is

Halliday's Systemic Functional Linguistics (Halliday, 1978; Hasan, 1985/1989; Halliday,

⁴ Although the precise frequency of new topics posted has not been established, it is possible to say there are new topics almost everyday. Replies to these topics may be more or less frequent depending on the interest each topic may arise in the community members.

⁵ When a topic was posted in 2004 but the replies continued until 2005 or later, only the ones posted during 2004 were selected.

⁶ This assumption is based on how teachers present themselves such in as "I have always tried to give lessons on a subject that will hold the students interest" and "As a new EFL teacher who works with young learners aged between 8-14, would like to ask experienced teachers that to what extent should I speak English in the class?" (Appendix 2). There is also the participation of prospective teachers ("I'm someone who had never experienced teaching english (sic). But my english (sic) is reasonably good") as well as one post from the point of view of a former EFL learner ("I'm not an English teacher but I've studied English at Cultura Inglesa here in Brasília since I was 10") (Appendix 2).

1994; Halliday and Matthiessen, 2004; Eggins, 2004; Bloor and Bloor, 2004; Thompson, 2004; forthcoming) and Giddens' Structuration Theory (Cohen, 1989; Giddens, 1979, 1984; Meurer 2004, 2006). While elements from the first framework are used to investigate how lexicogrammatical choices materialize ideological values, elements from the latter help to explore interconnections between the selected data and the context where the social practices involved and depicted in these data are inserted.

In the first moment of the analysis, the interactions materialized in the selected texts are described in terms of Field, Tenor and Mode, i.e., the context of situation is established. Simultaneously, the social practice of exchanging posts in a discussion forum is analyzed considering the roles performed by participants – including role prescriptions related to being a teacher or a student – and the properties of structure – rules and resources which participants rely on to act in social practices. The investigation of these social practices – which are only examined through their discursive representation in the posts, since there is no *in loco* investigation – is grounded on textual evidence systematized through the Transitivity analysis. The procedures followed for this analysis are described next.

The six texts selected (see Section 1.3) are segmented into clauses and, for the transitivity analysis, I consider (a) initiating and continuing clauses in paratactic clause complex relations, (b) dominant and dependent clauses in hypotactic relations, (c) nested clauses, and (d) clause simplexes (Chapter 3, Section 3.2.4) in which at least one of the following participants were (a) EFL teachers – either the ones discussing in the forum or others they referred to in the discussion –, (b) students, and (c) language – either directly or indirectly mentioned⁷. Embedded clauses, though in SFL they are generally disregarded as clauses and considered as rank-shifted participants and circumstances, are analyzed if

⁷ Appendix 2 presents the full texts and the selected clauses, which are underlined.

containing any of the participants afore mentioned. These clauses are considered because they account for a significant percentage of the processes involving the participants under investigation, since out of a total of 541 selected clauses, 189 (nearly 35%) are embedded ones. After the segmentation and selection of the clauses, the transitivity system is analyzed to disclose how experience is construed by the interactants regarding the positioning of teachers, students and language. The number of selected clauses per text is presented in Table 1.1.

Text	Title	Clauses analyzed
1	What do we need to become an english (sic) teacher?	76
2	How do you deal with oral tests?	25
3	Native speakers X competent teachers	132
4	Teachers' Feelings	126
5	Teacher's Quality	66
6	A Question	116

Table 1.1. Number of clauses analyzed per text

After the transitivity analysis, the overall occurrence of types of processes used by teachers in their posts is presented and discussed. For the further discussion of the results, the data are organized around three major categories, which correspond directly to the participants under investigation, i.e., teachers, students, and language. The roles these three participants occupy in the analyzed clauses are arranged according to how dynamic or passive they are, based on the cline of dynamism (discussed in Chapter 3, Section 3.2.3) proposed by Hasan (1985/1989) and adapted by Thompson (forthcoming). Besides

presenting the overall occurrence of the roles ascribed to teachers, students and language in the posts, I use the model proposed by Thompson (forthcoming) to calculate the dynamic score of participants.

For the second level of the analysis, i.e., the exploration of the social context through Giddens' Structuration Theory, social practices, roles prescriptions and rules/resources depicted in teachers' discourse are described and interpreted. Furthermore, taking into consideration that "the character of the information medium directly influences the nature of the social relations which it helps to organize" (Giddens, 1984, p. 262), I analyze the social practices in the selected virtual community discussion forum considering the context they are inserted in, as well as the role prescriptions ascribed to them, the rules they refer to and the resources they draw on while acting in those social practices. It should be noticed that the roles played by teachers and students as well as structures involved in these social practices can only be analyzed in the interactions in the forum and the interaction reported in their discourse. Besides the positioning of the participants, other features of the community as an environment where social practices both are depicted in discourse and occur – in the case of the exchanging of posts itself – are examined. Such features are linked to online interactions where written and spoken modes of language intermesh, resulting in a hybrid discourse. The results are, then, related to the research questions (Section 1.1). This investigation, which complements the results obtained from textual analysis by interpreting their interrelationship with the context, seeks to shed light in how the social practices involved in the teaching/learning of a EFL help the prevailing or challenging of ideology and power relations (Fairclough, 1992).

1.5. Significance of the research

The results of this research may be relevant in helping to unveil linguistic and contextual features of a new form of communication on the Internet, which is a means of media communication not limited by spatial or temporal boundaries. In this virtual space, ideological values materialized in language can not only reach but also influence people from different contexts, and such investigation can provide sources for teachers' and student teachers' reflection on both teaching practice in general and their own practice. Of particular relevance is the potential of the research to bring some light into how the discussions on a virtual community forum constitute a social practice, with ensuing role prescriptions and related social structures. The results may raise controversial issues, beliefs about teachers' and students' roles in teaching and learning processes. It may be a resource for teachers interested in reflecting about discourse and about how powerful language can be, as well as about their social role as educators. Furthermore, this research also presents a proposal for the investigation of the context of culture related to the selected 'virtual practice' of exchanging information through the Internet.

1.6. Outline of the research

This study is divided in six chapters. In this first chapter I introduced the context of my research and preliminary notions of the relation between language and context. I also presented the initial criteria for data selection and analysis. In Chapter 2, I discuss online interactions and describe my context of investigation, the social network Orkut. In Chapter 3, I elaborate on SFL, focusing on the Transitivity System, which is my tool for textual

analysis. In Chapter 4, the instantiation of the social context in texts is presented under the perspective of Structuration Theory. In Chapter 5, I use SFL to analyze the lexical choices as textual evidence for ideology and power relations and Structuration Theory to explain the social context where texts are produced. In Chapter 6, I discuss the findings of my analysis and connect them to the research questions, I also discuss the limitations of this research and present suggestions for further research.

CHAPTER 2 – ORKUT COMMUNITY FORUMS – A VIRTUAL SPACE FOR SOCIAL INTERACTIONS

2.0. Introduction

This chapter aims at presenting an overview of online interactions which have emerged on the Internet, describing them in terms of the relationships they may enable and making initial reference to the language used which is characteristic of such online encounters. The environment where this research was developed is also discussed in order to provide contextual information about the data discussed in Chapter 6.

2.1. Online interactions

Technological advancements have influenced communication by shortening distances and accelerating information exchange speed (Galli, 2004) as well as originated new forms of interaction within the continuum between synchronous face-to-face encounters and asynchronous written communication. Among these new forms are the interactions on the Internet, which have advanced beyond the limits imposed by everyday face-to-face encounters (Meneses, 2004), contributing to the formation of identities and the establishment of new relationships in new communities, and, thus, attracting the interest of researchers (Koutsogiannis & Mitsikopoulou, 2004; Meneses, 2004; Heberle, 2005; Santiago, in preparation). Besides presenting new language features, discourse in these online interactions, which are characteristic of the complex modern societies (Santiago & Meurer, 2008), is also permeated by ideological values and power relations. In the following paragraphs, I briefly discuss linguistic as well as sociological implications of

online interactions. For the latter, I consider how ideology and power relations can be conveyed in such encounters.

Marcuschi (2004) highlights the dependence of online communication on written language, despite the use of other multimodal resources such as sound and image. He, however, acknowledges that written language used on the Internet is hybrid and complex in its various semiotic representations, and requires careful and systematic observation before any attempt to classification. The complexity of the relationship between written language and the Internet can be seen through three different aspects: (a) the use of reduced punctuation, unconventional orthography and sentence structure; (b) the integration of more semiotic resources than usual due to a lack of face-to-face contact and reliance on other resources⁸ to indicate emotions and convey meanings generally expressed by gestures, facial expression and intonation; and (c) the complex realization of genres, including the fact that new ones are created and existing ones are combined (Crystal, 2001 in Marcuschi, 2004).

As regards online interaction, the Internet allows communication which extrapolates the limitations of spatial boundaries, becoming what Galli (2004) defines as an “everyone-to-everyone” type of communication, because every Internet user can access information provided by any other user as well as offer information to anyone who is connected in the Web. Thus, due to its nature, online interaction is more likely to be identified by shared interests than by territorial demarcations (Preece & Maloney-Krichmar, 2005; Ellison, Steinfield & Lampe, 2007), and such sharing of interests

⁸ Emoticons such as “the **smiley**, **smiley face**, or **happy face**, is a stylized representation of a smiling human face, commonly represented as a yellow button with two dots representing eyes and a half circle representing the mouth. “Smiley” is also sometimes used as a generic term for any [emoticon](#) – a [portmanteau](#) of *emotion* and *icon*, an **emoticon** is a symbol or combination of symbols used to convey emotional content in written or message form. This is an example of an emoticon :) : (;)” (Wikepaedia.com, accessed on July 15, 2007)

motivates virtual gatherings in which individuals interact through the mediation/support of technology and following certain norms, which may result in the establishment of virtual communities (Porter, 2004).

Several researchers have investigated virtual communities under the perspective of sociology (Rheingold, 1993; Jones, 1997; Hempell, 2004; Meneses, 2004; Porter, 2004; Matei, 2005; Preece & Maloney-Krichmar, 2005; Ellison, Steinfield & Lampe, 2007 among others) as well as of linguistics (Marcuschi, 2004; Galli, 2004; Koutsogiannis & Mitsikopoulou, 2004; Antaki et al, 2005; Heberle, 2005; Steffen & Santiago, 2007; Santiago & Meurer, 2008; Santiago, in preparation). Indeed, both aspects intermesh as social structure influences texts⁹, at the same time that it is influenced by them (Halliday & Hasan, 1989; Meurer, 2004; 2006). One feature of this interconnection between social structure and language is that the interactions in virtual communities – which allow participants' communication with people they already know offline as well as with people they meet online (Ellison, Steinfield & Lampe, 2007) – occur in a fashion which disengages individuals from social ties typical of face-to-face encounters. This technological affordance may enhance the externalization of ideological values and behaviors in the discourse materialized in online exchanges (Matei, 2005; Santiago and Meurer, 2008).

Ideological values are understood here as “‘common-sense’ assumptions which are implicit in the conventions according to which people interact linguistically, and of which people are not generally consciously aware” (Fairclough, 1989, p. 2). The relation between ideology and meaning – or signification - is elaborated on by Meurer (personal communication) as follows:

⁹By text, I mean materialization of meaning, generally in verbal language (although other semiotic resources may be used). This concept is further discussed in Chapter 3.

Ideologies are implicit or explicit significations (including values and beliefs) which emanate from social groupings and induce institutional or individual action, behaviour or discursive production. All ideologies are significations but not all significations are ideologies, e.g., racism is an ideology that legitimates racial superiority. “Race” by itself, however, relates to “ethnicity” in terms of signification and implies no intrinsic ideology.

Ideological values can serve different interests either by perpetuating existing social structures and respective power relations through the use of signification to legitimize domination or by challenging power in order to construct new social structures (Fairclough, 1992; Giddens, 1984; Meurer, 2004; 2006). From this perspective, in this dissertation the online interactions investigated are seen as permeated with ideological values which serve certain interests and may either reinforce existing power relations or confront them as an attempt at social change. The relation between ideologies as signification codes and power as domination resources will be further developed in Chapter 4, where I discuss Giddens’ Structuration Theory. In the next section, I introduce features of virtual communities and the kinds of interactions they foster.

2.2. Virtual communities as discursive space

Although online interaction is crucial for the establishment of a virtual community, the mere interaction is not sufficient. The elements which characterize a virtual community – and thus the virtual community whose samples of discourse are the object of investigation in this dissertation – are more related to interchanges which occur over a reasonable length of time, assuming that such a community is formed by interacting members who share

values and social practices as well as collective goods, legitimizing long-term relationships (Erickson, 1997, in Marcuschi, 2004). More specifically, as already mentioned in chapter 1 (Section 1.3.1), for a virtual settlement which hosts computer-mediated communication (CMC) to be considered a virtual community, it needs to (a) maintain a minimum level of interactivity, (b) have a variety of communicators, (c) be a common-public-space where a significant portion of a community's interactive group-CMC occurs, and (d) have a minimum level of sustained membership (Jones, 1997). *Interactivity*, the first requirement, is defined by Jones (1997) as the relationship between communication exchanges, as shown in table 2.1:

Two-way communication	messages flowing bilaterally
Reactive communication	bilateral communication + reference to earlier messages in later ones
Fully interactive communication	later messages in any sequence consider previous messages in terms of their content as well as the manner in which they were reactive

Table 2.1. Interactivity types in virtual communities (adapted from Jones, 1997)

For interactivity to occur, it is necessary that more than two communicators interact in the virtual space, which accounts for the second requirement pointed by Jones. The need for this virtual space to be a common-public-space is also directly connected to interactivity because communication exchanges, in the form of postings, need to be available for other participants as opposed to what happens when these exchanges go from one participant to another, for instance in instant messages or emails. The last requirement regards the maintenance of a virtual community, since it will not be considered as such or will disappear if members stop interacting or abandon it.

According to Porter (2004), virtual communities can be established by members who will maintain either social or professional relationships, or be sponsored by either commercial, non-profit or governmental organizations (Figure 2.1). The community studied in this work fits the member-initiated typology and, although it is part of a social network (Section 2.4), members also establish a professional relationship when they exchange their experiences in the classroom (Section 2.5 and Chapter 6)

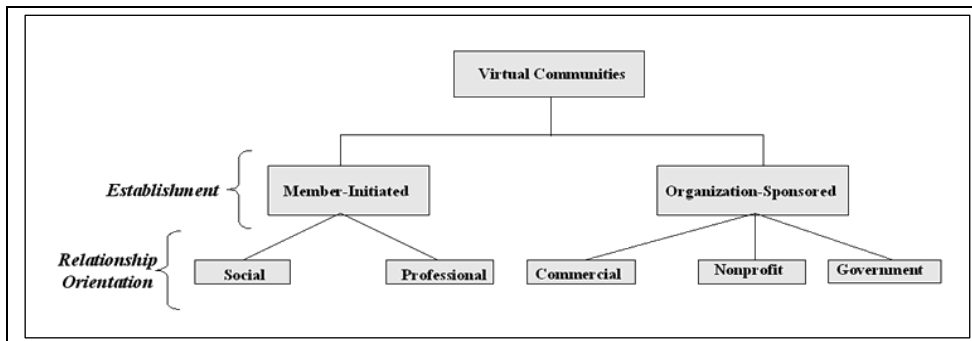


Figure 2.1. A typology of virtual communities (Porter, 2004)

2.3. Online forums

Online discussions – together with the other features of interaction mentioned in the previous sections – are crucial for the existence of a virtual community (Recuero, 2001). In other words, a virtual community is formed “when enough people carry on those public discussions long enough, with sufficient human feeling, to form webs of personal relationships in cyberspace” (Rheingold, 1993, online). Those discussions generally occur in online forums, which are common-public-spaces (Jones, 1997) where members¹⁰ “can read and post messages singly or in a developing 'thread'” (Antaki et al., 2005).

The language choices made by participants vary according to the type of community the forum is inserted in, for instance, organization-sponsored communities tend to present more formal posts than member-initiated ones. In the latter, features of informality and

¹⁰ It is possible for non-member to read messages, but only members are allowed to post messages.

close personal relationship, such as emoticons are used as semiotic resources (Marcuschi, 2004). These features are also present in blogs, IRC¹¹ and instant message services. Blogs (the reduced form of weblogs) share some characteristics with forums, since posts can also be commented by visitors; however, they function as online diaries with personal notes which confer the posts an autobiographic tone (Marcuschi, 2004; Komesu, 2004; Schmidt, 2007). In ICR and instant message services, the communication is synchronous as opposed to forums where the communication is asynchronous. In the present case we are dealing with an asynchronous community where messages are posted on the forum and replied at any time, i.e., either immediately after or after days or even weeks.

Having established what virtual communities and online forums are, I present, in the next section the context where the research was developed.

2.4. Orkut – A brief history

The social networking site Orkut was created by Google, the worldwide famous search engine website, in January, [2004](#), and named after its creator, Google employee Orkut Büyükkökten (Wikipedia; Hempell, 2004; Meneses, 2004). According to Hempell (2004), social networking originated from the bulletin board services in the 1980s and 1990s and evolved to websites such as Sixdegrees, Friendster, LinkedIn¹² and Orkut itself, which was originally developed to be a closed social circle, but after six months, had more than 1,000,000 members. One of the policies Orkut used in order to maintain the status of *selective club* was to only allow joining of new members through invitations of existing

¹¹ Internet Relay Chat protocols are used in the majority of online chats.

¹² Business networking

ones – a policy which changed, allowing newcomers to join by simply creating a Google account.

This policy change cannot be considered the only responsible phenomenon for the explosion in the membership number, which, on January 19, 2007, had increased to over 40 million¹³ (Wikipedia). This increase can also be attributed to Orkut's popularity in Brazil, which changed from 5% of membership in 2004 to more than 55% in 2007 (Appendix 1)¹⁴, as well as to the creation of fake profiles, which can be used in the advertising of inappropriate content and be an alternative to visit profiles without being detected¹⁵.

2.5. Orkut's role as an electronic medium

Orkut claims to aim at helping its members to “maintain existing relationships”, “reconnect with old school mates” and make new friends “by reaching out to people you've never met before” (Orkut.com). In order to benefit from these possibilities, after creating an account, new members are asked to provide information to be displayed in their profile, which is divided in three sections: social¹⁶, professional and personal (Table 2.2). Except for obligatory information, such as name, gender and home country, the amount of data provided is optional as well as the uploading of a display picture for their homepage, and photos¹⁷ for their album and videos¹⁸; besides, information like age and emails can be

¹³ Refer to Appendix 1 to obtain information about Orkut's chronology.

¹⁴ Refer to Appendix for Orkut's demographics.

¹⁵ Users can configure the setting in their profiles so that their visits are not detected; however, they will not be able to visualize the visits they received either. An alternative has been the creation of fake profiles.

¹⁶ Social is subdivided in general, social and contact, as shown in Table 2.2

¹⁷ Initially users were able to upload a maximum of 12 photos to their albums, however, this number was increased on October 2007 to 25, 50 and finally 1000 photos.

¹⁸ Videos can be uploaded from Google videos and Youtube.

configured to appear either to the profile owner only, to his/her friends or to everybody who accesses his profile. Nevertheless, the reliability of this information cannot be assured (Santiago & Meurer, 2008), since the freedom to provide true or fake information is characteristic of online interactions.

Social			Professional	Personal
General	Social	Contact		
*first name	children	**email	education	headline
*last name	ethnicity	**IM ¹⁹ user name	high school	first thing you
*gender	religion	**home phone	**college/ university	will notice about me
relationship status	political view	**cell phone	major	height
**birth date	humor	SMS	degree	eye color
**birth year	**sexual	**address	year	hair color
City	orientation	City	occupation	hair
State	fashion	State	industry	body art
zip/postal code	smoking	zip/postal code	sub industry	looks
languages I speak	drinking		company/ organization	best features
high school	pets		company	turn ons
**college/university	living		webpage	turn offs
**company/organization	hometown		title	my idea of a perfect first date
interested in	webpage		job description	from my past relationships I learned
	about me		work mail	five things I can't live without
	passions		work phone	in my bedroom you will find
	sports		career skills	ideal match
	activities		career interests	
	books			
	music			
	TV shows			
	movies			
	cuisines			

Table 2.2. Possibilities for information in the profile for Orkut members

¹⁹ Instant Message

* obligatory information

** information which can be viewed only by profile owner, by his friends or by every visitor

The interaction possibilities allowed by Orkut include the ranking of friends according to how *trusty*, *cool* and *sexy* they are, which, according to Hempell (2004), was based on Club Nexus, a previous site created by Büyükkökten in 2001. Moreover, members can express their attitude towards their friends through a testimonial which, if accepted, will appear in the friend's profile, as well as send messages in their friends' page of personal messages – the scrapbooks. Some users keep their messages so that every visitor to their profile can read them, while others delete messages to keep their privacy. Recent improvements allow the posting of images, audio, videos and ready messages²⁰ from other websites in the scrapbooks.

In addition to promoting interaction with contacts in their friends list, Orkut is also supposed to make it “easy to find people who share [...] hobbies and interests” (Orkut.com) by allowing members to gather according to shared interests in communities. Members can join an existing community and/or create their own choosing from a variety of topics ranging from professional interests to personal taste and placed in pre-established categories (Table 2.3).

Communities categories		
Activities	Family & Home	Music
Alumni & Schools	Fashion & Beauty	Pets & Animals
Arts & Entertainment	Food, Drink & Wine	Recreation & Sports
Automotive	Games	Religion & Beliefs
Business	Gay, Lesbian & Bi	Romance & Relationships
Cities & Neighborhoods	Government & Politics	Schools & Education

²⁰ These messages include birthday greetings, wishes of a good night, weekend and friendship messages using text and image.

Company	Health, Wellness & Fitness	Science & History
Computers & Internet	Hobbies & Crafts	Travel
Countries & Regional	Individuals	Other
Cultures & Community		

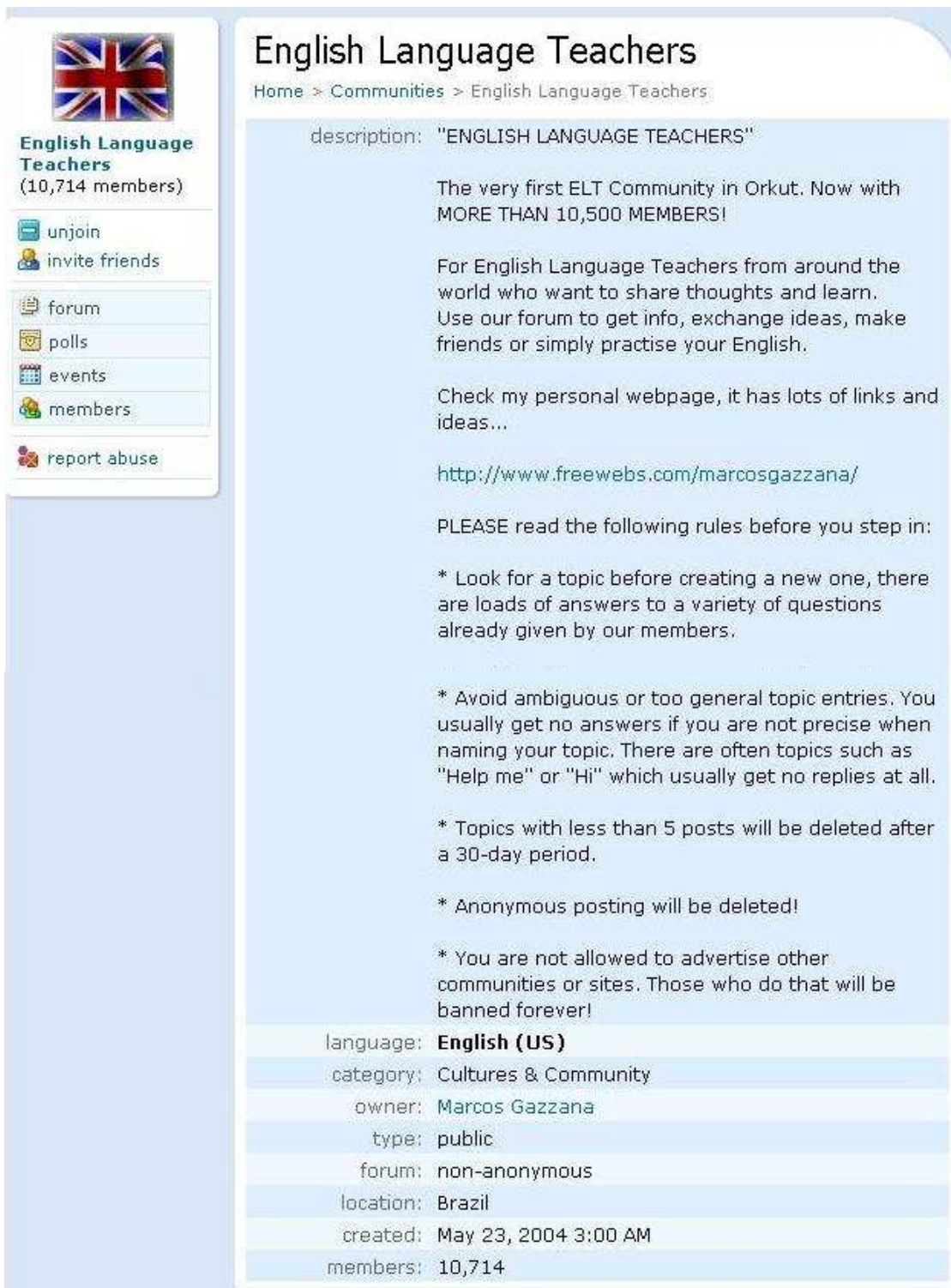
Table 2.3. Communities categories shown in Orkut²¹

The communities joined and/or created by members reflect features of members' identity (Meneses, 2004). In ongoing discussions, topics posted by members are replied to by other members and consistent exchanges may develop. The discussions can be monitored by the community owner, who, despite being the one who proposes the community design, is not responsible for the posted topics (Meneses, 2004). The communities in which the interactions are taken more seriously tend to have a more strict control on the topics which, when considered inappropriate, can be deleted by the owner or by mediators designated by him and, in extreme cases, members can be banned from the community.

For the present research – as also mentioned in Chapter 1 – I chose a community entitled *English Language Teachers*, which is part of the category Cultures & Community (Table 2.3). This community is joined by EFL teachers²² and is concerned about keeping significant discussions as expressed in its profile description (Figure 2.2). It was created on May 22, 2004, and since then, more than 10,000 members have joined it. *English Language Teachers* claims to be “the very first ELT Community in Orkut” and it is dedicated to sharing thoughts, information, ideas, making friends or practicing English, the *lingua franca*.

²¹ Retrieved from www.orkut.com on March 5, 2007

²² There are English students who also participate, mainly to ask teachers in the community questions about vocabulary and grammar.



The image shows a screenshot of the 'English Language Teachers' community profile on the Orkut platform. On the left side, there is a sidebar with a profile picture of the Union Jack flag, the community name 'English Language Teachers' with 10,714 members, and several navigation buttons: 'unjoin', 'invite friends', 'forum', 'polls', 'events', 'members', and 'report abuse'. The main content area features the community title 'English Language Teachers' and a breadcrumb trail 'Home > Communities > English Language Teachers'. Below this, the description reads: 'description: "ENGLISH LANGUAGE TEACHERS"'. The text continues: 'The very first ELT Community in Orkut. Now with MORE THAN 10,500 MEMBERS!'. It then states: 'For English Language Teachers from around the world who want to share thoughts and learn. Use our forum to get info, exchange ideas, make friends or simply practise your English.' A link to a personal webpage is provided: 'http://www.freewebs.com/marcosgazzana/'. A section titled 'PLEASE read the following rules before you step in:' lists several guidelines: '* Look for a topic before creating a new one, there are loads of answers to a variety of questions already given by our members.', '* Avoid ambiguous or too general topic entries. You usually get no answers if you are not precise when naming your topic. There are often topics such as "Help me" or "Hi" which usually get no replies at all.', '* Topics with less than 5 posts will be deleted after a 30-day period.', '* Anonymous posting will be deleted!', and '* You are not allowed to advertise other communities or sites. Those who do that will be banned forever!'. At the bottom, a table-like structure lists community details: language: English (US), category: Cultures & Community, owner: Marcos Gazzana, type: public, forum: non-anonymous, location: Brazil, created: May 23, 2004 3:00 AM, and members: 10,714.

Figure 2.2. English Language Teachers' profile description

In the present chapter I have introduced the main features of online interactions which characterize virtual communities, a new environment for social practices which have been of interest for sociologists and linguists. In the last part of this chapter, I have also described the context for this research – the social networking site Orkut and its community English Language Teacher.

In the next chapters I discuss aspects of the theoretical framework used for the data analysis, Halliday's Systemic Functional Linguistics and Giddens' Structuration Theory and provide specific contextual information about the community chosen for analysis.

CHAPTER 3 – SYSTEMIC FUNCTIONAL LINGUISTICS

3.0. Introduction

In this chapter I start by presenting the general principles of Systemic Functional Linguistics which establish the manner in which language is perceived in the present thesis according to this theory. Next, I concentrate on the Transitivity System, which is my focus for the linguistic description of the selected data and introduce the Cline of Dynamism as a tool for organizing the results obtained from the Transitivity analysis. Finally, I briefly comment on certain features of Interpersonal and Textual metafunctions which are relevant for discussion in Chapter 6.

3.1. General principles of Systemic Functional Linguistics

Systemic Functional Linguistics, henceforth SFL, was developed by M.A.K Halliday in the early sixties and in the seventies, first in England and later in Australia, where it has widely influenced language education. Halliday based his theory on the work of his former professor, Firth, a British linguist of the 30s, 40s, and 50s (O'Donnel, online). Language is studied, under the SFL perspective, as a set of systems which have a communicative function in a “context of the interaction between an individual and his human environment” (Halliday, 1978, p. 9). In Halliday’s own words, a functional view of language implies that “we are interested in what language can do, or rather, in what the speaker [...] can do with it; and [...] we try to explain the nature of language, its internal organization and patterning, in terms of the functions that it has evolved to serve.” (1978, p. 16). Moreover, language is the realization of culture and situation, where “the culture is construed by

systems of language choice; [and] the situation is construed by patterns of language use” (Halliday, 1999, p. 15).

Realization is a technical term in SFL and stands for the encoding of meaning in language, seen as a semiotic system (Martin & Rose, 2003; Eggins, 2004). In addition, realization implies the establishment of a dialogic relationship between context and language, implying that “selections in the development of the text are influenced by context; but at the same time, these selections contribute not only to maintaining the context but also to constructing it” (Matthiessen, 1995, p. 33).

Along with the concept of realization, Halliday (1999) presents *instantiation* (Figure 3.1) as the relation between the possibilities offered by a system and the actual choices made in the production of a text.

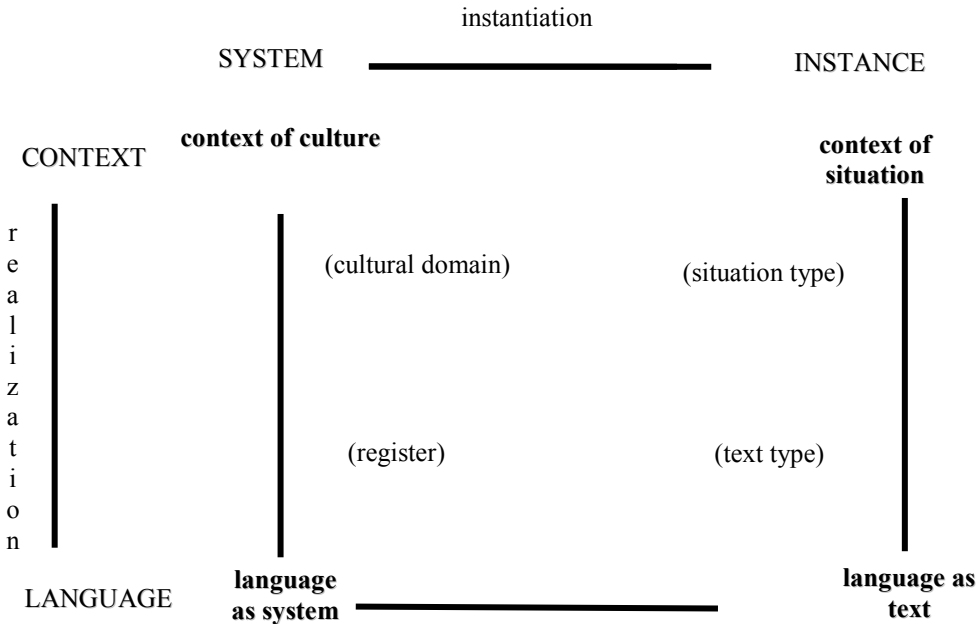


Figure 3.1. Realization and Instantiation (Halliday, 1999, p. 8)

For Halliday (1978), a text is any instance of “linguistic interaction in which people actually engage” seen as a semantic unit “encoded in sentences [rather than] composed of them” (pp. 108-9). Accordingly, Bloor and Bloor (2004) state that what defines a text is not its length or whether it makes use of spoken or written²³ modes of language, rather, it is its communicative potential and the functions it may have in real communication situations.

The influence of context in text is explained in SFL by means of the principle of stratification, which means that different levels (or strata) are realized in the next level at the same time they realize the upper level, as represented in (Figure 3.3).

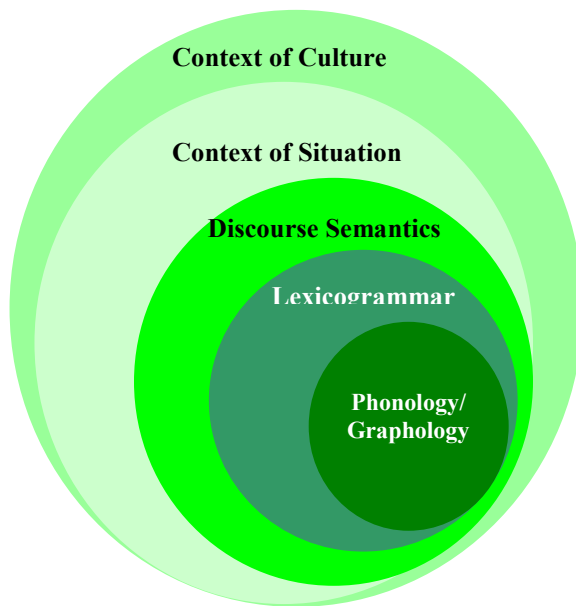


Figure 3.2 – Stratification levels according to SFL (adapted from Halliday and Matthiessen, 2004).

Halliday's explanations for context of culture and context of situation recover Malinowski's ideas, which in turn have influenced many linguists besides Halliday himself. Malinowski, a Polish anthropologist of the first half of the twentieth century, observed the

²³ Images are considered as well. See Kress and van Leeuwen (1996, 2006), Unsworth (2001), Christie (2005).

purposeful nature of language used by the Trobriand islanders during their fishing trips and, concluded that there was a need to describe the context as well. Later on he observed that the interconnection between language and context was a feature of all language use, and not of primitive languages only (Bloor & Bloor, 2004; Eggins, 2004). For him language not only had a function – which could be pragmatic, i.e., used for concrete goals²⁴, or magic (non-pragmatic), i.e, used for the maintenance of social interactions – but was also directly connected with the context in which it was inserted, making thus the knowledge of this context, which he named *context of situation*, essential for effective communication (ibid). Also influenced by Malinowski was the work of Firth, who called the attention to the constraints context imposes on language as a system, i.e. the individual needs to make choices from this system for communicating in a determined context (ibid).

Malinowski's concept of *function* and Firth's concept of *system* were the major influences on Halliday. Halliday observed that language is a system of choices which has a specific function and that interactants make choices based on three variables: (a) what they are talking or writing about, (b) who they are and the kind of relations they hold with each other and (c) the role of language in this interaction – directly connected with the channel of communication. These three variables are part of the *context of situation* (the second stratum in Figure 3.3), being named FIELD, TENOR and MODE, respectively.

²⁴ Halliday has similarly observed children using language to achieve goals (1978).

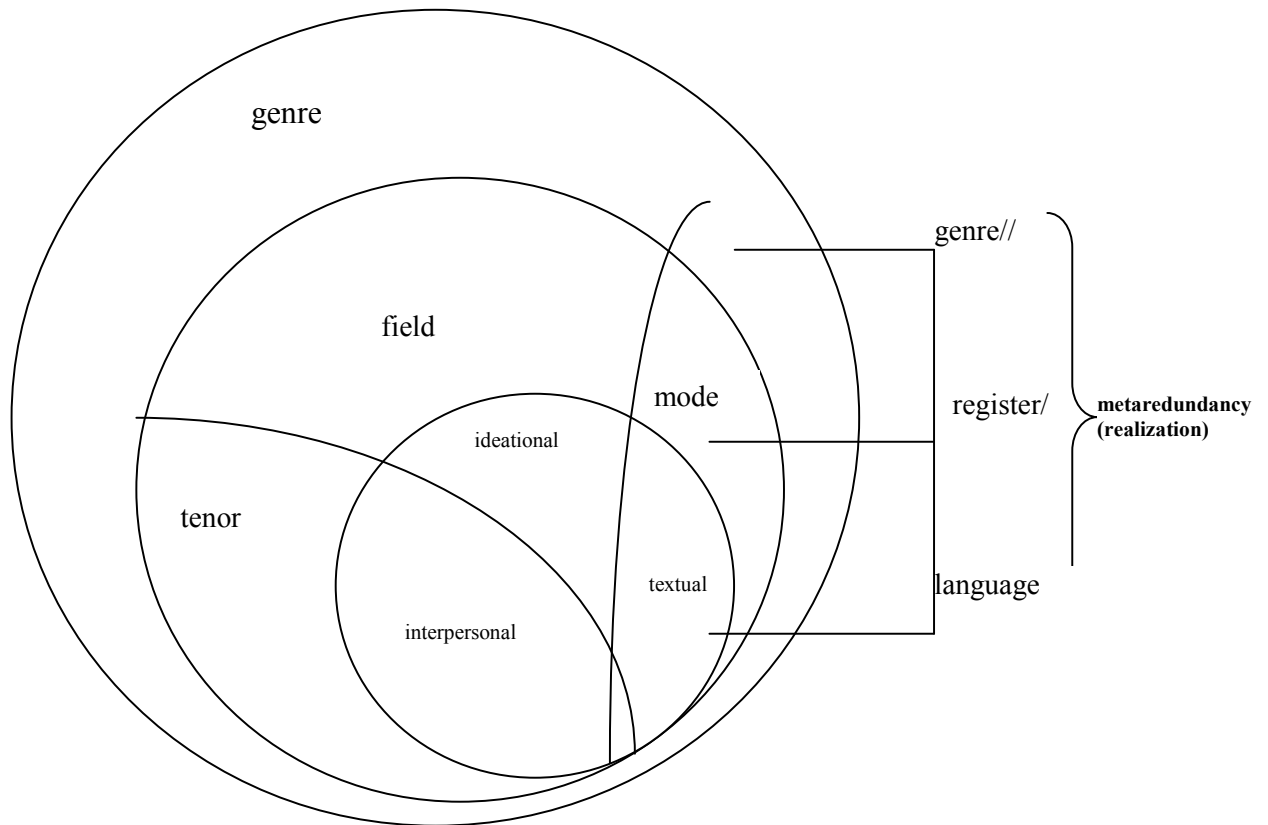


Figure 3.3. Genre, register and language (Martin and Rose, p. 254)

Figure 3.3 illustrates the relation between the outer context (namely genre, according to Martin, 1984)²⁵, the context of situation (the register²⁶ or “the semantic variety of which a text may be regarded as an instance” (Halliday, 1978, p. 110)) and the functions of language (discourse semantics).

Referring to Figures 3.2 and 3.3, we can notice that the context of situation is realized in the discourse semantics by language metafunctions: the ideational metafunction, which refers to the “social action that is taking place”; the interpersonal metafunction, which refers to the “kinds of role relationship”; and the textual metafunction, which refers to “what part language is playing” (Martin and Rose, 2003, p. 234). The three register

²⁵ While Halliday and Hasan do not differentiate the context of culture from the context of situation, Martin and Eggins consider this outer layer as the domain where genre, is originated. Martin defines genre as purposeful, staged communicative activities people engage in.

²⁶ Halliday (1978) reinforces the functional feature of register contrasting it with dialect; he says that “the dialect is what a person speaks determined by who he is; the register is what a person is speaking determined by what he is doing at the time” (p. 110)

variables and their realization in both the discourse semantics stratum and the lexicogrammar occur simultaneously and influence one another, even though for description purposes, they are presented separately. Field will be foregrounded in this chapter, since it is the focus of the present research. Nevertheless, certain aspects of both Tenor and Mode, which cannot be disregarded, will be discussed as well in Sections 3.3 and 3.4.

3.2. Field

Field is realized by the ideational metafunction, which is language as representation of the world as perceived, construed and expressed by interactants, such construal encompassing not only experience but how this experience is organized (Martin and Rose, 2003; Bloor and Bloor, 2004; Eggins, 2004). The component which is related to how experience is construed, the experiential metafunction, is realized in the lexicogrammar by the transitivity system. In terms of analysis, at this level, clauses are investigated, in general, with respect to “what kinds of activities are undertaken, and how participants undertaking these activities are described and classified” (Martin and Rose, 2003, p. 17). The ideational metafunction also encompasses interdependence and logical relations between clauses in clause complexes (Eggins, 2004). The transitivity system and the logical system are further explored in Sections 3.2.1 and 3.2.2.

3.2.1 The Transitivity System

The analysis of the transitivity system, although focusing on the verbal group as traditional grammar does, is concerned with the clause as a whole (Thompson, 2004), regarding how the clause represents experience. According to Halliday and Matthiessen (2004), experience

is seen as “a flow of events or ‘goings-on’”, which are constituted of clauses, each clause being “a figure of happening, doing, sensing, saying, being or having” (p. 170). These figures, which encode interactants’ experience (Egins, 2004), have as their core element the *process*, which is constituted of a verbal group; the *participants*, which are the entities directly involved in the process (acting or causing something to happen, or being the affected entity), constitute - together with the process - the ‘experiential center’ of the clause; and the *circumstances*, which occupy a more peripheral position in the clause since they are not - directly involved with the process, and, thus, are not obligatory elements in a clause, but contribute to augment the experiential center by establishing the conditions in which the process occurs (Martin and Rose, 2003; Bloor and Bloor, 2004; Halliday and Matthiessen, 2004; Thompson, 2004).

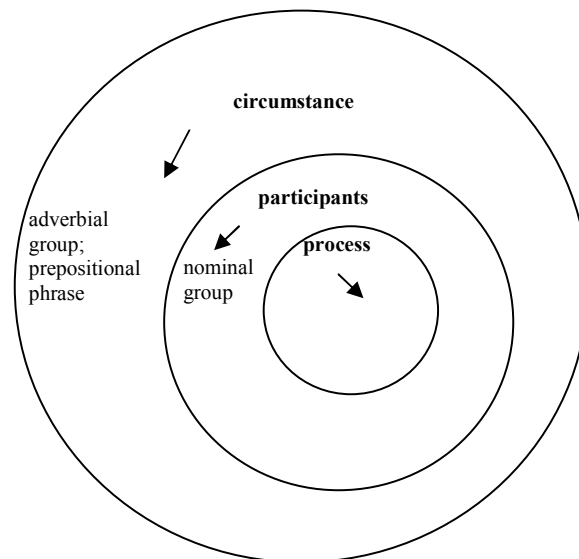


Figure 3.4. Central and peripheral elements in the experiential structure of the clause (Halliday and Matthiessen, 2004, p. 176)

The configuration of processes, participants and circumstances in a clause materializes what Halliday and Matthiessen denominate outer and inner experience, the

first being related to actions or events and the latter to processes of consciousness connected to these actions and events as well as to states of being. The authors also present a third type of experience, recognized by the grammar: the identification and classification of entities. These three types of experience originate the three main types of process in the English transitivity system: Material processes, Mental processes and Relational processes. There are also three secondary kinds of processes, which are located at the intersection of the three main ones as shown in Figure 3.5: Behavioral process (between Material and Mental processes), Verbal processes (between Mental and Relational processes) and Existential processes (between Material and Relational processes). The definitions of the six processes as well as the participants involved in each of them will be developed in Sections 3.2.1.1 to 3.2.1.6.

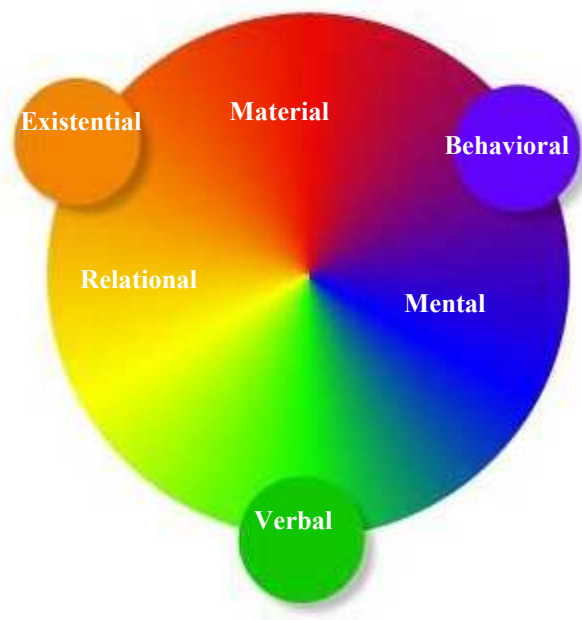


Figure 3.5. Main and secondary process types (adapted from the cover of Halliday, 1994)

The blurring color boundaries in Figure 3.5 reflect the “principle of **systemic indeterminacy**” (Halliday and Matthiessen, 2004, p. 173), according to which, there is no

clear cut division between types of process, since the portraying of experience may shade into different areas. Therefore, both context and structure should be used as complementary sources in the classification of processes (Figure 3.6) as stated by Thompson²⁷ (2004):

In deciding what types of process to recognize, we resort to a combination of common sense and grammar: common sense to distinguish the different kinds of ‘goings-on’ that we can identify, and grammar to confirm that these intuitive differences are reflected in the language and thus to justify the decision to set up a separate category. We need to set up categories that are detailed enough to make us feel that we have captured something important about the meaning, but broad enough to be manageable as the basis for general claims about the grammar of English (p. 89).

			Material		
			pr: Material; +Actor; (+Goal) (+Scope) (+Beneficiary)(+Attribute)		
			Mental (perceptive, cognitive, desiderative, emotive)		
			pr: Mental; +Senser; +Phenomenon		
			Verbal		
			pr: Verbal; +Sayer; (+Receiver) (+Verbiage)		
	→				
			Behavioral		
			pr: Behavioral; +Behaver; (+Behavior) (Phenomenon)		
clause			Existential		
			pr: Existential; +Existent		
				identifying	
				Pr: identifying; +Token; +Value	
			Relational		
				possessive	
				attributive	
				pr: attributive; +Carrier; +Attribute	
				circumstantial	
			Circumstance		
	→		+Circumstance		
			Not		

Figure 3.6. The transitivity system (adapted from Eggins, 2004; Halliday and Matthiessen, 2004; Thompson, 2004)

²⁷Professor Geoff Thompson, from Liverpool University, has carried extensive research on establishing transitivity patterns through corpora studies.

3.2.1.1. Material Processes

Material processes, “one of the most salient types of processes” (Thompson, 2004, p. 90), are directly related to the outer experience since they represent ‘doings’ and ‘happenings’ unfolding in time. In other words, “a ‘Material’ clause construes a quantum of change in the flow of events as taking place through some input of energy” (Halliday and Matthiessen, 2004, p. 179). This change, which can be either creative or transformative²⁸, is inflicted by one entity: the *Actor*. In the example²⁹ in Figure 3.7, there is a transformative action which is performed by ‘the teacher’ – the Actor – on ‘the level’. The entity which is directly affected by the process is the *Goal* and it appears when the clause is *transitive*, i.e., there is a doing process which is extended to another entity (Halliday and Matthiessen, 2004). Transitive processes are also called *effective* processes and can be probed by asking ‘what did x do to y?’ (Eggins, 2004). Therefore, in the example discussed, the probe question would be ‘What must the teacher do to the level?’ and the answer would be ‘lower it’, i.e., the ‘level’ would suffer some change through teacher’s action.

cl. 442			
so,	the teacher	must lower	the level
	Actor	Pr: Material	Goal

Figure 3.7. Actor in a transformative clause

However, there are clauses which represent happenings confined to the Actor – the only obligatory participant in Material clauses, in this case. The processes in these clauses are *intransitive* or *middle* processes and are probed by the question ‘what did x do?’ (Eggins, 2004). The clauses in Figure 3.8 are examples of Material processes which are not extended to another entity. Note that, in clause 96, the Actor is elliptical since the Mood (discussed in

²⁸ Creative processes are the ones which bring Goals into existence, while transformative ones represent actions done to existing Goals (Thompson, 2004).

²⁹ All the examples are taken from the corpus. For more details, refer to Appendix 3.

Section 3.2) is imperative; however it is possible to retrieve from the co-text that the Actor for this process is ‘the teacher’.

cl. 96			
Then	[ø]	stop	by the end of each paragraph
	Actor	Pr: material	Circumstance

Figure 3.8. Actor in an intransitive clause

It is important to distinguish between the function of the Actor and the Subject since they do not coincide in receptive clauses as exemplified in Figure 3.9, where the subject is “she” and the Actor is ‘the teacher’ – presented in an elliptical form, which is typical of receptive clauses (Thompson, 2004) – and not ‘she’ – the student. The Actor is always the “constituent who does the deed or performs the action” (Eggins, 2004, p. 216).

cl. 398				
She	had been given	[ø]	a very good base in learning grammar	with her Brazilian teacher]].
Recipient	Pr: Material	Actor	Goal	Circumstance

Figure 3.9. Recipient in a material clause

Besides the Actor and Goal, a third participant in material processes is the *Beneficiary*³⁰, exemplified by the student (she) in Figure 3.9. Similarly to the Goal, the Beneficiary is also affected by the process, but in a different manner, since it is the one who benefits from the action represented in the Material Process.

There is a fourth participant in material clauses – the *Scope* (Figure 3.10). Halliday and Matthiessen (2004) acknowledge the difficulty to distinguish between Scope and Goal

³⁰The beneficiary can be divided into Recipient, or the one goods are given to, and Client, i.e., the one services are done for (Eggins, 2004; Halliday & Matthiessen, 2004). However, for the analysis carried in Chapter 5, this distinction will not be relevant since both carry the same dynamic weight (See the cline of dynamism in Section 3.2.2)

because both are “possible interpretations of a nominal group following the verbal group serving as Process” (p. 194).

cl. 391			
every English teacher	should make	some small contribution	to the community as a whole,
Actor	Pr: material	Scope	Beneficiary

Figure 3.10. Beneficiary in a Material clause

Nevertheless, both the semantic and grammatical facets of a Scope can provide elements to help in this differentiation. Semantically speaking, the Scope has more characteristics of a circumstance than of a participant (Thompson, 2004) since it does not have a direct relation with the process, i.e., it does not *cause* the process, neither *benefits from* or *is affected by* it (Halliday and Matthiessen, 2004). Therefore, the Scope is the one which is an extent of the process, which continues its domain and depends on this process to exist (Egins, 2004; Halliday and Matthiessen, 2004). In Figure 3.11, the probe question ‘what did x do to/with y?’ cannot be applied, since it is not possible to say that ‘what the teacher does to English is to use it’ or that ‘what the teacher does to the classes is to start them’.

cl. 460				
Hwo (sic)much	english (sic)	[ø]	to use	in class..
Circumstance	Scope	Actor	Pr: material	Circumstance
cl. 461				
You	can start	your classes	with a small amount of English	
Actor	Pr: material	Scope	Circumstance	

Figure 3.11. Material clauses with a Scope

Scope can also be a restatement of the process “which share[s] key semantic features with the Head noun in the Scope element: *die* has a lot in common with *death*; *sing* with *song*” (Bloor and Bloor, 2004, p. 114), hence, process and Scope (or verb and cognate object, as in traditional grammar) can be joined in one process: *sing* (Egins, 2004).

There is a third type of Scope that exists in the nominalization of events, which, according to Halliday and Matthiessen (2004), prevails due to the greater potential for modification nouns have in relation to verbs. This kind of Scope generally follows a verb with low semantic value or a dummy verb like *do, have, give, take, make* (Bloor and Bloor, 2004; Eggins, 2004). In these cases, as demonstrated in the examples in Figure 3.12, the Scope will provide the lexical value missing in the Process.

cl. 119			
and	We	are also prone to making	mistakes.
	Actor	Pr: material	Scope

Figure 3.12. Scope as complement of dummy verbs meaning

Transitive Material processes of the transformative type can have one more element to represent the outcome of such transformation – the *Attribute* (Figure 3.13). Halliday and Matthiessen (2004) affirm that although “the Attribute really belongs to the realm of ‘Relational’ clauses [..., it] may be used to construe the resultant qualitative state of the Actor or Goal after the process has been completed” (pp. 194-5).

cl. 445			
we	keep	it	simple:
Actor	Pr: material	Goal	Attribute

Figure 3.13. Attribute in Material clauses

3.2.1.2. Mental Processes

While Material processes, as processes of acting, convey outer experience, *Mental* processes, as processes of sensing, express the experience of our inner world, i.e. “phenomena best described as states of mind or psychological events” (Bloor and Bloor, 2004, p.116). In other words, they “construe a quantum of change in the flow of events taking place in our consciousness [and these events] may be construed either as flowing from a person’s consciousness or as impinging on it” (Halliday and Matthiessen, 2004, p.

197). Halliday initially classified this inner experience in three categories: (a) processes which express *cognition*, represented in verbs of thinking, knowing, understanding; (b) processes which express *affection*, represented in verbs of liking, fearing; and processes which express *perception*, represented in verbs of seeing, hearing (Eggins, 2004). A fourth category of Mental process was added to the three above: processes which express *desideration*, represented in verbs of wanting (Halliday and Matthiessen, 2004; Thompson, 2004).

As opposed to Material clauses, where participants can be either people, animals, things or abstractions, Mental clauses demand a human or human-like participant, granted with consciousness – the *Senser*, the entity that thinks, feels, perceives or wants something – the *Phenomenon* – establishing a relation which is not one of action (Bloor and Bloor, 2004; Eggins, 2004; Halliday and Matthiessen, 2004; Thompson, 2004). In addition, the role of the Phenomenon can be occupied by a more open range of entities than the participants – especially the Goal – in Material clauses (Eggins, 2004; Halliday and Matthiessen, 2004; Thompson, 2004). A Phenomenon can be represented by a thing as ‘some help’ in the example in Figure 3.14; it can also be configured as an Act or as a Fact (Eggins, 2004; Halliday and Matthiessen, 2004), which are represented by embedded clauses (Figure 3.15).

cl. 246		
I	‘d appreciate	some help.
Senser	Pr: mental of emotion	Phenomenon

Figure 3.14. Mental clause with Phenomenon

cl. 386		
[ø]	seeing	Barry
Senser	Pr: Mental of perception	
cl. 387		
[[your students		Achieve
Actor	Pr: Material	
cl. 388		

and	[ø]	Reach	their goals]].
	Actor	Pr: Material	Scope

Figure 3.15. Mental clause with embedded clause working as an Act

There are, however, representations of the content of thinking which are not part of the Mental clause, they are separate clauses which do not function as Complements, and therefore, cannot be Subject in a receptive form (Halliday and Matthiessen, 2004). These representations work as *ideas* and the relation they have with the Mental clause is one of *projection*. In Figure 3.16, clause 391 is an idea projected by the Mental process ‘believe’:

cl. 390			
I		Believe	
Senser		Pr: Mental of cognition	
cl. 391			
every English teacher	should make	some small contribution	to the community as a whole,
Actor	Pr: material	Scope	Client

Figure 3.16. Projecting Mental clause

In the opening of this section, it was stated that “the Senser is by definition a sentient being [...] animate being who can think, feel or perceive” (Bloor and Bloor, p. 118). There are, however, clauses where the Senser is represented as an inanimate being, but this participant is considered somewhat human or related to human features (Thompson, 2004).

cl. 115			
even	a dishwasher	would know	the difference between an inference and a comparison,
	Senser	Pr: Mental of cognition	Phenomenon

Figure 3.17. Inanimate being as Senser

Figure 3.17 presents an example where the role of the Senser is ascribed to an inanimate being in order to produce irony.

3.2.1.3. Relational Processes

Relational clauses, construe both inner experience, like to Mental clauses, and outer experience, like Material ones. Nevertheless, differently from Material clauses, the unfolding of Relational clauses in time and space is construed as a “uniform flow” which assigns a static attribute or identity to what is discursively represented (Halliday & Matthiessen, 2004, p. 211). The most common verbs which realize a Relational process are *be*, as well as other copular verbs, and *have* (Bloor & Bloor, 2004; Halliday & Matthiessen, 2004).

The participants in a Relational clause, which can be represented by people, things, acts and facts, “are construed as one element in a relationship of being [where] something is said to ‘be’ something else” (Halliday & Matthiessen, 2004, p. 213). Therefore, Relational clauses obligatorily have two participants, which can be related to each other either by establishing class-membership or by ascribing identity (Eggins, 2004; Halliday & Matthiessen, 2004). Class-membership relationships occur when an entity, the Carrier is ascribed some class or characteristic, the Attribute. Thus Attributive clauses, according to the authors, function as a manner to evaluate/assess the entity realized as the Carrier. In the example in Figure 3.18 “reasonably good” is ascribed to “my english” as an Attribute which places it as member of a class, i.e., languages which are spoken in a satisfactory manner. The kind of relationship established in clauses like these is called Attributive.

cl. 5			
But	my english (sic)	is	reasonably good.
	Carrier	Pr: Relational	Attribute

Figure 3.18. Carrier and Attribute in a Relational clause

Participants can also be involved in a relationship in which an identity is ascribed to an entity, in other words, instead of belonging to a class where other entities would be included, this entity, the Token, is classified as belonging to a class of one, i.e., it is given a Value (Halliday & Matthiessen, 2004). In other words, according to Eggins (2004), the Token is the entity which is being defined and the Value is the entity which defines the Token by conferring ‘meaning, referent, function, status, or role’ to it and, as pointed out by Thompson (2004), indicates the writer's own view either explicitly and open to question or implies that the writer is limited by social constraints surrounding the production of the specific type of text.

Identifying clauses are reversible, i.e., the participant which occupies the position of Subject can be changed to the Complement position and vice-versa. However, it is possible, when the process is realized by a verb other than *be*, to determine which one is the Token and which one is Value (Martin & Rose, 2003; Eggins, 2004; Halliday & Matthiessen, 2004; Thompson, 2004). In the case of an operative clause, i.e., a clause in the active voice, the Subject is the Token (Figure 3.19), thus when the clause is receptive, i.e., it is in the passive voice, the Subject is the Value.

cl. 257			
Hehe.Diana,	you	're	the teacher.
	Token	Pr: relational	Value

Figure 3.19. Token and Value in a Relational clause

Relational clauses, according to Halliday & Matthiessen, can indicate Possession (Figure 3.20) as well as establish Circumstances. These clauses are called, respectively, Possessive and Circumstantial. The latter can establish relations which refer to time, place (Figure 3.21), manner, cause, accompaniment, role, matter or angle (Eggins, 2004), for instance:

cl. 23			
Well, besides	[ø]	having	a good résumé,
	Possessor	Pr: Relational	Possessed

Figure 3.20. Possessive Relational clause

cl. 405		
[ø]	[[based	in the NE of Brazil]]
Carrier	Pr: Relational	Attribute

Figure 3.21. Circumstantial Relational clause

3.2.1.4. Verbal Processes

Verbal processes, which are realized by verbs of saying, occur in the junction of Mental processes and Relational processes, symbolizing “relationships constructed in human consciousness and enacted in the form of language” (Halliday and Matthiessen, 2004, p. 171). Besides the Material flavor found in Verbal processes, since speaking is a physical action, there are traces of Mental processes, such as the Verbalization of thoughts as well as speaker’s intention (Bloor and Bloor, 2004; Thompson, 2004). Therefore, although having *say* as the unmarked process (Figure 3.22), Verbal clauses can portray both action and intention through the use of synonyms of *say*, also exchanging meaning in a symbolic manner (Eggins, 2004; Halliday and Matthiessen, 2004). Bloor and Bloor (2004) relate some of the different meanings conveyed by Verbal processes to speech acts. In the authors’ words:

Sometimes this meaning can relate to the *speech act* realized. Just as we can have *ask* to indicate a question or *tell* to indicate a command, so we can use such verbs as *urge*, *explain*, *remind*, *challenge*, *beg*, *promise*, *grumble*, *agree*, *report* to convey other subtleties of what speech act theorists call *illocutionary force* (p. 124, authors’ emphasis).

In Verbal clauses there is one participant who is the one who conveys the message – the *Sayer*. In the examples in Figures 3.22 and 3.23, the role of Sayer is filled by conscious participants (*I, the employers, she, a new EFL teacher*); however, differently from Mental clauses, Verbal clauses do not necessarily have to be performed by participants with human features (Eggins, 2004). In other words, messages can be conveyed in a symbolic manner or by the symbolic voice of means of communication such as printed media, electronic media, and songs among others.

cl. 188		
(I	said	some details, not many mistakes!)
Sayer	Pr: Verbal	Verbiage

Figure 3.22. Unmarked Verbal process

cl. 7					
what	do	the "employers"	usually	demand	from their teachers
		Sayer		Verbal	Receiver
cl. 15					
she			invited	Me	
Sayer			Pr: verbal	Receiver	
cl. 426					
As a new EFL teacher[[who works with young learners [[aged between 8-14]]]],			would like to ask	experienced teachers	
Sayer			Pr: verbal	Receiver	

Figure 3.23. Verbal processes realizing speech acts

The Sayer may direct the Verbal process to another participant, which tends to be human – the *Receiver*. The receiver is an oblique³¹ participant, and may appear in a prepositional phrase (Thompson, 2004) as ‘from their teachers’ in clause 7 (Figure 3.23) or directly after the process as ‘experienced teachers’ and ‘me’ (clauses 15 and 426 in Figure 3.23). In addition to the Receiver, the participant to whom a Verbal process is addressed,

³¹According to Thompson (2004), oblique participants are the ones occupying an intermediate position in relation to the process, i.e., they are not very close to the experiential center, such as other participants whose function is of Subject or Complement, neither are they so distant from this center as circumstances, which have a peripheral function in the clause (See Figure 3.5, Section 3.2.1)

there is another type of participant – the *Target* - at which certain kinds of Verbal processes are directed (Bloor and Bloor, 2004; Halliday and Matthiessen, 2004; Thompson, 2004).

cl. 190				
[[more than	what	you	are calling	a "competent teacher"]].
	Target	Sayer	Pr: Verbal	Verbiage

Figure 3.24. Target in a Verbal clause

In the example in Figure 3.24, the Verbal process ‘are calling’ is employed with the meaning of *describing (as)*, which along with the lexical verbs ‘explain’, ‘praise’, ‘flatter’, ‘blame’, ‘condemn’, ‘castigate’ accept a Target (Bloor and Bloor, 2004). The Target in the clause above is an abstraction represented by the word ‘what’, which in the context is related to the characteristics a teacher might possess to be considered competent. The example illustrates one feature which distinguishes a Target from a Receiver: the fact that the first does not need to be human (Thompson, 2004).

Figures 3.23 and 3.25 present a fourth type of participant in Verbal clauses – the *Verbiage*, which can express the ‘content of what is said’ – as in Figure 3.24 – or it can be a restatement of the Verbal process such as ‘question’, ‘answer’, or a generic text such as ‘story’, (Egins, 2004, Halliday and Matthiessen, 2004). In Figure 3.25, ‘instructions’ (clause 515) and ‘Complex grammar explanations’ (clause 516) restate the Verbal processes - in a relation which is similar to Material process + Scope – and could be substituted by ‘instruct’ and ‘explain’, respectively.

cl. 515				
Or	[ø]	giving	Instructions	
	Sayer	Pr: Verbal	Verbiage	
cl. 516				
Complex grammar explanations	<< (if you even do this with this age group) >>	[ø]	should be done,	in the first language
Verbiage	Included clause	Sayer	Pr: Verbal	Circumstance

Figure 3.25. Verbiage in Verbal clauses

Sometimes, the ‘content of what is said’ is represented in a prepositional phrase and, although it has a very similar function to the one performed by the Verbiage, it is categorized as a *Circumstance of Matter*³² (Thompson, 2004) as illustrated in Figure 3.26.

cl. 241			
And	I	am not talking	about teenagers only!!!
	Sayer	Pr: Verbal	Circumstance of matter

Figure 3.26. Circumstance of matter in a Verbal clause

Similarly to Mental clauses, Verbal ones may project, but while the first project *ideas*, the latter projects *locutions*, which can be quoted – direct speech – or reported – indirect speech (Figure 3.27).

cl. 326			
For	the student who	Tells	you
	Sayer	Pr: Verbal	Receiver
cl. 327			
that for the first time	She	was able to understand	the videoconference
Circumstance	Senser	Pr: Mental of cognition	Phenomenon

Figure 3.27. Projecting Verbal clause

3.2.1.5. Behavioral Processes

There has been some controversy on how to treat and what to consider a Behavioral process, as pointed out by Matthiessen (1995):

As noted earlier, in IFG³³ Section 5.5.1 (pp. 138-40), **Behavioural** processes are separate from Material ones; in the current grammar, they are treated as a subtype of Material processes. In some earlier treatments, such as Halliday (1976: Ch11), those behavioural processes concerned with Mental processing as an activity (smiling, laughing, listening, looking, watching, pondering, etc.) were treated as a type of

³² Circumstances will not be explored in detail in this chapter, since they will not be discussed in the analysis.

³³ Matthiessen refers to the 1994 edition of Halliday’s *An Introduction to Functional Grammar*

Mental process. The different treatments reflect the fact that behavioural processes, in some respects, fall between Material processes and Mental ones (p. 252).

Behavioral processes are in this mid-position both semantically and grammatically (Bloor and Bloor, 2004; Eggins, 2004). Their semantic dimension conveys human physiological processes – perceived in action – but which reflect psychological features – proper of conscious beings and resembling Mental processes – thus distinguishing Behavioral processes from purely Mental processes, which are not realized in action (Thompson, 2004). For example, the Behavioral processes ‘look at’ and ‘listen’ contrast with their respective synonyms ‘see’ and ‘hear’, which are Mental processes of perception (Eggins, 2004).

The observation of the grammatical features of Behavioral clauses also leads to similarities with both Material and Mental processes. Similarly to Material processes, Behaviorals cannot project³⁴, as opposed to Mentals. The participant which functions as the Subject, thus performing the process, is the *Behaver* – typically conscious like the Senser of Mental process (Eggins, 2004), and the only obligatory participant like the Actor in Material processes. The majority of Behavioral clauses follow the pattern Behavior + Process shown in Figure 3.28:

cl. 31		
[[that	you	can't stop studying]] ³⁵
	Behaver	Pr: Behavioral

Figure 3.28. Usual pattern for Behavioral clauses

³⁴ However, they can have embedded clauses as Complement.

³⁵ Embedded clauses clauses were analyzed when having teachers (as in clause 31), students or language as participants.

When the process is extended to a Complement, the grammar allows two possibilities: (a) this Complement can be a restatement of the process, similarly to Scope in Material processes and be called *Behavior*, or (b) the Complement can be another participant and be labeled Phenomenon, similarly to Mental clauses (Eggins, 2004; Halliday and Matthiessen, 2004). In Figure 3.29, ‘English’ extends the meaning of the process ‘speak’, whereas ‘students’ in Figure 3.30 are the participants at whom the process is directed.

cl. 428						
that	to what extent	should	I	speak	English	in the class?
	Circumstance	Pr:	Behaver	Behavioral	Behavior	Circumstance

Figure 3.29. Behavior in Behavioral clauses

cl. 443			
when	[ø]	talking to	students
	Behaver	Pr: Behavioral	Phenomenon

Figure 3.30. Phenomenon in Behavioral clauses

However, some authors such as Bloor and Bloor (2004) and Thompson (2004) do not make this distinction and simply label the Complement as a subtype of *Range*: Behavior.

3.2.1.6. Existential Processes

In the intersection of Material processes and Relational processes, there is a kind of process to represent something that exists – the *Existent*, which “can be construed as a ‘thing’: person, object, institution, abstraction; but also any action or event” (Halliday and Matthiessen, 2004, p. 258).

cl. 233		
There are	bad teachers	in every country in the world.
Pr: Existential	Existent	Circumstance of location: spatial

Figure 3.31. Existential process

Existential clauses, as exemplified in Figure 3.31, where ‘bad teachers’ are construed as the Existent, contain the most common form of an Existential process: the verb *be*. According to Halliday and Matthiessen (2004), “the word *there* in such clauses is neither a participant nor a circumstance – it has no representational function in the transitivity structure of the clause; but it serves to indicate the feature of existence” (p. 257).

The presence of *be* in Existential clauses makes them similar to Relational clauses; however, they differ in the sense that in Relational clauses entities’ existence is related to other things such as attributes and identities, whereas Existential clauses simply state their existence on its own (Eggins, 2004; Halliday and Matthiessen, 2004). Although Existential clauses have their process commonly instantiated as ‘there is/are’, it is possible for the process to be expressed as only *be* (Figure 3.31), or other verbs which are semantically equivalent, for example, *exist, arise, occur* (Eggins, 2004).

According to Thompson (2004), when the speaker/writer opts for an Existential process, he/she “is renouncing the opportunity to represent the participant (the Existent) as involved in any ‘goings-on’” (p. 105). In the example shown in Figure 3.31, the writer’s option is to background teacher’s action since it is related to a delicate topic such as the mistakes they can make.

3.2.2. Causation

In the description of the types of processes and the participants they involve, the Actor is placed as the one impinging some change on another participant, the Goal, being therefore the Agent. However, there are clauses which are causative constructions, in which the Agent is performed by another participant, namely the *Initiator* rather than the Actor

(Figure 3.32), who causes this Actor to carry out the action (Eggins, 2004, Halliday & Matthiessen, 2004; Thompson, 2004).

cl. 418				
to	[ø]	allow	his students	to go further]].
	Initiator	Causative	Actor	Pr: Material

Figure 3.32. Initiator in a causative construction

Besides the Actor, other participants can be affected by an Agent in a causative process. In Relational clauses, the Agent is the one who/which assigns “the relationship of identity or attribution” (Halliday & Matthiessen, 2004, p. 237) and has two different denominations – the *Attributor* in attributive clauses (Figure 3.33) and the *Assigner* in identifying clauses, both represented by the structure *make + be* (Eggins, 2004; Thompson, 2004).

cl. 69			
[[the being born a teacher ³⁶]] that	Makes	you	a good one,
Attributor	Pr: Relational	Carrier	Attribute

Figure 3.33. Attributor in a Relational clause

3.2.3. The Cline of Dynamism

The analysis of the different roles participants occupy in clause and throughout a text can reveal how their construal as more or less agentive/dynamic denotes ideological values (Martin and Rose, 2003; Thompson, forthcoming). According to Hasan (1985 [1989]), “if we define effectuality – or dynamism – as the quality being able to affect the world around us, and of bringing change into the surrounding environment, the semantic value of the

³⁶ An embedded clause of: it’s not the being born a teacher that makes you a good one

various –er roles³⁷ must be seen as distinct” (p. 45). Hasan also correlates the distinction between –er participants with both the roles played by participants which perform –ed roles³⁸ in the clause and their nature, i.e., she acknowledges the relevance of considering if the participants other than the –er participant are human or non-human, or even an object. An exemplification of the relevance of Hasan’s criteria is that, although the Actor may generally be established as the most dynamic “doer”, the mere configuration of Actor is not sufficient to ascribe high dynamism to a participant, since it is necessary to investigate if this Actor is impinging some change to another entity – a Goal (Figure 3.34), or not, in the case of a clause with Scope (Figure 3.35) or without any other entity besides the Actor.

cl. 90				
Well, why don't	you	try to evaluate	your students	during real conversations [[raised in the classroom]]
	Actor	Pr: Material	Goal	Circumstance

Figure 3.34. Actor + Goal

cl. 93				
You	might present	a text	about a relevant or interesting subject	for them
Actor	Pr: Material	Scope	Circumstance of matter	Circumstance

Figure 3.35. Actor + Scope

Hasan (ibid) proposes a cline of dynamism in which participants’ roles are ranked according to their level of agency and which departs from the Actor as the most dynamic decreasing until Goal, which is the most passive participant, since it is the one suffering the intervention of the Actor. Based on corpora analysis, Thompson (forthcoming) proposes an adaptation of Hasan’s original text in which he groups the participants in six bands

³⁷The –er roles referred to by Hasan correspond to the roles of the Actor, Behavior, Sayer, Senser, Carrier and Token.

³⁸ The –ed roles, in their turn, refer to the roles of Goal, Scope, Beneficiary, Range, Receiver, Phenomenon (when working as complement), Attribute and Value.

according to how dynamic/passive they are. Roles which share a similar degree of dynamism are grouped together in the same band (Table 3.1)

<i>Band</i>	<i>Role</i>
1	Initiator/Assigner
2	Actor (+Goal)
3	Actor (-Goal or +Scope) Phenomenon (Subject) Behaver Sayer Senser
4	Token Carrier
5	Beneficiary Phenomenon (Complement) Scope
6	Goal

Table 3.1. The cline of dynamism (Thompson, forthcoming, adapted from Hasan 1985/1989)

In this version the Initiator/Assigner/Attributor is placed at the top of the cline since it is the entity “represented as causing other entities to engage in processes” (Thompson, forthcoming), followed by the Actor in a process with a Goal whereas the Goal is maintained as the least dynamic role a participant can realize. However, the intermediate roles do not present a precise distinction in their degree of dynamism as the three aforementioned, and, thus, are grouped in one category by Thompson. Besides the differences discussed between an Actor affecting a Goal and an Actor, which can either be accompanied by a Scope – an entity not affected by the process – or be in an intransitive process, the author also discusses the two different positions a Phenomenon can have. When functioning as a Subject, the Phenomenon impinges on the consciousness of a

Senser, being therefore more dynamic than when it is the Complement³⁹, which is merely affected by the process. Thompson also explains that although Carrier and Token are not related to agency, he chooses to represent entities in these roles and, therefore places them in a mid-point position in the cline.

In the analysis of agency in texts, Thompson (ibid) suggests the calculation of the degree of dynamism ascribed to the participants by giving a positive or negative weight to their roles (Table 3.2) according to the bands in which they are placed (Table 3.1). The weights are then added up and a dynamic score is given to the participants. This calculation allows, therefore, a more visible picture of how choices made in the configuration of processes and participants can position the depicted entities in discourse.

-2	-1	0	1	2	3
Goal	Beneficiary Phenomenon (Complement) Scope	Token Carrier	Actor (-Goal or +Scope) Phenomenon (Subject) Behaver Sayer Senser	Actor + Goal	Initiator/ Assigner /Attribute r/Inducer

Table 3.2. Distribution of dynamic value

3.2.4. The logical system – an overview

The ideational metafunction also conveys how experience depicted in clauses is organized within clause complexes. In the description of both Mental and Verbal clauses above, the concept of projection was introduced and related to reporting or quoting of thought and speech (Eggins, 2004; Halliday & Matthiessen, 2004). In the data analysis (Chapter 6) other

³⁹Phenomenon functions as complement in *like type* clauses, e.g., I'd appreciate some help (clause 246), whereas it plays the Subject function in *please type* clauses, e.g., Some help would delight me.

kinds of relation within clause complexes are taken into consideration and will, therefore, be briefly described in the present section.

When clauses have the same weight within a complex, i.e., when both processes are considered as equally important and representing two different experiences, they are called *ranking* clauses (Figure 3.36).

cl. 20			
You	would be able to interact	with other teachers	
Behavior	Pr: Behavioral	Circumstance of accompaniment: comitative	
cl. 21			
and	[ø]	exchange	ideas
	Sayer	Verbal	Verbiage

Figure 3.36. Ranking clauses within a clause complex

There are cases, when ranking clauses are positioned in a fashion in which one clause interrupts the flux of another clause, without being, however, part of this first clause – these are *included* clauses (Figure 3.37).

cl. 99				
Finally,	<<after it's done, >>	[ø]	suggest	a different activity
	Included clause	Sayer	Pr: Verbal	Verbiage

Figure 3.37. Example of included clause

Clauses can also be part of another clause, functioning as a participant⁴⁰ or as a circumstance (Figure 3.38), thus being generally disregarded in the analysis. Nevertheless, these clauses, which are called *embedded* clauses, may be relevant depending on the type of analysis carried out and on the focus of the investigation. In this work, embedded clauses which have teachers, students and/or language as participants are analyzed as ‘independent’ clauses, i.e., the processes and participants in these clauses are taken into consideration in the analysis.

cl. 88			
and if	he	answers	correctly

⁴⁰ Embedded clauses can function as participants as well as be a post modifier of these participants. For more detail see Eggins (2004) and Halliday and Matthiessen (2004)

	Sayer	Pr: Verbal	Circumstance of manner: quality
cl. 89			
[[to	what	i (sic)	asked]]
	Verbiage	Sayer	Pr: Verbal

Figure 3.38. Embedded clause functioning as participant

3.3. Tenor

As mentioned in Section 3.1, Field, Tenor and Mode are interconnected in the production of a text and, therefore, influence one another. Consequently, although in the present work Field is prominent, some aspects of Tenor do need to be considered since they interrelate with the choices made in language and the type of relationship established by interactants. According to Bloor and Bloor, “language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitude and judgments” (2004, p. 10). This is what Halliday called the *interpersonal metafunction* of language, which realizes the tenor of discourse (Halliday, 1978; Halliday & Matthiessen, 2004).

For the purposes of this thesis it is relevant to mention that Tenor can be analyzed with respect to the dimensions of power and solidarity (Poynton, 1985 in Martin & Rose, 2003), and also that power can be construed by choices in discourse which will level interactants of equal status and establish differences when this status is unequal. According to the authors, one of the most representative features of power is found in the employment of terms of address. Solidarity, in its turn, is a horizontal dimension of Tenor which regards shared activities, feelings and values among members of a community construed by choices in discourse which reflect how close members are to each other in the exchange of meaning – proliferation – and how much effort is necessary in this exchange of meaning –

contraction. Thus the closer members are or feel to each other, the more meaning is available to be exchanged, since they share more experiences and values.

Besides representing the different social and power relations among interactants, discourse also encodes the dimensions of affect and contact (Eggins, 2004). These two variables will influence the degree of formality in the choices made by interactants. In other words, interactants who have less contact and less closeness will express themselves in more formal choices.

Tenor can be analyzed in the lexicogrammar through the Mood System which is connected to the speech functions of *demand* and *offer*. These functions are represented by the grammatical moods as shown in Table 3.3 when the relation is congruent; however, discourse can be realized incongruently due to context constraints as well as specific intentions on the speaker's/writer's part such as irony.

Speech function	Grammatical Mood
Offer (offering goods and services)	Modulated interrogative
Statement (offering information)	Declarative
Command (demanding goods and services)	Imperative
Question (demanding information)	Interrogative

Table 3.3. Congruent relation between speech function and grammatical Mood (adapted from Ravelli, 2000)

3.4. Mode

As well as Tenor, Mode plays an important role in the choices made during interactions since language is also organized to carry a message in a manner which is coherent to the text as a whole and to the medium used to convey this message (Ravelli, 2000; Bloor &

Bloor, 2004). Mode, therefore, which is realized in the *textual metafunction*, also influences the choices made in a text. For instance, when the Mode is written the text tends to be better organized and present a more formal language, whereas the Spoken mode is generally informal and may present features such as false beginnings, rephrasing, hesitation and repetition (Montgomery, 1986; Eggins, 2004; Halliday & Matthiessen, 2004).

In this work, the features of Mode which need to be described are the ones related to how the evolution of communication technology has blurred the boundaries between spoken and written modes of language (Halliday, 1994), originating a hybrid mode, where features of both modes are found in the same text. This type of text is frequently found in interaction on the Internet, especially in the synchronous ones, but is also present in asynchronous exchanges when the relationships are informal.

In the present chapter I have discussed principles of SFL which may have some bearing in the analysis of texts to be carried out in this thesis, emphasis having been given to the experiential metafunction realized in the transitivity system. In the next chapter I cover the second theoretical apparatus used in this analysis, Giddens's Structuration Theory.

CHAPTER 4 – STRUCTURATION THEORY IN THE INVESTIGATION OF THE SOCIAL CONTEXT

“[...]cultures manifest themselves through a myriad of texts” (Martin & Rose, 2003, pp. 3-4)

4.0. Introduction

In this chapter, I introduce aspects of Giddens's Structuration Theory (Giddens, 1979, 1984; Meurer, 2004, 2006) which will serve as support from Sociology to interpret interconnections between social context and language in the selected data.

4.1. A theory to systematize the investigation of social context

As discussed in Chapter 3, any type of interaction is an instantiation of the culture, and the discourse there materialized is a valuable source for the investigation of interrelations between language and social structure (Martin & Rose, 2003). Regarding such interrelations, the authors establish three levels of abstraction involving *social activity* – which is at the level of culture – *discourse*, and *grammar*. Social activity, which is realized in discourse materialized in texts in the grammatical level is the most abstract level.

Discourse, in turn, is considered at an intermediate position between social activity and grammar. The most concrete level of abstraction, i.e., the level where both discourse and features of social activity can be visualized and evidenced is grammar – the realization of discourse encoded in sequences of clause.

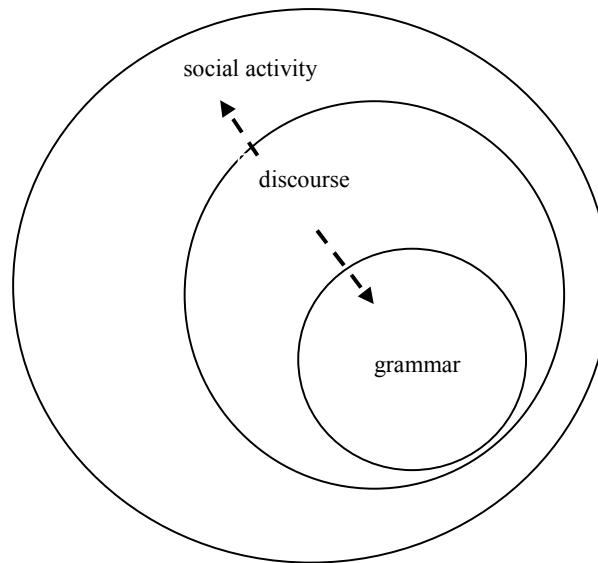


Figure 4.1. Points of view on discourse: from social activity and from grammar (Martin & Rose, 2003, p. 254)

Meurer (2004, 2006) has acknowledged the consensus among researchers in both SFL and Critical Discourse Analysis⁴¹ (CDA) regarding the bidirectional relation between language and context but has also highlighted the need “to further problematize sociological notions in relation to discourse” (2004, p. 86). Moreover, he has defined the social context as a complex set of specific intermeshed contexts which influence each other as well as the social practices and the discourses they involve. To name this overlapping of contexts, which should not be disregarded in the investigation of texts and contexts, he has coined the term *intercontextuality*⁴². The relevance of this notion in the present work is due to the fact that individuals interact in different contexts, embracing different identities and roles prescriptions, such as the overlapping of the social practice of teaching, which is discursively constructed in the forum and the social practice of exchanging posts in this forum.

⁴¹Especially Fairclough (1992) and Chouliaraki and Fairclough (1999).

⁴²The term *intercontextuality* was coined by Meurer (2004) as an analogy to *intertextuality* and *interdiscursivity*.

In this thesis, in order to unveil elements of the social context, I share Meurer's view regarding the relevance of Structuration Theory, developed by the sociologist Anthony Giddens (1979, 1984):

Structuration theory is relevant due to its attempt to capture social life as dynamically organized in a flux of interconnected practices which, at one and the same time, can either (a) reproduce previous identities, relations, and forms of conceptualizing the world (Fairclough 1992) which are thus recognized as similar or 'the same', or (b) challenge and change those identities, relations, and conceptualizations, thereby leading to new flows of social life (Meurer, 2004, p. 87).

The elements of Structuration Theory which underpin the contextual investigation are discussed in the next section.

4.2. Elements of Structuration Theory

Giddens (1979) criticizes contemporary sociology and its tendency to analyze social systems based on the *dualism* of structure, in which the society is either a structure which will constrain the actor, who somehow blindly follows the rules imposed on him – or a mere consequence of agent's actions, which will shape and determine what the structure will be. By proposing *Structuration Theory*, he acknowledges the existence of a social structure which imposes rules, traditions and conventions, but, at the same time recognizes that the same structure can be challenged and changed by individuals' actions. For him, "structure, thus, is not to be conceptualized as a barrier to action, but as essentially involved

in its production” (1979, p. 70). What Giddens proposes is the *duality* of structure, according to which “the structural properties of social systems [i.e., the *rules* which constrain action establishing 'appropriate' behavior for individuals or groups occupying certain social positions/roles as well as *resources* which grant power to these individuals or groups,] are both medium and outcome of the practices they recursively organize” (1979, p. 25). Thus, it is through the recursivity of actions in social practices that structure become concrete. Therefore, human agency and structures cannot be analyzed as disconnected phenomena, as in a dualistic view; rather, they interact in a relation of duality, where they influence and at the same time are influenced by each other (Giddens, 1984). This view is shared by researchers in both SFL and CDA, and it is also one of the guiding principles in the present thesis in respect of the interaction between language and context.

Along with structure, *role prescriptions*, i.e., the privileges and responsibilities ascribed to individuals according to their social identities, influence social practices, but at the same time, can be influenced by them; this interrelationship can be materialized in texts produced by individuals while they act in social practices as shown in Figure 4.2 (Meurer, 2004).

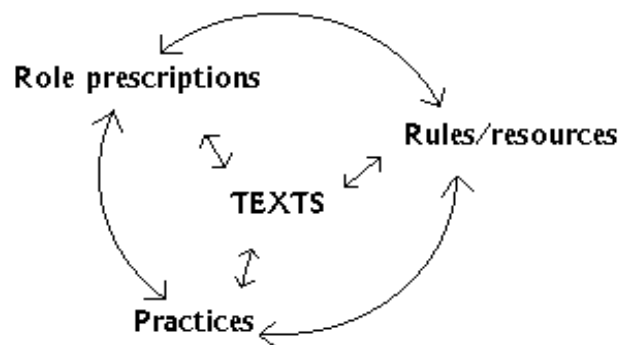


Figure 4.2. Map of the interplay among role prescriptions, rules/resources and social practices, and the dialectic relationship between texts and these social dimensions (Meurer, 2004, p. 88)

When individuals or groups engage in social practices, they can, through the recursivity of these practices, generate new structures and affect the role prescriptions ascribed to them and to others affected by these practices. According to Giddens (1979), *Reflexivity*, which he considers a characteristic of late modernity, is one of the elements which enable actors to perpetuate or challenge structure. Actors can, thus, either contribute to the maintenance of structures or employ their knowledge of how the system reproduction works, i.e., theory, and break this loop through the *Reflexive Self-regulation*. Reflexivity allows agents not only to rationalize about the purpose for their actions, but also upon their reasons as well as to express them in their discourse (Giddens, 1984).

Besides monitoring their conduct according to the different contexts they are inserted in, actors also keep account of the actions performed by others as well as expect certain behavior on their part (ibid). In order to act as well as to monitor this action, agents draw on ‘interpretative schemes’, which are part of their stocks of knowledge (Giddens, 1984) and are “applied reflexively in the sustaining of communication” (p. 29). Moreover, actors, in their interactions, rely on structures of signification, which are strongly interconnected to two other structural dimensions of social systems: domination and legitimation (Figure 4.3). Giddens (ibid) highlights that, due to the intermeshing of the three dimensions, none of them can be understood without reference to the other two⁴³.

⁴³ Similarly to the three metafunctions of language (Chapter 3), the three layers (?) of structure are bonded and influence one another, although in analysis they may be described and explained separately.

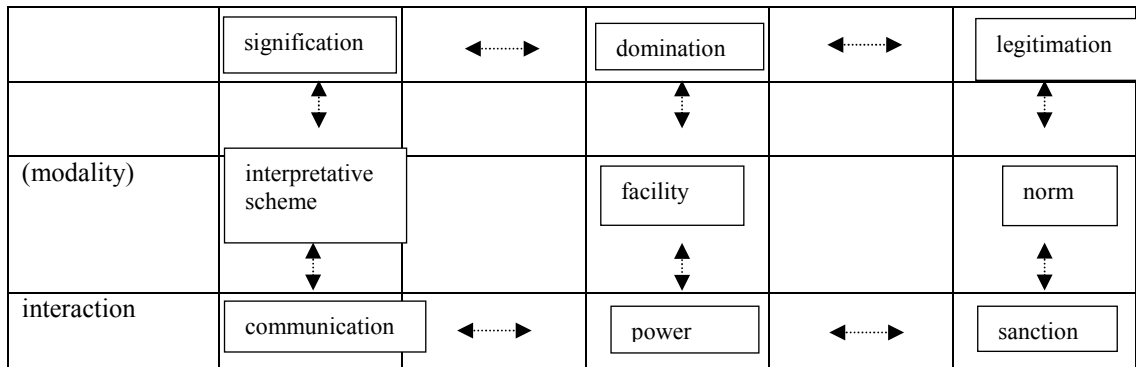


Figure 4.3. Structures of Signification, Domination and Legitimation (Giddens, 1984, p. 29)

Structures of domination are supported by resources (Table 4.1), which are divided in two types: authoritative resources – which generate power over people, and allocative resources which generate power over material elements. Structures of domination are connected to the structures of legitimation, which are represented by sanctions. These sanctions can be exercised through coercion, or through more subtle forms of domination by the use of inducement and “authorisation and allocation may be associated with either or both types of sanctions” (Giddens, 1979, pp. 93-4). Nevertheless, while authorization grants power to individuals allowing them to, in a sense, force others to do what they want, as for instance in the relation boss-employee, allocation enables the exertion of power in more subtle ways, as for example, TV commercials, which induce individuals to believe they need a type of good and make them buy it. On the other hand, entities may possess both types of resources/power, as, for instance the boss who only has authority over his subordinates because they need the salary, i.e., an allocative resource.

Allocative resources generate control over	Authoritative resources generate control over
<ul style="list-style-type: none"> ✓ Material features of the environment (raw materials, material power sources). ✓ Means of material production/reproduction (instruments of production, technology). ✓ Produced goods (artifacts created by the interaction of 1 and 2). 	<ul style="list-style-type: none"> ✓ Organization of social time-space (temporal-spatial constitution of paths and regions). ✓ Production/reproduction of the body (organization and relation of human beings in mutual association). ✓ Organization of life chances (constitution of chances of self-development and self-expression). (p. 92)

Table 4.1. Control generated by allocative and authoritative resources (adapted from Meurer, 2004)

Structures of legitimation are, also, constituted by rules, which “are regarded as [both] media and outcome of the reproduction of social systems [...] recursively replicated in practices” (Giddens, 1979, p. 65) and which can either guide action or be challenged by it. Besides presenting regulative aspects which sanction human agency, rules also have a constitutive aspect linked to the structures of signification (Figures 4.3 and 4.4). Which is the related to the meanings ascribed by agents to their activities and the activities of others as well as to social contexts where these activities occur (Cohen, 1989). By making use of

the meanings inherent to the structures of signification individuals generate *ideology* by discursively naturalizing certain social practices (Giddens, 1984). The spreading of ideology is, thus, the use of signification to legitimize domination and, consequently, favor certain sectional interests (Meurer, 2007, personal communication)

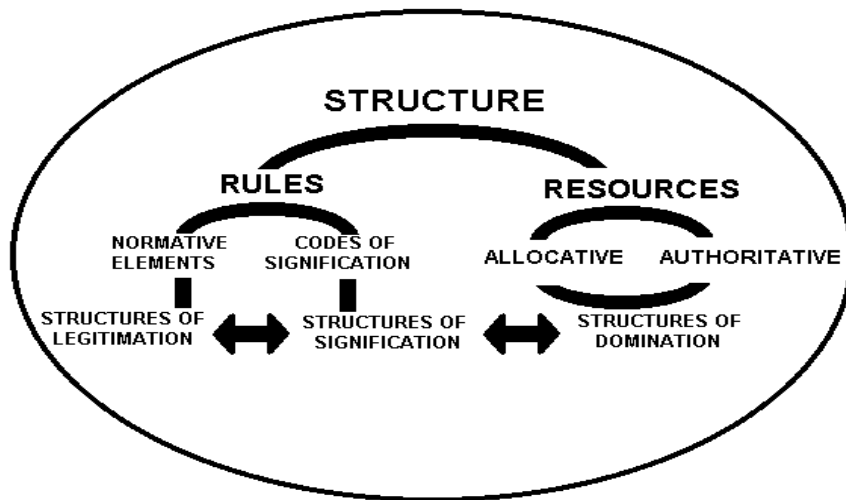


Figure 4.4. Rules/resources: generating legitimation, signification, and domination (Meurer, 2004, p. 94)

In short, rules, which account for both legitimation and signification structures (Cohen, 1989), and resources, which account for domination structures, along with role prescriptions, which are the prerogatives and obligations associated with the social position an actor holds influence and are influenced by the social practices which constitute the social systems. Considering the duality principle, one can say that these three elements, structure, role prescriptions, and social practices, also have a bidirectional relation one with another (Figure 4.4). In this relation, practices can be changed or, when they are recursive and widespread, consequently, they become ‘deeply-layered’ and are transformed into *institutions*. Either the maintenance or challenge of practices are affected by individuals’ agency.

In the next section, I touch some aspects of agency under Structuration Theory, which I further develop in the data analysis.

4.3. Agency

Being an agent is not merely having intentions, but being able to act, either perpetrating events or intervening in the world by changing the flow of action (Giddens, 1984). In the author's own words: “action depends upon the capability of the individual to ‘make a difference’ to a pre-existing state of affairs or course of events [...] that is, to exercise some sort of power” (p. 14).

As already seen, individual's action can be either enabled or constrained by structures constituted by rules and resources. Resources, in their turn, are directly linked to power, which is “both a capability of an actor to achieve his or her will, even at the expense of that of others who might resist him” and “a property of collectivity” (Giddens, 1979, p. 69), and is instantiated in action and interaction. In other words, the transformative capacity of power, generated by the resources, which are essential for action (Meurer, 2004), can affect the structures of domination. For instance, the relations of autonomy and dependence between individuals or groups occur in a relation denominated the *dialectic of control* (Giddens, 1984), where certain resources are also available to the ones in an inferior social position and, if employed, can generate changes in the actions of the superiors and, consequently in structure.

4.4. Structuration Theory and modernity

The principles of *Structuration Theory* discussed up to now are relevant for the investigation of the social context, providing elements which are not covered by discourse

analysis, thus being a complement for the existing theories used in the Anglo-Saxon line, especially Halliday's SFL and Fairclough's CDA. Considering that text and context are bidirectionally related, in this thesis I share the view that in order to better understand texts as instantiations of context (Halliday, 1989) it is necessary to make use of a theory which enables the analysis of the contextual dimensions intrinsic to texts. Structuration theory seems to offer relevant help in this direction, especially in what concerns the analysis of the social dimension proposed by Fairclough (1992), as presented in Section 3.1, Chapter 3.

Within discourse of the Internet, as represented by the data to be analyzed, this framework is especially useful in investigating the social practices mediated by interaction which is not face-to-face but distant in time and space and which "involves social mechanisms distinct from what is involved in contexts of co-presence" (Giddens, 1984, p. 37). This kind of interaction is, according to Giddens (in Chouliaraki and Fairclough, 1999), a characteristic of written language and of the combination of print and electronic media and, I would add of multimodal interactions as well, all of them being typical of late modernity (Giddens, 2001; Chouliaraki & Fairclough, 1999) and its complex societies. Modernity and the different means of interaction it allows are a concern of Giddens, who, states that "the character of the information medium directly influences the nature of the social relations which it helps to organize" (1984, p. 262).

Giddens proposes a framework to help the understanding of such complex systems as late modern societies. Not only does his theory cover important aspects which interrelate with social practices, but it allows flexible movements for structures and individuals as well, opposing dualistic views, which may limit possibilities for analysis.

In this chapter, I have commented on the necessity of a sociologically oriented investigation of the interrelations between social context and text production. I have

presented Structuration Theory as an apparatus for such investigation and discussed elements which help understand these interrelation. In Chapter 5, I present the findings of my analysis and apply Structuration Theory to interpret them.

CHAPTER 5 – TRANSITIVITY AND CONTEXT: DISCOURSE AND SOCIAL STRUCTURE REALIZED BY LEXICOGRAMMAR

“Since language is a human phenomenon, it develops and changes as people use it for social purposes. Much of our understanding of reality (our models of the world and the way in which we represent the world) is dependent on language. Usually we take this for granted and imagine that we can talk and write about the world in a completely objective way, using language as a tool that is separate from our experience, but if we stand back, and look at the language that we use or the language that is used around us, we can see how the words and grammar picture reality in certain ways that at the same time reflect our attitudes and influence our future perception of the world” (Bloor and Bloor, 2004, p. 228)

5.0. Introduction

The analysis in this chapter aims at unveiling the ideological values and power relations materialized in the texts posted in the teachers’⁴⁴ discussion forum. In the textual dimension, such analysis focuses on the experiential meaning, which sees language as “a set of resources for referring to entities in the world and the ways in which those entities act on or relate to each other” (Thompson, 2004, p. 86). Within this perspective, the lexicogrammatical choices, more explicitly the transitivity choices, are used as textual evidence for the discussion of how teachers, students and language are depicted and ideologically positioned/represented in the selected teachers’ discourse as well as how power relations are discursively established among them. Thus, the types of processes as well as the participants involved in these processes are presented and discussed. Power

⁴⁴ As pointed out in previous chapters, despite the occasional participation of non-teachers, the majority of the participants are EFL teachers, who can only be analyzed as interactants in the forum since it is not possible to gather precise information either about their profile or about their interaction inside the actual classroom. Thus my object of investigation is the online discourse materialized in the posts and the interactions which occur in this virtual environment as opposed to research in which teacher and researcher have personal contact and access to classroom practice is possible (Dellagnelo, 2003; Malatér, 2004, 2005; Tomazoni, 2005; Dellagnelo and Meurer, 2006).

relations are approached through participants' dynamic value, classified according to Hasan (1985/1989) and Thompson (forthcoming).

Furthermore, at the social level, the linguistic description is interpreted under the perspective of Structuration Theory (Giddens, 1979, 1984), as proposed by Meurer (2004, 2006) to interrelate texts to the social context in which they are produced, in the specific case, the social practice related to the Orkut texts under analysis. The social practices discursively represented by teachers' posts as well as the social practice of exchanging posts in the virtual community are analyzed along with the social structure where they are inserted, in the form of rules, resources, and the roles attributed to students, teachers and language.

Before approaching the selected data in terms of the two perspectives just outlined, ie., transitivity choices and aspects of Structuration Theory, I look into the *context of situation* involving the texts analyzed.

5.1. The context of situation

It is relevant to present the context of situation, because, as previously stated, texts and contexts are bidirectionally interconnected influencing and being influenced by each other at the same time (Halliday, 1989, 1999). Based on the view of *context of situation* as developed in SFL, I now proceed to a brief discussion of the register variables Field, Tenor and Mode.

Field concerns the social activity in which participants are involved (Eggins, 2004; Halliday and Matthiessen, 2004). The virtual community 'English Language Teachers' – a manifestation of online discourse – is an environment in the relationship website Orkut

where EFL teachers interact in discussions about several topics involving their professional concerns either by sharing information or by asking for and offering advice as well as by practicing English and solving doubts about the language itself⁴⁵. The Field is exchanging professional concerns regarding the topics listed in Table 5.1 (previously referred to in Section 5.1). Although there is common knowledge assumed, the lexical choices made by the interactants, in a general manner, employ shallow taxonomies and very few technical terms – what Eggins (2004) relates to everyday language as opposed to technical language. The discussions are generated by one member who opens the topic⁴⁶, which is then generally replied by other members. There is no fixed frequency for posts and participation in discussion is not compulsory.

Since each topic discussed by teachers presents a specific Field, this register variable is introduced separately in Table 5.1 and related to the different activities depicted in each post, which position the participants performing different roles in diverse activities. These activities refer to *becoming an English teacher, evaluating students' oral performance, dealing with disappointing situations in the classroom and balancing the use of English and students' mother tongue* (Table 5.1).

Text	Topic	Field
1	What do we need to become an english (sic) teacher?	Prospective teachers and actual teachers discuss the requirements one needs to fulfill to become and EFL teacher.
2	How do you deal with oral tests?	Teachers discuss the validity of orals tests and present alternatives to evaluate students' oral performance.

⁴⁵ These two last functions of the forum are not considered in the present work.

⁴⁶ 'Topic' is the denomination given in the community for new questions, comments which are opened by one member and discussed by the others. At the bottom of the page there are links such as 'new topic' and 'back to topics'.

3	Native speakers X competent teachers	Teachers and one student discuss the overvaluing of native speakers of English.
4	Teachers' Feelings	Teachers discuss how to deal with disappointing situations regarding their students' behavior.
5	Teacher's Quality	Teachers discuss the qualities an EFL teacher needs to have.
6	A Question	Teachers discuss the amount of English which should be used in the classroom and how to deal with translation.

Table 5.1. Specific Field of each text.

Tenor and Mode, on the other hand, remain the same for all the texts and, therefore, I describe them only once. Regarding Tenor, the role language plays as “enacting our personal and social relationships with the other people around us” (Halliday & Matthiessen, p. 29), the texts present EFL teachers from different backgrounds as the participants of the online interactions. These teachers are positioned as members of a group of individuals who share similar experience regarding their perception of teaching roles and activities as well as ideological stance involving the role of teaching, similar activities in which they get involved and the professional experience they have gathered during their professional lives. These teachers seem to have established an equal *power relation* – although some teachers are more experienced than others, they can equally ask for and give advice as well as share experiences – in a cooperative interaction. In spite of not having personal contact, since the interactions occur in the virtual environment, teachers seem to share experiences and values (further developed through this chapter), i.e., proliferation, enabling an exchange of meaning, i.e., contraction, which is represented by structures of codification and legitimation. This apparent equality in power relations is evidenced in the text by the use of

vocatives (Figure 5.1) and in the reciprocity established by the use of pronouns *I* and *you*, which identify writer and reader:

Being absent during the day of the test...hehe.. **Diana**⁴⁷, **you're** the teacher

Oh! **Diana**,

Mary and Bob, I agree with **you** (text 4)

Hi **Henry**, (text 6)

Figure 5.1. Use of vocatives and reciprocity through personal pronouns in the discussions

Besides *power relations*, two other dimensions of Tenor are *contact* and *affective involvement* (Eggins, 2004). The data suggest that these teachers do not meet outside the community, since they often introduce themselves as in:

[a]s a new EFL teacher who works with young learners aged between 8-14, would like to ask experienced teachers that to [sic] what extent should I speak English in the class?

Though they are not personally involved with each other, their interaction seems to build a relationship where they feel comfortable to refer to each other with some degree of closeness/intimacy as well as construct an informal environment. The friendly and informal tones conferred to the interactions can be evidenced not only by the reference to other participants as *guys*, *friends*, *folks*, or by the use of their first names, but also by the choice of structures which include interactants in the same group as *let's* (Figure 5.2) as well as the use of smileys⁴⁸.

⁴⁷Although the access to the post is free to any Orkut member, names of teachers were changed since the aim of this research is to evaluate discourse regardless of who produced it.

⁴⁸“The **smiley**, **smiley face**, or **happy face**, is a stylized representation of a smiling human face, commonly represented as a yellow button with two dots representing eyes and a half circle representing the mouth. “Smiley” is also sometimes used as a generic term for any **emoticon** – a **portmanteau** of *emotion* and *icon*, an **emoticon** is a symbol or combination of symbols used to convey emotional content in written or message form. This is an example of an emoticon :) : (;)” (Wikepaedia.com)

Hi guys,
Let's get emotional [:)]
Next, I do agree with Jim when he says (text 1)
Since Josephine has amde (sic) a lot of success with her comments (text 3)
Dear Friends,
Hi Folks! (text 5)
Hi!
Kim is right (text 6)

Figure 5.2. Examples of informality and intimacy

Other Orkut members are also involved in this kind of interaction and can have access to the texts, regardless of their participation in the discussion or even in the community. The names and photographs of the participants can be seen by all interactants and they also have access to each other's profile (although there may be no photographs and the information available may be imprecise or unreliable).

The third variable of the context of situation, Mode, concerns the role of language in interaction (Eggins, 2004). In the forum, language plays a constitutive role, for interactants cannot rely on forms of communication such as gestures. The medium of interaction is written informal language materialized in a hybrid discourse, which, although presented in the written form to be read silently, presents features of spoken dialogue language, such as hesitation fillers, most specifically *well* (Figure 5.3), and several spelling mistakes (Figure 5.4). These features can be related to mistakes that generally occur during spoken interaction because the speaker does not have much time to organize what is going to be said (Fromkin & Rodman, 1998), despite the fact that the interaction is asynchronous and, therefore, allows time for organizing ideas.

Well, most of the places I worked for wanted to see some kind of international certificate

Well, besides having a good résumé

Well, I don't like the thought that you can only become a teacher if you "were born as such". (text 1)

Well, I usually take into consideration the size of the answer of the student

Well, why don't you try to evaluate your students during real conversations raised in the classroom instead of applying oral tests? (text 2)

Figure 5.3. Use of 'well' as hesitation filler

What do we need to become an english (sic) teacher? (text 1)

Since Josephine has amde (sic) a lot of success with her comments (text 3)

f (sic) course there are exceptions in both sides (text 3)

Both kinds os (sic) teachers are competent (text 3)

I had some terrible coleagues (sic) in the past (text 5)

and methodolodigcal (sic) competence. (text 5)

: techer (sic)! it means that.. (text 6)

Why have this (sic) young learners got used to translate???? It's because of the privous (sic) teachers (text 6)

Hwo (sic) much english (sic) to use in class.. (text 6)

otherwise kids won't inderstand (sic) your instructions (text 6)

they will aquire (sic) the abiliy (sic) (text 6)

Figure 5.4. Examples of spelling mistakes

5.2 . Transitivity analysis – role configuration and agency

The six texts totalized 541 clauses, out of which 189 were embedded. These embedded clauses were analyzed when they had as participants the objects of investigation of this work, i.e., teachers, students and language. Since they represented a significant percentage

(35%) of the total number of processes where the afore mentioned participants occur, ignoring these clauses, as some researchers generally do, in this specific work, could distort the results . From this first analysis, it was possible to notice a higher occurrence of Material processes, followed by Relational and Mental, as shown in Figure 5.5.

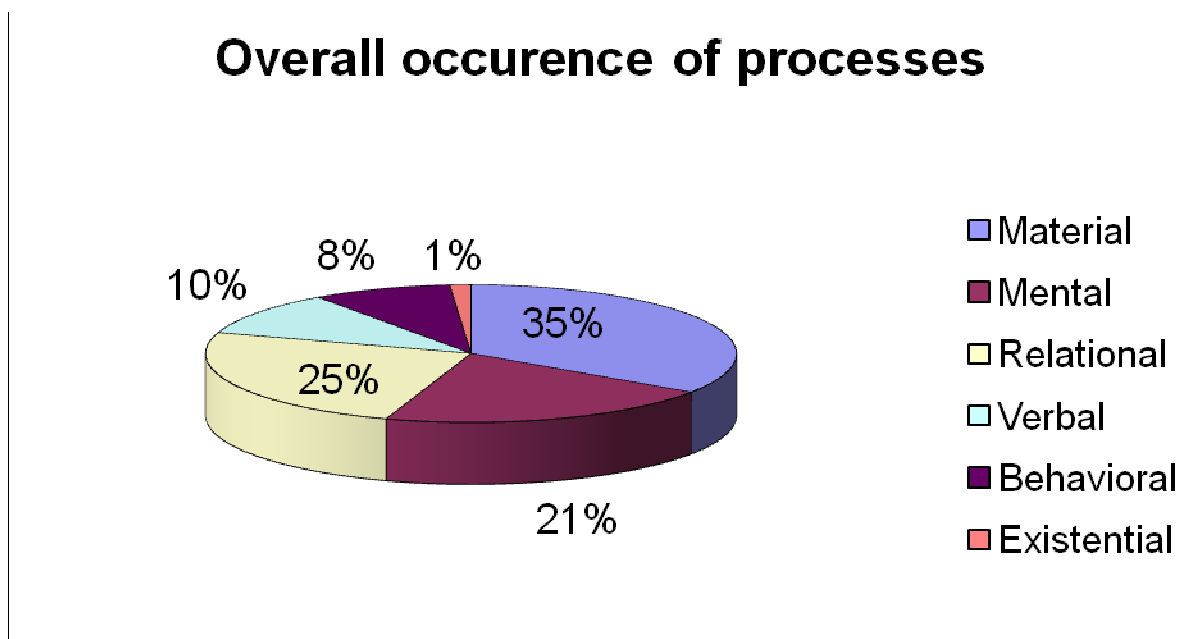


Figure 5.5. Overall occurrence of processes in clauses involving teachers, students and/or language as participants.

In the texts analyzed, the teachers who interact in the forum report experience and express their opinions positioning their students, themselves and the language they teach, in 35% of the clauses, as participants of ‘doings’ and ‘happenings’ and, therefore, these teachers construe these three entities as taking part in either creative or transformative acts represented by Material clauses (Halliday & Matthiessen, 2004). Relational processes computed 25% of the total occurrence of processes, being the second most frequent type of process chosen by interactants in the forum. When choosing Relational processes they

ascribe class or characteristics – in the form of Attributes – as well as identity to participants⁴⁹. The third most frequent choice made by teachers in their posts, materialized in 21% of the clauses, represents the participants in processes of sensing, where experience of our inner world is expressed.

Having, in this section, presented a general view of choices made by interactants in terms of the overall percentages of types of processes, I proceed next to discuss the roles, and, consequently, agency ascribed to teachers, students and language as well the social practices involving these participants.

5.2.1. Participants as doers and done to

In the texts analyzed, teachers, either as *-er*, i.e., the doers, or as *-ed*, affected participants, i.e., the ones things are done to, appear 374 times, which is more than 60% of the total participation whereas students are depicted in 178 occurrences, representing 29% of the participation (Figure 5.6). Language, in turn, is present as a participant 69 times, which is 11% of the total participation.

⁴⁹ The denomination of ‘participant’ is used referring to participants in processes, i.e., occupying the functions of Actor/Goal/Carrier, etc.... The term ‘interactant’ is used to refer to people participation in interactions, i.e., Orkut members posting in the forum.

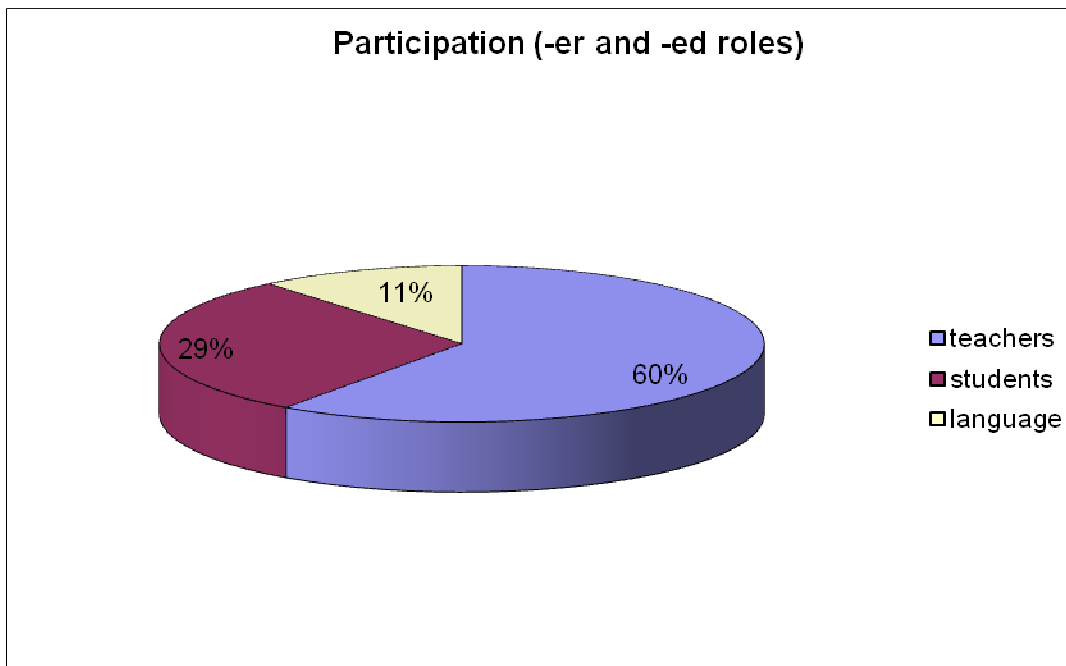


Figure 5.6. General distribution of participation in clauses

The predominance in participation foregrounds teachers' roles in the social practices depicted in their discourse. However, this prominence of teachers' participation does not by itself imply that they are discursively positioned as more active/powerful in the relation teacher-student-language. In order to establish how agency and power are discursively attributed to teachers, it is necessary to examine the nature of the roles they occupy as participants. As agency, and consequently, power, is closely connected to the ability to affect the 'surrounding environment' – a feature attributed to *-er* roles (Hasan, 1985 [1989]), the first phase of the analysis encompasses the distinguishing between the *-er* and *-ed* roles occupied by teachers, students and language in the data under investigation.

This analysis has shown that teachers are positioned as the ones who are active impingers in 95% of the times they occur in a clause and as affected by others' doings in only 5% of their participation (Figure 5.7).

Teachers' -er and -ed roles

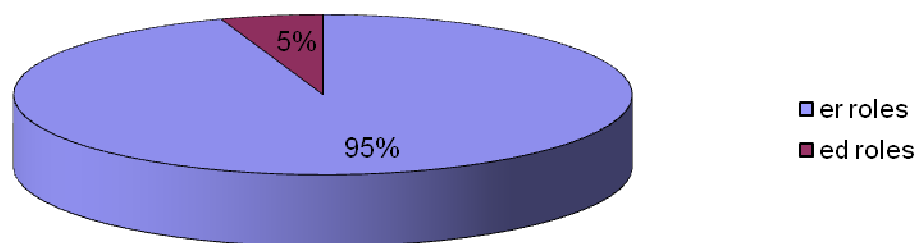


Figure 5.7. Teachers in -er and -ed roles

Although such configuration does not seem to differ substantially from the total occurrence of *-er* and *-ed* roles attributed to students (Figure 5.8), in the general account of *-er* roles present in the clauses analyzed, teachers appear more than twice as the doers of a process than students do (Figure 5.9).

Students' -er and -ed roles

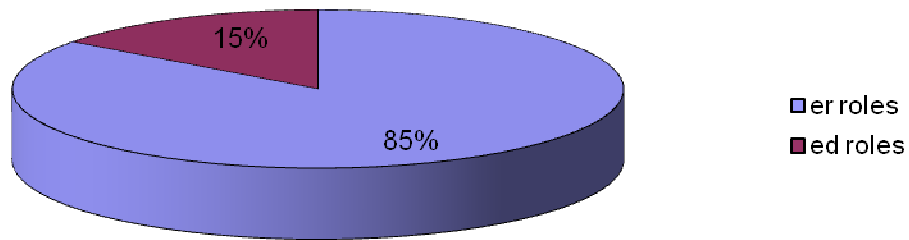


Figure 5.8. Students in -er and -ed roles

-er roles

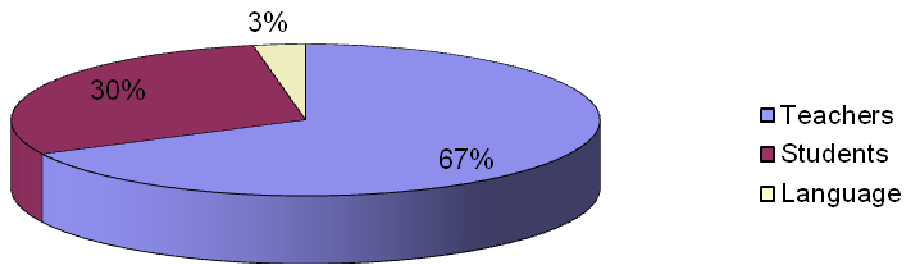


Figure 5.9. Distribution of -er roles

The most striking difference in the attribution of roles to participants occurs in relation to language, which, as opposed to teachers and students, is positioned as affected in

the majority of the occurrences, i.e., in 78% of the times it participates in a clause (Figure 5.10).

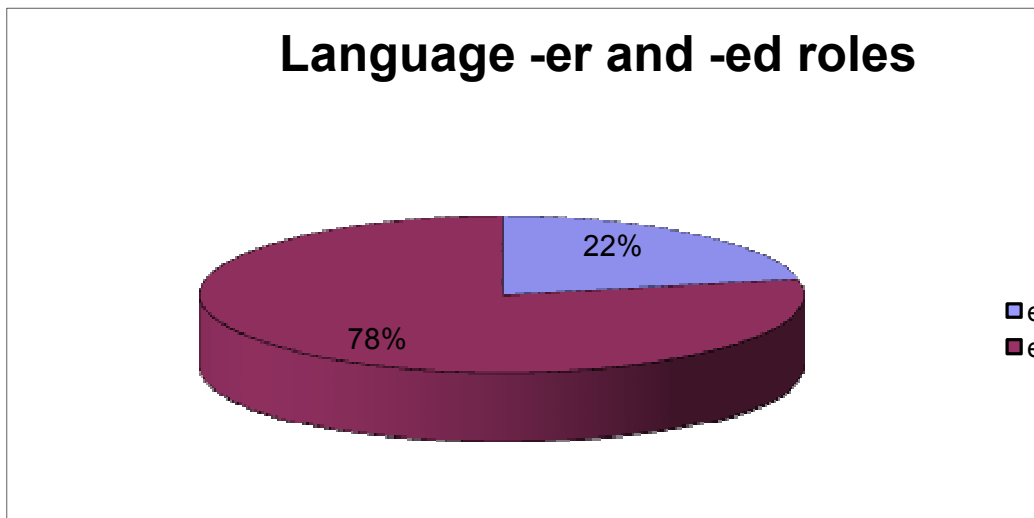


Figure 5.10. Language in -er and -ed roles

In the overall distribution of -ed roles (Figure 5.11), language occupies the majority of the occurrences, i.e., 53% of the *done to* roles are related to language whereas 20% of the -ed roles are ascribed to teachers and 27% to students.

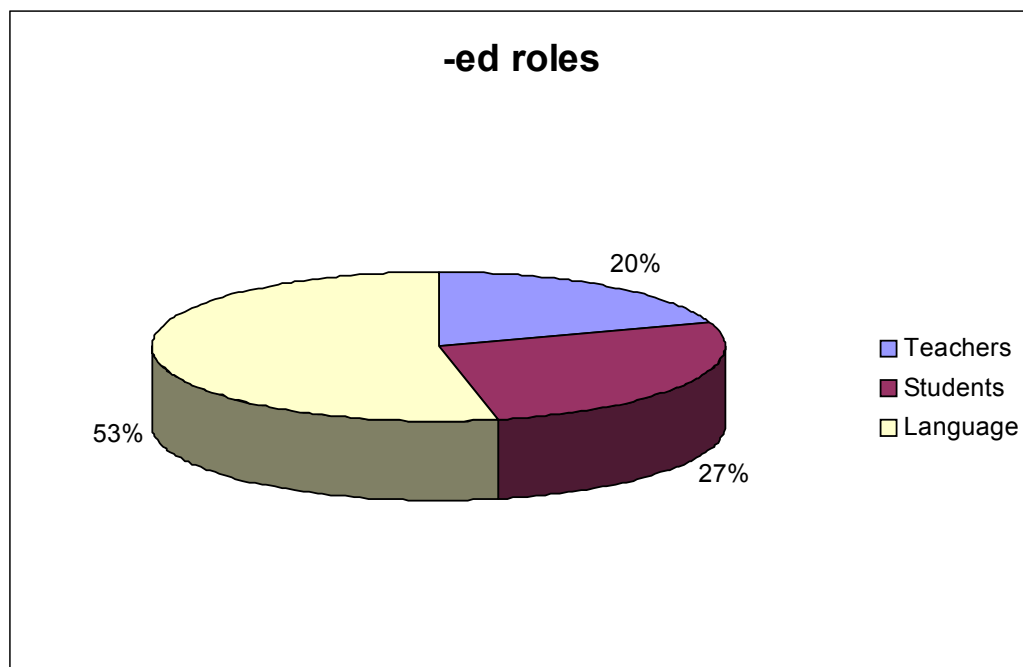


Figure 5.11. Overall occurrence of -ed roles

This positioning of language as an *–ed* participant in the vast majority of its occurrence is due to the fact that it is depicted as a resource available to teachers and students as the agents involved in the social practices discursively delineated in the forum. These agents rely on language as an authoritative resource when they refer to it as a symbol of status as well as the object of classroom interaction (Table 5.2), which positions them as the ones who own language skills and, consequently, provide it to their students. When language is presented as the object of classroom interaction, it functions as the Phenomenon in Mental clauses, the Behavior in Behavioral clauses as well as Scope or Goal in Material clauses (Figure 5.12). As already specified, in these clauses, the *–er* participants are teachers and students.

cl. 4				
[[who	had never	experienced teaching	english (sic)].	
Actor		Pr: material	Scope	
cl. 86				
if	she	speaks	correctly	(e.g verb tense) ,
	Behavior	Pr: behavioral	Circumstance	Behavior
cl. 172				
that after	[ø]	learning	English	in Brazil
	Senser	Pr: mental of cognition	Phenomenon	Circumstance

Figure 5.12. Language as Scope, Behavior and Phenomenon

Teachers and students, as depicted in the posts, also rely on language as an authoritative resource which generate power in terms of obtaining jobs, promotions and success in the professional life (Table 5.2). Language is either mentioned explicitly or indirectly, as highlighted, in italics, in the examples in Table 5.2.

Language as resource to obtain success	<p>what you really need is a <i>good command of English</i>, prior training and willingness to learn!</p> <p>First of all you must have <i>perfect command of the language</i>. that native speakers don't have the <i>portuguese (sic) skills</i> to better relating the expressions and idioms.</p>
--	---

	<p>For people who use <i>their English</i> in trips,</p> <p>Because she has had a <i>high pass in the CPE</i></p> <p>that for the first time she was able to understand <i>the videoconference</i></p>
Language as a sign of status	<p>(in order to show your <i>proficiency in the language</i>).</p> <p>plus the fact that there are some <i>mistakes in her structure and use of the English language</i>,</p> <p>natives also tend to make <i>little mistakes in grammar</i>,</p> <p>who have an <i>outstanding knowledge on English grammar and vocabulary</i>,</p> <p>that [Brazilian teachers] have got <i>an outstanding accent</i>.</p> <p>who had a <i>good command of the language</i> or not?</p>
Language as object of classroom interaction	<p>that after learning <i>English</i> in Brazil that I really improved <i>my accent</i></p> <p>he now pronounces the “<i>ed</i>” <i>at the end of verbs</i> correctly</p> <p>Hwo (sic)much <i>english</i> (sic) to use in class..</p> <p>I am teaching <i>English</i> to Farsi(Persian)speaking kids.</p> <p>so, the teacher must lower the <i>level</i></p> <p>because she had been given a <i>very good base in learning grammar</i> with her Brazilian teacher.</p> <p>their pupils to progress with <i>the language</i>.</p> <p>that to what extent should I speak <i>English</i> in the class?</p> <p>that stidents (sic) obviously cannot speak <i>Engilsh</i> (sic),</p>

Table 5.2. Language as –ed participant

The transformative capacity of language as a resource enables teachers and/or students to either reinforce the structures of domination by maintaining the ideology that a teacher’s most valuable professional attribute is knowing the language itself, or challenge these structures by implying that competence in communicating in English enables them to get promotions, take courses abroad and be more respected. The transformative capacity of resources is illustrated by Giddens (1979) in the scheme shown in Figure 5.13. As a

resource, language knowledge gives teachers power, the transformative capacity, to maintain a certain structure of domination, i.e., because teachers know more, students need their [teachers'] expertise.

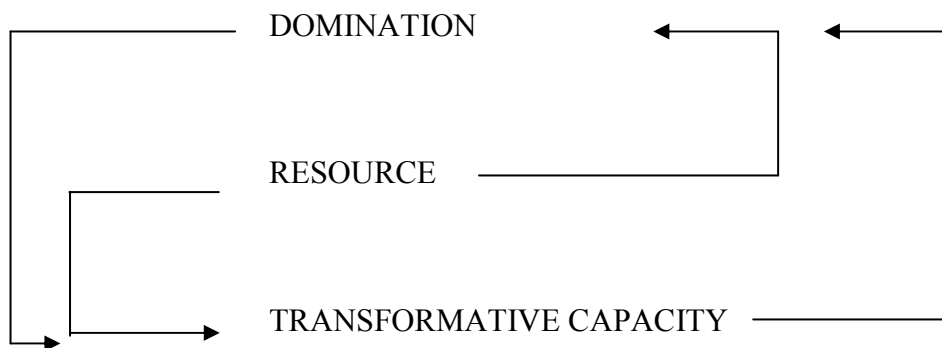


Figure 5.13. Transformative capacity of resources (adapted from Giddens, 1979, p. 92)

The positioning of language as a resource available for teachers and students does not necessarily indicate its passivity. In fact, in three occurrences (4% of language total participation shown in Figure 5.38), it is given a high degree of dynamism, being thus empowered as the resource which triggers action. In this case, language is represented as *Attributor* and *Initiator*⁵⁰ (Figure 5.14).

cl. 71				
it's not even	the excellent command of the language ⁵¹			
	Attributor			
cl. 152				
but on the other hand,	[[speaking the language]]	does not automatically make	anyone	a teacher.
	Attributor	Pr: relational	Carrier	Attribute
cl. 205				

⁵⁰ A more detailed explanation of how the different roles ascribed to participants can determine their degree of dynamism is presented in Section 5.2.2.

⁵¹ Language here is referred to as the second *Attributor* of clause 69

cl. 69			
[[the being born a teacher]] that	makes	you	a good one,
Attributor	Pr: relational	Carrier	Attribute

however,	their confusing accent	might make	the student	mispronounce	some words...
	Initiator	Causative	Sayer	Pr: verbal	Verbiage

Figure 5.14. Language as the triggerer of action

In this section, I discussed how participants are given more or less power according to their configurations as *doers* or *done to*. In the next section, the analysis moves to a deeper level of delicacy where the different roles are related to different degrees of dynamism, and therefore, agency, conferred to teachers, students and language. The level of agency attributed to the participants is also interpreted within a social context where I also discuss the rules imposed on these participants as well as the resources available for teachers and students to either act according to the rules or to challenge them, and consequently, the social structure they legitimize.

5.2.2. Role configuration and the resources as ascribers of agency to participants

In the previous section, the analysis of the distribution of *-er* and *-ed* roles suggested a higher degree of agency credited to teachers. However, despite the substantiation of teachers' power by means of the predominance of *-er* roles, it is necessary to investigate the nature of these roles as well as the roles played by other participants which are depicted as performing *-ed* functions in the clause (Hasan, 1984 [1989]). Thus, in the next sections, the roles ascribed to participants are grouped in positive, zero and negative, according to the values attributed to them by Thompson (forthcoming) and explained in Table 3.3. In Section 5.2.3, a comparative mapping of the dynamic values of participants is made to offer a more concrete picture of how they are depicted. In the present section, agency conferred to participants is scrutinized under their positioning in the cline of dynamism (Hasan, 1984

[1989]; Thompson, forthcoming) as well as their roles in the social practices in which they participate (Giddens, 1979, 1984).

5.2.2.1. Positive values: –er roles

Among the –er roles, the most dynamic is the Assigner/Attributor/Initiator, since it causes or leads to other participants' actions. Participants performing the role of Actor do not necessarily impinge their action on others, since there may be Actors in intransitive clauses, i.e., Actors whose action is not extended to another participant, such as in “you have to wake up every morning”. There may be also Actors in clauses which do have a complement, but this complement functions as an extension of the process rather than an entity affected by it, i.e., the Scope, for instance, in “who had never experienced teaching english [sic]”. It is in clauses where there is a Goal that Actors are considered more active as opposed to clauses without a Goal or with a Scope (Hasan, 1984 [1989]; Thompson, forthcoming).

Taking the distinctions afore mentioned into account, I now move on to map how participants are depicted throughout the selected texts in order to establish degrees of dynamism. Thus agency will be determined by the role configuration ascribed to each participant. Another element indicating agency are the resources, both authoritative and allocative, which generate the necessary power for participants to impinge their action on others, either maintaining the existent social structure or challenging it suggesting new social practices.

In Section 5.2.1, the predominance of teachers' participation in –er roles is an indicator of how dynamically they are depicted. However, their high dynamism is more

accurately denoted in the more detailed analysis of the different roles they occupy, which are organized according to the cline of dynamism shown in Table 3.2 (Chapter, 3, Section 3.2.3; according to Hasan, 1984 [1989]; Thompson, forthcoming).

In 2% of the times teachers are participants in clauses, they occur being/becoming (Figure 5.15).

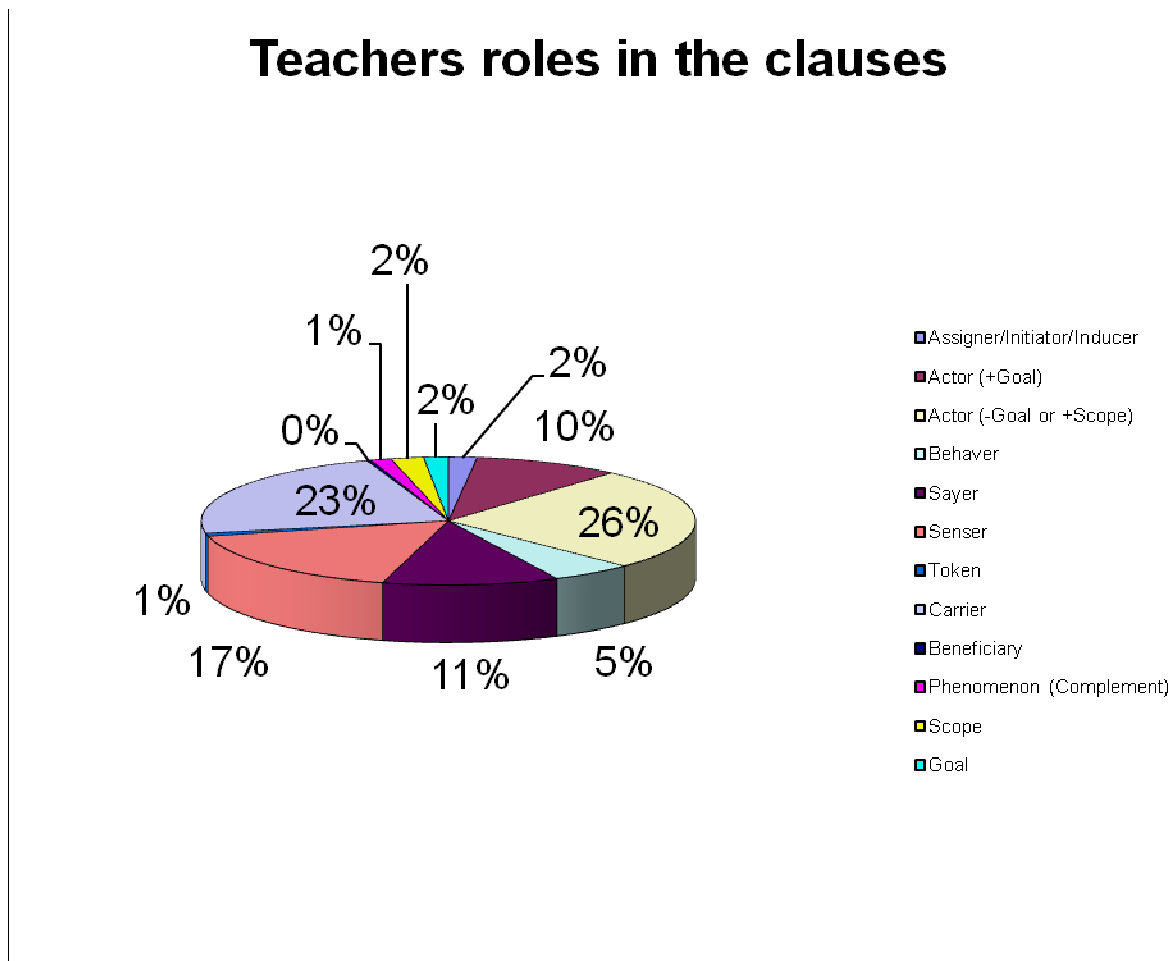


Figure 5.15. Teachers' roles as participants

In other words, they are the agents of Causative clauses (Eggins, 2004, Halliday & Matthiessen, 2004; Thompson, 2004) who⁵² make others *learn*, *understand* and *perceive* (Figure 5.16), enable *students' development* (Figure 5.17) and attribute *possessions* to them, as illustrated in Figure 5.18.

cl. 67					
[[for	[ø]	making	other people	learn]],	
	Initiator	Causative	Senser	Pr: mental of cognition	
cl. 254					
And	[ø]	Let	them	see that	(especially with teenagers),
	Initiator	Causative	Senser	Pr: mental of perception	Circumstance
cl. 500					
[ø]		try to make	them	Understand	
Initiator		Causative	Senser	Pr: mental of cognition	

Figure 5.16. Teachers triggering sensing processes

cl. 101					
This way,	you	'll be providing	them	with	a more realistic activity
	Attributor	Pr: relational	Possessor		Possessed

Figure 5.17. Teachers attributing possession

cl. 418				
to	[ø]	allow	his students	to go further]].
	Initiator	Causative	Actor	Pr: material

Figure 5.18. Teachers triggering students' action

When performing such a function, teachers are positioned as the ones who, in the social practice of teaching EFL, have, as part of their role prescriptions, the duty to promote students' learning and awareness as well as to provide the conditions for these to occur. As such, teachers are depicted as having the authoritative resources provided by the position they occupy, by their knowledge of the language taught and by the pedagogical skills they possess. The responsibility for the learning processes ascribed to teachers is better

⁵² Teachers are not explicitly materialized as Initiator, but occur as elliptical participants represented by the symbol [ø].

illustrated by the clauses where they function as Actors, which – as already pointed out – sum up 36% of the roles which they are represented to occupy in the texts (Figure 5.15).

In approximately one third of the clauses where teachers are Actors, they are presented as acting on another entity, represented by a Goal. Teachers are represented as Actors affecting a Goal in 10% of the times they appear as participants. The Goals affected by them are either students (Figure 5.19), language (Figure 5.20) or classroom procedures such as ‘tests’ and ‘rules’ (Figure 5.21). The clauses where students are depicted as Goals confer a higher degree of dynamism to teachers since they are acting on human beings (Hasan, 1984 [1989]).

cl. 82				
[ø]	to grade		your students' speaking skills?	
Actor	Pr: material		Goal	
cl. 90				
Well, why don't	you	try to evaluate	your students	during real conversations [[raised in the classroom]]
	Actor	Pr: material	Goal	Circumstance
cl. 420				
and	[ø]	prepare	his learners	to the knowledge society.
	Actor	Pr: material	Goal	Circumstance

Figure 5.19. Teachers acting on students

cl. 373					
[[because	She	had been given	[ø]	a very good base in learning grammar	with her Brazilian teacher]].
	Recipient	Pr: material	Actor	Goal	Circumstance
cl. 396					
[[by	[ø]	writing	articles	for the many publications available for English Teachers]]...	
	Actor	Pr: material	Goal	Client	
cl. 464					
you	can increase			this amount of English,	
Actor	Pr: material			Goal	
cl. 471					
and	I	had to mix	English with Portuguese		
	Actor	Pr: material	Goal		

Figure 5.20. Teachers acting on language

cl. 259					
[ø]	to compile		a make up test		
Elliptical Actor	Pr: material		Goal		
cl. 264					
Because	the very first day	I	gave	them	'the rules'.
	Circumstance	Actor	Pr: material	Recipient	Goal

Figure 5.21. Teachers' action affecting entities related to classroom procedure

In 26% of the clauses where they participate (Figure 5.15), teachers are portrayed as not affecting the Complement, which is related classroom procedures (Figure 5.22). Such configuration, although positioning teachers at a lower level in the cline of dynamism (Table 3.2, Chapter 3, Section 3.2.3), still portray them as being granted authoritative resources to be the ones responsible for taking the decisions inside the classroom and handling the difficulties which may arise there.

cl. 78					
How do	you		deal with	oral tests?	
	Actor		Pr: material	Scope	
cl. 93					
You	might present	a text	about a relevant or interesting subject	for them	
Actor	Pr: material	Scope	Circumstance	Circumstance	
cl. 235					
[[[ø]		to handle		disappointing situations	
Actor		Pr: material		Scope	
cl. 263					
Were	Things	I	dealt with	last year,	
	Scope	Actor	Pr: material	Circumstance	

Figure 5.22. Teachers action not directly affecting entities related to classroom procedure

Although students apparently seem to occupy the role of Actor more than teachers do, since they enact agency 23% of the times they participate in clauses, being 4% in clauses where there is a Goal and 19% in Goalless clauses (Figure 5.24), in the total occurrence of participants as Actors, teachers outnumber students more than four times (Figure 5.23).

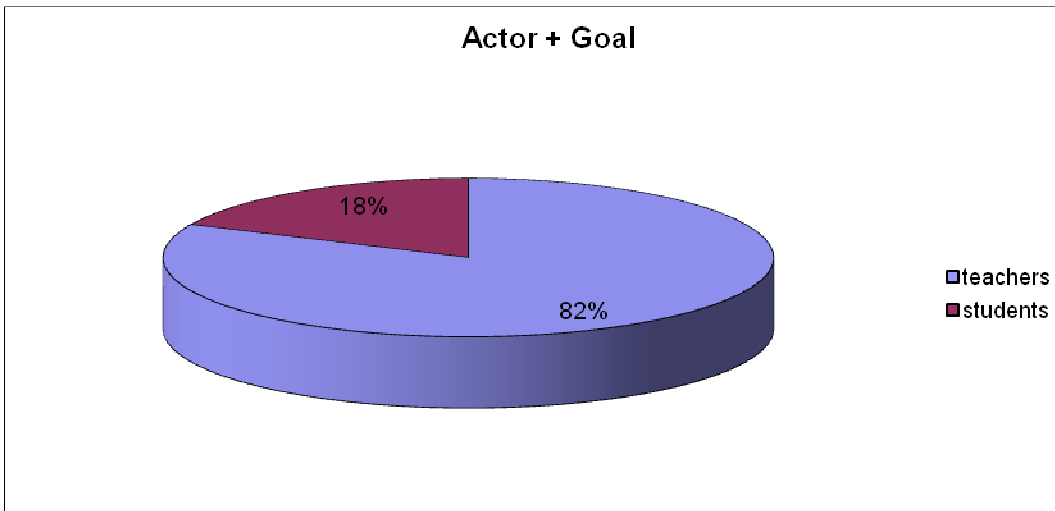


Figure 5.23. Occurrence of teachers and students as Actors + Goal

Moreover, students are depicted as Actors in a +Goal clause in only 4% of their participation, whereas their appearance as Actors who do not affect any entity outnumbers this occurrence five times, i.e., represents 19% of their participation (Figure 5.24).

Students' roles in the cla

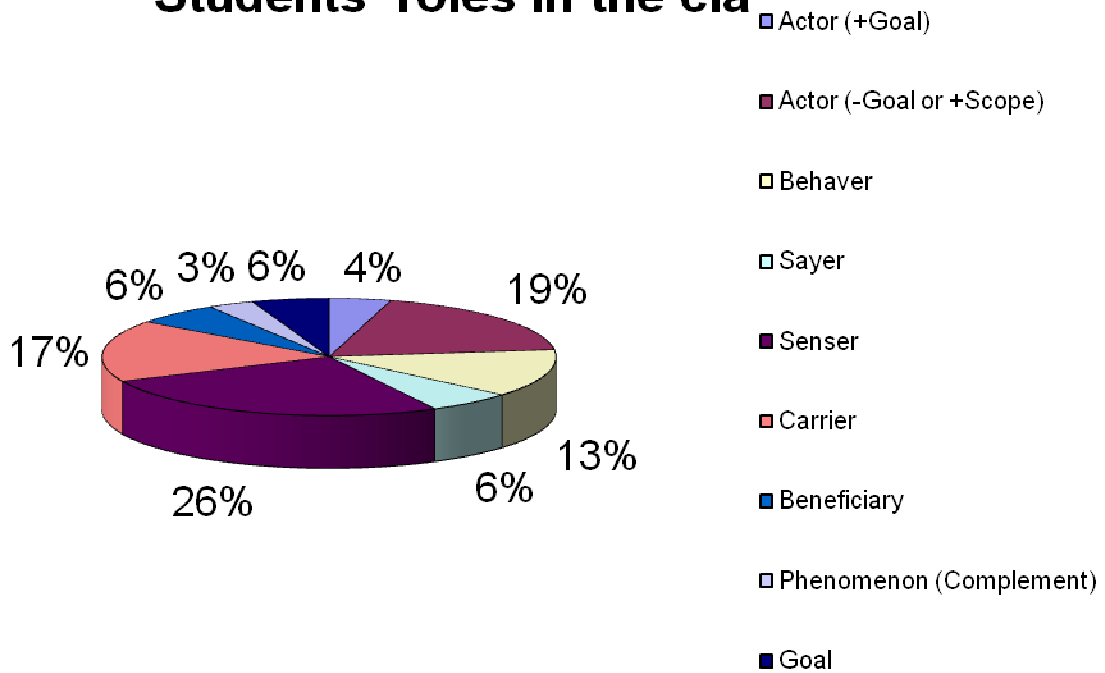


Figure 5.24. Students' roles as participants

When students are depicted as impinging their action on others, they are given less dynamism than teachers since they only affect non-human entities such as language and objects (Figure 5.25).

cl. 379			
their pupils	to progress with	the language]].	
Actor	Pr: material	Goal	
cl. 522			
[[like (the commands)	[ø]	take out	a piece of paper,
	Actor	Pr: material	Goal
cl. 523			
[ø]	pass	your paper	forward,
Actor	Pr: material	Goal	
cl. 525			
[ø]	take out	a pencil	etc]].
Actor	Pr: material	Goal	
cl. 526			
Enough kids	should be able to start	the project	then
Actor	Pr: material	Goal	

Figure 5.25. Students as Actors in +Goal clauses

In addition, when students act on other entities, this action is somehow triggered by teachers who allow them to progress with the language, or give them commands to perform some action. Thus, in the social practices of teaching and learning, teachers are granted with more authoritative resources and more transformative capacity and, therefore, more power than students. The latter, on the other hand, are positioned as the ones who, when they attempt to impinge their behavior on teachers, most of the times disturbing the classes, do it without directly affecting another entity, i.e., as Actors in goalless clauses (Figure 5.26). As such, students' acts can instigate teachers' reaction, which, in turn, can affect other entities such as preparing difficult tests as a way to punish students for their inappropriate behavior (Figure 5.27).

cl. 238				
Students that		Arrive	Late	
		Pr: material	Circumstance	
Actor				
cl. 281				
especially	those who	delight in doing	it	on a regular basis,
	Actor	Pr: material	Scope	Circumstance

Figure 5.26. Students as Actor in goalless clauses

cl. 259			
[ø]	to compile	a make up test	so bad
Elliptical Actor	Pr: material	Goal	Circumstance

Figure 5.27. Teacher's reaction to students' inappropriate behavior

The analysis of this set of clauses clarifies some of the role prescriptions ascribed to students, namely, being punctual, assiduous/maintaining a regular (satisfactory) attendance to classes, participating in classes and behaving well. Nevertheless, despite the emphasis in students' duties, their prerogatives are also mentioned. As their rights, they have the

teacher's focus on their needs and, consequently, they are entitled to learning what will be useful for their lives outside the classroom (Figure 5.28).

cl. 313			
For	a student	to return	from a trip in an English speaking country
	Actor	Pr: material	Circumstance
cl. 323			
She	will study	in Denmark.	
Actor	Pr: material	Circumstance	
cl. 388			
and	[ø]	Reach	their goals]].]]
	Actor	Pr: material	Scope

Figure 5.28. Students prerogatives as part of their role prescriptions

Carrying the same dynamic value of the Actor in a goalless clause there are the Behavior, Sayer and Senser. These *-er* participants do not necessarily have their action extended to the *-ed* participant, though, when they do, this action does not affect Behavior, Receiver or Phenomenon (see Section 3.2.1.5), positioning them, therefore, in a less dynamic scale than the Actor in a +Goal clause.

Of these three participants, the Behavior and the Sayer are not explored separately in the analysis since their occurrence is not as significant as the occurrence of Senser, which is described as follows. Both teachers and students are represented as entities who experience the inner world and which are represented by conscious beings, i.e., the Senser. The distribution of the roles is balanced except from the processes of desideration, represented by verbs of wanting, and which are only attributed to teachers (Figure 5.29).

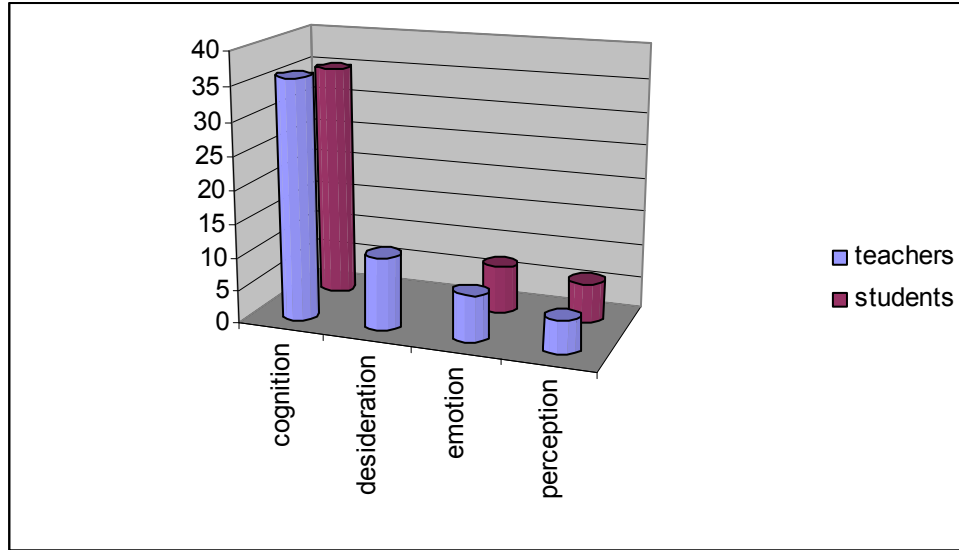


Figure 5.29. Distribution of teachers' and students' participation in Mental processes

Therefore, teachers are the only ones who have their needs and wishes discursively represented (Figure 5.30). Their prerogatives in the social practice of exchanging posts in the community forum consist of expressing what they would like to know from the other members and receiving a reply. Teachers can also express their opinions regarding other teachers' posts either agreeing or disagreeing. When they agree they seem to be somehow perpetuating the social practice depicted in the post and when they disagree they may be challenging the previous established structures and attempting to encourage colleagues to envisage new social practices.

cl. 1				
What	do	we	Need	
Phenomenon		Senser	Pr: mental of desideration	
cl. 63				
Should	you	really	decide	
	Senser		Pr: mental of desideration	
cl. 84				
so	I	would like	you (sic) opinion	regarding this subject...
	Senser	Pr: mental of desideration	Phenomenon	Circumstance

cl. 129			
and then	[ø]	Accepts	a position at a ridiculously low rate of pay.
	Senser	Pr: mental of desideration	Phenomenon
cl. 341			
#2 and #3,	I	agree	with you
	Senser	Pr: mental of desideration	Circumstance
cl. 378			
yet	[ø]		expect
	Senser		Pr: mental of desideration

Figure 5.30. Teachers as Sensers in Mental processes of desideration

When teachers are Sensers in processes of emotion they are positioned as affected by students' behavior as in “Don't we all hate those students who [...]” or showing their own attitude towards teaching as in “to really love teaching”.

Students are mostly depicted as Sensers in Mental processes of cognition since they are participants –even if passive ones – in the learning process (Figure 5.31).

cl. 67				
[[for	[ø]	making	other people	learn]],
	Inducer	Causative	Senser	Pr: mental of cognition
cl. 172				
that after	[ø]	learning	English	in Brazil
	Senser	Pr: mental of cognition	Phenomenon	Circumstance
cl. 175				
just how little		they	knew	about the Language,
Circumstance		Senser	Pr: mental of cognition	Circumstance
cl. 315				
I		understood		everything,
Senser		Pr: mental of cognition		Phenomenon
cl. 334				
He		has learned		all three ways
Senser		Pr: mental of cognition		Phenomenon

Figure 5.31. Students as Sensers in Mental processes of cognition

5.2.2.2. The zero value – Carriers and Tokens

Although apparently seeming to bring no difference to the mapping of participants' dynamism throughout the texts, the roles of Carrier and Token ascribed to participants are

worth investigating since they reveal how these participants are characterized in terms of ascribed Attributes and Values. When teachers are Carriers, they are attributed characteristics considered essential for an EFL teacher, and the professional teacher is an Attribute as well (Figure 6.32). These Attributes become part of teachers' role prescriptions, more specifically of their duties as agents in the social practice of teaching.

cl. 2			
to	[ø]	become	an english (sic) teacher ?
	Carrier	Pr: relational	Attribute
cl. 27			
[ø]	- be		patient and responsible
Carrier	Pr: relational		Attribute
cl. 28			
[ø]	- be		Creative
Carrier	Pr: relational		Attribute
cl. 29			
[ø]	- have		a good sense of humor
Possessor	Pr: relational		Possessed
cl. 30			
[ø]	- be		Aware
Carrier	Pr: relational		Attribute
cl. 425			
you	are	a teacher	anyway...
Carrier	Pr: relational	Attribute	

Figure 5.32. Teachers as Carriers in Relational clauses

The pre-established ideology that teachers are the power holders is also reinforced by their configuration as both Token and Value (Figure 5.33), which corroborates the higher status of teachers in relation to students. Clause 257, for instance, which is a response to a teacher who is upset due to her students' misbehavior, reminds this teacher of her superior position in the social context of the classroom.

cl. 257			
Hehe. Diana,	you	're	the teacher.
	Token	Pr: relational	Value

Figure 5.33. Teacher as Token and Value

The representation of teachers as the most dynamic participants is also augmented by their roles as Possessors (Figure 5.34), especially of language knowledge or skills, characterized as resources. Thus, agency in the social practices depicted in the texts is enhanced by teachers' lexicalized Attributes, which position them as the ones possessing more resources and, consequently holding more power.

cl. 57			
First of all	you	must have	perfect command of the language.
	Possessor	Pr: relational	Possessed
cl. 361			
[[who	had	a good command of the language	or not]]?
Possessor	Pr: relational	Possessed	

Figure 5.34. Teachers as Possessors in Possessive Relational clauses

Language as a resource is also evidenced in the Attributes such as 'reasonably good', 'so necessary', 'important' and 'clearer than before' are ascribed to it (Figure 5.35).

cl. 5				
But	my english (sic)	is	reasonably good.	
	Carrier	Pr: relational	Attribute	
cl. 186				
so,	the use of some slangs, phrasal verbs	is	so necessary	
	Carrier	Pr: relational	Attribute	
cl. 206				
that	pronunciation	is not	as important	as the other aspects of the language
	Carrier	Pr: relational	Attribute	Circumstance
cl. 329				
because	her English	Is	Now	clearer than before
	Carrier	Pr: relational	Circumstance	Attribute

Figure 5.35. Attributes ascribed to language as Carrier

Finally, when students occupy the role of a Carrier, they are depicted as either the ones who disturb the classes/teachers' action (Figure 5.36) or the ones who are evaluated according to their linguistic performance (Figure 5.37).

cl. 240			
students that	Are	absent	in the day of the test
Carrier	Pr: relational	Attribute	Circumstance
cl. 297			
They	will become	Disruptive	
Carrier	Pr: relational	Attribute	

Figure 5.36. Students as Carriers of negative Attributes

cl. 102				
which	will help	them	be	more relaxed and enthusiastic
Attributor	Causative	Carrier	Pr: relational	Attribute
cl. 308				
They	Are	more likely to respond to you,		
Carrier	Pr: relational	Attribute		
cl. 465				
once	kids	will be	already	familiar with basic instructions.
	Carrier	Pr: relational		Attribute

Figure 5.37. Students as Carriers of Attributes related to their performance with the language

5.2.2.3. The –ed roles

The –ed roles assigned to participants also represent an important source for investigation since they position these participants in the other extreme of the cline of dynamism. The high occurrence of language as an –ed participant, as mentioned above, positions it as a passive participant, even though we should also consider that language is represented as available first for teachers and then for students as a resource they rely on while engaging in social practices. Most of the times language occurs in these roles it is the Phenomenon as Complement of Mental clauses or Scope in Material clauses (Figure 5.38), which reinforces its role as an object of classroom interaction (Table 5.2, Section 5.1).

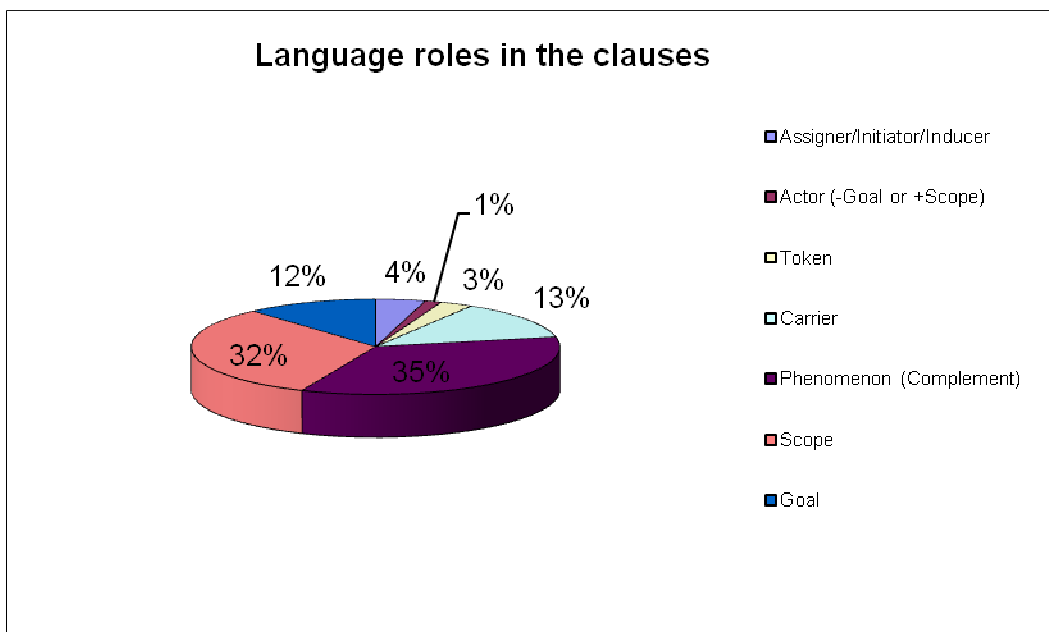


Figure 5.38. Language roles as participant

Language is also conferred the status of resource by its configuration as a Goal⁵³, which makes it both a tool for teachers in their interaction with students (Figure 5.39) and the objective of such interaction (Figure 5.40).

cl. 157					
but at the same time,	can	the non-native teacher	convey ⁵⁴	the exact nuances of the language	
		Actor	Pr: material	Goal	
cl. 373					
[[because	She	had been given	[ø]	a very good base in learning grammar	with her Brazilian teacher]].
	Recipient	Pr: material	Actor	Goal	Circumstance
cl. 442					
so,	the teacher	must lower	the level		
	Actor	Pr: material	Goal		
cl. 464					
you	can increase	this amount of English,			
Actor	Pr: material	Goal			
cl. 471					

⁵³ Language also appear as Behavior, which I grouped with Phenomenon due to the proximity of Mental and Behavioral clauses. Thompson (forthcoming) does not make any consideration about it when describing the cline.

⁵⁴ Considering produce (since it is not only spoken language).

and	I	had to mix	English with Portuguese
	Actor	Pr: material	Goal

Figure 5.39. Language as Goal in teachers' interaction with their students

cl. 174				
[[to	[ø]	better	their English,]]	
	Actor	Pr: material	Goal	
cl. 214				
[[that	I	really	improved	my accent
	Actor		Pr: material	Goal
cl. 379				
their pupils		to progress with	the language]].	
Actor		Pr: material	Goal	
cl. 401				
to	[ø]	improve	their fluency.	
	Actor	Pr: material	Goal	
cl. 403				
to	[ø]	improve	their vocabular (sic).	
	Actor	Pr: material	Goal	

Figure 5.40. English as Goal and outcome of teacher-students interaction

Regarding students and teachers, although they do not present a majority of *-ed* roles, since they appear as 'done to' half of the times language does (Figure 5.11), their positioning in these roles also clarifies how they are positioned in the depicted social practices. Teachers' roles of Beneficiary and Goal are affected by schools, which are positioned above teachers, or by other teacher, but never by students⁵⁵ (Figure 5.41).

cl. 19				
English schools	sometimes	offer	these courses	to their teachers
Actor		Pr: material	Scope	Beneficiary
cl. 130				
May	I	enlighten	you	to a couple of facts,
	Actor	Pr: material	Goal	Circumstance
cl. 150				
[[to	[ø]	hire	a native,	[[to get the language directly from the source]]
	Actor	Pr: material	Goal	Circumstance
cl. 230				
That's why	[[English schools	like to hire	teachers from overseas]].	
	Actor	Pr: material	Goal	
l. 380				

⁵⁵ When students affect Goals, these are not human (Figure 6.24).

I	would commend	most of my student's past teachers,
Actor	Pr: material	Goal

Figure 6.41. Teachers as Beneficiaries and Goals.

Students, on the other hand, are always affected by teachers' action, not only as Beneficiaries (Figure 6.42) and as Goals (Figure 6.43), but also as Receivers and Phenomenon (Figure 6.44).

cl. 366					
[[of	[ø]	teaching	a young student of 14 years]];		
	Actor	Pr: material	Client		
cl. 450					
thus, as	we	teach	them,		
	Actor	Pr: material	Client		
cl. 480					
I	used to teach	English	to Farsi speakers of ages 7-10	in Tehran	almost 8 years ago.
Actor	Pr: material	Scope	Client	Circumstance	Circumstance

Figure 6.42. Students as Beneficiaries affected by teachers

cl. 165						
thus	this	prepares	the student	to the daily realities of the English Language		
	Actor	Pr: material	Goal	Circumstance		
cl. 176						
due to the fact that	they	were now	for the first time	being put to the test	for the very first time	with their English.
Circumstance	Goal		Circumstance	Pr: material	Circumstance	Circumstance
cl. 292						
That			will hold	the students interest,		
Actor			Pr: material	Goal		
cl. 420						
and	[ø]	prepare	his learners	to the knowledge society.		
	Actor	Pr: material	Goal	Circumstance of cause: purpose		

Figure 5.43. Students as Goals affected by teachers

cl. 278			
Oh! #1, Teacher's blues, don't		we all	just hate those students
		Senser	Pr: mental of emotion Phenomenon
cl. 474			
I		explain	things for them
Sayer		Pr: verbal	Verbiage Receiver

Figure 5.44. Students as Phenomenon and Receiver

5.2.3. The dynamic mapping/value of participants

According to Thompson (forthcoming), the degree of dynamism conferred to participants can be better visualized if organized in a table presenting different weights according to which the roles occupied by these participants are grouped⁵⁶. Therefore, in order to picture a more concrete image of the dynamic map of the three selected participants throughout the texts, the roles they occupy were quantified according to the diagram proposed by Thompson (Section 3.2.3). The results obtained (Table 5.3) indicate not only a more frequent participation of teachers, but also a higher degree of dynamism ascribed to them through the lexical choices made by interactants in the representations they construe.

	<i>weighting</i>	Teachers		Students		Language	
		no.	score	no.	score	no.	score
Assigner/Initiator	+3	7	+21	8	+24	3	+9
Actor +Goal	+2	36	+72	34	+68		
Actor -Goal and/or +Scope	+1	97	+97	24	+24	1	+1
Behaver	+1	20	+20	11	+11		
Sayer	+1	43	+43	47	+47		
Senser	+1	63	+63	31	+31		
Token	0	3	0			2	0
Carrier	0	85	0	11	0	9	0
Beneficiary	-1	1	-1				
Phenomenon (Complement)	-1	5	-5	6	-6	24	-24
Scope	-1	8	-8			22	-22
Goal	-2	6	-12	10	-20	8	-16
Total		374	+290	182	179	69	-52

Table 5.3. Teachers', students' and language dynamic value

⁵⁶ As mentioned in Chapter 3, Thompson (forthcoming) grouped the roles based on his research using corpora.

The portraying of teachers as the ones who perform the most dynamic roles, and therefore, who hold power as opposed to students, who are depicted in more passive roles and granted fewer resources than teachers, reinforces established social structures (Figure 5.44) which position teachers at the center of teaching practices rather than as co-constructors or co-participants. These structures are also reinforced by the positioning of language as the most passive participant (Figure 5.38) which, nevertheless, can be seen as construed as an instrument of domination. In other words, language is depicted as a resource available for teachers which generates transformative capacity to dominate students in classroom social practices as well as a resource which enables both teachers and students to achieve their goals and to have access to other social practices outside the classroom such as courses abroad and better jobs.

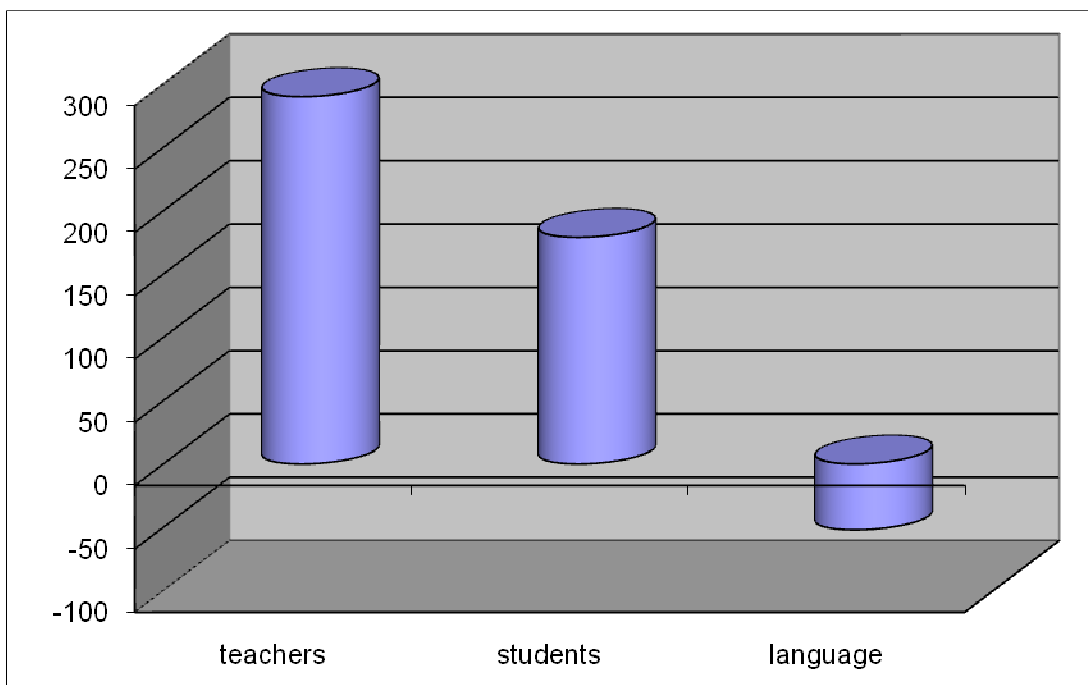


Figure 5.45. Visual representation of teachers', students' and language's degree of dynamism

5.2.4. Reflexivity and social practices

The perpetuating of social practices – as indicated by the analysis – as well as their challenging may be triggered by reflexivity, which is a typical feature of modern societies (Giddens, 1979), as mentioned in Chapter 4, Section 4.2. Reflexivity, according to the author, involves not only having a reason for action but also the discursive justification of these reasons (1984). In a general manner, teachers reflect on both the social practice of teaching – where they are involved as the most dynamic agents – and the social practices in which they participate outside the classroom, such as hiring teachers (on the part of schools), getting promotions, taking part in conferences and courses (both for themselves and their students).

In the texts entitled “What do we need to become an english teacher?”, “teachers’ quality” and “Native speakers X competent teachers” (Appendix 2) , language is taken as the main resource which grants individuals the status of being a teacher, a practice which is questioned in the reflection on some schools’ policy to hire teachers based on their language skills, tending to favor native speakers. These teachers value the development of pedagogical skills, the teaching of a authentic language instead of a ‘bookish’ one as well as the exchanging of experience in academic events such as conferences and courses, as illustrated in Figure 5.46.

I used to be a student at FISK for a long time and when the principal called my house to let me know the results of the TOEFL test I had taken, she invited me to work with her because my score was so high... I had no experience then! (text 1)

It would also be good to go to some teacher training courses. (text 1)

native speakers do not necessarily make good teachers. I admit that there are things a native might know better, but as far as I have noticed, natives also tend to make little mistakes in grammar, that competent language teachers never do. [...] speaking the language does not automatically make anyone a teacher.

(text 3)

To attain total quality in ELT, the professional must strike a balance between knowledge of the language (sadly lacking in many teachers) and methodological competence! (text 5)

I believe every English teacher should make some small contribution to the community as a whole, either by sharing their knowledge and experience, however limited, with colleagues at events such as Braz-Tesol or APIs around the country. (text 5)

Figure 5.46. Teachers reflecting on the role of linguistic and pedagogical skills in their practice

Personal skills such as being a good communicator and having passion for the profession are also mentioned by other teachers in the discussion.

In the text “How do you deal with oral tests?” (Appendix 2), what is reflected upon are the traditional oral tests as a form to evaluate students’ speaking skills. An alternative manner of evaluating oral performance which, according to one of the teachers, Marlon, is more realistic and meaningful, is proposed: “Well, why don't you try to evaluate your students during real conversations raised in the classroom instead of applying oral tests? [...] This way, you'll be providing them with a more realistic activity which will help them be more relaxed and enthusiastic.” However innovative this suggestion may seem at a first glance, it becomes clear that the focus remains on the teacher, who is the one responsible for choosing, and therefore, deciding what *is* relevant for her students. This tendency is evidenced in the predominant occurrence of teacher as Actor in the roles configuration of teachers and students as well as the lack of co-participation of teachers and students – a feature of all the analyzed texts.

In the text “teachers’ feelings”, teachers reflect on potentially appropriate attitudes regarding student behavior which supposedly fails to ‘honor’ the role prescriptions/rules established by the social structure they are inserted in (Figure 5.47).

Being absent during the day of the test...[...] you're the teacher. don't you know that it is possible to compile a make up test so bad, that they NEVER want to go through it again?
By bringing into class their chosen subject and showing interest in their points of view they are more likely to respond to you. (text 4)

Figure 5.47. Teachers reflecting on their attitude towards students’ misbehavior

Teachers also reflect on the role of translation in language acquisition, in the text entitled “A question”, and expose different practices in different contexts such as schools in Iran, where students have no opportunities to be in contact with the target language, i.e., English, outside the classroom and schools which do not allow teachers to speak the first language (L1) at all. While some teachers strongly believe that L1 should be completely avoided, others defend that a balance should be found and rely on aspects of Second Language Acquisition (SLA) theory such as the concept of Universal Grammar⁵⁷ (UG) and on the observation of their own classroom practice.

Kids WILL translate everything you tell them, it's just the way it works! it's only natural because L1 is part of their UG, [...] But it is your job to speak to them in English, [...] don't worry if they translate, they will acquire (sic) the abiliy (sic) of thinking in English with time, and, of course, dedication.

Figure 5.48. Teachers reflecting on the amount of English used in the classroom

⁵⁷ Universal Grammar is a theory defended by Noam Chomsky, which “argues that language is governed by a set of highly abstract principles that provide parameters which are given particular settings in different languages” (Ellis, 1997, p. 65)

Interactants, while reflecting, refer to rules and role prescriptions established in the social practices which they discuss, and evaluate their actions as well as the other teachers'. In other words, teachers rely on their interpretative schemes which translate the social structure in its three broad dimensions: structures of signification, structures of domination and structures of legitimation. Domination is legitimized by the reinforcement of social practices in which teachers are the ones who keep power and control as well as by the overvaluing of native speakers, which positions language as functioning as a gate keeper. These practices also portray the maintenance of rules determining students' and teachers' behavior. While the first are construed as needing to behave well, take part in the class and do their duties, the latter are envisaged as providers of good language input, competent in both linguistic and methodological aspects. Table 5.4 presents a summary of reflexivity in the analyzed texts.

Rules	Resources	
	Authoritative	Allocative
Students should behave well and do what they are required to Teachers should know how to handle the class, either praising or punishing students, when necessary They should master the language they teach and be in continuous development	Teachers Knowledge of the language Respect due to their position Feeling/ sixth sense (know how) Experience Power to include/exclude students from the class/activities Parents' help	Teachers Language as transformative capacity that generates the possibility to get jobs and/or promotions
	Students Behavior (they can facilitate or make it difficult for teachers) Exclude /ignore classmates	Students Language as a possibility to get jobs and/or promotions as well to be accepted in courses abroad

Table 5.4. Summary of rules and resources involved in the discursively represented social practices.

The discursive representations also establish the duties and prerogatives teachers believe to be associated with their identities as well as with their students' identities. The attending role prescriptions are specified in Table 5.5.

Identities	Role prescriptions
Teacher	<ul style="list-style-type: none"> Have a good command of the language they teach Have pedagogic skills Share knowledge and experience Keep studying Have passion for what you do Deal with badly behaved students Be friendly Be authoritarian / inflexible Be sensible and discover how to act, versatility Act as students do not our job to deal with badly behaved students Assess students' performance Provide realistic communicative situations Know how to balance English and students' L1 in the classroom
Students	<ul style="list-style-type: none"> Badly behaved adolescents Give trouble Lose respect Get pissed at the teacher Be good or bad Peer pressure over bad students Answer properly to teachers' questions Behave as required Try to use English in the class Have opportunities to learn Use their knowledge outside the classroom

Table 5.5. Role prescriptions related to teachers and students

5.2.5. Concluding remarks

The data analysis indicated maintenance of a social structure where teachers are characterized as the power holders despite their attempts to focus students' needs and accomplishments. Thus, even when teachers express their concern about their students' interests and achievements, they still depict themselves and other teachers as the responsible for the learning process, as further illustrated in Figure 5.49.

Then, you must know how to put it across to your students. (text 1)

You might present a text about a relevant or interesting subject for them
This way, you'll be providing them with a more realistic activity which will help them be more relaxed and enthusiastic. (text 2)

I have always tried to give lessons on a subject that will hold the students interest,
For a student to return from a trip in an English speaking country and say, I understood everything, thank you.
For a student to come up to you smiling, hugging and kissing you because she has had a high pass in the CPE and now knows she will study in Denmark. (text 4)

Figure 5.49. Teachers expressing their concern about their students needs and accomplishments

Data also presents language not only as what is transmitted to students, but also as a resource which grants teachers power. This depicting of English reinforces the social practices where it is considered a sign of social status. Similarly to previous research (Dellagnelo, 2003; Dellagnelo & Meurer, 2006; Tomazoni, 2005), the results of the quantitative analysis were confirmed by the qualitative analysis. In the first, the transitivity choices were summed up and patterns were established and classified according to the cline of dynamism (Hasan, 1985[1989]; Thompson, forthcoming) whereas in the second, the social context was taken into consideration in the interpretation of teachers lexico-grammatical choices. The choices were interpreted regarding how they related to social structure, role prescriptions ascribed to teachers and students and resources the participants rely on while acting in the discursively portrayed social practices (Giddens 1979, 1984;

Meurer, 2004; 2006; Santiago & Meurer, 2008). The qualitative analysis also encompassed the discursive representation of *reflexivity* (Giddens, 1984), which also matched the quantitative analysis in foregrounding teachers' participation in the teaching-learning process and ascribing them higher transformative capacity, more power and thus domination over students. Similar results were found in research carried in non-virtual environment (Dellagnelo, 2003; Dellagnelo & Meurer, 2006; Tomazoni, 2005). Power is closely related to the possession of knowledge as an authoritative resource, which corroborated research by Dellagnelo⁵⁸ (2003) in her investigation of teacher-trainees' discourse:

The trainees, in the light of the students' roles and of their own roles in the position of teachers, are depicted as hierarchically superordinate; as knowledge holders; as topic, talk and turn-taking controllers; and as powerful participants who are ascribed to most of the doings, sensings, sayings and attributes during the lessons [...] They appear to believe that hierarchy is directly related to power and that teachers have a superordinate position in relation to their learners. [...] there is an intrinsic relation between power and knowledge, the one holding knowledge as more powerful. (p. 175)

Thus teachers' discourse in the investigated texts represents the continuation of social practices where power relations between teachers and students are asymmetric (Dellagnelo, 2003; Dellagnelo & Meurer, 2006). Such relations position teachers as the dynamic agents who, as knowledge holders, have the control in the classroom and transmit this knowledge

⁵⁸ In her doctoral dissertation, Dellagnelo investigated the self-evaluative reports that undergraduated students of "Curso de Letras" at the Federal University of Santa Catarina wrote about their practicum.

to their students, who, on the other hand, are depicted as passive agents and who should behave accordingly, to collaborate with their teachers (Dellagnelo & Meurer, 2006).

In this chapter, I analyzed how teachers, students and language are depicted in the posts in the online forum. I quantified the roles performed by these participants and classified them according to how dynamically they are presented. I also described and interpreted the social context represented in the texts based on the assumption that there is a strong interconnection between linguistic and social structures (Dellagnelo & Meurer, 2006). In the next chapter, I connect the results obtained to my research questions and discuss the relevance of my research in terms of how the ideology depicted in a far-reaching media such as the Internet can contribute to maintenance or challenge of social practices.

CHAPTER 6 – FINAL REMARKS

6.0. Preliminaries

As stated in Chapter 5, this study concerned the discursively depicted social practices involving EFL teachers, their students and the language they teach/learn. In the introductory chapter of this thesis, I presented a brief outline of the context of investigation of the present research, of the undeniable relation between language and context, and of the rationale for analysis and I also described the method for data collection and analysis. In Chapter 2, I explored online interactions and described features of the social network Orkut. In Chapter 3, I presented one of the theories which is part of my rationale, SFL, and I focused on the Transitivity System as the apparatus for my analysis at the textual level/dimension. In Chapter 4, I elaborated on the interconnection between text and the social context relying on Structuration Theory as the second part of my rationale. In Chapter 5, I analyzed teachers' lexical choices as the materialization of ideology and power relations and instantiation of the social context. In the present chapter, I discuss the findings yielded by analysis and establish a connection with my research questions as well as expose the limitations of this work and suggest possibilities for further research.

6.1. Discussion of the findings

Taking into account Halliday's (1999) and Hasan's (1999) claim that discourse analysis needs to develop a systematic study of the social context in which texts are produced due to the incontestable interconnection between language use and context, I align with Meurer (2004, 2006) in his proposal to join linguistics and social theory in order to fulfill this need. Therefore, in my analysis, I have considered text not only as the materialization of

ideologically invested discourse, but also as an instantiation of context (Halliday, 1999). As an instantiation of context, a text construes reality from the point of view of its producer's sociocultural background, this reality being conveyed mainly through the experiential metafunction of language (Halliday, 1994; Bloor & Bloor, 2004; Eggins, 2004; Halliday & Matthiessen, 2004; Thompson, 2004). Inside the experiential metafunction, the ideational metafunction portrays the positioning of participants involved in the social practices discursively represented according to the types of roles attributed to them. Thus, the lexicogrammatical choices made by text producers in terms of types of processes and the participants involved in these processes reflect how the world is perceived by them, i.e., text producers' ideological values, which tend not to be consciously perceived (Fairclough, 1989). These choices also reveal what identities are discursively ascribed to participants as well as the power relations involving them, which in the present research are mapped according to the degree of dynamism these participants are given throughout the texts (Thompson, forthcoming).

Identity, ideology and power relations can also be revealed through the investigation of the social practices depicted in texts. Identities attributed to individuals can be construed according to role prescriptions ascribed to them (Meurer, 2004, 2006). In order to unveil power relations between the individuals portrayed in texts/discourse, it is necessary to this is due – as far as discourse is concerned – to new structures of signification and, thus new ideologies, which arise from social practices, especially by means of discursive practices. Within examine what resources are available to participants and, therefore, how much transformative capacity they possess to either maintain or challenge existent social practices and structures of domination. These structures of domination, when perpetuated, are legitimized by structures of signification, which are responsible for the dissemination of

ideology (Meurer, 2007, personal communication). On the other hand, when these same structures are challenged, it is due to new structures of signification and, thus new ideologies, which arise from social practices. Within this perspective, the importance of language grows (as pointed out by Fairclough, 1992, 2003, for instance) because new structures of signification and, thus new ideologies, arise from discursively mediated social practices.

In the present work, both the textual and the contextual analysis revealed the maintenance and reinforcement of social structures where teachers are positioned as dynamic agents – as opposed to passive students – in the depicted social practices. These teachers rely on language as their main resource in order to exert their power over students, who are, in turn, portrayed as individuals who are affected by teachers' action. Thus, even when teachers express concern with their students' interests and development inside and outside the classroom, they still discursively represent themselves and their colleagues as the power holders in the teaching-learning process. In the next section I connect the findings here described to my research questions.

6.2. Answering the research questions

How are teachers, students and language discursively represented in the posts? How are power relations materialized in both the roles and the resources attributed/ascribed to teachers and students?

Teachers refer to language as a resource which functions as a gate keeper and a symbol of social status (Pennycook, 2001). As an authoritative resource, language knowledge generates forms of control and thus ways to exert their power over their students (Table

6.2, Section 6.2.1). When teachers depict language as a gate opener they foreground its social role of enabling the fulfillment of individual expectations such as traveling, passing proficiency exams and attending video conferences in English. When language is characterized as a symbol for social status, it is used to separate teachers and students into the ones who “show [...] proficiency in the language”, and “who have an outstanding knowledge on English grammar and vocabulary” and the ones who “tend to make little mistakes in grammar” and in “[their] structure and use of the English language”. Thus it is represented as “a language of identity” (Graddol, 2001, p.27) which “has become one of the most powerful means of inclusion into or exclusion from further education, employment or social positions” (Pennycook, 2001, p. 81).

As mentioned in Chapter 5, Section 5.2.5, although some teachers express their concern in meeting their students needs, they still see language as a gift they own and will transmit to their students as in “because she had been given a very good base in learning grammar with her Brazilian teacher” and “I am teaching English to Farsi(Persian)speaking kids”. Not only do teachers construe themselves as possessing language skills as an authoritative resource, but also as controlling the means and pace of its transmission to students: “so, the teacher must lower the level”, “that to what extent should I speak English in the class?” and “hwo (sic)much english (sic) to use in class”.

The inequality in power relations suggested by the ascribing of resources – mainly language knowledge – to teachers is evidenced mostly by the comparison of teachers’ and students’ roles throughout the texts based on the cline of dynamism (Hasan, 1985/1989, Thompson, forthcoming). While the first occupy mainly highly dynamic positions by impinging their action on other entities – mainly students and language – , the latter are

depicted as either not affecting others or as suffering the effects of others’ – mainly teachers’ – action. Teachers, therefore, construe their own and other teachers’ identities as the ones responsible for the decisions and actions in the classroom, i.e., they are the ‘natural’ controllers (Section 5.2.1, Figures 5.6 and 5.7; Section 5.2.2.1, Figures 5.15 to 5.22), and their students’ as the passive entities who are submitted to teachers’ action or whose action does not affect any animate entity (Section 5.2.2.1, Figures 5.19, 5.23, 5.24 and 5.26; Section 5.2.2.3, Figures 5.42 to 5.44). This positioning also reflects the features ascribed to teachers’ identity such as in “You are the teacher, don’t you know it is possible to compile a make up test [...]”, where the teacher is characterized as a powerful entity who is entitled to either praise or punish students according to his/her judgment of the appropriateness or not of their behavior.

Students are also represented as the ones who disrupt the classes and do not behave as they are expected to according to the role prescriptions ascribed to them, i.e., speak the target language, behave well and answer teachers’ questions. Therefore students become object of teachers’ feelings, which are mostly negative, such as in: “don’t we all just hate those students who disrupt the lesson we are giving”.

Considering the duality of structure (Chapter 4), how do participants – both the ones who interact in the forum and the ones depicted in the posts – interplay with social structure, i.e., how do they maintain or challenge this structure, in the (teaching) practices depicted in the posts?

Teachers’ discursive positioning as the most dynamic agents, discussed above, reveals maintenance of social practices and ideology. Their students, on the other hand, are

depicted as passive learners who receive language knowledge rather than being its co-constructors, also evidenced by the lack of co-participation of teachers and students in all the processes depicted in the selected clauses. Accordingly, Dellagnelo (2003), Dellagnelo and Meurer (2006), and Tomazoni (2005) have concluded that teacher-centered classes, where knowledge is transmitted to students, are still a current practice.

Moreover, in the depicted social structure, teachers are granted with power, not only by being depicted as most dynamic but also due to the possession of language knowledge as an authoritative resource. Therefore, they are granted with a status which positions them above their students and even other teachers who may not be as competent in terms of language ability. By portraying language as a resource which may enable social status and mobility, interactants relate it to allocation as well, and, in a sense, reinforce the ideology represented in the structures of signification, in which English language is connected with power and higher social positions (Fairclough, 1989; Graddol, 2001; Pennycook, 2001).

The recursivity of teachers' and students' actions in the social practices discursively represented in the posts reinforces the social structures which surround these practices either by constraining or enabling them.

6.3. Pedagogical implications

According to Malatér (2005), teacher education programs fail to prepare prospective teachers in terms of procedural knowledge (as also mentioned by Dellagnelo, 2003) as well as in helping them become critical professionals. ELT professionals tend to lack a critical

view not only regarding their positioning in the teaching/learning process – as for instance by maintaining a teacher-centered practice – but also in relation to the overvaluing of the language they teach – English – as stated by Graddol:

A more sensitive approach will be needed in the future, which recognizes that English is not a universal panacea for social, economic and political ills and that teaching methods and materials, and educational policies, need to be adapted for local contexts (2001, p. 36)

Therefore research about teaching practice and teachers' discourse may provide material for teachers' and prospective teachers' reflection and development of a critical view of their role as English teachers (Pennycook, 2001).

6.4. Limitations of this research

It was not possible to verify how teachers act in the non-virtual environment, i.e., if their discourse is a reliable picture of their own practice. Moreover, although in the Chapter 1, (Section 1.5), while foregrounding the relevance of this study, I mentioned that this type of discourse can influence lots of people, the design of the present study did not intend to verify how the discourse materialized in the posts could influence teachers' ideology and action.

Another limitation imposed by the necessity to focus on EFL teachers' discourse in the community forum were the impossibility to explore the information provided by teachers in their profiles in Orkut and to obtain any other information by asking them directly, either through scraps, which would be seen by other members, or by personal

messages which are sent to their email addresses. Nevertheless, even if it had been possible to obtain such information, it would not be possible to assure its ‘reliability’, since what Orkut members write in their profiles or in their exchanges, as other types of virtual information cannot be assured to be true or not (Chapter 2, Section 2.5).

6.5. Suggestions for further research

Considering the limitations presented in the previous section, I propose two possibilities for further research. The first is connected to the present work and could be regarded as its continuation, either by exploring other interactions the investigated teachers take part in, as well as the information they provide in their profiles, or by keeping contact with these teachers and interviewing them, or even, if possible observing their classes.

The second possibility concerns the investigation of virtual environment at Orkut and the several possibilities for interaction which have increased especially in the last two years.⁵⁹ This research relies on multimodal resources as the medium for materialization of discourse and uses Kress and van Leeuwen’s Visual Grammar (1996; 2006) as one of the instruments for analysis.

In either one of the three possibilities afore described, the depicted social practices might be analyzed under both SFL and Structuration Theory (Giddens, 1979; 1984), which have proved to be effective analytical instruments able to provide valuable foundation for the understanding of how meaning is construed in texts as instantiation of social context.

⁵⁹ As mentioned in Chapter 2, Orkut has allowed the post of songs, slides, photos and automatic messages taken from other websites. This year (2008) the adding of applications created by members and made available: “As a developer, you’ll soon be able to create social applications for the millions of global Orkut users. Orkut now supports a developer sandbox where you can write apps using [OpenSocial](#), a common set of APIs, HTML, and JavaScript designed to let developers easily build social applications” (Orkut.com). Among these are the emoticons to show one’s state of mind and the buddy pokes – avatars representing the users and generally configures according to their appearance which can interact.

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Appendix 1 – Information about Orkut

Orkut Demographics on March 31, 2004

	United States	51,36%
	Japan	7,74%
	Brazil	5,16%
	Netherlands	4,10%
	United Kingdom	3,72%

Orkut Demographics on June 30, 2007

	Brazil	55,29%
	United States	18,88%
	India	15,47%
	Pakistan	1,30%
	United Kingdom	0,57%
	Japan	0,39%
	Portugal	0,38%
	Mexico	0,35%
	Canada	0,33%
	Italy	0,32%

Chronology	
January 22, 2004	Orkut was created by Orkut Büyükkökten.
April 5, 2005	Orkut version in Portuguese
July 27, 2005	Versions in French, Italian, German, Spanish, Japanese, Korean, Russian and Chinese are made available.
September 2005	Orkut is integrated to Google Account system, and users need to be register at Google to access their accounts.
April 21, 2006	A mechanism which allows members to visualize who visited their profiles is implemented.
June 6, 2006	Orkut reaches 20 million members
August 7, 2006	Orkut reaches 25 million members
October 18, 2006	Orkut reaches 30 million members
October 19, 2006	It is possible to have mediators in communities
December 5, 2006	Orkut reaches 35 million members
January 19, 2007	Orkut reaches 40 million members
February 1, 2007	A mechanism which allows members to add videos from Google Videos and YouTube to their profiles is implemented
March 27, 2007	Polls are made available to collect communities' members' opinions
April 5, 2007	It is possible to search for topics in the communities' forums
April 9, 2007	Orkut reaches 50million members
May 31, 2007	A new resource called "feed" allows members to post in their profiles links to photo albums and websites which use RSS
June 30, 2007	Orkut reaches 60 million members
July 5, 2007	Orkut advertises its first official blog created by Orkut Büyükkökten.
August 13, 2007	A new tool allows members to post images and videos in their friends (or their own) scrapbooks by copying the link where they write messages.
August 16, 2007	Orkut's login page has a new layout; the name Orkut appears in bigger letters and the image with several photos of people (possible members) is eliminated
September 6, 2007	A new feature which allows members to see their friends updates (adding of photos, profile editing, new testimonials received) is available

(adapted from Wikipedia)

APPENDIX 2 – TEXTS AND TRANSITIVITY ANALYSIS

1. What do we need to become an english (sic) teacher ?

<http://www.orkut.com/CommMsgs.aspx?cmm=67884&tid=459758>

John	<p> <u>What do we need // to become an english (sic) teacher ?</u> </p> <p>Hi guys,</p> <p> <u>I'm someone [[who had never experienced teaching english (sic).]]</u> <u>But my english (sic) is reasonably good.</u> <u>I'd like // to know // what do the "employers" usually demand from their teachers // before offering the job....</u> </p>
Francis	<p> Well, most of the places [[I worked for]] wanted // to see some kind of international certificate // (<u>in order to show your proficiency in the language</u>). </p> <p>There are several [[you can take: TOEFL, Michigan, Oxford, Cambridge, Trinity, etc...]] </p> <p> <u>I used to be a student at FISK for a long time</u> // and when the principal called my house [[to let me know the results of the TOEFL test [[I had taken]]], //she <u>invited me // to work with her</u> [[because my score was so high...]] // <u>I had no experience then!</u> </p> <p> It would also be good [[to go to some teacher training courses]]. <u>English schools sometimes offer these courses to their teachers // and some of them open the classes to the public as well.</u> <u>You would be able to interact with other teachers // and exchange ideas.</u> </p>
Jane	<p> <u>Let's get emotional</u> [:)]</p> <p> <u>Well, besides having a good résumé, // I believe //that it takes some more characteristics.</u> <u>To become a good teacher // you must:</u></p> <ul style="list-style-type: none"> - <u>enjoy dealing with people//</u> - <u>be patient and responsible//</u> - <u>be creative//</u> - <u>have a good sense of humor//</u> - <u>be aware [[that you can't stop studying]]</u>
Mike	<p> More tips </p> <p> <u>I would include [["being a good communicator"], if you are good [[at communicating with people no matter their age or social status]], //well, that is certainly essential [[for being a successful teacher]].</u> </p>
Jim	<p> Things that matter </p>

	<p> <u>I could take up all the space here // telling you // what I believe // it takes [[to be a good teacher]].</u> Thing is, [[most of it is the natural-born kind]]. <u>You either have it // or you don't.</u> <u>Now, if you think // you have it // and want // to give it a try, //a good idea would be [[investing hard // and taking a CELTA[http://www.cambridge-efl.org/teaching/celta/index.cfm] course / certificate]].</u> <u>That will help you CVwise // while you have no experience.</u> <u>And welcome to the underpaid-still-lovable life as an EFL teacher!</u> </p>
Anonymous 1	<p> <u>Well, I don't like the thought [[that you can only become a teacher // if you "were born as such"']].</u> After all, success in teaching, according to that 'theory', would be related to some sort of biological, innate feature. And, obviously enough, it would sound preposterous [[to put someone's success [[in teaching]] down to some biological factor... </p> <p> <u>So, I guess // [[what you really need]] is a good command of English, prior training and willingness to learn!</u> </p>
Anonymous 2	<p> <u>First of all you must have perfect command of the language.</u> <u>Then, you must know // how to put it across to your students.</u> <u>Next, I do agree with Jim // when he says // you should have some sort of inbred knack for it.</u> <u>Should you really decide // to become an English teacher, // bear in mind // you'll be taking the heat [[for making other people learn]], // but it's wonderful.</u> <u>Welcome to the club!</u> </p>
Mary	<p> [[it's not [[the being born a teacher]]]] that makes you a good one, // it's not even the excellent command of the language. <u>you have to wake up every morning // and want to go to the kids, // to really love teaching.</u> <u>as soon as you get cranky and mean, // no matter how good you might be, // the teaching will have no value and no real results.</u> </p> <p> <u>welcome to the teaching profession!</u> </p>

cl. 1			
What	do	we	need
Phenomenon		Senser	Pr: mental of desideration

cl.2			
to	[ø]	become	an english (sic) teacher ?
	Carrier	Pr: relational	Attribute

cl.3			
Hi guys,	I	'm	someone
	Carrier	Pr: relational	Attribute

cl. 4			
[[who	had never	experienced teaching	english (sic)].
Actor		Pr: material	Scope

cl. 5			
But	my english (sic)	is	reasonably good.
	Carrier	Pr: relational	Attribute

cl. 6	
I	'd like to know
Senser	Pr: mental of cognition

cl. 7					
what	do	the "employers"	usually	demand	from their teachers
		Sayer		Verbal	Receiver

cl. 8	
[[I	worked for]]
Actor	Pr: material

cl. 9			
(in order to	[ø]	show	your proficiency in the language).
	Actor	Pr: material	Scope

cl. 10	
[[you	can take]]
Actor	Pr: material

cl. 11				
I	used to be	a student	at FISK	for a long time
Carrier	Pr: relational	Attribute	Circumstance of location: place	Circumstance of extent: duration

cl. 12			
and when	the principal	called	my house
	Actor	Pr: material	Circumstance pf location: place

cl. 13				
[[[ø]	to let	me	know	the results of the TOEFL test
Inducer	Causative	Senser	Pr: mental of cognition	Phenomenon

cl. 14	
[[I	had taken]],.]
Actor	Pr: material

cl. 15		
she	invited	me
Sayer	Pr: verbal	Receiver

cl. 16			
to	[ø]	work	with her
	Actor	Pr: material	Circumstance of accompaniment: comitative

cl. 17			
I	had	no experience	then!
Possessor	Pr: relational	Possessed	Circumstance of location: time

cl. 18			
[[to	[ø]	go	to some teacher training courses]].
	Actor	Pr: material	Circumstance of location: place

cl. 19				
English schools	sometimes	offer	these courses	to their teachers
Actor		Pr: material	Scope	Recipient

cl. 20		
You	would be able to interact	with other teachers
Behaver	Pr: behavioral	Circumstance of accompaniment: comitative

cl. 21		
and	[ø]	exchange
	Sayer	Verbal

cl. 22			
Let	's	get	emotional [:)]
	Carrier	Pr: relational	Attribute

cl. 23			
Well, besides	[ø]	having	a good résumé,
	Possessor	Pr: relational	Possessed

cl. 24		
I	believe	that
Senser	Pr: mental cognition	

cl. 25			
To	[ø]	become	a good teacher
	Carrier	Pr: relational	Attribute

cl. 26		
[ø]	- enjoy dealing	with people
Behaver	Pr: behavioral	Circumstance of accompaniment: comitative

cl. 27		
[ø]	- be	patient and responsible
Carrier	Pr: relational	Attribute

cl. 28		
[ø]	- be	creative
Carrier	Pr: relational	Attribute

cl. 29		
[ø]	- have	a good sense of humor
Possessor	Pr: relational	Possessed

cl. 30		
[ø]	- be	aware
Carrier	Pr: relational	Attribute

cl. 31		
[[that	you	can't stop studying]]

	Behaver	Pr: behavioral
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cl. 32		
I	would include	[[["being a good communicator"]],
Carrier	Pr: relational	Attribute

cl. 33		
[∅]	[[["being	a good communicator"]],
Carrier	Pr: relational	Attribute

cl. 34				
if	you	are	good [[at communicating with people]]	no matter their age or social status,
	Carrier	Pr: relational	Attribute	Circumstance of contingency

cl. 35		
[∅]	communicating	with people
Behaver	Pr: behavioral	Circumstance of accompaniment: comitative

cl. 36		
[∅]	being	a successful teacher
Carrier	Pr: relational	Attribute

cl. 37			
I	could take up	all the space	here
Actor	Pr: material	Scope	Circumstance of location: place

cl. 38		
[∅]	telling	you
Sayer	Pr: verbal	Receiver

cl. 39		
what	I	believe
Phenomenon	Senser	Pr: mental of cognition

cl. 40		
[∅]	be	a good teacher
Carrier	Pr: relational	Attribute

cl. 41			
You	either	Have	it
Possessor		Pr: relational	Possessed

cl. 42			
or	you	don't.	[∅]
	Possessor	Pr: relational	Possessed

cl. 43		
Now, if	you	think
	Senser	Pr: mental of cognition

cl. 44		
you	have	it
Possessor	Pr: relational	Possessed

cl. 45			
and	[ø]	want to give	it
	Actor	Pr: material	Recipient

cl. 46			
[ø]	[[investing	hard	
Actor	Pr: material	Circumstance of manner: quality	

cl. 47			
and	[ø]	taking	a CELTA[http://www.cambridge-efl.org/teaching/celta/index.cfm course / certificate]].
	Actor	Pr: material	Scope

cl. 48			
That	will help	you	CVwise
Actor	Pr: material	Goal	Attribute

cl. 49			
while	You	have	no experience.
	Possessor	Pr: relational	Possessed

cl. 50			
And	[ø]	[ø]	welcome to the underpaid-still-lovable life as an EFL teacher!
	Carrier	Pr: relational	Attribute

cl. 51			
Well,	I	don't like	the thought
	Senser	Pr: mental of emotion	Phenomenon

cl. 52			
[[that	you	can only become	a teacher
	Carrier	Pr: relational	Attribute

cl. 53			
if	you	"were	born as such"]].
	Carrier	Pr: relational	Attribute

cl. 54			
So,	I	guess	
	Senser	Pr: mental of cognition	

cl. 55			
[[what you really need]]	is	a good command of English, prior training and willingness to learn!	
Value	Pr: relational	Token	

cl. 56			
[[what	you	really	need]]
Phenomenon	Senser	Pr: mental of desideration	

cl. 57			
First of all	you	must have	perfect command of the language.
	Possessor	Pr: relational	Possessed

cl. 58		
Then,	you	must know
	Senser	Pr: mental of cognition

cl. 59					
how to	[ø]	put	it	across	to your students.
	Actor	Pr: material	Scope		Client

cl. 60			
Next,	I	do agree	with Jim
	Senser	Pr: mental of desideration	Circumstance of accompaniment: comitative

cl. 61		
when	he	says
	Sayer	Pr: verbal

cl. 62		
you	should have	some sort of inbred knack for it.
Possessor	Pr: relational	Possessed

cl. 63			
Should	you	really	decide
	Senser		Pr: mental of desideration

cl. 64			
to	[ø]	become	an English teacher,
	Carrier	Pr: relational	Attribute

cl. 65		
[ø]	bear	in mind
Actor	Pr: material	Circumstance of location: place

cl. 66		
you	'll be taking	the heat
Actor	Pr: material	Scope

cl. 67				
[[for	[ø]	making	other people	learn]],
	Initiator	Causative	Senser	Pr: mental of cognition

cl. 68		
[ø]	[ø]	Welcome to the club!
Carrier	Pr: relational	Attribute

cl. 69			
[[the being born a teacher]] that	makes	you	a good one,
Attributor	Pr: relational	Carrier	Attribute

cl. 70		
[ø]	Being	born a teacher
Carrier	Pr: relational	Attribute

cl. 71		
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it's not even	the excellent command of the language
	Attributor

cl. 72		
you	have to wake up	every morning
Actor	Pr: material	Circumstance of extent: frequency

cl. 73			
and	[ø]	want to go	to the kids,
	Actor	Pr: material	Circumstance of location: spatial

cl. 74				
To	[ø]	really	love	[[teaching.]]
	Senser		Pr: mental of emotion	Phenomenon

cl. 75			
as soon as	you	get	cranky and mean,
	Carrier	Pr: relational	Attribute

cl. 76			
no matter	how good	you	might be,
	Attribute	Carrier	Pr: relational

cl. 77			
[ø]	[ø]	welcome to the teaching profession!	
Carrier	Pr: relational	Attribute	

1. How do you deal with oral tests?

<http://www.orkut.com/CommMsgs.aspx?cmm=67884&tid=505531>

Claire	<p> How do you deal with oral tests? </p> <p> <u>I would like to know from u // how u deal with oral tests...// since it is more subjective than written tests, // what do you consider [[to grade your students' speaking skills?]] I've had 2 students complaining about it, // so I would like your opinion regarding this subject...// thx </u></p>
Cloe	<p> <u>Well, I usually take into consideration the size of the answer of the student, // if she speaks correctly (e.g verb tense), // what's the range [[that the student can go to]], pronunciation, //and if he answers correctly [[to what i asked]] </u></p>
Marlon	<p> Here's an idea </p> <p> Well, <u>why don't you try to evaluate your students during real conversations [[raised in the classroom]] // instead of applying oral tests? </u></p> <p> <u>You might present a text about a relevant or interesting subject for them // to read, first silently and then out loud for all the class // (all the students must participate at this stage). Then stop by the end of each paragraph // and ask them //to share their opinions and experiences with everyone. </u></p> <p> Finally, <<after it's done, >> <u>suggest a different activity //for them to produce, such as a speech. </u></p>

This way, you'll be providing them with a more realistic activity // which will help them be more relaxed and enthusiastic.

cl. 78			
How do	you	deal with	oral tests?
	Actor	Pr: material	Scope

cl. 79		
I	would like to know	from u
Senser	Pr: mental of cognition	Circumstance of angle: source

cl. 80			
how	u	deal with	oral tests...
	Actor	Pr: material	Scope

cl. 81			
what	do	you	consider
Phenomenon		Senser	Pr: mental of cognition

cl. 82		
[ø]	to grade	your students' speaking skills?
Actor	Pr: material	Goal

cl. 83				
I	've had	2 students	complaing (sic)	about it,
Receiver		Sayer	Pr: verbal	Circumstance of matter

cl. 84				
so	I	would like	you (sic) opinion	regarding this subject...
	Senser	Pr: mental of desideration	Phenomenon	Circumstance of matter

cl. 85			
Well,	I	usually take into consideration	the size of the answer of the student,
	Senser	Pr: mental of cognition	Phenomenon

cl. 86				
if	she	speaks	correctly	(e.g verb tense) ,
	Behavior	Pr: behavioral	Circumstance of manner: quality	Behavior

cl. 87				
what's the range	[[that	the student	can go to]],	pronunciation,
	Scope	Actor	Pr: material	Phenomenon

cl. 88			
and if	he	answers	correctly
	Sayer	Pr: verbal	Circumstance of manner: quality

cl. 89			
to	what	i (sic)	Asked
	Verbiage	Sayer	Pr: verbal

cl. 90				
Well, why don't	you	try to evaluate	your students	during real conversations [[raised in the

				classroom]]
	Actor	Pr: material	Goal	Circumstance of extent: duration

cl. 91				
	[ø] ⁶⁰		[[raised	in the classroom]]
	Actor		Pr: material	Circumstance of location: spatial

cl. 92				
instead of		[ø]	applying	oral tests?
		Actor	Pr: material	Scope

cl. 93				
You	might present	a text	about a relevant or interesting subject	for them
Actor	Pr: material	Scope	Circumstance of matter	Circumstance of angle: viewpoint

cl. 94				
[ø]	to read,		first silently and then out loud	for all the class
Behaver	Pr: behavioral		Circumstance of manner: quality	Circumstance of behalf

cl. 95				
(all the students		must participate	at this stage)..	
Actor		Pr: material	Circumstance of location: temporal	

cl. 96				
Then		[ø]	stop	by the end of each paragraph
		Actor	Pr: material	Circumstance of location: spatial

cl. 97				
and		[ø]	ask	them
		Sayer	Pr: verbal	Receiver

cl. 98				
[ø]	to share	their opinions and experiences	with everyone.	
Behaver	Pr: behavioral	Behavior	Circumstance of accompaniment: comitative	

cl. 99				
Finally,	<<after it's done, >>	[ø]	suggest	a different activity
	Included clause	Sayer	Pr: verbal	Verbiage

cl. 100				
for		them	to produce,	such as a speech.
		Sayer	Pr: verbal	Verbiage

cl. 101					
This way,	you	'll be providing	them	with	a more realistic activity
	Attributor	Pr: relational	Possessor		Possessed

cl. 102					
which	will help	them	be	more relaxed and enthusiastic	
Attributor	Causative	Carrier	Pr: relational	Attribute	

⁶⁰ Students + teachers.

1. Native speakers X competent teachers

<http://www.orkut.com/CommMsgs.aspx?cmm=67884&tid=1507264>

Carmen	<p> Native speakers X competent teachers </p> <p> <u>Since Josephine has made (sic) a lot of success with her comments, // let's discuss more about the fact [[that native speakers are normally considered as better teachers, // and also better paid than us, // even if we have much more experience and preparation for the job.]]</u> </p> <p> of course there are exceptions in both sides, // but the rule is: <u>[[if you are a native speaker, // you have 99% of chance [[to get the job]]]].</u> </p> <p> Is it fair? </p>
Bob	<p>Dear Carmen,</p> <p> <u>I will once more get into the affray, // when Josephine posted her comments regarding native English teachers // I was rather annoyed,</u> There is a difference between <u>[[a comparison between two or more people]]</u> and <u>[[an inference that all people from one side of a debate is either this or that]].</u> </p> <p> <u>I am sorry to say that // even a dishwasher would know the difference between an inference and a comparison, // plus the fact that there are some mistakes in her structure and use of the English language, // now I would never usually bring this point to attention // as I, like many other professional English teachers also take liberties with the English language // and we are also prone to making mistakes.</u> </p> <p> <u>I do feel // that if you infer something, anything, // then you must be quite sure [[that you are correct in your written word // when you are attempting to put down a group of people and their abilities.]]</u> </p> <p> <u>Is it fair [[that a Brazilian teacher is paid less than a native unqualified teacher?]]</u></p> <p> <u>Quite simply, no it is not, // who should take the blame for this state of affairs?</u></p> <p> <u>The Brazilian teacher, << who is willing to study for years,>> finally getting a degree as a professional English teacher // and then accepts a position at a ridiculously low rate of pay.</u> </p> <p> <u>May I enlighten you to a couple of facts, // Professional Brazilian teachers are</u></p>

	<p><u>paid as much as a native teacher especially with private students, // it is understanding your worth, // giving your very best at all times [[to enhance your students improvement]], // it is catering to your students specific needs // and not showing up with a book // and telling yourself, // that will do. </u></p> <p><u> [[When your student can see //how much he/she has improved]]is [[when you will get referrals]],// as your agenda becomes fully booked // you can then raise your charges accordingly, //please bear in mind [[that it has taken me three years [[to get to this stage]] // and nothing happens overnight, // it takes work, commitment and a lot of studying.]] </u></p> <p><u> Kindest regards </u></p> <p><u>Bob</u></p>
Mary	<p><u> native speakers do not necessarily make good teachers. I admit [[that there are things [[a native might know better]]]],// but as far as I have noticed, // natives also tend to make little mistakes in grammar. [[that competent language teachers never do]]. there are two sides to every story, as always. so it would be better [[to hire a native, [[to get the language directly from the source]] // but on the other hand, [[speaking the language]] does not automatically make anyone a teacher. </u></p>
Anonymous	<p><u> [[Another interesting aspect in this]] is [[that native speakers don't have the portuguese skills [[to better relating the expressions and idioms]].]] </u></p> <p><u> Or they do...//who knows? :o/</u></p>
Mary	<p><u> but at the same time, can the non-native teacher convey the exact nuances of the language [[that is taught]]? this topic is endless :</u></p>
Anonymous 2	<p><u> I don't wish to make an Issue over this // "But" I have worked along side some very good native speakers and some very bad ones too!! and this could be said about some Brazilian English teachers [[I've worked with aswell]], But [[what I'd like to bring to my students]] is an opportunity [[to be able to work in an Atmosphere as near to the English Language as possible]],// thus this prepares the student to the daily realities of the English Language [[one has to encounter.]] </u></p> <p><u> What you have to consider <<and it doesn't matter [[if you're a native or a Brazilian teacher]]>>, // when you're teaching your students in class // it's in a controlled environment at times, //and the student is focused on the book in front of him / her or in some case the good old Black board!!!! </u></p>

	<p> <u>I have had many students tell me that // after learning English in Brazil // and then going to the USA, or England [[to better their English]], // just how little they knew about the Language, // indeed in some, it was a culture shock, // due to the fact that they were now for the first time being put to the test for the very first time with their English.</u> <u>So I'd like to point this out to you here, // that [[being a native]] has some good advantages for students // and this is [[where I rest my case, // or draw my line]].</u> </p>
Yara	<p> it depends! </p> <p> <u>I think // that it really depends on what area [[the student wants to focus in.]]</u> <u>For people who use their English in trips, // their main point is to be able to express themselves, // so, the use of some slangs, phrasal verbs is so necessary // that some details in grammar structures, are not that big deal <<(I said some details, not many mistakes!)>> // and a native speaker teacher can help him more [[than what you are calling a "competent teacher"]].</u> </p> <p> <u>Both kinds of teachers are competent, // but each one for a particular method of teaching the language.</u> </p>
Anonymous 3	<p> <u>I'm not an English teacher // but I've studied English at Cultura Inglesa here in Brasília since I was 10 //(I've already graduated there)...</u> <u>I'll try to show my point of view as a student...</u> </p> <p> <u>I never had this kind of problem. All my teachers, both Brazilians and natives, were quite good. All of them had a nice way of teaching. [[But the good thing of [[having a native teacher]]] is [[that you can actually hear flawlessly [[how English language sounds.]] There are some Brazilian teachers [[who have an outstanding knowledge on English grammar and vocabulary]], // however, their confusing accent might make the student mispronounce some words... Of course, one might think // that pronunciation is not as important as the other aspects of the language // as long as the student is perfectly able to read // and express himself in English. A good pronunciation and fluency implies a thorough knowledge. With a bad pronunciation, however, it is never possible [[to tell // whether this person knows or // doesn't know English]]. Of course, there are many Brazilian teachers [[that have got an outstanding accent.]] It is quite ironic [[that I really improved my accent // when I attended the classes of a Brazilian guy [[who has lived in England for 6 years]]]].</u> </p> <p> <u>In fact, students tend to get excited // when they have a native teacher. I was like that also. I had a teacher from Manchester // and I used to talk to her a lot, //</u></p>

asking her things about England, Manchester, British culture and even things about English language within Great Britain. || I had another teacher [[who was from USA]] << (the only American teacher I had in my life)>> // and we used to talk a lot too. || It is not [[that Brazilian teachers are worse]], not at all, // the thing is [[that native teachers have got some kind of 'charm' of their own [[that students like]]]]. || That's why [[English schools like to hire teachers from overseas]]. || And, I've also seen plenty of Brazilian teachers [[that weren't at all capable of teaching]]. || It depends a lot. || There are bad teachers in every country in the world. ||

cl. 103				
Since	Josephine	has amde (sic)	a lot of success	with her comments,
	Carrier	Pr: relational	Attribute	Circumstance

cl. 104				
let's	[∅]	discuss	more	about the fact
	Sayer	Pr: verbal	Circumstance of manner: degree	Circumstance of matter

cl. 105				
[[that	native speakers	are normally	considered,	as better teachers
	Carrier		Pr: relational	Attribute

cl. 106				
and also	[∅]	[∅]	better paid ⁶¹	than us,
	Carrier	Pr: relational	Attribute	Circumstance of manner: comparison

cl. 107				
even if	we	have	much more experience and preparation for the job.]]	
	Possessor	Pr: relational	Possessed	

cl. 108				
if	you	are	you	a native speaker,
	Carrier	Pr: relational		Attribute

cl. 109				
you	have	99% of chance [[to get the job]].		
Possessor	Pr: relational	Possessed		

cl. 110				
[[to	[∅]	get	the job]].	
	Possessor	Pr: relational	Possessed	

cl. 111				
I,	will	once more	get	into the affray
Actor		Circumstance of extent: frequency	Pr: material	Circumstance of location: spatial

cl. 112				
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⁶¹ Because it is expanding what is in the previous clause, hence it is an attribute.

when	Josephine	posted	her comments	[[regarding native English teachers]]
	Actor	Pr: material	Scope	Circumstance of matter

cl. 113				
I		was		rather annoyed,
Carrier		Pr: relational		Attribute

cl. 114				
I		am sorry to say		that
Sayer		Pr: verbal		

cl. 115				
even	a dishwasher	would know		the difference between an inference and a comparison,
	Senser	Pr: mental of cognition		Phenomenon

cl. 116				
plus the fact that		there are		some mistakes in her structure and use of the English language,
		Pr: existential		Existent

cl. 117				
now	I	would never usually bring	this point	to attention
	Actor	Pr: material	Goal	Circumstance of location: spatial

cl. 118					
as	I,	like many other professional English teachers	also take	liberties	with the English language
	Actor	Circumstance of manner: comparison	Pr: Material	Scope	Circumstance of Matter

cl. 119				
and		we	are also prone to making	mistakes.
		Actor	Pr: material	Scope

cl. 120				
I		do feel		that
Senser		Pr: mental of cognition		

cl. 121				
if		you	infer	something, anything,
		Senser	Pr: mental of cognition	Phenomenon

cl. 122				
then		you	must be	quite sure
		Carrier	Pr: relational	Attribute

cl. 123				
[[that	you	are	correct	in your written word
	Carrier	Pr: relational	Attribute	Circumstance of location: spatial

cl. 124				
when	you	are attempting to put down		a group of people and their abilities.]]
	Actor	Pr: material		Goal

cl. 125				
[[that	a Brazilian teacher	is	paid	less than a native unqualified teacher?]]
	Carrier	Pr: relational	Attribute	Circumstance of manner: comparison

cl. 126			
who	should take	the blame	for this state of affairs?
Actor	Pr: material	Scope	Circumstance of cause: reason

cl. 127					
The Brazilian teacher,	<< >>	finally	getting	a degree as	a professional English teacher
Actor	Included clause		Pr: material	Scope	Circumstance of role

cl. 128		
<< who	is willing to study	for years,>>
Behaver	Pr: behavioral	Circumstance of extent: duration

cl. 129			
and then	[ø]	accepts	a position at a ridiculously low rate of pay.
	Senser	Pr: mental of desideration	Phenomenon

c. 130				
May	I	enlighten	you	to a couple of facts,
	Actor	Pr: material	Goal	Circumstance of matter

cl. 131				
Professional Brazilian teachers	are	paid	as much as a native teacher,	especially with private students
Carrier	Pr: relational	Attribute	Circumstance of manner: comparison	Circumstance of contingency: condition

cl. 132			
[ø]	giving	your very best	at all times
Actor	Pr: material	Scope	Circumstance of extent: frequency

cl. 133		
[[[ø]	to enhance,	your students improvement]]
Actor	Pr: material	Goal

cl. 134			
it is	[ø]	catering ⁶²	to your students specific needs
	Actor	Pr: material	Circumstance of cause: purpose

cl. 135			
and	[ø]	not showing up	with a book
	Actor	Pr: material	Circumstance of accompaniment: comitative

cl. 136			
and	[ø]	telling	yourself,
	Sayer	Pr: verbal	Receiver

⁶² As offering, providing, giving.

cl. 137		
[[When	your student	can see
	Senser	Pr: mental of perception

cl. 138		
[[how much	he/she	has improved]]]
	Behaver	Pr: behavioral

cl. 139				
is	[[when	you	will get	referrals]],
		Possessor	Pr: relational	Possessed

cl. 140			
you	can then raise	your charges	accordingly,
Actor	Pr: material	Goal	Circumstance of manner: quality

cl. 141			
please	[ø]	bear	in mind
	Senser	Pr: mental of cognition	Circumstance of location: spatial

cl. 142				
that	it	has taken	me	three years
		Pr: relational	Carrier	Attribute

cl. 143			
[[to	[ø]	get	to this stage]]
	Actor	Pr: material	Circumstance of location: spatial

cl. 144			
native speakers	do not necessarily	make	good teachers.
Carrier		Pr: relational	Attribute

cl. 145		
I	admit	[[that there are things [[a native might know better]],.]]
Sayer	Pr: verbal	Verbiage

cl. 146			
things	[[a native	might know	better]],
Phenomenon	Senser	Pr: mental of cognition	Circumstance of manner: degree

cl. 147			
but	as far as	I	have noticed,
	Circumstance of extent	Senser	Pr: mental of cognition

cl. 148				
natives	also	tend to make	little mistakes	in grammar,
Actor		Pr: material	Scope	Circumstance of location: spatial

cl. 149			
[[that	competent language teachers	never	do]].
Scope	Actor		Pr: material

cl. 150			
[[to	[ø]	hire	a native, [[to get the language directly from the source]]

	Actor	Pr: material	Goal	Circumstance of reason: purpose
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cl. 151				
[[to	[ø]	get	the language directly	from the source]]]]
	Actor	Pr: material	Scope	Circumstance of location: spatial

cl. 152				
but on the other hand,	[[speaking the language]]	does not automatically	anyone	a teacher.
	Attributor	<u>make</u>	Pr: relational	Carrier
			Carrier	Attribute

cl. 153				
[ø]	[[speaking	the language]]		
Behaver	Pr: behavioral	Behavior		

cl. 154				
[[that	native speakers	don't have	the portuguese (sic) skills	[[to better relating the expressions and idioms]].]]
	Possessor	Pr: relational	Possessed	Circumstance of reason: purpose

cl. 155				
[[to better	[ø]	relating	the expressions and idioms]]	
	Senser	Pr: mental of cognition	Phenomenon	

cl. 156			
Or	they	do...	
	Possessor	Pr: relational	

cl. 157				
but at the same time,	can	the non-native teacher	convey ⁶³	the exact nuances of the language
		Actor	Pr: material	Goal

cl. 158				
[[that	[ø]	is taught]])?		
Scope	Actor	Pr: material		

cl. 159			
I	don't wish to make	an Issue	over this
Actor	Pr: material	Scope	Circumstance of matter

cl. 160			
"But"	I	have worked	along side some very good native speakers and some very bad ones too!!
	Actor	Pr: material	Circumstance of accompaniment: comitative

cl. 161				
and	this	could be said	about some Brazilian English teachers	[ø]
	Verbiage	Pr: verbal	Circumstance of matter	Sayer

cl. 162			
[[I'	ve worked	with	aswell (sic)],

⁶³ Considering produce (since it is not only spoken language).

Actor	Pr: material		
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cl. 163			
[[what	I	'd like to bring	to my students]]
Goal	Actor	Pr: material	Recipient

cl. 164			
[[to	[ø]	be able to work	in an Atmosphere as near to the English Language as possible]],
	Actor	Pr: material	Circumstance of location: spatial

cl. 165				
thus	this	prepares	the student	to the daily realities of the English Language
	Actor	Pr: material	Goal	Circumstance of cause: purpose

cl. 166	
[[one	has to encounter.]]
Actor	Pr: material

cl. 167		
What	you	have to consider
Phenomenon	Senser	Pr: mental of cognition

cl. 168			
[[if	you'	re	a native or a Brazilian teacher]]>>,
	Carrier	Pr: relational	Attribute

cl. 169				
when	you'	re teaching	your students	in class
	Actor	Pr: material	Client	Circumstance of location: spatial

cl. 170				
and	the student	is	focused	on the book in front of him / her or in some case the good old Black board!!!!
	Carrier	Pr: relational	Attribute	Circumstance of location: spatial

cl. 171				
I	have had	many students	tell	me
Receiver		Sayer	Pr: verbal	Receiver

cl. 172				
that after	[ø]	learning	English	in Brazil
	Senser	Pr: mental of cognition	Phenomenon	Circumstance of location: spatial

cl. 173			
and then	[ø]	going	to the USA, or England
	Actor	Pr: material	Circumstance of location: spatial

cl. 174			
[[to	[ø]	better	their English,]]
	Actor	Pr: material	Goal

cl. 175			
just how little	they	knew	about the Language,
Circumstance of manner: degree	Senser	Pr: mental of cognition	Circumstance of matter

cl. 176						
due to the fact that	they	were now	for the first time	being put to the test	for the very first time	with their English.
Circumstance of reason	Goal		Circumstance of extent: frequency	Pr: material	Circumstance of extent: frequency	Circumstance of matter

cl. 177						
So	I	'd like to point	this	out to	you	here,
	Sayer	Pr: verbal	Verbiage		Receiver	

cl. 178			
that	[ø] ⁶⁴	[[being	a native]]
	Carrier	Pr: relational	Attribute

cl. 179				
and this is	[[where	I	rest	my case,
	Circumstance of location: spatial	Actor	Pr: material	Goal

cl. 180			
or	[ø]	draw	my line.]]
	Actor	Pr: material	Goal

cl. 181	
I	think
Senser	Pr: mental of cognition

cl. 182		
what area	[[the student	wants to focus in.]]
Phenomenon	Senser	Pr: mental of cognition

cl. 183				
For people	[[who	use	their English	in trips]],
	Actor	Pr: material	Scope	Circumstance of location: spatial

cl. 184		
their main point	is	[[to be able to express themselves,]]
Value	Pr: relational	Token

cl. 185		
[[to	be able to express	themselves,]]
	Pr: verbal	Sayer

cl. 186			
so,	the use of some slangs, phrasal verbs	is	so necessary
	Carrier	Pr: relational	Attribute

cl. 187			
that	some details in grammar structures,	are	not that big deal
	Carrier	Pr: relational	Attribute

cl. 188						
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⁶⁴ Teacher.

<<(I	said	some details, not many mistakes!)>>
Sayer	Pr: verbal	Verbiage

cl. 189			
and	a native speaker teacher	can help	him
	Actor	Pr: material	Goal

cl. 190				
[[more than	what	you	are calling	a "competent teacher"]].
	Target	Sayer	Pr: verbal	Verbiage

cl. 191		
Both kinds os (sic) teachers	are	competent,
Carrier	Pr: relational	Attribute

cl. 192			
but	each one	[ø]	for a particular method of teaching the language.
	Carrier	Pr: relational	Attribute

cl. 193		
I	'm not	an English teacher
Carrier	Pr: relational	Attribute

cl. 194					
but	I	've studied	English	at Cultura Inglesa here in Brasilia	since I was 10
	Behaver	Pr: behavioral	Behavior	Circumstance of location: spatial	Circumstance of extent: duration

cl. 195		
(I	've already graduated	there)....
Actor	Pr: material	Circumstance of location: spatial

cl. 196			
I	'll try to show	my point of view	as a student...
Actor	Pr: material	Scope	Circumstance of role

cl. 197			
I	never	had	this kind of problem.
Possessor		Pr: relational	Possessed

cl. 198		
All my teachers, both Brazilians and natives,	were	quite good.
Carrier	Pr: relational	Attribute

cl. 199		
All of them	had	a nice way of teaching.
Possessor	Pr: relational	Possessed

cl. 200		
[[[ø]	having	a native teacher]]
Possessor	Pr: relational	Possessed

cl. 201		
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[[that	you	can actually hear	flawlessly
	Senser	Pr: mental of perception	Circumstance of manner: quality

cl. 202			
[[how	English language	sounds]].]	
Attribute	Carrier	Pr: relational	

cl. 203			
There are	some Brazilian teachers		
Pr: existential	Existent		

cl. 204			
[[who	have	an outstanding knowledge on English grammar and vocabulary]].	
Possessor	Pr: relational	Possessed	

cl. 205					
however,	their confusing accent	might make	the student	mispronounce	some words...
	Initiator	Causative	Sayer	Pr: verbal	Verbiage

cl. 206				
that	pronunciation	is not	as important	as the other aspects of the language
	Carrier	Pr: relational	Attribute	Circumstance of manner: comparison

cl. 207				
as long as	the student	is	perfectly	able to read
	Carrier	Pr: relational	Circumstance of manner: quality	Attribute

cl. 208			
and	express ⁶⁵	himself	in English.
	Pr: behavioral	Behavior	Circumstance of manner: quality

cl. 209		
A good pronunciation and fluency	implies (sic)	a thorough knowledge.
Token	Pr: relational	Value

cl. 210		
whether	this person	knows
	Senser	Pr: mental of cognition

cl. 211			
or	[ø]	doesn't know	English]].
	Senser	Pr: mental of cognition	Phenomenon

cl. 212		
Of course,	there are	many Brazilian teachers
	Pr: existential	Existent

cl. 213		
[[that	have got	an outstanding accent.]]
Possessor	Pr: relational	Possessed

cl. 214			
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⁶⁵Considering not only speaking but writing as well.

[[that	I	really	improved	my accent
	Actor		Pr: material	Goal

cl. 215				
when	I	attended	the classes of a Brazilian guy	
	Actor	Pr: material	Scope	

cl. 216				
[[who	has lived	in England	for 6 years]]]].	
Actor	Pr: material	Circumstance of location: spatial	Circumstance of extent: duration	

cl. 217				
In fact,	students	tend to get	excited	
	Carrier	Pr: relational	Attribute	

cl. 218				
when	they	have	a native teacher.	
	Possessor	Pr: relational	Possessed	

cl. 219				
I	was	like that also.		
Carrier	Pr: relational	Attribute		

cl. 220				
I	had	a teacher from Manchester		
Possessor	Pr: relational	Possessed		

cl. 221				
and	I	used to talk to	her	
	Behavior	Pr: behavioral	Phenomenon	

cl. 222				
[ø]	asking	her	things	about England, Manchester, British culture and even things about English language within Great Britain.
Sayer	Pr: verbal	Receiver	Verbiage	Circumstance of matter

cl. 223				
I	had	another teacher		
Possessor	Pr: relational	Possessed		

cl. 224				
[[who	was	from USA]]		
Carrier	Pr: relational	Attribute		

cl. 225				
<< (the only American teacher	I	had	in my life)>>	
Possessed	Possessor	Pr: relational	Circumstance of extent: duration	

cl. 226				
and	we	used to talk	a lot too.	
	Behavior	Pr: behavioral	Circumstance of manner: degree	

cl. 227				
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It is not [[that	Brazilian teachers	are	worse]],	not at all,
	Carrier	Pr: relational	Attribute	

cl. 228				
the thing is [[that	native teachers	have got	some kind of 'charm' of their own	
	Possessor	Pr: relational	Possessed	

cl. 229				
[[that	students		like]]]].	
Phenomenon	Senser		Pr: mental of emotion	

cl. 230				
That's why	[[English schools	like to hire	teachers from overseas]].	
	Actor	Pr: material	Goal	

cl. 231				
And,	I	've also seen	plenty of Brazilian teachers	
	Senser	Pr: mental of perception	Phenomenon	

cl. 232				
[[that	weren't	at all	capable of teaching]].	
Carrier	Pr: relational		Attribute	

cl. 233b				
	There are		bad teachers	
	Pr: existential		Existent	

4. Teachers' Feelings

<http://www.orkut.com/CommMsgs.aspx?cmm=67884&tid=1888577>

Diana	<p> Teachers' Feelings </p> <p> What do you do // to handle disappointing situations [[such as students that do not act [[as they really care about [[what is going on]]]]]? Students that arrive late // and don't care about it, // students that are absent in the day of the test [[as it was nothing important, etc]]</p> <p> And I am not talking about teenagers only!!! </p> <p> I am a beginner, so I'd better ask you: // Is it a typical behaviour? In any course?</p> <p> Concerning most of the students? </p> <p> Have you ever thought about // giving up, // since teaching doesn't seem to be sooooo rewarding sometimes? </p> <p> I'd appreciate some help. Thank you 😊. </p>
Mary	<p>Dear Diana,</p> <p> there are always students [[who do not and will not ever care]], // there is nothing [[you can do about it]]. But my experience has shown [[that most of them are just trying out [[how far they can go with you.]]]]. If you get nervous or worried about it, // and let them see</p>

	<p>that(especially with teenagers), // the situation will get worse. I promise. </p> <p> Being absent during the day of the test...//hehe..Debra, you're the teacher. don't you know // that it is possible [[to compile a make up test so bad, //that they NEVER want to go through it again?]] </p> <p> [[being absent // and constantly talking during the class]] were things [[I dealt with last year]],// but this year it's OK, // because the very first day I gave them 'the rules'. If you tell them //exactly what will and will not happen during your classes,// they will respect it <<(minus the small percentage who never listen)>> and it's actually possible [[to make jokes during the classes // and not focus so much [[on keeping the order]]]]. </p> <p>I have never thought of // giving up teaching,// even when things were quite bad, especially during the first months. I love teaching teenagers, because I can never tell //what they come up with next. </p> <p> So all I can tell you: // things happen, // enjoy them,// teaching is one of the best careers ever! </p>
Bob	<p>Oh! Diana,</p> <p> Teacher's blues, don't we all just hate those students [[who disrupt the lesson [[we are giving]], // especially those who delight in [[doing it on a regular basis]]], //or those students [[that show the traits [[you have described.]]]]] </p> <p> I do not believe // there is a teacher in this world [[that has not felt [[as you feel now]]], // [[how to combat this attitude problem,]] it's a mystery //because each student has different personalities //and there are several reasons [[why they play up [[as they do]]]]. </p> <p> I have always tried to give lessons on a subject [[that will hold the students interest,]] // be it music, // be it football //or be it anything else, // but the topic is always from there point of view, // not something I think //they should enjoy. </p> <p> If a student believes // he or she is below par with their peers // they will become disruptive // and then not want to take tests or exams, // if they are vying for attention // they will also become disruptive, // some are just so spoilt at home // they think // they are superior to the teacher, // and some just follow the example [[that their parents set for them]]. </p> <p> [[By bringing into class their chosen subject //and showing interest in their points of view]] they are more likely to respond to you, // you can then use this method as a carrot, //once we have achieved this or that, //we can return to this or a similar subject. </p> <p> The rewards are small? Really? The financial rewards may be poor, // but there is a</p>

	<p>wealth of riches in your accomplishments, // <u>or the ones you have in the future</u>, </p> <p> <u>For a student to return from a trip in an English speaking country // and say, // I understood everything, //thank you.</u> </p> <p> <u>For a student to come up to you // smiling, // hugging //and kissing you // because she has had a high pass in the CPE //and now knows // she will study in Denmark.</u> </p> <p> <u>For a student to run to you full of excitement // because the IELTS result is an 8 // and will now be able to take their masters in England,</u> </p> <p> <u>For the student who tells you // that for the first time she was able to understand the videoconference // and people actually listened to her // because her English is now clearer than before.</u> </p> <p> <u>For the young boy who looks at you with a great big grin // and sticks his chest out, //and [[all you have told him]] is [[he now pronounces the “ed” at the end of verbs correctly, // he has learned all three ways // and knows why]].</u> </p> <p> <u>For all these reasons we have rewards // that,<< to my mind, >>are far greater than money, // so hang on in there, // the rewards will come to you, // I promise.</u> </p>
Diana	<p> <u>Thank you!</u> </p> <p> <u>Mary and Bob, I agree with you // and it's good to hear positive experiences.</u> </p> <p>The difficult make up test is the best option, // and very efficient. However, this kind of thing is up to my decision. As well as absences and arriving late. <u>So, I think // some students' behaviour has other reasons rather than my attitude.</u> <u>I always try not to show // when I am disappointed, // because I can feel [[that this will only enhance problems]].</u> <u>I always try to work on their ideas, // although the course book does exactly the opposite.</u></p> <p> Sometimes, I have no option: // The boring lesson will have to take place. <u>I know // we may use this lesson in a variety of ways, // and I try to find out a good one.</u> </p> <p> <u>It's good [[to know about your students' success.]] <u>The situations [[pointed out]] might have brought up huge satisfaction!!!</u> </u></p> <p> <u>Yes, I still believe // that teaching is the greatest profession ever!</u> </p> <p><u>Say other things //if you'd like to.</u> That's very nice! 😊</p>

cl. 234			
What	do	you	do

Scope		Actor	Pr: material
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cl. 235			
[[[ø]	to handle	disappointing situations	
Actor	Pr: material	Scope	

cl. 236			
[[such as	students that	do not act	
	Actor	Pr: material	

cl. 237			
[[as	they	really	care
	Senser		Pr: mental of emotion
			about [[what is going on?]]]]]]
			Circumstance of matter

cl. 238			
Students that	arrive	late	
Actor	Pr: material	Circ of location: temporal	

cl. 239			
and	[ø]	don't care	about it,
	Senser	Pr: mental of emotion	Circumstance of matter

cl. 240			
students that	are	absent	in the day of the test
Carrier	Pr: relational	Attribute	Circumstance of location: temporal

cl. 241			
And	I	am not talking	about teenagers only!!!
	Sayer	Pr: verbal	Circumstance of matter

cl. 242			
I	am	a beginner,	
Carrier	Pr: relational	Attribute	

cl. 243			
so	I	'd better ask	you:
	Sayer	Pr: verbal	Receiver

cl. 244			
Have	you	ever	thought
	Senser		Pr: mental of cognition

cl. 245			
about	[ø]	giving up,	
	Actor	Pr: material	

cl. 246			
I	'd appreciate	some help.	
Senser	Pr: mental of emotion	Phenomenon	

cl. 247			
[ø]	Thank	you	
Actor	Pr: material	Scope	

cl. 248			
Dear Diana,	there are	always	students
	Pr: existential		Existent

cl. 249			
[[who	do not and will not	ever	care,]]
Senser			Pr: mental of emotion

cl. 250			
[[there is nothing]]	you	can do	about it.
Scope	Actor	Pr: material	Circumstance of matter

cl. 251			
that	most of them	are just trying out	[[how far they can go with you.]]
	Actor	Pr: material	Circumstance of extent: distance

cl. 252			
[[how far	they	can go	with you.]]
Circumstance of extent: distance	Actor	Pr: material	Circumstance of accompaniment

cl. 253				
If	you	get	nervous or worried	about it,
	Carrier	Pr: relational	Attribute	Circumstance of matter

cl. 254					
And	[∅]	let	them	see that	(especially with teenagers),
	Inducer	Causative	Senser	Pr: mental of perception	Circumstance of contingency: condition

cl. 255	
I	promise.
sayer	Pr: verbal

cl. 256			
Being	[∅]	absent	during the day of the test...
Pr: relational	Carrier	Attribute	Circumstance of location: temporal

cl. 257			
Hehe.Diana,	you	're	the teacher.
	Token	Pr: relational	Value

cl. 258		
don't	you	know
	senser	Pr: mental of cognition

cl. 259			
[∅]	to compile	a make up test	so bad
Elliptical Actor	Pr: material	Goal	Circ of manner: quality

cl. 260					
that	they	NEVER	want to go through	it	again
	Actor		Pr: material	Scope	

cl. 261

[ø]	being	absent
Carrier	Pr: relational	Attribute

cl. 262				
and	[ø]	constantly	talking	during the class
	Behavior	Circ	Pr: behavioral	Circumstance of location: temporal

cl. 263				
were	things	I	dealt with	last year,
	Scope	Actor	Pr: material	Circumstance of location: temporal

cl. 264					
because	the very first day	I	gave	them	'the rules'.
	Circumstance of location: temporal	Actor	Pr: material	Recipient	Goal

cl. 265			
If	you	tell	them
	Sayer	Pr: verbal	Receiver

cl. 266		
they	will respect	it
Senser	Pr: mental of emotion	Phenomenon

cl. 267			
(minus	the small percentage who	never	listen)
	Behavior		Pr: behavioral

cl. 268			
[ø]	to make	jokes	during the classes
Sayer	Pr: verbal	Verbiage	Circumstance of location: temporal

cl. 269				
and	[ø]	not focus	so much	[[on keeping the order.!]]
	Actor	Pr: material	Circumstance of manner: degree	Circumstance of abstract location: spatial

cl. 270			
on	[ø]	keeping	the order
	Actor	Pr: material	Scope

cl. 271	
I	have never thought of
Senser	Pr : mental of cognition

cl. 272	
[ø]	giving up teaching,
Actor	Pr: material

cl. 273		
I	love teaching	teenagers,
Actor	Pr: material	Client

cl. 274				
because	I	can	never	tell

	Sayer			Pr: verbal
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cl. 275				
what	they	come up with	next.	
Phenomenon	Senser	Pr: mental of cognition		

cl. 276				
So	all	I	can tell	you:
	Verbiage	Sayer	Pr: verbal	Receiver

cl. 277				
[ø]	Enjoy	them,		
Senser	Pr: mental of emotion	Phenomenon		

cl. 278				
Oh! Diana, Teacher's blues, don't	we all	just hate	those students	
	Senser	Pr: mental of emotion	Phenomenon	

cl. 279				
[[who	disrupt	the lesson [[we are giving]]]]		
Behaver	Pr: behavioral	Phenomenon		

cl. 280				
we	are giving			
Actor	Pr: material			

cl. 281				
especially	those who	delight in doing	it	on a regular basis,
	Actor	Pr: material	Scope	Circumstance of extent: frequency

cl. 282				
Or	those students that	show	the traits [[you have described.]]	
	Behaver	Pr: behavioral	Behavior	

cl. 283				
[[you	have described.]]			
Sayer	Pr: verbal			

cl. 284				
I	do not believe,			
Senser	Pr: mental of cognition			

cl. 285				
there is	a teacher	in this world		
Pr: existential	Existent	Circumstance of location: spatial		

cl. 286				
[[that	has not felt]]			
Senser	Pr: mental of emotion			

cl. 287				
[[as	you	feel	now]]]]	
	Senser	Pr: mental of emotion	Circumstance of location: temporal	

cl. 288					
because	each student	has	different personalities		
	Possessor	Pr: relational	Possessed		
cl. 289					
Why	they	play up			
	Actor	Pr: material			
cl. 290					
[[as	they	do.]]			
	Actor	Pr: material			
cl. 291					
I	have	always	tried to give	lessons	on a subject
Actor			Pr: material	Scope	Circumstance of matter
cl. 292					
That	will hold		the students interest,		
Actor	Pr: material		Goal		
cl. 293					
Not	something	I	think		
	Phenomenon	Senser	Pr: mental of cognition		
cl. 294					
They	should enjoy.				
Senser	Pr: mental of emotion				
cl. 295					
If	a student	believes			
	Senser	Pr: mental of cognition			
cl. 296					
he or she	is	below par with their peers			
Carrier	Pr: relational	Attribute			
cl. 297					
They	will become	disruptive			
Carrier	Pr: relational	Attribute			
cl. 298					
and then	[ø]	not want to take	tests or exams,		
	Actor	Pr: material	Scope		
cl. 299					
if	they	are vying for	attention		
	Behavior	Pr: behavioral	Behavior		
cl. 300					
They	will also become	disruptive,			
Carrier	Pr: relational	Attribute			
cl. 301					
Some	are	just so spoilt	at home		

Carrier	Pr: relational	Attribute	Circumstance of location: spatial
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cl. 302			
They		think	
Senser		Pr: mental of cognition	

cl. 303			
They	are	superior to the teacher,.	
Carrier	Pr: relational	Attribute	

cl. 304			
And	some	just follow	the example [[that their parents set for them]]
	Behaver	Pr: behavioral	Behavior

cl. 305			
That	their parents	set for	them.
	Actor	Pr: material	Client

cl. 306			
[ø]	By bringing	into class	their chosen subject
Actor	Pr: material	Circumstance or location: spatial	Scope

cl. 307			
And	[ø]	showing	interest in their points of view
	Behaver	Pr: behavioral	Behavior

c. 308			
They	are	more likely to respond to you,	
Carrier	Pr: relational	Attribute	

cl. 309			
You	can then use	this method	as a carrot,
Actor	Pr: material	Scope	Circumstance of manner: comparison

cl. 310			
Once	we	have achieved	this or that,
	Actor	Pr: material	Scope

cl. 311			
We	can return	to this or a similar subject	
Actor	Pr: material	Circumstance of location: spatial	

cl. 312			
Or	the ones	you	have
	Possessed	Possessor	Pr: relational
			Circumstance of location: temporal

cl. 313			
For	a student	to return	from a trip in an English speaking country
	Actor	Pr: material	Circumstance of location: spatial

cl. 314			
And	[ø]	say,	
	Sayer	Pr: verbal	

cl. 315		
I	understood	everything,
Senser	Pr: mental of cognition	Phenomenon

cl. 316		
[ø]	thank	you.
Actor	Pr: material	Scope

cl. 317			
For	a student	to come up to	you
	Actor	Pr: material	Scope

cl. 318	
[ø]	smiling,
Behaver	Pr: behavioral

cl. 319	
[ø]	hugging
Behaver	Pr: behavioral

cl. 320			
And	[ø]	kissing	you
	Behaver	Pr: behavioral	Phenomenon

cl. 321			
Because	she	has had	a high pass in the CPE
	Possessor	Pr: relational	Possessed

cl. 322			
and	now	[ø]	knows
	Circumstance of location: temporal	Senser	Pr: mental of cognition

cl. 323		
She	will study	in Denmark.
Actor	Pr: material	Circumstance of location: spatial

cl. 324				
For	a student	to run to	you	full of excitement
	Actor	Pr: material	Scope	Circumstance of manner: quality

cl. 325						
And	[ø]	will	now	be able to take	their masters	in England,
	Actor		Circumstance of location: temporal	Pr: material	Scope	Circumstance of location: spatial

cl. 326			
For	the student who	tells	you
	Sayer	Pr: verbal	Receiver

cl. 327			
that for the first time	she	was able to understand	the videoconference
Circumstance of location: temporal	Senser	Pr: mental of cognition	Phenomenon

cl. 328			
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and	people	actually	listened	to her
	Behavior		Pr: behavioral	Phenomenon

cl. 329				
because	her English	is	now	clearer than before
	Carrier	Pr: relational	Circumstance of location: temporal	Attribute

cl. 330				
For	the young boy who	looks at	you	with a great big grin
	Behavior	Pr: behavioral	Phenomenon	Circumstance of manner: means

cl. 331				
and	[ø]	sticks	his chest	out,
	Actor	Pr: material	Goal	

cl. 332				
and	all	you	have told,	him
	Verbiage	Sayer	Pr: verbal	Receiver

cl. 333					
Is	he	now	pronounces	the “ed” at the end of verbs	correctly
	Sayer	Circumstance of location: temporal	Pr: verbal	Verbiage	Circumstance of manner: quality

cl. 334		
He	has learned	all three ways
Senser	Pr: mental of cognition	Phenomenon

cl. 335		
[ø]	knows	why.
Senser	Pr: mental of cognition	Phenomenon

cl. 336			
For all these reasons	we,	have	rewards
	Possessor	Pr: relational	Possessed

cl. 337			
So	[ø]	hang on	in there,
	Actor	Pr: material	Circumstance of location: spatial

cl. 338		
the rewards	will come	to you,
Possessed	Pr: relational	Possessor

cl. 339	
I	promise.
Sayer	Pr: verbal

cl. 340		
[ø]	Thank	you!
Actor	Pr: material	Scope

cl. 341				
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Mary and Bob,	I	agree	with you
	Senser	Pr: mental of desideration	Circumstance of accompaniment

cl. 342			
[[to	[ø]	hear	positive experiences]]
	Senser	Pr: mental of perception	Phenomenon

cl. 343			
So,	I	think	
	Senser	Pr: mental of cognition	

cl. 344			
some students' behaviour	has	other reasons rather than my attitude.	
Possessor	Pr: relational	Possessed	

cl. 345			
I	always,	try not to show	
Behaver		Pr: behavioral	

cl. 346			
When	I	am	disappointed
	Carrier	Pr: relational	Attribute

cl. 347			
because	I	can feel	[[that
	Senser	Pr: mental of perception	

cl. 348			
this	will only enhance	problems]].	
Actor	Pr: material	Goal	

cl. 349			
I	always	try to work on	their ideas,
Actor		Pr: material	Goal

cl. 350				
although	the course book	does	exactly	the opposite.
	Actor	Pr: material		Scope

cl. 351			
Sometimes,	I	have	no option:
	Possessor	Pr: relational	Possessed

cl. 352			
I		know	
Senser		Pr: mental of cognition	

cl. 353			
We	may use	this lesson	in a variety of ways,
Actor	Pr: material	Scope	Circumstance of manner: quality

cl. 354			
and	I	try to find out	a good one.
	Senser	Pr: mental of cognition	Phenomenon

cl. 355		
[ø]	know	about your students' success.
Senser	Pr: mental of perception	Circumstance of matter

cl. 356		
The situations	pointed out	[ø] ⁶⁶
Verbiage	Pr: verbal	Sayer

cl. 357				
Yes,	I	still	believe	that
	Senser		Pr: mental of cognition	

cl. 358		
[ø]	say	other things
Sayer	Pr: verbal	Verbiage

cl. 359		
If	you	'd like to.
	Sayer	Pr: verbal

1. Teacher's Quality

<http://www.orkut.com/CommMsgs.aspx?cmm=67884&tid=3186649>

Gabriel	<p> Teacher's Quality </p> <p> <u>Have you always worked with teachers [[who had a good command of the language or not]]?</u> <u>I had some terrible coleagues in the past [[that barely knew Portuguese, imagine English]].</u> </p>
Cathy	<p> <u>Yes I have....</u> bad commands... </p>
Bob	<p>Dear Friends,</p> <p> <u>At the beginning of last year, I had the privilege [[of teaching a young student of 14 years]];</u> she had an English teacher at her school <u>[[that did not speak English]].</u> </p> <p> <u>[[The ability this young lady showed in learning English]]</u> was amazing, //was that <u>[[because I was an exceptional teacher]],</u>// <u>I like to think so,</u> //but in reality it was <u>[[because she had been given a very good base in learning grammar with her Brazilian teacher]].</u> <u>Therefore, I have a great respect for her Portuguese-speaking teacher.</u> </p> <p> <u>The bad teachers, native or Brazilian, are the teachers [[who teach from a book [[that they do not understand]], yet expect // their pupils to progress with the language]].</u> </p>

⁶⁶ Teachers.

	<p> I would commend most of my student's past teachers, // purely because learning is like [[climbing a set of stairs]] //and each one of us is an individual rung in the ladder . </p> <p> Be grateful [[in knowing //you can sleep at night]],// for if you put your heart into teaching// the rewards are [[seeing // your students achieve // and reach their goals]]. </p> <p>Regards</p> <p>Bob</p>
George	<p>Quaity in ELT 12/13/1901 7:45 PM</p> <p>Hi Folks!</p> <p> This is a debate of fundamental importance // if we are to have any real impact on the profession as a whole. I believe // every English teacher should make some small contribution to the community as a whole, // either by sharing their knowledge and experience, however limited, with colleagues at events such as Braz-Tesol or APIs around the country. </p> <p> How many of you are active members of Braz-Tesol, for example? By active I mean regular presenters at events. Another way we can contribute is [[by writing articles for the many publications available for English Teachers]]... </p> <p> To attain total quality in ELT, // the professional must strike a balance between knowledge of the language <<(sadly lacking in many teachers)>> and methodolodigcal competence. How many English teachers are currently studying for an ESOL certificate, for example, // or even attending classes [[to improve their fluency]]. How many teachers consistently read books and magazines in English [[to improve their vocabulary]]. Our worst enemy is inertia! </p> <p> I'd like to invite all English teachers [[based in the NE of Brazil]] // to join a new community [[entitled "Teaching English in NE Brazil"...]] // you can find it in my profile. </p> <p>All the best!</p> <p>George – Fortaleza</p>
Bia	<p> I'm sure that [[much more important than mastering the language]] is [[knowing // how to teach]]. There are teachers with a thorough knowledge // but who keep the same</p>

	<u>behaviorist techniques of audio-lingual (or whatever other method) in the 21st century.</u> <u> The teacher of the new millenium is [[not only the one who uses technology // and know everything about a language, // but the one who uses his knowledge // to allow his students to go further]]. He needs to promote social interactions, motivation, cognitive development, critical thinking // and prepare his learners to the knowledge society. </u>
Margie	First thing is [[knowing //HOW to teach]] // and second is [[having passion [[for what you do]]]]. Of course is extremely important [[to know the language well]], //you are a teacher anyway...

cl. 360				
Have	you	always	worked	with teachers
	Actor		Pr: material	Circumstance of accompaniment: comitative

cl. 361			
[[who	had	a good command of the language	or not]]?
Possessor	Pr: relational	Possessed	

cl. 362			
I	had	some terrible coleagues (sic)	in the past
Possessor	Pr: relational	Possessed	Circumstance of location: temporal

cl. 363			
[[that	barely	knew	Portuguese,
Senser		Pr: mental of cognition	Phenomenon

cl. 364			
Yes....	I	have,	bad commands...
	Actor	Pr: material	

cl. 365			
At the beginning of last year,	I	had	the privilege
Circumstance of location: spatial	Possessor	Pr: relational	Possessed

cl. 366			
[[of	[ø]	teaching	a young student of 14 years]];
	Actor	Pr: material	Client

cl. 367			
she	had	an English teacher	at her school
Possessor	Pr: relational	Possessed	Circumstance of location: spatial

cl. 368		
[[that	did not speak	English]].
Behaver	Pr: behavioral	Behavior

cl. 369			
[[The ability	this young lady	showed	[[in learning English]]]]
Scope	Actor	Pr: material	Circumstance of cause: purpose

cl. 370			
[[in	[ø]	learning	English]]
	Senser	Pr: mental of cognition	Phenomenon

cl. 371			
was that [[because	I	was	an exceptional teacher]],
	Carrier	Pr: relational	Attribute

cl. 372		
I	like to think	so,
Senser	Pr: mental of cognition	

cl. 373					
[[because	she	had been given	[ø]	a very good base in learning grammar	with her Brazilian teacher]].
	Recipient	Pr: material	Actor	Goal	Circumstance of accompaniment

cl. 374				
Therefore,	I	have	a great respect	for her Portuguese-speaking teacher.
	Possessor ⁶⁷	Pr: relational ⁶⁸	Possessed	Circumstance of cause: behalf

cl. 375		
The bad teachers, native or Brazilian,	are	the teachers
Value	Pr: relational	Token

cl. 376		
[[who	teach	from a book
Actor	Pr: material	Circumstance of manner: means

cl. 377		
[[that	they	do not understand]],
Phenomenon	Senser	Pr: mental of cognition

cl. 378		
yet	[ø]	expect
	Senser	Pr: mental of desideration

cl. 379		
their pupils	to progress with	the language]].
Actor	Pr: material	Goal

cl. 380		
I	would commend	most of my student's past teachers,
Actor	Pr: material	Goal

cl. 381			
and	each one of us	is	an individual rung in the ladder.
	Carrier	Pr: relational	Attribute

⁶⁷ Although there's no property possession

⁶⁸ In SFG the structure is relational even though it brings about a mental flavor.

cl. 382		
[ø]	Be	grateful
Carrier	Pr: relational	Attribute

cl. 383		
[[in	[ø]	knowing
	Senser	Pr: mental of cognition

cl. 384		
you	can sleep	at night]],
Actor	Pr: material	Circumstance of extent: duration

cl. 385				
for if	you	put	your heart	into teaching
	Actor	Pr: material	Scope	Circumstance of location: spatial

cl. 386		
[[[ø]	seeing	Barry
Senser	Pr: mental of perception	

cl. 387	
[[your students	achieve
Actor	Pr: material

cl. 388			
and	[ø]	reach	their goals]].].]
	Actor	Pr: material	Scope

cl. 389				
if	we	are to have	any real impact	on the profession as a whole
	Possessor	Pr: relational	Possessed	Circumstance of location: spatial

c. 390	
I	believe
Senser	Pr: mental of cognition

cl. 391			
every English teacher	should make	some small contribution	to the community as a whole,
Actor	Pr: material	Scope	Client

cl. 392						
either by	[ø]	sharing	their knowledge and experience, however limited,	with colleagues	at events such as Braz-Tesol or APIs	around the country.
	Actor	Pr: material	Scope	Circumstance of accompaniment: comitative	Circumstance of location: temporal	Circumstance of location: spatial

cl. 393				
How many of	you	are	active members of Braz-Tesol,	for example?
	Carrier	Pr: relational	Attribute	

cl. 394			
By active	I	mean ⁶⁹	regular presenters at events.
	Sayer	Verbal	Verbiage

cl. 395	
[[we	can contribute]]
Actor	Pr: material

cl. 396				
[[by	[ø]	writing	articles	for the many publications available for English Teachers]]...
	Actor	Pr: material	Goal	Client

cl. 397			
To	[ø]	attain	total quality in ELT,
	Actor	Pr: material	Scope

cl. 398				
the professional	must strike	a balance between knowledge of the language	<<(sadly lacking in many teachers)>>	and methodological competence.
Actor	Pr: material	Sco-	Included clause	-pe

cl. 399				
How many	English teachers	are currently studying	for an ESOL certificate,	for example,
	Behavior	Pr: behavioral	Circumstance of reason: purpose	

cl. 400			
or even	[ø]	attending	classes
	Actor	Pr: material	Scope

cl. 401			
to	[ø]	improve	their fluency.
	Actor	Pr: material	Goal

cl. 402				
How many	teachers	consistently	read	How many
	Behavior		Pr: behavioral	

cl. 403			
to	[ø]	improve	their vocabular (sic).
	Actor	Pr: material	Goal

cl. 404		
I	'd like to invite	all English teachers
Actor	Pr: material	Scope

cl. 405		
[ø]	[[based	in the NE of Brazil]]
Carrier	Pr: relational	Attribute

⁶⁹ Mean here does not present 'equative' features, but I wanna say.

cl. 406			
to	[ø]	join	a new community [[entitled "Teaching English in NE Brazil" ...]]
	Actor	Pr: material	Scope

cl. 407			
you		can find	it in my profile.
	Actor	Pr: material	Scope Circumstance of location: spatial

cl. 408		
I'	m	sure
Carrier	Pr: relational	Attribute

cl. 409		
[ø]	mastering	the language
Senser	Pr: mental of cognition	Phenomenon

cl. 410		
[ø]	knowing	[[how to teach]]
Senser	Pr: mental of cognition	Phenomenon

cl. 411		
how	[ø]	to teach
	Actor	Pr: material

cl. 412	
There are	teachers [[with a thorough knowledge]]
Pr: existential	Existent

cl. 413				
but	who	keep	the same behaviorist techniques of audio-lingual (or whatever other method)	in the 21st century.
	Behavior	Pr: behavioral	Behavior	Circumstance of location: temporal

cl. 414		
The teacher of the new millenium	is	not only the one
Token	Pr: relational	Value

cl. 415		
[[who	uses	technology
Actor	Pr: material	Scope

cl. 416				
and	[ø]	know (sic)	everything	about a language]],
	Senser	Pr: mental of cognition	Phenomenon	Circumstance of matter

cl. 417			
but the one	[[who	uses	his knowledge
	Actor	Pr: material	Scope

cl. 418				
to	[ø]	allow	his students	to go further]].
	Initiator	Causative	Actor	Pr: material

cl. 419		
He	needs to promote	social interactions, motivation, cognitive development, critical thinking
Actor	Pr: material	Scope

cl. 420				
and	[ø]	prepare	his learners	to the knowledge society.
	Actor	Pr: material	Goal	Circumstance of cause: purpose

cl. 421	
[ø]	knowing
Senser	Pr: mental of cognition

cl. 422		
HOW	[ø]	to teach
	Actor	Pr: material

cl. 423		
[ø]	[[having	passion [[for what you do]]].
Possessor	Pr: relational	Possessed

cl. 424			
[ø]	know	the language	well]],
Senser	Pr: mental of cognition	Phenomenon	Circumstance of manner: quality

cl. 425			
you	are	a teacher	anyway...
Carrier	Pr: relational	Attribute	

6. A Question

<http://www.orkut.com/CommMsgs.aspx?cmm=67884&tid=3919130>

Henry	<p>A Question</p> <p>Hi!</p> <p> <u>As a new EFL teacher</u> <u>[[who works with young learners</u> <u>[[aged between 8-14,]]</u> <u>would like to ask experienced teachers</u> <u>//that to what extent should I speak English in the class?</u> <u> </u></p> <p><u>considering the fact</u> <u>[[that stidents obviously cannot speak Engilsh,]]</u> <u>// and that they keep on traslating</u> <u>// what I say into L1</u> <u>// (eg. if I ask them</u> <u>//"what do you see in the picture?</u> <u>// they would say:</u> <u>// techer! it means that...,</u> <u>// though they know</u> <u>// what they have been asked to).</u> <u> </u></p> <p> <u>Thank you for your help,</u> <u>:)</u> <u> </u></p>
Monica	<p>and another question!</p> <p> <u>Why have this young learners got used to translate????</u> <u> </u> It's because of the privous teachers or because of their own way of learning? <u> </u></p>
Patty	<p> <u>i don't really work with teenagers,</u> <u>//</u> but my school has a good way - at least in my point of view - <u>[[to solve this question]].</u> <u> </u></p> <p> <u>in my school, we are not allowed to talk portuguese</u> - our first language - <u>at all.</u> <u> </u> so, <u>the teacher must lower the level</u> <u>//</u> <u>when talking to students</u> <u>[[who won't understand her/him.]]</u></p>

	<p> <u>we keep it simple</u>: // I mean, <u>we don't use auxiliars</u> // <u>untill we teach them</u>. <u>in the beginning we also use words similars to the first language</u> [[to make easier the conection]].</p> <p> <u>thus, as we teach them</u>, // <u>they go speaking</u>. </p>
Henry	<p> <u>Thank you Patty</u>, // but [[<u>what you said Patty</u>]] is appreciated // but not in my case, // <u>I am teaching English to Farsi(Persian)speaking kids</u>. <u>English is far too different fron Farsi</u>, // <u>though they both stem from the same root</u>. <u>In Iran English is a completely Foriegn language</u>. <u>Almost noone have the chance</u> [[to hear English in the society.]] </p>
Robert	<p> <u>Hwo much english to use in class</u>.. </p> <p> <u>You can start your classes with a small amount of English</u> [[<u>being spoken by you</u>,]]// <u>otherwise kids won't inderstand your instructions</u> // <u>and that will mess the rest of your work</u>.</p> <p> As time passes by // <u>you can increase this amount of English</u>, // <u>once kids will be already familiar with basic instructions</u>. <u>Never give up trying to use as much English</u> [[as they can understand]]. :)</p>
Carla	<p> [[<u>miming</u> // and <u>drawing</u>]] help them sometimes </p> <p> <u>I've taught kids before</u> // and I had to mix English with Portuguese // <u>so that they could understand my explanations</u>. But every time [[<u>I have the chance</u>]] <u>I explain things for them</u> // <u>by miming</u> // and <u>drawing</u>. <u>Once they've learned the word</u> // <u>or understood it</u> // <u>I don't speak it in Portuguese anymore</u>. </p>
Kim	<p>A Question</p> <p>Hi Hamideh,</p> <p> <u>I used to teach English to Farsi speakers of ages 7-10 in Tehran almost 8 years ago</u>. In Shokouh, << <u>where I used to teach</u>>> the philosophy was [[<u>to speak the target language</u>]].</p> <p> <u>Students could speak Farsi</u> // <u>but the teacher would answer in English</u>. It was very time consuming and difficult at the beginning //<u>but once they picked up the language</u> //the sessions would go smoothly. <u>You will be surprised</u> // <u>how quickly young learners will respond to you</u>// <u>if you continue to speak English in the classroom</u>. </p> <p> <u>Hope</u> // it helps. </p>
Eliz	<p>Kids</p> <p> <u>Kids WILL translate everything</u> [[<u>you tell them</u>]]. // it's just the way [[it works!]] it's only natural // <u>because L1 is part of their UG</u>, // <u>a child</u> [[<u>who's learning</u> // to speak]] <u>won't speak perfectly</u>. // <u>but as they are young</u> // <u>they have the advantage</u> [[<u>to aquire the language perfectly!</u>]] But it is your job [[<u>to speak to them in English</u>, // <u>try to make them understand</u> // <u>what you are saying</u>, // <u>gesturing</u> // <u>using situationla sentences and so on!</u>]] <u>And, really, don't worry</u> // <u>if they translate</u>. // <u>they will aquire the abiliy</u> [[<u>of thinking in English with time, and, of course, dedication</u>]]. </p>

Helen

|||Kathy is right |||

||| Translating is a crutch. ||| At lower levels (1st & 2nd year) it is almost impossible [[to get away from]]. ||| But after the 2nd full year [[of learning a language]] <<(some may even say sooner)>> the translating should go. |||

||| The question then is really [[what level are your kids]]. |||

||| The problems [[I have had]] have always been [[in explaining grammar // or giving instructions]]. ||| Complex grammar explanations <<(if you even do this with this age group) >> should be done in the first language. // I can see no way around it. |||

||| But instructions in the target language through visual examples [[of what they should do,]] examples of finished products, clear instructions in 3 to 5 steps and reliance on repeated phrases...// all lower students should know <<(or be taught) >> classroom behaviors [[like take out a piece of paper, // pass your paper forward, // get into groups, // take out a pencil etc]] ||| Enough kids should be able to start the project then [[with some going around the room // and showing slow pokes // using basic English]]. |||

||| [[Deciding // that at some point the classes should be all English]] might be something [[to approach colleagues about]]. ||| Without this, the students will always use their comfort crutch. |||

- ||| Also on the cultural side, there is the issue [[of saving face in the language classroom]], // I have had students resent me [[for using all English]] // and expecting that, // so it is important [[that the students know // why at some point they have to do only English in the classroom]]--// and your colleagues should do the same. |||

||| It is a good question, // and a school [[that insists on // there being a certain level [[that starts all English classroom]] are really truly preparing students alot more [[than the classrooms [[that allow translating even into the upper levels]]]]. |||

cl. 426		
As a new EFL teacher[[who works with young learners [[aged between 8-14]]]],	would like to ask	experienced teachers
Sayer	Pr: verbal	Receiver

cl. 427		
who	works	with young learners [[aged between 8-14]]
Actor	Pr: material	Circumstance of accompaniment: comitative

cl. 428						
that	to what extent	should	I	speak	English	in the class?
	Circumstance of	Pr:	Behaver	Behavioral	Behavior	Circumstance of

	extent: distance					location: temporal
--	------------------	--	--	--	--	--------------------

cl. 429		
[ø]	considering	the fact [[that stidents (sic) obviously cannot speak Engilsh (sic)],
Senser	Pr: mental of cognition	Phenomenon/embedded clause

cl. 430				
that	stidents (sic)	obviously	cannot speak	Engilsh (sic),
	Behaver		Pr: behavioral	Behavior

cl. 431		
and that	they	keep on traslating (sic)
	Senser	Pr: mental of cognition

cl. 432			
what	I	say	into L1
Verbiage	Sayer	Pr: verbal	Circumstance of role: product

cl. 433			
(eg. if	I	ask	them
	Sayer	Pr: verbal	Receiver

cl. 434				
"what	do	you	see	in the picture?
Phenomenon		Senser	Pr: mental of perception	Circumstance of location: spatial

cl. 435	
they	would say:
Sayer	Pr: verbal

cl. 436		
though	they	know
	Senser	Pr: mental of cognition

cl. 437			
what	they	[ø]	have been asked to).
Verbiage	Receiver	Sayer	Pr: verbal

cl. 438			
[ø]	Thank	you	for your help, :)
Actor	Pr: material	Scope	Circumstance of cause: reason

cl. 439			
Why	have	this young learners	got used to translate????
		Senser	Pr: mental of cognition

cl. 440		
i (sic),	don't really work	with teenagers
Actor	Pr: material	Circumstance of accompaniment: comitative

cl. 441				
in my school,	we	are not allowed to talk	portuguese - our first language -	at all.
Circumstance of	Behaver	Pr: behavioral	Behavior	

location: spatial				
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cl. 442				
so,	the teacher	must lower	the level	
	Actor	Pr: material	Goal	

cl. 443				
when	[ø]	talking to	students	
	Behaver	Pr: behavioral	Phenomenon	

cl. 444				
[[who	won't understand	her/him.]]		
Senser	Pr: mental of cognition	Phenomenon		

cl. 445				
we	keep	it	simple:	
Actor	Pr: material	Goal	Attribute	

cl. 446				
I mean,	we	don't use	auxiliars	
	Actor	Material	Scope	

cl. 447				
untill (sic)	we	teach	them.	
	Actor	Pr: material	Scope	

cl. 448				
in the beginning	we	also use	words similars to the first language	
Circumstance of location: spatial	Actor	Pr: material	Scope	

cl. 449				
[[[ø]	to make	easier	the conection.(sic)]]	
Attributor	Pr: relational	Attribute	Carrier	

cl. 450				
thus, as	we	teach	them,	
	Actor	Pr: material	Client	

cl. 451				
they	go speaking.			
Behaver	Pr: behavioral			

cl. 452				
[ø]	Thank	you Patty,		
Actor	Pr: material	Scope		

cl. 453				
but	[[what	you	said	Patty]]
	Verbiage	Sayer	Pr: verbal	

cl. 454				
I	am teaching	English	to Farsi(Persian)speaking kids.	
Actor	Pr: material	Scope	Client	

cl. 455			
English	is	far too different from (sic) Farsi,	
Carrier	Pr: relational	Attribute	

cl. 456			
though	they both	stem	from the same root.
	Actor	Pr: material	Circumstance of location: spatial

cl. 457			
In Iran	English	is	a completely Foreign (sic) language.
Circumstance of location: temporal	Carrier	Pr: relational	Attribute

cl. 458			
Almost noone (sic)	have	the chance	
Possessor	Pr: relational	Possessed	

cl. 459			
[ø]	[[to hear	English	in the society.]]
Senser	Pr: mental of perception	Phenomenon	Circumstance of location: spatial

cl. 460				
Hwo (sic)much	english (sic)	[ø]	to use	in class..
Circumstance of manner: degree	Scope	Actor	Pr: material	Circumstance of location: temporal

cl. 461			
You	can start	your classes	with a small amount of English
Actor	Pr: material	Scope	Circumstance of manner: means

cl. 462			
[[being spoken	by	you,]]	
Pr: behavioral		Behaver	

cl. 463			
otherwise	kids	won't understand (sic)	your instructions
	Senser	Pr: mental of cognition	Phenomenon

cl. 464			
you	can increase	this amount of English,	
Actor	Pr: material	Goal	

cl. 465				
once	kids	will be	already	familiar with basic instructions.
	Carrier	Pr: relational		Attribute

cl. 466			
[ø]	Never	give up trying to use	as much English (sic)
Actor		Pr: material	Scope

cl. 467			
[[as	they	can understand]].	:)
	Senser	Pr: mental of cognition	

cl. 468			
[[miming // and drawing]]	help	them	sometimes
Actor	Pr: material	Goal	

cl. 469				
[ø]	miming	and	[ø]	drawing
Actor	Pr: material		Actor	Pr: material

cl. 470			
I	've taught	kids	before
Actor	Pr: material	Client	Circumstance of location: temporal

cl. 471			
and	I	had to mix	English with Portuguese
	Actor	Pr: material	Goal

cl. 472			
so that	they	could understand	my explanations.
	Senser	Pr: mental of cognition	Phenomenon

cl. 473			
But every time	I	have	the chance
Circumstance of extent: frequency	Possessor	Pr: relational	Possessed

cl. 474			
I	explain	things	for them
Sayer	Pr: verbal	Verbiage	Receiver

cl. 475		
[[by	[ø]	miming
	Actor	Pr: material

cl. 476		
and	[ø]	drawing.]]
	Actor	Pr: material

cl. 477			
Once	they	've learned	the word
	Senser	Pr: mental of cognition	Phenomenon

cl. 478			
or	[ø]	understood	it
	Senser	Pr: mental of cognition	Phenomenon

cl. 479			
I	don't speak ⁷⁰	it	in Portuguese anymore.
Sayer	Pr: verbal	Verbiage	Circumstance of manner: quality

cl. 480					
I	used to teach	English	to Farsi speakers of ages 7-10	in Tehran	almost 8 years ago.
Actor	Pr: material	Scope	Client	Circumstance of	Circumstance of

⁷⁰ in this case, speak meaning utter

				location: spatial	location: temporal
cl. 481					
[ø] ⁷¹		to speak		the target language	
Behaver		Pr: behavioral		Behavior	
cl. 482					
<< where		I		used to teach,>>	
		Actor		Pr: material	
cl. 483					
Students		could speak		Farsi	
Behaver		Pr: behavioral		Behavior	
cl. 484					
but	the teacher	would answer		in English.	
	Sayer	Pr: verbal		Circumstance of manner: means	
cl. 485					
but once	they	picked up		the language	
	Senser	Pr: mental of cognition		Phenomenon	
cl. 486					
You		will be		surprised	
Carrier		Pr: relational		Attribute	
cl. 487					
how quickly		young learners	will respond	to you	
Circumstance of manner: quality		Behavior	Pr: behavioral	Phenomenon	
cl. 488					
if	you	continue to speak	English	in the classroom.	
	Behaver	Pr: behavioral	Behavior	Circumstance of location: spatial	
cl. 489					
[ø]			Hope		
Senser			Pr: mental of desideration		
cl. 490					
Kids		WILL translate		everything	
Senser		Pr: mental of cognition		Phenomenon	
cl. 491					
[[you		tell		them]],	
Sayer		Pr: verbal		Receiver	
cl. 492					
because	L1	is		part of their UG,	
	Carrier	Pr: relational		Attribute	
cl. 493					
a child [[who's learning // to speak]]		won't speak		perfectly,	

⁷¹ teacher

Behaver	Pr: behavioral	Circumstance of manner: quality	
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cl. 494			
[[who	's learning		
Senser	Pr: mental of cognition		

cl. 495			
[ø]	to speak]]		
Behaver	Pr: behavioral		

cl. 496			
but as	they	are	young
	Carrier	Pr: relational	Attribute

cl. 497			
they	have	the advantage [[to aquire the language perfectly!]]	
Possessor	Pr: relational	Possessed	

cl. 498			
[ø]	[[to aquire	the language	perfectly!]]
Senser	Pr: mental of cognition	Phenomenon	Circumstance of manner: quality

cl. 499			
[ø]	[[to speak to	them	in English,
Behaver	Pr: behavioral	Phenomenon	Circumstance of manner: quality

cl. 500			
[ø]	try to make	them	understand
Inducer	Pr: causative	Senser	Pr: mental of cognition

cl. 501			
what	you	are saying,	
Verbiage	Sayer	Pr: verbal	

cl. 502			
[ø]	gesturing		
Actor	Pr: material		

cl. 503			
[ø]	using	situationla (sic) sentences and so on!]]	
Actor	Pr: material	Scope	

cl. 504			
And, really,	[ø]	don't worry	
	Senser	Pr: mental of cognition	

cl. 505			
if	they	translate,	
	Senser	Pr: mental of cognition	

cl. 506			
they	will aquire (sic)	the abiliy (sic) [[of thinking in English]]	with time, and, of course, dedication.
Senser	Pr: mental of cognition	Phenomenon	Circumstance of manner: means

cl. 507			
[[of	[ø]	thinking	in English
	Senser	Pr: mental of cognition	Circumstance of manner: means

cl. 508			
Kathy		is	right
Carrier		Pr: relational	Attribute

cl. 509			
to		[ø] ⁷²	get away from
		Actor	Pr: material

cl. 510			
[[of	[ø]	learning	a language]]
	Senser	Pr: mental of cognition	Phenomenon

cl. 511			
what level		are	your kids.
Attribute		Pr: relational	Carrier

cl. 512			
The problems		[[I	have had]]
Possessed		Possessor	Pr: relational

cl. 513			
[ø]		explaining	grammar
Sayer		Pr: verbal	Verbiage

cl. 514			
or	[ø]	giving	instructions
	Sayer	Pr: verbal	Verbiage

cl. 515				
Complex grammar explanations	<< (if you even do this with this age group) >>	[ø]	should be done,	in the first language
Verbiage	Included clause	Sayer	Pr: verbal	Circumstance of manner

cl. 516					
<< (if	you	even	do	this	with this age group) >>
	Sayer		Pr: verbal	Verbiage	Circumstance of accompaniment: comitative

cl. 517			
I	can see	no way	around it.
Senser	Pr: mental of perception	Phenomenon	Circumstance

cl. 518			
[[of	what	they	should do,]]
	Scope	Actor	Pr: material

cl. 519			
all lower students	should know	<<(or be taught) >>	classroom behaviors

⁷² Teachers.

Senser	Pr: mental of cognition	Included clause	Phenomenon	
cl. 520				
<<(or	[ø]	be taught) >>	[ø]	
	Client	Pr: material	Actor	
cl. 521				
[[like (the commands)	[ø]	take out	a piece of paper,	
	Actor	Pr: material	Goal	
cl. 522				
[ø]	pass	your paper	forward,	
Actor	Pr: material	Goal		
cl. 523				
[ø]	get	into groups,		
Actor	Pr: material	Circumstance of quality: manner		
cl. 524				
[ø]	take out	a pencil	etc]].	
Actor	Pr: material	Goal		
cl. 525				
Enough kids	should be able to start	the project	then	
Actor	Pr: material	Goal		
cl. 526				
[[with some	[ø]	going	around the room	
	Actor	Pr: material	Circumstance of location: spatial	
cl. 527				
and	[ø]	showing	slow pokes	
	Actor	Pr: material	Scope	
cl. 528				
[ø]	using	basic English.]]		
Actor	Pr: material	Scope		
cl. 529				
[ø]	using			
Actor	Pr: material			
cl. 530				
that	at some point	the classes	should be	all English]]
	Circumstance of location: temporal	Carrier	Pr: relational	Attribute
cl. 531				
[[to	[ø]	approach	colleagues	about]].
	Sayer	Pr: verbal	Receiver	
cl. 532				
Without this,	the students	will always use	their comfort crutch.	
Circumstance of contingency: default	Actor	Pr: material	Scope	

cl. 533				
[[of	[ø]	saving	face	in the language classroom]],
	Behavior	Pr: behavioral	Behavior	Circumstance of location: spatial

cl. 534				
I	have had	students	resent	me
		Senser	Pr: mental of emotion	Phenomenon

cl. 535			
[[for	[ø]	using	all English]]
	Actor	Pr: material	Scope

cl. 536			
and	[ø]	expecting	that,
	Senser	Pr: mental of desideration	Phenomenon

cl. 537		
[[that	the students	know
	Senser	Pr: mental of cognition

cl. 538					
why	at some point	they	have to do only	English	in the classroom--
	Circumstance of location: temporal	Actor	Pr: material	Scope	Circumstance of location: spatial

cl. 539			
and	your colleagues	should do	the same.
	Actor	Pr: material	Scope

cl. 540			
and	a school [[that insists on there being a certain level [[that starts all English classroom]]]]	are really truly preparing	students
	Actor	Pr: material	Goal

cl. 541					
alot (sic) more than the classrooms ⁷³	[[that	allow	[ø]	translating ⁷⁴	even into the upper levels]].
	Initiator	Causative	Behavior	Pr: behavioral	Circumstance of location: spatial

⁷³ Indirectly referring to teachers

⁷⁴ Speak and think