

UNIVERSIDADE FEDERAL DE SANTA CATARINA

**CLASS PLAN, PRACTICE AND REPORT: INVESTIGATING AN EFL
TRAINEE-TEACHER DISCURSIVE REPRESENTATION OF THE
TEACHING/LEARNING PROCESS**

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UNIVERSIDADE FEDERAL DE SANTA CATARINA
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CORRESPONDENTE

**CLASS PLAN, PRACTICE AND REPORT: INVESTIGATING AN EFL
TRAINEE-TEACHER DISCURSIVE REPRESENTATION OF THE
TEACHING/LEARNING PROCESS**

por

MÁRCIA REGINA GROMOSKI

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To my lovely parents: Paulo and Lidia,
for teaching me the importance
of love, respect and work.

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ABSTRACT

Class plan, Practice and Report: Investigating an EFL Trainee-teacher's Discursive Representation of the Teaching/Learning Process

By

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Universidade Federal de Santa Catarina

2009

Advisor: Adriana de Carvalho Kuerten Dellagnelo

In this study, I investigate an EFL trainee-teacher's discourse in the 7th period of *Curso de Letras*, at *Universidade Federal de Santa Catarina*, taking the course "*Teaching practicum*", whose main requisite is to plan, execute and self-evaluate two classes in a critical-descriptive manner. These three texts were analyzed from the perspective of Systemic-Functional Linguistics, specifically through the transitivity system (Halliday & Mathiessen, 2004), with the aim of analyzing the social roles (Wright, 1987; Richards & Rodgers, 2001) the trainee-teacher attributes to herself and to her learners along these texts. Results reveal an opposing configuration of roles between the practice, and the plan and the report. In the class plan, as well as in the report, the participant attributed to herself the role of agent, while in the practice the trainee-teacher assigned the learners the er-roles and limited herself to sometimes share this role with them. This role configuration established for the social participants of the class based a further investigation relative to the type of knowledge (theoretical and experiential) most often privileged by the trainee in each of the moments analyzed. Results point out the use of the two types of knowledge, corroborating the importance of experiential knowledge previously stated in the literature, as much as suggests that theoretical knowledge has been gaining space in shaping the behavior of the teacher-trainee, which implies a step ahead in Teacher Education Programs. Additionally, the study offers an important implication as it foregrounds the interference of register and genre on the intentionalities of the trainee, neutralizing her conceptions in her discursive practice.

Key-words: Class plan, practice, self-evaluative report, Systemic Functional Linguistics, transitivity, social role, theoretical knowledge and experiential knowledge.

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RESUMO

**Plano de aula, Prática e Relatório de Auto-avaliação: Investigando a
Representação Discursiva de uma Professora de Inglês como Língua Estrangeira
em Relação ao Processo de Ensino e Aprendizagem**

por

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2009

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Neste estudo investigo o discurso de uma professora estagiária do 7º período do curso de Letras - Inglês da Universidade Federal de Santa Catarina, cursando a disciplina de 'Prática de Ensino', cujo requisito principal é o planejamento, a execução e a auto-avaliação crítico-descritiva de duas aulas. O plano, a aula em si e o relatório de avaliação foram analisados sob a perspectiva da Linguística Sistêmico-Funcional, especificamente por meio do sistema de transitividade (Halliday & Matthiessen, 2004), com o objetivo de averiguar que papel social (Wright, 1987; Richards & Rodgers, 2001) a professora atribui para si mesma e para seus alunos nesses diferentes textos. Os resultados revelam uma configuração oposta entre a prática, e o plano e o relatório. No plano de aula, bem como no relatório, a estagiária atribui a si mesma o papel de agente, enquanto que na execução a participante atribui aos alunos o papel de agentes principais da aula e no máximo compartilha esse papel com eles em algumas situações. Essa configuração de papéis estabelecidos para os participantes sociais da aula embasou uma investigação acerca do tipo de conhecimento (teórico ou prático) mais privilegiado pela estagiária em cada um dos momentos analisados. Os resultados apontam o uso dos dois tipos de conhecimento, corroborando a importância do uso do conhecimento experiencial já prevista na literatura, mas também sugerindo que o conhecimento teórico vem ganhando espaço no comportamento do professor-estagiário, o que implica um passo a frente nos Cursos de Formação de Professores. Adicionalmente, o estudo traz uma implicação importante na medida em que mostra a interferência do registro e do gênero nas intencionalidades da estagiária, neutralizando suas concepções na prática discursiva.

Palavras-chave: plano de aula, prática, relatório de auto avaliação, Lingüística Sistêmico Funcional, transitividade, papel social, conhecimento teórico e conhecimento prático.

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CHAPTER 1 – INTRODUCTION

1.0 Preliminaries

The benefits of studying a foreign language along with its culture are far reaching. Expanding one's worldview, improving their knowledge of own language, enhancing cognitive and communicative skills, broadening their cultural awareness and sensitivity, developing a global attitude, and providing them with more job opportunities are, to name but a few, some of the advantages provided by foreign language studies. Moreover, in a world where globalization is the key word and where economic and political success depends on nations' mutual respect and understanding, it is crucial that foreign languages are learned/taught (Moita-Lopes, 2003; Paiva, 1998; PCNs-LES, 1998).

Following this line of reasoning, the Brazilian national curriculum standards – *Parâmetros Curriculares Nacionais – Línguas Estrangeiras* – require the instruction of, at least, one foreign language in its regular schools. The choice of a specific foreign language (FL) in the school program, according to the document, is to be made on the basis of at least three factors: 'historical factors' (the hegemonic role that a certain language has in international exchanges); 'local community factors' (origin of eventual immigrants, neighbor countries); and 'tradition factors' (the role a language traditionally plays regarding cultural relations between two countries).

Worldwide, it seems that the hegemonic role that English has been playing as an international language has converted it into a basic prerequisite for taking part in the globalized society (Crystal, 2003). Technology, tourism, business and science are just some of the examples in which English has become more and more commonly used.

Crystal (2003) claims that there are different motivations that contribute to the prominence of a specific language: “they include historical tradition, political expediency, and the desire for commercial, cultural or technological contact” (p.5). Such reasons are similar to the ones the *Parâmetros Curriculares Nacionais* (henceforth PCNs) rely on to justify the selection of a FL to be taught at school. These aspects have strongly contributed for placing English as a basic prerequisite for taking part in the globalized world. The British linguist David Crystal still argues that English is currently the most widely foreign language taught being this phenomenon occurring in more than 100 countries including Brazil.

Due to lack of statistical numbers, it is hard to know to what extent English is taught in Brazil, but it is extensively studied in regular schools and so extensive is the number of teachers working in this area. However, the teaching of English as a foreign language (henceforth EFL) in these environments has presented disappointing outcomes over the years (Celani, 1981), generating a sense of dissatisfaction throughout the school community. The increasing number of private English institutes in Brazil is a significant indicator that Brazilian regular schools face difficulties in the process of teaching EFL.

This scenery has triggered more and more interest from researchers in the area of teacher education over the last decades. Various studies in the different branches of the EFL teaching/learning process have been carried out (Freeman & Richards, 1993; Smith, 1996; Almarza, 1996; Mateus, 2002; Abrahão, 2004; Gil, Rauber, Carazzai & Bergsleithner, 2005).

As stated by Gil, Rauber, Carazzai and Bergsleithner (2005) and also by Heberle (2005), researchers share the opinion that investigating classroom interaction and teachers’ thinking is a powerful tool both for building connections between theoretical

issues and real classroom context and for reflecting about education and pedagogical practices.

Yet, to date, there are, to my knowledge, few studies contemplating this specific arena specially under the perspective of critical discourse analysis (Dellagnelo, 2003), which may be a fruitful theory and tool for investigating teachers' reflections, due to its claim that the language people select – be it consciously or not – to use in their spoken or written discourse reveals their worldviews, values and beliefs. These choices, in their turn, are strongly connected to the communicative situations in which they occur, i.e., to the context. According to McCarthy (1991), this relation between language and context is the field of work of discourse analysts.

In this line of research, among the few researches that have been carried out in this area in Brazil, we could cite Malater (2004), Dellagnelo (2003), Buschle (2000) and Reichmann (1999), for example. Malater (2004) interviewed a Brazilian EFL teacher with the aim of leading him to reflect about his experiences so as to investigate his perceptions relative to his roles in the process of teaching. Systemic functional linguistics was used to systematize and examine data. Results demonstrated the participant's concern with the excellence and progress of his teaching performance and also with the necessities of his learners. However, outcomes also indicated that the participant seemed not to be able to share responsibilities related to the profession in a collaborative way.

Dellagnelo (2003) investigated novice teachers' discursive practices on self-evaluative reports produced as a response to their own teaching practice. She focused the study on the trainees' perceptions, values and beliefs with respect to the FL teaching-learning process and on the type of knowledge (theoretical/experiential) that most guided the participants. Results indicated that the teachers tended to behave

traditionally positioning themselves as the ones in charge of the class and placing the students as secondary participants whose involvement is to be triggered by the teacher. Experiential knowledge appears to have played a larger role in influencing the participants. However, changes in the stance of some teachers who took seriously the activity of reflecting after their classes started to occur at the end of data collection. These findings lead the researcher to believe that, longitudinally, this research would have different outcomes. As a pedagogical implication, Dellagnelo pointed out to the importance of bringing to teacher education programs a larger practicum work load followed by self or peer reflection and then by reports in which teachers write about their experience.

Buschle (2000) conducted a case study in which data was analyzed through the transitivity system. Outcomes indicated a systematized set of beliefs with a traditional tendency. On the other hand, positive changes also took place during the process where the participant assumed a more reflective attitude upon practice and expressed interest in continuing development as a professional.

Reichman (1999) analyzed teacher discourse through a period of 15 months, by means of a critical discourse analysis of a dialogue journal carried out between a practicing teacher and a mentor (the researcher herself). The results of such research pointed out to positive development and transformation in pedagogical and teacher stances.

Given the interesting and enlightening results that the aforementioned studies came up with, this study aims at investigating a trainee-teacher's discursive practice regarding her perceptions about the social roles of the classroom participants (trainee-teacher and learners) in the three stages of her teaching, namely the **class plan**, the

practice¹ itself and the **self-evaluative report** that follows her class. Based on these perceptions I will try to figure the type of knowledge – theoretical vs. experiential – configuration that pervades her in practicum. The next section introduces the questions of investigation for this work.

1.1. Research questions

This study aims at exploring the trainee-teacher's understanding of the EFL teaching/learning process in relation to the roles' configuration of the individuals involved in the classroom context (the trainee-teacher and her learners) as well as to the role of theoretical and experiential knowledge in the participants' performance. As a means of pursuing this objective, this study aims at investigating the following research questions:

- (1) What are the participants' roles (students/trainee-teacher) ascribed by the informant in the sources investigated: the class plan, the practice and the self-evaluative report?
- (2) How the relations between the participants are discursively constructed? Does the analysis of the social participants' roles, as discursively represented, reveal homogeneity and/or asymmetry in the trainee-teacher/students relationship? How does this manifest linguistically?
- (3) How is theoretical and/or experiential knowledge represented in the trainee's teaching/learning process? What does the participants' role configuration reveal in terms of types of knowledge (experiential/theoretical) that shaped the trainee's practice?

¹ The term "practice" is used here to refer to the moment the teacher is in real classroom teaching. The term "practicum" (to be next used) in its turn, is employed in this study as a general word that comprehends the whole teaching process: class plan, practice and self-evaluative report.

1.2 Method

Data for the research consists of 2 classes analyzed under a three-dimensional perspective gathered by means of the class plan, the practice class and the class report.

This investigation, which has language as its object of study, finds its basis on Systemic Functional Linguistics (henceforth SFL; Halliday, 1994/2004). This theory has been applied to many areas, and Education is one of the fields in which SFL has been brought into play to explain the phenomenon of language in use, as illustrated in Christie (2004), Dellagnelo (2003) and Gonzaga (2006).

For Martin and Rose (2003), for one to interpret discourse it has to be analyzed as more than a simple chain of clauses. It is essential to look beyond the explicit meaning of the clause and connect the properties that attach one sentence to another inside the whole structure of a text. Authors also maintain that in SFL, discourse analysts share the role of grammarians and social theorists because of the way language is viewed. It is considered the different ‘strata’ that language presents, i.e., discourse can be studied from the point of view of a social event and from the point of view of a grammatical arrangement. Thus, through the study of the grammatical structure of clauses understood also as a social event, it is possible to read texts² in a critical way.

In this vein, this research analyzes the discourse of a trainee-teacher under the three perspectives aforementioned as a means of triangulating data. This triangulation, which encapsulates planning, execution and follow-up reflection, is analyzed by concentrating on the language used by the trainee-teacher in reference to SFL’s experiential line of meaning. This section is further elaborated in Chapter 4.

² The concept of ‘text’ used here is based on Halliday and Hasan (1976) for whom a text “refers to any instance of language e, in any medium, that makes sense to someone who knows the language” (in Halliday, 2004, p. 03)

1.2 Significance of the research

As it was already highlighted, knowing English has become an essential skill for one to take part in the world community. English is seen as an international language and most of the times it is the tool to participate and understand globalization. In Brazil, English is widely studied in public regular schools; however it is commonly perceptible that learners and even professionals in this area seem not to be satisfied with the outcomes of this process.

My main goal in developing this research is, thus, to gather information about the process which undergraduate EFL teacher-trainees undergo as a way of investigating how they manage theoretical and experiential knowledge in real teaching situations and how the roles of the participants involved in this process are configured in the three different moments of analysis: class plan, practice and final report. This way, I intend to come up with insights about how to connect theory and practice as an auxiliary tool to develop teacher education programs into an effective process of educating competent teachers who take informed and coherent decisions throughout the stages of class planning and executing and who are able to make learning come true in regular schools.

Thus, research on novice professionals can positively influence not only trainee-teachers but also professors and institutions that conduct teacher education programs, as pointed out by Dellagnelo (2003) as well as students from regular schools who are likely to benefit from findings originated from research in this area. What follows this section is a brief observation of each one of the chapters that compose this study.

1.2 Chapters of the study

This section compiles the organization of the thesis. Chapter 1 established the field of this study and briefly enlightened what is being investigated, how it happens and in what means this work finds its signification.

In chapter 2, I take profit of literature about teacher education and the EFL teaching process with respect to the roles of teacher/learners as well as to topics related to theoretical/experiential knowledge.

In chapter 3, I review the rationale which bases my analysis. SFL is the main instrument of analysis; and I focus my investigation on the ‘experiential metafunction’ which is realized by the ‘transitivity system’.

The following chapter, (4) introduces the methodologies which lead to the outcomes. I open the chapter with the description of the participants’ profile. Then, I clarify the procedures used for data collection of the three instruments of analysis: class plan, practice and report. Finally I present procedures for data analysis.

Chapter 5 is where the analysis itself is carried out. Initially, I present the context of situation and the transitivity features found in each one of the instruments of analysis: the class plan, the practicum and the report. Such characteristics are analyzed and compared among the different data sources. Finally, I interpret data under the EFL literature: roles of the teacher/learners and theoretical/experiential types of knowledge.

I conclude this thesis by summarizing its main topics and highlighting its findings. In addition to that, I refer to the pedagogical implications that this work undertakes and present its limitations along with some suggestions for further research.

CHAPTER 2 – TEACHER EDUCATION

“Learning to teach is a long-term, complex, developmental process that operates through participation in the social practices and contexts associated with learning and teaching” (Freeman & Johnson, 1993, p.397)

2.0 Investigating classroom environments

The classroom environment, of which the process of formal teaching and learning is an imperative part, implies an array of cognitive and social abilities that are developed in its social participants (teachers and students) as they interact with the world outside. As a result, these participants develop their behavior in conformance with the way they capture the ‘reality’ of the classroom. This behavior, in its turn, reflects their patterns of experience, i.e., their worldviews.

By now, the reader must remember that the purpose of this study is exactly to understand how EFL trainee-teachers interpret the ‘reality’ of the classroom, which is to be done by examining the transitivity system as represented by patterns of experience. Specifically, what most matters for the purposes of this study is the role configuration of the social participants engaged in the classroom environment and the role that theoretical and experiential knowledge play in these participants’ behavior.

The present chapter intends to develop two important notions for the discussion to come: roles of teachers and students in the foreign language classroom and the role of theoretical and experiential knowledge in shaping the foreign language teacher.

2.1 Roles of teachers and learners in the FL classroom

In order to think about the issue of teacher/learner roles it seems suitable to reflect about the question of what a role is as well as think about roles as necessarily part of a social phenomenon.

According to the dictionary, role can be defined as “the purpose or influence of someone or something in a particular situation. [...], the character played by a particular actor [...]” (Macmillan, 2002, p.1211). The first definition has to do with the actions and activities assigned to or expected of a person; the second is related to a character or part played by a performer. Comparing these meanings to people’s daily lives, it is possible to apprehend that we all have attributes from these definitions of role. We somehow, in multiple manners, are actors of social roles (Wright, 1987).

As human beings we play roles in society. Some of them are sort of difficult to escape because they are in some way predetermined by sociocultural principles, as for instance the role of father³ or school pupil (until certain age) (ibid). On the other hand, Wright also claims that there are some kinds of roles that humans spontaneously pick for themselves as, for example, roles established by the professions they choose for themselves. No matter what the role one is playing, the author sustains that specific types of behavior are expected as to match to the role being represented.

So far, there has been made an approximation between social members playing roles and actors playing roles. It is now necessary to distinguish these representations especially due to the fact that in some instances they have a completely different configuration. For Wright, “[...] our ‘life roles’ are more flexible and fluid. In a drama, the same lines will always be spoken; in life, we rarely if ever play out our roles in

³ Wright does not approach the fact that future parents have the opportunity of choosing to be a mother or father by having or not a child, but claims that once it happens parents play predetermined roles.

precisely the same way on every occasion. Circumstances change. Nonetheless, we can discern patterns of behavior in social roles.” (p. 1). Having set some differences between actors and social actors what lacks now is a further definition of a social role.

Wright claims that the chief defining feature of a social role is the work-related dimension, i.e., the roles that we pick for ourselves due to professional duties. Besides this major characteristic he also refers to the interpersonal relationships and communications the individual has with others, as well as his/her beliefs and attitudes upon social groups.

The work-related dimension covers aspects related to dressing, positioning, making use of the necessary resources for the class (blackboard, computer, books, etc.) and guiding the students through the class. For Wright (1987), sometimes being a teacher implies the role of father, mother, judge, salesman, technician, etc. Furthermore, the relationships between teacher and learners as well as between learners and learners contribute to define roles which are established, maintained and evaluated through communication. In this study, as the reader will see in the analysis (Chapter 5), it is through the investigation of the trainee-teacher’s communication toward her learners that the role configuration is explored.

As aforementioned, becoming a professional implies assuming roles. It is not different with teachers-to-be who express these roles through their behavior – including linguistic – in the classroom. Wright (1987) claims that “the types of response that learners give to teachers’ directions and the types of task and question that teachers pose for learners are evidence of a distinctive set of relationships. Working patterns and even seating patterns are also relevant to our understanding of these relationships” (p.2). Taking Wright’s claims into consideration, the participant’s class plan, practice and self-evaluative report are thus fruitful opportunities for analyzing roles.

According to Wright (1987), the process of formal teaching and learning is essentially a group and social activity with demands established by society. He adds that the nature of this process varies according to social factors, psychological factors as well as to teachers' and learners' expectations in response to the tasks proposed. These expectations, as we see it, may be a result of the influence of methodological factors as much as a result of their – teachers and learners – previous experience as learners. This latter aspect is dealt with in the next section of the chapter; in this section, we rely on methodological factors.

Traditionally the teaching profession has been divided in at least two opposing tendencies: one which is teacher-centered and another which is learner-centered. Teacher-centered teaching is characterized by the teacher being the controller of the learning context. The teacher also holds the power and the responsibility for the classroom, as well as for the decisions relative to curriculum, content, evaluation etc. Assuming the role of instructor, usually in the form of lectures, the teacher also conceives learners as 'empty vessels' who need to be filled with information and knowledge. In short, the teacher who follows this tendency believes that it is him/her who fosters learning (Novak, 1998).

In opposition to this traditional teaching centered on the teacher, there are constructivist approaches that, conversely, focus on the learner. In learner-centered teaching, power and responsibility are held by students who engage in constructing their own knowledge. It is learners who decide their own pace of learning. The teacher's role in these approaches is to facilitate learning to occur (ibid).

Between these two extremes there are nowadays tendencies that present a more balanced approach in which teacher and learners are equally involved in the process of constructing learning. In this collaborative and socio-constructivist setting, learning is

likely to be more meaningful due to the engagement of the participants in classroom activities. Here, the teacher is seen as a more experienced member of the students' culture who not only facilitates but also mediates the learning process. Additionally, these approaches are based on fundamentals (Cardoso, 2004) solidly grounded on cognitive, humanistic and sociolinguistic views of the teaching/learning process. The cognitive view is related to the learner's efforts and mechanisms used to learn things. The humanistic view has to do with students accepting and handling responsibility for their own learning and with the co-participation in their own process of learning (sharing decisions, preferring more or less learner-initiated activities, expressing feelings and opinions about their needs). Finally, the sociolinguistic view is connected to the sociocultural dimensions of language, i.e., the relationship among culture, context and language.

In foreign language teaching, approaches that somehow follow these socioconstructivist tendencies are known as communicative due to their focus on communication. In fact, according to Richards and Rodgers (2001, p.172), three of the main features of communicational teaching are that: i) students learn a language through using it to communicate, ii) the goal of classroom activities should be authentic and meaningful communication, and iii) learning should be a process of creative construction involving trial and error.

Methodological factors certainly have a direct influence on the roles that teachers and students play in the classroom. As a means of understanding a bit more about this matter we shall now draw a comparative table respective to roles of teachers and learners in traditional and communicative approaches.

TEACHER ROLES		STUDENT ROLES	
<i>Traditional Approach</i>	<i>Communicative Approach</i>	<i>Traditional Approach</i>	<i>Communicative Approach</i>
Grammar systematizer.	Collaborator in the communicative process.	Passive repetitor of grammar rules.	Active participant inquiring and collaborating.
Owner of knowledge; Information provider.	Negotiator of meaning; Communication and interaction environment provider.	Grammar rule memorizer; Simulator of previously established roles.	Author of knowledge; Project author; Problem solver; Interactive being.
Linguistic trainer.	Systematizer and routinizer in due proportion. Inquirer.	Mechanical learner of language form.	Associator of ideas. Observer.
Action controller.	Booster of student progress. Guide and evaluator throughout contextualized tasks.	Passive receiver of information.	Responsible of his/her own learning both inside and outside the classroom.

Table 2.1 Contrastive views of roles in classroom: Traditional approach vs.

Communicative approach (adapted from Cardoso, 2004, p.12).

As aforementioned, methodological components – although constitute important factors in shaping teachers’ knowledge base – are not the only elements that impact the representation of teacher and students that trainee-teachers have; consequently, nor is it the only influence on the performance of the teacher and of the students in the classroom. For this reason, what follows is a discussion of experiential and theoretical knowledge, which is another theory related to teacher education that may shed some light on the topic of this study.

2.5 Experiential and Theoretical Knowledge

As previously signaled, aspects that extrapolate methodological factors – basically theoretical components – form the knowledge base of the foreign language teacher.

According to research reported by Richards and Lockhart (1996), the ‘culture of

teaching' also comprises teachers' values and beliefs about the process of teaching and learning, their perceptions in reference to their social roles, as well as sources evolving from their experience as language learners and as teachers.

Roles together with methodological factors have already been contemplated in this work. I now focus on teachers' prior experience, an area in teacher education disregarded until recently, however to date recognized as a significant feature in a teacher's developmental process.

Educators frame their profession through knowledge they take from people who have extensive skill or knowledge in a particular field (book authors, teachers, lecturers) and/or also through knowledge they build according to their experience as students and/or as teachers. These two kinds of knowledge – theoretical knowledge and experiential knowledge respectively – help to form the knowledge base of the teacher.

In order to specifically define the terms *experiential* and *theoretical knowledge*, I base on Wallace (1991), who claims that the former “reflects knowledge gained from practical experience” (in Flowerdew, 1998, p. 532), while the latter, also coined by him as *received knowledge*, “refers to facts, theories, concepts, research findings and technical knowledge” (ibid, p.532) formally accessed at schools and universities. Regarding the term experiential knowledge it is necessary to observe that it refers to practical experience that can involve the professional having experience in-action or as an observer (Wallace, 1991).

Traditionally, theoretical knowledge has been credited due emphasis in reference to the influence it exerts on the knowledge base of the teacher. The same is not true for experiential knowledge, however, whose impact on teachers' practice has been accredited only recently (Bailey et al, 1996; Freeman, 1996a; Freeman, 1996b; Freeman & Johnson, 1998; Flowerdew, 1998).

The above-cited researchers to date acknowledge the power that novice teachers' implicit models tacitly exert on these future teaching professionals. For Freeman and Johnson (1998),

“teachers are not empty vessels waiting to be filled with theoretical and pedagogical skills; they are individuals who enter teacher education programs with prior experiences, personal values and beliefs that inform their knowledge about teaching and shape what they do in their classrooms” (p.401).

Scholars have come to realize that however reasonable it may be to expect professionals – either novice or experienced ones – to show consistency between expressed beliefs and performance, this is not the case of teachers. Usually, they do not always act the way they state to believe they will or should.

In light of these happenings, Bailey et al (1996) point out to what they call the “apprenticeship of observation”, which refers to the thousands of hours of learning that teachers have had as students by the time they become teachers. This factor, as the authors state, makes teachers incorporate patterns of teaching that are triggered as they walk into a classroom.

Sharing this same view, i.e., recognizing that prior experience is an important gain in the process of learning to teach, Johnson (1999) reinforces this assumption by claiming that learning to teach is essentially experiential. She adds that teachers construct their ways of thinking and understanding the process of teaching and learning during their own student experiences – *apprenticeship of observation* –, and continue through this construction and reconstruction as they experience the classroom in the shoes of a teacher. The term *apprenticeship of observation* was coined by Lortie (1975) who claims that teachers teach as they were taught and has been widely used to explain the apparent lack of influence of teacher education programs.

Arguing that the development of learning to teach is essentially a process that must be articulated with teacher education programs and suspecting that some of these programs continue working with passive instructional strategies, thus remaining disengaged from the genuine action of teaching in real schools and classrooms, Freeman and Johnson (1998) proposed a reconceptualization of the knowledge-base of language teacher education. The shift proposed by the authors starts by exploiting the conception of teaching, which they suggest to move from a “behavioral view of what people do when they teach languages to a constructivist view of how people learn to teach [...]” (p. 402). Their proposal accounts for the question: *Who teaches what to whom, where?*, which in its turn encapsulates three issues they claim to be fundamental: a) the teachers as learner; b) the nature of schools and schooling; c) the activity of teaching and learning (see Figure 2.1).

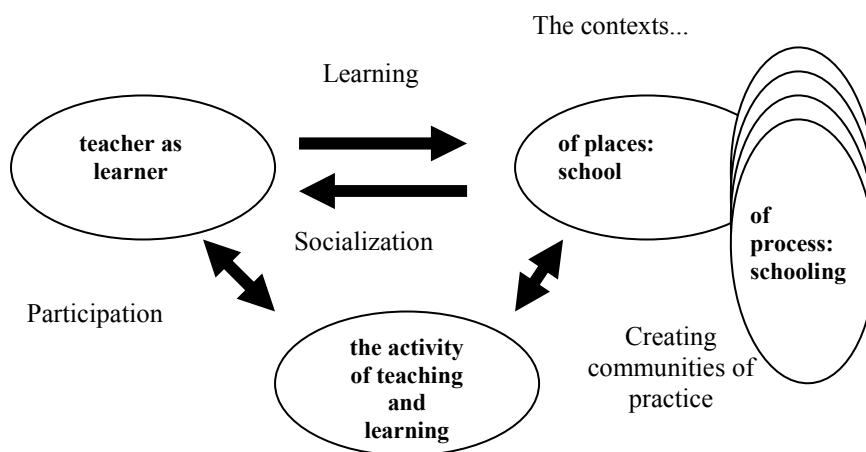


Figure 2.1 Framework for the knowledge-base of Language Teacher Education
(Adapted from Freeman & Johnson, 1998, p.406).

These domains as a whole - the teacher as learner, the nature of schools and schooling and the activity of teaching and learning - delineate a systemic view of what is proposed by the authors as imperative for the knowledge-base of teacher education, emphasizing that all the spheres are interdependent in a constant and critical manner. Each one of these domains has specific characteristics that are here briefly approached. The first one covers issues related to the teacher as learner. Freeman and Johnson (1998) call attention to the fact that the focus of language teacher education programs is on teachers as learners of the process of language teaching rather than on students as language learners. For Freeman and Johnson (1998), research on teacher learning can be displayed around four main points: a) prior experiences, knowledge and beliefs; b) the developments of this teaching knowledge along the time; c) the context in which teachers are inserted; d) the influence of teacher education in the teachers' performance. The authors place emphasis on the fact that teacher-learners and their process of learning to teach can only be effectively investigated if the sociocultural contexts in which they take place are explicitly observed and studied as part of the whole research process. Such assumption also matches what Halliday and Matthiessen (2004) strongly emphasize as a prerequisite for the investigation of language: the context of culture and situation (see Chapter 3).

The second topic to be approached here deals with the nature of schools and schooling. According to what has been already pointed out, the three domains are interdependent and this one adds to the notion of sociocultural context as a crucial element for the establishment of an effective knowledge-base (Freeman & Johnson, 1998). The authors claim that school and schooling have distinct characteristics. In the former “ (...) the focus is on the physical and sociocultural settings in which teaching and learning take place (...)” while in the latter “ (...) the focus is on the sociocultural

and historical processes of which teaching is one important part that take place in the settings of schools (...)” (p.408). Freeman and Johnson (1998) locate schools in time and space defining them as synchronic contexts. They add that schools are seen as the places in which the work of teacher-learners is carried out. On the other hand, schooling as a sociocultural context is generally defined as diachronic. It is through time that it gains value and meaning. The authors conclude that a rich and complex sociocultural context is created in the integration of these two views: the synchronic and diachronic views of school and schooling.

The last domain covers the pedagogical process – language teaching and learning: what language teachers can do. Freeman and Johnson (1998) claim that generally the discussion on the pedagogical process encapsulates two categories: *grounded* and *a priori*. The first one is related to the content (the teachers’ and students’ perceptions of a lesson) and to the subject matter (the professional and disciplinary perception). The second one – *a priori* – covers issues associated to disciplinary antecedents of the teaching process. The authors also call special attention to the knowledge-base of the process of language learning/acquisition, claiming that the comprehension of such a process requires investigations and understandings from areas such as applied linguistics, SLA, psychology, curriculum development, etc. As it is illustrated in figure 2.1, Freeman and Johnson (1998) argue that the knowledge-base of language teacher education is essentially and concurrently stranded “[...] in teachers’ classroom practice, their learning and professional lives, and sociocultural contexts in which they work” (p.412).

In a similar vein, Wallace, back in 1991, had already contributed to teacher education programs by foregrounding the issue of how professional expertise is acquired and by claiming that structured professional education should include the two

types of knowledge here discussed: *theoretical* and *experiential* knowledge. The author proposed a ‘reflective model’, which can help teachers articulate these two kinds of knowledge. Figure 2.2 illustrates the understanding that professional competence is a result of the interrelationship between experiential knowledge, theoretical knowledge, practice and reflection.

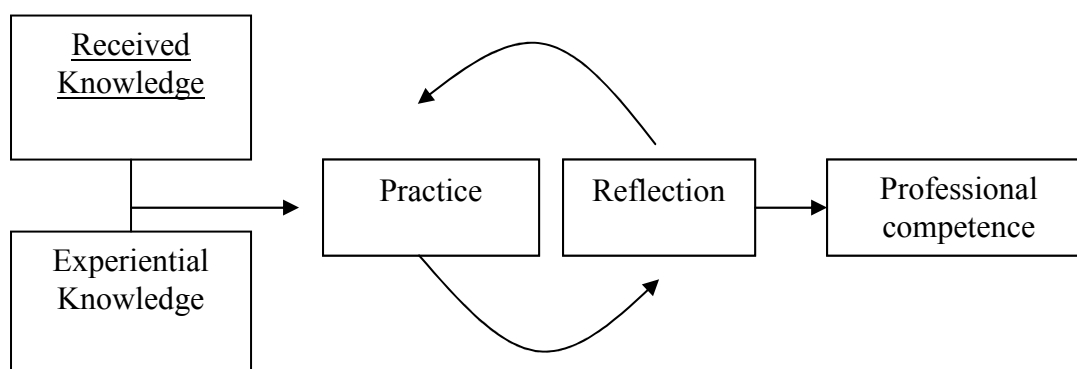


Figure 2.2 Types of knowledge and professional competence (adapted from Wallace, p. 15)

Wallace’s and Freeman and Johnson’s models are interpreted in this work as auxiliary tools for the interpretation of the results to be achieved in the present research in its three instances of analysis: the class plan, the practice and the self-evaluative report.

The following chapter presents the theory of SFL with emphasis on the context of situation and on the transitivity system.

CHAPTER 3 – SYSTEMIC FUNCTIONAL LINGUISTICS

3.0 Introduction

This study aims at investigating a trainee-teacher in the 7th semester of the undergraduate Program of Letras at UFSC along her classroom practicum. Considering that the field of work for discourse analysts is language in use, three different instances of the participant's texts (class plan, practicum and self-evaluative report) are analyzed. Such analysis is based on Systemic Functional Linguistics, specifically on the transitivity system. What follows on this chapter is an introduction to some central concepts to be considered in language analysis as well as a more detailed description of the transitivity system with special emphasis on the categories that are present in the corpus.

3.1 The study of language: introducing essential concepts

A basic premise for the study of language through Systemic Functional Linguistics remains on the fact that *language* is a *functional semiotic system* (Halliday, 1978). In referring to language, Halliday and Matthiessen (2004) see it “(i) as text and as system, (ii) as sound, as writing and as wording, (iii) as structure – configurations of parts and (iv) as resource – choices among alternatives” (p.19). These constitute some of the language aspects that can be accessed by means of analysis of language grammar in a functional dimension. By language they mean ‘natural, human, adult and verbal language’. Additionally, language is considered *functional* because the focus is on

‘function’ rather than on ‘form’. As for its characteristic as a system – a semiotic system – Halliday (1976) defines system as “a set of options with an entry condition: that is to say, a set of things of which one must be chosen, together with a statement of the conditions under which the choice is available” (p.03) and such system for SFL theorists “can substantially be explained by examining its functions” (Thompson, 2004, p.07). The term semiotic in its turn is related to the study of signs, not isolated signs but a ‘system of signs’, i.e., “the study of meaning in its most general sense” (Halliday & Hasan, 1989, p.4.

Besides being defined as a *functional system*, language can also be studied from different levels, what Halliday and Matthiessen (2004) refer to as the *stratification* (Figure 3.1). They point out that people are used to talking about language under diverse headlines, as for instance it is common to have school grammar books exhibit sections on orthography, morphology, syntax, vocabulary and other topics. This organization of language into specific topics acknowledges that language is a system constituted of various *strata* – levels – as illustrated in Figure 3.1.

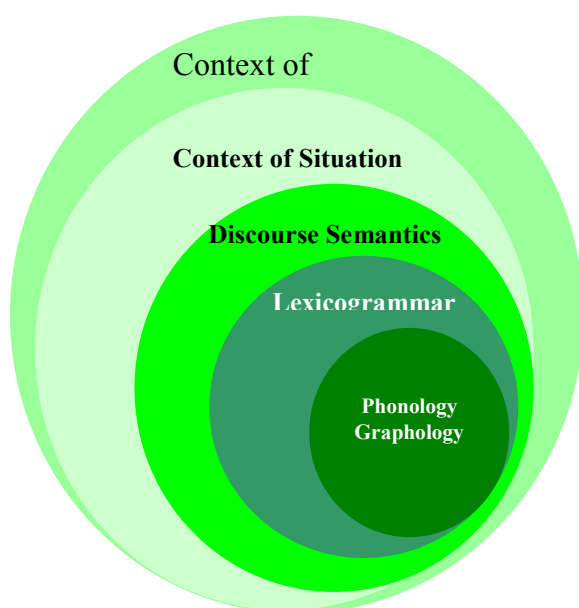


Figure 3.1 – Stratification (Adapted from Halliday & Matthiessen, 2004).

Halliday (1999), influenced by previous work developed by researchers as Malinowski, Firth and Sapir, further developed the conceptions of *context of culture* (also known as genre) and *context of situation* (also known as register). *Context* is defined as “some sort of environment; it’s what’s going on around, where language is somehow involved” (p. 3). Referring back to the terms context of culture and context of situation, Halliday observes that the former is linked with system (‘lexical items and grammatical categories’) and the latter to ‘instances’ of language in use (texts). He claims that “language is as it is because of what it does” (p.6), that is to say because of what users do with language.

A suitable example that may illustrate the context of culture and of situation in the present study is the school context. According to Halliday (1999), school “is clearly a cultural institution, but it can be also an assembly of situations” (p.9). The context of culture in this research, for example, is represented by the school/university as an institution, while the context of situation comprehends the specific context of the practicum, which involves the moment of planning the class, the practice itself and the moment of self-evaluation, which, in turn, have different contexts of situation (see Figure 3.2). Thus we have language (the system) and text⁴ (data collected during the practicum), the latter representing instances of the former, which in turn is analyzed within the specific situation the participant is involved, as illustrated in Figure 3.2.

⁴ The concept of text considered here is offered by Halliday and Hasan (1976): “the word TEXT is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole”(p. 1).

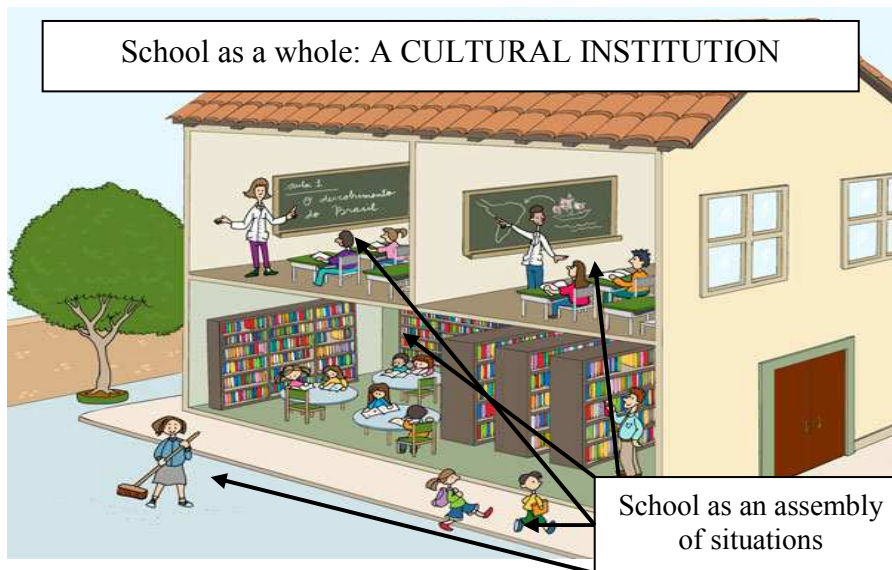


Figure 3.2 School as different contexts

(http://petragaleria.files.wordpress.com/2007/11/2007_school_escola.jpg. Retrieved, May 07th, 2008).

In dealing with the context of situation it is necessary to consider that it encapsulates three ‘situational variables’: “**field**: what the language is being used to talk about; **mode**: the role language is playing in the interaction; and **tenor**: the role relationships played between the interactants” (Eggins, 1994, p. 52). According to the Hallidayan theory, “language is designed to fulfill three main functions: a function for relating experience, a function for creating interpersonal relationships, a function for organizing information” (Eggins, 1994, p.79). Each one of these functions relates back to the situational variables of field, tenor and mode through experiential meanings, interpersonal meanings and textual meanings respectively. Linguistically, these meanings are construed by lexicogrammar. Experiential meanings are realized by the lexicogrammatical system of transitivity; interpersonal meanings, by the mood system; and textual meanings, by the system of theme. (see Figure 3.3).

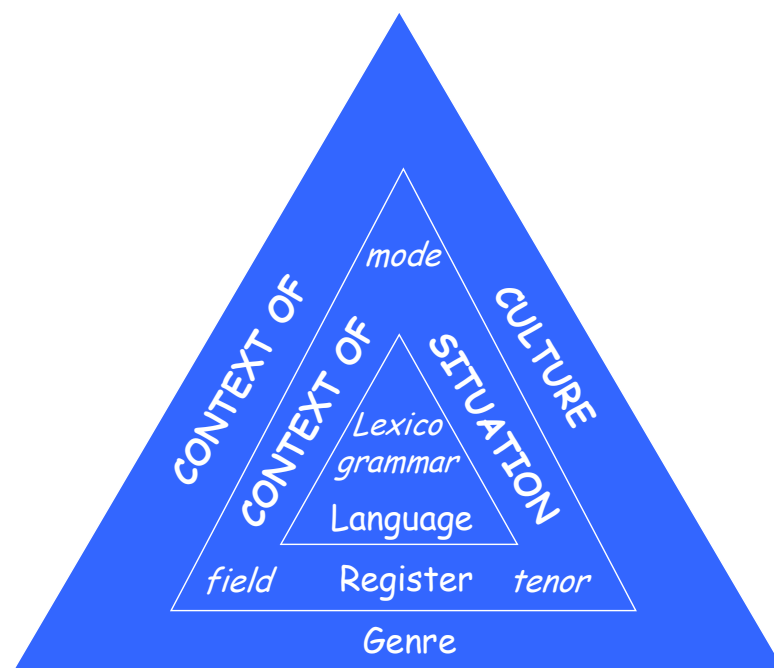


Figure 3.3. Context and language (adapted from Eggins, 2004, p.111).

Having presented here an overview on some essential concepts to be taken into consideration in the use of SFL, the next section offers further discussion specifically on the context of situation.

3.2. Field, tenor and mode

Field is a situational variable that is realized by the experiential metafunction – language as representation. Eggins (1994) suggests that it varies according to the terms that are used in the text; they may be more *technical* or *everyday* terms. According to her, a considerable degree of *assumed knowledge* is expected from interactants when technicality is encoded on ongoing social actions. Table 3.1 summarizes the differences between technical and everyday situations as well as the linguistic implications involved on the description of field.

Technical and Everyday Language: the linguistic implications of field	
TECHNICAL language	EVERYDAY language
Technical terms words only 'insiders' understand acronyms abbreviated syntax technical action processes attributive (descriptive) processes	everyday terms words we all understand full names standard syntax identifying processes (defining terms)

Table 3.1 Technical vs. everyday language (Eggs, 2004, p. 110)

Mode is the technical term used to refer to the situational variable that is associated with the realization of textual meanings – ‘the role language is playing in an interaction’. Martin (1984) claims that language evolves two different types of distance in the relation between language and mode: a) spatial/interpersonal distance stands for the length of time the feedback is provided (visual/aural contact = immediate feedback while no visual/aural contact = delayed feedback); b) experiential distance corresponds to the distance between language and social action in process, i.e., language accompanying social process = language as *action* while language constituting social process = language as *reflection* (in Eggs, 2004). Table 3.2 introduces some basic differences between spoken and written discourse and the linguistic implications of mode. This information offers support on the comprehension of language as action or as reflection.

MODE: TYPICAL SITUATIONS OF LANGUAGE USE	
SPOKEN DISCOURSE	WRITTEN TEXT
+ interactive; 2 or more participants; + face-to-face; in the same place at the same time; + language as action; using language to accomplish some task; + spontaneous; without rehearsing what is going to be said; + casual; informal and	Non-interactive; one participant, not face-to-face; on her own; not language as action; using language to reflect; not spontaneous; planning, drafting and rewriting; not casual; formal and special occasions.

everyday.	
SPOKEN and WRITTEN LANGUAGE the linguistic implications of MODE	
SPOKEN DISCOURSE	WRITTEN TEXT
turn-taking organization; context-dependent; dynamic structure; - interactive staging; - open-ended; spontaneity phenomena (false start, hesitations, interruptions, overlap, incomplete clauses); everyday lexis; non-standard grammar; grammatical complexity; lexically sparse.	monologic organization; context independent; synoptic structure; - rhetorical staging; - closed, finite; 'final draft' (polished); indications of earlier draft removed; prestige lexis; standard grammar; grammatical simplicity; lexically dense.

Table 3.2 Mode: characteristics of spoken and written language (adapted from Eggins, 2004, pp.92-93)

Finally, the third variable, Tenor, corresponds to ‘the social role relationships played by interactants’. Poynton (1985) claims that tenor can be investigated under three different dimensions: *power*, *contact* and *affective involvement* (in Eggins, 2004).

Table 3.3 schematizes the three elements of mode and suggests typical situations of language use.

POWER ←————→	
Equal	Unequal
INFORMAL Equal power	FORMAL Unequal power, hierarchic power
CONTACT ←————→	
Frequent	Occasional
INFORMAL Frequent contact	FORMAL Infrequent, or one-off contact
AFFECTIVE INVOLVEMENT ←————→	
High	Low
INFORMAL High affective involvement	FORMAL Low affective involvement

Table 3.3 Tenor: situations of language use (adapted from Eggins, 2004, p.100)

As a whole, these three variables have to be taken into consideration because they constitute the three types of meaning language is structured to generate. As *textual* and *interpersonal* meanings are not the target of this work, the brief discussion of *mode* and *tenor* presented in this section are considered enough to guide the reader with respect to the context of the present research. As such, what follows is a section devoted to the transitivity system, which relates to the situational variable of field constituting also the focus of the present work.

3.2.1 The transitivity system

The analysis of texts accessed by the experiential line of meaning has, as departure point, the configuration of processes, participants and circumstances in the clause which is the basic unit of analysis in SFL. Halliday and Matthiessen (2004) define ‘experience’ as the “flow of events or ‘goings-on’” (p. 170). Such events/‘goings-on’ which change along texts by means of the grammar of the clause are represented as ‘figures’ – figures of ‘happening, doing, sensing, saying, being or having’. Every figure involves a ‘process’ unfolding through time and ‘participants’ somehow directly taking part in the process; likewise these figures might also involve ‘circumstances’⁵ (time, space, cause, manner, etc.), which are not directly involved in the process; rather they are ancillary to it (see Figure 3.4).

⁵ Circumstances are briefly discussed here because they are not analyzed in the corpus. For more information on this topic see Halliday and Matthiessen , 2004; and Eggins, 2004.

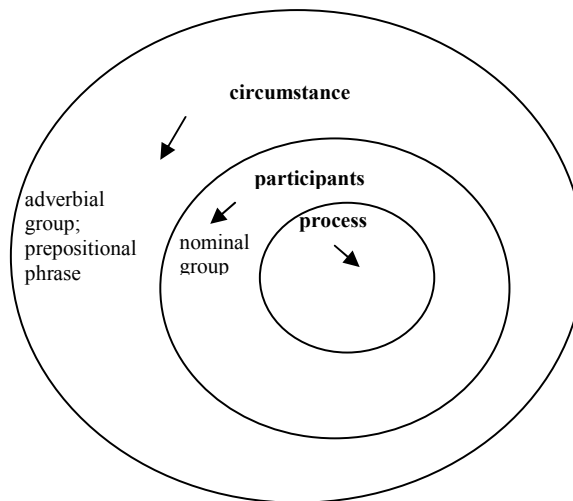


Figure 3.4 Position of elements in the experiential structure of the clause. (adapted from Halliday and Matthiessen, 2004, p. 176).

With respect to the participants it is essential to mention that there are those – Actor, Senser, Carrier, Sayer, Behaver and Existent – able to affect the world around them and bring change into the surrounding milieu . These are known as main participants and are labeled the er-participants (Hasan, 1985). The specific configuration of these participants is particularly important here because one of the purposes of this work is to evaluate how the er-roles of the student-teacher and learners are configured.

As for processes, Halliday and Matthiessen (2004) state that very early in our existence (three to four months old) we consciously experience inner and outer world. The process of outer experience is *material*, it includes experiences of what is happening out of us, in the field around us, i.e., “things happen, and people or other actors do things, or make them happen” (p.170). The inner experience in its turn is more complex to define; it is somehow influenced by the outer experience in the conscious world. It involves perception, emotion and imagination and it is classified as the *mental* process. Along with the inner and outer experience there is the third feature to complement the experiential theory. It operates on relating “one fragment of experience

to another: this is the same as that, this is a kind of the other” (p. 170). This domain is connected to the *relational* process: identifying and classifying things.

These three main processes - *material*, *mental* and *relational* - are complemented with three other process categories: *behavioral*, *verbal* and *existential*, which are considered border types. The three processes are placed by Halliday and Matthiessen as the following: **behavioral** processes embody the outer and inner ‘goings-on’ and are located on the borderline between ‘material’ and ‘mental’ processes; **verbal** processes, placed between ‘mental’ and ‘relational’, represent the result of human perceptive relationships in the form of language; finally between the ‘relational’ and ‘material’ types of process there is the **existential** one, representing the phenomena of existing or happening (see Figure 3.5).

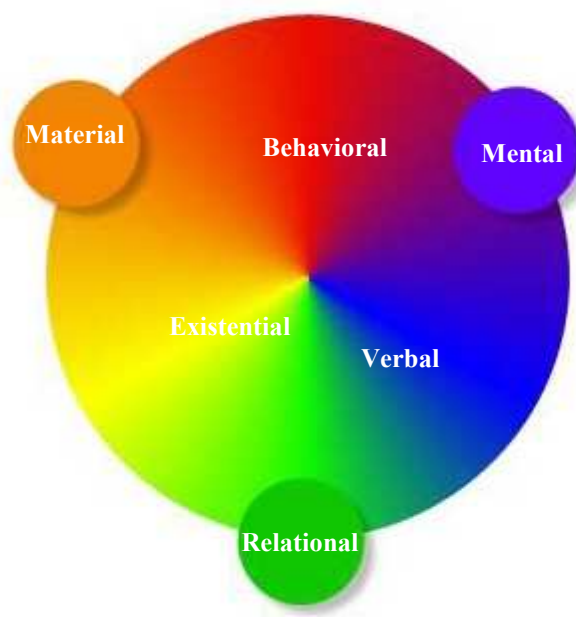


Figure 3.5 Configuration of process types: major and secondary processes (adapted from the cover of Halliday, 1994)

The configuration of these elements – process, participants and circumstances – is labeled the transitivity system. The following section is a cluster of six sub-sections

introducing all the process types established by Halliday and Matthiessen (2004). The examples provided belong to the corpus of this work.

3.2.1.1. Material clauses – outer experience

The material processes represent one of the major types of processes and involve concrete acts, which Thompson (2004) also defines as ‘physical actions’. These movements/happenings/changes along texts are in general the result of a specific participant’s energy named the *Actor*, which is the er-participant in ‘material’ clauses. Halliday and Matthiessen (2004) explain that “the actor is the one that does the deed” (p. 179) thus it is also labeled the ‘doer’ of the action. Every material clause has an Actor although sometimes not explicitly mentioned in the clause. Such arrangement – elliptical Actor – frequently appears in the data collected for this study, mainly in the class plan (see Appendix 4). The Actor might be the only participant involved in ‘material’ clauses, but it might also be accompanied by other participants such as a Goal, a Scope (or Range), a Recipient, a Client and an Attribute, which I describe below.

The Goal, according to Eggins (2004) “is that participant at whom the process is directed at, to whom the action is extended” (p.216). Halliday and Matthiessen make a distinction between clauses with only one participant (Actor) and clauses which contain Actor and Goal in their structural form. On one hand, they compare clauses having only Actor as participant with the traditional grammar, they name these types of clauses **intransitive** and they also claim that clauses represent a ‘happening’. On the other hand, clauses that expand to another participant: the Goal, are compared in traditional terms to **transitive** clauses and they correspond to a ‘doing’ (see Figure 3.6).

17a	Ø	Continue anotando	algumas respostas	abaixo da expressão "salt water"
	Actor	Pr. material	Goal	Circumstance

Figure 3.6 Properties of a 'material' process with Goal

Actor and Goal are the main participants of material clauses, but as it was already mentioned above there are other participants that might be involved: Scope (also named Range), Recipient, Client and Attribute. The first one also labeled by Eggins (2004) as Range, is very much related to Goal. Thus it is sometimes confusing to make a distinction between Goal and Scope, Halliday (1994) provides some tests that can be applied in order to help this classification:

1. if the participant is a Range, you cannot (sensibly) probe with 'what did *x* do to *y*?'. Ranges cannot usually be probed by *do to* or *do with*, whereas Goals can.
2. a Range cannot be a personal pronoun.
3. a Range cannot usually be modified by a possessive.
4. Ranges are less likely to become Subjects than Goals. They often sound quite odd as Subjects.
5. a Range can often be realized as prepositional phrase:
He plays the piano. *He plays beautifully on the piano.*
6. Ranges using 'dummy' verbs can be 'collapsed' into one verb, e.g.
give a whistle – whistle / do a dance – dance / give a lecture – lecture
7. Ranges cannot take attributes of result, i.e. an element which gives the outcome of the process.

(Halliday, 1994, p. 148, In Eggins, 2004, p. 219)

Figure 3.7 demonstrates the presence of 'material' clauses with Scope in the corpus of the data analyzed.

3 a	Ø	Verifique	a compreensão da classe
	Actor	Pr. material	Scope
13a	Ø	Confirme	a resposta correta.
	Actor	Pr. material	Scope

Figure 3.7 Material processes with Scope.

The next two participants mentioned in the extract above - Recipient and Client - share some similarities in the sense that both take profit from the process, differently from Goal which suffers an effect generated by the process. The former is the one that “goods are given to” while the latter is the one that “services are done for” (p.191). Also Recipient and Client may appear following a preposition or not, being the preposition *to* used in the occurrences of Recipient while the preposition *for* is to occurrences of Client. Finally, the last participant mentioned for material processes is that of Attribute, which, on a regular basis, belongs to relational processes, however it may also figure on this type of clauses, what did not occur in our corpus.

3.2.1.2 Mental clauses – inner experience

Mental processes as the name itself suggests involve the world of consciousness, i.e., they are related to sensing, perceiving and feeling (Halliday & Matthiessen, 2004). The use of these processes, allows the construction of what is going on in one’s own consciousness and opposite to material clauses, mental processes are not construed as a material deed (see Figure 3.8.).

2b	Então	vocês	não se preocupem
		Senser	Pr. mental
131b	(and)	Ø	calculate
		Senser	Pr. mental
67c	Pois Ø	não percebi	o problema estava no entendimento da atividade.
	Senser	Pr. mental	Projected clause NOT ANALYZED

Figure 3.8 Mental Clauses

A clear characteristic in mental clauses is that the er-participant is a nominal group denoting a conscious being – usually human-like. The complement in its turn

does not need to be essentially a conscious being but can be originated in entities of any types.

It is not possible to follow the same terminology adopted for interpreting material clauses: Actor-process-Goal. That happens due to the fact that mental-process clauses, as well as the other types are unlike material-process clauses, their divergences necessarily request specific participant roles: Senser (replacing Actor) and Phenomenon (replacing Goal).

The participant labeled Senser is the one that handles the act of sensing: he or she 'feels, thinks, wants' or 'perceives'. As introduced above the Senser is expected to be anyone that can be credited with consciousness and in grammatical terms this participant is chiefly referred to as 'he' or 'she', not as 'it'. It is still related to Senser the fact that it may also be embodied by a part of a person, as exemplified by Halliday and Matthiessen through the word 'brain'.

The second main participant in a mental clause is named Phenomenon and it is the one which is 'felt, thought, wanted' or 'perceived'. The position in this case is somehow reversed. Different from material clauses in which every participant of this nature is a 'thing', in mental processes it may be not only a thing but also an 'act' or a 'fact'. Being it a 'thing' it is labeled as a macrophenomenal while as a 'fact' it is characterized as a metaphenomenal. Mental clauses as opposed to material ones permit the projection of ideas, clauses known as *idea clauses*. The projected clauses are not further discussed here though since they do not belong to the scope of analysis of this work. What follows is a table presenting the main differentiation between 'material' and 'mental' clauses (see Table 3.4).

	Material	Mental
Participant: central	Actor: \pm conscious; prototypically a potent thing	Senser: + conscious
Participant: second	Goal: things Scope: things – typically either places or events	Phenomenon: things, macro-things (acts) or meta-things (facts)
Ability to project	Cannot project ideas	Can project ideas

Table 3.4 Properties differentiating ‘material’ and ‘mental’ clauses.

3.2.1.3 Relational clauses – identifying and classifying

The function of relational clauses is characterizing and identifying. Differently from material (related to outer experience) and mental (related to inner experience) processes, relational clauses may construe outer and inner experiences, however they do not serve the model of ‘doing’ or ‘sensing’. Rather, they serve the experience of ‘being’ or ‘having’ (Halliday and Matthiessen, 2004). The authors explain it is based on two aspects: (i) the construction of ‘being’ unfolding through time; and (ii) the construction of ‘being’ in the configuration of process plus participants.

Concerning the first aspect “unlike material clauses, but like mental ones, relational clauses prototypically construe change as unfolding ‘inertly’, without an input of energy – typically as a uniform flow without distinct phases of unfolding [...] (p. 211)”. Thus static location, possession and quality are construed relationally. With respect to the configuration process plus participant we cannot assert that the two types of experience (mental and relational) share the same configuration. For instance, while in mental clauses the er-participant is always provided with consciousness, in relational processes the er-participant could be compared to the Phenomenon of a mental clause, i.e., not only things, but also acts and facts may emerge as participants in relational clauses. However, Halliday and Matthiessen observe that in relational clauses these things, acts and facts “[...] are construed as one element in a relationship of being.”

(p.213). The authors also highlight that it is not possible to have a relational clause with only one participant; it is essentially necessary the existence of two er-participants. In their words: “[...] the experiential ‘weight’ is construed in the two participants, and the process is merely a highly generalized link between these two participants [...] (p.213).” Therefore verbs as *be* and *have* are the most frequent ones in relational clauses. After this introduction on basic characteristics of the relational category of experience what follows is a table (3.5) demonstrating the main types of relational clauses and the way they are classified.

	‘a is an attribute of x’	‘a is an identity of x’
(1) intensive ‘x is a’	Attributive	Identifying
(2) possessive ‘x has a’	Attributive	Identifying
(3) circumstantial ‘x is at a’	Attributive	Identifying

Table 3.5 The main categories of ‘relational’ clauses (Adapted from Halliday and Matthiessen, 2004)

In intensive attributive processes, it is necessary to establish a relationship between two terms, and the participants involved in this sub-type are a quality, classification or descriptive epithet labeled **Attribute** being assigned to a second participant named **Carrier** (Egins, 2004). The essential characteristic of Attributive Intensive, as observed by many authors from this area, is that an Attributive clause is non reversible (Egins, 2004; Halliday & Matthiessen, 2004; Martin, Matthiessen & Painter, 1997).

In referring to Intensive Identifying processes, the semantic and grammatical contrast is visible mainly because it “is not about ascribing or classifying but defining” (Egins, 2004, p. 241). The task of defining demands two participants: a **Token** (the one that represents what is being identified) and a **Value** (the one that labels). An

important aspect to be considered in this category the Subject always corresponds to Token in active clauses and to Value in passive clauses (ibid).

There are two more types of relational processes – Circumstantial and Possessive – which can occur both as Attributive or as Identifying, as exemplified in Table 3.5. The former predetermines significance in terms of the circumstantial dimensions (location, manner, cause, etc.) whereas the latter encodes “meanings of ownership and possession between clausal participants” (ibid, p. 247). This concise explanation corresponds to a very brief introduction to relational clauses. In the corpus here analyzed all the relational clauses are of the Attributive Possessive kind, as illustrated with some examples in Figure 3.9.

13b	(So) you	Have	the crossword	here
	Carrier	Pr. rel, attrib	Attribute	Circumstance
14b	(and) you	have	the questions	here, (right)?
	Carrier	Pr. rel, attrib	Attribute	Circumstance

Figure 3.9 Relational clauses – attributive possessive

Following Halliday’s organization of processes, what comes next is a description of the three last processes also known as the borderline ones: ‘behavioral’, verbal and existential processes.

3.2.1.4. Behavioral clauses

Behavioral clauses are the ones defined by Halliday as the ones that can neither be classified as material nor as mental clauses. This category comprehends physiological and psychological behavior (Halliday & Matthiessen, 2004). The er-participant taking part on this type of clauses is labeled the **Behaver**, a participant commonly credited

with consciousness, enabling us to compare it to the Sayer in a mental process. However it is grammatically more like the ‘doer’ in material clauses (ibid). Eggins also observes that “the majority of the Behaviorals have only one participant. Behaviorals thus express a form of doing that does not usually extend to another participant.” (p. 233). The second participant in a behavioral clause is the **Behavior** that in terms of meaning can be compared to the Range in a material clause, being defined by Eggins as “a restatement of the process” (p. 234). In case there is a third participant it is labeled **Phenomenon** like in ‘mental’ processes. Figure 3.10 shows some instances of behavioral clauses.

128b	Ø	Pay	attention		
	Behaver	Pr. behavioral	Behavior		
5c	Principalmente depois de	Ø	observar	a agitação dos alunos	
	-----	Behaver	Pr. behavioral	Phenomenon	

Figure 3.10 Behavioral clauses

3.2.1.5 – Verbal clauses

Processes of a verbal nature, as the name itself suggests, deal with clauses of saying, having as er-participant the **Sayer**. This category is the one located by Halliday between mental and relational clauses (see Figure 3.5). As stated by Halliday and Mathiessen (2004), “such clauses are an important resource in various kinds of discourse. They contribute to the creation of narrative by making it possible to set up dialogic passages.” (p.252). These processes allow us to know who the speaker is. There are some extra characteristics of verbal clauses that have great importance and thus necessarily need to be presented in this brief introduction. Besides being able to project, verbal processes hold three additional participants: **Receiver**, **Verbiage** and **Target**. The Receiver “is the

one to whom the saying is directed” (ibid, p.255). The verbiage “is the function that corresponds to what is said, representing it as a class of thing rather than as a report or quote.” (ibid, p. 255). The authors still argue that the Verbiage may be the content of what is said or the name of the saying. By the last participant, Target, they state it arises only in a sub-type of verbal clauses and it covers the function of construing the unit that is targeted by the process of saying. The next figure (3.11) presents some examples of the nature of verbal experience.

10c	alguns alunos ainda		conversavam	
	Sayer		Pr. Verbal	
26c	Em primeiro lugar	∅	tentei explicar	a cruzadinha
		Sayer	Pr. verbal	Verbiage
129b	You	have to ask	your friend	this question
	Sayer	Pr. verbal	Receiver	Verbiage

Figure 3.11 Verbal clauses

3.2.1.6 Existential clauses

Existential clauses correspond to the last category delineated by Halliday and Matthiessen (2004). This type of experience is situated on the ‘half-way’ house of material and relational clauses. Although existential processes did not figure in the data analyzed, this type of process is here presented for the sake of completeness of information.

This process indicates that something exists or happens and it typically has the verb *be* as the process, thus resembling relational ones. The only obligatory participant in existential clauses is named Existent and it corresponds to the unit or event that is being assumed to exist. Finally, what comes is a figure (3.12) containing a sketch with

the elements of the transitivity system with the intention of providing the reader with a final overview of the main elements used in the development of this work.

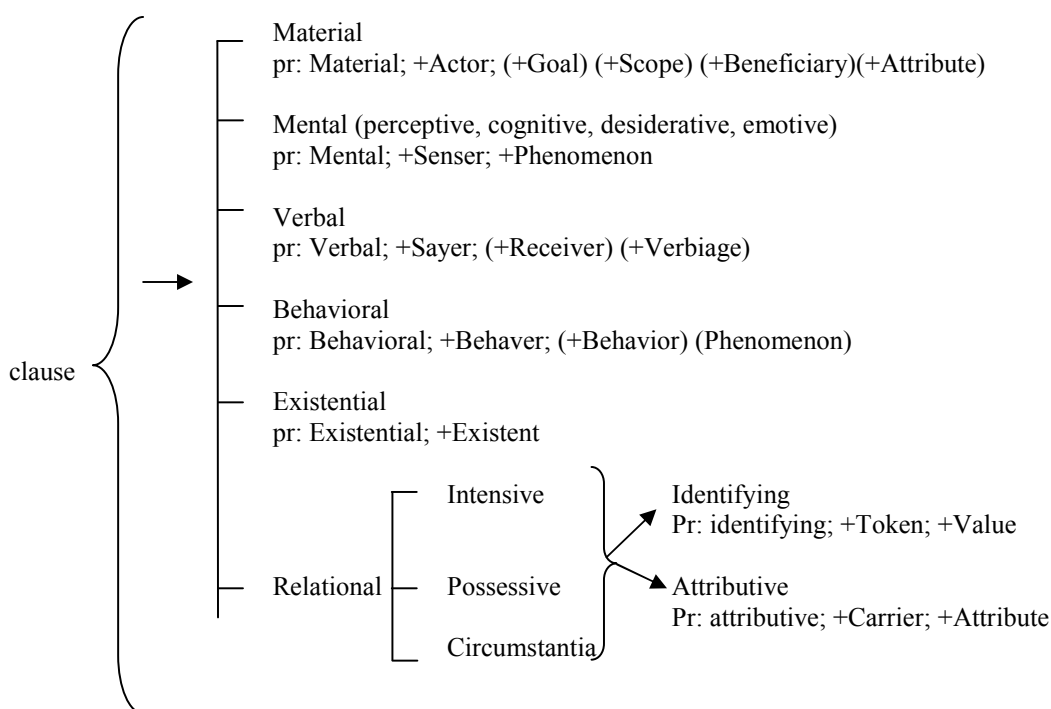


Figure 3.12 - The transitivity system (adapted from Eggins, 2004; Halliday and Matthiessen, 2004; Thompson, 2004)

To end up this chapter, it appears worthy to reiterate that the transitivity system is a linguistic conceptual framework that allows us to interpret meaning from actual language use. While language users go through a process of coding experiential meanings to linguistic expression, this particular system enables us to decode this linguistic expression back into experiential meanings. This means that, by analyzing discourse from the perspective of the transitivity system, analysts may understand how speakers and writers represent patterns of experience, how they build a mental picture of reality, how they make sense of what happens around and inside them; at last, analysts may figure what their worldviews are.

The following chapter covers issues related to the method adopted for the whole process of analysis: the profile of the participant, data collection, clause selection and finally the configuration of the analysis itself.

CHAPTER 4 - METHOD

4.0 Introduction

Exploring the trainee-teacher's perception of the EFL teaching/learning process in reference to the role configuration of the classroom social participants as well as to the theoretical/experiential knowledge in these participants' performance is the purpose of this study. In order to pursue this objective, a method of investigation had to be established.

This chapter aims at presenting the method used to develop this study and the variables underlying the context of investigation. The first section provides information about the participant. Then the procedures for data collection are presented, and finally the criteria adopted for data selection and analysis of the outcome are established.

4.1 The participant

In order to develop this study I counted on the collaborative work of students from "*Curso de Letras*" at UFSC (*Universidade Federal de Santa Catarina*). The investigation with this group of student-teachers was authorized both by the supervisor of the Letras' students taking their practicum course in the seventh semester at UFSC and by the students themselves.

The training process these student-teachers were requested to develop encapsulates three different stages. On the first phase, the trainees had to develop a class plan containing subject activities to supply two classes in a row. Having these class plans been approved by their supervisor, the next step consisted of looking for a public

school available to be their room of practice. After the classes themselves had been taught, student-teachers were finally expected to fulfill the last requisite to conclude this level of the course, i.e., they had to self-evaluate their practice.

Originally, there were four volunteers whose practice I attended and recorded. In the beginning of the process I intended to investigate the four trainee-teachers; however, due to several reasons to be next explained, only one of them turned into an effective participant.

The main reason that resulted in the investigation of a single participant is explained on the basis of the tool of analysis itself, which accounts for a plan, a class transcript and an evaluative report. These resources ended up configuring a very large amount of data to be analyzed and further interpreted. Although some computer programs for analyzing text in English through SFL with a view on quantitative interpretation (Martin, 2002) have been developed, it is still a limited tool for our context thus the investigation of four participants would require longer time for analysis.

The selection of the specific participant here named Sarah is justified on bureaucratic and technical aspects, i.e., she was the first one to conclude the whole process (the class plan, the class itself and the final self-evaluative report) and the recording from her class was gathered in good quality. Additionally, she was very open for informal interviews/conversations that I proposed for the sake of clarifying eventual doubts that emerged from my first readings of her plan, practice and report.

With respect to the profile of the participant, Sarah, by the time of data collection, was 23 years old and had never had the experience of teaching either in a regular school or in a language institute. Also, in terms of English proficiency, besides

studying the language at the university she had also taken English classes in a private language institute.

The informant contributed with the three different data sources already mentioned: the class plan, the class itself (later on transcribed) and the final report. The practice - which consisted of two classes in a row - took place in a public school with nineteen 8th grader students. The supervisor of the participant did not attend the classes but requested the official teacher of the group to be present as well as to evaluate and bring suggestions to the student-teacher's performance. The next section covers issues related to the process used for data collection.

4.2. Procedures for data collection

Two different procedures for data collection were necessary for this study. Written discourse - the class plan and the self-evaluative report - was obtained under a previous negotiation with the *UFSC* supervisor responsible for the project in agreement with the participant. The oral discourse - the practice -, in its turn, required not only the procedures aforementioned but also extra arrangements which consisted of recording the classes and communicating the school as well as the students where the study was taking place about the research in progress.

Regarding the variables underlying the investigation, data was naturally accessed as the whole process was part of the program of “*Curso de Letras*” at *UFSC*. The researcher had the opportunity to participate in the classes as an observer and the trainee-teacher as well as her students were aware of the taping, i.e., it was *disclosed recording*⁶ (Eggins, 2000). Moreover, in the same *collaborative* way (Erickson, 1986)

⁶ The term *disclosed recording* is used when the participants are aware that taping is taking place (Eggins, 2000).

the informant worked, so did the researcher, who provided the trainee-teacher with both a descriptive evaluation of her performance as well as with suggestions for improvement, as arranged among participant, researcher and supervisor beforehand.

Another important aspect to be clarified here is that the analysis of the spoken language, i.e., class recordings, took form under a main assumption: that actual language use is meaningful. For functional linguistics spoken language is a *semantic* action, i.e, it is a process through which meaning is created and expressed (Halliday & Matthiessen, 2004; Eggins, 2000). Through talking it is possible to analyze how meaning is negotiated among the individual(s) involved in the process and what they think is *going on* (experiential meaning) in a specific situation (Eggins, 2000). This is mainly why the classes were taped rather than only observed by the researcher. Taping also contributes for *completeness of analysis*⁷ and tends to decrease the researcher's ⁸*primitive analytic typification* (Erickson, 1986). The following section elucidates some relevant points on the transcripts.

Apart from the data already mentioned, I also counted on some informal talks carried out with the participant. This further information has not been taped or transcribed; I simply took notes of accounts provided by the trainee in reference to some curiosities that I found could be useful for the study at the time of data analysis. As such, we basically talked about her previous experience as a student and her experience as a student in the *Practicum* Course.

4.3. Procedures for transcription

⁷ This term refers to the preservation of natural data.

⁸ Primitive analytic typification is a concept used to explain the influence of the researcher on the real context. For instance, if a situation is taped, the researcher is more likely to come closer to an impartial analysis due to the fact he/she is not going to report the situation, but simply transcribe what was gathered, thus avoiding primitive analytic typification.

The transcription procedures have been mainly based on Eggins' (2000) transcription conventions, except for the two last ones which have been created according to the data. The classes transcribed are accompanied by a key elucidating the conventions adopted, as illustrated in Table 4.1.

TRANSCRIPTION CONVENTIONS	
-	False start, re-start;
...	Short hesitation;
.	Finality, falling intonation;
?	Question and/or rising intonation;
[]	Encloses non-verbal and/or paralinguistic information (e.g. laugh);
!	Expression of counter-expectation (e.g. surprise, amazement, etc.);
CAPITAL LETTERS	Emphatic stress;
T	Teacher's voice;
S or Ss	Student(s)' voice.

Table 4.1 Transcription conventions (adapted from Eggins & Slade, 1997; Eggins, 2000).

Eggins still highlights that transcription procedures involve two important decisions: *what* to transcribe and *in how much detail*. The first topic includes five aspects that were considered in this study as follows: a) orthographic and phonological relationship in speech was not considered in the transcription of the class. Such connection is not judged relevant given that the focus of analysis is on meaning and not on form; b) *prosodic features* appear only when they are particularly prominent as for example when the trainee-teacher emphatically stresses some sentences; c) *interactional phenomena* are represented only by the pauses on conversation, overlap is not taken into consideration in view of the fact that the focus is not on the interaction between students and teachers, but on the trainee-teacher's speech; d) *spontaneity phenomena* are a central point in the transcription. It was intended to capture every teacher's talk even if

they include “performance error” such as repetitions, hesitations, false starts or fillers; e) *paralinguistic information* appears in the transcripts in the form of laughs and shifts in voice, but they are transcribed only when they are particularly prominent.

The second point Eggins raises deals with the degree of delicacy adopted by the analyst. Although the teacher talk has been entirely copied out there is no great concern about overlaps, length of pauses or intonation because the focus of analysis is on experiential meanings, on what is going on in the trainee-teacher’s speech. The student-teacher is the central participant considered in the study; that is why learners’ speeches are not fully transcribed; they appear in the data as non-verbal information serving the purpose of context for the trainee-teacher’s talk. The next section of this chapter presents general information about data analysis in some minor details as for the three different data sources: planning, practice and report.

4.4 Procedures for data analysis

As previously highlighted, SFL is the tool for data analysis, through the system of transitivity - clause as representation. The criterion for clause selection was based on Bernstein’s (1990) regulative discourse due to its adequacy to the purpose of the present work, which is to investigate the roles associated with the social participants of the foreign language classroom according to the lenses of the trainee-teacher in analysis in this case study. The regulative discourse, which is also named by Christie (2004) as the ‘regulative register’, construes the organization in the classroom, defining not only the order and the course of activities, but also relations and identities (Bernstein’s 1990, p.183). I do not analyze the instructional discourse because of the focus of analysis in

this study is on the social order of the classroom rather than on how to create specialized skills.

After excluding the clauses which do not belong to the regulative discourse, my next step was to trim this universe into clauses in which the –er⁹ participant was either the teacher, the students or both. Finally, in order to have the data compiled for analysis, I disregarded embedded and projected clauses for matters of delicacy.

Clauses were examined under the scrutiny of the transitivity system, as already mentioned. As such, the analysis points out to participants, processes and circumstances, although the latter are not closely studied. This whole process, i.e., the selection of the regulative discourse as well as the transitivity analysis were both discussed and revised by other researchers of SFL at UFSC.

With quantitative results in hands; numbers, percentages and mainly the linguistic structures themselves were appraised in order to enable me to raise sound interpretation of the results obtained.

Minor detailed information as to each of the data sources is given in the next paragraphs. The class plan (see Appendix 1) is basically a description of the development of a class. Typically, it contains the activities to be carried out together with the steps that must be followed in order to introduce and develop these activities, the time required for them, the materials to be used, and the objectives to be achieved.

For the purpose of analysis, the activities (Appendixes 1.2 and 1.3) suggested by the trainee-teacher in the class plan are not fully analyzed. Analysis focuses on the clauses corresponding to the instructions for these activities, i.e., only the *regulative discourse* is regarded. Such decision was made under the fact that the focus of this study

⁹ -er participant is an expression coined by Hasan (1985) which encapsulates Actor, Senser, Sayer, Carrier, Behavior and Existent into a single category.

is not on the analysis of the materials and activities proposed, but on the trainee-teacher's performance, as aforementioned.

The method of analysis of the transcript (see Appendix 2) basically fits the same criteria of the class plan. What distinguishes this instrument of analysis from the others (the class plan and the self-evaluative report) is the spontaneity phenomenon marked by many situations of repetition during the class. Thus, the clauses that repeatedly appear in the same sequence are not analyzed.

The report is organized in six sections plus the introduction to the whole topic. The introduction and the last topic are not addressed in the analysis for they do not bring the informant's perceptions of the classroom. Rather, the introduction introduces bureaucratic and textual arrangements of the text as a whole, and the last topic brings the perceptions of another student-teacher who observed the classes. Thus the topics elected for analysis include examining the student-teacher self-judgments about: "a) the trainee-teacher's performance; b) the student's accomplishments; c) problems faced in action; d) the accomplishment or not of the previously specified objectives; and finally e) aspects to be improved as a teacher" [my translation]. The whole report is available in Appendix 3 and all the examined clauses are underlined. The next chapter presents the results of data analysis and discusses its meanings.

CHAPTER 5 – ANALYSIS

“A text is best regarded as a semantic unit: a unit not of form but of meaning. Thus it is related to a clause or sentence not by size but by REALIZATION, the coding of one symbolic system in another. A text does not CONSIST OF sentences; it is REALIZED BY, or encoded in sentences.” (Halliday & Hasan, 1976, p.02)

5.0 Introduction

This chapter aims at unveiling the social roles established by the participant to herself, as well as to her students. It also serves the purpose of investigating the knowledge type (experiential/theoretical) configuration used by the student-teacher along her *practicum*.

Considering Halliday’s conception that texts cannot be analyzed in isolation, the following section covers the context in which the participant was inserted in at each moment of data collection: the class plan, the practice and the self-evaluative report. The subsequent section named ‘Transitivity analysis’ approaches the social role configuration. The analysis, which focuses on processes, accounting for the six Hallidayan categories (material, mental, relational, behavioral, verbal and existential) and on the main participants involved in the selected clauses, reveals aspects related to the types of roles attributed by the student-teacher to herself and to her students. Adding to this, the transitivity configuration is used to interpret the knowledge type used by student-teacher in each one of the sets of data: class plan, practice and self-evaluative report. The conclusion of this chapter is guided by a qualitative analysis which triangulates the three sets of data through information provided by the transitivity scrutiny as well as by the literature reviewed regarding teacher education. In this last

section, I summarize the findings and address the *practicum* in terms of social role configuration vs. knowledge type use.

5.1 The context of situation

The study of texts cannot be assumed as an isolated process in which words are formally structured. Likewise, texts are not only a sequence of sentences; rather they are realized by sentences, and the context that permeates their environment is crucial for one to have access to meaning. This multidimensional view of texts involves what Halliday (1985, 1994, 2004) names *context of situation* (see Figure 3.3 in Chapter 3), a concept that encapsulates three ‘situational variables’: “**Field**: what the language is being used to talk about; **Mode**: the role language is playing in the interaction; and **Tenor**: the role relationships between the interactants” (Eggins, 1994, p. 52).

Although the focus of this study concentrates on the experiential line of meaning, its upward relations¹⁰ of Field, Tenor and Mode are here presented for the sake of clarity as they picture the context of situation that pervades the three moments analyzed, i.e., the class plan, the practice and the self-evaluated report, in a more detailed manner. What thus follows in the next subsections is the presentation of the three variables – Field, Tenor and Mode – applied to the three sets of data collected.

5.1.1 The class plan

¹⁰ As stated by Halliday “language is designed to fulfill three main functions: a function for relating experience, a function for creating interpersonal relationships, a function for organizing information” (Eggins, 1994, p.79). Each one of these functions relates back (see Chapter 3, Figure, 3.3) to the situational variables of field, tenor and mode through experiential meanings (our focus of analysis), interpersonal meanings and textual meanings respectively.

Reflecting about the Field of the class plan (see Appendix 1), it is possible to understand that it is addressed to professionals of education or, at least, to people familiar with pedagogical issues and as such able to understand and apply the orientations expressed on paper. Overall the *Field* in the class plan consists of a description of actions and activities that are likely to guide the trainee's practice.

The Mode used in the plan is the written channel, the informant could think, draft and rewrite the plan as many times as necessary. There is no face-to-face interaction or spontaneity. Language is thus used for reflection rather than for action. Additionally, it is not casual language because the participant formally prepared it for a pre-defined event: the class itself.

Another significant aspect that has to be considered in this set of data is that it somehow plays the role of interaction between the student-teacher and her supervisor due to the fact that the supervisor is the one in charge of revising and, if necessary, restructuring it.

With respect to the Tenor, I analyze three major aspects based on Eggins (2004): power, affective involvement and contact (see Table 3.3 in Chapter 3, Section 3.2). The first aspect – power – can be analyzed from two different points of view. If we consider the trainee-teacher and her students, there is unequal distribution of power since the learners, in not having previous access to the plan, do not know in advance what is about to come, and thus do not have the chance to modify anything. The teacher has the word. On the other hand, the trainee-teacher somehow loses her power in relation to her supervisor, who, with the purpose of contributing for a better practice, may modify her plan. Again power distribution is unequal, this time the trainee-teacher being hierarchically in lower position. Regarding the affective involvement, it is considered low, due to the fact that it is a formal situation in which the student-teacher is preparing

herself to the practice. The involvement is thus restricted to the professional ground. The contact among the individuals involved in the process is occasional. A little more frequent contact is the one the informant has with her supervisor, which is more frequent due to the university routine. Overall, this constitutes a general evaluation of the context of situation at the moment of the class planning.

5.1.2 The practice

The practice (see Appendix 2) reveals a different scenario in terms of Field, Tenor and Mode. The Field can be identified in the very beginning of the text through the content words used by the teacher in the first minutes of the class. Common knowledge or little assumed knowledge will help anyone to understand what the text is about, just by hearing/reading the following “Good afternoon...So class today we are going to talk about water” (Appendix 2, lines 1 and 8-9a [my translation]). Field, therefore, refers to interactions between the teacher and learners in a class about “water”.

In terms of Mode, the interaction between students and trainee-teacher is face-to-face and language plays the role of constituting action rather than reflection. Furthermore, language, in this context, can be considered spontaneous and casual. Even though the teacher has prepared the class in advance, she does not read what she has planned, rather she acts following the flow of the class. The class is predominantly based on speaking but some writing is also used to communicate, since the trainee-teacher uses the blackboard for further explanation as well as some handouts displaying a text (appendix 1.1) and tasks (see appendixes 1.2 e 1.3) about the subject matter.

Finally, the configuration in Tenor is again different if compared to the class plan because the supervisor does not monitor the trainee-teacher now. The practice

shows unequal power since the trainee-teacher is the one in charge of the classes, which allows her to make decisions, even if she agrees to have students to make decisions with her (it is her decision to be democratic).

As for affective involvement, it is possible to assume that there is not much involvement between the teacher and the students due to the fact that the practice happens on a single day. Yet, in some moments, I could observe that the trainee would draw more attention to some of the learners. From what I could notice the teacher was more worried and consequently closer to the ones that found difficulties in understanding the purpose of some tasks and the ones that sought for help. On the whole this is a brief evaluation of what represents the context of situation along with the practice.

5.1.3 The self-evaluative report

The last set of data to be considered under the perspective of the context of situation comprehends the self-evaluative report (see Appendix 3). This outcome refers to a text elaborated by the informant herself as a result of her own reflection related to aspects such as: learners' and her own performance, in-action problems, evaluation of the class objectives and aspects to be improved [my translation]. As such, it refers to a technical text on issues related to the teaching/learning environment.

Being the text communicated through the written channel, it is consequently a non-face-to-face passage that automatically places language in the role of reflection. With respect to spontaneity, it does not appear in this text on behalf of planning, drafting and rewriting as much as casualness is not present either on behalf of formality.

This configuration confers the report characteristics similar to the ones identified in the class plan.

As for Tenor, although the contact and the affective domain between the student-teacher and her supervisor are low, the informant is certainly influenced by her supervisor's comments along the *practicum* as a whole. Thus, in terms of power it is possible to assume two opposing positions. On the one hand, the student-teacher has the power considering that she is free to write according to her own principles and beliefs, i.e., she can write an evaluation of her practice according to her understanding of her own performance. On the other hand, however, the student-teacher is both guided by procedures previously posted by her teacher-supervisor and influenced by her as she knows her supervisor's point of view in relation to several aspects of the EFL classroom environment, due to previous class discussions. Since there is an evaluation process in progress, the final result of her outcome may be different if she writes what she knows her supervisor approves and if she does not write what she knows her supervisor disapproves.

The information so far displayed corresponds to the context of situation in the three moments of analysis. What follows is the transitivity analysis along with the roles' configuration of the individuals involved in the study.

5.2 Transitivity analysis

The analysis of roles is situated at the level of the clause and represents its experiential meaning. This dimension of analysis turns into real the possibility of unveiling the trainee's experience of what goes on around her as well as in her inner world. Such experience is construed through different types of processes that represent acts of *doing*,

acting, creating, changing, happening, existing, having attribute, having identity, symbolizing, saying, thinking, feeling and behaving (Halliday & Matthiessen, 2004). It is by the grammar of the transitivity system, i.e., through the processes and the participants involved in the clauses, that the trainee's facets of experience are accessed and described.

The analysis of the class plan, the practice and the self-evaluative report is presented in sub-sections which stand for all the six types of processes - *material, mental, relational, verbal, behavioral, existential* - suggested by Halliday and Matthiessen (2004), whenever they appear. As the reader may notice along the presentation of results, existential processes have not been encountered whatsoever. In each sub-section, I also present a descriptive analysis relative to the social role (Wright, 1993) configuration in reference to theoretical and experiential types of knowledge (Freeman & Johnson, 1998; Wallace, 1991). This analysis evolves from Halliday and Matthiessen's (2004) transitivity system. In order to close the chapter, I summarize the three sets of data and discuss what the role configuration can signal about the types of knowledge most privileged by the trainee-teacher's and how these two elements – social roles and types of knowledge configurations – articulate in shaping the participant's *practicum*.

5.2.1 Processes, role configuration and types of knowledge in the class plan

Out of the whole corpus within the set of class plan, 107 clauses have been selected for analysis. Material processes represent the majority with 71 processes (66,30%),

followed by 30 verbal ones (28%) and finally by 6 mental processes (5,50%)¹¹. The remaining processes do not occur in the class plan. The following pie chart illustrates the overall distribution of process types along this corpus (see Figure 5.1).

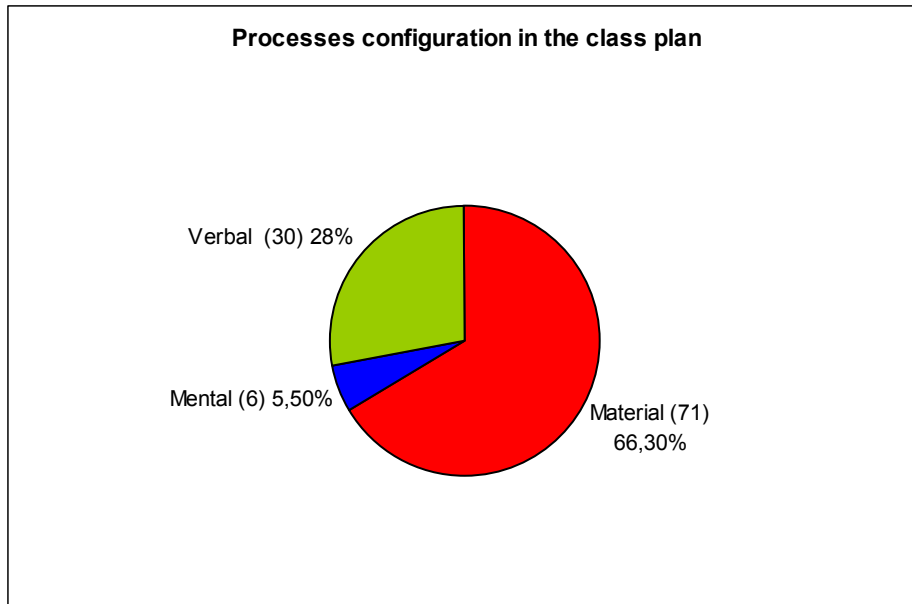


Figure 5.1: Overall distribution of processes in the class plan.

What follows is a presentation of the types of processes that occur in the class plan along with a brief discussion of these occurrences, emphasis being given to the most privileged ones.

Material processes, the most frequent ones in the class plan, construe the outer experience; they involve acts of doing and happening and are related to the physical world. The large occurrence of material processes (71 = 66,30%) can be explained and considered an expected phenomenon if one draws attention to the meaning of the term “plan” itself. Planning can be defined as a “scheme or method of acting, doing, proceeding and making” (www.dictionary.com. Retrieved March, 25th, 2008). The

¹¹ Notice that the percentage does not totalize 100%. This is due to the fact that I stick to simple percentages, with only two numbers after the dot, a procedure that is true for the three data sets.

words mentioned in the dictionary (acting, doing, proceeding, making) match the definition of Halliday in his conception of a material process.

Bearing this context in mind, it is somehow predictable that the participant would develop a class plan based on actions that would later on be put into practice. It seems that the informant was aware of what was expected from her on the part of the university in which she was a student, as well as on the part of the school in which her classes would later on take place. Being aware of such context, she developed the class plan including mainly actions such as “escreva o tópico no quadro” (write the topic on the board/1a [my translation]) and “registre no esquema o subtítulo Salt water ≠ Fresh water” (include the subtitle Salt water ≠ Fresh water in the scheme /7a [my translation]). These clauses are some examples of the numerous material clauses the participant made use of in the construction of her class plan.

Nevertheless, the social role distribution in terms of er-participants requests further discussion. While planning, the informant attributed the role of Actor (corresponding to the -er participant of material clauses) to herself in 67 of the clauses analyzed, which corresponds to 94,36% of the corpus analyzed in the class plan. This signals a tendency to, consciously or not, place herself as the main agent of the class plan.

It follows that, in all the material clauses selected for analysis in the class plan, Sarah (our participant) appears as an elliptical Actor, as illustrated in Figure 5.2. This thus suggests that the participant, again consciously or not, hides her agency.

2a	Ø	Escreva	o tópico	no quadro
	Actor	Pr. material	Goal	Circumstance
3a	Ø	Verifique	a compreensão da classe	
	Actor	Pr. material	Scope	
4a	Ø	Faça,	então, as seguintes perguntas	
	Sayer	Pr. verbal	Verbiage	

5a	Ø	Converta	-as (as perguntas)	para o inglês quando necessário e
	Actor	Pr. material	Goal	Circumstance

Figure 5.2 Sarah as elliptical Actor

As for the learners' social role configurations as Actor, numbers are widely lower if compared to the trainee-teacher as Actor. Such configuration occurred in only 4 clauses (5,63%). Figure 5.3 illustrates these occurrences.

36a	que os alunos	expliquem	a atividade
	Sayer	Pr. verbal	Verbiage

Figure 5.3 Learners as Actor

Even though the configuration of learners as Actor is very low and thus not significant in terms of percentages, they are presented, as illustrated in Figure 5.3, in this specific dimension of analysis (the class plan), as agents, i.e., they do not appear as elliptical participants. These occurrences demonstrate that the participant could have made different linguistic decisions, both as a means of avoiding herself as the main participant and as a means of avoiding an elliptical participation.

Following material processes, verbals are the second most frequent process types used in the plan (28%, as displayed in Figure 5.1). The 'Sayer' is the main participant involved in this process, representing acts of 'saying'. In the corpus, the trainee-teacher refers to things she plans to say in the future class. As stated by Halliday and Matthiessen (2004), verbal processes organize the narrative of texts in a dialogic manner, as illustrated, for example, in clause 8a (see Appendix 4): "E então pergunte: what's the meaning of salt water in Portuguese?" (And then ask: ...[my translation]); or in 36a (see Appendix 4): "... que os alunos expliquem a atividade..." (that students explain the activity [my translation]).

Out of 30 verbal processes found in the class plan the trainee-teacher appears as Sayer in 25 clauses (83,33%) while the student(s) only in 5 (16,66%). It can be inferred from this configuration that the teacher attributes to herself a more central role in the class plan. As discursively portrayed, she is the one in charge of conducting the class. The students appear as the Receivers of the information she provides in all the verbal clauses that configure the participant Receiver. Such tendency can be observed in clauses such as the ones in Figure 5.4.

47 ^a	(e) Ø	nomeie	um aluno	para responde-la oralmente
	Sayer	Pr. verbal	Receiver	
51a	Ø	Pergunte	à classe	o significado da questão e da resposta em português
	Sayer	Pr. Verbal	Receiver	Verbiage
59 ^a	Ø	Faça,	em seguida, as seguintes perguntas	à classe
	Sayer	Pr. verbal	Verbiage	Receiver

Figure 5.4 Verbal clauses: the participant as an elliptical Sayer

Beyond this predominance of the teacher as Sayer, there is another aspect worth mentioning here for the meaning it conveys. In the majority of the sentences in which the teacher appears as Sayer, she alights as an elliptical Sayer (see Figure 5.3) which again, as in material clauses, allows for the interpretation that the informant somehow avoids the focus on her own.

As for the students as Sayer, as instantiated in Figure 5.5, the participant rarely places them in such position in this dimension of the *practicum*.

68a	para Ø	pronunciar	as perguntas
	Sayer	Pr. verbal	Verbiage

Figure 5.5 Students as Sayer

Taking into consideration the numbers of the er-role configuration in the class plan presented so far, it is easy to perceive a difference in the choices made by Sarah to herself and to her students, Sarah being the main participant.

The third and last type of process identified in the class plan corresponds to mental processes. This category of process deals with the world of consciousness, i.e., acts of feeling, thinking and seeing. In this set of data, the linguistic choices under this nature made by the participant conform only 6 clauses (5,50%). Although the numbers in mental clauses are low, the trainee-teacher also plays the role of the elliptical er-participant in the majority of the clauses (4 = 66,66%), thus conforming the pattern of the other categories so far analyzed (material and verbal clauses). Figure 5.6 displays examples of mental processes with the teacher-trainee as elliptical Senser.

44a	para Ø	solucionar	eventuais dúvidas
	Senser	Pr. mental	Phenomenon
84a	para Ø	verificar	
	Senser	Pr. mental	

Figure 5.6 Mental clauses: the student-teacher as the elliptical Senser

As it happened in material and verbal processes, the er-role is ascribed by the student-teacher to her learners few times (33,33%) in the process of outlining the classes, as for instance in the example provided in Figure 5.7.

40a	de modo que	os alunos	possam relacionar	forma e significado
	-----	Senser	Pr ¹² . mental	Phenomenon

Figure 5.7 Mental clauses: students as Senser

¹² This is considered a mental process because it is related to the students' understanding/perception of meaning.

This construction of the participant as *Senser* could also be understood on the basis of the context. It is possible that a different register, in perhaps a less controlled communicative event, would have motivated a different role arrangement. In fact, this is also true for the other processes analyzed so far (material and mental). Perhaps, in another context of situation, in which the register variable of *Tenor* would not display such a relation of power (teacher-supervisor vs. teacher-trainee), the trainee would not have placed herself in such an outstanding position as opposed to her students.

A second aspect that may have influenced the trainee to foreground her participation is the notion of genre. Traditionally, there is a pre-determined pattern for writing class plans. It is possible that the student-teacher has simply followed it. After all, the plan not only serves the purpose of guiding the teacher along the class, but also aims at enabling the university supervisor to verify his/her intentions and to evaluate him/her. As such, it is comprehensible that the student-teacher participating in this study has followed the rules of the academy for the genre “class plan”, thus using the imperative mood. According to the participant (informal interviews/conversations carried out between researcher and participant along the *practicum*), the supervisor provided the trainees with a model of a class plan, requesting that they followed it. Also, she revised the plan three times before considering it ready.

On the other hand, in accrediting to SFL its due value in exploring ideological investments that inform texts and that are construed in texts (see, for example, Dellagnelo, 2003; Agustini, 2008; Santiago, 2008), the prevailing er-role ascribed for the trainee-teacher, as reported in the plan, may allow us to suspect that the participant indeed perceives herself as more noteworthy – despite the predominance of elliptical agency.

She could have made linguistic choices in which she would ascribe the learners the er-role, as, for example, in “The students read the instructions and then a volunteer explains what they are supposed to do”. In this case, in face of the transitivity system, the learners would appear as er-participants in the role of Actor (“read”¹³) and Sayer (“explain”), turning out the class plan into an active and dialogic instrument that would convey learners affecting the world around them (participating in the class) and thus bringing change to the surrounding environment (Hasan, 1985). Such type of discourse would corroborate current socio-constructivist EFL teaching approaches that recommend that students share the responsibility for constructing their knowledge (Novak, 1998).

In this vein, we are left with the possibility of interpreting that, contrary to recent didactic-methodological theories, in which teachers are advised to share with students the demands of the classroom and of the process of teaching-learning itself, the trainee’s linguistic expression carries the notion that her role is more salient as opposed to the students, who, as conveyed in the plan, are more inconspicuous.

Summing up, two possible interpretations can be raised from the analysis of the class plan. The first one points out to the influence of register and genre, in this case explaining her linguistic behavior. The second points out to the impact of experiential knowledge. In this case, she would have behaved – linguistically – according to her implicit models of teaching, those that she has been exposed to along her life as a student (she has never been a teacher), since teacher-centered approaches are no longer privileged these days and as such are not favored along present formal instruction.

Yet, there is another variable implicated within this discussion: whether the trainee’s prior experience as a student has been based on traditional teachers or on

¹³ The process “read” could be considered a behavioral process, but in the class plan it is interpreted much more as an action being planned to be done in classroom by the trainee-teacher than a behavior.

teachers who conform with current approaches to teaching. Although informally, the trainee, along some conversations she had with this researcher, praised her previous teachers and commented that there was a special one in the 7th grade that very much marked her due to his efforts in stimulating the students and in involving them in the class activities, debates etc. According to her, he was indeed interested in the students' learning. Additionally, as she stated, he was open to discussions and never treated his point of view as absolute truth, like others did.

This variable seems to weaken the interpretation whose version falls into the influence of experiential knowledge – her prior experience does not validate this suspicion. As such, it is more likely that these findings are a result of the effect of register and genre.

The results of the next sets of data are, thus, imperative for a more accurate interpretation of the findings so far presented. At this point, we remain with the question of whether Sarah thinks she is more outstanding in opposition to her students or if her linguistic behavior simply reflects the patterns that the genre 'class plan' demands and of the register variable of field specially. We now move on into the analysis of the practice.

5.2.2 Processes, role configuration and types of knowledge in the practice

The practice, as already informed in Chapter 4, corresponds to two classes in a row conducted by the participant as part of the *practicum* as a whole. These classes have been taped and transcribed (see Appendix 2) so as to allow the analysis of the corpus through the transitivity system. Out of a total number of 155 clauses selected for analysis in this set of data, almost half of them (72 = 46,45%) belong to material

processes, while 34 are mental processes (21,94%), 15 are relational processes (9,68%), 18 are behavioral processes (11,61%) and finally 16 are classified as verbal processes (10,32%). Existential processes have not been identified in the corpus. Figure 5.8 displays these results.

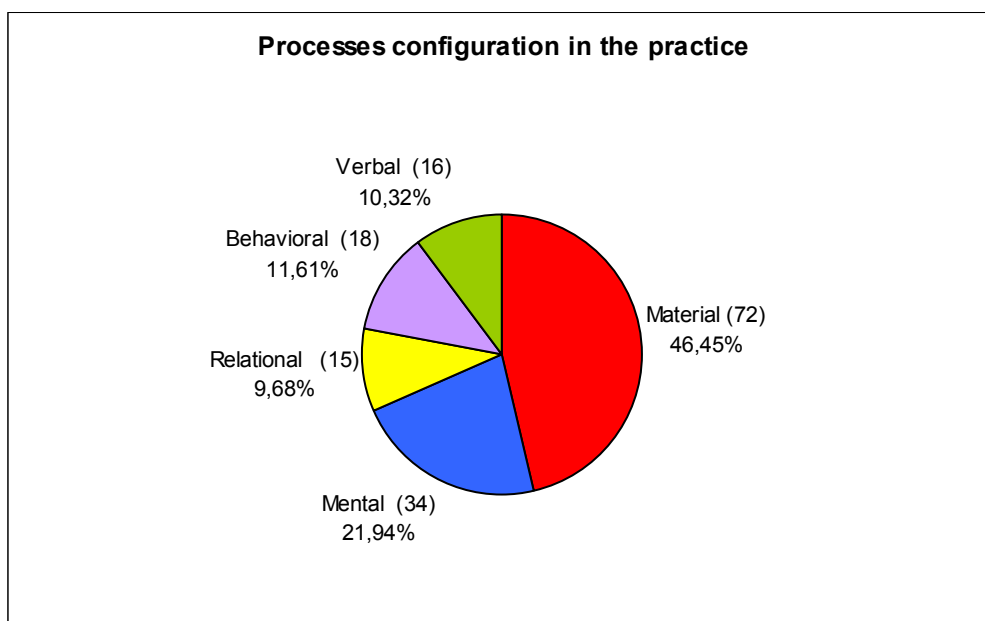


Figure 5.8 Overall distribution of processes in the practice.

Considering that the classroom is a social place where individuals get together for the purpose of learning and interacting (Tsui, 1995), it is somehow expected that actions will take place, that things will happen, thus the occurrence of material processes is not surprising. It is worth mentioning that the number of material processes in the practice as compared to the plan is similar. However, contrary to the class plan, the majority of the Actor roles are assigned to the student(s) (58 = 80,55%) and not to the teacher (4 = 5,55%), as it happened in the class plan. The remaining material processes have both students and trainee-teacher sharing the role of Actor and correspond to 10 processes (13,90%). Figure 5.9 instantiates the students in the er-role.

15b	and then	you [students]	are going to complete	the crossword
		Actor	Pr. material	Goal
19b	what	you [students]	have to do?	
	-----	Actor	Pr. material	

Figure 5.9 Material clauses used in the practice: students as Actors

This specific result – learners in the er-role – indicates a positive move in the participant’s performance, since during the practice she assigns a different role to students if compared to the moment she plans the class. Students are now placed at the level of the ones who act. The teacher, as it appears, leaves the role of the traditional teacher (Richards & Rogers, 2001) and reaches her students in a more enthusiastic way, i.e., in a way that places them in an active position in reference to their own process of learning.

Co-participation of teacher and students in the role of Actor has also occurred, as aforementioned. In 10 material clauses (13,88%), the trainee-teacher positions herself as well as her students as ‘doers’ of what goes on, as illustrated by sentences 11b and 16b in Figure 5.10.

11b	Now	we	are going to do	an activity
	Circumstance	Actor	Pr. material	Goal
16b	according to what	we	have seen	here in this text
	Circumstance	Senser	Pr. mental	Circumstance

Figure 5.10 Practice: Co-participation of student-teacher and learners as er-participants

Such arrangement suggests that Sarah shares her power in the classroom with the students, thus avoiding the position of conductor and controller. At this point, it seems suitable to make a brief comparison between the choices made by the trainee-teacher and Foucault’s studies on power, knowledge and discourse. Foucault claims that

the character of power “is tolerable only on the condition that it masks a substantial part of itself. Its success is proportional to its ability to hide its own mechanisms” (Foucault, 1981 in Fairclough, 1992, p. 50). The informant, consciously or not, wisely conceals her power and involves students in her class. Additionally, she tries to get close to the learners as a way of engaging them in the activities she proposes as much as includes herself in the class contexts, factors which function as mechanisms to hide or at least to soften her position of power. Many times she makes use of the word *we* (alluding to herself and her learners) instead of *you* (referring only to the students). This grammatical choice demonstrates that she includes herself in what she suggests to the students.

Mental clauses correspond to the second largest occurrence of process types. In analyzing er-roles, we notice that Sarah inscribes her learners in the role of Senser in 30 clauses (88,23%) against only 4 (11,76%) of her own. Students are far the ones in charge of sensing. They are mainly pictured as social participants who perceive, feel and think, as illustrated in Figure 5.11. In the informant’s view, the learners take part in the world of consciousness much more than she does, which is comprehensible, since this is a moment in which students are supposed to construct meaning. The teacher, as a more experienced agent of the students’ culture, is likely to master the content and help learners in their task of learning.

39b	If	anyone	needs	
		Senser	Pr. mental	
66b	So if	you	don't know	the meaning
		Senser	Pr. mental	Phenomenon
75b	Do	you	know	//what river is?
	-----	Senser	Pr. mental	Projected clause/NOT ANALYZED

Figure 5.11 Mental clauses in the practice: students as Sensers

A great number of this type of clauses corresponds to questions the trainee-teacher asks the learners, which suggests she is aware of the importance of guiding them to reflecting about what is being taught and about what is expected from them. Following this line of reasoning it is considerable to quote as an illustration the clause “did you understand?” since it appears seven times in the corpus (see Appendix 5). Such assessment signals her interest in her students’ understanding of the activities in progress, which is imperative to the ongoing process of learning. From this role configuration, it can also be inferred that the student-teacher, at this point, provides her learners with a more active role, motivating them to position themselves in class, thus corroborating socioconstructivist and communicative practices in which teachers facilitate and mediate students’ learning (Richards & Rogers, 2001; Cardoso, 2004).

Relational processes, as it was already noticed in the review of literature relative to Systemic Functional Linguistics (see Chapter 3), are classified under two different types of being: attributive and identifying (Halliday and Matthiessen, 2004). In the whole corpus only attributive relational processes have been identified (15 = 9,68%). During the classes, the trainee-teacher ascribed to the students the role of Carrier (er-role for relational clauses) in 12 clauses (80%) while this happens to herself in only 3 (20%) processes. This attributive classification reveals that the informant characterizes rather than identifies her students, as displayed in Figure 5.12.

36b	Does	everybody	have	a dictionary?
		Carrier	Pr. rel, attrib	Attribute
90b	So	you	have	a question?
		Carrier	Pr. rel, attrib	Attribute

Figure 5.12 Relational clauses in the practice: students as Carriers

As it can be noticed in the previous figure that illustrates the types of clauses within this process, the features the teacher assigns to the learners characterize them as

students who have materials and who have questions, as expected from learners who care for their development.

Moving on to another category in the grammar of experience, I now focus on how the behavioral processes come together in the trainee-teacher’s classes. These processes, as aforementioned (see Chapter 3), correspond to acts of behaving and operate between the world of consciousness (mental processes) and the physical world (material processes). Halliday and Matthiessen (2004) define behavioral processes as “those that represent the outer manifestations of inner workings, the acting out of processes of consciousness and physiological states” (p.171). In the practice, out of the 155 processes selected for analysis, 19 (11,6%) clauses are identified as behavioral. All lexicogrammatical choices made by the trainee-teacher in this type of process place the learners as the Behaver, i.e, they are the ones who behave or are expected to behave in particular ways. Some common processes of this nature are illustrated in Figure 5.13, in clauses 84b and 128b.

84b	Ø	Look	here
	Behaver	Pr. behavioral	Circumstance
128b	Ø	Pay	attention
	Behaver	Pr. behavioral	Behavior

Figure 5.13 Behavioral clauses: students as Behaver

Similarly to behavioral processes, verbal processes, which appear in 16 clauses (10,3%), have as the er-participant only the learners, crediting solely to them the role of Sayer along her classes. Some instances bellow illustrate the informant’s attempts of exposing her students to situations in which they are invited to participate through verbal expression (see Figure 5.14).

30b	So	Ø	explain
	-----	Sayer	Verbal
106b	(but) you	have to answer	in English
	Sayer	Pr. verbal	Circumstance

Figure 5.14 Verbal clauses: Students as Sayers

Similar to material clauses, it is worth comparing here the configuration of verbal processes in the class plan as opposed to the practice. Once again, results in the two data sources are opposed to each other. In the class plan, the trainee-teacher places herself as Sayer while in the practice, it is the students who appear as Sayer in all the clauses.

Summing up the results obtained in this set of data, it appears licit to say that the teacher is portrayed as a democratic professional who understands the importance of a balance of power and harmony as a basis for the establishment of a cooperative setting where learning is constructed actively and meaningfully. The students are indeed at the center of their process of learning, and the teacher, in her turn, is so secure of what she does in class that her practice does not oscillate.

In terms of type of knowledge, theoretical knowledge seems to have played an important role in shaping this teacher. Her performance strongly matches current theories on EFL teaching, such as the encouragement to focus on the students and to work collaboratively in the classroom (Richards & Rodgers, 2001). This stance can be seen, for instance, when the trainee-teacher says: “now we’re going to talk about water use” (see line 270b, Appendix 2) or “You’re going to interview a friend” (see line 312b, Appendix 2), proposals that concentrate on the learners’ active participation. On the other hand, the teacher might also have been influenced by her experience, as she apparently did, as she cited a 7th grade teacher who used communicative methodologies and who cared for the students’ participation, interest etc. Yet, we still believe that the

theoretical knowledge she has had access to at the university has also impacted her practice. As the reader may remember, when Sarah comments about the special teacher she has had, she says that one of the characteristics that she most appreciated on him was the fact that he did not take his point of view as undeniable truth, AS OTHERS DID. We thus notice that she did have innovative teachers, but she also had traditionalists.

We may now draw a comparison between the results from the practice and those from the class plan. As the reader must recall, these findings diverge. The linguistic expression conveyed by the practice shows a progressive teacher who follows communicative tendencies in language teaching. In the plan, conversely, the trainee appears as a traditional teacher who dominates the setting, the students, the lesson etc.

As previously raised, this confrontation between the results from the class plan and the ones from the practice would throw light on our interpretation relative to whether those results (from the class plan) configure the intentionalities and conceptions of the teacher-trainee or if they show a prototypical textualization of the genre ‘class plan’ that neutralizes her stance towards the teaching-learning process. In face of the results, this second option seems more logic. The lexicogrammatical choices the student-teacher operates with in the class plan do not contemplate what she really means to do in the practice.

The analysis of the self-evaluative report that follows may shed some further light on how to interpret Sarah’s linguistic choices, so far contrasting due to her self-representation of teacher who centers the class upon herself – in the plan – versus teacher who shares the responsibility of the teaching and learning process with the students – along the practice. At this point, I will triangulate data and check whether in

this third set of data the trainee-teacher's reported practice tends more to the plan (traditionalism) or to the practice itself (socioconstructivism).

5.2.3 Processes, role configuration and types of knowledge in the self-evaluative report

The self-evaluative report, as explained in the methodology section (Chapter 4), corresponds to the final assignment the trainee-teacher was supposed to accomplish in order to conclude the *practicum*, as requested in the seventh semester of *Letras* at *UFSC*.

Altogether, a total of 120 clauses were analyzed in this set of data. Out of this number, material processes come into sight as the most frequent choice of the teacher-trainee with 51 clauses (42,50%), followed by 29 mental processes (24,17%), 20 verbal processes (17%), 15 relational processes (12,50%) and at last 5 behavioral processes (4,17%), as demonstrated in Figure 5.15.

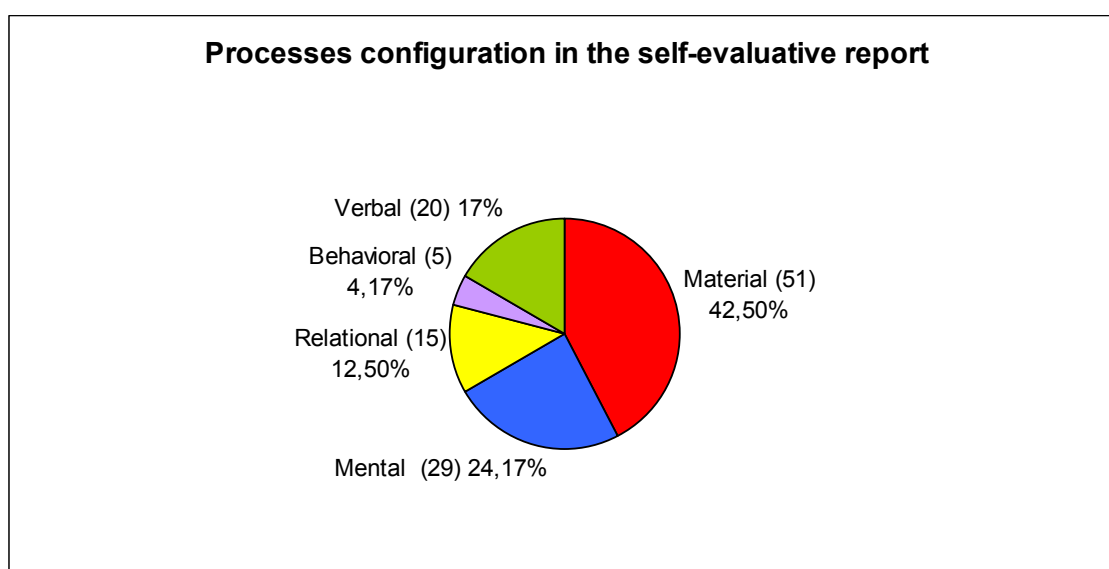


Figure 5.15 Number of processes of each category in the trainee-teacher's self-evaluative report

Within material clauses, while evaluating herself, Sarah widely acts as the ‘doer’ - 37 times - which correspond to 72,54% of all the clauses selected in the report, while her learners are cited as Actor only 14 times (27,45%). Figure 5.16 presents some instances of this configuration (the student-teacher as Actor).

13c	Ø	Não conseguia preencher”	a sala com minha voz	
	Actor	Pr. material	Goal	
21c	Ø	Voltei	minha atenção e meu corpo	apenas para eles
	Actor	Pr. material	Scope	Recipient
22c	Ø	excluindo	os alunos	da esquerda
	Actor	Pr. material	Scope	Circumstance

Figure 5.16 Material clauses: student-teacher as Actor

Such outcome, i.e., the predominance of the trainee as Actor, once again leads to the interference of the context of situation. The informant is evaluating her own work; such context might influence her to keep the focus on the self. However, there is a lot to reflect on such configuration if we consider that the purpose of the report is not to evaluate only the teacher since the practice requests much more than simply the actions coming from the educator. Adding to this, we have to consider that the classroom is a place where social individuals gather together with the purpose of learning (Tsui, 1995), thus the effective participation of students is definitely relevant.

In terms of mental work, the second most favored process type in the data of the self-evaluate report with 29 clauses (24,17%) along the corpus presents the trainee in the er-role 19 times (65,51%), while her learners assume this position in 10 clauses (34,48%). The following figure instantiates the trainee-teacher in the role of Senser (see Figure 5.17).

1c	Em primeiro lugar	Ø (teacher)	acredito
		Senser	Pr. mental
104c	Senti-	me (teacher)	mais a vontade
	Pr. mental	Senser	Phenomenon

Figure 5.17 Self-evaluative report: Trainee-teacher as Senser

As illustrated in Figure 5.17, Sarah focuses more on her own inner experience reporting her sensing, perceiving and feeling of the practice more than the students'. However difficult it may be to report one else's inner world, she could have evaluated the learner's experience in terms of how they seemed to sense, perceive or feel through her eyes.

Verbal processes in this dimension of analysis are placed in the third position of the configuration as a whole with 20 verbal clauses (17%). The trainee-teacher here mainly bases the analysis of her classes on her own sayings. She appears as Sayer in 15 clauses (75%), as instantiated in Figure 5.18, while the students play this role in only 5 clauses (25%).

31c	simplesmente	Ø	tentei explicar	com minhas próprias palavras	a atividade novamente
	-----	Sayer	Pr. verbal	Circumstance	Verbiage
106c	Em certo momento	Ø	tive que falar	bem alto e em tom zangado	com a turma
	Circumstance	Sayer	Pr. verbal		Receiver

Figure 5.18 Student-teacher as Sayer

As it can be noticed through the examples above, the trainee is pictured as the one most often responsible for explaining, saying etc. Bearing these choices in mind, this teacher looks like a traditional professional who worries about her work more than about her students' engagement in the ongoing process of the classroom.

Behavioral and Relational processes correspond to the two categories least used in the self-evaluative report. Relational clauses come into sight in 15 clauses (12,50%) while behavioral processes in only 5 clauses (4,17%). The participant appears as Carrier 7 times (46,66%), as illustrated in Figure 5.19, and the students, 8 times (53,33 %). Regarding behavioral processes, the student-teacher is portrayed as Behaver in 3 clauses (60%), while the students only in 2 (40%). Figure 5.19 displays an example of the student-teacher as Carrier.

17c	Ou seja,	faltou	-me	ser	mais energética (sic)
	-----	-----	Carrier	Pr. rel, attrib	Attribute
5c	Principalmente depois de	Ø	observar	a agitação dos alunos	
	-----	Behaver	Pr. behavioral	Phenomenon	

Figure 5.19 Trainee-teacher as Carrier and Behaver

The low numbers and percentages reported above appear to indicate that the informant, while evaluating her teaching activity, preferred to focus mainly on acts of doing, thinking and saying.

Summing up, in this set of data, the trainee-teacher recurrently assumes the central role, as she places herself in the er-role in the majority of the clauses, as it happened in the class plan. At a first sight then, we are left to believe that she rests upon her experiential knowledge when writing the report, for present theory does not comply with this orthodox representation. Again, I rely on transitivity and on context (of situation and of culture) in order to discuss the knowledge type configuration. The transitivity patterns suggest a traditional teacher who centers the teaching-learning process upon herself and who assumes the role of controlling and conducting the class. As aforementioned, the position of main participant is reported much more to be a privilege of the teacher than of the learners. As for the context, once more we bring into

light the discussion of genre and register. The report, just like the class plan, is an established genre in the *practicum*. It has its conventions, its textual patterns, its linguistic configuration pre-determined. As such, we must consider the possibility of the trainee's linguistic behavior be a result of generic demands. Likewise, if we take the register variable of tenor, we must take into consideration that, in this specific situation, the student-teacher is not simply self-evaluating her classes, but also writing a report to her supervisor, whose opinions and perceptions – which the participant is familiar with – are likely to have an impact on the student's output.

The next and last section of this chapter is devoted to the triangulation of the three sets of data along with a further discussion regarding knowledge type configuration.

5.3 *Practicum*¹⁴: roles configuration vs. theoretical/experiential knowledge

With the purpose of offering an overview of the er-role configuration in the *practicum* as a whole, the following table displays the transitivity analysis in the three dimensions of data – the class plan, the practice and the self-evaluative report. What appears in Table 5.4 corresponds to the processes in which the teacher and/or the student(s) materialize as the er-participant, demonstrating thus the trainee-teacher's experience in the three different moments of the teaching process.

¹⁴ As it is explained in Chapter 1, by the word "*practicum*" I intend to encapsulate the process as whole: class plan, practice (classroom) and self-evaluative report.

Processes and er-participants configuration												
1. The class plan												
Processes 107 clauses	Material 71			Mental 6		Relational --		Behavioral --		Verbal 30		Existential --
Participants (%)	¹⁵ T	S(s)		T	S(s)	T	S(s)	T	S(s)	T	S(s)	-----
	67 94,36%	4 5,63%		4 66,66%	2 33,33%					25 83,33%	5 16,66%	
2. The practice												
Processes 155 clauses	Material 72			Mental 34		Relational 15		Behavioral 18		Verbal 16		Existential --
Participants (%)	T	S(s)	B	T	S(s)	T	S(s)	T	S(s)	T	S(s)	-----
	4 5,55%	58 80,55%	10 13,88%	4 11,76%	30 88,23%	3 20%	12 80%		18 100%		16 100%	
3. The self-evaluative report												
120 clauses	Material 51			Mental 29		Relational 15		Behavioral 5		Verbal 20		Existential --
Participants (%)	T	S(s)		T	S(s)	T	S(s)	T	S(s)	T	S(s)	-----
	37 72,54%	14 27,45%		19 65,51%	10 34,48%	7 46,66%	8 53,33%	3 60%	2 40%	15 75%	5 25%	

Table 5.1 Processes and er-participants (trainee-teacher and/or student(s)) configuration

in the three sources of data – the plan, the practice and the self-evaluative report.

With respect to the configuration of material processes along the *practicum*, it is significant to observe that the participant follows a total different pattern during the practice. In the planning, as well as in the report, she places herself as the er-participant, while in teaching she most often places the student(s) as ‘doers’. Another outstanding characteristic which occurred only in material processes during the practice is the teacher’s co-participation with her students as Actor of 10 clauses (13,88%).

Mental processes display a similar arrangement, i.e., the trainee-teacher makes different choices during the classes as she draws attention on students’ feelings, thoughts and perceptions rather than keeps such attention on herself. She constantly ascribes the students the role of Sensor, what does not happen in the planning or in the report.

¹⁵ T=Teacher; S(s)= Student and/or Students; B= Both.

In terms of relational processes what most differs in the three data sources is that clauses of this type do not appear in the class plan, and in the other data sets they tend to appear having student(s) as Carrier.

Likewise, the teacher does not use behavioral processes in planning; however data differ in this category as the trainee places herself as Behaver as much as she does with students in the report, but in-action the students are the only er-participants.

In order to conclude the reporting of data sets, I finally throw some light on the verbal processes configuration. It is possible to observe here a very similar distribution to the materials and mentals. The trainee-teacher acts as Sayer most of the times however this does not occur during the classes in which she places the learners as the only Sayers.

Having summarized the social role configuration in the *practicum* as a whole and established comparisons among the three sets of data, – class plan, practice and self-evaluative report – I now make use of this configuration to conclude our discussion on types of knowledge and their role in shaping the participant's performance along the teaching-learning process as a whole.

There are at least two main ways of learning a profession that are currently commonly recognized: people can learn it through their own experience or they can attend formal environments with the intention of having access to situations in which they are lead to reflection and exposed to specific theories and/or activities with the purpose of learning a skill or a subject. Yet, it is difficult to measure the manner people learn as well as the extent of understanding they achieve while learning due to the uniqueness of the human being.

These two different modes of learning, as mentioned in Chapter 2, are also suitable for the process of learning how to teach, i.e., a teacher can be influenced by

his/her own experience as a student, for example, and/or by the theoretical apparatus to which he/she was exposed to during the academic life (Freeman & Johnson, 1998).

Figure 5.20 summarizes the knowledge type configuration in the class plan, practice and report.

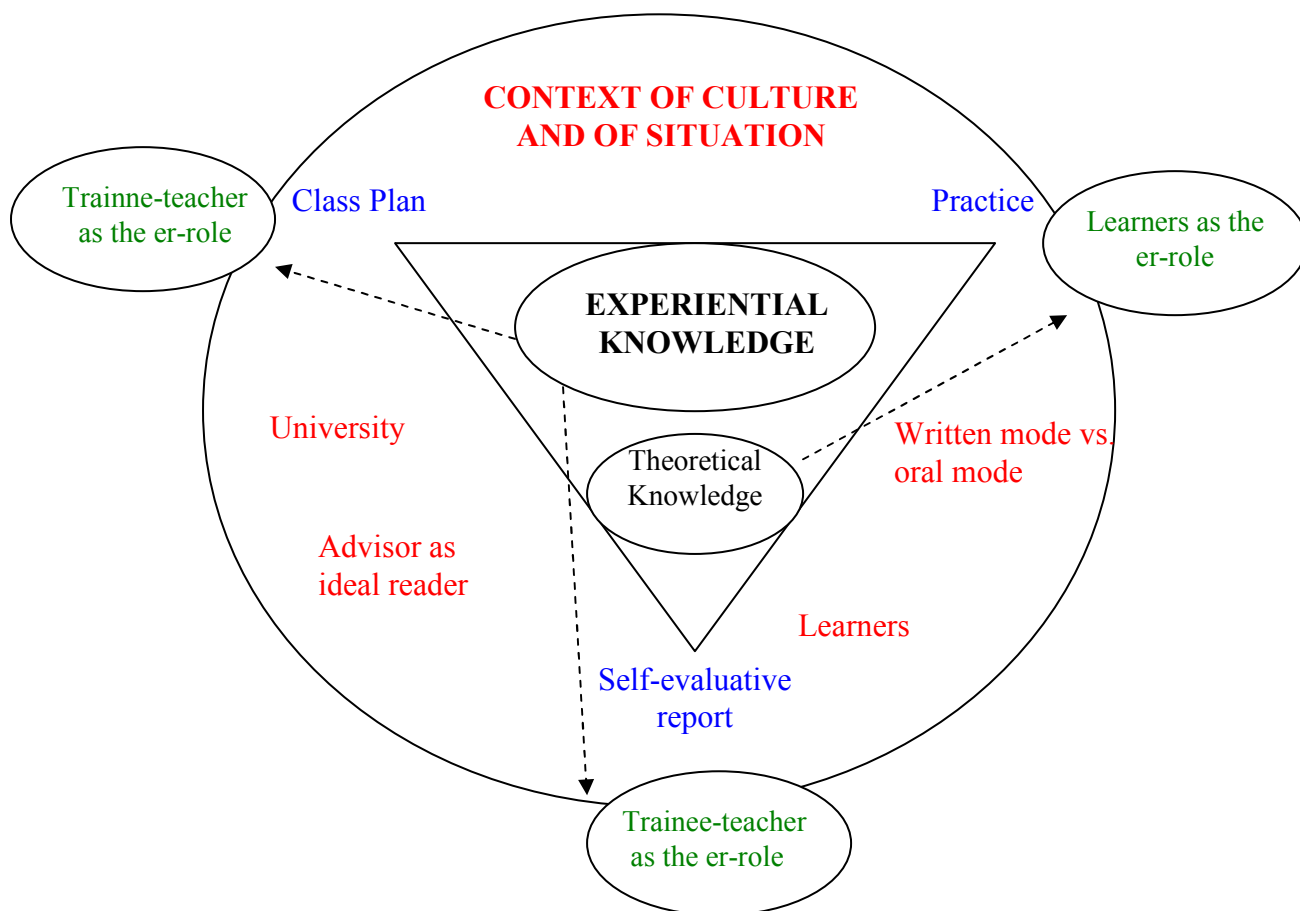


Figure 5.20 The trainee-teacher's social role configuration and possible influences of knowledge types in the practicum

According to what has been presented, in the class plan and in the self-evaluative report, the trainee-teacher seems to be guided by a traditional teaching performance as demonstrated by the er-role configuration. This allows the interpretation that the participant is influenced by experiential knowledge since current theoretical issues in this area do not promote teacher-centered practices.

On the other hand the practice is constituted of opposite results, the learners being the central participants. Providing the students with possibilities in which they can act, think, feel, perceive, and interact correspond to attitudes of a professional informed by current methodologies of teaching-learning. Such performance suggests that the student-teacher has been formally prepared to play her role in an informed way. In this stage, as in Figure 5.20, the participant seems to be most guided by theoretical issues rather than by her experiential knowledge. Yet, she have teachers along her student life aligned with more recent methodologies of teaching.

The opposition encountered in these sets of data may be illustrated by the example that follows, where the same procedure is displayed across the three stages of the *practicum*.

Linguistic choices in the <i>practicum</i>		
Class plan	Practice	Self-evaluative report
<p><u>Leia o enunciado e pergunte aos alunos o que é para ser feito. Insista que os alunos expliquem a atividade usando suas próprias palavras</u> <u>Confirme em português a explicação dada e, somente após a compreensão das instruções, traduza o enunciado para o português de modo que os alunos possam relacionar forma e significado.</u></p>	<p>Now we're going to do an activity! Passa para trás. So CLASS? HEY CLASS? SO YOU HAVE THE CROSSWORD HERE! YOU HAVE THE CROSSWORD AND YOU HAVE THE QUESTIONS HERE, RIGHT? And then you're going to complete the crossword, according to what we have seen here, in <u>this text</u>, I'm gonna give you a copy...ok? So... did you understand what you have to do? Do you know what you have to do? Yes? So can you explain the activity to me? [the students did not explain the activity]</p>	<p>Em relação à execução dos procedimentos das atividades, também houve falhas. <u>Em primeiro lugar, tentei explicar a cruzadinha // ao invés de ler, o contrário do sugerido nos procedimentos.</u> Quando pedi a explicação nas palavras dos próprios alunos, // não consegui fazer com que meus alunos me explicassem com suas próprias palavras // o que era [[para ser feito]]. <u>Ao invés de insistir na explicação dos alunos, // simplesmente tentei explicar com as minhas próprias palavras a atividade novamente.</u></p>

Table 5.5 Linguistic choices in the *practicum*

As can be noticed through the example, the student-teacher did not perfectly connect the plan to the practice, even though she has probably rehearsed. As for the report, she predominantly focuses on herself, calling attention to things she could have done. This predominance on the self, however, is not likely to be a result of her own cognition, since it would imply a neglecting stance of her over the students, which is not the case, as the practice reveals. Such result, i.e., the tendency of focusing on the self and treating learners aside, might be a characteristic of trainee-teachers, as it corroborates previous studies on this field (Dellagnelo, 2003; Malatér, 2005).

Intricate results can be elicited from these contradictory findings. First of all, we can interpret that the genres “class plan” and “self-evaluative report” along with register variables have influenced the grammatical choices of the teacher as she wrote the plan and the report. As obligatory assignments of the *Practicum* Course, students have an ideal reader – the register variable of tenor – in mind, namely, their teacher-supervisor, as they undertake these two tasks. As such, they are likely to follow this supervisor’s prescriptions on how to produce plans and reports – which include linguistic directions – as well as to write what they think she/he expects them to write. It appears that the plan is more likely to have been influenced by the genre itself – the use of imperatives as guidelines for the teacher-trainee –, while the report looks like having suffered more impact from the register – directions prescribed beforehand by the supervisor, such as what to approach, who to focus on etc.

At this point, it appears important that we explain why we find that the plan and the report, rather than the practice, do not reveal the trainee’s experience of the world. It is here interpreted that the practice has a more veridical appeal due to its mode. Oral language, according to Eggins (1992), is a spontaneous and casual phenomenon, in which language is used to accompany action, to accomplish a task. As such, even if

there is previous rehearsal – the plan is an example of this possibility – the ongoing process that occurs face-to-face at the very moment of the classroom certainly entails unexpected happenings that lead to change the previously planned outcome. The result of this change is that the teacher-student has to take on-the-spot decisions that are unconscious and certainly based on her inner beliefs. Actually, as aforementioned, even her plan has not been conducted as planned.

This difference between spoken discourse and written discourse is, in fact, another factor that guides me into the interpretation that the findings coming from the practice are more trustworthy than those of the plan and the report because in these two latter, there is opportunity for planning, reflection, redrafting and rewriting, while in the former, spontaneity is the mark. And it is when we are spontaneous that we expose ourselves most.

Summarizing, the role configuration achieved here along with the interpretations raised so far appear to signal that theoretical knowledge has played its role with this trainee. Yet, as aforementioned, we do not know the extent to which her performance is only based on theory or if her previous experience as a student has played a part as well – in this case, having had an active role in her student life.

The next chapter addresses these findings, providing answers to the research questions, covering issues related to pedagogical implications and limitations of this study along with suggestions for further research.

CHAPTER 6 – FINAL REMARKS

6.0 Preliminaries

Taking into consideration the importance of teaching EFL due to its worldwide influence (Crystal, 2003) as well as the disappointing outcomes in this area over the years in Brazil (Celani, 1981), I decided to investigate an EFL trainee-teacher's discourse with the intention of picturing an instance of how a pre-service teacher places herself and her students in terms of social roles in this environment and the extent to which theoretical and/or experiential knowledge play a part in shaping this teacher's *practicum*.

As it was already presented (see Chapter 5, Section 5.2), the trainee-teacher focused on her students during the practice and on herself while planning and self-evaluating her work. Interpretations and discussions have been proposed as a means of understanding these results, contradictory at a first glance.

The present chapter presents four sections, the following one being directed to the presentation of an overview of the findings and the others serving the purpose of answering the research questions proposed in this work, as well as reflecting about pedagogical implications, limitations of the study and suggestions for further research.

6.1 Overview of the findings

In the introductory chapter of this thesis, I stated that the aim of this work was to investigate the social roles attributed by an EFL trainee-teacher to herself and her learners, in three different stages of her *practicum*: the class plan, the practice and the

self-evaluative report. In addition, I proposed an interpretation of the roles' configuration in relation to the type of knowledge configuration – theoretical-experiential – established by the informant in each one of the situations analyzed.

Having the research questions defined, in Chapter 2, I explored the rationale on the subject of teacher education. At this point, I privileged a discussion on the issue of roles in which Wright (1987) claims that we play roles in society and that we are somehow actors of social roles. Furthermore, I compared students' and teachers' roles in traditional approaches as opposed to current communicative methods. Finally, I embarked on aspects related to types of knowledge based on Freeman and Johnson (1998) and on Wallace (1991), who claims that experiential knowledge “reflects knowledge gained from practical experience” (in Flowerdew, 1998, p. 532) while theoretical knowledge “refers to facts, theories, concepts, research findings and technical knowledge” (ibid, p.532), and are accessed through formal institutes.

In Chapter 3, I concentrated on Systemic Functional Linguistics, focusing specifically on the experiential metafunction (Halliday & Matthiessen, 2004). As stated by Eggins, “experiential meaning is expressed through the system of Transitivity or process type, with the choice of process implicating associated participant roles and configurations” (2004, p.206). As transitivity choices are related to the dimension of the register variable of Field, the discussion in this chapter also centered on theoretical aspects connected to the context of situation (Halliday & Matthiessen, 2004).

Chapter 4 approached issues related to the method used for data collection as well as for data analysis, both comprehending different procedures. The participant provided the class plan and the self-evaluative report. The third source of data – the practice – was observed and taped to be later on transcribed and analyzed.

The analysis itself was integrally developed in Chapter 5, which presents sections on the process and participant types that emerged in each one of the dimensions analyzed: plan, practice and report. Results materialized opposing role configurations in terms of practice as compared to plan and report. The informant attributed to herself the central role while planning and self-evaluating her work; in the practice, however, she adopted an opposite stance as she conducted student-centered classes. Data analysis thus suggests that the trainee either suffered influences related to register and genre while producing her written texts or that she relied on her experiential knowledge, as current theoretical tendencies do not promote teacher-centered practices (Richards & Rodgers, 2001; Cardoso, 2004). According to the trainee, though, she did follow models of class plans delivered by the teacher supervisor as much as complied with procedures for writing the report, which directed the focus of the report to given aspects of the practice, as presented in the methodology section.

The following two sections address the research questions.

6.2 Answering the research questions

This section is devoted to the presentation of the final results along with the discussion of such findings on the basis of the theoretical framework that founds this work.

6.2.1 What are the participants' roles (students/trainee-teacher) ascribed by the informant in the sources investigated: the class plan, the practicum and the self-evaluative report?

In the class plan, the trainee-teacher makes use of linguistic choices that position her as the one expected to act in classroom. In the majority of the clauses of this text she

places herself as the er-participant, thus resulting in a plan of a teacher-centered class. The role configuration established in the plan thus leads the reader to believe that a traditional teaching approach in which students are seen as passive learners and receivers of information will be used in practice. The informant attributes so many tasks to herself that we may infer that she pictures herself as an information provider and an action controller.

Her performance in the self-evaluative report has been similar. Recurrently she appears in the clauses analyzed as the er-participant. Even though her task was to evaluate her own class, which is by all means a social gathering, a class does not materialize with only one teacher but with a group of people, amongst whom there is a teacher and a number of students. As conveyed in the student-teacher's discursive practice, asymmetry is again a mark in the relation between teacher and students, the teacher assuming a central post.

Interestingly enough, in the practice language takes on a different form. At this stage, the informant places learners as participants who act, think, perceive, relate, behave and speak. The whole sequence planned in her class plan does not occur accordingly thus. Even though class plans are not meant to be followed and executed with perfection (Bailey, 1996), the change in the student-teacher's performance in the class goes far beyond simple aspects related to timing or change of order of activities, for example. It seems that while teaching the participant favors current pedagogical teaching trends, which attribute to learners the role of active participants and interactive beings (Richards & Rodgers, 2001).

Such configuration of roles places the informant much more as a facilitator of the communicative process than as an information deliver or a grammar systematizer. As the teacher shares the er-role in some moments along the practice, her linguistic

expression pictures her as aware that her function is much more of a meaning negotiator and an interaction environment provider than of a traditional action controller.

6.2.2 How are the relations between the participants discursively constructed? Does the analysis of the social participants' roles, as discursively represented, reveal homogeneity and/or asymmetry in the trainee-teacher/students relationship? How does this manifest linguistically?

With respect to the relations constructed between the teacher and the students, it is possible to state that the analysis of the participants' social roles, as discursively represented, reveal asymmetry in the trainee-teacher/students relationship in all the sets of data investigated, except for moments of co-participation in the practice. In the class plan, the asymmetry in the relationship between the trainee-teacher and the students is as prominent as it is the self-evaluative report, power tending for the trainee. In the practice, this configuration does not follow the same pattern. At this stage, the students are attributed more privilege as the class evolves around them. More homogeneous relations occur as the informant and the students get involved in some of the activities proposed.

Having summarized the results in terms of role configuration, I move on to the discussion of theoretical and experiential knowledge in the construction of the teacher-trainee participating in this study.

6.2.3 How are/is theoretical and/or experiential knowledge represented in the trainee's teaching/learning process? What does the participants' roles configuration reveal in terms of types of knowledge (experiential/theoretical) that shaped the trainee's practice?

As stated by experts in the area of teacher education it is not easy to separate experiential and theoretical knowledge during the teaching practice (Wallace, 1991; Freeman & Johnson, 1998; Johnson, 1999). These authors assure, however, that teachers are undeniably influenced by their prior experiences.

In this investigation such configuration is not different; the interdependency of the types of knowledge in the informant's practice is clearly seen. As stated in Chapter 5, intricate interpretations can be raised out of the findings here achieved. On the one hand, we may infer that the trainee has been influenced by the genre (class plan and report) and the register (tenor – ideal reader, and mode – written language) involved in her text productions – as stated by the participant herself –, thus leading us to believe that she most often uses her theoretical knowledge rather than her experiential knowledge. On the other, we may wonder whether her practice has been influenced solely by her theoretical knowledge – as it appears – or if her previous experience, as already aligned with current trends in teaching-learning, has also had an effect on her outcome.

What can finally be assumed after the analysis of this data is that even though it is difficult to establish a clear-cut line between limits of existence of the two types of knowledge – experiential-theoretical – it is undeniable that both types have taken part in the trainee's performance. This finding is important for teacher educators, who have long been trying to overcome the influence of experiential knowledge over theoretical knowledge. The next section, then, discusses the pedagogical implications of this study for the teaching-learning process.

6.3 Pedagogical Implications

One of the main findings in this study is that the comparison between the class plan and the report, and the practice reveals a disconnection in these sets of data. The discourse of the two first ones as opposed to the practice seems to be directed to different contexts, since they do not contemplate similar pedagogical practices in terms of roles. This divergence in discourse, at a first sight, indicates that the participant credits importance to learners only during practice, neglecting them during planning and reporting.

Previous discussions in this study have already pinpointed the possibility of genre and register demands having influenced the trainee's linguistic behavior. Yet, at this point, when we are eliciting pedagogical implications of this study, it is important to mention that the trainee had, in the linguistic potential, choices that would not deviate that much from the patterns of a class plan in order to sound more coherent with her practice. Textualizations such as "students explain what has to be done" in detriment of "ask the students what is to be done" would certainly have been more coherent. The same is true for the production of the report, despite the fact that procedures demanding her to focus on herself had been provided by the teacher-supervisor.

The problem implied in these textual patterns required from students is that language constitutes reality (Fairclough, 1992). And if it is true that discursive practices have the power of changing social practices, then student-teachers may stick their practice to the same pattern of their plans and reports, which is a disservice for the area of teacher education. This study, thus, appears to show that linguistic patterns for both the class plan and the self-evaluative report have to change. Since it is the teacher-supervisor of the *practicum* who delivers the rules to be followed along the class plan and the report, it is paramount that she has access to the results of this study so as to eventually change her guidelines for the *practicum* in a way that students have a little

more linguistic freedom. Only then we can take *practicum* student-teachers' discourses for granted.

Another important implication of this study is that theoretical knowledge does play an important part in shaping teacher's work. However influential experiential knowledge may be, the results from this work appear to signal that teacher education programs have been successful as they present and construct theoretical knowledge with students.

The next section presents the limitations of this work, as well as suggestions for further research.

6.4 Limitations of the study and suggestions for further research

One of the shortcomings of this study is that it was not possible to attend the teacher education classes that this teacher has attended nor has it been possible to access the theoretical rationale the participant was presented to along the program. This limitation leads to the first suggestion for further research that this study triggers: the conduct of this same work on a longitudinal basis, an endeavor which would enable researchers to follow the development and change in the relations between the participants as well as in their stances as teachers.

This study allows investigation from different angles. Data presented here can be further analyzed, also contemplating the interpersonal line of meaning, which would endow additional understanding of the trainee-teacher's relationship with her learners as well as with her supervisor.

In addition, conducting this study with a larger number of participants would be an opportunity of investigating how students these days behave as they become

teachers. In this case, there would a better chance that participants are a representative subset of the population.

Considering that language cannot be studied in isolation, that people's discourse reveals their worldviews and beliefs (Halliday, 1994), and that there is a large discussion on how teachers connect their theoretical knowledge to practice, the study of class plans, practice and reflections on practice represents a strong and complete scenario for analysis. It would be interesting, though, that these trainees had more freedom to write what they want to write so that results could be more revealing, indeed mirroring the student-teachers' understanding of the teaching-learning process.

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APPENDIXES

APPENDIX 1 – SARAH'S CLASS PLAN

AULA INTRODUTÓRIA

RECURSOS: quadro de giz

PROCEDIMENTOS:

• Introduza o assunto da aula¹⁶ (ex.: *Today we are going to talk about "Water"*). Escreva o tópico no quadro e verifique a compreensão da classe (ex.: *What's the meaning of "water" in Portuguese?*). Faça, então, as seguintes perguntas para a classe de modo a construir um esquema no quadro de giz com as respostas dadas. Converta-as para o inglês quando necessário e ofereça ocasionalmente informações adicionais (Vide esquema ao final dos procedimentos).

1. In our planet, is there more salt water or more fresh water?

Registre no esquema o subtítulo SALT WATER ≠ FRESH WATER. E então pergunte:

- What's the meaning of salt water in Portuguese?
- And fresh water?

Se necessário, negocie o significado de "fresh water" através de antônimos (ex.: *Fresh water is the opposite of salt water*).

Confirme as respostas corretas (ex.: *Ok, água salgada and água doce*). Ref faça então a pergunta inicial (i.e. *In our planet, is there more salt water or more fresh water?*). Insista que a resposta seja fornecida em inglês (ex.: *In English please.*) e confirme a resposta correta (ex.: *Ok, more salt water*).

2. Where does salt water come from?

Se necessário, use exemplos para facilitar a compreensão (ex.: *Does salt water come from the oceans? Yes or no?*). Escreva a palavra "oceans" abaixo de "salt water" e, então, conclua (ex.: *Ok, salt water comes from the oceans. Where else does salt water come from?*). Continue anotando algumas respostas abaixo da expressão "salt water" (Vide esquema).

3. And where does fresh water come from?

Anote algumas respostas abaixo da expressão "fresh water", já convertidas para o inglês (vide esquema).

Now, let's focus our conversation on fresh water.

¹⁶ All the underlined clauses represent the clauses selected for SFL analysis.

4. What is the importance of fresh water? We use fresh water for what purposes?

Registre no esquema o subtítulo IMPORTANCE OF FRESH WATER – WE USE IT. Confirme as respostas corretas e anote-as no quadro, já convertidas para o inglês (ex.: “to wash our hands, face ...”, “to wash clothes, cars ...”).

5. People generally waste fresh water (abuse of fresh water). How do they waste fresh water? How do they abuse of fresh water?

Acrescente ao esquema o subtítulo WASTE OF FRESH WATER e verifique a compreensão da classe (ex.: *What’s the meaning of “waste of fresh water” in Portuguese?*). Confirme o significado que melhor se ajusta à expressão e aproveite para fornecer também outras possibilidades (ex.: *Ok, abuso no uso da água doce, uso incorreto da água doce, desperdício de água doce. So, how do people waste fresh water?*). Anote algumas respostas ao lado do subtítulo, já convertidas para o inglês (Vide esquema).

6. How can we save fresh water? How can we preserve fresh water?

Acrescente ao esquema o subtítulo WE CAN SAVE FRESH WATER. Anote algumas respostas ao lado do subtítulo, já convertidas para o inglês (Vide esquema).

- Ao término das perguntas, verifique a compreensão do que foi discutido (ex.: *Did you understand? Yes, no or more or less? Any question?*).
- Durante a elaboração do esquema, negocie os significados das palavras desconhecidas, utilizando-se de explicações acompanhadas de desenho (ex.: **waterbed** is a portion of water in the subsoil), gestos e dramatizações (ex.: to drink, to take a shower, to wash the dishes), desenhos (ex.: faucet, rain, sidewalk), símbolos (ex.: **more** +) ou visualização do objeto (ex.: hands, clothes). Após cada negociação, verifique a compreensão da classe (ex.: *What’s the meaning of ... in Portuguese?*).

(Appendix 1.1)

WATER

⇒ Salt water	≠	Fresh water
↓		↓
oceans		rivers
sea		waterbeds
		rain
		lakes

- ⇒ **Importance of fresh water – We use it:**
- to drink
 - to cook
 - to take a shower
 - to wash our hands, face ...
 - to wash clothes, cars ...
 - to wash the dishes
 - to water the plants

- ⇒ **Waste of fresh water:**
- washing sidewalks with a hose
 - taking long showers
 - leaving faucets open with no use
 - leaving faucet leak

- ⇒ **We can save fresh water:**
- reusing water when possible
 - taking short showers.
 - closing the faucet after use
 - fixing leaks

ATIVIDADE ASSOCIADA

RECURSOS: cópias da atividade e do esquema WATER, dicionários

PROCEDIMENTOS:

- Leia o enunciado e pergunte aos alunos o que é para ser feito (ex.: *Did you understand? Yes or no? So, what are you supposed to do in this activity? Explain the activity to me*). Insista que os alunos expliquem a atividade usando suas próprias palavras (ex.: *Please, I want an explanation, not translation*). Confirme em português a explicação dada e, somente após a compreensão das instruções, traduza o enunciado para o português de modo que os alunos possam relacionar forma e significado.
- Estabeleça um tempo para a realização da atividade (ex.: *You have 10 – 15 minutes to complete the crossword, right?*). Caso necessário, disponibilize alguns dicionários para os alunos. Circule pela sala para solucionar eventuais dúvidas.
- Inicie a correção (ex.: *Have you finished? So, let's correct it*). Leia a primeira questão e nomeie um aluno para respondê-la oralmente (ex.: *What's your answer?*). Solicite a avaliação da classe (ex.: *Is it correct?*) e escreva a resposta correta no quadro. Pergunte à classe o significado da questão e da resposta em português (ex.: *What's the meaning of question 1 in Portuguese? And the answer?*). Confirme as respostas corretas. Proceda da mesma forma com a correção das demais questões.

GABARITO:

1. reusing
2. salt water
3. fresh water
4. short showers
5. save water
6. waterbed
7. closing
8. washing sidewalks
9. waste of water

ATIVIDADE DE PRODUÇÃO ORAL

RECURSOS: Cópias da atividade, quadro negro, giz, tiras de cartolina com as perguntas da atividade, fita adesiva, dicionários português-inglês.

OBJETIVO DE APRENDIZAGEM: Interagir com o colega para descobrir seu consumo diário de água

PROCEDIMENTOS:

- Inicie a aula introduzindo o assunto da atividade (ex: *Today we are going to talk about water use.*). Escreva WATER USE no quadro e verifique a compreensão da classe (ex: *What's the meaning of this phrase in Portuguese?*). Confirme a resposta correta. Faça, em seguida, as seguintes perguntas à classe, de modo a iniciar uma conversa sobre o número de vezes que o aluno realiza determinadas atividades, as quais exigem o uso de água. Além disso, estas perguntas serão posteriormente utilizadas pelos próprios alunos durante a atividade.

a) **How many times a day do you wash your face? One, two, three...how many?**

Utilize gestos para facilitar a compreensão. Enquanto aguarda a resposta dos alunos, afixe, no quadro, uma tira de cartolina com a pergunta feita. Nomeie alguns alunos para dar a resposta. Insista que ela seja dada em inglês (ex: *In English, please*). Repita o mesmo procedimento para as demais perguntas abaixo:

b) **How many times a day do you wash your hands?**

c) **How many times a day do you take a shower?**

d) **How many times a day do you brush your teeth?**

e) **How many times a day do you flush the toilet?**

- Convide a classe para pronunciar as perguntas, afixadas no quadro. (ex.: *Class, how do you pronounce this question in English? Can you pronounce this question, please? OK, can you repeat it after me, please?*).

- Entregue as cópias da atividade para os alunos.

- Explique, em inglês, o enunciado da tarefa, utilizando suas próprias palavras. Em seguida, verifique a compreensão da classe, solicitando que eles próprios expliquem o que é para ser feito (ex.: *Did you understand? Can you explain the activity to me?*). Confirme a explicação correta, refazendo ou questionando a fala dos alunos. Somente após a compreensão das instruções, traduza o enunciado para o português para que os alunos possam relacionar forma e significado.

- Peça para os alunos se organizarem em pares (ex.: *Please, organize yourselves in pairs for the interview*).

- Estabeleça um tempo para a realização da tarefa (ex: *You have 20 minutes to do the activity, right?*). Circule pela sala para verificar se todos estão interagindo em inglês e solucionar eventuais dúvidas.

- Antes de iniciar a correção, faça uma tabela no quadro com duas colunas, uma sob o título **Student** e a outra sob o título **Liters**.

Exemplo:

Student	Liters

- Verifique se todos terminaram (ex.: *Have you finished?*) e inicie a verificação das respostas. Nomeie um aluno e faça a seguinte pergunta:

1. Who did you interview?

Escreva o nome do aluno entrevistado na coluna correspondente. Faça a próxima pergunta:

2. How many liters of water does she/he use per day?

Se o aluno não souber expressar o número em inglês, solicite a ajuda da classe (ex.: *Class, how do you say 230 in English?*). Se necessário, dê uma ajuda. Registre a resposta no quadro.

Exemplo:

Student	Liters
Silvia	230

- Siga o mesmo procedimento para obter a resposta dos outros alunos.
- Terminada a coleta de dados, informe aos alunos que a média de consumo de água por habitante no Brasil é de 200 litros por dia (ex: *In Brazil, people use an average of 200 liters of water per day. It's an average of how many liters of water one Brazilian uses a day.*). Se necessário, negocie a palavra "average" utilizando gestos. Escreva a informação no quadro em forma de esquema (ex: *1 Brazilian = 200 liters of water per day*). A título de comparação, informe à classe que a média de consumo de água por habitante na China é 100 litros por dia (ex: *In China, people use an average of 100 liters of water per day.*). Escreva a informação no quadro em forma de esquema, logo abaixo daquela já registrada sobre o Brasil (ex: *1 Chinese = 100 liters of water per day*). Verifique a compreensão da classe (ex: *What is the meaning of this information? Can you explain this information to me?*).
- Chame a atenção da classe para os dados dos alunos já registrados no quadro (ex: *Now, let's take a look at this chart*) e pergunte à classe:
 - 1. According to this chart, do the people in this classroom use more or less than 200 liters of water per day?**
 - 2. Who uses more water in the classroom?**
 - 3. Who uses less water in the classroom?**
 - 4. So, how can we save water in the bathroom?**

5. How can we save water while we are brushing our teeth?

GABARITO: Respostas abertas

(Appendix 1.3)

Interview a friend. Use the questions in the chart below and write down your friend's answers. Then, calculate how many liters of water she/he uses per day.

Note: Interact with your friend in English.

Questions	Your friend's Answers		Estimated amount of water used (liters)		Total water use per day (liters)
a) How many times a day do you wash your face?		X	4	=	
b) How many times a day do you wash your hands?		X	4	=	
c) How many times a day do you take a shower?		X	100	=	
d) How many times a day do you brush your teeth?		X	10	=	
e) How many times a day do you flush the toilet?		X	20	=	

Total water use per day by _____ **liters**
(your friend's name)

Adapted from www.k12science.org/curriculum/drainproject

APPENDIX 2 – TRANSCRIPTIONS (CLASS 1 AND 2)

TRANSCRIPTION CONVENTIONS	
-	false start, re-start;
...	short hesitation;
.	finality, falling intonation;
?	question and/or rising intonation;
[]	encloses non-verbal and/or paralinguistic information (e.g. laugh);
!	expression of counter-expectation (e.g. surprise, amazement, etc.);
CAPITAL LETTERS	emphatic stress;
T	teacher's voice;
S or Ss	student(s)' voice.

(adapted from Eggins & Slade, 1997; Eggins, 2000).

1 Olá pessoal! Boa tarde! Meu nome é Sarah... [The Ss were talking a lot at the same
2 time]. Vamos lá, prestando atenção. [The official teacher talks to the group and
3 they calm down].¹⁷ Pessoal meu nome é Silvia, eu sou aluna da UFSC. Essa é a
4 Andréa, também minha colega e essa é a Márcia que faz mestrado lá na UFSC.
5 Elas vão assistir a minha aula. Talvez vocês até se lembrem de mim, eu vim
6 observar a aula aqui, ano passado, com a Andréa. Ó gente, aí é o seguinte, a aula
7 eu vou conduzir ela em inglês, ta? Então vocês não se preocupem que vocês vão
8 conseguir me entender, vocês vão conseguir...éhhh... interagir comigo, ta bom? So
9 class, today we are going to talk about water. What's the meaning of water in
10 Portuguese? [Some Ss answer: água]. Isso água. Água is water. So in our planet, is
11 there more salt water or fresh water? [Students try to guess, but they do not seem
12 confident]. Salt water or fresh water? [Says the teacher while writing it on the
13 board. The teacher gives them some more time but they're still not sure, then she
14 asks:] What's the meaning of salt water? [A student answers: água salgada] Isso,
15 água salgada. And what's the meaning of fresh water? [Another student answers:
16 água doce]. Isso! Água doce. Ahumm... where can we find salt water? Where?
17 Where in the planet? [Someone answers: mar]. Isso mesmo, no mar, in the sea.
18 What else? What else? [Someone says: rio]. Salt water in rio? Any guess? What
19 else? In the sea, mares. What else? What?... Someone said...[A S says: oceanos].
20 Oceanos, exatamente! In the ocean. And where can we find fresh water? [Ss talk
21 among themselves] Rio, river! [Ss keep thinking] Rivers, lagos, lakes, cachoeira,
22 waterfall [writing the words on the board]. Waterfall. [She repeats]. What else?
23 Where...? [Ss asks if they have to copy] No you don't have to copy. So rivers,
24 lakes, waterfalls, where else? Riacho, lagoa. [Repeating what Ss said] Lagoons.
25 [Saying while writing the word on the board]. And what about the subsoil? - When
26 you have... [Drawing a picture of a waterbed on the board] this the soil, and this?
27 What is this called? [Pointing to the picture of the waterbed on the board] Yeah,

¹⁷ All the underlined clauses represent the clauses selected for SFL analysis.

28 almost there [Replying to a S who said: poço]. Lençol? Freático. Exatamente.
 29 [Repeating after a S' talk]. This is waterbed. [Writing it]. So ahum, now we're
 30 gonna focus our conversation on fresh water. What's the importance of fresh
 31 water? We use fresh water for what purposes? [Ss keep thinking and seem not to
 32 understand or know the answer]. The importance of fresh water. [Ss start
 33 answering] Yes, tomar banho. [Ss keep giving many answers, but the teacher seem
 34 not to understand all of them, many students talk at the same time]. So we use it
 35 to... [writing on the board] tomar banho, you have already said, take a shower. To
 36 wash the dishes, lavar a louça. [A S'answers]. To brush the teeth, escovar os
 37 dentes. Someone said, pescar, fishing, right? To fish, to fish... what else...?
 38 [Giving them some time to think]. So take a shower, to brush the teeth, what
 39 else?... [Time again]. What are you saying? You can name it! To wash the car,
 40 lavar a roupa, to wash cars, clothes [always writing on the board]. What about
 41 watering the plants?... to water the plants? [a S translated]. Molhar as plantas, regar
 42 as plantas. [Ss keep thinking]. Ahum, to... fazer comida...to cook. [Writing it on
 43 the board]. Now ahum...people generally waste water, they abuse of water. How
 44 do people waste water? How people abuse of water? So waste of fresh water
 45 [Writing on the board]. So how people waste water, how do they abuse of water?
 46 Abuse, waste. [Trying to help Ss to understand the meaning of these words]. -
 47 ¹⁸When sometimes you put ahum... when you put garbage in the water, you waste
 48 water. - When you like when you wash the sidewa... the sidewalk with a hose, and
 49 you use a lot of water a lot of water. So what is this? This is abuse of water, this is
 50 waste of water. [Ss are talking and the teacher asks]. Anyone? Hey class? So...
 51 yeah...so what, when you use a lot of water without need, when you use a lot of
 52 water and you could use less...[Allowing Ss to think of the subject]. Like when you
 53 brush your teeth. [A S shouts: escovar os dentes] Yeah... when you brush your
 54 teeth and leave the faucet open... [Many Ss talk at the same time] Exatamente!
 55 Desperdício! So how people waste water? How can people waste water? Yes...
 56 isso! [Ss answer: lavar o carro, ficar muito tempo em baixo do chuveiro]. Isso...
 57 Yes! Ficar muito tempo no chuveiro, deixar a torneira aberta... Yes...so...taking
 58 long showers [Writing on the board] taking long showers, leaving faucets open
 59 with no use... with no use [Repeating while writing it on the board]. What else?
 60 What about when you wash the sidewalk...sim... lavar a calçada... with a hose.
 61 [Writing]. So and then...how can we save fresh water? How can we save fresh
 62 water? [Ss try to guess the meaning of "save"] Yes...salvar. Exatamente,
 63 economizar! We can save fresh water...so, hey class, how can we save save...[Ss
 64 talk at the same time and loud] CLASS? PAY ATTENTION! How can we save
 65 fresh water? How can we save fresh water? [A S answers]. Isso! Tomar banhos
 66 mais curtos! Hum? Que que você falo? [S explains and the T agrees]. Isso, isso
 67 junta roupa, pra lavar roupa, exatamente! [Another S says: fechar a torneira
 68 enquanto escova os dentes] Muito bem! Exatamente! So taking short showers.
 69 [Writing it]. - After use... - Isto é juntar... a roupa quando for lavar. And what
 70 about ahum... hey class? CLASS? What about reusing water? When you use water
 71 again, for example when it rains, when it rains, and you put the water in a bucket
 72 for example, and you use it to water the plants, you reuse water. [Ss talk] Yeah,
 73 what is it? When you are reusing water? When I use water again. So...so reusing
 74 water...[Ss keep trying to guess]. Reusing? Get it? Reusing? Did you understand?
 75 [Someone answers and T says:] Isso! Reutilizar a água! We can reuse water! So

¹⁸ The clauses in bold represent repetition of the previous clause so they are not analyzed in terms of transitivity.

76 class? Did you understand everything? [Someone answers: yes] Yes? Do you have
77 any questions? [Someone says: no] No? So... ok! Now we're going to do an
78 activity! Passa para trás. [The teacher gives a S the activity]. Here! Girls!
79 [Distributing the sheets with the activities]. Everybody...? Thank you... [Some Ss
80 give back the extra copies]. Thank you. So CLASS? HEY CLASS? **SO YOU**
81 **HAVE THE CROSSWORD HERE! YOU HAVE THE CROSSWORD AND**
82 **YOU HAVE THE QUESTIONS HERE, RIGHT?** And then you're going to
83 complete the crossword, according to what we have seen here, in this text, this is
84 the same thing. [Pointing to the board]. I'm gonna give you a copy...ok? So... did
85 you understand what you have to do? Do you know what you have to do? Yes? So
86 can you explain the activity to me? Thank you...so... Thank you...[S were giving
87 back the extra copies of the activitie] **CAN YOU EXPLAIN THE ACTIVITY**
88 **TO ME? WHAT YOU ARE SUPPOSED TO DO IN THE ACTIVITY? What do**
89 you have to do in the activity? [A S translates: como que faz?] Yeah...yeah... can
90 you explain? OK CLASS... **YOU HAVE 15 MINUTES TO DO THE**
91 **ACTIVITY! YES...** [clapping hands] CLASS? EVERYBODY! DID YOU
92 UNDERSTAND WHAT YOU HAVE TO DO IN THE ACTIVITY? DID YOU
93 **UNDERSTAND? Can you explain the activity to me? Can you explain? So**
94 explain...yeah...go on please...YOU HAVE 15 MINUTES! Yeah...[Ss start
95 doing the activity, they don't explain it to the teacher and someone asks: como é
96 "economizar em ingles?] Look at the dictionary! [After some time]. People you
97 can use the dictionary! - Do you have...? Does everybody have a dictionary here?
98 Dictionaries? So please...use your dictionaries. I have an extra copy here if anyone
99 needs. [The teacher offered a dictionary mentioning that she had an extra copy
100 while helping the Ss individually] Girls do you have a dictionary? Do you need a
101 dictionary? Dictionary? No? Do you want one? I have one there. Do you need a
102 **dictionary? Here you have the question and you have to complete here in English.**
103 So... to help you do this, you can make this... [The S tries to explain the teacher
104 what she has understood]. No...so let's see one here, number two: oceans and seas
105 are... Do you understand...oceans and seas? Ahum! Yes! So oceans and seas,
106 oceans and seas... they are? Oceans and seas they are? Understand? You have to
107 complete here! [A S is in doubt and tells the teacher: "Eu tenho que pegar essas
108 palavras que estão aqui e colocar aqui" pointing to the activity]. Isso! But
109 answering these questions! According to these questions! Yeah...here... oceans
110 and seas are...? What are they? What are they? No! Right? Here...salt water!
111 Right? Água salgada! Éh... ok? ?Entendeu? And...[The same S keeps explaining
112 the activity] Aham... isso, ahm em ingles! [Another S asks: "professora qual é o
113 sinônimo de preservar"?] I don't know!! Look... yeah first [Someone interrupts
114 and asks something] Você precisa da cruzadinha? [The trainee teachers talks to
115 each other quietly. Later on Ss ask many things at the same time] **Calm! Calm one**
116 at a time! I don't know, try to complete and... não entendeu, so.. Yeah so...
117 oceans and seas... what are they? They're what? Oceans and seas are? Salt water!
118 See? What's the meaning of salt water? No! Let's try, calm down! What's the
119 meaning of salt water? Salt water is different from fresh water...right? Yes! So
120 oceans and seas they are? Ocean is... salt water, right? [Looking at a S]. No? [The
121 S answers: "no", demonstrating she didn't understand]. Yeah... right... this is
122 correct! Oceans and seas they are salt water! So you have to complete according to
123 the question. You! This is...[Two Ss complain about each other and the T ignores
124 and asks another S]. Any questions? [Another S points to his activity and says:
125 "nada"] Nada? Vocês entenderam a atividade ne? O que tem que fazer... aí aqui

126 oh... these questions will help you to do the activity. So what's the answer? Oceans
 127 and seas are...and then put there in the... [The S signals she understood]. So what
 128 are they? Oceans and seas are..? Ok? Do you understand oceans? You know what
 129 it is!? What is the meaning of it. Hum? **Let's try, let's try**, so ocean and seas what
 130 are they? Where are they? Here: oceans and seas, what are they? No this is number
 131 two! So if you don't know the meaning use the dictionary, where is the dictionary?
 132 The dictionary? No? Didn't I bring one here? Eu nao trouxe? Ai... desculpa eu
 133 trago sim. **So if you need, if you need help again you can then call me**, ok?
 134 [Moving to another group] Ok girls? Ok? [A girl asks for explanation] Hum what's
 135 here? Use the text to help you! This is an ocean what are they? You put here 'salt'.
 136 [The girl asks her: qual é a primeira palavra?] Em cima? Water! O que que é
 137 water? [A boy calls the T] Wait a second...[Continuing the conversation with the
 138 girl] What's water? [She doesn't answer] **So look in the dictionary! Look in the**
 139 dictionary, find the word 'water'. [A boy comes and asks: você pode dar uma
 140 resposta?] Hum? [He repeats, but the T seems to continue paying attention to the
 141 girl she was helping who finally answers: "água", the meaning of water she found
 142 in the dictionary]. So what is 'salt'? [Moving to another group]. So rivers and
 143 lakes, do you know what river is? Rivers...? [they don't know...]
 144 hummm...[friendly laughing] So look in the dictionary and see if you can find, ok?
 145 [A boy comes and says: eu nao sei] Não sabe o que é o que? So... this is, this is the
 146 crossword, right? And you have to complete... so, for example: oceans and seas
 147 are...? - Do you like here... you can use the text. Oceans and seas, do you know
 148 what ocean is? [The S answers: oceano]. Isso oceano, and sea? [The S answers:
 149 mar] Mar! Ahumm! Então what are they? They are..? Yes, oceans and seas
 150 are...it's missing here, they are salt water. Understand? Yes? [The S says: entendi
 151 mais ou menos, the T friendly laughs]. The words you don't know you can look in
 152 the dictionary and try to do, ok? Very good! [Another S asks: oh professora o
 153 sinônimo de 'preservar água' não é 'abuso'?] No! No a synonym, oh I'm sorry,
 154 qual? [S: a cinco, sinônimo de preservar água, abusar?] Preserve... preserve is
 155 what? Is save water! So...[The S says: "Salvar água... ou matar água"?]. Oh...
 156 what is a synonym, a synonym is the? Is the word that is...[The T gives the Ss
 157 some time to think, they talk to each other and say they don't understand]. Where
 158 is... here where is preserve water? [Reading the activity]. Ways to preserve water!
 159 Ahum! [Pointing to the activity] Here right? This is preserve! So another way to
 160 say preserve...we can preserve water...we can...? [The S says: abuse?] No abuse
 161 is the opposite! [S: ah perai, perai...] A synonym is like a similar word! [S:
 162 parecidas?] Isso! Like abuse and preserve are opposites, they're opposites! [S: ah,
 163 tá] Yes it is here! Here, like what you have? [Pointing to the activity] A synonym
 164 for preserve water, another word for preserve water. Yeah it's here, it's right
 165 here! [S: aqui nao é ne?- pointing a word in the activity]. No, and what is like...[S
 166 tries to guess] like so... save water... a similar word, you can say, you can say:
 167 preserve water; or you can say: save water, save water, yeah, and they have the
 168 same meaning. You see? Get it? [S: mas tá certo aqui?] Yesss! [The S gets happy
 169 and celebrates, the T moves to another group] Any problem? No? Look here, did
 170 you understand what you have to do? Ahum...here for example... oceans and seas.
 171 Do you know what oceans, ocean is? [S: oceano]. Yeah! And seas? [S: mar] Isso!
 172 So they are...are they...here...are they salt water or fresh water? They are salt
 173 water. What is salt water? What's the meaning of salt water? Water is... o good,
 174 thanks...water? What is water? [S: água]. Água! Salt water is? [S: água salgada]
 175 Isso..so? Ahum oceans and seas are...? [S: água salgada]. Água salgada...so here

176 oceans and seas, what do you have? 1, 2, 3, 4, 5, 6, 7, 8, 9 words? [S: seria isso?]
177 Yes, yes! [A S comes to the teacher trying to hand in the activity, the T asks]
178 Finished? Ok very good! But you can keep it. [Another S: professora we finish].
179 Também terminou? Ok, ok keep it, ok! So you have a question? Have any
180 question? [Moving to other S]. **Do you have any question? Do you have any**
181 **question?** You understand, right? Ok Jóia! You did the first one, good! Ok?
182 [Speaking to the whole class]. OK CLASS, MORE FIVE MINUTES, OK? [S: tem
183 que por o nome?] Yes, if you want to... but you won't give it to me! [A S comes in
184 doubt] Ok...so what is missing here? [Pointing to the activity] What can you put
185 here? [S: completar] Ahum, isso! No it's an expression, so abuse... so here, abuse
186 of water, a synonym, a similar word, right? Waste [S: de água]. Yes, so here, waste
187 of water... the meaning! No it stays with you! Ok? [Some Ss were messing so the
188 T says:] Help them... help her, them! Let them do the exercise. [S: é que ela fala
189 em português]. No no, you can understand! So, well you doing good... right?
200 Underline the words that you know...hey don't copy, you have to try to do by
201 yourself! Yes! No no! So here you did number 2, ok? So...now, the opposite of
202 'long showers'. What the meaning of this? The opposite of long
203 showers...opposite, what are...? Opposite? Like... good/bad. They are opposites.
204 No? Look in the dictionary! Class? Class? **Calm down, calm down...** some of,
205 some of your friends haven't finished...ok? [Going back to the previous group].
206 So...long showers? What is long showers...[Using gestures] lonng showers. [S:
207 tomar banho]. Yes, long very long... [S: longos banhos]. Yesss! So the opposite of
208 long shower, what is the opposite of long shower? - When I... [S: a oposição de
209 longos banhos] Yes! [Another S: é pra entregar?] No, keep it with you! (back to
210 the group) Isso, o oposto de longos banhos, o que que é? Longo? O oposto de
211 longo banho que que é? [S: curto banho?] Banho curto! So this is the answer!
212 Hum? So you complete, number 3, number 4, the opposite of long showers, where
213 is number 4? Here! Exatamente! So...but you have to answer in English. [S: curtos
214 banhos?]. In English, it's here! [moving to another group] So you need any help,
215 any questions? So... here, what's missing here? So oceans and seas they are?
216 Salt...? Water, right? [Another group] You finished, finished? [S: nós não
217 conseguimos fazer tudo]. What...? So here...what don't you know? And here... a
218 synonym, you know what a synonym is? A synonym, like a similar word...like
219 belo bonito, they are synonyms. So synonym for 'preserve water'. Isso preservar a
220 água. Um sinônimo de preservar a água em inglês...You have here... where is 'save
221 water'? CLASS? PLEASE...SIT DOWN! Here...where is save ahum preserve
222 water here? Here right? This is preserve water! Taking short showers, short
223 showers, closing the faucet this is preserve water right? So preserve water and save
224 water. These are ways to save water and these are ways to preserve water. WAIT
225 A SECOND. [The teacher asks for help to the other trainee-teacher to organize the
226 material for the next activity; S: professora o que que é 'honey'?] Honey? - Don't
227 you...You can look in the dictionary. [S: Não... só como se escreve... assim? The
228 S just wanted to know how to write the word] Yes. OK CLASS! [Clapping hands]
229 CLASS, HEY! Pay attention! Class? I know some of you haven't finished but let's
230 start the correction. Ok? CLASS? HEEY? So what's your answer for number
231 one? Number one in the question. [Ss: number one... deixa eu ver...ahmm...
232 reusing – difficulties in pronunciation]. Reusing, reusing...what's the meaning of
234 the question for number 1: a way to save water? What the meaning of the
235 question? A way to save water? [S: economizar...]. Yes but what's the meaning?
236 What's the meaning of the question? Number one, a way to save water. What's the

237 meaning? [S: um caminho de salvar água]. Isso, uma maneira de salvar a água.
 238 And reusing is...? Reusing...? [S: reutilizar] Reutilizar! Ok! Number two: oceans
 239 and lakes are...? [Ss: Salt water] Salt water! So mares e oceanos são...? Água
 240 salgada! CLASS...SHHHHH...PLEASE. Number three: rivers and lakes are...?
 241 [S: fresh water] Fresh water! So what's the meaning? Rivers and lakes... what's
 242 the meaning! [S: lagos!...são...água doce] Lagos! São!... água doce! Number four:
 243 the opposite of long showers... CLASS? THE OPPOSITE OF LONG SHOWER?
 244 [S: short shower] Short...so short shower! So...[a S asks something about the
 245 answer the T had written on the board. S: é um "s" lá?] Oi? [S: é um "s"?] Where?
 246 [S: embaixo] Yes [laughing] this is an 's'. SO CLASS? What's the meaning of the
 247 opposite of long shower? [S: o oposto de longo tempo...] De? Long showers are?
 247 Long shower...? Banhos longos! So o oposto de longos banhos é? Banhos curtos!
 248 So number five: a synonym for preserve water? [Ss: save water] What? [S: save
 249 water] Save water! So a synonym for preserve water is? What the meaning of
 250 'synonym for preserve water'? [Someone answered number 6] No! I'm in number
 251 five. The meaning of number five. A synonym for preserve water? What's the
 252 meaning? [Time for Ss to think, they try to guess but they can't] So what does it
 253 mean? A synonym for preserve water. What does it mean? [Someone answers].
 254 Isso, um sinônimo de preservar a água. Which is...? [Someone answers] Save
 255 water! Ok! Number six: a portion of water in the subsoil? [Ss: waterbed] Waterbed
 256 [Writing it on the board]. So a portion of water in the subsoil is? What's the
 257 meaning? [S: a sete]. No number six. Yeah the question! No a portion of water in
 258 the subsoil? Number six, isso, which is...? Waterbed! HEY CLAAAS! NUMBER
 259 SEVEN: THE OPPOSITE OF OPENING FAUCET? [A S answers] Very good! O
 260 oposto de abrir a torneira is...? Fechar a torneira! What? What? Here? NUMBER
 261 EIGHT: a bad use of water? What's the answer to number eight? What? [A S:
 262 answers]. Very good! Washing sidewalks! NUMBER NINE: A SYNONYM FOR
 263 ABUSE OF WATER? [Someone answers] Waste of water! What's the meaning of
 264 waste of water? (S: sinônimo de abusar da água) Yes! SO CLASS DO YOU
 265 HAVE ANY QUESTION? Do you have any question? [Ss: no, yes] So...girls?
 266 Have you finished? [Replying to question about handwriting on the board]. Yeah
 267 it's a 'k'. Can I erase this? Can I erase? Yes? No? So quick! [Referring to some
 268 girls] Class, I am going to erase...ok? I'm going to erase ok? HEY CLASS!
 269 EVERYBODY! PLEASE! PAY ATTENTION! NOWWW! PLEASE PAY
 270 ATTENTION! Now we're going to talk about water use. [Writing on the board
 271 and saying] Water use. What's the meaning of water use in English? Uso da água,
 272 ok! So... how many times a day...do you wash your face? One, two, three...how
 273 many times a day do you wash your face? [Ss try to get the meaning of the
 274 sentence]. Yes quantas vezes por dia você lava o rosto? You? How many times a
 275 day do you wash your face? Six? Very good! Six! [Pointing to another S] You?
 276 How many times a day do you wash your face? [Gesturing]. You wash your face.
 277 [S: four] Four, [Another S] five... anyone else? Two? So class...now... how many
 278 times a day do you wash your hands? Do you wash your hands? [Gesturing]
 279 Hands! Hum? How many times? Ten? Ok! Ten here! What else? How many times
 280 do you wash your hands? You? Yes! Two? Ok! So you... how many times a day?
 281 Six? Oito vezes? Ok! CLAAAS! HEY! HOW MANY TIMES A DAY DO YOU
 282 TAKE A SHOWER? [Gesturing]. TAKE A SHOWER. Three, three! [S: por dia
 283 professora?] Yes a day! Yes! Hum? One! What else? Two? Ok! So now how
 284 many times a day... do you brush teeth? [Gesturing]. Do you brush your teeth?
 285 Four? Do you brush your teeth? Really? How many times a day do you wash...do

286 you brush your teeth? Très...três there too! Brush your teeth! How many times a
 287 day do you brush your teeth? Class the last one! How many times a day do you
 288 flush the toilet? How many times a day do you flush the toilet? How many times?
 289 Now... any guess? CLASS!? How many times a day do you flush the toilet?
 290 Seven? Yes apertar a descarga! You? No? ANYONE ELSE? Two!? Ok! Seven,
 291 seven...how many times... [Pointing to a S]. SO CLASS?! [Clapping hands].
 292 CLASS PLEASE PAY ATTENTION HERE! Can you pronounce this question
 293 please? Can you pronounce this question please? Can you repeat it after me
 294 please? How many times a day do you wash your face? Please repeat! [Just some
 295 Ss read]. Everybody! How many times a day do you wash your face? [Ss couldn't
 296 read together]. Class please, let's try! How many times...[Ss read after] do you
 297 wash... your face? [Just some Ss could read]... [Reading with some Ss] do your
 298 wash your face! [Ss couldn't read in unison]. CLAAAS? PLEASEEE! [Clapping
 299 hands]. CLAAAAS!?? [Clapping hands] How many times a day do you take a
 300 shower? Repeat this! [Ss can't read together] PLEASEEE! ... [Following some Ss
 301 that read] ...a shower. ONE MORE TIME PLEASE EVERYBODY! HOW
 302 MANY TIMES A DAY DO YOU TAKE A SHOWER? OK...HOW MANY
 303 TIMES...[Ss read] HOW MANY TIMES A DAY DO YOU WASH YOUR
 304 HANDS? Calm down! How many times a day do you brush your teeth? One more
 305 time...how many times a day do you brush your teeth? Very good! NOW CLASS?
 306 HOW MANY TIMES A DAY DO YOU FLUSH THE TOILET? ... the toilet!
 307 One more time! HOW MANY TIMES A DAY DO YOU FLUSH THE TOILET?
 308 [Followed by some Ss] HOW MANY TIMES A DAY DO YOU... FLUSH THE
 309 TOILET. NOW...the activity! [S: outra]. Yeah! OK CLASS... - SO YOU
 310 HAVE... DOES EVERYBODY HAVE A COPY? CLASSSSS?! **DOES**
 311 **EVERYBODY HAS [sic] A COPY?** OK! SO NOW... - YOU'RE GOING IN
 312 PAIRS... IN PAIRS...YOU'RE GOING TO INTERVIEW A FRIEND. Hey!
 313 Please! Pay attention! Ok?! Ok! **You're going to interview a friend...in two...in**
 314 **pairs. You're going to interview a friend!** You have to ask your friend this
 315 question: how many times a day he or she do [sic] the activity and then put down
 316 your answers and calculate! How many liters of water he or she uses a day?
 317 CLASS!? **YOU'RE NOT PAYING ATTENTION!** Everybody! So what are you
 318 supposed to do in this activity? Explain the activity to me! Explain! Explain!
 319 **Explain!** What? [Pointing to a S]. **Explain!** No... **explain!** First you have to do
 320 this, this and this...what do you have to do in the activity? Isso! **O que é pra**
 321 **fazer! O que que é pra fazer na atividade?** Ok! What else? Isso pergunta
 322 quantas vezes toma banho! Escova os dentes... que mais? Sim... todas essas
 323 questões...que mais? Multiplica... pra descobrir o que? Exatamente...quantos litros
 324 por dia seu amigo gasta de água! So now please, organize yourselves in pairs for
 326 the interview! In pairs... get with a friend! CLASS!? PLEASE! **YOU HAVE TO**
 327 **INTERACT IN ENGLISH!** Class talk to your friend in English ok? You have ten
 328 minutes! [Someone asks for explanation]. Éh! Mas...did you understand what you
 329 have to do? The activity! You have the question... you have the question... you're
 330 gonna ask her... your friend: how many times a day do you wash your face? She's
 331 going to answer two, three, four...you gonna put down here and you gonna
 332 multiply and get the answers...ok? [a S complains she doesn't know the meaning].
 333 You can look in the dictionary! I think you know! You have to interview her, ok?
 334 No numbers, numbers...ok? You don't have a pair? No no no no... you have to
 335 answer in English! Ok!? Talk in English...in English! No just numbers, numbers,
 336 no. The answer is numbers...one, two, three, four...no numbers, one, two, three,

337 four...**Talk in English**, ok? In English! Ok? Right? Yes **you have to talk in**
 338 **English** ok? In English. [S: é pra pergunta em inglês e eu to perguntando!] Ok!
 339 Very Good! Consequindo? Ok? Hey girls...have you finished? [Someone asked
 340 for instruction: aqui eu coloco o meu nome ou o nome da pessoa que eu
 341 entrevistei?] Your friend's! [A S asks for a translation: professora como que é “de
 342 nada”]. We're welcome! You're welcome! You're...[Writing] welcome! De nada!
 343 [Mas isso nao é bem vindo?] Bem-vindo é welcome! SO CLAAAASSS?! Have
 344 you finished? **Has everybody finished?** CLASS? Can we correct? **CAN WE**
 345 **CORRECT CLASS?** Ok? So Let's correct the activity! So let's start! What's
 346 your name? Cleber! Who did you interview? Who? Who did you interview?
 347 Diogo! How many liters of water Diogo uses?... use a day? 612...so six hundred
 348 twelve [Writing it on the board]. So now Diogo who did you interview? Cleber!
 349 How many liters of water... [S: 812]. Hum? 812! Eight hundred twelve [writing
 350 and Ss: discussing]. 802? Is it Cleber... Cleber with 'C' your name? [S: K] K? So
 351 what's your name? Hum? [S: Anderson] Who did you interview? [S: Rogério]
 352 Hum? How many liters of water? [The S seems not to understand then another S
 353 says: é só somar aqui]. Só somar aqui...oh you have [the same S that was helping
 354 before says: 490] Be quiet we're correcting the activity! [The S did no understand
 355 the activity so some Ss and the teacher are helping him but most of the class is
 356 talking about other things]. Here you put his name and here you ...so
 357 CLAAAAAAAASSS?! CLAAAAAAAASS?! [Clapping hands] WE'RE
 358 CORRECTING THE ACTIVITY!!! So... now...what's your name? hum? [S:
 359 Kael] Kael? Who did you interview? Gustavo? So... how many liters of water
 360 Gustavo uses per day? Three hundred twenty-two! So Gustavo who did you
 361 interview? [S: kael] How many liters he uses a (sic) per day? Seiscentos sessenta e
 362 dois? CLASS? [The Class was almost over, so some Ss were already packing and
 363 moving, so the T asks someone] Where are you going? [And says to the whole
 364 class]. **WAIT, WAIT HEREEE!** EVERYBODY WAIT HERE! **THE CLASS IS**
 365 **NOT OVER!** SIT DOWN! [A S wants to hand in the activity] Oh no it's
 your...yes it's yours! [Then the bell rang and the Ss left the room].

APPENDIX 3 – SARAH’S SELF EVALUATIVE REPORT

3. Implementação de aulas

As análises que serão apresentadas aqui constituem as auto-avaliações de quatro implementações de material didático do tema “Água” em língua inglesa na Escola de Educação Básica José Boiteux. Tendo as duas primeiras aulas (em forma de aula faixa) sido ministradas pela acadêmica Cleita, no dia 11/06/07, e as outras duas aulas pela acadêmica Sarah, no dia 13/06/07. O objetivo destes registros é apresentar as auto-avaliações das acadêmicas de acordo com os seguintes quesitos: (a) a performatividade da acadêmica; (b) o desempenho dos alunos; (c) os entraves ou problemas encontrados; (d) a avaliação da acadêmica quanto ao alcance ou não dos objetivos de aprendizagem propostos; (e) os aspectos que as acadêmicas acham que devem melhorar como professoras; e, (f) as sugestões e comentários da colega sobre suas ações.

Além disso, juntamente com as auto-avaliações da cada aluna seguem anexados dois questionários de avaliação, preenchidos por Karin, professora das turmas de língua inglesa nas quais as aulas foram ministradas, e por Márcia Regina Gromoski, mestranda da PGI/UFSC que estava presente para coletar dados para sua pesquisa.

Também seguem anexados os materiais utilizados nas aulas. Sendo que no caso da aula introdutória e da atividade associada os materiais já estavam prontos, ou seja, apenas algumas alterações feitas para adaptar o material à idade e realidade da escola onde as aulas seriam ministradas. E, as duas atividades seguintes, foram desenvolvidas pelas acadêmicas, tendo recebido orientação e válidas sugestões da professora Dra. Carmen Soares. Faz-se necessário mencionar também que, a atividade de compreensão escrita foi desenvolvida pela acadêmica Cleita, enquanto que a atividade de produção oral foi desenvolvida pela acadêmica Sarah

3.2. Auto-avaliação das aulas ministradas (Sarah – 13/06/07)

Horário: 16:00 às 17:30 (4º e 5º horários – período vespertino)

Série: 8ª série

Número de alunos: 19

Tema da aula: “Água”

a) Minha performatividade

¹⁹Em primeiro lugar, acredito que devo mencionar que, sendo esta minha primeira experiência como professora, estava bastante nervosa antes de começar a aula, principalmente depois de observar a agitação dos alunos ao chegarem à sala, após o intervalo. Muitos dos problemas enfrentados, acredito, vieram da minha falta de experiência e ansiedade em relação a isso, e também a inexperiência em buscar soluções rápidas para dificuldades que surgiram apenas durante a aula.

Antes de iniciar a aula, por exemplo, poderia ter começado a falar apenas depois do silêncio total dos alunos (o que a colega Cleita fez, com bom resultado). Quando comecei a falar, alguns alunos ainda conversavam, fazendo com que eu inicialmente disputasse com a fala deles. Outro problema em relação a minha performance (que foi apontado como aspecto negativo por Cleita e pela professora Márcia) é o meu volume de voz, bastante baixo. Apesar de me fazer escutar, não conseguia “preencher” a sala com minha voz, o que definitivamente ajudou a dispersar a atenção dos alunos. Além disso, minha atitude em relação a eles poderia ter sido diferente, podendo ser um pouco mais animada, tentando me aproximar mais, engajando-os melhor na aula (ao invés da atitude de recuo que demonstrei). Ou seja, faltou-me ser mais energética (ver sugestões da colega).

Outro aspecto importante a ser observado é a minha visão geral sobre a turma. No início da aula temática, os alunos do lado direito da turma começaram a participar

¹⁹ All the underlined clauses represent the clauses selected for SFL analysis.

ativamente na construção do esquema. Cabe lembrar que a disposição da turma em sala estava bastante desorganizada (ver sugestões da professora visitante). A maior parte dos alunos se concentrou no lado direito, havendo um buraco no meio da sala, e alguns poucos alunos no lado esquerdo. Quando os alunos do lado direito começaram a dar respostas ao esquema, voltei minha atenção e meu corpo apenas a eles, excluindo os alunos da esquerda (ver comentários da colega). Principalmente na hora da aplicação da primeira atividade (cruzadinha), dei-me conta de que os alunos os quais ignorei eram justamente aqueles que ou apresentavam interesse em relação à dificuldade de entender o que era para ser feito ou resistiam à aula dada em inglês. Depois de perceber isso, cuidei para que não se repetisse

Em relação à execução dos procedimentos das atividades, também houve falhas. Em primeiro lugar, tentei explicar a cruzadinha ao invés de ler, o contrário do sugerido nos procedimentos. Quando pedi a explicação nas palavras dos próprios alunos, não consegui fazer com que meus alunos me explicassem com suas próprias palavras o que era para ser feito. Ao invés de insistir na explicação dos alunos, simplesmente tentei explicar com as minhas próprias palavras a atividade novamente e estabeleci o tempo para sua execução, pulando a parte dos procedimentos em que o professor deve traduzir o enunciado após a explicação dos alunos para que eles possam associar forma ao significado. Depois da primeira explicação que não obteve resultados, deveria tê-la negociado ao máximo através de gesto, inclusive retomando o primeiro passo dos procedimentos da atividade: lendo o enunciado que não havia lido. A falta de tradução também demonstrou ser um elemento importantíssimo para a execução correta e rápida da atividade por parte dos alunos. Fiz corretamente a explicação da segunda atividade (atividade oral), conseguindo negociar com os alunos, fazendo com que em seguida a explicassem com suas palavras. A única parte do procedimento que faltou foi novamente a tradução. Houve alunos que novamente me procuraram individualmente para saber o que era para ser feito, mas esse número caiu drasticamente em relação à primeira atividade.

Apesar de ter conseguido negociar em inglês bem com os alunos, acredito que poderia ter utilizado melhor o quadro para este fim. Na hora de pedir a explicação da primeira atividade aos alunos e vendo que eles não entenderam o que eu pedia, poderia ter escrito no quadro a palavra *explanation*, chamando a atenção para o que pedia a eles. Na hora da negociação dos termos *waste of water/abuse of water*, ao invés de escrever também.

b) Desempenho dos alunos

Apesar dos problemas, o desempenho da turma em relação à aula foi bastante satisfatório. Tirando a correção da segunda atividade (atividade oral), que não foi efetuada por falta de tempo, todas as atividades foram aplicadas. Na aula introdutória, os alunos conseguiram negociar bem o significado das expressões, completando o outline. Um problema era que muitos começavam a dar várias respostas de uma só vez, o que dificultava escrever no quadro. Alguns poucos se mostraram resistentes ao fato da aula ser dada em inglês. Porém, de forma geral, os alunos tiveram uma resposta excelente a este fato.

Durante a atividade da cruzadinha, os alunos pareceram bastante dispostos a completá-la. Isso foi demonstrado não apenas pelos alunos que tiveram facilidade em terminá-la (e que me chamavam para que eu confirmasse o que eles estavam fazendo certo) como por aqueles que tiveram dúvidas sobre o que deveriam fazer. No meu atendimento individual, eles me pareceram dispostos a fazer o exercício e a entender minha explicação. No “aquecimento” antes da atividade de produção oral, quando os alunos deveriam repetir as perguntas da tarefa, houve uma participação bastante calorosa de todos. Percebi que até os alunos que mostraram resistência e dificuldade em lidar com a língua durante a cruzadinha tentaram repetir as perguntas. Durante a execução da tarefa, esses alunos já vieram me procurar para sanar dúvidas aparentando estarem mais interessados na tarefa.

c) Entraves ou problemas encontrados (tipo, causa)

Apesar de ter procurado dar atenção a todos os alunos individualmente na hora da aplicação da primeira atividade, gastando bastante tempo principalmente com os alunos que não tinham entendido o que era para ser feito e não conseguiam sequer começar a cruzadinha, falhei novamente, pois não percebi que o problema estava no entendimento da atividade. Explico: claro que percebi que muitos alunos estavam com dificuldade, dizendo que não haviam entendido a atividade. Porém (talvez por medo de falar português com os alunos), fiquei simplesmente tentando negociar a explicação da atividade, cometendo o mesmo erro de procedimento que havia ocorrido com o grande grupo. Novamente me faltou ler o enunciado da atividade, pedir a

explicação do aluno e, finalmente, traduzi-lo. Além disso, faltou perceber que deveria ter voltado para o grande grupo, tentando novamente explicar a atividade, já que o problema de um era, na verdade, o problema de outros. Decididamente, a execução da cruzadinha teria sido mais rápida caso não houvesse a falha mencionada em relação a sua explicação.

A bagunça foi um elemento problemático. Alguns alunos terminaram a atividade rapidamente, e começaram a fazer bagunça. No começo, deixei a bagunça correr muito solta, pois estava ocupada atendendo os alunos que ainda faziam a atividade. Depois, consegui pedir para que voltassem aos seus lugares em respeito aos outros colegas, mas acredito que a espera tenha ajudado a fazer com que estes alunos perdessem o interesse na aula.

d) Sua avaliação quanto ao alcance dos objetivos de aprendizagem propostos

A aula introdutória, que tinha como objetivo de aprendizagem “compreender perguntas orais em inglês para expressar conhecimento prévio sobre o tema” foi bem sucedida, pois os alunos foram capazes de compreender as perguntas e fornecer as respostas com base em seus conhecimentos prévios. Questionados quanto aos seus conhecimentos prévios sobre água, os alunos puderam adicionar ao esquema “lagoons” e “waterfalls” como exemplos de água doce, assim como “to brush the teeth” para exemplificar o uso e a importância da água doce. A dificuldade maior, em termos de negociação de significado, aconteceu na pergunta: “People generally waste fresh water (abuse of fresh water). How do they waste fresh water? How do they abuse of fresh water?”. Os alunos demoraram algum tempo para compreender ambos os termos (novamente, nesse caso, escrever no quadro o termo “abuse” teria ajudado). De qualquer forma, negociando com gestos e exemplos, foi possível fazer com que os alunos dessem as respostas. O esquema foi completado em cerca de 20 minutos.

“Compreender informações específicas no esquema *Water*”, objetivo de aprendizagem da atividade associada (cruzadinha), foi alcançado, salvo as exceções dos alunos mencionados previamente, que tiveram bastante dificuldade em terminar a cruzadinha por completo. “Entrevistar o colega para descobrir seu consumo diário de água”, objetivo de aprendizagem da atividade oral, também pareceu ser alcançado,

pelo que pude observar enquanto caminhava pela sala de aula. Cuidei para que os alunos conversassem em inglês.

e) Aspectos que você acha que deve melhorar como professora

Acredito que os principais aspectos que devo melhorar como professora são minha atitude em relação à turma e a habilidade didática e metodológica. No que diz respeito a minha atitude, acredito que minha tensão e timidez tenham atrapalhado o meu enfrentamento da situação de sala de aula. Mais calma e não me sentindo tão acuada talvez tivesse reagido melhor a tudo. Apesar de querer muito ajudar os alunos a aprender, acredito que a tensão e timidez criaram uma distância muito grande entre mim e os alunos. Quando os fui atender pessoalmente, senti-me mais à vontade, e acho que isso tem a ver com a inexperiência e ansiedade em falar a grandes grupos. Em certo momento, tive que falar bem alto e em tom zangado com a turma, o que surtiu efeito. Talvez, me mostrando mais forte diante da turma desde o começo, isso não seria necessário. O volume e alcance da minha voz devem certamente ser trabalhados para que possa ter uma presença mais forte em sala de aula.

O material que tinha em mãos, com o qual havia trabalhado por bastante tempo, mostrou ser um fator muito importante para assegurar alguma confiança em mim. Porém, pelo fato de estar ansiosa, acredito que tenha me concentrado demais em seguir os procedimentos, com medo de falhar, e acabei por esquecer aqueles que eram essenciais para o entendimento das atividades pelos alunos. Acredito que a reflexão rápida na hora da sala de aula, quando as coisas estão acontecendo, também deva ser trabalhada por mim.

f) Sugestões e comentários do colega sobre suas ações

Minha colega Cleita foi muito atenta na minha aula, dando-me muitas sugestões, algumas delas mencionadas entre os problemas anteriormente.

Como pontos positivos, Cleita apontou os seguintes:

(1) Os procedimentos foram seguidos durante a aula introdutória. Todas as informações essenciais foram para o quadro.

- (2) As falas dos alunos durante toda a aula foram legitimadas durante toda a aula.
- (3) Ao final do esquema e da correção da cruzadinha, perguntei se havia alguma dúvida.
- (4) Interesse dos alunos na execução da atividade da cruzadinha. Os alunos perguntavam uns aos outros sobre as questões, demonstrando vontade e interesse em realizar a atividade. Um grande interesse foi demonstrado na atividade de produção oral.
- (5) Os alunos que terminaram mais rapidamente e começaram a bagunçar na hora da atividade da cruzadinha se sentaram depois que lhes chamei a atenção.
- (6) Comentários originais às respostas dos alunos sobre o uso de água antes da atividade de produção oral, como *are you sure? And Really?*
- (7) A explicação da atividade de produção oral foi difícil, mas bem sucedida. Ao final da explicação, os alunos compreenderam e explicaram com suas próprias palavras o que era para ser feito.

Como pontos negativos, Cleita mencionou os seguintes:

- (1) O volume da minha voz poderia ter sido um pouco mais alto, assim como minha atitude poderia ter sido um pouco mais energética. Como os alunos haviam acabado de retornar do recreio, estando bastante agitados, foi preciso chamar a atenção deles mais de uma vez.
- (2) No início da aula, voltei a minha atenção apenas aos alunos que estavam participando.
- (3) Faltou retomar a pergunta “In our planet, is there more salt water or more fresh water?”, após a negociação do significado de *salt water* e *fresh water*.
- (4) O quadro foi mal aproveitado. Meio quadro foi utilizado com o primeiro tópico do esquema, ficando os outros tópicos mais apertados no resto do quadro.
- (5) O enunciado da atividade da cruzadinha foi explicado, ao invés de lido.
- (6) Falta de tradução ao final da explicação da atividade da cruzadinha e da de produção oral.

(7) Os alunos não se dispuseram a explicar a atividade da cruzadinha quando lhes foi pedido.

(8) Uso do imperativo ao invés de sugestão sobre o uso do dicionário

(9) Sugestão: pedir aos alunos para fazerem silêncio durante a realização das tarefas.

(10) Exceção do tempo mencionado para a execução da atividade da cruzadinha. Depois de mencionar que teriam mais cinco minutos para terminarem a atividade, passei desse tempo.

Na correção, ela mencionou que ao escrever a resposta no quadro e pedir o significado da pergunta e resposta, perguntei apenas “what’s the meaning?”, faltando completar com “in Portuguese”. Deixei também de reforçar algumas respostas, não pedindo o significado. Cleita sugeriu que eu poderia ter feito comentários enaltecedores pelas respostas corretas, como “very good”, com mais entusiasmo.

APPENDIX 4

Transitivity analysis - SARA' CLASS PLAN

1a	Ø	Introduza	o assunto da aula		
	Actor	Pr. Material	Goal		
2a	Ø	Escreva	o tópico	no quadro	
	Actor	Pr. material	Goal	Circumstance	
3 a	Ø	verifique	a compreensão da classe		
	Actor	Pr. material	Scope		
4a	Ø	Faça,	então, as seguintes perguntas	[[de modo a construir um esquema no quadro de giz com as respostas dadas.]]	
	Sayer	Pr. verbal	Verbiage	Circumstance	
5a	Ø	Converta	-as (as perguntas)	Para o inglês quando necessário e	
	Actor	Pr. material	Goal	Circumstance	
6a	Ø	ofereça	Ocasionalmente	informações adicionais.	
	Actor	Pr. material	Circumstance	Goal	
7a	Ø	Registre	no esquema	o subtítulo Salt water ≠ Fresh water	
	Actor	Pr. material	Circumstance	Goal	
8a	E então	Ø	pergunte:	//what's the meaning of salt water in Portuguese? And fresh water?	
		Sayer	Pr. verbal	Projected clause/ ²⁰ NOT ANALYZED	
9a	Se necessário	Ø	Negocie	o significado de "fresh water"	através se antônimos.
		Sayer	Pr. verbal	Verbiage	Circumstance
10a	Ø	²¹ Confirme	as resposta corretas.		
	Actor	Pr. material	Scope		
11a	Ø	Refaça	então a pergunta inicial		
	Sayer	Pr. verbal	Verbiage		
12a	Ø	Insista	Que [[a resposta seja fornecida em inglês e]]		
	Sayer	Pr. verbal	Projected clause / NOT ANALYZED		
13a	Ø	confirme	a resposta correta.		
	Actor	Pr. material	Scope		
14a	Se necessário,	Ø	Use	exemplos	para facilitar a compreensão.
		Actor	Pr. Material	Scope	Circumstance
15a	Ø	Escreva	A palavra "oceans"	abaixo de "salt water" e,	
	Actor	Pr. Material	Goal	Circumstance	
16a	e, então	Ø	²² Conclua		

²⁰ All the "NOT ANALYZED" clauses correspond to the ones in which students and/or the trainee-teacher are not involved.

²¹ The word "Confirme", which appear many times in the class plan implies "check", consequently it corresponds to a material process.

²² The trainee- teacher used the word "conclua" to close a line of reasoning, thus it is considered a mental a process.

		Senser		Pr. mental		
17a	Ø	Continue anotando	Algumas respostas	abaixo da expressão “salt water”		
	Actor	Pr. material	Goal	Circumstance		
18a	Ø	Anote	algumas respostas	abaixo da expressão “fresh water”, já convertidas para o inglês		
	Actor	Pr. material	Goal	Circumstance		
19a	Ø	Registre	no esquema	o subtítulo IMPORTANCE OF FRESH WATER – WE USE IT.		
	Actor	Pr. material	Circumstance	Goal		
20a	Ø	Confirme	as respostas corretas,			
	Actor	Pr. material	Scope			
21a	(e) Ø	Anote	-as	no quadro já convertidas para o inglês		
	Actor	Pr. material	Goal	Circumstance		
22a	Ø	Acrescente	ao esquema	o subtítulo WASTE OF FRESH WATER		
	Actor	Pr. material	Circumstance	Goal		
23a	(e) Ø	verifique	A compreensão da classe.			
	Actor	Pr. material	Scope			
24a	Ø	Confirme	O significado	[[que melhor se ajusta a expressão]]		
	Actor	Pr. material	Scope	Embedded clause/NOT ANALYZED		
25a	(e) Ø	aproveite para fornecer		também	outras possibilidades	
	Actor	Pr. material			Goal	
26a	Ø	Anote	algumas respostas	ao lado do subtítulo, já convertidas para o inglês.		
	Actor	Pr. material	Goal	Circumstance		
27a	Ø	Acrescente	ao esquema	o subtítulo WE CAN SAVE FRESH WATER.		
	Actor	Pr. material	Circumstance	Goal		
28a	Ø	Anote	algumas respostas	ao lado do subtítulo já convertidas para o inglês		
	Actor	Pr. material	Goal	Circumstance		
29a	Ao término das perguntas,		Ø	verifique	a compreensão do que foi discutido	
	Circumstance		Actor	Pr. material	Scope	
30a	Durante a elaboração do esquema,		Ø	negocie	o significado das palavras desconhecidas,	
	Circumstance		Sayer	Pr. verbal	Verbiage	
31a	Ø	utilizando-se	de explicações	acompanhadas de desenho, gestos e dramatizações, símbolos ou visualização de objeto.		
	Actor	Pr. material	Scope	Circumstance		
32a	Após cada negociação,			Ø	verifique	a compreensão da classe
	Circumstance			Actor	Pr. material	Scope
33a	Ø	Leia ²³	o enunciado			

²³ The process “read” could be considered a behavioral process, but in the class plan it is interpreted much more as an action being planned to be done in classroom by the trainee-teacher than a behavior.

	Actor	Pr. material	Scope	
34a	(e) Ø	pergunte	aos alunos	//o que é para ser feito
	Sayer	Pr. Verbal	Receiver	Projected clause / NOT ANALYZED
35a	Ø	Insista	//que os alunos expliquem a atividade usando suas próprias palavras//	
	Sayer	Pr. verbal	Projected clause	
36a	que os alunos	expliquem	a atividade	//usando suas próprias palavras
	Sayer	Pr. verbal	Verbiage	Projected clause
37a	Ø	usando	suas próprias palavras	
	Actor	Pr. material	Scope	
38a	Ø	Confirme	em português	a informação dada
	Actor	Pr. material	Circumstance	Scope
39a	e somente após a compreensão das instruções		Ø	traduza o enunciado para o português
	Circumstance		Actor	Pr. Material Goal
40a	de modo que	os alunos	possam relacionar	forma e significado
		Senser	Pr ²⁴ . mental	Phenomenon
41a	Ø	Estabeleça	um tempo para a realização da atividade	
	Actor	Pr. material	Scope	
42a	Caso necessário,	Ø	disponibilize	alguns dicionários para os alunos
	Circumstance	Actor	Pr. Material	Goal Beneficiary: recipient
43a	Ø	Circule	pela sala	
	Actor	Pr. material	Circumstance	
44a	para Ø	solucionar	eventuais dúvidas	
	Senser	Pr. mental	Phenomenon	
45a	Ø	Inicie	a correção	
	Actor	Pr. Material	Scope	
46a	Ø	Leia	a primeira questão	
	Actor	Pr. material	Scope	
47a	(e) Ø	nomeie	um aluno	para respondê-la oralmente
	Sayer	Pr. verbal	Receiver	
48a	para Ø	responde	-la	oralmente
	Sayer	Pr. verbal	Verbiage	Circumstance
49a	Ø	Solicite	a avaliação da classe	
	Sayer	Pr. verbal	Verbiage	
50a	(e) Ø	escreva	a resposta correta	no quadro
	Actor	Pr. material	Goal	Circumstance
51a	Ø	Pergunte	à classe	o significado da questão e da resposta em português
	Sayer	Pr. Verbal	Receiver	Verbiage
52a	Ø	Confirme	as respostas corretas	
	Actor	Pr. material	Scope	
53a	Ø	Proceda	da mesma forma com a correção das demais questões	
	Actor	Pr. material	Circumstance	
54a	Ø	Inicie	a aula	

²⁴ It's considered a mental process because it's related to the students' understanding of meaning.

	Actor	Pr. material	Scope	
55a	Ø	Introduzindo	o assunto da atividade	
	Actor	Pr. material	Goal	
56a	Ø	Escreva	WATER USE	no quadro
	Actor	Pr. material	Goal	Circumstance
57a	(e) Ø	Verifique	a compreensão da classe	
	Actor	Pr. material	Scope	
58a	Ø	Confirme	a resposta correta	
	Actor	Pr. material	Scope	
59a	Ø	²⁵ Faça,	Em seguida, as seguintes perguntas	à classe
	Sayer	Pr. verbal	Verbiage	Receiver
60a	de modo a Ø	iniciar	uma conversa	sobre o número de vezes [[que o aluno realiza determinadas atividades]],
	Actor	Pr. material	Scope	Circumstance/Embedded clause
61a	Ø	Utilize	gestos	para facilitar a compreensão
	Actor	Pr. material	Scope	Circumstance
62a	Enquanto	Ø	aguarda	a resposta dos alunos
		Actor	Pr. material	Scope
63a	Ø	afixe,	no quadro,	uma tira de cartolina com a pergunta feita
	Actor	Pr. material	Circumstance	Goal
64a	Ø	Nomeie	alguns alunos	para dar a resposta
	Sayer	Pr. Verbal	Receiver	Circumstance
65a	Ø	Insista	//que ela seja dada em inglês//	
	Sayer	Pr. verbal	Projected clause / NOT ANALYZED	
66a	Ø	Repita	o mesmo procedimento	para as demais perguntas abaixo
	Actor	Pr. material	Goal	Circumstance
67a	Ø	Convide	a classe	//para pronunciar a perguntas//
	Sayer	Pr. Verbal	Client	Projected clause
68a	para Ø	pronunciar	as perguntas	[[afixadas no quadro]]
	Sayer	Pr. verbal	Verbiage	Embedded clause
69a	Ø	Entregue	as cópias da atividade	para os alunos
	Actor	Pr. material	Goal	Beneficiary: recipient
70a	Ø	Explique,	em inglês ,	o enunciado da tarefa
	Sayer	Pr. verbal	Circumstance	Verbiage
71a	Ø [teacher]	utilizando	suas próprias palavras	
	Actor	Pr. material	Scope	
72a	Em seguida,	Ø	verifique	a compreensão da classe
		Actor	Pr. material	Scope
73a	Ø	solicitando	// que eles próprios expliquem	
	Sayer	Pr. verbal	Projected clause	
74a	que eles próprios		expliquem	// o que é para ser feito.
	Sayer		Pr. verbal	Projected clause/NOT ANALYZED
75a	Ø	Confirme	a explicação correta,	
	Actor	Pr. material	Scope	
76a	Ø	Refazendo		
	Actor	Pr. material		
77a	ou Ø	questionando	a fala dos alunos.	

²⁵ The word “faça” here is understood as “ask” (questions) what justifies it as a verbal process.

	Sayer	Pr. verbal			Verbiage
78a	Somente após a compreensão das instruções,		Ø	traduza	o enunciado para o português
	Circumstance		Actor	Pr. material	Goal
79a	para que	os alunos	possam relacionar		forma e significado
		Senser	Pr. mental		Phenomenon
80a	Ø	Peça	//para os alunos se organizarem em pares		
	Sayer	Pr. verbal	Projected clause		
81a	para os alunos	se organizarem			em pares.
	Actor	Pr. material			Circumstance
82a	Ø	Estabeleça	um tempo		para a realização da tarefa
	Actor	Pr. material	Scope		Circumstance
83a	Ø	Circule	pela sala		
	Actor	Pr. material	Circumstance		
84a	para Ø	verificar			
	Senser	Pr. mental			
85a	se todos	estão interagindo		Em inglês	
	Actor	Pr. material		Scope	
86a	e Ø	solucionar		eventuais dúvidas	
	Senser	Pr. mental		Phenomenon	
87a	Antes de iniciar a correção	Ø	faça	uma tabela,	no quadro, sob o título Students e a outra sob o título Liters
	Circumstance	Actor	Pr. material	Goal	Circumstance
88a	Ø	Verifique	//se todos terminaram		
	Actor	Pr. material	Projected clause		
89a	se todos	terminaram			
	Actor	Pr. material			
90a	(e) Ø	inicie	a verificação das respostas		
	Actor	Pr. material	Scope		
91a	Ø	Nomeie	um aluno		
	Sayer	Pr. verbal	Receiver		
92a	(e) Ø	faça	a seguinte pergunta		
	Sayer	Pr. verbal	Verbiage		
93a	Se o aluno	Não souber expressar			o número em inglês
	Sayer	Pr. verbal			Verbiage
94a	Ø	Solicite	a ajuda da classe		
	Actor	Pr. material	Scope		
95a	Se necessário	Ø	Dê		uma ajuda
	Circumstance	Actor	Pr. material		Scope
96a	Ø	Registre	a resposta		no quadro
	Actor	Pr. material	Goal		Circumstance
97a	Ø	Siga	o mesmo procedimento		
	Actor	Pr. material	Scope		
98a	para Ø	obter	a resposta dos outros alunos		
	Actor	Pr. material	Scope		
99a	Terminada a coleta de dados	Ø	informe	aos alunos	// que a média de consumo de água no Brasil é de 200 litros por dia
		Sayer	Pr. verbal	Receiver	Projected clause / NOT ANALYZED
100a	Se necessário	Ø	negocie	a palavra “average”	

	Circumstance	Sayer	Pr. verbal	Verbiage
101a	Ø	utilizando		gestos
	Actor	Pr. material		Scope
102a	Ø	Escreva	a informação	no quadro em forma de esquema
	Actor	Pr. material	Goal	Circumstance
103a	A título de comparação	Ø	informe	à classe //que a média de consumo...
	Circumstance	Sayer	Pr. verbal	Receiver Projected clause / NOT ANALYZED
104a	Ø	Escreva	a informação	no quadro em forma de esquema
	Actor	Pr. material	Goal	Circumstance
105a	Ø	Verifique	a compreensão da classe	
	Actor	Pr. material	Scope	
106a	Ø	Chame	a atenção da classe	para os dados dos alunos já registrados no quadro
	Actor	Pr. material	Goal	Circumstance
107a	(e) Ø	pergunte	à classe	
	Sayer	Pr. verbal	Receiver	

APPENDIX 5

Transitivity analysis - SARA'S PRACTICE

1b	A aula	eu	vou conduzir	ela	em inglês
	Goal	Actor	Pr. material	Scope	Circumstance
2b	Então	vocês	não se preocupem		
		Senser	Pr. mental		
3b	que vocês	vão conseguir	me entender		
	Senser	Pr. mental			
4b	Vocês	vão conseguir	interagir	comigo	
	Actor	Pr. material		Circumstance of accompaniment	
5b	You	don't have to	copy		
	Actor	Pr. material			
6b	You	can	name	it	
	Sayer		Pr. verbal	Verbiage	
7b	Ø	Get	it		
	Senser	Pr. mental	phenomenon		
8b	Did	You	understand		
	-----	Senser	Pr. mental		
9b	Did	you	understand	everything	
	-----	Senser	Pr. mental	Circumstance	
10b	Do	you	have	any questions?	
	-----	Carrier	Pr. rel, attrib	Attribute	
11b	Now	We	are going to do	an activity	
	Circumstance	Actor	Pr. material	Goal	
12b	Ø	passa	para trás		
	Actor	Pr. material	Circumstance		
13b	(So) you	Have	the crossword	here	
	Carrier	Pr. rel, attrib	Attribute	Circumstance	
14b	(and) you	have	the questions	here, (right)?	
	Carrier	Pr. rel, attrib	Attribute	Circumstance	
15b	and then	you	are going to complete	the crossword	
		Actor	Pr. material	Goal	
16b	according to what	we	have seen	here in this text	
	Circumstance	Senser	Pr. mental	Circumstance	
17b	I	am gonna give	you	a copy	
	Actor	Pr. material	Beneficiary: recipient	Scope	
18b	Did	you	understand		
	-----	Senser	Pr. mental		
19b	what	you	have to do?		
	-----	Actor	Pr. material		
20b	Do	you	know		
	-----	Senser	Pr. mental		
21b	what	you	have to do?		

		Actor	Pr. material		
22b	So can	you	explain	the activity	to me?
	-----	Sayer	Pr. verbal	Verbiage	Receiver
23b	What are	You	supposed to do	in the activity?	
		Actor	Pr. material	Goal	
24b	What do	you	have to do	in the activity?	
	-----	Actor	Pr. material	Goal	
25b	Can	you	explain?		
	-----	Sayer	Pr. verbal		
26b	You	have	15 minutes	[[to do the activity]]	
	Carrier	Pr. rel, attrib	Attribute	Embedded clause	
27b	Did	you	understand		
	-----	Senser	Pr. mental		
28b	what	you	have to do	in the activity	
	-----	Actor	Pr. material	Goal	
29b	Can you	explain	the activity	to me	
	Sayer	Pr. verbal	Verbiage	Receiver	
30b	So	∅	explain		
	-----	Sayer	Verbal		
31b	∅	Go on	Please		
	Actor	Pr. material	-----		
32b	You	have	15 minutes		
	Carrier	Pr. rel, attrib	Attribute		
33b	∅	Look	at the dictionary		
	Behaver	Pr. behavioral	Circumstance		
34b	People, you	can	use	the dictionary	
	Actor	-----	Pr. material	Scope	
35b	Do	you	have (a dictionary)?		
		Carrier	Pr. rel, attrib		
36b	Does	Everybody	have	a dictionary?	
		Carrier	Pr. rel, attrib	Attribute	
37b	∅	Use	your dictionaries		
	Actor	Pr. material	Scope		
38b	I	have	an extra copy	here	
	Carrier	Pr. rel, attrib	Attribute	Circumstance	
39b	If	Anyone	needs		
		Senser	Pr. mental		
40b	Girls, do	you	have	a dictionary?	
		Carrier	Pr. rel, attrib	Attribute	
41b	Do	you	need	a dictionary?	
		Senser	Pr. mental	Phenomenon	
42b	Do	you	want	one? (dictionary)	
	-----	Senser	Pr. mental	Phenomenon	
43b	I	have	one	there	
	Carrier	Pr. rel, attrib	Attribute	Circumstance	
44b	Do	you	need	a dictionary	
	-----	Senser	Pr. mental	Phenomenon	
45b	Here	you	have	the question	

	Circumstance	Carrier	Pr. rel, attrib	Attribute
46b	(and) you	have to complete	here in English	
	Actor	Pr. material	Circumstance	
47b	So... to help	you	do	this
		Actor	Pr. material	Goal
48b	you	Can	make	this
	Actor	-----	Pr. material	Goal
49b	Let	's	See	one
	-----	Senser	Pr. mental	here
				Phenomenon
				Circumstance
50b	You	have	to complete	here
	Actor	-----	Pr. material	Circumstance
51b	But	Ø	answering	these questions
	-----	Actor	Pr. material	Goal
52b	Ø	Entendeu?		
	Senser	Pr. Mental		
53b	I	don't	know	
	Senser	-----	Pr. mental	
54b	Ø	Look	yeah...first	
	Behaver	Pr. behavioral	-----	
55b	Você	precisa	da cruzadinha?	
	Senser	Pr. mental	Phenomenon	
56b	Ø	Calm	one at a time	
	Behaver	Pr. behavioral	-----	
57b	I	don't	know	
	Senser	-----	Pr. mental	
58b	Ø	try to complete		
	Actor	Pr. material		
59b	Ø	Não	entendeu?	
	Senser	-----	Pr. mental	
60b	Let	's	try	
	-----	Actor	Pr. material	
61b	Ø	Calm down		
	Behaver	Pr. behavioral		
62b	You	have to complete	according to the question	
	Actor	Pr. material	Circumstance	
63b	Vocês	entenderam	a atividade, né?	
	Senser	Pr. mental	Phenomenon	
64b	You	Do	the activity	
	Actor	Pr. material	Goal	
65b	Let	's	try	
	-----	Actor	Pr. material	
66b	So if	you	Don't know	the meaning
		Senser	Pr. mental	Phenomenon
67b	Ø	use	the dictionary	
	Actor	Pr. material	Scope	
68b	If you	need	help	again
	Senser	Pr. mental	Phenomenon	Circumstance
69b	you	can then	call	me

	Sayer	-----	Pr. verbal	Receiver
70b	Ø	Use	the text	[[to help you]]
	Actor	Pr. material	Scope	Embedded clause
71b	You	put	here	'salt'
	Actor	Pr. material	Circumstance	Scope
72b	Ø	Wait	A second	
	Behaver	Pr. behavioral	Phenomenon	
73b	Ø	Look	in the dictionary (sic)	
	Actor	Pr. material	Scope	
74b	Ø	Find	the word 'water'	
	Actor	Pr. material	Scope	
75b	Do	you	Know	//what river is?
	-----	Senser	Pr. mental	Projected clause/NOT ANALYZED
76b	Ø	Look	in the dictionary	
	Actor	Pr. material	Scope	
77b	(and) Ø	See		
	Senser	Pr. mental		
78b	If you	can	find	
	Actor	-----	Pr. material	
79b	(and) you	have to complete		
	Actor	Pr. material		
80b	You	can	use	the text
	Actor	-----	Pr. material	Scope
81b	The words	you (don't)	know	
	Phenomenon	Senser	Pr. mental	
82b	You	can	look	in the dictionary
	Actor	-----	Pr. material	Scope
83b	(and) Ø	try to do		
	Actor	Pr. material		
84b	Ø	Look	here	
	Behaver	Pr. behavioral	Circumstance	
85b	Did	you	understand	
	-----	Senser	Pr. mental	
86b	what	you	have to do	
	-----	Actor	Pr. material	
87b	Ø	Finished?		
	Actor	Pr. material		
88b	But	you (can)	Keep	it
	-----	Actor	Pr. material	Scope
89b	Também (also)	Ø	terminou (finished)?	
	-----	Actor	Pr. material	
90b	So	you	have	a question?
		Carrier	Pr. rel, attrib	Attribute
91b	You	understand,	right?	
	Senser	Pr. mental	-----	
92b	If	you	want	to (colocar o nome)
	-----	Senser	Pr. mental	-----
93b	but you	won't give	it	to me

	Actor	Pr. material	Scope	Recipient
94b	What	(can) you	put	here?
	-----	Actor	Pr. material	Circumstance
95b	Ø	Help	them	
	Actor	Pr. material	Goal	
96b	Ø	Let		
	Behaver	Pr. behavioral		
97b	them	do	the exercise	
	Actor	Pr. material	Goal	
98b	You	can	understand	
	Senser	-----	Pr. mental	
99b	Ø	Underline	the words	
	Actor	Pr material	Goal	
100b	(that) you	know		
	Senser	Pr. mental		
101b	Hey...	Ø don't	copy	
	-----	Actor	Pr. material	
102b	You	have to try to do		by yourself
	Actor	Pr. material		Circumstance
103b	Ø	Look	in the dictionary	
	Actor	Pr. material	Scope	
104b	Class Ø	calm down		
	Behaver	Pr. behavioral		
105b	So,	you	complete	number 3
	-----	Actor	Pr. material	Goal
106b	(but) you	have to ²⁶ answer		in English
	Sayer	Pr. verbal		Circumstance
107b	So, you	need	any help	
	Senser	Pr. mental	Phenomenon	
108b	Class please,	Ø		sit down
	-----	Actor		Pr. material
109b	Ø	Wait	a second	
	Behaver	Pr. behavioral	Behavior	
110b	You	can	look	in the dictionary
	Actor		Pr. material	Scope
111b	Class, hey	Ø	pay	attention!
	-----	Behaver	Pr. behavioral	Behavior
112b	but let	`s	start	the correction
	-----	Actor	Pr. material	Scope
113b	I	`m	in number 5	
	Carrier	Pr. rel, attrib	Attribute: circumstantial	
114b	Do you	have	any questions	
	Carrier	Pr. rel, attrib	Attribute: possessed	
115b	Have	you (girls)	finished?	
	-----	Actor	Pr. material	
116b	Can	I	erase	this?
	-----	Actor	Pr. material	Goal

²⁶ The students were supposed to ask question and give answers to each other, thus it is a verbal process.

117b	(Class) I	am going to erase.			
	Actor	Pr. material			
118b	Ø	pay	attention		
	Behaver	Pr. behavioral	Behavior		
119b	Now we	are going to talk	about water		
	Actor	Pr. material	Scope		
120b	Class, please	pay	attention		
	Behaver	Pr. behavioral	Behavior		
121b	Can	you	pronounce	this question,	please
	-----	Sayer	Pr. verbal	Verbiage	-----
122b	(Can) you	repeat	it	after me,	please.
	Sayer	Pr. verbal	Verbiage	Circumstance	-----
123b	Please,	Ø	repeat		
	-----	Sayer	Pr. verbal		
124b	Class, please	let	`s	try	
			Actor	Pr. material	
125b	Ø	Repeat	this! (question)		
	Sayer	Pr. verbal	Verbiage		
126b	Ø	Calm down!			
	Behaver	Pr. behavioral			
127b	In pairs	you	are going to interview	a friend	
		Actor	Pr. material	Goal	
128b	Ø	Pay	attention		
	Behaver	Pr. behavioral	Behavior		
129b	You	have to ask	your friend	this question	
	Sayer	Pr. verbal	Receiver	Verbiage	
130b	And then	Ø	put down	your answers	
		Actor	Pr. material	Goal	
131b	(and)	Ø	calculate		
		Senser	Pr. mental		
132b	You	`re not paying		attention	
	Behaver	Pr. behavioral		Behavior	
133b	Ø	Explain	the activity	to me	
	Sayer	Pr. verbal	Verbiage	Receiver	
134b	Ø	Organize	yourselves	in pairs for the interview	
	Actor	Pr. material	Goal	Circumstance	
135b	In pairs	Ø	get	with a friend.	
	Circumstance	Actor	Pr. material	Scope	
136b	You	have to interact		in English	
	Actor	Pr. material		Scope	
137b	Ø	Talk	to your friend	in English	
	Sayer	Pr. verbal	Receiver	Circumstance	
138b	You	have	10 minutes		
	Carrier	Pr. rel, attrib	Attribute: possessed		
139b	You	`re gonna ask		her... your friend	
	Sayer	Pr. verbal		Receiver	
140b	You	gonna put down		here	
	Actor	Pr. material		Circumstance	

141b	(and) you	gonna multiply		
	Senser	Pr. mental		
142b	(and)	Ø	get	the answers
		Actor	Pr. material	Goal
143b	You	can	look	in the dictionary
	Behaver	-----	Pr. behavioral	Phenomenon
144b	I	think		
	Senser	Pr. mental		
145b	You	know		
	Senser	Pr. mental		
146b	You	have to interview	her	
	Actor	Pr. material	Scope	
147b	You	have to answer	in English	
	Actor	Pr. material	Scope	
148b	Ø	Talk	in English	
	Sayer	Pr. verbal	Circumstance	
149b	Let	`s	correct	the activity
	-----	Actor	Pr. material	Goal
150b	So, let	`s	start!	
	-----	Actor	Pr. material	
151b	Ø	Be quiet		
	Behaver	Pr. behavioral		
152b	We	`re correcting	the activity	
	Actor	Pr. material	Goal	
153b	Here	you	put	his name
	Circumstance	Actor	Pr. material	Goal
154b	Everybody	wait	here	
	Behaver	Pr. behavioral	Circumstance	
155b	Ø	Sit down		
	Actor	Pr. material		

APPENDIX 6

Transitivity analysis - SARA'S SELF-EVALUATIVE REPORT

1c	Em primeiro lugar	Ø	acredito
		Senser	Pr. mental
2c	Ø	que devo mencionar	
	Sayer	Pr. verbal	
3c	que <<sendo esta minha primeira experiência>>	Ø	estava bastante nervosa
	NOT ANALYZED	Carrier	Pr. Rel, attrib Attribute
4c	antes de	Ø	começar a aula
		Actor	Pr. material Scope
5c	principalmente depois de	Ø	observar a agitação dos alunos
	-----	Behaver	Pr. behavioral Phenomenon
6c	Ø	acredito	
	Senser	Pr. mental	
7c	Antes de	Ø	iniciar a aula por exemplo
	-----	Actor	Pr. material Scope -----
8c	Ø	poderia ter começado a falar	apenas depois do silencio total dos alunos
	Sayer	Pr. Verbal	Circumstance Receiver
9c	Quando	Ø	comecei a falar
	-----	Sayer	Pr. verbal
10c	alguns alunos ainda	conversavam	
	Sayer	Pr. verbal	
11c	Ø	fazendo	Com que eu inicialmente disputasse com a fala deles
	Initiator	Pr. causative	Actor Pr. material Scope
12c	Apesar de me	fazer	Escutar
	Initiator	Pr. causative	Pr. mental
13c	Ø	não conseguia preencher”	a sala com minha voz
	Actor	Pr. material	Goal
14c	Ø	podendo ser	um pouco mais animada
	Carrier	Pr. rel, attrib	Attribute
15c	Ø	tentando me aproximar	mais
	Behaver	Pr. behavioral	Circumstance
16c	Ø	engajando	-os melhor na aula
	Actor	Pr. material	Recipient Circumstance
17c	Ou seja,	Faltou	-me ser mais energética (sic)
	-----	-----	Carrier Pr. rel, attrib Attribute
18c	No início da aula temática	os alunos	do lado direito da turma começaram a participar ativamente na construção do esquema

	Circumstance	Actor	Circumstance	Pr. material	Scope	
19c	A maior parte dos alunos		se concentrou		no lado direito << >> e alguns poucos alunos no lado esquerdo	
	Carrier		Pr. rel attrib		Attribute	
20c	Quando	os alunos do lado direito	começaram a dar		respostas ao esquema	
	-----	Actor	Pr. material		Goal	
21c	Ø	Voltei	minha atenção e meu corpo		apenas para eles	
	Actor	Pr. material	Scope		Recipient	
22c	Ø	Excluindo	os alunos		da esquerda	
	Actor	Pr. material	Scope		Circumstance	
23c	Principalmente na hora da aplicação da primeira atividade (cruzadinha)		dei	-me	conta	
	Circumstance		Pr. mental	Senser	Phenomenon	
24c	Depois de	Ø	perceber		isso	
	-----	Senser	Pr. mental		Phenomenon	
25c	Ø	cuidei	para que não se repetisse			
	Behaver	Pr. behavioral	Phenomenon			
26c	Em primeiro lugar	Ø	tentei explicar		a cruzadinha	
		Sayer	Pr. verbal		Verbiage	
27c	Ao invés de	Ø	ler		o contrário do sugerido nos procedimentos	
	-----	Actor	Pr. material		Circumstance	
28c	Quando	Ø	pedi	a explicação	nas palavras dos próprios alunos	
	-----	Sayer	Pr. verbal	Verbiage	Circumstance	
29c	Ø	não consegui fazer	com que meus alunos	me	explicassem com suas próprias palavras	
	Initiator	Pr. causative	Sayer	Receiver	Pr. verbal	Circumstance
30c	Ao invés de	Ø	insistir		na explicação dos alunos	
	-----	Sayer	Pr. verbal			
31c	simplesmente	Ø	tentei explicar		com minhas próprias palavras a atividade novamente	
	-----	Sayer	Pr. verbal		Circumstance	Verbiage
32c	e Ø	estabeleci	o tempo		para sua execução	
	Actor	Pr. material	Scope			
33c	Ø	Pulando			a parte dos procedimentos	
	Actor	Pr. material			Scope	
34c	Ø	deveria te-la negociado		ao máximo através de gestos		
	Actor	Pr. material		Circumstance		
35c	Ø	inclusive retomando	o primeiro passo do procedimento das atividades			
	Actor	Pr. material	Scope			
36c	Ø	lendo	o enunciado			
	Actor	Pr. material	Scope			
37c	Ø	Fiz	corretamente	a negociação da segunda atividade (atividade oral)		

	Actor	Pr. material	Circumstance	Scope
38c	Ø	conseguindo negociar		com os alunos
	Actor	Pr. material		Scope
39c	Ø	fazendo	com que em seguida	Ø [eles] a explicassem com suas próprias palavras
	Initiator	Pr. causative		Sayer Pr. verbal Circumstance
40c	Houve alunos	que novamente	me	procuraram Individualmente
	Actor	Circumstance	Scope	Pr. material Circumstance
41c	para Ø[alunos]	saber	// o que era para ser feito	
	Senser	Pr. mental	Projected clause (NOT ANALYZED)	
42c	Apesar de Ø	ter conseguido negociar		em inglês bem com os alunos
	Sayer	Pr. verbal	Scope	Receiver
43c	Ø	acredito		
	Senser	Pr. mental		
44c	que Ø	poderia ter usado	melhor	o quadro para este fim
	Actor	Pr. material	Circumstance	Goal
45c	Na hora de Ø	pedir	explicação da primeira atividade aos alunos	
	Sayer	Pr. verbal	Verbiage Receiver	
46c	e Ø	vendo		
	Actor	Pr. Material		
47c	Ø	poderia ter escrito	a palavra “ explanation	
	Actor	Pr. material	Goal	
48c	Na aula introdutória	os alunos	conseguiram negociar	bem o significado das expressões
	Circumstance	Actor	Pr. material	Circumstance Goal
49c	Ø [alunos]	completando	o outline	
	Actor	Pr. material	Goal	
50c	o que dificultava	Ø	escrever	no quadro
	-----	Actor	Pr. material	Circumstance
51c	Alguns poucos se	mostraram resistentes		ao fato de [[a aula ser dada em inglês]]
	Behaver	Pr. behavioral		Phenomenon
52c	Porém de forma geral,	os alunos	tiveram	uma resposta excelente a esse fato
		Carrier	Pr. rel, attrib	Attribute
53c	Durante a atividade da cruzadinha	os alunos	pareceram	bastante dispostos
	Circumstance	Carrier	Pr. rel, attrib	Attribute
54c	Isso	foi demonstrado		pelos alunos
	Behavior	Pr. behavioral		Behaver
55c	[No meu atendimento individual] eles	me	pareceram	dispostos a fazer a atividade
	Carrier	Circumstance	Pr. rel, attrib	Attribute

56c	No “aquecimento” antes da atividade de produção oral [[]]	houve	uma participação bastante calorosa de	Todos
	Circumstance	Pr. rel, attrib	Attribute	Carrier
57c	Ø	Percebi		
	Senser	Pr. mental		
58c	que até os alunos [[que...]]	tentaram repetir	as perguntas	
	Sayer	Pr. verbal	Verbiage	
59c	Durante a execução da tarefa,	esses alunos já	vieram me procurar	
	Circumstance	Actor	Pr. material	
60c	para Ø [alunos]	Sanar	Dúvidas	
	Senser	Pr. mental	Phenomenon	
61c	Ø	Aparentando estarem	mais interessados	na tarefa
	Carrier	Pr. Rel, attrib	Attribute	Circumstance
62c	Apesar de Ø	ter procurado dar	atenção a todos os alunos individualmente	na hora da aplicação da primeira atividade
	Actor	Pr. material	Scope Recipient	Circumstance
63c	Ø	gastando	bastante tempo	
	Actor	Pr. material	Scope	
64c	principalmente com	Os alunos que não	havam entendido [[]]	
	Circumstance	Senser	Pr. mental	
65c	e não Ø	conseguiram sequer começar	a cruzadinha	
	Actor	Pr. material	Goal	
66c	Ø	falhei	novamente	
	Actor	Pr. material	Circumstance	
67c	pois Ø	não percebi	o problema estava no entendimento da atividade.	
	Senser	Pr. mental	Projected clause NOT ANALYZED	
68c	Ø	Explico:		
	Sayer	Pr. verbal		
69c	claro que Ø	percebi [[]]		
	Senser	Pr. mental		
70c	Ø	dizendo		
	Sayer	Pr. verbal		
71c	que Ø	não haviam entendido	a atividade	
	Senser	Pr. mental	Phenomenon	
72c	Porém (talvez Ø por medo [[]])	fiquei simplesmente tentando negociar	a explicação da atividade	
	Sayer	Pr. verbal	Verbiage	
73c	Ø	cometendo	o mesmo erro de procedimento	
	Actor	Pr. material	Scope	
74c	Novamente me	faltou ler	o enunciado	da atividade
	Actor	Pr. material	Scope	Circumstance
75c	Ø	pedir	a expliação do aluno, e	
	Sayer	Pr. verbal	Verbiage	
76c	Finalmente	Ø	traduzi	-lo
		Actor	Pr. material	Goal
77c	Além disso,	Ø	faltou perceber	
	-----	Senser	Pr. mental	

78c	que Ø	deveria voltado		para o grande grupo	
	Actor	Pr. material		Scope	
79c	Ø	tentando novamente explicar		a atividade	
	Sayer	Pr. verbal		Verbiage	
80c	Alguns alunos	terminaram	a atividade		Rapidamente
	Actor	Pr. material	Goal		Circumstance
81c	e Ø	começaram a fazer			bagunça
	Actor	Pr. material			Scope
82c	No começo	Ø	deixei	a bagunça correr	muito solta
	Circumstance	Actor	Pr. material	Scope	Circumstance
83c	pois	Ø	estava	ocupada	
		Carrier	Pr. rel, attrib		Attribute
84c	Depois	Ø	Consegui pedir		
	-----	Sayer	Pr. verbal		
85c	para que Ø	Voltassem	para seus lugares	em respeito aos outros colegas	
	Actor	Pr. material	Circumstance	Circumstance	
86c	mas Ø	acredito			
	Senser	Pr. mental			
87c	que a espera	tenha ajudado a fazer	com que estes alunos	perdessem	o interesse na aula
	Initiator	Pr. causative	Senser	Pr. mental	Phenomenon
88c	pois os alunos	foram capazes de compreender			as perguntas
	Senser	Pr. mental			Phenomenon
89c	e Ø	fornecer	as respostas	com base em seus conhecimentos prévios	
	Actor	Pr. material	Scope	Circumstance	
90c	os alunos	puderam adicionar	ao esquema “laggons” e “waterfalls”	como exemplos de água doce	
	Actor	Pr. material	Goal	Circumstance	
91c	Os alunos	demoraram algum tempo para compreender			ambos os termos
	Senser	Pr. mental			Phenomenon
92c	De qualquer forma	Ø	negociando		com gestos e exemplos
		Actor	Pr. material		Goal
93c	foi possível Ø	fazer	com que os alunos	dessem	as respostas
	Initiator	Pr. causative	Actor	Pr. material	Scope
94c	que Ø	tiveram	bastante		Dificuldade
	Carrier	Pr. rel, attrib	Circumstance		Attribute
95c	pelo que	Ø	pude observar		
	-----	Senser	Pr. mental		
96c	Enquanto	Ø	caminhava		pela sala
	-----	Actor	Pr. material		Circumstance
97c	Ø	Cuidei			
	Actor	Pr. material			
98c	Ø	Acredito			
	Senser	Pr. mental			
99c	Ø	acredito			

	Senser	Pr. mental			
100c	Mais calma e não me sentindo tão acuada talvez	tivesse reagido	melhor a tudo		
	Actor	Pr. material	Circumstance		
101c	[Apesar de] Ø	Querer muito ajudar	os alunos a	aprender	
	Initiator	Pr. causative	Senser	Pr. mental	
102c	Ø	acredito			
	Senser	Pr. mental			
103c	Quando os	fui atender	pessoalmente		
	Actor	Pr. material	Circumstance		
104c	Senti-	me		mais a vontade	
	Pr. mental	Senser		Phenomenon	
105c	E	acho			
	Senser	Pr. mental			
106c	Em certo momento	Ø	tive que falar	bem alto e em tom zangado	com a turma
	Circumstance	Sayer	Pr. verbal		Receiver
107c	me	Mostrando	mais forte	diante da turma desde o começo	
	Carrier	Pr. rel, attrib	Attribute	-----	
108c	para que Ø	possa ter	uma presença mais forte	em sala de aula	
	Carrier	Pr. rel, attrib	Attribute	Circumstance	
109c	O material	que Ø	tinha	em mãos	
	Attribute	Carrier	Pr. rel, attrib	Circumstance	
110c	com o qual	Ø	havia trabalhado	por bastante tempo	
	Scope	Actor	Pr. material	Circumstance	
111c	Ø	acredito			
	Senser	Pr. mental			
112c	[que] tenha	me	concentrado	demais em seguir	os procedimentos
	Pr:	Behaver	Behavioral	Circumstance	Circumstance
113c	e Ø	acabei por esquecer			
	Senser	Pr. mental			
114c	Ø	Acredito			
	Senser	Pr. mental			
115c	[[que a reflexão...]]	também	deva ser trabalhada	por mim	
	-----	-----	Pr. material	Actor	