UNIVERSIDADE FEDERAL DE SANTA CATARINA

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

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

por

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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, Practicum and Report: Investigating an EFL Trainee-teacher's

Discursive Representation of the Teaching/Learning Process

By

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2009

Advisor: Adriana de Carvalho Kuerten Dellagnelo

Systemic Functional Linguistics, (Halliday & Mathiessen, 2004) has been widely used as a tool of investigation of teachers' discourse (Reichman, (1999); Buschle, 2000; Dellagnelo, 2003; Malatér, 2005; Santiago 2008). 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 subject matter "Teaching practicum". One of the pre-requisites of the course was to plan two classes, execute and self-evaluate them in a critical-descriptive manner. The three texts were analyzed through the transitivity system (Halliday & Mathiessen, 2004), aiming at analyzing the social roles (Wright, 1987; Richards & Rodgers, 2001) the trainee-teacher attributes to herself and to her learners in the different instances of the texts: class plan, practice and self-evaluative report. Through the social role configuration established by the participant, it was analyzed the type of knowledge (theoretical/experiential) most privileged by her in which one of the outcomes (Wallace, 1991). The results obtained through the transitivity analysis, revealed a contrastive role configuration in relation to the practice compared to the class plan and the self-evaluative report. In the class plan, as well as in the report, the participant attributed to herself the role of agent, configuring as the er-participant (Hasan, 1985) in the majority of the clauses analyzed. On the other hand, in the practice the trainee-teacher assigned the learners the er-roles and limited herself to share this role with the students. With respect to the types of knowledge used by the informant along the whole process, the social role configuration suggests that the trainne-teacher, while planning and self-evaluating her classes privileged more her experiential knowledge assigning to herself the majority of the actions. Such linguistic choices made by the participant signal to a more teacher-centered approach, whose practice is currently not very much advocated in theoreotical means. Conversely, while in practice, the linguistic choices made by the trainee-teacher tend to be more theoretical since she focuses more on the learners and conducts the classes presenting characteristics more related to what is currently advocated in teacher education programs (Richards & Rodgers, 2001).
Key-words: Class plan, practice, self-evaluative report, Systemic Functional Linguistics, role, theoretical 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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A Lingüística Sistêmico Funcional, (Halliday & Matthiessen, 2004) tem sido amplamente utilizada como ferramenta de investigação do discurso de professores (Reichman, (1999); Buschle, 2000; Dellagnelo, 2003; Malatér, 2005; Santiago 2008). Nesse estudo investigo o discurso de uma professora estagiária do 7° período do curso de Letras Inglês da Universidade Federal de Santa Catarina, cursando a disciplina de 'Prática de Ensino'. Um dos pré-requisitos da disciplina era planejar, executar e auto-avaliar crítico-descritivamente as duas aulas dadas. Os três textos foram analisados através do sistema de transitividade (Halliday & Matthiessen, 2004) tendo como objetivo averiguar que papel social (Wright, 1987; Richards & Rodgers, 2001) a professora atribui para si mesma e para seus alunos nos diferentes textos produzidos pela mesma: plano de aula, prática e relatório de auto-avaliação. Através da configuração de papéis estabelecida pela participante foi também analisado o tipo de conhecimento (teórico ou prático) mais privilegiado pela estagiária em cada um dos seus momentos de atuação (Wallace, 1991). Os resultados obtidos através da análise de transitividade revelaram uma configuração oposta em relação à prática se comparada ao plano e ao relatório. No plano de aula, bem como no relatório, a estagiária atribui a si mesma o papel de agente, aparecendo como participante principal na maior parte das orações analisadas, enquanto 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. Com relação aos tipos de conhecimentos utilizados pela professora, a configuração de papéis sugere que a professora estagiária no momento do planejamento e da auto-avaliação privilegiou mais seu conhecimento prático, conferindo a si própria a maior parte das ações indicando ser uma professora centralizadora. Por outro lado, ao executar seu plano, parece basear-se muito mais em seu conhecimento teórico, focando no aluno e criando oportunidades de aprendizagem condizentes com o que se divulga atualmente nos cursos de formação de professores (Richards & Rodgers, 2001).
Palavras-chave: plano de aula, prática, relatório de auto avaliação, Lingüística Sistêmico Funcional, papel, conhecimento teórico e prático.
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TABLE OF CONTENTS

CHAPTER 1 – INTRODUCTION

CHAPTER 2 – TEACHER DEVELOPMENT AND THE TEACHING/LEARNING PROCESS

CHAPTER 3 – SYSTEMIC FUNCTIONAL LINGUISTICS

CHAPTER 6 – CONCLUSION

LIST OF FIGURES AND TABLES

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 in 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.

Dellagnello (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 **practice** 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 – that most influences 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 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? 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?

(2) How 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?

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 texts[1] 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.

1.2 Significance of the research

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[1] 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)

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. First, I point out some characteristics of the participants' profile. Then, I present the materials involved in this process. Finally, I clarify the procedures used for data collection and data analysis.

Chapter 5 is where the analysis itself is carried out. Initially, I present 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, 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 students in the foreign language 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 father 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 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. 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.

As aforementioned, becoming a professional implies assuming roles. It is not different with teachers to be. 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, methodological factors as well as to teachers' and learners' expectations in response to the tasks proposed. For obvious reasons, in this study, our focus will 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 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 simply to facilitate learning to occur (Theroux, 2002).

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. 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 co-participating in their own process (making decisions, preferring more 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 follow these 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 – although they are not the only elements that contribute to one's behavior. 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 (see Table 2.1).

TEACHER ROLES		STUDENT ROLES	
Traditional Approach	*Communicative Approach*	*Traditional Approach*	*Communicative Approach*
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 we know, methodological components are not the only constituents 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 vs. Theoretical knowledge

In order to specifically define the terms *experiential* and *theoretical knowledge*, I base on Wallace's words (1991) that 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) which in their turn are accessed through a formal institute (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).

Within the scope of foreign language teaching and learning, research indicates that the 'culture of teaching', which is constituted by values and beliefs teachers have regarding the content and the process of teaching/learning as well as by their perception of the institutions for which they work and their roles within them, derives from different sources such as: i) teachers' own experience as language learners, ii) the results of their own experiences as teachers, iii) the established practice within the institution where they work, or have already worked, iv) personality factors, and v) principles derived from approaches or methods (Kindsvatter, Willen & Ishler, 1988 in Richards & Lockart, 1996).

However, prior experience, which was neglected until recently, nowadays is acknowledged as an important asset in the process of becoming a teacher. To date, scholars (Freeman & Johnson, 1998; Golombek, 1998; Flowerdew, 1998; VanPatten, 1997) recognize the power that practicing teachers' own learning experience, here referred to as experiential knowledge, implicitly exerts on the future of these apprentices as teachers. In spite of all possible weaknesses in teacher education, when one becomes a teacher, s/he has already gone through thousands of hours of learning, as

pointed out by Bailey et al (1996). This "apprenticeship of observation" makes her/him internalize models and behaviors of teaching that are activated as s/he enters 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 and goes beyond claiming that learning to teach is essentially experiential. She adds that teachers construct their own ways of thinking, beginning with an *apprenticeship of observation* during their own student experiences, and continuing through the constructing and reconstructing of experiences as educators. According to Johnson, this experience of knowing themselves demands investigating experiences from different dimensions such as a learner, as a student in the school system, as a second language learner, as a teacher, and as a teacher working in a single school system. At last, another aspect raised by the author is related to the teacher's knowledge of the members taking part in his/her class.

Assuming Johnson's view that says these components play roles in teacher reasoning in each class, and reiterating that one of the aims of this work is to analyze how the types of knowledge – experiential/theoretical - configure the participant's practicum, many are the influences the participant of this work was exposed to. It is difficult to measure to what extent the trainee-teacher is being influenced by a particular experience or theory. Sarah (our participant), for instance, as suggested by the authors above, might be influenced by her experience as a learner, as a student, as a FL language learner, as student-teacher, as a trainee belonging to a specific university or teaching at a particular school. She could even act in a different way if exposed to another context, as for example a different university, school or teacher preparation course.

In order to close this introductory discussion on teaching and types of knowledge I base on Freeman and Johnson (1998) that corroborate to the view that experiential knowledge also counts, when they claim that

"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).

The authors argue that the lack of assumption that student-teachers or teachers, when initiating in the profession, carry with them a cluster of prior experiences, which will definitely influence their trajectory, may be one of the reasons why after so many efforts for change in teaching, it still remains so constant, i.e., not many changes have been occurring in the classroom.

Restating the primary aim of this section, the one of discussing theoretical and experiential knowledge, the reader might question which one of the types of knowledge should be most privileged. What is next presented is a brief history of teacher education (Freeman & Johnson, 1998) in order to provide some information for the comprehension and itinerary of current teacher education programs with emphasis on teachers' knowledge.

According to Freeman and Johnson (1998), assumptions about "[…] language teacher education have focused more on what teachers needed to know and on how they could be trained, than on what they actually knew, how this knowledge shaped what they did, or what the natural course of their professional development was over time" (p. 398). In other words, prior to the mid-1970's few emphasis was given to the student teachers' previous/experiential knowledge. In the mid-1970's researchers worked " […] to describe teachers' thoughts, judgments and decisions as the cognitive processes that

shaped their behaviors" (ibid, p. 400) Such field of investigation, also known as *teacher cognition* first shifted its interest on *what* teachers were doing in favor of the question of *why* teachers were doing what they were doing, leaving the subject of teachers themselves, their perspectives and experiences as a secondary practice. In the late mid-1970's, researchers "[…] began to explore the actual thought processes that teachers engaged in as they planned and carried out their lessons" (p.400). By that time, this study led to the conclusion that "[…] the thought process of teaching included a much wider and richer mental context" (p. 400). Some time later, by the mid-1980's, "an emergent view of teaching had begun to highlight the complex ways in which teachers think about their work , as being shaped by their prior experiences as students, their personal practical knowledge and their values and beliefs" (p. 400). The bulk of this research corroborates to what has already been discussed in this section, i.e, it "argues that what teachers know about teaching is largely socially constructed out of the experiences and classrooms from which teachers have come. Furthermore, knowledge used by teachers in classroom, is highly interpretive, socially negotiated and continually reconstructed within the classrooms and schools where teachers work" (ibid, p. 400)

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 courses continued transmitting passive instructional strategies 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 on the conception of teaching, in 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 fundamentally addressed by knowledge-base: a) the teachers as learner; b) the nature of schools and schooling; c) the activity of teaching and learning (see Figure 2.1).
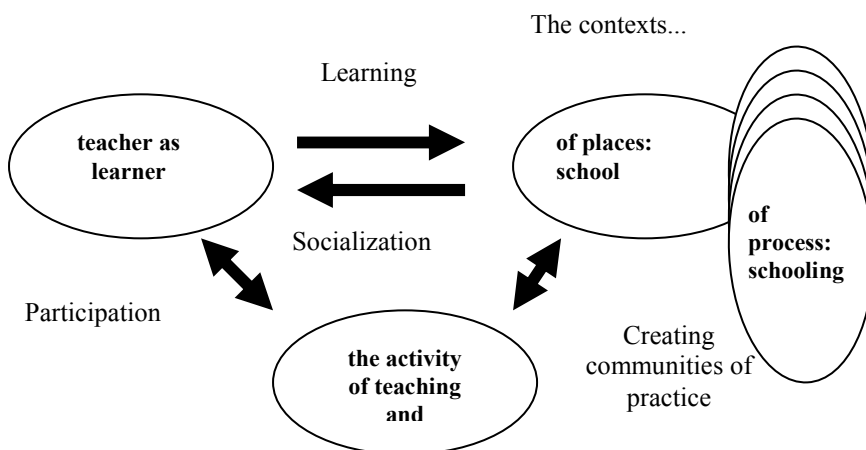
Figure 2.1 Framework for the knowledge-base of Language Teacher Education (Adapted from Freeman & Johnson, 1998, p.406).

These domains interpreted as a whole, delineate a systemic view of what is proposed by the authors as the knowledge-base for teacher education, emphasizing that all the spheres are interdependent in a constant and critical manner. Finally, Freeman and Johnson, (1998) claim that such a knowledge-base is essentially and concurrently stranded "[…] in teachers' classroom practice, their learning and professional lives, and sociocultural contexts in which they work" (p.412).

In reflecting about interventions that take part or should be present in teacher education courses, Wallace (1991), calls attention to the issue of how professional expertise is acquired and claims that structured professional education should include two types of knowledge development: *theoretical* an *experiential* knowledge. Corroborating to this point of view, Wallace (1991) offers an alternative model for

teacher education namely the 'reflective model'. The next Figure (2.2) illustrates the interrelationship of the two types of knowledge (experiential and theoretical) suggested by Wallace.
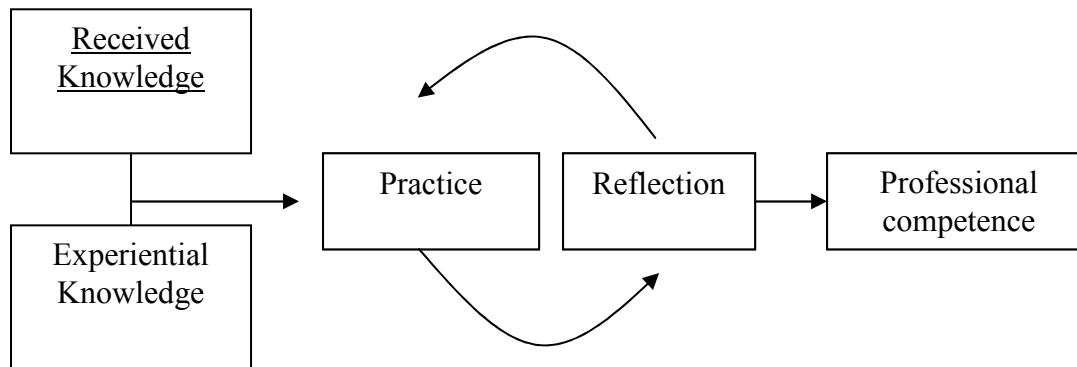
Figure 2.1 Types of knowledge and professional competence (adapted from Wallace, p. 15)

As demonstrated in Figure 2.1, Wallace defends the use of both types of knowledge (theoretical and experiential) connected to the practice of reflection as a resource to the development of professional competence. Wallace's model as well as Freeman's and Johnson's model is interpreted in this work as an auxiliary tool for the investigation of the configuration of types of knowledge in the three instances of analysis: the class plan, the practice and the self-evaluative report. The following chapter presents the theory of SFL and in a detail manner with emphasis on the context of situation and the transitivity system.

CHAPTER 3 – SYSTEMIC FUNCTIONAL LINGUISTICS

3.0 Introduction

As it was already noticed, this study aims at investigating a trainee-teacher in the 7th semester of the undergraduate course 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 concept for the study of language through Systemic Functional Linguistics remains on the fact that *language* is seen as 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 we are habituated 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.
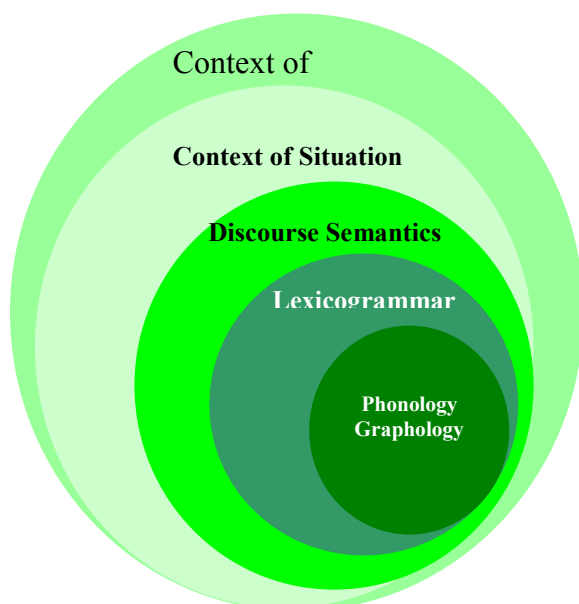
Figure 3.1 – Stratification (Adapted from Halliday & Matthiessen, 2004).

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 illustrates the context of culture and situation in the present study remains on Halliday's assumption that the school "is clearly a cultural institution, but it can be also an assembly of situations" (see Figure 3.2). 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, which in this study is the practicum – the moment of planning the class, the practice itself and moment of self-evaluation are insert in different contexts. Thus we have the language (the system) and the text[2] (data collected during the practicum), which represents the instances of language, which in turn is analyzed inside the specific situation the participant was involved in as illustrated on Figure 3.2.

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[2] 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).

School as a whole: A CULTURAL INSTITUTION

School as an assembly of situations
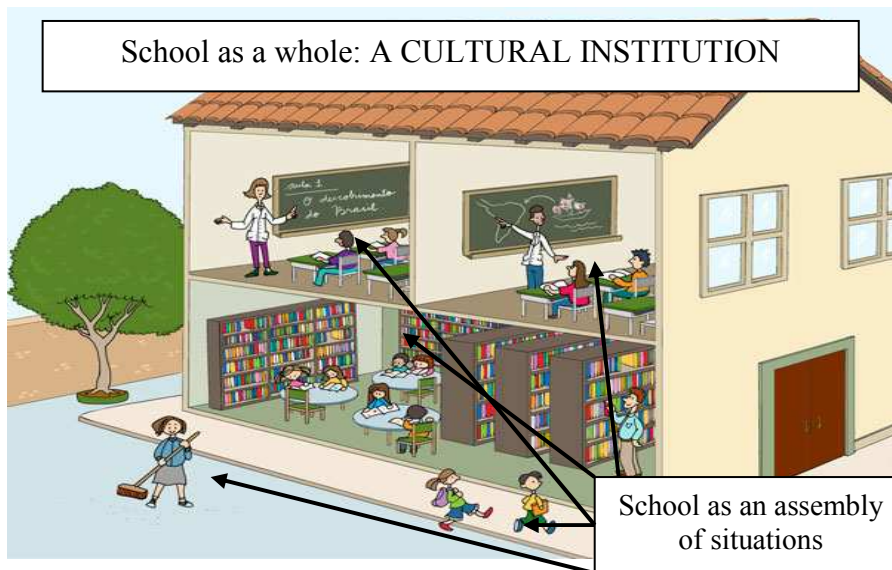
Figure 3.2   School as different contexts
(http://petragaleria.files.wordpress.com/2007/11/2007_school_escola.jpg. Retrieved, May 07th, 2008).

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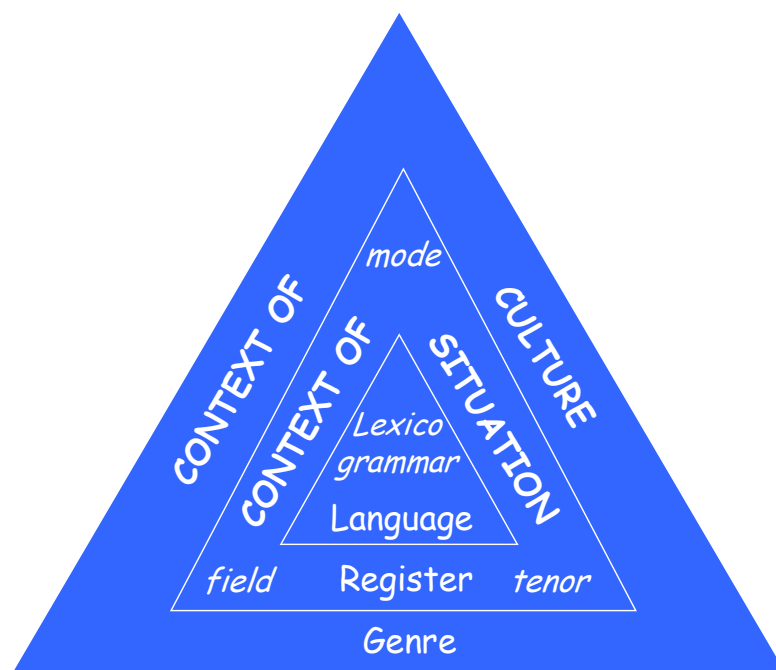
Figure 3.3. Context and language (adapted from Eggins, 2004, p.111).

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	everyday terms
words only 'insiders' understand	words we all understand
acronyms	full names
abbreviated syntax	standard syntax
technical action processes	identifying processes (defining terms)
attributive (descriptive) processes	

Table 3.1 Technical vs. everyday language (Eggins, 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 Eggins, 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 everyday.	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.
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	FORMAL
Equal power	Unequal power, hierarchic power
CONTACT	
Frequent Occasional	
INFORMAL	FORMAL
Frequent contact	Infrequent, or one-off contact
AFFECTIVE INVOLVEMENT	
High Low	
INFORMAL	FORMAL
High affective involvement	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.

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'[3] (time, space, cause, manner, etc.), which are not directly involved in the process; rather they are ancillary to it (see Figure 3.4). With respect to the participants it is essential to mention that there are some participants – Actor, Senser, Carrier, Sayer, Behaver and Existent - able to affect the world around them and bring change into the surrounding milieu they are labeled the er-participants (Hasan, 1985). The specific configuration of theses participants is particularly important here because one of the purposes of this work is to evaluate how the roles of the student-teacher and learners are configured and the effect of them on the surrounding environment.

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[3] 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.
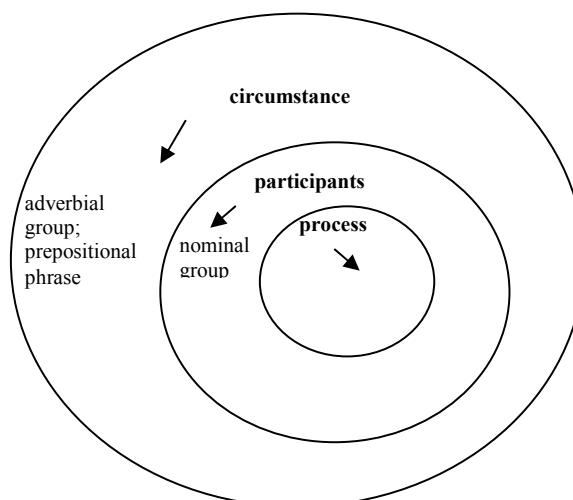
Figure 3.4 Position of elements in the experiential structure of the clause. (adapted from Halliday and Matthiessen, 2004, p176).

The configuration of these elements – process, participants and circumstances – is labeled the transitivity system. According to Halliday and Matthiessen (2004), 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 aspect 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 aspect 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).
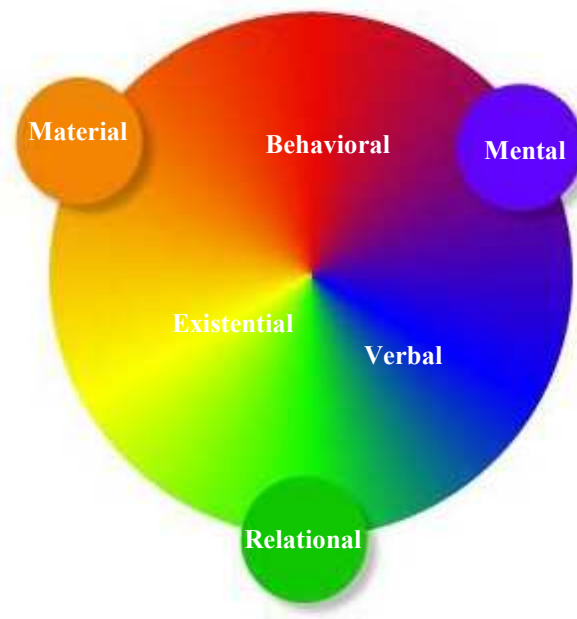
Figure 3.5 Configuration of process types: major and secondary processes (adapted from the cover of Halliday, 1994)

The 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 bellow.

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 <u>on the piano</u>.
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 a 'material' clause 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. Different 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** (Eggins, 2004). The essential characteristic of Attributive Intensive, as observed by many authors from this area, is that an Attributive clause is non reversible (Eggins, 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 <u>defining</u>" (Eggins, 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 clausesIn 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

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 Senser in a mental process. However it is grammatically more like the 'doing' 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 the 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 assure 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	Ø	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 the main assumption underlying 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 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.

clause

Material
pr: Material; +Actor; (+Goal) (+Scope) (+Beneficiary)(+Attribute)

Mental (perceptive, cognitive, desiderative, emotive)
pr: Mental; +Senser; +Phenomenon

Verbal
pr: Verbal; +Sayer; (+Receiver) (+Verbiage)

Behavioral
pr: Behavioral; +Behaver; (+Behavior) (Phenomenon)

Existential
pr: Existential; +Existent

Relational

intensive

possessive

circumstantial

Identifying
Pr: identifying; +Token; +Value

Attributive
pr: attributive; +Carrier; +Attribute

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

To end up this chapter, it appears worth 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 (un)importance of theoretical and/or 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 training process, 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.

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 advisor 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 professor 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 process.

Regarding the variables underlying the investigation, data was naturally

accessed since 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[4] (Eggins, 2000). Moreover, in the same *collaborative* way

(Erickson, 1986) the informant worked, so did the researcher, who provided the trainee-

teacher with both a descriptive evaluation of her performance as well as with

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

suggestions for improvement, as arranged among participant, researcher and advisor 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*[5] and tends to decrease the researcher's [6]*primitive analytic typification* (Erickson, 1986). The following section elucidates some relevant points on the transcripts.

4.3. Procedures for transcription

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.

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[5] This term refers to the preservation of natural data.

[6] 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.

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 –er[7] 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 focuses points out to participants, processes and circumstances, although the latter are not closely studied.

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 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, 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 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 (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

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[7] -er participant is an expression coined by Hasan (1989) which encapsulates Actor, Senser, Sayer, Carrier, Behaver and Existent into a single category.

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 – DATA 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

The analysis in this chapter aims at unveiling aspects related to social roles establish by the participant to herself as well as to her students. This chapter also serves for the purpose of investigating the types of knowledge (experiential/theoretical) most privileged by the student-teacher during her training process. At last, chapter 5 also provides information on teaching principles and approaches used by the participant in-action.

Considering Halliday's concept that texts can not be analyzed in isolation the following section covers the context the participant inserted in each one of the moments of data collection: the class plan, the practicum and the self-evaluative report. The subsequent section named 'Transitivity analysis' deals with the subject of roles. The analysis of processes from the six categories (material, mental, relational, behavioral, verbal and existential) and participants involved in each one of the selected clauses reveal aspects related to the types of role attributed by the student-teacher to herself and the individuals engaged in the practice. The conclusion of this chapter is guided by a descriptive analysis triangulating the three moments of analysis through information provided by the transitivity analysis as well as by literature on teacher education.

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 the environment of texts 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 2.3 in Chapter 2)*, 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). The focus of this study concentrates on the experiential meaning; however all the upward relations – 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 practicum 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: the class plan, the practicum and self-evaluative report.

5.1.1 The class plan

Reflecting about the Field of the class plan, it is possible to understand that it is addressed to professionals of education or, at least, to people – novice teachers, for example – 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 the

description of actions and activities which will later on be a guide for the practicum itself.

The Mode used in the plan is the written channel and, since the learners themselves did not have access to the plan, the only role language played was the one of reflection in the sense of guiding the teacher along with her future interaction. In other words, the planning was a preparation in advance for what could happen in classroom. Another significant aspect that has to be considered in this set of data is that it somehow played the role of interaction between the student-teacher and her advisor due to the fact the advisor was the one in charge of revising and, if necessary, restructuring the plan. Moreover, being the class plan a written text, there was no direct face-to-face interaction. Language was then used to reflection rather than action, it was not spontaneous – since the informant could think, draft and rewrite it – and finally it was not casual language, because the participant formally prepared it for a pre-specified situation: the class itself.

With respect to the Tenor, I analyze three major aspects: 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 do not have previous access to the plan and thus are not able to modify anything on it. On the other hand, the trainee-teacher somehow loses her power when she interacts with her advisor, who, with the purpose of contributing to a better practicum, may modify the plan. Thus again the power distribution is unequal and as in the relationship between the trainee-teacher and the students, it is a situation of hierarchic power but in this moment the participant is the one who has less power in favor of her advisor. Regarding the affective involvement, it is considered low due to the fact it is a formal situation in

which the student-teacher is preparing herself to the practicum. The involvement is thus restricted to the professional ground. Finally, the contact among the individuals involved in the process is by all means occasional, especially with the students. In this situation, the participant had made contact with these students in the year before and coincidentally she had the chance to work with them again. A little more frequent contact would be the one the informant had with her advisor, which could be 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 practicum

The practicum in its turn reveals a completely different scenario in terms of Field, Tenor and Mode. The Field can be identified here 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 trainee-teacher and learners in a class about "water".

In terms of Mode, the interaction between students and teacher is face-to-face and language here plays the role of constituting action rather than reflection. Furthermore, language in this context, i.e., the classroom, can be considered spontaneous and casual. Even though the teacher has prepared the class in advance, she does not read what she has planned but she acts following the flow of the class. The class is predominantly based on speaking but also some writing is 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 again is different if compared to the class plan because the trainee-teacher was not being monitored by the advisor. The practicum shows unequal power since the trainee-teacher is the only 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 was not much involvement between the teacher and the students probably due to the fact that the practicum happened 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 briefly evaluation of what represents the context of situation along with the practicum.

5.1.3 The self-evaluative report

The last set of data to be considered under the perspective of context of situation comprehends the self-evaluative report. 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 as a teacher. As such, it refers to a technical text on issues related to the teaching/learning environment as well as to teacher education.

Being the text communicated through the written channel it automatically places the language on the role of reflection. This configuration confers the report characteristics similar to the ones identified in the class plan. Having the text only one participant, it is a non-interactive and consequently non-face-to-face passage. Spontaneity as well as casualness do not appear in this type of text on behalf of planning, drafting and rewriting – in the case of spontaneity – and formal and special occasion – in the case of casualness.

In order to conclude the analysis of the context of situation underlying this study, we still have to consider the variable of Tenor in the self-evaluative report which involves three aspects: power, contact and affective involvement. Although the contact between the student-teacher and advisor is low, the informant is certainly influenced by her advisor's comments along the training period. Thus, in terms of power it is possible to assume two opposite situations of unequal power: a) the student-teacher has the power considering that she is allowed to write according to her own principles; b) the student-teacher is somehow influenced by her advisor, because she is aware of her point of view on the subject as well as that there is an evaluation in progress, thus her outcome could be directed to her advisor which characterizes repeatedly unequal power. The information so far corresponds to the context of situation in the three moments of analysis. What follows is 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 (to), 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 practicum 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 appeared. As the reader may notice along the presentation of results, existential processes have not been encountered whatsoever. In order to close the chapter, I compare the three sets of data among themselves and discuss what such configuration can signal about the performance of the informant.

5.2.1 Roles and experience in the class plan

In referring particularly to the first set of data collected - the class plan, 107 clauses were analyzed. Material processes represent the majority with 71 processes (66,3%), followed by 30 verbal (27,9%) and finally 6 mental processes (5,5%). The remaining processes did not occur in the class plan. The following bar chart illustrates the overall distribution of process types along this corpus (see figure 1).
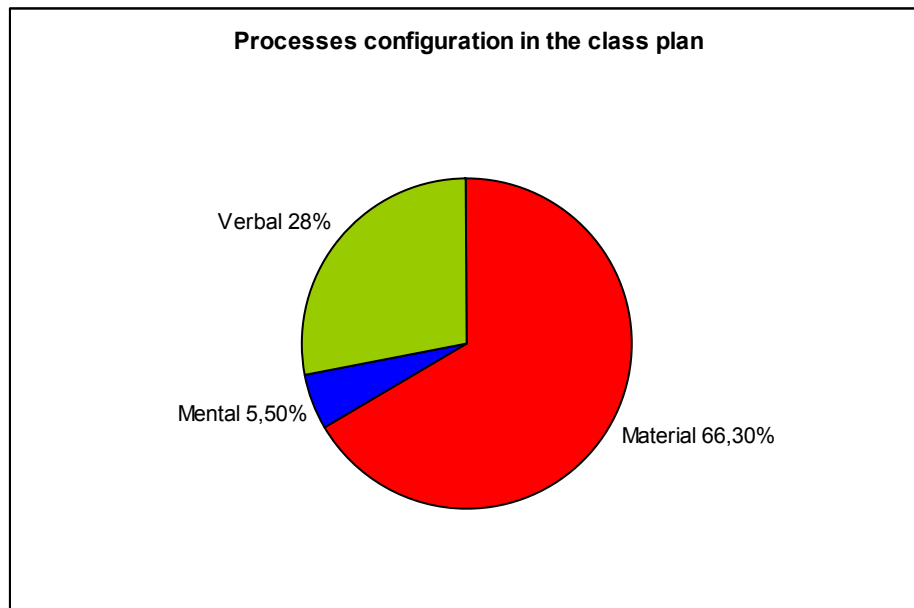
Figure 5.1: Overall distribution of processes in the class plan.

5.2.1.1 Material Processes

This type of process construes the outer experience; it involves acts of doing and happening and is related to the physical world. Actors do things or make them happen and things happen. In this sub-section I investigate the trainee-teacher, the student(s) and both in the role of Actor. It is worth highlighting that all the roles analyzed have been established by the informant while planning the classes, this is why transitivity analysis allows access to the trainee's experience along the practicum.

The large occurrence of material processes (71 = 66,3%) 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 words mentioned in the dictionary (acting, doing, proceeding, making) match to the definition of Halliday's conception of a material process. This type of process is defined

by Halliday and Matthiessen (2004) as processes of 'doing-&-happening'. Bearing this context in mind, it is somehow a predictable result that the participant would develop a class plan based on actions she would later on 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 in the scheme the subtitle Salt water ≠ Fresh water/7a [my translation]). These clauses are some examples of the numerous material clauses the participant made use of in the constructions of her class plan. In terms of er-participant it is strongly relevant to observe that in the class plan the informant attributed to herself the role of Actor in 62 of the clauses analyzed (67%). This signals a tendency on the part of the trainee-teacher of consciously or not, centering activities to herself. Such configuration of roles indicates the teacher as the main agent of the class plan.

5.2.1.2 Verbal Processes

Verbal processes are the ones located on the borderline of mental and relational processes. The 'Sayer' is the main participant involved in this process which represents acts of 'saying'. In the corpus these processes represent the second largest occurrence and such configuration is also connected to the context/purpose of a plan. Many times the trainee-teacher mentions things she will say in the future class. She might not necessarily say these things but they are part of her plan 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 as in 36a (Appendix 4): "… que os alunos expliquem a atividade..." (the students explain the activity [my translation]). Out of the 30 verbal processes found in the class plan the teacher appears as Sayer in 25 clauses while the student(s) only in 5. It can be inferred from this configuration that the teacher attributed to herself a more central role in the class plan. It seems that she is the one in charge of conducting the class, i.e., she is the Sayer while the students are the Receivers of the information she will provide. Such tendency can be observed in clauses such as ones in Figure 5.2:

47a	(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		
59a	Ø	Faça,	Em seguida, as seguintes perguntas		à classe	
	Sayer	Pr. verbal	Verbiage		Receiver	

Figure 5.2 Verbal clauses: the participant as a 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 what allows the interpretation that the informant is somehow trying to avoid bringing the focus to herself. On the other hand, she might have made such choice influenced by the context she was inserted in, as for example she could be following a Model of a plan and/or it might be somehow confusing for a student-teacher to have a clear comprehension in relation to what extent he/she can go in terms of independence for work since she is to certain extent being monitored by the university.

5.2.1.3 Mental Processes

The third and last type of process identified on 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, and, just like material and relational processes, corresponds to one of the main ones in the transitivity system. In this set of data, the linguistic choices under this nature made by the participant conform only 6 (5,5%) clauses. Following the same pattern of the other categories analyzed here (material and verbal clauses), the trainee-teacher also plays the role of the elliptical er-participant in the majority of the clauses, as illustrated by the following examples.

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

Figure 5.3 Mental clauses: the student-teacher as the elliptical Senser

The role of Senser is ascribed to her learners only twice in the process of outlining the classes, as for instance in the next example.

40a	de modo que	os alunos	possam relacionar	Forma e significado
	------------	Senser	Pr[8]. mental	Phenomenon

Figure 5.4. Mental clauses: students as Senser

This construction of the participant herself as Senser could also be understood on the basis of its register. It is possible that a different register, with perhaps a less controlled situation, would motivate a different role arrangement.

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[8] It's considered a mental process because it's related to the students' understanding/perception of meaning.

Summing up, the configuration that took place in the class plan leads to an interpretation of a teacher who tends to a teacher-centered approach in which the educator is the one who assumes control and conducts the class. The role of acting or conducting action at this level seems to be planned much more to be a privilege of the teacher than of the learners themselves. In the second part of this analysis I go deeper over this issue but again it is fundamental to keep in mind the context under which the performance of the participant took place. What follows now is an analysis of the practicum itself.

5.2.2 Roles and experience in the practice

5.2.2.1 Material Processes

From a total number of 155 processes analyzed in this set of data, almost half of them (72 = 46,3%) belong to material processes, while 34 are mental processes (21,8%), 15 correspond to relational processes (9,6%), 18 to behavioral processes (11,6%) and finally 16 processes are classified as verbal processes (10,3% - see Figure 5.5). Existential processes have not been identified in the corpus.
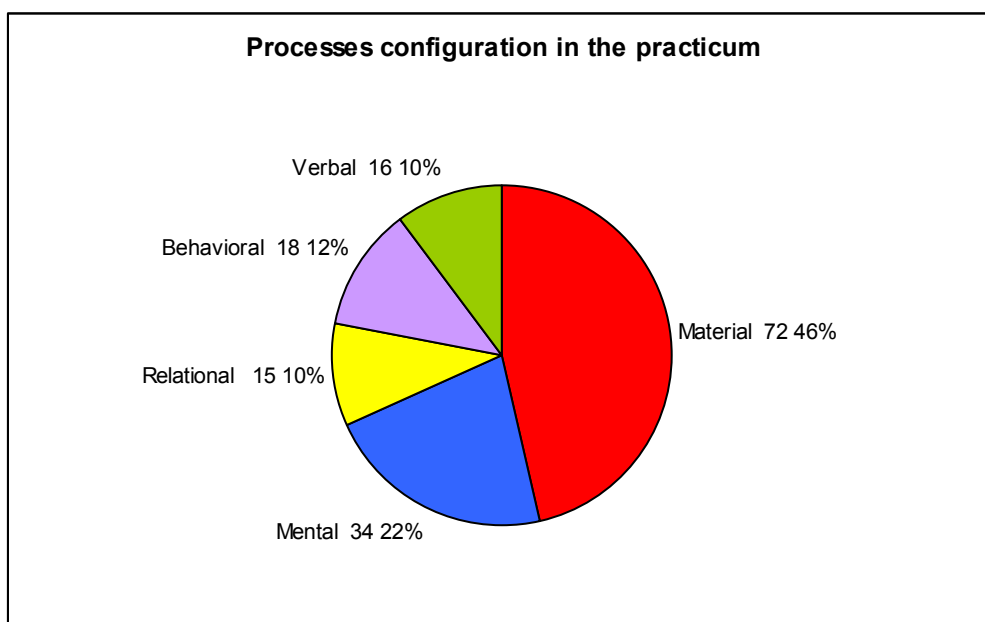
Figure 5.5 Overall distributions of processes in the practice.

In the practice as a whole the trainee-teacher was involved in a real situation which strongly contributes to such arrangement. Considering that the classroom is a place where people get together for the purpose of learning (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 practicum against the class plan reveals a contrastive result in relation to the er-participant since here the majority of the Actor roles (58 = 37,4%) are assigned to the student(s) and not to the teacher as it happens in the class plan. This specific result indicates a positive move in the participant's performance since during the practicum she assigns a different role to students if compared to the moment she plans the class. Students are now placed by the trainee-teacher at the level of the ones who act. The teacher, as it appears, leaves the common place of the traditional teacher and reaches her students in a more enthusiastic way, i.e., in a way that has them as an active part of their own process of learning.

This result seems to allow me to confirm my previous interpretation that the language used in the plan – imperatives with commands to the teacher basically – was more response to the genre rather than a belief in traditional teaching. Once again, the text appears to be closely related to its context, as one may expect from any social event, such as the classroom. Considering that it is common sense in current communicative approaches that learners have the opportunity of taking part in classroom as a means of sharing the responsibility for their learning as well as of becoming independent learners (Richards & Rodgers, 2001), the roles assigned by the trainee-teacher strongly indicates that she is somehow being influenced by theoretical tendencies she has been probably presented to in the university. The students are assigned roles to actively participate in the class as demonstrated in Figure 5.6.

15b	and then	you	Are going to complete	the crossword
		Actor	Pr. material	Goal
19b	what	You	have to do?	
	--------	Actor	Pr. material	

Figure 5.6 Material clauses used in the practicum: students as Actors

5.2.2.2 Mental processes

In mental processes the same configuration takes place, i.e., Sarah once more ascribes her learners the er-role. Students are far (30 processes) the ones in charge of sensing. In the informant's view the learners take part in the world of consciousness and are involved in acts of feeling, thinking and seeing as illustrated in clauses 39b, 66b and 75b (see Figure 5.7). A great number of this type of clauses correspond 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 many times in the corpus. Such inspection on the part of the trainee-teacher strongly signals her interest in her students' mental work.

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 5.7 Mental clauses in the practicum: students as Sensers

5.2.2.3 Relational processes

As it was already noticed in the review of literature (see Chapter 2), relational processes 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 recognized. During the classes, the trainee-teacher ascribed to the students the role of Carrier in 12 clauses while this happens to herself in only 3 processes. This classification reveals that the informant employs clauses with the intension of characterizing rather than identifying her students (see Figure 5.8). The characteristics the teacher assigns to the learners are somehow related to ways of situating them at different moments of the class and thus based on how she could help and guide them along the classes. As it is instantiated bellow, in distinct occasions the participant makes use of characteristics the students carry as a manner of justifying what is expected from them, as for example in clause 26b "you have 15 minutes to do the activity". Along with this, she has also worked in this level with some questions as "does everybody have a dictionary?" Later on, this Attribute would contribute to the development of the

students, i.e., everybody having a dictionary would characterize their preparation to do what is being requested.

26b	You		Have		15 minutes	[[to do the activity]]
	Carrier		Pr. rel, attrib		Attribute	Embedded clause
36b	Does	Everybody	have		A dictionary?	
		Carrier	Pr. rel, attrib		Attribute	
90b	So	you	have		a question?	
		Carrier	Pr. rel, attrib		Attribute	

Figure 5.8 Relational clauses in the practicum: students as Carriers

5.2.2.4 Behavioral processes

Moving on to another category in the grammar of experience I focus on how the behavioral processes come together in the trainee-teacher's classes. These processes as aforementioned (see Chapter 2) operate between the world of consciousness (mental processes) and the physical world (material processes) and they correspond to acts of behaving. 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 practicum, out of the 155 processes selected for analysis 19 (11,6%) processes are identified as behavioral. All lexicogrammatical choices made by the trainee-teacher in this type of process placed 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 in the practicum can be represented by clauses 56b, 84b and 128b (see Figure 5.9).

56b	Ø	Calm	One at a time
	Behaver	Pr. behavioral	--------
84b	Ø	Look	here
	Behaver	Pr. behavioral	Circumstance

128b	Ø	Pay	attention
	Behaver	Pr. behavioral	Behavior

Figure 5.9 Behavioral clauses: students as Behaver

5.2.2.5 Verbal processes

Similarly to behavioral processes, verbal processes, which appear in 16 clauses (10,3%), have as the er-participant only the learners. That is to affirm that the trainee-teacher credits the learners with the role of Sayer during all the time in 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 5.10).

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

Figure 5.10 Verbal clauses: Students as Sayers

Just like with material clauses, it is worth comparing here the configuration of verbal processes in the class plan in opposition to the practicum. Once again, results in the two data sources are opposed to each other. In the former the trainee-teacher places herself as the main Sayer while in the latter as it has already been reported the students appear as Sayer in all the clauses. Again, my guess is that the contexts of situation and of genre justify this change of roles. The teacher is so secure of what she does in class that her practice does not oscillate. The students are indeed at the center of their process of learning. As such, it would be sensible that we would find a plan on this same line. Instead of having used clauses in the plan such as "pergunte aos alunos o que é para ser

feito", she could have made choices such as "the students explain what has to be done", for example. This type of planning would thus match what she really does in classroom.

Looking at the practicum as a whole there is an important aspect which does not appear in the other dimensions of data (in the class plan or in the self-evaluative report), i.e., the co-participation of teacher and students in the role of Actor. In 10 clauses the trainee-teacher positions herself as well as her students as 'doers' of what goes on as illustrated by the sentences 11b and 16b (see Figure 5.11).

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 5.11 Practicum: Co-participation of student-teacher and learners as er-participants

Such arrangement suggests that Sarah is somehow trying to share her power in classroom or moving herself toward the students' level thus avoiding the position of the one who conducts and controls. To me it seems suitable here a brief comparison of choices made by the trainee-teacher and an instance of Foucault's studies on power, knowledge and discourse in which he claims that the character of power "is tolerable only on 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). Considering Foucault's fragment it is clear that, consciously or unconsciously, the informant makes a very wise choice in the sense that she does not explicitly use her power for involving students in her class, rather she prefers to include herself in the class contexts, which functions as a mechanism to hide or at least to soften her position of power. It can also be inferred that she is trying to get closer to the learners as a way

of involving them in the activities she is proposing. 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 proposes to the students.

If we compare the class plan and the practicum, in the former, her choices are opposed to the latter. In the class plan, the er-role was most of the times attributed to the trainee-teacher herself while in the practicum the learners were most of the times playing this role. Thus, the lexicogrammatical choices the student-teacher operated with in the class plan do not contemplate what she really meant to do in the practicum. The class plan can be compared to a recipe since the way the clauses are organized reminds the description of the steps of a recipe preparation as for instance "…confirme a resposta correta. Refaça então a pergunta inicial. Insista que a resposta seja fornecida em inglês..." It might be relevant here to clarify that I did not assume the informant should be coherent in class plan and practicum mainly because as literature demonstrates there is not a specific Model of class plan that should be followed by teachers who wants to guarantee the best class (Ur, 1996; Larsen-Freeman, 1986, Richards & Rodgers, 1986). The context in which the participant was inserted in has to be taken into consideration due to the fact she was probably following a line of reasoning from her course in the university what could strongly contribute to such scenario.

5.2.3 The self-evaluative report

The self-evaluative report as it is explained in the methodology section (see Chapter 4, Section 4.4.3) corresponds to the final assignment the trainee-teacher is supposed to

accomplish in order to conclude the training course 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 with 51 clauses (42,4%), followed by 29 mental processes (24,1%), 20 verbal processes (16,6%), 15 relational processes (12,4%) and at last 5 behavioral processes (4,1%) as demonstrated in Figure 5.12.
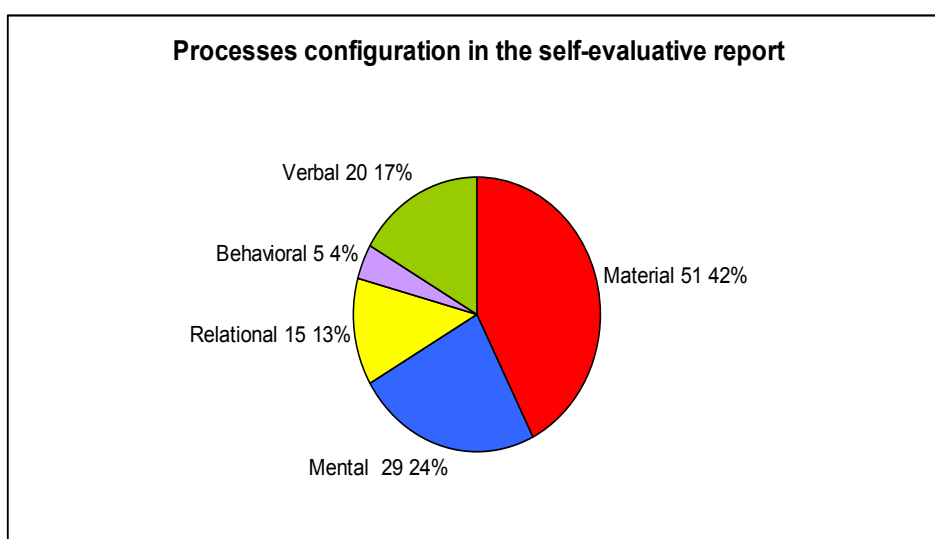
Figure 5.12 Number of processes of each category in the trainee-teacher's self-evaluative report

The next subsections present the results of the transitivity analysis of the self-evaluative report.

5.2.3.1 Material processes

In material clauses, while evaluating herself the participant widely acts as the 'doer' (37 times, which corresponds to 30,8% of all the clauses selected in the report). Once again, we have to consider the context of situation – the informant is self-evaluating her work - thus she is likely to focus on the self due to the aim of the assignment. Interestingly

enough it is strongly characterized in the data how the informant brings to herself the responsibility of the result of the classes, as attributes to herself the role of having done things in a different way during the practicum as demonstrated in sentence 13c (see Figure 5.13).

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 5.13 Material clauses: student-teacher as Actor

According to what can be visualized in Figure 5.13 the trainee-teacher's lexicogrammatical choices signal that she attributed to herself the responsibility of the whole process of teaching. Quantitative data shows that she most often attributed to herself the role of acting during the classes since she appears as Actor 37 times while her students appear only 14 times.

5.2.3.2 Mental processes

In terms of mental work in the self-evaluative report, 29 clauses were classified as mental. The informant recurrently places herself as the er-participant, which allows us to conclude that she brings the responsibility of the classes to herself. It is also possible to conclude once more – as it happened in the class plan - that she most often focuses on her performance, her feelings, thinking and perceiving of the classes rather than on the students' responses to what she proposed in the classes demonstrated in Figure 5.14.

1c	Em primeiro lugar	Ø		Acredito
		Senser		Pr. mental
67c	pois Ø	não percebi	o problema estava no entendimento da atividade.	
	Senser	Pr. mental	Projected clause NOT ANALYZED	

Figure 5.14 Trainee-teacher as Senser.

5.2.3.3 Verbal processes

Quantitative data concerning verbal processes also indicates that again the

trainee-teacher prefers to analyze her classes based mainly on her sayings than on the

students' (see Appendix 6), since she appear as Sayer in 15 clauses (12,5%) while the

students play this role in only 5 clauses (4,1%) . Bearing these choices in mind we have

to take into consideration that she was not simply self-evaluating her classes but also

writing a report to her advisor, which could highly influence her grammatical choices.

In fact she was being counseled as well as evaluated by her advisor and these variables

have certainly influenced her focus on reporting about her own performance, i.e., she

was the focus of the reports rather than her students.

5.2.3.4 Behavioral and Relational processes

Behavioral and Relational processes in the self-evaluative report, correspond to the two

lowest categories in terms of occurrences, since the participant appears as Carrier 7

times (5,8%) while the students 8 times (6,6 %). Regarding behavioral processes, the

student-teacher become visible as Behaver in 3 clauses, while the students only 2 times.

Although these are not very significant numbers they at least indicate that the informant

while evaluating her teaching activity preferred to focus mainly on acts of doing,

thinking and saying. In making use of behavioral and relational processes, the

participant refers to types of behavior they had during classes as well as attributes hold by herself or her students (see Appendix 6).

With the purpose of closing the first part of this chapter, the following table illustrates the transitivity analysis in the three dimensions of data – the class plan, the practicum and self-evaluative report. What appears in Table 1 corresponds only to the processes and participants in which the teacher and/or the student(s) materialize as the er-participant. Data presented in Table 1 demonstrates the trainee-teacher's experience in the three different moments of the training.

Processes and er-participants configuration

1. The class plan

Processes	Material		Mental		Relational		Behavioral		Verbal		Existential
Participants (%)	[9]T	S(s)	T	S(s)	T	S(s)	T	S(s)	T	S(s)	------
	67 62,6%	4 3.7%	4 3.7%	2 1,8%	-----	-----	-----	----	25 23,3%	5 4,6%	

2. The practice

Processes	Material			Mental			Relational		Behavioral		Verbal		Existential
Participants (%)	T	S(s)	B	T	S(s)	B	T	S(s)	T	S(s)	T	S(s)	------
	4 2,5%	58 37,4%	10 6,4%	3 1,9%	30 19,3%	1 0,6%	3 1,9%	12 7,7%	-----	18 11,6%	----	16 10,3%	

3. The self-evaluative report

Processes	Material		Mental		Relational		Behavioral		Verbal		Exitential
Participants (%)	T	S(s)	T	S(s)	T	S(s)	T	S(s)	T	S(s)	------
	37 30,8%	14 11,6%	19 15,8%	10 8,3%	7 5,8%	8 6,6%	3 2,5%	2 1,6%	15 12,5%	5 4,1%	

Table 5.1 Processes and er-participants (trainee-teacher and/or student(s)) configuration in the three sources of data – the plan, the practicum and the self-evaluative report.

With respect to material processes along the training process it is significant to observe that the participant follows a total different pattern during the practicum. 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

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

occurred only in material processes – except for one occurrence in a mental process – is that in 6,4% of the material clauses used along the classes by the trainee-teacher, she co-participated with her students in the clauses as an er-participant.

In mental processes what displays is a similar arrangement, i.e, the trainee-teacher makes different choices during the classes since it is the moment in which she draws attention on students' feelings, thoughts and perceptions rather than keeps such attention on herself. She constantly ascribes the students the role of sensing, what does not happen in the planning or in the report.

In terms of relational processes what most differs in the three data sources is that they do not appear in the class plan and in the other data sets they tend to appear having student(s) as Carrier. Such result may signal to a concern that the teacher has in getting to know and in getting to understand her students.

As it happens in relational processes the teacher does not use behavioral processes in planning; however data differ in this category in the sense that in the self-evaluative report the trainee places herself and the students as a Behaver while in-action the students are the only er-participant.

In order to conclude the transitivity investigation, I finally throw some light on the verbal processes configuration. It is possible to observe there is a similar distribution among verbals, 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 an overall view, material processes (194) are the most frequent ones, followed by mentals (71), verbals (66), and finally by a lower frequency of relational processes which come to sight with 30 clauses and by behavioral with 23. What follows this analysis is an investigation of the teaching principles emerging from data and their relationship with theoretical and experiential types of knowledge.

5.3 Roles configuration and types of knowledge: theoretical vs. experiential knowledge

As it was highlighted in the introductory chapter of this study, with this analysis I intend to throw some light over aspects related to theoretical and experiential knowledge. In order to reach such objective I analyze how the roles' configuration offered by the transitivity system can be connected to the type of knowledge the trainee-teacher seems to be influenced by.

There are at least two main ways of learning a profession that are currently commonly mentioned and 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 comprehension they achieve while learning due to the uniqueness of the human being.

These two different modes of learning 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 academic life.

The arrangement of roles along the planning, as it was already reported on the previous chapter, presents the teacher mostly attributing to herself the er-role which

suggests the planning was much more delineated to herself than to her learners. It appears licit to say that the trainee-teacher so far focuses her work on herself.

Her choices could be discussed on three bases, as we see it. The first one finds room on the context of the situation and of genre in which she is involved in, i.e., she plans the classes not only to her students but also to her university advisor who is in fact the one to have access to her class plan (or future class). As such, she has to follow the rules of the academy as for the genre "class planning" and of the particular professor with whom she works with. This situation might have made her focus on her own performance and might have resulted in a class plan in which the informant assigns to herself the role of doing (material processes), thinking (mental processes) saying (verbal processes), etc.

A second point that can be raised in line of the interpretation that the trainee's role configuration in the planning is somehow influenced by external factors – and not by her own beliefs – is the fact that the majority of her clauses present elliptical er-participants corresponding to herself. This resource might be the participant's attempt not to place herself explicitly as the er-participant, thus elliptical choices would somehow moderate her appearance. The third argument to be discussed in this line of reasoning is in light of the results of the role configuration obtained in the practicum, which are diverse as compared to the class plan. At this stage (of practice) the trainee-teacher assumes a different position by placing herself as the one who less acts. The number of er-participants that corresponds to the student(s) totalize the largest number in this category: 134 clauses out of 155 clauses analyzed (86,3%). Few times along the classes she places herself as the er-participant (6,3%). Additionally, in 7% of the clauses analyzed she co-participates with the students in the task of acting or sensing.

This behaviour in practice suggests that the role configuration the trainee-teacher has in the planning is more influenced by the demands of the genre "class planning" than by her beliefs about teaching. According to what is described in the class plan it is possible to infer that the class would be performed by the teacher who would make use of traditional procedures in order to conduct a teacher-centered class following a prearranged and fixed sequence. Conversely, based on the practice itself, we infer that the trainee-teacher bases her teaching on a collaborative work and places more emphasis on the students rather than on herself, which characterizes her class as student-centered.

So far, after the discussion carried out as for the eventual influence of the context of situation and/or genre over her class plan, it is difficult to say whether the type of knowledge that has mostly guided the trainee-teacher is theoretical or experiential. If we think on the basis of a teacher-centered class, it appears licit to say that experiential knowledge has mostly guided her, since present theories do not credit importance for approaches of this kind. Rather, if we accept that her text is influenced by genre conventions, for example, then it is theoretical knowledge that is affecting her most.

As for the practice, it is here interpreted that theoretical knowledge plays an imperative role in this teacher's class. Her performance strongly matches current contents delivered in teacher education programs, such as the recommendation of the focus on the students and of the collaborative work (Richards & Rodgers, 2001). Thus although the teacher might also have been influenced by her experience – she might have had teachers who used more communicative methodologies and who cared more for the students' participation, interest etc – she is also strongly likely to have been influenced by what she has had access to at university.

Moving toward the third set of data available in this study, I now focus on the self-evaluative report that the trainee-teacher produced after teaching the classes so as to make it possible to triangulate the data of this study. As it has already been presented, in the class plan, the trainne-teacher seems to be guided by a traditional teacher performance. This configuration allows the interpretation that the participant is being influenced by experiential knowledge since current theoretical issues on this area do not contemplate teacher-centered practices. This outcome as noticed before might be explain on possible situations experienced by the trainee on a certain moment of her life or on the context of situation and genre she was exposed to. On the other hand the practice is constituted of opposite results, being the learners the central participants. Providing the students with possibilities in which they can act, think, feel, perceive, and interact corresponding to attitudes of an informed professional. Such performance strongly suggests that the student-teacher had been formally prepared to play her role in an informed way. Finally, in the self-evaluative report the trainee-teacher recurrently assumes the central role. She places herself in the er-roles in the majority of the clauses as it happened in the class plan. It is necessary to consider variables similar to the ones present in the class plan: i) the teacher is being influenced by context; ii) genre was pre-determined; iii) influence of experiential knowledge. In referring particularly to the third aspects noted it is not possible to assume to what extend it could happen, it is only considered that contemporary pedagogical practices do not share this type of performance. The next chapter discusses these findings, providing answers to the research questions, covering issues related to pedagogical implications, limitations of this research and suggestions for further research.

CHAPTER 6 – CONCLUSION

6.0 Preliminaries

In the introductory chapter of this thesis, I stated that the aim of this work is to investigate the social roles attributed by an EFL trainee-teacher in three different stances of her training period: 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 – theoretical or experiential - most privileged by the informant, in which one of the situations analyzed.

Having the research questions defined, chapter 2 explored the rationale on the subject of teacher development. At this point, I privileged a discussion on the subject of roles in which Wright (1987) claims that we somehow, in multiple manners, are actors of social roles and as human beings we play roles in society. Furthermore, I also compared students' and teachers' roles in traditional approaches against current communicative approaches whose results are clearly opposed, .i.e, in traditional approaches teachers play a central role while in communicative approaches students are understood as being the center of the practices (Richards & Rodgers, 2001; Cardoso, 2004). Finally, I threw some light on aspects related to types of knowledge based on Freeman and Johnson (1998) and Wallace (1991), which claims that 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), which in their turn are accessed through a formal institute (schools and universities).

In chapter 3, I continued discussing the literature necessary for the investigation of roles which at this point correspond to the Systemic Functional Linguistics focusing on the experiential metafunction (Halliday & Matthiessen, 2004). As stated by Eggins (2004) "Experiential meaning is expressed through the system of Transitivity or process type, with the choice of process implicating associated participant roles and configurations" (p.206). Being transitivity choices related to the dimension of Field, the discussion in this chapter was also concentrated o theoretical aspects connected to the context of situation (Halliday & Matthiessen, 2004).

The following chapter (4), covered issues related to the method used for data collection which comprehended different procedures. The class plan and the self-evaluative report were provided by the participant. The practice in its turn was observed and taped to be finally transcribed and analyzed.

The analysis itself was developed integrally 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 opposed configurations in terms of practice compared to plan and report. The informant attributed to herself the central role while planning and self-evaluating her work; however in the practice she adopted an opposite behavior conducting student-centered classes. Data analysis thus suggests that the trainee found difficulties in making use of both types of knowledge (theoretical and experiential) with harmony along the whole training process. It seems that while planning and evaluating her own practice, the teacher was most basing on her experiential knowledge considering that current theoretical tendencies would not contemplate teacher-centered practices (Richards & Rodgers, 2001; Cardoso, 2004). On important aspect that can not be left aside is that the context of situation (Halliday & Matthiessen, 2004) influences on the results because "[…] texts display continuity not

just with elements within theirs boundaries, but with the contexts within which they take place" (Eggins, 2004, p.85).

The present chapter presents four sections being the following one directed to the discussion of the findings and the others serving for specific purposes as 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 Discussion of the findings

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 having the intention of visualizing an instance of how the pre-service teacher places herself and her students in this environment and connects theory and practicum.

As it was already presented the trainee-teacher focused on her students only during the practice since she kept the focus on herself while planning and self-evaluating her work. The following subsection discusses the research questions and explores the findings of this work.

6.1.1 Answering the research questions

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? 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?

In the class plan, the trainee-teacher made use of linguistic choices that suggest that she was the one expected to act in classroom. In the majority of the clauses of this text she places herself as the er-participant allowing thus the interpretation that it was a plan of a teacher-centered class. In addition, the role configuration established by her permits to believe that a traditional teaching approach will be used in practicum in which students are seen as passive learners and receivers of information. The informant attribute so many tasks to herself that it is possible to understand that she is an information provider and an action controller.

Similar has been her performance in the self-evaluative report. Recurrently she appears in the majority of the clauses analyzed as the er-participant. Even though she was evaluating her own classes, which is by all means, a social gathering, whose main purpose is learning through interaction, i.e., a class does not materialize with only one teacher but a group of people, repeatedly the informant focused on the self. The assumption of such role conveys the idea that as a teacher, she is a linguistic trainer who owns knowledge and is in charge of controlling the teaching process (Richards & Rodgers, 2001).

Interestingly enough, in the practice things took a different form. At this stage learners are placed by the participant as the ones who act, think, perceive, relate, behave and speak. The whole sequence proposed on her class plan did not occur accordingly. Even though class plans are not meant to be followed and executed with the same perfection they are architectured and that in-flight decisions are commonly necessary (Bailey, 1996), the student-teacher performance in the class went beyond this aspects. It

seems that while teaching the participant could consciously or not be in favor of current pedagogical teaching trends which attribute the 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 a grammar systematizer. As the teacher, consciously or not, shares the er-role in some moments along the practice, it is allowed the interpretation that she is somehow more aware that her function is much more a meaning negotiator and communication/interaction environment provider than a traditional action controller.

With respect to the relations constructed among the participants, it is possible to state that the analysis of the social participants' roles, as discursively represented, reveal asymmetry in the trainee-teacher/students relationship in all the stances investigated except for brief moments of co-participation (7% of the clauses analyzed) in the practice. In the class plan, the asymmetry in the relationships between the trainee-teacher and the students is as prominent as it is the self-evaluative report. The student-teacher alights as the main participant which conveys her more power and consequently unequal relations. In the practice, this configuration does not follow the same pattern. If there were possibilities of homogeneous relations, they occurred when the informant involved herself and her students in the activities proposed. On the other hand, at the practice moment the participant would place the students as the main participants most of the time which also configures an asymmetric relationship but in this time having the students a more active voice in the informant's discourse.

How are 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 possible to separate experiential and theoretical knowledge during the teaching practice (Wallace, 1991; Freeman & Johnson, 1998; Johnson, 1999). Theses authors also add that teachers undeniably are influenced by their prior experiences. In this investigation this configuration is not different; the interdependency of the types of knowledge in the informant's practice is clearly evident. A significant point in this study however, is to discuss how the participant made use of this knowledge and what type of information the role configuration furnishes in relation to her practicum.

While planning and self-evaluating the classes, the trainee-teacher attributed to herself a more central role which somehow indicates that she might be most influenced by prior experiences. It is not possible to define exactly what type of situation would have influenced her, but it is reasonable to believe that teacher-center classes are not very much advocated in currently teacher education courses.

On the other hand, while in-action, the participant assumed an opposite position, privileging the learners and sometimes sharing with them the role of agent. Such performance strongly matches to what presently takes part in theoretical knowledge delivered in teacher education. It is difficult to have a clear-cut of what, at the moment, is delivered in teacher education courses, but the importance of focusing the teaching/learning process on students rather than on teachers is widely recommended by the current communicative approaches (Richards & Rodgers, 2001). Thus although the teacher might also have been influenced by her experience she is also strongly likely to have been influenced by what she has had access to in university.

Finally, what can be assumed after the analysis of this data is that even though the participant did not exhibit a symmetric relationship between the types of knowledge – experiential/theoretical – it is undeniable that both types of knowledge took part in the trainee's performance. On the other hand, it seems that the lack of a clear understanding of some theoretical aspects demonstrated some discrepancy along the whole process. The next section discusses the pedagogical implications of this study for the teaching/learning process.

6.2 Limitations of the study and suggestions for further research

In analyzing the trainee-teacher's class plan, practice and self-evaluative report it was not possible to attend the teacher education classes and not also was it possible to have access to the theoretical rationale the participant was presented to along the course. Some extra information that could be significant in this context refers to the investigation of the existence of a pre-determined model of class plan. A closer contact with this context would have certainly brought larger information with respect to the context of analysis.

As it was already noticed, there are many studies developed in teachers' discourse in Brazil, (Reichmann, 2001; Dellagnelo, 2003; Malatér, 2005; Santiago, 2008) but there is still much to be to be discussed about the discourse of EFL teachers as "theory" (in the moment of planning and defining how their class is going to be), as practice (the class itself) and as reflection (self-evaluative reports, teachers' meetings, conferences or any type of reflection about their practicum). Considering that language can not be studied in isolation, that people's discourse reveal their worldviews and beliefs (Halliday, 1994), and that there is a large discussion on how teachers connect

their theoretical knowledge (knowledge gained from formal institutions) to practice, the study of class plans, practice and reflections on practicum, represents a strong and complete scenario for analysis.

This study allows investigation from different angles. Data presented here can be further analyzed, contemplating also the interpersonal line of meaning, which would endow additional understanding of the trainee-teacher's relationship with her learners as well as with her advisor. In addition, conducting this study longitudinally and including a larger number of participants would definitely be an opportunity of investigating the development and change in the relations between the participants as demonstrated in Reichmann (1999).

6.3 Pedagogical Implications

One of the main findings in this study is that the trainee-teacher presented a class plan that apparently would direct her to a totally teacher-centered class, but while in practice that did not happened. The participant designed everything and based her class plan on what SHE should do while in-action rather than her learners. Comparing the class plan and practice, discourse seems to be directed to different contexts, since they do not contemplate similar pedagogical practices in terms of roles. This divergence in discourse indicates that the participant found difficulties in connecting theory to practice or at least could not understand the purpose of having a class plan. It seems that the participant gave importance or was aware of the presence of real learners only during the practice, ignoring them to a certain extent during planning and reporting. It is questionable how the trainee-teacher could best approach the subject in the class plan and in the reports. Based on what was already observed, i.e., people's discourse reveal

their belief and worldviews it seems more appropriate the participant attribute to her learners the role of agent or at least share this position with them. What the analysis demonstrated is that the informant did not plan the class describing what STUDENTS would do along the classes but chooses to describe what SHE would to do to make students act during the practice. Therefore, I suggest that class plans should contemplate more students as er-participants, and also they should be understood as flexible tools to be adapted conforming the students' needs along practice.

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APPENDIXES

AULA INTRODUTÓRIA

RECURSOS: quadro de giz

PROCEDIMENTOS:

• <u>Introduza o assunto da aula</u>[10] (ex.: *Today we are going to talk about "Water"*). <u>Escreva o tópico no quadro e verifique a compreensão da classe</u> (ex.: *What's the meaning of "water" in Portuguese?*). <u>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</u> (Vide esquema ao final dos procedimentos).

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

<u>Registre no esquema o subtítulo SALT WATER ≠ FRESH WATER. E então pergunte:</u>

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

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

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

2. Where does salt water come from?

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

3. And where does fresh water come from?

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

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

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

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[10] All the underlined clauses represent the clauses selected for SFL analysis.

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?*).

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

Complete the crossword. The answers are located in the text WATER.

1. A way to save water.
2. Oceans and seas are …
3. Rivers and lakes are …
4. The opposite of *long showers*.
5. A synonym for *preserve water*.
6. A portion of water in the subsoil.
7. The opposite of *opening* faucet.
8. A bad use of water.
9. A synonym for *abuse of water*.
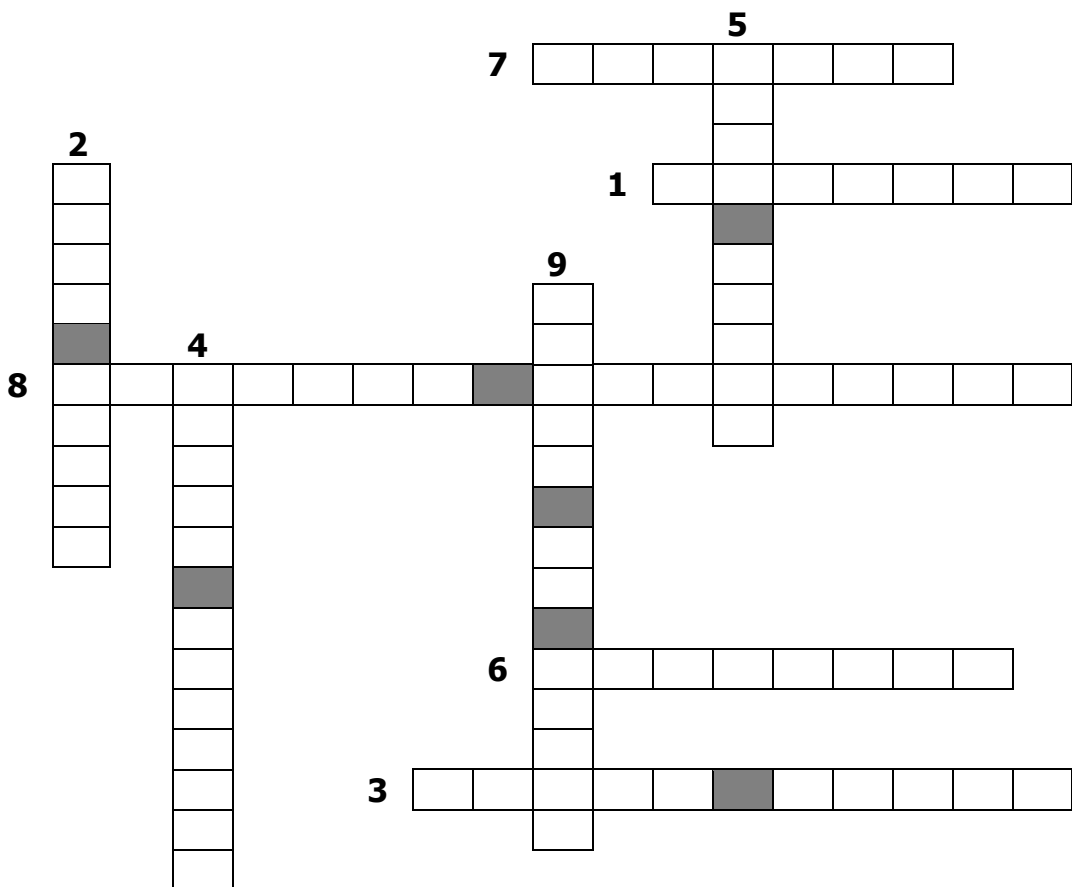
ATIVIDADE DE PRODUÇÃO ORAL

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

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]. [11]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,
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

[11] All the underlined clauses represent the clauses selected for SFL analysis.

97

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 [12]When 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
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!

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

79 [Distributing the sheets with the activities]. Everybody…? Thank you… [Some Ss
80 give back the extra copies]. Thank you. So CLASS? HEY CLASS? <u>SO YOU</u>
81 <u>HAVE THE CROSSWORD HERE!</u> **YOU HAVE THE CROSSWORD** <u>AND</u>
82 <u>YOU HAVE THE QUESTIONS HERE, RIGHT? And then you're going to</u>
83 <u>complete the crossword, according to what we have seen here, in this text,</u> this is
84 the same thing. [Pointing to the board]. <u>I'm gonna give you a copy</u>…ok? So… <u>did</u>
85 <u>you understand what you have to do? Do you know what you have to do?</u> Yes? <u>So</u>
86 <u>can you explain the activity to me?</u> Thank you…so... Thank you…[S were giving
87 back the extra copies of the activitie] **CAN YOU EXPLAIN THE ACTIVITY**
88 **TO ME?** <u>WHAT YOU ARE SUPPOSED TO DO IN THE ACTIVITY? What do</u>
89 <u>you have to do in the activity?</u> [A S translates: como que faz?] Yeah…yeah… <u>can</u>
90 <u>you explain?</u> OK CLASS… <u>YOU HAVE 15 MINUTES TO DO THE</u>
91 <u>ACTIVITY!</u> YES… [clapping hands] CLASS? EVERYBODY! <u>DID YOU</u>
92 <u>UNDERSTAND WHAT YOU HAVE TO DO IN THE ACTIVITY?</u> **DID YOU**
93 **UNDERSTAND?** <u>Can you exlain the activity to me?</u> **Can you explain?** <u>So</u>
94 <u>explain…yeah…go on please…YOU HAVE 15 MINUTES!</u> Yeah…[Ss start
95 doing the activity, they don't explain it to the teacher and someone asks: como é
96 "economizar em ingles?] <u>Look at the dictionary!</u> [After some time]. <u>People you</u>
97 <u>can use the dictionary!</u> - Do you have…? <u>Does everybody have a dictionary here?</u>
98 Dictionaries? So please…<u>use your dictionaries. I have an extra copy here if anyone</u>
99 <u>needs.</u> [The teacher offered a dictionary mentioning that she had an extra copy
100 while helping the Ss individually] <u>Girls do you have a dictionary? Do you need a</u>
101 <u>dictionary?</u> Dictionary? No? <u>Do you want one? I have one there.</u> **Do you need a**
102 **dictionary?** <u>Here you have the question and you have to complete here in English.</u>
103 <u>So… to help you do this, you can make this</u>… [The S trys to explain the teacher
104 what she has understood]. No…so <u>let's see one here</u>, 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? <u>Understand? You have to</u>
107 <u>complete here!</u> [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! <u>But</u>
109 <u>answering these questions!</u> 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? ?<u>Entendeu?</u> And…[The same S keeps explaining
112 the activity] Aham… isso, aham em ingles! [Another S asks: "professora qual é o
113 sinônimo de preservar"?] <u>I don't know!! Look</u>... yeah first [Someone interrupts
114 and asks something] <u>Você precisa da cruzadinha?</u> [The trainee teachers talks to
115 each other quietly. Later on Ss ask many things at the same time] **Calm!** <u>Calm one</u>
116 <u>at a time! I don't know, try to complete and… não entendeu, so..</u> 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! <u>Let's try, calm down!</u> 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! <u>So you have to complete according to</u>
123 <u>the question.</u> 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? <u>Vocês entenderam a atividade ne?</u> O que tem que fazer… aí aqui
126 oh... <u>these questions will help you to do the activity.</u> 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 peraí, peraí…] 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] lonnng 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? HEEEY? 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? Três…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! Conseguindo? 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?! <u>Have</u>
344 <u>you finished?</u> **Has everybody finished?** CLASS? <u>Can we correct?</u> **CAN WE**
345 **CORRECT CLASS?** Ok? So <u>Let's correct the activity! So let's start!</u> 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] <u>Be quiet we're correcting the activity!</u> [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]. <u>Here you put his name</u> and here you …so
537 CLAAAAAAASSS?! CLAAAAAAAASS?! [Clapping hands] <u>WE'RE</u>
358 <u>CORRECTING THE ACTIVITY!!!</u> 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!** <u>EVERYBODY WAIT HERE!</u> THE CLASS IS
365 NOT OVER! <u>SIT DOWN!</u>   [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 perfomatividade 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

||| [13]Em 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 ativamente na construção do esquema. ||| Cabe lembrar // que a disposição da

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[13] All the underlined clauses represent the clauses selected for SFL analysis.

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 especificas 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 à 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/[14]NOT ANALYZED	
9a	Se necessário	Ø	Negocie	o significado de "fresh water"	através se antônimos.
		Sayer	Pr. verbal	Verbiage	Circumstance
10a	Ø	[15]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		[16]Conclua	
	Senser			Pr. mental	
17a	Ø	Continue anotando	Algumas respostas	abaixo da expressão "salt water"	
	Actor	Pr. material	Goal	Circumstance	

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

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

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

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 [17]	o enunciado	
	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	

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[17] 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.

			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[18]. 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			
	Actor	Pr. material	Scope			
55a	Ø	Introduzindo		o assunto da atividade		
	Actor	Pr. material		Goal		
56a	Ø	Escreva	WATER USE		no quadro	

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

	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	[19]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.		
	Sayer	Pr. verbal	Verbiage		
78a	Somente após a compreensão das instruções,	Ø	traduza	o enunciado para o português	
	Circumstance	Actor	Pr. material	Goal	

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[19] The word "faça" here is understood as "ask" (questions) what justifies it as a verbal process.

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	Ø	explain		
	--------	Sayer	Verbal		
31b	Ø	Go on	Please		
	Actor	Pr. material	-----		
32b	You	have	15 minutes		
	Carrier	Pr. rel, attrib	Attribute		
33b	Ø	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	Ø	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	here
	---------	Senser	Pr. mental		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 [20]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		
117b	(Class) I	am going to erase.				
	Actor	Pr. material				
118b	Ø	pay	attention			
	Behaver	Pr. behavioral	Behavior			

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

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	Ì	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		

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
	Initiatior	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	haviam entendido [[ ]]	
	Circumstance	Senser	Pr. mental	
65c	e não Ø	conseguiam 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 explicaçao 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 expliçao 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	os alunos a		aprender

		ajudar			
	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	

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