

UNIVERSIDADE FEDERAL DE SANTA CATARINA
PÓS-GRADUAÇÃO EM LETRAS INGLÊS E LITERATURA CORRESPONDENTE

A DISCOURSE ANALYSIS OF PARTICIPANTS' VIEWS IN AN ENGLISH
LANGUAGE TEACHER DEVELOPMENT COURSE

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Tese submetida à Universidade Federal de Santa Catarina em cumprimento parcial dos
requisitos para a obtenção do grau de

MESTRE EM LETRAS

FLORIANÓPOLIS
Junho de 2005

*To my sons, Luiz Alberto and Luciano,
for their comprehension in my moments of absence
and their loving words in my moments of doubts.*

ACKNOWLEDGEMENTS

During my Master course, I have received enormous affective and intellectual support from many people. I would like to thank these people who were special during this process.

My deep appreciation and affection to my advisor, Dra. Viviane Maria Heberle. Besides sharing her knowledge, experience and wise advices during the development of this thesis, she has also shared her affective support with me. From the bottom of my heart, I would like to express my sincere thanks for her tolerance, comprehension and friendship when I faced the most difficult moments of my life. She believed, trusted and she didn't give up of me providing words of encouragement and also making me see my own truths. I have to say, this thesis came true because I had her support and mainly, her trust.

Professor Rinaldo Vitor da Costa was one of the first persons who incentivated me to pursue my mastering and who has always shared ideas and valuable advices with me.

My friends who are also participants of this Master Group – Célia, Raquel, Sanae, Caroline, Sara, Debora, Mariese, Ana Lúcia, Neide, Lidia, Ivete and José Bueno – for sharing their friendship during this time.

The student teachers participants in the English Language Teacher Development Course who were also subjects of my research – Karim, Fátima, Márcia, Marisa, Maria, Liliane, Clairá, Eleni, Marinês, Níndia, Solange, Rosely, Claudete, Luciane, Vera and Ana Lúcia. All of them were always very receptive during the collect data time.

A special grateful for Silvia, Georgia and Graciela who permitted me to make part of their pedagogical lives while acting as observer of their practices during the collect data process.

Neuza Maria Pansera Bottin, my first lovely English Teacher who taught me the language and also launched me in the language teacher pedagogical world. She is the school director where the English Language Teacher Development Course takes place permitting me to develop my thesis focusing on it. I also thank for her comprehension in the moments when I had to be absent of the school due to my regular trips to Florianópolis.

My special thanks for my friends Célia Viganó, Raquel Carvalho and José Bueno for expressing their concerns, ongoing support and words of encouragement in my moments of depress and uncertainties.

My close friends Clari Salau, Janione Razzini, Leda de Carli, Magda Zen, Nagizera Salvatti and Rosani Tomazoni who have been with me since the beginning of my master process. My friends have always been with me giving support, demonstrating their friendship and solidarity, experiencing all my feelings and wishing my success and happiness.

Marcia Chiapetti for helping me reach my emotional balance and for transmitting words of encouragement.

Blasia Arevalos who became a good and caring friend.

Antonio Incotti Junior, director of Vizivali – Faculdade Vizinhança Vale do Iguaçu - and the coordinators Claudia Lemos, Luiz de Azevedo and Ricardo Dangui for being always comprehensible and supportive when I needed to be absent from my work due to my frequent trips to Florianópolis.

Luiz Alberto Tomazoni who has collaborated for this Mastering came true.

My nieces Silvia, Georgia and Graciela, my nephews Acyr Neto and Walter Elias, and my godchildren Silvia, Eduardo, Fabiane, Augusto, Natália and Mariana for expressing their love and proud in having a Master aunt.

My dearest friend Fernando Manso who is a lovely and loyal friend. In spite of the distance, he has been a present person in my life and especially in my heart.

From the bottom of my heart, my love and admiration for Teresa Klotz who has taken care of my sons, my house and me. I am thankful for her kindness, and for her contribution to create an agreeable and peaceful environment in my home mainly in the moments of my absence.

My enthusiastic sister Margareth and my brother Walter Jr, for their supportive words and for desiring my victory and my happiness.

I want to express my deep gratitude for my parents Ahilde and Walter. In spite of the distance, they have always been present making me feel that I am not alone, and making me feel stronger, safer, and protected. I am really grateful for their support, words of encouragement, prayers and mostly, their enormous love.

The last but not least, my warmest and profound admiration for my sons Luiz Alberto and Luciano who revealed themselves strong and mature people. I am very happy to have them encouraging me with their lovely and simple words, their funny way to be and the beautiful smile in their faces.

Thanks, Luiz Alberto and Luciano! Thanks for being so good people and principally, wonderful sons!

I love you, boys!

ABSTRACT

A DISCOURSE ANALYSIS OF PARTICIPANTS' VIEWS IN AN ENGLISH LANGUAGE TEACHER DEVELOPMENT COURSE

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2005

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Discourse Analysis in teacher education has been largely investigated in order to analyze teachers' beliefs and better understand the way teachers act in their classrooms. The way teachers think, say, do and act in the classroom may also influence the way students learn (Johnson, 1985; Lemke, 1989; Spada, 1999; Moita Lopes, 1991; Richards, 1998; Heberle, 2001). Based on principles of Teacher Education and systemic functional linguistics (specially the transitivity system), this thesis focuses on the investigation of the discourses of two student teachers who are participants of an English Language Teacher Development Course (ELTDC). In this study, making use of questionnaires, class observations and field notes, the teachers' discourses were analyzed in three moments; a) their views on the ELTDC in which they are participants, b) in their role as student and c) in their role as teacher. For the lexicogrammatical analysis of transitivity analysis, all utterances produced by the student teachers were divided in clauses and each clause was analyzed in terms of participants, process and circumstances. The results revealed some features in the discourse produced by teacher students' that may help us

better understand their performance and also help them to improve their own pedagogical practice.

Key words: discourse analysis – teacher education – transitivity system.

RESUMO

UMA ANÁLISE DO DISCURSO DO PONTO DE VISTA DE PARTICIPANTES DE UM CURSO DE DESENVOLVIMENTO PARA PROFESSORES DE LÍNGUA INGLESA

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2005

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Análise do Discurso na área de Educação de Professores tem sido amplamente investigada com o propósito de analisar a crença dos professores e assim melhor entender a maneira como os professores atuam em sala de aula. A maneira como os professores pensam, dizem, fazem e agem em sala de aula também podem influenciar na maneira de como os alunos aprendem (Johnson, 1985; Lemke, 1989; Spada, 1999; Moita Lopes, 1991; Richards, 1998; Heberle, 2001). Baseado nos princípios de Educação de Professores e Linguística sistêmica funcional (especialmente o sistema de transitividade), esta tese centraliza sua investigação nos discursos de duas professoras alunas que são participantes de um Curso de Desenvolvimento para Professores de Língua Inglesa (CDPLI). Neste estudo, fazendo-se uso de questionários, observações de aulas e anotações, os discursos das professoras alunas foram analisados em três momentos; a) através de seus pontos de vista em relação ao CDPLI em qual elas são participantes, b) através de suas atuações como estudantes e c) através de suas

atuações como professoras. Para a análise lexicogramatical de transitividade, todas as falas produzidas pelas professoras alunas foram divididas em sentenças e cada sentença foi analisada em termos de participantes, processo e circunstâncias. Os resultados revelaram algumas características nos discursos produzidos pelas professoras alunas que podem ajudar-nos melhor entender suas atuações em sala de aula e também ajudá-las em como melhorar suas próprias práticas pedagógicas.

Palavras-chaves: Análise do discurso - educação de professores - sistema de transitividade

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CHAPTER I

INTRODUCTION

Research in Teacher Education and in teachers' beliefs towards their own teaching and learning practice has grown. Studies have revealed that teachers' thinking, knowledge and personal history help to explain and better understand the way teachers act in their classrooms. "Teachers hold personal views of themselves, their learners, their goals, and their role in the classroom, and they presumably try to reflect these, in their practice" (Richards, 1998. p. 51). It has been stated by many theorists that the way teachers think, say, do and act in the classroom also influence the way students learn (Johnson, 1995; Lemke, 1989; Spada, 1999; Moita Lopes, 1998; Golombek, 1998; Richards, 1998; Heberle, 2001). Studies have shown that when pre-service or in-service teachers are engaged in a process of qualification they become more reflective and this process leads these teachers to examine the assumptions that underlie their teaching, in developing and improving personal skills to best support their teaching practices.

Fortunately, recently, studies on teachers' view focused on theories and beliefs have also gained the attention of Brazilians researchers. These studies allow teachers to identify and reflect critically about their own teaching investigating what teachers know and think about teaching, where their knowledge come from, why teachers teach the way they do, and how teachers can change their practices (Malatér, 1998; Gimenez, 1999, Eckel, 2002).

An important factor that is linked to the way teachers act is the way they express themselves. The way language is used to interact and negotiate meaning in the context of the classroom is also another factor that can influence the learning practice. Lemke (1989) emphasizes "The study of how teachers and students use language in classrooms is important not only for teachers, but for all those concerned with the social functions of education" (p. 1).

Through methods of discourse analysis it is possible to know what happens in a classroom and how language is expressed to create meaning in the classroom.

Thus, this study concerns teacher education based on Systemic Functional Linguistics (SFL), a tradition established at Programa de Pós-graduação em Letras Inglês e Literatura Correspondente - PPGI and Núcleo de Pesquisa, Texto, Discurso e Práticas Sociais - NUPdiscurso, both at Universidade Federal de Santa Catarina – UFSC. Studies developed in this area include those by Reichmann, (2001); Eckel, (2002); Dellagnelo (2003) and Malatér, (2005). My investigation aims to analyze teachers' discourse used in the English Foreign Language (EFL) classrooms in their role as students and as teachers, and also their views of a special professional development course entitled English Language Teacher Development Course (ELTDC) sponsored by the City Educational Council (Secretaria de Educação) in Francisco Beltrão, Paraná and held at a private English school.

For this purpose, the analysis of the present study is based on three different research tools for collecting data:

- The answers of two questionnaires
- Class observations by means of transcriptions, of tape-recorded classes and field notes.

Through questionnaires the student teachers express themselves about their background knowledge, their experiences as English teachers, and their views about the ELTDC. Through their answers I could analyze the process of teaching and learning which they are experiencing concerning their own practices, providing me with significant insights for the comprehension of how they perceive, act and react in the learning and teaching practice.

For this reason, it is expected that their answers may reveal these teachers' working principles and the relationship between beliefs, theories and discourse. The analysis is mostly

based on the area of teacher education, discourse analysis and systemic functional grammar, focusing on the transitivity system through the categories of verb processes, participants and circumstances.

Through these two interrelated areas, discourse analysis and systemic-functional grammar, I analyzed the teachers' discourse in these two different roles. I employed an ethnographic research allowing me to observe and to describe the language used in the context of observation. I also adapted and developed a questionnaire related to these teachers' own learning and teaching history and beliefs about their pedagogical experience. In order to investigate the teachers' discourse, as manifested in the answers to the questionnaires and in the transcription of the observed classes, the following questions are asked:

- 1) What kinds of transitivity features predominate in the teachers' discourse, regarding their roles as students and as teachers?
- 2) What do these features reveal in student teachers' discourse in relation to who the main participants are and the actions involved in them?
- 3) What are these teachers' views regarding the English Language Teacher Development Course?
- 4) What do the results of the study suggest regarding EFL teaching in Brazil?

After this brief introduction, Chapter 2, *Review of Literature*, will show the importance of language teacher education as a continuous process for the development of teachers as learners of language and also in their teaching practice. Secondly, it will discuss the

principles of Discourse Analysis. And thirdly, the systemic-functional linguistics regarding the variables field, tenor and mode according to Halliday showing how language is organized, used and interpreted. To finalize, the chapter will discuss Halliday's system of transitivity explaining the roles participants have in this process and how processes, participants and circumstances are combined.

Chapter 3, *Methods*, will describe the methodological procedures used in this thesis. First, I present the contexts of investigation. Next, I introduce the subjects of my research. Then, I explain the procedures used to collect and analyze my data.

Chapter 4, *Data Analysis*, has as objective to present the discussion of the answers given in the questionnaires and the analysis of student teachers' discourse in their role as students and also as teachers. The analyses follow the pattern of the Transitivity System proposed by Halliday with the purpose of answering the research questions.

Chapter 5 will bring my final remarks. Firstly, I will summarize the findings of this study and I will discuss the limitations and implications of the study as well. Finally, I will emphasize the importance of this study for the development of the teachers involved in this investigation and for a future contribution to Foreign Language Teacher Education in Brazil.

CHAPTER II

REVIEW OF LITERATURE

This chapter will be divided in four parts. In the first part, I will illustrate the importance of language teacher education as a continuous process for the improvement of teachers as apprentices of language. In the second part, I will point out the principles of Discourse Analysis which contribute to better characterized teachers' practices. In the third segment, I will explain the theory of systemic functional grammar proposed by Halliday in the sense that everything in it can be explained, ultimately, by reference, to how language is used. The last section is concerned with the Transitivity system which investigates the participants, processes and circumstances involved in the process.

2.1 Language Teacher Education

Nowadays great importance has been given to Language Teacher Education with the aim of improving the teaching of foreign language in schools. Richards (1998) proposes, "the role of teacher education is to help teachers discover their personal style of teaching through focused teacher education activities and teaching practice" (p.46). Heberle and Meurer (2001 p.185), in their study in the field of second language teacher education and classroom studies, present the six domains of content 'as forming the core knowledge base of second language teacher education' developed by Richards (1998). These domains are 1) theories of teaching (including explicit theories as well as teachers' principles and beliefs), 2) teaching skills (such as questioning skills, lesson planning, classroom management), 3) communication skills and language proficiency (teachers' ability to communicate, language proficiency in order to

perform different functions in class), 4) subject matter knowledge (concerns the theoretical basis for Second Language Teacher Education, including pedagogical and academic training in the English language, phonetics, phonology, grammar, syntax, discourse analysis), 5) pedagogical reasoning skills and decision-making (relates to preparation and selection of materials, adaptation of materials to meet students' needs) and 6) contextual knowledge (including language policies, cultural values, type of school, learners).

These six dimensions show that there are several factors that may influence the language learning and teaching. Being aware of these factors teachers may better analyze and improve their own performance in class.

Here in Brazil, there is the desire to develop research in language teaching practice (Heberle, 1993; Malatér, 1998; Moita Lopes & Freire, 1998; Gimenez, 1999; Eckel, 2002, among others), but it is valuable to remember that there is a special concern with language teachers who work for public schools. Almeida Filho, (2001, cited by Cardoso, 2003), another defender of this cause argues:

Teaching a foreign language implies a condensed and often contradictory vision of the student as a whole person in the building of what is a foreign language, and of teaching and learning another language. It is a vision that encompasses feelings of the teacher in relation to instruction, the students, the target language, the subjects, the profession, and the target culture. Teaching means helping/guiding the students to find her/his way in the process of the construction of meaning in the target language, thus helping her/him to develop a competence in the new language. (p. 9)

Teaching is not a mere set of rules but it is implied that teaching counts on the feelings of the teacher to detect the students' needs in order to give them the opportunities to experience the language in a way that makes sense to the students.

In spite of the fact teachers teach in a foreign language classroom, they may not be qualified professionals to perform this task. First, their level of proficiency may be low and

they also have to cope with difficult conditions of working such as many students in the classroom, lack of school support and limited time for their classes. In general, these teachers try to teach just following their textbook or a teacher's book unthinkingly.

Johnston (1997) explains "The teaching of English to speakers of other languages is a professional activity that requires specialized training" (n.p.). Although this fact is recognized by educators (Johnson, 1995; Roberts, 1998), many teachers do not have the opportunity to join specific English teaching courses and they often teach their classes based on their own beliefs and on formal plans and structured teaching forms. Maybe these teachers consider they will achieve their goals following a step-by-step teaching structure. It is believed this may have been the way these teachers have learned in their school life. Lortie (1975, cited in Johnson, 1995), states those teachers' images of teachers and teaching come from their own memories as students. These memories may include a repertoire of teaching strategies with which they felt comfortable as students, assumptions about how students learn, based on their own learning styles and strategies. Lortie also claims that teachers tend to formulate a conception of teaching based on their own perceptions as students, not as teachers and such teachers' memories, in fact, may promote conservatism in teaching due to the fact teachers are not open for the new trends of language teaching.

It is known that there is not a strict formula to carry out the task of a good teaching practice. Roberts (1998) says that "it is not possible to identify a single style, set of practices, behaviors or strategies as effective: there is no one best way to teach". No model can be drawn in terms of high-quality teaching. This reality is related to a number of factors, influences and processes which contribute to the teaching and learning (Johnson and Freeman, 2001). These factors may be associated with teachers' training, their knowledge and their proficiency, their culture, interaction with their students, their attitudes and beliefs, the syllabus and the textbooks. I share my point of view with Almeida Filho (1998), Heberle (2001), Malatér

(1998), Eckel (2002), Roberts (1998), Johnson and Freeman (2001), Golombek (1998), when they argue that the way teachers act, what a teacher is, what he/she knows and how she/he learns influence their own teaching and learning processes.

Teaching and learning processes have been studied intensively in the selected Language Teacher Education Program in order to help teachers on how to proceed in their practice and to help them to understand their role as teachers in order to act more effectively in class. Actually, effective action is not merely a matter of adopting better teaching practices; it also involves change in our perspectives (Roberts, 1998). Perspectives here refer to what we believe we are and we desire to be as professional.

Heberle (2001) has also manifested her concerns about Teacher Education in Brazil and the questions related to student teachers' professional development. The author gives her contribution in favor of this issue developing a set of questions in order to be used as a tool for student teachers to help them become aware of the conditions for EFL teaching. In her article, she presents these questions grouped in four main aspects concerning 1) school environment and the status of EFL there, referring to the context where teaching and learning take place; 2) interaction regarding the discursive practices, the negotiation of meaning between teachers and students; 3) technical/pedagogical issues referring to EFL methodology and teaching; and 4) reflexivity, an aspect of how teachers and students (as the discourse participants involved) see themselves and EFL teaching. Heberle also complements saying "the proposed activity may hopefully contribute to a more effective Second Language Teacher Education, regarding familiarization with real classrooms, and thus better preparation for language teachers" (p.105). The questions proposed by Heberle, as she herself comments, "they could be used for self-reflection, or critical awareness in relation to one's own pedagogy" (p.100).

Heberle makes clear that when student teachers have the opportunity to reflect about their own practice, they may become more reflexive and consequently better understand and improve their practice.

In another study by Moita Lopes and Freire (1998), these authors explain that “content courses offer teachers no chance for them to reflect on their work so that they can alter it” (p.148). For them, language teacher education programs should be framed as an investigation practice where teacher educator and classroom teacher see their work as sources of investigation; “The classroom, therefore, becomes a site of constant investigation instead of the place of certainties or dogmas” (p.149). When teachers act as investigators of their own actions, they will better identify with their own practices.

According to Malatér (2005), “teachers who keep challenging their practices in order to better understand them have the chance to construct plausible knowledge about their pedagogic experiences” (p.37). Throughout the proposed Foreign Language Teacher Development Course which student teachers are engaged in, one of the most important points to be highlighted here is to encourage them to become more reflective and transformative researchers of their own professional life and agents of changing. Barlett (1990, cited in Richards, 1998. P.43), affirms that “becoming a critically reflective teacher is intended to allow us to develop ourselves individually and collectively; to deal with contemporary events and structures (for example, the attitude of others or the bureaucratic thinking of administrators) and not to take these structures for granted”. When teachers become reflective, they are capable of evaluating and rethinking their approaches and attitudes contributing to their personal professional development.

Malatér (2005) also shares the point of view that reflection may help teachers better understand the contexts that they are dealing with and contribute to shape them as teachers (p. 31). Roberts (1998) affirms that development takes time; it is gradual and cumulative, it

requires a mix of experience, reflection, discussion and input; its focus on changes as teachers' thinking, practice and self-awareness change.

Regarding teacher development, Penny Ur (1996, p: 318) says:

Development takes place when teachers, working as individuals or in a group, consciously take advantage of such resources to forward their own professional learning. Ongoing teacher development is important not only for your sense of progress and professional advancement, in some situations it may even make a crucial difference between survival and dropping out.

Development will happen if the teachers bear in mind that it is not constructed rapidly and also that they have to be persistent because development never is completed and it means a continuous pursuing.

In this perspective of teachers' development, the teacher has assumed several roles. The teacher is not the central subject as in banking education when the teacher acts as a transmitter of knowledge. In this new perspective of reflexive education, according to Moita Lopes (1998), Magalhães (1998), Almeida Filho (2000), Heberle (2001), Gimenez (2002) "the teacher is seen as an active and conscious agent in her/his teaching-learning practice". Gil (2001) also states that "In the foreign language classroom, the teacher is at the same time an actor and stage-manager, who has to follow and to lead students to follow a script and cope with the new situations that emerge as to make the right decisions for the EFL classroom play to go on smoothly and fluently" (p.168). The teacher acts as a facilitator, negotiator providing probable situations of communication. He/she also acts as an adviser answering students' questions and observing their performance. The teacher has the responsibility to devise adequate tasks collaborating to students' learning process. Widdowson (1990) argues that the teacher is the mediator between theory and practice, able to investigate solutions for the problems detected in his/her practice and make their own decisions.

As a teacher acting in this environment, my interest here is to help the in-service teachers engaged in this process of development to better understand their practice, to become confident of their own attitudes and practices and able to make them choose and assume their own decisions.

2.2 Discourse Analysis

In an introduction to discourse analysis, Van Dijk (1997) defends not only that discourse is a form of language, but also that a new theoretical concept of discourse was created where essential functional aspects such as who, how, why and when people use language were included in this new conception. People use language in order to communicate ideas and beliefs or to express emotions and they do so as part of more complex social events, or specific situations when people involved are interacting with each other. Three main dimensions for this concept of discourse proposed by Van Dijk (1997) are: language use, communication of beliefs and interaction in social situations.

These dimensions can be described in typical discourse studies when it is illustrated how language use influences interaction, or vice-versa, how aspects of interaction influence the way people speak and how beliefs control language use and interaction (when referring to teachers' beliefs). In addition to this, systematic descriptions can explain the relationship between language use, beliefs and interaction through its own theories. Discourse analysis thus moves from macro to micro levels of talk, text and society and vice-versa. There are analyses where the focus is on details of text and talk; others highlight how people use language, think and interact, sustaining and reproducing their groups, societies and cultures.

Sinclair (1992. p.83) explains, “Discourse analysis prioritizes the interactive nature of language. In relation to spoken language, this means that the co-operation of more than one individual is essential to its performance. But people are different in thought, word and act”. I will rely on these ideas when analyzing the discourse of participants of my study.

In another general view, according to Phillips & Hardy (2002), discourse analysis offers new opportunities for researchers to explore the ramifications of the linguistic turns, contributing to the study of individuals, organizations and societies and also exploring the relationship between discourse and reality. Moreover, they state that discourse analysis views discourse as constitutive of the social world and assumes that the world cannot be known separately from discourse. In other words they say “Without discourse, there is no social reality, and without understanding discourse, we cannot understand our reality, our experiences or ourselves” (p.2).

Heberle (2001, p.95) says that

Discourse Analysis has become important for EFL teachers, as can be seen through studies carried out, for instance, by Hatch (1992), Cook (1989), MacCarthy (1991), MacCarthy and Carter (1994), Carter and MacCarthy (1997) and Riggensbach (1999). Topics such as cohesion and coherence, turn-taking, genres, qualitative research, text structure, integration of lexis, grammar and pronunciation in context, and talk as a social activity have been incorporated and made available for EFL professionals.

Based on these theoretical concerns, it is easy to understand the reasons why discourse analysis in teacher education may help teachers to improve their practice, to analyze their own approaches and attitudes. Teachers’ discourse analysis may contribute to make EFL teachers better understand their practices and the resources they can use to develop their skills. “The use of language contributes to the educational process, how the teachers teach and how students learn” (Heberle, 2001. p.101)

It is believed that when teachers better understand their practice, their own actions and decisions will facilitate the interaction and the negotiation of meaning in the classroom. Discourse analysis can be analyzed through ethnographic research. Richards (1985) gives his definition stating “in studies of language learning or in descriptions of how a language is used, the term ethnographic research is sometimes used to refer to the observation and description of naturally occurring language. This present study is ethnographically based in the sense that I am a participant and observer, and I intend to reveal who the main participants are regarding their role as students and as teachers and also the actions involved in them.

McCarthy & Carter (1994, cited by Heberle, 2001.p.95) explain:

A discourse-based view of language involves us in looking not just at isolated, decontextualized bits of language. It involves examining how bits of language contribute to the making of complete texts. It involves considering the higher-order operations of language at the interface of cultural and ideological meanings and returning to the lower-order forms of language which are often crucial to the patterning of such meanings. A discourse-based view of language also prioritizes an interactive approach to analysis of text that takes proper account of the dynamism inherent in linguistic contexts. Language learning is also a dynamic process in which learning how to produce and understand texts and their variation is crucial. (P.38)

Language is more than talk and a group of words. People do things with language and the kind of language used in a particular situation reflects the particular activity people are engaged in at the moment. In this investigation, our social environment to be studied refers to the classroom and teachers’ discourse.

Lemke (1989, p.1) in the introduction of his book “*Using Language in the Classroom*” states:

The study of how teachers and students use language in classrooms is important not only for teachers, but for all those concerned with the social functions of education. Schools, in the view to be developed in this book, are not ‘knowledge delivery systems’. They are social institutions in which people affect each other’s lives, and most of the social interactions through which they do so take place in classrooms. Classroom education,

to a very large degree, is talk: it is social use of language to enact regular activity structures and to share systems of meaning among teachers and students.

Lemke makes clear the importance of the social use of language in the classrooms and through methods of discourse analysis it is possible to know what happens in a classroom and how language is expressed to create meaning. The author also asserts that language in the classroom is not used just to communicate information. In addition to this, he points out that language has two important functions; the first one is related to its use to perform specific kinds of action, and the second refers to its use in creating situations in which those actions take their meaning from the contexts.

Meaningful context or negotiation of meaning is another topic that has received some special attention. Lightbown and Spada (1999, p 122) emphasize the necessity for learners to have access to meaningful and comprehensible input through conversational interactions with teachers and other students. They argue that when learners are given the opportunity to engage in meaningful activities, they are required to negotiate meaning, that is, to express and clarify their intentions, thoughts, and opinions in a way which permits them to arrive at a mutual understanding. They also affirm “negotiation of meaning is accomplished through a variety of modifications which naturally arise in interaction.” But expressing themselves in a clear and meaningful way requires communicative competence where the speaker, in this case the teacher, has the ability to produce appropriate utterances. Gil (2001) reinforces this point of view saying, “effective teachers have always encouraged learners to use the foreign language as much as possible” (p.168)

According to McCarthy (1991, p.5), Discourse Analysis “is concerned with the study of the relationship between language and the contexts in which it is used”. It may serve as a theoretical tool to analyze teachers’ discourse. “Language, text and social context are

intimately involved in the process of creating meaning, of organizing and building human experience” (cited in Heberle, 2001, p .97) For discourse analysts, language is a social phenomenon contributing to the relationship between people.

Lemke (1989, p.1) also explains:

... Viewing education as talk, as the use of language in the context of social activity, enables us to observe, record, and analyze educational processes in all areas of schooling, and across all school subjects. Using the methods of discourse analysis, we can identify and describe the regular activity routines of classrooms, and the strategies that teachers and students use in building personal relationships, defining roles and expectations, and manipulating the possibilities of classroom situations

Discourse Analysis in teacher education may help teachers to better understand and to analyze their own approaches and attitudes, and also collaborate to their professional growth making them act more efficiently to reach their goals.

2.3 Halliday and Systemic-functional Linguistics

The analysis carried out in the present study will be more specifically based on Systemic-functional linguistics (SFL) by Halliday, which is concerned with language as an instrument of social interaction. Discussing Halliday’s view, Heberle (2001) explains that “Language use and social context are inextricably involved in the process of creating meaning, of organizing and building human experience” (p. 97). According to Richards, “systemic-functional linguistics considers the individual as a social being and investigates the way in which she/he acquires language and uses it in order to communicate with others in his or her social environment” (1985, p: 149)

Bloor & Bloor (1995) also say that “since language is a human social phenomenon it develops and changes as people use it for social purpose”. They also try to clarify the meaning of systemic-functional linguistics proposed by Halliday saying:

Relationship between the forms of utterances and the types of meaning can express is a complex one which is based on the principle that what speakers say make sense in the context in which they are saying it. Halliday claims in addition, however, that all adult language is organized around a small number of ‘functional components’ which correspond to metafunctions (or the purposes which underlie all language use) and that these metafunctions have a systematic relationship with the lexicogrammar of the language.

According to Halliday, his theory is called *systemic* because it is used to explain that you can make choices from the system. In other words, it means that each time language is used, no matter in what situation, the user is making constant choices. These choices are essentially choices in meaning but are expressed for instance by verbal tenses, intonation, words, and grammatical structures. And, it is called *functional* because of its emphasis on language function. “It is concerned with what language is doing in the social activity taking place” (Heberle, 1997. p: 12)

The broad functions that language performs in the context of situation are divided in three categories: field, tenor and mode. Based on Halliday himself (1985), and also followed by Montgomery (1986), Lemke (1989), Bloor & Bloor (1995) and Heberle (1997) among others, these three categories will be explained below.

For a better understanding of these principles, they are represented in the table below:

CONTEXT OF SITUATION, SEMANTICS AND LEXICOGRAMMAR

Table 1: Context of Situation, Semantics and Lexicogrammar

CONTEXT OF SITUATION	SEMANTICS	LEXICOGRAMMAR
<p style="text-align: center;">Feature of the Context Semiotic structures of situation</p>	<p style="text-align: center;">Language Function Functional Components of semantics</p>	<p style="text-align: center;">(rank: clause) Lexicogrammatical choices</p>
<p style="text-align: center;">Field of Discourse (What is going on) <u>the ongoing social activity</u></p>	<p style="text-align: center;">Ideational Meanings Ideational Content</p>	<p style="text-align: center;">Transitivity Structures Clause as Representation</p>
<p style="text-align: center;">Tenor of Discourse (Who is taking part) <u>the role relationship involved</u></p>	<p style="text-align: center;">Interpersonal Meanings Personal Interaction</p>	<p style="text-align: center;">Mood Structures Clause as Change</p>
<p style="text-align: center;">Mode of Discourse (role assigned to language) <u>symbolic or rhetorical channel</u></p>	<p style="text-align: center;">Textual Meanings Textual Structure</p>	<p style="text-align: center;">Theme Structures Clause as Message</p>

Note: The above figure is based on Halliday & Hassan (1989); Halliday (1973, 1978); Ventola, (1988); apud Heberle, (1997).

As we can see in the table above

1. Field is related to “what’s going on”. In the Semantics, field is realized by the *Ideational Metafunction* and lexicogrammatically represented by the Transitivity Structures in terms of how participants, process and circumstances make meaning in the process. In this case, language is used to organize, understand and express our perceptions of the world and our own consciousness, to describe events and states and the entities involved in them. According to Montgomery (1986) “The notion of field refers to the activity itself or what a text is about (technical, specialized and field-specific vocabulary)” (P. 104)

2. Tenor is related to “who is taking place”. In the Semantics, Tenor is realized by the *Interpersonal Metafunction*. In terms of lexicogrammar it is represented by Mood Structures. Here, language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitude and judgments. “The notion of tenor, therefore, emphasizes the manner in which linguistic choices are affected by topic or subject matter of communication and also the social relationship (politeness, degrees of formality) within which communication is taking place” (Montgomery, 1986. P. 105)

3. Mode is associated to “the language used”. In the Semantics, Mode is realized by the *Textual Metafunction* and in the lexicogrammar, Mode is realized as Theme Structures where language is used to relate what is said (or written) to the real world and to other linguistic events. The prime instance of this distinction in our own culture is that between speech and writing. “Mode...help to articulate the relationships between a given instance of language in use and its context of situation” (Montgomery, 1986. P.113). This involves the use of language to organize the text itself

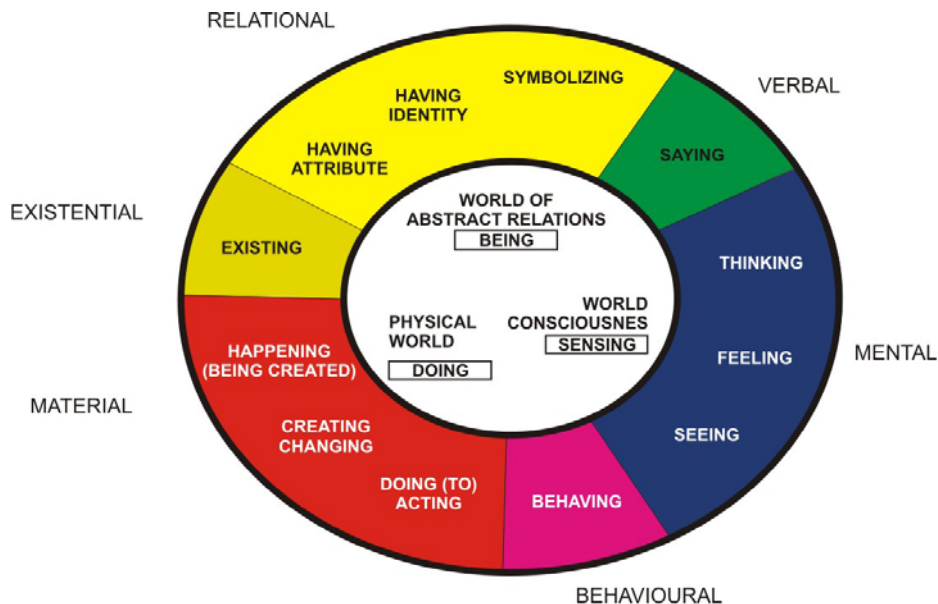
All these three functions are interconnected to one another; they work simultaneously in the expression of meaning. Based on these perspectives, my investigation will be focused on the field of discourse, in what’s going on as social activity where teachers’ discourse will be analyzed to explain teachers’ utterances in the classroom concerning the interactional features of language between teachers and students. According to Heberle (2001), “SFL also emphasizes the importance of investigating discourse in relation to social life, including of, course, classroom practices, where a teacher and his/her pupils interact and negotiate meaning” (p.97). The roles participants have in this process and how processes, participants and circumstances are combined will be explained in terms of Halliday’s system of transitivity.

2.4 System of Transitivity by Halliday

The Transitivity System corresponds to the lexicogrammatical realization of the ideational metafunction and it is the overall grammatical resource for construing “goings on”. Transitivity is defined by Halliday (1985) as a part of the grammatical system by which we can apprehend the impressions of experience, the “goings-on”, happening, doing, meaning, being and becoming (p: 106), sorted in the grammar of a clause. These “goings-on” are realized by verbal groups. In Systemic-functional linguistic, verbal groups are called Processes.

Halliday divides the Processes in six categories: Relational, Verbal, Mental, Behavioural, Material and Existential, as can be seen in the figure below

Figure1: Types of Process in English

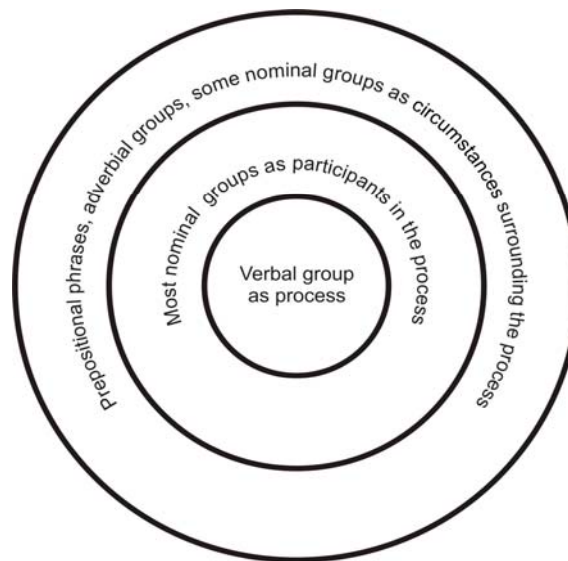


Note: The above figure is based on Halliday (1994) *apud* Reichmann (2001, p. 105).

Each Process may have three elements:

- a) *The process itself*: the process is typically realized by a verbal group and it is the central part of the message;
- b) *The participants in the process*: the participants are the nominal group or the subjects (each of these six types of process has its own set of participants' roles);
- c) *And the circumstances*; circumstances are represented by an adverbial group or prepositional phrase (the whys, wheres and wherefores).

Figure 2: Elements of Verbal Processes



The *Material Process* is characterized by external experiences, physical world. The verb is associated to action construing “doings”, “creatings”, “ happenings” and “changings”. There is the idea that an entity does something (Halliday, 1994, p.110). The roles of participants are: Actor, the one who performs the material process and the Goal, the receiver of the action. I’ll illustrate it with examples extracted from the data in one of the ELTDC classrooms.

You	write	about you and your friend.
Actor	Material Process	Goal

You	have to read	the description of the family
Actor	Material Process	Goal

I	have read	an article ...
Actor	Material Process	Goal

The Mental *Process* is represented by internal experiences; it represents “sensing” (Halliday, 1994). According to Halliday (in Reichmann (2001), it interprets people involved in conscious processing, including processes of perception (seeing, hearing, perceiving, etc.), cognition (thinking, knowing, realizing, understanding, etc.) and affection (feeling, liking, loving, hating, etc.) The participants are called the Senser, the one who is seeing, feeling or thinking and it may be words related to facts or events, that is, elements that have been as it were processed by language. And the Phenomenon is related to what is being sensed. It will be represented following the example below.

I	love	my family
Senser	Mental Process	Phenomenon

Do you	know	the name of the baby, the sex?
Senser	Mental Process	Phenomenon

We	can see	people with big families.
Senser	Mental Process	Phenomenon

We	can imagine	the life
Senser	Mental Process	Phenomenon

I	know	You know this vocabulary.
Senser	Mental Process	Phenomenon

The *Relational Process* is indicated by abstracted relations. It construes the processes of “being”, “having”, or “symbolizing” (Halliday, 1998. P.119). The process takes the form of a relation between a participant and its identity or description. It is represented in two different forms; the first one is *Relational Attributive* which relates participants to their general characteristics or description. In terms of participants’ role there is the *Carrier* who is the participant and the *Attribute* which is a quality or attribute given to the carrier, for instance:

Relational Attributive Process

My family	is	big
Carrier	Relational Process	Attribute

He	is	a lawyer
Carrier	Relational Process	Attribute

It	is	very strange
Carrier	Relational Process	Attribute

It	was	so rigid
Carrier	Relational Process	Attribute

In the first example, “My family “ is described as “big”, that means, “big” is the attribute given to “My family”.

The second form is *Relational Identifying*, which relates participants to their identity. Here, the participant or nominal group is called by *Identified* and the identity used to identify the identified is called the *Identifier*. In identifying clauses the entities are reversible, as in *x is y*, and *y is x*, for instance:

Relational Identifying Process

My family	is	my husband and my mother.
Identified	Relational Process	Identifier

Queijo	é	Cheese
Identified	Relational Process	Identifier

Number four	is	suit
Identified	Relational Process	Identifier

Female	is	femimino
Identified	Relational Process	Identifier

Food	é	Comida.
Identified	Relational Process	Identifier

There is a subcategory in the Relational Process called Possessive or Circumstantial. The Possessive, in general, is represented by having and owning and the Circumstantial may be represented by adverbial clauses.

Relational Possessive Process

Mac	has	a sister
Carrier/Possessor	Possessive Process	Possession

(Do) you	have	nieces and nephews?
Carrier /Possessor	Possessive Process	Possession

El	has	two sons
Carrier / possessor	Possessive Process	Possession

Relational Circumstantial Process

It	is	on the corner
Carrier	Circumstantial Process	Location

Class	is	over
Carrier	Circumstantial Process	Location

The *Verbal Process* is represented by the process of “saying”, “asking”, “commanding”, “offering”, “stating” and also semiotic processes that are not necessarily verbal such as “showing, indicating, etc. Concerning participants there are the Sayer, the one who says something; the Receiver, the participant to whom the saying is directed and the Verbiage is related to what is being said

Verbal Process

They	comment	about families.
Sayer	Verbal Process	Verbiage

I	didn't explain	it
Sayer	Verbal Process	Verbiage

You	have to say	something about your family
Sayer	Verbal Process	Verbiage

A gente	diz	ham
Sayer	Verbal Process	Verbiage

A letra A	diz	o seguinte....
Sayer	Verbal Process	Verbiage

The *Behavioural Process* construes human behaviors including mental (meditate), verbal (speak, talk, chatter, gossip), physiological (shiver, tremble, sweat) and social behavior (kiss, hug, dance). The participant role is called Behaver.

Behavioural Process

She	speaks	Chinese
Behaver	Behavioural Process	Range

Who knows	how to talk	about family
Behaver	Behavioural Process	Range

(You)	Take a look	the next exercise
Behaver	Behavioural Process	Range

(You)	pay attention	to the picture
Behaver	Behavioural Process	Range

(You)	Listen
Behaver	Behavioural Process

The *Existential Process* is related to a simple existence of something. Only one participant known as Existent represents it.

Existential Process

There is not	a right or wrong answer
Existential Process	Existent

Families	won't exist	anymore
Existent	Existential Process	Circumstance

Não tinha	ninguém	fazendo errado
Existential Process	Existent	Circumstance

There are	mothers and children
Existential Process	Existent

Tem	um quadradinho	em branco
Existential Process	Existent	Circumstance

Summarizing, the table below shows the six types of processes and the set of central participants referring to each type of process.

Table 2: Process Type and the respective Participants

PROCESS TYPE	CENTRAL PARTICIPANTS
MATERIAL	Actor, Goal
MENTAL	Senser, Phenomenon
RELATIONAL: * Attributive * Identifying	Carrier, Attribute Identified, Identifier
VERBAL	Sayer
BEHAVOURIAL	Behaver
EXISTENTIAL	Existent

In my study, I will apply the processes listed above, when analyzing the participants' utterances who are subjects of my investigation. I also believe that discourse analysis, teacher education and SFL will give support to analyze the participants' utterances and reveal what the main participants are like in the role as students and teachers.

CHAPTER III

METHODS

In this chapter, I will show the methodological procedures followed in this research. First, I present the two contexts of investigation. Next, I introduce the subjects of my research. Then, I explain the methodological procedures used for my data collection and analysis.

3.1 Context of Investigation

This study presents two contexts of investigation. Both have the classroom as the principal environment. The first moment took place in an English Language Teacher Development Course, having the two participants in their role as students and me as a teacher and researcher. In the next moment, the context refers to two classrooms of different Municipal Schools where the same participants act in their role as teachers.

3.1.1 The First Context of Investigation

The data examined are extracted from an English Language Teacher Development Course offered to Municipal EFL teachers in Francisco Beltrão, Paraná. This course is a project with the purpose not only of qualifying English Teachers who work for Municipal Schools but also of improving English Language classes in the region. This course is possible due to a partnership between the City Hall and a private English School and it has been going on since 2002. This course offers classes once a week with the duration of one hour and forty-five minutes each.

Municipal EFL teachers were invited to participate in the course but after joining the course, they were obliged to attend the classes and the City Hall promised to maintain the English Classes for the teachers engaged in the course. The course was divided in two parts: in the first part, the participants started studying a book they follow in their schools. (An English teacher who works for the Department of Education developed this book. She is a teacher in one of the Municipal schools and one of the participants of the English Language Teacher Development Course, as well.) In the second part, teachers followed *Atlas* English book written by David Nunan. Here, in this part of the course, they also received suggestions of extra activities to be applied in their classrooms and they had the opportunity to solve their personal difficulties when necessary.

The course started with twenty-three student teachers divided in two groups, according to the student teachers' preference. The first group was formed by sixteen students who studied on Wednesdays at night and seven students studied on Fridays in the afternoon. During this time, some teachers quit the course because they gave up their English classes in the school where they worked and others joined the group. In spite of the fact these teachers teach English at schools, they were beginners. They had a strong limitation to deal with the English Language, they had limited vocabulary, they had bad pronunciation and they were not able to make up a single whole sentence. Nowadays, the group is formed by nineteen student teachers. Sixteen out of nineteen students are regular students, which means that they have been attending the course since the first day of the class. At present, the meetings take place once a week on Wednesdays at night. In this course, I act as the teacher educator.

3.1.2 The Second Context of Investigation

In the second context of my investigation data are extracted from English classes in two different Municipal Schools in Francisco Beltrão, Paraná. They were two English classes in each school, in a total of four classes. Two of the classes were in a group in the 2nd grade and two classes were in the 3rd grade, both in the Elementary School. In the group of 2nd grade there were twenty-eight students. The topic of the lesson recorded in this group was “Food and Drink”. In the group of 3rd grade there were twenty-five students and the topics of the lesson were a review of the topic “Weather” and the introduction of the topic “Clothes”.

The classes were once a week and they had the duration of sixty minutes each. Here, the two student teachers are in their role as teachers.

In summary, the table below shows where the data were extracted from, the total amount of the classes and minutes used for data analysis.

Table 3: Total of time used for data analysis

Classes Recorded	Number of Classes	Minutes each class
English Language Development Course	1	105
2 nd Grade	1	60
3 rd Grade	1	60
TOTAL	3	225

3.2 The Participants of the Course

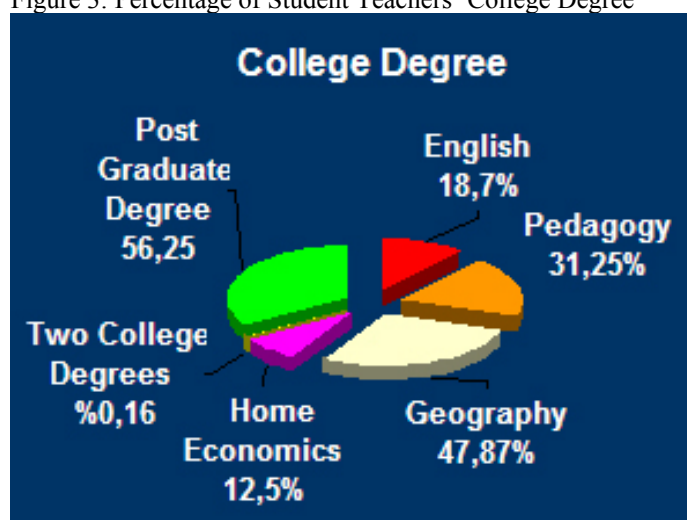
The participants of the course are sixteen regular student teachers engaged in the English Language Teacher Development Course.

All the sixteen student teachers have a College Degree but just 18.7 % of them are graduated in English, which represents 3 student teachers only. 31.25% are graduated in Pedagogy, 47.87% are graduated in Geography and 12.5% are graduated in Home Economics. Only one student has two College Degrees. 56.25% of the student teachers hold a Post Graduate Degree but no participant holds a Post Graduate Degree related to English.

Table 4: College Degree of student teachers

College Degree		
College Degree	Number Students	Percentage
English	3	18,7
Pedagogy	4	31,25
Geography	7	47,87
Home Economics	2	12,5
Two College Degrees	1	0,16
Post Graduate Degree	9	56,25

Figure 3: Percentage of Student Teachers' College Degree



These teachers are volunteers of the course and they also agreed to become participants in the present research, to be investigated by questionnaires and to have their classes recorded. In order to keep the ethics of my research, I made sure I would preserve their identities and change their names.

Although the students and I have a good relationship and there was not any kind of restrictions in relation to the recording of the classes, I cannot deny that there was introversion by the students in the first two recorded classes. The classes were recorded in order to analyze the student teachers' discourse in their role as students as well as the teacher educator's discourse in her role as a teacher in the ELTDC (first context). For a more detailed analysis, I chose two of these teacher students and I also recorded two of these teachers' classes with the intention of analyzing their discourse in their role as teachers. The criterion used to choose the students was their level of proficiency in English. I chose one student with an intermediate level and another with a beginner level of proficiency in English.

3.3 Procedures for data collection

This research can be characterized as being a qualitative one. The methodology used in this qualitative research follows the procedures of the ethnographic investigation, which emphasizes the observation and description of teachers' utterances and the type of language they use in their social context, in this case, the classroom. It is valuable to bear in mind that in terms of lexicogrammar, it focuses on the transitivity features which predominate in the teachers' discourse.

Following Nunan (1992), this research can also be identified as classroom research, since it was carried out in a real classroom environment (p.102). Field notes and questionnaires were also used in order to make a triangulation to observe the student teachers' discourse and to give a better support to the validity of the analysis.

To collect data I applied three questionnaires for all the student teachers engaged in the English Language Teacher Development Course. My starting point was to collect data from a questionnaire based on their personal and educational background data. So, it was

possible to know who the teachers are. After that, based on Malatér (1998), I applied a second questionnaire related to teachers' Learning and Teaching Background. In this moment, student teachers had the opportunity to verbalize their beliefs concerning their learning, acquisition and their own opinion about the English Development Course they are engaged in. Finally, the third questionnaire was related to their beliefs regarding their roles as teachers.

3.3.1 Questionnaires

The first questionnaire was related to their personal and educational background, and job experiences. This questionnaire consisted of two topics: personal data and professional data. It was presented like this:

<i>Personal Data</i>	
Name:	
Date of birth:	
Place of birth:	
<i>Professional Data</i>	
Graduate Degree:	Year
Post Graduate Degree:	Year
Subjects Taught	Grade

The second questionnaire was related to their "Learning and Teaching History". Based on it, the open questions were asked to observe their views about their past experience as a foreign language learner and how their beliefs about foreign language teaching and learning process were construed. The questions asked were:

1. Describe your first experiences with Foreign Language(s) and how you responded to them.
2. Describe your English Course in the University or College, or other course related to this area and how it has influenced your teaching.

3. Describe a / the English Teacher Training you have had and how it has influenced your own teaching.
4. Describe your experiences as an English Teacher in the past and present.
5. Give your opinion on the way you believe languages are learnt / or taught.

Based on Diamond (1998), the third questionnaire was associated with their own views about their experiences in their role as an English Teacher. In this moment, student teachers had the opportunity to express their experiences, hopes and expectations about their practice. The questionnaire was presented in the following:

- . The teacher I was
- . The teacher I am
- . The teacher I will be
- . The teacher I fear to be

Although the questionnaires were presented in English, student teachers answered them in topics using key words only, in order to make them easier when expressing their thoughts and opinions without worrying about their competence in English.

3.3.2 Observation Processes

I had two moments of classroom observations. In the first moment, I examined my own classes and in a second moment, I observed my student teachers' classes. A total of eight classes were observed, four classes of myself and four classes by my student teachers', that is, I attended two classes of two student teachers. The criterion I used to choose these two student

teachers was according to their level of proficiency in English. As previously pointed out, field notes and transcriptions were derived from these classes' observations.

3.3.2.1. Teacher Educator's Class Observation

The transcriptions that compose my data for the lexicogrammatical analysis were tape recorded along a month in a sequence of four classes. In these classes the student teachers acted as students. Each class had the duration of one hour and forty-five minutes. The topics discussed in the classroom follow the student's book *Atlas* and they were respectively:

- Family
- Friends
- Neighborhood

3.3.2.2 The Student teachers' Class Observation

The two student teachers selected according to their level of proficiency felt enthusiastic to be subjects of my study with the teachers' consent. I attended two classes of each one of them and I also tape-recorded these classes in order to analyze their discourse in their role as teachers. The classes were in the morning and they had the duration of sixty minutes each. It is worth to remember that classes I attended are in Municipal Schools in Francisco Beltrão. I will refer to the teachers as Silvia and Georgia according to their intermediate and beginner level of proficiency respectively.

3.4 Tape recorded Classes

As I have mentioned before, I tape-recorded a total of eight classes; four classes of one hour and forty-five minutes and four classes of sixty minutes each.

For the recordings I used a portable tape recorder. I used to turn it on in the beginning of the class. Due to that, I had an extensive work of transcribing.

3.5 Adjustment Procedures Used in Data Analysis

I had a hard time selecting the collected data. Actually, in the beginning of my work, I chose three student teachers to be subjects of my research but due to time constraint and the large amount of data I ended up deciding for only two student teachers who were chosen according to their level of proficiency.

It is valuable to remember that I had clearly in mind what I wished to investigate since this study concerns analyzing the transitivity features predominant in the student teachers' discourse in order to reveal who the main participants are and the actions involved in them. So, my purpose is to analyze the verb processes used by student teachers in their utterances regarding their role as students and as teachers.

For these data analysis, I applied the same procedure for the three subjects of my research. First, I observed and tape-recorded the classes. Second, I transcribed these classes. Finally, I separated the produced utterances in clauses and analyzed each one of these clauses following the Transitivity System.

In the next chapter, I detail these processes while presenting the results of my investigation.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter aims at presenting the discussion of the answers given in the questionnaires and the analysis of student teachers' discourse in their role as students and also as teachers. The analyses will be carried out in terms of the Transitivity System as proposed by Halliday in order to reveal a) the student-teachers' views regarding the English Language Teacher Development Course which they are participants of; b) which of the transitivity features predominate in the student teachers discourse and c) what these features reveal in relation to who the main participants are.

First, I will show the results of the occurrences and then I will make the discussion.

4.1 Analyzing The English Language Teacher Development Course

With the intention to analyze the ELTDC and how it has collaborated to the student teachers' practice, I will analyze the answers given by Silvia and Georgia in Questionnaires 2 and 3. This section will be presented in two parts. First, this section will bring the questions and the answers given by the student teachers in Questionnaire 2 a) as a whole and b) in terms of the Transitivity System. Secondly, the analysis will focus on the answers given in Questionnaire 3. The section will bring an analysis of their answers and a final conclusion.

1) Describe your first experiences with Foreign Language (s) and how you responded to them

Silvia: *“Na escola eu sempre gostei de Inglês e me interessava pelas aulas , musicas e filmes”*

Georgia: *“No colégio. Eu gostava e achava engraçado. Eu adorava quando conseguia falar”.*

2) Describe your English Course in the University or College, or other course related to this area and how it influenced your teaching.

Silvia *“Sempre tive facilidade para o Inglês e fiz cursos particulares. Eu sempre fiz os cursos oferecidos pela escola ou prefeitura. Na faculdade eu nunca tive problemas com Inglês e sempre fui uma ótima aluna”.*

Georgia *“Fiz vários cursos, cursinhos pela escola, SESC, SENAI. Por causa desses cursos básicos fui dar aulas de inglês. Eu sempre tive muita insegurança”.*

3) Describe a/the English Teacher Training you have had and how it influences your own teaching

Silvia: *“Sempre participei de muito cursos. Teve um treinamento oferecido pela prefeitura junto com os professores estaduais. Nós recebemos muitas informações e sugestões para trabalharmos com os nossos educandos. Não foram somente sugestões que marcaram o encontro e sim o desafio de buscar sempre o conhecimento da língua. Dinâmicas diferentes com os alunos influenciou para o crescimento da minha prática. Se somos mediadores em nossas atividades certamente despertamos nossos alunos para a busca de novos saberes”*

Georgia: *“Eu nunca tive nenhum curso de treinamento. Esse é o primeiro. Estou adorando o curso. Quem me conheceu percebe a diferença. Estou mais segura, mas ainda tenho muitos problemas com a pronuncia. Tenho recebido muitas sugestões e dicas de como ensinar e fazer uma aula melhor. Hoje eu falo mais Inglês em sala-de-aula”.*

4) “ Describe your experiences as an English Teacher in the past and present

Silvia: *“No passado que não é tão distante assim trabalhava Inglês mais em cumprir com os conteúdos usava pouca dinâmica e pouca conversação. Hoje nos preocupamos mais com aquilo que ensinamos e porque ensinamos, nós cuidamos da pronuncia , usamos atividades, jogos, dramatizações, conversações sem medo. Hoje recebemos orientação e temos a quem correr nos momentos de dúvidas.”*

Georgia *No passado, eu era muito insegura e tinha muitos problemas de vocabulário e pronúncia. Eu fiz muita coisa errada em sala-de-aula. Hoje estou mais segura. Ainda tenho problemas de vocabulário, mas sei como recorrer ao dicionário. Estou sempre procurando ser diferente, mais ativa, mais prática”.*

5) Give your opinion on the way you believe languages are learnt / or taught”

Silvia: “Ninguém aprende nada do nada assim como ninguém ensina se não sabe. Para aprendermos uma língua precisamos de alguém que nos ensine. Assim línguas são aprendidas quando se tem contato com ela. Se somos mediados por alguém que somos capazes de aprender, aprenderemos. Só aprende uma língua àquele que se sujeita ao aprendizado. Só ensina uma língua àquele que se sujeita a aprender para ensinar.

Georgia: “Sabemos que todo curso trás novidades e experiências. Hoje percebo que a língua é aprendida quando se dá oportunidade para o aprendizado, para que o aluno fale e use aquilo que está sendo ensinado. Eu acho que devemos ensinar e acho que os aluno aprendem aquilo e que é ensinável , atingível que faz parte da realidade, do cotidiano de cada um. O aluno gosta de falar de ser incentivado.

As I have mentioned previously, I will analyze Silvia’s and Georgia’s in terms of Transitivity System where all clauses of the questionnaires answers were divided into participants, process, and circumstances.

Halliday (1994) says:

Language enables human being to build a mental picture of reality, to make sense of what goes on around them and inside them. Here again the clause plays a central role, because it embodies a general principle of modeling experience – namely, the principle that reality is made of PROCESSES. (P.107)

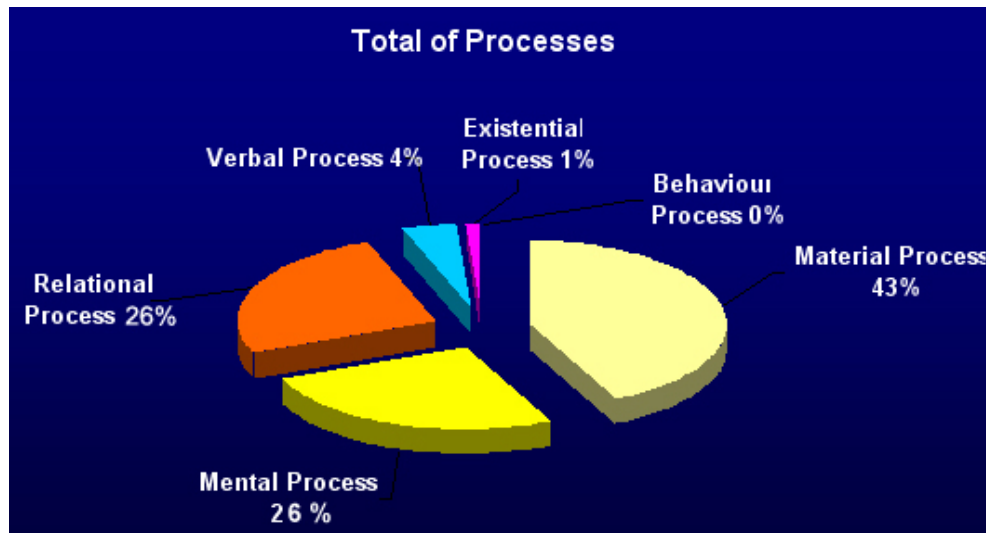
I start my analysis with the table showing the total number of verb processes produced by the teachers while answering Questionnaire 2.

Table 6: Total of Processes produced by student teachers in Questionnaire 2.

Total of Processes			
Verbal Processes	Silvia	Georgia	Total
Material Process	26	12	38
Mental Process	11	12	23
Relational Process	11	12	23
Verbal Process	0	4	4
Existential Process	1	0	1
Behaviour Process	0	0	0

The graphic below represents the percentage of occurrences of the processes

Figure 4: Percentage of the Processes produced by student teachers



NOTE: Data from Questionnaire 2

Observing the table, we can note that 89 (eighty-nine) verb processes were produced by the teachers. The most frequent processes are 38 (thirty-eight) *Material* that correspond to (43 %) followed by 23 (twenty-three) *Mental* (26 %) and 23 (twenty-three) *Relational* (26 %). There also are 4 (four) occurrences for *Verbal* (4 %) and 1 (one) for *Existential* (1 %).

The examples of *Material Process* from my data include first examples by Silvia and then by Georgia.

Silvia

Eu	sempre	fiz	os cursos oferecidos pela escola ou prefeitura
Actor	Circumstances	Material Process	Goal

Silvia

Nós	usamos	atividades, jogos, dramatizações, conversações	sem medo.
Actor	Material Process	Goal	Circumstance

...me **interessava** pelas músicas , filmes...

Fiz cursos particulares...

Eu sempre **fiz** cursos oferecidos pela escola ou prefeitura.

Sempre **participei** de muitos cursos...

Nós **recebemos** muitas e sugestões para **trabalharmos** com nossos educandos.

...que **marcaram** nossos encontros e sim o desafio de **buscar** sempre o conhecimento da língua.

...**trabalhava** inglês mais em **cumprir** com os conteúdos, **usava** pouca dinâmica.

Hoje nos **preocupamos** com aquilo que **ensinamos** e porque **ensinamos**.

Nós **cuidamos** da pronúncia...

Hoje **recebemos** orientações e temos a quem **recorrer** nos momentos de dúvidas.

Ninguém **ensina** se não sabe...

...nós precisamos de alguém que nos **ensine**.

Só aprende uma língua aquele que se **sujeita** ao aprendizado.

Só **ensina** uma língua que se **sujeita** a aprender, para **ensinar**.

Georgia

Todo curso	traz	novidades e experiências.
Actor	Material Process	Goal

Quando **conseguia** falar...

Fiz vários curso e cursinhos. Por causa desses cursos fui **dar** aulas de Inglês.

Tenho recebido muitas sugestões e dicas de como **ensinar** e **fazer** uma aula melhor.

...sei como **recorrer** ao dicionário.

A língua é aprendida quando se **dá** oportunidade para o aprendizado.

...para que o aluno fale e **use** aquilo que está sendo **ensinado**.

...que devemos **ensinar** aquilo que é ensinável, que faz parte da realidade.

As we have seen before, the *Material* process is related to “to do, create or change” something. According to Halliday (1994), “Material process expresses the notion that an entity ‘does’ something or ‘makes’ something to happen”(p. 110). Then, making use of *Material* processes, Silvia shows her positive attitudes toward the English language when she says “...fiz cursos particulares”, “Eu sempre fiz os cursos oferecidos pela escola ou prefeitura” and “Sempre **participei** de muitos cursos”. With these utterances, Silvia suggests she is construing better pedagogical experiences. Clair (1998) confirms this point of view saying “One-shot workshops and prepackaged seminars, although potentially effective for creating awareness and building discrete skills, are insufficient for facilitating teacher collaboration and change” (p.466). In the utterance, “..trabalhava Inglês mais em cumprir com os conteúdos...”, Silvia shows her evolution towards her practice in the classroom. In other words, she is suggesting the perception that “The curriculum and the teaching programs continue to dictate, what, when and how to teach learners controlling teaching content and methodology” (Bohn, 2001. p.263). Nowadays, with a new posture, she says; “... o desafio de **buscar** sempre o conhecimento da língua”, signaling that Silvia is aware of her continuous knowledge. As Moita Lopes (1998) states, “knowledge production is a process” (p.149). Next, when saying “Nós **recebemos** muitas informações e sugestões para **trabalharmos** com os nossos educandos” and “Dinâmicas diferentes com os alunos **influenciou** para o crescimento da minha prática” she also proposes that she has had a better teacher practicing influenced by the course in which she has participated.

In her answers, Georgia reveals she feels insecure concerning her teaching practice when she says “**Fiz** vários cursos e cursinhos. Por causa desses cursos **fui dar** aulas de Inglês”. Actually, she took some short basic English courses and ended up teaching English at school. According to Johnston (1997), he would say that Georgia had her entry into teaching as accidental (p.691). It is clear those courses which Georgia participated were not

designed to implement or help her shape teaching practices. On the other hand, it is visible that the ELTDC in which Georgia is a participant has influenced her practice as an English teacher. She confirms that saying: “Tenho **recebido** muitas sugestões e dicas de como **ensinar e fazer uma aula melhor**”, “Sei como **recorrer** ao dicionário”, “A língua é aprendida quando se **dá** oportunidade para o aprendizado...”, “para que o aluno fale e **use** aquilo que está sendo **ensinado..**” and “que devemos **ensinar** aquilo que é ensinável, que faz parte da realidade”. She is aware of “what to teach in the classroom” and she also knows it is necessary to give opportunity for the students to use and try the language to make sense of what has been taught.

In the thirty-eight occurrences of Material Process, the *Actor*, represented by “Eu, “Nós”, Todo curso, Aquele que se sujeita aprender para ensinar”, is doing something related to education and to teaching / learning practices. In their utterances, teachers express their positive attitudes and feelings towards the English Language Teacher Development Course, which they are engaged in, and it is visible noting them assuming a role as agents of change in their practice, assuming more active roles in the classroom. “Development takes place when teachers, working as individuals or in a group, consciously take advantage of such resources to forward their own professional learning” (Penny Ur, 1996, p.318).

The next process to be analysed is the *Mental* process. As we have already commented, *Mental* process refers to verbs of the world of sensing such as cognition (knowledge), perception (senses) and affection (emotions, liking/disliking). The utterances extracted from Silvia’s and Georgia’s discourses include:

Silvia

Eu	sempre	gostei	de inglês.
Senser	Circumstances	Mental Process	Phenomenon.

Ninguém **aprende** nada do nada assim como ninguém ensina se não **sabe**.

Para **aprendermos** uma língua, nós *precisamos* de alguém que nos ensine.

...que somos capazes de **aprender, aprenderemos**.

Só **aprende** uma língua aquele que se sujeita a **aprender** para ensinar.

...certamente **despertamos** nossos alunos para a busca de novos saberes.

Isso **influenciou** para o crescimento da minha prática.

Hoje nos **preocupamos** com aquilo que ensinamos e porque ensinamos

Línguas são **aprendidas** quando se tem contato com ela.

A língua é **aprendida** quando se dá oportunidade para o aprendizado

Regarding Georgia's use of Mental processes, we can see:

Georgia

Eu	adorava	quando conseguia falar.
Senser	Mental Process	Phenomenon

Eu **gostava e achava** engraçado....

Estou **adorando** o curso.

Quem conheceu-me **percebe** a diferença...

...mas **sei** como recorrer ao dicionário.

Sabemos que todo o curso trás novidades e experiências.

Hoje **percebo** que a língua é aprendida...

Eu **acho** que devemos ensinar, e **acho** que os alunos **aprendem** aquilo que é ensinável...

O aluno **gosta** de falar...

Using the *Mental* processes, Georgia shows her feelings towards the English language. When she was a student in the High School, she also had a positive approach with the language when she says: “*Eu gostava e achava engraçado*”. But when using the statement

“*Eu adorava quando conseguia falar*”, it implies that Georgia had some kind of difficulties when dealing with the language. In the statement; “*Quem conheceu-me percebe a diferença*”, Georgia reinforces a change in her practice after participating in the ELTDC.

Through the use of *Mental Process* Silvia and Georgia also state they are conscious towards their teaching practice. I exemplify with their utterances: “*Sabemos que todo o curso trás novidades e experiências*”, *Só aprende uma língua aquele que se sujeita a aprender para ensinar*”, “*Hoje percebo que a língua é aprendida quando se dá oportunidade para o aprendizado*” and “*Eu acho que devemos ensinar, e acho que os alunos aprendem aquilo que é ensinável*”. Both Silvia and Georgia make clear they have internalized some principles in the ELTDC in which they are participants. They are aware of the attitudes and how to act in the classroom in order to get a successful learning and teaching process. In the examples above, the *Sensors* are conscious of what have to be done to facilitate students in their learning. Besides, the *Phenomenon* is related to the focus of the teaching/learning, in this case, the language.

Here I start analyzing *Relational Processes* that are processes of being. Just to remember, according to Halliday (1994), he states, “with the use of this kind of process, a relation is established between two entities, i.e. something is being said to be something else” (191). The *Relational Process* is divided in two categories; *Attributive* and *Identifying*. But two subcategories of *Relational Processes* are also possible: *Possessive* or *Circumstantial*.

Here the examples to illustrate *Relational Attributive Process*.

Silvia

Eu	sempre	fui	uma ótima aluna.
Carrier	Circumstance	Relational Process	Attribute

Não **foram** somente sugestões que marcaram o encontro.

Se **somos** mediadores em nossas atividades....

O passado que não é tão distante assim...

Se **somos** mediados por alguém que **somos** capazes de aprender, aprenderemos.

Georgia

Eu	era	muito	insegura.
Carrier	Relational Process	Circumstances	Attribute

Esse é o primeiro.

Hoje **estou** mais segura...

Estou mais segura...

Estou sempre procurando **ser** diferente, mais ativa.

...aquilo que é ensinável, atingível.

O aluno gosta de fala, **de ser** incentivado.

Using *Relational* processes, Silvia and Georgia express their past experiences about their own performance as students. These beliefs are represented by the *Attributes* they used to refer to themselves in their role as students (“*Eu sempre fui uma ótima aluna*”, “*eu era muito insegura*”). In addition to this, Georgia employs *Relational* processes to express how the English Language Teacher Development Course has collaborated in her teaching practice saying; “Hoje estou mais segura...” and in the sentence; “*Estou sempre procurando ser diferente, mais ativa*” Georgia also reveals a change in her attitudes in the classroom trying to be different, more active and practical avoiding a monotonous performance in class. Moreover, in the sentence; “... *aquilo que é ensinável, atingível*”; *Relational* processes were used to identify the way languages may be learned.

Following the analysis of Relational processes, now, I bring the examples of Relational Possessive Process

Silvia

Eu	sempre	tive	facilidade
Carrier / Possessor	Circumstances	Possessive Relational Process	Possession

Eu nunca **tive** problemas com o Inglês.

...**temos** a quem recorrer nos momentos de dúvidas.

... quando **se tem** contato com ela.

Georgia

Eu	sempre	tive	muita insegurança
Carrier / Possessor	Circumstances	Possessive Relational Process	Possession

Eu nunca **tive** nenhum curso de treinamento.

...ainda **tenho** muitos problemas com a pronúncia.

...**tenho** problemas de vocabulário.

Here, in these cases above, Silvia and Georgia make use of the Possessive Relational processes to express their own feelings towards the language. While Silvia expresses her positive feelings (“*Sempre tive facilidade*” e “*Nunca tive problemas com o Inglês*”), Georgia expresses her difficulties towards it (“*Eu sempre tive muita insegurança*”, “*Eu ainda tenho muitos problemas com a pronúncia*” and “*Eu nunca tive nenhum curso de treinamento*”). According to Eckel (2002), “Relational process contributes to categorize common judgments about teachers, referring to them as professionals in the educational field”.

The next process I analyze here is the *Verbal* Process. There are four occurrences of *Verbal* processes. Georgia produced all of them.

Georgia

Hoje	eu	falo	mais inglês	em sala-de-aula.
Circumstance	Sayer	Verbal Process	Verbiage	Circumstance

... quando conseguia **falar**.

...para que o aluno **fale** e use ...

O aluno gosta de **falar**.

“Verbal Process is an intermediate process between mental and material processes. Thus, saying something is a physical action which reflects mental operations” (Thompson, 1996, p.97). Based on the quotation and the examples above we can conclude that when Georgia uses Verbal processes in her utterances she is aware of her actions in the classroom. When she says “... *falo mais inglês em sala de aula*”, “... *o aluno fale aquilo que está sendo ensinado*”. It means she is transmitting her message through the English language. Besides, it also shows the English Language Teacher Development Course influencing her attitudes and making her act more effectively in the classroom.

Following the analyses, there was one occurrence of *Existential* Process. This process represents that something exists or happens.

Silvia

Teve	um treinamento oferecido pela prefeitura...
Existential Process	Existent

These examples of *Existential* Process confirm Silvia’s positive attitudes towards her teaching practice. Moreover, she is conscious that she needs to be updated in relation to the language teacher education.

Analyzing Silvia's discourse in her role as student she has always expressed her positive feelings to the English language. She was a good student in the High School with no difficulty for learning. Obviously this fact influenced her to pursue her Degree in "Letras Inglês". In this case, we may say that Silvia had her entry into teaching on notions of vocation (Johnston, 1997. p.691). Silvia is also conscious that a teacher must always be informed, updated. For this reason, she has always participated in courses offered by the school where she works. It is visible Silvia has internalized some concepts of language teaching. In her opinion, teachers must be aware of what to teach in class and how to do it in order to make the learning and teaching process effective. Moreover, she believes language is learned when you have the contact with it. Even having expressed these principles in her discourse, when performing as teacher she does not bring all these principles to her teaching practice.

Analyzing Georgia's discourse in her role as student, it is noticeable that Georgia had some kind of difficulties with learning English, but even so she has been trying to overcome this challenge taking several Basic English Courses. Although Georgia emphasizes her lack of self-confidence concerning her teaching practice, she also shows her positive advances when she uses a *Relational* process to say that nowadays she feels more secure in her practice ("Estou mais segura"). As a student teacher, she is interested and she is worried about translating every single word and she has some difficulties to pronounce and memorize some words. Concerning her views about the ELTDC of which she is a participant, she has commented she has never participated in training courses and this is the first one, which she has joined. However, Georgia has also internalized some principles of language learning. In her opinion, she thinks language is learned when teachers give the opportunity for students to use what has been learned. She also believes teachers must teach and students will learn what is teachable, what can be linked to students' reality.

Analyzing Silvia and Georgia's answers in Question 2, we can observe they show they have internalized some ideas that are present in their teacher education development course and these ideas play a role in their beliefs and their practice. It is clear they manifest their discourse based on the communicative approach to foreign language practice. Lightbown and Spada (1999) say "Learners benefit from opportunities for communicative practice in contexts where the emphasis is on understanding and expressing meaning" (p.122) and the authors also complement "When learners are given the opportunity to engage in meaningful activities, they are compelled to negotiate for meaning, that is, to express and clarify their intentions, thoughts, opinions, in a way which permits them to arrive at a mutual understanding" (p.122) So, Silvia and Georgia share their points of view with the authors because they believe language is learned when teachers teach what is teachable, things that are part of the students' reality and give these students the opportunity to use the language.

In the investigation of the answers in Questionnaire 2, I have focused on the analysis regarding Silvia's and Georgia's discourse on their own teaching practice. It is evident that the English Language Teacher Development Course in which they are engaged is influencing these teachers not only in their personal but also in their professional development. Both of them have exposed their new attitude in the classroom, where they revealed to use varied activities in order to motivate the students' learning. They also declared they feel safer to speak more English in class and they are more conscious of what and how to teach in the classroom, as well. It is also relevant to emphasize that they are conscious that knowledge takes time and to be an updated and informed teacher they need to pursue a continuous and permanent progress in their learning and teaching practice.

In the second part of this section, I will analyze Silvia and Georgia's answers in the third Questionnaire which focuses about their values and beliefs on their role as teachers. This analysis starts with the table below:

Table 7: Silvia's and Georgia's answers in Questionnaire 3

QUESTIONS	SILVIA	GEORGIA
The Teacher I was	Errors in the pronunciation; Anxious towards students' learning; Responsible	I didn't speak English in classroom Insecure
The Teacher I am	Interested, organized, committed, happy, sensitive, More professionally capable	More intelligent, I speak English in classroom, helpful, friendly, responsible
The Teacher I hope to be	Speak fluently Write correctly To be always a student	Speak more English in class Learn more English Loyal, Reliable Extroverted
The Teacher I fear to be	Unhappy, upset, stupid, Difficult for relationship Indifferent	Insecure, to have poor vocabulary, don't know the subject, authoritarian.

In this section I examine Silvia's and Georgia's discourses separately to better analyze their attitudes and even their improvement in their role as teacher.

As can be seen in the table below, it is interesting to notice their attitudes before and after the English Language Teacher Development Course. When asked about the teacher she was and the teacher she is, Silvia manifests clearly her improvement saying in the past she had errors in the pronunciation and now she feels more professionally capable. Besides, she also comments that, in spite of being responsible, she was very anxious towards the students' learning and nowadays she is more sensitive. It shows now she is aware of the needs the students have during the learning process. In relation to what kind of teachers she hopes to be,

Silvia expresses her consciousness to her continuous improvement with the statement “*to be always a student*”. Naturally pursuing her own development, she will improve her abilities of writing and speaking as she has commented above. Finally, the last topic related to “The Teacher I fear to be” is a controversial matter because the student teachers are commenting about negative characteristics they fear to have but unconsciously they had, have or they are trying to control. In Questionnaire 2, question 4, Silvia answers “*Eu trabalhava inglês mais em cumprir os conteúdos*”. This statement by means of two *Material* processes, suggests that she was indifferent and maybe upset with her teaching practice. However, she has not mentioned these characteristics in Questionnaire 3 when referring to the teacher she was.

Analyzing now Georgia’s answers I start making a comparison between the topics “The Teacher I was” and “The Teacher I am”. In the past Georgia defines herself as insecure and “not able to speak English” (*I didn’t speak English in the classroom*). After starting the English Language Teacher Development Course she has positive attitudes towards her teaching practice. Now, she speaks more English in class and she feels more intelligent. In addition to that, she is helpful and friendly while in the past her insecurity was a barrier between her and the students making her adopt a strict posture. Concerning Georgia’s views about what kind of teacher she hopes to be, it is obvious she is aware of the need for constant learning (*learn more English*). Evidently, the more she knows English, the more reliable she may be as an EFL teacher. As a result, being proficient in the English language may contribute to efficiency in the classroom. On the other hand, in Questionnaire 2, question 4, she herself has declared that “*Eu fiz muita coisa errada em sala-de-aula.*” Actually, the fact that she has assumed her faults in the past may be seen as a challenge for her own improvement. Following the topic, “The Teacher I fear to be” Georgia emphasizes automatically her negative feelings such as insecurity, lack of proficiency towards the language and authoritarian posture. In fact,

these three points are related because having lack of proficiency in the language may lead to insecurity and consequently the teachers can assume an authoritarian posture in class.

Concluding, I hope this analysis may help to reveal some features in teachers' discourse in order to better assess the student teachers' pedagogy practice.

4.2 Analyzing the Teacher Educator's discourse

In order to analyze the teacher educator's discourse four classes were tape-recorded. As mentioned before, students follow the book Atlas in the ELTDC classes.

In the first class, the topic was Family. In this class, the teacher and the student teachers talked about their own families. They had oral, pair work, written and listening activities during the class. Despite the students' familiarity with this topic, in the beginning of the class, the participants were shy and talked very low because of the fact the class was being recorded. After some minutes, students were more relaxed and they participated in the classroom normally.

In the second class, the topic was Family again. First, we had a review about what had been learned in the previous class. After that, the students worked in pairs and they had to interview their partner in order to find out about her/his family members, age, occupation, place of work. Then, they wrote a composition about what they had found out. They were a bit shy in the beginning of the class but little by little they forgot the class was being recorded and they started acting more naturally.

In the third class, the topic was Friends. I started making a warm up about the topic instigating them to talk about their own friends, what kind of things they like to do with their friends. Students were very lively, very happy. They talked aloud. They were really comfortable.

In the fourth class, the topic was Neighborhood. Although students had a little prior knowledge about the topic, in the beginning of the class, they did not participate actively. They were tired and uncooperative. They talked low and in a slow rhythm. But in a second moment, when they were asked to work in pairs and comment about their own neighborhood reality, they talked a lot and they asked a lot of questions in order to clarify their doubts related to the topic. I should emphasize that in this class due to a teacher's inattentiveness the tape record was turned on twenty minutes after the beginning of the class.

With the intention to analyze Teacher Educator's discourse, I decided to analyze the class whose topic lesson is "Family" because student teachers were used to the topic of the lesson and they had a better participation in class. So, I will give an overall picture of this class: in the beginning of the class, the teacher instigated the students to comment about their own families. Then, they did an exercise following the book and they also worked in pairs in order to find out about their partners' family. They asked questions, wrote down notes and read to the class what they had found out. While they read their composition, the teacher corrected it. In a second moment of the class, student teachers did an oral exercise using pictures of famous people. The objective of the exercise was to make questions about personal data and then to discover who the people in their friends' picture were. In the end of the classroom, they had a listening activity and exercises related to it.

The teacher educator followed the textbook Atlas, but she did not use it step-by-step. She used various kinds of activities (oral and written activities, pair and group work, textbook, pictures) trying to create a pleasant environment for learning and avoid routines in the classroom. "Varying the activities, tasks and materials can help to avoid boredom and increase student's interest levels" (Lightbown and Spada, 1999. p.57). This class had the duration of 1 hour and 45 minutes, in a total of 105 minutes.

For the analysis, I will follow the same system used in the section 4.1; I will present the results of the occurrences, the discussion and a final discussion.

Initially, I show some excerpts of the teacher educator's class, the features predominant in her discourse and what these features reveal in relation to who the teacher educator is and the actions involved in her practice.

Excerpt 1: 01 T: Students, ok. Now, we're going to start. Take a look. This is the family.

What words do you know about family?

02 Ge: Father, mother, brother

03 T: Hu-Hu

04 Clara: Brother, sister

05 T: Ok. Who knows how to talk about your family?

06 Sts:..... (silence)

07 T: If you have to say something about your family. What are you going to say?

08 Sts: (silence)

09 T: Talk about your family.

10 Sil: My family is big. It has four people, my mother, my father, two sisters....Humm,
two brothers-in-law.

In the beginning of the classroom, the teacher tries to make students participate in the classroom since this is a familiar topic for the student teachers (1, 5 e 7) But even so, they are still intimidated and the teacher dominates the turns (1, 5, 7 e 9). I can affirm that, following Lightbown and Spada (1999) "The teacher is often the only native or proficient speaker the student comes in contact with" (p.94). The teacher has this posture in the classroom because if she permits the students to dominate the turns, they end up speaking in Portuguese since they do not have enough proficiency to formulate a whole statement except Silvia (turn 10). Another point to be highlighted is in turn 1 when the teacher says, "*What words do you*

know about family?” Here, unconsciously, it is implied that, the teacher gives importance in knowing vocabulary as if knowing the vocabulary means knowing the language.

- Excerpt 2:
- 50 T: What is a typical Brazilian family?
- 51 Mac: We don't have a typical...
- 52 T: We don't have a typical one?No?
- 53 Mac: A family that has mother, father, children or just mother and children
Grandmothers and netos.
- 54 T: Grandchildren
Yes! Because nowadays... In the past it was so rigid...father, mother three children...
Nowadays... well, it is the way you commented. There are mother and children, father and
children, mother, father and one child. Yeah! And what we can see is that families are
getting smaller. Ok people....In the past fathers and mothers had ten brothers and sisters.
- 55 Mac: Poor families was big
- 56 T: Nowadays or in the past?
- 57 Mac: Past
- 58 T: and nowadays?
- 59 Mac: Poor families have many children.
- 60 T: In general, In the Northeast we can see people with big families, a lot of children, ok?
Yes, but we can't make a generalization, ok?
- 61 Mac: In abroad or abroad, teacher?
- 62 T: Yes, abroad.
- 63 Mac: parents...there are gays parents
- 64 T: Oh, yes! Nice!
Gays family. Ok, students.... This is the family...we have different kind of families, right?
And...I've read an article about problems in the life nowadays...it was in the group before
you...How we can imagine the life twenty years from now and they commented about
families...families won't exist anymore. They comment about families around the world ...
Japan, China. China families have just one child. And if they decide to have one more
child, they have to pay for the govern.
- 65 Ge: Yes!!!

In this excerpt, there was interaction between the teacher and her students. It is noticeable that the teacher educator dominates the turns but students understand and participate in this moment of the class even in a limited way (51, 52, 55, 57, 59, 63). The teacher uses the and the learner is exposed to a wide variety of vocabulary and structures as in a natural

acquisition setting (Lightbown and Spada, 1999, p.92). In turn 55, “*Poor families was big*” shows that the teacher does not give emphasis to the grammatical questions but to the use of language by the students. It is clear that the teacher makes an effort to use cognate words in order to facilitate the students’ comprehension. Again, in turn 65, we can observe the same student, Ge, showing that she has understood what the teacher has explained. She is not able to express herself in a more complex way, though.

Excerpt 4 68 T: Listen students... And then, take a look here!
In this lesson, we are going to talk about family, yeah? And then, in the picture we have different kinds of families. We have already commented about it.
Now, pay attention here..... Observe the families
Sts:(silence)

69 T: Ok? And then, here we have pictures of families, right?
You have an exercise to do. Then, the exercise number two is you have to read the description of the family and match to the pictures. Let’s do it! I know you know this vocabulary, yeah? But if you have doubts....ok, students?

In turn 68, although the teacher is following the book she does not follow the sequence of activities as suggested in the textbook. When she says, “We have already commented about it”, she implies that she has already done the exercise but in a different way, in this case, orally. In turn 69, she is clear towards the objective of the exercise but she does not emphasize translation. On the contrary, she makes students try their knowledge. On the other hand, when the teacher says, “I know you know this vocabulary, yeah?” she may implicitly call attention to the importance of knowing vocabulary.

Excerpt 5 151 Mac: Nora is...?

152 T: Daughter-in-law
Ok ... Now, you are going to discover and write about your friend’s family.
You are going to work in pairs, ask and write and after you are going to show to the class, ok?
Sts:.... start doing the exercises.

Turn 152 reveals the teacher making the students materialize what they have been taught. Now, in this moment of the class, it is implied the students will experience the language. The teacher gives condition for the students to make sense of the language, expressing their own reality in a communicative approach where the students will express themselves aiming at the communication and negotiation of meaning (Lightbown, 1999; Almeida Filho, 1998; Johnson, 1995).

As a teacher educator, the teacher follows a course book, but she does not use it strictly, varying the activities (oral and written activities, pair and group work, textbook, pictures) in order to avoid routines in the classroom. Even so, the teacher seems to have a teacher-centred posture due to the fact she dominates the turns but as it was already commented before, the teacher assumes this posture for two reasons; a) to expose the students to the English language and b) to prevent the students from speaking in Portuguese in the classroom.

Although there was little negotiation of meaning, the teacher tries to have a communicative approach in class motivating the communication between the teacher and students and among students themselves when proposing pair work. Another significant point to be commented is that the teacher makes the students aware of their knowledge and also makes them pursue their own development.

This second part of the analysis, the teacher educator's utterances were transcribed and they will be presented in terms of Transitivity System with a table showing the Verbal processes produced by the teacher during the class.

Table 8: Total of Processes produced by the teacher educator

VERBAL PROCESSES	NUMBERS	PERCENTAGE
Relational Processes	59	36 %
Material Processes	48	28 %

Mental Processes	26	15 %
Verbal Processes	19	11 %
Behavioural Processes	14	8 %
Existential Processes	3	2 %
Total	169	100 %

As we can see the most frequent process used by the teacher educator was Relational Process. I present the examples of the Relational Process produced by the teacher.

CARRIER	RELATIONAL PROCESS	ATTRIBUTE
Families	are getting	smaller
It	is	right!
The class	is	over!
It	is	very strange
It	was	so rigid
He	is	French.
She	is	a top model.
He	is	a singer.

You **are** afraid..of what?
I **m** afraid of...
It **is** the way...
...it's father and mother.
You're familiar with these words
Rose **is** a student in administration.
He **is** a lawyer.
He **is** a manager.
They **are** students.
Não é bem isso.
That's true for you.
It **was** in the group before you
Beautiful **is** for house, car, ok?

CARRIER	RELATIONAL PROCESS	IDENTIFYING
Female	is	feminino
Male	is	masculino
This	is	the family

What **is** a typical Brazilian family?
Which family photograph **shows** a typical North American family?

The exercise number two **is**...
 Essas palavras **referem-se** a que?
 Niece in Portuguese **is**...
 E se **fosse** filhos?
 His name **is**...
 Como **é** o finalzinho?
 The exercise **is** ..
 Eles trabalham **fica** normal?
 It can **be** number four.
 It can **be** number two.

CARRIER / POSSESSOR	RELATIONAL PROCESS	ATTRIBUTE POSSESSION
Re	has	two sisters
(Do) You	have	niece and nephews?
Families	have	(just) one child.
He	has	a son

...and you **have** a family, too.
 ...or I **have** fear.
 We don't **have** a typical one.
 ...fathers and mothers **had** ten brothers and sisters.
 We **have** different kinds of families.
 Here, we **have** pictures of families, right?
 You **have** an exercise to do.
 But if you **have** doubts.
 They **have** a typical family or not?
 You **have** on page eighteen.
 You **have** family members, ok?
 We don't **have** male here.
 El **has** two sons.
 I **have** doubts.
 She doesn't **have** children.
 We **have** an exercise.
 I **have** two brothers and sisters.
 You **have** here.
 You **have** the description of the families.

The examples above show that the teacher uses the Relational process for the reason that it is inserted in the context of the lesson. The presence of the verbs “**To have**” and “**To be**” are usually used when we are teaching about family because we tend to relate or identify people to entities such as: occupation, age, members of family, etc. In the sentence: “*Which*

family photograph *shows* a typical North American family?” the verb “**to show**” functions as “being” (Halliday, 1994. p: 142)

The participants who are named *Carriers* are represented in the examples above by “**You**”, “**families**”, “**We**”, “**You**”, “**It**”, “**He**”.

Next, the *Material* process was the second most commonly used process by the teacher. I show the instances from my data to illustrate this process:

ACTOR	MATERIAL PROCESS	GOAL	CIRCUMSTANCE
We	did	exercise	before
You	are going to work		in pairs.
(You)	write	the name	in each box
(We)	Let’s do	it.	
We	can’t make	a generalization	
(You)	read	the sentence	
(You)	write	about your friend’s family.	
(You)	try to do	it	
Do you	go		to the movies often?
We	live		in a big country.
She	lives		with her family.
She	doesn’t work.		

Now, we’re going **to start**.

You **got married**...

You **can use** both.

I’ve **read** an article about problems in the life nowadays.

They have **to pay** for the govern.

You have **to read** the transcriptions of the family and **match** to the picture.

Read the sentence for me.

Você está **perdendo** dinheiro. Uma moedinha **caiu** lá atrás.

Now, you are going **to discover** and...

...ask, **write** ...

El, you are going **to start**.

Please, **repeat** the final for me.

She **studies** History.

She **works** at Caic.

She **lives** with her family.

Ela **mora** com a família dela.

They **live**.

They **live** with their parents.

They **don’t live** with their parents.

Ela **trabalha**. Ela **lê**. Ela **estuda**...Eles **trabalham** fica normal.

They **live** with their families, ok?

Vai, Re!

He **works** in Malhação.

She **lives**.

Now, **use** the information...

You have **to work** in pairs.

Let's **go**!

You can **fill**...

Go ahead!

As we have seen, “Material Process expresses the notion that some entity ‘does’ something” (Halliday, 1994. p.110), So, using the processes “**to read**”, “**match**”, “**did**”, “**to work**”, “**write**”, “**repeat**” and “**do**” we can draw the image of a teacher acting and doing in the environment of the classroom. The participants in this context are the *Actors* who were represented clearly by “You” and “We”. But in the sentences “*Write the name in each box in the chart*” and “*Please, repeat the final for me*”, the implicit *Actors* is “**You**”. While in this statement “*Let’s do it!*” the implied Actor is “**We**”.

The *Mental* process, which relates to the inner experiences (Halliday, 1994. p.107), is also used by the teachers demonstrating they are conscious about the learning and teaching process. The examples below will illustrate it.

SENDER	MENTAL PROCESS	PHENOMENON
(You)	observe	the families
(Do) You	understand?	
(Did) You	observe	the difference?
Vocês	entenderam	essa diferença?
I	think	you are familiar with these words
We	can see	people with big families.
I	know	you know this vocabulary
I	think	you know this kind of vocabulary.
I	know	you know

Do you **know** the name of the baby, the sex?

What words do you **know** about family?

Who **knows** how to

How can we **imagine** the life twenty years from now?

And if they **decide** to have more one child...

I **think**...

Eu **vejo** assim....

Can you **observe** this here?

What I **see** here....

I don't **know** whether...
 These words here you **know**, ok students?
 Do and Does, **remember**?
See how many boxes you can fill.
 Do you **like** hamburgers?
 I have to **think** about it.
 What we can **see** is ... families are getting smaller.
 I **saw** two parents.

The processes “**know**”, “**observe**”, “**understand**” and “**think**” show the teacher is instigating students to their own learning process. When the teacher says “*I know you know this vocabulary*”, “*I think you are familiar with these words*” and “*I know you know*”, she is trying to make students feel conscious about their previous knowledge, for their input but in the other hand, she may be unconditionally emphasizing the importance in knowing vocabulary. The *Sensers* are represented by “**I**” and “**You**” as agent of the process of which they are participants.

The Verbal process is also used by the teacher. The examples will show this process:

SAYER	VERBAL PROCESS	VERBIAGE
You	have to say	something about your family.
(you)	ask.	
We	have (already) commented	about that
... You	say	handsome
Outro volunteer	to ask.	
... You	say	pretty.
You	said	your name.

SAYER	VERBAL PROCESS	RECEIVER	VERBIAGE
(You)	ask	your classmates	questions like this...
(You)	ask	your pair	about this kind of things

What are you going **to say**?
 You **say**...ex sister-in-law.
 ...you **commented**.
 They **commented** about families around the world.
 And after you are going **to show** to the class.
 ...because you **said** your name, ok?
 Se você **falar** your...**fala** de você.
 .. o S no verbo , só quando você estiver **falando** dele ou dela.
 ... and after, we are going **to comment** about that, ok?

Sorry If I didn't **explain** it.
I'm not going to **explain**.

In the statements “*You have to say something about your family*”, “*Ask your pair about these kinds of things*” the teacher’s attitude in the classroom is clearly to make the students express themselves. It is an indirect way for students to verbalize their knowledge. For the sentence: “*And after you are going to show to the class*”, the verb “**to show**” may function as “saying” if the Subject is a conscious being (Halliday, 1994. p:142). And in this case, the teacher is referring to show orally the students’ production. And then, for this reason it was considered a Verbal process. And for these statements the *Sayers* are “**You**” what make us infer that the teacher directs the students to be the principal subjects of the process.

Some occurrences of the *Behavioural* processes appear as psychological behaviour. The examples show the occurrences produced by the teacher.

BEHAVER	BEHAVIOURAL PROCESS	CIRCUMSTANCE/ MATTER
(You)	talk	about your family.
(You)	take a look.	
..We	talk	about family...
(You)	pay attention!	
(You)	take a look	the next exercise
We	are going to talk	about family.

Who knows how **to talk** about family?
Listen students...And then, **take a look** here.
Look here!
Take a look here in the exercise.
Take a look there!
 Can you **talk** about him?
 What is Helen in the dialogue **talking** about?

In the statement “*Listen, students. And then, take a look here*” we can see that the teacher consciously holds the students’ attention making them adopt a behavioural posture in the classroom. In the teacher’s conception this behavioural process is used maybe to help

students to internalize what is supposed to be learned. The *Behavers are* “**You**” and “**Students**”.

Finally, there were three occurrences for *Existential* Process.

EXISTENTIAL PROCESS	EXISTENT	CIRCUMSTANCE
Is there	any.....?	
There are	mothers and children.	

EXISTENT	EXISTENTIAL PROCESS	CIRCUMSTANCES
Families	Won't exist	anymore.

The Existential processes and the Existent produced by the teacher are related to the context of the lesson that is Family.

To conclude, analyzing the teacher educator’s discourse in terms of the Transitivity System, I could observe that the teacher has the characteristics of the Material Process. In her actions, she is conscious of the outer experience; she knows what is ‘going-on’ in the world around her making things happen in the classroom (Halliday, 1998. p.107). It is clear that the teacher makes the students the principal agents of the learning process. This fact could be revealed through the teacher educator’s utterances when referring to the participants of the processes that in most of the cases were represented by “You” (student teachers).

4.3 Classes Analysis: Silvia’s and Georgia’s discourse as students in the ELTDC.

The first part of the analysis will be shown in terms of the Transitivity System and the second part will be shown through excerpts. After that, I will present a final discussion.

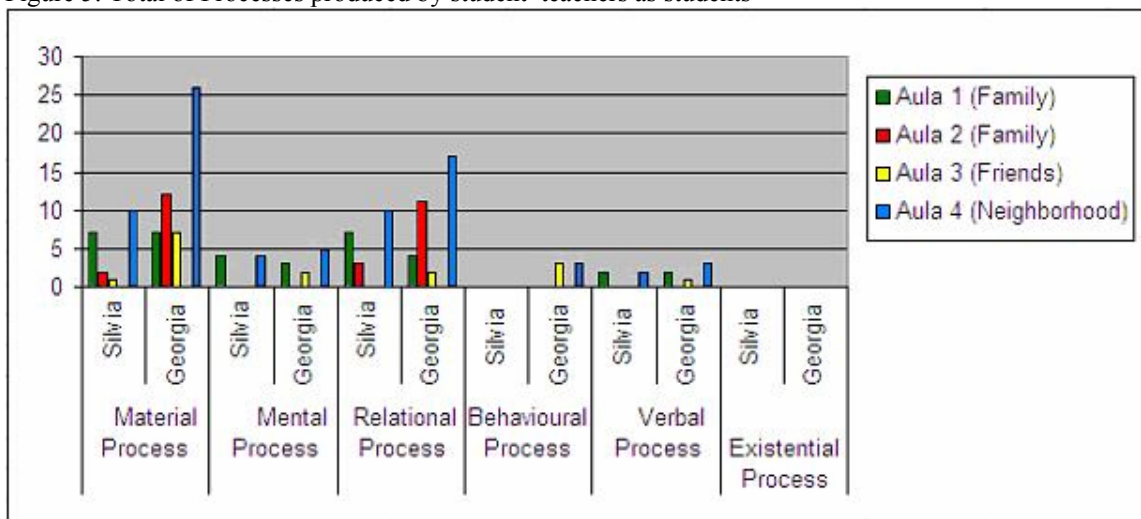
The data shown here were extracted from a session of four classes of 105 minutes each in the English Language Teacher Development Course in which Silvia and Georgia are student teacher participants. It is valuable to remember that Silvia has an intermediate level of

proficiency and English and Georgia has a low beginner one. Even so, I show some examples of processes produced by them

Table 9: Total of Processes produced by the student teachers as students

	Material Process		Mental Process		Relational Process		Behavioural Process		Verbal Process		Existential Process	
	Silvia	Georgia	Silvia	Georgia	Silvia	Georgia	Silvia	Georgia	Silvia	Georgia	Silvia	Georgia
Aula 1 (Family)	7	7	4	3	7	4	0	0	2	2	0	0
Aula 2 (Family)	2	12	0	0	3	11						
Aula 3 (Friends)	1	7	0	2	0	2	0	3	0	1		
Aula 4 (Neighborhood)	0	0	0	0	0	0	0	0	0	0	0	0
Total	10	26	4	5	10	17	0	3	2	3		

Figure 5: Total of Processes produced by student teachers as students



The most frequent process is Material process, which is the process of doing, acting, changing – actions are realized by people and events (Halliday, 1994. p.107). Participating in the classroom they produced some material process as in the following examples:

Where do you **live**? I **live** in Mexico.
 What people **do**.
 Where do you **go** to school?
 ..don't **study, work** in a bank...
 I eat popcorn, I **go** to the movies, dance, **go** to shows.
 Eu **fiz**... mas não sei como falar.
 Deixa eu **anotar** aqui.

The Actors **I**, **You** are performing the action and when they use **live, do, go, study, work, fiz, anotar** the student teachers are interacting in the context of the lesson in their role as agents of the learning process and also as agents of change of their own situation, making things happen.

Analyzing *Mental* Processes, which refer to verbs of sensing (seeing, feeling, thinking, etc.) I show some examples to clarify it:

Teacher, Eu **não entendi** esse exercício.
...mas **não sei** como falar.
I **think** she lives in Rio ...I **don't know**.
I **don't know**. I **think** she doesn't have children.
I **love**.
I **like** to cook.

The *Senser I* is representing the student teachers as a person aware of their role. In the examples: "... *Eu não entendi esse exercício*" and "*mas não sei como falar*", the student teachers express their consciousness regarding their learning process. With the processes **think, don't know, love, like**, the student teachers express their feelings while acting as learners.

As we know, *Relational* Processes, the process of being and having, establish a relation of identification and classification. Some examples were extracted from Silvia's and Georgia's utterances.

....**é** a mesma concordância do "have"?
É assim?
Eu **tenho** uma dúvida.
I **don't have** many friends.
Does she **have** children?
She **is** an actress.

The examples "... *é a mesma concordância do have?*", "*É assim?*" and "*Eu tenho uma dúvida*" contribute to create the idea about Silvia's and Georgia's interaction in the classroom, their relationship with their learning. They are internalizing their learning process regarding grammatical concern. In the examples "*I don't have many friends*", "*Does she have*

children?” and “She is an actress” they demonstrate they are interrelating as students inside the studying environment.

Behavioral Processes, as seen before, refer to physiological and psychological behavior. Here in this part of the analysis they occurred just while student teachers were participating in the classroom. The example follows below:

...I like to **eat** popcorn, to go to the movies, to **dance**, to go to the shows.

Verbal processes, which are the process of saying, represent the human consciousness in form of language. The examples produced by the student teachers were:

Eu fiz...mas não sei como **falar**.
...então eu tenho que **dizer** “a niece and two nephews?”
Como eu **digo** sincero?

The participants here are represented by **Eu** who is the *Sayers*. The *Sayers*' utterances symbolized by **falar**, **dizer**, **digo** permit us to make an idea about student teachers' attentiveness in knowing how to communicate in English.

In this section of the analysis there was no occurrence of *Existential* process.

Now, in this next section of my investigation, I will analyze Silvia's and Georgia's discourses in their role as students through some excerpts extracted from the class.

Excerpt 1: 01 T: Students, ok. Now, we're going to start. Take a look. This is the family.
What words do you know about family?

02 Ge: Father, mother, brother

03 T: Hu-Hu

04 Clara: Brother, sister

05 T: Ok. Who knows how to talk about your family?

06 Sts:..... (silence)

07 T: If you have to say something about your family. What are you going to say?

08 Sts: (silence)

09 T: Talk about your family.

10 **Sil**: My family is big. It has four people, my mother, my father, two sisters....Humm,
two brothers-in-law

11 T: Two brothers-in-law. OK! Yes!
And you now, Ge.

12 **Ge**: Three brothers and three sisters.

13 T: Three brothers and three sisters.

14 **Ge**: Mother, father and...

15 T: Do you have nieces and nephews?

16 **Ge**: Eu tenho mas não sei como falar.

17 Sts: Laugh

18 **Ge**: Fourteen

19 T: Fourteen?

20 **Ge**: Yes, fourteen nephews.

This excerpt shows Georgia (Ge) and Silvia (Sil) participating in class. While Georgia produces only some words (turns 2, 12, 14 e 18), Silvia produces a more complex sentence (turn 10). On the other hand, in turns 15 and 16:

15 T: Do you have nieces and nephews

16 **Ge**: Eu tenho mas não sei como falar.

We can observe that Georgia understands what the teacher said but she does not have proficiency to formulate her answer. Actually, she has the knowledge (numbers, verb 'to have'), but she is not able to link the words to construct a whole sentence.

Excerpt 2 152 T: Ok ... Now, you are going to discover and write about your friend's family.
You are going to work in pairs, ask and write and after you are going to show to the class, ok?

Stds..... start doing the exercises.

153 T: Ok? Let's go.

El, you are going to start.

154 El: Ge has a sister. She is a teacher. She lives in Guarapuava

155 T: Ok, very nice!

Ge...

156 Ge: My friend El, has a brother. He works at Sadia.

157 T: Ok!...

Sol, ...

158 Sol: Sil has three sisters. They work in a school. Rose is a student administration.

159 T: Rose is a student in administration.

Good! Very nice!

160 Sil: Sol has three sisters and four brothers. One of her sisters works with me in my school. Her name is Carmem and she lives near my house in the same street. She works at Reinaldo Sass.

161 T: Ok. Very nice.

When presenting her composition, Georgia (turn 154) shows it a better way than in the beginning of the class when she just cited some words related to the topic (excerpt 1, turn 2) but even so, she is restricted when composing her production. Once more, Silvia elaborates her production in a more complex structure.

Analyzing Silvia and Georgia in their role as students, I start saying that, unfortunately, the student teachers Silvia and Georgia do not have an active participation in class in their role as students. Silvia assumes a certain kind of indifferent posture maybe due to the fact she has better English in relation to the other participants of the course. On the other hand, Georgia is always concerned about translating every single word and clarifying her doubts about vocabulary. It is also evident her insecurity in using the language (excerpt 1, turn 16).

In terms of Transitivity System, the most predominant transitivity features in their discourses were related to Material process. As a Material process is represented by doing, acting, happening and changing, expressing the notion that some entity does something (Halliday, 1994; Martin, 1997), in this case, it is implied that the entities, Silvia and Georgia, are building their experience of change. Another point to be highlighted is "I" represents the

participants of the material process, the Actors. Again, we can note that Silvia and Georgia assume the posture of agents of the learning process.

4.4 Analyzing Silvia's discourse in her role as teacher.

Silvia is graduated in Letras Inglês and she holds a post-graduate degree. She teaches English in all groups of the school from kindergarten to 4th grade in Elementary School. As I could observe and also following my field notes, she is a bit anxious and she talks too fast. She speaks Portuguese in class and English is used only when referring to the words of the lesson taught. She also showed to be very serious and severe towards her students. She is the one who developed the material used in the Municipal Schools in Francisco Beltrão.

Her classes were on Wednesday morning and it had the duration of sixty minutes. The chosen class was in the 3rd grade of Elementary School and the classroom had twenty-eight students. The group which I attended the classes was chosen by Silvia herself.

The class

Silvia started the class reviewing the topic "Clothes". She had some extra pictures showing people wearing different kind of clothes. So, Silvia showed the pictures and students, orally, had to say what the people in the picture were wearing. She also prepared extra exercises related to the topic in a separate sheet. In these exercises there were a crossword, drawings of clothes, where the students had to complete using the words they had taught. There was an exercise in which the teacher said the name of the clothes and the students had to circle the clothes related to the words they heard. There was not any aspect or communication of ideas to be taught. The objective of the class was to teach only vocabulary. Following my field notes which contain Silvia's impression about her own class, she comments: "*I believe I*

have reached the objective of the class “ Clothes”, that is, to promote the knowledge and the assimilation of the words related to clothes in the English language” (my translation). Practicing vocabulary was Silvia’s objective in class. Actually, there was no concern to insert the words in a social context, to make students use the language and share meanings. These topics were emphasized by Lemke (1989) and Heberle (2001), among others as important topics in an EFL class.

With the purpose of analyzing Silvia’s discourse in her role as a teacher, I chose this sixty minute class whose topic was “Clothes”. As I have cited before, the class will be analyzed in two moments. Firstly, through some excerpts in order to reveal the features predominant in Silvia’s discourse and actions. And secondly, in terms of the Transitivity System, to see which specific processes, participants and circumstances are used. In my analyses I will show some occurrences of the processes produced by Silvia but all of them can be seen in Appendix IV.

Now, I will start showing some passages extracted from the classroom.

Excerpt 1: 1 T: Vamos revisar? Eu mostro as pictures e vocês vão dizendo o que eles estão usando
2 Lia: Um sapato
3 T: Shoes... E a cor?
4 Daniel: Preto
5 Mateus: Black
6 T: Black...black blazer, black pants and black shoes.
Formando o conjunto, ela está com um suit.
Vamos ver aqui...Essa vocês também vão poder falar... A cor e a roupa.
7 Leo: White
8 T: White?
9 Carla: White dress

In this excerpt, the teacher proposes a review of the previous class. But in turn 2 when the student says “*Um sapato*”, immediately the teacher says “*shoes*” (turn 3) not giving time for another student to participate and also in turn 6 she herself gives the answer. In turns 5, 7, 9 students participate in class only producing some words related to colors.

- Excerpt 2 65 T: Eu vou entregar a folha onde vocês têm um crossword, tá?
 A maioria das clothes estão aqui. Senão me falha a memória, o que está faltando aqui é simplesmente o terninho...Eu já coloco no quadro...é o número four.
 66 Ana: Four?
 67 Mateus: Não é um blazer?
 68 T: Não. Tem a calça e o blazer. O restante tem tudo nesta lista aí.
 Nós já revisamos alguns com as figuras e vocês têm a lista para completar a crossword aqui.
 Vocês vão procurar e depois nós vamos verificar. Só a crossword para fazer agora.
 69 Luiz: É para fazer em Inglês?
 70 T: Em inglês.

In turn 65 the teacher brings an extra exercise to the classroom in order to review the subject which she is working on at the moment. In turn 68 she tries to make students to materialize the subject (“*Vocês vão procurar e depois nós vamos verificar*”) but she uses so much Portuguese in class that the student has doubt about doing the exercise in English (turn 69, “*É para fazer em Inglês?*”).

- Excerpt 3 109 T: Number seven?
 110 Ana: Jeans
 111 T: Muito bem! Number eight?
 112 Carla: Belt
 113 T: Belt. Number nine?
 114 Pedro: Blouse
 115 T: Number ten?
 116 Mateus: Dress
 117 Lia: É saia....skirt
 118 T: Skirt

In this moment of the class, the teacher is correcting an exercise. There is interaction between the teacher and the students: the teacher asks the number and the students give the answer referred to that number. It is a focus-on-form mode of exercise where the students have the answers (Gil, 2001, p.165). But there is no negotiation of meaning when students use the language to make sense of it.

- Excerpt 4 119 T: Mais uma vez, repetindo todos eles.
 120 T: T-shirt
 121 Sts: T-shirt...

 221 T: Mais uma vez repetindo todas
 222 Mateus: ÃÃÃÃÃÃ...professora

Turns 119 and 221 show the teacher emphasizing the importance in knowing the words. And turn 222 shows the rejection of the student for this monotonous repetition practice in the class. “The slavish imitation and rote memorization that characterizes audiolingual language approaches to language teaching led many learners to a dead end” (Lightbown and Spada, 1999. p.162). I share my point of view with the authors because I could observe students got bored with the tedious repetitions in class. And knowing the words does not mean knowing the language because students are not able to make a whole statement but only link the words to the pictures.

To conclude, the fact Silvia has a Degree in English and she is the best student in the Teacher Development Course does not guarantee her to have a successful class. I share my point of view with Xavier (2001), who says that it does not mean that a teacher with good knowledge of English have conditions to establish a promising learning interaction where students can develop their abilities to understand and negotiate meaning. But, in my opinion, she fails in two very important points. First, she has a tendency to teach vocabulary and she does not give the opportunity for students to use the language making sense of it. Secondly, she does not use English in the classroom in the way she could. Unfortunately, she speaks Portuguese in the classroom most of the time.

In this second part of my analysis regarding Silvia’s discourse, I start with a table showing the Verbal processes produced by her.

Table 10: Total of Processes produced by Silvia in her discourse as teacher

VERBAL PROCESSES	NUMBERS	PERCENTAGE
Material Processes	70	37 %
Relational Processes	57	30 %
Verbal Processes	26	13 %
Mental Processes	23	12 %

Behavioural Processes	11	6 %
Existential Processes	3	2 %
Total	190	100 %

As we can see in the table above, *Material* process is the most frequent process used by Silvia. Here I show some occurrences to exemplify the process,

Agora eu vou **entregar** a apostila e você vai **procurar**...
 Eu vou **dar** atividades numa folha.
 Eu vou **dar** para vocês **pesquisarem** nesta lista.
 Eu **entrego** e vocês vão **lendo**.
 Eu vou **trabalhar** com vocês a atividade abaixo.
 Eu não vou **fazer** a palavra cruzada.
 Mais uma vez **repetindo**

Being *Material* process used to represent doing, changing, acting realized by people or events Silvia uses it to reinforce her actions in the classroom, for instance: “*Agora eu vou entregar a apostila e você vai procurar..*”, “*Eu entrego e vocês vão lendo*”, “*Eu vou dar para vocês pesquisarem nesta lista*” Although she is aware she is acting as instrument of doing in the classroom and assuming a teacher-centred posture, she brings her students to act in class. When saying “*Eu vou dar atividades numa folha*” she shows she is also interested in offering a more dynamic class. Her attitude reveals she is avoiding following strictly the textbook and all activities suggested by it. On the other hand, she has a tendency to make a lot of repetition in class; “*Mais uma vez repetindo*”, we can notice her major concern is in teaching vocabulary and making students repeat the words taught (this fact can be seen in the appendix IX). Barns, who is cited by Johnson (1995), warns that “if teachers do not allow students to establish common ground, students will merely learn to imitate and memorize teacher-direct information instead of making sense of it on their own” (157). At the same time, when referring to *Actors*, **Eu** and **Você** characterize them most of the time, which represent

Silvia (*Eu*) and the students (*Você*). One lamentable point is that Silvia only speaks Portuguese in the classroom.

Relational processes are also a frequent process used by Silvia. Thus, I start showing some examples...

..o número 4 **é** suit.
...essa primeira palavrinha **é** bag.
... o que **é** o desenho?
... quais **são** as duas clothes?
... a primeira **é** um dress.
... gravata **é** tie.
...what **is** number six?
...o restante **tem** na lista.
... vocês **têm** uma lista para completar a crossword.
... quem **está** com dúvida..

Using *Relational* processes that are the process related to being and having Silvia classifies or identifies things. For instance; “..o número 4 *é* suit.”, “... a primeira *é* um dress” and “gravata *é* tie” . When Silvia makes use of the statements “o restante *tem* na lista,” and “...vocês *têm* uma lista para completar a crossword” we can see that the objective of the teacher is to make students use the list of vocabulary, that is, just to use lose words but not the words inserted in a context of a sentence. In terms of participants, in general, the *Carriers* represented here are the elements which Silvia has identified or classified.

The next process, *Verbal* Process, related to the act of saying, is used by Silvia to express her objectives in class. I show some cases of Verbal process:

Eu **mostro** as pictures e vocês vão dizendo...
Olhando aqui que eu vou **explicar**.
Eu vou **dizer** número e vocês dão a resposta.
Quando eu **peço** número um, dois, três, vocês vão me **responder** em Inglês.

Without a doubt, Silvia is clear in her objectives in the classroom and what is expected of her students. According to Johnson (1995), when students know exactly what is

expected of them, they participate in class more actively. Unfortunately, as we have observed, Silvia expresses herself in Portuguese. “**Eu**” and “**Vocês**” indicate the Sayers who are the interactants of the process in most of the cases.

Next, there are occurrences of *Mental* processes which represent sensing of perception, of cognition and of affection. The examples below better explain this process:

... se você não **sabe**.
... **Lembram?**
... vocês **esquecem**.
... no final a gente **vê** se você acertou.
... a segunda vocês **sabem**.

Using the processes **sabe, lembram, esquece, vê, sabem**, Silvia is triggering the learning process which the student is going through. She is conscious of the fact students need to be instigated in order to perceive their own previous learning. The participants of the *Mental* process called *Sensors* in this case are the agents of the learning process.

Following the analysis, *Behavioural* process is associated to physiological or psychological manifestations construing human behaviour. The occurrences of *Behavioural* process are:

Olha!
Dá uma olhada!
Listen!
... vocês vão ter que **ouvir**
Presta atenção!

The processes used here are related to behavior in the classroom. Silvia uses them in an imperative way imposing for the students to have attitudes that may be helpful for students' learning. Silvia makes generalizations when using imperatives but the *Behavers (vocês)* refer to the students.

Finally, there are three occurrences of Existential Processes.

...**tem** a calça e o blazer.
... duas clothes que **tem** ali.
... não **tinha** ninguém fazendo e

Silvia makes use of them when referring to the correction of the exercises, which she has proposed in classroom.

In terms of Transitivity features, Silvia demonstrates in her utterances and in her actions features of Material Process. She shows she is conscious of her role as a teacher. As a teacher, I could observe that Silvia is more teacher-centered but she is organized, well oriented and she is clear when expressing what she expects from the students. She also contributes to create a lively atmosphere in class preparing extra activities in order not to bother the students with the follow-the-book system. For Silvia, the students are the principal participants of the learning process. She tries to hold students' participation in the classroom. This fact can be seen in the appendix when verifying the 'Actors' produced by Silvia. In this case, 'Actors' are represented by 'Vocês'(21 times) who refers to the students.

I hope this analysis may help to reveal Silvia's features and actions in relation to who she is as a teacher and to better understand her teaching practice.

4.5 Analyzing Georgia's discourse in her role as a teacher.

Georgia is graduated in Home Economics and Geography. She also holds two Post-graduate Degrees, one is in Psychopedagogy and the second one in "Ethic: People Management". She teaches English, Arts, Recreation and Life Quality from Kindergarten to 4th grade in the Elementary School. She is very lovely, calm and patient. During the classes, Georgia tries to use English frequently. However, she is not able to make up a whole sentence

in English but even so she combines the languages pronouncing the sentences half in English and half in Portuguese. Some students have this procedure in the classroom, as well.

The classes were on Tuesdays in the morning and it had the duration of sixty minutes. The chosen group was in the 4th grade in the Elementary School and the classroom had twenty-eight students. Georgia herself chose this group for me to attend the classes.

The Class

The topic of this classroom was “Drinks and Foods”. Georgia started the class reviewing the previous one when they had already started the lesson about the topic. She had a lot of pictures related to drinks and foods. She also incentivated students to participate in class by frequently questioning them all the time about the topic they were learning. She used pictures and the blackboard to make sure students were doing the exercises in the correct way. In the last part of the class, Georgia played the Hangman game with the words related to the topic taught in class.

With the intention to analyze Georgia’s discourse in her role as teacher I chose a 60-minute class whose topic lesson was “Food and Drink”. The first part, some excerpts of the class will be shown in order to show some features of Georgia’s actions as a teacher. The second section, the analysis was developed in terms of the Transitivity System.

This section of this study I show some excerpts in order to observe some Georgia’s actions in her role as teacher.

Excerpt 1 01 T: Ready? Página twenty-two
 Que página é twenty-two?
 02 Sts: Vinte e dois
 03 T: Vamos pegar the pencil in the hands e vamos deixar prontinha essa página. Nós já tivemos várias atividades para chegar até aqui. Agora nós vamos começar. Antes da teacher começar a aula...Quem está assistindo a teacher é a minha teacher My teacher. Teacher da teacher.
 04 Marieli: Professora?
 05 T: Yes!
 (Georgia talking to Mônica: Agora eles estão com estagiárias, tem professora, tem estagiária e agora, hoje, mais você)
 06 T: Então ta. Please, vamos começar Food and Drink. Fill the crosswords.
 O que foi João? Cadê teu book?

07 João: Eu deixei no armário.
08 T: Ta fechado. A professora levou a chave. Pegue esse daqui. Pega o teu pencil e vai fazendo.
Isso pega aqui você também o book. Vamos lá na página twenty-two. A primeira comida
09 Bruno: É o A, né teacher?

Excerpt 2 139 T: Agora, a última atividade desse book. Na página twenty-three, diz assim, o que é para fazer.
140 André: Recortar
141 T: Eu vou deixar vocês sozinhos
142 André: Eu sei
143 T: Levantem as mãos quem precisa de scissors; one, two, three, four, five, six, seven. Tem
dúvidas peçam para a teacher. Não vão colar errado.
Isa, please, ten scissors in the secretary office.

Although, we can see the teacher using some words in the English language in the classroom, (in turns 1, 3, 6, 8, 139, 143), she is not able to make up a whole sentence. In addition to that, this excerpt shows that this attitude makes part of the routine of this class because students understand what the teacher is talking about (7,9,140,143). A point that I find important to highlight is in turn 143 when the teacher says, “Isa, please, ten scissors in the secretary office”. After saying that, the student went to the secretary’s office and brought the scissors asked by the teacher, confirming the student understood what the teacher said. Moreover, students also follow the teacher’s example of saying half the sentence in English and Portuguese (turn 9).

Excerpt 3 31 T: Mais de um. Parabéns. Congratulations Students.
32 Fer: Salada
33 Cícero: Salad
34 T: S..
35 Sts: S- A-L-A-D.
36 T: Letra D.
37 Bruno: Food
38 André: Pão
39 T: O que é pão?
40 Isa: Food
41 T: Não...Food é comida, è alimento
O que é pão?
42 Vagner: Bread.
43 T: Isso! Bread...Yes!
Lembra do filme que nós assistimosbread
Letra E.
44 Cícero: É chicken
45 T: Chicken
46 Sara: F é uma carne
47 Tânia: Meat é carne
48 T: Como que é carne? Eu passei para vocês. Vamos lá...
49 Tânia: Meat
50 T: Yes!

51 Giovanni: Carnet
52 T: Nada, nada disso!
53 Students laugh.
54 T: Parabéns para quem ta fazendo.
 Vai pegar teu notebook.
55 Tânia: Carne é meat.
56 T: Yes! É meat!
 M-E-A-T. Depois do F...?
57 André: G
58 Silvia: Milk
59 T: O que é milk?
60 Sts: Leite
61 T: H
62 André: H é frango.
63 T: Será que já não fizemos frango?
64 Bruno: Feijão
65 T: Feijão. Como que é feijão?
66 Isa: Beans

This excerpt shows students participating in the classroom. They use to participate doing the exercises and they pronounce just words in English (33, 35, 37, 42, 44, 47, 49, 55, 58, 66). Another point to be observed is that the teacher does not translate the words but she makes the students answer participating in the classroom. Actually, she gives time and opportunities for the students to participate in the classroom. “Where the atmosphere is supportive and non-threatening, we can make a positive contribution to students’ motivation to learn” (Lightbow and Spada, 1999. p. 57), and in Georgia’s class this friendly atmosphere could be observed. In turns 31, 43, 48, 50 and 56 the teacher also expresses her positive attitudes towards the students’ participation in class contributing for the students to participate more and more. Here, the teacher proposes co-operative learning activities in which students must work together in order to complete a task.

Although Georgia has a low degree of proficiency in English, she tries to speak English in class and she uses to make up her sentences half in Portuguese and half in English. But even so, that is not adequate for an English teacher since the Portuguese predominates in her speech. In addition to that, in her utterances, she establishes relations between entities (for example, *cheese é queijo*) making students use the expressions and words learned in class. (It may also explain why relational process is the second most predominant transitivity feature in her

discourse) As a teacher, Georgia is more collaborative, participative, she acts as a participant of the process, she is interested, organized, and she is worried about speaking correctly but she fails when speaking Portuguese in class and following the book step-by-step, that is, she follows the strictly and all activities suggested by it. She does not have her own voice the book directs the class.

Through Georgia's attitudes we can see that to guarantee successful learning it is not strictly necessary to have a high level of proficiency but to be aware of students' needs, assuming a facilitating posture in order to motivate the students to participate in the classroom and consequently triggering them to a more effective learning.

I start this second part of my analysis showing the processes produced by Georgia.

Table 11: Total of Processes produced by Georgia in her discourse as a teacher.

Verbal Processes	Number	Percentage
Material Processes	64	41 %
Relational Processes	59	37 %
Mental Processes	12	7.5 %
Verbal Processes	12	7.5 %
Existential Processes	6	3.8 %
Behavioural Processes	5	3.2 %
Total	159	100%

Firstly, the *Material* Process is the most frequent process produced by Georgia. Here are some examples:

- Vamos **pegar** the pencil in the hands.
- Vamos **ler** isso agora?
- Vamos **corrigir** o book?
- Vamos **read** on the blackboard.
- Vamos **ler** as palavras que nós **fizemos** aqui?
- Write** the name.
- Take** the indicated letter....

Making use of the verbs **pegar, ler, corrigir, read, write, take, fizemos** it is possible to create the image of Georgia doing, acting in class as an agent of learning and teaching. Besides, when she uses “Vamos” it is evident the way she interacts in class; she acts as a part of the interaction process, as well. The students and the teacher are interacting together. In addition to that, “Vamos” conveys the idea that the *Actors* are represented by “Nós”.

The *Relational* Process is commonly used of the fact that Georgia is often identifies or relates things in class. The examples can explain this fact:

Que página **é** twenty-two?
Quem está assistindo a teacher **é** a minha teacher.
O que **é** a letra A?
Food **é** comida.
Coffee **is** black.
O primeiro **é** bread.
Como **é** tomar?
Como que **é** carne?

In the examples “*Como é tomar?*” and “*Como que é carne?*” Georgia makes use of *Relational* Processes to instigate students to give the translation of the words “tomar” e “carne”, as categorical assertions, as if there were a one to one relationship between form and meaning. In an unconscious way, it is also a manner of relating the words (Carne is meat). Obviously, she uses this kind of structure due to her lack of proficiency in the target language as Georgia herself has commented before.

Mental Processes used by Georgia were:

Deixa eu **ver** o alimento
... a teacher **lembra** que passou.
...**lembra** do filme que nós assistimos?
Você tem que **ver**...
Então, **viu**? Vocês **sabem**.
Lembra o que eu passei para vocês?
Perceberam?
Entenderam?
Quem **precisa** de scissors levanta a mão...
Quero **ver**.

In the utterances; “*a teacher que passou*”, “*lembra do filme que nós assistimos?*”, “*Então, viu? Vocês sabem*”, “*Lembra o que eu passei para vocês?*”, Georgia tries to activate the students’ awareness to the fact they know, they have already seen the topic which she is teaching. She tries to make students familiar with the situation. In the examples; “*Perceberam?*” and “*Entenderam?*” Georgia is verifying if the students are attentive to their learning. The more common *Sensors* are usually related to **vocês, eu** and **a teacher** .

The following examples show the Verbal processes used by Georgia:

A frase **diz** o seguinte.
O que será que a teacher **falou**?
A letra A **diz** o seguinte..
Como eu **digo** leite?
Isso...como eu **digo**?
Diz lá em cima..
Diz assim..
Eu preciso **dizer** que alimento é..
A página 23 **diz** assim..
Peçam para a teacher
Como eu **digo** café?

Georgia uses Verbal processes in a symbolic way, for example; “*A frase diz o seguinte*”, “*A letra A diz o seguinte*”, “*Diz lá em cima*”, “*Diz assim*”, “*A página 23 diz assim...*”. At the same time, when using; “*O que será que a teacher falou?*”, “*Como eu digo leite?*”, “*... Como eu digo?*”, “*Peçam para a teacher*”, “*Como eu digo café?*”, Georgia is instigating students to verbalize their knowledge in class. In terms of Sayers who are the participants of the process, Georgia makes uses of both a symbolic way to express her targets using impersonal Sayers such as: **A frase, a letra A, “o livro”, A página**, and for the other examples the Sayers are **eu, a teacher, a gente**.

As already pointed out, the *Existential* Process is also a process related to being. However, the *Existential* process is represented by There is or There are and the Participant is called the *Existent*.

The *Existential* processes produced by Georgia were:

...**tem** outra forma que a teacher passou
...daí **tem** um quadrinho em branco.
...o que acontece quando **tem** o S?
Na horizontal **têm** quadrados que vão ficar em branco.
...daí **tem** um prato.

However, the verb used by Georgia is “tem”, it does not mean “To have or to own” but it carries the translation of “To exist”.

Behavioural Process is used by Georgia in order to make her students assume some behaviours in the classroom. Some examples used by Georgia:

Pay attention to the picture!!!
Pay attention!!!
Olhem aqui ó!!!!
Vão **olhando**...
Lembram do filme que nós **assistimos?**

For the examples; “*Pay attention to the picture*” and “*Pay attention*” it is implied that the Participant which is named *Behaver* is “**You**”. In the same way in the statement “*Olhem aqui ó!*” and “*Vão olhando*” the *Behaver* is “**Você**”. And of course, in the example, “*Lembram do filme que nós assistimos*” the *Behaver* is “**Nós**”.

When analyzing Georgia’s discourse in terms of transitivity features, the predominant processes in her discourse are material (41%) and relational (37%). As we have seen before, the *Material* process is the process of doing and it implies Georgia is attentive to her role as a teacher. She knows what to do in order to facilitate students’ learning. She acts as an agent of changing, making things happen in class and also giving opportunities for the students to participate in class answering the questions enthusiastically. In terms of Actors, Georgia produced “Eu” (5 times), “Nós” (20 times) and “Vocês” (20 times), indicating that the students play the most important role in the classroom.

Concluding this chapter, after analyzing both student teachers in their role as teachers following my field notes and also Heberle's questionnaire (2001), I could observe that Silvia has better level of English but at the same time, she speaks a lot of Portuguese in the classroom. She tries to create a lively atmosphere in class bringing extra activities, but even so, she adopts a teacher-centred posture in the classroom and she does not provide enough opportunities for the students to participate in class. On the other hand, Georgia who has a basic level of English tries to create a characterization of English class making up her sentences half in English and half in Portuguese. She is also collaborative and participative teacher making students comfortable in her classes. But she directs the class following the book strictly.

A controversial fact here is that when answering the Questionnaires 2 and 3 (pages 38 and 51, respectively) both student teachers manifested they have internalized some principles and the new trends of teacher education to be applied in EFL classes. But, they do not seem to apply these concepts in their practices. They assume a traditional pedagogical posture. Both of them tend to teach vocabulary English items making student imitate and memorize them. Unfortunately, they do not provide learners to have access to meaningful and comprehensible input through interaction with teachers and other students (Lightbown and Spada, 1999, p.122). The only interaction in the classroom is between the teacher and students in the sense that the teacher asks and the students answer ready answers or only words. Moreover, there is no interaction among students themselves and no kind of negotiation of meaning with an interactive or a meaning making activity, as a classroom interaction should be. This posture reveals that the teacher having a static and fossilized view of teaching practice, due to their lack of proficiency and EFL teaching principles (Richards,1998).

A positive point to be highlighted is that teachers have expressed their positive views towards the English Language Teacher Development Course and the way it has been

collaborating to their teaching practice whether in a small or slow extent. They are conscious that they are not perfect but they are trying to improve their practice, as they have commented when answering Questionnaire 2, answers 3. They know “knowledge production is a process” (Moita Lopes, 1998. p.149). A very important point is that they are also aware that knowledge production takes time and it depends on their determination to pursue a continuous progress.

CHAPTER V

FINAL REMARKS

5.1 Summary

In this chapter I will bring my final remarks. Firstly, I will summarize the findings of this study and I will comment on the limitations and implications of the study as well. Finally, I will emphasize the importance of this study for the development of the teachers involved in this investigation and for a future greater contribution to Foreign Language Teacher Education in the Southwest region of Paraná State.

This thesis investigates the discourse of two English teachers participants in an English Language Teacher Development Course. The discourse analysis was carried out both on their role as students and also on their role as teachers, focusing to observe the predominant transitivity features in their discourse and what these features reveal in relation to who the main participants are and the actions involved in them.

Initially, in this study I reviewed the basic theoretical principles concerning Language Teacher Education, Discourse Analysis and Systemic-functional Linguistics developed by Halliday, more specifically in the field of Transitivity System. After that, I described the settings in which the data were collected and presented information about the context, the participants and the classes observed. Following, I exemplified with excerpts from my data, the transitivity features produced by the student teachers in their discourse as students and teachers.

5.2 Remarks on findings

By analyzing the teachers' utterances in terms of Transitivity System that is the most important focus in my analysis, I could observe that the most frequent processes in their discourse were *Material*, *Relational* and *Mental* processes respectively.

In the analysis of these processes, I noticed that the *Material* processes always related to the doing and acting in the classroom and both of teachers know what to do in classroom. On the other hand, *Relational* processes were used to relate things and words due to the fact they have a tendency to teach vocabulary. Nevertheless, in their discourse the *Mental* processes were used to express their feelings and beliefs related to the English Language Teacher Development Course in which they are participants and also to reveal they are conscious of their role as teachers. I also analyzed her views about how language is learned and in their answers they demonstrated they have internalized some principles of EFL that is, they believe language is learned when you teach what makes sense for the students, giving the opportunity for them to practice it. However it does not mean they practice their pedagogy having these principles in mind.

In this investigation, through the analyses of questionnaires 2 and 3, I also tried to show how the ELTDC, which both Silvia and Georgia are engaged in, is influencing their learning and teaching practice. Actually, I really hope this investigation has contributed to the improvement of the course itself, my own enhancement and to better understand the teachers' attitudes towards their learning and teaching practice.

5.3 Limitation and Implications of the thesis

One of the limitations of my thesis is related to the impossibility to use a video recorder, which would allow me to observe teachers participating and interacting in the classroom. Another limitation concerns the classes' observation. Due to time constraint and the teachers' busy schedule, I did not have the opportunity to observe more classes of the teachers in order to verify their attitudes in class.

Despite these and other limitations that may be pointed out, I consider this investigation has its value. As doing ethnographic research, we can observe what happens inside a classroom making us reflect upon our own attitudes.

Another important aspect is that through discourse analysis in terms of Transitivity System, we can evaluate teachers' beliefs and attitudes observing why they act the way they do. In addition to that, through this analysis we can also help teachers to be more reflective about their practice and act more efficiently in class.

Furthermore, this study has contributed to improve the English Language Teacher Development Course to be applied in the future with other groups of teachers. This study is intended to contribute to English as a Foreign Language teacher education in Brazil in relation to teachers' awareness of their professional roles.

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APPENDIX I

Table of the Processes and Participants used by the teacher educator.

RELATIONAL PROCESS	CARRIERS
Is, have, have, is, are, am, have, is, have, was, is, are, had, is, have, was, have, have, have, have, is, have, is, is, é, is, is, is, have, have, have, are, referem-se, is, have, has, is, is, is, fosse, is, is, is, is, have, is, is, has, are, is, é, is, is, is, is, is, is, have, has, have, have, is, is, have, is, is, fica, can be, can be.	This, You, You, that, You, I, I, Brazilian family, We, It, It, family, fathers and mothers, this, we, it, families, we, we, you, the exercise number two, you, it, it, it, that, that, that, they, you, you, you, essas palavras, that, we, El, niece in Portuguese, Female, Male, ele, rose, he, his name, finalzinho, I, he, he, Re, They, That, ele, that, he, he, he, beautiful, she, she, has, we, I, that, this exercise, you, class, it, eles trabalham, it, it.
MATERIAL PROCESS	ACTORS
Start, got married, use, make, read, pay, live, read, match, do, read, perdendo, caiu, discover, write, work, write, start, lives, work, repeat, studies, works, lives, mora, live, live, live, trabalha, lê, estuda, trabalha, live, to do, vai, vai, vai, works, lives, use, did, go, write, work, make, go, fill, go.	We, you, you, we, I, they, we, you, you, we, you, você, moedinha, you, you, you, you, she, she, you, she, she, she, ela, they, they, they, ela, ela, eles, they, you, you, he, she, you, you, you, we, you, you, you, you, you, we, you, you.
MENTAL PROCESS	SENSERS
Know, know, knows, see, imagine, decide, observe, know, know, think, vejo, observe, see, know, know, think, entenderam, think, know, remember, know, know, observe, see, like, understand, think, can see, saw.	You, you, who, we, we, they, you, I, you, I, eu, you, I, I, I, you, I, vocês, I, you, you, I, you, you, you, you, you, I, we, I.
VERBAL PROCESS	SAYERS
Say, say, say, say, commented, commented, comment, commented, shows, explain, ask, show, said, falar, fala, falando, commented, explain, comment, ask, say, say, ask, ask.	You, you, you, you, you, they, they, we, family photograph, I, you, you, you, você, você, você, we, I, we, outro volunteer, you, you, you, you.
BEHAVIOURAL PROCESS	BEHAVER
Look, talk, talk, talk, listen, look, talk, pay attention, look, look, look, look, talk, look, talking, look.	You, who knows, we, you, students, you, we, you, you, you, you, you, you, you, Helen, you.
EXISTENTIAL PROCESS	EXISTENT
Is there, there are, won't exist	Any..., mothers and sisters, families.

APPENDIX II

Table of the Processes and the Participants used by Silvia and Georgia while answering the Questionnaire 2.

TEACHER	NO.	MATERIAL PROCESS	ACTOR
SILVIA	21	Fiz, fiz, participei, recebemos, trabalharmos, marcaram, buscar, cumprir, usava, ensinamos, ensinamos, usamos, recebemos, recorrer, ensina, ensine, ensina, ensinar, trabalhava, sujeita, sujeita.	Eu, eu, eu, nós nós, desafio, eu, eu, eu, nós, nós, nós, ninguém, alguém, a quem, aquele que se sujeita, aquele, aquele que se sujeita, aquele, aquele que se sujeita.
GEORGIA	13	Fiz, dar, tenho recebido, devemos ensinar ,fazer, fiz, recorrer, trás, dá use, sendo ensinado, faz	Eu, eu, eu, eu, eu, eu, eu, todo o curso, ele, o aluno, aquilo, nós, aquilo.

TEACHER	NO.	MENTAL PROCESS	SENER
SILVIA	13	Gostei, interessava, influenciou, despertamos, preocupamos, aprende, sabe, aprendermos, precisamos, aprender, aprende, aprender	Eu, eu, dinâmicas, nós, ninguém, ninguém, nós, nós, nós, nós, aquele que se sujeita ao aprendizado, aquele que se sujeita.
GEORGIA	13	Gostava, achava, adorava, conseguia, adorando, percebe, sei, sabemos, percebo,acho, acho, aprendem, gosta	Eu, eu, eu, eu, eu, quem conheceu-me, eu, nós, eu, eu, eu, alunos, o aluno.

TEACHER	NO.	RELATIONAL PROCESS	CARRIERS
SILVIA	10	Tive, tive, fui, foram, somos, é, temos, são, somos, somos.	Eu, eu, eu, sugestões, nós, passado, nós, línguas, nós, nós.
GEORGIA	15	Tive, tive, é, estou, tenho, era, tinha, estou, tenho, estou, procurando ser, é, está, é, de ser	Eu, eu, ,esse, eu, eu, eu, eu, eu, eu, eu, a língua, aquilo, o aluno.

TEACHER	NO	VERBAL PROCESS	SAYERS
GEORGIA	04	Falar, falo, fale, falar	Eu, eu, o aluno, o aluno

APPENDIX III

Table of the Processes produced by teachers in their roles as students.

PROCESS	VERBS	PARTICIPANTS
Material Process	Live, do, go, study, work, Fiz, anotar	<i>Actor:</i> I, You.
Mental Process	Não entendi, não sei, think, know, love, like	<i>Senser:</i> I
Relational Process	È, tenho, don't have, Have, is	<i>Carrier:</i> Eu, she
Behavioural Process	Eat, dance	<i>Behaver:</i> I
Verbal Process	Falar, dizer, digo	<i>Sayer:</i> Eu

APPENDIX IV Processes used by Silvia in her role as a teacher.

Material Processes

Vamos **revisar**?

Eu **mostro** as pictures e...

... o que eles **estão usando**...

O que ela está usando?

... e ela também **está usando**..?

Ela **está usando** o que?

She **is wearing** a red blouse.

They **are running**.

O vovô **está usando** uma...?

Isso foi só para a gente **revisar** mais um pouco...

Agora eu **vou entregar** a apostila e você **vai procurar** na apostila...

Eu **vou entregar** a apostila para vocês **pintarem** e ...

Eu **vou dar** atividades numa folha para **fazer** com vocês...

Então eu **vou entregar** a apostila.

...antes do final da aula eu **deixo**

Vamos... Eu **vou dar** para vocês **pesquisarem** nesta lista de roupa, **combinado**?

Eu **entrego** e vocês **vão lendo**. **Lendo** aqui.

Enquanto isso eu **entrego**..

...para vocês **abrirem** a apostila na página trinta e sete.

...vocês **vão fazer** o recorte das clothes para **vestir** o bonequinho.

...**lerem** a lista de clothes.

Eu **vou entregar** a folha.

O que **está faltando** aqui é...?

Eu já **coloco** no quadro.

Nós já **revisamos** alguns com a figura.

Vocês **vão procurar** e depois nós **vamos verificar**.

Só a crossword para **fazer** agora.

Vamos fazer o seguinte...

A maioria **terminou** e aqueles que não **terminaram**...

...está **faltando** uma palavrinha...

..Então **vai** lá...

Eu não **vou fazer** a palavra cruzada...

Quem **conseguiu achar** o número dois?

Vamos combinar uma coisa?

...**espera** um pouquinho..

...**combinado**?

Mais uma vez **repetindo** todos eles...

Antes de **colorir** eu **vou trabalhar** com vocês a atividade abaixo.

..lá **está escrito** assim...

Listen and circle.

Aquela que eu falar você **vai circular**.

Para a gente **trabalhar** listening.

Você que **vai fazer**.
A gente vê se você **acertou**.
Não é para **escrever** nada!
Não é para **circular** nada!
...se você for **fazer** uma viagem...
Para **guardar** todas as clothes.
Vamos **repetir** na A, B e C.
Quando **chega** na C..
Vamos **fazer** o contrário. Eu **começo** na C, até **chegar** na A.
...mais uma vez **repetindo** todas...
Vão **fazer** com o lápis de escrever...
...é mais fácil **apagar** se você **errou**.
...**circular** a roupinha...
Então, **vai** lá!
..depois **seguiram** e **fizeram** certo.
...**Entreguem** a apostila

Relational Processes

Relational Attributive Processes

Não é bem um T-shirt.
É de lã.
Camiseta **é** de malha.
O problema de vocês **está sendo** visual.
Não é camisa, **é** uma blusa de mulher.
Não é isso!
Mas essa **é** essencial.
É meia! **É** calça!
É mais fácil.

Relational Circumstantial Processes

Essa **é** da Lia.
Ela **está** com um suit.
Eu **estou** com uma blusa.
Não **é** para terminar.
A maioria das roupas **estão** aqui.
Está no quadro.
Está aqui no quadro.
... quem **está** com dúvida ...
Não **é** para ligar nada.
Pat, **é** essa atividade aqui...
Está quase na hora.

Relational Identifying Processes

...**é** o número four...
O número four **é** suit.

O número um é tênis.
O número dois é blusa de lã.
O número três é meia.
O número cinco é vestido.
Gravata é o sete.
Gravata é tié.
Circular é circular.
A primeira é um dress.
Essa primeira palavrinha é bag.
O que está faltando aqui é o terninho.
Isso aqui, o que é?
Como é que é?
O que é isso?
O que é o desenho?
O que é número dez?
O que eles **são**?
What's number six?
Quais **são** as palavras?
Como é em Inglês?
Como é que é?
Como é gravata?

Relational Possessive Processes

A lista de roupas que vocês **tem** lá.
Vocês **têm** um crossword, ta?
O restante **tem** tudo na lista.
E vocês **têm** uma lista para completar o crossword.
O número quatro não **tem** na lista.
...para cada letra **tem** duas clothes.
... para vocês não **terem** dúvidas.
A letra B **tem** uma palavrinha.
...só para **ter** certeza.
O 'H' **faz** som de "R".

Verbal Processes

...e vocês vão **dizendo**...
...e vocês também vão poder **falar**.
Eu **pedi**...
Eu **pedi** para vocês...
...então eu vou **falar** o número.
Eu vou **dizer** o número e vocês **dão a resposta**.
Quando eu **peço** número um, dois, três, vocês vão me **responder** em Inglês.
..deixa o amigo **falar**...
Eu vou **falar** uma delas e um não pode **falar** para o outro.
Aquela que eu **falar** você vai circular.
...já está **falando** aqui...
Agora eu vou **falar** assim.
Eu vou **falar** uma daquelas duas palavrinhas e você vai circular o que eu **falei**.

Mas ninguém vai **falar** nada.
Ninguém **fala** nada.
...que eu **falar** o nome.
Me **digam** a palavrinha.
Com tudo que eu **expliquei**.
As folhas para eu **explicar** a atividade.
Eu vou **explicar**.
Eu to **explicando**.
Eu to **explicando**, espera.

Mental Processes

Vamos **ver** aqui...
Essa aqui eu **quero**.
Eu não **quero**...
Vão dando uma olhada para **lembrar**, tá?
Eu **quero** em Inglês...
Para quem não **ouviu**...
Eu já **ouvi**!
Se alguém não **ouviu** ainda...
Se você não **sabe**...
Agora eu **quero ouvir**...
Vocês vão ter que **ouvir**.
Vamos **ver** os desenhos e **ouvir** bem.
A gente **vê** se você acertou.
Lembram?
Que vocês ainda não **viram**...
Você **precisa** de uma...?
A segunda vocês **sabem**.
... ver se vocês **lembra**m.
...vocês **esquecem**.
Não dá para **ver** pelos desenhos?

Behavioural Processes

Vai **dando uma olhada**...
Olhando aqui, ó!
Eu pedi para vocês **darem uma olhada**.
Dá para **olhar**.
Olha a palavrinha lá.
Vai **olhando** aqui.
Listen and circle.
Então **presta atenção**.
...uns perdidinhos que não **prestaram atenção**.

Existential Processes

Tem a calça e o blazer.
..as duas clothes que **tem** ali.
Não tinha ninguém fazendo errado.

APPENDIX V Processes used by Georgia in her role as a teacher.

Material Processes

Vamos **pegar** the pencil in the hands e **vamos deixar** prontinha essa página.

Agora, nós vamos **começar**.

Antes da teacher **começar** a aula...

Vamos **começar**.

Fill the crosswords

A professora **levou** a chave.

Pegue esse aqui. **Pega** o teu pencil e **vai fazendo**.

Pega aqui você também.

Vamos lá na página twenty-two.

Tira o S.

O que **aconteceu**?

Eu **passei** para vocês.

Vamos lá.

Parabéns quem **está fazendo**.

Vai **pegar** teu notebook.

...já não **fizemos** frango?

Ta faltando uma letra antes do A

Vamos **ler** isso aqui agora.

O que **está escrito**?

O que nós **fizemos** primeiro?

Aqui não **vai completar**.

Então **deixa** em branco.

Vamos para o outro.

Complete the sentences.

Write the name...

...tem que **pintar** de black.

Vocês vão **fazer** sozinhos.

Pode ir **pintando**.

O que eu **passei** para vocês?

Procurem lá no notebook.

Vamos read on the blackboard.

Vamos lá.

Antes de vocês **pintarem**...vamos **fazer** outra atividade.

Take the indicate letter...

O que será que nós vamos **fazer**?

Procure **tirar** as letras do nome.

Então você **vai colocar** a letra R.

Agora vocês **fazem** sózinhos.

O que nós vamos **tirar**?

Então **podem fazer**.

Tira a quarta letra.

Você vai **tirar** a ...

Vamos **fazer** juntos.

Que letra você **tirou** da primeira?

Vamos **ler** as palavras que nós **fizemos** aqui?
Eu vou **deixar** vocês sozinhos.
Levantem as mãos quem precisa de scissors.
Não vão **colar** errado.
Depois de **colar...colour** the pictures.
Vamos **corrigir** o book?
Vamos **ler** todos juntos?
Agora **lendo** sozinhos...
Students, **vire** a folha.
Então vão **colorindo** the picture.

Relational Processes

Relational Attributive Processes

...**está** fechado.
É bolo.
È a outra.
Não **vai dar** coke.
É meat.
Quase isso... **é** b.
Está certo!
È white!
È Yellow!
Esse **é** o mais importante.
Coffee **is** black.
Milk **is** white.
Bread **is** brown.
Juice **is** orange.

Relational Identifying Processes

Quem **está** assistindo a minha aula **é** a minha teacher.
Que página **é** twenty-two?
O que **é** a letra A?
Como **é** arroz em Inglês?
Como **é** que **é**?
O que **foi** João?
Na letra B, o que **é**?
...**Vai dar** o que?
Como **é** tomar?
O que **é** a letra C?
Letra C, o que **será** que **é**?
O que **é** pão?
Como que **é** carne?
O que **é** milk?
Como que **é** feijão?
O que **é** complete?
O que **será** que **é** pay attention?

O que é picture?
O que é na figura?
O que será que é black?
O que é isso?
O que é white?
O que é brown?
O que é o primeiro desenho?
Como é pão?
Qual é a segunda letra?
Como é feijão?
O que é rice?
O segundo, o que é?
Como é macarrão?
Como **fica** o primeiro?
O que é lunch?
Chá em inglês é tea.
Alimento é food.
Cheese é queijo.
Isso aqui é brown.
O primeiro é bread.
O segundo é tea.
O seguinte é presunto.
O outro o que é?

Relational Circumstantial Processes

O que **foi** aqui?
Vai **ficar** em branco...
Nós **estamos** na aula de inglês.
Que palavra **ficou**?
O que é para fazer?

Relational Possessive Processes

Nós já **tivemos** várias atividades ...
... dependendo da palavrinha que você **tem**.
Todos os desenhos **têm**.

Verbal Processes

Diz o seguinte.
O que será que a teacher **falou**?
A letra A **diz** o seguinte...
Como eu **digo** leite?
Isso como eu **digo**?
Diz lá em cima o seguinte...
Diz assim ó...
Eu preciso **dizer**
A gente **diz** ham.
Peçam para a teacher.

Como eu **digo** café?
Na página twenty-three **diz** assim...

Mental Processes

Deixa eu **ver** o alimento.
A teacher **lembra** que mostrou para vocês.
Você tem que **ver** na figura.
Então **viu**? Vocês **sabem**?
Lembra?
Perceberam?
Quem **precisa** de scissors levanta a mão.
Lendo sózinhos...eu quero **ver**.

Behavioural Processes

Quem está **assistindo** a teacher...
Vão **olhando**...
Pay attention to the picture.
Olha lá!
Olha aqui, ó!
Pay attention students!

Existential Processes

Mas **tem** outra forma...
..**tem** um quadrinho em branco.
Quando **tem** o S...
Na horizontal **tem** letras que vão ficar em branco.
Daí **tem** um prato...

APPENDIX VI

Questionnaire 2 (Silvia's Answers)

TEACHERS' BACKGROUND ON TEACHING

1. Describe your first experiences with L2(s) and how you responded to them.

Na escola eu sempre **gostei** de Inglês e me **interessava** pelas aulas, músicas e filmes.
relational mental

2. Describe your English Course in the University or College, or other course(s) related to this area, and its / their influence your teaching.

Sempre **tive** facilidade para o Inglês e **fiz** cursos particulares. Eu sempre fiz os cursos oferecidos pela escola ou prefeitura.. Na faculdade eu nunca **tive** problemas com Inglês e sempre **fui** uma ótima aluna.
relational material relational relational

3. Describe a Language Teacher Training you have had and how it influence your own teaching.

Sempre **participei** de muito cursos. **Teve** um treinamento oferecido pela prefeitura junto com os professores estaduais. Nós **recebemos** muitas informações e sugestões para **trabalharmos** com os nossos educandos. Não **foram** somente sugestões que **marcaram** o encontro e sim o desafio de **buscar** sempre o conhecimento da língua. Dinâmicas diferentes com os alunos **influenciou** para o crescimento da minha prática. Se **somos** mediadores em nossas atividades certamente **despertamos** nossos alunos para a busca de novos saberes.
material existential material relational material material relational material mental relational material mental

4. Describe your experience as English Teacher in the past and present.

No passado que não **é** tão distante assim **trabalhava** Inglês mais em **cumprir** com os conteúdos **usava** pouca dinâmica e pouca conversação. Hoje nos **preocupamos** mais com
relational material material relational

material

mental

aquilo que **ensinamos** e porque **ensinamos**, nós **cuidamos** da pronuncia , **usamos** atividades, jogos, dramatizações, conversações sem medo. Hoje **recebemos** orientação e **temos** a quem **correr** nos momentos de dúvidas.

5 Give your opinion on the way you believe languages are learnt and/or taught

Ninguém **aprende** nada do nada assim como ninguém **ensina** se não **sabe**. Para **aprendermos** uma língua **precisamos** de alguém que nos **ensine**. Assim línguas **são** aprendidas quando se **tem** contato com ela. Se **somos** mediados por alguém que **somos** capazes de **aprender**, **aprenderemos**. Só **aprende** uma língua aquele que se **sujeita** ao aprendizado. Só **ensina** uma língua aquele que se **sujeita** a **aprender** para **ensinar**.

APPENDIX VII

Questionnaire 2 (Georgia's Answers)

TEACHERS' BACKGROUND ON TEACHING

1. Describe your first experiences with L2(s) and how you responded to them.

No colégio. Eu **gostava** e **achava** engraçado. Eu adorava quando conseguia falar.
mental mental

2. Describe your English Course in the University or College, or other course(s) related to this area, and its/their influence in your own teaching.

Fiz vários cursos, cursinhos pela escola, SESC, SENAI
material

Por causa desses cursos básicos fui **dar** aulas de inglês.
material

Eu sempre **tive** muita insegurança.
relational

3. Describe a Language Teacher Training course(s) you have had and its / their influence your own teaching.

Eu nunca **tive** nenhum curso de treinamento. Esse **é** o primeiro. Estou **adorando** o curso.
relational relational mental

Quem conheceu-me **percebe** a diferença.
mental

Estou mais segura, mas ainda **tenho** muitos problemas com a pronuncia. Tenho **recebido**
relational relational material

muitas sugestões e dicas de como **ensinar** e **fazer** uma aula melhor, Hoje eu **falo** mais Inglês em sala-de-aula.
material material verbal

4. Describe your experience as an English Teacher in the past and present.

No passado, eu **era** muito insegura e **tinha** muitos problemas de vocabulário e pronúncia.

Eu **fiz** muita coisa errada em sala-de-aula. Hoje **estou** mais segura. Ainda **tenho** problemas de vocabulário, mas **sei** como **recorrer** ao dicionário. **Estou** sempre procurando **ser** diferente, mais ativa, mais prática.

5 Give your opinion on the way you believe languages are learnt and/or taught

Sabemos que todo curso **tráz** novidades e experiências. Hoje **percebo** que a língua **é** aprendida quando se **dá** oportunidade para o aprendizado, para que o aluno **fale** e **use** aquilo que **está** sendo **ensinado**. Eu **acho** que devemos **ensinar** e **acho** que os alunos **aprendem** aquilo e que **é** ensinável, atingível que **faz** parte da realidade, do cotidiano de cada um. O aluno **gosta** de **falar** de **ser** incentivado.

APPENDIX VIII

TRANSCRIPTION

Teacher Educator's Class

Material			
Existential			
Mental			
Relational			
Verbal			
Behaviour			

T: Students, ok. Now, we're going to **start**.
Take a look. This **is** the family.

What words do you **know** about family?

Gê: Father, mother, brother

T: Hu-Hu

Clara: Brother, sister

T: Ok. Who **knows** how to **talk** about your family?

Sts:..... (silence)

T: If you have **to say** something about your family. What are you going **to say**?

Sts: (silence)

T: **Talk** about your family.

Sil: My family is big. It has four people, my mother, my father, two sisters....Humm,... two brothers-in-law.

T: Two brothers-in-law. OK! Yes!
And you now, Ge.

Gê: Three brothers and three sisters.

T: Three brothers and three sisters.

Gê: Mother, father and...

T: Do you **have** nieces and nephews?

Gê a: Eu tenho mas não sei como falar.

Sts: Laugh

Gê: Fourteen

T: Fourteen?

Gê: Yes, fourteen nephews.

T: Wow! A big family! Good, Ge.
Ok! And you, El?

El: My family?

T: Yes!

El: Father, mother, three sisters, one brother.

T: About your own family.

El: My family?

T: Yes! You **got married** and you **have** a family, too.

El: Two sons and... (She points out to her belly to say she is pregnant).

T: Two sons...

Hu-Hu
Do you **know** the name of the baby, the sex?

El: No

T: Not yet.

El: Eu tentei ver mas o baby não abriu as pernas. O médico acha que é uma menina, ela já é tihosa desde já.

T: Humm.... Nossa!

Ok! And you, Lú? ... About your family.

Clau: Como diz vários?

T: Several... Oh...
(teacher writes in the chalkboard)

Lú: My family is mother, father, brother and ...

T: Your son... Yes?

Lú: And a sister-in-law

T: Ok, then. And you, Mar?

Mar: My family is my mother and my husband. I have a son, two brothers, two sisters... Three uncles...No!...Three nephews.

T: A big one, too. And you, Mac?

Mac: I have one brother, one sister and me, my father and my mom.

T: Ok. That's right. Good!

Mac: Como é que eu digo que eu tenho ex-cunhada?

T: Ex sister-in-law.

Sts: laugh

T: You say ex sister-in-law...
(teacher writes in the chalkboard)

Gê: Medo is afraid?

T: Afraid...Hu-Hu... Afraid about what, Ge?

Gê: Hu?

T: You are afraid of what

Gê: Eu atendi uma denúncia e...

T: You say... I'm afraid of or I have fear.
You can use both... the two
Ok. And then...When we talk about family, Is there any...

The secretary comes in the classroom

T: (To the secretary...OK!)

What is a typical Brazilian family?

Mac: We don't have a typical...

T: We don't have a typical one?...No?

Mac: A family that has mother, father, children or just mother and children ... Grandmothers and netos.

T: Grandchildren

Yes! Because nowadays... In the past it Was so rigid...father, mother, three children...Nowadays... well, it is the way you commented. There are mother and children, father and children, mother, father and one child. Yeah! And what we can see is that families are getting smaller. Ok people....In the past fathers and mothers had ten brothers and sisters.

Mac: Poor families was big

T: Nowadays or in the past?

Mac: Past

T: and nowadays?

Mac: Poor families have many children.

T: In general, In the Northeast we can see people with big families, a lot of children, ok?

Yes, but we can't make a generalization, ok?

Mac: In abroad or abroad, teacher?

T: Yes, abroad.

Mac: parents...there are gays parents

T: Oh, yes! Nice!

Gays family. Ok, students....This **is** the family...We **have** different kind of families, right? And...I've **read** an article about problems in the life nowadays...it **was** in the group before you...How we **can imagine** the life twenty years from now and they **commented** about families...families **won't exist** anymore. They **comment** about families around the world ... Japan, China. China families **have** just one child. And if they **decide** to **have** one more child, they **have to pay** for the govern.

Gê: Yes!!!

T: And... a lot of money for that... Yeah?
And we **live** in a big country.

Re comes in the classroom

Re: Cheguei!

Sts: Laugh

T: **Listen** students... And then, **take a look** here! In this lesson, we are going to **talk** about family, yeah? And then, in the picture we **have** different kinds of families. We have already **commented** about it.

Now, **pay attention** here..... **Observe** the families

Sts:(silence)

T: Ok? And then, here we **have** pictures of families, right? You **have** an exercise **to do**. Then, the exercise number two **is** you **have to read** the description of the family and **match** to the pictures. Let's **do** it! I **know** you **know** this vocabulary, yeah? But if you **have** doubts....ok, students?

... (Students do the exercises)

Sil: Two parents?

T: Yes, I **think** it's very strange...two parents...but it's father and mother, the couple.

It's the first time that I **saw**...”two parents”.

Gente, **é** a primeira vez que eu **vejo** assim...dois pais...two parents.

Somebody opens the door.

Ap: Hi, teacher!

T: Hello, How are you?

Ap: Good!

T: Ok, students?

Silence. (Students are doing the exercises)

T: Yes? Ok? And then...Which family **is** letter b?

Mac: b?

T: Yes. Read the sentence for me

Mac: A family with two parents, one children

T: one adopted child....No children...

Sorry...but child. (in the blackboard)

Look here...Children in the plural and child in the singular

T: Number? Mac, number 5, ok?

Mac: Yes!

T: Lu!

Lu: A family with two parents and two children ... number three

T: Number three ... Yes, that's right

Mar, you!

Mar: Number four ... a family with two parents and three children

T: Hu-hu...number four. That's right
Ni...

Ni: Number two. A single parent family?

T: A single parent family....Number two.
That's right.Single, solteiro. Um pai solteiro ou uma mãe,ok?
The last one, Sil

Sil: Number one. A family with one grandparent, two parents and children.

T: Ok. Take a look the next exercise.
Which family photograph shows a typical North American family. Can you observe this here?

Mac: Number five.

T: Number five?

Lu: One

Ni: Four

T: What I see here...Well, it can be number four. I don't know...It can be number two because of the stereotype of the girls, blond...I don't know whether they have a typical family or not, ok? Good. Ok! Go ahead!

And then ... You have on page eighteen, you have family members, yes? These words here you know ok students? Go ahead. I think you are familiar with these words, right?

What about do they refer to?

Sts: ...(silence)

T: Essas palavras referem-se a que?

Gê: Family names.

T: Yes, that's right. Ok. M for male and F for Female. Female...(teacher points to the students). Male...we don't have male here

Clau: Não me lembro o que é stepfather.

T: Stepfather... padastro...padrasto. I have to think about it.

Fa: Padrasto

T: Yes, students? Ok Uncle?

Lu: Male

T: Grandmother.

Clau: Female

Re: Son

T: Male or female?

Re: Male

T: El has two sons, ok El?
You El, the next.
El: Niece...female.

T: Female ...yes?
El, você está perdendo dinheiro, uma moedinha caiu lá atrás. Ok. Outra ...outra...
Que bom, heim gente!!!

T: Niece in Portuguese is...

Clau: sobrinha...female

T: Yes!
Gê...

Gê: Eu fiz mas não sei como falar ... ma..

T: Male. E a palavra em inglês?

Gê: Nephew

T: Sil, you...

Sil: Father ... male

T: Ok.

Mac: Daugh...ter

T: Yes! Daughter.

Mac: Female.

Mar: Grandfather...male

T: Yes!

Ni: Sister ... female

T: Hu-Hu

Ap: Brother-in-law

T: Yes!

Ap: Male.

T: Ok

Clara: Aun...

T: Aunt

Clara: Female

T: El...

El: Brother...male

T: Yes! Gê...

Gê: Teacher...eu não entendi esse exercício.

T: Write Male or Female.

Gê: Eu fiz o exercício assim...os parentes mais chegados eu fiz Female e os parentes mais longe eu fiz male.

Everybody laughs.

T: Really, Ge?

No...Sorry if I didn't explain it. Female is Feminino e Male is Masculino.

Ok! Sil... you!

Sil: Stepfather...male

T: Ok, stepfather?

Mac: Tanto faz padrasto como madrasta?

T: Daí...stepmother.

E se fosse filhos?...Stepson igual enteado. E ... stepdaughter?

Clau: Enteadada

T: Hu-Hu

Mac: Daí sogro ou sogra é..in-law

T: Mother-in-law

Mac: Nora is...?

T: Daughter-in-law

Ok ... Now, you are going to discover and write about your friend's family. You are going to work in pairs, ask and write and after you are going to show to the class, ok?

Students start doing the exercises.

T: Ok? Let's go.

El, you are going to start.

El: Sil has a sister. She is a teacher. She lives in Guarapuava

T: Ok, very nice!

Sil...

Sil: My friend El, has a brother. He works at Sadia.

T: Ok!...

Sol, ...

Sol: Sil has three sisters. They work in a school. Rose is a student administration.

T: Rose **is** a student in administration.
Good! Very nice!

Sil: Sol has three sisters and four brothers. One of her sisters works with me in my school. Her name is Carmem and she lives near my house in the same street. She works at Reinaldo Sass.

T: Ok. Very nice.
Mac...

Mac: Mar has one brother. Your name is Gino. He lives in Francisco Beltrão. His job or work?

T: Job.

Mac: He is **a** lawyer

T: He is a lawyer.

Mac: He is a lawyer. He is married.

T: Hummm.... His name **is**....because you **said** your name, ok?

Mar: Mac has a sister. Her name is Amélia. She live sin Francisco Beltrão with your family. She is a student in the university. She not work because she studies History.

T: Ok! Mar, she **lives** with HER family. No your family. Her family.
Another, She doesn't **work**.

Mar laughs.

T: Como **é** o finalzinho?
Please, **repeat** the final for me. I **have** doubts.

Mar: she studies Historia.

T: She **studies** History...History.

Lu: Ap has one sister. Her name is Maristela. She lives with your parents in Francisco Beltrão. She's a teacher. She works in a school Caic, is it?

T: She **works** at Caic School.

Lu ... She **lives** with HER family.

Lu: Her parents

T: Ela **mora** com a família dela, os pais delas. Se você falar your...**fala** de você.

Lu: Her is dela.

T: Hu-Hu

Mar: His is dele.

T: Hi

Lu: at Caic School, teacher?

T: Yes!
Ap, you....

Ap: Lu has a brother. His name is Marcio. He lives with his family.

T: Yes!

Ap: He lives in Francisco Beltrão. He is a ma-na...

T: He's **a** manager.

Ap: Manager.

T: Ok, he's **a** manager. Manager ... gerente.

Clara: Re has two sisters. Cristiane and Carol lives in Francisco Beltrão. They lives with her parents. They are students.

T: Ok. Re has two sisters, ok?

Clara: Cristiane and Carol lives in Francisco Beltrão.

T: They **LIVE**...
Hu-hu...Ok

Clara: They lives with her parents.

T: They **LIVE** with THEIR parents. Ok?
They...their. They **are** students, ok Clara?
And you...Re?

Re: Clara has Three sisters. Vivi, Suzana,
Claudia. They doesn't **live** with parents.

T: They DON'T **live** with parents.

Re: They live in Francisco Beltrão. They
aren't friends.

T: Ok. Students,...S in the verb...In
Portuguese...o S no verbo só quando você
estiver **falando** dele ou dela. Ela **trabalha**,
ela **lê**, ele **estuda**... Eles **trabalham** **fica**
normal, ta bom?

Clau: Their é deles.

T: Yes, they **live** with their families, ok?

Sil: Eu tenho uma dúvida. Eu coloquei;
“Uma das irmãs trabalha”

T: **Works**.

Sil: Works?

T: UMA das ...
Ok, that's right?
What about here? No?
Então, vocês **entenderam** essa
diferença?

Re: Sim

T: Good...very, very nice.
Here...

Ni: No.

T: No?

Ni: ... (Inaudible)

T: Ah...His?

Ok, students? **Take a look** there in the
exercise. I **think** that you **know** this kind of
exercise. **Take a look** there, page twenty

T: The use of...?

Silence

T: Do and Does, **remember**? We
commented about that. I'm not going to
explain it now. Because I **know** you **know**.
First, try to **do** it and after we are going to
comment about that, ok?

Gê: Do in I – you – we – they.

T: Hu-Hu...

Sil: Does in It –she – he.

T: Yes! That's right.

Sil: Eu não me lembro.

T: Não, não...**é** bem isso

Mar: (Inaudible)

Mar: Eu perguntei porque eu não gosto de
responder

T: Ok! (teacher laughs)

* Students are doing another exercise using
pictures of famous people.

They have to discover who the people in
their friends' picture are.

Mar: What does she do?

Sil: She is an actress.

Mar: Where does she lives?...Live

Sil: I think that she lives in Rio or São
Paulo. I don't know.

Sts: ...(inaudible)

Gê: Does she have children?

Sil: I don't know. I think she doesn't have children.

Sil shows the picture.

T: Ok. Outro volunteer para perguntar.

Re: Eu pergunto.

T: Vai, Re.

Re: What does she do?

Mar: He do is a singer...He is a singer.

T: He's a singer.

Re: Where does she live?

Mar: He lives in Hollywood.

Mar shows the picture.

Sts: Wow!!! ...(Inaudible)
Laugh.

Mar: I think he is French.

T: He is French.

Ok, anybody else?

Clau: Mais alguém?

Mac: Me.

T: can you talk about him?

Mac: He's an actor.

T: Hu-Hu

Mac: He lives in São Paulo.

T: Ok.

Mac: He's young. He's beautiful.

Everybody laughs.

T: He's handsome.

Mac: Handsome...

Mac shows the picture.

T: Ah! He works in Malhação.

Clau: Hand...

T: Handsome. For men you say handsome.
For women you say pretty.

Mac: (inaudible)

T: Beautiful? Beautiful is for house, car,
ok? Any other volunteer?

Re: He is handsome.

T: Hu-Hu...bonito

Re: E a moça?

Gê: Pretty.

T: Hu-Hu
Ok. Next.

So: She is in top model.

T: She is a top model.

T: Hu-Hu

So: She lived...

T: She lives

So: She lives in Rio de Janeiro. She
have...She doesn't have children.

T: She doesn't have children.
Ok! Ok!
Go on! Who else?

T: (inaudible)

Laugh.

Lu: He has a family. He lives in São Paulo and Rio. He is ... ac....

Como é que é ator?

T: Actor.

Lu: He's an actor. He's ...He have in son. Ele tem um filho, né?

T: Ok. he **has** a son...certo
Very nice! ? Ok, students?

Sts: Ok!

T: Did you **observe** the difference?

Sts: Yes!

T: **Take a look** in the book now. We **have** an exercise to **practice** listening, ok?

El: Teacher, tenho que sair mais cedo porque eu vou na apresentação.

T: Ok! Bye-bye!

El: Tenho que ver o governador.

Sts: Laugh

T: Ok.. **Vai, vai** sim...

Ok. Yes? Ready?

*Teacher plays the tape.

Unit 2, Passage 2, Page number 20.

A: Do you have any brothers or sisters, Helen?

B: Yes, I do. I have two brothers and three sisters. I also have six aunts and eight uncles and 25 cousins.

A: Do you have nieces and nephews?

B: Yes, I do – my sister's kids. They live with us.

T: Right, students? What is Helen **talking** about?

Silence.

T: What is Helen in the dialogue **talking** about?

Clau: About family?

T: About family...Yes!

I **have** two brothers and tree sisters, six aunts and eight uncles and 25 cousins.

Ok...**Take a look** the book.

(Teacher reads the headline of the book)

Now **use** the information that **is** true for you. Well, we **did** this exercise before...

Number four...(Teacher reads the headline of the exercise again) **Ask** your classmates questions like this: "Do you **go** to the movies often?" **Write** one name in each box in the chart. **See** how many boxes you **can** fill.

The exercise **is**; you have to **work** in pairs and **ask** to your pair about these kind of things.

For example: Do you **like** hamburgers?

Gê: Yes!

T: Yes or No.

You are going to **make the questions** you **have** here. Do you **understand**?

Sts: Yes!

T: Ok!

Students are doing the exercises.
Everybody is talking together.

T: Ok, students? Sorry, class **is** over.

Ni: Já?

T: Bye- bye.

APPENDIX IX

TRANSCRIPTION

Silvia's Class

T: Vamos **revisar?**
mental

Eu **mostro** as pictures e vocês vão **dizendo** o que eles estão **usando?**
verbal verbal material

Lia: Um sapato

T: Shoes... E a cor?

Daniel: Preto

Mateus: Black

T: Black...black blazer, black pants and black shoes.

Formando o conjunto, ela **está** com um suit.
relational

Vamos **ver** aqui...Essa vocês também vão **poder** falar... a cor e a roupa.
material verbal

Leo: White

T: White?

Carla: White dress.

T: White dress. Que bonito esse aqui!

Felipe: Ta chique , no último.

T: Essa aqui que eu **quero**.
mental

Davi: É a Vera Fischer

T: Isso! E o que ela **está** usando?
material

Ana: Pink

T: **É...** tudo pink. Isso aqui o que é?
relational

Paulo: Blusa

Lia: Blou..

T: Blouse... pants

Lia: Pants

T: Como é que **é** tenis?
relational

Leo: Socks

T: Tennis ou Sneakers

Leo: Sne...

T: Sneakers. E ela também está **usando...?**
Material

Davi: Meias

Leo: Socks.

T: Pink blouse, pink pants, white socks and pink sneakers.

T: E essa? Ela está **usando** o que?
material

Roberta: camiseta

Mateus: T-shirt.

T: Não **é** bem uma T-shirt. É **de** lã. Camiseta **é** de malha.
relational relational relational

Sandra: Shirt?

Luiz: Casaco de lã?

T: No... A blouse. Eu também **to** com uma blouse. E a cor?
relational

Débora: Red

Mateus: Red blouse

T: Isso red blouse. She is **wearing** a red blouse.
material

E esse casal? O grandpa e a grandma.

Paulo: Não é dois homens?

Students laugh.

T: Não.

T: They are **running**. O vovô está **usando** uma...?
material material

Lia: Blouse.

Mara: T-shirt.

T: Jacket...E a vovó?

Felipe: T-shirt

T: O que **é** isso?
relational

Tiago: cap

T: Isso **foi** só para a gente **revisar** um pouco. Agora eu vou **entregar** a apostila e você vai
relational material material

procurar na apostila. Eu não **quero...** **Olha**, eu vou **entregar** a apostila para vocês
material mental behavioural material

pintarem. Eu vou dar atividades numa folha para fazer com vocês. Então eu vou

material

material

material

entregar a apostila e...

material

Ana: Dá para pinta?

T: Não ainda, antes do final da aula eu deixo? agora não.

mental

Patrícia: De quem é essa?

T: Essa é da Lia.

relational

Mateus: Profe vamos fazer logo?

T: Vamos. Calma. Eu vou dar para vocês pesquisarem nesta lista de roupa, combinado?

material

material

Eu entrego e vocês vão lendo. Lendo aqui, ó! Vai dando uma olhada para lembrar, ta?

material

material material

behavioural

mental

Enquanto isso eu entrego e depois...As folhas para explicar a atividade da folha.

material

verbal

T: Olhando aqui que eu vou explicar.

behavioural

verbal

Leo: Que página.

T: Eu pedi para vocês abrirem a apostila na página trinta e sete.

verbal

material

Mateus: Dá para terminar?

T: Não! Não é para terminar aí. Antes do final da aula vocês vão fazer o recorte das

relational

material

material

clothes para vestir o bonequinho.

material

Davi: Página?

T: Trinta e sete. Eu pedi para vocês darem uma olhada e lerem a lista de clothes que

verbal

behavioural

material

vocês tem lá.

relational

Roberta: Ó Professora...meu desenho!

T: Ótimo, ta?

T: Eu vou entregar a folha onde vocês têm um crossword, tá?

material

relational

A maioria das clothes estão aqui. Senão me falha a memória, o que está faltando

relational

material

aqui é simplesmente o terninho...Eu já coloco no quadro...é o número four.

relational

material

relational

Ana: Four?

Mateus: Não é um blazer?

T: Não. Tem a calça e o blazer. O restante tem tudo nesta lista aí.

existential

relational

Nós já revisamos alguns com as figuras e vocês têm a lista para completar a crossword

mental

relational

aqui. Vocês vão procurar e depois nós vamos verificar. Só a crossword para fazer agora.

material

material

material

Luiz: É para fazer em Inglês?

T: Em inglês.

Luiz: Dá para olhar na apostila?

T: Dá para **olhar**.
behavioural

T: **Olha** a palavrinha lá. **Tá** no quadro. O number four **é** suit.
behavioural relational relational

T: Ó..o problema de vocês **está** sendo visual. Então eu vou **falar** o número e o que
relational verbal

é o desenho. O número um **é** tênis, o número dois **é** blusa de lã, o número três
relational relational relational

é meia. O número quatro, não **tem** na lista...**tá** aqui no quadro, o número cinco
relational existential relational

é vestido, número seis..gravata e o setembro
relational

Mateus: Calça jeans

T: E o número oito?

Gustavo: É um...

T: Cinto. E o nove?

Mateus: T-shirt.

Lia: Blusa

T: Blusa

Mara: Shirt

T: Não **é** camisa, **é** uma blusa de mulher.
relational relational

Número dez, o que **é** o número dez?
relational

Felipe: Saia.

T: Não dá para **ver** pelos desenhos o que **eles** são?
mental relational

Dá sim!
material

T: Vamos **fazer** o seguinte. A maioria **terminou** e aqueles que não **terminaram** e quem
material material material

está em dúvida, ta **faltando** uma palavrinha....vai **olhando** aqui.
relational material behavioural

Então **vai** lá, eu não **vou** fazer a palavra cruzada, eu vou **dizer** o número e vocês
material material verbal

dão a resposta.
material

T: Número um

Fabi: S-N-E-A-K...

T: Não **é** isso...
relational

Lia Tênis?

T: Não...Sneaker. E a número dois?

Tiago: Agasalho

T: In English

T: Eu não sei.

T: Quem **conseguiu** achar o número dois?
material

Lia: Agasalho de lã.

T: Eu **quero** em Inglês.
mental

Lia: Eu não sei como falar.

T: Sweater. ...Número três.

Leo: Meia

T: Vamos **combinar** uma coisa? Para quem não **ouviu**...
material behavioural

Mara: Socks

T: Eu já **ouvi**. Se alguém não **ouviu** ainda...Quando eu **peço** número um, dois, três, vocês
mental mental verbal

vão me **responder** em Inglês. Se você não **sabe**, **espera** um pouquinho, deixa o amigo
verbal mental material

falar, combinado?
verbal

Agora eu quero **ouvir** number Four.
mental

Lia: Suit

T: Isso! Number Five

Mara: Dress.

T: What's number six?
relational

Luiz: Ti..

T: Tie...gravata **é** tie.
relational

Luiz: Tie

T: Number seven?

Ana: Jeans

T: Muito bem! Number eight?

Carla: Belt

T: Belt. Number nine?

Pedro: Blouse

T: Number ten?

Mateus: Dress

Lia: É saia....skirt

T: Skirt

T: Mais uma vez, **repetindo** todos eles.
material

T: T-shirt

Sts: T-shirt

T: Sweater

Sts: Sweater

T: Socks

Sts: Socks

T: Suit
Sts: Suit
T: Dress
Sts: Dress
T: Tie
Sts: Tie
T: Jeans
Sts: Jeans
T: Belt
Sts: Belt
T: Blouse
Sts: Blouse
T: Skirt
Sts: Skirt

T: Antes de **colorir**, eu vou **trabalhar** com vocês a atividade de baixo
material material

Fabi: Ahhhhhhhhhhhhhh

T: Lá está **escrito** assim
material.

Lia: É para escrever?

T: Eu to **explicando**! Essa atividade aqui. Essa listinha de clothes ...letters A, B,C,D,E, F e
verbal

para cada letra **tem** duas clothes.
existential

Daniel: È para ligar?

T: Não **é** para ligar nada. Está **escrito** assim...**Listen** and **circle**. Eu vou **falar** uma delas e
relational material behavioural material verbal

um não pode **falar** para o outro. Aquela que eu **falar** você **vai** circular. Para a gente
verbal verbal material

trabalhar listening, vocês vão ter que **ouvir**.
material mental

Gustavo: Como assim circular?

T: Eu to **explicando**, **espera**!
verbal material

Como **circular**...circular **é** circular.
material relational

Gustavo: Ah! È fazer uma bola em volta?

T: Isso! Mas antes vamos **ver** os desenhos e **ouvir** bem como **é** o nome de cada um para
mental mental relational

vocês **não terem** dúvidas ...que depois não adianta.è você que vai **fazer**. No final, a
relational material

gente **vê** se você acertou. Então **presta atenção**...na letra A, quais **são** ... Não é para
mental behavioural relational

escrever nada é só para **ouvir** e não é para **circular** nada.
material mental material

Na letra A, quais **são** as duas clothes que **tem** ali?
relational existential

Ana: Dress e

T: E..?

Mara: Blouse

T: Sweater! **Lembram?** Blusa de lã. E a primeira **é** um dress.
mental relational

T: Letra B.

Mateus: É uma mala

T: A letra B **tem** uma palavrinha que vocês ainda não **viram**, mas essa **é**, digamos assim,
existential mental relational

essencial se você for **fazer** uma viagem. Você **precisa** de uma ...?
material mental

Carol: Mala

T: Bag. Para **guardar** todas as clothes.
material

Essa primeira palavrinha **é** bag. A segunda vocês **sabem**.
relational mental

Mateus: Sim...jeans

T: Jeans. Letter C, quais **são** as palavras?
relational

Carlos: Sapato.

T: Como **é** em inglês?...Shoes. E a outra?
relational

Mateus: É chapéu

T: E chapéu...como **é** que é?
relational

Davi: Não tem na lista

T: Tem

Débora: Hat

Tiago: H-a-t

T: Hat. O H faz som de...

Lia: R

T: Hat

Sts: Hat

T: Vamos repetir na A, na B e no C. Ver se vocês **lembram**.
mental

Letra A... na ordem

Fabi: Dress

T: Dress e...? Sweater

Sts: Sweater

T: Letter B

Leo: Bag

T: Bag and...?

Sts: Jeans

T: Letter C

Mateus: Sapato

Felipe: Shoes

T: E o ...?

Carla: Hat

T: Mais uma vez. Letter A

Mateus: Dress

Lia: Sweater

T: Letter B

Luiz: Bag e jeans

Carlos: Jeans

T: Letter C

Sts: É...

T: Shoes e...hat

Quando **chega** na letra C, vocês **esquecem**. Então **vamos** fazer o contrário. Eu **começo**

material

mental

material

material

pela letra C, até chegar na A.

Mateus: De novo?

T: Letra C...

Sts: Shoes, hat

T: Letra B?

Sts: bag, jeans

T: Letra A

Lia: Dress

Leo: Sw...

T: Sweater. E a letra D?

Sts: T-shirt

T: Ó...o pessoal...já ta **falando** aqui. Letra D...T-shirt

verbal

Mateus: Camiseta

T: T-shirt e o que mais?....

T: Skirt

T: Repitam...T-shirt, skirt

Sts: T-shirt, skirt

T: Letra E

Sts: Shorts

T: No...jeans and...?

Mateus: Gravata

T: Como **é** gravata?...Tie

relational

Sts: Tié

T: E a última..? Letra F

Sts: Socks.

T: Socks e...

Mateus: Belt

T: Mais uma vez **repetindo** todas...

verbal

Mateus: ÃÃÃÃÃ...professora

T: Dress, sweater

Sts: Dress, sweater

T: Bag, jeans

Sts: Bag, jeans

T: Shoes, hat

Sts: Shoes, hat

T: T-shirt, skirt

Sts: T-shirt, skirt

T: Jeans, tie

Sts: Jeans, tie

T: Socks, belt
Sts: Socks, belt

T: agora eu vou **falar** verbal assim... letra A e vou **falar** verbal uma daquelas duas palavrinhas e vocês vão

circular material o que eu **falei** verbal...Mas ninguém vai **falar** verbal nada...”Ah! **É** relational meia! **É** relational calça!”...Não

fala verbal nada.Vão **fazer** material com o lápis de escrever porque **é** relational mais fácil **apagar** material se você **errou** material.

Mateus: Aqui? **É** para **escrever?** material

T: **Circular** material a roupinha que eu **falar** verbal o nome.

Então **vai** material lá ... Lápis na mão...

Letra A...sweater

T: Pat **é** relational essa atividade aqui. **Acorda!** material Essa aqui, ó!

Letra B, jeans...letra C, shoes.... letra D, T-shirt

Leo: Letra D é como?

T: Letra D, T-shirt... letra E, tie...letra F, socks.

Mateus: O Davi falou...Não é para falar

T: Muito bem! Tudo certinho! Não **tinha** existential ninguém fazendo errado..há não **ser** relational uns

perdidinhos no começo que não **prestaram atenção** behavioural com tudo que eu **expliquei** verbal.Mas depois

seguiram material e **fizeram** material certo. Agora só para **ter** relational certeza, na letra A, me **digam** verbal, em Inglês a

palavrinha...Letra A?

Sts: Sweater

T: Letra B?

Sts: Jeans

T: Letra C?

Sts: Shoes

T: Letra D?

Sts: T-shirt

T: Letra E?

Sts: Tie

T: Tie...letra F?

Sts: Socks.

Mateus: Dá para recortar agora?

T: Dá.

T: **Ta** relational quase na hora... **entreguem** material a apostila.

APPENDIX X

TRANSCRIPTION

GEÓRGIA'S CLASS

T: Ready? Página twenty-two

Que página **é** twenty-two?
relational

Sts: Vinte e dois

T: Vamos **pegar** the pencil in the hands e vamos **deixar** prontinha essa página. Nós já
material material

tivemos várias atividades para chegar até aqui. Agora nós **vamos começar**. Antes da
relational material

teacher **começar** a aula... Quem está **assistindo** a teacher **é** a minha teacher My teacher.
material material relational

Teacher da teacher.

Marieli: Professora?

T: Yes!

Fabiana talking to Mônica: Agora eles estão com estagiárias, tem professora, tem estagiária e agora, hoje, mais você.

T: Então ta. Please, vamos **começar** Food and Drink. **Fill** the crosswords.
material material

O que **foi** João? Cadê teu book?
relational

João: Eu deixei no armário.

T: **Ta** fechado. A professora **levou** a chave. **Pegue** esse daqui. **Pega** o teu pencil e vai
relational material material material

fazendo. Isso **pega** aqui você também o book.
material material

Vamos lá na página twenty-two. A primeira comida
material

Bruno: É o A, né teacher?

T: É. A. Deixa eu **ver** o alimento.
mental

Sérgio: Arroz

André: Rice

Bruno: Cake...bolo

T: Yes, Fernanda. **É** bolo.
relational

O que a letra A **é**? Pelo formato.
relational

Andréia: Arroz

Isa: Rice

T: Como **é** arroz em Inglês? ...Rice. Yes!
relational

Mas também **tem** outra forma que a teacher **lembra** que **mostrou** para vocês. Como que
existential mental verbal

é? ... Ries.
relational

Ana: Eu fiz assim teacher

T: Isso! É a outra que a teacher **passou**. Mas no book **é** rice
material relational

Letra B, o que é?

Isa: Feijão

T: B? ...No!

Lara: Coca-cola

T: Não vai **dar** coke. Vai **dar** o que?
relational relational

Soft....daí **tem** um quadrinho em branco que vocês vão deixar. Daí...**tomar**....Como é
existencial material

tomar?

Isa: Drink.

T: Drink. Então... soft-drinks

Letra C. Vão **olhando** o que **é** a letra C.
mental relational

Márcia: Teacher...

T: OH...

Márcia: É só drink. Você colocou o S.

T: Ah...melhor ainda. **Tira** o S. Quando **tem** o S , o que **aconteceu**?
material existencial material

Márcia: Mais de um.

T: Mais de um. Parabéns. Congratulations Students.

Letra C. O que **será** que é?
relational

Fer: Salada

Cícero: Salad

T: S...

Sts: S- A-L-A-D.

Letra D.

Bruno: Food

André: Pão

T: O que **é** pão?
relational

Isa: Food

T: Não...Food **é** comida, è alimento
relational

O que **é** pão?
relational

Vagner: Bread.

T: Isso! Bread...Yes!

Lembra **do** filme que nós **assistimos**bread
mental behavioural

Letra E.

Cícero: É chicken

T: Chicken

Sara: F é uma carne

Tânia: Meat é carne

T: Como que **é** carne? Eu **passei** para vocês. **Vamos** lá...

Tânia: Meat

T: Yes!

Giovani: Carnet

T: Nada, nada disso!

Students laugh.

T: Parabéns para quem ta **fazendo**.

Vai **pegar** teu notebook.

Tânia: Carne é meat.

T: Yes! **É** meat!

M-E-A-T. Depois do F...?

André: G

Silvia: Milk

T: O que **é** milk?

Sts: Leite

T: H

André: H é frango.

T: Será que já não **fizemos** frango?

Bruno: Feijão

T: Feijão. Como que **é** feijão?

Isa: Beans

T: Quase assim.. **é** b

Isa: B...

T: Ta **certo**.

Isa: A

T: Ta **faltando** uma letra antes do A.

Cris: E.

T: E

Simone: A

T: N

Sts: S

T: Yes!

Vamos **ler** isso aqui agora...no blackboard.

O que está **escrito**? O que nós **fizemos** primeiro?

Sts: Rice

T: Rice...B

Sts: Soft-drink

T: C

Sts: Salad

T: D

Sts: Bread

T: E

Sts: Chicken

T: F

Sts: Meat

T: G

Sts: Milk

T: H

Sts: Beans

T: O que **foi** aqui?
relational

André: O que que é aqui?

T: Aqui não vai **completar**. Vai **ficar** em branco. Ó... Na horizontal **tem** letras que **vão ficar**
material relational existencial relational

Em branco. Aqui ó, na primeira horizontal, aqui em cima. Então **deixa** em branco. **Vamos**
material material

pro outro...**diz** o seguinte “**Complete** that sentences with the name of some food and
verbal material

drink”. **Pay attention** to the picture. O que será que a teacher **falou**? O que **é** complete?
behavioural verbal relational

Sts: Complete

T: The sentence

Sts: A sentença

T: With the names

Sts: Com os nomes

T: Of some food and drinks

Sts: Com o nome das comidas e bebidas

T: **Pay attention!!!** O que será que **é** Pay attention?
behavioural relational

Sts: Atenção

T: O que **é** picture?
relational

Sts: Fita

T: Não...aqui ó. Isso **é** uma picture.
relational

André: Figura

Bruno: Folha

T: Figura. Então aqui ó, na letra a.

André: É café aquilo ali?

T: É. Você tem que **ver** o que **é** na figura.
mental relational

A letra A **diz** o seguinte “**Write** the name”. Daí **tem** um prato e tem que **pintar** de black.
verbal material existencial material

O que será que **é** black?

relational

Felipe: Coffee

T: Coffee. Então aqui ó, vocês vão **fazer** sozinhos.
material

André: Eu já fiz esse.

T: O que **é** isso? **É** White
relational relational

André: **É** milk.

Robson: Milk

T: Então **viu?** Vocês **sabem**.
mental mental

Letra C... isso aqui **é** Brown.
relational

André: Bread. Yes?

T: Letra D...orange

Cícero: Orange juice

T: Yes! E... **é** yellow.
relational

Fer: Queijo

T: Queijo... Queijo **é** cheese
relational

Andre: Teacher, eu vou pintar

T: Pode ir **pintando**.
material

Lembra o que eu **passei** para vocês? **Procurem** lá no notebook.
mental material material

André: Eu já fiz.

Sérgio: Teacher

T: Oi

Sergio: Eu vou fazendo outro

T: **Ta** bom
relational

T: O que **é** White?
relational

Leandro: Leite

T: Como eu **digo** leite?
verbal

Marieli: Milk

T: Yes!

O que **é** brown?
relational

Andréia: Bread

T: Orange?

Sts: Juice.

T: Students, vamos **read** on the blackboard. Esse **é** o mais importante. Vamos lá.
material relational

T: Coffee **is** black.
relational

Sts: Coffee **is** black.

relational

T: Milk **is** white
relational

Sts: Milk **is** white
relational

T: Bread **is** brown.
relational

Sts: Bread **is** brown.
relational

T: Juice **is** orange.
relational

Sts: Juice **is** orange.
relational

T: Cheese **is** yellow.
relational

Sts: Cheese **is** yellow.
relational

T: Agora vocês sózinhos

Sts: Coffee is black

Milk is white

Bread is brown

Juice is orange

Cheese is yellow

T: Aqui...

Sts: Cheese is yellow.

T: Isso como eu **digo?**
verbal

Sts: Brown

T: Agora antes de vocês **pintarem**. Vamos **fazer** outra atividade
material material

Sts: Oba!!!

T: **Diz** lá em cima o seguinte ó...”**Take** the indicated letter of the names of the food and
verbal material

drink below” O que será que nós vamos **fazer?**
material

André: Procurar alguma coisa

T: Procure **tirar** as letras dos nomes..Do que?..Food and Drink.
material

Sts: Comida e bebida.

T: Dependendo da palavra que você **tem**.. **Olha** lá...**Diz** assim ó... Second Letter
existential behavioural verbal

Sts: Inaudible

T: In English! Nós **estamos** na aula de English, não Portuguese.
relational

Second letter. Todos os desenhos **têm**. Second letter, Fourth letter, Second letter.
existential

Perceberam?
mental

Sts: Sim

T: O que **é** o primeiro desenho?
relational

St: Pão

T: Como **é** pão?
relational

Bruno: Bread

T: Qual **é** a segunda letra?
relatioanl

Bruno: R

André: vai dar rice

T: Então, nesse retângulo você vai **colocar** a letra R.
material

T: Agora vocês **fazem** sozinhos.
material

Segundo alimento.

André: Fish

T: Letter two. O que nós **vamos tirar**?
material

Isa: I

T: **Entenderam**? Então podem **fazer**...
mental material

Antonio: A outra é laranja?

T: Não suco...juice. **Tira** a quarta letra.
material

E o último alimento o que **é**?
relational

Angélica: Frango

André: Chicken

T: Não **é** chicken, não
relational

Giovani: Feijão

T: Feijão. Como **é** feijão?
relational

Cícero: Bread.

T: Não...Beans. Então, **olha** aqui ó. Daí você vai **tirar** a
behavioural material

André: Segunda letra

T: Qual letra?

André: Segunda

T: Qual **é** a segunda?
relational

Robson: E

T: Que palavra **ficou**?
relational

Robson: Rice

T: O que **é** rice?
relational

Robson: Arroz

T: YES! Very Good!

Cris: Teacher

T: Ou

Cris: Aqui é café ou chá, na debaixo

T: vamos **fazer** juntos?
material

Eu preciso **dizer** que alimento **é**...food.
verbal relational

Giovani: Não

T: O segundo o que é?

Sara: Chá

T: Chá em inglês **é** tea.
relational

O primeiro **é** bread, o segundo **é** tea. O seguinte **é** um presunto...que a gente **diz** Ham
relational relational relational verbal

Fer: Ham.

Cícero: Ham

T: E o outro **é** o que?
relational

Bruno: Chicken

T: E o último?

Silvia: Macarrão

T: Como **é** macarrão.
relational

Tânia: Spaghetti.

Silvia: Pasta

T: mas vai **dar** certo essa palavra aqui,ó....spaghetti
material

T: Então, que letra você **tirou** da primeira?
material

Sts: B

T: E a outra?

Sts: E

T: A outra?

Sts: A ... N...

T: E...?

Sts: S

T: **Ficou**?
relational

Sts: Beans

T: Vamos **ler** as palavras que nós **fizemos** aqui?
material material

Sts: Sim

T: **Pay attention**, students.
behavioural

Bread, fish, juice, beans, bread, tea, ham, chicken, spaghetti, rice, beans.

Vocês sózinhos...

Sts: Bread, fish, juice, beans, bread, tea, ham, chicken, spaghetti, rice, beans.

T: Agora, a última atividade desse book. Na página twenty-three, **diz** assim, o que é para

verbal

fazer
material

André: Recortar

T: Eu vou **deixar** vocês sozinhos

material

André: Eu sei

T: **Levantem** as mãos quem precisa de scissors; one, two, three, four, five, six, seven.

material

Tem dúvidas **peçam** para a teacher. Não vão **colar** errado.

relational

verbal

material

Isa, please, ten scissors in the secretary office.

T: Depois de **colar**...**colour** the picture.

material material

Andre: Teacher! Teacher!

Eu aqui...eu pedi primeiro.

T: Oi...

André: Olhe

T: Spaghetti, Chicken, French Fries, Pizza, Milkshake, Banana Pie, Salad. Yes!

T: Vamos **corrigir** o book? Como **ficou** o primeiro?

material

relational

Andre: Spaghetti

T: E o segundo?

Andre: Chicken

T: O terceiro?

André: French Fries

T: O quarto?

André: Pizza

T: O quinto?

André: Milkshake

T: O sexto?

André: Banana pie

T: E o sétimo?

André: Salad

T: Agora vamos **ler** todos juntos?

material

Everybody: I have spaghetti for lunch.

I have chicken for lunch.

I have French Fries for lunch.

I have Pizza for lunch.

I have milk shake for lunch.

I have banana pie for lunch.

I have salad for lunch.

T: O que **é** lunch?

relational

Vagner: almoço

T: Como eu digo **café?**
verbal

Robson: Coffee

T: Café da manhã

Cícero: Breakfast

T: Almoço

Sts: Lunch

T: Janta?

Silvia: Dinner

T: Agora, **lendo** sózinhos quero **ver**
material mental

Sts: I have spaghetti for lunch

I have chicken for lunch.

I have French Fries for lunch.

I have Pizza for lunch.

I have milkshake for lunch.

I have Banana Pie for lunch.

I have salad for lunch.

T: Students, **vire** a folha. Page twenty-four.
material

Andre: EBA!!!

T: Vão tentando **escrever** as frutas
material

André: Apple, grape, orange, banana, pineapple

Teacher, já fiz isso em casa!!

T: Então vai **colorindo** the picture.
material

((Students spent the rest of the time painting till the end of the class))

