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TEFL METHODS ARTICLES:
TEXT ANALYSIS AND
READER INTERACTION

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ABSTRACT

EFL teachers from the Brazilian public sector have often experienced difficulties in efficiently accessing the relevant information from articles published in 'English Teaching Forum'. This study attempts to investigate these difficulties from both 'text-analytical' and 'reader-based' perspectives and begins with a brief profile of the teachers concerned.

An analytical framework incorporating elements from several approaches, specifically those of Hoey (1973) and Swales (1990), is used to highlight the organisational features from a selection of 'Forum' articles. It is then hypothesised that certain clause-relational macropatterns will facilitate access and be focused upon by 'successful' readers; in contrast, writer 'justification' moves are seen as potential barriers to efficient comprehension. A sample of FL methods articles written by Brazilians and published in Portuguese is then analysed and the same set of analytical parameters are found to be valid for describing their organisational features.

A review of processing models of text comprehension and related FL reading research is made following the second 'reader-based' perspective. A set of criteria regarding the processing strategies of 'successful' and 'less-skilled' FL readers is established. Verbal report methodologies are argued as a suitable means of testing both the text-analytical hypotheses and the reader processing criteria. Various types of field work carried out in the collection of verbal report data from Brazilian EFL teachers reading 'Forum' articles are then described. Groups of 'successful' and 'problematic' readers are defined according to the processing strategies revealed in the verbal reports. Although there are substantial variations in the individual strategies of individual readers, and evidence of the influence of text informativity, the 'successful' processing consistently included focusing on the clause-relational macro signals; in contrast, there was little evidence of activation of the same text features by the 'problematic' readers. Finally suggestions are made for including FL methods articles, text-analytical elements, and verbal reporting on INSED-TEFL courses in Brazil.



This thesis is dedicated to

Peggy and Dick who provided my start,

and to

Andrew and Richard with hopes for their future.

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LIST OF ABBREVIATIONS

AL	Applied Linguistics
B.A.	Bachelor of Arts
BAAL	British Association of Applied Linguistics
BGK	background knowledge of content
B-U	bottom-up
C/R	clause-relations
D-R-S	the 'Difficulty-Response-Solution' macropattern
ESP	English for Specific Purposes
EFL	English as a Foreign Language
ELTJ	'English Language Teaching Journal'
FL	foreign language
FLL	foreign language learner
FORUM	'English Teaching Forum'
G-M-A	the 'Goal-Means-Achievement' macropattern
IATEFL	International Association of English as Foreign Language
INSED	in-service development
INSET	in-service training
LEA	local education authority
L1	first language
L2	second language
MA	Master of Arts
MT	mother tongue
NS	native speaker
NNS	non-native speaker
PK	previous experience of genre rhetoric
P-S	the 'Problem-Solution' macropattern
PUC	a catholic university in Brazil
Q-D-A	the 'Question-Details-Answer' macropattern
S-P-R-E	the 'Situation-Problem-Response-Evaluation' pattern
TALI	text as a linguistic instrument
TAVI	text as a vehicle of information
T-D	top-down

TEFL	teaching English as a Foreign Language
TESOL	teaching English to speakers of other languages
TG	target language
UFPR	the Federal University of Parana, Curitiba, Brazil.

Legend: Where quotations from Portuguese are included in the discursive sections of the thesis my own translation of the quotation into English is given first, followed by the original text in brackets; this mode of presentation is felt to be more reader friendly. However where written or transcribed Portuguese text has been included as exemplification then the original text is presented with a literal translation in English in brackets following.

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1.1. RESEARCH AIMS AND MOTIVATION.

The aim of this research is to approach a practical problem of pedagogy, namely the difficulties which English teachers from the public sector in Brazil have had in successfully accessing information in TEFL methods articles. There are several possible causes for these difficulties, and two major interrelated starting points for investigation, namely, 'text' and 'reader'. From a text-analytic perspective the difficulties can be explained in terms of the precise semantic nature of contrastive cues, or the individual lexical features, as well as the degree of explicitness of otherwise non-obvious relations; there are also factors of content difficulty, as well as text which is simply not 'well-formed' (Kintsch, 1988:171). However, a first concern in this thesis is to investigate, from this textual perspective, whether the rhetorical organisation of the TEFL articles related to their genre purposes may constitute a barrier for successful interpretation (cf. Widdowson, 1984:64). A further area of concern, also textual in nature, is whether there are rhetorical differences between the L1, Portuguese, and English, in the use of organisational patterns. (e.g., 'Problem-Solution', Hoey, 1983:47)

Alternatively these difficulties may be examined in the light of the readers' content and rhetorical schemata, or of the readers' experience and training as readers, or according to their view of the purposes of reading in English or their EFL ability. Thus a third concern in this thesis is to determine whether attitudes to reading, and the consequent adoption of reader styles influence text



processing; these too are often resulting from experience of training in reading within the Brazilian educational setting. A further question is whether the teachers' specific experience of reading persuasive articles in English will also influence their expectations and rhetorical stances towards the TEFL methods article. A fourth interest is the relation of reader interpretation of TEFL methods articles and the established representation of reality within the recognised body of knowledge of the TEFL methods genre, i.e. the fact that the underlying content coherence of discourse validity may differ between the 'knowers' and 'non-knowers' in the discipline. It is assumed that many Brazilian teachers' EFL schemata are inconsistent with those of 'Forum' writers as they have had largely audio-lingual or primitive audio-visual experience of learning and teaching.

These concerns, representing a variety of approaches to the reading problems of Brazilian teachers, were the starting points for the present research. The aim is to identify the actual causes of difficulty in reading TEFL methods articles which may then be synthesised to provide answers of relevance to the INSED-TEFL context in Brazil. They also match my specific research interests in investigating both possible insights into the reading processes from the analytically-based perspectives of text, discourse and genre, (following unsuccessful efforts to apply sociolinguistic features to authentic discourse, reported in Shepherd and Shepherd, 1987) and also my interest in investigating the feasibility of accessing reader processing using verbal reports. Candlin (1985:viii) provides a rationale for pursuing an investigation on these two fronts. He claims that analyses of written discourse need

"...to represent two distinguishable but related discourse worlds in the pursuit of its objective, namely the characterisation of speaker/writer meaning and its explanation in the context of use. On the one hand, more nomothetically, discourse analysis must portray the structure of suprasentential text or social transaction by imposing some framework upon the data, explicitly or implicitly. On the other hand, more hermeneutically, discourse analysis should offer us a characterisation of how, in the context of negotiation, participants go about the process of meaning"

Hence the essential interactive quality of the meeting of text and reader has been deliberately abstracted out of the descriptions of the sequenced episodes within FL methods articles in chapters four and five of the thesis. A procedural analysis of individual readers' negotiation of text needs to include reference to the interaction of background content knowledge (henceforth BGK) and previous experience of reading genres, (henceforth PK) of both a general and specific nature, in the setting up of expectations and inferences by readers. This is why chapter six focuses on various models of text-reader interaction related to FL reading, and why, in Chapter Nine, effort has then been made to define the 'ablocutionary value' (Edge, 1989:407) assigned by readers in interpreting text meaning using verbal report data provided by readers.

Because of the interdisciplinary nature of these variables related to the reading processes, it is hoped to avoid both the tendency of ELT practitioners to isolate themselves from wider educational issues (cf. Nunan, 1988:1; Whitney, 1990:85), and the bias of a single research

focus, stressed by McGuinness (1989). The practical point of departure for the present research was a questionnaire designed to determine certain characteristics of the target population of Brazilian EFL teachers/readers in numerical terms, and match the results with my experience with the same community. Thus Goethe's dictum that 'we do not learn to know men by their coming to us. To find out what sort of person they are, we must go to them,' provided a 'philosophical' basis for action. The thesis continues by describing Brazilian public sector TEFL and the local INSED setting.

1.2. THE INSED-TEFL SETTING FOR THE PRESENT RESEARCH.

The specific research focusing on INSED-TEFL and reading is not wholly motivated by personal research interests, but also reflect a long-term 'political' concern for the plight of less-privileged EFL teaching colleagues from the Brazilian public sector working outside the large state capitals and cities. Their situation will be described in detail in 1.4. below. This concern stems from a first professional contact with public sector TEFL in 1977, when, as head of teacher training in a British Council EFL institute in Sao Paulo, I was asked to cooperate with the local, urban educational authority. This led to a year-long project, involving a survey, through questionnaires, of methods, coursebooks and objectives in 13 secondary schools. The results of that survey (presented to Longman's Research and Development Department, in 1978) were that while 70% of teachers followed audio-lingual methods, and 10% some form of audio-visual approach; all the schools were using 'oral'-based methodologies, with the contexts and language input exclusively from coursebooks and with teaching/ learning objectives dictated by the sets of isolated grammatical points of the coursebook contents. This meant that

English was totally isolated from the other subjects in the main secondary curricula, while the focus on language in abstraction, had led to a distancing from the essential formative quality of TEFL.

Subsequent reviews of the situation (e.g. Shepherd and Shepherd, 1986) and published guidelines from the Secretariat for Education in Brasilia ("...the aim is to develop skills by using the interaction of dialogues in the basic tenses..." Ferreira, 1988:6) suggest that this situation, as far as the methodological and linguistic bases for EFL teaching are concerned, has not appreciably changed, in the public sector. Indeed, after extensive inspection of schools throughout Brazil, Menezes de Souza (1986:17) claimed that "At this very moment, in the teaching of foreign languages in the public sector...what is characteristic is the monolithic of the foreign language in abstract linguistic contents" ("No atual momento, no ensino de linguas estrangeiras a nivel de 1o e 2o Graus, se evidencia pelo monolitico da lingua estrangeira em conteudos abstratos de lingua"). This is also the case in central Brazil where the oral 'syllabus contents are linked exclusively to normative grammar'. ("conteudo programatico vinculado exclusivamente a gramatica normativa"; Possari, 1987:18).

The specific setting for this research is INSED-TEFL at the Federal University of Parana (henceforth UFPR) on which I began work as a teacher in 1983 and subsequently as 'Coordinator' in 1987. Before 1987 these extra-mural courses provided, free of charge, four hours of instruction for thirty weeks per academic year. It was open to all teachers, (i.e. to anyone with the equivalent of a B.A. in English) and was seen as a linking springboard between undergraduate and Masters degrees in English. The applicants were selected according to

their EFL fluency. As such it tended to cater for the more privileged middle class graduates from the state capital who were interested in higher research, or their individual language improvement and teaching possibilities in the private language institute sector. In 1987 it was decided to attempt to cater specifically for EFL teachers from the public sector. Pre-course assessment (an obligatory component of all courses accredited by the federal government) was made 'bottom-up', i.e., those teachers with the least EFL proficiency were the first to be accepted, to 'cream out' those teachers who had had more opportunities for previous in-depth language and methodological training, and thus to focus on less-privileged colleagues.

For the present thesis a first research requirement was objective information regarding the target population of public sector teachers, including the confirmation of the previous research regarding the methodological bases for teaching, to determine their perceptions of their professional roles, and to acquire details of their professional reading. The latter information would provide a starting point for research and might indicate a source of texts for the focus of analyses. To these ends colleagues in the faculties of Education at the UFPR were consulted, as well as those from the 'National Project', regarding the preparation and application of suitable questionnaires. In addition, the design of three questionnaires, which are the bases of the data collection for the present writer's M.Ed. thesis in Manchester, (reported in Shepherd and Shepherd, 1984) was taken into consideration and reviewed, and the following objectives established.

1.3. COLLECTING DATA ON INSED-TEFL VIA QUESTIONNAIRES.

1.3.1. OBJECTIVES FOR THE QUESTIONNAIRE

- a. to acquire information regarding the public sector EFL teachers' reading habits related to texts relating to their profession.
- b. to gauge their opinions regarding INSED-TEFL priorities and needs for the planning of future courses and components at UFPR.
- c. to develop profiles of the teachers in terms of their EFL professional qualifications, experience, motivations, as well as their perception of their professional status.
- d. to confirm the previous descriptions of the teaching/learning situation of TEFL in the public sector.
- e. to determine the teachers' perceptions of relevant approaches, language input and objectives for public sector TEFL.

1.3.2. THE DESIGN OF A SUITABLE QUESTIONNAIRE.

1.3.2.1. PILOTING THE QUESTIONNAIRE

A first step was to analyze and tabulate the answers given in response to a questionnaire (Questionnaire A, in Portuguese; English translation, Questionnaire B, Appendices 1 & 2) which had been prepared by the present researcher and completed by INSED-TEFL applicants before the beginning of the academic year, which is the same as a calendar year in Brazil, in March, 1987. This questionnaire consists of only four questions in an entirely 'open-ended' format.

Subsequently a 'pilot' questionnaire (Appendices 3 & 4: Questionnaire

C in Portuguese; Questionnaire D translated into English) was completed by 26 teachers attending intensive INSED-TEFL courses at the 'University Foundation of Joinville' and 16 teachers at the 'State Faculty of Paranagua' in January, 1988. The third section of this questionnaire consists of three questions, 18, 19, and 20 (basically those included in Questionnaire A/B), chosen to provide information relating to objectives 'c' and 'e', rewritten with alternatives.

The rubric and format in Questionnaires C and D were developed to include rating scale alternatives based on the answers from the previous questionnaire, following guidelines laid down by Burroughs (1971: 33-47) that attitude rating scales elements should first be piloted as straightforward questions, mirroring Oppenheim's (1966:46) maxim that "all closed questions should start their career as open ones...". The rating scale format of these three questions is felt to achieve a number of important functions as data collection instruments: by setting up guidelines for answers by covering the range of probable replies; and by restricting discussion to that of relevance to the research purposes resulting from the focusing and standardising of the answers.

However, the dangers of this format are twofold. Firstly there is the possibility of inadvertently influencing subsequent answers by offering lists of possible replies; an attempt has been made to overcome this by including 'cross-checking' questions on the same topic and varying the format. This is also why less obvious ways were invoked to gauge the teachers' opinions as to whether topics specifically related to EFL in the public sector should be included on INSED-TEFL courses (e.g., Questions 12,13, 14 and 18 d). A second,

potentially more serious, limitation relates specifically to the choice of language in the rubric and the need for questions and alternatives to be expressed in unambiguous language (Low, 1988: 70). The rank order of the various replies given to these three questions by teachers who completed Questionnaire A/B has been deliberately shuffled to avoid bias, while in each case an open 'others' option is included for further suggestions not covered by the previous range of answers. The last question (4.) of the first questionnaire is not included as there was no real pattern in the answers given.

The first two parts ('A' and 'B') of this second questionnaire (C/D) consist entirely of open-ended questions intended to provide lists of alternatives for rating scale formats in the final questionnaire version. The first part relates to the individual profiles of the teachers concerned. These include a section on their out-of-class exposure to the English language, designed to provide information on their reading, i.e., 'objective a' above. Questions 3,4 and 5 were included to learn about the teachers' ability to study English, including professional study in the private language institutes .

The second part relates to their own perceptions of their role as EFL teachers in the public sector. Thus questions relate to the methodological and linguistic input of their classroom teaching, while 7 and 8 try to gauge their own view of their professional status; Questions 13 and 14 attempt to determine their opinions regarding suitable syllabus objectives and language skills for the public sector. Question 12 was included as a cross-reference check to the answers given to 18,19 and 20. By varying the question formats and cross-checking in this way it was hoped to identify 'desirable'

responses, emanating, however unconsciously, from ideas about what the researcher, (i.e. the producer of the questionnaire) might be thought to approve of professionally. (The term '1o and 2o Graus', literally the primary and secondary levels, is that most often used as an equivalent for 'public sector' in Portuguese).

1.3.2.2. DESIGN OF THE QUESTIONNAIRE PROPER (APPENDICES 5/6)

This questionnaire was completed by teachers attending the annual INSED-TEFL course at the UFPR during their half-term break in early May, 1988. A number of elements were incorporated into this final version ('E') following the experiences gained from the exercises involving the pilot ('C') version. The initial opening instructions were expanded in order to stress the need for answers to reflect the teachers' honest opinions, rather than those perceived as having status with the researcher. The importance of their answers as a means of making their own future participation on INSED-TEFL course more meaningful was also emphasised, as was the confidentiality of their answers, as well as the lack of any temporal pressure or constraint on the teachers/respondents. Thus an 'open-ended' three-hour period was deliberately programmed for the half-term so that teachers could have official 'leave-of-absence' from their LEA's for the session. All these were deliberate research ploys as inducement to answer all questions as accurately as possible, and in an effort to overcome a disadvantage of the questionnaire as a data-gathering instrument, namely the possibility of non-response, i.e., unanswered questions. (e.g. 13% on Questionnaire 'C' above)

The initial instructions and the rubric for each question were

rewritten to avoid ambiguity (cf. Low, 1988:70) by including a specific reference to the 'public sector' ('lo e 2o Graus') because a substantial number of the answers given in response to Questionnaire 'C' relate to teaching in the high prestige private sector, or to their private pupils. (It is very common for the public sector teachers to supplement their income by providing private tuition). Further minor changes were made to the rubric. (e.g. 'number' in Questions 12 and 13; Question 3, 'tertiary' and 'as an English teacher' in order to avoid the inclusion of non-TEFL qualifications; omitting the division of 'A' and 'B' in Part 1).

The attitudinal questions of section 'A' (7, 8, 10, 12, 13, 14, 15, 16 and 17) all include alternatives based upon the open-ended questions supplied by teachers in their answering Questionnaire 'C'. The format was deliberately varied to avoid complacency and boredom. Again the rank orders were shuffled randomly to avoid any form of 'prestige bias' (Oppenheim, 1966:167), a difficulty of any attempt to gauge attitude. Question 14 was included in its present format although 'no opinion' options were criticised by Edwards (1957:81). Its inclusion is felt to create a suitable contrast with the medial or midpoint alternative (e.g. 'important'). This option has also been given a marginal number '3', in an effort to avoid the common phenomenon of 'ordinal bias', i.e., the tendency, where numerical estimates are involved, for respondents to choose the middle or average of the options available.

Question '4.e.' caters for the fact that many, if not most, teachers in Brazil teach at different schools and at different levels within the educational system. The options were reduced to five to eliminate

the unnecessary detailed responses which resulted from the open-ended question in Questionnaire 'C/D'. There is a certain amount of redundancy apparent in the alternatives included in Question 7, specifically the overlapping of 'b' with 'd' and 'g' with 'i'. However the analysis of the answers given for this component in Questionnaire C/D revealed that the majority of respondents who included either 'b' or 'g' also cited 'd' and 'i' respectively. The same was true for the apparent similarity of 'c' to 'e' and 'g' with 'm' in Question 8; they were also seen as a further means of identifying possible 'desirable' responses.

The alternatives for Question 10 proved problematic. Several teachers did no more than cite the coursebook/textbook used which meant that the researcher had to consult the same and decide upon the method. Where this occurred with Questionnaire F, and when this researcher was not familiar with the textbooks (which was also the case with four publications cited in Question 6), then selected parts of the textbooks were photocopied and shipped from Brazil for analysis before decisions were made regarding the 'method'.

The inclusion of the term 'direct method' is also problematic. Informal discussions with the respondents from Paranagua ('C') and from UFPR ('E') revealed that this does not reflect the classic 'Berlitz' approach of mirroring the L1 learning situation as closely as possible. Rather, in the Brazilian classrooms, it is an umbrella term for 'oral' approaches using audio-lingual textbooks (often Brazilian editions of American textbooks originally intended for the US market of multilingual ESL classes). These make no reference to the L1 or to prescriptive grammatical input and they prohibit,

explicitly or implicitly, the teachers' use of either the L1 or any form of contrastive lexical/ syntactic work to ease the learning load.

Question 12 suffered from this researcher's oversight in failing to include 'the teaching of aural comprehension (listening) skills' as one of the alternatives. However this omission does not appear to have biased the results as respondents chose the skill for 90% of the 's.' options. The importance of this choice was confirmed by the large percentage of respondents who opted for alternative 'b' in Question 13. In Question 15, option 'b. recorded speech' refers to radio broadcasts, recorded tapes of plays, sketches, talks, adverts etc., of an 'authentic' nature. Option 'q', in contrast, relates to written tasks, completed as part of formal EFL instruction. A small number of additions were made to the remaining three questions: in 18, options 'c' and 'i' ; and 'g' in 19. In the latter case, despite the overlap with option 'c', 40% of respondents cited both simultaneously.

The design of the final questionnaire was criticised by colleagues running an INSED-TEFL course in Rio de Janeiro, who asked public sector teachers to act as respondents, in 1989. Their complaints focus on two aspects of the questionnaire: one regarding the length, felt to be excessive; the other highlighting the redundancy of including Question 12 as well as 18, and Question 14 with 19 and 20. However, the questionnaire requires a minimum of writing. It is, on the other hand, designed to be given well in advance of the INSED courses, in non-teaching vacations, without formal constraints, including the temporal, and where the teachers concerned may regard the exercise as influencing the INSED components themselves. In the case of this group the questionnaire was completed

mid-way through a teaching term and of the INSED-TEFL course itself, when they were no doubt under more pressure and would not see it as directly applicable to their immediate in-service situation. As previously stated, the apparent repetitive nature of the questions under focus was a deliberate cross-checking procedure aimed at confirming and evaluating the answers provided and identifying 'socially desirable' answers, and responses reflecting 'acquiescence', i.e., the general tendency towards assent rather than dissent.

1.3.3. INFORMATION FROM ANALYSES OF THE FINAL QUESTIONNAIRE.

The analyses of the answers provided by teachers for questionnaire 'F' have been limited to straightforward quantitative totals and percentages. For ease of reference they have been included on the English translation of the original (Appendix 6; Questionnaire F). The first set of figures to be analyzed were those of the UFPR respondents for Question 15. The information provided on their professional out-of-class reading was used in teaching INSED-TEFL vacation courses at UFPR in July, 1988 (see below, 1.7.). The remaining answers were analyzed and tabulated in the spring of 1989, in Durham, by which time the sets of answered scripts had been received from the various centres involved. Discussion will be focussed upon those aspects which are felt to be relevant as starting points for the research. Subsequently certain findings will be referred to within the body of the thesis, specifically in the final chapter which focuses on teacher development.

The results of Questions 6 and 10 suggest that the scenario described above (1.3) for Sao Paulo in 1977 is still in force. Thus well over

80% of the textbooks are oral-based, audio-lingual in nature, with no reference to either the LI or the LI cultural situation, where the language models are from spoken English. Question 10 reveals that over 75% of the teachers involved use either audio-lingual or 'direct' approaches either exclusively or in combination, all 'oral' based. The high prestige of oral input is confirmed in the answers to Question 13 where 14.5% cited 'listening', 19% cited 'speaking', and 28.5% combinations including these two skills, as their view of relevant objectives for the public sector.

The feasibility of the approaches, textbooks and objectives referred to in the previous paragraph must be in doubt, given the learning situation of less than 100 minutes' classroom contact weekly (Question 17, 68%), and the average class sizes of more than 40 (Question 16, 68%), and the fact that teachers teach at various levels and in different schools. (Question 4.e.) These are also cited as negative factors in Question 8 (f. 45; j. 50). Teachers are aware of the mismatch of TEFL objectives within the wider discussion of syllabus planning for the public sector as a whole and resent compulsory INSED meetings to discuss them (Question 8.o.). However, they are rarely able to link these problems and discrepancies to their own emphasis on oral production, evident in the responses to Question 12, where 37 respondents elected for 'f.', ('the teaching of oral skills') and 63 chose 'h.', ('developing your own oral skills') as their priorities. These choices are confirmed by the answers given in Question 19, with the highest votes being cast in favour of 'b.', 'conversation/fluency' and 'e.', 'speaking/accuracy'. Further global insights gained are the lack of interest in linguistic and/or theoretical components or objectives (Questions 12,18,20) but a perceived need for regular

'grammatical' input on INSED courses (Qu. 12.q.; Qu.19.d.; Qu.20.a.,e.) There are, therefore, several ambiguities in the questionnaire answers. Firstly, while the teachers stress their need for personal improvement of oral and listening skills, see 'communicative' oral activities as important, and prefer the oral-based coursebooks, they also cite reading and listening as more suitable learning objectives for the public sector; while they reject discussion of principles and 'theory' they nevertheless feel the need for focusing on English grammar and lexis. The significance of these ambiguities will be the focus of further discussion.

1.3.4. LIMITATIONS OF THE INFORMATION GAINED FROM THE QUESTIONNAIRE.

Clearly there are distinct limitations as far as the collection of the information from Questionnaire E is concerned. The sample of teachers from the public sector is made up entirely of those who have enrolled on a variety of INSED-TEFL courses. Thus they are the by-product of the courses themselves and, by Mozer's (1992) statistical criteria, cannot be considered representative of the target population. No effort was made in the data collection to incorporate those teachers 'in the field', who either do not feel the need, or cannot find either the time or energy to attend such a course. Although the respondents do come from different centres they are less than a hundred in total and 45% were attending courses in Curitiba; hence there are restrictions of both a quantitative and spatial nature. Nor did the collection of information go beyond the quantitative to investigate individual teacher behaviours in the classroom, or use alternative means of collection, such as diary writing or structured interviews. However these drawbacks are felt to be set off by the experience of

the present researcher in having taught on four annual INSED courses offered by the UFPR and on nine intensive 45-hour courses in different parts of Brazil from 1984 to 1988. The insights gained at the chalk face suggest that the results are representative.

1.4. THE 'PROFILE' OF THE TARGET POPULATION OF INSED-TEFL TEACHERS.

The typical profile of the public sector EFL teacher resulting from the questionnaires is that of a female in her early thirties with a first B.A. degree and between 6 and 7 years experience. Her class sizes average between 45 and 46 pupils, with an average weekly classroom contact time of less than two hours. (i.e. 100 minutes weekly) She uses (72%) 'oral' methods with audio-lingual coursebook (from which she rarely strays) objectives dictated by language models based on spoken English. This matches closely the findings of a recent, wider survey of Brazilian EFL public sector teachers in the neighbouring state of Rio Grande do Sul (Leffa and Paiva, 1989), and those of the previous Sao Paulo survey.

These are teachers living and working in the smaller towns, with limited EFL proficiency and a minimum of TEFL methodological training. They have no access to bookshops and libraries and are out of reach of the back-up resource centres provided by the British Council, USIS or the 'Alliance Francaise'. To judge from their answers a worthwhile language course in the private EFL sector appears inaccessible, the price of imported books in English is prohibitive, and a visit to an English-speaking country the end of the rainbow. Their sources of English language are limited to foreign radio programmes, commercial cinema, popular music and local publications.

They see themselves (see Questionnaire F, questions 8, 18 and answers) as poorly paid, overworked, with few resources, large classes and little prestige - the typical profile of the teacher in the 'Third World'. In addition they feel under considerable pressure from the Brazilian educational authorities who are attempting to reform the curricula on something akin to 'Specific Purpose' bases and who question the presence of a foreign language in public sector schools. (CFE, Brasilia, 1983; CEE, Sao Paulo, 1985). As learners and teachers in training in the smaller towns theirs is the 'colonial' situation to which Freire (1972:59) referred as creating a culture of silence to that which is irrational, hence their acceptance of the ambiguities.

This is the net result of the centralised, authoritarian educational system, imposed in Brazil in the late 1930's, designed to serve the growing industrial base. The teachers are trained to submit to authority, serving the experts and technology, from which they are continually separated (Ilich, 1971:34). This is a teacher-centred, authoritarian, testing-based, competitive education system whereby "learning consists of acquiring a body of knowledge. The teacher has this knowledge and the learner has not..." (Brindley, 1984:97). This is the situation for which the Brazilian teachers were trained, understand and in which they therefore feel most secure. However this also means that both teachers and their pupils suffer from a type of 'cultural alienation' in which the desired values and norms are taken from the metropole. They suffer from the common 'third world' fallacy that everything imported from the 'developed world' is advanced and progressive, a fallacy manifested in the need to copy everything that is thought of as 'developed'. According to dos Santos (1970:27) it is this alienation which ensures the continued existence of the

underdeveloped situation.

Consequently the most common educational-political stance among these teachers is that of accepting the apolitical, ahistorical, positivist and progressive view of ELT methodology. Pennycook, (1989:609) talks of "the hierarchical nature of knowledge production...and educational imperialism in the teaching of English" and argues that it should be seen "within its political context and, more specifically, in its relation to the political economy of textbook publishing." However the present-day 'oral' approaches also embrace student-centred development and the role of facilitating educator, in contrast to the traditional Brazilian view of learning as 'product'. So why do the target population of Brazilian EFL teachers largely accept these ambiguities and the problems of 'oral' methodologies which match neither their experience, their abilities or their teaching/ learning environments, accept oral-based input which is less accessible to their L1 Portuguese pupils, is not related to the grammatical knowledge they cherish and is unrelated to their pupils' post-schooling FL language needs, accept unfeasible oral-based objectives which isolate their work from the wider learning aims of the secondary school curricula?

The answers are that educational policies are dictated by the publishing world, Brazilian, American, British and French, who jump onto and encourage each new methodological bandwagon in efforts to sell their wares. Their negative influence has been mentioned by Richards: (1984:14; cited by Pennycook, op.cit.) "many an underpaid academic has...succumbed to attractive offers to lightly work over an audiolingual or structural course so that it can be published in a new edition bearing a notional-functional or communicative label." These policies are supported, consciously or otherwise, by the prestigious

British Council run 'Culturas Inglesa', the USIS linked binational centres and by the applied linguistic 'experts', the keynote speakers at professional conferences in Brazil, financed, in turn, by these international organisations. Thus Celani (1984b:72) has admitted that in the training of EFL teachers in the universities, "Since the advent of the audio-oral approach we have emphasised to our students in the 'Teaching Practice' courses the importance of oral language and the priority which it should have in the teaching of a foreign language." ("Desde o advento da abordagem audioral tem-se ressaltado a nossos alunos de Pratica de Ensino a importancia de linguagem oral e a prioridade que deveria ser-lhe atribuida no ensino de uma lingua estrangeira.") This oral emphasis in teacher training has led to a manipulative effect upon EFL learning, hindering individual teacher development and clouding syllabus issues (Cf. Gower, 1988:21-23).

This mismatch of the publisher's market requirements with the public sector learning/teaching needs has resulted in an almost total neglect of and indifference towards the difficulties of the teachers in question. This has led, in turn, to a deeply felt 'professional alienation' and wholesale aping of the private sector concern with 'activities' and entertainment and fashion, of adherence to watered-down versions of what is fashionable in the ELTJ, Forum and at IATEFL conferences.

A host of expensive, intensive short-term TEFL courses, run by the British Council, have mushroomed at certain British universities, under the pressure to seek alternative sources of income. They often involve the teaming up with staff from the British TEFL private sector; these 'experts' promote "whatever techniques they happen to prefer, while supporting their views by recourse to the method concept

and its supposedly scientific and advanced backing" (Pennycook, 1989:611). These prestigious courses, often attended by Brazilian teachers, cannot be said to have improved the 'Third World' TEFL scenario, (Affagnon, 1990; Kourago, 1987; Prahbu, 1990), including that of Brazil (Menezes de Souza, 1982). Indeed Pierce (1989:401) has underlined the ambivalent role of EFL in the third world while Bradbury (1987) and Judd (1988:15-16) have also cited the moral questions involved. Nor, given the present political climate towards education in much of the western world, can this scenario be seen to change. For the Director General (Francis, 1989:14) EFL is "Britain's real black gold...the British Council acting as brokers to assist the English Language industry to promote the product around the globe..."; the boardroom imagery needs no further comment. The ambivalent role of TEFL is explicit in Maley's (1992:98-99) description of EFL teachers as "marauding armies in a tug-of-war between quality and quantity". In Brazil, at one extreme, (mentioned by Rodrigues, 1989:1) ELT is seen as the Trojan horse of cultural intrusion and educational imperialism, in its role of sustaining the power of the elite, dominant classes. Whatever the case it cannot be denied that economic and political facts have influenced much EFL classroom practice (Spolsky, 1990:609).

To return to the target population of Brazilian public sector teachers, the net effect of these cosmetic EFL methodological politics is that they have been fed a constant diet of new, 'practical' classroom 'techniques' or 'activities'. Celani (1984:79) states that teacher trainees "for the most part, have been exposed to a methodology which utilises techniques aimed primarily at training for the improvement of oral production." ("foram, na maioria das vezes,

expostos a uma metodologia que empregava técnicas que visam prioritariamente o adestramento, no desenvolvimento de uma produção oral")

However, this dominance of the 'oral' approaches and the widely disseminated ESP methodologies of the 1980's have obscured the fact that as well as language skills, awareness of the nature of language, and the L1 language and culture, are important factors in foreign language learning (cf. Byram, 1989:23). In addition the more recent, highly-influential 'communicative' view of language learning has been characterised in Brazil as a process of developing the ability to do things with language in contrast to learning about the language. This prestige of the 'oral', 'E.S.P.' and 'communicative' approaches in Brazil has heightened the tendency to opt for a reiterative pedagogical role and thus kept it in 'splendid isolation' from the educational mainstream; for by distancing TEFL from its essential formative educational function the 'oral' emphases have barred its place in the dialectic pursuing integrated learning aims for the state curricula which have been an important development in Brazilian education in the late 1980's. What is of more significance is that these influential pressures are clearly in conflict with both the target teachers' experience, and with certain perceptions of needs as stated in their answers to Questionnaire E (Appendix 5). This is why Celani (1984:72) claims that "the emphasis on speaking has led to frustration and cynicism, creating a situation of mutual incrimination." ("com ênfase na fala...conduz a um estado de frustração e cinismo...criando uma situação de mútua incriminação.")

1.5. PEDAGOGICAL RESPONSES TO THESE DIFFICULTIES.

Investigations into public sector TEFL have pointed to the wisdom of

emphasising reading as a learning/teaching priority (Celani, 1979; Shepherd and Shepherd, 1986), not only because a reading emphasis provides feasible and practical teaching objectives, but also because it may provide a valuable link between EFL and other curricula subjects. The core principle behind the Brazilian 'National Project in English for Specific Purposes', established jointly by the Catholic University in Sao Paulo, the Brazilian Ministry of Education, and the British Council, in 1978, was to develop an awareness of the possibilities of reading in TEFL. Unlike other British-based ESP programmes (e.g. the Chullalongkorn Project, Frankel, 1982; the Venezuelan Project, based on Munby, 1978), this project in Brazil has avoided massive investment in carefully specified terminal goals. Rather it has introduced teachers to a process-oriented approach in which the focus is on reading in terms of means. This project aimed at organising "a national network to tackle the problems of teaching 'Ingles Instrumental'. It now operates in 45 institutions...The theoretical 'line' of the project has emphasised the importance of teaching appropriate and effective reading strategies, and awareness of these...". (Scott, 1988a:4). In this way it has attempted to reduce the dominant focus on language items and the oral-based components. Throughout the 1980's the project has provided university, tertiary and technical school staff with extensive in-service exposure to materials, materials preparation, and testing procedures related to 'reading approaches' (Celani, et. al. 1988). Consequently ESP reading has been the major topic of applied linguistic research in Brazil of that decade (Moita Lopes, 1991:29). Since 1988 the project focus has been on INSED-TEFL of public sector primary and secondary level teachers. The present research should be seen as a small contribution to that more recent focus, as it is a

professional interest in the integration of ESP principles, and EFL reading within INSED-TEFL which have motivated my own work. (Shepherd, 1984; 1985; 1986; 1990) The arguments for an emphasis on reading in EFL worldwide have been many, including the dominance of advertising (Romaine, 1989) information networks (Kaplan, 1987:20) and for science and technology (Swales, 1988:47). There is little doubt that if the medium is the message it is written in English, in Britain or Brazil (cf. Kleinman, 1989).

One of the implications from the ESP Project experience (Celani, et. al. 1988) was the crucial role of short-term INSED-TEFL courses in changing teacher focus. However, experience demonstrates that any lasting improvement to their lot will be achieved only by courses on which, in the teachers' eyes, tangible language knowledge gains match the investment of the individual, and where the experience is evaluated within the context of their own teaching/learning public sector situation. There is, therefore, a strong case for focusing on reading within INSED-TEFL courses, including attempts to develop the teachers' awareness of their own processes while reading. It is hoped that this will serve as a means towards gaining acceptance among the same teachers for the pedagogical responses to their difficulties. These are that an emphasis on the reading skill is a) a feasible learning goal and methodology given the class sizes, the number of classroom contact hours and their own EFL abilities; b) a closer match to their grammatical knowledge, and to Portuguese lexis than spoken English, given the formality of English expository prose (cf. McEldowney, 1976); c) a means of integrating with other secondary school subjects (cf. Widdowson, 1983^a); d) a closer match with their pupils' foreseeable short-term and long-term FL needs.

1.6. INSED-TEFL TEACHER RESISTANCE TO THESE RESPONSES.

Given their regular diet of enjoyable manipulative procedures, techniques and activities on INSET courses, their long-standing use of oral-based coursebooks, their constant attempts to improve their own individual oral abilities and the pressure of foreign and financial interests, the teachers are usually resistant to any fundamental efforts to question the basic role of language and communication, the relevance of the methodological bases of the existing textbooks and the need for feasible appropriate learning objectives for the public sector teaching/learning situation. This resistance has been cited by many involved in INSED-TEFL in Brazil, including Celia. (1988:319 "It cannot be denied that a strong resistance to change exists... a pre-established and uncontested structure..." ["E impossivel negar que ha uma forte resistencia a mudar...uma estrutura pre-estabelicida e nao contestada"]) However this resistance to change among teachers is clearly not a specifically Brazilian attribute (cf. Morrish, 1976:60; Nichols, 1983:9; Rinvolucris, 1986; Maingay, 1989).

One reason for the resistance among Brazilian teachers, cited as a negative aspect of their work (Questionnaire E; Question 8.o.) may be the constant demand for attendance on obligatory non-TEFL INSED seminars aimed at defining/discussing global, long-term educational-political objectives for the curricula of the public sector; this also adds fuel to the "forget the theory, just teach us to teach!" (Massey, 1991:4) syndrome. However Rinvolucris (1986) appears to have identified the core of resistance, i.e. that of attempting to change their patterns of classroom behaviour, as this will challenge the

existing linguistic and methodological bases for Brazilian public sector TEFL. Whatever the consistency and relevance of these changes they are seen as potentially undermining teacher security and the value of their hard-won training and experience. This was the case of INSED-TEFL at UFPR for much of 1985-87, (reported in Shepherd, 1988a) where efforts to bring in discussion of learning objectives linked to reading led to consistent clamours for more 'activities' designed to improve teachers' personal oral abilities. These attitudes also reflect the teachers' wishes expressed in the questionnaire findings (F: 12, 18, 20) above, and are a direct match with other descriptions of third world public sector INSED-TEFL. (e.g., Kourago 1987:172-3, "teachers appear to be allergic to theory... constantly ask for practical tips and ready-made materials to be used as soon as they return to their classrooms...and suffer from a sense of insecurity").

Kennedy (1990) has argued convincingly that the conditions necessary for change and innovation include careful consideration of existing value and belief systems. The need to demonstrate the relevant cost-benefit to teachers involved requires that any innovations need to be demonstrably relevant, feasible, and to allow for both evaluation and adaptation within local settings (cf. ~~Hurst~~, 1983:16). Thus instructional procedures on INSED need to be multifunctional and show that they can enhance their ability to control, evaluate and present objectives, to their pupils, their fellow-professionals and to the public at large (Wagner, 1988: 109). In Kennedy's opinion change is a complex phenomenon which can only be implemented by teachers on the classroom floor and not by policy-makers or trainers. This is also the view adopted by Allright (1988) and Nunan (1988:1) who sees "the teacher as the prime agent of curriculum development".

A further barrier to change among EFL target teachers is that their perceptions are clouded by "contradictory imperatives", (Wagner, 1988:111) e.g. between the innovative learning activities of the various 'oral' or 'communicative' approaches, and their own teaching realities, between, for example, the pressure to entertain with techniques, and train for the all-pervading 'vestibular' (university entrance examination) which focuses exclusively on reading skills. The resulting 'mental knots' (Laing, 1970) mean that despairing teachers will fall back on their oral-based coursebooks by default.

1.7. REDUCING RESISTANCE TO CHANGE ON INSED-TEFL COURSES.

Kourago's (1987:177-8) suggestions for change are to offer INSED-TEFL activities "within a non-threatening, caring context to build teachers' confidence by giving them the opportunity and framework to explore their own resources and thus promote their own development". One relatively successful attempt to provide this context for INSED-TEFL teachers was achieved by allowing them to develop their own insights into the discourse properties and related reading skills of varied genre and text types using the publication 'BBC London Calling' and the concept of 'discourse colonies' (Shepherd, 1988). This was achieved using a discovery technique which demonstrated the effectiveness and benefit of the insights through the teachers own contributions. It is hoped that by using the TEFL methods articles together with text analysis which integrate with their training in Portuguese and build upon their strengths in syntactic parsing, in addition to introducing verbal report protocols, similar discovery techniques may heighten the teachers' awareness of their own abilities, their own processing strategies, and in this way encourage

them to reflect about the reading processes in general.

An alternative approach is to encourage critical interpretation of the contents of TEFL methods articles. For one further result of the 'cultural alienation' of the teachers is that they have rarely been trained or expected to develop a critical view of printed information, to view it as accumulative or consisting of 'facts' which may be speculation, in their reading in the first language, Portuguese (cf. da Silva, 1982: 21-27). The purpose of reading within Brazilian education has been seen as finding facts; the written text is a fixed, non-negotiable unit (Osterloh, 1980). Many of the teachers also appear to have been influenced by the centralised, 'no questions asked,' educational control over the twenty years of military rule (1964-1984), which has reinforced the colonialist tradition of not questioning authority. University and teacher training programmes are inevitably based on the dictum of one truth, thus one TEFL method.

In many primary and secondary institutions in Brazil reading is seen as memorisation of facts to be reproduced for tests, part of rote-learning for pre-ordained short-term, teacher-based, or long-term, syllabus-based objectives. Indeed Kleinman (1983:48, cited by Cavalcanti, 1984b) suggests that in Brazilian schools the norm is to move from the acquisition of basic literacy to the testing of retention/recall of explicit facts and analysis at the grammatical level of the phrase, without mention, attention or focus on the processes of comprehension, or any form of training in critical reading. Cavalcanti (1984b:117) has referred to this jump, i.e., from the 'acquisition of reading phase' to the 'testing of recall phase', as a 'hiatus' which ought to be bridged by instruction in non-literal

and critical interpretation of text. Kleinman's suggestions are reflected in the findings of a recent survey (Vicente, 1990) of the three EFL coursebooks most commonly used at the secondary level in the public sector which emphasise reading in preparation for the 'vestibular' (i.e. university entrance examination'). She found that all three, (Amos, 1989; Marques, 1989, Samara & Biojone, 1989) published in response to the ESP reading focus, use 'text-as-pretext' (Vicente, 1990:132) for grammatical exemplification, and ignore the text as discourse, writer-reader interaction, and the socio-cultural characteristics. In my view this distorts attitudes of the English-speaking milieu, and, by presenting them as unpredictable and arbitrary, encourages ethnocentric stances among learners.

The teachers' training and experience in EFL in Brazil will have led to a largely field-dependent conceptual mode (Ramirez and Castenada, 1974:65) with emphasis on formality and the focusing of details through the use of 'universal' teaching materials, without consideration of individual abilities and needs, within a competitive system. In a survey of EFL teachers' attitudes to reading Scott (1984:7) found that the majority of his Brazilian participants believe that "reading in a foreign language should be carefully done and relatively slow", a confirmation of the picture relating to L1 reading, and reflecting, in Scott's view, their own reading, and, presumably, their belief that EFL reading should be taught as a unidirectional, linear process, emphasising formality and detail. This is why one aim of the thesis is to determine the influence of attitudes to reading on text processing, and a post-thesis intention is to use verbal reports as a vehicle for examination of the same.

However, there are drawbacks in the proposal for the present thesis, namely, to take a selection of Forum articles as the bases for text analyses and reading processes. In the first case the writers can be arguably seen as part of the status quo, that of providing 'universal' answers for TEFL situations; secondly, given the above scenario, teachers may rarely regard reading as a source for questioning authorities, whether in TEFL or in other fields. However, it is felt that teachers not only need to understand and access the information in TEFL methods articles and use the suggestions effectively; they need to select or reject according to appropriateness and relevance for the learning, social and personal interests of their students and to recognise that the complexities of their own teaching/learning contexts and their local forms of knowledge should be the criteria brought in to validate EFL materials and approaches. Thus the wider aim of the present thesis is to provide a first step towards a situation from which the teachers can use their language abilities, together with their professional and learning experiences, to bear on purposeful interpretation of the Forum articles.

This pedagogical starting point may provide the wherewithal for subsequent questioning of the methodological bases of existing textbooks, the role of language as communication, and a consequent recognition of the need for feasible, appropriate EFL learning objectives. Matching their experience and the articles, they may, in the long-term, question the form of ELT knowledge, methods and activities which are so often thrust upon them, question the premises and bases of the oral-based suggestions in terms of the language and the overall aims of including a foreign language in the public sector curricula, and, above all, challenge their present role as passive

recipients. The acceptance of reading as a suitable, less-demanding and feasible basis for learning would appear to be a sine qua non for the survival of EFL in the public sector, given the increasing pressure against any FL in the public sector curricula in various Brazilian states (Paes de Almeida, 1986:19; Rodrigues, 1989:3).

1.8. SELECTING TEXTS FOR ANALYSES FROM THE QUESTIONNAIRE.

One set of answers/results (see Questionnaire F, Question 15, v.) of importance for the present thesis was that which provided information regarding the teachers' reading of a professional nature. It is clear that, for many, if not most of the EFL teachers, the only source of information on FL methodology, indeed one of their only regular accesses to English written monologue, apart from the teachers' coursebook manuals, is the 'English Teaching Forum' (henceforth 'Forum'). Later classroom enquiries established that this is because this USIS publication is reliably delivered on a regular basis, free of charge, to the private address of any practicing EFL teacher.

Non-native EFL teachers resident outside English-speaking communities need to read texts in English to find out what type of people inhabit the English-speaking world, i.e. to improve the cultural input of their professional work. As teachers they need to do the same to find out where, why and how certain methodological approaches are recommended. Whatever the reservations regarding the methodological stance of the 'Forum' authors, or the politico-economic role of the publication, given the questionnaire answers regarding the teachers' reading habits, a selection of articles from 'Forum' was made the basis of reading activities outside the classroom during intensive and

part-time INSED-TEFL courses administered by the UFPR in July, 1988. For example, the following assignment was given, based on a worksheet suggested by Edge (1985:155)

UFPR. LETRAS. DELEM. CURSO DE EXTENSAO. LINGUA INGLESA.

1. Choose a single issue of 'English Teaching Forum'.
2. Read through the titles of the articles included under 'News and Ideas' on the content page.
3. Select three articles which appear to be of personal or professional interest to you individually.
4. Read the titles and the headings of all three and scan the article to discover which is the most relevant to your teaching and/or learning needs.
5. Be prepared to present a short (approximately 150 words) report to a small group of your fellow teachers on the course, either in writing, or orally, in Portuguese or English, under the titles:
 - a) the setting or learning/teaching situation, if there is one;
 - b) the topic/area/ skill of language learning/teaching under focus;
 - c) the need/ problem/ lack which the writer is addressing;
 - d) the ideas/suggestions/activities/solutions provided;
 - e) the value of these to your own teaching;
 - f) the reasons why the article is relevant and/or interesting for you as an EFL practitioner.

A substantial minority of the teachers attending the courses were unable to perform this exercise satisfactorily. These difficulties may be artefacts of the task of providing summaries, as much as the discourse elements, although the problems were equally evident in summaries presented in Portuguese. An analysis of a small selection of the article summaries suggested that it was writer presentation in given-new sequencing, which gave rise to misinterpretation, specifically where relations of contrast were involved. Thus even where reported statements were incompatible, the teachers assumed some form of continuity, and often ignored types of 'Wrong-Right' patterns (Hoey, 1987a). It appeared that their experiences as readers and the resulting attitudes (both cited above 1.6.) may account for the fact that this alternative linguistic signalling and non-factive reported statements have been ignored by this sizable minority. Given their educational experience, the teachers have no reason to expect, anticipate or recognise that a previous text statement will not be

confirmed. This educational tradition may well increase their problems when one statement needs review in the light of later statements within the articles. Others were unable to focus on the aim of the writers in terms of the points c) and d) above, while some were not able to say whether the content propositions were of relevance to their professional needs. Before discussing the possible insights from 'text', 'discourse' and 'genre' analyses for describing Forum articles, a first text-analytic response to these reading difficulties, the relationship between descriptions of language and research paradigms for FL reading will be examined.

CHAPTER TWO. THE CHOICE OF A RESEARCH PARADIGM.

2.1. INTRODUCTION.

The discussion will now move away from the specific Brazilian setting and TEFL concerns to contemplate the choice of suitable methodologies for EFL reading research. Initially, certain metatheoretical yardsticks for assessing empirical research will be used in comparing the 'scientific' and 'illuminative' extremes of the cline of research paradigms. The role of research in TEFL will be touched upon. Within the central discussion of empirical research in reading a comparison will be made between the 'scientific' concern with 'recall product' and more recent focus on 'process', and will relate personal experience of using a 'scientific' approach for EFL reading research. The chapter will conclude with a brief mention of the status of verbal reporting methods within both the wider concern of current empirical methodology and the more limited concern of accessing the reading processes. This wide scope is needed because of the danger of equating verbal reporting approaches with a single research paradigm. (Cavalcanti, 1987). In this research verbal reporting is seen as benefiting from the positive aspects of both research traditions, by avoiding the restrictions of total adherence to either.

2.2 RESEARCH PARADIGMS

2.2.1. INTRODUCTION.

Research includes a wide spectrum of activities, from armchair theoretical speculation to detailed psychometrical analysis of data.

However, whatever the situation or starting point, all research can be seen as attempting to describe and reformulate connections underlying the familiar and in so doing shed new light on reality. The innovative connections and categories provide opportunities for a continuous reappraisal of perceptions of the known. The set of assumptions from which are developed a philosophical and conceptual basis for study will be referred to as a 'paradigm'. (Kuhn, 1962) Despite the ambiguous meaning, the overuse, and the variation, in interpretation of the word 'paradigm', it offers the only term widely accepted in the relevant literature. A paradigm is a partial vision of the world which includes theoretical views, as well as models or metaphors, for analyzing or redefining familiar phenomena.

The distinction between the objectivist view of composite language based on the nomothetic science tradition (e.g., Chomsky, 1965) and the 'holistic' or organic view of language and reality (e.g., Lakoff and Johnson, 1980: 165) reflects the philosophical difference underlying the two research methods at opposite poles of what might be seen as a 'research methodology continuum'. Although they represent the extremes of a research cline it is felt useful to present both initially in a somewhat crude binary manner to make their differences clear. They will be referred to as the 'scientific' (*1.) and the 'illuminative' (*2.) research paradigms.

2.2.2. THE 'SCIENTIFIC' RESEARCH PARADIGM.

Within the 'scientific' paradigm specific phenomena are isolated to enable scientists to observe, describe and explain and research often develops from exploratory through descriptive to analytical stages, each with its own specific criteria:

"1. observations are compared with existing knowledge; 2. the comparison suggests theory; 3. predictions are derived from theory; 4. tests are invented for the predictions; 5. theory is modified or refuted on the basis of the results." (McDonough and McDonough, 1990:103)

Hypotheses are tested by controlling all variables except one 'independent' element. Carefully controlled, systematic changes are then introduced under experimental conditions and any effects resulting from these changes are noted. These are then subject to rigorous statistical evaluations, (cf. Mozer, 1992) from which initial predictions regarding the effects can be verified or denied. This testing of hypotheses is the main objective of disciplines directed by the rationalist philosophy of science, whose main criterion is 'objectivity'. These disciplines take for granted that reality is made up of objects with independent, definable properties, and which are describable unconditionally, independent of human subjectivity.

However 'objectivity' appears to be used in the research literature to mean at least three different things: (a) that phenomena exist independently of subject (i.e. true knowledge is 'objective' thus "finding theories which are better approximations to truth is what the scientist aims at." (Popper, 1976:150) (b) synonymously with the claim that results are replicable in principle with any subject; (c) as a synonym of 'impartial'. Nor is the relationship of the three meanings always clear, i.e. whether 'objectivity', in its sense of being impartial, is a necessary prerequisite for the first two types, although both (a) and (b) clearly entail (c). The second meaning of objectivity would seem to be closely linked with the requirement that results are 'reproducible' by the use of quantitative data and statistical analysis, for any theory to be constructed from research.

The criterion of 'objectivity' is, in addition, closely related to reliability and validity of measurement; measurement 'objectivity' in the collection and analysis of data defines the relationship between results and the researcher. 'Reliability' concerns the measuring instrument's ability to both measure and reproduce results. Both latter criteria act as evaluative prerequisites of standardisation. 'Validity' relates to correlations of results which have been administered, scored and analyzed according to 'reliability' and 'objectivity' criteria. (e.g., Carrell's 1984 research)

Research within the 'scientific' paradigm deserves a place in the acknowledgements for this thesis, for it is due to antibiotics that I am alive today; it is thanks to space-age telecommunications that I was able to correspond with colleagues in Brazil by electronic mail; at this moment I am typing into a personal computer using a word processing package; this will be presented to the reader via a laser printer: all three are the result of 'scientific' research methods.

The dominance of this paradigm has meant that research in the human sciences, including language learning, the present concern, is normally perceived as a specialist activity requiring academic or intellectual expertise. For conclusions to be given the prestige of authority and the seal of truth researchers have had to distance themselves from the context of object(s) under consideration, e.g., the classroom full of language learners. However, for wider, large-scale investigations, or for data collection and presentation which requires graphical or statistical application and generalisation, the various criteria of this methodology are crucial.

2.2.3. THE 'ILLUMINATIVE' PARADIGM.

The 'scientific' paradigm is often felt to be overclinical for field research within the social sciences, because it relies strongly on the inferences of statistical probability within 'safe' research. (McGuiness, 1989; i.e., 'uncontaminated' by active researcher/participant involvement). In educational research the predominance of 'scientific' has led to the imposition of technique over theory, to an overreliance on selected techniques, to a narrowing down of the scope of theory and a related tendency to validate only one type of knowledge which ignores the configuration of context and conditions. (cf. Popkewitz, 1984:32; e.g., in 'Reading Research Quarterly'; 'TESOL Quarterly'; 'Language Learning' articles related to ESL reading, seem to rely, almost exclusively, on 'recall' statistics resulting from adaptations of the 'scientific' paradigm). For these reasons it is felt unsuited to account for the complexity and variability of human understanding and thus a second, alternative, research tradition has developed in anthropology. It is based on experimentation, connotative thought, hermeneutical intuition, and "a philosophy of wisdom in contrast to a philosophy of knowledge" (Maxwell, 1984:48).

This second paradigm consists of exploratory approaches to try out ideas as a means of improving our knowledge. In the case of learning and teaching, it can consist of a cycle of on-going action and development. In contrast to the 'artificial' mode of science, data is often collected in a 'naturalistic' way, e.g., from language learners in their everyday classroom setting; the data itself will normally be authentic as to their origin, their author and task. Finally, the analysis of data is interpretative, rather than statistical.

There are certain recognised principles but no widely accepted evaluation criteria for this second paradigm. One principle is that of 'openness', proposed by Winter (1987), by which the definition of the object of research is avoided until the researcher and informants have participated jointly in the structuring of aims. This, in turn, relies upon the principle of 'communication' which involves the development of a positive relationship between all research participants, who are each given equality status in an attempt to create mutual respect. This has meant that the standardisation of data collection of the former paradigm is replaced by open-ended methods (e.g., "think-aloud", Ericsson and Simon, 1980:228f) or by focussed interviews (Long^a 1980:225f) within 'illuminative' research.
and Porter,

The widely-known terms 'qualitative' and 'quantitative', are used in the literature to refer to both concept and data analysis. Conceptually the term 'qualitative' is often chosen to describe the means of collection, or often refers to the entire research paradigm, as a synonym of 'illuminative'. This concept has resulted in an imprecise if not controversial interpretation (cf. Cavalcanti, 1987) for 'qualitative'. Nor does it seem reasonable to describe an entire research methodology as merely 'quantitative'. For this reason, in this thesis, the terms will be used in their restricted sense, i.e. that relating to scales of measurement. Qualitative research will therefore refer to that involving classifications of a conceptual nature; quantitative research approaches are those measuring data on an interval and/or an ordinal scale, i.e. involving statistics. As a further argument in favour of using the terms in their restricted sense it is worth pointing out that quantitative statistical analysis is often applied to qualitative data. (e.g., Cohen, 1984^b)

A summary of the differences of the two research approaches follows. The variations in research methodologies can be defined in terms of these parameters, according to combinations of the variables involved:

PARAMETER	SCIENTIFIC PARADIGM	ILLUMINATIVE PARADIGM
OBJECTIVE	Hypothesis testing ('declared values')	explorative ('value-free')
DESIGN	quantitative	qualitative/holistic
DATA		
INPUT (Text/Task)	indiscriminate	authentic
OUTPUT	controlled	open-ended
ANALYSIS	statistical	interpretative

Clearly there is a great deal of ground for integrated compromise between these two extreme poles of 'scientific' and 'illuminative'. The selection of variations within a research methodology from between these poles will depend upon the short-term objectives of the data collection within the research as well as the long-term professional aims of the individual researcher. McGuinness (1989) has argued for a balanced interpretation of the two approaches. In the final analysis, however, it should be the problem to be investigated and the aim of the research, as well as the participants involved, which define the paradigm to be chosen. Thus in the case of the present research it is the difficulties of interpreting entire Forum articles and the need to focus on reader processing of the same texts which constitute the deciding factors. However, before concentrating on the relationship between the paradigms and research in reading, the discussion will briefly consider the relationship between TEFL and the dominant 'scientific' research paradigm.

2.4. THE 'SCIENTIFIC' RESEARCH PARADIGM AND TEFL.

The choice of a suitable research methodology and paradigm is perhaps the most significant of the many choices which the researcher has to face. And yet it is arguably the one for which the majority of TEFL practitioners are least equipped. This is why most of us step into the 'scientific', i.e., the paradigm most widely known within our teaching environment or which is most widely adopted by the academic community linked to applied linguistics and FL language learning research. For, the adherence to a particular paradigm is "less to do with truth and logic than with its persuasiveness and the relative strength of its followers within a scientific community." (Andersen, 1988:155). This is why the choice in TEFL is so often made without adequate thought as to whether the methodology is well-suited for either the individuals concerned, or for the learning environment, or for any future application of findings. The choice should be related to the specific problems under investigation, but it is usually 'product-oriented'. Thus (in common with much of the ESP reading programmes adopted in Brazil, cf. Munby, 1978) the tendency has been to concentrate on clearly-defined terminal behaviour, with consequent neglect of the on-going changes and processes. (cf Reason, 1988:229).

Practitioners in TEFL and related fields, including applied linguistics, have increasingly accepted the principles of student-centred, humanistic and individualised approaches to learning over the past decade. Indeed these three adjectives were the symbolic 'buzz words' for appropriate professional behaviour at a recent conference. (IATEFL, Dublin, 1990). However, as researchers, many largely ignore the values and purposes of participants within

experimental work, for the reasons stated above. It was thus felt useful to scan recent publications (Chaudron, 1988; Green,1987; Nunan, 1988; van Lier, 1988; Willing, 1988) to attempt to summarise current TEFL methodological principles and, in turn, contrast these with criteria from the 'scientific' paradigm, (e.g., Charles, 1988), the most widely adopted in TEFL and related fields. (cf. Low, 1988).

The principles behind TEFL practice and scientific research paradigms are clearly related to different realities and aims: one pedagogic, of 'teaching communicatively' (Widdowson, 1984:44), of change through action related to principles from phenomenological learning theories (cf. Ure, 1992:57) the other at largely intellectual problems of knowledge related to criteria for classifying and conceptualising, based on logical positivist principles from the natural sciences. Any form of contrast will thus involve a mismatch. Nevertheless the comparison may illustrate why there is unease and distrust (cf. McDonough 1990:01) among TEFL teachers regarding 'scientific' research methods in language learning.

'Scientific' research, as we have said, is restricted and controlled, particular and reductionalistic, whereby pre-determined objectives and predicted results exclude the context as irrelevant in the creation of 'hard', ('yang') reliable data; TEFL practice, in contrast, is open-ended, related to individuals in a specific environment, (i.e. 'intersubjective') who are regarded holistically as 'rich' ('ying') participants, and where aims are redefined from mutual learning experience of classroom occurrences. Scientific research is outcome and verification oriented, specific hypotheses being formulated beforehand, tested rigorously in detail using rational planning and exclusive quantitative data, which is felt to be analyzable

objectively due to assumptions of a stable reality, of facts and 'truth'; modern TEFL approaches, on the other hand, are discovery and process-oriented and attempt to understand and interpret specific individual difficulties, including values and opinions, and are dynamic in the sense that views and foci are changed intuitively as information, including that of an informal, affective and environmental nature, indicate changes of learner knowledge and needs.

Thus in TEFL (and in 'illuminative' research) there is a continuous recycling and thought adjustment resulting from the interaction with learner attitudes and motivation, in which the teacher-learner relationship and mutual participation is paramount within inductive reasoning; this contrasts sharply with the linear experimental organisation of 'observe -> isolate -> hypothesise -> test' carefully followed within scientific research, in which the impact and influence of subject is restricted, and the subject-scientist relationship is absent in the exclusively deductive, statistical data analyses.

These contrasts may go some way towards explaining the difficulties and feelings of mistrust cited above. This mistrust may stem from the fact that researchers are seen as academic researchers whose concern is to distance themselves from the context of experience in the classroom. The adoption of the 'scientific' for language learning research has led to the separation of the 'applied linguistics researcher', perceived as lacking in-depth pedagogic experience, the producer of explanatory knowledge, and that of practitioner, whose wisdom gained from pedagogic understanding is rarely recognised, but who is viewed as a recipient for research findings, the consumer of research products. An ideal scenario would be a reciprocal

collaboration between colleagues, including the "intrinsic human quality of self-determination", (Reason, 1988:4) whereby only those who choose to do so participate actively. It would therefore seem professionally sound, as well as philosophically satisfying, to adopt a research approach which has certain elements in common with the enlightened TEFL view of the learner as active participant sharing in an exploratory experience. There is also an argument for choosing to focus on research which contains 'washback effect' both for future work by the researcher, and for the participants. The discussion will now focus on the influence of the paradigms on FL reading research.

2.5. RESEARCH APPROACHES WITHIN READING.

2.5.1. INTRODUCTION.

Before moving to a discussion of the choice of a suitable research method for this thesis it is felt useful to provide a brief overview of research carried out within reading. There is no one all-embracing reading theory. At different times there are different theoretical standpoints, each with different perspectives. Crudely speaking there have been three foci of attention: the text, the reader, and the interaction of the reader and the text. Research focusing on the text has included earlier 'scientific' concentration on word meaning as an 'objective phenomenon' which can be isolated and tested; as the focus here is on understanding of an entire text this will not be pursued further; within reading research focusing on the text there has also been a long tradition of product analysis and quantitative statistics, a reflection of the 'scientific' research concentration on how much has been grasped from the text; (more will be said of this 'recall'

approach) however, the text has also been the focus of analysts (e.g., Hoey and Winter, 1986) who claim to account for the cognitive processes of creation and interpretation, although their work is almost exclusively text-based. Research focusing on the reader has included a long tradition (Huey, 1918) of 'scientific' observation of fixations, speed, sub-vocalisation and other products, beyond the concerns of the present thesis; equally this focus on the reader has been the concern of research in inferencing of cognitive psychologists. The focus on the processes of text-reader interaction is the concern of this thesis and will be dwelt on subsequently.

Levelt's (1978:4) review of psycholinguistic (i.e. text-reader interaction) research design pointed to the fact that choice of experimental design and procedure (whether conscious or otherwise) will favour certain types of result. Harrison and Dolan (1979:13) have argued that researchers into reading need to be aware that the manner in which the response is observed will affect the response itself and that this is determined by the parameters adopted within the experimental research design. Widdowson (1990:25) suggests that the validity of research findings is 'relative' in two distinct ways: firstly according to the restrictive conditions of the specific empirical enquiry (e.g., the sampling of respondents; the design of measuring instruments and the measurements themselves); secondly the conceptual logical coherence of the theoretical component (e.g. if reading comprehension is defined as a set of processes then findings related to the product can only partially be accepted as evidence for claims regarding comprehension).

2.5.2. 'TEXT-BASED' 'RECALL' READING RESEARCH APPROACHES.

Within 'recall' reading research the emphasis has been on measurable techniques of data collection resulting in tests to measure behaviour, an indirect reflection of the process. This research has followed the scientific paradigm and has clearly restricted its investigations to reading outcomes, requiring quantitative measurements, including length of reaction, time or accuracy of recall. In consequence, the over-riding factor in the experimental design has been the ability to control. Its laboratory mode has controlled the methodology including the number of words, strict timing, and the variables to 'decontaminate' from the wide range of variables inherent in the classroom, to produce the reducible fact.

Thus qualitative data is seen as the preliminary means to setting up controlled research design experiments producing quantitative data. The latter data is then screened through computational statistics and the researcher is able to interpret the results objectively, relying heavily on forms of statistical support. These objectives have led to controlled stimulus tasks which have deliberately avoided speculation regarding mental activity during text processing. (cf. Schank and Abelson, 1977). Measuring is restricted to the products and behaviours, while comprehension processes, which are inaccessible to direct observation are felt to lack construct validity (e.g. cloze procedure, Markham, 1987) and are considered no more than speculative.

Preoccupation regarding the choice of a suitable research methodology for the present thesis stems in part from my own somewhat frustrating experience of working within the 'scientific' framework for my M.Ed. thesis (Shepherd, 1981) on reading in ESP. This included a series of

lengthy questionnaires and structured interviews, as well as pre-entry and post-experimental testing programmes. Difficulties were provoked, particularly with regard to construct validity, which led to a reduction of the quality of information obtained and a neglect of individual participant responses. However my underuse of the data, in contrast to detailed analysis and reporting based on the statistics, reflects what appears to be a general pattern; that much useful knowledge is only reflected minimally when objective statistical analysis is applied to language learning environments, and when the quest for numerical accuracy is paramount. A more balanced approach would have been possible, had fewer respondents been involved; with fewer statistical analyses interpretative data could have been attempted and matched or integrated with the statistics, for there is evidence (Ediger, et.al., 1986, cited by Low, 1988) which suggests that lengthy statistical reporting is largely ignored when applied linguists read articles.

Nevertheless 'recall' research has provided a wide range of findings of interest to the FL reading concerns of this thesis. To mention but a few, comparisons have involved the amount of recall with: a) + or - contextualisation; (i.e., + or - headings/author details); b) + or - presentation of pre-reading discussion/exercises with text; c) + or - explicit rhetorical markers at local or macro levels; d) variations in 'content' (e.g., cultural) information according to L1. These insights will be discussed in more detail in Chapter Six.

2.5.3. 'READER-BASED' 'PROCESS' READING RESEARCH APPROACHES.

Concern with information theory and prior knowledge have led to interest in the reading process(es) rather than the outcomes of

reading. This comparatively new emphasis has resulted in 'qualitative' data collection aimed at describing the behaviour of readers, as they read, in attempts to infer their reading processes. However, the processing of text during reading has often been defined by the very means applied to analyze it. Nor should they be seen belonging, of necessity, to any one paradigm, for wide variations in objectives, design, data collection and analyses have been incorporated in research into the reading processes (cf. Cohen, 1986).

Cavalcanti (1987) has reviewed research methods which have attempted to analyze or evaluate the processes involved in reading. She included 'miscue analysis' (Goodman and Burke, 1980); 'recall protocols' (Kintsch and van Dijk, 1978); 'reading monitors' (Just and Carpenter, 1977); and 'think-aloud', (Hosenfeld, 1977), according to a set of criteria related to preserving reading:

- a) within an authentic setting (i.e. with a minimum use of hardware);
- b) as a process recording continuous reader thoughts;
- c) as an individual, silent task, yet providing performance data;
- d) as an authentic task, common to both the L1 and the FL;
- e) with complete texts, presented in their original form.

'Miscue analysis' is neither silent nor individual nor is it an authentic task in either the L1 or in a FL. It involves reading aloud aimed at analyzing errors, and thus will be ignored as irrelevant to the present research. Recall protocols (e.g., Steffensen, 1984) have been the main source of empirical data on text comprehension within cognitive science research. Kintsch and van Dijk (1978:374-380) perceive written recall summaries not as text reproductions but as texts in themselves; not as a mere rewrite from memory of an original discourse, but as a piece of effective natural communication satisfying pragmatic task conditions. The problems related to this propositional analysis model are two-fold. Although the propositions

were seen as an objective approach to recall tasks, within the published classroom assessment of summaries, the number of propositions has been largely subjectively based on teachers' intuitions and individual interpretation of text. The written recall tasks neither reflect interactive processing nor allow for continuous processing because of the interval involved; in common with alternative memory measures they have given us only limited insights into the on-going interactions among various knowledge sources. They would appear to be more suitably used as a control comprehension measure within the design of data elicitation; the resultant recall protocols (Kintsch & van Dijk, 1978:61-80) are not unlike the traditional FL written summary tasks. Like precis, they are written after time intervals. They are not representative of readers' thoughts, nor are they, therefore, of relevance to the present thesis.

Reading monitors are part of a tradition begun by Huey (1918) who first tried to measure the number of eye fixations of fluent readers. Just and Carpenter (1977:119), for example, used beams of light to determine eye fixations in text, i.e. visual fixation time in text chunking. Their research does, therefore, provide information regarding the on-going text-reader interaction by on-line examining of eye movements; this examination has to be supplemented by performance tasks (Baker & Brown, 1984). Almost by definition these approaches will use unnatural 'dark-room' environments. This restriction is equally valid for 'reading recorders' which require artificial laboratory-type booths to provide reporting of the reading processes (Augstein & Thomas, 1973). Pugh (1980) has carried out research using video recordings of styles of reading, using authentic text and tasks, but recording in experimental-type booths. As none of these contexts

reflects an 'authentic' reading environment they will not be considered as suitable methodologies for the research in question.

Verbal reporting (e.g., introspection and retrospection) is a methodology which avoids the drawbacks of the recall approaches to reading research. Verbal reporting techniques would also appear to match at least three of Cavalcanti's (1987) evaluative criteria: they can take place in authentic settings using cassettes to record continuous reader thoughts; they involve individuals in silent reading, for the most part, and can utilise complete texts in their original form for authentic reading tasks in the L1 or FL. Discussion will now move to the choice of methodologies for the present thesis.

2.6. CONCLUSIONS: THESIS CHOICE OF METHODOLOGIES.

The research in this dissertation is restricted in two ways: firstly to a small selection of the written text of what will be argued is a single genre in English. This is, in turn, to be read by a set of readers/learners/audience, already specified, a second restriction.

An important research question concerns the interpretation of certain discourse features and how these may influence inferencing when linked with various text realisations of a discourse and the various representations readers have made of a discourse. The research is concerned not only with the perception of text at the initial reading stage, but also with the understanding and the interpretation at the level of the entire text. Thus readers must have access to the entire text and the interaction must be recorded simultaneously to avoid problems of memory. The aim is not to determine how much is

remembered or what changes take place in the readers' representation when the text is no longer available. Recall and 'reductionist' views are therefore irrelevant.

There is evidence of concern regarding text processing and readers as well as a recognition of the need for increased descriptive work, (Alderson, 1984:23). This research is seen as providing insightful generalisations for the comparison of reading abilities and represents a move to reader-oriented rather than teacher-dominated approaches. This implies the need for a definition of what comprehension consists of, while the individual nature of the comprehension involved raises doubts regarding the 'correctness' of interpretations. There are also implications concerning the validity (statistically or otherwise) of individual interpretation of the task status and 'correct' answers.

Criteria for the identification of 'successful' reading strategies may be found by analyzing the interpretations of readers defined as efficient. These would help to balance the procedures and intuitions of the analysts which are very largely taken as an acceptable yardstick. Empirical psycholinguistic measurement could be used to evaluate reading comprehension if some form of 'valid' comprehension could be defined in terms of some 'object', in turn desirable by discourse studies. Theoretically a mental representation of a text's meaning would in this way be evaluatively compared with another, based on a linguistically acceptable description of the 'object' of comprehension. The status of the object, even if it were possible, within comprehension, would remain closely linked with prescription. While there clearly are correct and incorrect readings of wholly factual texts, there is arguably a parallel between the view of an

'object' of comprehension and a single 'objective' meaning, and the belief that there is only one universal model of ('scientific') explanation or research. Both these views are seen as unacceptable, for understanding is surely more than questions of meaning i.e. about how language can be interpreted. It is related to value systems, and experience as well as meaning. It will be taken as evident that knowledge will only be understood in relation to attitudes to our entire environment, generated within interpersonal contexts.

In consequence, once the data to be examined relates to reading processes, then research objectives are cognitive, concerned with the interactional processes of readers, and include attempts to identify those processes responsible for integrating the semantic representation of various chunks of text on to the cognitive structures during reading. The aim is to understand the relationships between series of states of heeded information, i.e., to establish how and why thoughts are linked in the interpretation of texts. These relationships and links are assumed to include schema and frames of TEFL theory and pedagogy when INSET teachers grapple with the methodology text. Clearly these schemata and frames are not directly observable, and thus contain the 'risk' inherent in attempts to capture the interpretative process. This research will therefore need to include forms of introspective verbal reporting as a possible means of accessing the on-going comprehension processes, again incorporating the 'risk' of subjectivity. (see Chapter Seven) However, for introspective data collection and analysis to be of value we need a set of criteria regarding the classification of reader processing strategies. These will include both 'successful' and potentially 'problematic' processing strategies, in terms of the negotiation of

meaning during the interpretation of discourse acts; these will be based, in turn, on a set of 'analytical features' (see Chapter Eight) which lean towards the 'scientific'.

The field research within this thesis will thus aim for narrowly defined participation rather than large-scale theoretical administrative concerns (Faerch & Kasper, 1986). It is hoped that through this approach the teachers/participants may move from a "conceptual analysis" of their activities to carry out their own "research" in efforts to overcome their personal reading problems by "trial solutions", the format suggested by Widdowson. (1984b:33-35) Floyd ^{Carrell} (1987) has warned of the dangers of ^{the} the status of teacher who is also conducting research and whose orientation warps subject responses. It is felt that diagnosis ^{of} FL reading problems is less open to personal bias if previously defined by conceptual analysis, even that established by the selfsame researcher; it is also felt that discourse studies of reading, including the present research, may be less prone to these dangers than other FL focus.

If the INSET-TEFL teachers act as participants in the investigation then there is a strong educational argument for involvement as 'self-researchers'. Consequently one of the aims of the field research will then be that teachers involved learn from participating within an informal research setting. If it is accepted that research into the reading processes (and therefore the question of text interpretation) is a case of speculative psychology, then the participant perspective should be taken into account, and the research should be seen as a platform for informed self-awareness. This has occurred in the case of two of the British-based participants, while

two 'round table' sessions were held with participants in Brazil.

There would seem to be at least four reasons for arguing in favour of adopting methodologies leaning towards the 'illuminative', given the research aims of this thesis. The first is that we are investigating text perception which influences the inferences of readers, i.e., the concern is with the processing during the reading of text as well as any outcome derived from reading, and therefore the richness and complexity of the reading processes must be accommodated; Secondly the research approach should provide a means of involving the INSED-TEFL teacher/participants in developing an awareness of their individual approaches, and, by providing an opportunity to this, they ought, in turn, to reflect upon their own mental processes during reading, i.e. a learning experience of a personal and professional nature. Thirdly, it would seem that the illuminative paradigm would be in line with the enlightened TEFL view of learner "experiential knowledge" (Skolimowski, 1985). Thus participants are not only actively sharing an exploratory experience; the experience itself and the awareness of personal reading strategies may induce a positive 'washback' effect. Thus they may be able apply their new-found knowledge to their roles as teachers in the development of their learners' reading abilities, and, subsequently, may begin to question traditional reading practice and cast a critical eye on current TEFL reading pedagogy in Brazil. This will need to be verbalised, for there is a strong tendency for TEFL training to mirror the 'do it the way I say rather than the way I do it' dictum; results should therefore be relevant and the approach must allow for the respect for and co-operation of participants. Finally, by opting for this methodology, the participants should be in a position to apply their knowledge both to

alternative authentic reading situations and to long and short-term professional reading requirements beyond the confines of the INSET TEFL courses of which the present research will be part.

However, it must be kept in mind that the value of research lies in its ability to assist practitioners in defining more clearly the problems which they themselves must solve. Research can therefore encourage teachers to contemplate their practices, stimulate enthusiasm for the topic in question, and create a conceptual context for these speculations. The relevance of research depends entirely upon continuous questioning and experimentation, in its ability to provide an alternative eye view for scrutinising the familiar. This relates, in turn, to the distinction between teacher training, whereby objectives are specified in advance, in providing solutions for what are perceived as predictable problems, on the one hand, and teacher development, which, rather than assuming a set of ready-made problem-solving instruments, aims at providing the means for a continuing reappraisal of the problem-solution relationships. A research approach to reading thus requires a synthesis incorporating the overall principles of the 'illuminative', with appropriate analytical elements of the 'scientific', a happy marriage of the ideals of critical and public knowledge.

Having determined the research approach to be adopted the discussion will now consider the concepts of 'discourse', 'text' and 'genre' in relation to analyses of the written monologue of TEFL articles from 'Forum', the input text for the research on reading.

Footnotes

1. The 'scientific' paradigm is also referred to in the literature as either the 'rationalistic' or the 'analytical-nomothetic' and philosophical schools including the logical-empiricist and positivist. However, the term 'rationalistic' is thought to be largely associated with the Popperian standpoint and therefore restrictive; 'scientific' has been chosen rather than the more precise alternatives because it is both more catholic and of wider currency.

2. Many different terms have been employed to emphasise different aspects of the overall process of so-called 'new paradigm research'. (Reason, 1988). These include the terms 'qualitative', 'naturalistic', 'co-operative', 'participatory' 'hermeneutical- dialectal'. As we have argued above the term 'qualitative' can be more profitably applied in its restricted sense to the collection of data, while 'naturalistic' is more suitable for a limited description of the research design. The terms 'analytical-nomological' and 'hermeneutical- dialectical' are felt to be a more precise reflection of the different criteria; they have not been used here as they are felt to be less accessible terms. All these research approaches emphasise the fundamental importance of personal experience as the core of valid investigation; however, Partlett's (1981) term, 'illuminative' has been selected as it is felt that research should aim to illuminate the knowledge of all those involved, learners and teachers, as well as researchers.

3.1. THE NEED FOR ANALYSIS BEYOND THE SENTENCE.

3.1.1. INTRODUCTION

In the previous chapter the restrictiveness of the 'scientific' paradigm for research into human learning, including reading, was demonstrated. The influence of the same paradigm was also seen in widespread expressions of concern regarding the legitimate width and objectives of enquiry within linguistic theory and description. These have come from linguists, including Chomsky (1957:17; 1968:62; 1965:5), an enthusiastic Cartesian, who believes that research into syntax can be confined to the autonomous level of the sentence. The sentence is seen as underlying the instances of language in use. (Although it must be added that reading research beyond the sentence has been undertaken regularly in the last 30 years, e.g., Goodman, 1967). However, it is our contention that processes of decontextualisation, far from revealing the basis of an utterance, alter the meaning intended and the possibility for interpretation in certain fundamental ways, and this is why language in action requires justification as a legitimate aim of linguistic study.

On the other hand, in the past two decades, various linguists, largely of European origin, have extended the boundaries of acceptable language data, within studies of both 'text linguistics' and 'discourse analysis'. Their comprehensive approaches to language study have, in turn, led to claims of more powerful generalisations and wider insights (van Dijk, 1977a:7-8; Givon, 1979:81-82; de

Beaugrande and Dressler, 1981:25-28; Brown and Yule, 1983:25). Text and discourse study is now widely interpreted as multidisciplinary (van Dijk, 1985:iv); as theoretically motivated in its own right (de Beaugrande and Dressler, 1981:17; Hoey, 1983:1-3); as well as an empirically motivated area of legitimate linguistic study (Petofi, 1987:206-207). These various studies have provided different tools for the analysis and adoption of text and discourse perspectives which may help to improve understanding of the reading processes.

The aim of this chapter is to investigate the relevance of analytical and discourse perspectives for describing the interaction of text, writer and reader in TEFL methods articles. There is, however, a need for caution among pedagogical practitioners, including the present writer, in their non-critical classroom application of discourse/text descriptions. Before taking descriptions on board, we need to remember that analyses of reader-text interaction beyond the sentence have been based on a variety of theoretical models. These models of discourse differ greatly depending on whether they originate in philosophy (e.g., Stalnaker, 1978), artificial intelligence (Polanyi, 1985), cognitive sciences (van Dijk and Kintsch, 1983) or linguistics (Sinclair and Coulthard, 1975; Winter, 1977). Within linguistics itself the means of solving reading problems related to discourse may be approached with reference to a number of different types of rhetorical or semantic patterning. Teachers need to be aware that starting points will differ in accord with the analytic interests or with the nature of learning problems involved, including FL reading.

For these reasons the chapter will open with a review of a number of concepts basic to any discussion of the various textlinguistic and

discourse studies. Subsequently the Forum TEFL articles will be matched with those analytical perspectives whose concern is the interaction within written monologue. Finally an integrated view of interaction will be proposed incorporating mutually compatible elements from each of these perspectives.

3.1.2. PROBLEMS OF DEFINITION AND TERMINOLOGY.

It is the differences of emphasis mentioned above which have led to a range of interpretations for both 'text' and 'discourse'. For 'textlinguistics' (de Beaugrande, 1980a:472; van Dijk, 1977:3; Dressler 1977; Kintsch, 1982; Graustein and Thiele, 1987), 'text' is seen as an abstract theoretical construct underpinning discourse, discourse as a more general, intuitive and observational phenomenon. In contrast Hoey and Winter, 1986 and Longacre, 1983, refer to the observable product of language use as 'text', while they see 'discourse' not as referring to an underlying structure, but as describing the processes activated in actual communication, where meaning is constructed and conveyed. One of Widdowson's (1984:125) many proposed dichotomies is 'text-as-product' of language use in contrast with the principles which constrain text production and interpretation, the 'discourse-as-process'. Although this distinction is appealing it is far from being hard and fast and ignores the differences in emphasis of many scholars. In this thesis, features influencing the choice of one or another term may well be suggested in order to locate individual conceptual frames and/or interpretation at different stages in the work. The use of the term 'text', for example, will indicate concern with the organisation and structure (explicit or implicit) of the 'product', the artefact or tangible

result of a writer's discourse, beyond sentence level. 'Discourse', on the other hand, will be selected to emphasise language in use, that is, the process whereby the writer produces the text, as well as that communicative and negotiative process with readers, based on text.

However, these distinctions between 'text' and 'discourse' glosses over the differences between what many linguists identify as 'discourse', and 'discourse analysis', in contrast to the views of sociolinguistics. For the linguist discourse is concerned not only with a string of coreferential sentences but with the pragmatic coherence and interactive potential of those sentences in use, i.e., from an organisational or functional rather than a structural perspective (e.g., Brown & Yule, 1983:1; Black et. al., 1986:40; Clark, 1975:329; Urquhart, 1976). This is why the analysis of discourse is part of the longstanding disciplines devoted to exegesis (Tarode, 1989: xiv) and why it embraces pragmatics (Leech, 1983), sociolinguistics (Gumperz, 1982) and ethnomethodology (Tannen, 1986).

The widest perspective encountered was that of scholars working within a 'social semiotics' framework who see discourse as "the social process within which texts are embedded" (Hodge & Kress, 1988:6); therefore, as it is also the process within all cultural manifestations, including cinema, painting, music, discourse has, in their view, no particular specificity as an object. Gumperz (1982) argues reasonably that 'discourse analysis' occupies a conceptual and research space between the ethnography of communication field of sociocultural knowledge, cultural values and norms, bound in real time and space, on the one hand, and the repertoire or means of expression, the concern of the linguist, on the other. Thus, in his and our view discourse analysis should be at least partially concerned with

cognitive processing and the influence of prior knowledge, in addition to the linguistic signalling devices of elements of 'common ground', writer roles, writer attitudes and intentions, as well as writer assumptions regarding the receivers. All these topics will be touched upon, in varying degrees of detail, within the body of this thesis.

3.1.3. DISCOURSE ANALYSIS: CONCLUSIONS AND ASSUMPTIONS.

A first assumption is that language will never occur outside a context. This will include some form of cognitive context involving stored knowledge and past experience; it will also include a social context where participants will utilise institutional and interactional conventions to define the situation and action, as well as the common ground of shared meanings, the cultural context. The choice of language features will continually reflect a sensitivity towards these contexts. Much in the language will only be explicable in terms of these contexts and in terms of its function as a means of communication between the participants. Analyses of written monologue therefore try to explain how stretches of discourse are given unity and meaningfulness by readers, by taking into consideration the social and psychological, as well as the textual contexts of the interaction in question. This is why 'genre' elements, including writer roles and writer moves, will form part of a following section of this chapter.

To summarise the previous discussions regarding distinctions between 'text' and 'discourse', as well as 'product' and 'process', further assumptions are that written discourse takes place via the language of text but that linguistic patterns are used in an interactive process of negotiation in order to extend areas of shared knowledge of fact

and convention. In other words, within the processing of discourse, meaning is mediated through language, although the meanings are not necessarily determined by the linguistic properties of text (Sperber and Wilson, 1986:47). The overt record of the interaction is the written text which does not record the interaction itself but is the accurate record of the writer's processing of discourse, an artefact 'frozen' in time. In contrast readers' treatment of texts will not always focus on accurate recreations of writers' worlds but rather with the accessing according to perceived usefulness or relevance.

Another theoretical assumption, following Francis (1986:1) is that writer organisational techniques for text are related to the strategies readers apply for interpretation. Although there are, clearly, substantial differences in the cognitive processes of reading and writing, every writer should take into account his potential readers' processes, while all readers use their previous experiences of reading written monologue when matching a writer's discourse with their expectations in efforts to ease the burden of understanding. In the best of circumstances this results in a healthy interaction of writer and reader on the surface of discourse, the text.

It is also assumed that discourse analysis can be carried out at a number of different levels. It may begin at a 'top-down' level, with either social relations, or shared knowledge, or wider writer illocutionary intention as the starting points. Alternatively analysis can be focussed upon the 'micro' elements of cohesion, discourse connectors or rhetorical functions, both levels corresponding to the interpretative procedures of readers. However, the former 'top-down' approach may prove more useful, in the present

thesis, analytically, by defining wider generic discourse organisation and overall writer intention. The concepts having been defined and the assumptions spelled out, the thesis will continue with a review of a selection of interactive approaches to discourse analysis, beginning with that of Sinclair, 1981.

3.2. ANALYSES AT THE LEVEL OF THE PARAGRAPH.

"In talking about paragraphs we must first distinguish between a typographical paragraph and a 'paragraph' (perhaps better, a text unit) definable through its internal structure. The typographical paragraph need not always coincide with text units defined by criteria within the text itself." (Enkvist, 1987:67)

Enkvist's distinction is implicit in dictionary definitions of the paragraph as (Onions, 1959, Vol.2:1429) "a distinct passage or section of a discourse, chapter or book, dealing with a particular point." However, there is evidence (Hoey, 1983:11) against the view of a structural role for paragraphing, i.e., as an intermediate between a sentence and an entire text. Hoey (1983:13) claims that paragraph markers of topic change are exclusive, i.e., they signify what is outside the paragraph in question. In his view a paragraph is defined not by its internal organisation but by its relationship with alternative blocks of previous or succeeding text information.

Despite these reservations the rhetorical paragraph has been the subject of several academic prose studies motivated by attempts to improve EST reading comprehension on both sides of the Atlantic. Candlin (1975:5), for example, argues that the typical pattern of scientific paragraph contents includes a proposition, evidence,

exemplification and conclusion (confirmed by Mountford's 1975 research) and that explicit relations of this kind are labelled by overt clues, a view shared by Selinker, Trimble, Trimble (1976:283). The latter scholars make a wider claim (op.cit., 1976:285), in common with Widdowson (1977:25), that the typographical paragraph can be matched with rhetorical acts and provide a conceptual unit for EST reading courses. Urquhart (1976) has also mapped out the information content within units of discourse. He has labelled paragraph propositional relationships as the 'paratactic' (i.e., non-supporting 'additive') or 'hypotactic' (i.e., subordinating). His hypotactic units are composed of either a declarative with a subordinative statement, or an assertion followed by supporting material to justify the assertion, i.e., statement of exemplification or justification. More recently James (1988) has used similar logical relation patterns to describe paragraph organisation.

There is a related, well-established and continued tradition of teaching L1 English in American education based on the concept of topic and its linear development at the paragraph level, according to propositions (Freedle, 1972:364) and inductive reasoning (Kaplan 1972:402). Topic structure analysis has also been developed by Lautamatti (1987), focusing on the semantic relation between sentence topics and the discourse topic. Cerniglia et.al. (1990:231-2), among many others, claim to have improved ESL student comprehension by identifying and charting topic progression.

However, there have been long-standing reservations regarding the concept of 'topic' as a definitive factor in paragraph make-up (cf. Braddock, 1974; Stern, 1976; Harris, 1990: 80). Hoey (1988) has argued that the related concepts of 'topic' within the 'inductive' or

'deductive' paragraph, while common to the neutral, expository prose of the school textbook, are rarely evident in specialist, academic or argumentative prose; Freedle (1972:335) has demonstrated how topics often stretch over several paragraphs and thus cannot be accounted for by the 'topic sentence'; his research also casts doubt on the concept of the 'rhetorical paragraph' made up of content propositions.

Urquhart (1976:49) has shown that propositions defined at the level of paragraph cannot explain the existence of wider discourse coherence (cf. Augstein and Thomas, 1973:30; Trimble, 1985; Hamp-Lyons, 1982). Urquhart also argued that the existing descriptions of discourse/rhetoric could not explain how a number of statements, linked paratactically, cohere as a paragraph. In a similar vein, more recently, Selinker (1988) has accepted the possibility of overlapping and non-mutually exclusive rhetoric, as well as the arbitrariness of attempts to label each paragraph with an individual function. The difficulties remain, of metalanguage, the level of generality in selecting the conceptual paragraph, the identification of the depth of generalisation and identifying where a new 'concept' may begin.

The case of the paragraph category within the organisational structure of a discourse framework, and its textual realisations, are, therefore, open to debate. Hoey (1983: 17ff) has shown that the semantic nature of relations found between clauses can be identical to that found over extensive sections of discourse. This claim has been substantiated subsequently (Winter & Hoey, 1986). The implications of Hoey's experiments in paragraphing were mentioned in the chapter introduction, i.e., that his findings deny the structural role of paragraphing as intermediate between a sentence and an entire text. Hoey's (1984:18) point is that as the paragraph can neither be

accounted for structurally, nor exists as a rhetorical choice, then these paragraph markers are exclusive. A short experiment was set up in order to validate Hoey's claims. A TEFL methods article (Bernhaus, 'English Teaching Forum, January, 1987) was reprinted without the original paragraphing. Thirty six M.A. students, all native-speaking TEFL teachers, were asked to mark paragraphs and justify their choices according to the text. The details and findings are provided in Appendix 7. These findings and those of Winter and Hoey defy any attempt to establish the paragraph as a reflection of separate semantic relations. This discussion will therefore move to the notions of cohesion and coherence in discourse without reference to the paragraph, physical or conceptual.

3.3. COHESION AND COHERENCE WITHIN WRITTEN DISCOURSE.

The first need is to define cohesion, which involves sketching Halliday and Hasan's (1976) study. They argue that one level of semantic relationships underlying text may provide a fruitful source for the definition of discourse. This consists of their cohesive items, which are felt to create discourse because they represent an interpretative link between two or more parts of text, rather than any structural, rule-governed, definitional distribution. These are surface linguistic relations within clauses; thus Halliday and Hasan (1976:26) state that "Cohesion does not concern what the text means, it concerns how the text is constructed as a semantic edifice." However, they also claim both that cohesive ties reflect the connection between the underlying propositional content between two clauses (1976:304) and the way in which information is interpreted, (1976:52) i.e., that the formal apparatus of cohesion corresponds to a reader's processing of text.

Now to coherence. Discourse is only one of many forms of human action but it is specifically formulated for the purposes of communication. Discourse is different to other forms of human action because of its necessarily public nature. Coherence in discourse is the process by which sense is made of text and by which readers situate themselves in relation to the textual worlds evoked by processing. This is done by converting the linguistic elements found in text into value signals. These value signals are given meaning according to their position not only in linguistic systems, but in a wealth of non-linguistic systems, and are given meaning by their interaction with the previous knowledge structures of individual readers.

An important question remains; does cohesion constitute coherence or support it? Steffensen's (1988:147) research "was based on the expectation that while cohesion does not create coherence, it is positively related to coherence." However, her premise was not supported by her findings, which were that cohesion is restricted to Halliday and Hasan's separate categories, but is not related to coherence in either MT or L2 comprehension (Steffensen, 1988:150).

The second answer appears true; thus, in this thesis, the explicitness of cohesive markers are seen as influencing reader inferencing (cf. Hoey, 1983: 181-182); it is assumed that certain texts are easier to read because of clearer text signals (cf. McCarthy & Hewings, 1988:1); cohesion will be taken as a textual entity which manifests itself in the text base. In contrast the meaning of text (its coherence) is taken as reader-based, stemming from discourse relations of either an explicit or implicit nature (cf. Morgan & Sellner, 1980:179). This mirrors Blum-Kulka's (1986:18) distinction, whereby

"cohesion is viewed as an overt textual relationship holding between parts of a text while coherence is defined as a text's covert meaning potential, made overt by the reader through the process of interpretation."

Cohesion is seen as objectively detectable therefore subject to quantitative analysis (e.g., Wilensky, 1976). In contrast wider discourse organisation will relate to writer-reader interaction; coherence, the realisation of a text's meaning potential, requires empirical investigation as to how individual texts have been interpreted. Thus, as Candlin advised, any analysis of written discourse will need to account not only for overt surface cohesive features, but also the ability to build a coherent text world. This is why the following section will scrutinise attempts by Sinclair (1981) and Halliday (1985) to account for the coherence of written discourse beyond the paragraph by incorporating elements of cohesion within wider descriptions of language as a social act. In a later chapter the focus will be on data relating to text interpretation.

3.4. SINCLAIR'S PLANES OF DISCOURSE AND HALLIDAY'S LANGUAGE FUNCTIONS.

3.4.1. INTRODUCTION.

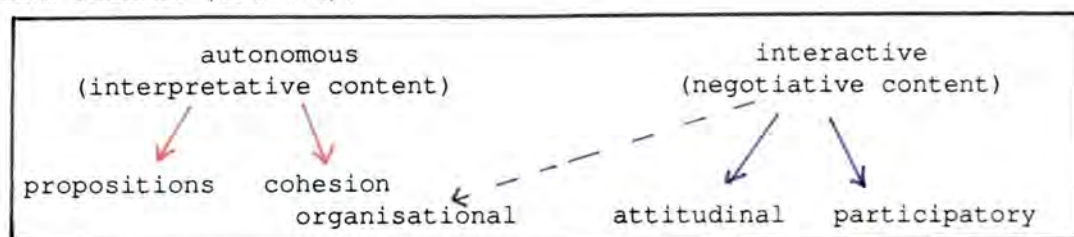
Both Sinclair (1981) and Halliday (1985) began with the premise that language is a form of social communication; their descriptions attempt to account for the internal patterning of written language. In Sinclair's case this has led to the development of a syntagm of dialogic interaction; thus written discourse for him is essentially interactive as readers will use their knowledge of syntax, cohesion, the propositional content and writer management to establish some form of consensus with the writer which allows the discourse to continue. This is why writers will need to negotiate meaning in a similar way to that obtained in face-to-face exchange by speaker management. To

account for this negotiation Sinclair has built upon his earlier work (Sinclair & Coulthard, 1975:133) to describe language in use, in both spoken and written discourse, as operating on two 'planes', the 'autonomous' and the 'interactive'.

The proposal of a functional dichotomy to describe language operating at two different levels is not altogether new. (cf. Abercrombie, 1962, 'a means of communicating thoughts' and 'a means of social control'; Coulthard & Montgomery, 1981, 'main' and 'subsidiary' planes; Labov and Fanshel, 1977, 'what is said' and 'what is done'; 'transactional' and 'interactional', Brown and Yule, 1983; 'focal acts' and 'enabling acts', Widdowson, 1984b:19). For Sinclair (1985:250) "language is seen as a two-layered code rather than as a single stream of writing. The content of an utterance ... is seen as taking a particular form because of other important information that must be given... how it relates to what has gone before and what is to come..." In his view the retrospective process of modification in understanding, when the semantics of a group of utterances classify what preceded, is on the 'autonomous' plane. Thus interpretation is made in an accumulative, retrospective way at the semantic level of organised meaning.

In a sense all other features, other than content propositions relate to writer-reader negotiation on the interactive plane. Although there is no one-to-one movement as a writer may go from focus to gloss on the same plane, discourse elements which concern writer evaluation or commitment to the content propositions, as well as the focus on the knowledge which the readers are held to share in terms of their content knowledge and cognitive capacities, are on this 'interactive' plane (cf. the performative speech acts in Goffman's, 1974,

'participation framework'). The core of Sinclair's view of discourse is the dynamic switching between the discourse levels which emphasises the evolution of information states throughout a text, and which accounts for the lack of mutual exclusivity between operations on the 'autonomous' and 'interactive' planes. The roles of these components on Sinclair's planes may be demonstrated in Diagram 3.1. developed from Francis (1986:36):



Thus the interactive predictions of writer management are encompassed within the organisational category of the 'autonomous' plane. Those elements relating to writer commitment and evaluation are the 'attitudinal', while the focus on reader knowledge are coined 'participatory', illustrating the restriction of a description involving only two categories. Both planes are seen as part of a interactive structure, a predictive, rule-governed syntagm which parallels the notion of compulsory and impossible combinations within a structure. These predictable elements are seen as the basis for a definition of the options open to writers at any discourse point.

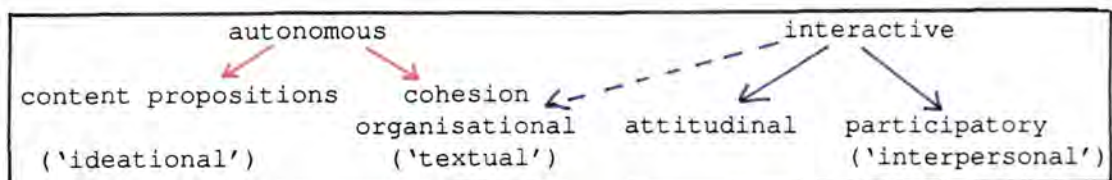
3.4.2. HALLIDAY'S LANGUAGE METAFUNCTIONS.

While both Halliday and Sinclair began with the assumption that language is a form of communication this has led Halliday (1985:viii) to investigate the paradigmatic system of language through register. The three elements of register (the topic of a later section) appear to correlate with the central core triad of non-hierarchical, complementary semantic terms built upon by Halliday, namely the

'ideational function' (the meaning potential about activities in the world, including content, processes, logical relations, etc.); the 'interpersonal function' (the meaning potential derived from participant roles, i.e., mood, attitude, comment etc.); and the 'textual function' (where meaning is influenced by the channel chosen and which involves the organisation of theme and information).

3.4.3. LINKING PLANES OF DISCOURSE AND LANGUAGE METAFUNCTIONS.

A wider discussion of Halliday's system will be made subsequently; for the moment it would seem intrinsically satisfying to attempt to graft Halliday's functions onto Francis' previous diagram: (Diagram 3.2.)



This second diagram is clearly biased in Sinclair's favour and cannot do justice to Halliday's functions. Nevertheless the correlation does provide certain insights: Sinclair appears to have underplayed the role of the 'textual' metafunction, while overemphasising the structural aspects of the 'interpersonal' to the detriment of the paradigmatic organisation of the 'ideational'. The answer lies in the fact that the correlation of the two discourse theories reflects an oversimplification. For while Sinclair's 'planes' are the result of having a description of a structure of meanings as a theoretical priority, Halliday's metafunctions represent the bases for choices within the 'meaning potential', mediating between context and the lexico-grammar and are not obvious without analytical focus upon one of the two; nor are they to be seen as separate functions, but as relating to different angles of analytic concern, or differing perspectives of the same phenomenon.

It appears that the 'ideational' and 'autonomous' are linked by a common concern with the propositional content; the organisation of this same content by cohesion and rhetorical connectors, part of the 'textual' is nevertheless both interactive and predictive. When authors adopt their 'writer-vis-a-vis-reader' role they are clearly operating on the interactive; when they display their opinion of the content propositions this may involve a switch to the autonomous. Both of these writer participatory influences on the discourse pertain to Halliday's 'interpersonal' function.

The diagram has been reformulated but remains somewhat skewed in favour of Sinclair; it cannot do justice to the language aspects incorporated into Halliday's system; it is a highly abstracted match, reflecting the paradigmatic aspect of choice in Halliday system and Sinclair's view of a discourse as rule-governed syntagm; but it does not do justice to Halliday's (1970) view of functions as horizontal layers of communication, in contrast to Sinclair's concern with chunks of discourse, Diagram 3.3.: (based on Hunston, 1989:78)

PLANES -->	Autonomous	Interactive
METAFUNCTIONS !	↓	↓
Ideational	interpretative content	negotiable content
Interpersonal	role as content producer	role as writer-reader
Textual	retrospective organisation	prospective organisation

One means of overcoming this theoretical gap is a proposal for two modes of analysis at the level of organisation of written monologue made by Hoey (1984, 1991), whereby a discourse may be seen both as a dialogue (and analyzed by rule-governed exchange structure), as well as a network made up of patterns or reader expectation. These proposals will be examined at a later stage of the present chapter.

3.4.4. PLANES OF DISCOURSE : CONCLUSIONS.

The concept of 'register' within Halliday's system will be described forthwith. For the moment it is worth remembering that in terms of the written discourse of Forum articles, the continuous influence of the assumed audience is apparent, not only in terms of content, but also because of the predictable implications of writer interaction. The art of the matter as far as successful TEFL articles are concerned lies in persuading the reader that the facts speak for themselves and that no difference is apparent between the interactive and the autonomous planes. That this is not always achieved by the authors of TEFL articles goes without saying. However, it can be achieved by organised selection of the infinite number of statements that are possible to describe both experience and knowledge.

Among the requirements for this thesis, in relation to the planes of discourse, therefore, will be descriptions of the autonomous (the means of interpretation) which account for both the semantic relationships between sentences in TEFL articles, as well as some form of sequencing criteria to explain the interactive possibilities of a text. Presumably the interactive segments found in TEFL methodology texts will be writer commitment by reiteration of established knowledge, by the restriction of meaning, by explicit signalling of what writers consider as new and/or interesting contributions, or as what is taken as read by readers; and by evaluation. These may be identified by asking pertinent questions regarding, among other factors, writer detachment, in order to establish whether writers are committed to propositions.

In the Forum articles it was types of writer detachment, in given-new sequencing, specifically where relations of contrast were involved, and even where reported statements were incompatible, that were assumed by some Brazilian teachers to have some form of continuity. This influenced their ability to successfully interpret (vis Chapter One concluding section). One of the few attempts to answer these questions regarding writer detachment, in terms of a set of linguistic criteria, relating to Sinclair's (1981) parameters, is that of Tadros (1985). Her work will therefore be the new focus of attention.

3.5. THE INTERACTIVE PREDICTIVE CATEGORIES OF TADROS.

3.5.1. INTRODUCTION.

The objective of the present section is to describe and evaluate the discourse categories proposed by Tadros (1981, 1984, 1985). Tadros has been chosen because she sees text as an interactive mediation between the reader and writer, sharing features with spoken interaction; the source text is Forum articles, using January, 1987 for detailed analysis, and July, 1988 and January, 1990 editions.

Tadros' hypotheses that there are six categories of prediction, each playing a crucial role within a structured view of discourse, were based on her detailed analysis of a single lengthy text of expository prose in English, by one author, from the field of Economics. This text (Hanson, 1972) can be considered largely didactic, i.e., the author is primarily a knower attempting to communicate a body of facts to an imaginary reading public. This reading public are assumed not to have knowledge of the content. For this reason the writer has had

to make his text transparent; one of the main means of achieving this transparency is a judicious application of text signals of prediction. To match Tadros' findings against shorter TEFL methodology prose articles written by a variety of authors would thus appear justified. The assumed Forum audience . . . of practising TEFL teachers, will be more in the know and the need for transparency consequently less. Nevertheless, it has been argued (Johns, 1980:19) that the texts which create difficulties for ESP readers are often those in which a writer: "...fails without apparent reason to fulfil the prediction he appears to have set up."

Tadros claims that her predictive categories are found on the interactive plane (Sinclair, 1981:6) because they are signals of writer stance vis-a-vis the text, or orientation towards the reader for acceptance or rejection of content propositions, in contrast to the 'autonomous plane', where informing and instructing indicates writer commitment to the propositions. However, as pointed out above, (3.4.) the planes should not be seen as mutually exclusive; a clause, phrase or sentence can have value on both planes simultaneously. For Tadros the six categories represent crucial signals of writer commitment, reflecting the dual role of the writer as producer and implied reader, which enable the reader to reconstruct the interaction imagined by the writer.

3.5.2. THE ANALYTICAL DISCOURSE PERSPECTIVE OF TADROS.

Tadros (1981, 1984, 1985a) has attempted to identify elements of the

interactive plane in written text in English with her 'central notion' of prediction. She defines six categories of prediction: 'Enumeration' (=EN); 'Advance Labelling' (=AL); 'Recapitulation' (= REC); 'Question' (=QU); 'Reporting' (=RE); and 'Hypotheticality' (=HYP), all of which are seen as signals in text which (Tadros, 1985:5) "...predict the occurrence of particular linguistic events." These signals are not considered as purely syntactic, but as having roles which commit a writer to a certain route of action by predicting (Tadros, 1984:54) "a discourse item which transcends the boundaries of sentences." They are seen as binding signals of writer action, the tacit assumption of human cooperation described within Grice's (1975) principles, in contrast to the notion of reader 'anticipation'.

Tadros has created two units for interactive prediction analysis: the 'V' or 'predictive' member, which predicts, and the 'D' or 'predicted' member, which completes. These members consist of an obligatory head (V or D) and pre- or post-heads, which are optional. The presence of a V member may predict one 'D' member, two simultaneous, or several 'D' members. A pre-head may occur at the beginning of a paragraph, after a heading, but before the 'V' member, to which it is semantically related, and will provide a contextual environment within the same paragraph. The post-head expands upon its head. Together the two members form a 'pair', a two-part relation. This relation may be contained within a single sentence, the separation marked by a question mark, a dash or a colon. Alternatively, the relation may be spread out over several sentences (Appendix 8, includes a detailed description and exemplification of each of the categories).

3.5.3. MATCHING TADROS' CATEGORIES WITH A FORUM TEXT (A3).

3.5.3.1. INTRODUCTION.

Tadros is to be congratulated on the explicitness of her categories. However, Tadros (1985:66) has made considerable claims for her choice of prediction as a "phenomenon which organises the relations" between writer and reader, and that "the categories of prediction identified are not particular to the corpus but are characteristic of text which is pedagogically oriented, that is, text with pragmatic intentions." These claims would therefore include an article like that of de Lopez, Forum, 1987, Appendix 9, Text A3. The occurrences of Tadros' six categories in Text A3 are listed below:

TABLE 3.1. OCCURRENCES OF TADROS' PREDICTIVE CATEGORIES IN TEXT A3.

CATEGORY	TOTAL	SENTENCE REFERENCES
EN	10	2, 4, 11, 16, 42, 45, 63-64, 84, 90, 111.
AL	4	14, 91, 93, 97.
REC	---	---
QU	10	3, (3) 12, 20, 28, 35(2), 59(2), 88.
REP	---	---
HYP	1*	28.

Each example is given in Appendix 10 where the original order of sentences is followed to include only those sentences which contain the predictive categories according to the conditions described by Tadros. There are also examples, marked with asterisks, which the present author considers as predictive, but which do not meet her criteria, to be discussed.

3.5.3.2. DISCUSSION OF OCCURRENCES OF PREDICTION IN TEXT A3.

There are only three of the categories in evidence. The absence of three categories may be accounted for because:

(a) The category of "Recapitulation" may rarely be found within the average TEFL methodology article in "English Teaching Forum" due the publishing limitations on length (i.e., a maximum of approximately 1500 words).

(b) A number of the TEFL articles describe the ways in which individual teacher /writers acted when faced with different practicalities of classroom learning/teaching. The writer's message in these cases will not be seen as pertaining to an academic field. Writers may not, therefore, feel the need to justify their pedagogical suggestions by distancing themselves from 'experts'; hence the lack of the "Reporting" category.

(c) In many TEFL articles the setting is defined and described as the teaching situation of the individual writer. Thus the need for the creation of "Hypotheticality" may be less than in expository academic prose.

(d) Tadros (1985:63) claims that her proposals are sensitive to the "mechanics" of interactive features and provide "a more rigorous and thorough mechanism for analyzing interaction in written discourse " than either Winter (1977, 1982), Hoey (1979,1983) or Widdowson (1979). However it is the restrictive quality of this structural rigour which has led to the exclusion of several potential cases of "Advance Labelling" within de Lopez' text. It is this very structural rigour which would appear to prevent the categories from capturing, to a satisfactory degree, the prediction of discourse actions to be performed, not exclusively by the writer, (her criterion) but by teachers and/or students, within this TEFL genre. There would seem a need for the adoption of a looser set of criteria for the selection of examples of this particular category.

Of the categories present in the data ten were of the category 'Enumeration' and ten of the 'Question' category. The 'Question' occurrences were identified by their interrogative syntax; the presence of numerals and colons indicated an 'Enumerative'. Nevertheless occurrences are few (i.e., 'V-D' pairs in sentences 2, 3, 4, 5, 12, 15, 16, 17, 19, 20, 21, 25, 35, 41, 45, 46-57, 59, 60, 90, 110, 114, 116) representing less than a third of total sentences. While Tadros (1985:66-67) allows for this: "...there are parts of the text where,

in our terms, no predictions are set up... parts where the reader has not been strongly cued, and so is left to anticipate what may happen in the text", these sentences cannot be said to represent the core of the writer's global message or have any specific pragmatic significance in isolation. (see Appendix 9, Text A3, the sentences in question in yellow and green).

There may be two ways of overcoming the apparently limited application of Tadros' predictive categories to the de Lopez text. One would involve rewriting Tadros categories to incorporate further potential examples. A second would be to investigate categories other than the six proposed which may provide a more comprehensive description of writer-reader interaction. Both these avenues will be explored as Tadros' 'EN' and 'AL' predictive categories have potential as key writer signalling of patterning in the Forum articles.

However, no matter how the criteria are extended there are no occurrences of 'REC' or 'REP' and one doubtful 'HYP' (sentence 27). There are, however, three mentions of other writers, used exclusively as 'back-up' for de Lopez' suggestions. This writer tactic will be called 'Supporting Reference'. As far as the category of 'Advance Labelling' is concerned Tadros' (1985:22) criteria include the condition that "the sentence labelling the act must not include its performance." It is argued that this condition might be rewritten as "the act must be performed". In this way text examples 93 and 97 would be included, and go some way in mirroring the interactive quality of the discourse found in these sentences.

There are four interrogatives in sentence three. They do not conform

to Tadros' criteria because they occur within a list of more than two. However, they play an important organising role within the writer's discourse, marked by italicising. The first of two potential 'Enumeration' is contained in two sentences, 63 and 64. Tadros' (1985: 15) relevant criterion reads as follows: "Where a structure has either (a) a plural subject followed by a verb which demands a complement followed by a colon..." This could be added to in the following way to incorporate the text example: "...by a colon. The structure may be contained within a single sentence or spread over more than one sentence." In the second potential occurrence, in sentence 91, it can be argued that there is a case of ellipsis. It reads: 'At this point they might ask themselves: Can I afford to spend that much..? Do I want..such a large book?'. The phrase 'the following questions' is seen as ellipped after "themselves". Tadros' (1985:15) criterion, discussed with the previous example, might now suffer a further rewrite in order to incorporate the occurrence in sentence 91: "Where a structure has either (a) a plural subject (present or implied) followed by a verb which demands a complement followed by a colon. The structure may be contained within a single sentence or spread over more than one sentence."

Tadros has claimed that the category 'Question' belongs to predictive items indicating writer detachment from the text propositions. However, of the nine examples found in the de Lopez text, four are found within the first paragraph list and none of the remaining pertain to the Socratic type, which are anticipatory. Thus in this text there appears to be an almost total lack of elements signalling writer detachment from the propositions. This may provide us with useful information regarding the TEFL methodology genre if this lack

is also found to be present in alternative texts, an insight into the differences in the writer's perception of a Forum audience and that of the author of an Economics textbook. Clearly at this stage the need is to match the analysis of predictive categories in the de Lopez article, given its paucity of 118 sentences, against occurrences of the categories in a wider selection of Forum articles, before any wider claims can be made.

3.5.3.3. MATCHING TADROS' CATEGORIES WITH A WIDER FORUM SAMPLE.

The TEFL methods articles were taken from three editions of Forum. By selecting editions with a 15-month gap it was hoped to avoid the influence of editorial bias and pedagogic 'fashion'; January, 1987, April, 1988, and January, 1990 were chosen. All 47 articles in these editions were included in the analysis. The occurrences of the six predictive categories, in their less-rigid form are provided in Appendix 11, with each edition presented separately. The overall results are shown in TABLE 3.2.:

CATEGORY->	EN	AL	QU	REP	REC	HYP	SUPPORTING REFERENCE
TOTALS->	169	71	45	16	1	1	90
SPREAD ->	46	27	15	5	1	1	23

The solitary instances of 'Recapitulation' and 'Hypotheticality' confirm the results of the analysis of de Lopez' article. There were 16 instances where authors distanced themselves from the ideas of those who they referred to or 'Reported'. Of these fifteen are present in only three of the total of 47 articles. Each of the three articles are of an applied linguistics nature, i.e., dealing at length with principles behind pedagogical practice, rather than practical classroom procedures themselves. It may prove that none will be

included in any hypothesised canonical Forum TEFL articles genre.

There were 90 occasions where authors utilised other writers as 'Supporting Reference' to justify their pedagogic principles or practice. These took the form of either direct quotation or bibliographic reference within the text itself or mentioning names included as references after the article conclusion. These instances included reference to one's own work.

There are 45 instances of the 'Question' category. Of these, twelve were of a Socratic nature, all included within a single article (Samuel Text 7, 1988, Forum). Of the remaining 33 only eight can be said to create detachment between the author of the article and the propositions under discussion, i.e., they are not of a 'Socratic' nature in that they are not predictions of an immediate text answer as is the question 'What, then, should the writer do before turning to the last resort?' found in sentence 20. The paucity of the non-Socratic question would suggest that Tadros' category is more applicable to the expository prose of textbooks, where the readers' lack of familiarity with the body of knowledge to be communicated is anticipated. The shorter TEFL methods articles display more of the non-Socratic variety which might be a reflection of the topics dealing with practical teaching difficulties; the topic background knowledge will be assumed for the audience of teachers.

Of the 71 instances of the 'Advance Labelling' category twelve are used by one author, Benson (Text 1, 1987, Forum), while 35 of the remaining 59 predict actions to be performed by teachers or students rather than the authors themselves. There were 169 instances of the 'Enumerative' category in the TEFL articles data 51 of which were

selected by only six of the fifty authors in question. However, this was the most consistently and most widely used of the six categories. A matching of the occurrences of predictive categories in the de Lopez article and those found in the wider selection of 47 Forum TEFL articles revealed the following: (TABLE 3.3.)

	EN	AL	REC	QU	REP	HYP	SUPPORTING REFERENCE
LOPEZ	11	4	-	11	-	1*	3
WIDER	169	71	1	45	16	1	90

There is a relationship between the two sets of instances. The two exceptions are the total lack of Reporting and the large number of 'Question' instances within the de Lopez article. The apparently large number of questions can be accounted for by the repetition or paraphrasing throughout the article of the four questions printed in italics within the first paragraph. The 'Reporting' category predictives appeared in three articles which do not belong to the canonical set of Forum TEFL methods genre. The lack of instances of the 'Hypotheticality' category was surprising given that these types of contrasting discourse tactics were those felt to have provoked difficulties in processing the Forum articles (cf. 1.6. above). An analysis of one of these articles (Appendix 12, Sharma, 1987), which teachers in Curitiba had chosen, suggested that the difficulties may have been caused by the constant recycling of Hoey's (1983) 'Problem-Solution' pattern (cf. Shepherd, 1989).

3.5.3.4. CONCLUSIONS: OCCURRENCES OF TADROS' SIX CATEGORIES.

Tadros (1985:63) has claimed that her study has: "... demonstrated that there are five major rhetorical patterns which go beyond presenting propositional text."

However, as the analyses of the Forum articles has shown, there is almost a total absence of the three categories of predictive authorial detachment. One means of accounting for this lack is to propose two sub-categories of prediction, both within the 'interactive' plane. Initially the labels which Winter (1982:85-86) has used to describe two types of presupposition, namely, 'textual' and 'pragmatic' might be considered. Thus the first three categories of Enumeration, Advanced Labelling and Recapitulation can be grouped together as 'Textual Prediction', while the remaining three, 'Question' 'Reporting' and 'Hypotheticality', labelled 'Pragmatic Prediction', involve writer detachment (i.e., explicit evaluation) of text propositions. However these labels do not match Sinclair's description of the planes. The diagram (3.1.) places the textual function clearly within the autonomous. The problem of labelling can be resolved, therefore, by including Tadros' first three categories within Francis' (1986:36) "organisational prediction" and the last three, signalling writer detachment, her "attitudinal prediction".

At a more practical level related to the Forum source text, it is clear that two types of the sub-category 'Organisational Prediction', namely 'Enumeration' and 'Advance Labelling', play an important role in text-reader interaction within TEFL articles, as does 'Supporting Reference' and to a lesser extent, in purely quantitative terms, 'Questions'. There are other forms of prediction not included within Tadros' categories. These will now be exemplified from Text A3.

3.5.4. PROSPECTIVE SIGNALLING NOT COVERED BY TADROS'.

'General-Particular' relations are described by Hoey (1983:143-167)

who sub-categorises them as 'Generalisation-Exemplification' (= G-E) and 'Preview-Detail' (P-D) relations. These signal prospectively and appear to be more pervasive in Text A3 than Tadros' categories. Thus 'G-E' relations are present and provide the reader with interactive signals in several sentences exemplified in detail in Appendix 13. In purely statistical terms there are ten examples of this 'G-E' pattern, within 72 of the total of 119 sentences; they do not exclude simultaneous discourse patterning. 'P-D' relations were equally in evidence, are presented in Appendix 14, the five examples spanning a total of sixteen sentences of de Lopez' article. Further 'local' prospective signalling in Text A3 is marked linguistically by 'I would propose just the opposite:' (sentence 14) and 'But few...' (sentence 37). These are part of Hoey's (1983:96) 'Matching Contrast' patterns, organising the discourse between sentences 13 and 15 and between sentences 36 and 37. There are five other examples in Text A3. These are presented in detailed form in Appendix 15. These patterns, part of Hoey's (1983) analytical approach, are thus important prospective discourse organisers in Text A3 and will be focussed upon presently.

3.5.5. TADROS' CATEGORIES OF 'COMPLEX PREDICTIVE PATTERNING'.

3.5.5.1. INTRODUCTION AND APPLICATION TO TEXT A3.

Tadros (1985:53) also provides categories to account for "complex patterning", i.e., of how predictive categories may be interrelated within text. She describes three types of complex patterning, namely: 'embedding', 'discontinuity' and 'overlap'. 'Embedding' is where a predictive pair is found within a single member, playing a single member's role. 'Discontinuity' is no more than the occurrence of one

predictive pair within another pair. 'Overlap' is akin to discontinuity; however, the second predictive pair is not completed within the first pair but spans more than one pair (see Appendix 17 for a diagrammatic overview). These patterns may be of more relevance to the present research analyses than the six predictive categories described thus far, which appear to cover, in the main, adjacent sentences. This 'complex patterning' may be able to account for writer interaction over lengthier stretches of discourse. There were six examples of 'embedding' in Text A3, but none of the examples covered more than two adjacent sentences. In contrast, examples of 'overlap' and 'discontinuity' are a means of analysis of large chunks of de Lopez' article (Text A3) and will thus be described, and are shown in diagrammatic form, following Tadros' models, in Appendix 18.

An 'overlap' pattern is evident in sentences 2, 3 and 5 of Text A3. The second sentence realises the category of 'enumeration' as a 'V' i.e., predictive member. Sentence three provides four 'D' members in the form of four questions, which also act as individual 'V' members. Sentence five contains the 'D' member (D 2) for the first of the questions (V 2). Thus this latter pair are a case of overlap as the last three questions (V 3;V 4;V 5) remain without the corresponding predicted members until much later in the text. Even keeping to Tadros' strict structural parameters, which do not allow for more than two questions, the predicted item (D 2) would exemplify overlap. Sentence three also provides an example of the use of what Tadros calls 'curly brackets', a device which Tadros uses to link items which are reiterated; these are exemplified in Diagram A (Appendix 18) following Tadros' model, to include the four 'D1' members in Text A3. There were six occurrences of 'overlap' patterning in Text A3.

A 'complex' pattern of 'discontinuity', involving sentences 12 to 34, Text A3, will now be described and is also presented in Appendix 18. Sentence twelve realises the 'V' member of a pair belonging to the category of question. The 'D' member is provided only in sentence 34. Various predictive pairs occur between these two sentences, 12 and 34. For example, sentence 16 is an example of a 'V' member of an enumeration category with the lexical signal 'two reasons' (V 10), while sentence 17 and 19 are the predicted members, 'first', (D 10(i)) and 'second' (D 10(ii)). Thus we have a separate completed pair within another pair. The question category 'V' member found in sentence 20 : 'What, then, should the reader be doing before turning to the 'last resort'?' has as its predicted 'D' members sentences 21 and 25, providing a parallel for V 10-D 10 above, both displaying reiterated items. This pattern is shown in diagrammatic form, following Tadros' model, Appendix 19. These two exemplifications, although explicitly categorised by Tadros, and covering lengthy discourse stretches, would appear to obscure, rather than clarify, the global thrust of writer discourse in the respective text passages. For this reason 'Complex Patterning' involving prospective categories outside Tadros' scheme will now be the focus.

3.5.5.2. COMPLEX PATTERNING INVOLVING CLAUSE RELATIONS.

A number of 'clause-relational' patterns can be described using Tadros' frameworks and descriptive nomenclature. The first is a pattern of 'discontinuity'. Tadros' single predictive analyses failed to capture a 'Hypothetical-Real' relation in sentence 25. This relation is completed in sentence 34 by 'then, and only then,

should he refer to the dictionary.' Within these five sentences further relations, not accounted for by Tadros' categories, are present. For example, the sentence 'He should study the structure of the specific word.' is the 'D' member for a predictive category 'Question' realised by 'What then?', in the previous sentence. However it has also been shown above that the 'D' member is, in addition, the 'Preview' member of a further relation, whose 'Details' are realised by sentences 30 and 31. The following sentence has an embedded 'Generalisation-Example' relation, namely 'Students should be able to recognise roots and decipher meaning...', the exemplifications realised within an interrogative. Thus this short section of the de Lopez article provides an illustration, not only of Tadros' complex pattern of 'Discontinuity', but also an embedding of 'Preview-Detail' as well as 'multi-embedding' (my term) of a 'Generalisation-Exemplification' relation. These discourse relations are illustrated in the Appendix 20.1, following Tadros' diagrammatic framework.

An 'overlap' pattern in another text snippet is more complex than is apparent from the discussion presented above (3.5.2.1.). Thus the predicted 'D' members for D 11 are realised in two sentences, 21 and 25, as has been stated. Sentence 21 also creates another prospective pattern of a 'Preview- Detail' clause-relation, signalled lexically by 'deduced from the context'. The relation is completed by sentence 24, with five 'Details': 'definition'; 'cite examples'; 'analogies'; 'synonyms'; 'describe circumstances'. This multiple predictive relation also exemplifies embedding, for the clause relation is completed within a single member of another relation. Although these clause relations are not part of Tadros' categories they are prospective and are illustrated diagrammatically in a parallel fashion

to those pertaining to Tadros' framework in Appendix 20.2.

Tadros' final category of complex patterning, 'Embedding' will be exemplified from sentences 99 to 108, Text A3. It was claimed that sentence 99 contains the 'preview' of a 'Preview-Detail' relation which was signalled by the phrase 'frequently acts as a hindrance'. The 'Details' of the relation are realised by the words 'first'; 'second' and 'third' and are spread over five sentences (100 to 105). Within the second 'Detail' (sentence 101) sentence 102 is a 'Generalisation'. The 'Exemplification' is realised in sentence 103 after 'For example...'. Similarly, and in parallel to this latter patterning, the 'third' 'D' member, or 'Detail' in sentence 105 is a further case of 'Generalisation', the signal 'errors' realised by examples in sentences 106, 107, 108. Both members of this latter 'Generalisation-Exemplification' relation are found within the single member of another relation and therefore conform to the criteria provided by Tadros (1985:47) for 'Embedding' within 'Complex patterning'. They are illustrated in Appendix 21, which follows Tadros' model diagrams. In this way it is hoped to show the similarity to Tadros' categories and the clause relations (from Winter, 1977) operating in this section of the de Lopez text.

To summarise. These clause-relational (= 'c/r') patterns would appear to be more pervasive in Text A3, at both of Tadros' analytical levels, than her set of predictive categories. In addition the c/r patterns would appear to have wider pedagogical currency as their labels and functions will be more readily understood by the target teachers.

3.5.6. ALTERNATIVE WIDER PATTERNING IN TEXT A3 (DE LOPEZ).

Those parts of the Text A3 included by the six prediction categories of Tadros have been highlighted by coloured marking, the 'V' members in green and the 'D' markers in yellow; in addition the parts of the text felt to be included within these categories adopting less stringent criteria have been marked by blue ('V' members) and red ('D' members) (Appendix 22). From this colouring it is clear that certain wider discourse patterning are accounted for by Tadros. During the lengthy analyses of the article, described thus far, a number of discourse features have been identified which deserve further attention. These include three examples of what appear to be 'discourse colonies' (Hoey, 1986a), the first two being found under the heading 'How to use a dictionary'. Both these potential 'colonies' are given clear 'Enumeration' prediction by: 'a dictionary may contain the following: '(sentence 12) and 'several ideas should be emphasised', in sentence 45. Their respective 'D' members, which make up the 'colonies' proper are marked with thirteen black dots and numbering ('1. ... 5.', sentences 46 to 58). The third 'colony' example is present in the section 'How to select a dictionary'. It has a predictive 'Enumeration' marker ('specific questions', sentence 65) and a series of questions, numbered from '1.' to '10.', the actual colony, sentences, 67 to 75. These are examples of a discourse phenomenon requiring further definition and in-depth investigation within the analyses of Forum articles of the following chapter.

Further wider discourse features identified were Tirkkonen-Conditt's (1986) 'Problem-Solution minitext', present under de Lopez' section heading, 'How to select a dictionary', which also embeds a

'multilayering pattern' (Hoey, 1983: 127) within the paragraph on 'the monolingual dictionary'. As these patterns are not only responsible for the organisation of the discourse at the level of the paragraphs, but also represent a potential area of difficulty for readers' access of information, an effort will be made in the analysis of the wider Forum source text to determine whether the 'minitext' is a common discourse characteristic.

The two paragraphs describing 'the thesaurus' and 'the bilingual dictionary' are presented in a wider, 'Matching' relation of comparison, signalled, as has been shown above, by 'Like', by repetition, and substitution of certain lexical features. As was implied there is also a wider 'Matching Contrast' pattern (Hoey, 1973:82) whereby 'the thesaurus' and 'the bilingual dictionary' are contrasted with 'a monolingual English dictionary', the pattern covering two entire sections of de Lopez' article.

A 'Question-Answer' pattern, which is not part of Tadros' categories, has already been described as organising the discourse in sentences 86 to 92 in Text A3. This stretch of text also contains the clause-relational analytical 'macro' sections of 'Situation' and 'Evaluation' (Winter, 1982). Also embedded are recursive 'multilayering' which includes matching contrast and grammatical parallelism. In addition, the same 'Question-Answer' macro-pattern might be seen as a means of description of the entire article by de Lopez from a quick scan of the title, the italicised questions in sentence three, and the bold-type section headings. Descriptions of each of these features in text A3 will be incorporated into the following section on 'clause-relations'.

3.5.7. THE ANALYSES OF 'FORUM' BASED ON TADROS: CONCLUSIONS.

Prediction in text is a means whereby a reader is able to guess accurately what what will come next in the writer's discourse and is one of the key terms in Sinclair's (1981:74) discussion of the 'interactive plane'. Tadros' prediction categories concern the ability of one discourse item to predict another based on the position of another within a specific structure. At the very least it reduces the number of discourse acts a reader need be prepared to decode, increases the redundancy in text and in this way facilitates the decoding process (Smith, 1971b:18-19). The constraints imposed upon writers in using the predictive categories are self-imposed in their efforts to achieve clarity and lead readers through specific discourse paths. However, the analyses of Tadros' categories have shown that their influence is often between adjacent sentences, and only rarely felt beyond the paragraph.

The 'attitudinal' predictive categories are seldom present in the Forum articles, although as Corder (1973:66) has wisely argued, it is not always statistical frequency which dictates the significance of text elements in terms of either the writer's message or reader difficulties of interpretation, but, rather, their function or pragmatic role within the discourse. Indeed, it may be the very infrequency of occurrences and the consequent lack of familiarity for the audience of target readers/teachers which has led to difficulties in the coherent interpretation of these author tactics.

In contrast the categories of 'Enumeration', 'Advance Labelling' and

that which has been termed 'Supportive Reference' are consistently and widely used by the TEFL methods authors in the data analyzed. This latter category will need to be recognised in terms of its functional role, i.e., as cosmetic justification or some form of respectable back-up for the author's practical suggestions. There is no doubt, also, that TEFL articles are made more transparent by the constant use of the first two categories. Successful reader interpretation of discourse messages will be enhanced by identification of these writer interactive signals.

For Tadros prediction is an aspect of structuring text, signals of discourse which commit the writer to certain linguistic events. Her focus and categories are entirely text-based and no attempt is made to discover what readers may predict or whether they make use of these writer signals as they grapple with text. Cohen et. al. (1979) have shown that even advanced FL readers do not always react to explicit cohesive markers. It can be assumed, therefore, that they will experience even more difficulty in predicting the conceptual relations which these cohesive features are attempting to convey. Predictions are thus not guaranteed for the reader. Nevertheless Tadros fails to mention the role readers' previous knowledge (henceforth PK) in anticipation, but restricts herself to the 'binding' textual nature of explicit writer signals in their written monologue. The utilisation of logical inference is seen by the present writer to be intrinsically linked to the recognition of syllogism and is therefore dependent upon reader background knowledge structures and how these interact with text signalling, a central topic of later thesis chapters.

A variation of a 'Question-Answer' macro-pattern has been tentatively

applied to the entire de Lopez article. The question now to be asked is whether the examples of Tadros' predictive categories found in the de Lopez article have a place within this 'Question-Answer' macro-pattern. The answer is that they play an important role at a micro level which might be illustrated by the diagram below:

DIAGRAM 3.4. INTEGRATING TADROS' CATEGORIES INTO A C/R MACROPATTERN.

section headings	discourse and lexical markers at the micro level
'When to use the dictionary'	(5) 'allowed'; 'required'. (12) 'At what point in a particular text should a reader refer to a dictionary?' (15) '...as a last resort...'. (16) '...two reasons...'. (17) 'First...'; (19) 'Second...'. (20) 'What...the reader do before last resort?' (21) 'the first thing...'; (23) '...or...'. -----
'How to use the dictionary'	(39) 'usually begin...information in dictionary' (42) 'in this way...discover...a dictionary may contain the following: o o o o o o o o'. (45) 'ideas regarding efficient dictionary use: 1. ... 2. ... 3. ... 4. ... 5. ...'. -----
'How to select a dictionary'	(59) 'Which one should I buy?...' (60) '...exercise...specific questions...' (65) 'For example: 1. ... 2. 10. ...' (84) 'Filling a table...' (91) '...ask themselves: Can I afford?...' (93-96) 'Another type of book...the thesaurus' (97-108) 'another book...the bilingual dictionary' -----
'Conclusion'	(111) 'Several things kept in mind...' (112) 'First...' (114) 'Second..' (116) 'Finally'

This diagram is an attempt to illustrate how certain examples of Tadros' predictive categories might be seen as playing a role at a micro level of discourse. Tadros' categories can therefore be incorporated into a description or analysis of discourse using the wider macropatterns provided by Winter and Hoey's clause relations. There is thus no question of incompatibility of the two approaches, despite the fact that Tadros' analytical method is linear and largely structural, while Hoey's (1984) sees clause relations as multi-directional and views discourse as an organisational network.

No mention has been made of retrospective signalling, of necessity, within this evaluation of predictive elements in text. However, the multidirectional nature of signalling has been implied by the analysis of the de Lopez article using the various 'matching', 'multilayering' and 'Question-Answer' clause relational patterns. Tadros' framework of predictive discourse categories emphasises the prospective direction of discourse organisation and therefore excludes an equally powerful means by which writers signal the importance of certain information in relation to the overall discourse message; in addition, readers use this means in deciding the weighting of specific discourse information, i.e., the semantic significance of retrospective markers.

There are, for example, several examples of anaphoric nouns within the de Lopez article to justify the contention that both writers and readers rely on multi-directional processes in their organisation of information in discourse. These include the following (sentence reference in brackets): 'In either case...' (24); '...these possibilities' (34); 'In this way...' (42); 'this discovery...' (44); 'these questions' (60); 'the questions' (76); 'these factors' (92); 'that goal' (118). It might thus prove profitable to analyze the significance of text signals in conjunction, i.e., whether they be modified by retrospective (e.g., 'above') or prospective (e.g. 'as follows') signalling. The role of anaphoric nouns as markers of the organisation of information in discourse will now be described using as a framework the analyses proposed by Francis (1986).

3.6. RETROSPECTIVE SIGNALLING IN TEXT.

3.6.1. INTRODUCTION.

During the analysis of TEFL methods articles according to the predictive criteria proposed by Tadros (1985) (3.5. above) there was text evidence to suggest that certain writers were making considerable use of cohesive signals linking back to information already given in text. In his discussion of 'Vocabulary 3' items Winter (1977:69) includes backward reference as a means of making explicit a clause relation by lexical realisation through the anaphoric signal. However, Francis (1986:3-4) argues that the role of many of what she has termed 'Anaphoric ('A') Nouns' is not so much to explain clause relations, but as writer interactive organisational signals. In her view they can be used to refer metadiscursively to preceding stretches of text, i.e., as cohesive pro-forms, but their main function is to provide bridges between this 'given' information and any new propositional content, by also pointing forward. As Francis' (1986) study is the only available analysis, to date, of anaphoric markers, her work will be analyzed and her criteria applied ^{to} Forum' articles.

3.6.2. FRANCIS' (1986) CRITERIA FOR ANAPHORIC NOUNS.

3.6.2.1. INTRODUCTION.

Francis' aim was to identify what appeared to be a common organising feature of her data: expository articles with what she termed an 'argumentative' purpose. These articles were taken almost exclusively from the political monthly 'Encounter'. However, there is an argument

for attempting to match her categories to the TEFL articles of this thesis, which, while clearly not pertaining to 'argumentative' discourse, have been seen to contain a number of anaphoric markers. The criteria used to identify 'Anaphoric ('A') nouns' included those cited above: that they can be used metadiscursively to reflect upon the ongoing discourse, i.e., not nouns which have been used previously, a semantic criterion; that they function as anaphoric cohesive writer labels for previous discourse chunks; they may also optionally interpret or express a writer's attitude towards the 'given' information of text. However, they must, of necessity, be part of this 'given' information, and act as the basis for the presentation of any 'new' proposition. Francis was also concerned with the role of A-nouns within the relation between the two sets of text involved, which she referred to as the 'X-A relation': (Francis, 1986:4)

"The stretch of discourse which precedes the clause containing the A-noun will be called the 'X-member', and the clause containing the A-noun will be called the 'A-member'."

3.6.2.2. SEMANTIC CRITERIA FOR CATEGORIZING ANAPHORIC NOUNS.

The difficulty of establishing any watertight set of categories is that there is an infinite range of anaphoric nouns as well as nominal groups fulfilling the same function as the single lexical items. Thus the two main categories proposed by Francis (1986:9), namely 'utterance nouns' and 'cognitive nouns' are distinguished by no more than "a broad semantic division" on a cline. This cline encompasses nouns referring semantically to illocutionary acts (e.g., 'claim') and nouns which refer to some type of verbal activity (e.g., 'example'),

both of which pertain to her 'utterance' category, as well as those nouns which refer to cognitive states (e.g., 'thinking') or to the results of cognitive processes (e.g., 'view'). Francis has also identified a limited number of 'text nouns' which label the act of writing something. This category perform a similar function for written discourse to the locutionary component of speech acts and include 'word', 'phrase', 'paragraph', etc.

Finally there are, according to her analysis, an equally restricted number of anaphoric nouns which, because they are not associated with a particular writer or source, nor normally take a possessive pronoun, she has termed 'ownerless nouns'. These include the noun 'fact' and relate discursively to content propositions, rather than link metadiscursively to the organisation of the writer's argument. However, as the interpretation of this class of anaphoric noun "always depends on their immediate discourse context", Francis (1986:17-18) argues for their inclusion within the broad 'A-noun' concept. In summary Francis claims that these latter two classes of 'text' and 'ownerless' nouns account for only a small proportion of A-nouns and that 'utterance' and 'cognition' are the major classes.

Francis also considered the possibility of using factivity as an alternative semantic classificatory principle. Building on Vendler's (1980) work she attempted to assign each A-noun to one of a set of four categories; "factive, half-factive, non-factive and counter-factive". (Francis, 1986:25) The attempt at such a classification was justified on the grounds that "If all A-nouns are metadiscursive, as is claimed, then they must label propositions". However she rejected the factivity base on the grounds that many

non-factive (e.g., 'argument') and counter-factive (e.g., 'assumption') nouns may be used factively, depending on whose proposition a writer is referring to. The previous application of Tadros' predictive criteria to TEFL methods articles revealed no more than a minimal number of non-factual and/or counter-factual propositions. A classification of text elements according to considerations of factivity would not, therefore, appear relevant to more than a minimum number of the TEFL methods articles.

3.6.2.3. THE ORGANISATIONAL FUNCTION OF ANAPHORIC NOUNS.

Semantic classifications say little about the organisational functions of A-nouns, which "must refer back to or label a preceding stretch of discourse" (Francis, 1986:27). The surface cohesion is not achieved by the A-noun alone, but in its combination together with a reference item. In Francis' data these included 'the'; 'such'; 'his'; 'her'; 'A's view'; 'the above___', but most frequently 'this' and 'these', reflecting the continued relevance of the discourse topic, in comparison with the less used 'that' and 'those', which would signal the completion of a topic.

The A-noun is part of given information, performing an 'ideational function' by contributing to "the developing record of experience, the accumulation of propositional meaning" (Francis, 1986:35) of the autonomous plane. However the textual functions of A-nouns span both types of (Sinclair's) discourse plane. In addition to contributing to the writer's intratextual management, they also encapsulate the given information into a new interaction by the very act of labelling, creating a retrospective relationship within the discourse itself,

while simultaneously providing a bridge for the next move.

This dual nature in terms of 'planes of discourse' and direction provides readers ^{with} a more clearly marked route through the discourse and with a means of accessing a conceptual framework for understanding the writer's plan. A-nouns, in this way, can be seen as a means of activating and integrating the cohesive surface features relating to cognition through the 'Short-Term Memory' together with the level of conceptual concepts (e.g., 'clause-relational macropatterns') which involve readers' 'PK' and 'BGK' structures, as well as 'Long-Term Memory', all of which will be discussed in chapter six.

3.6.2.4. ANAPHORIC NOUNS AND WRITER ATTITUDE.

A-nouns do not only reflect an organisational function: they are also interactive in that they add something to the connotational and conceptual meaning by providing information about the writer's view of the propositions within the X-member. A-nouns are part of writers' ongoing commentaries regarding their own or others' viewpoints. This pragmatic dimension or interpersonal/attitudinal function is mapped onto the organisational functions. Writers' attitudes can be conveyed by negative (e.g., 'illusion'), positive ('fact') or neutral ('idea') A-nouns or nominal modifiers. However, while neutral A-nouns may be semantically redundant, they clarify and simplify points for readers and are not therefore discursively redundant. Writers will use the attitudinal weight of A-nouns to lead readers towards the goal of their discourse. Nor do all modifiers possess attitudinal meaning; some have an exclusive clarificatory (e.g., sequential) role, but other modifiers act as predictive signals in themselves, playing

important cohesive and organisational functions together with 'neutral' A-nouns by helping to provide both backward and forward pointing, part of the dual nature referred to above.

The following examples of anaphoric reference from the January, 1990 'Forum' may not all fit Francis' categories of 'A-nouns' but should illustrate the fact that certain phrases contain the dual nature of backward and forward pointing as well as indicate writer attitude:

- 'This exercise of so-called revision...' (Lewitt, Text 1, p.2)
'Unfortunately this experience....' (Sionis, Text 2, p.6)
'What is serious about this spate of publications...' (McKenzie, Text 4, p.14)
'One extension of this in-built emphasis on context...' (McKenzie, Text 4, p.15)
'Experience has shown that this kind of communicative behaviour...' (Affagnon, Text 7, p.34)
'The value of this procedure...' (Xiaochun, Text 8, p.35)
'This is a creative exercise in guided composition...' (Rinvolucri, Text 17, p.50)
'The direct consequence of this situation...' (Ndoma, Text 19, p.52)

3.6.2.5. FRANCIS' CONCLUSIONS.

Francis (1986:98) argues that 'X-A' relations play crucial roles in the global macropatterns of articles. She claims that "A-nouns are often used to mark the major steps in the argument", providing previews of writer position at the initial stages of articles and sections, by connecting major sections, by predicting framework and signalling topic change. 'A-nouns' are therefore seen as providing the reader with organisational signposts of links between a text's paradigmatic patterning and the linear form, as assisting the reader to access the discourse organisation, and in their attitudinal function, as influencing reader interpretation of writer position towards content propositions.

A selection of TEFL methods articles will now be scrutinised to

identify the anaphoric nouns and nominal phrases; an attempt will then be made to place the text examples within the four semantic categories, and define their organisational and attitudinal functions. In this way Francis' strong claims for the role of 'A-nouns' in 'argumentative' prose data can be tested against data from "Forum".

3.6.3. TEFL METHODS ARTICLES AND ANAPHORIC NOUNS.

3.6.3.1. INTRODUCTION.

Text A3 was scrutinised for occurrences of 'A' nouns. Of the nine instances of nouns referring anaphorically to information in Text A3 only three can be considered metadiscursive, namely 'questions' and 'factors'; however in both the cases where 'questions' was the noun used and with 'factors', these words were repetitions, thus no new information was provided. In none of the cases was any attitudinal function present. In four cases anaphoric items are found within clauses pointing forward with new information, however, they cannot be seen as providing guidance as to the conceptual framework, or as vital influences on reader interpretation of text propositions.

The following results were obtained from a survey aimed at identifying ANAPHORIC REFERENCE IN JANUARY, 1990 FORUM ARTICLES, Table 3.4.:

CATEGORY	POSITION IN PARAGRAPH	ATTITUDINAL FUNCTION		WITHIN 'NEW'		FORWARD POINTING	
		+	-	+	-	+	-
Cognitive : 5	Initial: 16	+	-	+	-	+	-
Utterance : 2	Mid: 26	10	45	22	33	20	35
Ownerless : 1	End: 6						
Non-meta- discursive: 47	Final paragraph Evaluation: 3						

In this brief analysis of a selection of 19 TEFL articles from a single edition 55 instances of anaphoric reference (all by single

nominal items) were identified. Of these 47 made up a wide range of superordinate nouns acting as retrospective connectors. These all included pro-forms and were thus anaphoric cohesive devices. They were not metadiscursive, (i.e., as labelling or interpreting a stretch of preceding discourse) and do not fit Francis' categories for 'A-nouns'. This lack of metadiscursiveness was reflected in their position within paragraphs, the majority occurring mid-paragraph (26), although 16 instances were in initial paragraph position. Thus the anaphoric nominal groups of the TEFL data rarely provide information regarding the writer's attitude as all but ten cases can be considered non-interactive and therefore unable to help reader interpretation. Nor are the TEFL anaphoric nominals found consistently in a clause providing new information, (23 cases only) neither do they point forward in linking with subsequent data (no more than 24 cases). Of the eight cases of 'A-nouns' 5 were 'cognitive'; one 'ownerless' ('trend') and two 'utterance', the latter cases referring to a verbal activity (e.g., 'example').

3.6.3.2. CONCLUSIONS: ANAPHORIC NOUNS AND TEFL ARTICLES.

This scarcity of Francis' 'A-noun' categories can be accounted for by the differences in the two data sources. Francis' (1986:1) data are: "all expository articles with what could be termed an 'argumentative' purpose...selected from the monthly journal 'Encounter'." In contrast the analyses of Forum methods using to Tadros' (1985) criteria suggested that TEFL authors rarely indulge in the polemics of debate, and rarely include reporting structures involving contradictory propositions by various sources. Where references are brought in they act as supporting or justificatory moves for the author's practical

suggestions or approach. It would therefore appear to be the case that while anaphoric reference may at times provide indications of topic change (witnessed in the 16 instances in initial paragraph position) it cannot be said to play a primary role in the overall discourse organisation of TEFL method prose, much less help the reader access writer attitude in interpreting propositions.

However certain insights were gained from the exercise of analysing the role of anaphoric reference in the TEFL articles. It became apparent, for example, that certain anaphorically cohesive nouns organised the content information on the 'autonomous' plane, in contrast to the 'interactive' role of discourse focussing. Where the discourse presentation itself was evaluated by anaphoric nominal phrases it represents an example of plane change, from Sinclair's 'autonomous' to the 'interactive' (e.g., Sionis, 1990, Text 2 'This pedagogical attitude...'). In addition, the inclusion of attitudinal function (i.e., evaluation) in the nominal phrases selected from the TEFL articles (2.4. above) has illustrated the dual nature of the backward and forward pointing of these phrases. In other words the anaphoric nominal phrases are functioning both retrospectively and prospectively, which casts doubts upon Cooper's (1985) dichotomy of two 'planes of discourse'. The role of anaphoric nouns (in the Forum texts) as Winter's (1977) 'Vocabulary 3' items lead in to a description of Winter and Hoey's clause-relational view of the organisation of written monologue.

3.7. CLAUSE RELATIONS AS AN ANALYTICAL APPROACH.

3.7.1. INTRODUCTION.

A framework is needed for the analysis of written monologue which is capable of incorporating alternative or complementary descriptions of discourse, including instances of prediction and anaphoric nouns described in the previous two sections. However, this integration of text features should be accomplished without neglecting the interpretative aspects of the reading process. Written monologue, the text in focus, has been the main target of clause-relational analysts (Winter (1977, 1982, 1986) and Hoey, (1979, 1983, 1984, 1986, 1991) who have attempted to account for the cognitive interpretation of readers. This section will therefore aim at providing a short description of the concepts of these scholars and of the terms coined in defining these concepts. The basic starting point is that in any complete written discourse each clause, as well as the sentences, will be related to the message of the discourse. In addition, it is these interrelations which determine the meaning of all clauses and sentences by a principle of co-relevance.

For descriptive purposes the minimum unit of information is a member with more than one clause, (Hoey & Winter, 1986:17) i.e., not of necessity a sentence. The interrelations that may hold between clauses and sentences are seen by Longacre (1976:52) as a finite number of deep structures manifest by an infinite set of surface phenomena. For Winter (1977:5) clause relations are seen as finite, as are the set of recognisable signals marking these relations on the surface of discourse. This is also Hoey's (1987) view, although he prefers to describe them not as discrete categories, but as having blurred distinctions, in common with the colours of the rainbow, (Hoey's 1987 metaphor) specifically in the case of surface

manifestations in discursive writing. While they may be indistinct, Winter (1977:7) believes that readers share this finite set of meanings. It is, in his view, this very finite nature of underlying semantic relations which allows for interpretation of written discourse, specifically at the level of the clause. Hoey argues that with interclausal micro relations the choice of certain items in the clause signal will help the reader to interpret a succeeding clause, and to complete the meaning of the original clause.

The strength of the clause-relational approaches lies in their ability to account for the larger cognitive patterns organising wider stretches of text, including entire discourses, as well as the ways in which the micro elements of clauses and cohesion are integrated within descriptions of the wider patterns. The most fruitful starting point for EFL readers is the level of these macro patterns. However, for analysis the description of clause relations here will be 'bottom-up', i.e., beginning with local text signalling and micro cohesive elements, the 'basic clause relations' (Winter, 1972), a means of gradually developing a comprehensive picture of a writer's wider discourse organisation. Edge's (1986:158) attempt to define a clause relation from a teacher trainer's standpoint may serve as a useful reminder of what the approach represents:

"...a semantic relationship interpreted by an analyst from textual evidence so as to represent a linguistic consensus and thus explain how...choices are made in the creative and the interpretative processing of discourse."

3.7.2. THE SIGNALLING OF 'BASIC CLAUSE RELATIONS'.

For Winter and Hoey (1986) discourse is organised or held together by a semantic network, the text, by both the writer, in the process of producing discourse, and by readers, in a series of semantic

cross-references. A pair of clauses can be related and are interpreted in the light of each other in four ways, according to Hoey (1987). The first, that of 'speech acts', is felt to be more common to spoken face-to-face interaction, has been well documented (e.g., Akmajian, *et. al.* 1979) and will not, therefore, be discussed here. The second, 'evaluation', is fundamental for all clause-relational scholars and underpins all types of clause relations at all levels. The two remaining, basic ways are thirdly, 'matching', and fourthly 'logical sequence'. According to Hoey and Winter (1986:123) readers first match pieces of information and then see them as logically connected. Thus Hoey (1986:189) argues that

"one's first reaction as a reader is to see what two pieces of information share and to determine whether one follows the other in time and logic."

These two relations can be abstracted by the insertion of questions which text is seen as seeking an answer to: 'How do 'x' and 'y' differ?' and 'Tell me more about 'x' ', for matching relations, and the questions 'How?' and 'Why?' for logical sequence relations.

Their first category of 'matching relations' will incorporate the semantics of comparison, contrast or compatibility, whereby any two people, places or things are compared by presenting what is new information in terms of that already given. This relation will include the repetition of given information and replacement or substitution by the new. The substitution item consists of a 'constant' and a 'variable' where, for example, two different entities will be distinguished within a superordinate term, by either 'matching contrast' or 'matching compatibility'. The following example may illustrate: (Rauf, 1987:17, Forum, Article 4; ; all text examples in the section are taken from 'Forum, January, 1987 and 1990;).

'The majority of them	expressed	complete ignorance of the technique of writing bibliographical entries
while a few	produced	bibliographies that contained only two items of information.'
COMPARISON		COMPARISON

The matching contrast between the two 'clauses' is signalled by 'while'. The matching comparison of the information in the final column is made by a sentence later in the text which brings together both 'the majority' and 'the few':

'...it would be unfair to blame the students for their lack of training in these skills.'

The second basic relation is that of 'logical sequence', which covers the interpretation of meaning in terms of temporal and logical sequencing, and which is determined, generally, by the semantics of sequentiality and causality, and hence made up of relations of 'cause-consequence', 'condition-consequence', 'evaluation-basis' and 'instrument -achievement', among others. The latter relation can be illustrated below, where 'designed to help' signals the relation:

'RAP is an advanced course in reading designed to help tertiary level students familiarise themselves with particular aspects of academic writing.' (Sekara, 1987:25, Forum, April, 1987)

Where no explicit signal is present the logic of any relation will be provided by a reader's previous background knowledge. Thus whenever two sentences are juxtaposed a reader will automatically attempt to create a relation, despite the absence of explicit marker. This may be exemplified by two text examples, both from Forum, January, 1987:

'Perhaps part of the answer lies in the materials we use. Most of what we teach at the secondary level is remedial. Many of our students can rattle off..' (Dunbar, Text 12)

'I have no intention of presenting a complete method. I wish to confine myself to certain aspects of dialogue teaching.' (Sharma, 1987:24, Text 5, Forum, January, 1987, Appendix 12)

Despite the lack of overt signalling it is argued that a reader will

infer the semantic connection of a 'cause-consequence' relation between the three sentences in Dunbar's discourse, and a 'matching contrast' in the two sentences by Sharma. However, in English, relations in written discourse are very often signalled, either by various forms of repetition, or by lexical signalling. Winter (1977; 1982) has described three types of lexical signalling. The first, 'Vocabulary 1', are subordinators which signal relations while syntactically binding statements. They include weak signals of expectation, e.g., 'but', 'and', 'or', and none of their category form part of any other vocabulary. 'Vocabulary 2' items are conjuncts and connectives which are not seen as combining semantic propositions; the changes which they invoke, either by compatibility, e.g., 'in addition'; 'also', 'but', or logical sequencing, 'therefore'; 'then', are related to the grammar of the clause or sentence. The same text examples by Dunbar and Sharma (1987) may therefore be rewritten:

'Perhaps part of the answer lies in the materials we use (because) most of what we teach at secondary schools is remedial (and therefore) many of our students can rattle off grammar...'

'I have no intention of presenting a complete method, (rather) I wish to confine myself to certain aspects of dialogue teaching.'

This rewriting not only indicates that what is written in the second 'clause' will explain the the first clause, it also illustrates the implicit relation, while the inserted words, 'because', 'therefore' and 'rather' provide examples of 'Vocabulary 2' connectives. Winter's third category, 'Vocabulary 3' is an open set of words which require lexical realisation within the discourse for their meaning to become clear. They are 'disguised' lexical items, sharing the properties of 'Vocabulary 1' and 'Vocabulary 2', but functioning as both syntactic and semantic markers, summarising and predicting and relating to other sections of the text. Text examples (Benson, Text 1, Forum, April, 1987) may illustrate the 'Vocabulary 3' category:

'the result of the movement.' (Benson,p.2; 'result' = consequence)
'Virtually all these points present problems to the designer of
language instruction.' (Benson,p.3)
'...a long way towards resolving...' (Benson,p.6)
('problem' and 'resolving' point to possible solutions)
'we can begin to see how language models begin to look different';
'the difference between this model and the previous one center on...';
'These models are seen to vary...(Benson,p.6)
('different'; 'difference'; 'vary' point forward to contrast)
'If education is the aim...' (Benson,p.4) ('if' signals condition)

These "Vocabulary 3' items (Winter, 1977:4) perform an important signposting function. They not only allow readers to anticipate, but also provide characteristic signalling cores for the matching relations, including criteria for interpreting the lexical realisation in adjacent sentences. A third method of signalling text links is by a number of different forms of repetition (Hoey, 1983:107-111). This includes the lexical repetition, paraphrase, substitution and ellipsis of Halliday and Hasan's (1976) detailed analysis. The simple lexical repetition of a word or phrase, involving no more than grammatical changes, falls within the first category. Substitution by pronouns, adverbs, and the pro-form 'do' serve the same function within clause-relational analysis, while ellipsis also represents repetition by omission. Hoey (1991:28) has introduced strict parameters for defining paraphrase as repetition within any given discourse. If words or phrases are replaced within the discourse without change in meaning then they are considered as a type of paraphrase.

According to Hoey (1987) the 'logical sequencing' (i.e., spatio-temporal) relations are more common to narrative than discursive text. However, the Forum source texts, although discursive in nature, include several narrative descriptions of lessons or pedagogical experiences. Nor should the two 'basic clause relations' be seen as mutually exclusive. They can be present (Winter, 1986:95) in 'simultaneous' or 'multiple' relations. The basic relations

provide specific realisations of larger semantic macro-patterns and are also seen as governed by the 'fundamental' discourse relation of 'Situation-Problem-Response-Evaluation' ('S-P-R-E') (Hoey, 1983:20), the topic now in focus.

3.7.3. THE ORGANISATIONAL SIGNALLING OF WRITTEN MONOLOGUE.

At another level it is the relations between clauses or groups of clauses and sentences which create the connections between the propositional content within discourse. Although clause relations link sequentially they are also seen as existing and accounting for relations between non-adjacent stretches of discourse. This clause-relational view of text therefore differs from alternative descriptions which analyze text as a structure. Hoey (1983:19) argues convincingly against the use of structuralist systems as a framework for describing the creativity involved in the production and process of discourse, while accepting their applicability in predicting syntactic items at the micro level. He thus rejects both van Dijk's (1979;1980) grammatical metaphor for text, Pike's (1967) metaphor of the atomistic building block of tagmemic grammar, and Sinclair and Coulthard's (1975) exchange structure as bases for describing text.

The distinction between the view of text as a structural hierarchy (e.g., van Dijk, 1977) and Hoey's (1991) view of text as a network organisation is not made clear by dictionary definitions. Crystal, (1991:331) under 'structure' as a linguistic concept, provides "A language...is a structure in the sense that it is a network of interrelated parts, one meaning of the parts being specifiable only with reference to the whole." What Crystal does not say is that the

traditional linguistic view means that if one of the parts is removed, then the whole structure is changed; for the parts are seen to fit together and one part can therefore predict another. In contrast, the removal, addition or alteration of a part does not change the quality of an organisation, which, (Hoey, 1991:4)

"does not have the status of structure. By this I mean that one cannot make predictive statements about it. Written discourse patterning is not like grammatical, phonological or exchange structure where one can say of certain continuations 'That is not English'. It is more like morphology, where one can make useful generalisations and account for what has happened, but where one's generalisations are always capable of being undermined by a rogue example."

By viewing written discourse as a dynamic towards action clause relations are felt to provide a means of analyzing the ways in which sentences are both produced and processed. The view of text as 'organisation', rather than 'structure' may be exemplified by the following: (Benson, 1987:5, January, 1987, Text 1)

'Certain types of ESP courses do fall into this broad category.'

This sentence contains both an 'enumerative' predictive and an anaphoric noun and so acts as a pivot for two pieces of the surrounding text. The previous text includes an exemplification of 'category', (e.g., 'Figure 6. Specifiable and un-specifiable aspects of language teaching') and continues by illustrating which ESP courses do or do not fall into the category (e.g., '...are of this type'). A second text extract (Benson, 1987:3) is equally illuminating:

'Virtually all these points
present problems to the designer of language instruction.'

Here the word 'points' relates to earlier text; the word 'problem' points forward. Neither word has an independent extratextual reference; their meanings are acquired only with reference to alternative parts of the same text. In other words, as with pronouns, their meaning must be traced. The previous list of statements have

been brought together as one, i.e., 'points'; while the word 'problem' provides a clue as to the 'macropattern' in focus in that part of the text. This may have important part to play in activating readers' predictions. To summarise: 'structure' is inflexible and can therefore be considered as predictive largely at the basic, 'micro' level of discourse. 'Organisation', in contrast, has no predictive power but is linked to reader expectations related to a limited number of patterns which organise stretches of discourse of varied length.

3.7.4. TWO METAPHORS FOR THE ANALYSIS OF WRITTEN MONOLOGUE.

3.7.4.1. THE 'TEXT AS DIALOGUE' METAPHOR: NON-EXPLICIT RELATIONS.

Metaphors for the interpretation of text have included that of following Ariadne's Thread, (the Yale school of criticism) related to Borges' (1972) labyrinth, of following a colour in the design of a Persian carpet (Miller, 1984), of disentangling a cat's cradle, (Hoey, 1986) of a woven fabric, (relating to the entymology of 'text', Hasan, 1985) or of concentrating on one aspect of a mandala. (Edge, 1989)

In the previous discussions of Sinclair's 'planes of discourse' and of Tadros' related 'prediction' categories written text was described as specifiable a rule-governed 'dialogue' structure. Hoey and Winter (1986) see discourse as organised at different levels and therefore make no claims for a turn-taking rule-governed structure. Where there are no overt signals of clause relations in text they adopt two criteria for clarifying the type of relation in evidence. The technique of rewriting paraphrase to include a linking signal where there is no explicit text marker of the relation has been illustrated

above, using the text extracts by Dunbar and Sharma. Following Gray's (1977) suggestion that text can be seen as a dialogue with a hypothesised reader, Winter and Hoey have developed a rewrite dialogue technique which involves transforming written monologue into a series of questions and answers by the insertion of overt questions to spell out the relations. This technique proposed by Winter and Hoey is recognised as a purely artificial device serving to show possible existing relations between clauses. It is based upon a set of questions originally posited by Winter (1977) in his efforts to explain a classificatory procedure for clause relations, the starting point for this discussion of the 'dialogue' as a metaphor for text.

The doubt expressed is whether a question can be asked if a reader does not understand the intended semantic relationship. Both Hoey and Winter would argue that this is possible and that any form of question will clarify or identify rather than explain. The 'questions' are either 'low level', i.e., those which can be answered by a single clause or sentence, (e.g., Text A3, sentence 20 'Can I afford to spend so much ?' is given an immediate answer by the writer; cited 3.5.3.1. above) or 'high level', i.e., those relating to longer stretches of discourse. (e.g., Text A3, the interrogative, bold-typed section headings, cited in 3.6.6.2., and the title and italicised set of questions in the first paragraph, argued as organising the entire de Lopez article.) Hoey (1983:28) also distinguishes 'broad questions' which apply to any discourse, allow for generalisation and do not distinguish between situations (e.g., 'How?'; 'Why?') and those 'narrow questions' which are applicable to one situation only and which identify the clause relation of two items. However, all these distinctions should be seen as operating on clines rather than

clear-cut binary categories.

When 'low level' 'narrow' questions are the focus, Hoey's (1983) technique appears to have much in common with the approaches of Widdowson (1979:176) and Edmondson (1981:5-6). They claim that the interactive nature of written discourse is accounted for by defining it as a dialogue between writer and reader, rather than Hoey and Winter who see dialogue as a useful metaphor for analysis. The former scholars appear to argue for dialogue and monologue as identically interactive, that writer and reader enter into a covert dialogue through a covert cognitive process and that a direct match can be made between writer signals and reader questions. Thus Widdowson's analytical answer to the problem of reconstructing text-reader interaction is to reduce written text to a simplified dialogue format. In this way the interactions are transformed into a series of questions and answers seen as taking place within the process of text decoding (see Appendix 23, Xiaochun Text 8, first paragraph, and Appendix 25 based on Widdowson's analytical dialogue method).

Widdowson's analytical technique has been applied, to date, to relatively short, selected texts and the method of transforming monologue into a Question-Answer dialogue is unable to account for more than a single interaction or for the various decoding processes which may develop from a single text. Nor can it anticipate more than one possible reader interpretation, of all the possible readings of a written monologue. Widdowson's approach can only with difficulty offer a framework for wider application to written monologue.

It is clear that the signals of organisational patterns are what

writers and readers use to simplify the process of understanding. However, with the exception of the detailed comprehension activities of TEFL classrooms, it can rarely be the case that the complexities of text are read in so detailed a manner as to process the full gambit of text elements. The process of reading will not, therefore, involve all the complexities present in a text. The background knowledge, intention and purpose of a reader will result in varied interpretations. Neither Edmondson nor Widdowson cater for varied reader background knowledge, varied reader intention, varied reader purpose and thus varied reader interpretation.

For these reasons a short experiment was carried out to verify that the questions brought to text are varied. The identical first paragraph of the TEFL methods article by Xiaoshun (1990, Appendix 24) was reprinted and distributed to five TEFL teachers, all native speakers of English, attending an M.A. in TEFL course. They were asked to transform the paragraph into a dialogue to make explicit their view of the covert reader questions during a first reading of the text at the level of the sentence. The range of inferred reader questions justify the criticisms made above regarding the restrictive nature of the views of Edmondson and Widdowson. This same range of questions is included below in a further rewrite of the same paragraph based on Hoey's projected dialogue model (Appendix 26).

Hoey has expanded this original theoretical framework (Winter, 1982:178) in order to make his suggestions for translating written monologue into dialogue form. His definition of clause relations implies a "set of possibilities", (Hoey, 1983:169) or options, which may or may not be realised, and which will depend upon individual

reader's interactions. Thus, in contrast to the model suggested by Widdowson (1979:176) several simultaneous dialogue projections will be hypothesised, illustrating the relationship between statements, while allowing for concurrent interpretations (Hoey, 1986:191).

The hypothesising of specific reader questions for a text is therefore seen as no more than "convenient fictions" (Hoey, 1983:170). In interacting with text readers will use their understanding of the genre, the rhetorical patterns, the linguistic signals and their content schemata as well as the predictive signals and specific discourse markers, which have been provided by the writer, to develop expectancy strategies in order to anticipate the development of text information. Thus interaction is based on reader expectations rather than actual questions, although these expectations may be translated into questions according to relative given and new information in a text. If, for example, readers' expectations are incorrect, due to excessive new information, then a slower detailed reading mode is adopted (Schiffrin, 1987).

The text-reader interaction can therefore be seen as an ever-expanding series of questions which are held in suspension until a satisfactory text answer is provided, or until it becomes clear that an answer to the question is not the concern of the writer, or until misinterpretation or confusion results from a reader attempting to retain an excessive number of 'suspended' questions. This approach proved illuminating in highlighting possible reader interpretations of generic discontinuity within narrative fiction (Shepherd, 1988). The analysis in Appendix 26 (based on Hoey, 1983: 170) provides a more satisfactory reflection of the possible readings of the paragraph by

Xiaochun, than the analysis based on Widdowson's technique above, and has included the range of questions suggested by the respondents involved in the experiment involving the same paragraph.

The same hypothetical set of questions and answers have been rewritten (Appendix 27) with symbols (Q) for the same set of questions (Text 8) presented above, and with numbering for the sentences, following Hoey (1983:174). In this way the relationships ("rel") between consecutive sentences in terms of potential reader questions, as well as the ways in which unanswered questions may be held over until possible answers are found in succeeding text, are illustrated.

This controlled method of transforming written monologue into dialogue reflects a means whereby readers may interpret the organisation of a writer's discourse. The thought behind this analytical 'text-as-dialogue' technique mirrors Smith's (1978:81-84; 1982) view of reading as an interaction between writer assumptions and predictions related to intention, on the one hand, and reader predictions and expectations on the other. Hoey's approach has resulted from the need to account for organisational elements of written discourse, rather than an attempt to describe readers' processing strategies. Nevertheless the snowballing effect of reader expectations from unanswered questions illustrated above matches Smith's description and points to certain non-linear aspects of discourse processing by readers.

3.7.5.2. THE 'TEXT AS WEB' METAPHOR.

Clause-relational analysis is not restricted to the small-scale links

between relatively small parts of the discourse, thus far described. Thus Winter (1979;1982) has not only demonstrated how cohesion serves to relate clauses, but also how these relations help to build up wider discourse patterns in English. Hoey (1983;1984) has attempted to use the same approach to describe different discourse types. In both cases their concern is the patterns, combinations of relations, which organise and control stretches of discourse of varying size, several of which appear to occur with considerable frequency in texts in English. They are also concerned with those features which are responsible for signalling changes of function.

These 'macropatterns' account for the hierarchical nature of discourse, and hence for the view of text as a web of semantic relations. They are used by writer and reader to simplify the process of interpretation, by avoiding the need to process in as detailed or as complex a manner as the sum total of text propositions and writer orientation would involve. The patterns therefore also account for reading texts at superficial levels where interpretation requires less processing, providing the same semantic relations, which help to organise text, are recognised. There are recognisable popular patterns and there is a tendency for certain combinations to occur in well-defined communicative events where a shared purpose is recognised by participants. However, analyses using these macropatterns should be seen as clarificatory rather than classificatory.

These patterns can also be categorised as pertaining to either 'Matching' or 'Logical Sequence' relations, as were the basic level of clause relations and their respective text signals. Thus the 'General-Particular', (described above in Text A3) with specific

patterns of 'Generalisation-Example' and 'Preview-Detail' are powered by matching relations and involve the bringing together of statements to see what can be compared. An example of the 'Generalisation-Example' pattern is seen in the article by Dunbar (1987:43, Text 12, Forum, 1987):

'One of the skills we try to help our pupils master is skimming. One aspect of this is looking through an 'index' to see what information a text contains.'

A further example of the same is found in Bernhaus (Appendix 7):

'In addition to the readings I handed out lots of authentic material related to the subjects we were dealing with. For example, when we dealt with shopping activities I gave them brochures from department stores, banks, etc.'

In both cases the pattern spans two adjacent sentences. However, this same pattern can be allied to the subject-predicate links within sentences, or can be spread over wider stretches of discourse (see 3.6.3.4. above for Text A3). This may now be illustrated in the following extract from an article by Simone (1987:37, Text 8 Forum):

'...in teaching English to Chinese students there is something more important than the techniques themselves. It is an underlying way of thinking, modes of inquiry, and customary behaviors that is at the root of every living language.'

This generalisation is exemplified by three sections of the article under the headings 'Ways of Thinking', 'Beyond Rules' and 'The Cultural Element'. In the same article Simone (1987:38, text 8) states:

'To master a language, then, requires learning how people actually use the language to express their particular way of life.'

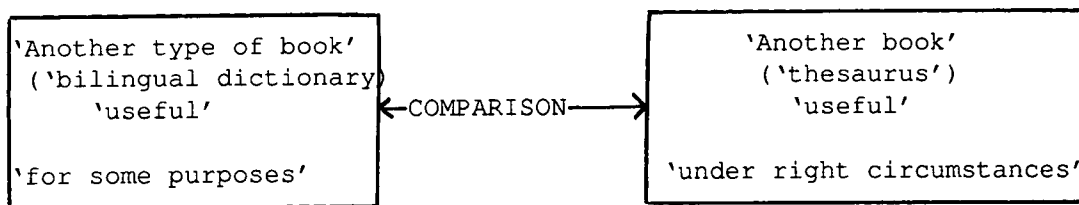
This generalisation, in turn, is exemplified by two sections entitled 'Idioms' and 'Conversational Practice' spread over several paragraphs of the article.

Within Preview-Detail Hoey (1979:53) has also identified sentences

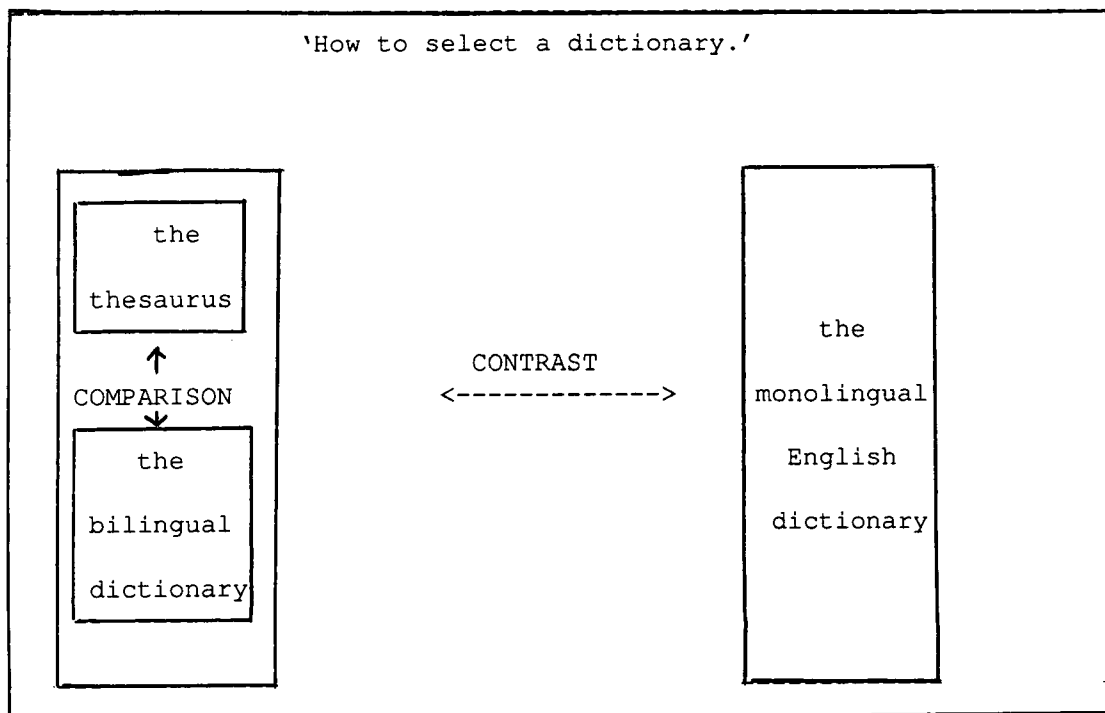
which open discourses and act as types of text simplifiers in their role as 'previewing function' to the remainder of the discourse. Thus the first sentence of the article by Cox (1987:49, Text 16) is a preview for the details which make up the entire article. Hoey (1983:129) also points out that 'Hypothetical-Real' patterns frequently operate at the lower level, acting as matching contrast, illustrated by the following opening sentence from the article by Castellanos (1987, Text 2, Forum, 1987)

'Our first encounter with works like "Ulysses" or "Mrs. Dalloway" might have made us feel we were experiencing a unique form of writing, quite different from 'ordinary fiction'. Actually it could be argued..."

There is also an interesting case of a 'Matching contrast' embedded under the section heading 'How to select a dictionary' in Text A3 by de Lopez. Here there are two paragraphs which describe 'the thesaurus' and 'the bilingual dictionary'. The negative evaluation ascribed to them, as well as the recursiveness of the pattern, provides much more weight for the writer's argument, or response, i.e., the choice of a 'monolingual English dictionary', which is why, presumably, the writer chose to use this discourse tactic. The two paragraphs are in a 'Matching' relation of comparison, signalled, as has been shown above, by 'Like', by repetition and substitution of certain lexical features: Diagram 3.5.



There is, however, a wider matching pattern whereby 'the thesaurus' and 'the bilingual dictionary' are contrasted with 'a monolingual English dictionary', under the section heading, 'How to select a dictionary' as shown below, Diagram 3.6.

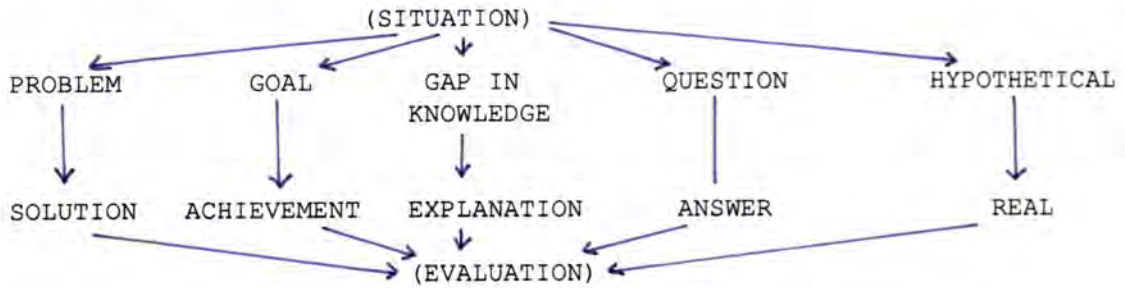


In contrast to these matching relations the macropattern of 'Problem-Solution' ('P-S') is always underpinned by the 'logical sequence' 'cause-consequence' relation. This 'P-S' macropattern reflects for some (e.g., de Beaugrande and Dressler, 1981: 36-39) the essential dynamic of Western culture, and received most attention in Hoey's (1983:80) earlier descriptions as he claims it provides a path into the "communicative core of discourse." For Kummer, (1972) Tirkkonen-Condit (1986) and Aston (1988:8) the 'Problem-Solution' pattern is related to the realisation of writer intentions in argumentative text, in attempting to achieve a change of reader attitude by a series of assertions and justifications.

More recently Hoey (1986:188) has argued that the pattern cannot always be clearly defined and is closely related and often expressed by alternative discourse patterns which have received less attention. These "cannot be defined in mutually exclusive ways" (Hoey, 1986:211), nor should be considered as either structural or predictive but rather

as interactive, in that they require reference to readers. Hoey (1985:20-27) has also pointed to the parallelism of the 'Question-Answer', 'Hypothetical-Real' and 'Problem-Response' patterns arguing that each may be embedded within the wider 'Situation-Evaluation' pattern which Winter (1986) sees as the core means of analysis. More recently Hoey (1988) has incorporated the alternative patterns of 'Goal-Achievement' and 'Gap-in-Knowledge-Explanation'. These various macropatterns should also be seen as interactive, in the sense that the choice of the first element will help readers to interpret later sections in the light of that pattern. They are illustrated in the following diagrammatic format proposed by Hoey (1987), where brackets signify an optional element:

DIAGRAM 3.7. : CLAUSE RELATIONAL MACRO PATTERNS



These patterns should be considered as pertaining to an analytical relational level, rather than a reflection of the writer's presentation of information in each and every written monologue. The situation, for example, may not be provided or spelled out in a separate statement. The first sentence of a text may move immediately to the 'problem', 'goal' or 'question'. Thus Drivas (1987, Text 9) opens with his 'question', without reference to situation, the remainder of the article providing the answer:

'How many times have you found a recording you liked but were not fond of the activities?'

The overlap of Drivas' 'Question-Answer' pattern with 'problem' can be seen in the text signal of negative evaluation, 'not fond of'. Daoud-Brikci (1987, Text 7) begins with her 'goal' and the remainder of her article is her 'Achievement', but she provides information of the 'situation' in the first sentence, illustrating the flexible nature of the macropatterns:

'I would like to describe how I use proverbs, popular sayings, and maxims as conversation topics with second-year students in the Department of Translation and Interpretation of the University of Algiers...'

A closer match with the canonical 'Situation-Problem-Response-Evaluation' pattern is present in Rauf's (1987, Text 4) 1st paragraph:

'Once I asked my first-year M.A. students to prepare an annotated bibliography of the major commentaries on Thomas Hardy's "Tess of the d'Urbervilles".'
 (first sentence) SITUATION

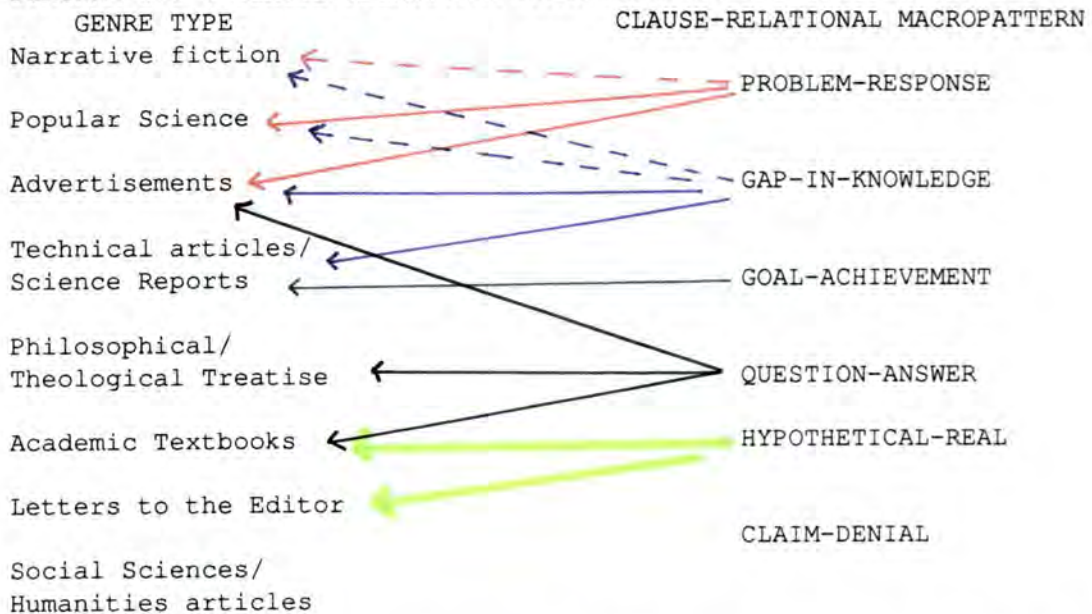
'The majority of them expressed complete ignorance of the technique of writing bibliographical entries...' PROBLEM
(second sentence)

'Because of the limited space I will restrict my discussion to three major reference skills:...' RESPONSE

'The success of this program...' EVALUATION
(third last sentence)

In the previous Diagram the 'evaluation' has been included as optional, because the positive evaluation may be implicitly evident in the 'Explanation', 'Answer' or 'Real' elements, respectively. Hoey (1988) has also summarised research at Birmingham University to posit links between the macropatterns and certain limited genre writing, although Hoey's first type, 'narrative fiction', has been criticised (Shepherd, 1992) as including a wide range of varied genre types.

DIAGRAM 3.8 : CLAUSE-RELATIONAL MACROPATTERNS AND WRITTEN GENRES.



One objective of the analysis of the TEFL methods articles will be to incorporate the 'genre' within this diagram; there is also the question of whether the links between the macro-patterns and the genre are specific to English-speaking cultures, i.e., whether TEFL/FL methods articles in Portuguese adhere to similar macro-patterning. Of these, the 'Question-Answer' macropattern has been suggested as a means of describing the entire article by de Lopez. Thus it can be

argued that the 'Situation' is given in the first sentence: 'The English courses at the university where I work'; also within the situation, the 'objective' is given as to 'improve ...reading skills... related to...scientific and technical texts...'. The 'Question' is marked by 'some of the questions', in addition to the list of italicised questions, the underlying recurrent difficulty is signalled by 'continually'. In the fourth sentence the phrase 'I have reached the following conclusions' is a clear indication that an answer/response to the questions will be provided and evaluation will be forthcoming. It is labelled as 'the result of many... discussions' and 'numerous years of teaching'. Thus the writer provides justification for her conclusions before they are described and anticipates reader reactions to the questions, which most TEFL practitioners will recognise. In summary, a quick scan of the title, the italicised questions in sentence three and the bold-type section headings would suggest that a 'Question-Answer' framework would explain the discourse in the article by de Lopez. The sections might then be seen as answers or responses to the implied questions in the title, as shown below, diagram 3.9.:

 TITLE : 'The dictionary: **Which**, **When** and **How** in Advanced Reading'.

Italicised questions, first paragraph

section headings

'Should students be allowed to use dictionaries on exams?'

'When to use the dictionary'

'Should we teach dictionary skills, or assume that by this time students have already acquired these skills?'

'How to use the dictionary'

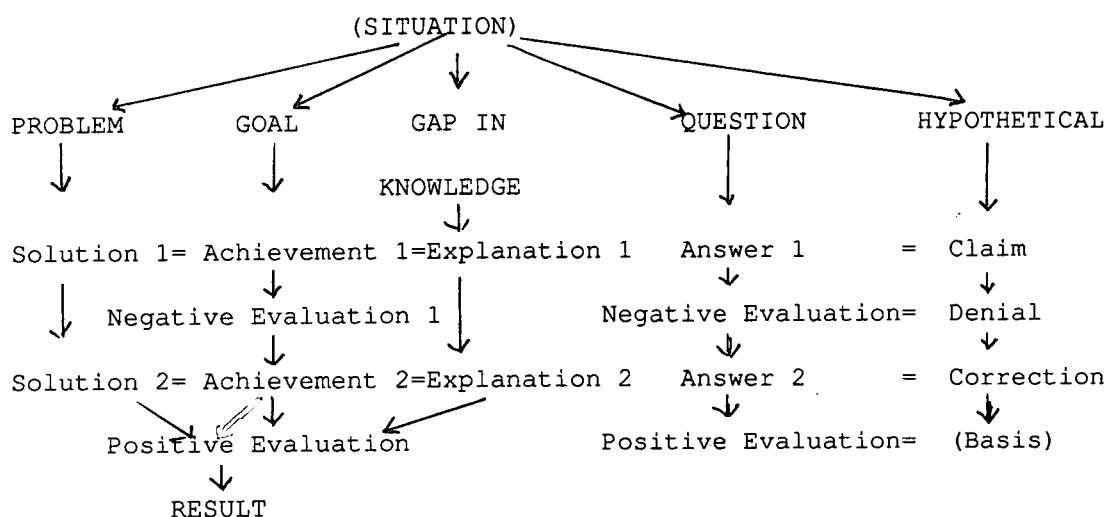
'Should we recommend that students buy a particular dictionary? Should students be restricted to monolingual dictionaries or allowed to use bilingual ones?'

'How to select a dictionary'

However, the patterns, as they are displayed in Diagram 8. above,

represent the presentation of information by writers at only one of several c/r levels. Hoey (1983: 82-90), for example, has pointed out that a response (1) to a problem (1) may also prove to be a problem (2) and be evaluated negatively according to different criteria by the same writer. This introduces a recursive element into the discourse in the form of a second response, requiring a further evaluation, which will have to be positive for the cycle to end. This text phenomenon, as well as the analytical method dealing with its signals, has been described as "multilayering" (Hoey, 1983:82). The diagram of macropatterns can now be developed and extended to incorporate multilayering as an optional set of moves within a more complex 'Response' section, before exemplification from 'Forum' articles. To briefly exemplify the optional element in the patterns, within the final right-hand column, the 'Hypothetical' will be followed by the 'Real', a claim which can be affirmed and thus given immediate positive evaluation, or which can be followed by a 'denial', a negative evaluation which requires 'correction' (brackets= optional).

DIAGRAM 3.10.: CLAUSE RELATIONAL MACROPATTERNS EXTENDED.



Multilayering will now be exemplified using extracts from the TEFL methods article by de Lopez which Tirkkonen-Conduit (1986) has termed a 'Problem-Solution minitext', present under the section heading, 'How

to select a dictionary'. The first of two 'minitexts' is found in a paragraph (sentences 93 to 98) describing 'the thesaurus' and in the succeeding paragraph on 'the bilingual dictionary' (sentences 99 and 100). The 'multilayering pattern' (Hoey, 1983: 127) is presented below with sentence 37, describing 'the monolingual dictionary'.

TEXT	PATTERN
'Another type of book...the thesaurus'	SITUATION
'...sometimes confused with the dictionary'	PROBLEM
'To prevent this the teacher should point out...'	SOLUTION
'...is simply a book containing synonyms...'	NEGATIVE EVALUATION
'...is useful for some purposes...'	POSITIVE EVALUATION
'...certainly cannot replace a dictionary.'	NEGATIVE EVALUATION

'Another book...the bilingual dictionary...'	SITUATION
'Like the thesaurus...'	MATCHING COMPARISON
'a useful tool...under the right circumstances'	POSITIVE EVALUATION
'however..it frequently acts as a hindrance'	PROBLEM/NEG.EVALUATION

'a monolingual dictionary...'	SITUATION
'...contains a great deal of information...'	POSITIVE EVALUATION

These examples from Text A3 illustrate the recursiveness of the basic macropattern 'Situation-Problem-Response-Evaluation' with signals of negative evaluation, in contrast to the positive evaluation which ends the cycle. As each 'response' has led to a separate 'problem' Hoey (1983:83) has termed it "chained multilayering".

Tirkkonen-Condit (1986:98) has focussed upon the same discourse phenomenon in argumentative texts in her adoption of Krummer's (1972) description of assumed reader 'hypothesis', contrasted with writer 'thesis' at the core of the 'problem' section. In her analysis of a single, lengthy text she revealed a composite of a series of recurrent Problem-Solution patterns which she termed 'minitexts'. She claimed (Tirkkonen-Condit, 1986:99) that "when the text proceeds from one minitext to another, the problem becomes more specific and concrete."

Both Hoey's (1983) data and the Forum articles are considerably

shorter than the data analyzed by Tirkkonen-Condit. There is thus less space for developing more specific and concrete analyses of the problem. However, it is assumed that where a series of 'minitexts' are in evidence within the TEFL methods articles (e.g., Text 1, paragraphs 1,2,3, Lewitt; Text 2, first four paragraphs, Sionis) then there will be a tendency to move away from the abstract and general theoretical justification to the more specific and concrete teaching/learning topic. Nor should the 'minitexts' be seen as restricted entirely to the analytical clause-relation of 'Problem-Solution', i.e., built exclusively around a 'thesis' or 'antithesis'. While each minitext will contain an introductory description or exposition of the background ('situation'), which is purely informative, where the reader may be expected to challenge the writer into stating explicitly the 'reasons for writing' this may introduce a 'Question-Answer' minitext (e.g., Drivas, above) or a 'Gap-in-Knowledge' (e.g., Affagnon, 1990, Text 7, first quotation and paragraph) or a separate 'Goal-Achievement' minitext. (e.g., Text 12, Haggan, the final section headed 'Finding Sources'). Thus the minitext concept is a useful tool for analysing Forum articles.

For Winter (1986) the elements of discourse at the higher level are not so much 'Problem-Solution', but 'Situation-Evaluation', which he describes as 'know' information, i.e., the contextual framework of facts, theory or background; and the 'think' information, i.e., the observation and commentary. These are defined as: as: '1. What the situation is.... 2.What the writer thinks about it.' However, Hoey (1985:8) argues that both should be seen as pertaining to the canonical 'S-P-R-E' pattern as it is the evaluation of the situation which highlights the aspect(s) requiring a response.

Despite their differences in defining the macro-clause relation patterns both Winter (1977,1982,1986) and Hoey (1979,1983,1986) see them as synthesising and organising the clause-relational levels to form global text messages. It is this integration of levels of relations which will be described in the following section. This interweaving into a web of text relations has led Hoey (1984) to compare the functioning within text with that of organic hierarchies, including the human body and the combustion engine. While readers will normally recognise the relationships of the various components as they process at micro and macro levels, the full hierarchical nature of text, and the way in which components fit into these hierarchies, may only be recognised retrospectively. Neither Winter nor Hoey distinguish between the semantic and functional meanings of language; the various types of clause-relations would appear to subsume the difference, although the types of macropatterning linked to genre are functional analytical features.

3.7.5.3. LINKING THE TWO METAPHORS IN WRITTEN MONOLOGUE.

It would appear that the view of text organisation as dialogue is in conflict with the suggestion of webs of hierarchic macropatterns. The latter view of text organisation as a web is decidedly non-linear, in contrast to the 'text-as dialogue' concept. Hoey (1983:177) argues that "the two views reflect to some extent the perspectives of writer and reader." Thus, although a text might often be written in a non-linear way, a reader will approach a text in a linear fashion until signals of a non-linear pattern are recognised. Therefore at one level a text can be seen as a web relating to macropatterns,

writer or reader based; the hierarchical nature is apparent at the level of writer organisation; at the level of interpretation of an initial reading the metaphor of a dialogue may well be appropriate. However Tirkkonen-Condit's (1986:96) has argued for integrating the global 'Problem-Solution' pattern together with a series of 'high level', broad, anticipated reader questions which she sees as applicable to all argumentative text. Thus one means of linking the approaches of reader and writer to written monologue, as well as the web and dialogue metaphors, would be the insertion of 'broad, high level questions' at text divisions hypothesised by clause relations.

The sequence would run as follows: after the introductory presentation of information, the question 'Why (are you telling me this)?'; after a statement of writer purpose, the question 'What are your grounds for this?'; after writer justification, the question 'How (would you go about this)?'; after writer recommendation, the practical steps, the question 'Does this work?', followed by positive writer evaluation. This may be illustrated by Text 19 by Ndoma. After the first paragraph ('Why?'); 'In order to attempt to solve the ...' (What are your grounds?); 'It consisted of a systematic attempt...' ('How?') 'Rather than...' (Does this work?); evaluation in final paragraph.

What is clear from Tirkkonen-Condit's work is that the relationship between dialogue and the text network is provided by text signals, including those at the basic clause-relational level, which indicate how the text is to be interpreted. The interplay of the two text levels will now be discussed.

3.7.6. LINKING BASIC CLAUSE RELATIONS AND MACRO PATTERNS.

It has already been shown that neither level of clause relational analysis exists in isolation; combinations of clause relations define the nature of discourse patterns, while the function and meaning of clause relations stem from their role within wider stretches of a discourse. Thus Hoey (1986:190) claims that

"Patterns of discourse are made up of clause relations in combination and do not have an existence separate from them."

It is this close interrelationship which has led to differences as to whether, for example the 'Hypothetical-Real' is a clause relation (Winter, 1982) or a wider pattern (Hoey, 1983), and illustrates that there is no sense of rank between the analytical levels. Hoey (1977) has also stressed that the elements of the wider macro-patterns are always optional. Thus the "mapping conditions" (Hoey, 1983:57) for both the basic clause-relations and the patterns are interwoven; the relations both describe a pattern and are the outcome of a pattern. However, no predictions can be made about the patterns; rather in common with morphology the relations provide useful generalisations regarding certain combinations which can account for existing patterns, although text exceptions will always occur. Patterns can be explained by the meaning readers obtain from the juxtaposition of statements. By way of illustration a text extract from Norman (1990, Text 15, Appendix 14) will illustrate the role of the crucial "mapping condition" 'instrument-achievement'. (Hoey, 1983:57) (The same extract from Norman is also included as Appendix 28 to exemplify Hoey's 'mapping conditions')

Text	Clause-relation
'prevent...just a couple of short sentences...'	Achievement
'required to write a certain number of words..'	Cause/Instrument
'..bring with it the problem of verbal garbage..'	Consequence (Neg)
'one way of overcoming the problem of...'	Achievement
'is to provide detailed information...'	Cause Instrument
'reduces this test to sentence-level production '	Consequence (Neg)
'Another method of ensuring parallelism... '	Achievement
'provide visual aids...tables, charts, diagrams '	Cause/Instrument
'the end product reads like a 'timetable'... '	Consequence (Neg)
'testing of writing skill can be greatly improved'	Achievement
'incorporate well-chosen extracts from literature'	Cause/Instrument
'...have the following advantages: 1. ... 12.'	Consequence(Pos)

Text 'multilayering' is thus an intricate interweaving at two levels: that of clause relations of 'cause-consequence' and, equally important, as a microcosm of the canonical 'SPRE' pattern. This is why judiciously selected extracts of relevant TEFL methods texts may play an important didactic role in fostering familiarity with the various text signalling devices, for Brazilian INSET-TEFL teachers. However Jordan (1984:38) provides ample evidence that where elements of the 'Problem-Solution' metapatterning are missing, readers supply them unconsciously, at the level of adjacent sentences, within paragraphs, or over shorter, complete texts, using their schemata as well as the signals at the basic level. This may create a further burden for EFL teachers whose command of English is often restricted.

3.7.7. LINKING THE PLANES OF DISCOURSE AND CLAUSE RELATIONS.

The autonomous plane is seen as basically semantic and it might be assumed that clause-relational interpretative categories described by Winter and Hoey would be located here. However, the linguistic signals pertaining to clause relations indicate intended writer action. A

signal (e.g., 'for example') signifies what is said as well as predicting writer action. Here both planes are intertwined and complementary. Interactive (i.e., pragmatic) value is assigned when the reader continues reading the evidence from the autonomous plane, specifically with "Vocabulary 3" items. It is thus the responsibility of the writer to work at two levels, one involving the development of the text the other aimed at easing reader understanding, both operating on both planes. There may thus be an argument for accepting predictive categories from the 'interactive plane' together with the wider clause- relations, which are both predictive and retrospective: for one sentence may not have a recognisable status until it is considered in the light of another. While they may be principally operating on the 'autonomous plane', they can also signal the individual writer's management of his discourse, creating predictive obligations or options with a retrospective role.

This latter discussion relates to certain reservations regarding the comprehensive nature of Winter's (1977;1986) categories, 'Vocabulary 1,2,3'. The detailed analysis carried out on the first article of the January, 1987 data, by Benson revealed a widespread occurrence of both predictive and retrospectively pointing text signals which require more detailed treatment than that afforded by Winter's description. The first were a set of retrospective anaphoric nominals. The following examples from the Benson article will illustrate:

'From a consideration of all these points...' (p.3 'points') 'The failure to pay attention to the entirety of the model...' (p.4 'model') 'As we have seen the viewpoint has a determining effect on the construction of the model.' (p.4 'viewpoint') 'At the other end of the continuum...' (p.5 'continuum') '... are usually of this type.' (p.5 'type') 'In such courses...' (p.5 'courses') 'This article has looked at...' (p.6 'article')

The second (more common, with 38 examples) were Tadros' predictives:

'This calls for three more steps...' (p.4 'three more steps') 'Is my organisation...?' (p.5 -question) 'They have the general profile outlined by Freudenstein (1981): ' (p.5) 'Let us try to apply...' (p.6) 'The question to ask is...' (p.5)

3.7.8. CONCLUSIONS REGARDING CLAUSE-RELATIONS.

Despite the complexity of this description of clause relations, as a means of approaching the analysis of written monologue it has much to recommend it. It is flexible enough to account for the intrinsic dialogic and web-like characteristics of text; on the other hand it has a certain degree of predictive power, in that it can account for generic variations in wider discourse macropatterns; it operates at mutually compatible analytical and explanatory levels; it subsumes the differences between semantic and functional meanings of language; it incorporates a knowledge of lexical and syntactic rules and description of a more traditional mould, which ought to appeal to the target population of Brazilian teachers carefully trained in grammatical and lexical analysis. However, this knowledge and analysis is applied in efforts to reveal wider discourse organisation which ought to appeal to the same teachers given the novelty of the approach. Finally the clause relational approach appears capable of incorporating the categories of scholars whose analyses are based on alternative descriptions (e.g., Tadros, Francis, Swales). The exemplification at various levels from TEFL methods text above suggests that there is a match between the approach and the source text. This is why an analysis involving 19 Forum articles will ~~be made~~ be made in the next chapter using the macropatterns provided by Winter and Hoey, as the core perspective. However, a note of caution would not perhaps be amiss; although Hoey and Winter (1986) claim that clause-relations represent the cognitive manner in which discourse is written and understood, Edge (1986:158) suggests, convincingly, that

"a clause relation is a semantic relationship interpreted by the analyst from textual evidence so as to represent a linguistic consensus and thus explain how lexical, grammatical and intonational choices are made in the creative and interpretative processing of discourse." A clause relation is thus an analytical tool for explaining semantic links; whether it is part of the cognitive processing of text by readers is a major thesis focus, the core of investigations of subsequent chapters.

3.8. AN OVERVIEW OF DESCRIPTIONS AND ANALYSES OF GENRE.

3.8.I. INTRODUCTION.

The purpose of this section is to determine whether previous research on genre is able to provide criteria or descriptive frameworks for comparing a set of TEFL methods articles taken from 'English Teaching Forum'. These articles are by definition professionally 'grouped' in terms of writer purpose, general topics and audience, or so it will be assumed until subsequent analysis. It is not, therefore, necessary to define what is an imprecise term ('genre') nor to determine any watertight generic parameters for what are clearly a set of overtly ~~at~~festable communicative events of a discourse community with an apparent "broadly agreed set of common public goals". (Swales, 1990~~24~~) However, systemic studies of genre (following Halliday, 1985) and ESP 'genre analysis' (following Swales, 1981) may provide a insights and a starting point for the integrated view of interaction sought after for the analyses of 'Forum' articles in the next chapter.

3.8.2. THE CONCEPT OF GENRE WITHIN RECENT SYSTEMIC RESEARCH.

In his more recent publications Halliday has been at pains to redefine the contextual or situational variables of 'Field', 'Tenor' and 'Mode' more clearly within his perception of language as a social sign system (i.e., rather than a cognitive or psychological apparatus). They are now seen as three conceptual categories rather than types of language use, as variables acting collectively, determining text aspects, and as systematically linked to the semantics in that they are expressed in text by the three metafunctions:

"SITUATION:	TEXT:
Feature of the context (realised by)	Functional component of semantic system
Field of discourse (what is going on)	Ideational meanings (transitivity, naming, etc.)
Tenor of discourse (who are taking part)	Interpersonal meanings (mood, modality, person, etc.)
Mode of discourse (role assigned to language)	Textual meanings (theme, information, cohesive relations)"

(Halliday and Hasan, 1985:26)

Systemic studies have in this way moved away from the focus on restricted language (i.e., 'register'), to analyses of discourse according to writer purpose. For scholars (Christie, 1987; Miller, 1984; Martin, 1985) the role of social purpose is crucial and the view of context as multi-dimensionally variable has proved a flexible heuristic instrument for analysing how text-creating contexts may embrace both elements in common, as well as variations (Martin, 1985:19). Genre, within this view, refers to a semiotic level where analysts attempt to capture how things are accomplished. This view of genre is evident in the following definition (Kress 1987:36):

" Genre is the term which describes that aspect of the form of texts which is due to the effect of their production in characterised social occasions. The social occasions are characterised by specific sets of participants with specific social relations and purposes vis-a-vis each other and towards

the occasion, by particular institutional settings and locations and by characteristic practices."

Kress' definition, in turn, matches Martin's (1985:25) description of genre as a "staged, goal-oriented, purposeful activity in which speakers engage as members of our culture". By narrowly defining a genre as the form of texts related to specific sets of participants with certain inter-relationships and characteristic actions in defined institutional settings it is seen as having prescriptive power, where the mutually understood goals generate some form of conventional text patterning. It has thus been claimed that an analysis of a genre may be able to define the organisation, presentation and language appropriate for the actions (i.e., tasks or purposes) which distinguish it from alternative types of text, and explain how specific participants accomplish objectives in particular settings and in culturally limited manners. The degree, as well as role, of verbal communication will vary according to the characteristics of the activity, from being peripheral (e.g., participation in a team sport) to essential (a TEFL methods article). When actions are frequently repeated the resultant texts are then thought of as characteristic. These, in turn, become genre characteristics rather than features related to the action. Genres are then identified by their patterns, including high lexical density of collocational strings found in authentic text (Sinclair, 1990). However, as was stressed above, the identification and definition of particular genres stem from the goal of the activity, rather than the semantic patterning or syntactic form, for, as Miller (1984:153) argues, genres represent action, in which the motives of the participants will be crucial for classification.

According to Hasan (1985:108-9) genres have "genre-specific semantic

potential" (or GSP). This is related to the stages involved in the realisation of a genre and incorporates information regarding which (obligatory) elements must occur, which (optional) elements might occur, and where (sequence) they can or must occur. Thus texts belonging to the same genre may vary in their organisation and content but will have a possible realisation of this 'meaning potential' in common. In TEFL methods articles, for example, responses and 'suggestions' may well consist of 'activities' which will be evaluated, in part, according to their positive effect upon the language learners. It will be assumed at this stage of the thesis that for a text to be acceptable as part of a TEFL methods article genre it will need to address itself to a 'field' or topic related to language learning; it will need to address an audience of language teachers and it will need to include suggestions for the improvement of the lot of the language teacher.

However, there are difficulties involved in the utilisation of these prescriptive guidelines for a generic structure. A first difficulty relates to the initial decision regarding the assignment of a particular text to a specific genre. A more serious difficulty relates to decisions as to what constitutes the elements in a 'meaning potential' or 'GSP'. It would not seem easy to decide, for example, which topics or which expressions relating to concepts can be considered as specific to TEFL. Genres may therefore be more profitably considered as flexible, 'schemata' (schema theory will be described in detail in chapter six, following) which provide certain information regarding both the organisation of rhetorical patterning as well as the related linguistic elements appropriate to specific tasks in turn linked to particular goals. Each genre may be said to

code particular relationships among sets of participants, but genres will only exist in so far as these same participants establish, recognise and name the genre and continue to do so.

To summarise the discussion on genre in systemics thus far: they are seen as existing at the level of a narrowly defined social or professional event. They are viewed as subject specific, with precise communicative acts which, in turn, entail specialised register items. In other words, while a genre defines a preselected set of choices, a register provides something to choose from.

The matching of the triad of language functions (Halliday, 1970; 1985) with the three register elements as a platform for analysis aimed at narrowing down linguistic choices in genres is inherently appealing in its neatness; however, the problems of assigning variables are many. The crucial, analytically sound insight provided by the systemic descriptions of the semiotic 'genre' is their starting points, which are: that text is purposefully-driven or goal-oriented; that producers and consumers should be defined and that this overall function is the essential ingredient bringing these participants together.

Thus an initial review of the TEFL articles data must be undertaken to establish whether writers' purposes can be narrowed down to a single communicative goal characteristic of the genre. If there is a goal and this can be linked to some form of TEFL macropattern it may be possible to show the target teacher population the difference, in terms of writer goal, between the TEFL article genre and those present in the reading passages and exercises of the TEFL coursebooks these same teachers use in their classrooms. Consequently, it is hoped that

the importance of identifying the writer's purpose, when exploiting coursebook comprehension passages, and the veracity of the view that those who operate within a genre need to be aware of that genre may be made transparent for the teachers concerned. Returning to more immediate concerns, a priority for the analysis of the TEFL articles will be to investigate whether the writers and readers involved can be specified and whether the institutional settings can be defined.

However, there is variation in the level of abstraction within systemic studies, because the notion of genre may be applied to 'minimal genres' or to a wider class of speech event (cf.. Hymes, 1964:441). Thus at the level of the repeated rhetorical patterns genres are identified at the relatively wide, cross-disciplinary level of expository prose (Martin, 1985). There are, for example, many 'Letters to the Editor' which follow the macropattern of 'Claim-Denial', proposed by Hoey (3.5.5.2. above). This is not to say, on the other hand, that the macropattern is used exclusively in these letters, nor does it preclude the fact that many 'Letters to the Editor' include alternative wider genre patterns such as 'Description' and 'Explanation', or that focus can be specifically on the letters as a genre in terms of, for instance, the roles of addresser and addressee. The wider rhetorical macropatterns have been denominated 'factual writing genres' by Martin who sees them as connotative semiotic levels which are predictive of the combinations and choices from Halliday's three variables (Martin, 1985:200). Martin (1985:15) includes the following in this category:

"	Procedure	'how something is done'
	Description	'what some particular thing is like'
	Report	'what an entire class of things is like'
	Explanation	'a reason why a judgement has been made'
	Exposition	'arguments why a thesis has been proposed' "

Exposition can be further sub-divided into 'Hortatory' (i.e., 'persuades to') evidenced in editorials, letters to the editor, sermons, and debates; and the 'Analytic' (i.e., 'persuades that') of lectures, academic papers, etc. These marked variations in the level of abstraction at which genres are defined have resulted from differences in emphasis of the scholars involved. There are those whose concern is to account for indications of the rhetorical purpose of written monologue, the immediate aim of participants involved; there are those whose concern is to account for indications of the rhetorical purpose of written monologue, the immediate aim of this stage of the present thesis; and there are those whose interest is the pragmatic acts within a speech event. This should not, however, be seen as a straightforward distinction between the discourses of writing and speech, nor as a distinction between 'complex' and 'minimal' genres. Rather it should, again, be seen as a question of focus. Thus, while the concern of this thesis is to establish common rhetorical organisation of a group of Forum articles (e.g., the 'Question-Answer pattern), at another level, an examination of how the Forum authors' choice of writer role results in certain pragmatic acts vis-a-vis an assumed audience of readers (e.g., in Forum articles, the roles of superior academic, fellow teacher, teacher-trainer, or fellow language student), will also be made.

Martin's suggestion of wider writing genres is of interest if the dominant macro speech act of the canonical TEFL methods article proves to be persuasion (i.e., Martin's 'hortatory'), rather than description (i.e., Martin's 'analytic'). In factual writing this would typically have the rhetorical pattern: "reason for writing; thesis; examples; reasons why" (Martin, 1985:21). Clearly the characteristics of the

TEFL articles will be better understood as part of hortatory rather than analytical, as, first and foremost, features of debates aimed at persuading their specific audience of the acceptability of their suggestions. The hurdle the authors then face is to provide a background of accepted TEFL wisdom in order to present original suggestions about the practice of teaching to an audience of peers in such a way that both thinking and behaviour will be subsequently altered. Thus the hortatory pattern of the articles may well reflect a tension between this presentation of practice and justifications.

If genre is to be viewed at the level where motives are identifiable as standardised purpose in contexts recognised as recurring, then a review of what has been considered conventional in rhetoric might provide information on possible constraints of both a formal and organisational nature. The 'Hortatory' macropattern would also appear compatible with the wider analytical clause-relational patterns of discourse suggested by Winter and Hoey (3.5.5.2.). However, wider definitions of text organisation and presentation of argument will require more detailed analyses, the aim of the following chapter; only then will it be possible to demonstrate whether or not this organisation and presentation of argument distinguishes TEFL methods articles from alternative prose. 'Hortatory' rhetorical patterning has elements in common with the 'genre analysis' research carried out within E.S.P., the topic of the following section.

3.8.3. ENGLISH FOR SPECIFIC PURPOSES 'GENRE ANALYSIS'.

3.8.3.1. INTRODUCTION.

Over the past decade genre analysis research has also been carried out aimed at improving the reading and writing abilities of ESP students. Swales (1981:10) provides the following rationale and justification for this 'genre analysis' of research articles and other text:

"The importance I attach to the attribution of genre-specificity derives from my belief that it is only with genres that viable correlations between cognitive, rhetorical and linguistic features can be established, for it is only with genres that language is sufficiently conventionalised and the range of communicative purpose sufficiently narrow for us to hope to establish pedagogically-employable generalisations that will capture relationships between function and form."

Since then Swales (1986:5) has defined real-life genres:

- " a) A genre is a recognised communicative event with a shared public purpose and with aims mutually understood by the participants within that event.
- b) A genre is, within variable degrees of freedom, a structured and standardised event with constraints on allowable contributions in terms of their positioning, form and intent."

Swales' (1990a:45-88) more recent "working definition of genre" sees communicative purposes as constituting the rationale for genre; the rationale, in turn, shapes the schematic organisation (cf.. Dudley-Evans, 1987:1, 'typified'; 'recognised') and operates to keep the scope of the genre narrowly defined, imposing constraints on allowable contributions in terms of rhetorical and linguistic choices. A significant refinement of the original (1986) definition is that "instances of genre vary in their prototypicality (and) patterns of similarity." (Swales, 1990a:49) (my addition in brackets) Thus the terms used by members of a profession who operate within a genre may prove to be the most useful and reasonable method of classifying a genre. Among authors of TEFL methods texts in 'English Teaching

Forum', for instance, they may specify the section of a text by the use of headings, may use cohesive items such as 'objectives' or 'activity' cataphorically or anaphorically. Certain types of communicative behaviour appear to have conventional forms because their situations tend to be repeated at regular intervals with similar constraints, which enable the participants to respond from precedent in what are felt to be appropriate ways.

ESP genre analysis has therefore been based upon certain assumptions: that those who use a genre will recognise characteristic features of communication; that genres can be broken down into a number of sub-genres, and that analyses of them be used as classificatory systems to isolate the essential distinctions between different genres and various sub-genres. As the initial quotation from Swales (1981:10) above makes clear, the aim of E.S.P. genre analysis has been pedagogical. Thus the analyses may be considered as flexible prescriptive systems designed to provide information regarding the organisation of rhetorical patterning, as well as possible linguistic items appropriate to specific communicative tasks (and in this way incorporating both levels of genre described in the previous section). Genre analysis can therefore be contrasted with register studies which are descriptive in nature.

The interest for these E.S.P. researchers is to establish links between the patterns or procedures of a text and the communicative events which are specific to that genre and in so doing engage readers in the right task rather than the right text. It is also assumed, therefore, that an awareness of genres in readers will be related not to a recognition of certain formal patterns, but of relating both the

formal and content coherence to purpose(s) and professional needs.

3.8.3.2. SWALES' ANALYSIS OF RESEARCH ARTICLE INTRODUCTIONS.

ESP 'genre analysis' was aimed initially at scientific research articles. These articles have always been seen as following a well-established conventional pattern, namely the four sections of 'Introduction-Method-Results-Discussion'. Superficially this pattern would appear to have much in common with the 'S-P-R-E' macro organisation as well as Martin's 'Hortatory' arrangement described in the previous thesis section. The four-part discourse organisation has been advocated as a model for describing scientific research. (e.g., Meredith, 1966; Austin, 1985) These publications have stressed the internal structure of the four sections but have rarely analyzed the format as more than conventional practice, in contrast to the E.S.P genre analytical work, aimed at demonstrating that patterns in discourse link together to achieve writer goals, in the case of the academic article, the acceptance of both the research procedures and findings.

The pioneering seminal work in ESP genre analysis is by Swales (1981) and is widely documented. He selected 48 introductions to journal articles, from various research fields, all of which included some reference to previous research. He proposed a structure consisting of a series of four writer moves, an analogy with a strategic game, frequently overlapping, but normally occurring in a predictable order within article introductions, aimed at persuading the readers/audience, by a progressive sequence of ideas, of the acceptability of the writer's position. It is this communicative goal

which makes sense of this progression (cf. Myers, 1985:223).

Each of the four moves (which Swales proposes as 'Establishing the field', 'Summarising Previous Research', 'Preparing for Present Research' and 'Introducing the Present Research') represents a stage in the writer's persuasive argument. Thus, the first move will not only define the scope of the argument but also the attempt to argue for the centrality and importance of the topic; the second aims at providing a respectable research setting for the third move; this in turn justifies the research by either presenting the difficulty, or raising questions, or indicating a gap; the final move describes a means to complete the fill the need or provide a response to the difficulty identified in the third move. The moves are therefore predicted by the writer's requirement to persuade, rather than adherence to a conventional descriptive format.

3.8.3.3. CRITICISM AND REDEFINITION OF SWALES' (1981) MODEL.

Since this first effort by Swales into hitherto unknown territory, his suggestions have been matched with alternative data by other scholars. Cooper's (1985) findings, for example, suggested that moves 2 and 3 might well be considered optional and that the move sequence 1234 is one of several options. However her data was taken from the introductions of articles from the field of electronics (engineering) which is lacking in tradition of written scientific papers and where research is more often 'thing' oriented, rather than building upon previous research; this may account for these differences. The differences may also reflect the inherent restrictiveness of Swales' criterion for the selection of his corpus, namely that it should

include some reference to previous research.

In research using wider data taken from the introduction of articles in the field of social sciences, thus compatible with Swales' data, Crookes (1986:63) found that his text source deviated substantially from Swales' four move pattern and therefore felt justified to call into question such a system's descriptive adequacy. He further argued (Crookes, 1986:64) that a revised model was needed to define concisely the onset of blocks of discourse, by specific signals, and to abandon any attempt to specify either the number or sequence of moves, claiming that Swales terms were brief and his explanation too vague. Cooper also raised methodological objections, stressing that unreliability of a single individual's analysis.

More recently Swales (1990a:141; Swales and Najjar, 1987) has provided for optional and cyclical characteristics and wider definition in accord with wider data matching. In addition, adaptations of the moves have been successfully matched with data from dissertations (Dudley-Evans, 1986), telexes (Zak, 1986), in the results sections of academic articles, (Adams-Smith, 1987 ; Peng, 1987 ; Hopkins and Dudley-Evans 1988; Huckin., 1987; Dudley-Evans, 1989:74) each illustrating characteristic cycles of moves. Hopkins (1985) suggests that introduction and conclusion sections are analogous but are in reverse order, in that the former begin with outside considerations (generalisations) and switch to the particular (inside), while the latter move from considerations of the particular (inside) to generalise regarding the outside.

This matches the arguments of both Hill et. al. (1982) and Malcolm (1987) that the switches from the general to the particular in the

introductory sections of research articles, followed by switches from the particular to the general in the final 'Discussion' sections, mirror the presentation of information found in many other genres. Swales (1990a:137) cites various research pointing to the predominance of generalisations presented in the present tense at the 'Introduction' (active and perfect) and 'Discussion' (present active) sections, both with a high instance of first person authorial comment. In contrast, the reference to more specific aspects were presented in the past tense in the 'Methods' (passive) and 'Results' (active) sections, with an almost total absence of the first person authorial comments. These findings will be checked against the presentation of information in terms of tense and person in the TEFL articles.

It is clear, then, from these complementary findings, that one convention of research articles in journals is to contextualise the contents within the continuum of knowledge within the field and how they combine with and are relevant to that developing knowledge. Jacoby (1987:34) has suggested that the researcher/authors move simultaneously in two roles/worlds: that of claiming originality of their own research, a prerequisite for publication, as well as that of an objective evaluator of previous work in the same field. Evaluation and claim will vary along a cline in attitude as to the usefulness of previous research. She has also stressed the importance of signals of writer detachment from propositions within the 'Hypothetical-Real' and 'Problem-Response' patterns proposed by Winter (1986). However, as the analysis of Forum articles, according to Tadros' categories, showed (3.4.4., above) neither writer detachment nor the 'Hypothetical-Real' pattern are used as writer tactics by Forum authors, presumably due to reader-writer role relations.

To summarise, what all the ESP genre studies confirm is the overall purpose of the 'Introduction' and 'Results' sections, namely, to persuade their respective communities of peers of the value of the research under discussion. This illustrates the communicative function in common with the TEFL articles and that is why genre analysis is of relevance to the present thesis.

3.8.3.4. INSIGHTS FOR TEFL ARTICLES FROM 'GENRE ANALYSIS'.

Swales' models do not account for the organisation of units of meaning in any detailed way; at one level they state no more than the obvious, that there are preferred orders of presentation of information in the research article. However, the concept of writer moves proposed by Swales appeals as a mode of investigation into written monologue as it may help to avoid analytical approaches which divide the text data into sections and then proceed to analyze those sections as product. Swales' format encourages the analyst to attempt to identify writer moves (both obligatory and optional) made in the process of building up a discourse rhetoric and argument. This relates to its other appealing factor, for writer moves may clearly be integrated within a wider plan or discourse pattern. Swales (1981:85) rejects the 'Problem-Solution' pattern as being too broad a metaphor and thus capable of illuminating only part of discourse reality. However, since that time a number of more delicate variations have been described, which are seen to mirror wider discourse organisation, falling between the basic 'Situation-Evaluation' analytical categories proposed by Winter (1986) (e.g., the 'Question-Answer' pattern in article A3, de Lopez, and those presented above (3.4.6.)).

An interesting finding, related to the possibility of integrating 'writer moves' and wider clause-relational patterns, was made by Adams-Smith (1987). She compared the original research articles on science, published in journals, and therefore similar to Swales' original 1981 sources, with derived versions published in less specialised magazines (e.g., 'New Scientist') as well as newspapers, using a pattern of discourse organisation based on Swales' (1981) moves. She found that the former were largely concerned with gaps in knowledge or unanswered research questions; the derived versions maintained a similar discourse organisation but adopted a more obvious 'Situation-Problem-Solution-Evaluation' pattern which included explicit markers of problem in the initial stages of the articles.

Although 'Forum' is clearly a specialised journal, the analysis carried out using Tadros' categories illustrated a lack, not only of discussion of research questions, but also writer detachment and reference to other writers. The audience of non-academic, non-specialist secondary school teachers may explain the tendency to adopt more obvious c/r macropatterns and more explicit markers of negative evaluation, and thus support the argument for integrating the concept of writer moves with the wider patterns based on those hypothesised by Winter and Hoey. The moves may help in the identification of key features of the series of stages related to the overall communicative goals, as suggested by Ventola (1984). This would also help to end the parallel disparity between genre analysis, in its concern to highlight the differences between genre types, and c/r analyses of written monologue, where the concern is to determine which patterns texts may have in common. By viewing written monologue

as a series of moves the teachers involved may be encouraged to analyse the reading passages of their coursebooks at the level of wider global organisation, rather than view written English as linguistic exemplification to be tackled at the level of detailed comprehension, i.e., word-level reading strategies.

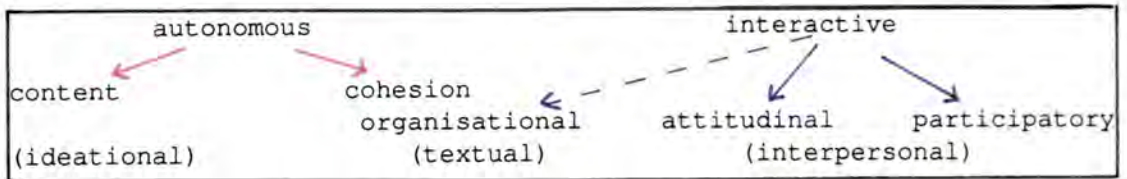
Many of the writer moves included within the summary of the characteristics presented by Dudley-Evans (1989:74) will rarely, if ever, be found in a TEFL methods article. Thus 'Statement of Result'; '(Un)expected Outcome'; 'Explanation for Surprising Result'; 'Deduction' and 'Hypothesis', and their respective specifications will not be of relevance to TEFL data. On the other hand moves of 'Background Information'; 'Comparison with other results'; 'Explanation'; 'Recommendation'; 'Assertion'; 'Exemplification' and 'Justification' may well be found throughout the TEFL data. If these can be defined within a limited number of writer moves, it might also be possible to show how they link to form coherent discourse. The formal and content regularities ("register") may then be correlated with the internal logic of the moves.

This does not imply that Swales' specific structuring and sequencing of four moves for the introductory and concluding sections must be taken on board in their entirety. Swales (1990a:141) has noted the reservations regarding his 1981 model voiced by Crookes (1986) and Jacoby (1987), among others and provided optional elements at each stage. In this thesis the notion of writer moves can be brought in as a flexible, prescriptive means of identifying sections of the organisation of writer argument within wider rhetorical patterning. The discussion will continue with the overall conclusions of this

chapter and attempt to provide an interactive view for the analysis of written monologue in TEFL methods articles, incorporating elements from the notion of planes of discourse, from the categories of predictive and anaphoric signalling, from clause-relational descriptions, and from analyses of genre.

3.9. CONCLUSIONS: AN INTEGRATED VIEW OF INTERACTION.

Francis' (1986:36) extended view of the planes of discourse, coupled with Halliday's functions, despite the theoretical objections, provides a useful starting point for the analysis of Forum articles:



The interest in this thesis is the interactive nature of written monologue. The discussion above (3.3.5.) illustrated the important linking role of writer organisation and management and the reiteration of established knowledge, reflecting writer attitude. The analyses of Forum articles (3.4.4.) indicated that Tadros' (1985) predictive categories of 'enumeration' and 'advance labelling' play substantial roles in writer organisation at various levels. However, there was an almost total absence of the 'Hypothetical-Real' and 'Claim-Denial' relations and little evidence of alternative manifestations of Tadros' notion of writer detachment, mirroring writer attitudes; in contrast the proposed 'Supporting Reference' category is a common part of writer justification. Similarly the instances of Francis' (1986) categories of 'anaphoric noun', also fulfilling an attitudinal function, were insignificant in the Forum articles; rather most anaphorically signalling nouns and nominal phrases provided

information regarding writer management.

Both prospective and retrospective markers are found within Winter's (1977) wider category of 'Vocabulary 3', at the overlapping area of the two planes of discourse, illustrating the multidirectional nature of signalling in written monologue. This signalling has been shown to link up with the basic c/r patterns of 'matching' and 'logical sequence' in the articles; these patterns, in turn, have been identified within wider 'multi-layering' and within a series of 'minitexts' in the same articles. Thus both predictive and anaphoric signalling can be subsumed within clause relations. In addition, the presentation of information by means of 'matching', 'logical sequence' and 'multi-layering' have been shown to form part of the c/r macropatterns described above. (3.5.6.) It should therefore be possible to integrate these elements into the c/r analytical metaphor of web together with a series of 'broad, higher level' questions, part of the alternative dialogue metaphor, in describing the writer organisation of information in Forum articles. As Edge (1986) used c/r patterning to describe a selection of TEFL articles, his (1989) guidelines will be used at the early stages of analyses using Forum.

However, the analytical starting point, suggested by systemic approaches to genre, will be to identify the persuasive, purposeful nature of the articles. It is assumed that writer arguments will include the use of factual tone, stress the 'workability' of suggestions, using the language of claim, assertion, and possibility. Martin's (1985) 'Hortatory' rhetorical structure is felt to provide a potential match with Forum articles, in reflecting the conflict between describing practical suggestions, on the one hand, and the

need to establish both 'common ground' with the readers, as well as provide a degree of respectable academic justification for the same suggestions, on the other. A revised version of this 'Hortatory' structure is also felt to integrate with wider c/r macropatterning:

Martin's 'Hortatory' pattern	Hoey's analytical c/r macropatterns
Reasons for Writing	Situation; Problem/Question/Goal etc.
Thesis	Response/Answer/Achievement
Exemplification	Practical Justification
	Evaluation
Reasons Why	Theoretical Justification

Similarly Swales' notion of 'writer moves' would seem to complement the wider c/r patterns and persuade the teachers to view text sections not as linguistic output, but as writer attempts to reconcile the content message with the need to interact with two types of audience. A multifaceted interactive approach would complement previous analyses of argumentative discourse (Krummer, 1972; Tirkkonen-Condit, 1985; Connor, 1986) and answer Kaplan's (1987:19) call for simultaneous consideration of several dimensions of discourse organisation. The approach ought not only illustrate the purposeful use of syntactic and lexical choices in signalling the c/r patterns, but also demonstrate how the formal and content regularities correlate with the internal logic characteristic of generic macro organisation. The integration is also intended to provide "a simplified operational representation of reality" (Enkvist, 1987:27), 'simplified' in the sense of reproducing a selection of relevant elements; it may also prove to be operational by highlighting organisational elements which would otherwise be embedded in the entire written monologue and therefore not be perceived without difficulty.

However, before setting out on the detailed textual analysis, it will be necessary to establish the pedigree of the 'genre' according to the parameters described by systemic scholars and 'genre analysis'.

Dudley-Evans (1989:72) has provided the following set of objectives for the analysis of written monologue by scholars involved in ESP:

- " (i) group together certain texts that have important similarities in terms of rhetorical purpose, form and audience
- (ii) show how these texts are distinct from other texts; how they differ between themselves and how they differ from other texts
- (iii) provide information about the rhetorical structure and linguistic form of different types of text that is of pedagogic value."

His first objective will be the starting point of the next chapter; the series of analyses and discussion throughout chapter three brought together a number of elements within an integrated, interactive view of written monologue. These elements are felt to reflect the reality within sampled TEFL methods articles and are thus directly related to Dudley-Evans' second point. The aim of chapter four, therefore, is to provide more detailed analyses of the hypothesised 'genre' of TEFL methods, from Forum. In this way it may be possible to isolate both stereotypical analytical genre macropatterns as well as obligatory and optional generic writer moves in operation. The potential pedagogic value of the analyses is one of the topics of the final chapter.

CHAPTER FOUR: ANALYSES OF FORUM ARTICLES SAMPLE.

4.1. INTRODUCTION AND CHAPTER AIMS.

The overall aim of chapter four, is to match the elements discussed in chapter 3 with a wider selection of Forum articles. In this way it may be possible to isolate both stereotypical analytical genre macropatterns and obligatory and optional generic writer moves, the elements of the 'generic structure potential' (Hasan, 1985:79). Initially an attempt will be made to determine whether the TEFL methods articles can be considered a genre of communicative events. This involves defining the discourse community of writer/producers and reader/consumers, and isolating a common goal.

Secondly, the patterns which Edge (1986;1989) claimed as mirroring analytical, canonical 'Problem-Solution' ('S-P-R-E') macro relations within his TEFL methods source text may be used as a starting point from which to match the 'Forum' articles. It is felt (following Swales 1981:85) that Edge's use of the analytical relations of 'S-P-R-E' may prove to be too broad a metaphor to distinguish the writer macropatterns chosen in the Forum articles. Thus additional variations, including 'Question-Answer', 'Goal-Means', and 'Gap-in-Knowledge-Explanation', (described in 3.7.5.2.) may prove a more subtle means of describing the Forum writers discourse organisation of the writers involved. Edge's work represents a major breakthrough, on the other hand, as it the only available analysis of TEFL methods articles. This second analysis will include discussion of changes in the sequencing, location and modifications to the categories due to the differences between Edge's (1986) TEFL articles and those from

'Forum'. This section of the chapter will first offer an overview of the macro organisation of the Forum articles, followed by exemplification of each macro section.

The Forum writers' written monologue is seen as differing from that of the TEFL articles analyzed by Edge (1986a) in a number of ways. One difference is evident in the larger number of lengthier 'justification' sections; these are made up of a series of 'writer moves' (Swales, 1990a; Martin, 1985; Dudley-Evans, 1989) which reflect the writers' concerns to cater for their heterogeneous audience of Forum readers; certain tensions have been identified in the written monologue, because the writers not only try to provide pedagogic suggestions, but also attempt to demonstrate their academic respectability. These tensions will presumably work against the generic hortatory purpose of reader 'take up'; they are present in the writer move 'Reasons for Writing' which embraces the analytical clause-relations of both 'Situation' and 'Gap/Goal/Problem/ Question', and include lengthy 'justification', pitched at either (or each) of the two levels of principle and practice. It is expected that these will be expressed in a largely factual tone.

The third analytical clause relation of 'Explanation/ Means /Response /Answer' is expected to include the language of possibility and suggestion, at both a theoretical and teaching level. A third expectation, relating to 'Evaluation', is that it will include both practical justification ('workability') and theoretical justification, (including 'Supporting Reference' and 'Comparison with other Results') within c/r 'matching relations', using the language of claim and assertion in terms of the consequent improvement for language

learners. The inherent tension in the 'Forum' articles will presumably lead, in turn, to greater complexity and diversity in the sequencing both of the relations of the macropatterns and of the writer moves, than that evidenced in Edge's source text.

These complex 'justification' sections will also be examined for evidence of the clause-relational feature of 'multi-layering', in addition to Tirkkonen-Condit's (1986) category of 'minitext', both of which are seen as potential sources of discourse difficulty for the readers/teachers in mind. Among other discourse features considered as possible barriers to successful accessing of practical information in the TEFL methods articles are the writer moves of anticipating audience objections within the 'justification' sections, and the presentation of series of activities within 'discourse colonies'. Another analytical aim is to identify and describe these features.

Finally, an attempt will also be made to demonstrate how prospective and retrospective signalling (including Tadros' predictives of 'enumeration' and 'advance labelling', in addition to anaphorically referring nouns) link into micro clause-relational levels, and, in turn, integrate with wider writer organisation of written monologue. These signals may prove a means whereby readers can access the relevant information within the articles and may help them bypass those discourse features cited as potential causes of difficulty or misinterpretation. Thus Kaplan's (1987:19) maxim of simultaneously considering several dimensions of text structure will be followed.

4.2. DEFINING PURPOSES AND PARTICIPANTS.

4.2.1. THE SOURCE TEXTS.

Articles from the most recent edition of the "English Teaching Forum", namely, for January, 1990, were taken as source text. (henceforth Texts 1 to 19, reproduced as Appendices 29 to 46) The choice of 'Forum' was explained in the first thesis chapter. There are a total of nineteen articles; one is by the present author, which meant that the edition was available in several copies. It is felt that, for the present analytical requirements, "a corpus of this size lies somewhere between accidental exemplification and a justifiable basis from which to propose adequately supported generalisations." (Swales, 1981:9)

4.2.2. ASSUMED GLOBAL CHARACTERISTICS OF THE SELECTED TEXTS.

Common sense suggests that Forum authors will draw their subject matter from a finite number of fields related to TEFL. Given the context-specific nature of the TEFL articles, writers will, consciously or unconsciously present their ideas in a certain way. Articles in 'Forum' will also presumably include writer responses to the publication's house style and have been written according to these modes (e.g., a tendency to avoid explicit head-on criticism of theory and practice). There will also be a degree of homogeneity resulting from editorial policy. Although this is minimal, norms do exist in the omission of an introductory heading and the highlighting of key words and phrases by bold type, italics and means of reference. The terms used in the following definition of genre (a synthesis of the findings in 3.8. above) will be used to set out my own assumptions

regarding the TEFL methods articles genre:

"...typical forms of text which link kinds of producer, consumer, topic, medium, manner and occasion." (Hodge and Kress, 1988:6)

The Producers/Consumers will be TEFL teachers or teacher-trainers addressing their peers. These writers will presumably anticipate an audience with professional interest and pre-knowledge based on what is axiomatic rather than what is open to discussion. Shaw (personal communication, 1992) believes that one of the main problems for the Brazilian readers will be writer assumptions about knowledge packaging according to different maxims.) The occasion will therefore be a professional reflection upon classroom experience of EFL teaching/learning, aiming at persuading the reader to accept a concept and/or related methodological or pedagogical approaches and techniques; argumentation will take place through the presentation of the 'workability' of these techniques. This 'field' will presumably be expressed using specific lexical and syntactic choices relating to c/r macropatterns, with framing of subject matter and extensive use of specialised TEFL terminology. The 'mode', or 'medium', written text to be read, will dictate carefully premeditated discourse using clause relations at different levels, with multidirectional signalling underlying the patterns, aimed at achieving the writer's communicative goals. The 'tenor' will, I assume, be factual in tone, exhortatory, with formal, reader-oriented modality, writer hedging, and a conscious use of the language of claim, assertion, possibility and suggestion.

4.2.3. DEFINING THE CONSUMERS OR AUDIENCE OF READERS.

Clearly many of these assumptions will only be confirmed by a detailed analysis of the Forum TEFL articles. For the moment the objectives are more limited: to define the participants and the communicative goal of the writers, the starting points of the systemic approach to the analysis of genre. The consumers are EFL teachers from the Brazilian sector, described in chapter 1. One question is whether or not this is the audience which 'Forum' authors/editors have in mind. The April, 1987 'Forum' (1987:29), describes the results of a survey of four thousand reader replies to questionnaires and provides:

"... the following 'typical' reader. He (for 57% of our respondents were men) is about 39 years old, is a classroom teacher of intermediate-level secondary school students in a class of 1-40 students. He has taught English for more than ten years, has had pre-service training, has in-service training at least every 2-3 years; he is able, at least to some extent, to devise his own materials... His favorite kinds of articles are (in descending order) specific techniques, methodology, games and songs, listening comprehension material, grammar and language analysis, teaching literature, teaching scientific English, broad philosophical subjects... He finds the articles about the right level of difficulty...and he is able to apply in his own classes many of the techniques he finds in Forum."

More than 80% of the 4000 who answered the questionnaire were practising classroom teachers, at secondary or primary public-sector schools (Forum, 1987:30). The Brazilian teachers (cf. chapter 1)

differ in several ways; nevertheless the teaching environment is matched, as is their training, and attitudes to Forum articles.

4.2.4. DEFINING THE PRODUCERS OR WRITERS.

A first scanning of the January, 1990 edition of Forum showed that 17 authors taught in TEFL and two in ESL:

	EFL	ESL
University teachers	9	
Private Institutes	4	
Training College Staff	2	1
Secondary schools	1	1
Primary schools	1	

There is thus a considerable mismatch of addressor/addressee; the latter are largely secondary-level state school teachers; the writers/producers are almost exclusively university or training college staff, or employed in the relative luxury of the private language institutes; they are not, therefore, 'addressing their peers', as was hypothesised above. This will influence their participant roles within written discourse in that the writers' attitude will be 'downward' looking with less evidence in the discourse of readers/addressors viewed as participants on an equal footing. This is in contrast with the usual situation in specialist and academic journals, where the assumptions of writer is of participant equality, the basis of ESP 'genre analysis' (cf. 3.8.).

4.2.5. IDENTIFYING THE WRITER'S PURPOSE/COMMUNICATIVE GOAL.

A further requirement is to establish whether there is a recognised goal or 'a shared public purpose'. An individual writer's reasons for having an article published in 'Forum' may vary from career motives, (Swales, 1981:7) to advertisements for oneself which do no more than

describe 'My Way'. However, it also results, presumably, from a genuine belief on the writer's part that the contents represent serious professional experience and as such may well have application in other TEFL learning environments, Edge's 1986 assumption.

Our second reading of the articles was to scan for evidence in the text of a common rhetorical function. The following will exemplify:

TEXT

HORTATORY TEXT UTTERANCE

- 1 'Make your own recipe by adding whatever spices or ingredients you need to enhance conditions in your own educational kitchen.'
- 2 'the teacher should include 'ability to work alone' among the many items in his/her end-of-term evaluation sheet.'
- 3 'Although our course was only six weeks it could be expanded and adapted to fit a larger time frame.'
- 6 'Perhaps this plan that I have developed will be useful to other teachers in other parts of the world.'
- 8 'I use these correction techniques interchangeably ... Try some of them yourself if you are a composition-correcting teacher.'
- 14 'Create it!'
- 16 '...The impact of such a lesson should help provide your students with the means of avoiding a typical clausal mistake and of achieving fluency with accuracy.'
- 17 'Over to you fellow readers of Forum '

The rhetorical function of persuasion for the majority of the TEFL methods articles is therefore established. Thus their features and characteristics will best be interpreted in terms of argument rather than description (cf. Latour and Woolgar, 1979:76; Yearley, 1981:410) However three articles (Texts 10, 11, 13) have neither the plea to act nor provide practical teaching materials; their final section headings preview new information, they omit any form of 'closing' or final negotiation with readers; all three thus deviate from the presumed canonical TEFL methods norm. Text 10, for example, describes a series of surveys aimed at improving syllabus design, the article aimed explicitly at 'we as college and university teachers' (Puello, 1990:37). Kohl's (Text 11) topic is discussed at a quasi intellectual or academic level, including distancing from citations.

Finally the article by Altaha and El-Hibir (Text 13) is also pitched at the level of 'principles', where the writers offer a series of firmly held views, adopting a dominant writer role. A further reading of the previous 'Forum' edition of January, 1987 (cf. Appendix 12, Sharma) revealed a similar divergence from the canonical with secondary generic tendencies, shown below:

FORUM	TEFL METHODS TYPE 2 (Principles for syllabus design; no exhortatory)	TEFL METHODS TYPE 3 (sets of principled beliefs; minimum supporting reference)	TEFL METHODS TYPE 4 (principles related to theory; discuss various approaches)
Jan 87	(Benson, Text 1)	(Miller, Text 10)	(Sharma, Text 5)
Jan 90	(Puello, Text 10)	(Altaha et. Text 13)	(Kolf, Text 11)

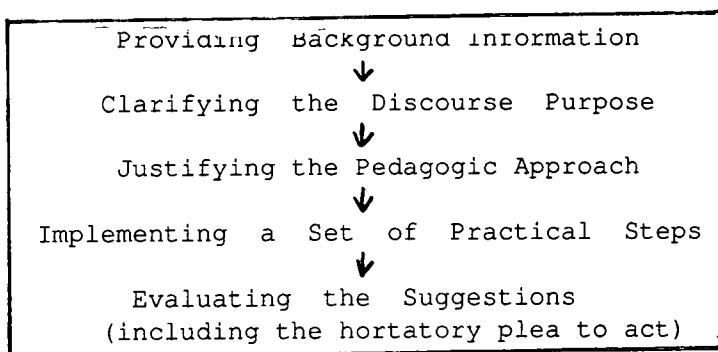
The article by Miller, as well as that by Altaha and El-Hibir, is a series of assertions or claims, spelled out by enumeratives in their respective titles, without reference to specific teaching situations. The remaining four are examples of 'Gap-in-Knowledge-Explanation'. This accounts for the instances of 'Hypothetical-Real', writer detachment by prediction (Tadros, 3.5.2.) and of multidirectional signalling taking on the 'attitudinal functions' (Francis, 3.6.5. above), few of which were found in the remaining Forum source texts.

These secondary TEFL types were not in evidence in Edge's (1986a) sample because he exemplified from TEFL methods articles taken largely from the British 'Modern English Teacher' in which the articles are normally written by practising EFL classroom teachers from the private language school sector addressing their peers and providing immediately applicable practical hints. His remaining source exemplifications were from canonical 'S-P-R-E' TEFL methods articles of a hortatory, practical nature selected from 'ELTJ'.

4.3. IDENTIFYING ANALYTICAL STEREOTYPICAL GENERIC MACROPATTERNING.

4.3.1. AN OVERALL VIEW OF THE MACROPATTERNING.

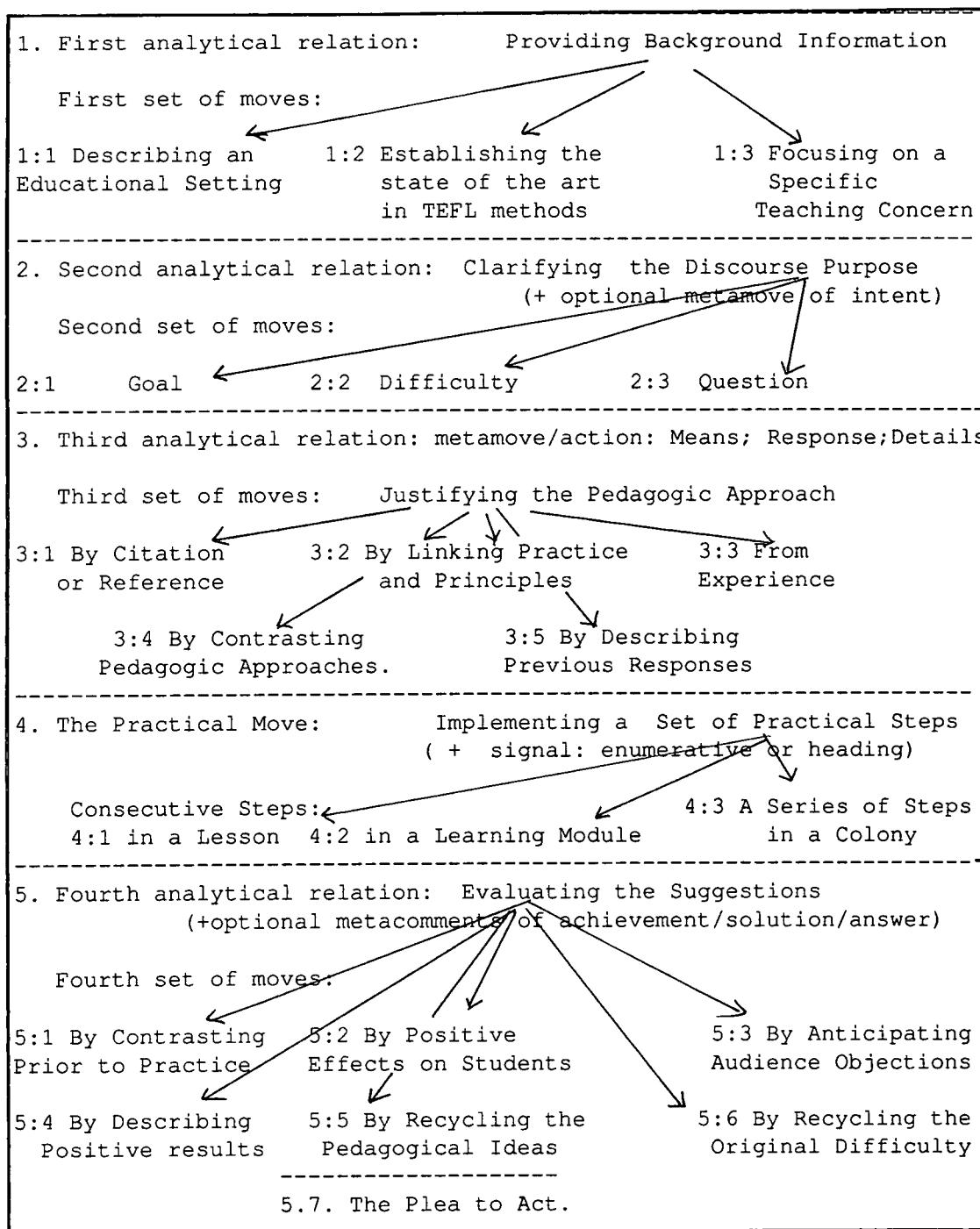
A broad outline of the c/r macropatterns found in the 1990 Forum articles is given, followed by detailed exemplification. The analytical procedure was to first identify the signals of wider c/r macropatterns; this revealed important similarities in the form of presentation of information, signalled within various moves which make up the wider discourse sections, mirroring the analytical macropatterns described by Hoey. These sections are canonically:



However, it must not be assumed that each and every article follows a linear progression through these five analytical sections; there is a considerable variation in the sequence. Each of these sections will also include optional moves which are not always well distinguished nor necessarily mutually exclusive. There is also variation in the length of any one section or move, from a single sentence, to that stretching beyond the bounds of a physical paragraph. The move to encourage the audience to act, by taking up the activities, whether explicit or implicit, is canonically among the concluding evaluative comments. It distinguishes the TEFL methods genre from the TEFL coursebook, but is a feature in common with the advertisement. The analytical sections and their corresponding moves have been displayed in diagrammatic form in an attempt to provide a global view of the analysis findings. Each section is marked with a dotted line; the

move numbers represent the most frequent order, and/or occurrences.

Diagram 4.1. Stereotypical Generic TEFL Macropatterns & Writer moves.



One obvious question relates to linkage, i.e., whether an opening move (1.1) will predict the consecutive moves, or whether it is possible to move in a progression of 1:3 -> 2:2 -> 3:1. There appears to be no noticeable discourse pattern, although this subject will be dealt with in the conclusions of the present chapter. The question of

the linearity of these moves will be touched upon in the section on 'Justification' (4.3.4.4.3.) below. Alternatively the abstract logical relationship in TEFL articles can be represented diagrammatically, according to a series of assumed reader macro questions:

WHERE----->	WHAT----->	meta ----->	(WHY) ----->	HOW ----->	HOW WELL
		-comment			
place	'goal'	of	justify	practical	positive
topic	'difficulty'	writer	the	steps	results
learner	'question'	purpose	procedure	'means'	'achievement'
-level			(optional)	'response'	'solution'
				'details'	'answer'

Thus the notions of 'Goal', 'Difficulty' and 'Question' are a second set of moves, subdivisions of a second part of a general analytical macropattern ('what'); the notions 'means', 'response' and 'details' are subdivisions of a third macropattern section ('how'); 'achievement', 'solution' and 'answer' are subdivisions of a final macropattern section, linked to evaluation.

4.3.2. DESCRIBING THE MACROPATTERN SECTIONS IN DETAIL.

4.3.2.1. INTRODUCTION.

The following claims by Edge (1989:410), based upon his analysis of 'M.E.T.' and 'ELTJ' articles provide a set of guidelines for a description of the macropatterns found in Forum articles:

"Very briefly, the stereotypical semantic pattern of an article on TEFL is ... 'Situation-Problem-Response-Evaluation' (SPRE).

The genre-specific pattern can be summarised as:

- | | |
|-----------|------------------------|
| Situation | 1. Setting... |
| | 2. State of the Art... |

Problem	1. Difficulty...
	2. Purpose...
Response	1. Procedure...
	2. Principles...
Evaluation	1. By the writer...
	2. By the reader..."

Edge's proposal will be the starting point in the discussion for each of the analytical macro sections in Forum. There are differences in the Forum articles and his source text. This is why details will be provided for each macropattern section, and reasons given for each new category and alternative writer organisation.

4.3.2.2. A FIRST MACRO SECTION: PROVIDING BACKGROUND INFORMATION.

4.3.2.2.1. INTRODUCTION.

In almost all written monologue, including TEFL articles, 'openings' are initiated and maintained by the producers/writers. These will include a certain degree of negotiation with the audience. The titles of many of the 'Forum' articles, for example, are writer ploys, focusing topic and reflecting assumptions of specific audience knowledge. However the 'Situation' should be seen not as topic-centred but rather as a contextual framework for the description of pedagogical aims and action to follow.

In these articles there appears to be a convention which contextualises the contents within the field and demonstrates how the contents link up with the continuum of TEFL experience. 'Background

Information', i.e., that needed to understand how the writer's purpose related to professional experience, would seem to be the most applicable term for the initial contents of the articles. This background information is genre specific in character, i.e., the readers are assumed to be familiar with its contents. Edge (1989:410) sub-divides this 'Situation' relation as characterising :

"1 Setting, in time and space, local conditions, etc.

2 State of the art in some area of language teaching."

These two sub-classes will provide the starting point for the analyses of the January 1990 Forum articles. These 'situation' content moves should not be seen as mutually exclusive, however, as they will often occur at different stages of the early paragraphs within the same text, and in different order.

4.3.2.2.2. DESCRIBING AN EDUCATIONAL SETTING. (= EDGE'S 'SETTING')

This 'move' is characterised by the provision of information of the TEFL situation/environment which must indicate the country involved and can also include the linguistic background, the type of institution, the length of instruction and/ or the learning skill under focus. There are thus no particular linguistic signals in this sub-class, other than the explicit mention of country and/or institution. The exemplifications, descriptions ('a' to 'f' below) are almost exclusively given in the present tense, principally the present simple juxtaposed with the occasional opting for the present perfect where some form of change is anticipated or seen as desirable.

The following are examples of background information of the setting:

a. 'In China reading has always received priority at all stages of English teaching in middle schools...' (Wang, Text 9, opening sentence/topic)

b. 'The training of English teachers in multilingual and francophone Zaire remains a challenge. Courses at the Institut Pedagogique National (I.P.N.), the largest teacher-training college in Zaire, extend over three to five years.' (Ndoma, Text 19, opening sentence defining topic)

c. 'The course, "Writing for Those Who Don't Like It", was a summer course offered through the Division of Continuing Education at Baptist College in Hong Kong.' (Keh, Text 3, third paragraph/topic)

d. 'In a French-speaking community like Benin, a West African country where real world EFL classrooms prevail - vis., a two-hour session once or twice a week, crowded classrooms with fifty or more students, impulsive adoption of textbooks, lack of regular in-service training for practising teachers etc. ...' (Affagnon, Text 7, fourth topic)

e. 'My purpose in this article is to describe a method of teaching lexis that I have been experimenting with at Maru a Pula Secondary School in Gaborone, Botswana... The learner in this case is either a Form I or Form II student (usually 13 or 14 years old) and, in most cases, an advanced ESL learner.' (McKenzie, Text 4, topics three and four)

f. 'I will examine this factor taking as a point of reference the Modern Language Department of the University of Antioquia, where I work...' (Puello, Text 10, topic three)

4.3.2.2.3. ESTABLISHING THE STATE OF THE ART IN TEFL.

This opening move is signalled in the following ways:

(i) by beginning with a generalisation describing 'accepted truths' about language learning, language teaching, or related/underlying ideas, marked lexically by elements of generalisation: 'many students'; 'many teachers'; 'many times'; 'most EFL students'; 'most language'; 'most of the literature'. It is well illustrated by the opening sentence of Text 14 (Oxmen): 'Many, many articles, books, journals and lectures have'

(ii) by adverbs of frequency or paraphrases: 'all over the world'; 'always'; 'often'; 'not the first'; 'tendency'. The first quotation, above, includes a common lexical signal 'important', justifying the writer's choice of EFL topic. The fourth quotation, similarly, uses 'prevalent'. The second quotation is typical of a type of definition.

(iii) by the present simple active reflecting the view of statements as 'universal truths', and/or modals signalling "what is advisable" (Close, 1975:267) While this is clearly not a very restrictive criterion, it is only found additionally in certain 'justification' and 'evaluation' moves.

(The use of 'I' in (d) is not only an attempt to establish 'common ground' (cf. Myers, 1989); it also anticipates possible audience objections/reservations regarding the desirability and necessity of introducing any discussion of the specific topic in question. The rhetorical use of first person commonly signals the second macro section in the source texts. The last sentence exemplifies the regular mention of experience at the chalk face.)

That the 'state of the art' is part of 'Situation' is clearly signalled by Affagnon. (Text 7) After lengthy reviewing various authors (see 'c.' above) he provides the following anaphoric phrase labelling his previous discourse: 'This is a situation in which the teacher is at a loss to know what to do'. Although it includes the central text marker of the 'Response' relation (i.e., 'what to do') it is immediately followed up by details of specific setting (d. below), illustrating the lack of mutual exclusivity of the moves.

The following may illustrate the second area of information provided. The first example is immediately followed by information specifying the learner level and area of pedagogic difficulty. All examples are the opening sentence/topic of their respective authors.

- a. 'The role of language games and activities in the ESL and foreign language classroom has assumed in recent years a position of increasing importance.' (Wukasch, Text 1)
- b. 'Process not product is a prevalent topic at conferences where teaching writing is discussed.' (Keh, Text 3)
- c. 'Most language produced by students in conversational interaction develops under highly artificial conditions.' (Affagnon, Text 7)
- d. 'That anyone should want to write an article on dictation may come as a surprise to many language learners and teachers...For a quarter of a century as a language teacher I have thought of dictation as...' (Rinvoluceri, Text 17; first sentence)

4.3.2.2.4. FOCUSING ON A SPECIFIC TEACHING CONCERN.

While the simplicity of Edge's (1989) two sub-categories is appealing his second category incorporated too wide a range of varied information. For this reason a third type of background information has been created to cater for writers who limit aspects of both the setting and

TEFL area within a focus on a specific teaching topic. This has much in common with the previous category and is also often expressed in the form of a generalisation which is taken to be true. The more specific nature of this move often follows on from a wider generalisation of the previous 'State of the Art' category. In the articles analysed this focusing on a specific topic was the most widely adopted of the three optional opening moves.

This sub-category has the same three types of signals as the previous category (see (i), (ii), (iii) above. What is obligatory for this third sub-category is either a narrowing down of the topic within the wider TEFL field by a focus on a specific area of grammar (e.g., the quotation from Cox, 'c.' below; 'the intricacies of non-count nouns' Wukasch, Text 18, 'b.' below) or a narrowing down by a reference to the language level of the learners involved ('a' 'b' 'd'). Also common within this category, although optional, is the anticipation of the narrowing down with a metacomment, e.g., 'This article' in the text examples 'c.', 'd.', 'f.' below. However, where the metacomment has not been included at the beginning of the topic then it will signal predictively by an 'Advance Label' a further focusing towards the writer's specific aim (Norman, Text 15; Oman, Text 14). This will therefore signal both the goal of the writer and the transition to the second section of the clause-relational macropatterning, coming normally at the end of this opening move.

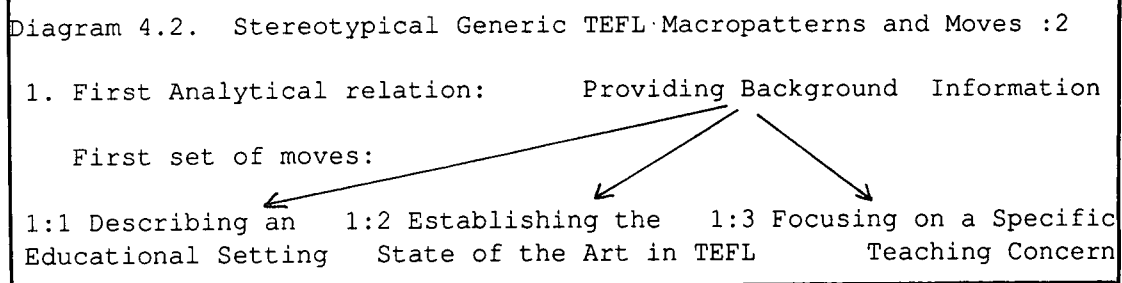
- a. 'Any course in practical English grammar for children up to eight years old should begin with...' (Storti, Text 6; 3rd topic)
- b. 'Every teacher of elementary or intermediate ESL is faced with the problem of teaching the intricacies of noncount nouns.' (Wukasch, Text 18) (second topic)
- c. 'How many times have your students produced errors such as... All of the above contain a verb phrase with the copula BE... Each one is wrong because it is in the interrogative form'. (Cox, Text 16; second topic)
- d. 'In this article I will discuss difficulties concerning

content material in testing writing material at the intermediate level, that is, the paragraph level, for students of EFL.' (Norman, Text 15) (fourth topic)

e. 'I am sure that I am not the first teacher to find that her advanced students do not read English newspapers. Many students try to...' (Haggan, Text 12) (opening sentence)

f. 'This article describes an experimental method of teaching general vocabulary at the advanced ESL level.' (McKenzie, Text 4) (opening sentence)

In summary, this set of writer moves, relating to the abstract logical relationship of 'Situation' in a macropattern, which can be described as 'Providing Background Information', may take one of three forms. Where it did occur, there was an ordering relationship among these three forms, in that 1:3, if it is included, will be the last of the 'Background Information' exponents. In three articles, for instance, the order was from 1:1 to 1:3; four moved from 1:2 to 1:3; two had a sequence of 1:2 -> 1:1 -> 1:3.



4.3.2.3. A SECOND MACRO SECTION: 'GOAL' OR 'DIFFICULTY' OR 'QUESTION'.

4.3.2.3.1. INTRODUCTION: THE METAMOVES OF DISCOURSE PURPOSE.

All the canonical 'Forum' TEFL methods articles provide 'Background Information', with moves varying in size from a single sentence (Cox, Text 16) to a paragraph or more (Affagnon, Text 7). The two articles where it was not given (11, 13) have been identified as non-canonical.

Mention was made above of the narrowing down of focus by metacomments

following background information of a more general nature. These normally focus on the reason for writing the article and are marked by 'meta moves' (Simon, 1990) often signalling changes of writer role (similar to Goffman's (1974) 'textual bracketing'), in preparing the ground by moving between conceptual worlds. In the Forum articles, for instance, they signal moves from principled justification to the world of more concrete practice, marked by switches in tense and to the first person in most cases, although there does not appear to be any real sequence of moves, other than representing a writer discourse response or answer to the broad, high-level, hypothesised reader question 'Why are you telling me this?' (Hoey, 1986, 3.7.9. above). The text markers for the move are shown below:

Table 4.1. Text signals of metamove of discourse purpose in Forum. (Legends: 'PIT' = place in text; 'PA' = paragraph; 'SEN' = sentence; '->SC' = change of subject; '->TC' = change of tense. (F) = final/last; 'ME' = metacomment)

TEXT	PIT	SIGNALS	EXEMPLIFICATION OF METACOMMENT
1	PA10	SEN(F) ->SC	'I know this and so do you...'
2	PA8	SEN1 ->SC	'This article will try to show...'
3	PA2	SEN1 ->SC	'In this article I will describe...'
4	PA2	SEN1 ->SC	'My purpose in this article is to...'
5	PA1	SEN1 ->SC	'This article describes...'
6	PA1	SEN1 ->SC	'This article presents my experiment...'
7	PA8	SEN1 ->SC	'I...I ...in this article I will not...'
8	PA3	SEN2 ->SC	'The various... techniques I offer...'
9	PA5	SEN1 ->TC	'What makes...teaching...so effective?'
10	PA2	SEN(F) ->SC	'I believe...I have...I will examine...'
11	PA3	SEN1 ->SC	'I would even argue...'
12	PA2	SEN1 ->TC	'One way I have found to be successful'
13	PA1	SEN2 ->SC	'We will try to bring to the reader...'
14	PA1	SEN2/3	'This article is different. The focus'
15	PA4	SEN1 ->SC	'In this article I will discuss ...'
16	PA1	SEN1	'In this article I should like to...'
17	PA2	SEN1 ->SC	'... I want to share with you...'
18	PA3	SEN1 ->TC	'Here are two games that can be used'
19	PA2	SEN1 ->TC	'To solve the problem...staff tried...'

There are eight instances of change of subject to the first person, and two similar informal uses of 'my' and 'you'. The tense changes occur where this metacomment is juxtaposed or simultaneous with markers of further parts of the analytical macropattern. The choice

of lexical markers in Ngoma's (Text 19) metacomment suggests that Edge's (1986:192) claim (for the second analytical macro section in his source text) is also valid for the Forum articles:

" The Problem-Solution pattern is so prevalent in these texts for a very good reason: the writer sets out to present a positively evaluated response to a general or particular problem in a specified area of language teaching."

However, while it is true that the second set of moves are often signalled by lexical or grammatical markers of negation, a large number of the selected articles have text markers which relate to the 'Goal-Achievement' macro pattern (see 3.7.7.), rather than a problem or difficulty, as well as a single example of 'Question-Answer' (17).

Macropattern	Articles	Total
'Goal' (= 'G-M-A')	1, 2, 3, 4, 5, 6, 8, 10, 11, 13, 14.	10
'Difficulty' (= 'D-R-S')	7, 9, 12, 15, 16, 18, 19.	7
'Question' (= 'Q-D-A')	17	1

Thus the order of Edge's (1989:410) sub-categories, (i.e., '1. Difficulty...2. Purpose') which relate to the abstract relation of 'problem', will need to be reversed if they are to mirror the frequency of the relations in the Forum articles. These categories do, on the other hand, provide a choice of labels to describe the development of the written monologues. Detailed descriptions of the three patterns will now be presented in tabular form, in which previous legends will be incorporated; criteria will then be presented for the same.

4.3.2.3.2. THE 'DIFFICULTY' SIGNALS OF THE SECOND MACRO SECTION.

The lexical signals for this sub-category (the first stage of a ('D-R-S' macro pattern) are varied types of negative evaluation. The

nouns have more semantic weight, 'problem', perhaps central, being chosen five times, as well as 'errors' and 'absence'. The negative adjectives and adjectival phrase markers are also varied: 'boring'; 'daunting'; 'declining'; 'inexperienced'; 'lenient'; 'limited'; 'neglected'; 'painstaking'; 'skewed' 'extremely difficult'; 'highly artificial'; 'minimal infantile'. These adjectival markers were included within several cause-consequence semantic relations, e.g., 'neglected...in consequence...deaf and dumb'; 'traditional methods...boring... painstaking' (Wang, Text 9). The grammatical signals of negation were few: 'will not'; 'do not'; 'no'; 'too much'.

In this sub-category ('Difficulty') there was a marked absence of disjuncts and contrastive conjuncts signalling negative evaluation, presumably because the situation itself is not regarded as generally positive. Although these were seen as crucial markers of the 'problem' relation within the 'Problem-Solution' macropatterning posited by Winter (1977) for scientific prose. There were, in contrast, a small number of phrases signalling negative evaluation which are specific to the TEFL world, including 'rote learning'; 'grammar rules'; 'high student attrition rate'. Two of the examples below, included as 'difficulty', provide interesting evidence of 'overlapping': in Text 7 where goal is literally a sub-category of difficulty, marked by 'bridge the gap'; and in Text 18 where goal is marked by 'faced with'. Clearly evaluation is all pervasive and there are negative signals in all the articles. However, these occur in 'S-P-R-E' 'minitexts' or discourse 'multilayering'. (see below 4.4.2.)

TABLE 4.2. Text signals of 'Difficulty' ('D-R-S' macropattern)
 (Legends: 'SEC' = section; 'TI' = title; 'HE' = heading; 'LM' = lexical markers; 'REP' = lexical repetition; '(F)' = last/final)

TEXT	PIT	MOVE	SIGNAL	EXEMPLIFICATION
9	SEN1	1	LM	'neglected' ; deaf and dumb in English'
9	SEN1	1	LM	'traditional methods'; 'boring'; 'painstaking' 'rote learning of grammar rules'
19	TI		ME	'Filling the gap...'
19	SEN2	1	LM	'very lenient criteria'
19	PA1SEN5	1	LM	'decline in the quality of students'
19	PA1SEN8	1	LM	'poor staff-student ratios; limited resources'
19	PA1SEN9	2	LM	'consequence.. high student attrition rate'
19	PA2SEN1	3	ME	'In order to attempt to solve the problem...'
7	SEN1	1	LM	'highly artificial conditions';
7	PA4SEN1	6	LM.	'biggest problem...difficult...bridge...gap'
7	PA5SEN2	9	LM	'once or twice a week, crowded classes... 'impulsive adoption of coursebooks, lack of regular in- service training...'
12	SEN1	1	LM	'students do not read English newspapers.'
18	PA2SEN1	2	ME	'faced with problem..teaching...intricacies'
16	SENI	1	ME	'stimulating solution to a complex problem'
16	SEN2	1	LT	'How often...your students produced errors?'
15	SEN2	2	LT	'this complex process poses... problems...'
15	PA3SEN2	5	LT	' most frustrating difficulty lies in...'
15	PA4SEN1	6	ME	' this article I will discuss difficulties'
15	SEC4	8	HE	'Some unsatisfactory solutions'
15	PA5SEN2	9	LT	'produce minimal infantile...writing...'

4.3.2.3.3. THE 'GOAL' SIGNALS OF THE SECOND MACRO SECTION.

Article titles combine together with section headings to provide advance labeling of this 'G-M-A' macropattern. The move into the macropattern is signalled by metacomments or utterances which repeat key lexis from titles and/or headings to clarify the 'Goal'. However, the notion of goals for the improvement of learner ability are so common to the Forum articles that they rarely require explicit allocation of value for their maintenance, being a value system in themselves. The signals will now be exemplified from the TEFL articles in the following table:

TABLE 4.3. Text signals of 'Goal' ('G-M-A' macropattern)

TEXT	PIT	MOVE	SIGNAL	TEXT EXEMPLIFICATION	
1	TI		LM	'How to Cook : The Secret of Real Rewriting'	
1	PA4	SEN2	3	REP	'...the art and process of rewriting'
1	PA4	SEN1	3	REP	'...in the cooking up...'
1	SEC5		7	HE/REP	'The secret ingredient at last'
2	TI			LM	'Let them do our job! Towards Autonomy...'
2				HE/REP	'Steps to autonomous learning'
2	PA8		4	ME	'This article will...show that a logical
				REP	sequence towards complete autonomy include
				REP	semi-autonomous learning by way of ...'
2	SEN(F)		5	REP	'Incorporating peer teaching...to become
	PA9			REP	autonomous not the only way of enabling
				LM	students...can also be a way of...'
3	TI			LM	'Design for Process-Approach Writing...'
3	PA2		3	ME	'In this article I will describe how I...'
				REP	writing course using a process approach'.
3	PA4:		5	ME	'In designing...I followed this outline:'
					(Keh, Text 3)
4	TI			LM	'Letting Lexis Come from the Learner'.
	PA1	SEN2	2	ME	'This article describes an experiment...'
				REP	teaching... vocabulary...My purpose ...
				ME	a way of how to learn by oneself.'
5	TI			LM	'Using videos to integrate...'
5	SEN1			ME	'This articles describes...integrate...'
				REP	by using...'
6	TI			LM	'Teaching Grammar to Children...'
6	SEN1		1	ME	'This article presents my experiment in
					teaching English grammar to children.'
6	SEC2	HE	3	REP	'A technique to teach grammar'
8	TI			LM	'Various ways of correcting written work'
8	PA3	SEN1	3	ME/REP	'The various techniques I offer here...'
11	SEN1		1	LM	'sound principles'
11	PA2	SEN3	3	REP	'Sound Principles Applied with Art'
11	SEC2	HE	5	REP	'Four sound principles'
13	TI			LM	'The characteristics of EFL teachers...'
13	SEN2		2	ME	'We will try to bring... qualities...'
13	SEN3		3	ME/REP	'Among the ...qualities...of teacher are:'

To summarise: there are certain lexical markers of 'Goal' as an instrument, e.g., 'How to' (Text 1); 'how' (Text 3); 'Using to' (i.e., = 'in order to' (Text 5) 'Towards' (Text 2). In the previous category signals of 'response' are often juxtaposed in the same sentence with 'difficulty' (e.g., Text 16, 1st sentence; Text 19, 1st sentence, 2nd paragraph). So with the 'G-M-A' macropattern, where 'Goal' and 'Means' (the latter signalled by 'way' paraphrases of 'in order to', 'via' or 'towards', e.g., Texts 1, 2 and 8) are juxtaposed. Within these same metacomments there is repetition of key lexical items from titles and/or headings, often signalled by paragraphing and indicating

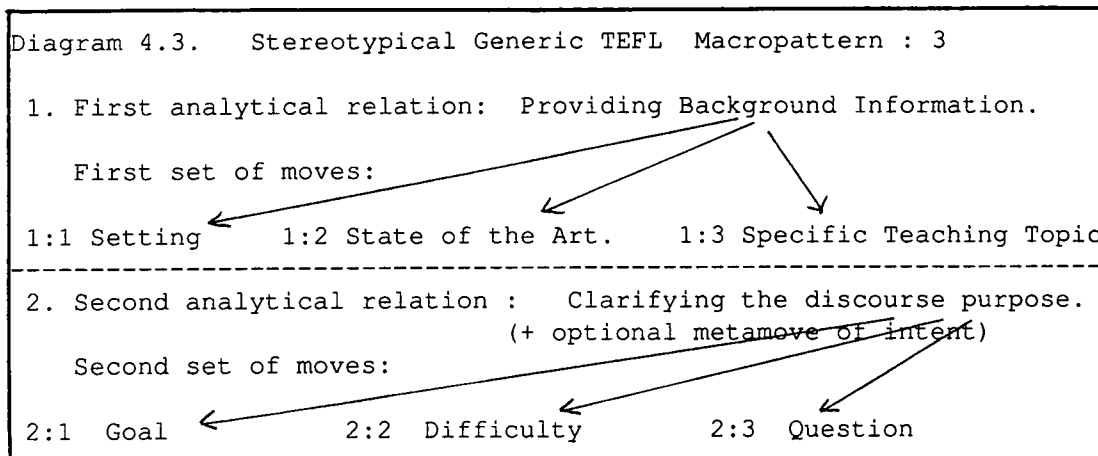
"discourse zones of turbulence" (Longacre, 1976:63).

4.3.2.3.4. THE 'QUESTION' SIGNALS OF THE SECOND MACRO SECTION.

Finally a single article adheres to the relations of 'Question-Answer', (see 3.7.5.2. above) a macropattern which integrates into Winter's (1986) larger 'Situation-Evaluation' relations. The article by de Lopez (Text A3, 1987, Appendix 10), which was analyzed in detail using Tadros' (1985) predictive categories, (3.4.6. above) and by Castellanos (Text 2, Forum, 1987) were found to mirror the same 'Question-Answer' analytical macropattern.

The single article identified by the same macropattern in the January, 1990 edition is that by Rinvolucris (Text 17). Special mention should be made of the interactive discourse adopted by this author within his second move. To quote from his article: 'For a quarter of a century as a language teacher I have thought of dictation as this and this only. ... I began to ask intelligent questions about dictation... ...In each case there needs to be a firm, clear teaching reason for wanting them (i.e., the students) to do what is proposed. ' The goal is clear and the negative evaluation is implicit, i.e., now the writer feels that dictation is not only 'this'; his questions regarding dictation had not been intelligent; there were no firm teaching reasons for the previous techniques. The contrasts are not spelled out but are taken for granted as the basis of his later suggestions. However, the bulk of the article, the practical suggestions are, as the writer states explicitly, the details/answer to his previewing question: 'Should the students take down full sentences? The dictation techniques I want to share with you come in answer to that

last question.' The generic macropattern table for the Forum articles may now be developed in the following form:



4.3.2.4. A THIRD MACROPATTERN SECTION: 'MEANS' 'RESPONSE' 'DETAILS'

4.3.2.4.1. INTRODUCTION: METAMOVES OF ACTION: 'M' 'R' 'D'.

Edge (1986) has argued convincingly that in his TEFL methods articles the equivalent of the 'Problem' is followed by a section which corresponds to Hoey's (1983) analytical relation of 'Response'. Writer reaction is clearly marked in 'Forum' articles, where the metamoves represent writer acceptance of the need to provide a 'means' to a 'goal', the 'details' to a 'question', or a 'response' to a 'difficulty'. These moves might be seen, together with a metacomment expressing writer intention, as connecting linchpins between the previous set of moves and a the set of 'How' moves, ' or practical means for achieving the goal or overcoming the difficulty, or answering the question. These metamoves of action are shown below.

Table 4.4. SIGNALS OF WRITER REACTION: ANNOUNCING A THIRD SECTION.

TEXT	PIT	SIGNAL	EXEMPLIFICATION
1	PA2 SEN2	ME	'What to do?'
1	SEC1 SEN1	->SC	'First let's look...'
2	SEC4 SEN1	->SC	'for our purposes let us select...'
3	PA2 SEN1	->SC	'...I will describe how I...'
4	SEC3 PA15	->TC	'I have found...'
5	PA4	->SC	'we'
6	SEC2 PA2	->PC	'first we must find out...'
7	SEC2 PA1	ME	'...what to do...'
7	PA7	->TC ->PC	'Two years ago I started an experiment'
8	PA2	->TC ->PC	'What we should do...'
9	SEC1 SEN(F)	->TC LS	'What makes...? The answer lies...'
10	SEC3 SEN1	->TC	'This committee began working...'
12	PA1 SEN4	->TC	'And what could be more...?'
15	PA2 SEN(F)	LM	'The right choice of content...'
16	SEC2 SEN1	ME ->SC	'What can we do about it?'
17	PA2 SEN1	ME	'I want to share with you...'
18	PA3 SEN1	ME ->TC	'Here are two games that can be used...'
19	PA2 SEN1	->TC ->SC	'the I.N.P. staff...tried an experiment...'

4.3.2.4.2. THE SEQUENCING OF MACRO SECTIONS.

Edge's (1989:410) third 'response' analytical section consists of:

"1 Procedures, in the sense of method, teaching, steps, etc.

2 Principles underlying and justifying the above procedures "

Although Edge has described the second set of responses as author principles, the term 'justification' will be used here as it appears to more adequately reflect the wide range of writer tactics employed in the 'Forum' articles, immediately following the metamoves of reaction. Nor does the sequence of 'procedure -> principles' proposed by Edge match the order of writer moves in the 'Forum' articles. For, rather than go immediately to the proposed practical steps, and follow-up with some form of move justifying these steps, the 'Forum' writers begin with forms of justification, including linguistic/learning principles (reading as attempts to provide certain academic respectability). Certain Forum writers (e.g., Text 1, 7) open their discourse with 'justification' moves. This explains

... why there is often a delay before the metacomments for these sections are provided (see under PIT in Table 4.4. above). There is, of course, variation of moves and sequencing from writer to writer. The general picture, may be reduced as follows for clarification:

(a) Given the variation and options of the first two moves, twelve texts (4, 5, 6, 8, 9, 12, 14, 15, 16, 17, 18, 19) presented justification before practice:

(setting)	->	(goal)	->	justification(s)	practical
(state of art)	->	(difficulty)	->		steps
(specific topic)	->	(question)			

(b) In contrast seven texts (1, 2, 3, 7, 10, 11, 13) began with a justification:

justification	->	(setting)	->	(goal)	->	practical
		(state of art)	->	(difficulty)		steps
		(specific topic)		(question)		

This variation, together with the wide number of writer tactics used for justification make this section the most complex and the most interesting from the analyst's point of view. Whatever the choice, a description will now be made of the frequent types of justification, the attempts to cater for the presumed heterogeneity of the audience. These take the form of gestures attesting to the 'workability' of the forthcoming suggestions and/or for some form of professional respectability or acceptance into the academic community. It is of interest to note that, in common with the 'Background Information' moves, all but three of the TEFL authors presented their information in these 'Justification' moves using the present simple tense, reflecting 'general truths' (Sinclair, 1990:247). The exceptions are Ndoma (Text 19), whose use of the present perfect and present passive is presumably an effort to provide a sense of immediacy; Storti, (Text 6) whose use of the modals 'should' and 'must' reflect a more dominant, explicitly evaluative role; and Shepherd (Text 5) who chose narrative past tense to describe a situation no longer current.

It is at this stage in the written monologue that a complexity of sequences and options is anticipated, reflecting the tension of writers faced with readers of widely differing interests, experience and reasons for reading. It is also here that the analysis of the 'Forum' articles veer further from Edge's (1986) analytical scheme.

4.3.2.4.3. A THIRD MACRO SECTION: 'JUSTIFICATION' MOVES.

4.3.2.4.3.1. INTRODUCTION.

Not all the authors in the data chose to include higher level questions of learning, linguistics and/or theoretical justification for their practice (e.g., Wang, in Text 4). There are no clearly established parameters for the topic, content or area cited for justification; they range as wide as does the field of applied linguistics itself. For, as Widdowson (1990:1) has said "teaching is a self-conscious enquiring enterprise whereby classroom activities are referred to principles (which) may come from a variety of sources: from experience or experiment, from sudden inspirational insight, from the archives of conventional wisdom.". Whatever the source, there is, as shown above, a widely established pattern of setting out the justifications in the early stages of the articles, i.e., before the practical steps. These five moves have been labelled (1) 'using reference', (2) 'by linking practice with principles', (3) 'from experience', (4) 'by contrasting pedagogic experience', and (5) 'by describing previous responses'. Edge (1986) describes only (2) and (4) as present in his source texts. Each will now be described.

4.3.2.4.3.2. USING CITATION OR REFERENCE AS JUSTIFICATION.

The use of citation occurs in most of the TEFL articles confirming the persuasive nature of the discourse, giving non-neutral back-up for claims. Thus it not only demonstrates acquaintance with the relevant literature, but provides endorsement, a covert form of persuasion. (cf. Gilbert and Mulkay, 1984) In this way the writers justify their place within the TEFL community, and so the value of the practical suggestions will be judged in part according to their relation with the existing body of ideas/approaches/knowledge within the field (cf. Myers, 1986). From a total of 72 references, 12 are pre-1977, 6 are from 1977-79, 45 from 1980-87, 9 from 1988-89; thus 70% were written in the decade previous to publication (1990). The various types are presented on the table below (There were no references in Texts 1, 8, 9, 10, 14, 18, 19).

Table 4.5. CITATION AND REFERENCE IN FORUM TEFL ARTICLES.
 (Legend : 'REF' = post article listing only; 'CIT' = citation; 'QUO' = quotation; 'CO' = comment; 'NCO' = no comment; 'DIS' = writer distance)

TEXT	TOTAL	CIT	REF	QUO	CO	NCO	DIS
2	8	3	3	5	5	3	0
3	5	5	2	0	8	1	0
4	7	4	0	2	7	0	3
5	3	3	0	1	3	0	0
6	6	0	6	0	0	6	0
7	9	2	0	6	4	3	0
11	7	7	0	0	2	5	2
12	2	0	2	0	0	2	0
13	11	3	8	1	0	3	0
16	5	3	0	2	3	2	0
17	6	4	0	0	3	3	0

There are wide differences in the use of reference, from total absence (Texts 1, 18, 19), to frequent quoting or citing those who have published recently in applied linguistics, to gain 'academic' respectability (Text 7), or detailed reference to principles (Texts 2, 4). These are not equivalents of the ESP genre analysis moves of

'Handling Previous Research' (Swales, 1985b) or 'Selective Review of the Literature' (Huckin, 1987), nor do they perform the discourse function of Tadros' (1985:28) distancing 'reporting' category. As was shown in the scanning of 3 Forum editions (3.5.3. above) there is no attempt to deal in a systematic way with recent advances in TEFL ideas (the exception is Text 4). This is not because of paucity of reference, but simply that references are 'supportive' (Swales, 1981:2), i.e., linking with the state of the art in TEFL and a 'cosmetic' (Swales, 1981:12) means of establishing 'common ground' with those in the audience assumed to be more informed, (e.g., Text 17, mention of Gattegno) by playing safe (Becher, 1989:101).

4.3.2.4.3.3. JUSTIFICATION BY LEXICAL CHOICES LINKED TO PRINCIPLES.

A number of article writers include lexical items which provide a certain weight and imply methodological principles or scholarly precept behind the practice. These items are similar to those in research publications, occur in the early stages of the TEFL articles, and include: 'experiment' (Texts 6, 19, 7, 9, 3); 'schools of thought' (text 6); 'factors' (Text 10); 'a systematic attempt' (Text 16); 'logical sequence' (Text 2); 'in planning and selection...a further criterion...a second criterion...the overriding factor' (Text 5). In common with the tactics described in the previous section, these lexical choices appear to represent no more than attempts to gain academic respectability. However, one explicit attempt at linking principle and practice is made by McKenzie, by repetition of his two themes (marked by colours below) and by syntactic parallelism:

Title "Letting Lexis come from the Learner"
PA 1 "I have been concerned to establish a principle for lexical..."
Headings "Why learner-centredness?" "Why Lexis?"
"Establishing a principle for learner-based lexical acquisition."
"Establishing a practice for learner-based lexical acquisition."

4.3.2.4.3.4. JUSTIFICATION FROM PROFESSIONAL EXPERIENCE.

Kolf (Text 11) expresses his personal faith in claiming that 'Practical experience is a gold mine for the pedagogue.' Many of his fellow 'Forum' authors would seem to agree and use their classroom experience as a justification for their pedagogical approaches and in this way appeal to the majority of the audience of secondary school teachers who put most stock in chalk-face know-how and expertise (Forum, April, 1987:29). Thus Xiaochun in Text 8 justifies her techniques as being 'based on my experience'; McKenzie, in text 4 talks of 'what I have done with my students' and 'in my experience'. Affagnon (Text 7) similarly claims that 'Experience has shown...' while Haggan (Text 12) affirms that 'My experience has been'.

Other authors justify their procedural choices with reference to accepted present day practice, e.g., (Text 18, Wukasch) '...has assumed in recent years a position of increasing importance', while others supply very specific details of the learning situation e.g., (Text 17, Rinvoluceri) 'to cope with a Thai speaker who couldn't....' or to the wisdom generated through joint consultation with TEFL teaching colleagues which 'came up at a brainstorming meeting...'. Finally there are a set of lexical indications of personal faith which are presumably based on the learning and teaching experience of the authors. These include 'I still believe' (Text 4); 'I believe that for successful foreign language teaching...' (Text 10); 'I do not believe...' (Text 16); 'I feel...' (Text 12) and are all found in the

initial stages of the texts.

4.3.2.4.3.5. JUSTIFICATION BY PROVIDING CONTRASTING APPROACHES.

Prior to the presentation of the practical pedagogic suggestions justification is often sought by means of matching contrast relations between the negative aspects of the difficulty (section 2.3. above) and the principles behind the procedures adopted. For example, in Text 7, Affagnon, implicitly compares the 'real world classroom conditions' and 'the English club' where the tasks are 'closer to real or natural language'. Lewitt, in Text 1, is much more explicit. Although he makes no direct reference to theories of learning or linguistic research he explicitly justifies his approach in the very first paragraph of his article by setting up a series of contrasts:

'translations of sentences'	V	'experience of composing'
'emphasis on correctness'	V	'communication'
'student boredom'	V	'young people have a healthy self-concern'
'student enmity enmity'	V	'lively interest in the world'
'teacher-oriented'	V	'learner-oriented'
'correctness-centered'	V	'idea-centered'
'destroying student interest'	V	'engages interest powerfully,

Lewitt presents these 'principles' as unassailable truths, without citations or providing details of the practice at this stage, presumably to persuade his audience that some thought has gone into the otherwise straightforward procedures. A similar tactic is used by Wang (Text 9), also devoid of citations. She contrasts that which existed before and after the approach, about to be given in detail:

'traditional methods'	V	'experiments in up-to-date approaches'
'boring and painstaking'	V	'students...no longer feel it... burdensome...'
'rote-learning grammar rules and vocabulary'	V	'focusing on learners' oral communicative competence'

This justification by contrasting the learning situation before and

after the practical suggestions anticipate or parallel the tactics to be found in the final 'Evaluation' moves.

4.3.2.4.3.6. JUSTIFICATION BY DESCRIBING PREVIOUS RESPONSES.

In common with its fellow 'justification' moves this is optional. However, as it is complex in discursive terms it has been given extra space. Clearly the TEFL knowledge/setting/classroom situation, as well as the goal or difficulty, will not be entirely novel to all members of an anticipated audience of TEFL practitioners. For this reason writers occasionally begin or include, in this third macro section, a move which anticipates audience reaction and describes responses which might be considered common or previously known/tried out. This move presumably results from writer awareness of the heterogeneity of the 'Forum' readers. It therefore requires a considerable degree of rhetorical/linguistic skill to avoid patronising some or confusing others. This may be exemplified by Rinvolucris's (Text 17) inclusion of the standard approach to dictation at the outset of his article: 'Don't we all know what happens anyway?' In the 'Forum' articles there appears to be a tendency to evaluate negatively and in so doing underline the contrast with the writer's own suggestion(s). This tactic is often the motivation for a switch to the present perfect tense. It is signalled as follows by Norman (Text 14), who begins her move with an unambiguous heading:

' Some unsatisfactory solutions

In order to prevent the students from getting away with just a couple of short sentences, they are usually required to write a certain number of words. However, this requirement may bring with it the problem of... One way of overcoming the problem of a variety of student compositions ...is to provide detailed informationBut all they have to do is to construct the sentences, which reduces this test to sentence-level production. Another method of ensuring parallelism in the students' responses

in a writing test is to provide visual aids... the end product reads like a timetable... But both the outline and visual aids methods of testing hamper the students in writing...

Using reading material

The break from "controlled" composition testing does not have to be painful. Some coursebooks on teaching writing do contain reading passages for practising the writing skills. However, these passages, after having been used intensively in class, generally become exhausted, and do not yield fresh questions for "writing" tests. In this context, the students' literature course can be a rich source to tap for test questions. '

In this text the author has foregrounded her opinion of the commonly adopted responses to the pedagogic difficulty in the section heading with the signal 'unsatisfactory'. (see Appendix 28) for how this stretch of text can be analysed as 'S-P-R-E' 'multitext' 'multilayering'). Similarly Lewitt (Text 1, p.2) provides an equally clear heading, followed by his evaluation of previous approaches:

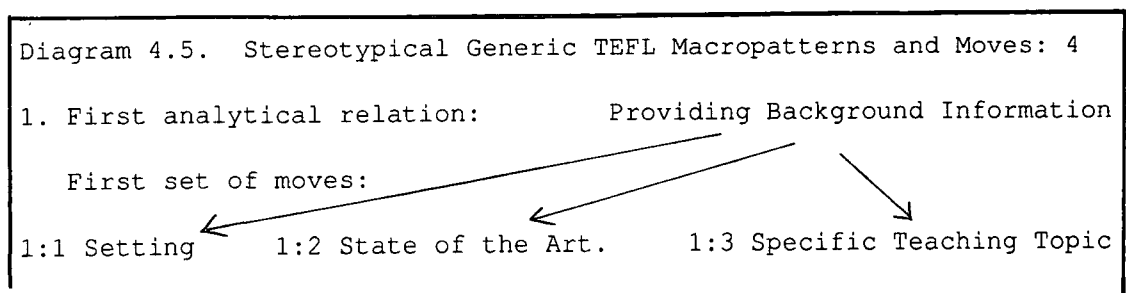
' Nonfunctioning can openers

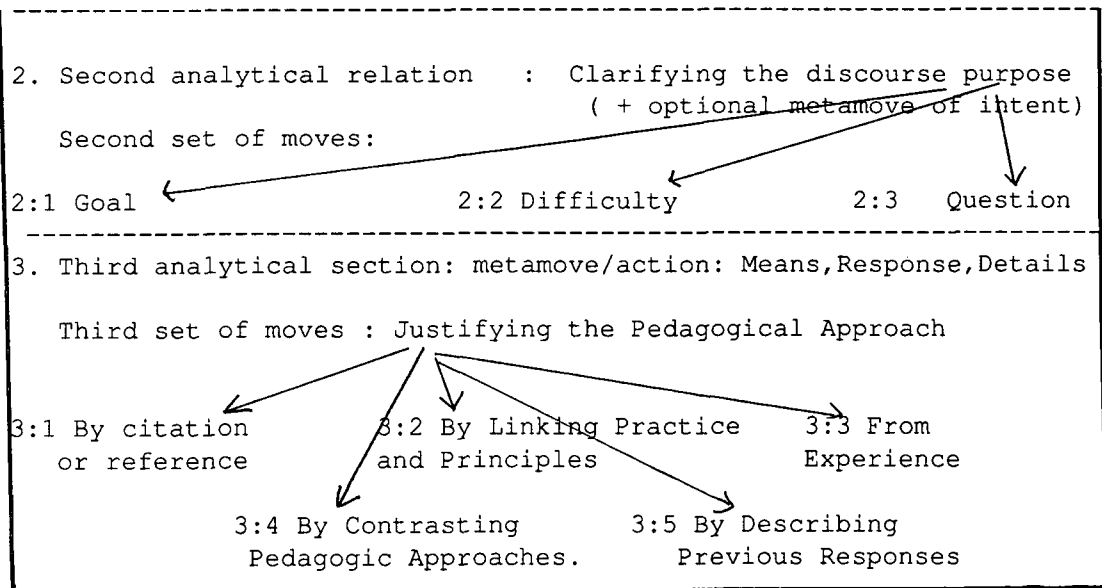
First let's look at tools that don't work, methods and techniques that don't open student minds and compositions. The most common mistake made by both teachers and students is to equate error correction with rewriting and revision. ... The other big misunderstanding of teachers and students alike is that editing constitutes revision. It doesn't: editing constitutes rewriting.

The centerpiece

Revision (re-vision) means seeing again. Rewriting (re-writing) means writing again.'

In both text examples the negative evaluations prepare the reader for the authors' actual responses which are then given prominence by separate headings. It is now possible to add this range of author tactics for justifying their practical responses to the diagram containing the total of the previous moves:





4.3 2.5. A FOURTH SET OF MOVES : IMPLEMENTING PRACTICAL STEPS.

4.3.2.5.1. PRACTICAL STEPS: 'MEANS' 'RESPONSE' 'DETAILS'.

In the analysis of the Forum text aimed at defining the communicative goal (4.2.6. above) it was shown that not all the articles provide a set of immediately applicable, teaching steps (see texts 10, 11, 13,). However, this is clearly an obligatory component for the canonical genre articles, the telling time in a TEFL article, i.e., the delivery of the practical goods. The importance of this compulsory section calls for certain changes in the make-up of the wider c/r macropatterns as described above (3.7.5.2.) They are seen by Hoey very much as two-section variations on the core 'Problem-Solution' pattern, namely 'Goal-Achievement', 'Question-Answer'. However, to do justice to the practical information, the bulk of the majority of the canonical TEFL methods articles, a three-section pattern would appear a better match for the distribution of writer information. Thus, following the signals of 'G', 'D' and 'Q' the practical steps would be framed as the 'means', 'response' and 'details' sections, respectively. The

'achievement' of the goal, the 'solution' to the difficulty and the 'answer' to the question is seen as signalled within the positive evaluation of the concluding sections. This tripartite division of the discourse would also appear to provide greater flexibility, without complicating the analytical issue with unnecessary detail and jargon. To return to the practical steps. These are preceded by various signals, often simultaneous with 'M', 'R' and 'D' signals:

Table 4.6. WRITER SIGNALS PREDICTING THE 'PRACTICAL STEPS/SUGGESTIONS'

TEXT	PIT	SIGNAL(S)	EXEMPLIFICATION
1	SEC4	HE (B-T)	'The secret ingredient at last'
1	SEC4 SEN4	->SC ->TC	'I found the solution to teaching rewriting'
1	SEC5 SEN(F)	ME (EN)	'The next steps enable this to happen.'
2	SEC2 SEN(F)	->TC	'why not incorporate...?'
2	SEC3 SEN1	ME (EN)	'The following suggestions...'
2	SEC4	HE (B-T)	'A task-based exercise'
3	SEC1 SEN(F)	->TC ME (EN)	'...I followed the following outline:'
4	SEC4 PA2	->TC ->SC	'We have developed...various routines...'
5	SEC5	HE (B-T) ME	'Suggested classroom activities'
5	SEC5 SEN1	->TC ->SC	'...we can...'
6	SEC2	HE (B-T) ME	'A technique to teach grammar'
6	PA4 SEN(F)	->TC ME (EN)	'I've found the following technique useful'
7	PA6 SEN1	->TC ->SC	'Two years ago I started an experiment'
7	PA9 SEN4	ME (EN)	'Below is a list of practical activities...'
8	PA3 SEN1	->SC ME (EN)	'The various... techniques I offer here...'
9	SEC2	HE (B-T)	'Effective teaching strategies'
9	SEC2 SEN1	->SC ME (AL)	'Let's look at the strategies...more detail'
10	SEC2	HE (B-T) ME	'A set of surveys'
10	SEC2 SEN3	->SC ME (EN)	'...we devised a set of surveys aimed at...'
11	SEC2 SEN1	->SC ME (EN)	'I would...consider...the following:'
12	PA2 SEN1	->TC	'One way I have found to be successful...'
12	SEC2	HE (B-T) (AL)	'Getting started'
12	SEC2 SEN1	->TC	'I begin the class with...'
13	SEC1 SEN(F)	ME (EN) REP	'...important qualities are the following:'
14	PA3 SEN1	->TC	'I was working in a school...'
15	PA5 SEN1	->TC ->SC	'The students perform... so find a topic...'
16	SEC5	HE (B-T) ME	'A stimulating classroom answer.'
16	SEC5 SEN(F)	ME (EN)	'...the technique described below...'
17	PA2 SEN1	ME (EN)	'The dictation techniques I want to share...'
17	PA2 SEN(F)	ME (EN)	'In each case there...'
18	SEC2	->SC ->TC	'The teacher can...'
19	PA2 SEN2	->SC ->TC	'...tried an experiment...consisted of...'

These signals include headings or metacomments, the practical steps are therefore almost always predicted by Tadros' enumeration category (e.g., 'certain measures', Text 15). Although, throughout the TEFL articles, there is a marked change of tense and/or person/voice to

signal the practical steps no one tense is used consistently (either inter- or intratextually) to describe the same. There are, similarly, several changes of subject but no constant pattern, although they are most often described with 'the teacher' as subject, reflecting a type of distanced commentary (Sinclair, 1990: 247, 5.14). The variations in tense reflect no more than writer sensitivity to the audience but the different switches cannot be said to create significantly different writer 'roles' or 'worlds'. Rather they are important indications both of where the new written monologue section begins and of changes in the discourse function compared to the preceding section. They may be interpreted as representing a wide range of explicit and implicit instructions. These same variations, on the other hand, may affect the ease with which the practical suggestions are identified (and therefore whether they are taken on board) by readers. By and large where a modal ('should' was the most common) is included this reflects no more than writer concern for special care to be taken. The details of tense, voice and subject changes can be illustrated graphically:

TABLE 4.7. DETAILS OF TENSE, SUBJECT & VOICE CHANGE SIGNALLING STEPS. (Legends: '(No.)' = text; '[no. & letter]' = text section.

->TC	->SC	TEXT/ TEXT SECTION
present simple	'I'	(3), (19), (1) [5], (2), (17) [4:1]
->past narrative		
->timeless present (commentary)	'the teacher'	(8) [2,5,6,7,], 17 [3], (6), (18)[1]
->imperative		(8) [3,4], (1) [last], (17) [4:2] (16)
->passive		(9), (19)
->active		(18), (1) [2]
->modals		(5), (18) [2], (16) [end], (7)

Together with these combinations of changes of tense, subject, voice, there are also wide uses of physical markers of paragraphs, sections, different type-face, tables, indentation, tables, black dots and dashes, all of which also adds up to a discourse 'zone of turbulence' (Longacre's 1983 term to describe highlighted episodes in narratives),

the crucial turning points in the TEFL articles. The various features marking the practical steps are presented in total below:

Table 4.8. GLOBAL VIEW OF TEXT FEATURES MARKING PRACTICAL STEPS

(Legend: Predictive Metacomment = ME(P); Advance Tense change= ->TC
 Label = ME(AL); Enumerative =ME(EN) Person " = ->PC
 Heading in bold-type = HE(B-T) Subject " = ->SC
 with block capitals = HE(B-C). (C)= Type face " = ->FC
 presence of 'discourse colonies'. Alphabetic" = ->A
 Numbers in brackets after ->TC reflect Numbered " = ->N
 several tense changes; ->FC type & dots Diagram " = ->D

TEXT	ME (P)	(AL)	(EN)	HE	(BT)	(BC)	->TC	->PC	->SC	->FC	A	N	D	(C)
(1)	+	-	+	+	+	-	+(2)	+	+	-	-	-	-	-
(2)	+	+	+	+	+	-	+	-	+	+	-	+	+	-
(3)	+	-	+	+	+	+	+	+	+	+	-	-	+	-
(4)	+	-	+	+	+	-	+	-	+	-	-	-	+	+
(5)	+	+	+	+	+	-	+(3)	+	+	+	+	+	+	+
(6)	+	-	+	+	+	-	+	+	+	+	-	-	+	-
(7)	+	-	+	+	+	-	+(3)	-	+	-	-	-	-	+
(8)	+	-	+	+	+	-	-(4)	+	+	+	-	-	-	+
(9)	+	+	+	+	+	-	+	+	+	-	-	+	-	+
(10)	+	+	+	+	+	-	+	-	+	-	-	+	-	+
(11)	+	-	+	+	+	-	-	-	+	+	-	+	-	+
(12)	-	-	+	+	+	-	+	-	+	-	-	-	-	-
(13)	+	+	+	+	+	-	-	-	-	-	-	-	-	+
(14)	+	-	-	+	+	-	-	-	+	-	-	-	-	-
(15)	-	-	-	+	+	-	+	-	+	+	-	-	+	+
(16)	+	-	+	+	+	-	+(3)	-	-	+	-	+	-	+
(17)	+	-	+	+	+	-	+(4)	+	+	+	+	-	+	+
(18)	+	-	+	+	+	-	+	+	+	+	-	-	-	-
(19)	-	-	-	-	-	-	+	-	+	-	-	-	-	-

One noticeable feature of this section of the articles was a variation in the ways whereby the authors presented their practical steps. The

texts included in Edge's 1986 analysis were shorter than the average 'Forum' article (see Text 18) and usually took the form of a single set of activities. In contrast in canonical articles in the 'Forum' texts the practical steps are presented in the following ways:-

Types of Presentation of Practice.	TOTAL	ARTICLES
a) consecutive steps within a single lesson	2	6,12.
b) consecutive steps within a learning module	3	1,2,3.
c) a series of non-chronological steps presented within one or more 'discourse colonies' which may incorporate examples of either a) or b) above.	9	4,5,7,8, 9,15,16, 17,18.

4.3.2.5.2. CONSECUTIVE STEPS IN A LESSON PLAN.

The majority of TEFL methods articles provide consecutive practical steps for application within a lesson. The first means of presentation are those descriptions of chronological procedures relating exclusively to a single lesson, activity or game, which should be read as a lesson plan (Texts 6, 12). In Text 6 the suggestions are referred to anaphorically, 'the plan I have developed' and using an 'Advance Label' category 'the lesson shown below should cover a period of 45 minutes working with a group of fifteen children.' The suggestions are in a separate framing box, with distinguishing print and columns for 'TEACHER' and 'STUDENT(S)' roles reading like teacher's notes, in contrast to the continuous prose of the remainder of the article. In Text 12 the phases are signalled by headings, e.g., 'Getting Started'; 'Learning Headline Grammar' and 'Inviting Student Input' and are predicted by enumeratives.

4.3.2.5.3. CONSECUTIVE STEPS WITHIN LEARNING MODULES.

The second form of presentation involves a series of activities, part of a programme and related to the article 'Goal'. Lewitt (1) for example, presents a series of headings and provides markers of

temporal sequence : 'The secret ingredient at last.' 'Simplicity itself: pass your first drafts in to me... The students brought their second drafts to the next class.'; 'Mixing' 'By the next class'; 'Chefs' Talk' 'The fourth draft'; 'The final touch' 'Now, at the fifth draft'. Finally he provides a summary of this procedural series within a concluding section entitled 'The whole recipe in review'. Sionis (Text 2) presents his entire series on a separate page, within a tabular box, in different print, as numbered instructions. He predicts these suggestions with a heading 'A Task-based Exercise' and 'Advance Labels' ('the task described on page 7...follows the sequential activities on page 8'). Keh (Text 3) provides an 'outline' preceded by an 'Advance Label', 'I followed this outline'. This outline is presented within a flow diagram of blocks, distinguished from the surrounding mainstream cohesive discourse. The outline steps are the headings for subsequent sections, a clear example of a c/r 'Preview-Detail' relation spanning the entire article.

4.3.2.5.4.A SERIES OF NON-CHRONOLOGICAL STEPS IN 'DISCOURSE COLONIES'

The discourse colony, a term coined by Hoey (1986:6), incorporates a diverse collection of discourses including timetables of all kinds, published lists of programmes to be broadcast, Common Prayer books, newspapers, instructions, hymn books and legal statutes, to name but a few. Thus, although it is argued that there is a certain homogeneity in terms of their discourse properties, colonies vary substantially in terms of both their utility and physical make-up. Whereas discourses are generally formed by continuous, cohesive prose (called "mainstream discourse" by Hoey, 1986:2) the discourse colony normally has no formal cohesive ties between its elements. The cohesion is obtained

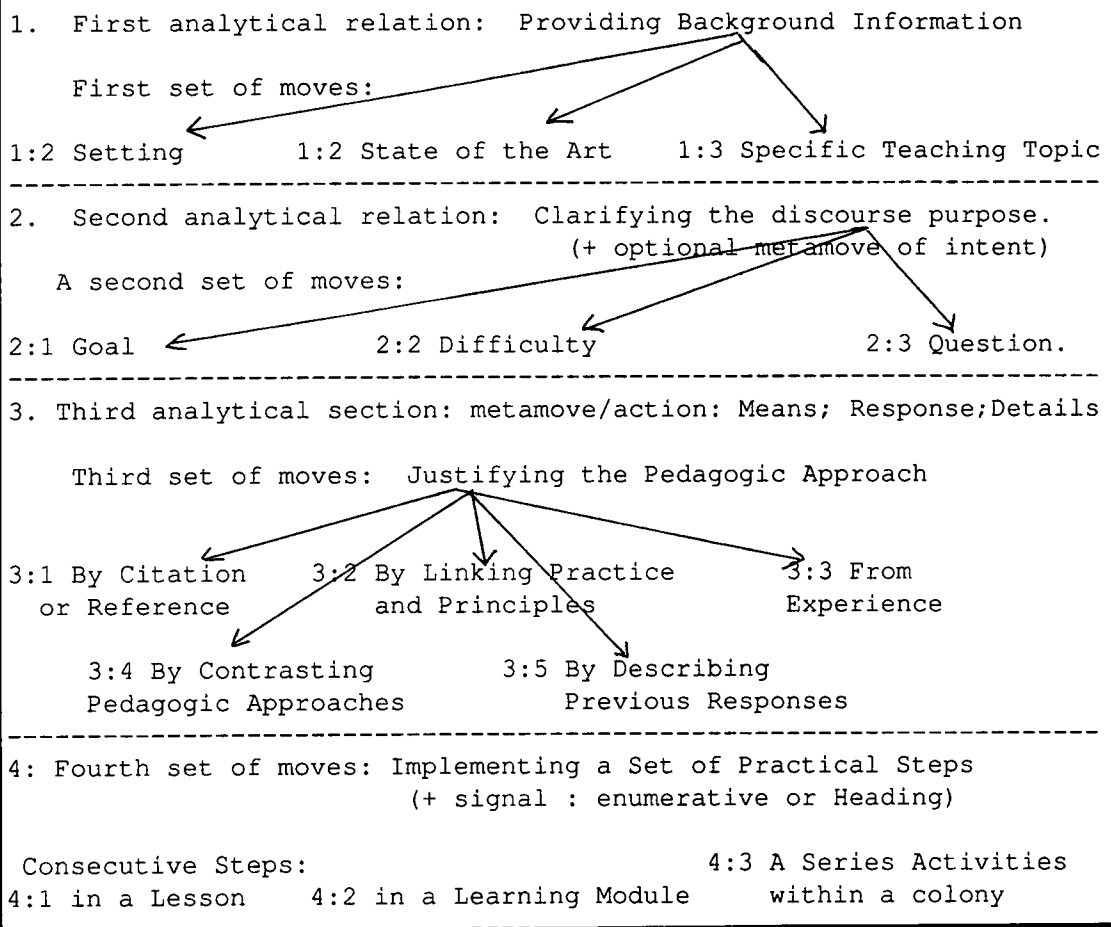
from the sequence of ordering systems, from arbitrary alphabetic or numbering systems, to non-arbitrary time or date systems or marginal 'sub-colonies'. Cohesion is given by a 'framing context' in the form of headings predicting the ordering systems of organisation, e.g., the alphabetic in dictionaries; the numbering in club rules; control by time or date in conference programmes or itineraries. The cohesion created by these organisational systems is therefore very different from the specific functions of linguistic features (including conjunctions, as well as grammatical and lexical cohesion) described by Halliday and Hasan. (1976) Nevertheless the systems ensure that colonies act as functional unities and thus create their own texture.

This was the most widely used means of presenting the practical suggestions by the authors of the Forum articles. There are, in all, a total of 31 'colonies' in the 'Forum' texts. However, these are far from representing a homogeneous discourse type. There is considerable variation in the make-up of the phenomenon, even within a single article, as the exemplifications found in Text 17 demonstrate. Rinvoluceri precedes his description of activities with the predictive metacomment 'The dictation techniques I want to share with you...'. This is followed by four numbered sections, each given a heading in bold-type. Each of these sections contains at least one series of steps, indented by black dots, which are instructions for teaching, and whose sequence would best be followed for optimum pedagogic exploitation. However, the sequence of these four sections could be jumbled without any obvious loss in coherence or meaning. This is why the four sections can be described as a colony. In addition there is a form of 'discourse colony multilayering' or 'colony-embedding'. As three of the four sections, '1.', '2.' and '4.' are colonies in

themselves, for they too contain colonies whose order can be changed without altering their function or meaning, despite the lexical/linguistic cohesion. Finally there are 'sub-colonies', i.e., discourse embedded within a wider colony and in some way dependent on the parent colony in that they cannot stand alone and have a meaning or function. These are no more than lists given the enumeratives 'Here are two sets of words:'; 'Here are some sentences you might use:', part of a 'Preview-Detail' pattern. The 'Details' or lists can be jumbled without changing their function (see Appendix 48A Diagram).

What is very clear from this limited exemplification of the 'discourse colony' is that the concept embraces a wide variety of physical forms, from the widest section encompassing two entire pages of the article, to two short lists comprising two dozen words. The colonies are presented in connected 'mainstream' prose, (e.g., 'Contradiction Dictation') as a series of instructions in the imperative (e.g., the second technique of '1. Taking down word endings') in unconnected sentences, or can be numerically distinguished. These variables in the form and presentation of 'discourse colonies' will be described in detail later in this thesis chapter as the phenomenon is felt to be a potential restriction to access for the Brazilian teachers. Having now described the three types of presentation of the practical steps, they will now be added to the generic framework table.

Diagram 4.6. Stereotypical Generic TEFL Macropatterns and Moves : 5



4.3.2.6. A FIFTH ANALYTICAL MACRO SECTION: FINAL EVALUATION.

4.3.2.6.1. AN OVERVIEW OF EVALUATION IN FORUM ARTICLES.

Thirteen of the Forum articles authors use a separate heading to focus on their final relation or section. Where this physically separate section of their discourse acts as a narrower 'closing' the headings are also metacomments (e.g., 'Conclusions', Text 5; 'Conclusion', Text 7; 'A Final Word', Text 15). However most headings explicitly mark a final, wider section providing a summary of the recommendations (e.g., 'The whole recipe in review', Text 1; 'An evolving role', Text 2) together with/or an evaluation of the recommendations (e.g.,

'Evaluation/Recommendations', Text 3; 'Evaluation', Text 4; 'Variously Valuable', Text 8). In addition, the majority of the writers (11) include within their wider final section an indication of a separate discourse unit of 'closing' by indentation, although only three mark their 'closing' with a frozen metacomment (e.g., 'My conclusion', Text 3; 'To end', Text 12; 'In conclusion', Text 15). While only one writer includes a recognisable 'closing' phrase acceptable to the audience (e.g., 'Returning to our present concern'), fifteen included phrases of positive evaluation and eight closed with an explicit hortatory plea to act upon the suggestions.

To provide an overview the occurrence of the range of discourse features for the final sections of all the Forum TEFL source texts will be shown in the following table, where '->LS' = change to language of suggestion; '->TC' = change of tense; '->LC' = use of 'language of claim'; 'HE(CON)' = heading relating to 'conclusions' or 'evaluation'; 'ME(AL)' = prediction of conclusion; 'HO' = hortatory plea to act; and the numbers (1) to (5) correspond to the type of evaluation provided, from (1) by anticipating audience objections, (2) by recycling the pedagogical ideas, (3) by recycling the original difficulty, (4) by describing positive results, (5) by describing positive effects on students. (Edge (1986) found evidence of (2), (3) and (4) in his source texts)

TABLE 4.9. SIGNALS OF EVALUATION IN FINAL C/R 'MACRO' SECTION.

TEXT	->LS	->SC	->TC	->LC	HE (ME)	ME (AL)	HO	(4)	(5)	(1)	(2)	(3)
1	+	+	+	+	+	-	+	+	+	-	-	-
2	+	-	+	+	-	-	+	+	+	+	-	-
3	+	-	-	+	+	+	+	+	+	-	-	-
4	-	+	-	+	+	-	-	+	+	+	+	-
5	-	-	+	+	+	-	-	+	+	+	-	-
6	-	-	+	-	+	-	+	+	+	-	+	+
7	-	-	+	+	+	-	-	+	+	-	+	+
8	-	-	+	+	+	-	+	+	-	+	+	-
9	-	+	-	+	-	-	-	+	+	-	-	+
12	-	-	-	+	-	+	+	+	+	-	-	+
14	-	-	-	+	+	+	-	-	-	-	-	-
15	-	-	-	-	+	+	-	-	+	+	-	-
16	+	+	-	+	-	-	+	+	+	-	+	+
17	-	-	+	-	-	-	+	+	+	+	-	-
18	-	-	-	-	-	-	-	-	-	-	-	-
19	-	-	-	+	-	-	-	+	+	-	-	-
TOTALS	4	4	7	11	9	3	8	13	13	6	5	5

From these totals it is clear that most Forum authors brought in evaluations relating to pedagogic results, and that many switched to use the language of claim. These findings are unsurprising. What is perhaps of more analytical interest are the 'indirect' evaluative moves of (1) and (5) and the fact that neither were found in Edge's texts. However, before providing exemplification and reasons there is a need to define what we mean by evaluation, and why, given the instances of evaluation in previous macro sections, this discussion is limited to the final article sections.

4.3.2.6.2. DEFINING 'EVALUATION' IN THE FINAL FORUM MACRO SECTION.

Within the literature there is little consensus regarding the importance or role of evaluation in written monologue. It is entirely ignored by de Beaugrande and Dressler (1981), receives minimum mention by van Dijk (1977:200), seen as no more than functionally contrastive to neutral facts by Polanyi (1985) and yet is a key tactic, a central core in establishing meaning by Sinclair (1981:13). Similarly it is fundamental for Winter and his associates (e.g., Jordan, 1984:89), the common means of relating two clauses, or of relating two sections of an analytical macro-relation (Hoey and Winter, 1986). It is this apparent dual function of the concept which suggests that it would be pertinent to define the term 'evaluation', before discussing the details of its occurrence in the TEFL articles.

The danger for analysts is that any two adjacent sentences will contain some form of evaluation; that evaluation is all pervasive (i.e., 'What the writer thinks', Winter, 1986:99). Thus writers explicitly signal evaluation early in the TEFL articles (e.g., 'effective' Text 9, 'limited' Text 19). However, these lexical findings alone hamper both attempts to be comprehensive and to verify examples from wider text sources as no writer choice may be considered neutral. For this reason the present analysis will focus on evaluation within the final set of writer moves in the TEFL articles, thus in line with the stereotypical patterns which Edge (1986;1989) proposed as the means whereby TEFL writers present their information.

It is the second use, i.e., that of describing the function of a sentence of written monologue, or a stage or section of schematic organisation (Winter, 1986:98), which will be given focus.

Evaluation, then, will be taken to be a discursive phenomenon, and its two functions as such will now be spelled out: firstly, it is a discourse feature which interprets the state of play in each macro-section (or in the case of an individual article, within each writer move) and throughout the stages of a 'minitext', whatever the macro organisation; secondly, evaluation has an overall organising function, galvanising meanings into a coherent whole (Hoey, 1983:55).

At this second level the evaluative terms through which the TEFL authors choose to describe their 'wrapping up' justifications and judgements provide indications of the value system and core aims of the genre and the discourse community. The high premium placed on 'economical', 'efficient' and 'ease' point to the requirement of practical 'goods'; alternatively, epithets including 'stimulating', 'challenging', 'interesting', suggest a concern with the effects the practice will have on students, rather than its substantive content. These choices play a key role in establishing the identity of the TEFL genre as typically directed towards practical teaching ends, judged by functional and effective criteria, the primary outcomes of which are the range of learning techniques, as products of the interactions.

Edge (1986^a) found that TEFL articles evaluation illustrates the benefits of the writers' practical suggestions in terms of the positive results. These results, are, in turn, matched with the original situation, i.e., a comparison of the differences before and after the author's suggestions within matching relations of contrast. This corresponds to a value function of evaluation in which a quality is bestowed which relies upon the shared values of the TEFL community, and which assumes that the practical suggestions are of professional

worth. Thus one analytical task is to verify the extent to which evaluations in the Forum articles include 'Matching' relations.

4.3.2.6.3. EVALUATION BY ANTICIPATING AUDIENCE OBJECTIONS.

Within the justification moves one writer tactic mentioned was that of dealing with previous responses, in that way predicting audience reactions or responses. A similar tactic, often found within evaluation, although not exclusively to the final concluding section of articles, is that of anticipating audience objections to the approach which is being proposed by the writer, based on their own expertise. These were not found by Edge presumably because the audience for his source texts was more clearly defined and more homogeneous. These moves are expressed in the present tense, taken as universal truths, but followed immediately by a connective marker of contrast. The following extracts have 'Negative Evaluation' and 'Positive Evaluation' in implicit matching contrast. They are therefore different from the overtly interactive 'some people might think' type of 'Hypothetical-Real' contrast which are seldom used in the TEFL articles but which are, nevertheless, a source of misinterpretation for the less fluent EFL teacher/ reader.

'I have not yet attempted any objective evaluation... My subjective impression, however, is...' (Text 4)

'...this procedure is time-consuming for the teacher. But the students benefit in at least two ways:...' (Text 8)

'For the first two weeks the students feel a little confused ...They want to know the...equivalent...after class a few students may come and say they don't understand... But the teacher should not tell...This is important in training students...and... lays a valuable foundation...' (Text 9)

'Undoubtedly such practices are a burden on the teacher. However, the extra time and thought spent are well worth the effort.' (Text 15)

'Selecting the content does not necessarily ensure a successful test... Certain measures are still...' (Text 15)

'...the students grumble and groan. Then they...' (Text 17)

'The count/non-count distinction exists in most languages...

What is language specific, however...' (Text 18).

The objections can be predicted and presented in a more explicit way:

'There are, of course, a number of potential dangers in using video... The first is overuse... we should avoid becoming its slave.. A second danger is... attention needs focusing, therefore.. Another latent drawback... For this reason students need...' (Text 5).

This form of writer move is considered more important than the number of its occurrences might suggest as it has led to incoherence in the summary writing of the target population of teachers, when the markers of contrast were very often ignored, not because of the linguistic content, nor because of the explicitness of the lexical items involved, but, due, possibly, to either cross-cultural differences of a discourse organisational nature, the focus of the following chapter, or more probably, the attitude to reading in EFL, whereby the detailed reading strategy adopted will move against the processing of the otherwise obvious markers of negative evaluation.

4.3.2.6.4. EVALUATING BY RECYCLING THE IDEAS BEHIND THE PRACTICE.

A further writer tactic employed within the concluding moves is to recycle the ideas regarding language learning which provide the basis for the practice and which had previously been presented in the second set of justifying moves. This tactic is present in the following text:

'The process seems to stimulate the students to a greater sense of discrimination in their general approach to lexis - largely, I think, through a combination of the independent learning style that enables them to see that "they can do it" with the "frontier" input, which builds upon existing knowledge, coming as it does at what Krashen (1982) calls the $i + 1$ level.' (Text 4)

'The teaching of grammar involves not only the learning of rules but learning how to manipulate the devices that English speakers use to convey certain meanings and relationships.' (Text 6)

'As we know language learning is largely a personal thing...Writing is thought to be not so much a process through which one reports one's thought...' (Text 8)

' 'Sound Principles Applied with Art' is the most realistic framework...' (Text 11)

'...provide a visually dramatic presentation of a particularly complex structure.' (Text 16)

4.3.2.6.5. EVALUATING BY RECYCLING THE ORIGINAL 'DIFFICULTY'.

In a parallel move to that described above the writers will follow their recycling of the language learning ideas, or present, together with the ideas, a rephrasing of the originally perceived difficulty or deficiency. Of course this tactic is adopted only when the starting point for the article was seen as a difficulty and described as such within the second set of moves. Text examples include:

'All these activities make up for the deficiencies of a non-English-speaking environment.' (Text 9)

'...the end result is that students have broken through the psychological barrier that prevented them from trying to read English newspapers.' (Text 12)

'The impact of such a lesson should help provide your students with the means of avoiding a typical clausal mistake.' (Text 16)

4.3.2.6.6. EVALUATION ACCORDING TO RESULTS.

Positive evaluation within the concluding moves, provides the basis for the completion of the macropattern, confirming the 'Achievement' of a 'Goal', a 'Solution' for a 'Difficulty', and an 'Answer' to a 'Question'. Thus the evaluation is given in the form of positive results for the language learners, expressed by adjectives: 'beneficial' (2); 'benefit' (4); 'effective' (6); 'efficient' (2); 'interesting' (6) 'positive' (2); 'rewarding' (1)). The matching relation of comparison is reflected in the verbs: 'derive more profit' (2); 'heightened' (1); 'helps' (3); 'increased' (4); 'improved' (7); 'strengthened' (1) and the consistent use of adjectives of comparison, in turn, showing the benefit of the author suggestions, best illustrated from the following selection:

'The results could be seen in the improvement of students' writing in content, organisation and even grammar. ... Also, there was a change in the students' attitude toward writing -

more positive and less frustrated. ... The greatest benefit of this approach was the increased interaction...' (Text 3)

'...students' confidence and ability improves... The process seems to stimulate students to a greater sense of...' (Text 4)

'...improved dramatically and the productive and receptive abilities of English in terms of language improved significantly in comparison with previous academic years.' (Text 5)

'an efficient way to improve pacing and make language learning more enjoyable'. (Text 18)

'students built up their self confidence and increased their capacity for learning.' (Text 19)

These texts provide ample evidence of the language of 'claim', specifically with the emphasis on 'improvement' and extensive modal use. They also include exemplification of the micro 'Logical Sequence' clause- relation of 'Instrument-Achievement'. It is marked here by the verbs 'worked', 'enable', 'gives', 'offers' and in the other text extracts by 'ensures', 'provides', 'stimulates'. It is also marked by various uses of 'result' (e.g., Text 3) and the noun 'way', (Text 7) providing positive evaluation of the 'means' and a consequence and result which can be recognised and accepted as positive by the audience of teachers. They are exemplified below:

'The technique of letting the students...reduces the teacher's work ... of getting the students...giving...a chance to...'

(Text 8)

'Whichever approach is followed the end result is that students...'

(Text 12)

'...methods seem to achieve similar results and provide...'

'...help provide your students with the means of...'

(Text 16)

'...such activities are an efficient way to improve'

(Text 18)

'...as a result of the program students built up...'

(Text 19).

4.3.2.6.7. EVALUATION IN TERMS OF EFFECTS ON STUDENTS' ATTITUDES.

There is a widespread tendency for the writers to evaluate their suggestions positively with reference to the effects which the adoption of the suggestions have had on the attitudes of the language learners involved, i.e. an accepted genre goal. This is evidenced by the repeated instances of certain lexical signals, e.g., 'confident' (4); 'fun' (4); 'enjoy' (3) and those below:

'...engages student interest...' (Text 1) 'Formative self-evaluation by the students tends to back up my subjective impression.' (Text 4) '...they appeared to enjoy the experience.' (Text 5) '...they arouse the students' interest...' (Text 9) '...it is exciting...' (Text 15) '...most students love...' (Text 17) '...make learning more enjoyable...' (Text 18) '...the students build up their confidence...' (Text 19).

4.3.2.6.8. CLAIM AND SUGGESTION: THE LANGUAGE OF EVALUATION.

In data analyzed by Jordan (1984) authors' evaluation of their own research was characterised by the presence of copular verbs, as well as modals and the insertion of adjectives such as 'probable', all of which signal a reluctance on the part of writers to come out strongly in favour of their own findings. Jordan claimed that these signals had been misinterpreted by a substantial number of his ESP specialist students. A similar tendency might be apparent in Forum.

The utilisation of copulas and other signals of writer hedging is noticeable in Cox (Text 16). These include: 'would suggest'; 'appears to'; 'it could be reasonably assumed'; 'more often than not'; 'generally speaking'; 'probably'; 'it may be true to say'; 'it could be argued' 'Formative evaluation tends to produce better'; 'Both methods seem to achieve'. However, Cox' tactics appear to be atypical of the TEFL authors as only three others (Sionis, Text 2, 'might'; McKenzie, Ndoma 'seems') chose to utilise five cases of what can be considered modal or lexical hedging (Lakoff, 1983). Nor were there examples of the attribution and condition which Bloor (1988) sees as alternative means of writer modification of evaluation.

What is more common is the use of the present and past active uses of the verb 'to be' and present active of verbs: 'assure'; 'furnish'; 'gives'; 'helps'; 'improves'; 'produces'; 'provides'; 'offers';

'stimulates'. These, together with wide use of the emphasis on 'improvement' and the 'Instrument-Achievement' relation, reflect the language of strong claim, performing an evaluative function. Similarly the consistent choice of the modals 'should' and 'could' and the verb 'recommend' mirrors the suggestive nature of much of the language of these moves, linking in with the illocutionary intention to persuade readers to adopt or adapt the suggestions. The TEFL authors (Cox, Text 16, is the exception) appear to suffer much less from the need to qualify support for their own positive evaluations, in comparison with the writers from science and technology in Jordan's (1984) data. One hypothesis was that this may be explained on cultural grounds and that the choice of the markers might correlate with nationality or first language. No correlation is apparent in the articles. What is true, on the other hand is that many writers use certain lexical items, e.g. 'communicative', 'functional', 'fluency', 'awareness', which perform an evaluative function specific to the genre (cf. Baker, 1988:103).

4.3.2.6.9. THE CLOSING HORTATORY PLEA TO ACT.

Thus the analytical wheel has come full circle and the focus is again turned to the final move, the writer's intention, with which the identification of the genre began. This is the exhortatory punch line of advice to the audience. The results have already been evaluated in at least one of five ways, with degrees of co-occurrence, demonstrating that the various recipes may equally well nourish a variety of student bodies. The wide use of the language of suggestion, marked by the modals 'should' and 'could', already mentioned, as well as the use of the imperative by five authors, and

'your students' (Cox, Text 16) reveals the illocutionary intent in its most explicit form. This ~~implicitness~~ is needed, for if the reader has not understood this intention then the point of the entire article will have been misunderstood. Certain interim general analytical conclusions regarding the macro levels will now be made.

✍ X

4.3.3. INTERIM ANALYTIC CONCLUSIONS ON MACROPATTERNING.

The analyses thus far have revealed important similarities in the means used to present information. The significance of this information is signalled within moves which make up 'sections' of the written monologue. These sections mirror the wider analytical macropatterns described by Hoey (1986) but differ in certain respects from the generic patterning which Edge (1989) specified for TEFL articles. These differences include the provision for a third initial 'background' move, specifying a topic; involve the expansion of the basic 'P-S' pattern to include 'Goal-Achievement' and 'Question-Answer', and the inclusion of lengthy and varied 'justification' moves in varied discourse sections, more often than not before the description of practical suggestions; these latter sections, in turn, were presented both as a series of consecutive steps in learning modules, and in 'discourse colonies', while the final evaluation sections included three additional writer moves; these variations are felt to reflect differences in the perceived audiences, a topic to be discussed in more detail subsequently.

The Forum macro patterns also mirror the organisation of the 'Hortatory' 'genre' posited by Martin, (1985) often taking the form of 'setting the scene'; 'reason(s) for writing'; 'theoretical

justification(s) and practical claims; exemplification; professional evaluation. These five sections may include optional moves, although both sections and moves vary considerably in length from a single sentence to those stretching well beyond the bounds of a physical paragraph. There is nothing to prevent a Forum author from manipulating the order of these five sections, or that of the moves within each pattern. Nor is the inclusion of any one move from any section to be seen as compulsory, although there needs to be a move with practical suggestions, and for an implicit or explicit move encouraging the teacher/reader to take up the suggestions. Otherwise writers are free to roam within this loose organisation. In an effort to illustrate the wealth of possible paths available two of the TEFL texts have been reviewed in detail and each author move recorded. Thus Text 3 (Keh) we have : 1:3 -> 3:2 -> 2:1 -> 1:1 -> 2:1 -> 4:2 -> 5:4 -> 5:2 -> 5:5 -> 5:7 -> 5:5. The moves followed by McKenzie in Text 4 were: 1:3 -> 3:5 -> 2:1 -> 1:1 -> 3:2 -> 1:1 -> 3:2 -> 3:4 -> 4:2 -> 5:5 -> 5:3 -> 5:2 -> 5.5 -> 5:2 -> 5:4.

These findings match Hasan's (1985:73) theoretical hypotheses regarding variations within genre. The analysis is a long way from specifying all the moves which are optional and compulsory and their ordering, for their "Generic Structure Potential", (Hasan, 1984:79) nor would it seem possible to describe a total potential for this genre. However, if the 'GSP' is seen as a system, then the make up of any individual text is only one of many possible ways of instantiation of some particular path acceptable within the system. The 'GSP' is a theoretical concept, the sum of resources which a given genre has at its disposal, rather than a statement regarding manifestations of any given text. This allows for the differences in patterning between the

texts of the same genre. This also, in turn, provides a principled explanation for the variations found within Forum articles and for the differences with Edge's source texts, and those found from a brief scan of a single edition of ELTJ (cf. Appendix 48B).

The clause-relational approach to analysis has thus far provided some useful general insights regarding the macro organisation. The principles of 'Goal-Means-Achievement', 'Problem-Response-Solution' and 'Question-Details-Answer' are forward pointing. In other words, the choice of the first element determines which completion element will follow in the respective pattern, is thus predictable, and can therefore be anticipated by efficient readers. In contrast, many of the clause-relational 'mapping condition' patterns, specifically of 'Cause-Consequence' and 'Matching Contrast' are only evident (and therefore only cognitively processed) after completion of the pattern.

There would appear to be a case for avoiding the restrictions of two-item patterns (i.e., Hoey, 1988, described above, 3.7.5.2.) despite the clarity of the notion of 'Problem-Solution' as a general organising force within written TEFL methods for which Edge has argued. Thus a closer reflection of the reality of writer information within the Forum articles has been possible when the three-item organisational patterns of 'Goal-Means-Achievement' or 'Difficulty-Response-Solution' and 'Question-Details-Answer' are used within the wider 'Situation-Evaluation' framework. In this way the 'Means', 'Response' and 'Details' sections are given the greater weight they deserve as they include the crucial practical suggestions.

4.4. A SECOND ANALYTICAL LEVEL: POTENTIAL READER PROBLEMS.

4.4.1. INTRODUCTION.

In the analyses of the Forum articles in the previous section the focus was on the c/r macropattern organisation. This was important in recovering certain realities of the writers' discourse at a global level. This foregrounding at one specific level has tended to undervalue the role and distinctions of complementary aspects of the writers' discourse, including the role of 'S-P-R-E' minitexts, expressed by 'multilayering' and certain patterns of 'Matching Contrast'. This section will provide more detailed analyses of these and other features, which are considered either as possible barriers to easy access of practical information, or as potential problem reading areas for the TEFL teachers involved. It will thus also include details of the variations of discourse colonies, with occasional illustration of the role of the micro elements of prospective and retrospective signalling. No comments will be made on the first unproblematic section 'Providing Background Information'.

4.4.2. 'S-P-R-E' 'MINITEXTS' IN 'JUSTIFICATION' & 'EVALUATION'.

Although only seven of the TEFL articles from the 'Forum' edition were assigned the generic variation of 'Difficulty-Response-Solution', (as stated above, 4.3.2.3.3.) all the articles contain some markers of negative evaluation, and many of these do signal 'difficulty' or 'problem'. However, these signals of 'problem' occur within 'minitexts', 'multilayering' and 'evaluation' without necessarily indicating a macropattern for the entire discourse. These writer tactics have been isolated as a problem area for INSET-TEFL teachers

in Brazil. The following signals occur within 'minitexts':

a. 'Most EFL students hate to write, at least at first. Often they reach university without any experience at composing English...' (Lewitt, Text 1, p.2)

b. 'Pity the EFL learner in his or her first composition course: virtually no experience, no confidence, maybe no ideas, a slender vocabulary, skewed grammar and probably the vaguest...' (Text 2)

c. 'Often, some of the pupils are repeaters who suffer from what could be called the "still-harping-on-that" syndrome: anything taught by the teacher has a deja vu quality that automatically makes it fit for new listeners only.' (Sionis, Text 2, p.5)

d. 'Unfortunately this experience is often acquired the hard, unassisted way.' (Sionis, Text 2, p.6)

e. 'But this ability cannot be developed unless students are given opportunities to develop it. And the students feel bored if they always do the correction themselves. On the other hand, if the teacher always does the correction it is too much work for him/her, and it is monotonous for the students.' (Text 8, p.34)

These five text extracts will now be analysed within the context of

the individual writer's discourse. The first is the opening paragraph

of Lewitt's article which may be considered a 'minitext':

TEXT	SIGNALS	MICRO	MACRO
'Most EFL students hate to write'	NEGATIVE	RESULT	PROBLEM
'without any experience at composing'	NEGATIVE	RESULT	PROBLEM
'they have done written translations'	NEGATIVE	CAUSE (LOGICAL	
'emphasis ...on so-called correctness'	NEGATIVE	CAUSE SEQUENCE)	
'communication...deemphasised..ignored	NEGATIVE	RESULT	PROBLEM
'But...'	CONTRAST	MATCHING	
'students have healthy lively interest'	POSITIVE		RESPONSE
'teacher fails to make use of these'	NEGATIVE	CAUSE	
'risks student boredom and ennui'	NEGATIVE	RESULT	RESPONSE
'while...'	CONTRAST	MATCHING	
'teacher-centred, correctness-centred'		CAUSE	
'destroy student interest'	NEGATIVE	RESULT	
'learner-oriented, idea-centred		CAUSE	RESPONSE
'engages student interest	POSITIVE	RESULT	SOLUTION
'powerfully'	POSITIVE		EVALUATION

This analysis illustrates a minitext on the topic of teacher-centred

correctness in contrast to learner-oriented writing. The macropattern

is 'S-P-R-E' and includes micro clause-relations of both 'matching'

and 'logical sequence' and a recursive negation. However, its macro

role is to provide an acceptable wider setting and thus a

justification for the goal of the writer.

The second text extract is also taken from the first article by

Lewitt. His second paragraph also incorporates a 'S-P-R-E' set of relations; the first sentence provides both 'Situation' and 'Problem' while the second sentence is an explicit 'Response':

'the EFL learner in her first composition course'		SITUATION
'no experience, no confidence, maybe no ideas, a slender vocabulary, skewed grammar...vaguest...'		PROBLEM
'What to do?'	marker of	RESPONSE
'Translation doesn't	teach writing...	RESPONSE 1 (NEG.EVAL.)
Lectures don't	teach writing...	RESPONSE 2 (NEG.EVAL.)
writing and more writing ... teaches writing.		RESPONSE 3 (POS.EVAL.)
practice, practice, and still more practice.		(INSTRUMENT)
In this way writing is learned rather than taught'		ACHIEVEMENT/RESULT

Both these initial paragraphs, on the other hand, can be considered as part of Lewitt's justificatory preamble as he reiterates the need for a response in the following paragraph: 'The question of what to do and how to do it remain.' As has been argued above, the remainder of the article fits the 'G-M-A' macropattern, from the title 'How to...' to the headings 'Nonfunctioning can openers'; 'Finding the right size pot', to the 'tools' for the goal of 'real rewriting'. A third text extract is from the second paragraph, part of the justification of the article by Sionis, (Text 2) which also contains a 'S-P-R-E' minitext:

'This pedagogical attitude is all the more justified'		MULTIDIRECTIONAL
'as most secondary school ...languages classes are...'		SITUATION
'large and heterogeneous...repeaters...'		PROBLEM
'not necessarily poor results in English	(PREVIEW)	
'Their experience and knowledge capital		POSITIVE EVALUATION
can be tapped by the teacher		INSTRUMENT; RESPONSE
for the benefit of the whole class.'		RESULT; POSITIVE EVALUATION
		SOLUTION

The fourth text extract, also from Sionis, is noticeable for its perspective and retrospective signalling:

'The next obvious step		MULTIDIRECTIONAL
is the process of becoming completely autonomous'		GOAL
This desirable state of language learning		POSITIVE EVALUATION
is the most readily available for continuing education		GENERALISATION
The key element is acquiring a fair amount of...		EXEMPLIFICATION
Unfortunately this experience is often acquired the hard way'		PROBLEM
	(MULTIDIRECTIONAL/GENERALISATION)	
'A case in point would be...'		EXEMPLIFICATION
'why not incorporate in the initial phase?		RESPONSE/QUESTION/GOAL

These 'minitexts', extracted from Sionis, can be seen as writer tactics for describing the circumstances and justifying the purpose of

the article, expressed by a 'Goal-Means-Achievement' macropattern and signalled in the title 'Towards autonomy via..' and the headings 'Steps towards autonomy', and 'An evolving role'. The fifth extract is from Xiaochun's first paragraph (Text 8) which also displays an 'S-P-R-E' minitext but is part of a wider 'Goal-Means' macropattern:

'The most important reason is that it			
helps them develop a self-critical attitude			GOAL
give opportunities to correct their work	(INSTRUMENT)	MEANS 1	
if...always ... students feel bored	NEGATIVE	EVALUATION 1	
On the other hand if the teacher always	MATCHING (INSTRUMENT)	MEANS 2	
too much work for her...monotonous for students.'	NEGATIVE	EVALUATION 2	
'What we should do is			RESPONSE
choose the procedure	(INSTRUMENT)	MEANS 3	
...most effective in dealing with...a mistake.'	POSITIVE	ACHIEVEMENT	
...interesting and beneficial to students	POSITIVE	EVALUATION	
in addition to reducing the teacher's work.'	POSITIVE	EVALUATION	

The organisation of information in each of these three articles, relates to a 'Goal-Means' macropattern suggested in each of their titles ('How to cook a tasty essay...'; 'Towards autonomy via peer teaching...'; 'Various ways...'). These titles are followed by 'background information', a negative marker of problem, a response (often with a negative evaluation initially) followed by a positive evaluation. These 'minitexts' were embedded in various justificatory background moves, discernible before any of the authors presented their practical suggestions, the 'means' to the writer's goal. The move away from the 'minitext' to the author's own practice is marked by a predictive 'Advance Label' category, within a metacomment.

These 'S-P-R-E' minitexts exemplify writer tactics of defining the topic and goal, justifying the attention given to the topic, and displaying certain learning principles behind the practice. This writer tactic using 'minitexts' was also evident in the articles by McKenzie, (4) Shepherd, (5) Storti, (6) Haggan, (11) Ozmen, (14) and Norman. (15) In each case the emphases are not so much on the problematic elements of the situation; but rather details are given of

the 'Goal' and the reasons behind the 'Means'. Where an evaluation has been included within 'minitexts' the emphases are on improving language learner ability, rather than having overcome difficulties, which is the focus of those articles organised by a 'Difficulty-Response-Solution' macropattern.

4.4.3. 'QUESTION AND ANSWER' IN 'JUSTIFICATION' & 'EVALUATION'.

At the micro level of prediction Tadros (1985) included the 'Question-Answer' and there are no shortage of text examples in the 'Forum' data. Thus a question 'What is needed for... a project?' is the stimulus for a short section of Ozmen's article (Text, 14), while Wang's (Text 9) question 'What makes English teaching in the foreign-language schools so effective in China?' is a forerunner for wide range of activities presented over an entire page of text. At this wider discourse level the 'Question-Answer' pattern also organises minitexts for entire article sections. However, these 'Question-Answer' patterns are not only embedded within wider writer macropatterns, they are also the setting for the embedding of shorter 'S-P-R-E' 'minitexts'. For these reasons they are considered as potential barriers to straightforward processing of information by the Brazilian public sector EFL teachers. The presentation of information using these wider 'Question-Answer' is evident in McKenzie, (5) where sections are answers to his headings 'Why learner-centredness?' and 'Why lexis?'. Under the latter section heading the following complex integration of text signals and patterns are found:

'Why lexis?'	QUESTION
'link between vocabulary and comprehension never in doubt'	ANSWER
'What has been difficult is to determine the exact nature...'	PROBLEM
'Alderson(1984) provides a concise summary of...complexities'	RESPONSE
'Despite the obvious importance of vocabulary teaching...'	SITUATION
there has been... a dearth of research...on the subject'	PROBLEM

'This imbalance has been redressed'	RESPONSE
'Many new ESL coursebooks...'	GENERALISATION
'...to give but one example...'	EXEMPLIFICATION
'What is curious about this spate of publications'	MULTIDIRECTIONAL
is the almost total absence of learner-centred proposals'	PROBLEM
'It is curious for two reasons'	EXEMPLIFICATION/ENUMERATIVE
'first.... second because	CAUSE
vocabulary teaching should lend itself to learner-based'	GENERALISATION
'impossible to select words meaningful on individualised basis'	PROBLEM
'How then can a teacher establish student need...?'	RESPONSE/QUESTION
'One answer is through collaboration...'	ANSWER/GENERALISATION
'One of the few researchers in the field...is Haggard'	EXEMPLIFICATION
'The one difficulty is... no set of guidelines'	PROBLEM
'Such a ... principle is necessary'	MULTIDIRECTIONAL/GENERALISATION
'Without it...a sea ...uncharted and unfathomable'	EXAMPLE/PROBLEM
'with it the learner is enabled to avoid'	EXEMPLIFICATION/RESPONSE
'...explain by outlining the principle I adopted'	GOAL/ADVANCE LABEL

This stretch of discourse, a 'minitext' in itself, illustrates the complex overlapping of the various clause relations and the role of the prospective and retrospective signals, particularly that of the 'multidirectional' signals (discussed above 3.6. within Francis' (1986) analyses) . It straddles two sections of the article, 'Why Lexis?' , embraces the entire latter 'Q-A' pattern and is embedded in the 'Goal' of a 'Goal-Means-Achievement macropattern of an entire article (underlining the difficulty of categorising), and anticipates the topic of the following section. The c/r relations of 'Generalisation-Example' and 'Matching Contrast', and grammatical parallelism, are the means used by writers to present their argument.

4.4.4. ADDITIONAL POTENTIAL PROBLEMS IN 'JUSTIFICATION' .

4.4.4.1. POTENTIAL PROBLEMS: 'LINKING PRINCIPLES AND PROCEDURES' .

A wide stretch of Sionis' (Text 2) article illustrates the complex integration of clause relations at various micro levels where he makes generalised claims regarding his principles and provides exemplification by linking to a selection of procedures, thus

aggravating access to the discourse information for naive readers:

'Learning from each other' (HEADING/PREVIEW)
'Learning by seeing and hearing other students fulfill language
functions better than oneself can be applied to (GENERALISATION 1)
a variety of other classroom activities' (ENUMERATIVE)

role-playing language learning language (EXEMPLIFICATION 1)
('S-P-R-E' for adults laboratories
'minitext') (a) (separate paragraph) (b) (separate paragraph) (c)

Each of these paragraphs provides exemplification of the
generalisation of the first sentence; however, each also provides
further evidence of overlapping of various relations:

- (a) 'Role play is frequently used (SITUATION/EXEMPLIFICATION 1)
as a way of involving (INSTRUMENT)
a whole group of students in active communication (ACHIEVEMENT)
But there is always a need (SIGNAL OF PROBLEM)
for one to assume more responsibility (GENERALISATION 2)
For example
Someone must play the devil's advocate (PROBLEM/EXEMPLIFICATION 2)
The teacher can take charge of this particular role (RESPONSE)
But his level of language...
may discourage the weaker students (NEGATIVE EVALUATION)
Resorting to a good student (INSTRUMENT)
is more likely to (POSITIVE EVALUATION)
keep the debate at a manageable level for all (ACHIEVEMENT)
- (b) 'In language learning for adults (EXEMPLIFICATION 1/SITUATION)
(GENERALISATION 3)
especially in English for Science and Technology (EXAMPLE 3)
the most useful student is...the...specialist (GENERALISATION 4)
encouraged to deliver a short lecture (EXEMPLIFICATION 4/CAUSE)
legitimate pride in having something valuable to impart
(POSITIVE EVALUATION/CAUSE/CONSEQUENCE)
beats any inhibition...that may hinder communication'
(POSITIVE RESULT/MEANS/CONSEQUENCE)

4.4.4.2. POTENTIAL PROBLEMS: 'CONTRASTING PREVIOUS APPROACHES'.

The last text extract from Sionis illustrates occurrences of 'Cause
-Consequence' relations in a wider 'Generalisation-Exemplification'
pattern. There are, in addition, a substantial number of author uses
of this same 'Logical Sequence' relation within the justification move
which contrasts the author's tack with previous pedagogic approaches.
Again these contrasts are presented in lengthy strings, a potential
source of misunderstanding for readers. Similarly, in a previous

section (4.5.2. above) an illustration of Lewitt's (Text 1) inclusion of matching contrast was given. These were used to as part of the justification for the later details of his teaching/learning approach. Although other texts include 'Cause- Consequence', Lewitt's are linked to 'Instrument-Achievement as well as being embedded in the contrast relations already described:

'Students..reach university without experience at composing.'	(SITUATION/PROBLEM)	CONSEQUENCE
'...written translations of sentences and paragraphs '		CAUSE
'...emphasis remains on written...correctness...'	(NEGATIVE EVALUATION)	CONSEQUENCE
'...communication of student ideas is deemphasised or...ignored...'		CAUSE
'... the teacher...fails to make use of...a healthy self-concern and a lively interest in the world...'	(RESPONSE)	CAUSE
'...risks student boredom and enmity...'		CONSEQUENCE

4.4.4.3. POTENTIAL PROBLEMS: 'BY DESCRIBING PREVIOUS RESPONSES'.

In section 4.3.2.4.3. above, two text examples by Lewitt and Norman, illustrate how the negative evaluations of previous responses prepare the reader for the authors' actual responses which are then given prominence by separate headings. It is exactly these 'Wrong-Right' lengthy opening author tactics which are the equivalent to the 'Hypothetical-Real' pattern described by Winter (1982) as pertaining to scientific prose. These have been identified as a source of reader difficulty for teachers on INSET-TEFL courses in Brazil (cf. 1.6. above). Despite explicit signals of negative evaluation, these tangential writer tactics were often overlooked and interpreted as 'Right' by the INSET teachers; their corresponding summaries inevitably lacked coherence.

Hoey has described this discourse feature as "multilayering". (1983:82-90). Negative evaluation marks a problem, despite the fact that it is a response to a previous problem which is being evaluated.

This in turn sets up a recursive principle. Text exemplification of both 'chained multilayering' and the 'mapping conditions' are found in the extracts from Lewitt (Text 1), illustrating the complexities:

TEXT	PATTERN/CLAUSE-RELATION
'the secret of real rewriting'	GOAL
'error correction equated with rewriting'	MEANS 1.
'common mistake'	NEGATIVE EVALUATION 1.

'editing constitutes rewriting'	MEANS 2.
'big misunderstanding'	NEGATIVE EVALUATION 2.

'Revision ... means seeing again... Rewriting .. means writing again... '...leads to a 'finished' composition'	MEANS 3 (MATCHING RELATION) POSITIVE EVALUATION 3. ACHIEVEMENT

As microcosms of the 'Problem-Response' macro-pattern, these 'minitexts', with 'multilayering', may have an important didactic role to play in fostering familiarity, not only with the various lexical signals associated with the analytical macro pattern, but also in providing clear illustrations of the ways in which the various levels of clause relations can be linked into the written monologue. However, as they stand, they appear to work against straightforward processing by naive readers. The potential problem areas described thus far illustrate that many of the writers' presentation of information involve oppositions which work at different discourse levels. This point will be discussed in greater detail in the conclusions; the focus will now move to the intricacies of the presentation of the practical steps within 'discourse colonies'.

4.4.5. POTENTIAL PROBLEMS: 'DISCOURSE COLONIES'

4.4.5.1. INTRODUCTION.

The naive Brazilian teacher/reader will adapt a linear processing

strategy and will therefore tend to ignore multidirectional writer signalling. Thus it is felt that the same teachers will rarely be aware of the essential discursive properties of writer suggestions presented within 'discourse colonies'. This is why this section will review the definition and description of the 'discourse colony' which Hoey (1986) provided in first identifying the phenomenon. Mention will then be made of experiences of using the concept in TEFL. Instances of the discourse colony in the Forum articles will be described and a variety of sub-categories suggested. The internal patterning of the colonies will then be analyzed and implications for reader processing difficulties touched upon.

4.4.5.2. DEFINING AND DESCRIBING THE 'DISCOURSE COLONY'.

The notion of the 'discourse colony' was introduced and exemplified from the TEFL methods article by Rinvoluceri. (4.3.2.5.4., above) The distinction between 'mainstream' discourse (i.e., continuous cohesive prose) and the physically heterogeneous discourse types included under the umbrella label 'colony' were spelled out. It is worth remembering that if the sentences of 'mainstream discourse' are jumbled together coherence is tampered with and the meaning therefore altered. In contrast the sequence of a 'discourse colony' can be jumbled without changing the meaning, in that the discourse will continue to say the same things; a single component takes its meaning (though not its utility) from the whole discourse rather than from its relations with its neighbouring items in a sequence. Hoey (1986:20) has isolated nine potential criterial properties of a colony as follows:

1. Meaning not derived from sequence;
2. Adjacent units do not form continuous prose;
3. There is a framing context;
4. No single author and/or anon;
5. One component may be used without referring to others;
6. Components can be reproduced or reused in subsequent works;
7. Components may be added, removed or altered;
8. Many of the components share the same function;
9. Alphabetic, numeric or temporal sequencing."

4.4.5.3. PREVIOUS EXPERIENCE USING 'DISCOURSE COLONIES'.

The concept of the discourse colony does not appear to have been applied in reading comprehension in any explicit manner to date. However it may well prove to have useful practical application. For example, I attempted to apply the insights gained from Hoey's description of the 'discourse colony' to TEFL in 1987, following consideration of his suggestion (Hoey, 1986:22-25) of possible links between the concept and the testing of reading strategies. They proved a sound basis for the preparation of material for the 'RSA CUEFL' reading exam. Following this experience I felt that the 'colony' concept might be useful in assisting EFL teachers to identify various text types and in consequence provoke interest in training in varied reading skills and comprehension strategies. For this reason a second attempt at applying Hoey's nine criterial properties to text was made using the BBC publication "London Calling". It provided various text exemplifications of the "discourse colony" concept within a single edition from lists of world frequencies, titles of the day-to-day programmes (similar to the 'Radio Times'), a one-sentence review of regular features under the title 'At A Glance', to a monthly 'Letters' column. The analyses provided a basis for discussion among Brazilian INSED-TEFL teachers and illustrated the wisdom of a flexible approach to the choice of reading strategies for different discourse types. In so doing, it has proved successful, where other approaches

have failed (Shepherd, 1988). Many of the public sector EFL staff had used mainstream discourse exclusively as text for learning. They had also switched automatically into intensive word or sentence-based language level comprehension of written text, as readers and teachers, leading to slower information processing strategies (Schiffrin, 1987). The study of 'discourse colonies' offered a possible means of heightening the teachers awareness, both of the plethora of existing discourse types which exist, as well as the range of reading strategies to be justifiably included in an EFL learning programme.

4.4.5.4. 'DISCOURSE COLONIES' WITHIN THE FORUM ARTICLES.

4.4.5.4.1. IDENTIFICATION.

The credentials of the passages which have been singled out as colonies will be examined by matching them against the nine criterial properties suggested by Hoey. The table below also incorporates the method of presentation and the legend suggested by Hoey (1986:20): '+' = indicates that a text or text section has this property; '-' = indicates that a text or text section does not have this property; '?' = indicates that it is arguable whether the text has this property.

Table 4.10. Properties of 'Colonies' in TEFL Methods in Forum.

PROPERTIES → TEXT ↓	1	2	3	4	5	6	7	8	9	TOTAL
(5) Shepherd (Technical)	+	-	+	-	+	+	+	+	-	6
Suggested activities	+	+	+	-	+	+	+	+	-	7
Activities (visual)	+	+	+	-	+	+	+	+	+	8
visual mode 1.	+	+	-	-	+	+	+	+	+	7
visual mode 2.	+	+	-	-	+	+	+	+	+	7
Activities (image)	+	+	+	-	+	+	+	+	+	8
audio mode 1.	+	+	-	-	+	+	+	+	+	7
Jigsaw (block)	+	+	+	+	+	+	+	+	+	8
Questions (p.20)	+	+	+	-	+	+	+	+	+	8
(7) Affagnon: Practical Activities...clubs	+	+	+	-	+	+	+	+	-	7
(8) Xiaochun (entire article)	+	-	+	-	+	+	+	+	-	6
(9) Wang Strategies (p.36)	+	+	+	-	+	+	+	+	+	8
Conditions (p.37)	+	+	+	-	+	+	+	+	+	8
(10) Puello A Set of Surveys	+	+	+	-	+	+	+	+	+	8
(11) Kolf 4 Sound Principles	+	+	+	-	+	+	+	+	+	8
(13) Altaha et. (entire article)	+	+	+	-	+	+	+	+	+	8
(15) Norman Advantages	+	+	+	-	+	+	+	+	+	8
Suggestions	+	+	+	-	+	+	+	+	+	8
(16) Cox 2 Classroom Answers	+	-	+	-	+	+	+	+	+	7
(17) Rinvolucrì Techniques 1-4	+	+	-	-	+	+	+	+	+	7
Taking down...words	+	+	-	-	+	+	+	+	+	7
Taking...they can	+	-	+	-	+	+	+	+	-	6
Sets of words	+	+	+	-	-	+	+	+	-	6
Changing...hear	+	-	+	-	+	+	+	+	-	6
Ambiguity sentences	+	+	+	-	+	+	+	+	-	7
(18) Wukasch Two Games	+	+	+	-	+	+	+	+	+	8
Pair Sets (10)	+	+	+	-	+	+	+	+	+	8
Unit Cards	+	+	+	-	+	+	+	+	+	8
Noncount cards	+	+	+	-	+	+	+	+	+	8

There are a total of 31 (9 were my own) posited discourse colonies

within the TEFL articles. Sixteen instances are seen as central to the type as they display eight of the criterial properties (i.e., all had a specified author) and nine of the instances have a total of seven criterial properties (i.e., they are written in continuous prose). The remaining six colonies have six properties, as all the authors are specified, they are written in continuous prose, and they have neither alphabetic, numeral nor temporal sequencing. Hoey's nine criterial properties, were also applied to a page of Text 2 which appears to have 'colony' properties from surface scanning. Sionis presents his practical suggestions in their entirety (Appendix, 49) within a table format, including numbering, distinguished from the surrounding discourse by the print; while the activities may be referred to in isolation, they conform to only two properties (2, 9).

4.4.5.4.2. CLASSIFYING THE 'DISCOURSE COLONY' TYPES.

4.4.5.4.2.1. A METHOD OF CLASSIFYING 'DISCOURSE COLONY' TYPES.

There is no discursively-tidy typology for Forum 'colony' occurrences. They encompasses a 'family' of discourses which have certain defining features distributed among its members, but not shared by every family member. There are no rigid, formal criteria for obligatory features and therefore no predictive power. Hoey's nine criterial property matrix provides an indication of which discourses are conceptually central or marginal, displaying delicacy by the vertical dimension. However, the matrix cannot account for colony variation, nor does the matrix diagonal provide gradience to distinguish colony types (i.e., according to criterial properties; cf., Quirk 1968:171) Thus a different approach is used to categorise the discourse colony types

based on Hasan's (1984) genre element configurations and mathematical notation is used to represent the variables:

Table 4.11. Types of discourse colony in Forum Practical Steps.

A colony = C. An optional variable is marked by = ()

Variable 1: 'completeness' options :

- a) an entire TEFL methods article as colony = (E)
 - b) an entire TEFL article section as colony = (S)
 - c) part of a TEFL article section as colony = (P)
- e.g., a) Xiaochun, Text 8. = C(E)
- b) Norman, Text 15. 'Suggestions' = C(S)
 - c) Wukasch, Text 18. 'Unit Cards' = C(P)

Variable 2: (internal) form options :

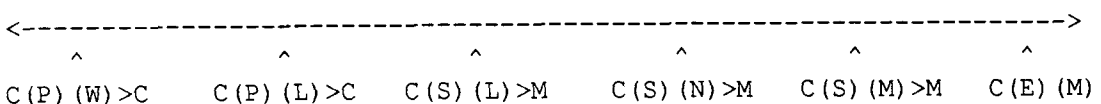
- a) written in mainstream discourse = (M)
(under separate headings or numbers)
 - b) written as a series of steps as a lesson = (L)
 - c) written as lists: words, phrases, sentences = (W)
- e.g., a) Affagnon, Text 7. 'practical activities...' = C(S) (M)
- b) Cox, Text 16. 'Method 1'; 'Method 2' = C(S) (L)
 - c) Wukasch, Text 18. 'Noncount Noun Cards' = C(P) (W)

Variable 3: (external) embedding options ('>' = embedded in):

- a) a colony embedded in mainstream discourse = C>M
 - b) a colony embedded in a wider colony = C>C
- e.g., a) Kolf, Text 11. 'Four Sound Principles' = C(S) (M)>M
- b) Rinvoluceri, Text 17. 'two sets of words' = C(P) (W)>C

What is evident from this analysis of the variables is a certain bunching of the optional variables in the colonies. This tendency can be illustrated by means of a type of scale (based on Leech, 1971, 1972) incorporating the three variables. It is a scale in the sense that it moves from colonies which are lists of single words or phrases, parts of sections embedded within wider colonies, on the left-hand margin; through a spectrum of colony types, to those placed on the right-hand margin, which are entire articles and have 'mainstream' discourse embedded throughout. An effort will now be made to locate the instances of colony on this scale using the notation introduced above:

Table 4.12. Scale for classifying 'colonies' in Forum.



The use of the scale was not intended to suggest a distinction between colony examples central to the concept and marginal occurrences

somehow of less significance. Nevertheless it is apparent that the great majority of the colonies are situated at the two central points on the scale. However the exercise will continue with a description of each of the colony types, moving from the left-hand side margin, through each of the categories as they lie on the scale incorporating examples of each type encountered in the Forum articles.

4.4.5.4.2.2. 'SUB-COLONY' 'LISTS' : C(P)(W)>C

There are seven text examples which may be situated on the extreme left-hand margin. These are lists of single words, phrases, or sentences, embedded within and dependent upon wider colonies. Two examples of this phenomena occur in the article (Text 17) by Rinvoluceri. The first were predicted by 'Here are two sets of words...' A second list is given after the cataphoric 'Here are some sentences you might use:'. They can be added to or partially deleted without altering their function, as in isolation have no meaning or utility (see numbered lists, Text 18; alphabetic lists Text 5).

4.4.5.4.2.3. COLONIES EMBEDDED WITHIN WIDER COLONIES. C(P)(L)>C.

This 'colony' type was also in evidence in the article by Rinvoluceri (Text 17) described earlier, whereby alternative procedures were provided in his sections, '1.', '2.' and '4'. The previewing metacomment 'The dictation techniques I want to share with you:' encompasses four separate colonies each of which has been given a labelling sub-heading. Each of these sections of the text could be perfectly well published as a short article in its own right for, say, 'Practical English Teacher', given a minimum of re-editing, and can

therefore stand up by themselves (see numbered lists, Text 5).

4.4.5.4..2.4. SERIES OF TEACHING STEPS AS COLONIES. C(S)(L)>M

This third colony type are a series of numbered, chronological teaching steps (i.e., specific to TEFL) which are given separate headings in bold type and are presented as alternative, interchangeable procedures. Cox begins his article (Text 16) stating that he "should like to describe a visually stimulating solution to a complex problem." The solution section of his article is given the following bold-type heading: 'A stimulating classroom answer' and further predicts with 'the technique described below'. However, he then continues by presenting two techniques, each given a separate sub-heading, 'Method One' and 'Method Two', each containing a series of teaching steps whose numbered order form a cohesive linear discourse and which can only be read in their original numbered sequence if the discourse meaning is to be understood. Although 'Method 2' needs to follow the first three steps of 'Method One' there is no reason why 'Method 2' cannot be presented independently or before 'Method One', with the minimum necessary re-editing, without significantly changing their discourse value. The last two paragraphs of each 'method' are in continuous prose (see Text 17, four numbered sections; Text 18, 'Two Games').

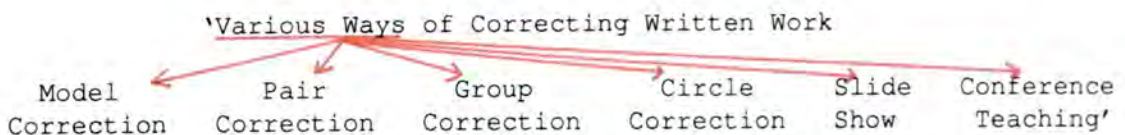
4.4.5.4.2.5. NUMBERED 'COLONIES' WITH MAINSTREAM EMBEDDING. C(S)(M)>M

The majority of the colonies in the TEFL articles are located in this category. To exemplify, Wang (Text 9) begins her series of practical suggestions with the heading 'Effective teaching strategies'. If

there was any doubt as to the previewing function of this heading it is dispelled by the sentence immediately following: 'Let us look at these strategies in more detail.' This is immediately followed, in turn, by a series of numbered sections, 1 to 4, each with its own sub-heading in bold-type, which are in a matching relation and are therefore interchangeable. After detailing the 'Effective teaching strategies' the same author provides a separate heading, marking a new section, 'Creating favorable conditions'. The reader is again given an explicit signal: 'Let us examine these, too, in more detail: ' which is once again exemplified by five sub-sections, each with its own heading, each comparative and matching its neighbours. There is mainstream discourse embedding in each of these sections. (see also Text 10, 'A set of surveys'; Text 11, 'Four Sound Principles'; Text 7 "Below is a list..."; Text 15, 'Using Reading Material')

4.4.5.4.2.6. ENTIRE ARTICLES AS COLONIES IN 'MAINSTREAM'. C(E) (M).

There are only two text exemplifications of this category in the Forum articles. The first is Text 13 and the second Text 8 by Xiaochun, in which the title is an instance of Tadros' (1985:28) cataphoric category of "Enumerative". It thus predicts a series of the author's 'techniques'. Each section of the same text is subsequently given a heading, (i.e., the 'technique') and is a self-contained unit in its own right. The discourse can be represented diagrammatically:



4.4.5.5. CONSIDERATIONS ON CLASSIFYING FORUM ARTICLE COLONIES.

The discourse colonies in these articles were difficult to define and

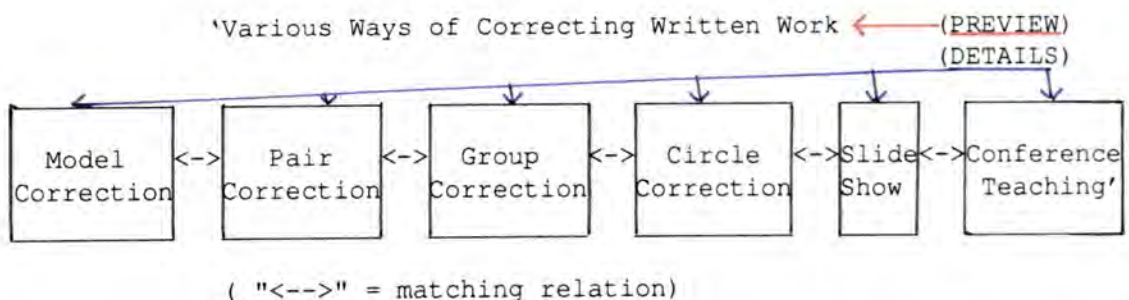
classify, in using several of Hoey's (1986) properties (specifically numbers 1 and 9) as binary criteria and in using the notations introduced above. This may stem from the fact that sets of pedagogic techniques often have an implicit development from, for example, the straightforward to the complex, or from central to peripheral. Thus there may be an optimum yet unstated ordering. This fact will not, however, prevent the possibility of a reordering of the sequence. What this exercise involving the scale does seem to suggest is that it is helpful to think of the colony as consisting of discrete items and allow for less discreteness within certain text examples. Thus the TEFL teachers/readers of the 'Forum' articles will need to make a mental note that the lists within colonies are random, but at the same time be alert to the fact that the order may not always be completely random. This is seen as an important practical insight for the reading process resulting from the analysis of the colony types.

4.4.5.6. PREDICTIVE SIGNALLING OF DISCOURSE COLONIES.

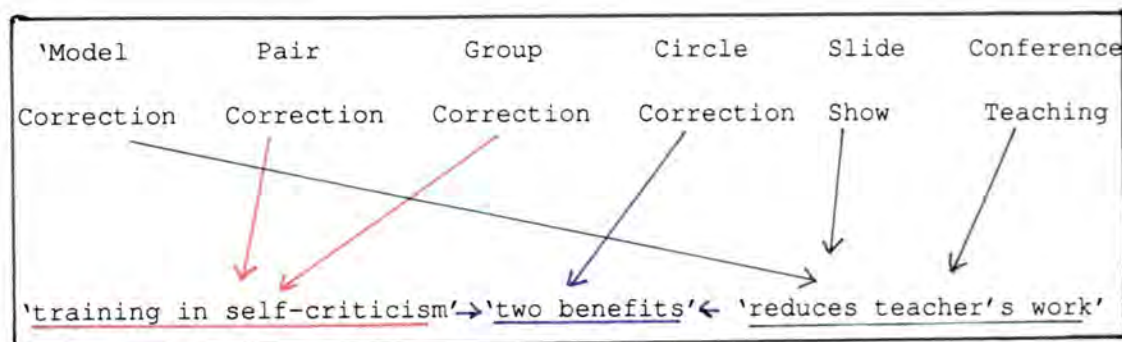
Clearly the phenomenon of a discourse colony is universal and therefore the concept would not in itself be a difficulty for the target population of TEFL teachers. However, they may be more of a barrier if the predictives signalling relationships with other parts of a discourse are not recognised. Thus a heading or title may act as the first member of a "Preview-Detail" clause relation (Hoey, 1983:138), the details being realised by the colonies proper. In the article by Xiaochun (Text 8), for example, the title 'Various Ways of Correcting Written Work' is a cataphoric prospective device signalling further details. The term 'Various Ways' is an "Enumerative" predictive category (Tadros: 1985:47) signalling a writer commitment

to provide more detailed descriptions of the 'ways'.

A number of the TEFL methods articles in the data present the practical suggestions as a series of consecutive steps for a single lesson or activity, or as a series of modules (or units) within a language learning programme which should be followed in a consecutive manner to have any pedagogic significance. Readers of the articles identified as containing discourse colonies will need to recognise that the order of the different components is not sacred. They need to be aware that, (from Hoey's nine properties) "The meaning is not derived from sequence" and "One component may be used without referring to others", i.e., that they are in a sense self sufficient; that "Components may be removed or altered". As the different components of a colony often share the same function within the discourse they form part of a 'Matching' clause relation of comparison (Winter, 1986:92) and are fundamentally different from the essential chronological format of the alternative modes of presentation of the practical suggestions, i.e., the single lesson plan or the outline of a series of steps/units within a learning programme. This matching relation of propositions contrasts with the apparent lack of similar matching in narrative discourse. More to the point for the focus on reading in this thesis, the relation of comparison implies interchangeability. This can be shown using the same section headings in the text by Xiaochun (Text 8) :



The same writer's final paragraph/section, entitled 'Variously Variable' is a confirmation of the interchangeability of the six 'techniques'. Here she uses as a criteria for grouping the techniques together the type of benefit which they offer. Thus techniques 1, 5 and 6 'reduce the teacher's work'; 2 and 3 provide 'training in self-criticism', while the final technique to be described is 4, as it has 'two benefits'. Xiaochun's anaphoric linking of the previous six sections in her final section also underlines the multidirectional nature of discourse. The interchangeability evident in her retrospective grouping can be illustrated in the following diagram:



The text example from Xiaochun's article demonstrates the discourse role of a title or heading which includes a predictive signal for the reader. Results of an analysis of the TEFL methods articles aimed at verifying the presence of 'enumerative' predictive signals within titles, headings, or within the text immediately preceding the colonies, will now be shown. These results will be arranged according to the order of colonies in the data presented in Table 2, above. A '+' will signify the presence of a predictive category; '-' indicates the absence of the same; 'T' will signify its presence in a title; 'H' will indicate the environment of a section heading; 's' will indicate that the cataphoric item occurs in a sentence within the discourse. Text examples will be provided where the item occurs.

Table 4.13. Prediction (Cataphoric signals of Enumeration) linked to 'Colonies' in 'Forum'.

TEXT	AUTHOR	PRESENCE	PLACE	TEXT	EXEMPLIFICATION
(5) Shepherd					
(Technical)		+	H	'The Technical Benefits of Video'	
Suggested acts.		+	H	'Suggested Classroom Activities'	
Acts. Visual.		+	H	'Activities without Soundtrack (visual)'	
Acts. Sound.		+	H	'Activities Without Image (audio mode)'	
Questions		+	H	'Questions on Video Films for Reports'	
(7) Affagnon		+	s	'Below is a list of such practical activities'	
(8) Xiaochun		+	T	'Various Ways of Correcting Written Work'	
(9) Wang					
Strategies		+	H/s	'Effective Teaching Strategies'	
Conditions		+	H/s	'Creating Favorable Conditions'	
(10) Puello		+	H/s	'A Set of Surveys'	
(11) Kolf		+	H	'Four Sound Principles'	
(13) Altaha		+	T/H/s	'The Characteristics of EFL teachers'	
(15) Norman					
Advantages		+	s	'...have the following advantages:'	
Suggestions		+	H	'Some Additional Suggestions'	
(16) Cox		+	s	'...tried both the approaches with the technique described below.'	
(17) Rinvolucri					
Techniques 1-4		+	s	'The dictation techniques I want to ..'	
Technique 1.		+	H	'Taking down word endings'	
Technique 2.		+	H	'Taking down single words'	
2 sets of words		+	s	'Here are two sets of words:'	
Technique 3.		+	H	'Taking down as much as they can'	
Technique 4.		+	H	'Changing what they hear'	
sentences		+	s	'Here are some sentences you might use'	
(18) Wukasch					
Two Games		+	T/H	'Two games to Teach Noncount Nouns'	
10 sets		+	s	'I chose the following sets...'	
Unit Cards		+	s	' a) 12 large cards ...'	
Noncount cards		+	s	' b) 20 small cards ...'	

The results reveal that 'Enumerative' items predicted the occurrence of a discourse colony within section headings (eighteen instances) and article titles (three instances) and in sentences within the discourse (ten instances). They point to the importance of the 'Enumerative' predictive items (Tadros, 1985:50) and to the need for readers to focus on both titles as well as headings, and on connective prose in their efforts to identify the signals. This underlines Davies' (1988:139) claim that the manner in which headings and sub-titles create discourse organisation deserves serious attention. Clearly, in addition, if readers are not aware of the illocutionary value of the

various suggestions provided within TEFL articles, (i.e., the writer purpose or communicative goal to persuade readers to try out the pedagogic suggestions), then their problems as readers will be compounded by the variety of ideas which are presented in colony form.

The variety of colony types classified also point to possible reader difficulties. For, as has been shown, many are written in continuous prose and are 'self-contained'. They may thus mirror wider texts, i.e., entire articles, and display the discourse macro-patterning of clause relations. The following section will describe the internal patterning of discourse colonies (i.e., including 'S-P-R-E' 'minitexts') a further complication for naive readers' processing.

4.4.5.7. INTERNAL PATTERNING OF COLONIES WITHIN MAINSTREAM.

4.4.5.7.1. INTERNAL PATTERNING OF A SINGLE 'DISCOURSE COLONY'.

The first 'colony' section to be analyzed is from the text by Xiaochun and is entitled 'Circle Correction'. The section will be given the macro-pattern labels of 'Situation-Evaluation' suggested by Winter (1986), together with the clause relations which Winter sees as linking the wider discourse processes:

TEXT	WIDER DISCOURSE PATTERN	CLAUSE RELATION
Sentences 1 to 6:	SITUATION.	
Sentence 1	: 'The fourth technique is circle correction'	PREVIEW
Sentences 2-6	: Narrative description with markers of temporal sequence: 'After'; 'Then'; 'When'; 'After'	DETAILS
Sentences 7-15	: EVALUATION	
Sentence 7	: 'Compared to the first three this procedure is time-consuming for the teacher.'	MATCHING NEG. CONTRAST
Sentence 8	: 'But the students benefit in two ways:'	POS. CONTRAST GENERALISATION
Sentence 9	: 'First, this technique shifts the emphasis'	EXEMPLIFICATION
Sentence 13	: 'Another benefit of this technique is...'	EXEMPLIFICATION
Sentence 9	: 'shifts the emphasis from teaching to learning'	PRINCIPLE
Sentence 10	: 'As we know learning is a personal thing 'at the college level teacher to control input' (university level) 'teacher should try to increase intake	PRACTICE MATCHING CONTRAST
Sentence 13	: 'develops the habit of revising and rewriting'	PRACTICE
Sentence 14	: 'writers... writereread..... rewrite'	PRINCIPLE
Sentence 15	: 'Writing..not a process report one's thought; rather it is a way explore clarify thoughts discover new ideas	MATCHING CONTRAST

In sentence 7 the anaphoric noun 'procedure' links this section retrospectively with the previous three sections by 'matching contrast'. Although this overt anaphora contravenes Hoey's fifth criterial property, i.e., that 'components may be used without referring to others', deleting the adverbial phrase 'compared to the first three' does not affect the proposition of the sentence, i.e., a negative evaluation of 'Circle Correction'. Thus this first sentence of the 'Evaluation' is a writer tactic of emphasising a positive characteristic by preceding it with a negative; the 'enumerative' 'two ways', in sentence 8, predicts 9 and 13, within the evaluation based on linking practice and principles and 'matching contrast'. The thesis aim will now be to determine whether or not the macro-patterning evident within this short section of mainstream discourse is also found in the remaining sections of the same colony and whether they are present in colonies from other Forum articles.

4.4.5.7.2. INTERNAL PATTERNING OF ALL SECTIONS OF THE SAME COLONY.

There is a consistency of macro-patterning of 'Situation-Evaluation' at an intratextual level among the different 'techniques' in Text 8, where 'Preview' and 'Details' represent 'Situation' information:

Model Correction	Pair Correction	Group Correction	Circle Correction	Slide Show	Conference Teaching
preview	preview	preview	preview	(FIRST SENTENCE)	preview preview
details	details	details	details	(FIRST PARAGRAPH)	details details
----	evaluation	details	evaluation	(SECOND PARAGRAPH)	evaluation details
----	----	evaluation	----	(FINAL SENTENCE)	evaluation

'Evaluation' is not present in the first sections although evaluation is given immediately before the section. However, the remaining five sections all contain 'Situation-Evaluation' as the macro-patterning. Evaluation is explicit, marked in the text by 'aware' and 'reason' ('Pair Correction'); 'The value of' ('Group Correction'); 'benefit in two ways' ('Circle Correction') and 'reduces the teacher's work' ('Slide Show' and 'Conference Teaching'). Evaluation within the colonies is a rhetorical device aimed at persuading the readers to take up the 'techniques' for their own classes, i.e., is canonical.

4.4.5.7.3. INTERNAL PATTERNING OF WIDER COLONY SELECTION.

It was evident from the discussion above (4.4.5.4.2.1.), on the occurrence of types of evaluation in the Forum articles, that where colonies (but not 'sub-colonies') are used to present suggestions written as mainstream prose, they will include justification in the form of evaluation. Thus the findings from the article by Xiaochun (6.1.2.) are mirrored by several other articles. Rinvolucri (Text 17), for example, has presented his suggestions as follows:

Heading: : '1. Taking down word endings'

Sentence 1 :	: 'This technique was invented to cope with a Thai speaker who couldn't...'	SITUATION DIFFICULTY
Sentences 2-4 :	: procedures using past narrative.	SITUATION
Sentences 8-9 :	: 'made a lot of sense'; 'can work';	EVALUATION
Sentence 1 :	: 'Another technique that also works...'	SITUATION/EVAL.
Sentences 2-14 :	: procedures as a set of instructions	SITUATION
Two paragraphs :	: 'It's good to choose'; 'suitable'; Reference to Spaventa and Gattegno	EVALUATION JUSTIFICATION

4.4.5.8. CONCLUSIONS REGARDING DISCOURSE COLONIES IN FORUM.

The varied means of presentation and complex shifting and intermeshing of the 'autonomous' and 'interactive' planes (e.g., 'It's good to choose') within Rinvoluceri's discourse is less applicable to the majority of the Forum articles; it is also an indication of the difficulty of providing any watertight description of the sequence of Winter's macro-patterns within a colony. The Text 17 extracts, for example, contrast with the clear-cut distribution of 'Situation' and 'Evaluation' within Text 8. Both discourses point to the need to focus on the use of headings and predictive statements in order to recognise that the two techniques described in Text 18, for instance, are options or alternatives. Rinvoluceri's change of 'role', in describing his suggestions first as narrator, then as instructor, point to another discourse feature which may act as a source of difficulty for naive readers of the TEFL articles (see Appendix 50).

The reason for the widespread occurrence of discourse colonies within the TEFL articles data would seem to be that one component can be accessed by readers in isolation. This requires a scanning reading strategy which will not involve wider assimilation of the surrounding text. Colonies appear to have developed in response to this type of reading strategy. and point to the need for training in adapting reading strategies to various text, and the essential requirement for TEFL teachers to see the suggestions as applicable to their own

classrooms. The communicative intention is to persuade the readers, fellow teachers, to act by adopting the teaching suggestions. It is only by recovering this intention that the readers can make sense of the presentation within colonies. Thus teachers need to be aware that an article may furnish no more than those ideas found in a single isolated colony, if they prove to be the only viable set of ideas applicable to their specific professional needs.

Because of their linear text processing many Brazilian teachers will rarely focus on the metacomments indicating the colony presentation; the complex types of colony and the embedded 'S-P-R-E' minitexts will add to their difficulties. The danger is that the various suggestions provided within colonies are seen as sequential and mutually exclusive. Finally it must be said that the entire area of discourse colonies has proved to be richer and more complex than was first thought. The distinction between a colony and a chronologically ordered set of instructions for teaching will prove valuable. The very fuzziness at the edges of Hoey's nine criterial properties suggests that attempts at separate classifications and the introduction of the scale may prove more useful than was first apparent.

4.4.6. POTENTIAL PROBLEMS IN THE FINAL EVALUATION MACRO SECTION.

4.4.6.1. A GLOBAL VIEW OF 'MATCHING CONTRAST'.

As shown above (4.3.2.6.) evaluation is usually made in terms of the positive results for language learning, in terms of improvement of language learner performance and motivation, expressed by 'Matching' relations of contrast and comparison. The presentation of information

by means of complex 'Matching' relations is felt to militate against success for naive readers. The distribution of evaluation throughout the Forum articles is shown below, where '+' represents the presence and '-' the absence of evaluation; 'MATCH' the use of contrast relations and '0' the absence of closing evaluative remarks.

Table 4.14. : Distribution of 'Evaluation' and 'Matching' relations.

Text	Background	Justification	Practical	Concluding
1.	+ (MATCH)	-	-	-
2.	-	+	-	+ (MATCH)
3.	-	-	-	+
4.	-	+ (MATCH)	-	+ (MATCH)
5.	-	+ (MATCH)	+(within colonies)	+ (MATCH)
6.	-	-	+	-
7.	-	+ (MATCH)	-	+ (MATCH)
8.	-	-	+(within colonies)	+
9.	-	+ (MATCH)	+(within colonies)	+ (MATCH)
10.	-	-	-	0
11.	-	-	+(within colonies)	0
12.	-	+	-	+ (MATCH)
13.	-	-	+(within colonies)	0
14.	-	-	-	+
15.	-	+ (MATCH)	-	+ (MATCH)
16.	+	+	+(within colonies)	+ (MATCH)
17.	-	-	+(within colonies)	-
18.	+ (MATCH)	-	-	0
19.	-	-	-	+ (MATCH)

The three non-canonical articles (Texts 10, 11, 13) do not have concluding moves. The evaluation in 16 articles is expressed by 'matching contrast', 8 within the concluding moves. Of the fourteen instances of evaluation not using matching, eight were in the practical suggestions moves within discourse colonies, while of the eight evaluations found within the justification moves five used matching relations. A consensus pattern might thus be established whereby evaluation of the practical steps can be seen as taking place within both the justification and concluding moves by way of matching

contrast, or, when they occur in the 'colonies', by other means. Thus the manner in which the 'matching contrast' relations in the 'justification' moves were seen to work against accessing of information by naive Brazilian readers will also be in force for the same relations in the final 'evaluation' moves.

4.5. POSTSCRIPT : FOCUSING ON A SINGLE FORUM ARTICLE.

4.5.1. CLAUSE-RELATIONAL MACROPATTERNING.

The article by Ndoma (Text 19, Appendix 47) may serve to illustrate how the different levels of analysis may be integrated, and how, pedagogically, the macro sections may be identified, and the signals underlined. This is felt to be a useful exposition before the final conclusions. The title, 'Filling the Gap: A Study Skills Program for First-Year Students' indicates a situation ('gap') which requires some form of response, i.e., the focus, a 'Study Skills Program' and specific information on the level is also provided. The first sentence complements this information with details of the 'Setting'.

The short article is physically divided into three paragraphs. In the last sentence of his first paragraph, Ndoma clearly labels his previous written monologue as a single discourse block of information with the anaphoric 'this situation'. This first lengthy paragraph has several signals of negative evaluation (e.g., 'very lenient criteria'; 'decline'; 'poor' 'limited'). These are brought together and the writer underlines the 'Difficulty' in this same sentence: 'The direct consequence of this situation is a high student attrition rate'.

The first sentence of the second paragraph provides an equally unambiguous marker of response (i.e., 'In order to solve the problem...'). This functional change is mirrored by a simultaneous change of tense, from the present (simple and perfect) in the first paragraph, to the past simple, which is used to describe the practical response. This combination of semantic, syntactic and typographical signals are signals of Longacre's (1976:213) "discourse peak" or "zone of turbulence", i.e., the crucial points in narrative discourse; in this case it marks the move from 'Situation/Difficulty' to 'Response/Solution/Evaluation'.

Similarly the first sentence of the final third paragraph establishes the information of the second paragraph as a single discourse block with the anaphoric noun 'The practice described here...'. The change of function, to evaluation, is marked by a further syntactic change ('turned out to be'; 'could benefit'; 'It also seems that'), i.e., the tentative language of claim, together with markers of positive evaluation relating to the results of the 'practice'; 'interesting'; 'benefit'; 'built up'; 'increased'. At the level of the macropatterns, therefore, Ndoma's written monologue might be considered stereotypical of the TEFL methods article genre, i.e., in following the 'Difficulty-Response-Solution' pattern. The article may be usefully projected as dialogue incorporating the 'higher level broad question' suggested by Hoey (1983:27-30):

Sentences 1-4	Sentences 5-7	Sentence 8 (paragraph)	Sentences 9-14	Rest of Text (paragraph)
SITUATION	PROBLEM(S)	RESPONSE	SOLUTION	EVALUATION
Why are you telling me this?	What is the result?	What should be done about it?	What are the benefits?	

4.5.2. CLAUSE-RELATIONAL MICRO PATTERNING.

Ndoma's written monologue also illustrates how the clause relations at lower levels play an integrated role in the macro- organisation. In the first paragraph there is 'Cause-Consequence' multilayering (similar to Lewitt and McKenzie above) leading the reader to two of higher-level, broad questions:

'Since...there has been an increasing demand...	CAUSE
'...the intake has grown considerably.'	CONSEQUENCE/CAUSE
'the large number of students...	CAUSE/CONSEQUENCE
has led to a poor staff-student ratio...'	CONSEQUENCE/CAUSE
'The direct consequence of this situation	ANAPHORIC SIGNAL
is a high student attrition rate.'	DIFFICULTY/CONSEQUENCE

In the second paragraph, the 'Response' macro section, the writer uses a 'Generalisation-Exemplification' relation, spanning across the paragraph, similar to the organisation of information found in Sionis (Text 2) described above (4.4.4.5.2.). This text extract also illustrates how the lexical repetition of items from the article title signals that the practical suggestions of the 'Response' will be provided at this stage in the discourse:

'...staff tried an experiment with a	
language improvement and study skills program	GENERALISATION
'... critical reading, academic writing...	EXEMPLIFICATION
'development of understanding the metalanguage'	EXEMPLIFICATION

The final paragraph includes a similar 'Logical Sequence' relation in illustrating the writer's positive evaluation of 'Response/Solution':

'The practice described here turned out to be an	ANAPHORIC
interesting experiment in team teaching.'	GENERALISATION
One staff member coordinated the whole project	EXEMPLIFICATION
every teacher benefited from other's strengths.'	EXEMPLIFICATION

In the very last sentence Ndoma uses grammatical parallelism to force home his argument of positive results benefiting from the practice:

'It also seems that as a result of this program,	CAUSE
students built up their self-confidence,	
(students) acquired important skills, and	CONSEQUENCES
(students) increased their capacity for learning.'	('SOLUTION')

4.5.3. WRITER ROLES AND LANGUAGE CHOICES.

The change of tense from Ndoma's first to second paragraph also represented a change of writer role, from the purveyor of knowledge, aware of the difficulties of the 'Situation', to the narrator who describes the 'Response'. However, in both roles the writer has made efforts to adopt a neutral, formal stance throughout, evidenced by the absence of the use of first person and alternative signals of attitudinal language and personal involvement. What does occur is a focus on veracity, presumably to persuade the reader of the truth of the content propositions without reference to their value. This stance has been accentuated by the consistent choice of lengthy nominal phrases in the subject position, clefting, the wide use of passive constructions, as well as the lack of a single effort to involve the reader, either by the use of 'you', 'the teacher', modality, the imperative, by references, or an explicit hortatory form. In this way an asymmetrical reader-writer relationship is created, there being no reference to the audience. Thus while Ndoma's written monologue may reflect the stereotypical macropattern and the integrated web of clause relations, his interactive stance is quite clearly atypical of Forum articles.

This short focus on Ngoma's article illustrates that, in common with other articles of a persuasive nature (cf. Hutchins, 1977:35), the essence of the text organisation of TEFL articles is a network of interlocking, embedding oppositions at various syntagmatic levels, a lead-in to our conclusions below.

4.6. CONCLUSIONS.

4.6.1. ANALYTICAL CONCLUSIONS.

A number of interim analytical conclusions were drawn following the descriptions of the c/r macro sections. Further conclusions will now be made based on the analyses of those features of Forum articles seen as potential difficulties for naive readers.

The Forum articles may be said to be socially organised in two ways: i.e., by the state of the art or knowledge of the field under discussion, and by the means of expressing this knowledge which is mutually acceptable to the participants involved. This dual organisation represents a dilemma highlighting specifically the nature of the writers' interpersonal language. It reflects their need to report practical suggestions in a precise, clear manner, mirroring the accepted academic norms of impersonal, descriptive and non-evaluative language. However, as the articles are essentially persuasive they contain claims aimed at changing beliefs, which implies a personal, evaluative approach to suggestions, which would account for the relative absence of signs of tentativeness or hedging. The Forum authors need to secure 'rites of passage' into the TEFL community, and thus do so, not only by content, but also by creating acceptable 'common ground' by public relations anecdote as well as by a degree of compliance to pseudo-academic convention, i.e., by pleas to convince readers for acceptance into the body of current opinion.

The knowledge is therefore constructed by the TEFL community from the articles, and these efforts to persuade that community to act explain the presence of text features whose distinctive meaning potential reflects both an awareness of the TEFL audience, and how that audience

has influenced register choices. This is evident by the appropriacy of the topics and by the choice of certain (lexical) functions, widely incorporated into the articles, which reflect the accepted TEFL wisdom (e.g., 'EFL'; 'ESP'; 'study skills'; 'authentic'; 'strategies'; 'embedding'; 'consonant clusters'; 'Noncount' 'communicatively', etc.). This packaging of complex information, an in-built dynamic towards shared terms, phrases and acronyms, specific to the TEFL discourse community, are selected not only for efficient communication but are also evidence of writer recognition and efforts to gain TEFL audience approval. Other evidence may be found in the changes in writer roles which determine indexical meaning, specifically those which occurred within the 'practical steps'.

This dual function is true of all hortatory discourse. However, the Forum articles discourse is further complicated because many of the authors are also members of the academic community and, as such, they provide exemplification or justification by means of reference to respectable/acceptable research and/or theoretical backing. Their discourse gives reasons for doubting the compatibility of the various writer perspectives. The readers need to be persuaded of the current significance of the pedagogic suggestions, but the lengthy and varied justification and evaluation moves, evidence of writer efforts to satisfy the conventions of the academic community, often interfere with their communicative goal. The analytical answer lies in acknowledging these contradictions, i.e., to accept that although the overall function is persuasion, authors will often imitate exposition in an attempt to convince their readers, not always by explicit sources of persuasion, but rather by a setting out of information as facts which are to be interpreted as speaking for themselves (cf.

Myers, 1986 et al.); in this way the progression of the Forum writers' moves will make sense. The stylistic features of the Forum articles reflect this by the common presentation of the practical suggestions as discovery rather than construction; thus the articles genre is best interpreted as "multi-register" (Fairclough, 1989:112) discourse.

The writers' perceptions of their heterogeneous audience and their awareness of possible conflict with varied reader perspectives has led to substantial differences between the 'Forum' authors' goals, and, consequently, the organisation of their written monologue, and that of and the authors of TEFL articles analyzed by Edge (1986). His 'Modern English Teacher' authors are relatively free from the necessity of providing lengthy academic and/or theoretical justification. The editor (Holden, 1988) has attempted to retain the practical stamp of its origins, namely 'International House', London. The 'Forum' editorial policy, in contrast, explicitly allows for a wider spectrum of articles, including those on principled "methodology" and the "broad philosophical" (Forum, April, 1987:33). Once this scenario relating to writer purposes is accepted then the discourse can be recognised and analysed as dynamic, and developing, and as representing both social action and distinctive meaning potential. TEFL articles genre elements are now seen as organisational devices for the realisation of meaning linking producer purpose and audience in specific interactive reading contexts (Reid, 1987:3); as social control systems constraining "...the behaviour of producers of texts and the expectations of potential customers" (Hodge and Kress, 1988:7). The problem lies in the difficulties which the Brazilian teachers have in distinguishing the two writer roles and how this discourse conflict hampers their access ability to the essential

'practical suggestions' of the Forum articles. These are the topics of the next section.

4.6.2. PEDAGOGICAL CONCLUSIONS.

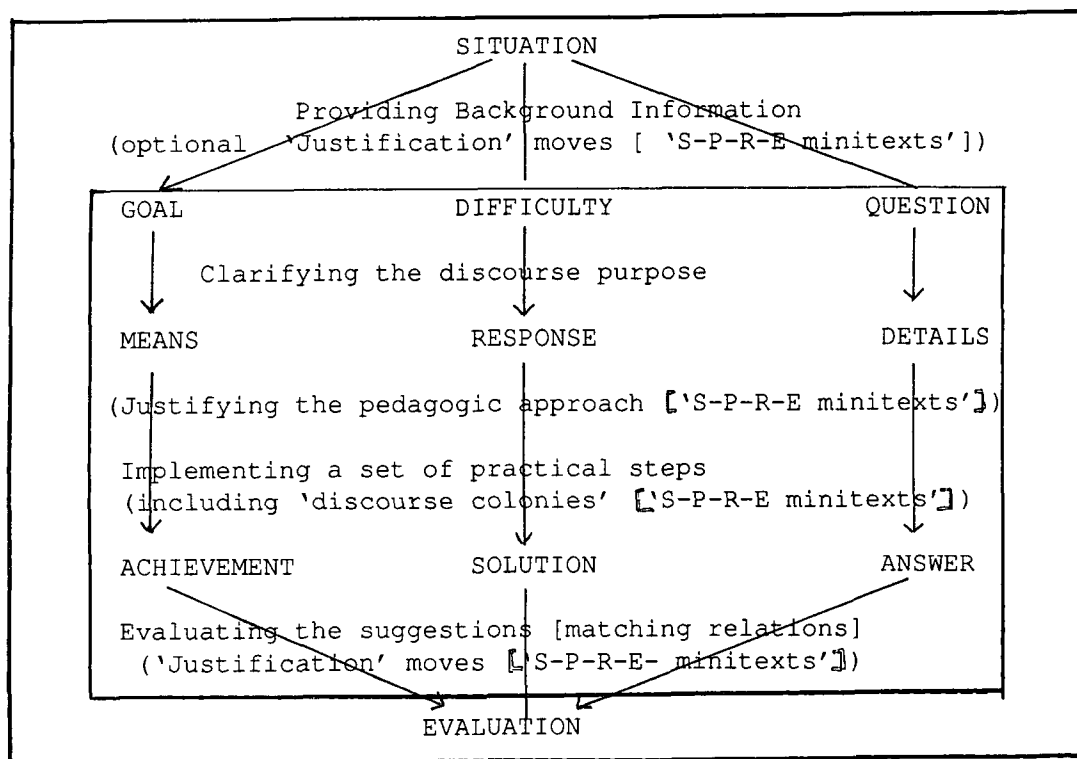
At this stage it may be useful to recall the profile developed of the reading habits of the target population of teachers in the first chapter. A minority (19%) read in English (other than their teaching coursebooks or teachers' guides) on a regular basis (i.e., 5 or more hours weekly). A small number (17%) have access to recent regular published books on TEFL methodology and pedagogy. Very few (23%) read articles dealing with TEFL methods. The 'English Teaching Forum' is the only EFL methods publication within the economic and financial grasp of all but a privileged minority. A majority of the teachers concerned suffer the pressures of either having more than one profession, of teaching in more than one school, *or of* having to teach large classes, with minimal salaries and little social prestige.

They thus require means of accessing TEFL methods articles in order to reject or take up the ideas in an efficient straightforward manner. They need to quickly assess the relevance of the contents of the articles according to their teaching situation in terms of level, age, and methodology, approach and necessary recourse to aids; they also need to identify the specific goal, difficulty or question and match it with their own. Above all, having established the relevance according to these criteria, they need to home in on the practical steps provided, take notes and adopt/adapt them for their own learning/teaching environment.

From the analyses it is evident that the two most complex set of moves are those of 'justification' and 'evaluation'. These complexities were in turn interpreted as resulting from the tension of the 'multi-register' nature of the TEFL articles. It is here that most of the potential barriers to comprehension were identified. These included the embedding of 'S-P-R-E' minitexts, with recursive 'cause-consequence' and 'instrument-achievement' patterns in 'discourse multilayering'; the overlap of c/r macropatterns, (e.g., 'Q-A' within 'G-M-A'); the use of 'matching contrast' relations in contrasting various principles and approaches; and the possible use of moves anticipating audience objections, and finally variation in the language of claim.

Practising teachers require the ability to see through this mass of discourse foliage and recognise the relevant background information of the opening moves as well as the ability to access the signals of the 'difficulty', 'goal', 'question' and 'response' and access the concrete pedagogical suggestions which carry weight. These are signalled by a limited number of formal means; by titles and headings, by certain enumerative categories, and by a series of typographical markers, as well as significant changes in tense and role, all of which were described in detail in the section on 'colonies'. However, the 'colony' presentation of information, the embedded 'S-P-R-E' within the same, and these variations in tenses and roles may help rather than hinder access to practical ideas. Teachers might be well advised, therefore, to ignore the variation (though not the change) as surface deviations from the norm of instructional language, and transform all suggestions into imperatives in note form. The important question at this stage of the present research is whether

teachers use these textual clues when reading to access the TEFL methods texts. A further point worth mentioning, which will also be important when the discussion turns to the role of the reader: within the TEFL methods articles certain writer assumptions are evident, including those related to both the content and rhetorical information which is taken as given or accepted for the insider audience. Although the same writers come from many different cultures there is, nevertheless, an implicit sense of both the means of presenting information and the underlying values specific to the genre. The resulting potential problem areas will now be shown in brackets below, where the analytical canonical sequence provides a backcloth but implies a clearer sequence than that evident in Forum. ↳ potential problems
↳ canonical sequence



4.6.3. EXPECTATIONS FOR READING OF FORUM ARTICLES FROM THE ANALYSES.

The level of 'Basic Clause Relations' (Winter, 1982:22) of 'matching' and 'logical sequence' have been seen as "a matrix of universal mode" (Kaplan, 1972:13). They are, therefore, common in Portuguese prose, familiar to the Brazilian teachers, and not in themselves representing

a barrier for comprehension. Problems will arise, on the other hand, when these c/r patterns are used recursively (e.g., 'multilayering', 'S-P-R-E' minitexts, and 'matching contrast') in writer 'wrong-right' tactics, including the comparison of different approaches. My experience is that in argumentative prose Brazilian authors will often distance themselves from the statements they make (e.g. by hypotheticality) while avoiding clear indications of what are to be taken as 'Real' or 'Hypothetical'.

In contrast, the higher-level 'semantic networks' of the clause-relational macropatterns have been identified as causes of cultural misunderstanding (Robinson, 1988:49; Edge, 1989:287). Indeed the latter scholar has claimed (Edge, 1986:54) that "culturally influenced difficulties on the autonomous plane will militate against readers picking up..." the macropatterns. A first expectation is that these patterns ('G-M-A'; 'D-R-S'; 'Q-D-A') are less persuasive in the organisation of information in FL methods articles written in Portuguese. Chapter 5 will describe the analyses of a selection of articles published by Brazilian teachers to verify this expectation. The following expectations, based on the analyses of the Forum texts will be investigated in the analyses of verbal reports in chapter 9:

1. that the titles and sectional headings will influence the manner in which readers process the information in the TEFL articles; specifically i.e., that successful readers will develop expectations based on their experience of the genre and from their identification of signalling of the macropatterns.
3. that where these are not forthcoming from the title and/or headings, successful readers will focus on the writer metacomments, to

identify the macro-organisational framework and discourse intention.

4. that successful readers will focus on writer enumerative predictions to anticipate the practical steps and those relating to the presentation of information in the form of 'discourse colonies' and use the various typographical markers to distinguish the same.

5. that less-skillful readers will rarely recognise the wider organisational markers and rarely have expectations based on previous experience of generic global organisation including those described analytically as c/r macropatterns.

6. that less-skillful readers will not focus on writer metacomments of organisation or intent to create or modify their expectations.

7. that less-skillful readers will ignore the enumerative writer predictions preceding the practical suggestions within 'discourse colonies' and therefore not always be aware that these are non-linear inclusive variations.

8. that lengthy 'justification' and 'evaluation' sections will militate against access by less-skillful teacher/readers.

9. that those discourse sections containing 'S-P-R-E' 'minitexts' will also prove a source of difficulty for less-skillful readers.

10. that the presentation of practical suggestions within 'colonies' will prove a barrier to efficient accessing by less-skillful readers.

The focus will now move to selection of FL methods articles written by Brazilians in Portuguese in an effort to determine the pervasiveness of the clause-relational macro patterning in that language.

5. AN ANALYSIS OF FL METHODS ARTICLES IN BRAZILIAN PORTUGUESE.

5.1. INTRODUCTION.

The aim of the present chapter is to determine whether the categories of organisation found useful in the analyses of the written monologue of Forum TEFL articles in the previous chapter are present, and whether they are a suitable means of providing a description of the organisation of information in the discourse of Brazilian teachers whose FL methods articles have been written and published in Portuguese. The chapter will discuss research methods of 'Contrastive Rhetoric' relevant to the selection of these articles as source text.

A first requirement is to relate the concepts of 'rhetoric' in contrastive studies to that of written monologue, the subject of this thesis. Trimble (1985:10) has provided a useful distinction between 'rhetoric' and 'discourse': "Rhetoric is one important part of the broad communicative mode called 'discourse'. ... Rhetoric is the process the writer uses to produce a desired piece of text. The process is one of basically choosing and organising information for a specific set of purposes and a specific set of readers." For Trimble, therefore, rhetoric is the study of the interactive qualities of written monologue and as such, given his parameters of participants and purposes in the communicative event, is very much in tune with the foci of the analyses described in the previous thesis chapter.

This chapter describes two observable phenomena from cultural groups: the first a society's attitude to reality and its consequent perception of acceptable objectives for communication among its

members; the second, and main focus, a description of the organisation and expression within the written monologue of FL methods articles, artifacts of that society. As any study attempting to contrast the 'rhetorical' organisation of written monologue involves wider questions relating to communication this chapter begins by discussing the relation between cultural perception, experience and language. Therefore this chapter describes subjective impressions of contrasting views of reality within the cultural perceptions of Anglophone societies, (if these are definable) on the one hand, and Brazil, on the other, and include hypotheses of how these differences may influence the written monologue within sets of resources which the two traditions draw upon. Finally the bulk of the chapter provides details of the study of a selection FL methods articles in Portuguese, following the analyses at various levels in the previous chapter.

5.2. CULTURAL PERCEPTIONS.

5.2.1. INTRODUCTION.

The FL methods articles selected as source text for this thesis chapter are no more than surface artefacts of communication within a society. However, they can be said to represent the cognitive processes by which a particular academic sub-culture organises, relates and understands experience. Experience is dovetailed and indivisible from thought, action and meaning within a society, where everything, including language, is interwoven in an integrated whole. Triandis (1972:3) has argued that cultural groups differ in their thought patterns and that thought, therefore, affects perception of objects. These perceptions are something akin to cultural 'schemata',

reflecting the cognitive knowledge structures relating to the processes and actions of specific cultural groups. Triandis defined these perceptions as "subjective culture". His theoretical position is close to the weaker version of the 'Relativity' or 'Whorffian' hypothesis, namely, that speakers of different languages have different world views which become integral parts of their cultures.

5.2.2. 'MONOCHRONIC' CULTURAL PERCEPTIONS AND PROCESSES.

The perceptions and processes of communication within many of the so-called 'English-speaking' societies might usefully, if crudely, be described as 'monochronic'. Their communication processes deal, implicitly or explicitly, with one thing at a time, emphasising planning, segmentation and promptness; lives and life objectives (including those of research) can be considered largely goal-oriented, whereby focus is consequently limited or 'low context'. This world view imposes linearity on reality and time has become an essential element of existence. This is reflected in the language and has been amply illustrated by Lakoff and Johnson, (1980:50-72) within metaphors which are rarely used in Brazilian Portuguese. Priorities within these cultural processes are set out according to time, a segmented, linear pathway, pointing forwards or backwards.

Within research these concepts have led to restrictions on the number of variables (see chapter 2 above) and a tendency to adopt an "Apollonian" (Szent-Gyorgyi, 1972:966) frame of reference, where established lines of research are developed, and the vertical aspects of learning, rather than the horizontal, are emphasised. In the formal discourse of the academic meeting this tendency has led to the

strict adherence to agenda, the restriction of a single motion from the chair at any one time, and a priority of relevance (Sperber and Wilson, 1986). A participants 'schema' for such a meeting is to address 'objectively' solutions for professional problems, as acceptable means of attaining restricted goals.

5.2.3. 'POLYCHRONIC' CULTURAL ACTION.

Brazilian communication processes may be broadly labelled 'polychronic', stressing the individual and the success of transactions between participants rather than the completion of plans. They have wider, larger, social-oriented, 'high-context' or "Dionysian" (Szent-Gyorgyi, 1972:968) frames of reference. This means that concrete results are a lesser priority, and are often less tangible, within Brazilian social interaction; plans, timetabling and rules are not considered sacred, but are subject to continuous change, if they are felt to impinge upon the sanctity of human relationships.

The differences from monochronic states of play may be illustrated by the acceptable behavioural norms within face-to-face informal communicative situations. In Brazil it is neither impolite nor prohibited to instigate simultaneous conversations without the permission of, or paying attention to, whoever is speaking, no matter the number of participants. This is clearly anathema to those accustomed to both the privileged role of whoever is holding the floor, as the accepted code of communicative behaviour, and to clearly established roles for turn-taking at all levels of formality (cf. Tannen, 1985).

It may be fruitful at this stage to sketch my personal experience and gradual awareness of differences, as far as the perceived aims and norms of formal spoken discourse situations are concerned, while working, from 1981 to 1988, at my present post on the permanent teaching staff of a 'federal' university, where all professional meetings are chaired by Brazilians and conducted in the national language, Portuguese.

My own assumptions, based on the schema above, and experience of professional meetings in four different countries, are no longer valid. In Brazil each speaker is expected to review the background to the topic in question in general terms. There is thus a tendency to begin by incorporating discussion at a general level and to take definitions and wider background knowledge for granted; this is seen as a means of establishing wide and firm 'common ground', in efforts to incorporate a maximum number of the concerns of the participants involved. In this way direct confrontation or conflict, which is likely to embarrass or offend, is avoided. There is in consequence (from a 'monochronic' standpoint), a greater tolerance towards 'digressions', or moves away from the 'relevant', and there are wider perceptions of what are considered appropriate terms of reference, than those permissible in the equivalent British interaction. Thus the successful meeting is not always seen as that which has provided solutions for the series of topics which make up the agenda; the successful meeting is that which enables a substantial majority of those present to air their views and to have been listened to, i.e., it is measured in terms of the active satisfactory involvement of the maximum number of participants. The same topics will be recycled for discussion, when this is felt needed, to allow more voices and views

to be heard and thus to avoid disaffection.

There are, therefore, different sets of priorities and objectives for communicative behaviour in Brazil and the English-speaking world. These differences can lead to Brazilian interpretation of goal-oriented behaviour as aggressive or disruptive or both; from the British perspective, on the other hand, Brazilians can appear to digress and adopt general approaches, lacking in focus on the topic of the interaction. An initial hypothesis will be that certain of the norms described for spoken interaction in formal settings in the Brazilian university in question, may well carry over into the discourses of Brazilian foreign language teachers when writing FL methods articles in Portuguese. For the moment, however, the discussion will focus on the relationship between cultural perceptions and processes and formal writing.

5.3. WRITTEN MONOLOGUE AND CULTURAL PERCEPTIONS.

5.3.1. GENERAL CONSIDERATIONS.

There are a number of dangers involved in any attempt to link cultural perceptions and modes of linguistic communication. The first is the assumption that a single, universal cultural process controls the forms of written communication in Portuguese, or any other language. The system of human meanings, as Street (1991) has pointed out, are far from neatly-fused, a priori profile models. There is no unified language matching a specific society. Rather meanings and communication involve the processes and actions of individuals who use all the resources at their command at any given point in their

experience. Thus discursive and linguistic choices will reflect to some degree the idiosyncrasy of individual writers within a set of culturally acceptable communicative actions. Johnstone (1986:172), for example, has argued that the notion of a direct correlation of

" 'culture' and 'rhetoric' is a simplistic one which obscures the multitude of factors that are responsible for an individual's choice of persuasive tactics in a particular situation."

Written language is often described in intrapersonal terms as the means whereby individual writers attempt to structure their own experience and by representing and symbolising their own reality make sense of their worlds. Britton (1975:40) for example, has defined writing as the means whereby "...man represents to himself, cumulatively, what his world is like, and his responses are thereafter mediated by that world representation."

Any attempt to describe written monologue will need to take into consideration individual worlds and the individual's view of reality. In the previous two chapters it has been argued that written communication is a complex blend of simultaneous interpersonal involvement and a concern to construct the signposts of textual organisation. Thus a respect for the individuality of readers, while simultaneously providing information regarding the writer's stance vis-a-vis the propositional content, is also apparent in the interweaving and overlap of the 'interactive' and 'autonomous' planes.

A second danger is to ignore the considered body of research into politeness phenomena (Goffman, 1967; Brown and Levinson, 1978; Tannen, 1985), including markers of politeness in written text (Johnson, 1992:51) and scientific articles (Myers, 1989:253), which illustrates that much of communication is characterised by indirectness. This

indirectness reflects deliberate negotiation stances which, given the 'Dionysian' nature of Brazilian interaction, will presumably be more evident in Portuguese. However these negotiation stances were evident in the TEFL methods articles, analysed in the previous chapter, in the authors' anticipation of reader reservations regarding propositional content, in writer justification moves and other types of 'pragmatic clefting', which intend to delay or soften negative reader responses to potentially controversial content. These same moves were especially in evidence within the texts of writers (Affagnon, Puello, Ozmen, Sionis) whose formal education was in Romance languages.

A third danger, related to the second, is to view communication, whatever the language or society, as a means for the transmission of factual information in precise, logical or relevant language. Written language, the mode often used to describe ideas within a culture, is poorly adapted for this task, as it is linear, constrained, and unnatural. Writers must be aware of the limitations which language imposes on them and keep in mind that (original by Hall, 1976:49, my own additions in brackets):

"language is not [only] a system for transferring thoughts or meaning from one brain to another, but [also] a system for organising information."

5.3.2. WRITTEN MONOLOGUE IN ANGLOPHONE ACADEMIC COMMUNITIES.

Kaplan (1966:2) believes that "Rhetoric concerns itself with what goes on in the mind" and has subsequently (Kaplan, 1972b:68-70) reaffirmed this view stating that thought and cultural patterns are deeply interwoven and that rhetorical patterning reflect cultural variations of cognitive processing and different thought patterns in languages. However, Kaplan's terms of reference imply that there are specific

fixed 'cultures', a view which Street (1991, op.cit.) has convincingly refuted. Moreover Kaplan also assumes an almost isomorphic link between his concepts of 'culture' and 'language', resulting in specific structural patterns, a theoretical position which is clearly untenable. (see 5.2.1. above)

Kaplan also claimed (1966:7) that the rhetorical tradition and patterns at the macro level of written monologue in English reflect both the inductive and deductive methods of reasoning. This claim is supported by the research findings of Hinds (1990:89) and Cornish (1986) within contrastive rhetoric, as well as those on the organisation of information in formal English prose (Urquhart, 1976; Connolly and Levin, 1989). In Kaplan's (1982:268) view languages other than English are characterised by a variety of comparatively non-linear discourse macropatterns. This is a weak relativity hypothesis which conflicts with my own view of the relationship adopted from Street (1991; 5.2.1. above).

There have, in addition, been several convincing refutations of Kaplan's concepts of the topic sentence and the physical paragraph (cf. Hoey, 1983:22) of the linear nature of discourse patterns in English (Johns, 1980), of the ethnocentric bias and questionable accuracy of his graphical representations/ diagrammatic conventions relating to paragraph development. (Edge, 1986:161; Riley, 1988:11). Nevertheless, there is little doubt that the accepted consensus is for explicitness and completeness within a linear development in written monologue in English, which D'Angelo (1975:26) has referred to as the idealised norm of English rhetorical structure, and which he claims is the main determiner in the academic community's evaluation of written

conventions. Regent (1985:119), for example, whose research compared the iconic characteristics, discursive sequences and macro speech acts of English and French written monologue, came to the conclusion that

"the organisation of medical articles in English is based on a model which is far stricter than for the French equivalent... For the French writers it is the scientific facts which have to be communicated...In English, on the other hand, it is precisely the line of argument which is of prime importance."

Whatever the theoretical accuracy for the arguments in favour of the relationship of thought patterns and rhetoric, and for English written monologue as logical and linear, there is no doubt that expectations of clear rhetorical organisation as a priority for written monologue have been instilled through the traditional schoolbook rhetoric of the educational systems of the English-speaking communities (cf. Winter, 1982:122; Hoey, 1983:173; James, 1984:106; Clyne, 1986:74; Hinds, 1990:99). This has led, in turn, to the establishment of an implied contract between writer and reader: that it is the responsibility of the writer to provide the organisational paths through written monologue. This consensus (i.e., that in English written monologue it is the writer's responsibility to provide clarity and completeness) is echoed by Widdowson (1984c:50):

"The responsibility for structuring discourse rests with only one participant (the writer)..."

Widdowson's statement underlines the important organisational role of the writer who will be expected to provide transitional landmarks for readers in order to bind the argument together and keep a firm grip on the discourse logic. Hinds (1987:143) has also averred that "In English the primarily responsible for effective communication is the speaker". Similarly Eglington (1987), has asserted the existence of a 'contract' between the reader and the writer in English, whereby readers expect writers to provide certain predictable orders, but has contrasted this with the weight of responsibility placed on the

readers to providing the discourse organisation, in Korean academic prose. There is research evidence (Dantas-Whitney & Grabe, 1989) which suggests that the state of play in the written rhetoric of Brazilian Portuguese may be closer to Korean in this respect; to allow my own ethnocentric bias free rein, it would appear that whereas English-speaking writers will tend to hold the reader's hand in a conducted tour of the rose bushes, Brazilian authors lead readers up the garden path as far as the maze and then promise to meet them at the other side. The discussion will now focus on Portuguese written monologue from Brazil.

5.3.3. WRITTEN MONOLOGUE IN BRAZILIAN PORTUGUESE.

The tendencies cited (5.2.3.) above, regarding the aims and initial stages of formal face-to-face interaction between Brazilians, included less focusing on specific topics, arguments of a more general nature, a greater tendency for digression from, and discussions around, central points. Clearly for Brazilians, including foreign language teachers, exposure to, and participation in, face-to-face interaction, debates and discussions, will have been almost entirely in Portuguese, using the norms and oral discourse behaviour accepted in Brazil in almost exclusively Brazilian cultural settings. However, during their university careers, and in their professional adult lives, as both readers and writers, Brazilian foreign language teachers will have become familiar with the accepted patterns of English prose, although this will rarely include explicit analysis. In their training in FL writing they will probably have been encouraged to follow certain English rhetorical norms; (anecdotally speaking a large number of EFL teachers in Brazil attempt to teach writing at the level of the

physical paragraph introducing the notion of deduction, leading from a 'topic sentence' to a 'logical' sequence and conclusion; in my experience this had led to protests of 'but this is not me; how predictable'). As EFL learners and teachers they will be constantly exposed to these forms in their reading of coursebooks, teachers manuals and on methodology.

There is a wealth of research testifying to the differences in substance (Abercrombie, 1962:5), in acquisition (Vygotsky, 1962:99), in the operations (Clark, 1975:333), and in the communicative functioning involved (Davies & Widdowson, 1975:163). However, spoken discourse may be the only guide to genuinely Brazilian norms, for neither the essay nor composition are formally taught within Brazilian education; nor is the essay a common form for the presentation of written work, nor is it used for evaluation purposes (cf. James, 1984:109). In Brazil testing and evaluation take place by means of a wide variety of 'objective' techniques and the submission of work in note form is recognised as legitimate for students at both secondary and tertiary levels. It does not seem unreasonable, therefore, to assume that the presence of certain elements prevalent in the Brazilian discourse of formal face-to-face interactions in academic settings may be observed within the written discourse of FL methods articles written by Brazilian teachers in Portuguese, and to expect:

a. that the 'clause-relational' macropatterns which reflect the goal-oriented nature of the discourse of TEFL articles may play less dominant roles as organisational driving forces in the discourses published in Portuguese.

b. that monochronic action, reflected in the idealised norm of rhetorical structure in English prose, will be less evident in the initial sections of written Portuguese. (cf. Santana-Seda, 1975:13; Kaplan, 1972a:254; Bray, 1990) Here 'digression' and wider terms of reference may be felt to be appropriate and legitimate attempts to cater for the interests, knowledge, reservations and objections regarding the topic by the

anticipated Brazilian audience. In other words these moves may be the means of creating positive 'common ground' with the widest number of potential readers.

c. that writer responsibility for signposting the organisation of information in an explicit manner (Widdowson, 1984a:50) will be less overt in the Portuguese articles where more will be expected of the readers.

d. that 'relevance', defined as a "primary virtue" of English rhetoric (Clyne, 1986:74, cited above) may be less of a dominating cooperative principle than writer intention (i.e. 'quantity') in the articles by Brazilian authors.

It was therefore decided to determine whether there were rhetorical differences in terms of these assumptions between the TEFL articles in the January, 1990 'Forum' and a similar number of FL articles published in Portuguese in Brazil.

5.4. ANALYSES OF FL METHODS ARTICLES IN BRAZILIAN PORTUGUESE.

5.4.1. AIMS OF THE ANALYSES.

The analysis of the TEFL methods articles from 'English Teaching Forum' revealed that writers presented their information and arguments by means of a number of the wider ('semantic network') organisational patterns described by Hoey and Winter (1986), and expressed in terms of a series of writer tactics or 'moves' (Swales, 1990). At another level these macropatterns contained intermeshed 'basic clause relations' (Winter, 1982) or 'mapping conditions' (Hoey, 1983) which were marked by a specific set of signalling categories, realised in various ways by micro cohesive (i.e., lexical and grammatical) means.

The initial focus of the present analyses will be specifically on the first assumption, in establishing to what degree the four clause-relational analytical macropattern categories are valid for the

FL methods articles in both languages. Following the approach adopted for the TEFL data, the analyses will continue by investigating to what degree those discourse features, the 'justification' moves, 'S-P-R-E' 'minitexts' and 'discourse colonies', felt to be potential barriers to successful accessing of the information in the TEFL articles, are brought into the discourse by the Brazilian authors. The last three hypotheses, 'b', 'c', and 'd' will be tested against the Portuguese text at this stage in the analyses. While focusing on these two levels attempts will constantly be made to identify the authors' use of the micro level clause-relational elements, 'mapping conditions' of written monologue at the higher macro-levels. Throughout these analyses of the discourse insights regarding writer moves and awareness of audience from 'genre analysis' will be referred to; the analytical approach therefore differs from that of Connor (1987:65).

An attempt will be made to establish not only whether these relations are present, but how they are used and signalled by Brazilian writers. (i.e. whether they use Winter's (1986:92-93) 'matching relations'). A related effort will also be made to shed light on the possible differences in the tactics used by Brazilian Portuguese writers in selecting the means of their presentation of information, related to the first three hypotheses. Whether, for example, there is a tendency to introduce a number of factors, however tenuously linked to the central topic, or whether there is evidence of a lack of clear definition, in relation to the opening paragraphs; whether there are differences between discourse in English, where the organisation is based upon a clear line of argument (Francis, 1986), or whether the factual information holds sway, allowing for digressions or changes of the point of focus. It remains to be seen whether there is

evidence of fewer markers of textual management than in English. All four elements may be considered symptomatic of perceived responsibilities of the writer of English discourse. In each of the four cases an attempt will be made to establish whether there is explicit signalling or textual evidence of the features.

5.4.2. METHODOLOGY: THE SELECTION OF SOURCE TEXT.

A basic flaw in much contrastive rhetoric research has been underlined by Pike (1967) in his distinction between 'etic' and 'emic' descriptive linguistic categories, despite research which has been increasingly culture-oriented, multi-level and context-based (cf. the edited collections edited by Smith, 1986; Connor & Kaplan, 1987; Purves, 1987). One answer is to set up joint research involving native speakers of both languages, the case of Fagan and Cheong (1987). The present research aim is not to describe the Portuguese articles in their own terms; rather it is to determine whether certain analytical discourse categories, used to describe the organisation of written information in articles in English, are applicable to the written monologue in Portuguese. However, this has been partially counterbalanced by the collaboration of a linguist and native-speaker of Portuguese, Tania, whose support is duly acknowledged.

Purves (1987:16) provides the following set of guidelines for the choice of source text in contrastive rhetoric research:

" (1) The setting in which the writing occurs should be as similar as possible... (2) the writing task should be consistently set in its function and cognitive demands, as well as in the specific subject matter... (3) The language (i.e. native or foreign) in which the writers are writing must be defined... (4) The occupation of the writers should be similar... (5) The education of the writers should be similarly defined..."

The source text in this research consists of a selection from the TEFL methods articles from 'Forum', 1990, previously analyzed; the Portuguese data will be made up of a similar number of articles on FL methodology published in Brazil during the 1980's. (Texts 'A' to 'N', Appendices 51 to 64) Six articles were taken from a single collection, "Ensino de Linguas", 'Foreign Language Teaching') published in 1985 by the Catholic University ('P.U.C. '), in Sao Paulo; seven are from various editions of "Interacao", a quarterly magazine for language teachers, published by Yazigi, in Sao Paulo, from 1986 to 1988; and one formed part of a Brazilian national project (1988-89) aimed at improving TEFL in the public sector.

Purves' guidelines will now be matched with this source text. The setting requirement is felt to be less relevant to this piece of research, where the need to eliminate the maximum possible number of variables is less important than the selection of source text which is 'authentic' to the degree that it is available and could conceivably be chosen to be read by the target population of the thesis for professional ends.

An essential element for the TEFL methods article genre relates to the hortatory content; the pragmatic intentions of the authors is to persuade potential readers to adopt and/or adapt the pedagogical suggestions for their own teaching environments. An important criterion for selection, therefore, is that the Portuguese authors have this overall function, and that if they were translated there is no reason to suppose that they would not be considered for publication by the 'Forum' editors. This criterion proved a severe restriction on the choice of suitable source text and suggests that the writers of

the FL methods articles may well have different aims. However, the articles in Portuguese selected did include the following signals of pleas to act: some refer to the 'suggestions' provided; (see Appendix 65, Extrato A, from the articles by Cavalcanti, Text A; Rodrigues, Text L; Vieira, Text D; Pinto, Text G; Abreu, Text f) others underline the importance, need, or benefit of the suggestions. (Celani, Text B; Varella, Text A; Coracini, Text K; Ferreira, Text I.)

While no attempt will be made to gauge the cognitive demands of the respective articles (a requirement which appears difficult to determine and reflects Purves' product-oriented approach to research) there will undoubtedly be a restriction in terms of the "specific subject matter", i.e. FL methodology. The authors of both sets of data are almost exclusively university teachers of FL, thus all have completed a postgraduate course in the foreign language, in linguistics, applied linguistics, or in some related field, while most have experience of FL teaching at the secondary level.

The intended audience is clearly defined: 'Interacao' is a publication specifically for the teacher of foreign languages; the cover of the collection from the Catholic University in Sao Paulo states "Este coletanea se destina ao professores de lingua estrangeira...". ('This collection is aimed at foreign language teachers...')

However, there are reservations regarding the validity of the selected source texts as a reflection of the norm, if such a norm exists, in FL articles written in Brazil, or whether, indeed, FL articles reflect a Brazilian norm. The first reservation is that at the time of publication seven of the authors were, or had been, members of the

teaching staff of the English department of the same university, namely, the Catholic University of Sao Paulo. However, this is no more than a reflection of the important role which that department played in the TEFL field in Brazil during the 1980's.

There is a further factor which may well affect the the rhetorical presentation of information in the articles: while eleven authors are university teachers of English Language, three of French, and three from a single department of Applied Linguistics, at least six have taken some form of academic course at a British university; the others have taken regular postgraduate courses at Brazilian universities given by visiting scholars in either English or French. However, this situation itself would suggest that 'uncontaminated' authors of FL articles, i.e., those without educational or professional training given by fellow-professionals from English-speaking countries, are atypical. As highly-literate university teachers they will have much in common with their counterparts in other walks of Brazilian academic life. In contrast, the teachers/readers of Forum, the target group of the present study, described in chapter one, live well out of reach of the Brazilian state capitals and will rarely, if ever, meet native ELT professionals, nor have access to the type of resource (in the form of libraries and teacher education) provided by organisations such as The British Council, U.S.I.S. and the 'Alliance Francaise'. These differences underline the problem of defining 'cultural' traits in monolithic terms, as discussed above (5.3.).

One means of overcoming the 'interference' of English or French rhetoric was to have taken articles on the methodologies of school subjects other than foreign languages. It proved difficult to obtain

articles of a suitable length which were neither wholly theoretical in nature or simply read as supplementary exercises to existing coursebooks. They both failed the relevant FL methods publications, nor did they meet the criterion of specific subject matter (2) included by Purves (1987:16).

Given the paucity of available FL methods articles in Portuguese it was far from easy to select data compatible with the TEFL 'Forum' articles, i.e., which concentrated on FL topics of a comparatively practical nature, which were relatively short, and which were aimed at a similar audience of informed FL teachers. For while it is true that there are several TEFL newsletters and numerous university publications available in Brazil, many of these are published in English and/or deal with topics of a more academic or theoretical nature. A range of publications and articles were analysed before the final selection was made. These difficulties suggest that certain of the principles of text selection in 'contrastive rhetoric' research must be questioned; i.e., whether the collection of texts as defined by Purves (1987, op.cit.) is feasible, given that the facts are culturally defined. In summary, this selection of FL methods texts in Portuguese may not be representative, and full responsibility for any shortcomings which may result is accepted.

Before the analysis proper it may be profitable to remind ourselves of the steps and objectives for genre analysis provided by Dudley-Evans (1989:72), mentioned in chapter three, and related to Purves' guidelines:

- " (i) group together certain texts that have important similarities in terms of rhetorical purpose, form and audience
- (ii) show how these texts are distinct from other texts; how they

differ between themselves and how they differ from other texts

(iii) provide information about the rhetorical structure and linguistic form of different types of text that is of pedagogic value."

Point one has been carried out in the selection process for the Portuguese articles; point two includes the objectives of the exercise; it is hoped that the information ensuing from the analyses will provide pointers for appropriate pedagogic approaches.

5.5.4. THE ANALYSES OF MACROPATTERNS AND WRITER MOVES.

5.5.4.1. PROVIDING BACKGROUND INFORMATION. ('SITUATION')

The Brazilian authors, in common with those in Forum, need to provide a contextual framework which is FL specific, establishing a set of accepted truths from which to negotiate change. As they are Brazilian FL teachers addressing FL colleagues in Brazil the wider 'educational setting' is taken for granted, although there are attempts at establishing common ground by the use of possessives by ten writers (see Appendix 38; B) and by overt signals defining the setting in the first sentence of the article, e.g., Coracini (Text E) 'Situando-nos neste artigo na perspectiva de um curso...'; ('We situate this article within the perspective of a course...') and Celani (Text B) 'Antes de mais nada, comecemos por situar...' (First of all let us begin by situating...). In other first sentences the following topics were referred to: 'lingua estrangeira' ('foreign languages') (7); 'ensino/escola/aluno' ('teaching/schooling/the pupil') (11); 'ingles' ('English') (3); '2o Grau/rede /oficial' ('state schools') (5).

In common with the Forum articles (4.3.2.2. above), in their opening sections, the majority of the Brazilian authors use the present simple

tense, the language of 'general truths'; the 'truths' are signalled unambiguously with 'E bem verdade que' (Text K, Ribeiro), and 'E fato conhecido' (Rodrigues, Text L), and the 'general' by 'aspectos gerais' (Celani, Text B), 'geralmente' (Cavalcanti, Text C); 'generalisacao' (Vieira, Text D), and 'em modo geral' (Celani, Text B), 'Em geral', (Antunes, Text N) 'no contexto geral' (Abreu, Text F). The future tense was used in only three articles (Texts B, E, F) in early metacomments of intention or aim. and there is one use of the simple past, ('surgiu' 'grew out of'; Text M, Possari) an early marker of 'Response' to a 'Difficulty'.

These openings describe a Brazilian FL 'state of the art' in common with the features of information moves pertaining to most argumentative prose (Francis, 1986:11), transparent in Abreu's (Text F) bold-type heading 'SITUACAO BRASILEIRA' ('The Brazilian Situation'). They also include certain lexical items marking generalisation, (see Appendix 66, Extrato B) adverbs and adverbial clauses of frequency, (Appendix 66, Extrato D) as well as lexical signals marking centrality of topic (Swales, 1990:141; Extrato E).

With one exception (cf. Appendix 66, Extrato F) there was no evidence of a narrowing down of the concern of the articles as almost all the articles dealt with teaching at a general level of reading (Texts C, D, E, G, K), writing (Text F), speaking (Text L), language laboratories (Text A), and computers without reference to a specific level of students. There is also an absence of the restricted class of illocutions, i.e. definitions, classifications, etc., commonly found in the TEFL articles. (e.g. 4.3.2.2. d. e. above)

5.5.4.2. SIGNALS OF A SECOND SET OF MOVES: GOAL/DIFFICULTY/QUESTION.

In the TEFL articles from 'Forum' (January, 1990) markers of the 'Goal-Means-Achievement' (G-M-A) pattern, were repeated in a combination of titles, headings and metacomments, which included key lexical markers: 'aim'; 'means'; 'way', etc. A similar combination indicated writer choice of the 'Difficulty-Response-Solution' (D-R-S) pattern, including markers of negative evaluation; the organisation of the information in a single TEFL article was described in terms of a 'Question-Details-Answer' (Q-D-A) macropattern, signalled by the interrogative within a metacomment. A somewhat similar distribution of the three macropatterns is found in the Portuguese articles, with a similar range of lexical and syntactic, and other writer signalling.

MACROPATTERN	TEXTS	TOTAL
(Q-D-A)	J, K, E.	3
(G-M-A)	A, B, D, F.	4
(D-R-S)	C, D, H, I, L, M, N.	7

Table 5.1. Text signals of the C/R macropattern in Portuguese.

ARTICLE	SIGNALS/POSITION/FUNCTION	MACROPATTERN
(Legend: TI = title; HE = heading; ME = metacomment; SEN = sentence; PA = paragraph; TC = change of tense; REP = repetition)		
Costa (J)	'A Lingua Estrangeira a nivel de 2o Grau: Meio ou fim?' (TI) ('Foreign languages at the secondary level: Means or an end?') (Matching preview for entire article)	'Q-D-A'
Ribeiro (K)	'1. Para que estudar uma lingua estrangeira?' (HE) ('Why study a foreign language?') '2. O que se entende por leitura?' (HE) ('What do we understand by reading') 'questionando', 'questoes' (PA1) ('questioning'; 'questions') 'A resposta parece-nos simples.' (PA3) ('The answer appears to be straightforward')	'Q-D-A'
Coracini (E)	'Questoes banais como...?...?...?...?' (ME) ('Banal questions such as...?...?...?...?') (PA1) 'Sao essas as questoes...?' (PA2) ('It is these questions...') 'Acreditamos ter proposto uma resposta as questoes formuladas inicialmente.' (ME) (PA15) ('We believe that a reply to the questions initially formulated has been provided')	'Q-D-A'
Vieira (D)	'O presente artigo faz consideracoes sobre a	'G-M-A'

- necessidade do ensino de leitura critica.'
 ('This article considers the need for the
 teaching of critical reading') (ME) (PA1)
 'necessaria'; 'necessidade' (PA1)
 ('necessary'; 'the need')
 'remetem-nos a proposta deste trabalho-
 como ensinar os alunos as habilidades de
 avaliar criticamente um texto.' (PA6)
 ('brings us back to the proposal of the
 present study. How to teach our pupils to
 be able to evaluate a text critically')
- Varella (A) 'Consideracoes sobre um processo...' (TI) 'G-M-A'
 ('Considerations regarding a process...')
 'descrever uma tentativa (que) surgiu da
 necessidade de atribuir-lhe um papel mais ativo.'
 ('describes an attempt (which) grew from the
 need to create a more active role') (ME) (->TE)
- Celani (B) 'deveriam decorrer de uma analise da situacao' 'G-M-A'
 ('ought to include an analysis of the situation')
 'deveriam garantir uma visao realista da
 necessidades do pais'. (ME) (PA1) ('ought to provide
 a realistic view of the country's needs')
- Abreu (F) 'O objetivo deste artigo...trataremos...da busca 'G-M-A'
 de caminho objetivando a facilitacao deste ensino.'
 ('The aim of this article is to...search for...
 ways aimed at improving this teaching') (ME) (PA1)
- Cavalcanti (C) 'Ensino de leitura: avaliacao de compreensao 'D-R-S'
 de texto sem pratica de leitura critica?' (TI)
 ('The Teaching of Reading: testing comprehension
 of text without critical reading?')
 'queixas' (complaints); 'falha' (failure);
 'pouca atencao' (little attention) (PA1)
 'Matching Contrast' relations: (PA3) (PA4)
- Pinto (G) 'Um dos problemas cruciais na leitura de textos 'D-R-S'
 em lingua estrangeira consiste na limitacao...
 Considerando tal limitacao apresentamos sugestoes.'
 ('One crucial problem in reading texts in foreign
 languages is the limitation...with this limitation
 in mind we present suggestions...') (ME) (SEN1)
- Costa (H) 'nao trouxe os resultados esperados' (PA3) 'D-R-S'
 ('has not brought the hoped-for results')
 'sentencas isoladas' 'repeticao mecanica' (PA3)
 ('isolated sentences' 'mechanical repetition')
 'um fracasso' (PA6) ('a failure')
- Ferreira (I) 'Mais o que resto?' Como se...? Quais...? 'D-R-S'
 ve-se fadado ao fracasso?' (PA2) ('But what
 remains? How can...? Which...? lead to failure')
 'Estas perguntas...permitem-nos proceder a
 analise de problematica de LE.' (ME) (PA3)
 ('These questions allow us to proceed to an
 analysis of the problem of FLT.')
- Rodrigues (L) 'frustracao por nao conseguir falar ingles (PA10) 'D-R-S'
 ou porque nao sabe como faze-lo pedagogicamente'
 ('frustration because they either cannot speak
 English or know how to use it pedagogically.')
 'Voltando, agora, a focalisar a questao da
 dificuldade do professor' (PA17) ('Returning now
 to focus on the question of the difficulty for')

Possari (M)	'surgiu a preocupacao de colaborar...com a melhoria de ensino...' (PA1) ('led to the concern to improve the teaching')... 'problemas como...' conteudos...vinculado exclusivamente a gramatica normativa...livros-texto desvinculados... da realidade' (PA2) ('problems such as...contents related exclusively to normative grammar... textbooks unrelated...from the reality...')	'D-R-S'
Antunes (N)	'a inadequacao...receba passivamente...' (PA1) ('the inadequacy...receive passively')	'D-R-S'

5.5.4.3. COMPARISON OF C/R SIGNALS : TEFL AND PORTUGUESE.

The first assumption regarding the c/r macro-patterning, the first hypothesis made at the end of chapter four, has been refuted from the evidence in the FL methods articles in Portuguese. The signals are, if anything, less ambiguous in the latter. There are a larger number (50%) adhering to the persuasive 'D-R-S' pattern, while the great majority indicate their macropattern or intention in the early paragraphs (6 = PA1; 4 = PA2; 2 = PA3). This may be the result of the house style editing, but it does occur in all publications selected.

5.5.4.4. SIGNALS OF THE MEANS, RESPONSE OR DETAILS.

In the articles written in Portuguese the signals of the second element of the clause-relational macropatterns, 'Means/Response/Details' are very often juxtaposed, within the same metacomment, together with the signals of 'Difficulty/Goal/Question'. This juxtapositioning, also common throughout the Forum TEFL articles, underlines the centrality of these macropatterns. Their joint function is to furnish a specific statement of position which defines the topic and gives a focus to the entire article. The following table exemplifies from the articles using the same legend as above:

Table 5.2. Text Signals of the 'Means', 'Response' or 'Details'.

ARTICLE	METACOMMENT	MACROPATTERN
Vieira (D)	'posteriormente e feita uma proposta que viabilisa o ensino de leitura critica.' ('at a later stage a proposal is made aimed at the teaching of critical reading.' (ME)	'G-M-A'
Cavalcanti (C)	'facio especulacoes sobre o ensino de leitura critica.' (ME) ('speculate teaching critical reading') 'dividido em tres partes: 3. sugestoes preliminares para preencher o hiato de producao' ('divided in three parts: 3. Preliminary suggestions for filling the productive hiatus')	'D-R-S'
Abreu (F)	'por fim, da busca de caminhos a serem seguidos objetivando e facilitando esse ensino.' (ME) (PA1) ('finally the search for ways to be followed aimed at improving this teaching')	'G-M-A'
Coracini (E)	'Que atividades propor' (ME) (PA1) ('Which activities to aim at?')	'Q-D-A'

(All four writers signpost the direction of their subsequent written monologue, follow up and match their predictions with bold-type headings in block capitals considerably later in their articles: 'PROPOSTA DIDATICA', (Vieira) (D) '3. SUGESTOES', (Cavalcanti) (C) 'BUSCANDO CAMINHOS' (Abreu) (F) 'APRESENTACAO DE ATIVIDADES' (Coracini) (E); the word 'PROPOSTA' by Vieira, (i.e. 'objective' or 'reason') may be considered as ^{un}ambiguously signalling a commitment by the Brazilian authors to provide 'practical steps' while emphasising the persuasive function of the articles) The following table provides further text exemplification of the second signals:

Table 5.3. Further signals of c/r macropatterns.

ARTICLE	METACOMMENT/SIGNAL	MACROPATTERN
Rodrigues (L)	'sugerimos a preparacao de material' (ME) (PA17) ('we propose the preparation of material')	'D-R-S'
Ferreira (I)	'uma proposta intercultural' (PA 414) ('an intercultural aim') 'solucoes poderao ser ser encontradas' (PA15) ('solutions may thus be found')	'D-R-S'
Celani (B)	'adotar solucoes que possibilitem uma visao realista' (PA8) ('adopt solutions which may offer a realistic vision')	'G-M-A'
Pinto (G)	'o conhecimento de novas palavras nao e suficiente para resolver problemas de compreensao textual' (PA1) ('the knowledge of new words is not sufficient to solve the problems of textual comprehension') 'Treinar o aluno a inferir...ensina-lo a usar os itens lexicais...sao estrategias essenciais ao processo de leitura' (ME) (PA1) ('To train the	'D-R-S'

- student to infer...to teach him to use lexical items...are essential strategies for the reading process') 'estrategias' (TI) (REP) ('strategies')
- Varella (A) 'A tentativa de humanisacao surgiu...Esse processo envolve uma serie de transformacoes em varios niveis' ('The attempt at humanising came from...This process involves a series of transformations at various levels') (PA1) (ME) (->TC) 'D-R-S'
- Ribeiro (K) 'A resposta parece-nos simples: proporcionando aos nossos alunos momentos de prazer' (PA3) (ME) ('The answer appears simple: provide our pupils with moments of pleasure')
- Possari (M) 'surgiu' ('sprang from') PA1 ->TC 'D-R-S'
- Antunes (N) 'Como poderia ser encarada a correcao no 2o Grau?' ('How could correction be carried out at the Secondary level schools?') PA2 -> TC 'D-R-S'

5.5.4.5. THE PRACTICAL STEPS OF MEANS, RESPONSE, DETAILS.

5.5.4.5.1. GENERAL DESCRIPTION.

Having predicted a second move within the macropattern the writers then present their wares or practical suggestions. In common with the presentation of the practical steps in the TEFL methods articles there is variation in the method of presentation of the Brazilian authors:

SINGLE LESSON	SERIES OF STEPS	COLONIES	NON-CANONICAL.
0	Texts A,B,C,F,H,L,N. (7)	D,E,G,K,M (5)	1,J. (2)

Texts I and J are non-canonical in the sense that the practical suggestions are presented in continuous prose, in neither a lesson plan, nor as a series of steps, nor within discourse colonies. Texts D, E, G, K and M included suggestions which incorporated both a lesson plan and steps within discourse colonies. In common with the TEFL articles, these procedures are marked in the Brazilian texts by headings, enumerative predictions, and various changes, shown in the table below, where the previous legend has been augmented:

Table 5.4. Writer Signals Predicting the Practical Steps.

ARTICLE	TYPE OF SIGNAL/EXEMPLIFICATION	TEXT MARKERS
(Legend: Predictive Metacomment = ME(P); Advance Label = ME(AL); Enumerative =ME(EN) Heading in bold-type = HE(B-T) with block capitals = HE(B-C). (C)= presence of 'discourse colonies'. Tense change= ->TC Person " = ->PC Subject " = ->SC Type face " = ->FC Alphabetic = A Numbered = N Table/diagram = T)		
Cavalcanti(C)	ME(P) (EN) : 'Sugiro os seguintes passos:' ('I suggest the following procedures') HE (B-T) (B-C) 'SUGESTOES' (C) ('Suggestions')	->TP (first person) A
Coracini(E)	ME(P) (AL) 'Passaremos a seguir a apresentacao de textos e atividades' ('In the following section we will move to the presentation of texts and activities')	
Vieira (D)	HE (B-C) (C) ME(P) (EN) 'varios modelos de atividades sao sugeridos a seguir' ('Various models of activities are suggested below') HE(B-T) (B-C): 'MODELO' 'EXEMPLO' (C) ('Model' 'Example')	->TC N ->TC (imperative) (interrogative) N A
Pinto (G)	ME(P) (EN) 'O aluno deve observar as seguintes estrategias' HE(B-T) (C) ('The pupil ought to take note of the following strategies:')	->TC (imperative) ->PC ('o aluno')
Ribeiro (K)	ME(P) (EN) 'Tomemos como exemplo os textos T1, T11, T111' (C) ('Let us take as examples texts T1, T2, T3)	N ->FC ->TC (imperative)
Varella (D)	ME(P) (EN) 'envolve uma serie de transformacoes em varios niveis' ('involves a series of transformations at various levels')	->TC (passive) ->SC ('aluno')
Possari (M)	ME(P) (EN) 'Para que se pudesse efetivamente interferir no processo, foram pensadas alguns alternativas' ('So that the process could be effectively changed, certain alternatives were thought of.')	

Alternatively the practical suggestions sections may be described in the following tabular form, where '+' = presence; '-' = absence:

Table 5.5. Global View of Text Features of the Practical Steps.

TEXT	ME (P)	(AL)	(EN)	HE	(BT)	(BC)	->TC	->PC	->SC	->FC	A	N	T	C
(C)	+	-	+	+	+	+	+	-	-	-	+	-	-	+
(A)	+	+	+	-	-	-	+	-	-	-	-	-	-	-
(E)	+	+	-	+	-	+	+	-	-	-	-	+	+	+
(D)	+	-	+	+	+	+	+	-	-	-	+	+	-	+
(F)	+	+	+	+	+	+	+	-	-	-	-	-	-	-
(G)	+	-	+	+	+	-	+	+	-	-	-	+	+	+
(H)	+	+	-	+	+	-	-	-	-	-	-	+	-	-
(I)	+	-	+	-	-	-	-	-	-	-	-	-	-	-
(N)	+	-	+	-	-	-	+	-	-	-	-	-	+	-
(K)	+	-	+	+	+	-	+	-	-	+	-	+	+	+
(B)	-	-	-	+	-	-	-	-	-	+	-	-	-	-
(M)	+	-	+	-	-	-	-	-	-	+	-	-	-	-

5.5.4.5.2. DISCOURSE COLONIES IN THE PRACTICAL STEPS.

In this section the occurrences of 'discourse colonies' will be noted using the categories established in the previous chapter. (4.4.4.6.5.1.) In addition, each instance will also be described, where it is felt useful, with exemplification from the articles themselves, in Appendix 67. These detailed descriptions are felt necessary because the recognition of this discourse form of presentation, by establishing a parallel of organisation in the two languages, is seen as one means of enhancing the access ability of readers.

Table 5.6. Types of Discourse Colony in the Practical Steps.

TEXT	HEADING OR METACOMMENT	CATEGORY
D	'MODELOS...PUBLICITARIOS. MODELOS...JORNAIS'	C (S) (W)
D	'MODELOS DE ATIVIDADES COM ANUNCIOS PUBLICITARIOS'	C (P) (W) >C
D	In point '6.', first 'MODELOS': 'exemplos of a) b)'	C (P) (W) >C
D	'MODELOS...JORNAIS E REVISTAS' (no sub colonies)	C (P) (W) >C
D	'EXEMPLOS' are also interchangeable.	(C) (P) (W)

D 'EXEMPLO ILUSTRATIVO...ANUNCIOS PUBLICITARIOS 1.' [(E)C(P)(W)>C]
D 'EXEMPLO ILUSTRATIVO...ANUNCIOS PUBLICITARIOS 2.' [(F)C(P)(W)>P]

G 'ESTRATEGIAS...'TI 'Treinar...ensina-lo' ME(AL) C (S) (M)
G '2. Estrategias para...' '3. Uso do...' HE ME(EN) C (S) (M)
G Within '2.' 'as seguintes estrategias: 1...6.'ME(EN) C (P) (W) C>C
G 'Cognatos' 'Hiperonimo' HE (B-T) (EN) ->TC C (P) (M) C>C
G Within '3.' 'varias atividades..a)...d)' ME(EN) ->TC [C(P)(W)C>C]

K single page 3 tables 'Tomemos Textos I,II, e III'ME(EN) C (S) (W)
K 'Texto 1...Texto 2...Texto 3' HE ->CD ->TC C (P) (W) C>C
K Within each 'Texto' HE 'tipo' ->CD C (P) (W) C>C

E Six separate tables: 'Texto 1..Texto' HE ->TC ->CD C (S) (W)
E Within tables HE 'dados...objetivos...atividades'etc. C(P)(W)C>C
E 'Texto I. Objetivos. Possibilizar 1)..2)..3' HE ->DC [C(P)(W)C>C]

M ME(P)'estabelecendo...quatro conceitos-chave'4 HE(B-T) C (S) (W)

5.5.4.5.3. COMPARING THE 'MEANS/RESPONSE/DETAILS': TEFL & PORTUGUESE.

The signals provided by the Brazilian authors were once again more transparent than those of the TEFL articles, refuting the assumptions of less writer responsibility. The set of headings provided in Texts C, D, E and F described at the initial stages of 5.5.4.4. are unambiguous metacomments and/or headings signposting the organisation of the written monologue. There is little evidence of the metaphoric use of language apparent in Lewitt's (Text 1) TEFL article. There are more 'series of steps' in the Portuguese articles which do not include 'discourse colonies'. Nevertheless, those five articles whose suggestions are presented within colonies include the full gambit of categories identified in the TEFL articles. The range of signalling, from various predictive metacomments, to different verbal and typographical changes, cover those occurring in the articles in Forum. (see Table 5.4.).

5.5.4.6. WRITER MOVES OF 'ACHIEVEMENT/ANSWER/SOLUTION' (EVALUATION)

Markers of negative evaluation and positive evaluation are found

within all stages of the written monologue of the Brazilian articles. However, here the concern is with signals of the fourth section of 'Evaluation' (Hoey, 1983:27). This fourth section is made up of different moves relating to the 'achievement of the goal', the 'answer to the question' and the 'solution for the difficulty'; writers herald these moves with switches from the first person of the 'Practical Steps' to a more formal passive (e.g. Varella, Text A, 'podem ser usadas'; 'can be used'), to lengthy nominal phrases in the subject position (e.g. Rodrigues, Text L), and to the language of claim (e.g. Pinto, Text G, 'propomos algumas dietrises que poderao ajudar' ['we have proposed a number of guidelines which might help']). The occurrence of these various signals will now be illustrated for all the Portuguese source texts in the following table, where '-> NP' = change to lengthy nominal phrases; '->TC' = change of tense; '->LC' = use of 'language of claim'; 'HE(CON)' = heading 'Conclusoes'; ('Conclusions') '(F)' = last or final section, paragraph, or sentence; 'HO' = hortatory plea to act.

Within the same table the five types of evaluation move found in the TEFL articles will also be used, as a means for labelling the evaluative moves of the FL articles in Portuguese. They are included in the table below together with the text letter, the paragraph in each article, and, where relevant, an indication of the type of c/r 'mapping condition' utilised. A complete table of text exemplifications is given in Appendix 68) there are further text exemplifications provided of the clause relations in Appendix 69. Each has been given a letter title under the heading 'Extrato'. ('Extract') The moves have been numbered below in line with those corresponding moves in the Forum TEFL articles, as follows: (1) 'by

positive effects upon students'; (2) 'by recycling the original difficulty; (3) 'by describing positive results'; (4) 'by contrasts with prior to practice; (5) 'by anticipating audience objections'; other legend are: 'C-C' = 'Cause-Consequence'; 'M-C' = 'Matching Contrast'; 'G-E' = 'Generalisation-Exemplification'.

TABLE 5.7. SIGNALS OF EVALUATION IN FINAL C/R 'MACRO' SECTION.

TEXT	SIGNALS OF EVALUATION	TYPES OF EVALUATIVE MOVE/ C/R
A	->NP; ->TC; HO; PA(F)	(1) PA9/12 C-C (Extrato I, J) (3) PA(F) M-C (Extrato K)
B	->TC; ->LC; PA13 PA(F)	(3) PA(F) M-C; (5) PA(F) M-C
C	HE(CON) ->TC; ->LC; PA(F)	(3) PA(F)
D	->TC; ->LC; PA14	(3) PA(F) C-C; (5) PA16 G-E (5) PA15 (5) PA12 ('S-P-R-E') (Extrato R)
E	->NP; ->TC; ->LC; PA(F)	(1) PA(F) M-C (Extrato H)
F	->TC; HO; PA14 PA(F)	(5) SEN(F) C-C (Extrato R)
G	HE(CON); ->TC; HO; PA(F)	(1) HE(CON) C-C (Extrato G); (5) HE(CON) (5) PA9 M-C ('S-P-R-E') (Extrato U)
H	HE(CON); ->TC; HO	(1) HE(CON) M-C; (4) PA19 M-C; (4) PA22 ME(EN); (5) PA 22/23 M-C
I	->TC; HO; PA(F)	(3) PA(F); (4) PA23 M-C (S-P-R-E Ext.N)
J	->TC; PA(F)	ME (AL) (2) PA(F)
K	->NP; ->TC; HO; PA(F)	(1) PA17/PA18 M-C (Extrato G); (4) PA(F) M-C (Extrato O)
L	->NP; ->TC; HO; PA18	(1) PA18 M-C; (3) SEN(F) C-C; (3) PA(F) G-E; (4) SEN (F) C-C (5) PA13/15 M-C
M	->LC; HO; PA(F)	(4) SEC(F) H(B-T) ME(EN) M-C
N	->TC; ->LC; PA(F)	(4) PA (F) MC

The information provided on the table above is clear evidence that the series of discourse markers signalling the final evaluative sections of the articles used by the TEFL authors (e.g. the predictive headings and metacomments, the changes in tense, the use of language of claim etc.) as well as the five evaluative moves, are present in the texts written in Portuguese. Similar writer tactics of evaluating are therefore in evidence in the selected articles in both languages.

5.5.5. GLOBAL COMPARISON OF C/R MACROPATTERNS: TEFL & PORTUGUESE.

From the analyses thus far it is clear that the clause-relational macropatterns play an essential part in the discourse organisation of

the Portuguese FL methods articles. They include the sections establishing the 'situation' and the metacomments of 'Goal/Difficulty/ Question', the practical steps and the various forms of evaluation in common with the TEFL articles. In addition, within the 'Practical Steps', several authors opted to organise their suggestions within 'discourse colony' frameworks. There were numerous examples in the evaluation moves of writers, of propositions expressed through the second level of c/r patterns, i.e., 'Matching Contrast', 'Cause-Consequence' and 'Generalisation-Exemplification' relations, which were often embedded in 'S-P-R-E' minitexts (see Appendices 70, Extratos J to Z). Thus one way of overcoming the potential barriers to successful processing of TEFL article information by Brazilian teachers might be to focus not only upon the occurrences of 'discourse colonies' but also the 'S-P-R-E' 'minitexts', as well the lower level c/r patterns where they occur in the texts in Portuguese. However, at this stage the discussion will continue by describing a discourse feature which was also identified as a possible inhibiting factor in accessing information in the TEFL articles, the writer 'justification' moves; this will incorporate consideration of the first three hypotheses formulated in 5.3.3..

5.5.5 DISCOURSE AT THE INITIAL STAGES OF FL METHODS ARTICLES.

5.5.5.1. INTRODUCTION.

The majority of the TEFL methods authors in 'Forum' preceded their practical steps by some form of 'justification' move, theoretical or procedural, as part of their 'Means/Response/Details' section. A parallel discourse move was often presented by the writers of the

articles in Portuguese. However these sections proved to be both lengthier and more complex among the Brazilian authors. This meant that the gap between the metacomments signalling 'Means/ Response/ Details and the practical suggestions often consisted the bulk of the articles published in Portuguese. These moves are seen partially as a tactic of not 'telling the story' in its entirety, and by omission (Iser, 1972:285) attempting to ensure dynamic reader participation, the 'hermeneutic code' to which Barthes (1988:29) and Rimmon-Kennan (1983:129) refer. These scholars of literature are describing a delaying tactic, prolonging the reading process by retaining gaps and thus keeping the readers' questions alive. In the case of the Brazilian FL articles, however, the gap between promises of practical suggestions and the actual delivery of the goods, appears to be the result of alternative writer ploys, specifically the creation of wider-reaching 'common ground', explicit demonstrations of writer awareness of audience, and, not least, writer attempts to establish their own academic weight. This latter tactic applies not only to writer discussion of aspects of the FL methods field, but also their acknowledgement, appreciation and understanding of the spectrum of factors influencing the Brazilian educational development. Examples of these moves will now be provided.

5.5.5.2. SIGNALS OF 'JUSTIFICATION' SECTIONS.

These varied tactics are often prefaced by metacomments. This explicit writer signalling, together with the various signals described in detail in the previous sections (5.5.3.1. above) provide evidence in direct conflict with hypothesis 'b.' (5.5.1.) regarding a lack of writer signposting and reader responsible discourse. The

metacomments in these initial stages will be presented in the following table, incorporating the legends introduced above:

Table 5.8. Text Signals of initial 'Justification' Moves.

TEXT	PIT	EXEMPLIFICATION
(A)	SEN1	'Raras vezes me sinto a vontade em utilizar a palavra 'humanisacao'...' (I rarely feel at ease using the word 'humanisation') (Anticipating objections to the title)
(B)	PA2	ME(AL) 'Estarei pressupondo' ('I will be assuming')
(C)	PA4	ME(EN) (AL) 'Este texto esta dividido em tres partes: 1. leitura critica, 2. funcoes da lingua e 3. sugestoes' ('This text is divided in three parts: 1. critical reading, 2. language functions and 3. [practical] suggestions')
(D)	PA 2	ME (AL) HE(B-C) (B-T) 'Justificativa da necessidade de leitura critica' ('Justifying the need for critical reading')
(E)	PA3	HE(B-T) (B-C) 'REFLEXOES METODOLOGICAS' ('Methodological ideas')
(E)	PA3	'Antes de tratar desses problemas especificos acreditamos conveniente lancar reflexoes sobre principios teoricos.' (Before dealing with the specific problems we believe it is convenient to reflect on certain theoretical principles')
(F)	PA1	ME(P) (AL) '... trataremos da importancia desta area...' ('We will deal with the importance of this area of study..')
(F)	PA2	HE(B-T) (B-C) 'APRENDER A REDIGIR' ('Learning to write')
(F)	PA3	HE(B-T) (B-C) 'ATO DE REDIGIR' ('The act of composition') The move to the 'Situation' is marked unambiguously: HE(B-T) (B-C) 'SITUACAO BRASILEIRA'
(G)	PA3	ME(AL) 'Antes de expor as estrategias tentaremos distinguir' ('Before demonstrating several strategies let us distinguish')
(H)	PA8	HE(B-T) 'Introducao do computador no ensino de linguas' ('The introduction of the computer into FL teaching') (signals the move away from 'justification') into 'Situation')
(I)	PA2	'Estas perguntas, antes de nos levarem a alguma proposta, permitem-nos proceder a analise de problematica de LE' ('These questions, before we move on to any proposals, allow us to proceed with an analysis of the problem areas') ME(AL) [Multidirectional signal; anaphoric and predictive]
(J)	PA5	HE(B-T) 'Centralisacao na disciplina' ('Focusing on the discipline') (Heading a metacomment of focus HE(AL))
(K)	PA1	HE(B-T) ME (EN) '1. Para que estudar uma lingua estrangeira?' ('Why study a foreign language?') '2. O que se entende por
(K)	PA4	leitura?' ('What do we understand by reading?')
(L)	PA8	[A-Noun Phrase] 'A partir dessas consideracoes preliminares' ('Starting from these preliminary considerations')
(M)	PA7	ME(AL) 'Proseguimos, efetuando analise de todo livro-texto' ('We continued by analyzing each textbook')
(M)	PA11	ME(AL) 'Antes da analise de livros, fisemos um levantamento' ('Before analyzing the books, we made a study of...')

5.5.5.3. WRITER TACTICS OF MOVING FROM GENERAL TO SPECIFIC.

The series of writer tactics, following the signals presented in the table above, might be interpreted as a gradual development from

general educational concerns to specific EFL pedagogy, i.e., following the path from generalisation to exemplify specifics which is true of many academic articles (Swales, 1990:134), illustrated below.

Table 5.9. Writer Tactics: Moving from General to Specific.

TEXT	TOPICS
A	Advantages of language laboratories -> FL classroom/students' role
B	Curricula of teacher education -> EFL teacher training
C	university students' difficulties ->teaching critical reading
D	state of TEFL -> E.S.P -> teaching socio-cultural side of EFL
E	HE(B-C) 'REFLECOES METODOLOGICAS' ME(AL) 'Antes de tratar desses problemas especificos...' -> HE(B-C) 'APRESENTACAO DE ATIVIDADES'
F	HE(B-C) 'PROCESSO EDUCACIONAL' ->'ACT OF WRITING' ->'FINDING WAYS'
G	HE(B-T) 'Reading as product or process' -> 'Inference strategies'
H	HE(B-T) 'computer' ->'Software X hardware' ->'Eclectic approaches'
I	FL in schools -> specific FL learning circumstances
J	FL product or process -> HE(B-T) (EN) 'FL for learning or for life'
K	HE(B-T) 'Why study FL?' ->'What is FL reading?' ->teaching FL reading
L	FL in public school curricula ->E.S.P. ->EFL teachers' oral skills
M	State curricula details-> HE(B-T) 'Oral Language' 'Written Language'
N	Correction in education -> 'errors' -> correcting written language

Although this 'general-to-particular' is not transparent to the same degree in every article in Portuguese, (11:14) the tactic might well be considered as evidence of the tendency among Brazilian writers to include, in the initial stages of their discourses, arguments of a more general nature, and a degree of digression, which was seen (5.2.4.3) to be characteristic of much of spoken interaction in formal settings in Brazil. By delaying the immediate focus upon the response, the justifications can be seen as deliberate writer ploys to dilute and overcome anticipated points of conflict with their clearly defined audiences, as well as attempts to include appeals to the widest number of possible readers by encompassing the widest perspectives, and in so doing anticipate a variety of audience standpoints, attitudes and objections. It appears that this is both a common and acceptable discourse strategy for several of the Brazilian writers, confirming hypothesis 'a' at 5.3.3.

This view of writer strategies can be illustrated from the initial

stages of Vieira's (Text D) discourse. Her article begins with a description of the wider state of the art in FLT in Brazil, praising the improvements through the application of E.S.P. approaches which have stressed the importance of defining objectives and prioritising reading. This is followed by a claim for a 'socio-cultural' approach, supported by both a reference from Freire and the fact that Brazil continues to be dominated by multinational companies. [This latter 'justification' is a clear example of a 'Generalisation-Exemplification' pattern: 'Nossa realidade ainda e uma dependencia de culturas e organizacoes internacionais... Citaria, a guisa de exemplo, dois casos recentes...' ('Our reality remains dependent upon international cultures and organisations... We cite, to exemplify, two recent cases...')

This array of tactics might be seen as ways of negotiating space with her specific FL audience, for the Catholic University in Sao Paulo is at the heart of the drive to apply and learn from E.S.P. expertise, specifically for FL reading, in the public sector in Brazil; Freire, perhaps the most prestigious present-day authority in Brazilian education, is cited four times, as well as several mentions of his 'conscientisacao' concept, while reference to multinational exploitation is certain to unite the audience as fellow-sufferers.

Aristotle and Bakhtin are then cited as recognising the need for students to be taught 'critical reading', the 'goal' of the article; Candlin's discourse dichotomy of product versus process is used as a further means of clarification. In all three cases these citations act as 'Supporting References' for the writer's argument. There is no evidence of distancing from the views expressed, the 'Report' category

described by Tadros (1985). The tactic in Vieira's discourse appears to represent 'cosmetic' efforts to create academic respectability.

The move to more practical concerns is marked by a change of tense from the present to the past to illustrate how the experience of a colleague teaching French at the same Brazilian university provided a number of practical insights, and a further quotation is included. However, even within her 'PROPOSTA DIDATICA' section Vieira describes three principles ('tres motivos principais') for the selection of teaching materials, including a further supportive citation. Finally her 'experience' is mentioned as a means of anticipating problems due to 'our cultural tradition', an appeal to common ground, exemplifying the 'chalk-face' knowledge of the writer.

Whether we view these writer tactics as building up an argument from general to specific or as attempting to demonstrate the catholic quality of the writer's vision, they mirror the infrastructure of reasons which characterise argumentative prose. As this is a complex section the sequence is important and the writers are at pains to guide the readers through with care. The two most commonly used devices are a closed class of formulaic enumerative predictive items and the noticeably explicit use of transitional signals of 'Logical Sequence' and 'Matching' relations. Thus it can be categorically shown that hypothesis 'b', i.e. "writer responsibility for signposting the organisation...will be less overt...more will be expected of the reader" is invalid, for the articles in question.

5.5.5.4. CATEGORISING THE WRITER TACTICS.

5.5.5.4.1. INTRODUCTION.

The analysis of the TEFL methods articles revealed five widely used types of 'justification', namely: 'citation', 'linking practice and principles', 'experience', 'contrasting approaches' and 'previous responses'. Each of these tactics was also present in the articles by Brazilian authors; the occurrences from the two sets of source text will now be compared and contrasted.

5.5.5.4.2. 'CITATION' TACTICS.

The 'Supporting Reference' tactics employed by the TEFL articles authors are typical of the tactics of persuasion, part of a claim endorsing the validity of the practical proposals to follow, where writers approach their audience by presenting a generalisation based on the opinion of a recognised 'expert'. The tactic is common to the Brazilian authors who used an average of 8+ 'Supporting References' per article. This is considerably higher than the average occurrence in the 1990 Forum articles (3- per article) and reflects the lengthier initial 'justification' sections of the Brazilian authors. Of the five exceptions to this general picture, Texts B, M and N have no references, presumably because their focus is more specific in terms of the setting and levels involved. Those of Costa (Text I) and Cavalcanti (Text C) included almost twice the average, as well as at least three examples of the writer distancing tactic of 'Report'; (Tadros, 1985) By their detailed analyses and debate of principles the articles^{of} both these authors differ from the stereotypical FL methods article make-up; in common with McKenzie, (Text 5) they are more academic in orientation; however, also in common with McKenzie, they

offer practical suggestions and were thus included as source text.

5.5.5.4.3. 'LINKING PRINCIPLES AND PRACTICE'

The early stages of the Brazilian writers' discourses also included detailed linking of principle and practice. Coracini, for example, makes explicit an attempt to link 'parameters' and 'application': ('E' ME (AL) PA 4) 'Passemos agora a analise...desses parametros...numa tentativa de aplica-los a situacao concreta de sala de aula.' ('We will now ...analyse these parameters...in an attempt to apply them to the concrete situation of the classroom'). She follows her description of the same with the anaphoric statement: 'Esses constituem os principais parametros sobre os quais devem se apoiar as atividades.' ('These are the principle parameters which ought to provide support for the activities').

Vieira (Text D, PA 11) similarly claims 'Minha sugestao se prende a tres principais motivos' ('My suggestion is based on three main principles') in a sentence which includes both a 'Generalisation' and an 'enumerative'. The exemplification of these three principles are clearly signalled in the following paragraphs: 'Em primeiro ...Em segundo...Em terceiro lugar...'. ('In the first second third place')

Ribeiro (Text K, PA 4) discusses principles under the heading 'O que se entende por leitura?'. (What do we understand by reading?) She first establishes four componential levels for the reading process, (Appendix see Extratos V, W, X, Y) each including a 'Generalisation-Exemplification' pattern, expressed by grammatical parallelism.

To summarise, Texts A, B, C, D, E, F, G, J, and K (9:14) all link their practical suggestions with certain principles, compared to just 5 of the 16 Forum TEFL articles, a further indication of the weight of information in initial 'justification' stages of Brazilian articles.

5.5.5.4.4. 'CITING PROFESSIONAL EXPERIENCE'

Five writers (texts B, D, E, K, L and N) refer specifically to personal experience; there are 19 uses of the verb 'acreditar' ('believe') within six articles and there are two (N and G) which focus on specific classroom anecdote. This matches the discourse of the Forum authors in terms of the specific use of lexis; however, the latter referred more frequently (1:3) to individual classroom experience.

Early in her article Vieira (Texto D; PA 2) argues that 'Nossa experiencia permite uma generalisacao', ('Our experience allows the generalisation...', the use of 'our' including the readers) which justifies her focusing on reading. Later (Texto D; PA 12) she claims that 'Minha experiencia no ensino de leitura critica permite-me apontar alguns problemas que afloram' ('my experience of teaching critical reading allows me to point out several problems which occur.'). In this way she not only justifies her position as knower in the FL community, but is also able to demonstrate her awareness of the problems involved, thus anticipating possible reactions from fellow teachers. Experience was also cited by Celani: (Texto B; PA 5), Coracini: (Texto E; PA 2) and by Rodrigues, (Texto L2; PA 10) among others. These moves enabled the writers in question to present generalisations within declarations of opinion aiming for maximum

effect, a typical tactic of the persuasive claim (Swales, 1990). In summary, six writers (Texts B, D, E, K, L and M) refer specifically to personal experience; there are 19 uses of the verb 'acreditar' ('believe') within six articles and there are two (N, G) which focus on specific classroom contact. This matches the discourse of the Forum authors in terms of the specific use of lexis, but the latter referred more frequently to individual practical experiences.

5.5.5.4.5. 'CONTRASTING APPROACHES'

A total of seven articles, A, B, C, D, E, and F, included the contrast of approaches, expressed by c/r 'matching contrast' patterns. These tactics and the following category appear to be attempts at establishing the potency of 'shared' propositions addressing the 'Difficulty/Goal/Question', and thus acceptance of writer assumptions and the argument. These moves are almost exclusively expressed by 'Matching Contrast' patterns exemplified by Varela (Appendix 71, Texto A; PA 2, PA 3; Extrato 71; Extrato A2; Texto A; PA 4). Vieira's initial quotation from Paulo Freire contains a 'Matching Contrast' relation which previews the main argument in her article in favour of critical reading, in contrast to trained adjustment to society's needs. The contrast is expressed using grammatical parallelism, grammatical cohesion and repetition (Extrato B2; Texto D; prologue).

Vieira (Texto D; PA3; PA4) makes a subtle contrast [('possamos ampliar' ('we may expand') and 'mais abrangente' ('wider')]) between her goal and those of E.S.P.. However, she carefully avoids offending those involved in E.S.P., by stressing the improvements gained from their approach [e.g. 'an inestimable development'; 'a high

level'; ('um elevado padrao') 'Thanks to this level' ('Gracas ao estagio')] expressed in a series of 'Cause-Consequence' patterns. (Extrato C2) Ribeiro (Texto K; PA 12) also uses a 'Matching Contrast' relation in dealing with two separate strategies towards reading, the 'Problem' signalled by 'desestimular', ('demotivate') 'need' ('preciso'), 'ought' ('deverao'), signalling 'Response' (Appendix 71).

5.5.5.4.6. 'DESCRIBING PREVIOUS RESPONSES'

Writer tactics which describe previous responses negatively as a means of presenting their alternative procedures in a healthier light are more common than those of 'contrasting approaches'. (Texts B, F, G, H, K and N 6:14) Celani (Texto B; PA7), for example, describes the emphases of the 'oral approach'. The word 'oral' is repeated in each of Celani's descriptions of the previous approaches, which are brought together by 'o mesmo' ('the same') and contrasted by 'Raramente' ('Rarely') which introduces the emphasis of the writer's approach. 'Raramente o problema tem sido examinado em termos dos alunos' ('Rarely has the problem been examined in the pupils' terms').

The negative evaluation of previous responses forms part of a 'minitext' with a 'S-P-R-E' in Pinto, (Texto G; PA 1; Extrato F2) who also uses a similar 'minitext' (Texto G; PA2; Extrato G2) to contrast the response she recommends with that of previous teachers. Abreu (Texto F; PA 9) has also contrasted a previous response with her own, the contrast marked by the comparative 'more': 'Dawson et.alli. pregam a utilizacao de atividades de 'intake' (ler e ouvir)... A nosso ver, a utilizacao de atividades de linguagens semelhantes- leitura e escrita sera mais util e frutifera.' ('...suggest the use of

'intake' activities [reading and hearing]... In our view the use of activities of similar reading and listening languages, will be more useful and fruitful'). (All 'Extracts-2' are in Appendix 72)

Costa (Texto H; PA 4; PA 6; Appendix 72) contrasts linguistic competence with communicative competence and uses this as a basis for spelling out the limitations of the model sentences of earlier language laboratory materials, signalled by 'podem apenas' ('can only') and 'nao pode garantir' ('cannot guarantee') and expressed through both lexical repetition and grammatical parallelism. A final example is taken from Ribeiro. (Text K; PA 1; PA 3; Appendix 72) This is a complex of 'Matching Contrast' and 'Cause-Consequence' patterns, related to previous responses, within an 'S-P-R-E' minitext justifying her response. In summary fewer of the Brazilian writers (6:14) used the 'previous response' tactic, compared to the TEFL authors (12:19).

5.6. CONCLUSIONS: COMPARING TEFL AND BRAZILIAN ARTICLES.

5.6.1 FINDINGS.

The selections of written monologue of FL methods articles in the two languages have been analysed according to an interactive view of the writing/reading processes, where criteria have included author intentions and purposes. The findings of this limited analysis were that a majority of the Brazilian writers/teachers chose to include discussion of a wider number of factors relating to their article topic in the early stages of their discourses than their TEFL counterparts. This appears to be due in part to their knowledge of the specific audience of Brazilian teachers and their apparent need to

mention these factors in efforts to demonstrate awareness of, and provide answers for, the anticipated reservations of that same audience.

Thus the macro clause-relational macropatterns play a less powerful focusing/ organisational role in the Portuguese written monologue. Because of this common tendency, the Brazilian authors include lengthy introductory ('Justification') sections encompassing (what might be considered by a reader from a monochronic culture to be) digressions, reminiscent of the discourse tactics adopted by Affagnon, (Text 7, TEFL articles) and in face-to-face interaction among Brazilians (5.3.2 above). This seems to point to a difference in the way in which the topic of the article is developed in terms of the range of areas which it embraces, and therefore the type of exemplification writers provide, as well as the width of definition.

The complexity of these various writer tactics (5.5.4.) and the consideration of many facets of each topic within the writers' arguments are felt to work against the 'relevance' principle, as was hypothesised. However, similar tendencies were also in evidence in the TEFL articles by Sionis, Storti, Affagnon and Oxmen. In the Portuguese articles there are suggestions of a certain lack of definition, witnessed by the use of adverbials in the initial paragraph and sentence positions of Varella, (Texto A; PA 1) Abreu, (Texto F; PA 2) Coracini, (Texto F; PA 1) Ribeiro, (Texto K; PA 1) Costa (Texto H; PA 1) and Costa (Texto J; PA 1).

Despite these facts, from the analyses, there seems little doubt that both the TEFL methods articles and the Brazilian FL articles can be

described using similar semantic networks (e.g. 'G-M-A' 'D-R-S'; 'Q-D-A') for the organisation of information at the macro-level; their importance was clearly signalled by metacomments within the discourse of the Brazilian authors. It is worth mentioning that three writers (Celani, Texto B; Vieira, Texto D; Pinto, Texto G) defined their topics in the early stages by clear metacomments of the clause-relational organisation of their discourse, in contrast to the majority of their Brazilian colleagues.

Writer tactics in both languages mean that the most varied and complex sections are those which have been labelled 'Justification' and 'Evaluation'. The range of moves taken by the writers in both these sections in English were largely matched by their Brazilian colleagues; this underlines the fact that writer intention (persuade to act) are also matched. Within the 'Response/ Means/Details' section of the practical responses it is interesting to note that six Brazilian writers chose to present their suggestions in discourse akin to the 'colony' type, in common with the TEFL articles.

The assumptions regarding the lower level ('universal rhetorical matrix') were justified, as the phenomena of participant linking, multilayering, as well as 'S-P-R-E' minitexts, are in operation within the written monologue of both sets of authors. These incorporate a range of both 'Matching' and 'Logical Sequence' relations. In both sets of articles the most commonly found patterns are those of 'Matching Contrast' in the final evaluation sections of the discourse, and the 'General -Exemplification' and 'Cause-Consequence' within the 'Justification' moves. These latter 'Logical Sequence' patterns are very clearly signalled in the Portuguese articles by sentence

connectives (notably 'entao') and a limited number of subordinating conjunctions, including 'depois de'; 'a fim de' and 'para', all three of which are followed by infinitives, as well as the subjunctive following 'por que'.

In their use of these conjunction and connectives the Brazilian authors signal the clause relations in their written monologue in explicit ways, leaving much less to the interpretation of the reader, and therefore avoiding possible ambiguities. Thus where the previous world knowledge would be felt to supply the implicit relation in the English articles, the relation tends to be spelled out explicitly by the Brazilian authors. This may account for the misinterpretation of the TEFL methods articles by Brazilian teachers who have often ignored contrastive arguments within 'Hypothetical-Real' patterns, moves anticipating objections, and in 'S-P-R-E' 'minitexts'. However, it should not be inferred from this that there are variations in the uses of signalling relations in the two languages; rather, there appear to be differences in the conventions for the use of explicit signals. This may be exemplified by the wider use of lexically unambiguous 'Vocabulary 3' items throughout the articles in Portuguese, where alternative devices, including the 'wh' question word, are in operation in English, and by the fact that while in English an entire predicate or verb phrase can be ellipped, resumptive pronouns or the use of more explicit 'demonstratives' are common in Portuguese. (cf. Marcus, 1982)

At a grammatical level the writers in question, in both languages, signalled their moves to 'Response' and 'Practical Steps' by tense markers. In addition, in the selection of articles from both

languages, the status of discourse in terms of claims and qualifiers is similarly signalled in the move to 'Evaluation', by switches to copulars, and/or the modal usage associated with hedging, changes from active to passive, and, more frequently, a change of tense within type of exemplification writers provide, as well as the width of definition.

There are other similarities, beginning with the compulsory (implicit or explicit) plea to act, and the range of presentations of the practical suggestions. These are frequently mentioned in article titles, metacomments early in the articles, evidenced in the wide frequency of MEP (EN) (AN), and in separate section headings. Semantic cohesion is maintained by repetition, as well as nominal and verbal derivation and antonymy, of the key lexical (including 'Enumerative') items linking the titles and/or metacomments, the section headings, and the predictive statements often immediately preceding the 'Practical Steps' themselves.

5.6.2. IMPLICATIONS.

There were fewer rhetorical differences in terms of the analytical parameters applied than had been hypothesised. It may be the case that the 'clause-relations' offer too general a set of categories to enable distinctions to be drawn between two European languages.

A more acceptable explanation might be that academic writing is becoming increasingly standardised. As writers, the teacher/authors of both sets of source texts belong to an international academic discourse community which is regulative (Swales, 1990:29). The

similarities were not discerned in much of the early 'Contrastive Rhetoric' research. This may have been due to the fact that the participants in these studies were typically academic novices in their early postgraduate years who are relatively immune from the pressures from membership of these communities. However, the present findings match those of Taylor and Tingguang (1991:319) who

"find that there is...an underlying rhetorical structure common to all language groups and disciplines, but that there are systematic variations from that structure."

There appear to be regulating forces present which in turn reflect the power of communities to dictate norms of discursal behaviour, a phenomenon to which Fowler et. al. (1979) and Fairclough (1989), among others, have referred. The pressure which these communities exert may well be instrumental in creating changes of a constitutive nature (Kress, 1991). Eglington (1987) has claimed, for instance, that the linear style of English academic prose (described above, 5.3.2.) has begun to influence the writing of Korean academics, while Hinds (1987) similarly avers that Chinese academic prose is gradually moving towards more writer responsibility. This confirms similar, earlier findings for Japanese ESP rhetoric (Sugimoto, 1978); Regent (1985:119) described "a tendency on the part of a certain number of [French] writers to follow the English model". (my addition in square brackets) Ulijn (1984:72) provides two possible reasons for the phenomenon in EST written monologue, namely that

"the processes of scientific thinking are independent of any linguistic system; and that EST, the dominant language of technology, has influenced the expression of scientific concepts in other languages."

This strength of schools of thought within the writing of specific disciplines has been underlined by Taylor and Tingguang: (1991:332)

"There is a culture of the discipline or sub-discipline that is international to a greater or lesser extent, and which finds expression in the rhetorical structure of the work written in

that discipline."

Thus the influence of the TEFL article and other academic articles published in English on the discourse of parallel publications in Brazil would exemplify this change. It is interesting to note that within 'scientific' academic traditions the 'culture' and discourse of the Brazilian FL methods articles would be considered 'contaminated', given the findings of the analyses; within the contemporary sociolinguistic position, (Street, 1991) in contrast, discourse and culture are interpreted as action in constant flux and the integration of the means of expression in the articles of both languages will be seen as a part of a developmental stage in which the Brazilian teachers are attempting to write in the conventionally accepted manner of the 'international' TEFL journal article. Perhaps by way of conclusion it might be argued that while, as Taylor and Tingguang (1991:332) state, "there is an internationalisation of...discourse that is nevertheless heavily qualified by significant variations", these variations, in Brazilian terms, will relate to the initial stages of written monologue in FL articles and to the relative weighting of topic information at those stages.

The similarities at the level of the higher organisational macropatterns in the written monologue of authors in both languages suggest that the previous experience of widely read Brazilian teachers of FL methods articles may well have provided them with a generic 'rhetorical schemata', normally shared, as Kintsch and van Dijk (1978:373) claim, "by members of a given cultural group". The findings also indicate that a sensible pedagogical tack might involve using the FL methods articles in Portuguese as a starting point for the analyses and discussion of the TEFL methods articles, i.e., in developing an

awareness of the genre with teachers on INSED courses, and thus following Widdowson's (1990:114) argument that tasks should encourage monolingual adult learners "to refer to the schematic and systemic knowledge of their own language and culture".

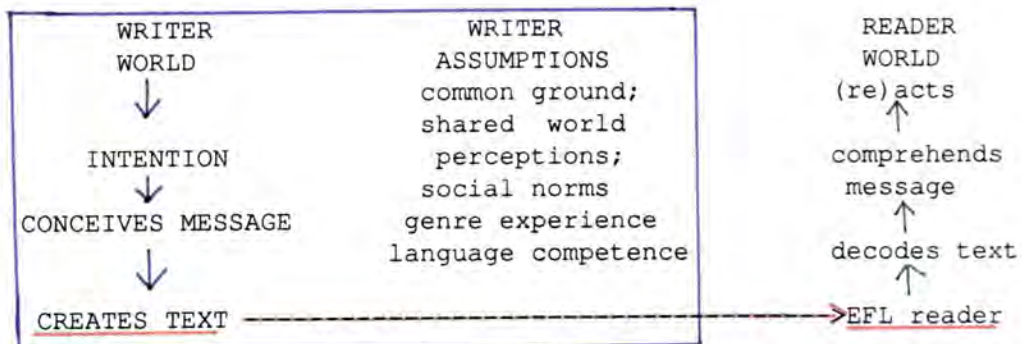
A TEFL-INSED course which included attempts to develop awareness of reader/writer/textual orientation may help to develop 'rhetorical schemata' commonly assumed of English-speaking readers, by focusing on the L1, articulating the consensus of Brazilian readers, making their own rhetorical tradition visible and conscious, a metacognitive awareness which can only benefit their own learning and teaching. However, if the notions of these organisational macropatterns and their relationship to 'Contrastive Rhetoric' are to be relevant to a psychologically real view of the processing of written monologue, then it must be specified under what conditions these variations in the genres have actual and significant implications for readers. Iser (1980:21), for example, has argued convincingly the "exclusive concentration on either the author's techniques or the reader's psychology will tell us little about the reading process." For this reason the development of models and theories of previous knowledge structures, and their relationship with reading comprehension, will be the subject of the following thesis chapter. Subsequently an analysis of verbal reporting data from Brazilian teachers reading 'Forum' TEFL articles will be made, to determine the role of previous knowledge in their processing of the genre.

6. FL READING RESEARCH: INFORMATION AND TEXT PROCESSING MODELS.

6.1. INTRODUCTION AND AIMS.

The limitations of text-based analysis of written monologue (i.e., those applied in chapters 4 and 5) are that they concentrate of necessity upon writer plans and writer intentions, and that discourse is viewed as tactical guidance for following a linear sequence of propositions for an assumed hypothetical audience of 'receivers', passively obedient to the signals of the text 'message'. Writer plans are to communicate their reality or individual messages (i.e., the 'what' of content propositions) and have these intentions ('how') recognised and comprehended; discourse problems in this view relate to the degree of explicitness and the internal consistency of text in relation to the hypothesised experience of the assumed audience. This focus leads to a neat view of reading as portrayed by Green (198 :18) in which comprehension is synonymous with inferencing writer plans and intentions in a cyclical process whereby specific writer text choices enable readers to develop expectations followed by reader predictions in turn altered by text input, modifying expectations by logical inferencing, illustrated below:

DIAGRAM 6.1. TEXT-BASED APPROACHES TO TEXT PROCESSING.



Thus all written monologue has a "meaning potential" (Halliday, 1985:19) but these descriptions will not provide in themselves a

comprehensive framework for accounting for the difficulties which the Brazilian teachers have in understanding Forum articles. There will need to be, as Candlin has said (1984:ix; 1985:viii) a focus on the interaction of readers with these texts, for any discourse analyses to have validity. For this reason this chapter will attempt to account for the role of readers by examining certain models of text processing and understanding which incorporate the concept of knowledge structure. It will then focus on the implications of these models, and related reading research, of relevance to FL comprehension of written monologue. Finally a set of 'criteria' will be established for the processing of both 'problematic' strategies, as well as those of 'successful' FL readers, to be matched against Brazilian teachers' protocols while interacting with a selection of Forum articles.

A distinction needs to be made between generic text patterning, (i.e., the focus of the previous two chapters) and the 'knowledge structures' (i.e., 'formal schemata') of readers. The former, the generic patterns of organisation of writers' written monologue, are expressed through the 'textual function' (Halliday, 1985) of language. In contrast, it is assumed that effective TEFL readers will use their previous experience of the genre organisation to develop expectations for the articles. These reader 'formal schemata' (henceforth PK) are a cognitive category, seen as organising information into packages or macro-propositions from the situational context. Thus, while the generic macropatterning, described in the previous three chapters, accounts for the differences in texts across situations, reader-based PK accounts for differences in interpretation across texts and contexts, a distinction which is often blurred in linguistic research.

If part of a reader's competence may be seen as the prior knowledge of the conventions for a specific discourse genre (Grabe, 1988:55; Brookes and Grundy, 1990:7), then ineffectual reading could therefore be linked to a reader's limitations in operating and activating an appropriate genre schema. In chapter three it was shown that a genre can be defined by its stages, by its sequential patterns of discourse, by the temporal ordering of text, or by a combination of these elements. In chapter four the Forum articles were identified as a class of communicative events, i.e., a genre. For more effective reading less-skilled Brazilian teachers may be helped to recognise the rationale for the genre. According to Swales (1990a:58) the generic organisation of a discourse is accessed via this rationale, to compensate for linguistic limitations (Swales, 1990b:204).

In addition, a further distinction is necessary, for readers also have background knowledge structures (henceforth BGK) related to their experience of the propositions, their principles, their values and belief systems, which develop further expectations (i.e., 'content schemata', Carrell, 1984c:88, linked to Halliday's 1985 'interpersonal function'). No mention was made of either PK or BGK in the descriptions of c/r analyses in chapters 4 and 5, nor in Edge's (1986) definition of clause relations. However, in the absence of textual evidence of relations analysts, (e.g. Hoey, 1983:77) implicitly invoke their knowledge of the contexts of both 'situation' and 'culture' to explain participant choices at a contextual level. Although neither Hoey, Winter nor Edge spell out this latter component, their approach implies the role of participant BGK and PK in the creative and interpretative processing of discourse.

6.2. TEXT PROCESSING MODELS: AN INTRODUCTION.

Traditionally the established approaches for analyzing reading were based upon taxonomies of comprehension skills taken largely from psychometric measurement techniques, including reading tests, factor analysis, cloze text correlations, readability, etc., which neglected the interactive nature of reading processes. However over the last twenty years the most prominent text processing research paradigm has been the metacognitive, which reflects the present-day (Schallert, 1991; Dennet, 1992) beliefs in its value and interest for attempts to understand reading.

In contrast to the skills approaches early 'models approaches' were based on information processing theory which emphasised the analysis of reading either from the printed word to response output, (e.g. Gibson & Levin, 1975; i.e., exclusive 'bottom-up' linguistic processing and the continual reduction of alternatives through rules at all language levels) or that based on 'analysis-by-synthesis' models (e.g. Smith, 1971, i.e., entirely 'top-down' processing involving economic selection in order to retain the quantity of information appropriate to the reading task). The former did not account for synthesis generated by global knowledge, as they overemphasised the role of the textual input; while the latter, in focusing exclusively on the reader, did not provide a basis for the confirmation of hypotheses and predictions. Both sequential description of mental activity, i.e., from specific to general, or from details to abstractions, reflect the cognitive (as opposed to language) bias of psychologists, in contrast to discourse analytic or interactive approaches.

Three approaches to information and text processing might provide solutions for the limitations inherent in the two models described above; each provides a model and a metaphor. However, although it is clear that the two models above lack comprehensiveness and an overall explanation of text understanding, it must be stressed that each of three alternatives to be presented are largely untestable. The three alternative models are considered 'interactive' because text processing is seen as comprehending both the content and organisation of the writer's written monologue, as presented in text, as well as the activation of readers' various knowledge structures, i.e., as both a reader 'process' and a textual 'product'. Meaning is thus an essential element in these models; it is not felt to be found in the text alone, but is the outcome of the interfacing of reader PK/BGK and the information on the printed page.

The first is prior 'knowledge structure' (i.e., PK/BGK based, cf. Rumelhart, 1980) Here comprehension processes are explained by focussing upon readers' long-term knowledge organisation related to episodic memory. The second are 'textlinguistic' 'macrostructure' models (van Dijk & Kintsch, 1983), which have as their principal enterprise the processing and creation of so-called 'text-grammars'. The third are procedural 'network' models (de Beaugrande and Dressler, 1981), which attempt to integrate 'text-centred' and 'reader-centred' parameters for 'textuality'. There are, however, a variety of frameworks, research objectives, differing claims and several terminological problems, relating to each description.

6.3. METAPHORS FOR UNDERSTANDING THE TERMS AND CONCEPTS.

6.3.1. INTRODUCTION.

"A metaphor is language that implies a relationship, of which similarity is a significant feature between two things, and so changes our apprehension of either or both." (Deutsch, 1974:84)

The metaphor may not appear the most appropriate way to begin a discussion on the theoretical role of knowledge structures within text processing. However Smith (1983:117) claims that all thought can be contained within frameworks related to metaphors which define understanding in relation to a paradigm. The first PK/BGK paradigm is from the cognitive sciences, i.e., the 'thought as information processing' metaphor. Although Smith (op.cit.) is at pains to reject this paradigm, he also claims that the fundamental activity of the brain is 'world' creation. He also sees the metaphor of information processing, a facilitator of any decision-making (by reducing uncertainty), as a fundamental insight in interpreting thought.

6.3.2. THE BGK/ PK (= 'SCHEMA-THEORETICAL') METAPHOR.

6.3.2.1. DEFINING THE MODEL TYPES BASED ON THE PK/BGK METAPHOR.

There is a tradition of psychological fieldwork (e.g. Bransford & Johnson, 1973; Spiro et.al., 1980) to justify the existence of 'schema' as a dynamic processor of previous knowledge experiences (Bartlett, 1932:201; Rumelhart, 1980:34). In this thesis the term 'schema' is used to describe a theory about knowledge, of how new knowledge is represented, facilitated and packaged; it is also used to describe a general category of cognitive structures, i.e., global patterns of predictable events which individuals use (de Beaugrande,

1980:163-70). The thesis will also refer to and use the concept of 'frames' (Minsky, 1975:212; van Dijk, 1977:159) as contextual constructs or organisational principles, built from a text, to establish coherence.

Although there tends to be a convergence in the use of terms in applied linguistics (Carrell, 1974b; Swaffar, 1988) this does not seem to be the case in other fields, including textlinguistics (van Dijk, 1980), interlanguage (Faerch & Kasper, 1986), psycholinguistics (Adams, 1979) and ethnomethodology, (Tannen, 1986) where scholars have each preferred 'frame'. However, 'schema-theoretical' researchers themselves have undoubtedly muddied the definitional waters by the overlap of conceptual definitions. Rumelhart and Ortony's (1978:101) view of 'schema', for example, is essentially that of 'frame' defined by Minsky (1975:212), in that both are seen as memory-based, abstract hierarchical organisations of knowledge. The terms 'schema' and 'frame' have been utilised in separate research fields, despite converging descriptions of the processing elements; they have been used both differently and interchangeably to refer to various levels of phenomena and they have been substituted by several terms (i.e., 'script', 'plan', 'scenario') which reflect both greater sophistication and varied research needs.

6.3.2.2. APPLICATIONS OF THE PK/BGK METAPHOR MODELS.

There have been, broadly speaking, three interpretations of the PK/BGK models. They are seen as formal languages for expressing ideas replacing semantic networks (Minsky, 1975:212); a second view (e.g. Schank and Abelson's 1977 'Scripts') involves assumptions about how

entities exist in the world; the third (de Beaugrande, 1980a:74) interprets them as no more than organisational devices for computer memory which control the process of retrieval of stored representations. The research related to this third view has reopened Bartlett's (1932) claim of the importance of memory structures, in its attempts to describe and programme data structures (Winograd, 1977).

The text understanding models which incorporated PK/BGK were able to process particular kinds of knowledge structure, access text and account for the related inferencing ability, i.e., to determine the data which computers need to be able to process short, non-deviant narrative text. These models view reading as essentially matching of information where cognitive templates (i.e., 'schema', 'frame' or 'script') enhance and short-cut understanding by inferencing (experience), prediction (posteriori knowledge) and expectations (prior knowledge). Within their paradigm, comprehension is felt to take place only when readers' personal schemata interact with text by relating meanings to existing knowledge. The more links readers can establish between 'old' and 'new', the more processing is felt to take place and the stronger the memory trace. Familiar schemata may therefore increase a reader's possibilities of remembering the text content and has led researchers in the field (Kintsch, 1974:58-67) to claim that it is prior knowledge of text content which accounts for a reader's ability to remember the 'gist' of texts and why readers rarely preserve the surface language features but rather the propositional content (Bransford & Johnson, 1973). There was, on the other hand, a tendency to create algorithms every time a new knowledge structure was proposed (e.g. Schank's 'MARGIE'; Schank & Abelson's 'SAM'; Wilensky's (1978) 'PAM' interactions).

Within the field of linguistics reactions and attitudes towards the insights offered by research in PK/BGK have varied greatly. Transformational grammarians have refused to admit of any relevance, while text linguists, notably van Dijk (1977, 1980, 1981) have attempted to apply the organisational structures into their models. Dresher and Hornstein (1976) have pointed to the difficulty of limiting material available for 'frame formatting'; Sanford and Garrod's (1981:314) 'scenario' response to their criticism would seem not to discriminate from any general notion of concept.

6.3.2.3. LIMITATIONS OF THE PK/BGK MODELS AND RESEARCH.

Despite wide theoretical claims for BGK/PK models (e.g., Johnson-Laird (1988:346), there are both intrinsic limitations and restrictions regarding their applicability in terms of a wider understanding of how text processing takes place. Thus they cannot, for example, be said to adequately describe the processes involved in reading, for which we require analysis in terms of cognitive planning, social interaction and communicative aspects of reading comprehension. de Beaugrande (1980a:101) and Ghadessy (1984:97), among others, have also rejected precise and logical bases for theories of human knowledge because the same exactness would involve complex processing and matching procedures and would not, in turn, allow for the fuzzy matching which is common to creative thought. Nor, it might be added, would it allow for the mismatch of conceptual worlds which is found in discourse, or for any conceptual change, including writer use of metaphor. For Smith (1983) any processing device ignores many of the central aspects of learning and thought. In terms of the introduction of new

information, the models cannot account, for example, for the choice of certain knowledge structures, nor for the lack of match with those in existence, nor for the consequent creation of new structures. There is, in addition, no indication of constraints regarding the quantity or variety of knowledge structures which an individual might possess. As Kintsch (1988 :164) argues "if scripts and frames ... are powerful enough they are not flexible and if they are general enough, they fail in their constraining function."

There are also experimental or procedural limitations to much of PK/BGK based comprehension research. Bransford and Johnson's (1973:400) widely cited experiments, for example, illustrate no more than the difficulty of comprehending indeterminate constructed texts. The limitation of domain facilitates the specification of information required, i.e., for the control groups without the titles or visuals there was a lack of context; therefore with no referents the texts were for them no more than a set of unrelated sentences. 'Perspective' studies, (e.g. Anderson, Pichert & Shirey, 1983), where participants are asked to adopt a certain role (i.e., 'frame') in relation to a specific text, clearly ignores the degree of interest, values and beliefs of readers in authentic text processing.

6.3.2.4. IMPLICATIONS OF PK/BGK METAPHOR FOR COMPREHENSION.

The interest for this thesis is to establish whether the PK/BGK metaphor research has been able to identify the assumptions underlying the text and underlying those aspects chosen by readers as relevant. None of the models provide answers for these questions. Nevertheless, the metaphor has proved useful for the following reasons. Firstly, it

has provided the distinction between 'semantic memory', where knowledge is seen as stored in the form of concepts, in contrast to 'episodic memory', and demonstrates that readers select relevant information in a situation, involving multifunctional language. The metaphor accounts for the retrieval processes involving episodic memory organisation of these networks, and the specificity in activating the same (Brown & Yule, 1983:255), and therefore allows for the searching and selection of relevant information (it cannot, on the other hand, account for the individual interpretation of semantic memory concepts). Secondly, it explains how readers are capable of interpreting inexplicit information by completing the 'defaults' or gaps in the generation of hypotheses. Perhaps, more significantly, they also explain how incomplete information is matched to existing knowledge structures in inferencing. Thirdly, as human beings have limited information-processing ability, organising strategies are developed aimed at grouping information into related units for more effective processing. From the PK/BGK perspective the complex skills needed for these strategies are acquired by mastering a set of sub-tasks, constrained to the relevant components needed for economic comprehension.

Fourthly, PK/BGK research has also highlighted the two types of knowledge within comprehension: i.e., the process-oriented, dynamic reaching for specific communication goals, while observing the constraints of real time processing; and the taxonomic, static, procedural rules. This has led to claims (Schiffrin & Schneider, 1977) that complex cognitive tasks require two types of operation. The first is 'controlled', related to reading difficulties, and requires large amounts of processing capacity and which, in turn, involve the

temporary activation of memory modes in an easily set up sequence, which are altered and applied to novel situations. The second are 'automatic' operations, i.e., those requiring little processing energy, difficult to suppress or alter, and relating to long-term memory activation; that is, they are learned patterns of activation. These operations are said to interrelate simultaneously and may, therefore, account for multi-level text processing.

To summarise, the PK/BGK metaphor offers certain tentative speculations regarding the nature of human processing. They have made commonplace the fundamental assumption that learning and comprehension must be based on two verified research assumptions related to memory and recall: that STM is incapable of storing information for more than a period of ten seconds unless rehearsed, and that rehearsal occurs in the working memory and reclassifies incoming information according to existing knowledge structures. Thus it is accepted that learning will only take place when the new, in-coming information is related to these existing knowledge structures. Thus the metaphor has emphasised the 'interactive' quality of the cognitive act of text processing and understanding, as involving the interplay of information which is both reader-based and text-based, relying on knowledge of particular cases, as well as generalisations, where "what in fact is comprehended is not sentences but conceptual content." (de Beaugrande, 1980a:180). Finally, PK/BGK research has provided a nomenclature and a metaphor with which to describe a cognitive device integrating PK/BGK with text information, in terms of which comprehension issues can be discussed.

6.3.2.5. A SPECIFIC SET OF IMPLICATIONS: INFERRING.

6.3.2.5.1. DEFINING AND CATEGORISING INFERRING.

The role of inferring in the activating of concepts whereby readers supply the "missing links" (Brown and Yule, 1983:257; Johnson-Laird, 1988:345) is an important insight regarding text processing provided by PK/BGK research. However an initial distinction should be made between inferring, a reader-based phenomenon, and prediction, which is text-based, and which, as Tadros (1985) has shown, can be carefully included within written monologues by experienced authors, and which may or may not influence reader 'expectations' and inferring. Inferring is an interpretation strategy which readers bring into their processing, either consciously or unconsciously, to create meaning (Olshavsky, 1977:656; Clark, 1977:412; de Beaugrande and Dressler, 1981:4; Widdowson 1986:v).

There is also a need for a further distinction between types of inferring. There are rapid, "unconscious strategies", using PK/BGK, whereby readers elaborate the text, (Johnson-Laird and Wason, 1977:341) making 'plausible' 'a priori' assumptions in 'inferential' comprehension. In contrast, the slow, conscious, 'logical' or 'explicit' inferences are text-input based, i.e., based on the propositional content itself, an 'a posteriori' synthesising of reader knowledge by redefining textual information at an 'interpretative' level of comprehension. Textlinguistic approaches (van Dijk and Kintsch, 1978:65) cannot account for the former; nor is it always possible to determine whether readers use explicit text signalling (e.g., Tadros' predictive categories) to generate 'logical' inferences

(Brown and Yule, 1983:33-34). This dual function of inferencing (including guesswork, Sperber & Wilson, 1986:69, and problem-solving capacities, de Beaugrande, 1980) is an integral part of establishing coherence (Johnson-Laird, 1988:17) at various levels, including the pragmatic, (Levinson, 1983:11) which is why it is considered central to the comprehension processes (Anderson and Pearson, 1984:269).

6.3.2.5.2. VARIED INFERENCING IN READING COMPREHENSION.

From the definitions and types described above it is assumed that the 'product' of inferencing is particularly traceable within readers' recall and summaries of written monologue and is seen as evidence of the use of the "default mechanisms" in our prototypes for series of schemata (Schank and Abelson, 1977:422). Research on inferencing (Stephenson, 1981) has shown that the depth of comprehension is not a question of the quantity of inferences. Rather it is the inference type (e.g., a cause rather than an event in recall) which may be crucial in acting as heuristic and approximating strategies and thus as a means of reducing processing, so easing both summary and recall.

However inferencing is also in evidence at the initial stages of reading, where titles and ~~and~~ headings, for example, influence decisions of schema selection, based upon PK/BGK experience. This inferencing/selection, in turn, determines the amount of recall necessary, as well as the nature of successive inferences. Thus, when B-U processing fails to instantiate all available 'slots' of the schema selected, readers rely upon their inferencing to interpret both implicit or information deficits, i.e., the 'default mechanisms' cited above. Finally conclusions are often drawn, despite gaps of

PK/BGK and textual information, by wider inferencing.

As the PK/BGK approaches have shown, successful comprehension requires readers to see written monologue not as linguistic representations, but as instructions on how to modify knowledge by the activation of existing experience and expectations. This can only be achieved by inferencing, whereby readers associate the content words beyond the syntactic and lexical meanings within the same context to "exophoric" meanings (Lyons, 1977:612) and process at conceptual levels. Successful readers' inferences are not, therefore, restricted to the cohesive nature of 'texture'. (Halliday and Hasan, 1976:2). Textual elements are used by successful readers to make their own assertions by inferring and providing coherence at all the levels (de Beaugrande and Dressler, 1981:8).

Inferencing is clearly linked to c/r analyses. Winter (1977:5), for example, claims that his categories represent the process whereby readers interpret written monologue. This is made explicit by Crombie (1985:8), who argues that readers infer when faced with two juxtaposed sentences. Inferencing is thus common at the micro c/r patterns of 'Matching' of 'Logical Sequence', and whenever a relation is not explicit. As Hoey and Winter (1986:123) have described and argued, readers will dialogue with the textual input, supplying spatio-temporal information by asking 'where' and 'when' questions; the 'Logical Sequence' relations of 'Cause-Consequence' and 'Instrument-Result' are linked by extrapolative inferencing; 'Evaluation', either at the level of a proposition, or at a wider 'macro' level, of final article sections is also built upon reader inferencing and the need to provide coherence.

6.4. THE 'MACROSTRUCTURE' METAPHOR: TEXTLINGUISTIC PROCESSING MODELS.

6.4.1. INTRODUCTION.

If the reading processes presuppose communication they might also be seen as a paradox between similarities and differences in interpretation. For then the implication is that there will be similar interpretation by different readers based in part on the "meaning potential" of text (Halliday , 1985:17). In contrast, reading can be seen as allowing for reconstructive creativity and varying interpretations. Within this latter view the reader's task is to attempt to achieve equilibrium between the procedures needed for communication, on the one hand, and the freedom from construction, on the other. The reading processes are often seen as primarily reductive in this struggle. Kintsch and van Dijk's (1983) 'macrostructure' metaphor of discourse comprehension sees the reader's role as reductive and as proceeding in a contrasting direction to that of a writer, whose role is basically elaborative. These are important questions for research in reading.

The textlinguistic processing models of Kintsch (1978) and van Dijk (1977) were developed from research efforts to investigate recall protocols and contain formal criteria developed from a combination of encyclopedic, logical, textual and epistemological data. They are thus related to the access ability and interpreting perspective of all potential readers, and to stipulations for the comprehension of all or any text. They are not related to real life readers who have been independently investigated or who can be observed empirically. These

text linguistic approaches have neglected neither the role of PK/BGK nor the processing operations, but have incorporated models of 'schema', 'frame', and 'script' within their discussion. On the other hand they have not been interested in validating discourse perceptions empirically; the discourse contexts of their work have been 'idealised' (Carrell, 1982:482). The orientation of both PK/BGK metaphor and textlinguistic studies have thus not been towards text-independent reader processing variables, but have aimed at defining what text comprehension involves, and how texts signal.

6.4.2. VAN DIJK'S & KINTSCH'S MACROSTRUCTURES.

van Dijk (1977, 1980), Kintsch (1978) and van Dijk and Kintsch (1978 and 1983) argue for two levels of representation for a text. Their 'macrostructures' are seen as having a crucial role in the organisation of textual discourse as part of what is termed 'text grammar' (van Dijk, 1977:32). This is a comprehensive account of the features involved in the creation of a coherent text, the objective of the text linguist. Macrostructures (the controlling semantic macro-propositions) are linked to the discourse topic and are subsumed by the purpose or function of a discourse (i.e., van Dijk's, 1977:34 'macro speech acts'). They are semantically definable units, the 'macroproposition', derived from its microstructure. This, in turn, is derived from underlying propositions by the application of a series of 'macrorules' (van Dijk (1977:9-15), the purpose of which is essentially to summarise original text. To exemplify van Dijk took the initial stages of a detective story and by applying 'macro rules' the following 'macro propositions' were summarised in the following form: "A (little) town (called Fairview) is declining because it

cannot compete with another town (called Bentonville)."

Kintsch's (1978) model, similarly, involves inductive interpretations of text which operate interactively to reduce semantically complex material. Such reductions or summaries are thus determined primarily in terms of meaning and the success of these operations depend, in the final analysis, upon reader judgements regarding the semantic equivalence between the original text and the corresponding macropropositions; they are created retrospectively, a product of the knowledge of the reader and text. This was implicit in their third schema-type 'situation model' level (1983:345), which involves a reader-based construct for each text, incorporating linguistic phenomena (e.g., reference, coreference), as well as psychological and situational parameters and perspectives.

6.4.3. A CRITIQUE OF THE TEXTLINGUISTIC/MACROSTRUCTURE METAPHOR.

van Dijk and Kintsch's rules for macrostructures, text creation and processing involve a number of debatable points. The first is that the relationship of macrostructure and sentence sequence is somewhat unclear. van Dijk (1977:98) describes the "temporal and causal ordering" of facts as "normal ordering" (e.g., whole-to-part; general-to-particular, etc.). Perceptual or pragmatic conditions may lead to these basic, 'normal' ordering of facts to be changed, i.e., by an individual reader and van Dijk provides rules for these changes. However the ways in which these transformations are related to macrostructures is not made explicit.

The second questionable issue relates to van Dijk's claim that

macrostructures are linked to a hierarchical view of text structure (van Dijk, 1977:143). The preparation of summaries or abstracts resulting from text processor procedures are the basis for van Dijk's rules of reduction and integration. It is true that his macrostructural rules operate recursively and in so-doing allow for various levels of generality (van Dijk, 1977:146). However, the constraints of reader purpose as well as perception of the discourse topic clearly affect the relative importance of textual information. Unfortunately, as van Dijk's discourse organisation is hierarchical, alternative views of what the purpose or topic is cannot be incorporated into the model. In contrast, Hoey's 1983:168, c/r patterns may account for both alternative interpretations and a hierarchy. The ability to summarise is thus a consequence rather than a description of comprehension.

A third objection, related to the second, is that in seeking a global view of a text, information loss may well be undesirable (Morgan and Sellner, 1980:193-6), for their rules of generalisation, deletion and construction (van Dijk, 1980:518) are related to a combination of information, as macrostructures are abstracted from a text; they are 'recoverable' through induction based on lexical and encyclopedic knowledge or are "irrecoverable", in which case the details are eliminated, i.e., the macrostructures contain less text information.

The fourth objection to the models is the assumption that topic sentences are explicitly signalled, as it is these which provide the macrostructures of a passage (van Dijk, 1977:150). For it is surely not always true that inferencing by readers is eliminated by explicit text signalling of the relation and that this facilitates comprehension (cf. Hoey, 1983:17-30).

The fifth objection is an amalgam of several reservations and also relates to the propositional summary of the story. van Dijk's example is no more than one of an infinite number of interpretations and relies on a subjective view of topic. Summarising, on the other hand, must be more than the linguistic activity which they describe, for it can equally draw from alternative mental resources in interpreting alternative media, including films or directly experienced occurrences. van Dijk & Kintsch's textlinguistic model for entire discourses thus has these basic flaws. His text base has failed to define possible inferences systematically, nor can the model account for alternative readings, as it ignores the interactive participation of both readers and writers; the burden of text comprehension is on the readers' language faculties; the models do not allow, therefore, for non-linguistic elements of competence, which I feel underlie the ability to understand discourse.

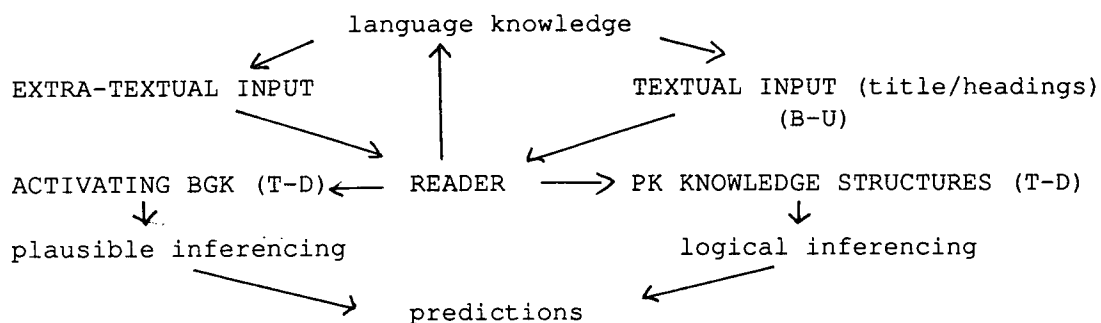
6.4.4. CONCLUSIONS REGARDING TEXTLINGUISTIC/MACROSTRUCTURE METAPHOR.

In contrast to Kintsch and van Dijk, I see reading as basically selective and/or focusing rather than reductive. Nor do I consider the writing process as elaborative, but as careful reduction to focus into some form of common ground with potential readers. Readers who have the ability to cope with the struggle for a balance when negotiating the 'meaning potential' of a text are, I believe, creating, constructing and elaborating. This ability reflects both the performance variables of a reader's 'communicative competence', in addition to the strategic competence, which compensates for the varied breakdown in communication.

It can be assumed that efficient, experienced readers will recognise and process an effectively presented argument, at least because their competence includes a shared knowledge of what constitutes a coherently organised written monologue. If the organisation is either lacking in explicitness or impaired the reader will be less able to process successfully. Kintsch (1982:108), for example, has claimed that readers' ability to relate the organisation of written monologue to stereotypical patterns of rhetoric (i.e., PK 'formal schemata') has a direct bearing on their ability to efficiently process text content. A knowledge of text types in terms of 'PK' will therefore enable readers to identify information correctly and organise it by locating it within conventional formal frames. This is clearly directly relevant to the analyses of the genre in the previous chapters and will be important in the subsequent analyses of the reading data.

The schema-theoretical models and the 'text-linguistic' models described thus far, are largely linear, cognitively-based, with comprehension seen as activating and reconstructing PK/BGK schemata (Anderson, 1982). Reader interpretation, (i.e., assignment of meaning and value) according to this view, is based on reader judgement of information currently available at any stage in the text; when textual information is brought further into the reader's cognitive and conceptual frameworks the initial interpretations are modified or readjusted accordingly. 'Given' and 'new' is constantly reviewed and consequently reader focus and perspective regarding text information based on their PK/BGK is constantly reviewed according to the text:

DIAGRAM 6.2. SCHEMA-THEORETICAL MODEL OF TEXT PROCESSING.



While this picture is acceptable as it stands it does not cater or allow for reader value systems or reader attitudes to either the text content, the reading content, or to reader attitudes to reading or the perceived purposes of specific text genres. While it is true that Schank and Abelson's (1977:428) model attempted to incorporate belief systems within their concept of 'themes', these are related to elements found in written fictional narratives, rather than reader traits which may influence comprehension, in, for example, the processing Forum TEFL articles. The following section describes a model which has attempted to account for varied reader processing.

6.5. COMPREHENSION, COGNITIVE PLANNING AND THE 'NETWORK' METAPHOR.

6.5.1. ACCOUNTING FOR VARIED COMPREHENSION PROCESSES.

Descriptions of FL reading comprehension need to account for the combination of both processing modes which Schiffrin and Schneider (1982) saw as fundamental. Their two modes of 'automatic', for smooth interpretation and 'controlled', for the slowing down of reading speed when difficulties are faced and where pauses may take place, (described above) do not describe the reading strategies adopted by every reader engaged with all text types. However, they do point to the difference between Gibson *Levin's* (1975) information-extracting,

problem-solving analysis of text, in contrast with the problem-solving, 'plan creation' of readers who pause within their interaction with text when they perceive a mismatch with their schemata (Schank & Abelson, 1977:72). These include mechanisms to overcome micro problem-solving which might be described as a reading gear-box in which the reader changes down to accommodate a problem by identifying the same, asking a question, applying a discourse strategy. (The metaphor is Hoey's, 1987.) Thus overcoming the problem in terms of individual decisions is open to debate. One attempt at accounting for aspects of 'user-based' elements within discourse was the model formulated by de Beaugrande (1980) and de Beaugrande and Dressler (1981) which shall now be described in detail.

6.5.2. THE 'NETWORK' METAPHOR: DE BEAUGRANDE AND DRESSLER'S MODEL.

6.5.2.1. A BRIEF DESCRIPTION.

de Beaugrande and Dressler (1981:77) have proposed a typology in which concepts are defined as configurations of prior knowledge formatted in devices not unlike 'frames'; the relations are links between concepts which appear together in a 'textual world'. There are 'text-centred' standards of textuality relating to coherence and cohesion, while the other standards of textuality are seen as 'user-centred' and include acceptability, informativity, intentionality, intertextuality and situationality. Their notion of textuality is central to the model, provides the metaphor of the network, emphasising the constant interfacing of the two types of 'standard textuality', seen as that which creates unified, meaningful text. It is part of the interactive system, the 'textual world' being the outcome of the procedures

readers use to process the original text.

Thus text is not represented in terms of levels of representation but as a network which readers (their 'processors') must work their way through. It is thus a procedural network (de Beaugrande, 1980:77), where competence is the idealisation, i.e., the 'virtual system', in contrast to the 'actual system' (performance), which takes place in the specific communicative event in which the text is activated. In de Beaugrande's view the top-down processing of the textual world is brought into action simultaneously with the bottom-up processing related to the sequentially presented items of language as they occur in any text. The objective of the network is, therefore, to include participants' previous world knowledge (related to 'user-centred' standards of textuality) which is seen as "commonsense knowledge" (de Beaugrande and Dressler, 1981:85), as well as the surface text meaning within a "textual world". Their construct thus includes overt statements as well as inferences.

6.5.2.2. A CRITIQUE OF THE 'NETWORK' MODEL.

The attraction of de Beaugrande and Dressler's text world model is that it may provide an acceptable account of certain of the conceptual relations which exist within text. However their typology is somewhat arbitrary and although the graphic representation of text as process is undoubtedly of interest this very means of representation implies instability and discontinuity. Two further questions arise regarding their model. Firstly the complexity of its representations has meant that their exemplification has been taken, at least in its published form to date, from very short texts of a single type. Applicability

to longer stretches of discourse remains in doubt. Secondly, there are doubts as to whether their representations reflect the process of interpretation of longer text adequately. There is, in addition, no place in the model, in its present forms, for an account of how sentences are processed. The processable quantity of text depends on how much of the network is being accessed at any one time.

de Beaugrande and Dressler have also claimed (1981:200) that readers look no further than required for a plausible discourse referent in interpreting the text. By keeping processing to a minimum throughout readers are able to construct a representation which provides an acceptable text interpretation. In common with Widdowson (1984b:79) their assumption is that if readers are sufficiently interested they will constantly keep the writer's overall discourse purpose in mind. Their claim has weight if writer's purpose is seen as relevant to the reader's. If it does not, then their own network model of the overall text structure (de Beaugrande, 1981:105) and any effective reader's processing, will not necessarily match. However, as their model cannot account for the writer/reader mismatches, it will not be adopted as an analytic framework for this thesis.

6.6. CONCLUSIONS REGARDING THE THREE METAPHORS.

The phenomena known variously as "intertextual frames" (Eco, 1979:17), "intertextual knowledge" (de Beaugrande & Dressler, 1981), and 'structural organisers' (Kintsch, 1982:96), refer to . . . knowledge of text types (i.e. PK schemata) and have provided readers with powerful comprehension strategies. One useful result of this attempt to analyze the metaphors for text processing was an awareness of the

importance of these schemata. Thus a thematic or genre typical title will increase the recall, help to encode a 'retrieval hypothesis'. A more crucial insight is the distinction between these PK and the BGK 'content schemata', for the latter will perspectively direct processing during reading (Anderson, 1982:387). Titles, headings and metacomments act as "advance organisers", (within content schemata) and have been experimentally identified in empirical investigation, (Ausubel, et.al., 1968) as facilitating comprehension.

The metaphor provided by de Beaugrande and Dressler emphasises certain interactional aspects of written discourse but in doing so neglects the important roles of lexical and grammatical signals in the reading process. In contrast van Dijk and Kintsch's grammatical models include no more than minimum reference to the reader, while the remaining models which have been described in this chapter are largely cognitively-based and therefore do not allow for reader value systems or reader attitudes to text or reading context. A description of a variety of empirical research into both L1 and FL reading, including EFL, based upon PK/BGK, textlinguistic and network concepts, will now be presented according to its relevance for the set of criteria required for the analysis of the Brazilian teachers' verbal reports.

6.7. PROCESSING MODELS AND FL READING RESEARCH.

6.7.1. GENERAL INTRODUCTION TO MODELS AND COMPREHENSION.

In the previous sections it was shown that within the PK/BGK processing paradigm, comprehension (and interpretation, cf. Urquhart, 1987) takes place only when readers' personal schemata or personal conceptual framework interact with text by relating meanings to

existing knowledge. This clearly has an affinity with Freire's (1985:55) 'conceptual frameworks', in which he advocates change by 'educational mobility'. He suggests that unprejudiced observation is impossible and in this way implies that perceptions only exist within the context of individual interests and expectations. Familiar conceptual frameworks (PK/BGK schemata) will thus aid comprehension provided they are continually tested, updated, altered or rejected according to the incoming data. This will clearly involve modification of initial hypotheses (an element central to Piaget's psychology (1972:211; see Kitchener, 1986:101) as well as refinement of provisional semantic hypotheses on the cumulative analysis of input of both a 'T-D' and 'B-U' nature. This, in turn, parallels the 'Interlanguage' theory (Cook, 1985), i.e., that the learning process consists of the formulation of expectations. Familiar 'rhetorical' ('formal', PK) knowledge may therefore increase a reader's possibilities of remembering the text content and has led researchers in the field (Kintsch, 1974:58-67) to claim that it is both this and BGK at a 'content' level (Anderson, et. al., 1983) which accounts for a reader's ability to store in STM and remember the 'gist' of texts and improve comprehension. According to Bransford and Johnson (1983) it is also why readers rarely preserve the surface language features but rather the propositional content (cf. Kolers, 1970) .

6.7.2. PROCESSING MODELS AND FL READING RESEARCH VARIABLES.

Carrell (1988b:223) has argued that notions of knowledge structures played a comparatively late role in descriptions, methods or pedagogy relating to FL reading, which focused on the importance of either the 'text' or the 'reader'. The research resulting from the former focus

has emphasised elements of ESP rhetorical strings (Selinker et.al., 1976; Roe, 1978), rhetorical simplification (Widdowson, 1978) and readability (Urquhart, 1976), all at the paragraph level. (cf. 3.3.) Reader-focused research has highlighted the difficulties EFL readers have had with sentence decoding or cohesive items. (Al Ruffai, 1977; Cooper, 1984). In more recent research (e.g. Edge, 1986a, Henzell-Thomas, 1986; Cavalcanti, 1987) the focus has been on 'reader-text-interaction', moving beyond decoding, in attempting to analyze writer intention in text, together with a concern with the processing of written monologue and the creation of meaning in interaction with text. The present thesis has attempted to complement this latter work, also viewing FL comprehension as interactive processes (cf. Widdowson, 1983:61 ; Spiro et.al., 1980:3).

Given the interdisciplinary context and the nature of theories applied to EFL reading, there are a wide range of contradictory assumptions and different research methods employed. This has led to conflicts at both theoretical and practical levels, and therefore both principles for justification and problems for terminology are not uncommon.

Therefore a careful categorisation and definition of objects may be useful (e.g. reader variables). Kintsch and van Dijk (1978:364) and Rumelhart (1980:289) have argued for the definition and the description of the schemata which readers have available as a research requirement for separate analysis. But neither requirement would be very easy to isolate; it is difficult to see how 'T-D' can be isolated from 'B-U' given their self-contributing harmony (cf. de Beaugrande, 1980:238). Despite the apparent need for an interdisciplinary approach, research has attempted to isolate the schema types as the following review will try to illustrate.

6.7.3 AN OVERVIEW OF READING RESEARCH RELATED TO PK/BGK.

'Text-based' research into organisation related to reader PK (i.e., 'formal' or 'rhetorical' schemata) has been carried out in the following ways: by testing evidence of recall of organisational features independent of content (Kintsch & Yarborough, 1982); by testing recall of higher-levels rather than lower levels (Mandler & Johnson, 1977; Meyer & Freedle, 1984; Rumelhart, et. al. 1972); by testing ease or difficulty of recall between different 'high-level' organisational patterns (i.e., matching clause-relations) (Meyer & Freedle, 1984); by altering the specific linguistic clues relating to text organisation (Ohlhausen & Roller, 1986); by testing whether the 'transparency' of concrete vocabulary elements are more easily recalled than the 'opaqueness' of abstract lexis (Carrell, 1983).

'Reader-based' research relating to rhetorical text organisation has included the use of text organisation for better recall; (Meyer, et. al., 1980) the use of clause-relational patterns to compensate for poorly written text (Taylor & Samuels, 1983); the variation in ability to use rhetorical text organisation according to the age and professional expertise of readers (Meyer & Freedle, 1984); whether 'familiarity' of PK organisation by readers improves ESL recall. (Carrell, 1984c; the findings were that 'formal schemata' enhanced recall of expository prose more than 'content schemata').

Research related to reader BGK (i.e., 'content schemata' has been investigated with various research focusing: that using ambiguous passages; (Anderson, et. al., 1977); that involving cultural BGK; (Steffensen & Joag-Dev, 1984;); that involving reasoning tasks;

(Schank & Abelson, 1977); that focusing on differences between 'expert' and 'novice' readers; (Alderson & Urquhart, 1985; Means and Voss, 1985) that using the effects of pre-reading activities with varying levels of ESL proficiency (Hudson, 1988), or, in a similar vein, testing the influence of introducing the title and a related visuals at the pre-reading stage (Carrell, 1984c).

Most of these researchers have attempted in some way to 'hold' or isolate one type of reader schemata in order to focus more specifically. Thus Steffensen and Joag Dev (1984) maintained the same 'formal' organisation in altering the cultural content and found, unsurprisingly, that recall was greater and more rapid in the L1 related to cultural BGK. Meyer and Freedle (1984:19), in contrast, retained the same content within various discourse patterning of text; Ohlhausen and Roller (1986:75) 'reduced the linguistic clues' and provided 'full linguistic clues' in three versions of the same texts. In all cases the original text input was manipulated in some way, while measurement of comprehension was exclusively based on reader 'recall' of text information.

In the present research the use of authentic text, task and reader purpose will be attempted, and the concern is specifically with EFL readers; thus several of the aforementioned research findings, lacking the normal conditions of intentionality and situationality (cf. de Beaugrande & Dressler, 1981) are of no more than marginal relevance, and the discussion will therefore focus on the variables involved in an interdisciplinary approach to FL reading keeping the factors of text, task and purpose in mind. However, it is worth mentioning that Alderson and Urquhart (1985), in comparing specialist and non-

specialist readers, found that the specialists' recalls were higher, despite varied EFL proficiency levels, findings matching those of Spiro, Bruce & Brewer (1980), and Means and Voss (1985).

6.7.4. READER VARIABLES.

6.7.4.1. COGNITIVE STYLE.

Ausburn and Ausburn (1976) suggested three dimensions for the investigation of cognitive styles. The first concerns 'field independence' and 'dependence'. While the 'field-dependent' reader strategies are slow and modification of initial hypotheses is difficult, the reflective 'field-independent' reader can accommodate new information and modify schemata. A second category contrasts 'reflectivity' with 'impulsivity', whereby the former leads to logical decisions based on deductions from text signals, the latter often reflects inadequate linguistic knowledge. The third category of 'articulation versus distraction' is also concerned with attention to comprehension of the logical relations between propositions rather than attention to detail and the mismatch of expectations and logical outcomes. Clearly the appropriateness of the cognitive style will be determined to a large extent by the written discourse itself, the purpose for reading, as well as the reading task (e.g. a field dependent, articulated cognitive style will be more appropriate for their reading of Forum aimed at improving teaching performances).

Related attempts have been made to distinguish between the cognitive styles of FL readers. Block (1986) analyzed verbal report data from readers to define 'integrative' (i.e., 'independent') and 'non-integrative' ('dependent') cognitive styles. In common with

Hosenfeld (1984) she felt that individual readers' perceptions of their own reading ability were important factors influencing the adoption of their reading styles. Block (1986:472) pointed to the importance of those affective, proficient readers who have a personal relationship, and conduct bilateral exchanges, with the text (her 'integrators') and those who understand the ideas of the author without relating ideas to themselves, decoding text linearly (i.e., 'non-integrators' Block 1986:486). Her findings match Hudson's (1988) contention that these varying personal attitudes to text are more important than the linguistic proficiency level of ESL readers.

Widdowson (1983:14) has suggested that readers of expository prose interpret the ideas in text relative to their own attitude towards the writer's authority. They either relate to their own salience, dominantly 'assertive' of their own concepts, or accept the writer's own discourse or conceptual pattern, i.e., 'submissive'. Block and Widdowson's distinctions may be true as far as the predictive capacities of readers are concerned, i.e., in their activating anticipatory PK/BGK structures upon concepts, in turn interpreted and evaluated. It may also be true where the text and the readers have mutually definable common ground and where the similarities of writer intention and reader purpose allow for a relatively uncomplicated negotiation of meaning. However their distinctions appear to reflect binary simplifications for readers can vary in their approach according to the topic, or the writer presentation of information, and in relation to the informativity of text. Similarly writers may combine assertive and submissive roles intertextually and with the same writer intratextually (cf. Urquhart, 1987:387) depending on their specific purpose or the nature of text.

Where writer and reader interests do not converge, where the purposes or text nature mean there is a lack of suitable common ground, (e.g., at the early stages of a TEFL methods article) then the prevailing reader approach adopted might also depend upon attitudes to reading or reader value systems, to be discussed subsequently.

It is hypothesised that within the present Brazilian educational system L1 readers are encouraged to be 'field dependent' because of the regular text-based testing in operation at all levels of schooling, notably in the all-pervading 'vestibular' (i.e., university entrance examination). Thus a substantial number of the target population of teachers may regularly adopt a 'field dependent' submissive role when processing the TEFL methods articles, accepting the authority of the authors of TEFL methods articles and adjusting their own frames of reference. This leads into the second reader-based variable, that of cultural content schemata.

6.7.4.2. READER CROSS-CULTURAL VARIABLES.

Many, including Regent (1985:105), believe that comprehension is closely linked to the reader's culture and personal background. Research involving comparisons of groups with different cultural BGK or interest in reading has been carried out, based on knowledge structure models (e.g. Steffensen's et. al.'s (1979) well publicised 'wedding ceremony' text). She claimed that cultural schemata are more powerful processors than lexical knowledge, thus concepts driven by schemata will often overrule word recognition difficulties FL readers have in text, and facilitate comprehension (supported by Koh's 1985 findings). To be more precise: if the reader BGK matches that assumed

by the writer then the reader's inferencing will be facilitated; in contrast, with less successful readers, even explicitly stated propositions will be erroneously subsumed within existing BGK.

Tannen (1981:215) carried out an experiment in cross-cultural text processing and concluded that expectations and inferencing are often 'culturally determined', and that the type of expectations will influence the interpretations of textual events, findings similar to those of Kramsch (1985:170), Mehan (1990:131) and Wildner-Basset (1990). In contrast Mandler et al. (1980) claimed that recall was influenced less by the cultural content and more by the formal (i.e., macro-organisation) writer presentation. However these conflicting findings may relate to the written format as much as 'recall' of comprehension. In the present research it is hoped that by providing pre-reading guidance encouraging focus on the Forum titles and headings the generation of both PK and BGK expectations will be identified. It is also assumed that methodological training in the dominant 'audio-lingual' TEFL methodologies will influence both the Brazilian teachers' expectations and their interpretation of the content propositions in Forum articles.

6.7.5. TEXT VARIABLES.

6.7.5.1. TEXT TYPE (GENRE).

When faced with TEFL methods articles readers need to use the linguistic context for logical inference, as they are, in common with all other expository text, less contextualised than other genres. TEFL methods articles are relatively autonomous because readers need to overcome their own empirical bias and react with the logical

relationships between propositions, which are not necessarily equal to their own PK/BGK. The 'conceptual framework' or 'reader world' created during the comprehension process will be limited to the sum of the reader's activated PK/BGK and the cognitive style of that reader in interpreting the author's written monologue. The TEFL articles are also considered more 'autonomous' in Longacre's (1983:5) terms, in the sense that they include abstract propositions with agentless logical linkage, in comparison to the chronological events of narratives. Although, as noted in Chapter 4, the TEFL articles authors do occasionally adapt a narrative discourse type in describing lessons.

However, unlike narratives, the TEFL articles also contain features of formal thought, including hypothetic abstracts, (e.g. 'if'; 'would') often based on 'plausible' rather than 'logical' inference and therefore more difficult to link with everyday problems. (Wason and Johnson-Laird, 1977:812). More often there is an absence of chronology, of text representations organised around representations of events, rather than linguistic expressions describing the events. Most PK/BGK research carried out in the 1970's involved almost exclusively narrative discourse, was largely text rather than reader based and is therefore of little relevance to the present thesis (Meyer, 1975; Mandler et.al., 1980; Rumelhart, 1977; Thorndyke, 1976).

On the other hand, what is of relevance for the present research is de Beaugrande and Dressler's (1981:143) concept of "text informativity", for which they provide three categories. The first requires minimum reader attention as it has maximum predictability. The information is purely phatic, stereotypical knowledge, involves exclusive 'T-D' where there is little reason for reading. The second provides interesting

new information requiring both 'T-D' and 'B-U' processing where defaults are easily breached. The third is outside the set of readers' predictable occurrences, requires high attention capacity and laborious processing. Inadequate schema will result as initial hypotheses are virtually impossible. It is the second order informativity texts which offer maximum facilitation for hypothesis testing (the most probable level or 'order' of the 'successful' Brazilian teachers/readers, the target population of the thesis), where expectations and inferences are generated by a combination of knowledge structures and language ability. There might, however, be a move down to the third order among less experienced teachers/readers.

6.7.5.2. 'HIERARCHIC' ORGANISATION IN NON-NARRATIVE PROSE.

For the past 15 years, in reading research using propositional analysis techniques (e.g. Meyer, 1975; Connor, 1984, 1987), readers have been asked to produce summaries, paraphrases or recall protocols, which were useful for empirical studies of inferencing, as the text relations perceived by readers may be identified by comparing the original texts and the recall protocols. Evaluation concentrated on the quantity, sequence and type of propositions, i.e., whether information from the hierarchical 'macrostructure' 'microstructure' levels was recalled, to the detriment of readers' BGK information.

In later research independent variables of topic signalling in non-narrative written monologue and dependent response measures with various reader groups have been examined by researchers working within the text-based and PK/BGK paradigms. Bransford et.al. (1984:30-41), for example, were concerned to analyze the presentation of text

related to the prior knowledge of the content area, and the role of specific lexical items as signals. Carrell's (1983:18) study, similarly related the 'context' (i.e., the presence or absence of topic title, sub-titles) together with the and explicit topic signalling in the text proper.

Meyer (1975), Anderson (1977), and Dansereau . (1985), have demonstrated that the hierarchical content organisation of a text is an important factor in comprehension, and that subordinate information is both better recalled and retained than lower-level content. Anderson et.al. (1983), revealed correlations between certain comprehension measures and the number of propositions recalled. Connor (1984) found that the recall of subordinate and superordinate propositions could be attributable to L1 backgrounds. She claims that it is only when the macrostructures are weighed more heavily against microstructures that FL reader's recall of both the 'gist' and the details can be clearly represented.

6.7.5.3. 'CLAUSE-RELATIONAL' ORGANISATION IN NON-NARRATIVES.

Carrell's (1984b, 1985) research aim was to assess the effects of explicit expository (rhetorical) organisation, rather than aspects of content. She used Meyer's (1975: 41-43) explicit and implicit logical markers of text organisation, or 'rhetorical predicates' (i.e., the equivalent of Hoey's lower level c/r elements). Carrell (1984b:456) found that the relationship between the presence or absence of the rhetorical organisational features and scores for comprehension were statistically significant. She recorded higher recall scores for texts with explicit rhetorical statements (e.g. problem-solution)

than for those with descriptive passages. In Carrell's four passages the relationships were lexicalised. (i.e., 'Vocabulary 3' e.g. 'due to'; 'in contrast', etc.). Her findings match those of Connor, (1987:59) who analysed the units of 'S-P-R-E' in argumentative text.

Carrell (1984b:447) analysed protocols to establish how ESL readers conceptualise text organisation; she claimed that the organisational macropatterns are a crucial variable, influencing the comprehension of written monologue, and that practice in "appropriate reading perspectives" can minimise such differences, by developing an explicit awareness of the macro organisation of text and its signals (i.e., her 'formal schemata'). She has also claimed (Carrell, 1985:752) that this led to improved recall by her ESL readers. Similar findings have been described for higher-level 'P-S' patterns by Connor, 1987:59, Meyer & Freedle, 1984:121, Roller, 1985, Meyer, 1987:311, Chaudron 1988:126), and Haas and Flower, 1988:176. However, much of this research involved the doctoring^{of} text in various ways and does not reflect what happens when readers are faced with authentic text, which rarely have consistent cues, and have varied degrees of transparency of wider patterns and macro-organisation. (Without clear 'macro markers' readers' organisation of textual coherence appearst to result from inferences rather than explicit textual assertions Holmes, 1985).

6.7.6. LIMITATIONS OF MODELS-BASED FL READING RESEARCH.

A clearer definition of what Carrell (1985) has described as 'appropriate reading perspectives' is required. There is a need, for example, to spell out whether they are 'appropriate' in terms of the research objectives, of the tasks, of the text(s) under scrutiny, or of the readers in mind. It would also seem premature for Carrell to

make research claims regarding 'cultural thought patterns', when any research findings on the patterns remain tentative (Smith, 1986:iii); in addition her own descriptions (e.g. Carrell and Eisterhold, 1983:562) have lacked rigour and failed to account for individual perceptions and interpretations of written discourse.

The pedagogic approaches to discourse processing hierarchies, text organisation, and their accompanying metalanguages (e.g. Carrell 1985, Levine & Reves, 1985; Trimble, 1985) have been criticised as unnecessary time-wasting (Swan, 1985:5). Swan advocates 'decoding' rather than interpretation because he argues that problems stem from lack of knowledge of FL lexemes rather than organisational features. Swan is not alone in hypothesising universal discourse practice (Sugimoto, 1978; Widdowson, 1979:351; Cook, 1985:15). However, in taking this somewhat radical stance Swan ignores the range of cross-cultural 'Contrastive Rhetoric' studies cited in the previous thesis chapter (e.g. Connor, 1987:59; Eggington, 1987:166; Ostler, 1987:169; Hinds, 1990:98). Kaplan (1988:295), provides further support for Carrell's conclusions that strategy training has benefited FL readers in recognising the organisational features of text; in addition, if rhetoric understanding were wholly intuitive for experienced readers, they would not require the type of processing practice Swan advocates.

There is a case for hypothesising the existence of universals underlying academic or specialist prose in different languages, including the research article (Swales, 1990a:141) and the FL methods article (cf. 5.8. above). It is doubtful, on the other hand, that the teachers/target population of the present thesis, would, of necessity, be aware of their existence. In contrast Swan's (1985:9)

students are fee-paying Parisians with academic and professional access to the culture and rhetoric of the English-speaking world.

Basic objections can also be made against recall protocol research, firstly because "recall does not equal comprehension or understanding" (Candlin, 1984:xii), and secondly because in all these instances it is based, on notions of 'topic', 'hierarchy' or 'macrostructure', which are, in themselves, questionable criteria for describing written monologue, (cf. Hoey, 1988; 3.3 above) as well as the reader roles involved, which cannot be said to mirror the experience of readers when processing in 'authentic' reading situations. In addition the problems of defining subordinate and superordinate propositions and whether or how these may be linked with detailed and main comprehension are far from being resolved; clearer definitions of what is meant by main ideas and details in themselves are needed. These problems also involve the wider question of whether the concept of text organisation is that of writer or reader. While the concept of a comprehensive mental representation of an entire written monologue has an undoubted attraction for modelling 'successful' comprehension or the 'effective' reader, it will prove inadequate and/or inappropriate for various purposes or discourse organisational types, including the 'discourse colonies', which were so prevalent in Forum articles.

To exemplify, the expressions used by Carrell in much of her work (e.g. Carrell, 1982:485) regarding "the background knowledge of the text...the schema underlying the text..." imply objects which can be accessed (or not) by readers. Equally so the concept of the "intention of the text" (de Beaugrande & Dressler, 1981:41; Williams, 1989) assumes some type of definable comprehension object. Invoking the 'author's message' or 'author's purpose' as the reader's goal or

as a means of defining comprehension failure (Meyer & Freedle, 1984:41) appears to represent similar assumptions. Petofi (1987) has suggested that there is a parallel between this notion of the objective meaning of a text and the idea that there is only one universal model of scientific explanation.

However, readers can make consistent interpretations of text which differ from that intended by the author. The 'intention' will either be hinted at (implicitly) by the author or it will be directly recoverable from the surface features of the written discourse independent of the writer (cf. Urquhart, 1987). In the final analysis information regarding author intention will be based on analytic interpretation of signals from within the discourse, which reduces talk of 'the text schema' or 'the author's purpose' to hypothetical subjectivity. While it is useful to characterise interpretation as consistent for analytical purposes, allowance must be made for possible misinterpretations. The object of comprehension cannot, therefore, be justified exclusively in terms of some notion of 'author intention' beyond the specific analysis of text.

There needs to be, on the other hand, limits to the type of interpretation which may stem from the mental processes and/or the variations of use by different readers. It seems reasonable to argue that interpretation should in part be derivable and validated by the words on the page, and that limits for valid interpretation may be set according to how far the author's written monologue achieves an acceptably reliable communication. Thus the analyses (in chapters 4 and 5 above) of written monologue sought to highlight the underlying semantic and pragmatic organisation, with ample consideration, rather

than exclusion, of extra-textual discourse elements. This analytic perspective would, therefore, be divorced from purely pedagogic or purely linguistic criteria.

6.7.7. IMPLICATIONS OF THE RESEARCH ON FL READERS PK/BGK.

Although the research involving narrative text has provided few insights into reader processing of the prose of the Forum TEFL source text of the present thesis, the wide range of research involving text organisational patterns and FL reading comprehension in terms of recall and identification of macro propositions suggests that these are important elements in the interpretation of non-narrative prose and that the Brazilian EFL teachers/readers might benefit from employing the clause-relational signals in their processing. Given the essential role of syntactic and lexical features at all levels of text organisation (Eskey and Grabe, 1988:226), the issue is raised of whether the level of language ability inhibits comprehension, and of how and in what ways FL proficiency levels interfere with reader conceptualisation, the additional reader variable now under focus.

6.7.8. L1 READING v FL PROFICIENCY WITHIN COMPREHENSION PROCESSING.

The two main variables of reader and text in FL reading research point to a long-standing issue within Applied Linguistics relating to the two broad types of skill deficiency which may influence FL reading comprehension: that related to proficiency level in the L2, and that of L1 reading ability. There are two main hypotheses: that reading is a universal process and that FL reading ability is therefore related to reading competence in the L1; research advocating this hypothesis has emphasised the learning of skills related to reading (often

misnamed 'strategies' in the literature); research suggests that there is a transfer from the L1 to the FL of reading abilities (Koda, 1988:133), but these remain as suggestions for there is no consistent research evidence for this transfer (cf. Urquhart, 1984:161).

The second hypothesis is that FL reading is directly linked to linguistic competence in that language; thus certain research findings suggest that different types of FL proficiency (i.e., grammar, lexis, cohesion) correlate with ability to recall information in text (e.g. Laufer, 1986; Meara, 1984:105; Moe, 1979:20; Ulijn, 1981:29; Hamp-Lyons, 1986; Clarke, 1988:120). There is also evidence (Carrell, 1984b; 1985) that FL readers use more B-U processing. However, other researchers have shown that FL reading difficulties by educated adults is not fully explicable in terms of FL proficiency but is related to PK knowledge (Alderson, 1984:20; Deyes, 1987; Trimble, 1985; van Dijk, 1977:63), or BGK (Steffensen & Joag-Dev, 1984), or a mixture of PK and BGK (Guarino & Perkins, 1986; Alderson & Urquhart, 1988). There are also claims that FL reading problems can be compensated for by training in recognition of rhetorical signals (Cooper, 1984:133; Bensoussan & Laufer, 1984:32; Baker, 1988:104), or by pre-reading inducement of BGK (Hudson, 1988:184) or related activation of T-D processing as exemplified by Floyd & Carrell, 1987).

Alderson and Urquhart (1984:xv) claimed that "...it is not clear to what extent reading in a foreign language is different from reading in a first language..." and Alderson (1984:9) believes that "...since no glaring differences were discovered between native and non-native reading performances, it can be assumed that the same ability underlies both languages." The apparent contradictory research conclusions drawn on relationships of FL knowledge and comprehension

ability may be attributed in part to the research weighting of a number of reader variables. They have investigations of possible 'cut-off' between FL proficiency and successful comprehension (McLeod & McLaughlin, 1986:109-113), or a 'language threshold', after which FL readers are able to transfer the higher-level, T-D processing abilities from the L1 to the L2 (Laufer & Sim, 1985:409). Presumably, there would then be a noticeable difference between 'successful' and 'unsuccessful' readers, the latter 'taking off' to reach satisfactory levels by their own devices. Unfortunately, there appears to be no research evidence available, to date, which can define the nature of this 'threshold' (Devine, 1988:268).

It may be possible to build upon schema theoretical assumptions and determine whether cognitive capacity and the rhetorical organisation of written monologue are culturally shaped and whether reading in the FL is influenced by interference from assumptions, knowledge and expectations held in the L1. This will be one of the objectives of analyses of the reading data in Chapter 9. My own position is that the two skills are complementary rather than exclusive (cf. Alderson, 1984:24: "...it appears to be both a language and a reading problem"; Carrell (1991:161) "L2 Reading = L1 Reading Skills + L2 Language Proficiency."). While the universality of the reading processes will be assumed, FL competence will be taken as one of the factors relating to different reader interpretations. My experience with teachers in Brazil would suggest that the FL language ability is one of several variables but a potentially restrictive factor for interpretation. However, the relevance of text to their professional and personal needs, their attitude to reading, the purpose of the reading experience, have often proved more influential factors for their 'successful' comprehension (cf. Crowthers, 1978:63). My conclusions

(based on classroom observation and experience rather than formally quantified results) match Cheng's (1985:209) premise that improvement in reading can be achieved by making tasks relevant to perceived reader purposes; a judicious selection of focusing on the Forum c/r macropatterns, related to writer moves, together with relevant syntactic and lexical elements, may prove a positive response to the varied research findings.

6.7.9. 'SUCCESSFUL' AND 'PROBLEMATIC' PROCESSING PROFILES.

6.7.9.1. PROFILES OF TEXT PROCESSING BY 'SUCCESSFUL' READERS.

A profile of text processing of the 'successful' reader and a list of 'problematic' strategies are needed to establish criteria for the analyses of the verbal reports. The following, presented in an idealised sequence, are representative of research findings:

1. Initial BGK/PK hypotheses provoke 'T-D' processing creating, in turn, conceptual predictions based upon cumulative lexical cues (Laufer & Sim, 1985);
2. these hypotheses are checked for accuracy against the 'B-U' input (Carrell, 1991:161);
3. subsequently the move is into 'T-D' mode to confirm, reject or modify the initial hypothesis (Rumelhart, 1977:574);
4. the global 'gist' is retained by B-U influencing on activated BGK/PK (Rumelhart, 1981:18), by 'chunking', despite 'local' problems Hosenfeld (1977:18), thus conserving resources for the LTM (de Beaugrande, 1984:16).
5. this is the result of 'field-independent', 'integrator' approaches, (Block, 1986:473; Widdowson, 1973:14) i.e., a confident activation of content propositions using BGK and PK;
6. this means that redundancy is used (Hosenfeld, 1977: 120) to delete and substitute (McLaughlin, 1987:147), infer unknown lexical items (Mandler, et. al. 1980), by predicting and guessing (de Beaugrande, 1984:16; Cohen & Hosenfeld, 1981:287), using contextual meaning to perceive endophorically (Tulving, 1972) or by interpretation using exophoric reference (Pearson & Johnson, 1978);
7. with low text informativity extratextual information is used to downgrade the difficulties (de Beaugrande and Dressler, 1981:144) ;
8. thus processing is multidirectional (B-U<->T-D; Hosenfeld, 1984:244; Eskey, 1988:99), with flexible processing 'global' or 'word-solving' strategies (Hosenfeld, 1977:111) according to text, task or goal (Stanovich, 1980: .62;).

6.7.9.2. 'PROBLEMATIC' TEXT PROCESSING BY FL READERS.

1. Initial BGK is lacking and thus 'content schemata' in conflict with those intended by the writer are activated (Bernhardt, 1984);
2. consistent failure to repair these initial conceptual miscues (Tannen, 1981) means that facilitating content schemata are lacking and BGK 'gists' are further misconstrued (Kintsch, 1988:171);
3. the resultant text mismatching leads to continuous focus at the 'word level' (Ulijn, 1984:70) and further lexical misinterpretation (Garner & Reis, 1981);
4. T-D schemata activation is thus often delayed until after B-U processing, leading to further mismatches of understanding and writer intention (Hosenfeld, 1984: 243);
5. these tendencies are heightened when 'text informativity' is low (de Beaugrande & Dressler, 1981:18);
6. this, in turn, leads to either exclusive reliance on FL proficiency (Carrell, 1984c:88), or on insufficient BGK/PK without the activation of semantic content (Carrell, 1988:277), i.e., inflexible unidirectional processing.
7. this results in 'field-dependent', 'submissive' approaches. (Block, 1986; Widdowson, 1983)

6.8. IMPLICATIONS FROM ... READING RESEARCH FOR THISIS.

The initial implication is that successful reading of Forum articles, requires an interaction of T-D and B-U processing. If the Brazilian EFL teachers/ readers possess inadequate content BGK of TEFL methods, which may well be an influencing factor, then they will need to construct a conceptual representation of the written monologue by means of a gradual cumulative processing of data-driven input. In their summaries based on Forum articles there is evidence to suggest that they are often reluctant to abandon their erroneous hypotheses and the inappropriate BGK/PK, despite text signals which contradict their hypotheses. Where BGK is sufficient, the case of more experienced EFL teachers with adequate linguistic proficiency, it will be gradually built upon through the new information in the TEFL methods articles and added to their existing knowledge structures. This new information provokes dynamic, 'global' expectations selectively developed by B-U processing which lead, in turn, to the

gradual refinement of BGK to allow for T-D interpretative processing.

The research findings reviewed above have also demonstrated that different comprehension tasks will favour different types of processing; in the case of the teachers' reading tasks for the 'Forum' TEFL articles of this research it is assumed that with 'successful' readers the various information sources of a text-linguistic and contextual nature will interact with the teachers' PK and BGK of TEFL methods when they attempt to select at a conceptual level in terms of applicability to their own teaching situation. They will accomplish coherence by completing any gaps or inferencing uncued links. Depending on how close the Forum writers' purposes are to their own, the 'successful' Brazilian teachers will presumably strive for either piecemeal processing or global comprehension. FL reading problems will occur when perfect matches are attempted with resulting focussing on 'word-level' details. Thus it will be stressed in the instructions that they should approach the articles as sources of information of potential professional application, rather than a linguistic or research exercise or evaluation, in an attempt to help them delete the weight of different types of information.

The implications from de Beaugrande and Dressler (1981:19) are that 'successful' Brazilian teacher/readers will presumably use no more than the minimum of the text input from the TEFL methods articles where the informativity is high, in order to confirm their hypotheses, generated from their BGK or PK from reading the TEFL articles (i.e., the 'formal' PK). Where there is less informativity in the Forum fewer predictions will be possible and the refinements of the hypotheses will result from an equal balance and an interaction of

'plausible hypotheses' based on the 'content' BGK and the analytic processing from linguistic knowledge of 'logical inferences'. These successful readers will process the information in text analytically to develop their plausible inferences, in turn activating BGK knowledge structures. Where the TEFL articles are at a third order of informativity for the Brazilian ('successful' readers) teachers laborious B-U processing will lead to global hypotheses which then activate T-D strategies. These implications helped to establish certain criteria (to be presented in the final chapter section) for subsequent analyses of the Brazilian teachers' protocols, provoked by their Forum text readings.

To summarise: the kinds of schemata utilized by a reader are evoked by the concepts or ideas expressed, (i.e., BGK) and the overall text organisation (i.e., PK) and the internal language (i.e. the 'grammar' in its broadest sense, including the lexicon). In the interpretation of Forum articles, the negotiation of meaning between reader and writer will involve each knowledge type. It is thus a continual process of prediction and adjustment, moving from reliance of one source of knowledge to another. In the case of the Brazilian teachers reading a Forum article if a familiarity with 'formal' schemata can be enhanced and knowledge of 'content schemata' is at a level compatible with those of the assumed writer audience, then 'word level' meanings will not be needed. If either one of the knowledge sources is lacking, on the other hand, then the teacher will focus on the latter level, with the dangers exclusive of 'field dependence'.

6.9. TEXT MEANING, READER COMPREHENSION AND INTERPRETATION.

Both the text-analytic (cf. Chapters 5 & 6) and the text-linguistic (cf. 6.4.) approaches view comprehension as largely text-based; they see meaning in terms of the writer illocutionary intent (cf. Williams, 1989). While the scholarship resulting from the Rosetta Stone attests to the 'meaning potential' in text, my own position is that the meaning is in the head of the beholder and that it can rarely be the case that knowledge of the text is mutual, i.e., that it is known equally by reader and writer, as Wardhaugh (1985:18) argues. Text meaning is not therefore seen as inherent on the printed page; the writer intention is not always available, nor does the spatial form of written monologue capture the temporary dimension in which the writer constructed meaning. Text messages are seen as comprehended according to their 'context', which is a reader psychological construct, a sub set of reader assumptions based on their views on the purposes of reading and the type of text; it is reader expectations, predictions and goals, based on these assumptions, in addition to writer plans and intentions, evident in text, which influence reader comprehension (Urquhart, 1987: 387) and account for their varied responses as they progressively comprehend and select.

Thus, while the meaning of Forum articles may be predicted according to PK/BGK expectations, leading to 'plausible inferences', and, at times, simultaneous linear processing of text information leading to 'logical inferencing' (the view of much of the 'schema' based reading research in this chapter, cf. Table 6.1.), there is also an interactional set of value and belief systems involved in deciding the task and purposes of reading and the evaluation of the relevance of any text. Despite recognising the facts of the propositional content

(i.e., the writer 'autonomous plane') and writer intention (i.e., the illocutionary force) it is if and when readers consider what they perceive to be these intentions as matching their own, that a process of continuous goal negotiation is brought into play.

Perhaps the most fundamental factor in any learning is the reason behind peoples decisions to read or not to read. The Brazilian teachers are presumed to believe that reading the Forum articles will lead to positive professional and/or personal results; they will therefore be primarily interested in the content propositions, (rather than that of discourse or lexical exemplification) i.e., in 'authentic' encounters with meaning. This is why within the planning for the collection of reading data using the Forum articles, both in the general introduction to the experience, and at the post-reading review, the teachers acting as participants are reminded to regard the texts as potential vehicles for information (Davies & Johns, 1983) for their classroom teaching and to evaluate the suggestions in terms of their practical relevance, and why attempts will be made to gain insights into their processing at different stages in their reading.

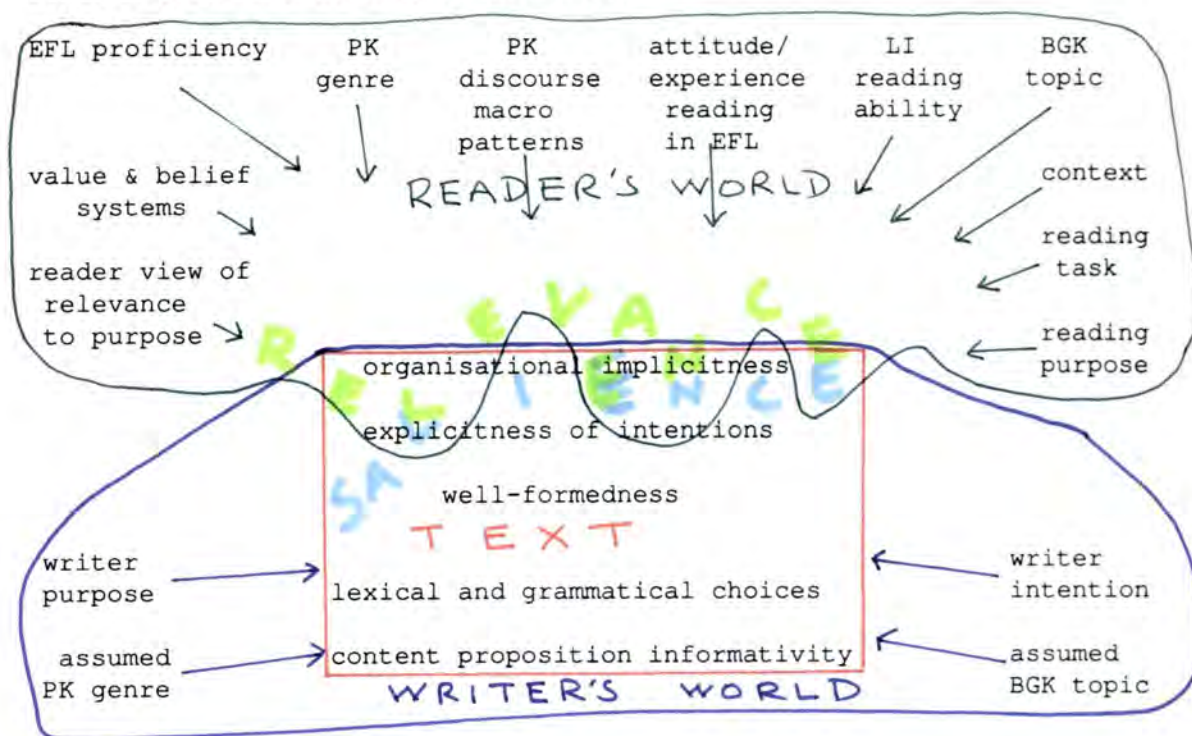
Meaning is bound up with individual assumptions regarding comprehension and with individual perceptions of the purpose of reading and may take many forms (cf. Widdowson 1984:173-181). Thus many EFL readers, including the teachers, may follow text in a linear fashion, where reading of EFL text is synonymous with comprehending form (i.e., Davies & John's 1983 TALI), reflecting their view that reading is extraction of linguistic information from the page. Other teachers may, alternatively, attempt to comprehend that which is explicitly stated by the writer and to construct an understanding based on what is verifiable by writer's structuring of that

information. (cf. Swaffar, 1988:144), reflecting the view that reading is the plausible comprehension of the writer's message.

In contrast, some teachers may attempt to interpret according to their BGK/PK schemata, (the orientation for much of the reading research described earlier in this chapter) and their interpretation will then result from an interaction with text (cf. Chase & Hind, 1987:531), reflecting the view that reading is finding answers and extending both PK and BGK by text interaction. Finally others may interpret from their own world view (cf. Brenneis, 1986: 339), see text as more of a musical score, than a computer programme (Dillon's 1981: xi metaphor), go beyond what is stated, enriching the text through their BGK/PK, but interpret in terms of personal beliefs and values, relevance and purposes. My own view is reflected in the two latter approaches.

de Beaugrande (1980:180) and Gumperz (1982:130) seem to offer positions which may be verifiable by this research: i.e., that statements can be understood in a variety of ways because meaning is a product of the context of situation, whereby readers make bridging assumptions from PK/BGK in pursuit of their individual goals for which they construct their own discourse worlds. In short, in this thesis, meanings are seen as defined by readers within wide systems of values and beliefs, linking with perceptions of task and purposes, in addition to their FL language ability, experience of the genre (PK) and knowledge of the topic, (BGK) while their comprehension will be influenced by the text itself, as illustrated, Diagram 6.3.:

DIAGRAM 6.3. FL READER INTERPRETATION.

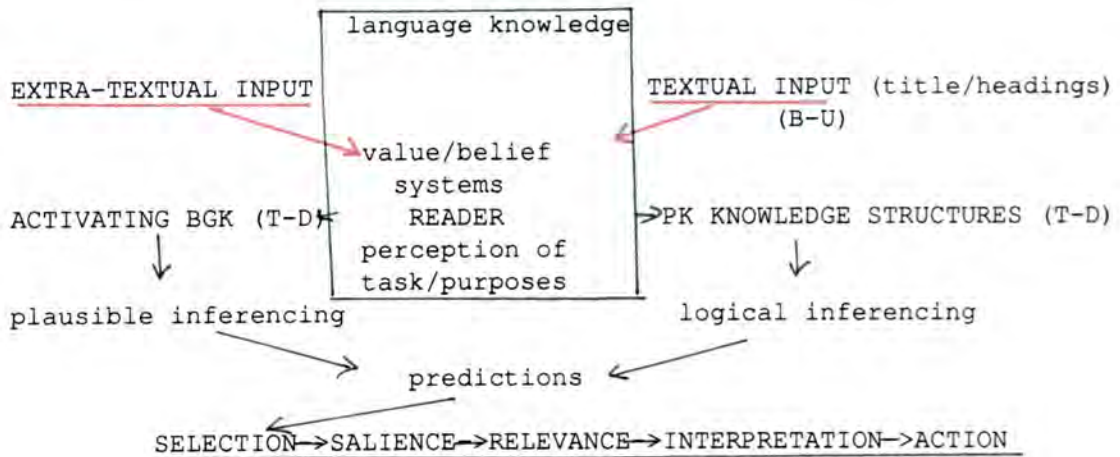


6.10. CONCLUSIONS: A MODEL AND CRITERIA FOR PROCESSING.

6.10.1. A GLOBAL MODEL OF EFL TEACHER TEXT PROCESSING.

An integrated model of the processing involved in reading is needed for the analysis of the Brazilian teacher's reading protocols from verbal reporting to be described in chapters 8 and 9. This model is integrated in the sense that it needs to account for the interaction of reader perceptions of task and purpose(s), of extra-textual value and belief and value systems together with BGK and PK and language processing. These interactions determine reader control and amount of text information processed relevant to the purpose and task.

DIAGRAM 6.4 GLOBAL PROCESSING MODEL: BRAZILIAN EFL TEACHERS & FORUM.



This model will have a twofold function. The first relates to its role in the analyses to be carried out in chapter eight. These analyses are of reading data, collected by verbal reporting methods, and will attempt to account for the interpretation of written monologue by reader T-D and B-U processing strategies, to define to what extent both 'content' and 'formal' schemata influence the processing of text input, and to see in what way the top-level organisation of headings, subtitles, and sections influence readers (cf. Davies 1988:139).

Secondly in post-thesis INSED-TEFL it may be used in developing an awareness of the interactive nature of reading, together with the verbal reports. FL readers do have theoretical orientations towards reading which are brought into the process of comprehension (Devine, 1988:129); the internalised reading model which they possess is a factor in their success in comprehending, for readers differ in the degree to which they activate their PK/BGK structures, as Bransford et. al. (1984:43) have demonstrated. That their comprehension can be improved by the activation of BGK and PK has been clearly shown by Stein et. al. (1986; reported by Alderson & Urquhart, 1984d:45).

Finally it is possible to return to our principal chapter aim and, in summarising the findings in the literature, establish sets of criteria for 'successful' and 'problematic' text processing with which to analyze the verbal reports.

6.10.2. THESIS CRITERIA RELATING TO TEXT PROCESSING.

6.10.2.1. CRITERIA RELATING TO 'SUCCESSFUL' TEXT PROCESSING.

1. That the initial ('successful') reader hypotheses regarding the writer's intended meaning, based upon the first text input of headings and titles, will activate topic-based BGK and PK expectations, in turn generating plausible hypotheses which lead to inferencing.
2. That the generation of plausible hypotheses and inferencing will enable readers to activate T-D processing leading to representation at conceptual levels which in turn stimulate predictions based on the processing of cumulative lexical cues.
3. That the initial hypotheses and predictions will be revised, confirmed, rejected or modified by subsequent B-U processing of endophoric meaning, and new PK/BGK will be built up using T-D interpretation strategies.
4. That subsequent sentences will be initially interpreted according to their relationship with the previous content.
5. That many of the successful Brazilian teachers, although lacking adequate PK/BGK, will rely upon local text items, and only be able to create conceptual relations at a meaning level, after establishing internal consistency of text by the generation of analytic, text-based logical inferences.
6. That this will, in turn, lead to the creation of internally consistent text meaning, providing a basis for a macro-view and T-D interpretation of local elements.
7. That overall meaning will be retained by global hypothesising in which unknown lexis are dealt with immediately, inferred or ignored.
8. That confident readers will be flexible in terms of their reading modes adopted, but tend to be 'field-independent', 'assertive' 'integrators', challenging writer propositions according to their view of the reading task or purpose(s) of reading the TEFL methods genre.

Clearly, within this set of criteria there is a degree of linkage, in that one criterion will follow another, or is a consequence of another. Thus the first two are a logical sequence 1.->2.. Similarly the following: 1.->3.; 2.->4.; 3.->5.; 5.->6. It should also be noted that this last sequence (5.->6.) will occur as a mutually exclusive alternative to the sequences instigated by criteria 1., 2. or 3.

6.10.2.2. CRITERIA RELATING TO 'PROBLEMATIC' TEXT PROCESSING.

9. That less successful teachers/readers of TEFL articles will tend to adopt 'field-dependent', submissive reading modes, decoding in a 'non-integrative, linear styles.
10. That the same readers will either not have any relevant expectations, or will, at times, activate different schemata than that intended by the writer, especially at their pre-reading stages.
11. That the same readers (i.e., those who activated schemata different from those intended by the writer) may use T-D processing, but will not alter their expectations to instantiate a relevant restructured view which matches text-internal consistent meanings, even when they fail to establish coherence.
12. That initial miscuing will lead to the subsequent misreading of individual words, of which they are largely unaware, and the resulting unidirectional B-U processing will not modify the inappropriate BGK/PK structures.
13. That inadequate PK/BGK schemata will lead to focus on isolated sentences, creating difficulties in establishing relations or concepts from within the text leading to a lack of successful logical inferencing, the consequences of a gradual build up of reader hypotheses.
14. That the same readers will rarely use prior text processing to evaluate or re-establish concepts or meanings and that they will thus often be oblivious of mismatches between their initial hypotheses and the informational significance of text content.
15. That they will often activate interpretative T-D strategies only after B-U processing and that this will involve reader-text mismatches.
16. That lacking in confidence as EFL readers their processing will tend to focus on their language difficulties at the level of the word or phrase with reliance on the least of their strengths, their EFL proficiency.

Certain linking or sequence of the 'successful' processing strategies was commented upon above; in the same way the following 'problematic' strategies can be seen as dependent: 10.-> 12.; 10.->13.; 12.->14.; 13.->15.; 13.->16. The discussion will now move on to focus on the choice of verbal report methods.

7.1. INTRODUCTION AND THE AIMS OF THE CHAPTER.

In chapters 4 and 5 the PK reader knowledge of generic text organisation was argued as one possible means of accessing the TEFL articles; the discourse signals of the macropatterns, of writer moves, and of micro clause relations were also seen as potential key lexical items for the processing of information by activating 'formal' (PK) and 'content' (BGK) schemata. In chapter six models of the comprehension processes were described in terms of their ability to account for how readers make sense of and create meaning from existing texts. The descriptions of these models imply that individual readers use their previous experience of both a 'formal' and 'content' nature to build up new knowledge and in so doing alter and reformulate existing knowledge (i.e., of PK and BGK) structures. While there is evidence to suggest that there are variations in the sequence or emphasis (Cavalcanti, 1987) the implication from these various processing models is, therefore, that comprehension processes have much in common for all readers. However, it was also suggested that interpretations of reading are influenced by a range of contextual, intellectual, and personal factors (cf. Sternglass, 1988:2; Edge 1989:412).

It would therefore be of both theoretical and pedagogic interest to acquire a description of the reading processes of the Brazilian teachers' interactions with the TEFL methods articles in order to determine whether the recognition of c/r macropatterning and/or the activation of PK rhetorical schemata can be separable from the many other factors; a further objective is to establish the role of expectation and inferencing in relation to both PK schemata and c/r

macropatterning; it is hoped that by distinguishing between groups of 'successful' 'Norm Group' processing and 'problematic' processing strategies, that some light may be cast on these questions.

Given these research aims the immediate need is for experimental techniques which will allow conclusions to be drawn regarding the manner in which readers process naturally occurring discourse when faced with written monologue in (simulated) real-life situations. Thus the data collected should ideally stem from (as far as possible) a normal experience of reading, rather than the controlled laboratory-type situations of artificial modes common to much reading research before the last decade. The discussion of methodologies for reading in Chapter Two underlined the lack of experimental techniques for on-line processing. Indeed Alderson (1984:21) labelled FL reading research as largely outcome- or product-oriented, as neglecting processing and producing data which "provides no insights into how the reader has arrived at his interpretation". He (Alderson, 1984:23) also suggested that "future research will have to focus on individuals and be specifically designed to allow a detailed examination of the nature of their abilities, strategies, knowledge..."

The hope in this thesis is to elicit from the readers certain of their expectations as the texts unfolds, and how these expectations are shaped by subsequent text occurrences. In this way the factors of confirmation, rejection and modification may be identified within the on-going processing. An experimental methodology is thus required which may reveal certain aspects of the interaction between BGK on the one hand, and of the textual clues within the written discourse, on the other, in the creation of plausible and logical inferences; a methodology which may reveal certain aspects of the interaction

between the ability to identify the macropatterning through PK and linguistic knowledge of key markers. The discussion in chapter two indicated that the 'verbal reporting' methodology may offer this type of window on the covert cognitive behaviour of the target population as readers; it which may be of relevance, not only for INSET-TEFL courses, but also for EFL classroom approaches to reading. According to Candlin (1985: xiv) verbal reporting may

"offer evidence of the way in which readers overcome problems of communication...offer evidence of how readers create the conditions whereby selectively perceived and addressed input can be transformed into intake. "

For this reason the present chapter will focus on the roles and types of verbal reporting methodologies, their origins, their validity, their limitations and advantages, and the various factors involved in their application. There will be an emphasis on how these factors relate to FL reading research before a final description of the specific choices for the present thesis is given.

7.2. 'VERBAL REPORTING' METHODOLOGIES.

7.2.1. DEFINING TERMS.

A number of terms are used synonymously in research where verbal reporting methodology is employed. As a starting point for this discussion, therefore, certain terminological clarification would not be amiss. The umbrella terms 'introspective methods', 'introspective procedures', and 'introspective reporting' refer collectively to all forms of self-report, i.e., verbal reports or verbal protocols. All these methodologies use the informants' own statements to describe the way they organise and process information. They can, therefore, be contrasted with those methods in which researchers infer informants'

thoughts from behavioural events. While the terms 'introspective' and 'introspection' are widely used in describing the methodologies, the term 'verbal reporting' will be preferred throughout this thesis, because it incorporates collection of data by verbal reports both 'introspectively', i.e., simultaneously, and 'retrospectively'.

7.2.2. CATEGORIES OF DATA.

As the focus in the present thesis is specifically on readers and reading, exemplification of the categories of data collection will refer, for the most part, to the reading mode. There are essentially four broad categories of (reader) verbal reporting data found within what are often called the 'introspective' approaches: 'self-report', 'self-observation', 'self-perception' and 'self-revelation' (Cohen, 1987:84). These are not distinct, watertight categories, but should be seen as overlapping within a type of introspective -> retrospective continuum.

'Self-reporting' is a somewhat vague research method, without specific tasks, where informants (e.g., readers) are required to do no more than remember what they usually do when reading. It therefore consists of generalised claims relating to learning behaviour rather than focussed observation of a specific task. It is thus not generally considered as a legitimate research methodology and will not be discussed further. The second category, 'self-observation', involves obtaining data which is still in the STM or which is immediately recalled (20 +- seconds) on completion of a reading task. As the single informant is both subject and analyst it is a type of 'introspection', and as such has characterised theoretical approaches

to reading throughout this century, as described by Smith (1983:7).

'Retrospection', or 'self-perception', involves two participants, a subject and an analyst, and is further classified according to the time lapse between the mental state and the verbalisation. As the bulk of forgetting has been shown to come immediately after events, delayed retrospection is considerably less complete and has therefore been the object of criticism as a reliable research method. The final category, 'self-revelation', involves a form of psychoanalytic concurrent verbalisation or 'think-aloud', aimed at providing a present, on-going, untutored view of a subject's mental processes. This type of verbal reporting may prove more difficult within, for example, the research of the present thesis into reading processes, in terms of the analysis of the resulting protocols. It can also produce greater stress in informants as talk and (reading) task are simultaneous. To be efficient 'self-revelation' requires participants who have confidence in the experiment, the analysis and the analyst; they need to be involved as individuals in the reading activity for the analyst to be able to rely on the data.

It must be stressed again that these four categories are not, of course, mutually exclusive, for readers can and do move freely from introspection to some form of retrospection before returning again to introspection. The categories can therefore be classified according to the roles and number of participants, or according to the relationship of the time lapses between the mental processes and the verbal reporting of the same, to be discussed in more detail, 7.3.6., below.

7.3. THE PAST USES OF VERBAL REPORTING METHODOLOGIES.

According to Boring (1953:171) the first systematic use of verbal reporting was made by Wundt in Leipzig in the 1880's. By the early 1900's introspective (i.e., 'self-revelation') verbal reports were widely used in research by the dominant 'structuralist' school of psychology in Leipzig (Wundt) and Titchener at Cornell. It was also commonly adopted in the analysis of problem-solving tasks by many Gestalt psychologists and in clinical analyses of thinking in Freudian work, (Freud, 1914) as well as the analytical introspection of the Wurzburg school (e.g., Kulpe) whose psychologists adopted verbal reporting methodology in attempting their complete descriptions of thought. It was seen as a means of analysing cognition by involving individuals in an examination of their own mental processes. This early 20th century legitimacy of verbal reporting methodology was thus largely due to the efforts of psychologists to gain insights into both conscious experience and thinking. However, as early as 1910, analytical 'introspection' had been partially discredited due to contradictory results, and when researchers' theoretical expectations were shown to influence and bias their own reported introspections.

With the growing dominance of behaviourist psychology within so-called 'scientific' approaches the entire issue of mental processes, including introspective verbal report methods, came into disrepute and neglect. Of the various methodologies which are seen as belonging to verbal reporting (see 7.2.3 below) the 'think-aloud' technique was the sole survivor during the behaviourist era (circa 1920-1960) and that within the unfashionable field of the psychology of thinking. This method of thinking aloud was developed by Duncker (1945); verbal

responses were used within his research paradigm and described according to models of learning. 'Think-aloud' verbal reporting is a type of stream-of-consciousness disclosure of thought occurring simultaneously with subject attention to information or cognitive input, reminiscent of James' method of "fictional psychology". (Rasmussen, 1988). It is therefore often spontaneous, unanalysed and without abstraction. However, the approach was the subject of constant criticism by behaviourist psychologists. (cf. Nisbett & Wilson, 1977) Despite the more recent demise of behaviourism, verbal reporting has remained controversial, even within cognitive psychology, and its validity and status have been topics for debate.

7.4. THE VALIDITY OF VERBAL REPORTING METHODOLOGIES.

7.4.1. INTRODUCTION.

Traditional data collection procedures have provided neither an accurate reflection of the processing of readers, nor an accurate reflection of thoughts relating to learner awareness and cognition (Naiman, et.al., 1978). Since Corder's (1973) call for using intuitive data for all forms of research into FL learning, applied linguists have searched for methods providing more direct access to learners' processes and knowledge as well as the learners' insights into their own learning (e.g., Rubin, 1981). They have increasingly turned to empirical methodology from cognitive psychology in an effort to complement direct classroom observation (e.g., Cohen . . . 1986b).

The elicitation of native speaker intuitions on grammatical acceptability as a means of accessing competence is an acceptable

methodological technique within the Chomskyan mentalist tradition (cf. 1975). If this is accepted, rather than a structural model based on some form of linguistic corpus, then clearly verbal reporting data collection techniques have a certain degree of validity. Indeed, as Grotjahn (1987:69) has argued, if the mentalistic conception of language is accepted "...then introspective methods...become an important data collection instrument." However the validity and limitations of verbal reporting methods, specifically whether the mental processes are accessible to verbal reporting; whether the verbal reports can be complete or have depth; and how far the reading processes are effected by verbal reporting, have given rise to debate and will be discussed in following sections.

Validity is related to the first question i.e., of whether access to thought is at all possible. Some have argued that inferencing always plays a part in verbal reporting and that participants will invent in order to please the researcher and report in ways not directly related to their actual internal thought processes. Thus one of the problems of data collection using verbal reporting methodology is that relating to the participants tendency to want to produce data which will please the researcher, and also the wish to present an acceptable persona whose responses will be seen in the best possible light (i.e., the "prestige bias" and "positive answer" bias which Oppenheim (1966:62) describes for attitude measurement using questionnaires). This is exactly one of the drawbacks described by Nisbett and Wilson, (1977) whose arguments will be presented in detail in the following section.

Despite the immediacy of introspective verbal reporting it is unrealistic to suppose that anything like a complete record of the

stream of consciousness can be recorded. For while thought is a personal and individual affair, possibly existing in non-linguistic gestalts, language is a public phenomena and the move involves transformations which will of necessity lead to changes. For these reasons Sternglass (1988:6) has isolated four areas of discussion regarding verbal reporting, each of which will now be tackled:

"the validity of such accounts, the completeness of accounts, the depth of the accounts, and the effect of introspecting on the processes being examined."

7.4.2. VALIDITY: ARE MENTAL PROCESSES ACCESSIBLE TO VERBAL REPORTS?

There are those, mainly behaviourists, working within the scientific paradigm, who argue against verbal reports as reliable sources, not only for the study of cognition, but who also believe that higher mental processes are not accessible to introspective awareness. As mentioned above Nisbett and Wilson (1977) have presented evidence of the difficulty individual subjects have in providing acceptable retrospective reports on their own mental processes. The experiments which Nisbett and Wilson carried out concerned variables affecting their subjects' behaviour. In most cases their subjects were unable to pinpoint those variables which influenced their actions. Nisbett and Wilson concluded that the verbal descriptions which subjects provide of their own behaviour, reflect their own view of what is acceptable in the circumstances, rather than a description of the mental processes actually brought into use. They see verbal protocols as providing certain useful information but believe that introspection is unsuitable as a methodological tool to test research hypotheses. They point to the difficulties of reliability and accuracy of their subjects' self-reports regarding the underlying cause of action. They claim that when subjects provide explanations for their actions they

are 'telling more than they know'.

Subjects' accounts of their own mental events and processes offer, in Nisbett and Wilson's view, little more than conventionally derived beliefs about behaviour or ad hoc causal hypotheses in order to justify their own actions. While each of us possesses a substantial amount of personal knowledge, they claim that this does not reflect a similar access to, or an awareness of, our own mental processes. Their research aimed at proving that conscious awareness is limited to the products of mental processes and that the latter processes are not accessible to introspection (Nisbett and Wilson, 1977:233). White (1980:105), in contrast to Nisbett and Wilson, argues that there are no real satisfactory definitions or means of distinguishing 'product' and 'process' in terms of mental events. In addition, Nisbett and Wilson's approach would appear largely irrelevant to the present research interest of deriving the processes from successive mental states, and the tasks which they demanded of their subjects bear little resemblance to those required of readers both in general and in this thesis in particular.

Nor, it must be said, were the participants in Nisbett and Wilson's research privy to the aims of the same and thus it might be argued that they were under a degree of stress in their role as informants. If one can create an atmosphere of mutual respect, then participants may then be in a position to verbalise an introspective awareness of their own processing in an accurate way. Edge (1989, personal communication) feels that this latter point raises the issue of 'true' versus 'good'. That is, as an educationalist one can draw validity from the effect of that process on the participants, whether or not it

can be claimed to be able to analyze the internal workings of that process. Sabini and Silver (1981) argue that Nisbett and Wilson have confused an issue which is both conceptual and theoretical regarding the very nature of social science, i.e., whether research can and should include the views and active participation of the informants, with what is essentially an empirical point, the collection of introspective data. Sabini and Silver's view is echoed by Potter and Wetherell (1987:178) who, however, insist that researchers must remain both vigilant and sensitive to (un) conscious misrepresentation.

In further contrast to Nisbett and Wilson, Ericsson and Simon (1980) demonstrated that the validity of verbalisations depends upon the methodology chosen, i.e., the collection and analysis of data. They have proposed a model for classifying verbal reports and have emphasised the need for careful elicitation of data, which will, in turn, provide a "...thoroughly reliable source of information about the cognitive processes." (Ericsson and Simon, 1980:247). In addition, after lengthy experience of using verbal reports, Afflerbach and Johnson (1984:320) have demonstrated their awareness of the difficulties and restricted nature of certain data, but have nevertheless echoed Ericsson and Simon's views. Finally, in clear opposition to Nisbett and Wilson's position, Harre and Record (1972) argue in favour of an 'open souls' doctrine, which, at its most crude, is to ask people why they did certain things. They do not claim that people have perfect insight into their motives and metacognitive actions but they do suggest that adequate research analysis of accounts will reveal to the researcher the nature of the competence responsible for generating both accounts and approaches. The basic aim of their research is to move from an analysis of the verbal

protocols to an understanding of the internal causal processes. Clearly this is where the vigilance and sensitivity to misrepresentations (highlighted by Potter and Wetherell above) must come into play.

7.4.3. VALIDITY: THE ACCESSIBILITY OF MENTAL PROCESSES IN FL READING.

As all the 'report' techniques provide verbal data the controversy created by Nisbett and Wilson regarding the validity of data collection by this method has continued within language learning research. Seliger (1983), for instance, has suggested that much of what occurs is unconscious, relating to language strategies, i.e., that verbal reporting contains a great deal of post hoc guessing or inferring based on the comprehension of text. His mistrust reflects what has been a common attitude of language learning researchers towards verbal reporting because it was "too subjective and could not be investigated 'scientifically'." (Stern, 1987: xi).

However, Fodor (1975:29) claims that the language of thought is very much like natural language, and therefore he would see the account of the mental processes by introspection as simultaneous with experience. These accounts are, of course, oral, arguably the point at which both form and meaning are present simultaneously, consciously expressing the present activity. This "concurrent verbalisation" (Ericsson and Simon, 1980:217) reports what is heeded in the STM, as described above (7.1.3.1.). In contrast, retrospective reports are based on information from the long-term memory and are therefore more vulnerable to error and incompleteness. In addition, based upon recent research findings using specific models and criteria, Grotjan

(1987:75) has referred to evidence that:

"...the argument that there is no correspondence between verbal reports and cognitive processing (cf Nisbett and Wilson, 1977) has to be rejected."

7.4.4. THE COMPLETENESS OF ACCOUNTS.

Verbal reports may be incomplete for a number of reasons. The most obvious reason is that the information is not heeded at the time of reading and is not, therefore, stored in the short-term memory. Information may have been heeded but is not available in, or for, the short-term memory at the time of reporting because of overloading. Ericsson and Simon (1980:243), for example, have argued that when respondents are "...working under a heavy load, they tend to stop verbalising, or they provide less complete verbalisations.". In addition, the information may not be retrievable in the LTM. There is thus no doubt that most participants will verbalise only a certain proportion of their processes, because currently heeded information (i.e., in the STM) will speedily vanish as new information comes into attention or focus, and because readers will inevitably tend to counteract delays in the processing of 'content' information brought about by the verbal reporting task.

The debate regarding completeness came about after Harre and Record (1972) used untrained ('naive') subjects to provide spontaneous verbal reports, which then became common within information-processing studies of problem-solving. Problem-solving studies are related to the quantity of data heeded during the processing of text. As argued in the previous thesis chapter, (6.9.) reading involves the integration of extensive linguistic, semantic, rhetorical, pragmatic and content knowledge. However, it appears that information is

brought together without undue reader attention to the processes involved. Research on the temporal course of reading (Just and Carpenter, 1987, op. cit.) suggests that recognition and retrieval processes are unnecessary when texts present few difficulties for reader interpretation. Similarly, according to Kintsch (1988) understanding of 'well-formed text' is felt to involve exclusive, 'automatic' processing related more to perception than to problem-solving. In the same article Kintsch claims that problem-solving is resorted to only when text interpretation requires more effort. It is then that concurrent verbalisations reveal the course and structure of thinking processes, according to Newell and Simon (1972). Meutsch and Schmidt (1986) have also claimed that the reading of literary text is matched with understanding problems when readers see solutions positively.

In common with Kintsch, (1988) de Beaugrande (1987) sees problem-solving as having much in common with certain types of text processing where readers need to activate cognitive schemata in processing incoming information, i.e., where they encounter difficulties, inferences are brought in to fill gaps, information is matched with predictions and meaning is found in text by the elaboration of schemata. Thus reading, when considered as a form of problem-solving, can be seen as a continuous change of internal (heeded) states. If they are heeded they are not automatic and are therefore accessible to verbalised reporting (*1). This is why Faerch and Kasper (1986:60) see FL reading problem-solving behaviour "...as a potentially conscious plan for solving what, to the individual, presents itself as a problem in reaching a particular goal." And this is why the same writers believe FL problem-solving reading can provide

potential information regarding the dynamic interaction of strategies and interpretation by means of verbalised reports. Think-aloud protocols would contain little more than the information provided by the written 'well-formed text' itself, if Kintsch's interpretation is valid. For this reason

"...Verbal reports on text comprehension are likely to be much more informative when reading involves texts that are poorly organised or poorly matched with readers' prior knowledge." (Ericsson, 1988:301)

Where comprehension difficulties are encountered retrieval and integration processes will be generated and will be referred to in subjects' verbal reports * (2). There may therefore be two types of think-aloud comments: those relating to no more than the intake of information, where texts involve no noticeable difficulties (i.e., similar to straightforward reading aloud), and those which reflect the processing of information aloud. Those reading aloud comments which reflect information which has been automatically processed and not heeded by STM, which are closer to perception than problem-solving, in Kintsch' view, need not form part of a description of text processing. However, in the case of FL readers, this may not necessarily be true.

However, the question relates not only to the 'well-formedness' of text but also to the abilities of the readers concerned. Hosenfeld, (1984, op.cit.) for example, described how 'successful' and 'unsuccessful' readers deal with problem texts. She noted that successful reading is often non-stop. Problems are not reported by more able readers in those sections which cause problems for the less able readers, who stop within their reading; clearly where text is more difficult 'successful' readers switch into 'B-U', slower 'monitored' comprehension processes within their reading. Thus Alderson and Urquhart (1984:247) argue that "Seeing reading as problem-solving

ignores what happens when no problems are present."

Block, (1986) who also distinguished between those readers deemed 'successful' and 'unsuccessful', was unable to provide ways for the former to refer to their strategies (i.e., in 'think-aloud'), which therefore remained inferred. This problem led Alderson and Urquhart (1984:248) to suggest that the analysis of verbal protocols "...presents formidable problems of identification and categorisation of strategies."

In analysing reader ability at 'macro' and 'micro' rhetorical levels of text comprehension Cohen (1983:560) found that certain FL readers have difficulties in assimilating information across paragraphs because of local decoding. In line with later findings by Hosenfeld and Block (above), Cohen claimed that while the successful reader retains the meaning 'non-stop', the less able pause and decode locally and concludes (among other points) (Cohen,1983:563) that the question

"... 'What is problematic in reading texts as a foreign language?' is ultimately less fruitful for curriculum writers and teachers than the question 'How do learners go about solving problems in reading?'. The former yields findings as to forms to teach, and the latter yields insights into the cognitive strategies,"

The task (or purpose) of the reader is therefore crucial, defining the STM or working memory content and thus also related to the possible effect of verbal reporting on the cognitive processes themselves. One danger is that readers' thought content may be diversified and thus they may retrieve a wide range of knowledge relevant to reading that would not normally be accessed. In this case the resulting protocols would not only be complex to study but would obscure the analysis of the cognitive processes.

In the present research an attempt will be made to gain access to both problem-solving via verbal reporting, in addition to the mental processes of the more 'successful' readers, by asking them to 'think aloud' on the ways in which they link new text information in a variety of ways. These drawbacks of verbal reporting result in an inevitable incompleteness, but this does not of necessity affect the report's validity, or mean that the information available loses its potential as an indicator of processes. The resulting protocols might be seen as reliable for what they actually contain, rather than for what they may hypothetically omit.

7.4.5. THE DEPTH OF ACCOUNTS.

There are clearly questions arising regarding what elements in reports are conscious and what are not. As described in chapter six of this thesis, within processing models, information is seen as stored in memories with contrasting capacities and accessing characteristics, basically STM and LTM differences. In the same framework a cognitive process is seen as a series of internal states undergoing constant change from information input. All automatic processing bypasses the STM and for this reason is considered as 'unheeded' and therefore cannot be reported. In contrast, non-automatic information is acquired, i.e., is 'heeded' within readers' cognitive processing by the human equivalent of the 'Central Processing Unit', and is kept in the STM as accessible for processing. Each separate mental state can therefore be activated and linked to the new information 'chunks', which are available (and thus retrievable) from the STM, i.e., are 'heeded'. Within the theory it is assumed that information needs to be heeded prior to verbalisation. Knowledge from LTM must, therefore,

be retrievable, be retrieved and brought into focus, 'on call' before verbalisation is possible. For Ericsson and Simon (1984:157)

"...the information that is heeded during performance of a task is the information that is reportable; and the information that is reported is the information that is heeded. "

For several researchers the ideal verbalisation of cognitive processing occurs simultaneously with attention to thoughts while the subject is completing a comprehension task, i.e., 'concurrent verbalisation' induced by 'thinking aloud'. In Ericsson and Simon's approach (1980:236) these problems of concurrent reporting are met by a model which attempts to represent the cognitive processing of information. This model requires information from the STM or that which can be retrieved with ease from the LTM. The model predicts that concurrent verbalisation will not affect cognitive processes when dealing with information already available in STM in a propositional form. They claim that this information will relate to non-propositional information, which is stored in STM, but which can be encoded verbally (i.e., linguistically) without further processing within 'think-aloud' activity. In contrast, others have argued that information not available in processing from STM, (and only a limited number of propositions can be held in STM according to Kintsch and van Dijk, 1983), included in a 'think-aloud' task, through inferences or generalisation processes, might affect the cognitive processes. In recent research Ericsson and Simon (1987:33) have demonstrated the crucial point that information heeded in STM remains the same with concurrent verbalisation as it would without verbal reporting.

Within reading research into text processing, memory measures have provided only a minimum of information regarding the ongoing process of sentence-by-sentence interactions among the various knowledge

sources. While 'think-aloud' data clearly does not reflect the mental processes directly it may be matched with cognitive processes; while strategies and knowledge structures will not necessarily be revealed they may be inferred from the data (Olson, Duffy and Mack, 1984:254). In the present thesis the readers/teachers were aware that the research aimed at increasing understanding of reading strategies concurrent with the reading processes, however, no formal input was provided regarding the evaluation or analysis of PK/BGK schemata.

7.4.6. THE EFFECT OF VERBAL REPORTING ON PROCESSING.

There can be little doubt that because a verbal reporting task shifts the dividing line between the conscious and unconscious (i.e., by making participants' aware that they are providing reports which will be subsequently analyzed), the processes which are under examination will be affected. As verbalisations can be brought in from any source, Ericsson and Simon believe the cognitive processing models must be carefully chosen to provide specific responses. However, the researcher must then be alert to the difficulty of how the cognitive processes themselves are affected by the instructions to verbalise thoughts. Clearly if subjects are aware of the verbalisation task in advance and are asked for verbal reports during the task performance then effects may be induced.

Information needs to be encoded orally before it can be verbalised. There is evidence to suggest that verbalisation changes neither the presentation nor the performance accuracy (Ericsson, 1988:331). However, there is no doubt that verbalisation will in some way diminish

the speed of processing comprehension problems. Recall through retrospective reporting involves readers remembering their thoughts during reading. The slowing down in 'think aloud' due to verbalising may affect the reading process itself. Researchers should thus be aware that the data produced may become artefacts if the level of interpretation moves from knowledge structures required for the comprehension of a particular text to the specific description of reading that same text (Meutsch, 1987).

The fact that concurrent reporting will be sensitive to instructions, because both the instructions and the reading purpose(s) will focus the reader's attention to specific aspects of a text, must also be kept in mind. When, for example, modifications in concurrent reporting have involved readers reflecting upon their approach to problems after investigator questioning aimed at generating more detailed or specific information, there is evidence to suggest that cognitive processing is altered. Ericsson's conclusion (1988:299) is that readers verbalise "only the sequence of heeded information and not the retrieval recognition processes that bring the information into attention."

While some may claim that any thought processes must be considered contaminated by an exercise of verbal reporting, other research findings (e.g., Ericsson and Simon, 1980:216) suggest that verbal reporting does not invalidate the methodology. The same scholars have claimed that by using a theoretical analysis of the cognitive processes involved during the production of much of their data collected from verbal protocols, they were able to predict which procedures provided valid reports without apparent alteration to the

information heeded in STM; this remains the same with concurrent verbalisation as it would without verbal reporting. The question of whether underlying cognitive processing structure is reflected in verbal reporting relates to the speed and automaticity of the processing in task performances which may not be recorded in STM. Cognitive overloading may be responsible for omissions in reporting, when information in STM is quickly overhauled by new reading tasks. Verbalisation may also be dependent on information from LTM, i.e., information which is not available in STM. As LTM does not retain all STM information it is not all retrievable. For this reason Ericsson and Simon (1980:243) have shown that the completeness of verbal reporting relates to the cues given within certain methodologies. The factor of methodologies within concurrent verbalisations ('think-aloud') is one of the topics for discussion following.

Ericsson and Simon's (1980:246) findings suggest no change, due to introspection, of the ongoing cognitive processes; it also suggests that the storage of information in the LTM, linked to the information originally heeded, accounts for retrospective reporting. (Ericsson and Simon's (1980:226-235) detailed discussion of this problem may well be summarised in the following way: the act of verbalising will have greater influence if the readers have to produce information not normally focussed upon during the reading task itself, i.e., the case of the teachers reading the TEFL articles in this thesis; if the main task is not verbal then the performance may be slowed down by verbalisation, i.e., not the case in the present research; here direct verbalisation of information which has already been encoded ought not to change either the path, structure or speed of the corresponding cognitive processes to any substantial degree.

However, it may be argued that Ericsson and Simon's description of the integration of LTM and STM cannot differentiate between implicit linguistic knowledge and that made explicit; nor can it account for the various modes of activation of that knowledge involving automisation and control (Faerch and Kasper, 1987); nor does Ericsson and Simon's research of necessity apply to an FL reading situation. In order to avoid high STM processing loads, FL readers, including the teachers involved in the present research, are asked to provide their verbal reports in their L1. This means that the readers recode thoughts for verbalisation from the activation of FL knowledge to the L1, a code shift which must, presumably, lead to a slowing down of processing and consequently less verbalised information.

7.5. METHODOLOGICAL RESPONSES TO THE OBJECTIONS.

7.5.1. INTRODUCTION.

Ericsson and Simon (1984) believe that the validity of introspective verbal reporting depends upon the testing of adequate theories, and cite the respective roles of STM and LTM in problem-solving, and upon the adoption of appropriate methodologies. To exemplify, Hosenfeld (1984), Cohen (1983), and Faerch and Kasper (1987), cite a variety of factors all of which characterise verbal reports and which together are believed to create a principled basis for a classification of methodology for the collection as well as the subsequent interpretation of data. The set of factors which follows is therefore proposed as a framework for a discussion of procedures for data collection, leading to the decisions regarding the methodological

choices for the present thesis. The framework is also seen as a way of providing a justification for the cautious claim of the research validity of these methods. The factors in the framework are thus valuable not only because they allow for a relatively precise description of a research method, but also because they go some way towards providing criteria from which to evaluate the verbal reporting data they produce. To cite a single exemplification (Cohen, 1984b :107) the participants' statements may be considered valid according to the time gap between the task and the verbal reporting itself. These factors will now be presented as a list of topic headings; subsequently each factor will be described and discussed in detail.

7.5.2. CLASSIFYING DATA COLLECTION FACTORS USING VERBAL REPORTS.

1. Participant status.
2. Context : degree of formality.
3. Objectives : a) affective dimension;
 b) cognitive dimension.
4. Mode of Ellicitation: the four language skills.
5. Choice of data type :
 - a) self-reporting;
 - b) self-observation;
 - c) self-perception;
 - d) self-revelation.
6. Form of elicitation for 'self-perception' verbal reports:
 - a) degree of structural control;
 - b) degree of participant interaction;
 - c) degree of recall support;
7. Form of elicitation for 'self-revelation' verbal reports:
 degree of text manipulation in reading.
8. Possible combinations of verbal report methodologies.
9. The Choice of Text or Task : a) selected/prepared for experiment;
 b) authentic/chosen by participants.
10. Degree of informant training.

7.5.2.1. PARTICIPANT STATUS.

Researchers, can be their own informants, or be teachers of their informant/pupils; the informants can be language learners or professional teachers. Participants can be viewed as sources for data, i.e., 'subjects', without personal involvement, or as active

participants who are privy to, and investing affectively and/or professionally in, research objectives. Nisbett and Wilson's (1977) criticism of verbal reporting methodology, based on their claim that subjects are unable to describe their own mental processes with any real accuracy, has already been described (7.4.2. above). However, if, as was also mentioned, an atmosphere of mutual respect is achieved between all participants involved, i.e., researchers and informants, devoid of threat and based on honesty, the informants may be more inclined to cooperate and led to recognise the benefit of the research for themselves as individuals. They may thus be in a position to verbalise an introspective awareness of their own text processing in an accurate positive way.

The participants-informants involved in the data collection using verbal reporting methods in this thesis were be chosen according to criteria related to the objectives of the study. Thus their status varies according to the stages of the research. Initially a limited number of native speakers of Brazilian-Portuguese, residing in Britain, of varying ages and abilities in English, who have volunteered to be 'subjects' were asked to read a variety of unseen English texts of their own choice. They were given as much information regarding the research as was asked for. To some extent they had the status of 'subjects', in that they were testing out a number of procedures aimed at developing my own research expertise in using verbal report methodologies. This stage should be seen, therefore, as a series of trial runs for the researcher, in both instructional language and procedures. The fact that the informants are native speakers of Brazilian-Portuguese means that they have at least one characteristic in common with the target population.

At a second stage, also in Britain, a number of Brazilian volunteer practising teachers of TEFL were involved. As the learning experience within the research had personal and professional application, i.e., in developing an awareness of their personal reading strategies they will also develop their knowledge of reading in EFL, it is assumed that they have viewed their participation as a positive personal investment. They were asked to read three TEFL methods articles selected from the thesis data source, 'Forum'. To a certain degree they reflect the target research population, as Brazilian TEFL professionals. However, the fact that they have been selected for training in Britain clearly sets them apart as an exclusive, privileged few. On the other hand, by inferencing and activating their various knowledge structures as TEFL professionals in their reading of the 'Forum' methods articles, it is hoped that they have exhibited certain of the characteristics under investigation.

The final group, also restricted in numbers, due to the practical constraints of transcribing and analysing protocols, are volunteer teachers from the Brazilian public sector of education, attending INSET-TEFL courses in Brazil. They are viewed as active participant colleagues investing individually and professionally in the research by being given an opportunity to develop an awareness of their own information-processing while reading. In so doing their knowledge of the various strategies involved in FL reading ought to be extended. The three articles to be read are on TEFL methods from 'Forum' should be of relevance to their professional lives.

7.5.2.2. THE RESEARCH CONTEXT.

Researchers in the field of sociology (e.g., Oppenheim, 1966: 37) have emphasised the influence of the social context on respondents' answers; this is clearly of special significance for verbal reporting, and has been cited as an important cause of 'telling more than we know'. Efforts to avoid this bias have led to efforts for settings as far as possible 'naturalistic', i.e., the collection of data carried out in the regular classroom by the teacher during normal lessons. However, more often the data has been collected in rooms specifically singled out for that purpose including those with video facilities (Poulisse, et.al., 1987) or language laboratories. (Haastrup, 1987). Cavalcanti (1984a) claims that any environment suitable for silent reading and recording of concurrent verbalisations can be used.

In the case of the first set of informants of this thesis the setting was 'naturalistic', in the sense that their readings took place in the relaxed atmosphere of their own homes, involving reading of relevance to their professional lives, at times and places which they decided upon. With the latter two groups the settings vary from their own homes to semi-formal study rooms of language schools. In the latter cases the atmosphere will be informal, without the stress of a class or course, and free of any evaluational constraint, with the status of professional teaching peers.

7.5.2.3. THE RESEARCH OBJECTIVES.

The objectives of verbal reporting research can include defining affective factors related to student motivation towards learning in

general and/or towards the learning of a specific language, or include attempts to assess student attitudes to individual language skills, specific language texts, genre or learning modes (Faerch and Kasper, 1986). Alternatively research methodology has aimed at gaining insights into the cognitive domain of learners, either of a declarative (linguistic) nature (Feldmann and Stemmer, 1987) or relating to interactional processes (i.e., procedural knowledge Cavalcanti, 1984a; Cohen and Aphek, 1981).

The research objectives of this thesis are concerned with the interactional processes of readers and aims at establishing the processes responsible for integrating the semantic representation of various chunks of text into the cognitive structures during comprehension processing. The aims were to identify the type of expectations and inferences which INSET-TEFL teachers bring to bear on the propositions within TEFL methods articles, i.e., reader-text interaction at a pragmatic level. Clearly the knowledge structures activated and responsible for these expectations and inferences are not directly observable, nor might they be identifiable. Nevertheless, verbal reporting has been invoked as a possible means of providing access to on-going comprehension processes. While this is the main research objective a further result of the research is that it provided, at the very least, a chance for the informants to reflect upon their own mental processes during reading. Their experience as participants may thus have helped to improve their understanding of reading as a form of interactive communication and create a positive classroom washback effect in that the traditional pedagogical approaches to EFL reading in Brazil may be questioned. The objectives were not, therefore, restricted to the requirements of collection of

data but were also seen as a means of encouraging self-awareness of the teachers' own reading strategies and processes which, in turn, may have developed more critical stances when faced with the pedagogy of EFL reading currently practised in Brazil.

7.5.2.4. THE MODE OF ELICITATION.

This relates (within work on FL learning) to two factors: whether the verbal reports are given in the native language or in what is for the informant a second/foreign language; it also relates to the language skill which is under focus in the research. It is generally felt that verbal reports should be in the native language (Hosenfeld, 1984). Various skills have focussed research attention including oral skills, (Poulisse, et. al. 1987) writing, (Zamel, 1983; Raimes, 1985) and reading, (Hosenfeld, 1977; Haastrup, 1987). At all stages of the thesis collection of data the focus was exclusively on the skill of reading text in English which had been written to be read. At all stages of verbal reporting, whether of an introspective or retrospective mode, the verbalisations were asked for in Portuguese, the native language of the participants. Despite this several of the participants opted to provide their reports in English, both among the TEFL teachers in Britain, and those in Brazil.

7.5.2.5. THE CHOICE OF DATA TYPE.

The four categories (described above) can be classified according to the roles of those who are participating (see Factor 1, above) or according to the relationship of time-lapses between the mental processes and the verbal reporting of the same. This temporal

relationship should be seen as an open continuum from simultaneous introspection (e.g., 'think-aloud' or 'concurrent verbalisation') i.e., that which has been labelled 'self-revelation', to immediate consecutive retrospection, i.e., 'self-perception', and to delayed retrospection, i.e., 'self-reporting'. The first two categories, 'self-reporting' and 'self-observation', are considered unreliable and thus unsuited for serious research. This leaves two categories, namely, 'self-perception' by retrospective interviewing and 'self-revelation', i.e., 'think-aloud' introspection.

Hayes and Flower (1981), among others, have argued against retrospective verbal reporting, claiming that their informants who performed using retrospection often forgot their own processing in concern for the task in hand. The same informants then simply inferred or generalised from incomplete memory. In contrast there is a consensus among many other cognitive psychologists and researchers, specifically attempting to establish the procedures or strategies used by learners with FL reading tasks, that immediate post-task interviewing with direct questions on specific aspects of the reading task (e.g., Cavalcanti's 1987, 'pause protocols') provides relatively unbiased retrospection. Rumelhart (1981), for example, claims that immediate post hoc explanations of task performance can be revealing in terms of inferences.

As described above (7.4.2.2.), reviews of research into introspective reporting (Ericsson and Simon, 1984; Olson et.al. 1984; Afflerbach & Johnston, 1984), have emphasised the need for concurrent reporting rather than retrospection, as the most informative procedure to report a reader's immediate awareness. There are also strong arguments for

using 'self-revelation', on the grounds that it involves the informants in silent reading reflecting normal comprehension, even though it is punctuated at intervals by thoughts, both on the text and about their processes, during the reading. Readers are not, it must be stressed, required to remember past language use.

A further point in favour of 'self-revelation' has been made by Balestaedt and Mandl (1984) who found that the amount of recall by readers who were asked to follow the method was 'reliably greater' than those who had read the same texts silently. Their suggestion is that 'self-revelation' enhances comprehension. The question of whether processes change during reading because of verbalising and describing cognitive procedures has been dismissed by Ericsson and Simon (1984), who stress that there is only a small additional cognitive load. They do go on to argue, however, that certain specific instructions for verbalising can change the structure of the cognitive processes and lead to changes in the normal thought patterns (to be dealt with under Factor 6 below). Waern (1983) used 'think-aloud' (i.e., 'self-revelation') with her FL readers and concluded that with the method knowledge structures are activated immediately, comparisons are made with previous knowledge, and that monitoring of processing and metacognitive evaluation also occurs.

This review of the literature indicates the category of 'self-revelation' as the primary source of verbal reporting data for the thesis, with participants reading silently (in line with Balestaedt and Mandl's (1984) suggestions). However the choice is felt to be more than methodologically sound, because recent research (Steinburg et.al., 1991:74) has shown that "think-aloud protocols

provide diagnostic insights about the the thinking processes readers use as they attempt to understand." 'Think-aloud' will be followed by immediate post-hoc retrospections, as recommended by Rumelhart (1981).

7.5.2.6. FORM OF ELICITATION: 'SELF-PERCEPTION' REPORTS.

This relates to the degree of structural control imposed on the informant at the retrospective reporting stage. It varies from carefully constructed rating scales to flexible open-ended interviews with an absolute minimum of shaping (Stevick, 1981), where the informant is free to verbalise at will. 'Self-perception' retrospective interviews can aim at a balance between the two poles (cf. Poulisse et.al., 1987). This factor also concerns the degree of interaction between investigator and informant (in turn, related closely to the previous point of researcher control) and involves intervention (direct questioning) by the investigator. Intervention is considered an essential principle for providing verbal reports which reflect 'doing rather than guessing' (Hosenfeld, 1984).

Cavalcanti's (1984a) introduction of an 'interventionist procedure' technique consisted of a researcher question designed to ensure that all informants paused during their reading at least once, and at the same point, in order to collect data concerning one specific point in the same text with different readers. The third element under the general heading of 'form of elicitation' involves the type of recall support given to informants at the retrospection stage. This can vary from sophisticated video recordings of their reading with 'think-aloud' (cf. Poulisse, et.al. 1987), to audio recordings of the same (Rankin, 1988), or to no more than a second exposure to the

original text (Waern, 1988), all aimed at reactivating STM and attempting to counteract retrospective error.

Thus theoretically retrospective reporting provides no more than a series of states of heeded information. In this research, the aim is to understand the various relationships between these states and why a specific series of ideas (from the writer) are linked to a series of thoughts (of the reader) in the interpretation of the text on paper. Attempting to explain thought sequences or interpretations is very different from a 'straightforward' remembering of the thought sequence itself. Therefore an immediate post-reading retrospective verbal report seemed appropriate.

7.5.2.7. FORM OF ELICITATION: 'SELF-REVELATION' REPORTS.

Unfortunately straightforward 'self-revelation' instructions have provided little beyond text information (Bereiter and Bird, 1985). Kintsch (1988) has attempted to account for this with his notion of a 'well-formed text', while Ericsson (1988:320) claims that 'self-revelation' reports during continuous reading are predominantly retrospective. These deficiencies have led several researchers to alter text for experimental investigation. Many have felt that some form of 'interventionalist procedure' is necessary, in common with Cavalcanti (1984, cited above, 7.4.3.6.). These interventions have been in the form of dots, cloze, chunks, pauses or separate sentences after researcher prediction of the problems relating to specific strategies. Alderson and Urquhart (1984) have argued that text might be submitted to cloze gapping "...according to a theory of processing or contextual constraint". Waern (1982) claims success with cloze for

FL reading 'think aloud'; Newell and Simon (1972) used partial texts and found the procedure an effective means of providing protocols.

Others have resorted to sentence-by-sentence presentation. Reports of STM, for example, were requested after reading each sentence and subjects were asked to think aloud during pauses (Olson, et.al., 1984). Olshavsky (1977) marked texts with red dots at which points subjects were asked to think aloud. Both these latter scholars, and others, have claimed that the presentation of texts in 'meaningful chunks' or separate sentences has proved useful in provoking verbalisations linked to reader expectations and inferences. Block (1986) used various reminders to informants to adopt self-revelation, which included black dots after each sentence in one study, or after each paragraph in another, as stimuli for reader response at the specific point in the text. While this may alleviate the problem of co-ordinating protocol and text, it also predetermines the points at which readers are expected to verbalise. However, her research is of interest because she was attempting to investigate general anticipation strategies of both comprehension monitoring and gathering (following Hosenfeld, 1984) at the 'main meaning line' rather than the local word-solving strategies for linguistic elements. For this reason she tried (Block, 1986:465) to

"...indicate how readers conceive a task, what textual clues they attend to and how they make sense of what they read and when they do and when they do not understand."

Rankin (1988:125) has suggested that the types of interventions cited, with texts printed with dots, slashes etc. may prove a worthwhile device during practice sessions but that informants should be allowed to respond at will during the reading of the research texts proper, once they are familiar with the nature of self-revelation and have

already provided protocols of an acceptable quality and quantity. The presentation of texts in 'meaningful chunks' or sentences has been claimed crucial for the analyses of verbalisations linked to predictions and inferences (Olson, et. al., 1981). Problems relating to cloze procedure would appear to be equally true of methods using dots and separate chunks or parts of text: that the readers will be forced to focus on points in the text which relate to the researcher view of potential problems, rather than the reader's actual problems, and may therefore involve strategies and possible knowledge structures not otherwise brought to bear on the reading processes. This is why the intervention by cloze approach has been criticised by Schank & Abelson (1977:6), who stressed the need for using entire text in order to assess the processes of reading at different levels.

While Hosenfeld (1984) argued that informants should be required to read and verbalise at will, she also recommended that they be provoked into think aloud mode by the researcher's open-ended questions at various points in the reading. However, without video facilities this meant that protocols had to be laboriously matched with text at a later stage. Cavalcanti's (1984a) solution to this problem of coordinating text and protocol was for the researcher to sit alongside each informant separately and mark the text whenever verbalisation took place, with instructions to readers to follow their reading with an index finger so that the researcher can easily follow the reader's progress. This would appear to create a far from natural situation, to increase the pressure on the reader and smacks somewhat of a paternalistic primary level teacher/pupil relationship.

Cavalcanti (1987) claims that think-aloud provides aspects of the

cognitive processes in operation. In line with Schank and Abelson (1977) she argues that the artificiality of halts in reading at the end of every sentence should be avoided as they will interfere with the natural processes occurring while reading. This is why she opted for a second methodological technique which she has termed 'pause protocols'. Here readers were encouraged to adopt a 'self-revelation' mode, reasoning aloud, whenever they paused to monitor their otherwise silent reading process. She argued that her so-called 'pause protocols' avoid the type of verbalised retrospection which normally occurs after large text chunks. She also sees the pause as representing processing movement from STM to LTM, a natural slowing down of the processing of information from 'automatic' to 'controlled', where strategies are altered in order to cope with comprehension difficulties, a notion she has in common with Schiffrin's (1987:139) findings. Her pre-reading instructions regarding self-revelation were for readers to state, at each pause, exactly where the problem was in the text, the nature of the problem, and how the reader dealt with the problem (i.e., the solution). Cavalcanti's aim, in adopting this approach, was to identify which text items the reader chose to interact with and thus identify the pragmatic interpretation problems of FL readers.

It is not felt that the inclusion of an 'interventionalist procedure' is an 'essential principle' for the present research, as Hosenfeld (1984) has argued. However, in this thesis Cavalcanti's technique of the 'pause protocol', has been adopted. The pauses were not, on the other hand, the sole stimulus for adopting a self-revelatory mode. Nor is the pause seen as necessarily representing a problem or an attempt at finding a solution to a reading problem. It is seen as

reader monitoring, of slowing down from 'automatic', text processing as a means of confirming the interpretation, and of the linking of propositions or reader evaluation of the suitability of application of a particular expectation or inference to an earlier text proposition. It was also felt that a successful assessment of the reading processes can only come about by individual 'self-revelation' at what they perceived as both 'macro' (total message) and 'micro' (individual ideas) comprehension levels. This was felt to necessitate the reading of an entire, 'authentic' article. Thus the reading took place without any form of text doctoring by the sampling or presentation of parts through chunking, or according to sentences, or physical paragraphs.

7.5.2.7. POSSIBLE COMBINATIONS OF FORMS OF ELICITATION.

Combining methodologies has usually meant following up concurrent verbalisation (the 'self-revelation' mode) by some form of introspection (Cavalcanti, 1984a). Hosenfeld (1984) also believes that the complete descriptions required for improving a researcher's understanding of an informant's learning processes must include both 'non-stop' and 'interrupted' reading behaviour. The combination of methodologies is also considered to be crucial (Faerch and Kasper, 1987) for assessing the validity of the various introspective data-gathering procedures. Similarly, according to Haastrup (1987:204)

"The approach adopted for combining the think-aloud and retrospective data is to regard the thinking aloud data as primary. These are the most genuine as they are informant initiated. The elicitation during retrospection serves the purpose of elaborating on what was said or hinted at during the thinking-aloud session."

Haastrup thus sees the two methodologies as going hand-in-hand and

concludes that a combination will overcome the limitations of isolated use. Limitations of 'self-revelation' include the varied quality and informative value of data which, in turn, make identification procedures difficult. As noted above, it is the degree of investigator interference which is the potential problem of data from retrospective 'self-perception'. Cohen's (1983) study of FL reader strategies will provide a first example of an attempt to combine methodologies. He followed silent reading (where students did no more than underline text difficulties), with researcher interviews to discuss informant strategies for overcoming text problems. The procedure of following a first silent reading of a complete text by an immediate exposure to the same text broken down into smaller components, with retrospective reporting on each component, is not uncommon. This methodological combination has been taken from problem-solving tasks in psychology and has proved successful in providing information which enables researchers to monitor comprehension (Olson, et.al. 1981). Although Meutsch and Schmidt (1986) found reports using the procedure to be 'unproductive' several researchers (e.g., Waern, 1987) have found it to be reliable in gaining additional output regarding the role of reader awareness of processes.

Cavalcanti combined a series of approaches (mentioned above), from pauses to an interventionist procedure whereby the researcher, sitting alongside the informant, asks for verbal reporting at a specific point in the text, for all informants, to an immediate post-reading oral summary consisting of no more than a few key words. Combining verbal report procedures may make the study of processing a closer match with reality than the traditional reading research methods. The danger, to which the researcher must always be alert, however, is that

verbalising may diversify the levels of processing and consequently make the task of analyzing the protocols even more complex.

The data collection for this thesis was carried out, at the first stage, using exclusive 'non-stop' concurrent 'self-revelation'. The verbal reporting was stimulated by the reader's own pauses. Readers were not asked to answer questions relating exclusively to problem-solving but for continuous verbalisation to explain how their monitoring links the writer's propositions with their own expectations, inferences and previous experience. This non-stop self-revelatory reading was followed by an immediate retrospective self-perception reporting supported by the original article. There will, presumably, be retrievable traces of connected episodic memory from the cognitive processes, due to the immediacy of oral retrospection, as the STM cues are still accessible. However, the possibility of individual teachers/participants confusing other retrievable information with information actually heeded during the processes being recalled should not be overlooked. This is why the present research included both forms of verbal reporting as a form of cross-referencing during the analysis of the recorded data. Both these stages were audio recorded. The articles were retained by the readers and made available for the retrospection in response to Ericsson's (1988:312) finding that verbal reporting of rereading text

"...have mainly to do with subject' integration of information in the text with their prior knowledge."

While he saw this link as negative it is directly related to aspects of the reading processes which are under investigation in this thesis.

7.5.2.9. THE CHOICE OF TASK OR TEXT.

The choice of presenting complete texts in their original form in contrast to text which have been artificially doctored by dots, cloze gapping or by chunking or separating parts, prior to exposure to the informants has been briefly dealt with above. A further issue involves not only the presentation of the selected text but the choice of text itself. This latter selection can be made from an experimental viewpoint, where the text is selected, abridged or otherwise altered, in order to be tailored to a specific research objective. Alternatively the text (or task) can be chosen by informants themselves, i.e., as an authentic piece of reading which they would like, or need, to read in their everyday private or professional lives. A further variable concerns the length of the text, for it must not be so long as to make the retention of ideas, a difficult and tiring affair, nor should it be so short or trite as to fail to provoke interest or curiosity.

The final choice of text to be used by participants in the pilot stages of the present data collection will rest with the participants themselves. The only limiting factor will concern the length of the text, which should be not less than 600 but not exceed 700 words. This is not an arbitrary decision. Both Cavalcanti (1984) and Cohen (1984), as well as Faerch and Kasper (1987), have cited the importance of text being long enough to provoke interest yet short enough to avoid tiredness from attention lack or difficulties of retaining ideas. There is also the practical question of having protocols of a manageable length. While all the informants involved at the first stage will have complete liberty regarding the source of text, the

informants at the latter two stages will be required to read three TEFL methodology articles selected from 'English Teaching Forum'. The subject matter of the latter ought to restrict the cognitive load for the TEFL practitioners. The arguments for choosing 'Forum' were described in chapter one. The selection of specific articles will be made by Brazilian EFL practitioners according to various criteria. (cf. Chapter Eight). It is hoped that the previewing of titles and headings will provoke reactions with PK/BGK schemata and generate expectations regarding the anticipated topics and attitudes of the writer. These pre-reading verbalisations will be recorded on audio cassettes in an effort to learn about the modification of the PK/BGK structures brought in by the Brazilian teachers, i.e., whether the reader expectations are a path towards modification of knowledge.

7.5.2.10. THE DEGREE OF INFORMANT TRAINING.

Previous training is not felt necessary for retrospective reporting (Cavalcanti 1987) but for introspection, 'self-revelation', training is needed (Grotjahn, 1987). Hosenfeld (1984) saw a preliminary run as an essential principle for success in introspective data collection. Cavalcanti's (1984a) training sessions began with an interview with each informant to establish positive rapport as well as a subjective reader profile. The interview was followed by training in providing self-revelation at pauses by chunking at 'meaningful text segments' without, she claimed, influencing text comprehension. This was done at the level of paragraphs with a retrospective discussion of the pauses and the verbalisations at the end of each paragraph.

According to Rankin (1988) the practice sessions should be at three

stages. First an explanation of the task is seen as a preliminary to some form of demonstration which should be discussed in detail. This might mean that investigators and informants conceptualise the processes involved in a similar way, a crucial factor for subsequent data analysis. However, this highly delicate matter should avoid inhibiting the informants by excessive structure or by undue interference in putting notions in the informants' minds. Finally this is followed by a trial run, supervised by the researcher. If the quantity of verbalisation is felt to be inadequate at this third stage the researcher may interrupt in an effort to elicit more detail when verbalisation is taking place. If this form of interruption is found necessary then the verbal reports can be used to evaluate investigator instructions at these practice stages. Several practice runs may be needed using increasingly longer passages, each using recordings and each to be followed by a real run. This means that when a successful run occurs there will be a substantial amount of suitable taped material which should not only keep the informant research time to a minimum but also allow for technical failure. The obvious investment in time and energy which this involves would justify the argument for participants to be exclusively volunteers (Cohen, 1983).

Rankin (1988) has also suggested that the training of potential participants for data collection using verbal reporting might take the form of 'explain -> demonstrate -> discuss', before the actual reading of individual text. It would appear feasible to adapt his suggestions within the INSET-TEFL setting of the present thesis, by explaining not only the verbal reporting methods and how they relate to reading, but also the objectives of the research at a wider level, to incorporate the concepts of schema within views of reading as text-reader

interaction. However, as this may have contaminated the protocols it will not be made explicit to the teachers. Instead the participants will be given a short explanation of the research, when requested, and 'trial run' verbal report recordings made based on readings of alternative 'Forum' articles. It is hoped that this experience will improve the TEFL teachers' metacognitive awareness of the various strategies they use to overcome comprehension difficulties as well as the schemata they invoke in interpreting the sets of propositions in written text. It is thus believed that the experience of verbalisation will be instrumental in TEFL conscious-raising.

7.6. CONCLUSIONS: THE VALUE OF VERBAL REPORTING ACCOUNTS.

Despite the reservations described above, verbal reporting methods remain the most direct method of capturing the thoughts and attitudes of the readers which this research is striving to describe and understand. Whatever their difficulties, the teachers involved will have a richness of experience regarding their thought processes simultaneous with reading by these self examinations. For, while an understanding the content of a TEFL article is a question of reading comprehension processes, the awareness that one has undergone the process of comprehension is part of metacomprehension. Metacomprehension for the teachers in this limited research experiment has come not only from the heeding of information simultaneous with reading, but also heeding that information stored in the LTM, the access point for later recall in the reports made immediately retrospective to the reading processes, although clearly not all metacognitive knowledge is accessible. However, not only may it prove a useful means for assessing their own reading behaviours, by

profiting from talking about their own comprehension monitoring by verbal reporting (Kern, 1989:147), it may also provide a way for them to model 'successful' reading processing performances (Casanave, 1988:298), and provide this researcher with data to distinguish between the types of processing strategies of 'successful' readers.

What is also true of the transcribed recordings is that they represent an extremely varied and complex set of responses to the monitoring of their reading and of their purposes for reading which appears to have led them to improve their 'understanding' of the TEFL articles in question. A final value might be said to lie in the potential for developing the teachers' individual awareness of their own reading strategies; Stevick (1990:143), for instance, has argued that "concentrated, intuitive introspection...will make possible unlimited growth in constructive...directions." For example, the usefulness of developing an awareness among students of the strategies they use in processing while reading has been clearly demonstrated by Hosenfeld's (1984:242-244) case studies.

7.4. LINKING THE METHODOLOGIES AND RESEARCH PARADIGMS.

In the second thesis chapter it was argued that positivism had been the dominant influence over research methodology in reading, and had involved low context, experimental, laboratory-type settings within the 'scientific' research paradigm. In contrast the participant TEFL teachers involved in data collection of the present thesis research are viewed as adults performing their pedagogic duties within an educational framework and having their own set of beliefs, experiences, learning and professional behaviours, which began,

developed, and are enacted within their specific social contexts. It is felt that their responses to the task of reading the TEFL methods articles from 'Forum', the source text chosen for analysis in his thesis, or, indeed, any other of their actions, can only be understood and explained with reference to their own experiences, and to their knowledge of specific teaching/learning purposes, in specific contexts of use. This has been the basis for the choice of verbal reporting methodologies as well as the choice of specific questions/instructions provided as guidance for their verbal protocols.

Thus within the data collection procedures both exploratory approaches and hypothesis testing are described (Ericsson and Simon, 1984). Researchers using the verbal reporting methodologies have often followed experimental design with considerable care (e.g., Flower & Hayes, 1981), others collected data in a 'naturalistic' setting, i.e., during normal FL teaching/learning in classrooms (Hosenfeld, 1977). Within FL research both statistical and interpretative procedures have been applied to data collected by verbal reporting methods (Cohen, 1984). In addition, data linked to quantitative measures (pause length) as well as exploratory strategies (problem-solving) have been described within a single research project. Thus not all verbal reporting procedures may be, of necessity, attributed to one methodological paradigm, nor do they have specific intrinsic affinity to the principles of the illuminative paradigm. Verbal reporting research, in terms of the design, as well as the collection and analysis of data, can thus be seen as being neutral in terms of the two major paradigm research poles, as described in chapter two. However, given the choices made for this research (cf. 7.5. above), related to the objectives, which are of a

cognitive nature and seen as linked to individual participant improvement; given the decision to use as text input TEFL articles selected by fellow Brazilian EFL teachers; given both the qualitative nature of the analysis and the status of the participants, this research might reasonably be seen as straddling the two paradigms, with a bias towards the 'illuminative'.

The discussion will continue in the following chapter with details of the collection of data by means of verbal reporting incorporating the various methodological factors described above. The chapter will focus on the piloting of the methodological instruments involved.

(*1. It should be noted that within problem-solving, while the text must be read to understand the problem, the second phase, (i.e., the solution) will often require an extra-text search. In contrast, within reading the amount of text to be read will depend upon the the reader's purpose(s); with problem-solving the processing will often take place 'between' reading or at a post-reading stage.

*2. If, as must usually be the case, the problem switches processing to a CP mode, i.e., retrieving information from STM to find solutions, it will be difficult for readers to hold text information simultaneously .)

8. DEVELOPING VERBAL REPORT INSTRUMENTS FOR DATA COLLECTION /ANALYSES.

8.1. INTRODUCTION.

A number of verbal reporting methodologies were discussed in detail in the previous chapter together with arguments for the specific approaches and techniques to be adopted in this thesis. The previous research in FL reading/verbal reporting has provided a wealth of stimulating data at the 'representational' level of texts, as well as reader processing/monitoring at the same level of text decodification. There have also been a small number of analyses using verbal reports of reader interpretation involving an interaction of BGK and the readers' previous experience of genre, e.g., Cavalcanti, 1984; Cohen, 1984; Sarig, 1987; Ribeiro, 1986. The present research continues this latter tradition and uses verbal reporting to analyse processing strategies in an attempt to establish a link between 'successful' reading and reader activation of clause-relational signalling and related PK ('rhetorical' or 'formal') schemata.

The present chapter describes the development of a methodology aimed at accessing the activated BGK and PK processes of Brazilian TEFL teachers by means of transcriptions of their verbal reporting. This development entailed a process of deciding upon a set of analytical features to be applied to the verbal reports; it also involved a heuristic of gradually refining a set of instructions, the instrument used by the participant readers; finally it included the planning and execution of a series of activities aimed at the selection of suitable articles from 'Forum'.

The collection of data took place in two broad, separate phases. The first has been denominated the pilot stage and was carried out from February, 1990 until March, 1991. The data collection proper took place with Brazilian EFL teachers in both Brazil and Britain from June to August, 1991. The aims of the lengthy pilot stage, the topic of this chapter, were as follows:

- a) to develop the methodology;
- b) to decide upon a set of relevant analytical features, by testing their applicability to the transcriptions of a variety of Brazilian participants, to highlight the data units of relevance to the research; and to validate the features by asking fellow TEFL teachers to apply the selected features to sample transcriptions;
- c) to pilot, test and refine an instructional instrument, a set of unambiguous instructions, capable of leading to verbal reports of relevance to the research;
- d) to make a suitable selection of articles from Forum of relevance to the target population of teachers by a process of:
 - (i) involving Brazilian public sector EFL teachers on INSED courses in making initial selections by scanning titles/headings from Forum.
 - (ii) asking Brazilian TEFL teachers attending postgraduate courses in Britain to select according to their perception of the weighting of writer assumptions regarding reader background knowledge;
 - (iii) selecting according to readability;
 - (iv) selecting according to the types/transparency of clause-relational macropattern signalling and organisation.

In this way it was hoped to ensure that the transcriptions of verbal reports, (i.e., protocols) at the data collection proper stage, would provide data revealing the strategies adopted when processing the TEFL articles.

8.2. THE PILOT STAGE: AN OVERVIEW.

The pilot stage for the refinement of the instructional instrument was carried out on two fronts: the first involved twelve volunteer Brazilian native speakers of Portuguese, resident in Britain, of various ages, educational levels, and abilities in English, reading texts of their choice. The second group of participants were Brazilian EFL teachers, some attending academic courses in Britain,

others in Brazil, all of whom read Forum articles and provided verbal reports on their reading processes in English or Portuguese. The intention in both these pilot stages was to gradually improve the set of analytical features, as well as the instructions for participants, before the data collection involving volunteer Brazilian TEFL teachers in Brazil and the U.K. For practical reasons the collection of recorded data was made at long distance by third parties in Brazil, to be posted to Britain. This resulted in the need for an explicit, clearly spelled-out instructional instrument in Portuguese.

The following table provides an overview of these pilot stages, including a minimum of biographical details of each participant. This will be followed by separate chapter sections describing the selection of a set of analytical features, a set of instructions and the selection of TEFL articles, in that order.

TABLE 8.1. BIOGRAPHICAL AND READING DETAILS OF PILOT PARTICIPANTS [Legends : Years of TEFL experience in brackets; 'Text + no.' = Forum article; 'Trans' = transcript of verbal reports in Appendices 73-90. 'I' = approximately intermediate; 'A' = approximately advanced.

SYMBOL	DATE	AGE	SEX	PROFESSION	EFL LEVEL	TRANS	TEXT CHOSEN
RGS	2/90	12	M	schoolboy	post-I	1	Fantasy Game Book
LM	3/90	40+	F	FLT (8)	pre-I	2	Time Out' film
DUDA	5/90	17	M	6th Form	pre-I	3,4	Sunday Times:Brazil
ALTA	6/90	40+	M	Lawyer	I-	5,6	Independent: Brazil
SILB	7/90	27	F	TEFL (1)	post-I	7	Text 18 (Wukasch)
M-J	7/90	25	F	TEFL (3)	pre-A	8	Text 3 (Keh)
						9	Text 16 (Cox)
						10	Text 17 (Rinvolucri)
O	8/90	44	M	TEFL (18)	I	11	Art. 11 (Woodward)
E	8/90	41	F	TEFL (17)	I +	12	Art. 11 (Woodward)
B	8/90	43	F	TEFL (8)	I	13	Art. 11 (Woodward)
M-I	9/90	39	F	PhD chemist	I +	14,15	Guardian: Brazil
PE	11/90	36	F	TEFL (12)	post-I	16	Text 8 (Xiaoshun)
NE	11/90	33	F	TEFL (8)	pre-A	17	Text 8 (Xiaoshun)

8.3. SELECTING ANALYTICAL FEATURES FOR VERBAL REPORTS.

8.3.1. TRANSCRIBING THE VERBAL REPORTS.

The transcripts of verbal reports (i.e., transcriptions; Appendices 73 to 136) take the form of a continuous script to include expectations based on pre-reading exposure to title and headings, introspective verbalisation concurrent with reading, and retrospective verbal reporting. The participants were advised to use the tape recorder pause button whenever they were reading and not, therefore, verbalising. These pauses for reading will be represented by a line space on the transcript; pauses for thought within verbalisations (Abercrombie's 1962 'pregnant pauses') will be shown by three dots. The segmentation of the verbalisations themselves will follow partially that described by Brazil et. al. (1980), whereby one slashmark corresponds to a tone group, or intonation contour, the minimum unit of analysis of the transcriptions, while two slashmarks show where the intonation pattern is complete.

The transcriptions will also contain the features assigned to the units of analysis to reflect processing, each feature shown by a letter in square brackets []. The units of analysis have been defined by the procedure of assigning the features as follows:

- a) the minimum intonation group is identified as having one or more of the processing features; (many units are multi-functional)
- b) the succeeding intonation unit is then analysed to verify whether it fulfills different or similar function (s) to its predecessor;
- c) where functions are different then new features(s) are assigned;
- d) where they are similar, and where they refer to the same stretch of text, then they are treated as the same analytical unit. The unit of analysis will therefore not necessarily always be defined by speaker intonation pauses; the analytical unit may include reader utterances straddling several pauses where the

utterances are felt to refer to the same piece of text input and where they perform the same processing function.

e) where the utterance refers to a different stretch of the original text then the same feature is assigned separately;

f) However, where the unit of analysis is not felt to match any of the analytical features chosen an [m] coding is assigned.

8.3.2. SELECTING ANALYTICAL FEATURES FOR VERBAL REPORT DATA.

8.3.2.1. THE PREVIOUS LITERATURE.

A set of categories are needed for the analysis of data in the transcriptions of verbal reporting in order to establish profiles of 'successful' and 'problematic' processing by Brazilian EFL teachers when faced with Forum text. These might help to balance the procedures and intuitions of analysts which are often taken as acceptable yardsticks. Simultaneously it is hoped to define a 'Norm Group' of 'successful' readers and a 'Target Group' of less-skilled readers and to determine whether the former group utilise the titles, headings, metacomments and other signals of c/r macropatterning in bringing their PK to their reading. After reviewing the classifications suggested by Zamel (1983), Cavalcanti (1984), . . . borrowing specifically from them, as well as Waern (1988) and Sarig, (1987) a set of categories of strategy use were taken as starting points. Before describing this chosen set a description of the research findings of the previous scholars who have used the categories will be presented.

Waern (1988: 339), for example, found her categories to be reliable and her analyses of transcriptions revealed that the early use of text 'interpretation strategies', i.e., beyond the level of decoding, eased the problem of STM retention. This may also be in evidence in the

present research, where the 'less' will be distinguished from the more 'successful' readers. Sarig's (1987) taxonomy of reading strategies (which included two major sets of 'reader moves' ('Coherence Detecting' and 'Monitoring')) were found to be an effective tool for comparing different reading strategies by different readers. Zupnik, for example, (1985; reported by Cohen, 1986:136) used Sarig's taxonomy and claimed that less successful readers used a wider range of strategies than 'successful' readers, 'success' defined by relative scoring on a variety of EFL test items. Initially this finding appears surprising, but the 'weaker' readers were activating varied strategies at the level of identification of the meaning of individual words, phrases or sentences; the more successful readers, in contrast, utilised almost exclusively strategies of 'Matching', 'Monitoring' or 'Inferencing' at a propositional or a text organisational level. Thus while the wider strategy choices by the 'weaker' readers tended to have a deterring effect upon comprehension, the narrower band chosen by the more successful readers promoted comprehension.

A later finding from research using the same taxonomy (Sarig, 1987:19) was that 8 of the 10 participants transferred the reading strategies used with the L1 to their reading of text in the FL. However, in the same piece of research Sarig (op. cit.), found considerable variation in the combination of strategies brought in, as well as in the frequency of both their use and positive and negative effects. This matches the implications of the previous thesis chapter regarding the importance of individual interpretation.

In research adopting the same taxonomy Ribeiro (1986) claimed that Brazilian engineering students used similar strategies both with a

specialist (i.e., content specific) text and one in a less-familiar content area. Cavalcanti's (1984) research aimed at defining the type of 'schemata' invoked by Brazilian postgraduate students of science in their reading of specialist research articles. The 'more successful' readers used the strategies of skimming and scanning in activating schemata for 'reading a scientific research article' and 'reading for the gist of a scientific paper'.

8.3.2.2. THE INITIAL CATEGORIES FROM THE LITERATURE.

8.3.2.2.1. INTRODUCTION.

The categories presented below were taken from the previous research, described in the paragraphs above, as starting points for the analyses of transcriptions in the present research. They were not seen initially as rigidly defined; rather they are data-driven hermeneutics, to be refined, subject to verification with further recorded data transcriptions, during the 'pilot stage' of data collection.

- [a] READING (reading aloud from the actual text; Simon, 1987)
- [b] TRANSLATION (literal, correct or incorrect of text elements)
(Cavalcanti, 1984)
- [c] RETELLING (or summarising of text, i.e., decodifying)
(Cavalcanti, 1984)
- [d] PROBLEM IDENTIFICATION (of unknown elements; Cavalcanti,
1984)
- [e] MONITORING (control of own processing; Sarig, 1987)
- [f] CONFIRMATION (of previous prediction or inferencing; Sarig,
1987)
- [g] TESTING (slowing down processing to check prediction or
inferencing with previous text or schema evoked; Simon, 1987)
- [h] CONSTRUCTION (linking new idea with global propositions;
Waern, 1988)
- [i] METACOMMENTS (on one's own processing; Waern, 1988)
- [j] MATCHING (discourse macropatterning with PK formal schemata;
Waern, 1988)
- [k] INFERENCING (using BGK of content schemata; Sarig, 1987)
- [l] COHERENCE (focusing on cohesion to identify coherence; Sarig;
1987)

- [m] IDENTIFICATION (of the key lexical signals in text; Cavalcanti, 1984)
- [n] FOCUSING (identifying important propositional content; Waern; 1988)
- [o] PURPOSE (inferencing using the writer's covert intention; Sarig, 1987)

8.3.2.2.2. THE INITIAL CATEGORIES: PROBLEMS OF APPLICATION.

In this section references will be made to the participants in the pilot stage (see Table 8.1. above and to their respective transcriptions in the appendices.

[a] This category is self-explanatory and was retained.

[b] Where a participant has gone beyond merely reading aloud, then the second category is in evidence; it covers literal and correct translations into Portuguese, as well as misunderstandings.

[c] This category includes both paraphrasing of the original text and types of 'retelling the text story' (DUDA, transcript 3; line 106: 'are backs who operate in the defence but with the expressiveness of attacking from behind'). While these two types of decoding of the surface text may have required sub-categorisation for the previous analyses described in the literature, for the purposes of the present research the retention of a single, wider, category 'Representation', (the label is from Waern, 1988) is felt adequate.

[d] The category of 'Problem Identification', as it is described by other scholars, is exemplified by LM: (Lines 66-67; Transcript 2) "Eu sei que e 'ostra' mais eu nao entendo o que quer dizer com 'oyster', meu Deus." (I know what an 'oyster' is but what exactly do they mean by 'oyster', my God) and DUDA: (Lines 111-112; Transcript 3) " agora eu nao sei que quer dizer 'languid' em portugues; eu acho que este 'languid' quer dizer 'languido', mas eu nao sei em portugues!" ('now here I don't know what they want to say with the word 'languid'; I think that this 'languid' means 'languido', but I don't know what it means in Portuguese').

Although these latter utterances identify problems at various decoding levels, they are multi-functional in that they highlight the reader's lack of understanding, as well as focus on the problematical item. Thus utterances which are basically text-based will be included under the umbrella category of 'representation' [c]. In contrast, an additional 'self-comment' category will be created to focus less on distinctive categories at the level of text decoding, and more on reader strategies of interpretation.

[e] This fourth of the initial categories, 'monitoring', is where readers refer to their state of processing and is exemplified by 'O': (Lines 687-688; Transcript 11) 'Isto e tudo que eu pude constatar a respeito deste texto.' ('This is all I could get from this text').

[f] This category of 'Confirming' covers reader recognition of their

(mis)understanding or (dis)confirmation of their own previous inferencing or predictions e.g., 'Ah yes, I understand. Now I understand' (Line 711, Transcript 12; Participant 'E') "A, sim. Entendi; agora entendi"; 'Yes. I know' (Line 893; Transcript 15; Participant M-I) "Sim. Sei." (which from the intonation patterns means 'Yes, now I understand'); (ALTA, Line 269; Transcript 5) "Nao, nao e bem isso" ('No, no it's not exactly that'). However this distinction between 'Confirming' and other forms of 'Monitoring' will not be retained as it is not relevant to the present research .

[g] This 'testing' category concerns the evaluation of new schema resulting in the slowing down in reader processing. Although it clearly includes 'self comments' and 'confirmations' it focuses specifically on readers' testing of their previous hypotheses; e.g., (ALTA, line 277, Transcript 5) "E realmente eles...eles relatam sobre problemas de..."; ('Yes, really, they're...they're discussing the problems of...') ('O', Lines 616-617; Transcript 11) 'we can attest (i.e., at this stage in our reading) that the article really does deal with...'; (M-I, Lines 890-891; Transcript 16) 'Yes. That's right. If it's really possible'.

[h] This 'construction' category involves the development or creation of a new idea in the reader's mind, linking the information at that point in the text with prior text information. It clearly embraces 'monitoring', 'testing' and 'confirming', but will specifically focus on a new idea 'construction'. This is felt to be an important category given the effort to avoid purely text-based analyses. PE's (Transcript 16) verbal reporting contains several examples: 'After pausing at this stage I can now understand...'; 'I had to stop and look at the title again...' and 'I try to match my ideas with what's given by the writer' and 'Yeh. OK. Now it seems to fit.' (Lines 953-957); '...when I come to a point where it doesn't match with what I expect in the text, I pause for a while to refer back.' (963-965).

[i] The category of 'Metacomments' covers predictive comments on how readers will deal with lexical problems, exemplified by RGS (Line 28; Transcript 1: "You ver no dicionario" ('I'll have a look in the dictionary')). Within the literature retrospective descriptions of the way a reader has approached the reading of the text, e.g., SILB, Transcript 7; lines 362-363: "...not a very complex piece of written...er writing. So I didn't have many stops...er pauses," and from 'O' (Line 654; Transcript 11) "Fiz um pequeno retorno para explorar este paragrafo." (I made a little reread to go deeper into this paragraph') have also been subsumed under the category of 'metacomment'. However, in this research the latter will be included under the categories 'monitoring' [e] or 'testing' [g].

[j] The category of 'Matching' is of specific interest in the present thesis, as it hinges on the crucial activation of what we have called PK macropatterning. ALTA (Transcript 5, lines 261-264; Transcript 6, lines 322-326) provides explicit evidence, e.g., 'What I expect to find in the text are the principal problems, and how they are attempting to overcome these problems...'; 'the principal question, and what the text should reveal, is what Lazaroni has done to resolve the problem of footballers...'. M-J provides : (Transcript 8; lines 412-413; Transcript 9; lines 516-517) "So the problem is the students who doesn't like writing. Good. Yes. It is also my situation."; "This article is very complex but I'm sure it can help the students

with this difficult problem."

[k] This category refers to the inferencing based on content BGK; e.g., DUDA, Transcript 4, line 173, 'It's the spirit of the thing'; line 195 'we are more of a nation'; ALTA, Transcript 5, lines 260-261, incorrectly assumes the text will deal with "the internal problems of the Brazilian justice system". M-J (Transcript 16; lines 468-9 "This will be the response of the students that they will give") makes another incorrect hypothesis; M-I Transcript 15, line 873, 'This title is particularly strong, particularly powerful')

In both Alta and M-I's transcriptions there are also several examples of reader use of BGK which is not brought in to explain the text propositions, but stems from the reader's previous experience, to enrich or evaluate according to situations beyond those described in the text itself. Alta, for example, (Transcript 5; line 309) brings in 'where the majority of the population earn very little' as a 'cause-consequence' pattern, in part an explanation for the situation not mentioned by the writer; this type of utterance is not catered for by the existing set of categories. For this reason the existing feature of 'inferencing' using BGK to bear exclusively on content propositions will be renamed 'Relating'; a new category will retain the title 'Inferencing' for cases where BGK is activated in focusing on ideas or situations outside the text itself. The extract from M-I's transcription above also underlines the need for a further separate category where readers 'evaluate' according to their individual world view (Simon's (1987) term is 'Evaluating').

[m] [n] The categories of 'identification' and 'focusing' deal with reader evaluations of the importance of key signals or main points within the propositional content. They are exemplified by the following: "The writer is going to talk about language game activities"; (SILB; Transcript 7; lines 354-355) "He makes it quite clear; he seems to think that..."; (M-J; Transcript 9; Lines 484-485) "We would underline the importance in the text of the following phrase..."; ('O'; Transcript 11; lines 626-628) '...what called my attention...it is something very important...' ('E'; Transcript 12; lines 695-696) '...mainly the last text, the last article, the last paragraph...' ('E'; Transcript 12; lines 729-730) 'develop a method, a way of protecting...'; (M-I; Transcript 14, lines 793-794) 'Yes I see. A global project to absorb the carbon dioxide'; (M-I; Transcript 15; lines 893-894) "...ways of...facing the problem of correcting written work because it...is really time-consuming..." (NE; Transcript 17; lines 1058- -1060). However, it was not possible to distinguish between categories [m] and [n] in the transcription data. The two will therefore be conflated to a single category 'Assessing' which will be defined as reader identification of writers' key propositional content, i.e., in contrast to readers' 'evaluation' of the informational content according to their BGK.

[l] [o] The two remaining categories of the initial analyses are those of 'Coherence' [l] and 'Purpose' [o]. As there are no instances of these two categories within the 18 transcripts analysed in the pilot stage data, they will be deleted as separate categories; 'cohesion' will be included in 'representation', and 'purpose' in 'assessing'.

8.3.2.2.3. RESULTS OF ANALYSIS OF INITIAL CATEGORIES.

To summarise, the results of the various attempts to apply the set of analytical categories from the literature to the verbal reporting data led to the deletion of the following categories: 'problem identification', 'translating' 'retelling' and 'coherence' (each subsumed into 'representation'); 'identification', 'focusing' and 'purpose' (within 'assessing') and 'construction' (within 'testing'). The experiment also demonstrated the need to introduce the following categories: 'self-comment', 'setting', 'relating', 'inferencing' and 'evaluation'. 'Relating' accounts for BGK brought to bear on strictly based content propositions ; an 'inferencing' category has been set up to cater for reader reference to BGK beyond the text propositions; 'evaluation' is where BGK is used to evaluate the relevance/practicality of the writer propositions in terms of reader professional experience. The regular occurrence of multi-functional utterances led to the rejection of a set of strictly defined 'categories' in favour of wider 'features' to describe transcriptions.

8.2.3. THE FINAL SET OF ANALYTICAL 'FEATURES'.

8.2.3.1. REORDERING.

The features were reordered in an effort to make distinctions clearer. It was hoped that by using the following order and regrouping when applied to the data (the criteria and examples are given in brackets) the features would be distinguished:

[a] SETTING (contains reference to the place in the text, not including the pre-reading predictions based on the title and headings; e.g., /I stop again after the last sub-title/ [a] [e]; /I've finished reading the article/ [a] [e])

[b] READING (straightforward reading aloud from original text)

e.g., /the last sub-title 'The advantages of splitting the atom and changing the components'/[a] [b]; /so its 'one way of avoiding the slightly artificial tendency to skip from activity to activity'/ [i] [b]

[c] REPRESENTATION (focus on surface text meaning including literal translation or expressions of understanding or attempts to decode by changing the wording and/or paraphrase, retelling or summary) e.g., /what does 'consumerism' stand for/ [c] [d]; /as the text said 'new' doesn't automatically mean 'good'/ [c] [l]; /these are the basic things that should go into a lesson plan and a lesson itself/ [c] [g]; /I look at the way one form of the lesson is being substituted for another/ [c] [e]

[d] SELF-COMMENT (reference to one's knowledge or abilities; i.e., monitoring plus representation) e.g., /'I've never met the word 'consumerism' before/ [d] but I hope to discover what it means as I go on with the article/ [e] [i]; /I've paused at a word here in the second paragraph/ [a] [e] /because I don't know what it means/ [d] /but fortunately there is a glossary/ [e] [l]; /I don't understand the word 'w-e-a-n'/ it probably means develop from/ I think/

[e] MONITORING (focus retrospectively or concurrently on one's own processing) e.g., /'I paused here because the metaphor of 'Splitting the Atom' has become completely clear now/ [d] [e] [i]; /I stopped before 'The grammar of an activity' because I wanted to know/ [a] [b] [e]; I read this quickly/ because it wasn't very complex/

[f] METACOMMENTS (contains predictive type comment on one's own processing) e.g., /well let's see in the article;/ /I'm going to continue reading/[f]; /I'm not sure/ [d] /I'll try...try to see what it is she really wants/ [e] [f] [i] let's see in the dictionary/

[g] RELATING (evidence of bringing in background knowledge of content schemata correctly [+] or erroneously [-] to explain or relate to content propositions) e.g., /changed from one mode to another which is a good way of showing what we can do with one topic or one activity/ [g] [l]; /I think this is very important for teachers/ [h] [l] /that they should know how to use ideas rather than know how to use lesson plans only/ [g]; ok it's like/ yeh it reminds me of/

[h] ASSESSING (contains comments on either the significance/importance of the information according to the writer's judgement and/or the writer's purpose in presenting a proposition) e.g., /I'm looking at the components...numbers 1 to 11 [a] because they seem to be crucial steps in achieving a strategy of this type/ [g] [h] [j]; /the text must be about how to avoid recipes in language-teacher training;/ /from the title I expect to find some strategy aimed at improving language-teacher training/ [g] [h]; /now you actually feel the meaning in the whole, in the complete title/ [i] [h]

[i] TESTING (contains evidence of slowing down processing to check the reader's own hypotheses with previous text or schema evoked;

this feature includes explicit prediction of testing and/or retrospective evidence of confirmation or comment on testing) e.g., /how, for example, does 'Splitting the atom' link with 'language-teacher training'/ [d] [i]; /I pause at the end of the first paragraph/ [a] to reflect upon the title again/ [e] /because the word 'consumerism' has been explained and now it makes sense/ [d] [i]

[j] MATCHING (contains reference to writer discourse plan or organisation or macropatterning, i.e., use of PK, 'formal' or 'rhetorical' schemata) e.g., /I think this is part of the essential objective of the text/; /I think the author will be providing details of how to achieve the...this strategy for use by teacher trainees/; /which is a similar means to the same end, her aim/ [g][j]; /I find the whole approach/ and the way she develops it for the trainees/ [g] [j] to be really quite useful/[l] because I think her aim is a concrete one/ [j] [l] which I can apply [k]; /the problem is to avoid consumerism/ [j]; /it seems that Tessa wants to provide the wherewithal for a more critical attitude to the basics of our profession/ [h] [j]

[k] INFERENCING (contains evidence of inferencing using BGK to take the content propositions beyond the context of situation of the writer's world and apply them to the reader's wider professional experience, i.e., the opposite of [g]) e.g., /in my experience/ teaching a class is more complex than making a cake/ my classes involve interactions with people/ [g] [k] [l]; for my own students it's not enough to know grammar and syntax to produce new utterances/ [k] [l]

[l] EVALUATION (contains evaluation referring to reader judgement of three types: (i) of the content, i.e., propositional analysis; (ii) of the form of presentation; (iii) interpretation, i.e., practicality, inevitably linked with [k]. Exemplification: (i) /my evaluation of the entire article is that I agree with Tessa's goal of encouraging the teachers to use all the existing resources, ideas and materials when trying out new innovations/ (ii) /the title 'Splitting the atom' was rather metaphoric/ [c] [l] and now becomes very clear/ [d] [i] after reading the whole of the second subsection/ [a]; /she uses an analogy/ [c] but its full of holes, isn't it/ [l]; /she divides grammar and syntax/ [c] but isn't syntax included under grammar/ [l]; (iii) /are the students, poor creatures learning no more than how to spell place names/; /but then once one is in the field most of the principles just fly through the window and are never considered/;

[m] OTHER features are apparent.

8.3.2.3.2. IDENTIFYING THE FEATURES BY APPLICATION TO TRANSCRIPTIONS.

The processing features listed above have been selected in order to highlight not only the strategies activated specifically when readers are faced with problems in the interpretation of a writer's discourse,

i.e., the problem-solving behaviours brought into effect, but also any metalinguistic or metacognitive comments made, and readers' evaluation of the propositional content in terms of its relevance to their own teaching. These processing features are thus linked to the reading research using models of text processing, and the emphasis on reader interaction and individual interpretation, described in Chapters Three and Six. The features ought to be instrumental in creating order within the apparent "ad hoc appearance of the strategies which emerge from the transcriptions..." (Alderson and Urquhart, 1984b:245)

An attempt will now be made to illustrate the criteria for the various features by application and exemplification from Transcript 23 resulting from the verbal reporting by 'NIC' on her reading of TEXT 16. The transcript will be included with each analytical unit encoded numerically, for ease of reference, and each assigned one or more features. One set of difficulties encountered relate to the segmentation, where decisions had to be made as to whether to assign separate features for two consecutive groups (e.g., (unit 10) //I have to reread/[f] eh the last one of the sentences here in the last section//[a]) or whether to label with two features after an entire intonational pattern, (e.g., unit 4 //I stopped at the end of his first section//[a] [e]) and where there are differences in the length and number of utterances assigned a single feature (e.g., compare Nic's transcription with that of Teleni, Transcript 22). Difficulties might also arise when certain utterances were multifunctional. Thus unit 6 is a typical confirmation, referring back to unit 5, of a testing procedure [i] used by readers to check their hypotheses at all levels; it is equally a self-comment [d] on the state of understanding; the coding system for the analytical features is felt

to cope adequately with these latter difficulties.

Subsequently the features are shown on a grid which is the means whereby a matrix of the individual teacher's features (when processing the Forum articles) can be developed. The matrices themselves will then be compared and contrasted in an effort to provide a global picture of the behaviours of competent readers. To exemplify, the matrix of the processes adopted by NIC provides an overview which contains few verbal reports of features [b] and [c], the levels of text decoding, but where the bulk of her utterances describes her own processing. Although the different references are widely spread what emerges is that her evaluations [1] are in the latter half of her transcription, while her sole mention of the discourse macropatterning was in her first set of utterances simultaneous with reading.

This transcription has been chosen for two reasons. Firstly NIC is a (albeit marginal) member of the target population i.e., a Brazilian EFL teacher from the public sector. She is considered marginal or atypical because of her level of English, her experience and training in the private sector. Her transcriptions are therefore expected to provide a picture of 'successful' processing. Secondly, NIC provided her verbal reports in English, which simplifies the exemplification.

TRANSCRIPT 23. PARTICIPANT: NIC. TEXT: 16. COX.

PRE-READING. I have no idea of what it's going to be about/ (1) [d] So I have no predictions on it/ (2) [e] Except that it will include visuals/to help with something/ I think something to do with a grammar point?/(3) [c] [g]

WHILE READING. I stopped/ at the end of his first section/(4) [a] [e] because I find it difficult/ (5) [d]... now I see/...yeh (6)/[d] [i] that he's going to deal/ eh give some suggestions/ to deal with a problem which students have/ (7) [j] which is like yeh/ like the problems my classes have with the interrogative word order/I think/ (8) [g] [k] let's see/ (9) [f]

I have to reread/ (10) [f] eh...the last one of the sentences/ here in the last section/ (11) [a] because I think that I was not paying attention to it perhaps/ (12) [e] or perhaps I'm not...I'm not good at/ (13) [d] or not might be interested at all in it/ (14) [l] but let's see if I understood now/ (15) [f] [i] yeh. OK/ (16) [i]

I had to stop again to reread/ (17) [e] this part of 'The Grammar'/ when he mentions/...yeh...when he mentions er Marianne Celce-Murcia/ (18) [a] Eh/ I think its quite boring/ (19 [l] I don't know if this er are problems for/ ..eh ...don't know if this er are a problem for my students/ (20) [l]

I had to stop again/ (21) [e] because I don't know/ in number 4 when he says about/ 'lower case letters above the Wh words'/ (22) [a] [b] I don't know what he means by that/ (23) [d] I mean...eh...does he want students to have the answers to the questions/ or just all the time say/ 'I don't know how/...I don't know how it's made'/ or something like that/ (24) [b] [h] not communicative/ (25) [l]

RETROSPECTIVE REVIEW. I've finished reading the article/ (26)[a] [e] and I liked his ideas/ (27) [l] I think they would be very good/ for my pre-intermediate level/ it means the third year at the 'Cultura'/ (28) [k] [l] where they have these/...where these kind of problems might appear/ I think/ (29)[j] [l] but I think/ he could have written it in less words/ I mean it was a bit too long/ (30) [c] [l] boring/ if I may say so/ (31) [l]

TABLE 8.2. MATRIX EXEMPLIFICATION OF FEATURES FROM TRANSCRIPT 23.

FEATURE ->	[a]	[b]	[c]	[d]	[e]	[f]	[g]	[h]	[i]	[j]	[k]	[l]
DATA UNIT												
(1)				+								
(2)					+							
(3)			+				+					
(4)	+				+							
(5)				+								
(6)				+					+			
(7)										+		
(8)							+				+	
(9)						+						
(10)						+						
(11)	+											
(12)					+							
(13)				+								
(14)												+
(15)						+			+			
(16)									+			
(17)					+							
(18)	+											
(19)												+
(20)												+
(21)					+							
(22)	+	+										
(23)				+								
(24)		+					+					
(25)												+
(26)	+				+							
(27)												+

(28)			+
(29)			+ +
(30)	+		+
(31)			+

This application to Transcript 23 provides exemplification of each of the analytical features as follows:

FEATURES	EXEMPLIFICATION FROM TRANSCRIPT 23	UNIT
[a] SETTING	'I stopped at the end of the first section'	(4)
[b] READING	'lower case letters above the WH words'	(20)
[c] REPRESENTATION	'it will include visuals to help with...'	(3)
[d] SELF-COMMENT	'I have no idea what it's going to be about'	(1)
[e] MONITORING	'I have no predictions on it.'	(2)
[f] METACOMMENTS	'I have to reread one of the sentences...'	(10)
[g] RELATING	'I think something to do with a grammar point'	(3)
[h] ASSESSING	'he wants students to have the answers or...'	(24)
[i] TESTING	'now I see; yeh.'	(6)
[j] MATCHING	'he's going to deal with eh give some suggestions to deal with a problem...'	(7)
[k] INFERENCING	'which is like...the problems my students...'	(8)
[l] EVALUATION	'not communicative.'	(23)

Finally it seems useful to group these features according to certain wider processing functions. Bialystock (1990:137), suggests three main functional types for processing strategies, namely those which are 'analysis-based', those which are 'control-based' and those which are 'taking corrective action'. The 'analysis-based' features are [j] [h] [l]; the 'control-based' are [b] [c] [d] [e] [f]; the remainder, [g] [i] [k] are the third group.

8.3.2.4. AN EXPERIMENT IN VALIDATING THE ANALYTICAL FEATURES.

8.3.2.4.1. INTRODUCTION.

An attempt was made to validate the set of analytical features selected from the literature as relevant to the present research needs. The intention was to present a description of the data

collection and the analytical features to students attending M.A. TEFL courses in British universities, who would then be asked to assign the features to a selection of verbal reports.

To this end a short description of the collection of data using verbal reporting in the thesis was prepared, together with a set of definitions for each of the analytical features, and a set of instructions for labelling verbal reports. The exemplifications included in the same definitions of the features were taken from verbal reports from participants' reading of Article 11, "Splitting the atom" by Woodward (Appendix 137). In addition, Transcripts 25 and 30 from the verbal reports provided by Nic and AMGS when reading the same Article 11 were prepared without the assigned features and with gaps after each slashmark representing the end of a tone group (see Appendices 138, 139 respectively).

Staff in the Language Centre of the University of Newcastle upon Tyne kindly allowed eighteen students attending an M.A. in TEFL to take part in a pilot run on the 'validation' materials prepared. The single session integrated within a course component focusing on the collection and analysis of data for language research. At the session it was possible to gauge the inadequacies of the definitions, to clarify and make note of the difficulties of distinguishing between various features. This was done by discussing their efforts at assigning the features in class with the transcript, free of any assigned analysis, based on Nic's verbal report (Transcript 25). Other participants subsequently provided further evidence of the limitations of the instructions and definitions when attempting to label the utterances on AMGS' verbal report (Transcript 30).

A complete morning session was then carefully programmed with Mr. P. Grundy, the staff member responsible for the M.A. in Linguistics/TEFL at the University of Durham. Copies of articles by Cohen (1986) and Cavalcanti (1984), providing a sample of background literature, describing data collection using verbal reports, were made available some two weeks before the appointed date. Article 11, a description, instructions and definitions, modified after the Newcastle experience, were distributed one week in advance (Appendix 140).

The set of analytical features were discussed while the sixteen students attempted, in class, to assign features to doctored versions of Transcripts 25 (NIC, Appendix 13) and Transcript 54 (Recife 3, translation into English, Appendix 141). Later sixteen participants (mainly EFL teachers) attempted to assign the same categories to Transcripts 28 (Paula, Appendix 142) and 63 (Recife-6, English translation, Appendix 143). All the transcripts used in the experiment are based on Article 11. Thus at each stage a potential 'norm group' U-K-based teacher and a potential 'target group' Brazil-based member's verbal report was chosen as the basis for assigning the features.

8.3.2.4.2. RESULTS OF ASSIGNING FEATURES TO TRANSCRIPT 63 (RECIFE-6)

8.3.2.4.2.1. QUANTITATIVE RESULTS.

My English translation of the original verbal report by Recife-6 (Transcript 63), from her reading of Article 11 by Woodward, is provided in Appendix 143. Each separate utterance or tone groups unit

has been numbered for ease of reference. A detailed presentation of the Durham group's effort to assign the 'analytical features' to this same numbered transcription is given in the table in Appendix 144. On this table the left-hand column of numbers corresponds to the utterances or tone group units in Recife-6's transcription. For each separate utterance unit the various analytical features assigned by all participants are provided in order of frequency, the number of occurrences given in brackets. A number of arrows has been included. These arrows indicate that the same participant(s) has assigned the same 'analytical feature' to consecutive utterances; thus where a feature has been assigned to sequential tone group units by the same participant the arrows are used. ('[0]' = no feature assigned)

8.3.2.4.2.2. IMPLICATIONS FROM EXPERIMENT IN ASSIGNING TRANSCRIPT 63.

There are substantial variations in the assignment of analytical features. This is to be expected given the paucity of the participants' (M.A. students, 70% EFL teachers) exposure to the methodology and concepts. Despite these variations in 29 units from a total of 58 (i.e., 50%) the analytical feature assigned by the research was chosen by a plurality of the participants. There were also seven units where the assignment variation involves the addition or deletion of a feature chosen by the research; here there is little cause for concern, e.g., Units (1), (8), (25), (27), (28), (42) and (52). To exemplify the research choice for unit (1) is [a]; the participants provided: [a] (6) [a] [e] (5) [a] [f] (1) [a] [h] (1).

The remaining 22 unit assignments can be put into four separate categories of variation. At this stage the focus will be on the

reasons for the variation/deviation from the research choice; the crucial question of whether these variations affect the validity of the 'analytical features' will be discussed in the conclusions of this section. The first category is in three units (51), (54) and (58) which involve the problem of location of evaluative reader comments.

To exemplify, unit (51) was interpreted as an evaluation [l] feature by four respondents. This choice may be explained from the arrowed sequence, which indicates that the last three tone units (49)-(50)-(51) (i.e., prior to the 'Retrospective review') can be seen as one continuous set of utterances, a 'meaning group', a single evaluative statement. For five respondents and this researcher the last tone unit (51) was seen as a reference to Woodward's activity using BGK [g], the evaluation assigned exclusively to unit (49). This exemplifies the difficulty of giving discrete labels to a continuous group of spoken utterances when evaluation is involved overlapping the tone group divisions. Similarly, in the case of unit (58), [k] [l] (6) and [k] (5), eleven participants selected [k]; this demonstrates how the assignment of [l] to a specific unit within a continued series of utterances, may often be arbitrary within that series, a side issue not to be discussed further.

A second area of variation in the assignment of features appears to stem from confusion regarding reference to background knowledge; i.e., whether the reader's reference can be considered as 'relating' to the writer's text propositions [g], or has moved into the reader's world outside the text itself [k]. This confusion can be resolved by more frequent consultation of Woodward's article, for each utterance or unit. Given the pressure of time it appears to be the case that many

participants were not prepared to check their choices by regular focus on the text input. These variations can be illustrated from the following sets of units, 15-16; 21-23; 40-41; 51-55. In each case the initial choice of coding was preserved through consecutive utterance units; arrows representing this sequential feature labelling have been included in the following, TABLE 8.3. :

UNIT RESEARCH ALTERNATIVE FEATURES ASSIGNED FOR TRANSCRIPT 63.

15	[g] (7);	[k] (6);	[c] (2);	[0] (2).
	↓	↓	↓	
16	[g] (8);	[k] (6);	[c] (1);	[0] (1).

21	[k] (7);	[g] (6);	[k] [1] (2);	[1] (1).
	↓	↓	↓	
22	[k] (7);	[g] (5);	[k] [1] (3);	[1] (1)

23	[k] (7);	[g] (5);	[k] [c] (2);	[d] (1); [0] (1)

40	[g] (6);	[k] (5);	[g] [1] (2);	[k] [1] (2); [1] (1).
	↓	↓	↓	↙
41	[g] (6);	[k] (5);	[g] [1] (2);	[k] [1] (1); [1] (1); [0] (1).

51	[g] (6);	[k] [4];	[1] (2);	[k] [1] (1); [g] [1] (1); [h] (1); [j] (1).

53	[g] (7);	[g] [1] (3);	[k] (4);	[h] (1); [j] (1).
	↓	↓	↓	↓
54	[g] (7);	[g] [1] (3);	[k] (4);	[h] (1); [j] (1).
	↓	↓	↓	↓
55	[g] (7);	[g] [1] (3);	[k] (4);	[h] (1); [j] (1).

A third category of variation appears to be the result of idiosyncratic choice, in that there are three respondents who consistently interpret utterances as referring to central aspects of the topic or the essential organisation of the writer's discourse, and assign [h] or [j] features widely. Both these features were relatively rare within verbal report data. To exemplify, of the 31 instances when [h] was chosen, 19 were from the same individual respondent, 9 from a second, their being only three other single labels of the same nature. Of the 13 cases of [h] labelling, one of the three respondents was responsible for ten instances.

There remains a small number of units, namely (6), (18), (24)-(25)-(26), (33), (38)-(39) and (51), which have clearly proved difficult for participants to interpret, which have been assigned a wide range of features, which give cause for concern, and which will now be analysed in more detail.

Units (6) and (18) appear similar, involving the [i] 'testing/hypothesis' analytical feature: the choices were as follows:

UNIT	RESEARCH CHOICE	PARTICIPANT ALTERNATIVE CHOICES
(6)	[i] (7)	[h] (3); [j] (3); [g] (2); [f] (1).
(18)	[i] (7)	[h] (3); [j] (3); [g] (2); [e] (1).

In both units seven participants chose the same feature as this researcher. In both units this feature [i] is clearly marked by 'I think he'll...'. The reference to future may account for the [f] (prediction) label; [g] was included by those who felt that BGK had to be brought to bear on the unit for any testing to take place; reference to argument presumably accounts for [j] labelling, while the 'atom' must have been taken as a central topic, i.e., [h]; these latter two choices for both units reflect the 'idiosyncratic labelling' referred to above.

The sequence of units (24)-(25)-(26) begins with the reader statement 'I must confess'. Four respondents interpreted this as a reader reference to her own knowledge or understanding [d]; a further four respondents saw it as linked to the preceding and following unit, i.e., as part of continued reference to BGK from outside the text, in common with this researcher; the remaining respondents preferred to include [k] together with additional features, [a]+[k]; [d]+[k]; [a]+[g]+[k], which does not reflect the set of utterances as a whole.

Units (25)-(26) are part of the lengthy set of utterances whose labelling has been seen to reflect the confusion in distinguishing the BGK features [g] from those of [k]. This researcher sees the references to 'timing' and 'language' as focusing at the level of representation [c] to the bold-typed sub-headings in Woodward's list of steps in this article section. These difficulties were compounded by the phrase 'I know' seen by the respondents as a reader self-comment [d] rather than what it clearly is, an awareness of the

language needed for the teaching purpose, one of Woodward's steps. The variation in labelling of this unit underlines the need to refer constantly to the text being read when analysing verbal reports, a point which should have been emphasised more strongly in the instructions for this validation experiment.

8.3.2.4.3. ASSIGNING FEATURES FOR TRANSCRIPT 28: DISCUSSION

Transcript 28, Paula's verbal report while reading Article 11, doctored for this validation experiment, is in Appendix 142. The details of the set of 'analytical features' assigned for each of Paula's numbered utterances, by the Durham M.A. participants, are presented in Appendix 145. The 'analytical features' assigned for Paula's transcription proved less homogeneous in patterning than those assigned in class to Transcript 63 (Recife-6). This difference is presumably due to the fact that the transcripts with assigned analytical features were returned and submitted to this researcher over a period of 17 days and only after considerable coaxing (and only, incidentally 11 of the possible total of 17 provided a completed transcript). As the time span from the introductory session and the completion of the labelling of features expanded there was a tendency, perhaps because the results of study pressure immediately before a vacation, to assign the same feature over several utterances to a somewhat disproportionate extent.

Whatever the reason from a total of 68 units 53 of those selected by the researcher were given the same feature by the majority of the respondents; in 15 cases the research feature was chosen by the second largest number of the participants. A more sobering numerical figure

is that out of a total of 754 features assigned the participants matched those of the researcher in only 358 cases.

No further mention is felt needed for those units where more than half the participants (6) chose the same feature, namely units 11, 12, 13, 17, 18 to 28 inclusive, 59 to 61 inclusive, 65, 67 and 68. In common with the patterns of features assigned to Transcript 63 by Recife-6, those units which differed from the present researcher's choice may be divided into three broad category of assignment, each of which will now be discussed separately.

The first broad category covers those units where the present research choice included two analytical features, both of which were prominent in the alternatives chosen by the M.A. respondents, and which, if included in the total of II respondents, would provide a substantial majority: TABLE 8.4.: ALTERNATIVE FEATURES ASSIGNED FOR TRANS. 28.

UNIT	RESEARCH CHOICE	ALTERNATIVE FEATURES ASSIGNED FOR TRANS. 28
7	[j] [i] (2)	[j] (6); [i] (2).
8	[j] [i] (2)	[j] (6); [i] (2).
9	[c] [g] (2)	[c] (6); [c] [j] (2); [g] (1).
10	[i] [e] (4)	[a] [i] (4); [i] (4); [e] (1).
16	[a] [e] (4)	[a] (6); [e] (1).
19	[k] [e] (3)	[e] (4); [k] (3).
30	[a] [b] (3)	[a] (4); [b] (2); [a] [e] (1).
31	[d] [i] (4)	[i] (2); [d] (3); [d] [h] (1).
33/34	[e] [a] (5)	[a] (4); [e] (2).
39	[a] [b] (2)	[a] (3); [a] [e] (2); [a] [c] (3).
42	[h] [k] (3)	[k] (5); [h] (1).
53	[a] [e] (5)	[a] (4); [e] (1).
54	[c] [l] (4)	[l] (4).
63/64	[h] [l] (4)	[h] (2); [l] (3).
35	[e] [k] [l] (2)	[k] [l] (3); [e] [k] (2); [l] (1).

As with Recife-6 (Transcript 63) the assignment of BGK and the choice of features [k] or [g] was a source of difficulty.

UNIT	RESEARCH CHOICE	ALTERNATIVES CHOSEN BY RESPONDENTS
36	[k] [1] (3)	[g] (5); [g] [1] (2); [k] (2).
37	[k] [1] (3)	[g] (3); [g] [1] (2).
45/46	[k] (5)	[g] (3); [g] [1] (2).
56-58	[k] (5)	[g] (3); [g] [1] (1); [k] [1] (2).
62	[k] [1] (4)	[g] [1] (3); [1] (4).

The third category which also occurred with Transcript 63 is that involving the categories [j] and [h]:

UNIT	RESEARCH CHOICE	ALTERNATIVES CHOSEN BY RESPONDENTS
14	[j] (3)	[h] (3); [h] [k] (2).
15	[j] (4)	[h] (2); [h] [k] (2); [h] [j] (1).
55	[j] (4)	[j] [1] (1); [h] [1] (2); [h] (2).
63	[h] [1] (4)	[j] [1] (2).
64	[h] [1] (4)	[j] (2); [j] [1] (1).
66	[j] [1] (4)	[j] (2); [h] (2); [h] [1] (2).

A fourth broad category of difficulties is, as with Transcript 63, related to the presence of evaluative comments by readers [1] and is the result of insufficient attention and reference to the article by Woodward while assigning features, a research procedure which could have been more highly emphasised during the discussion session with the M.A. colleagues.

UNIT	RESEARCH CHOICE	ALTERNATIVES CHOSEN BY RESPONDENTS
38	[c] [1] (5)	[k] [1] (4); [1] (2).
40/41	[c] (5)	[c] [1] (2); [k] [1] (4).
43-49	[c] (5)	[k] [1] (2); [k] (4).

There are several remaining units which give cause for concern. They are, specifically, the first six units of the transcription at the pre-reading stage, unit 29 and unit 35. In the first case five respondents assigned a [d] feature. This is presumably the result of the phrases 'what I know' and 'I already read' and as such provide a clear parallel with the interpretation given to units 25-26 of Transcript 63, discussed in 8.3.4.3. above. However these have been interpreted as unambiguous references to BGK from outside the reading context, marked by 'I think'. The remaining two problematic phrases were assigned a wide range of features which again can be explained by

a lack of familiarity with the informational content of Article 11.

8.3.3. CONCLUSIONS.

The variations in the labelling of analytical features by certain respondents are a result, in part, of the multi-functional nature of many verbal utterances. This leads to the difficulty of assigning clearly defined, mutually exclusive functional categories to spoken language, as reported by Shepherd and Shepherd, 1987. As far as validating the analytical features assigned for these transcripts, (63 and 28) the most frequent feature chosen for 49% of the utterances (i.e., the left-hand column in the choices for Transcript 28, Appendix 142), match those assigned in the original analysis. Differences occurred in unit 14, of Transcript 63, due to an inaccurate translation by this researcher from the original, and unit (24), for which, as explained above, a [k] was assigned. Nevertheless the overall results may be considered a vindication of the research choices as the majority of potential deviation can be readily explained by the three broad areas of conflict exemplified above.

These do require further discussion, however. The variations involving the assignment of features [h] and [j] are presumably the result of a lack of familiarity in distinguishing between 'content' and 'formal' organisation in written text (not seen as a stumbling block for the research proper) and hence reader reference to it; this overuse of the [h] and [j] features, involving a minimum of participants results from the misinterpretation of mention of new topic as [h] and each mention of the rhetoric as [j]. The second 'problem' area involves reader BGK and the apparent lack of certainty

in distinguishing between the analytical features [g] and [k]. The choice one or another of these features depends crucially upon constant reference to the original text input. It is also true that in those sections of verbal reports where BGK is particularly evident there are, in addition, evaluative [l] elements which often complicate the issue of assignment of features because of the difficulty in deciding upon the initial evaluative reader comment; this can be illustrated in units 49-61 of Transcript 63. The problem of assigning BGK also underlines the need, both to stress to future respondents the importance of continuous reference to the text input, and the difficulty of training respondents in a single, albeit lengthy, contact session. In summary, given that the respondents had access to neither the recorded version, nor the original version in Portuguese, and that their exposure to the features was minimal, the experiment can be considered a success and the research approach vindicated.

8.4. REFINING THE INSTRUCTIONS FOR VERBAL REPORTING.

8.4.1. INTRODUCTION.

Brief details of the refinement process of the set of instructions will be presented involving each of the pilot stage participants, where relevant. Continuous reference will be made to the transcriptions of the verbal reports, their analyses using the analytical features, labelled by letters, e.g., '[a]', and to stages in the 'instructions' for the participants (Models 'A' to 'F'). This involves continuous reference by the readers of the thesis to these documents, included as appendices, as well as to Table 8.1., where potted bibliographies are given for each participant. This is an

inconvenient but necessary procedure.

8.4.2. DETAILS OF THE REFINING PROCESS.

RGS chose to report on his reading of a 120 page narrative of a fantasy series. As there is an in-built set of problems at various stages within each of this adventure series which allow individual readers to take different paths through the narrative, it was felt to be a potentially suitable text for accessing his strategies when he paused to make these various decisions. However these strategies proved to be (in their use of the context at the level of phrase, the incorporation of the co-text, reading aloud, using cognates, etc.) activated exclusively at the level of 'READING' [b] and 'REPRESENTATION'. [c] These limitations may be partially the result of using an immature and naive participant. However, a further factor was the choice of text length. For this meant that RGS read relatively quickly, rarely paused and was only conscious of his pauses when faced with problems at the level of the word or phrase, as far as one can judge from the transcript. An informal interview immediately retrospective to his reading revealed that these were the only points where RGS was aware that he had paused. Two modifications were therefore made to the instructions in an attempt to acquire relevant data beyond the 'representational' level supplied by RGS; they specified that the text should be an argumentative article from a newspaper or magazine, i.e., more in line with the Forum article communicative goal than narrative discourse, less than a page in length, i.e., to be read in approximately fifteen minutes (for the first version of instructions see Models A and B, Appendix 146).

LM's transcription also provided no evidence of using PK or BGK. This

may be a reflection of the level of text difficulty vis-a-vis her English proficiency as she is well-read in both French and Portuguese. More explicit guidance appeared necessary to provide verbal reports which included personal reactions to both the title, i.e., to access readers' predictions, as well as to the content propositions, (i.e., using BGK to interpret at the level of ideas) in an immediate post-reading retrospective summing up (i.e., following Cavalcanti, 1987:249-250; brought to the attention of the present writer at this point in the research.).

DUDA's reports, (Transcript 3, 4) based on two 'Sunday Times' articles on Brazilian football (Appendix 147) are almost exclusively at the levels of SELF-COMMENT [d] (22%), comments on his own lack of knowledge, or of 'REPRESENTATION' [c], reflecting in their majority (65%) his misunderstanding of text data [b-]; it is consistently misinterpreted due to his unwillingness to relinquish his initial predictions and hence his continuous incorrect inferencing [g] . This is the profile of the processing strategies adopted by the unsuccessful reader described by Hosenfeld (1984:244; chapter six) and by Schiffrin and Schneider's (1982) as 'controlled mode'. This may reflect no more than his poor MT reading habits as Duda is by his own confession an infrequent reader. The profile could also be the result of limited EFL knowledge or the difficulties of the texts selected, or, as seems to be the case, a combination of all these factors. What needed to be avoided for the requirements of the present thesis, was his 'retelling' of each and every paragraph contents in detail, without recourse to his own views regarding the propositional content. As this was felt due to his text choices no modifications were made to the instructions at this stage.

'ALTA' chose to read two articles on Brazil from British newspapers (Appendix 148).

In his predictions based on the title of his first text (Transcript 5) he has clearly activated his BGK structure in terms of the contents, a topic with which he was clearly familiar, as shown in the following translation of his pre-reading verbal report: 'In general terms this text ought to reveal what the Brazilian courts have done to resolve their internal problems. What I expect to find in the text are the main problems described by a journalist living abroad, showing what is happening in Rio de Janeiro and Sao Paulo in terms of safety.' He used his BGK of the situation and the British media to make inaccurate inferences, but at his first pause revises his initial prediction: 'No, it's not quite this. What he is going to investigate is related to the illegal trials.... Yes. They're really discussing the problems of the justiceiros.' (= 'vigilantes'; the word 'justiceiros' is given in the original). Alta concentrates on signals which he can understand to confirm his new expectations for the text; a prime case of the integration of data driven B-U processing helping to consolidate a recently created T-D structure, (e.g., 'Yes. It's really about the vigilantes') a constant integration of his own ideas with those provided within the text.

Unfortunately in both cases the recordings after ALTA's initial predictions were unintelligible, as he was sitting too far from the microphone and not checking the recording. The need was clearly to include a reminder, at each stage, to verify the recording quality. These were incorporated into Model 'D'. The alternative of having the researcher present to ensure successful quality recordings was

considered but rejected, as it was felt important to retain a autonomy for the participants, i.e., for the recordings to take place when and where they decided, in their own environments, at their leisure, in order to reflect an 'authentic' reading situation.

SILB was the first participant to use a Forum article, (January, 1990) so the 'INSTRUcoes' were modified in line with that intended for the data collection proper (see Modelo 'E'). SILB's transcription, based on Text 18, was minimal. The choice of article, as ascertained by post-recording interview, was made because it was 'relatively short, uncomplicated and practical'; she provided her recording in English, although Portuguese was specifically asked for. The paucity of information provided by her transcription at the pre-reading stage of predictions (see Transcript 7 ; Appendix 79) suggested that more explicit guidance was needed to ensure prediction regarding title topics. Nor did SILB pause throughout her reading; her comments were restricted to pre-reading predictions and post-reading evaluation. The instructions were modified, therefore, to stress to participants that verbal reporting should not reflect exclusively problems or pauses, but also mirror their thoughts while processing the text, i.e., at various stages during the reading. The possibility of providing explicit information regarding the research objectives, specifically the roles of BGK and PK structures in the processing of text was considered, but after reviewing the relevant literature, including Cavalcanti, 1987, it was decided that this might induce the bias of desirable responses (cf. Oppenheim, 1966: 81-91).

'M-J' teaches in public sector secondary schools in Rio de Janeiro state. Although she explicitly applies PK 'D-R-S' macropattern to

Keh's text (3), linking the difficulty and the suggestions to her own teaching situation, [j], her verbal reporting throughout her simultaneous reading of the article contents mirrors her strategy adopted for the title and headings, i.e., that of rephrasing or retelling the original contents. The analytical features of REPRESENTATION [c] and the READING aloud of the text make up 72% of her total utterances. M-J may have felt restrained by the fact that she opted to provide her verbal reporting in English; her processing may be a reflection of her poor reading style, as much as a reflection of limitations of the methodology, or/and her view of the purposes of reading in EFL, (possibly both for herself as EFL reader and teacher) i.e., to check or test whether the information presented in the text has been understood, rather ~~th~~^han ~~an~~ interactive interpretation of the content propositions. Explicit instructions were thus needed to avoid a 'retelling of the story' of the text. It may be that the request for verbal reporting at pauses may inadvertently encourage detailed reading, by the focusing on difficulties. Thus further modifications were introduced emphasising strongly that the reading speed should not be slowed down and that verbalising was not to be restricted to reading problems ('Instrucoes' Model E, Appendix 150).

At this stage in the research (July, 1990) it proved possible to collect data using recordings of volunteer teachers from the public sector on INSET-TEFL courses in Parana, Brazil. The offer appeared a useful means of evaluating the feasibility of conducting the final data collection by colleagues acting as administrative middlemen, long distance, using carefully prepared instructions. Thus the following documents were prepared: a set of guidelines for those responsible for administering the collection (Letter A; Appendix 153); an open letter

to all those teachers willing to volunteer as participants (Letter B; Appendix 154); finally the set of instructions in Portuguese (Model F; Appendix 151; 153). As these had to be sent to coincide with the beginning of the second semester of the Brazilian academic year, the modifications resulting from the analyses of the previous two participants were not included. Although five editions of Forum were made available each of the participants chose the same text by Woodward (Article 11). When questioned in separate post-recording interviews all three claimed to have decided individually, each being influenced by having read an article by Woodward, the basis for a highly successful session during the previous week of their course.

The analysis of the three transcriptions revealed reading strategies similar to the previous participant 'SILB', i.e., consisting almost entirely of REPRESENTATION [c] (39%), READING aloud [b] (42%) and SELF-COMMENT [d] with an almost total absence of the features of RELATING [g] INFERENCING [k] and EVALUATION [l]. Participant 'B' was clearly suffering from a sense of tension or pressure. Pains were therefore taken to eliminate anxiety aimed at creating an atmosphere free of the tensions of prestige. One was to emphasise in the instructions the absence of any form of evaluative criteria involved in future transcription analyses; the second involved more care in the choice and guidance of administrators, to ensure, from personal acquaintance, that a positive, supportive learning atmosphere would be developed for any future participants. The instructional model was thus refined, together with insights from the following transcription from M-I, into Model G; to contain explicit instructions to ensure pre-reading predictions regarding the potential relevance of the content propositions to their teaching situations, and to include

considerations of applicability of the content at the post-reading retrospective stage. At least four further recordings received from participants were unintelligible, because of poor recording quality. The instructions were therefore further modified to include reminders to verify acceptable recording levels at each stage of their reading.

'M-I', taking a Ph.D. in biological chemistry, read two 'Guardian' articles about Brazil related to her research interests, using Model G. Her verbal reports show constant evaluation of text propositions [1] using continuous BGK, [k] evidence of a genuine interpretative process, an integration of both T-D and B-U strategies, the approach of Hosenfeld's (1984:244) 'successful' reader. Thus with the article "Collor sends troops to guard rainforests" 63% of her utterances are BGK [k], where she repeatedly moves beyond the text information and engages her own experience of the topic. Her second verbal report reflects a greater variety of strategies, e. g. her first set of utterances 'while reading': [1], [k], [c], [g], [b-], [1], [k], illustrating the integration of the T-D and B-U approaches. However, M-I restricted herself to the content propositions of the text itself in her retrospective summary. This was felt to be provoked by the inclusion in the instructions of the word 'summary' ('sumario' in Portuguese). In subsequent versions 'evaluative reviews' were asked for, rather than 'summaries'. This was hoped to avoid text contents 'retelling' and encourage attempts to link the propositions with their TEFL experience and learning situations.

Participants 'PE' and 'NE' are Brazilian EFL teachers in both public sector secondary and technical schools in the North East of Brazil. In November, 1990, they were attending a 10-week study course at a

British university. Both were separately given instructions (Model G, Appendix 155) in Portuguese asking to select from Forum, January, 1990. Both chose to read the article by Xiaoshun, (Text 9) but claimed there was no previous communication; NE said her choice was influenced by the focus on EFL writing skills, the topic of their course activities during the week the recordings were made.

Both verbal reports suggest that the 'colony' format within Xiaoshun's discourse has dictated their manner of retrospection after each 'colony'. This demonstrates the importance of analysing and comparing one transcription with additional verbal report transcriptions based on readings of different TEFL articles by the same participant. Unfortunately as contact was only made at end of their study visit to Britain, their participation was restricted to reading one Forum article. Throughout her verbal reporting PE includes comments on her own processing intermingled with her evaluation of the pedagogic suggestions. This combination of analytical features ought to provide data of relevance to the present research. It is this mix of evaluating the writer's techniques vis-a-vis her own teaching requirements, together with self-comment on her own processing strategies, which makes the resulting profile of PE's reading, evidenced in her transcription, differ considerably from those of the previous TEFL participants. Although NE's contributions included less comment on her individual processing, the constructive evaluation of Xiaoshun's suggestions, of both these participants, using an integrated range of text-based and PK/BGK strategies, at all three report sections, illustrate a 'critical reading' stance which was not revealed in the transcriptions of previous TEFL participants; it was now felt that the data collection proper could be successfully carried

out with the instructions ('Model G') in their existing form.

What is also important for the present thesis is that there is evidence that the last three participants in the 'pilot stage' brought in their PK schemata, both in their pre-reading predictions and at the stage entitled 'retrospective review': Firstly M-I: (Transcript 14, lines 793-796 and 865-866): (I hope they will manage a way or develop a method, a manner of protection...and that they will comment on how to achieve this'). PE and NE provided the following: "...ways you should do or ways you should employ in correcting written work. Correction is a problem for me..."; (PE, Transcript 16; lines 932-935) "whenever I correct I have a problem. I mean marking...is very difficult...give me some hints on solving it because it involves much work..." "...she showed ways of getting eh facing the problem of correcting written work...because it is really time-consuming..." (NE, Transcript 17; lines 1022-1025; and 1058-1060) These comments on both the writer's discourse plan, as well as reference to the macro organisation of text, are considered examples of the wider feature, 'Matching' [j] in the transcriptions, a further indication that the data collection proper could begin. The changes in the instructional instrument will now be summarised below:

TABLE 8.5. SUMMARY OF CHANGES TO INSTRUCTIONAL INSTRUMENT.

TYPES OF RESPONSE IN VERBAL REPORTS	RESULTING INSTRUCTIONAL CHANGES INTRODUCED	POST-INTRODUCTORY RESPONSES
RGS: Model 'A'; lack of utterances in context [b] [c]	Restricted the size & type of text input (Model B) one page articles	Participants chose one page magazine articles non-narrative nature
LM: Model 'B'; lack of prediction or summary using BGK	Pre-reading predictions post-reading BGK driven summaries (Model C)	BGK predictions based on title; summary of last paragraph (DUDA)
Poor quality report unintelligible (ALTA)	Reminders to check after predictions (Model D)	Recording level by SILB acceptable.
Verbalisation minimal restricted to pre- and post (SILB)	Pauses/'think alouds' not restricted to problems only (Model E)	M-I provided 'think-aloud' simultaneous with reading and -pre
No attempt to use BGK to interpret or evaluate (M-J)	Specific instructions to avoid 'retelling text story' (Model F)	M-I: no retelling when reading; used BGK and experience to evaluate
O, E, B: Model E No use of BGK to interpret or evaluate	Explicit request use TEFL BGK for relevance usefulness (Model F)	NE and PE use BGK TEFL to evaluate contents at all three stages
Evidence of tension and anxiety from Participant 'B'	Explicit supportive language; underline lack of assessment	NE and PE at ease; no evidence of tension. using Model 'F' .
Poor recordings due to position and control of microphone	Reminder to check the recording quality at all stages (Model E)	Improved quality of recordings for all remaining participants
Post-reading summary limited to content propositions (M-I)	Changed retrospection to evaluative review not 'Summary' (Model F)	NE and PE evaluated with BGK all stages including post

8.5. SELECTING THE ARTICLES FOR VERBAL REPORTS.

8.5.1. INTRODUCTION.

It would have been desirable for the selection of TEFL articles from 'Forum' to have been made by the participants themselves. The TEFL teachers /participants would then have freely chosen according to their individual professional interests and their views of relevance;

in this way the exercise would have mirrored an authentic reading situation. However, it was felt that, in the interests of controlling variables, it would be necessary to limit the choice of TEFL articles and in so doing restrict the text input, given the large number of variables involved in any analysis of EFL reading. To this end it was decided that the participants should read three TEFL methods articles from 'Forum', preselected according to criteria of relevance, the weight of BGK assumed by the writers, 'readability' and the degree of explicitness with which the clause-relational macropatterning was evident in the discourse organisation of the respective authors.

8.5.2. SELECTION ACCORDING TO RELEVANCE BY TEACHERS.

On the other hand, it was also desirable to maintain the principle that the content of the articles should be seen by the teachers/participants concerned as relevant to their teaching/learning situation, i.e., that the topic/theme, the arguments and/or the practical suggestions, should be applicable to the Brazilian public sector EFL classroom/ learner/ teacher. This was seen as encouraging 'top-down' reading strategies and the utilisation of previous TEFL experience and BGK. (e.g., by attempting to recognise writer hortatory intention) In this way they may distinguish the most accessible parts of their competence. At the same time this might avoid both their treating the text as no more than a means of practising their usage of English, as well as their adopting an 'intensive' reading approach, with exclusive processing at the level of word, clause or sentence and relying on what may well be the least powerful of their competences, the linguistic. For these reasons the selection was limited to recent Forum editions.

In early January, 1991, colleagues in Brazil, organisers of INSED-TEFL courses for the public sector, known for their learner-centred bias, were contacted to help in an exercise whereby EFL teachers would select passages from recent 'Forum' editions according to their view of the relevance of the information given in titles and headings to their needs as EFL teachers. The exercise was included among activities on a public sector INSED-TEFL course in Rio de Janeiro to be held for two weeks of February. The instructions were set by fax in late January in the form of a letter to both organisers.

Four editions of 'English Teaching Forum' from 1989 and 1990 were distributed among the teachers. This restriction was made on three grounds: firstly pragmatic, that to include more editions would overburden the teachers involved during an already busy fortnight; secondly to include the editions analysed by the researcher in chapters three and four; thirdly because the 'up-to-dateness' of articles was felt to play an important role in teacher's value judgements regarding the relevance of contents.

Although the activity was presented and explained within the course, to all participants, (approximately 20) the eleven teachers who eventually took part were only those who had volunteered to participate in the Forum selection activity. They were asked to scan the contents pages of each of the 'Forum' editions during the ten days of the course and select three articles from the "News and Ideas" section of each edition which they felt would be most relevant or interesting, according to the information given in the titles. (The

restriction to the "News and Ideas" section was made in an effort to avoid lengthy articles with more 'theoretical' input) Clearly there will be occasions when teachers will select many more than three articles as relevant from each edition; however three was felt to be an absolute maximum per edition, given the time constraints. They were instructed not to discuss their (possible) choices with colleagues on the course. They could choose 'Forum' articles from the same editions, which they may have come across and read previous to the course itself, if these were felt to be more relevant than the alternatives offered. Where the articles chosen had not been read previously they were then asked to scan the headings and sub-headings of all three articles and decide which single article of each edition provided the most relevant and applicable suggestions.

They were also asked to make written notes in Portuguese (or English) of the points they found relevant, for each of the four articles selected, using a worksheet based on Edge (1985:156). These notes would then serve as the basis for a session of discussions, involving groups of three or four teachers when each could report to colleagues regarding their findings and their reaction to the exercise. However it was made very clear that their active participation in this final session was completely voluntary; it was not in any sense to be seen as compulsory or as a form of evaluation of their reading. Finally each teacher was asked to evaluate the usefulness of the five remaining articles on a rank scale of 1 (most useful) to 5 (least useful) from the information in titles, headings and sub-headings.

There is also an ethical question involved given the profile of the typically overworked, undervalued public sector TEFL teacher (Chapter

1). This activity clearly involved the eleven teachers concerned in a considerable amount of work over the two-week course. However, although the activity was carried out independently it integrated with the course topic (linking ESP reading approaches to public sector TEFL). The activity involved critical scanning for relevance of authentic articles and would presumably have positive 'washback' effects for both their own reading and work as teachers.

The results of this activity have been included in the following table. The eleven teachers are placed horizontally and listed alphabetically. The selected 'Forum' articles are set out vertically, numbered chronologically: Thus articles 1 to 12 were from October, 1988 and 34 to 41 from October, 1990. These numbers identifying the articles do not, therefore, correspond to the identifying numbers (e.g., Texts 1 to 19 for the January, 1990 edition) used in previous thesis chapters; for this reason within the present activity they will be referred to as 'articles' rather than 'texts'. By this means the articles for the final data collection were reduced to nine, eight having been selected by more than three teachers each; a ninth article, number forty, was retained as it had been the first choice of two teachers. These articles were: 4, 11, 16, 19, 30, 31, 32, 36, 40.

TEACHERS ->	A	B	C	D	E	F	G	H	I	J	K
ARTICLES	11	40	19	4	32	40	31	9	36	2	16
(rank order)	36	5	23	19	16	32	37	38	31	30	11
	30	32	11	5	31	19	16	20	41	37	12
	12	23	4	36	36	4	30	31	32	8	2

8.5.3. SELECTION ACCORDING TO ASSUMED BACKGROUND KNOWLEDGE.

Nine TEFL articles from 'Forum' having been selected by EFL teachers from the public sector as relevant to their professional lives, it was

now necessary to introduce a second criterion for further selection. These nine articles were thus re-read in an attempt to assess the weight of writer assumptions regarding background knowledge of the readers in mind. As this criterion was not found easy to apply three Brazilian EFL teachers, each following postgraduate courses in Britain, were asked to read the nine articles and provide a crude 1-to-9 rating regarding the respective weight/extent of writer assumptions regarding reader background knowledge and experience, i.e., the amount of BGK and/or TEFL/linguistic experience needed to understand the content propositions. In the rating scale '1.' represented the most BGK input; '8.' represented the least BGK input needed. The intention here was to select those articles found to be, crudely speaking, 'middle of the road' in terms of the BGK assumed by the writers. Although this exercise was highly subjective, given the paucity of participants, the results were reasonably conclusive. Five articles were singled out by matching the rankings, including that of the present researcher shown on the following table;

ARTICLES-> (rank)	1	2	3	4	5	6	7	8	9
PARTICIPANTS I									
HMR	19	36	16	30	40	11	31	4	32
MAL	40	30	19	31	11	32	36	16	4
JMP	40	16	31	4	32	11	30	19	36
DS	19	40	30	36	11	31	16	32	4

Rather than use a statistical correlation as a means of selection, 'common sense' criteria were used. Thus articles 19 and 40 were eliminated as they were clearly felt to contain more BGK weight than the average by all four participants; similarly articles 4 and 32 were eliminated as containing less than average BGK weight. The remaining five articles were 11, 19, 31, 32 and 40.

8.5.4. SELECTION ACCORDING TO VARIATIONS IN C-R PATTERNING.

Of the five remaining articles two were felt to have similar degrees of explicitness of the 'D-R-S' macropattern, two were seen as using the pattern of 'G-M-A' in a less obvious way in terms of discourse markers, while one was felt to organise the discourse according to a reasonably clear 'Q-D-A' pattern. For the purposes of the research three articles were required whose presentation of the macropatterns differed in degree of explicitness; therefore one article displaying explicit patterning and one article with less explicit patterning would need to be deleted. At this stage a somewhat arbitrary decision was reached: as three of the articles were written by British authors, the other two articles, namely 16 and 36, were deleted. The fact that all three authors ^{had} similar educational backgrounds and were based in the UK at the time of writing was felt to be an acceptable means of standardising cultural content and attitudes as expressed in language.

8.5.5. SELECTION ACCORDING TO 'READABILITY'.

The criteria of length and 'readability' were then introduced as a means of matching the remaining three articles. The results of a basic analysis involving no more than the total number of sentences in each article and the average number of words per sentence were the following:

TABLE 8.8. READABILITY COMPARISON OF THREE TEFL METHODS ARTICLES.

ARTICLE	NO. OF WORDS	NO. OF SENTENCES	WORDS PER SENTENCE
11. (WOODWARD) (1988)	1459	94	15.22
30. (COX;TEXT 16) (1990)	1837	121	15.18
31. (RINVOLUCRI) (17) (1990)	1995	145	15.31

The average words per sentence are considerably less than in other social science genre, presumably a reflection of efforts by the authors to cater, however unconsciously, for the audience on NNS readers. However the average length of the three articles is marginally greater than that over the three 1988 Forum editions.

8.5.6. RESULTS OF THE SELECTION PROCESS.

The results of this lengthy selection experiment produced three Forum TEFL articles, number 11, by Woodward, from the October, 1988 edition and articles 30 and 31, by Cox and Rinvolucris respectively, both from the January, 1990 edition. (henceforth these three will be identified as 'Article 11; Text 16; Text 17, respectively). Each has been selected as containing information and suggestions of interest to the public sector teachers in Brazil; each was found to have a relatively similar weighting of assumed audience BGK; each article was written by a British native speaker involved in teacher-training in Britain; each had a readability level of between 15.18 and 15.52 words per sentence, i.e., an insignificant difference. Although there is a considerable difference in the length of the articles in that Texts 16 and 17 are more than 20% longer in terms of both words and sentences than 'Article 11', this quantifiable difference was felt to be compensated

by the fact that the clause-relation macropattern is less explicit in the latter, which also requires teachers to assume the role of 'teacher-being-trained', rather than teacher, for the information to be processed successfully.

The set of analytical features having been defined, an instructional instrument developed which appears to provide relevant verbal reports, and the TEFL articles selected, the discussion in the following chapter will focus upon the verbal report data resulting from the participants involved in the data collection proper.

9. ANALYSES OF VERBAL REPORT DATA: RESULTS AND IMPLICATIONS.

9.1. CHAPTER AIM AND PROCEDURES.

The final aim of the present chapter is to assess the relationship between clause-relational macropatterning in text and the reading processes of competent and less-skilled Brazilian EFL teachers, as evidenced in the verbal report transcripts they produced while reading Forum TEFL methods articles. A first step towards this aim is to establish groupings of the teachers on a cline in terms of their competence as readers. This will be attempted by applying the criteria from the literature on reading (described and listed in the conclusions of chapter six, 6.8.1. above) to the verbal report transcripts of participants.

The 'features' described in the previous thesis chapter will then be used to analyse the same verbal reports, not only to confirm membership of the groupings, but also to develop 'summary' tables of the processing strategies of the competent and less-skilled readers. These tables will reflect the processing of each of the TEFL methods articles respectively. Finally the results of comparisons of these tables will then be related to main concern of the thesis (spelled out at the end of chapter four) on the role of clause-relational text macro-patterning in reader processing of the Forum articles.

9.2. ESTABLISHING THE GROUPINGS OF PARTICIPANTS.

9.2.1. COLLECTION OF DATA FROM POTENTIALLY 'SUCCESSFUL' READERS.

In the previous chapter the means were described whereby the set of analytical features, the instructional instrument, and three articles from Forum were selected. The research continued with the involvement of two further groups of participants who would provide verbal reports for the data analysis proper. The first 'group' of seven (five Brazilians) were initially given the status of potential 'Norm Group' members. It was assumed that their verbal reports would display strategies representative of the range of behaviours associated with competent reading. This assumption was made not only because four had been selected for postgraduate courses, and three for British Council summer schools, in English Language, at British universities, but also because each participant had, at the very least, a formal qualification in English equivalent to the 'Cambridge Proficiency Examination'; each had a minimum of five years experience in the EFL/ESL field, including teaching responsibilities at levels requiring a high degree of proficiency, and an acceptable degree of fluency in communicating in the language. Each of these prerequisites was established in individual interviews with each participant, standardised by using a set of topics (Appendix 159).

The first two colleagues contacted were from South Africa, and had attended all the taught courses of an M.A. in TEFL at Durham. Although both had near-native English levels and lengthy experience in teacher training, their working situations at the secondary level of the public sector in rural areas characterised by large classes, few

materials, few teaching hours and minimum teacher training, mirrored the Brazilian reality of the target teachers. For these reasons it was felt that their reactions to the suggestions and activities described in the Forum articles might reflect those of their Brazilian colleagues. In addition, five Brazilian EFL teachers, attending courses in Newcastle, Durham, Manchester, Lancaster and Birmingham, kindly provided verbal reports; while the level of English and the professional realities of these latter participants may vary considerably from the Brazilian target teachers, it was felt that the resulting verbal reports would also help to establish a picture of the processing of competent readers.

9.2.2. COLLECTION OF DATA FROM POTENTIALLY 'LESS-SKILLED' READERS.

A second group of participants were Brazilian public sector teachers, whose verbal reports were recorded in Brazil. As the collaboration of colleagues in Rio de Janeiro had proved successful in the selection of the Forum articles in January, 1991, (see 7.2. above) it appeared feasible to engage the help of other colleagues in Brazil for the collection of recorded verbal reports by Brazilian EFL teachers working in the public sector. To this end instructions for the organisers (Appendix 153), an open letter to the participants (Appendix 154) the 'Instrucoes' for verbal reporting, (Model G; Appendices 155, 156) the Questionnaire (Appendix 5) and copies of the two relevant editions of 'Forum' (October, 1988; January, 1990), were sent to the local organisers of two public sector INSED-TEFL courses in Brasilia and Parana. At this juncture in the data collection a hiatus occurred due partly to the difficulty of long-distance communication, partly to a series of strikes in the public sector of

education in Brazil, and partly to illness of those concerned in the organising. No recordings were forthcoming and therefore two alternative centres were contacted in Curitiba and Recife.

The public sector teachers in Curitiba and Recife, who agreed to act as participants, were taking part in in-service development courses. Each completed the questionnaire (Questionnaire E, Appendix 5) which provided limited biographical and professional details for all participants. Their EFL language proficiency level proved less easy to determine; it was finally decided upon by matching the course organisers grade, (based upon their own pre-course testing and continuous assessment) with results obtained by each candidate in the 'Oxford Examination'. The grades and the test results obtained by each participant have been kept in the strictest confidence. The organisers' original grades and test papers were marked, together with the cassettes, with letters ordered alphabetically. These letters were subsequently jumbled and given a number. As both courses were offering the C.E.E.L.T. qualification as an optional incentive or motivation, there was a certain amount of parity between the groups. However the resulting data from one centre proved to be different from that provided by the other, for reasons which will be outlined below.

In the case of Recife, all six participants were from the state capital, a city of more than five million inhabitants, traditionally an important centre of learning in Brazil. All six were volunteers. The descriptions and the instrument used as instructions were studied beforehand and each was given a trial run using Text 18 by Wukasch. Following checks on the quality of the recordings and discussion of the experience each participant provided clearly recorded verbal

reports on the three TEFL methods articles selected in varied orders (see Transcripts 47-64) according to the instructions for the organizers (see Appendix 157), each following the instructional instrument (Appendix 155). Both the organisers and the six teachers/readers received monetary compensation for their respective participation at very favourable terms compared to Brazilian public school sector salaries.

In contrast six of the participants in Curitiba were from smaller towns. Here, in addition, the organiser was reluctant to include any form of payment and so each teacher/reader was sent a copy of 'Practical English Teacher' with a dedication. Whether this very different reward blunted their enthusiasm as participants is difficult to ascertain. However, what is certain, is that the verbal reports provided by the Curitiba centre, while arriving in record time, suggest that not all were fully at home in recording, nor adequately familiar with the instructional instrument. Thus the recording made by participant 'Curitiba-6' (Transcript 43) was poorly recorded, while the verbal report provided by participant Curitiba-7 was minimal and there is clear evidence of her feeling under pressure, something which I was at pains to avoid when setting up the exercise.

Significantly none of the Curitiba participants were willing to read and verbalise all three articles chosen. Two participants provided two verbal reports. The six participants from smaller towns chose to read just one article, Text 17, by Rinvolucris. The choice of this particular article was made by scanning the titles and headings of all three articles before deciding, a selection procedure suggested earlier by this researcher, adopted by the local organiser for those

participants unwilling to provide more than one report.

The following table provides potted biographies of all participants, in the order in which the transcriptions of the verbal report transcripts are presented in the appendices. Each of the potentially 'successful' readers is identified individually; the potentially less-skilled 'target' group members have been given a number following the city where the recordings took place, i.e., Curitiba and Recife; TEFL experience is given according to years taught in the public sector in Brazil, unless otherwise stated.

TABLE 9.1 POTTED BIBLIOGRAPHIES AND READING DETAILS OF PARTICIPANTS.

SYMBOL	DATE	AGE	SEX	TEFL EXPERIENCE	ENGLISH LEVEL	TEXT(S) READ
K	6/91	50-	M	14 (South Africa)	Near native	Article 11 Text 17
TELENI	6/91	45	F	21 (South Africa)	Near native	Text 16 Article 11 Text 17
NIC	7/91	30	F	8	Advanced-	Text 16 Article 11 Text 17
AMGS	7/91	23	M	5 (private EFL)	Advanced-	Text 17 Text 16 Article 11
PAULA	8/91	30-	F	7	Advanced-	Text 17 Text 16 Article 11
TG	8/91	30+	F	7 (public/private)	Advanced	Article 11 Text 16 Text 17
TMGS	9/91	40+	F	15 (private EFL)	Near native	Article 11 Text 16 Text 17
Curitiba-1	49	F	13		Upper Intermediate	Text 17
Curitiba-2	41	F	17		Upper Intermediate	Text 17 Text 16
Curitiba-3	37	F	6		Upper Intermediate	Text 17
Curitiba-4	43	F	8		Upper Intermediate	Text 17
Curitiba-5	26	F	4		Post Intermediate	Text 17
Curitiba-6	41	F	13		Intermediate +	Text 17
Curitiba-7	45	F	15		Upper Intermediate	Text 17
Curitiba-8	45	F	16		Post Intermediate	Text 16 Text 17
Recife-1	31	F	10		Post Intermediate	Text 16 Text 17 Article 11
Recife-2	34	F	9		Post Intermediate	Article 11 Text 17 Text 16
Recife-3	28	F	5		Advanced-	Text 17 Article 11 Text 16
Recife-4	47	F	15		Advanced-	Article 11 Text 16 Text 17
Recife-5	44	F	10		Post-intermediate	Text 17 Article 11 Text 16
Recife-6	32	F	9		Upper-intermediate	Text 16 Article 11 Text 17

9.3. TESTING 'SUCCESSFUL' READER CRITERIA.

9.3.1. INTRODUCTION.

The following table provides a crude global view of the occurrences in the transcripts of the criteria related to the processing strategies and the characteristics of 'successful' FL readers (Criteria 1 to 8; Chapter 6. above). The criteria are represented by numbers listed horizontally; the participant, transcript and text are marked vertically in the left-hand column. The readers are scored when adopting a strategy by the presence of '+'; the total number of scores is shown ('Tot') and an average ('Av.') for each reader is given in the right-hand column; it is this average which will determine the subsequent placement of readers in groupings. Where there is what appears to be a mismatch between the explicit writer intention and reader interpretation this is shown by (*). Where there is no evidence of a processing strategy in the transcript then a '-' is given. Where I was in doubt a '?' is given. These legends will be adopted throughout this chapter.

TABLE 9.2. TRANSCRIPT EVIDENCE OF 'SUCCESSFUL' PROCESSING CRITERIA.

CRITERIA →	1	2	3	4	5	6	7	8	Tot	Av.
PARTICIPANTS ↓										
K 18.11.	-	-	+	-	+	+	+	?	4.5	4.5
K 19.17	+	+	+	+	-	-	-	?	4.5	
TELENI 20.16.	+(*)	-	-	-	+	+	-	?	3.5	
TELENI 21.11.	+	-	-	-	+	+	-	?	3.5	4
TELENI 22.17.	+	+	+	+	-	-	+	?	5.5	
NIC 23.16.	-	-	-	-	+	+	+	+	4	
NIC 24.17.	+	+	+	-	-	-	+	+	5	4.7
NIC 25.11.	+	+	+	+	-	-	-	+	5	
PAULA 26.17.	+	+	+	+	-	-	+	+	6	
PAULA 27.16.	+(*)	-	-	-	+	+	-	+	4	5
PAULA 28.11.	+	+	+	+	-	-	-	+	5	
AMGS 29.17.	+	+	+	+	-	-	-	+	5	4
AMGS 30.11.	+(*)	-	-	-	+	+	-	+	3	
TG 31.11.	+	+	+(*)	+	-	-	+	+	6	
TG 32.16.	+	-	-	+	-	-	-	+	3	4.5
TG 33.17.	+	+	+	+	-	-	-	+	5	
TMGS 34.11.	-	-	-	-	+	+	+	+	4	
TMGS 35.16.	+	-	-	-	+	+	+	+	5	4.7
TMGS.36.17.	+	-	-	-	+	+	+	+	5	
CURITIBA-1 37.17.	-	-	-	-	-	-	-	-	0	0
CURITIBA-2 38.17.	+	+	+	-	-	-	-	+	4	4
CURITIBA-2 39.16.	-	-	-	-	+	+	+	+	4	
CURITIBA-3 40.17	-	-	-	-	-	-	-	-	0	0
CURITIBA-4 41.17	+	-	-	-	-	-	-	-	1	1
CURITIBA-5 42.17	-	-	-	-	-	-	-	-	0	0
CURITIBA-6 43.17.	-	-	-	-	-	-	-	-	0	0
CURITIBA-7 44.17	-	-	-	-	-	-	-	-	0	0
CURITIBA-8 45.17.	+	+	+	-	-	-	-	+	4	
CURITIBA-8 46.16.	-	-	-	-	+	+	-	-	2	3
RECIFE-1 47.16.	+	+	-	+	-	-	-	+	4	
RECIFE-1 48.17.	+	-	+	-	-	-	-	+	3	4
RECIFE-1 49.11.	+	+	+	+	-	-	+	-	5	
RECIFE-2 50.11.	+	+	+	+	-	-	-	+	5	
RECIFE-2 51.17.	+	+	+	+	-	-	-	+	5	3.3
RECIFE-2 52.16.	-	-	-	-	-	-	-	-	0	
RECIFE-3 53.17.	+	+	+	+	-	-	-	-	4	
RECIFE-3 54.11.	+	+	+	+	-	-	-	-	4	3
RECIFE-3 55.16.	+(*)	-	-	-	-	-	-	-	1	
RECIFE-4 56.11.	-	+	-	+	-	-	-	-	2	
RECIFE-4 57.16.	-	-	-	-	+	-	-	-	1	1.3
RECIFE-4 58.17.	+	-	-	-	-	-	-	-	1	
RECIFE-5 59.17.	+(*)	+	-	-	-	-	-	-	2	
RECIFE-5 60.11.	+	+	+	+	-	-	-	-	4	3
RECIFE-5 61.16.	-	-	-	-	+	+	-	+	3	
RECIFE-6 62.16.	-	-	-	-	-	-	-	-	0	
RECIFE-6 63.11.	-	-	-	-	-	-	-	-	0	0.3
RECIFE-6.64.17.	+	-	-	-	-	-	-	-	0	

9.3.2. DETAILED EVIDENCE OF CRITERIA.

The evidence within the verbal reports will now be confirmed by more detailed descriptions of each 'criteria' related to the processing strategies of 'successful' readers. The criteria are confirmed by the presence of analytical features, however the choice of these features often overlaps the criteria and they should not be seen, therefore, as a fixed method of distinguishing between criteria exemplification.

9.3.2.1. TRANSCRIPT EXEMPLIFICATIONS OF CRITERION 1.

Criterion 1: 'That the initial ('successful') reader hypotheses regarding the writer's intended meaning, based upon the first text input of title and headings, will activate topic-based BGK expectations, in turn generating plausible hypotheses which lead to inferencing.'

Confirmed by use of BGK 'content' knowledge [k] and PK 'formal' experience [j] for:

K. 19.17.; TELENI: 20.16.; 21.11.; 22.17.; NIC: 24.17.; 25.11.; PAULA: 26.17; 27.16; 28.11.; AMGS: 29.17.; 30.11.; TG: 31.11; 32.16.; 33.17.; TMGS: 35.16.; 36.17.; CURITIBA-2: 38.17.; CURITIBA-8: 45.17.; RECIFE-1: 47.16.; 48.17.; 49.11.; RECIFE-2: 50.11.; 51.17.; RECIFE-3: 53.17.; 54.11.; 55.16.; RECIFE-4: 58.17.; RECIFE-5: 59.17.; 60.11.; RECIFE-6: 64.17.

Text exemplification:

TMGS.35.16.: 'ja da aqui 'answer to the problem/ ele deve mencionar aqui/ o que ele pretende fazer no artigo em si.' [j] ('already he gives here an answer to the problem/ he ought to mention here what he intends to do in the article as a whole').

TMGS.36.17.: 'o artigo deste homen e bem graduado' [j] [l]. ('this man's article is well structured') 'deve ser uma maneira de evitar as coisas negativas do ditado tradicional' [j]. ('it must be a way of avoiding the negative aspects of traditional dictation').

RECIFE-2.51.17: 'o ditado analisado/ [h] uma atividade velha/ mas sendo valorizado com a metodologia nova/ seria o velho de roupa nova/ observando os pontos positivos' [g] ('dictation will be analysed/ and old activity/ but to be re-valued within a new methodology/ it will be the old in new clothing/ taking note of the positive points').

RECIFE-1.49.11.: 'e encontrar uma solucao/ para evitar esse consumismo de ideias/ [j] que ha com os professores...sem pensar realmente/ se aquilo atende as necessidades do aluno ou nao' [k]. ('it's to find a

solution/ to avoid this consumerism of ideas/ which there is among teachers... without really thinking/ if this relates to the need of the students or not')

9.3.2.2. TRANSCRIPT EXEMPLIFICATIONS OF CRITERION 2.

Criterion 2: states 'That the generation of plausible hypotheses and inferencing will enable readers to activate T-D processing leading to representation at conceptual levels, which in turn stimulate predictions based on the processing of cumulative lexical cues.'

Confirmed by self-reference [e] of conceptual levels [h] and predictions [f] made [i] for:

K: 19.17.; TELONI: 22.17.; NIC: 24.17.; 25.11.; PAULA: 26.17.; 28.11.; AMGS: 29.17.; 30.11.; TG: 31.11.; 33.17.; CURITIBA-2: 38.17.; CURITIBA-8: 45.17.; RECIFE-1: 47.16.; 49.11.; RECIFE-2: 50.11.; 51.17.; RECIFE-3: 53.17.; 54.11.; RECIFE-5: 59.17.; 60.11.

Text exemplification:

PAULA.26.17.1.: 'I pause to give myself some idea/[e] of what the objective of the article is' [h]; 26.17.4.: 'I pause to imagine how this would work' [e]; 26.17.5.: 'I pause trying to reorganise my ideas...' [e] (26.17.6.)

TG.33.17.1.: 'ele da algumas ideias...questionando as coisas envolvidas' [h]. ('he provides several ideas...questioning elements involved')

AMGS.29.17.1.: I decided to pause at this point/ [e]...why/ because it seems important/ [h]

CURITIBA-2.28.17.1.: 'temos que questionar este tipo de procedimento' [h] ('We have to question this type of (traditional) procedure' (in dictation) K (18.11.1.) 'reminds me of...loop input' [h] [k].

RECIFE-5. 59.17.1.: 'desenvolvendo o raciocínio do aluno/ [h] ('developing the thought processes of the pupil')

9.3.2.3. TRANSCRIPT EXEMPLIFICATION OF CRITERION 3.

Criterion 3: 'That the initial hypotheses and predictions will be revised, confirmed, rejected or modified by subsequent B-U processing of endophoric meaning, and new BGK will be built up using T-D interpretation strategies.'

Confirmed by the use of [i] referring to the confirmation, rejection or modification of reader hypotheses for:

K: 18.11.; 19.17.; TELONI: 22.17.; NIC: 24.17.; 25.11.; PAULA: 26.7.; 28.11.; AMGS.29.17.2.; TG: 31.11.; 33.17.; CURITIBA-2: 38.17.; RECIFE-1: 48.17.; 49.11.; RECIFE-3: 53.17.; 54.11.; RECIFE-5: 60.11.

text exemplification:

K. 19.17.1.: 'I feel my prediction was justified' [i].

TELONI. 22.17.2.: 'yes/ I was right' [i]

PAULA. 26.17.1.: 'What Mario writes is really what I predicted' [i]; 26.17.2.: 'as I read further on/ I will match my predictions/ with what is the actual content/ as written by the writer' [e] 26.17.1.: 'I pause/ ..to give myself some idea/ of what the object of the article

is/ it's clear that he's going to give us/ answers to just one of his questions/ only one of the problems' [i]; 26.17.3.: 'this method by Mario/ I have never thought of a thing to do...' [h] [d] (26.17.8.) '...I realized that/...the predictions I made match with what the writer has written/...but I had no idea of thing a like' [i] [c] [d]. PAULA. 27.16.1.: '...I have a clearer picture/ of what the content of the article will be...'; 27.16.7.: 'I realize that my predictions/ about the content of the text/ it is not exactly as what the contents are all about'. [i] [c] [d].

AMGS. 29.17.2. : OK now I understand/ [i] he will explain how to answer the question of John Morgan/ [c] [j] 'Should the students take down full sentences?'/ [b] that's what it's about/ this text/ [h] [j] RECIFE-2. 50.11.1.: 'verifiquei que realmente a ideia/da importancia do professor/ sempre estar se analisando' [i] [h] ('I confirmed the idea is really/ how important it is for the teacher/ to always be analysing his actions'); 51.17.2: 'eu tive que voltar esta parte/...porque pelo que eu estou vendo / nao e aquela questao sobre ditado de roupa nova/ que eu imaginei' [e] [b] [i] ('I've had to go back to this part/ because from what I now see/ it's not that question of dictation in new clothes/ which I'd imagined'); 51.17.4.: 'estou retornando pela segunda vez/ [e] a leitura da parte dois do texto/ [b] porque na primeira tive uma ideia geral/ mas eu gostaria de confirmar' [i] ('I'm going back for the second time/ to read part two of the text/ because the first time I had a general idea/ but I'd like to confirm it').

9.3.2.4. TRANSCRIPT EXEMPLIFICATION OF CRITERION 4.

Criterion 4: 'That subsequent sentences will be initially interpreted according to their relationship with the previous content.'

Confirmed by the same analytical feature [i] for:

K: 19.17.; TELONI: 22.17.; NIC: 25.11.; PAULA: 26.17.; 28.11.; AMGS. 29.17. TG: 31.11.; 32.16; 33.17.; RECIFE-1: 47.16.; 49.11.; RECIFE-2: 50.11.; 51.17.; RECIFE-3: 53.17.; 54.11.; RECIFE-4: 56.11.; RECIFE-5: 60.11.

Text exemplification:

PAULA. 26.17.2.: 'whenever my predictions doesn't coincide/ with what the writer has written/ normally I pause again/ and try to get the information/ to get away from my wrong idea'. [e] [i]; 26.17.5.: 'I pause to reorganize my ideas' [e] [i]; 26.17.7.: 'I pause again to reflect on the title and try and make predictions... and tried to reflect on how eh...this could be done'. [e] [i]

AMGS.29.17.10.: by relating this to the earlier question/ [i] [j] at the beginning of the text/ [j] AMGS.29.17.11.: OK/ now I know/ [i] it is part of his answer about how much to take down/ [j] I think/ [i] TG. 31.11.2.: 'eu acho que isso faz parte da proposta do texto' [h] [i]. ('I think this is part of the aim of the text')

RECIFE-1.49.11.1.: 'e um parte assim muito importante do texto' [h][i] (It's thus a very important part of the text'); 49.11.2.: ':fazer algumas adaptacoes p'ras outras turmas/ p'ros outros estagios' [g] , ('to make certain adaptations for other groups/ for other levels') 49.11.3.: 'e um jogo que eu joguei toda minha infancia' [k] ('It's a game I played throughout my childhood'); 49.11.4.: 'eu acho que e

possivel transformar em outras'. [g] [l] ('I think you could transform it into others', i.e. activities)
RECIFE-2.51.17.3.: 'estou pensando ate que ponto/ seria viavel se fazer isso/ numa sala de aula/ numa escola publica/ [e] [k] [l] ('I'm thinking how far/ it would be viable to do this/ in a classroom/ in the public sector school'); 51.17.7.: 'coisas... deverao ser revistas/ ser analisadas e ser reutilizadas'. ('things... should be revised/ be analyzed and reused').

9.3.2 5. TRANSCRIPT EXEMPLIFICATION OF CRITERION 5.

Criterion 5: 'That many of the successful EFL readers, although lacking adequate BGK, will rely upon local text items, and only be able to create conceptual relations at a meaning level, after establishing the internal consistency of text by the generation of analytical, text-based logical inferences.'

Confirmed by a combination of [i] with [h] or [j] for:

K: 18.11.; TELNI: 20.16.; 21.11.; NIC: 23.16.; PAULA: 27.16.; AMGS: 29.17.; TMGS: 34.11.; 35.16.; 36.17.; CURITIBA-2:39.16.; CURITIBA-8: 46.16.; RECIFE-4: 57.16.; RECIFE-5: 61.16.

Text exemplification;

TELNI. 20.16.2.: 'I look back to the title/ [e] .. as I wanted to see the relationship between the title/... and the sentence I've just read/ [e] [i] [j]

PAULA (27.16.2.) 'I can't really predict/ what to expect in the article/... I mean the title doesn't give me much information/ [c] [d] ...so instead of pausing er and predicting/ I read... and as I read...I have to process the information given/... I mean I really have to process these words/ to actually understand what the writer is trying to say...' [e] [i]; 27.16.4.: 'I'm beginning to ...go a little faster/ [e] ...because... the problem has been put forward in the first paragraph' [h]; 27.16.5.: 'so now I am beginning to be able to predict/ what the content...will be'. [e] [i]

TMGS. 36.17.4.: (stops after reading an entire page and links the contents retrospectively): 'onde ele comecou na primeira coluna', [a] [i] ('where he began in the first paragraph') 'ask intelligent questions about dictation'. [b] [h]; 34.11.: 'nao diz nada/ [c] [d] ('it doesn't tell me anything') uma audiencia bem basica/ [k] [l]) ('a very basic audience') Entao a segunda parte na realidade e isso/ [h] [i]; ('So the second part is in reality this'); 11.34.5.: 'eu ainda nao entendi aonde essa mulher quer chegar/ [e] [h] [i] ('I'm still not sure where this woman is going'); 11.34.6.: Ah, agora entendi o que ela 'ta querendo/ ... quer dizer estava tentando fazer um framework/ [d] [h] ('Ah, now I know what she wants...it means she was trying to set up a framework'); 11.34.7.: 'ah/ o que ela 'ta criando aqui...e um paradigma/ quer dizer um esqueleto.../ [i] [h] ('ah/ what she's creating here ...is a paradigm/ that is a skeleton...')

CURITIBA-8:45.17.3.: 'how much should the students write?' [h] [j]); 'I'm going to try and understand the main ideas of this part' [i] [h]

9.3.2.6. TRANSCRIPT EXEMPLIFICATION OF CRITERION 6.

Criterion 6: 'That this (i.e. Criterion 5) will, in turn, lead to the creation of internally consistent text meaning, providing a basis for

a macro-view and T-D interpretation of local elements.'

Confirmed by the use of [h] and or [j] for:

K.18.11.; TELENI.20.16.; 21.11.; NIC. 23.16.; PAULA. 27.16.; TMGS: 34.11.; 35.16.; 36.17.; CURITIBA-2.39.16.; CURITIBA-8. 46.16.; RECIFE-5. 61.16.

Text exemplification:

K. 18.11.3.: 'the sub-title Splitting the Atom/ was rather metaphoric/ [b] and now it becomes very clear/ [d] after having read the whole subsection/ you actually feel the meaning in the whole' [h]
NIC. 23.16.1.: '...like, yeh/ the problems my classes have/ with interrogative word order...' [h].

PAULA. 27.16.5.: 'as I was reading/ I was trying to visualise/ doing these in my classrooms...' [g].

TMGS. 34.11.7.: 'agora entendi...o que ela quiz dizer com Splitting the Atom' [e] [h]. ('now I understand... what she means by Splitting the Atom').

RECIFE-2. 50.11.2.; 'uma parte assim muito importante do texto' [h] (It's thus a very important part of the text)

9.3.2.7. TRANSCRIPT EXEMPLIFICATION OF CRITERION 7.

Criterion 7: 'That unknown lexical items are dealt with instantly, ignored or inferred, which allows for the retention of overall meaning at a higher level of processing.

Confirmed by the use of [d] and reference to difficulties for:

K.18.11.; TELENI.22.17.; NIC: 23.16.; 24.17.; 25.11.; PAULA. 26.17.; TG. 31.11.; TMGS: 34.11.; 35.16.; 36.17.; CURITIBA-2. 39.16.; CURITIBA-8: 46.16.7. RECIFE-1.49.11.

Text exemplification:

K. 18.11. ('pre-reading') 'I've never met the word consumerism before/ [b] [d] but I hope to discover what it means/ as I go on with the article' [e] [i]; 18.11.1.: 'I've paused after the word blase/ [b] to look it up/ because I don't know what it means/ [d] and fortunately there is a glossary/ [e].

TG. 31.11.4.: 'vou reler/ vou tentar entender de novo este pedaco' [e] [a] (I'm going to reread/ to try and understand this part again/)

TMGS: 34.11.3.: 'parei/ [e] porque eu nao entendi/ [d] o que ela quer dizer com 'grammar'/ [c] ('I stopped because I cannot understand what she means by 'grammar') 34.11.4.: 'Ah/ [i] ela usa como analogia/ [d], ('Ah, she's using it as an analogy')...mas e uma analogia bem furada neh' [h] [l] ('but's it's full of holes as an analogy')

CURITIBA-8. 46.16.7.: 'What is a verb phrase/ [c] [d] in portuguese we say verbal phrase/ eh when we have.../ [k] yes I think in english it is the same/ [i]

NIC. 24.17. : I don't know/...lower case letters above the WH words/ [c] what he means by that...' [d]; 24.17.: 1: 'I'm not certain/ if I'm understanding/ exactly what he means/ well let's see'; 2: 'Ze man took is at off/ I don't understand it/ I can't figure out/ what he's trying to say/ let me go on'; 4: '...there's a word I don't know/ its

w-e-a-n-s/...I'll see if I can figure it out from the context/ mm yes/
I think I understand this word now' 5: 'koranic style learning/
learning by rote/ I don't know what that means' [d]. NIC. 24.17.
'Review': 'focused on the one aspect er question' [h] [j].
TMGS (36.17.) : 'eu nao entendo qual e o significado de' [d] ('I don't
know the meaning of...') and 'outra frase eu nao entendo aqui e...'
[d] ('the other phrase I don't understand here is...').
PAULA. 26.17.11.: 'rote learning I don't know' [d]

By way of summarising and explaining the exemplification above, in the
first four cases K, TG, TMGS, CURITIBA-8, the focus is on unknown
words, and they adopt a series of mechanisms to overcome these micro
problems, as a type of reading gear-box, (Hoey's 1987 metaphor, i.e.,
changing and slowing down to apply a processing strategy, similar to
that described by Canale and Swain, 1981:30) to deal with what for
them are only temporary hitches.

(NIC, TMGS and PAULA display B-U focusing on problems but reread and
continue without solving them, and at their 'review' stages these
difficulties are ignored in conceptual [h] [j] processing).

9.3.2.8. TRANSCRIPT EXEMPLIFICATION FOR CRITERION 8.

Criterion 8: 'That successful readers will be flexible in terms of
their reading modes adopted, but be 'field-independent', 'assertive'
'integrators', challenging writer content propositions, according to
their view of the purpose of reading the TEFL methods genre.'

Confirmed by a range of evaluative [l] comments, followed by bases or
reasons for their evaluations, involving BGK [k] and focussing on both
content [h] and organisation, [j] including the use of the discourse
pattern 'Claim-Denial'.

NIC: 23.16.; 24.17.; 25.11.; PAULA: 26.17.; 27.16.; 28.11.; AMGS.
29.17.;TG: 31.11.; 32. 16.; 33.17.; TMGS: 34.11.; 35.16.; 36.17.;
CURITIBA-2: 38.17.; 39.16.; CURITIBA-8: 45.17.; RECIFE-1: 47.16.;
48.17.; RECIFE-2: 50.11.; 51.17.; RECIFE-5: 61.16.

Text exemplification:

TG.31.11.2.: 'nao concordo muito' [l] ('I don't agree very much');
31.11.3.: 'reagi fortemente em relacao a este pedaco' [k] [l] ('I
reacted strongly against this part'); 31.11. Review: 'tenho um
conflito/ em relacao a este tipo de publicacao/ [b] que da ideias
praticas para professores/ [j] [h] sem analisar as consequencias/ de
uma atividade deste tipo para o ensino'[k] [l] ('I'm 'in conflict with
this type of publication ...which gives teachers practical ideas
teachers/ without making an analysis of the consequences of /this type
of activity for teaching').

TG.32.16.2.: 'esta exagerando um tipo de linguagem gramaticalmente
correta/ mas nao natural, nao e autentica' [k] [l] ('he is
exaggerating a type of grammatically correct language which is neither
natural nor authentic'); 32.16.4.: 'explicacao muito complicada/ nao
vai resolver' [l] [k] ('a complicated explanation/ it won't solve
anything'); 'o artigo nao leva em conta a experiencia do proprio
professor' [k] [l]. ('the article does not take into account the
experience of the actual teacher'); 32.16.4.: 'e um exercicio de

'drill'/[b] disfarçado de ser mais comunicativo/ [k] [l] acho que e e e derivado de uma ideia de/ de que a gramática/ tem que ser produzida [k] [l]' (it's a drill exercise disguised to look more communicative/ deriving from the idea/ that grammar has to be produced')

TG. 33.17. Pre-reading: 'deve ser uma forma de usar ditado/ [c] dentro desta mesma filosofia de Forum/ [k] que apresenta uma solução/ uma técnica para professor em sala de aula/ que funciona' [j] [h] [l] ('it must be a way of using dictation/ within this Forum philosophy/ which is to present a solution/ a technique for the teacher in the classroom/ which works...'). (Here TG has clearly brought her belief and value system to bear on her processing of the article at the pre-reading stage, based on her reading of the previous two articles.)

TMGS: 35.16.1.: ...não acharei que seria um 'error' não/ [c] [l]...pode ser até um 'slip of the tongue'/ [k] [l] ('I don't think it is of necessity an error/ it could even be a slip of the tongue') 35.16.6. : 'nada mais do que estímulos visuais'/ [c] [k] ('nothing more than visual stimuli') 'o único contexto que elas têm/ são contextos derivados de gravuras' [h] [k] [l] (the only context they have/ is that derived from the magazine cut-outs'); 35.16. Review. last sentence: 'achei que talvez seja um 'lecturer' de uma politecnica/ [c] querendo colocar o nariz onde não é chamado/ [l] ('I think this might be the case of a lecturer from a polytechnic/ pushing his nose into other people's business') (This criticism deserves comment: this reader argues throughout that Cox's discourse is not aimed at EFL teachers, but has, partly, an academic audience in mind, hence a dual purpose, and a case of 'multi-register')

TMGS.34.11.4.: 'achei muito estranho dar um jogo para treinar' [l] ('I find it very strange to use a game to train' no more than the spelling of place names'); 34. 11. Review: 'eu estou aqui com uma dessas resistentes' [k] [l] , ('I'm one of these 'resistant teachers'); 36.17.2.: eu sempre pensei que a forma escrita/ fosse um fator de interferência/ na pronúncia/ [l] [k] ('I always thought that the written form/ would be a factor of interference/ in pronunciation'); 36.17.5.: 'eu acho extraordinário...proponho uma palavra como incubação'/ [c] [l] ('I find the proposal of the word 'incubation' extraordinary') 36.17. Review: 'eu não concordo com o título' (I don't think the title fits')

CURITIBA-2. 38.17.4.: 'ta sugerindo que eles aprendam mais/ com alguma coisa errada/ [c] [g] será? [i] / não essa técnica eu não gostei não' [l] ('he's suggesting that they'll learn more/ from a wrong model/ is that it? / no I didn't like this technique'); 38.17.6.: '...para meus alunos não/...isso é para alunos mais adiantados/ eu não pude utilizar não' ('...not for my pupils/ ...it's for more advanced pupils/ I couldn't use it'); 'Que pena!/ [l] ('What a shame...'); 39.16. Review: 'acho interessante para mim como aluno/ mas são difíceis de serem praticadas na sala de aula comum' [k] [l] ('I think it's interesting for me as a learner/ but they are difficult to apply in the everyday classroom'). 'não acho muita coisa relacionada a nossa realidade não' [k] [l] (I don't think there is very much which really relates to our reality' i.e. Brazilian public sector TEFL).

9.3.3. IMPLICATIONS FROM ANALYSES OF 'SUCCESSFUL' PROCESSING.

The averages in Table 9.3., above, may be presented as a cline according to the average number of criteria relating to 'successful' processing identified in the transcripts of each of the participant teacher/readers already exemplified in the sections above:

TABLE 9.3. PLACEMENT OF PARTICIPANTS INTO TENTATIVE GROUPINGS.

Average	Participants	Groupings
5	PAULA	Potential 'Norm'
5-	NIC	Group' of
4.7	TMGS	'successful'
4.5	K; TG	readers
4	TELENI; AMGS; CURITIBA-2; RECIFE-1	
3.3	RECIFE-2	'borderliners'
3	CURITIBA-8; RECIFE-3; RECIFE-5	
1.5	RECIFE-4	Potential 'Target
0.3	CURITIBA-4; RECIFE-6	Group' for less-
0	CURITIBA-1, 3, 5, 6, 7.	successful reading

These brief analyses suggest that Curitiba-2 and Recife-1 ought not to be included in the 'Target Group'. There must also be a certain doubt as to the placement of the 'borderliners': Curitiba-8, Recife-2, Recife-3 and Recife-5. The placements on the cline above will now be tested against the exemplification of aspects of 'problematic' processing evident in the same participants' transcripts. The analyses above also underlined a restriction in the ability of the set of analytical features, selected and validated in the previous thesis chapter, to account for the wide range of processing strategies; specifically, feature [i] appears to encompass a wide range of varied reader processing. Although this insight will not be applied in the present study, this 'analytical feature' will be subdivided for use in future research following the thesis; retaining the feature in its present form is not felt to affect the specific thesis focusing.

9.4. TESTING THE 'PROBLEMATIC' CRITERIA.

9.4.1. INTRODUCTION.

This section will open with a global view of the transcript instances related to Criteria 9 to 16 (Chapter 6, conclusions) regarding 'problematic' processing strategies. In parallel with the previous chapter section this global view, displayed in a tabular format, will be followed by discussion of exemplifications from the transcripts, related to each of the criterion, aimed at confirming the placement of participants on the cline and the resulting tentative groupings. The legends are the same as those adopted for Table 9.1. However in this table the low average scores will reflect successful text processing; high scores will suggest less-skilled reading strategies.

TABLE 9.4. GLOBAL VIEW OF 'PROBLEMATIC' READER PROCESSING.

CRITERIA → PARTICIPANTS ↓	9	10	11	12	13	14	15	16	T	A
K 18.11.	+	-	-	-	-	-	-	-	1	1
K 19.17	+	-	-	-	-	-	-	-	1	
TELENI 20.16.	+	-	-	-	-	-	-	-	1	
TELENI 21.11.	+	-	-	-	-	-	-	-	1	1
TELENI 22.17.	+	-	-	-	-	-	-	-	1	
NIC 23.16.	-	-	-	-	-	-	-	-	0	
NIC 24.17.	-	-	-	-	-	-	-	-	0	0
NIC 25.11.	-	-	-	-	-	-	-	-	0	
PAULA 26.17.	-	-	-	-	-	-	-	-	0	
PAULA 27.16.	-	-	-	-	-	-	-	-	0	0
PAULA 28.11.	-	-	-	-	-	-	-	-	0	
AMGS 29.17.	-	-	-	-	-	-	-	-	0	1
AMGS 30.11.	+	-	+	-	-	-	-	-	2	
TG 31.11.	-	-	-	-	-	-	-	-	0	
TG 32.16.	-	-	-	-	-	-	-	-	0	0
TG 33.17.	-	-	-	-	-	-	-	-	0	
TMGS 34.11.	-	-	-	-	-	-	-	-	0	
TMGS 35.16.	-	-	-	-	-	-	-	-	0	0
TMGS.36.17.	-	-	-	-	-	-	-	-	0	
CURITIBA-1 37.17.	+	+	+	+	+	+	-	+	8	8
CURITIBA-2 38.17.	-	-	-	-	-	-	-	-	0	0
CURITIBA-2 39.16.	-	-	-	-	-	-	-	-	0	
CURITIBA-3 40.17.	+	+	+	+	+	+	-	+	8	8
CURITIBA-4 41.17.	+	+	-	-	+	+	-	+	5	6
CURITIBA-5 42.17.	+	+	+	-	+	+	-	+	7	6
CURITIBA-6 43.17.	+	+	-	-	+	+	-	+	6	6
CURITIBA-7 44.17.	+	+	-	-	+	+	-	+	6	6
CURITIBA-8 45.17.	+	-	-	-	-	-	-	-	1	
CURITIBA-8 46.16.	+	+	+	+	-	-	-	-	4	2.5
RECIFE-1 47.16.	-	+	-	-	-	-	-	-	2	
RECIFE-1 48.17.	-	-	-	-	-	-	-	-	0	
RECIFE-1 49.11.	-	+	-	-	-	-	+	-	2	0.7
RECIFE-2 50 11.	-	-	-	-	-	-	-	-	0	
RECIFE-2 51.17.	-	+	(*)-	-	-	-	-	-	1	1.3
RECIFE-2 52.16.	-	+	+	-	-	-	-	-	3	
RECIFE-3 53.17.	+	-	-	-	-	-	-	+	2	
RECIFE-3 54.11.	+	-	-	-	-	-	-	+	2	2
RECIFE-3 55.16.	+	-	-	-	-	-	-	+	2	
RECIFE-4 56.11.	+	+	+	-	-	+	-	+	5	
RECIFE-4 57.16.	+	+	+	+	-	+	-	+	6	5.3
RECIFE-4 58.17.	+	+	+	+	-	+	-	-	5	
RECIFE-5 59.17.	+	-	-	-	-	+	-	-	2	
RECIFE-5 60.11.	+	-	-	+	-	-	-	-	2	2.3
RECIFE-5 61.16.	+	+	-	+	-	-	-	-	3	
RECIFE-6 62.16.	+	+	-	-	-	-	-	+	3	
RECIFE-6 63.11.	+	-	-	+	+	-	-	-	3	3.3
RECIFE-6.64.17.	-	-	+	+	+	+	-	-	4	

9.4.2. DETAILED EVIDENCE OF CRITERIA IN TRANSCRIPTS.

Evidence will now be provided in the form of exemplifications from the verbal reports, labelled with a variety of analytical features, to confirm the criteria for 'problematic' processing.

9.4.2.1. TRANSCRIPT EXEMPLIFICATION OF CRITERION 9.

Criterion 9: 'That less skilled readers of TEFL articles will lack confidence in their own abilities and adopt 'field-dependent', 'submissive' modes, decoding in a 'non-integrative' linear style.'

This was confirmed by the high ratio of [b] and [c] features to 'analytic' features ([h] [j] [g] [k]) (reflecting an attitude of 'text as a linguistic object' TALO: Davies and Johns, 1983) for:

AMGS:30.11.; CURITIBA-1, CURITIBA-3, CURITIBA-4, CURITIBA-5, CURITIBA-6, CURITIBA-8:46.16.; RECIFE-3, RECIFE-4, RECIFE-5, RECIFE-6.

Text exemplification:

RECIFE-1.47.16. Pre-reading : 'confesso que esse assunto/ para mim tambem e complicado/ sabe que eu tenho falta de base gramatical' [c] [d]. 'I must confess that this subject/ is complicated for me too/ you know I lack a grammatical basis'.

CURITIBA-1. 37.17. Pre-reading: 'para dizer verdade eu percebi muito pouco' [d] ('to tell the truth I got very little') ; 'nao sei se eu entendi bem' [d] (I don't know if I understood well.)

CURITIBA-7.43.17.3.: 'this page has many words that I don't know how ' [a] [b] [d] (43.17.3.); 'in this second page/ [a] I don't take anything/ [d] because I don't have now a dictionary/ when we are reading we have to/ to have a dictionary with us' [e] ;

CURITIBA-6. 43.17. Pre-reading: 'quero ver se vou entender as coisas corretas', ('I'd like to see if I can understand things correctly')

(The latter reflects the view of one correct interpretation; each of these attitudes leads to the adoption unidirectional B-U modes, with almost total acceptance of writer propositions)

9.4.2.2. TRANSCRIPT EXEMPLIFICATION OF CRITERION 10.

Criterion 10: 'That the same readers will either not have any relevant expectations, or will, at times, activate different schemata than that intended by the writer, at their initial pre-reading stages.'

This was demonstrated by lack of reference to [h] or [i] for:

CURITIBA-1, CURITIBA-3, CURITIBA-4, CURITIBA-5, CURITIBA-6, CURITIBA-7, CURITIBA-8: 46.16.; RECIFE-1: 47.16; 49.11.; RECIFE-2: 51.17.; 52.16.; RECIFE-4, RECIFE-5: 61.16.; RECIFE-6.62.16.

Text exemplification:

CURITIBA-1. 37.17.1.: 'os primeiros passos/ [a] e mais ou menos o que eu faco/ na minha sala de aula/....sim/[g] com o Mario diz aqui' [c] ('these first moves/ are more or less what I do/ in my classroom/...yes/ it's just as Mario states here'); 37.17.2.: 'ele faz varias perguntas/ [b] mas porque nao sei' [d]. ('he poses various questions/ but why I don't know')

CURITIBA-7.44.17.1.: 'yes yes' (agreeing with dictation description)

CURITIBA-3. 40.17.1. : 'e uma simples descricao do ditado comum' [b]. ('no more than a description of a normal dictation') 'normalmente a gente so consegue ditar algumas palavras/ mas e dificil dar um frase/ ... eles acham muitas dificuldades/ e ficam nervosos'. [k] ('usually we only manage to dictate a few words/but it's difficult to give a phrase/the pupils have so many difficulties/ and get nervous').

RECIFE-6. 47.16. Pre-reading : misinterprets writer focus [h] as use of prepositions, subsequently confirmed. [i]

(In each of these cases Rinvolucris's questioning of traditional dictation is interpreted as no more than establishing common ground. The macro-organizational role of the questions is overlooked and ignored throughout subsequent unidirectional B-U processing)

9.4.2.3. TRANSCRIPT EXEMPLIFICATION OF CRITERION 11.

Criterion 11: 'That the same readers (i.e. those who activated schemata different from those intended by the writer) may use T-D processing but will not alter their expectations to instantiate a relevant restructured view which matches text-internal consistency, even when they fail to establish coherence.

Confirmed by the presence of [h](*) with [g](*) or [k] at the pre-reading stage or first transcript pause for:

AMGS. 30.11.1.; CURITIBA-1.37.17.1.; CURITIBA-3. 40.17.2.;
CURITIBA-5. 42.17.1.; CURITIBA-8. 46.16. 1.; RECIFE-1. 47.16.1.;
RECIFE-2. 52.16.1.; RECIFE-4, RECIFE-6. 64.17.1.

Text exemplification:

AMGS. 30.11.1.: ' ...a kind of merchandise/ [c] [d] it means a product that can be sold/ and make money with this new product/ [h](-) [k]; (erroneous hypotheses subsequently referred to but not rejected)

CURITIBA-3. 40.17.2.: 'sim/ e depois a correcao/ como o Mario diz aqui' [i] [b]; ('yes/ and afterwards the correction/ as Mario says here') (no reference to metacomments and significance of headings or the set of questions by John Morgan; certainty subsequently leads her to debate the tangential question of student correction)

RECIFE-2.52.16. Pre-reading: 'uma visao geral dos problemas gerais nas sala de aula' [k](-) (' a global vision of general classroom problems').

9.4.2.4. TRANSCRIPT EXEMPLIFICATION OF CRITERION 12.

Criterion 12: 'That initial miscuing will lead to the subsequent misreading of individual words, of which they are largely unaware, and the resulting unidirectional B-U processing will not modify the inappropriate BGK/PK structures.'

Confirmed by high number of [c] utterances without reference to [g] [h] [k], for the same readers as previous sections: CURITIBA-1. 37.17.; CURITIBA-3, CURITIBA-5, CURITIBA-6, CURITIBA-7, CURITIBA-8. 46.16.; RECIFE-2.52.16.; RECIFE-4.56.11.; RECIFE-6: 63.11.; 64.17.

9.4.2.5. TRANSCRIPT EXEMPLIFICATION OF CRITERIA 13.

Criterion 13: 'That inadequate BGK schemata will lead to focus on isolated sentences, creating difficulties in establishing relations or concepts from within the text, leading to a lack of logical inferencing, which would otherwise result from the gradual build up of reader hypotheses.'

Confirmed for: CURITIBA-1, 3, 4, 5, 6, 7, RECIFE-6: 63.11.; 64. 17.

As previously mentioned, the initial paragraph is interpreted by these participants as entirely 'opening' 'common ground'; they fail to comment on or understand either the series of writer questions or the metacomment of intention; the subsequent set of activities are therefore not seen as exemplifications of variations on a theme, but as no more than isolated activities without specific learning focii.

CURITIBA-3.40.17.3.: 'tipo de jogo...que alunos gostam' ('types of game which the students enjoy') CURITIBA-3. 40.17.4.: 'um outro tipo de jogo/ [c] ...nao e um ditado tradicional' [1].; ('another type of game... not a traditional dictation')

RECIFE-4. 58.17.2. : e muito interessante essa parte/ em que se fala do aluno/ (this part is very interesting/ where they speak of a pupil/); 58.17.3.: e uma ideia muito interessante/ que o professor escolhe um texto/ um texto que desperte a atencao do aluno/ (this is a very interesting idea/ where the teacher chooses a text/ a text which attracts the pupil's attention); 58.17.4.: eu acho muito interessante/ a ideia de que o professor/ deve nao ensina/ (I think it is very interesting/ the idea that the teacher/ doesn't have to teach).

RECIFE-6.64.17.4.: essa forma de ensinar o ditado/ observando as dificuldades da pronuncia/ (this way of teaching dictation/ observing the pronunciation difficulties) 64.17.5.: com palavras simples e coneccoes/ (with single words and connections); 64.17.6.: eu gostei muito desta tecnica com estas palavras ditadas/ [a] [c] [1] eles criam uma historia/ [c] (I liked this technique with words to dictate a lot/ they have to create a story).

9.4.2.6. TRANSCRIPT EXEMPLIFICATION OF CRITERION 14.

Criterion 15 : 'That the same readers will rarely use prior text processing to evaluate or re-establish concepts or meanings and that they will thus often be oblivious of mismatches between their initial hypotheses and the informational significance of text content presented by the writer later in the text.'

Confirmed for: the CURITIBA participants 1, 3, 4, 5, 6, 7; RECIFE-4; RECIFE-5: 60.11.; 61.16; RECIFE-6. 24.17.

Text exemplification:

CURITIBA-1. 37.17.5.: corringindo problemas de pronuncia neh/ [c] (-) (it's correcting pronunciation problems, of course)

CURITIBA-5. 42.17.6.: 'I think the sentences are true/ ... I think they are very lazy/ they want that the teacher gives them/ ehm the topics the subjects/ ehm ready/ they want just to copy the exercises/ they don't want to use their minds' [k] [11].

CURITIBA-6.43.17.11.: e muito dificil introduzir um ditado que envolve historias ou solucoes/ [c] [1] praticamente se sabe que vai errar[k]. ('It's very difficult to introduce dictation involving stories or problem-solving/ we know from experience that they'll make mistakes')

(In each of these cases Rinvolucris's points have been misinterpreted because the readers' initial hypotheses of teacher-centred learning means that his suggestions are not evaluated within the argument for student-centred self-correction)

9.4.2.7. TRANSCRIPT EXEMPLIFICATION OF CRITERION 15.

Criterion 15: 'That they will often activate interpretative strategies only after B-U processing and that this will involve reader-text mismatches'

RECIFE-1.48.17.; 49.11. This reader activates T-D interpretative strategies at her 'Review' stages, after reading each activity unidirectionally; lacking the writer's BGK of student-centred variations from the 'traditional' view of dictation, she focuses on the applicability of the activities without the framework of questioning provided by the writer.

9.4.2.8. TRANSCRIPT EXEMPLIFICATION OF CRITERION 16.

Criteria 16: 'that lacking in confidence as EFL readers their processing will tend to focus on their language difficulties at the level of the word or phrase, with reliance on the least of their strengths, their EFL proficiency.'

Confirmed by explicit mention of participants for AMGS, CURITIBA: 1, 3, 4, 5, 6, 7; RECIFE-3, RECIFE-4, RECIFE-6.

Text exemplification:

CURITIBA-1.37.17. Pre-reading: 'com o tipo de ingles que eu tenho' [d] ('with the type of English I have'); 'bem deixa ver alguma coisa que eu posso entender', [d] (well/ let's see if there's anything I can understand'): 'estou preocupado com isso/ porque estou achando dificil/ as palavras dificeis para mim' [d]; ('I'm worried by this text/ because I find it difficult/ the words are difficult for me'); 37.17.3.: 'ah esta terrivel/ porque o meu vocabulario e muito simples'; ('oh it's terrible/ because my vocabulary is very limited'); 37.17.4.: 'tem muitas palavras dificeis/ nao ficou claro para mim nao'. ('there are many difficult words/ it isn't very clear to me')

CURITIBA-5.42.17.1./2/3.: 'what is the meaning of 'breath group by breath group' [b]; 'especialmente se a palavra acabou em um consoante cluster/ [b] eu não entendi/ o significado desta frase' [d]; 'esta técnica foi inventada para trazer a si mesma para lidar com consoantes clusters/ [b] eu não entendi' [d]; 'dê a frase para não escapar para as pessoas na classe'/ 'frase escapa para não' [b] não eu não sei' [d]; (Later moves into a higher reading gear (Schiffrin, 1987:31) in her fourth pause with more confidence to use her BGK) 42. 17.7.:

processing: 'Pilgrims in Canterbury/ [b] I read the book 'The Canterbury Tales'/ [k] I know the word/ [c] but I can't follow it [d]. CURITIBA-6. 43.17.2.: 'chunks of sentence/ ... chunk ... chunk...chunk.../ [b] eu nao estou entendendo nao ' [d] (I can't understand) ; 43.17.5.: 'esta segunda parte do artigo e dificil de entender' [d] ; 'this second part of the article is difficult to understand'); 43.17. 5.: '\...if the word ended in consonant clusters/ dificil'; 43.17.6.: '\...e o exercicio eu acho dificil/ tenho muitas dificuldades'; ('and I find the exercise difficult/ I've got lots of difficulties')

(Following this total focus on linguistic problems CURITIBA-6 then moves into a different gear (Schiffrin, 1987:31*) and for seven pauses continues her linear unidirectional reading but includes comments on the ideas. She then falls back to earlier preoccupation at a 'representational' level) 43.17.14.: 'esta parte/ Taking down as much as they can/ eu acho dificil'; 43.17.15.: 'Contradictions Dictation/ puxa/ o que que isso/ nao entendi muito nao'; ('damn/ what's this/ I didn't really understand much'); 43.17. 18.: ' puxa/ tem tanta coisa dificil/ nunca pensei que...' ; (' damn/ there are so many difficult things/ I never thought...'); 'vou parar um pouquinho/ porque para dizer verdade/ estou entendendo muito pouco' ('I'm going to stop for a while/ because to tell the truth/ I can understand very little'))

CURITIBA-7.43.17.3.: (stereotypical 'intensive' TALO EFL reader) 'This page has many words that I don't know how ...' [a] [b] [d] 'in this second page/ [a] I don't take anything/ [d] because I don't have now a dictionary/ when we are reading we have to/ ... to have a dictionary with us' [e] ;

9.4.3 . IMPLICATIONS FROM ANALYSES OF 'PROBLEMATIC' PROCESSING.

The global picture of 'problematic' criteria in the transcripts (Table 9.3.) has now been exemplified and confirmed. These analyses provide a cline according to the average score of 'problematic' processing criteria, identified in the transcripts of each of the participants:

TABLE 9.5. FINAL PLACEMENT OF PARTICIPANTS INTO READER GROUPINGS.

average scores	participants	groupings
0	NIC; PAULA; TG; TMGS; CURITIBA-2	Potential 'Norm Group' of successful readers.
0.7	RECIFE-1	
1	K; TELENI; AMGS	
1.3	RECIFE-2	
2	RECIFE-3	'borderliners'
2.3	RECIFE-5	
2.5	CURITIBA-8	
3.3	RECIFE-6	Potential 'Target Group' in terms of problematics processing.
5.3	RECIFE-4	
6	CURITIBA 5, 6, 7.	
8	CURITIBA-1; CURITIBA-3	

9.4.4. CONCLUSIONS AND IMPLICATIONS OF THE ANALYSES.

It is now possible to contrast the two sets of findings regarding the 'successful' and 'problematic' criteria averages to confirm the placement of participants in the proposed groupings:

TABLE 9.6. MATCHING THE TWO 'CLINE' GROUPINGS.

Average Successful	Participants	Average problematical	Participants
5	PAULA	0	NIC; PAULA; TG; TMGS; CTBA-2
4.7	NIC; TMGS	0.7	RECIFE-1
4.5	K; TG	1	K; TELENI; AMGS
4	TELENI; AMGS; CTBA-2; REC-1	1.3	RECIFE-2 'Norm Group'
3.3	RECIFE-2	2	RECIFE-3
3	CTBA-8; RECIFE-3; RECIFE-5	2.3	RECIFE-5 'borderliners'
		2.5	CURITIBA-8
1.5	RECIFE-4	3.3	RECIFE-6 'Target Group'
0.3	CURITIBA-4; RECIFE-6	5.3	RECIFE-4
0	CURITIBA-1, 3, 5, 6, 7.	6	CURITIBA 4, 5, 6, 7.
		8	CURITIBA-1; CURITIBA-2

The set of criteria have clearly identified the 'successful' and underlined the 'problematic' processing of the 'target' group, thus with the exception of Recife-2 (who will be considered 'borderline') the groupings are confirmed by the integration of the two sets of

results. A note of caution is required, however, for the criteria do not fully account for the verbal reports of the 'borderline' readers, CURITIBA-8, RECIFE-2, RECIFE-3 and RECIFE-5, containing a mix of processing strategies. They can be considered borderline in the sense that their transcripts do not entirely match either of the sets of criteria established in chapter six and tested above. Thus their processing strategies include those seen as typical of the 'successful' reader, as well as those which are seen as leading to difficulties for adequate text processing. To exemplify, the two verbal reports by CURITIBA-8 (46.16.), appear to provide evidence of a mix, including some successful logical processing (Criteria 5 and 6) but also adopting a highly submissive style (Criterion 9). RECIFE-2 (50.11.) sets up the pre-reading hypotheses of a successful reader but reads at a superficial level, rarely activating BGK for T-D processing and is field-dependent. RECIFE-3 sets up hypotheses to process the TEFL articles, confirming and linking at conceptual levels in two cases, (53.17; 54.11.) relating to Criteria 1, 2, 3 and 4, and yet throughout there is a 'submissive' acceptance of the writer's propositions (Criteria 9, 10 and 11). Even where RECIFE-3 appears obliged to adapt a linear strategy to decode parts of Cox' text, (55.16.) she makes no attempt to evaluate critically. In all three of her pre-reading stages RECIFE-5 provides evidence of her lack of confidence as an EFL reader: 'eu nao estou segura' (I'm not certain/secure'); 'eu nao estou bem certa' (I'm not very sure'). These 'mixes' will be focused upon subsequently in comparing the processing for the three different Forum articles.

To summarize, it is clear that Recife-1 and Curitiba-2, would be better placed in a 'Norm Group', together with the UK-based

participants. Recife-4 and Recife-6, as well as six of the Curitiba participants, can be justifiably maintained in the 'Target Group. The borderline participants require further analysis. Their 'mix' of strategies may cast doubt on the set of criteria; the following section will therefore provide further analyses of the verbal reports, with the exclusive use of the set of analytical features validated in the previous thesis chapter.

9.5. DETAILED ANALYSES OF VERBAL REPORTS BY POTENTIAL 'NORM GROUP'.

9.5.1. INTRODUCTION.

The aim here is to find common processing styles among those reader/participants defined as successful or skilled above (9.4.), i.e., whether in their verbal reports there is evidence of mutual patterns or common responses to text features, specifically that related to the hypotheses regarding clause-relational macro organisation. The discussion will follow the order in which the recordings were originally made and the transcriptions written, as they appear in the appendices (92 to 109), and in each case will describe the three stages of reading from the verbal protocols, followed by brief implications, and, at the end of the section, summary analyses of the entire group.

Tabular matrices of the analytical features assigned to the protocol units of the verbal reports of each participant are also included in the appendices (162 to 207). The first attempts at developing tabular matrices were made from the protocols of PE and NE (Appendices 160, and 162) ; these provided a relatively straightforward means of presenting their processing as evidenced in their protocols; they

underlined how the text layout and writer sections (Xiaoshun, Text 8) had influenced their processing. During the discussion of the verbal reports and matrices the features will be represented by their letter symbols given in square brackets, arrows will represent linkage between features, and scores of separate verbal report units assigned those features, given in round brackets, e.g.: [k] -> [l] (3).

9.5.2. ANALYSIS OF REPORTS BY 'K'.

9.5.2.1. INTRODUCTION.

K is a fluent speaker of English, his third language, whose ESL experience includes initial and in-service training for teachers. After a short trial run with Text 18 (Wukasch) he provided the verbal protocols (Transcripts 18 and 19) based on Text 17 and Article 11; the recording of his comments based on Cox (Text 16) was unintelligible due to an electronic fault in the tape recorder used.

9.5.2.2. K'S REPORT FROM READING ARTICLE 11.

K's predictions prior to reading Article 11 include two utterances reflecting his doubts [d] and hypotheses [i] regarding the meaning of 'splitting the atom' and 'consumerism'. K identifies the 'Goal-Means-Achievement' macropattern signalled by the words 'aimed at', 'providing the details' and 'objective' [j] (4), each linked by 'Inferencing' [k] (4) to previous knowledge and experience. The title and article headings provoke several pauses simultaneous with reading, focusing on problems of understanding surface language [c] [b], as well as references to his own processing strategies [d] (4)

[e] (5) , normally linked with the confirmation his hypotheses [i] regarding the article title/headings/aims. There is an absence of reference to predictive metacomments [f] and relating bgk [g] and only one reference to the writer's purpose, [h] i.e., the organisation of Woodward's discourse in terms of a 'goal' evidenced in the phrase 'means to an end' [j]. There is one case of his applying the suggestions to his teaching settings [k] and only two evaluatory comments. In contrast, K's retrospection after reading the entire article includes focuses on the writer's purpose, [h] (2) with four further references to the items 'aim' (twice) and the 'way' [j] (3). K brings in his TEFL experience [k] (4) to evaluate positively [l] (5).

9.5.2.3. K'S REPORT FROM READING TEXT 17.

By identifying main topic [h] (2) at the pre-reading stage, K was able to bring in BGK [g] (2) and thus narrow down the range of features. At the first paragraph K confirms his initial hypotheses [i] regarding the main point [h] by referring to the 'Question-Answer' macropattern which Rinvoluceri explicit metacomment in the second paragraph [j]. Whereas Woodward's metacomment in the last sentence of her first paragraph led K to set up new hypotheses [i] which had to be subsequently confirmed, this explicit metacomment in Text 17 enabled him to proceed confidently, constantly focusing [h] on the main point, and regularly using BGK [g] [k] to evaluate [l] and interpret Rinvoluceri's suggestions. Thus the comparative transparency of Rinvoluceri's title and clear initial signposting enables K to retain information globally, evidenced by two further references to the 'Question-Answer' macropatterning [j]. Sufficiently secure K confirms the purpose [h] and organisation to make fewer references to text at

the level of 'Reading' [b] (2) or 'Representation' [c] (2), in comparison to his reading of Article 11. This enables him, in turn, to concentrate on the relevance of Rinvoluceri's suggestions. In his post-reading review his references follow a similar sequence of confirming his hypothesis [i], focusing on the original metacomment [j] and using his BGK [g] (5) [k] (4), to evaluate the contents in terms of his teaching experience [l] (4), although there appears to be a lack of critical evaluation regarding relevance of suggestions.

9.5.2.4. IMPLICATIONS OF ANALYSES OF K'S REPORTS.

K's verbal reports are evidence that the present model of 'Instructions' will provide or provoke protocols containing a wide range of analytical features. K's protocols also contain utterances commenting on his own wide range of individual processing strategies, from widely scattered inferencing, evaluating and, most decisively for the present research focus, evidence of utilising rhetorical organisation which mirrors clause-relational macropatterning, all adding up to a matrix of a 'successful', competent reader in English, which confirm his placement in the proposed 'Norm Group'.

However, there were noticeable differences in K's processing of the two articles, where the opaqueness of Woodward's title led to sequences beginning with hypotheses regarding meaning and organisation [i], while the relatively transparent quality of the title of Text 17 provided the straightforward focus on text [c] -> [g] -> [h], relating BGK to identify the topic centrality or importance. Similarly much of K's initial utterances with Article 11 focussed on his processing doubts in relating title and contents [d] [e]. In contrast K was

quick to identify the aim and organisation of Rinvoluceri's article [j] when reading the first paragraph. The section headings also played a part in determining the type of processing: the 'practical' section, 'Analyzing', by Woodward was the only section stimulating evaluation according to previous experience; however with the series of practical suggestions presented by Rinvoluceri (the discourse colony marked by 2., 3. and 4.) each provoked evaluation [l], which was missing in the final 'justification' section.

9.5.3. ANALYSES OF REPORTS FROM 'TELENI'.

9.5.3.1. INTRODUCTION.

After a trial run using Lewitt (Text 1), Teleni read Text 16, Article 11 and Text 17 (Transcripts 20, 21, 22). Teleni's minimal pre-reading predictions on Cox's title are exclusively based on the lexical items in the title [c] [g]. However, her comments do illustrate why it is that teachers in Brazil were attracted by the title contents, i.e., that it contains a visual element seen as a possible means of facilitating the learning or teaching of grammar. Teleni refers immediately to the writer's first sentence metacomment of intent as 'Problem-Solution' [j], , hypothesises [i], inferencing from her own experience [k] and confirms her own testing procedures [i] while constructing [j] a coherent view of Cox' argument by linking ideas from different parts of his discourse. This early identification of Cox' first sentence/metacomment enables her to test her understanding of the content propositions [f] [i] by constant linking of her previous experience [k] with the learning problem ~~and~~ well as the writer's suggestions for overcoming the same [j]. Throughout Cox' lengthy 'justification' sections there is a lack of evaluation [l].

At these stages Teleni is more concerned with commenting on her own approaches, [e] [i] and focusing on text evidence of writer aims and organisation [j] and how this relates to her professional reality [k]. The layout of Cox' suggestions at Cox' 'Method One', in contrast, provokes immediate evaluation [l] (2), although the complexity of 'Method Two' involves a return to focusing on her own processing [e] [i] with an absence of activating BGK [k] to evaluate [l] (+).

The earlier combination of comments on her own processing strategies [a] (10), [d] (14), [e] (7) and [i] (7), together with reference for the motive behind the discourse [j] (9), in terms of her own teaching and learning experience [k] (6), provide a clear picture of a healthy integration of B-U, data-driven processing with T-D, BGK schemata, the ingredients of the successful reader, described in section 6.3.2.2. Her lengthy retrospective reflections renew her focusing on the motivating factor behind the article [h], the learning problem [j], as described by Cox, and involve constant evaluation of his suggestions relevant to her specific learning situation [k] (4) [l] (6).

9.5.3.2. **TELENI'S REPORT FROM READING TEXT 16.**

Teleni's first verbal report reflects different types of processing before, during and after her reading. In addition the different sections of Cox' article have also resulted in a variety of combinations of the analytical features; thus the initial 'justification' sections resulted in her testing out hypotheses [e] [i] based on text and BGK regarding the aim and organisation behind the presentation of Cox' information ; the section headed 'Method One' resulted in direct evaluation of practical suggestions in the light of previous experience; 'Method Two' led to doubts and hypothesising

stemming from text, a similar set of references as when she read the 'justification' stages. This matches the findings from K's verbal reports, i.e., that the title and section headings, metacomments and writer organisation, all influence reader processing. In common with the findings from K's verbal reports, it appears that Teleni's early identification of the motive behind the discourse [j] enabled her to constantly infer from her own experience [k] and restrict evaluation [l] to that part of the text ('Method One') of relevance to her reality, a picture of a normative integration of B-U, data-driven processing, with T-U, BGK schemata, the ingredients of competent reading described above (6.3.2.2.).

9.5.3.3. TELENI'S REPORT FROM READING ARTICLE 11.

The intriguing nature of Woodward's title result in focusing at a 'Representational' level [c] and lead to two tentative explanations, evidence of uncertainty, which K provides in the form of questions [i] (3). Using Woodward's phrase 'a means of avoiding' K predicts the goal as a difficulty to be overcome [j] enabling her to use BGK to propose her own response [k] [j] stressing that her own uncertainty will no doubt be clarified as she reads further into the article [f] [i]. This combination of doubt, leading to hypotheses [i] based upon understanding of the macro-organisation and previous experience, mirror K's approach at this pre-reading stage based on Woodward's title and headings. By focusing on the metacomment of the last sentence of the first paragraph Teleni is able to recognise the overall aim [j], confirm her pre-reading hypotheses of the same [i], and bring her BGK [g] to bear on the metacomment itself. This identification and confirmation enable Teleni, in her second group of

introspective comments, to focus on the main point [h] and on Woodward's 'means' [j] which are subjected to lengthy evaluation [l] in terms of her experience [k][g].

At each further stage in her reading of the same article, where Teleni provides verbal reports, her starting point is the text information from headings and metacomments [b] (6) [c] (5), which are used as platforms to activate BGK [g] (6) [k] (5) and the blend is the basis for final evaluative comments on Woodward's propositions [l](4). Teleni's protocol is clearly constructed by a dovetailing of text-driven information and firmly based BGK schemata, leading to interpretation according to the relevance to her professional environment, indication of a positive reader confident of her knowledge of the topic under discussion. This would account for the almost complete absence of references to her own processing strategies [d] [e] [f] [i], in contrast to the more tentative nature evidenced in K's protocol based on the same article, and, indeed, in contrast her own approach to Cox' article (Text 16). Teleni's concluding post-reading global again focuses on the writer's indications of the organisational pattern of (i.e., her 'goal' [j]) onto which Teleni brings to bear her 'local' BGK, in order to evaluate the suggestions in terms of their applicability to 'local' conditions [g][k][l], a similar if less detailed pattern than K's post-reading comments.

9.5.3.4. TELENI'S REPORT FROM READING TEXT 17.

Using the title and section headings Teleni immediately hypothesises the potential organisation of the discourse as a 'Difficulty-Response' or 'Question-Answer' [g](2) [j](4) and predicts that this organisation will be manifest in the form of suggestions/techniques which will

probably include contrasting approaches to and different interpretations of the notion of 'dictation [i] [j] [k] (2). Once again this reflects a less tentative approach to reading than that of K, whose verbal reporting at this stage differed considerably. Teleni's first pause to provide a verbal report reflects her processing strategies throughout her reading of this article and mirrors her previous processing approaches: she moves from a series of purely data-driven comments, [c]->[b]->[c]->[c] focusing on the essential metacomment of the second paragraph as the writer's key informational signal [h] in the form of a question to be answered [j] within the remainder of the article, in common with the processing approach adopted by K.

Teleni then moves from the text proper to comment on the significance of Rinvoluceri's ideas [h] (6) vis-a-vis her own professional knowledge and experience, [g] (5) [k] (2), with a minimum of evaluative comment, on the 'justificatory' final section, a pattern similar to that displayed in K's protocol. In her retrospective review Teleni, like K, focuses and justifies her initial predictions [i] of text organisation [j]. This early focusing on the text itself provides the lead for detailed evaluation of the content proposition, by comparing the overall approach with that of Woodward, and then by describing what, in her experience, teachers do, and, in the light of the article, how the teachers in her country may be successfully encouraged to accept innovation [g] (3) [k] (7) [l] (2).

9.5.3.5. IMPLICATIONS OF ANALYSES OF TELENI'S REPORTS.

Teleni's verbal reports confirm the analyses and interpretation of those of K, namely that the writer's organisation will influence more

tentative readers. Both readers focused more often on their own hypotheses [i] and processing while reading Article II, than with the relatively clearer exposition presented by Rinvoluceri. The implication, as stated above, is that more transparent titles and headings will enable readers to predict [i] the purpose [h] and organisation [j] with confidence; in both cases these were quickly confirmed [i] by identifying Rinvoluceri's metacomment [j] and both readers were then able to bring their BGK [k] to bear on the suggestions in a confident manner retaining their schemata and delaying their evaluations. Clearly the previous knowledge which Teleni had of Woodward's position led to an early prediction of the organisation and less tentative processing than K. While both readers appear to accept each of the writers' suggestions without question, their verbal reports include clear evidence of successful text processing, and thus justify their placement in the 'Norm Group'.

9.5.4. ANALYSES OF REPORTS BY 'NIC'.

9.5.4.1. INTRODUCTION.

'Nic' is an EFL teacher from the public sector in the state of Rio de Janeiro. After a trial run using Ndoma (Text 19) she read Text 17, Article 11 and Text 17 in that order. (Transcripts 23, 24 and 25)

9.5.4.2. NIC'S REPORT FROM READING TEXT I6.

Cox' title seems to mean little to Nic who restricts her predictions to the text items [b] highlighting the visual relating to the grammar, [c] [g] [i] in common with Teleni. In her introspective reading Nic

immediately focuses on Cox' first sentence to identify the overall motivation for the article [h] and the macro-organisation [j] and refers to the same in her final review. However, her verbal comments are minimal and largely on her own processing [d] (6) [e] (5) [f] (5). While she makes no evaluation of Cox' lengthy 'justification' sections, she evaluates the practical contents, as well as Cox' mode of expression, negatively and is not aware of its immediate application for her teaching needs [g] [l] (4). Thus, although the self comments on her own processing and the lack of evaluation on the early stages of the article, as well as the pattern of retrospective comments, are similar to those of Teleni, the latter reader constantly referred to the aim and organisation [j] , and, in evaluating the text propositions in a much more positive light, made many more attempts to apply the suggestions to her teaching situation [k] (These differences may reflect either Teleni's more proficient command of English, or superior L1 reading skills, or both). However, Nic appears to retain the formal organisation (evidenced by constant [j] reference) and is able to delay her evaluation. It may be the case that the differences in evaluation reflect the differences between possible application to EFL in Brazil in contrast to ESL in South Africa.

9.5.4.3. NIC'S REPORT FROM READING TEXT 17.

In contrast with her previous protocol, Nic's pre-reading comment on Rinvoluceri's title brings in her previous knowledge of the writer, the prevailing attitude to dictation, clear use of BGK and this provokes an immediate, positive critical response [g] [k] [l] together with a prediction regarding the writer's organisational goal [j]. Thus the pattern of features match those the features assigned to both K and Teleni at the same stage in their readings and reflect the fact that either the title/headings, or the topic, or a combination of the two factors, provide clearer information for both K and NIC, than those of Text 16. Once again the majority of her pauses and subsequent verbal reports deal with her language difficulties [b] [c] where she comments on her approaches [d] [f]. By focusing on the interrogative forms in the first paragraph, as well as Rinvoluceri's explicit metacomment in the second paragraph, Nic confirms the organisation of information and the writer's patterning [h] [j], as K and Teleni had also done. However, within the same set of utterances she again expresses her lack of understanding [d] (6), mirroring the constant reference to text [c] (4), and self-comments [e] (4) [f] (3), which are present throughout her reading, a possible reflection of her comparatively low EFL level. Her post-reading global again refers to writer signals of organisation of information and the detailed suggestions offered [j] (2), in confirming her predictions [i] [h] regarding the same. At this stage she attempts to link these and the purpose [h] (2) with her own teaching situation [g] and then evaluates according to their application [k] [l] (2), a pattern similar to that of the features assigned to both K and Teleni.

9.5.4.4. NIC'S REPORT FROM READING ARTICLE 11.

Nic's pre-reading stage sequence of features mirror those of both K and Teleni, with tentative guesswork [c]->[f]->[i] (3) regarding the overall organisation based on BGK [k] [j] (2). This confirms the analyses above as the opaque title makes for less confidence in predicting. What appears significant is Nic's mention of the overall semantic and rhetorical organisation [j] at all three (pre-, during and post-reading) sections of her protocol. This early identification and confirmation of her prediction [i] allows her to process, throughout the article, exclusively at the level of interpretation and evaluation of ideas [g] [l] with an almost total absence of the processing at the level of surface language so prevalent in her reading of the previous two articles. This difference may be a question of lexical density, but appears more likely to be the result of her being confident enough to bring her own BGK to bear critically on Woodward's suggestions throughout her reading; i.e. as she explicitly states there was nothing very much new in the propositional contents, which she evaluates negatively [k] (3) [l] (4).

9.5.4.5. IMPLICATIONS OF ANALYSES OF NIC'S REPORTS.

Nic's relatively lower EFL proficiency has not hindered her ability to highlight the organisation and purpose of Woodward's article and interpret the propositions critically in terms of their applicability. In contrast to K she was able to use her previous knowledge of Woodward to constantly activate schemata and inference by bringing her professional experience to bear on Woodward's suggestions, a clear indication of the positive influence of BGK expectations.

9.5.5. ANALYSES OF REPORTS BY 'PAULA'.

9.5.5.1. INTRODUCTION.

'Paula' works in the public sector of the state of Sao Paulo, including technical colleges. At the time of her verbal reports on the articles by Rinvolucris, Cox and Woodward, respectively, she was attending a British Council Summer School in Manchester. Despite using the instructions in Portuguese Paula insisted in providing her verbal reports in English because "I am in England." (Transcriptions 26, 27, 28).

9.5.5.2. PAULA'S REPORT FROM READING TEXT 17.

Paula's pre-reading predictions based on Rinvolucris's title (Transcript 26) demonstrate her confidence in bringing her previous BGK to bear on both the author and the topic, [g] [k] in predicting both the purpose and presentation of the writer [h] [j]. This processing clearly matches that of the previous three participants. In her first set of utterances Paula focuses on and identifies key signals and information [e] [h] (the questions and metacomment) related to the writer's global organisation of ideas, [j] confirming her predictions [i], the same features assigned to K, Teleni and Nic, based on their interpretation of the same interrogatives and writer metacomment, at the same stage of their reading.

In contrast, Paula also provides a substantial number of self-comments [e] (15) on her own processing. This first set of utterances is

conspicuous for its absence of movement to her own world to evaluate; it also reflects the analytical 'make up' of much of her three protocols, as she has a tendency to comment on her own processing throughout in considerably more detail than the previous participants. This is partly because Paula tends to pause [c] (10) and predict [i] (10) at each heading and/or sub-title' (which also distinguishes her protocols from other participants) and comment on her processing multidirectionally.

After her first two pauses Paula makes constant reference to phrases [b] and ideas [c] in the article, which are then interpreted and subsequently evaluated in light of her teaching experience [k] (16) [l] (6). This matrix was also in evidence in her retrospective review; however, here she includes considerably more detailed discussion of her matching of the text [c] (4) with her own teaching situation [k] (4) and evaluates Rinvoluceri's suggestions in greater depth [l] (6). She adds a further reference to the global organisation of Rinvoluceri's entire discourse [j], thus the pattern of assigned features is similar to those of the previous three participants, the differences in quantity reflecting no more than a more verbal personality.

9.5.5.3. PAULA'S REPORT FROM READING TEXT 16.

Paula's comments provoked by the title of Cox' article provide evidence of her willingness to use her BGK to relate [g] and inference [k] (3) from the text stimuli [c] (2), in common with Teleni. Her initial utterances focus on the organisational pattern [j], made explicit in Cox' first sentence, on which her inferencing [k] is

immediately brought to bear. In common with her previous verbal reports, her comments simultaneous with her reading of Cox' lengthy 'justifications' are varied and lengthy. They include constant self-comment [d] (9) , monitoring [e] (14) on her coping strategies, followed by references to the content propositions in themselves [b] (5) [c] (16), which provided the basis for her hypotheses [i] (10). At these stages in her reading of the text there is an absence of BGK interpretation strategies and any evaluation of the ideas [g] [k] (7) [l]. In contrast, she brings all three to her reading of Cox' practical 'Methods', a pattern matched by that of the features assigned to Teleni and Nic. Paula's post-reading review also matches her previous 'think-alouds' as it contained a similar variety of analytical features from comments on her own processing [d] (2), linking the writer's global organisation [j] and intentions with her own professional needs. Finally she provides a detailed evaluation of Cox' suggestions within a number of utterances in terms of their relevance to her students and her teaching [k] (6) [l] (3), very much in common with Teleni's verbal report, again reflecting Paula's processing as that of the competent reader.

9.5.5.4 PAULA'S REPORT FROM READING ARTICLE 11.

After reading no more than the title of Woodward's article Paula, familiar with both topic and author, is less tentative than the previous readers. She immediately activates her BGK with the minimum of input, to predict, infer and interpret [h] [i] [k]. In fact she goes much further and, by recalling the details of an article by the same author, Paula correctly infers both the macropattern and the intention of the writer from the title [j] (3) [i] (4) [k] (5). In

common with her previous protocols her 'think-aloud' reports, while reading Woodward's article include varied reference to her own processing, including monitoring [e] (4), metacomments [f] on her own processing of the surface language [c] (4), and the propositional contents. However the majority of her utterances illustrate her attempts to incorporate her BGK when using the writer's suggestions to interpret [g] [k], and occasionally evaluate [l] (3) , i.e., the integration of B-U with T-D strategies, reflecting proficient reading practices. Although longer, her retrospective review is almost identical in its sequence of features to that of Teleni: [g]->[j]->[k]->[l]. It contains a minimum of ideas at the level of content proposition [c] (5) and their rhetorical presentation [j] (2), but these appear to provide her with the minimum necessary input for thoughtful, in depth relating [g] (2), interpretation [k] (6), and evaluation [l] (3), based on her teaching experience, expressed over several utterances.

9.5.5.5. IMPLICATIONS OF ANALYSES OF PAULA'S REPORTS.

At this stage it appears worthwhile to make a comparison of the quantity and quality of the protocols of the previous two participants. A brief scanning of their introductory potted biographies reveals that they have very much in common in terms of age, experience and EFL ability. Yet Paula's verbal reports have provided very much more data for the research. The most plausible explanation for these differences is a practical one but is certainly worthy of brief comment for fellow researchers. Nic's recordings were made on a single late afternoon, with only short intervals, in the middle of an INSED course, with the present researcher nearby, on hand

to help with difficulties. Those by Paula, in contrast, were made on two mornings of a free weekend with lengthy intervals and without the pressure of the presence of the researcher as the cassettes were returned at her convenience by post.

As far as the patterning of the assigned features are concerned, the fact that Paula consistently focuses on her own processing and that these represent a larger proportion of her references than is the case of the first three participants of the 'norm group', has already been mentioned. Despite this difference her patterning of hypothesising [i] the discourse organisation [j], or identifying the same, at the early stages of reading, and her ability to retain this and the purpose [h] in mind before finally evaluating the writers' suggestions in terms of their applicability, justifies her 'Norm Group' placement.

9.5.6. ANALYSES OF REPORTS FROM 'AMGS'.

9.5.6.1. AMGS'S REPORT FROM READING TEXT 17.

Following a trial run reading Text 18, the title and section headings of Text 17 provoked a lengthy number of 'relating' predictions by AMGS, based on the words 'new' and 'dictation' [c] (2) [g] (3) [h] [f]. Rinvoluceri's introductory section led AMGS to refer to his own processing [d] [e] [f], but after a reread he identifies the main core of the article, Morgan's final question [h] [j] after hypotheses. [i] Many of his verbal report utterances simultaneous with reading are reference to his need to concentrate [e] (7), to the various strategies he adopts to overcome processing problems [f] (7) and to his hypotheses [i] (10), given in a manner reminiscent to that of Paula's verbal report patterning. He quickly identifies the

'question-answer' macro organisation of the text [j], which enables him to process the practical teaching activities 2, 3, and 4, described in Rinvoluceri's article, at a conceptual level. In this way he retains the gist and applies the ideas to his teaching situation [k] [6], and sometimes evaluates in terms of their relevance. [l] (3). In contrast, Rinvoluceri's final 'justification' section is not evaluated but is processed at the level of text with further reference to his own interpretative procedures [e] [f] [i], although he recognises how the section is also an answer to the macro questions. At his post-reading stage AMGS cites specific practical activities in evaluating the same in the light of his experience [k] [l] (4).

9.5.6.2. AMGS' REPORT FROM READING ARTICLE 11.

Woodward's title is perplexing for AMGS [d] (2), who makes only tentative predictions [i] [k] (3). His simultaneous verbal report features are again heavily focused upon his own processing [d] (4) [f] (6), and on his constant testing procedures [i] (6). He also makes several logical inferences [i] in determining the gist of the discourse [h] (5), and to identify the central goal and means, which is then confirmed [j] (4) [i] (4). However, AMGS makes two erroneous hypotheses regarding the gist of the article early in his reading, which are never formally rejected [h] (-), and despite activating his BGK experience [k] (2) early in his reading, there is no evidence of his attempting to evaluate Woodward's suggestions. In contrast his retrospective comments contain reference to two of Woodward's propositions [c] (2), which are duly evaluated according to applicability [l] (3), and related to the original macro aim [j]. Unfortunately AMGS verbal report on Cox' article (Text 16), recorded

on his last morning in Britain, was jeopardised by electronic noise interference and a further session to read Text 16 was not possible.

9.5.6.3. IMPLICATIONS OF ANALYSES OF AMGS' REPORTS.

There is a concentration on personal processing strategies throughout AMGS' verbal reports simultaneous with reading, similar to those adopted by Paula. He did activate erroneous hypotheses for Woodward's article and failed to evaluate the same article to the same extent of the other potential 'norm group' participants; this may have resulted from a combination of his lower EFL level and relatively limited private TEFL experience. Nevertheless his constant questing [i] for key ideas at a conceptual level [i] [h], his ability to identify and match text information with writer aims and corresponding macro organisational patterns [j], and his regular activation of BGK for evaluation [k] -> [l] of Rinvoluceri's suggestions, confirm his selection as a competent reader and member of the 'Norm Group'.

9.5.7. ANALYSES OF REPORTS BY 'TG'.

9.5.7.1. TG'S REPORT FROM READING ARTICLE 11.

After scanning the title and headings TG immediately predicts the writer's objective and discourse tack [h] [j], by relating to her previous knowledge [g] (Transcript 31; Profile 16). Following her reading of the section headed 'An activity analyzed', her first set of utterances simultaneous with reading, she moves from the text [b] to hypothesise [i], confirms this and her predictions using the text [c] to identify the text gist [h] and the macro-organisation [j] which are

immediately linked to her understanding of the Brazilian situation [k] and evaluated accordingly [l]. TG's pauses during her reading are restricted to the headed sections of Woodward's article. In each case there is a similar pattern of moving from the text section itself to hypothesise [c] (4) [i] (4), before detailed linking with her professional experience [k] (11) and, in each case, strongly negative evaluation [l] (11). While the patterning of assigned features is reminiscent of K, their conclusions are very different. In an extremely lengthy review TG focuses immediately upon Woodward's signals of organisation and suggestions [j], links them to the underlying politics of EFL methodology under discussion, and questions the relevance of the approach for Brazilian public sector teachers, i.e. an exclusive set of [k] (4) and [l] (3) features.

9.5.7.2. TG'S REPORT FROM READING TEXT 16.

The information in the text title and headings regarding the macro-organisation of Cox's text [j], are the immediate focus of TG's comments, i.e. in common with her previous protocol. Again her pauses are few (three in all), and are restricted to her challenges to Cox' practical suggestions ('Method One'; 'Method Two'). There is a total lack of reference to her own processing strategies, more reference to the text itself [d] (4) [c] (16), but a constant questioning and negation of the approach and ideas [l] (12), as inapplicable to the teaching situation in Brazil [k] (14). Her retrospective review also focuses on the aim and macropatterning of the writer [j] (2), which are judged in their own right but subsequently dismissed as irrelevant to her needs [k] (7) [l] (5).

9.5.7.3. TG'S REPORT FROM READING TEXT 17.

This relatively short protocol (Transcript 33) begins at the pre-reading stage with a evaluative prediction focusing on the writer's macro aim [j] [k] [l], which is confirmed [i] by Rinvoluceri's metacomment [j], in the first section, in common with the previous readers. The post-prediction comments are all retrospective, with a minimum of references to the text [c] (3), and 18:24 of utterances focusing on the relevance of the bases for Rinvoluceri's approach [l] (18) to teaching in the public sector in Brazil [k] (10), i.e., mirroring her processing based on the previous two articles.

9.5.7.4. IMPLICATIONS OF ANALYSES OF TG'S REPORTS.

TG's verbal reports are unusual in that her processing over the three articles represent more of a simplification than a change of strategies according to the text input. Each of the three methods articles was evaluated, not so much from the contents and suggestions themselves, but according to the same negative view of their underlying FL 'philosophy' or their starting points or assumptions, according to her belief and value systems as to what type of language or what type of learning ought to be taking place in the EFL classroom. Nevertheless, her processing strategies are undoubtedly those of the 'successful' 'Norm Group' reader. Her protocols underlined the inability of the existing 'evaluation' analytical feature [l] to account the difference between positive acceptance of a writer's suggestions (as evidenced by K and Teleni) and rejection of the same (Nic and TG). While the straightforward procedure of an additional '(-)' will be used in this thesis to mark negative

evaluation, a further feature will be added for future research using the same analytical approach.

9.5.8. ANALYSES OF REPORTS BY TMGS.

9.5.8.1. TMGS' REPORT FROM READING ARTICLE 11.

From a scan of the title and headings of Article 11 TMGS' pre-reading stage (Transcript 34) contains similar doubts [d], to those of K, Teleni and Nic, but uses her BGK [k] for plausible guesswork [i]. Focusing on the metacomment of intent [j] in her reading of Woodward's first section, TMGS confirms her predictions [i], and establishes Woodward's aim [h] and means of presentation [j], by constant hypotheses [i]. Her introspective processing is noticeable for the repeated questioning of both the suggestions, assumptions and presentation by the writer. In a set of complex patterning there is a constant series of testing and confirmation [i] (14) of her doubts [b] (16) [d] (9). After the first three article sections the propositions are evaluated according to professional experience [k] (3) [l] (8); the concentration in the final section is on the means and form of the writer's presentation itself [j]. There is, however, an almost total absence of reference to her own processing [e] [f] in common with TG. As with the matrixs of K and AMGS, TMGS' retrospective comments are the first reference to the teaching situation of the reader's world [k], being linked directly with evaluation. One interesting implication of the analysis of TMGS' protocol was that it revealed the inability of the analytical feature [d] to clearly differentiate between reader doubts regarding text at the level of grammar or lexis (i.e., [d] proper) and reader doubts as to the appropriateness of the writer's chosen mode of expression, either at the level of syntax or

semantics. In this thesis these latter forms of questioning will be encompassed under the feature [i], i.e., testing or hypothesis.

9.5.8.2. TMGS' REPORT FROM READING TEXT 16.

After a comparatively lengthy preamble the section headings are used to predict [i] (2) the salient text points [g] (2) and the macropatterning [j] (2) in common with the predictions by Paula and TG at the same stage. In a similar vein to her processing of the Woodward article, TMGS refers to a series of doubts [a] (11) [e] (12), regarding the significance of text elements [b] (12) [c] (8) to hypothesise [i] (7). In common with her references in the previous verbal report, these utterances represent the reading behaviours of the questioning competent reader, challenging the text propositions, rather than the doubtful, hesitant processing of the less skillful reader unsure of the isolated meaning of individual text items [d]. There are only a minimum of references to her BGK [k] (4), and yet the writer's propositions are negatively evaluated throughout [l] (12), while Cox's macropatterning [j] is referred to only once, but in detail. At the retrospective stage she negatively evaluates [l] (6) both the overall aim [h] (2) and organisation [j] of the article, rejecting the suggestions in terms of applicability to teaching in the public sector in Brazil. At this stage TMGS processing is similar to those of K and Teleni, although her evaluations are negative, in common with Nic and TG.

9.5.8.3. TMGS'S REPORT FROM READING TEXT 17.

TMGS sets up her predictions [i] based on her interpretation [d] of

key lexical items in the title [c] (7), and brings her BGK [g] to these to hypothesise [l] (5) regarding Rinvoluceri's view of the need for change [j], in common with K and Paula. In her simultaneous reading/verbal reporting TMGS initially focuses consistently on text items [c] (16), and her own processing before confirming her predictions [i] (4), and identifying the macro organisation from Rinvoluceri's second paragraph metacomment [j]. She then brings her BGK [k] (2) to bear on Rinvoluceri's aim and plan which are evaluated positively [l] (9) , this latter processing mirroring previous readers. While reading the article sections describing the practical suggestions she appears to have fewer reservations regarding the text propositions, which are regularly given positive evaluation, and therefore there are fewer hypotheses [i] (0) than occurred in her reading of the previous texts. Her processing matrix has, therefore, much in common with that of Teleni for the same article. In her retrospective comments she criticises Rinvoluceri's final 'justification' section as not fitting in to his otherwise clear macropatterning [j] [l] (6). She reviews the practical suggestions and the writer's overall aims [j] (2) in a positive light [l] (3) .

9.5.8.4. IMPLICATIONS FROM ANALYSES OF TMGS' REPORTS.

TMGS' criticism of the organisational features of all three writers reflect her value system relating to written prose rhetoric; the way in which her own values influence her evaluation of the articles parallels that of TG in terms of the latter's attitude to the writers' content propositions.

9.5.9. ANALYSES OF CURITIBA-2'S REPORTS.

9.5.9.1. CURITIBA-2'S REPORT FROM READING TEXT 17.

Although Curitiba-2 was originally part of the potential 'Target' Curitiba readers, the analyses of her protocols (9.3.1 and 9.4.1. above) revealed her confident utilisation of the strategies of a competent reader. This is evident in the matrices (*); at the pre-reading stage she uses the key items in the title to bring in BGK [g] [k] (3) , quickly focuses on Rinvolucris final question as the key to the article's organisation, [j] and proceeds to use this as the basis for integrating text [c] (11) and her experience [k] (13) and to evaluate [l] (13) accordingly. Her early hypothesis [i] regarding writer focus [j] is confirmed retrospectively, together with confident negative evaluation [l] (3). (* Appendices 183, 184).

9.5.9.2. CURITIBA-2'S REPORT FROM READING TEXT 16.

Her protocol on Cox' article is minimal and totally retrospective. She focuses on the writer signal of aim and organisation in the first sentence [h] [j] but activates her belief and value system to dismiss the content propositions as irrelevant for the Brazilian public sector, [k] (4) [l] (4) processing paralleling that of TG.

9.5.10. ANALYSES OF REPORTS BY RECIFE-1.

9.5.10.1. RECIFE-1'S REPORT FROM TEXT 16.

The title and, more specifically, the headings in Cox' text, enable Recife-1 to identify the writer's focusing [g] (4), including the

macro organisational (PK) pattern [j]. Despite activating an erroneous topic for the content (e.g. interpreting relative clauses as 'prepositions'), she brings in her experience [k] (2) to evaluate [l]. She rejects this initial hypothesis [i] in her first pause 'while reading'; this means that while the lexical density and the details of Cox' 'justification' sections force her to focus extensively on text items [c] (12) in regular B-U processing, which she refers to at intervals [e] (5), she is also able to move without restrictions to her own situation [k] (15), and constantly evaluate Cox' suggestions as more valid for herself as an EFL learner and teacher than for her present public sector pupils [l] (16). Her processing at the review stage is exclusively BGK [k] (2) based, together with corresponding negative evaluation [l] (4), without a single reference to the text itself.

9.5.10.2. RECIFE-1'S REPORT FROM TEXT 17.

Rinvoluceri's topic 'dictation' and the headings, provoke immediate predictions [g] of activities integrating the four EFL language skills, [h] which are evaluated as important given the 'oral' emphasis in TEFL [k] (2) [l] (2). The macro-organisational signals and the metacomment of intention are not referred to in Recife-1's protocol; her focus, rather, is on ^{the} first practical activity and its applicability to her situation. Each of Rinvoluceri's section headings are referred to and the classroom teaching suggestions critically evaluated as irrelevant to the Brazilian public sector [k] (8) [l] (9). Rinvoluceri's 'justification' section is ignored and the retrospective reporting is no more than a single utterance confirming that one of the activities is applicable to her teaching situation [k] [l].

9.5.10.3. RECIFE-1'S REPORT FROM ARTICLE 11.

The metaphoric nature of Woodward's article leads Recife-1 to express her difficulty in interpreting the same [d]. She nevertheless uses title cues to predict that 'an attempt to avoid consumerism' will be the overall aim [h], and that the article will provide 'a practical way of classroom teaching without excessive use of energy [j]. These hypotheses are immediately confirmed in her first pause and she goes on to focus on several key lexical items [h] (4) ('splitting the atom', 'recipe', 'transform', 'analysis'), and uses her BGK to evaluate suggestions positively at regular intervals [k] (6) [l] (7). This processing pattern is also true of her retrospective review.

9.5.11. OVERALL IMPLICATIONS: POTENTIAL NORM GROUP REPORTS.

Despite considerable variation in the length, both of entire protocols, and those provided by readers at different stages in their reading, (e.g. Nic's Profile 10 and Paula's Profile 13, both based on Article 11) and even greater variation in the sequencing of individual reader's analytical features, there is evidence of a constant dovetailing of B-U data-driven information from the texts and the T-D processing based on BGK, the hallmarks of the successful reader. There are also variations in attitude, not towards the purposes or task of reading TEFL methods articles, but rather to the truth value of the content propositions, i.e. according to their varied TEFL belief systems. These differences among the readers lead, in turn, to different evaluations regarding of the relevance of the writers' suggestions to the teaching/learning situations of the participants



(e.g. Teleni's evaluation of Cox compared to that given by Nic and TMGS). However, each has demonstrated their competence as a reader, albeit in different ways, and thus justified the 'Norm Group' title.

There are two exceptions to this generalised picture. These are the retrospective processing evidenced by TG, and Curitiba-2, where their BGK and evaluative stances are maintained without regular reference to the text details. The pattern of their verbal reports reflect their basic hostility to the notion of 'universal' TEFL problem-solving, a legitimate stance for the critical reader/teacher, reflecting the strength of their belief systems and their rightful place as a 'Norm'.

9.6. SUMMARY ANALYSES OF NORM GROUP VERBAL REPORTS.

9.6.1. INTRODUCTION.

It was shown in the earlier discussions of individual protocols that linking the processing features adopted by different readers would be best based on their readings of specific articles. It may also prove a suitable means of highlighting the processing strategies in testing the hypotheses from chapters four and five, the crucial questions of the present thesis. The following tables have been developed to compare and contrast the protocols of different participants according to the three selected TEFL articles, Article 11, Text 17 and Text 16, each taken separately, in that order. The results shown in each table will then be discussed together with the global analyses of the matrixs; finally the implications provided by the analyses for each of the TEFL articles presented will be discussed.

The set of reader focusing strategies from the protocols have been presented in the tables in relation to the sections of each of the TEFL articles, according to the bold-type headings within the texts themselves. It may be justifiably argued that this represents a text-based analyst's bias, and that it will colour any global view of reader strategies presented in this way. While this is true, it is also the case, from the evidence in their verbal report protocols, that 'Norm Group' participants chose to pause and provide think aloud comments largely at these stages in the articles. This can be demonstrated as follows, where the number of pauses at section headings is expressed as a ratio of the number of pauses:

TABLE 9.7. 'NORM GROUP' READER PAUSES IN RELATION TO SECTION HEADINGS.										
->K	TELENI	NIC	PAULA	AMGS	TG	TMGS	CTBA-2	REC-1	TOT.	
TEFL ARTICLE										
Article 11	3:5	5:5	0:3	8:9	6:10	4:5	3:6	-	4:5	33:48
Text 17	0:3	3:5	1:5	6:6	6:11	4:5	3:5	8:11	3:5	31:56
Text 16	-	6:8	2:4	3:6	-	-	1:6	-	3:5	15:29

9.6.2. NORM GROUP ANALYSIS FOR ARTICLE 11.

TABLE 9.8. POTENTIAL NORM GROUP REPORT FEATURES : ARTICLE 11.

(+ = presence of feature; (-) = negative evaluation; -> = leading to)
 Stages/features ↓ readers → K TEL. NIC PAULA AMGS TM TMGS REC-1 TOT

Pre-reading Stage	K	TEL.	NIC	PAULA	AMGS	TM	TMGS	REC-1	TOT
focus title difficulty [d]	+	+	+		+		+	+	6
predict lexical meaning [i]	+	+			+	+	+		5
use [g] predict 'avoid' [j]	+	+				+		+	4
use [k] predict [j]and/or[h]	+			+				+	3
predict practical way [j]								+	1
& relate to experience [k]					+				1
First paragraph									
confirm meaning of title [i]	+							+	2
focus on metacomment of last sentence to identify [j]		+	+		+		+		4
& identify importance[g][h]					+				1
relate to experience [k]				+	+				2
section 'Splitting the atom'									
retelling/summarising [c]								+	1
reread to confirm gist[e][f]					+				1
focus on meaning of title [d]				+					1
focus teacher as pupil [g][h]+						+			2
focus training role [g][h][j]+			+			+			3
and evaluate applicability[l]			+			+		+	4
focus steps (1.-11.) [c] as important[h][j]->evaluate[l]	+	+						+	3
focus point '11' to link with section heading/title[h]or[j]	+				+		+		3
'The grammar of an activity'									
focus links heading/title[h][i]							+	+	2
focus recipe metaphor [h] and evaluate applicability [l]						+		+	2
question usage 'grammar' [h][l]							+		1
focus last sentence[i][h][j]					+		+		2
'A sample activity analyzed'									
reread 1,2,3 confirm gist[i][h]					+				1
focus modifications [h] [g]				+				+	2
and use[k] to evaluate [l]	+		+				+		3
evaluate motivating[k] [l]								+	1
'Making new activities'									
retelling/summarising [c]								+	1
rereads to confirm gist[i][h]					+				1
use [g] [k] for [h] -> [l]	+						+		2
'advantages of splitting'									
focus on title [c] [h]	+								1
using [k] focus [h]->[l]							+		1
last suggestion [k] -> [l]	+					+			2
evaluate time/saving[k][l]								+	1
Retrospective review									
refer 'avoid' [j]->[k]->[l]	+	+	+		+				4
refer analogy[h][j]->[k]->[l]+					+		+	+	5

At the pre-reading stage of Woodward's article there is consistent reference to the intriguing nature of both title and headings [d] (6). This perceived opaqueness has led to tentative predictions [i] (6) based on BGK outside the text [k]. Paula's pre-reading matrix, based on her previous acquaintance with both the writer and her views, was an exception to this general picture. The article macropattern was either identified through 'a way of avoiding' [j] or was predicted using BGK [k] (6). In their first pause 'while reading' the introductory section, participants focused on the last sentence of the first paragraph, the metacomment for [j] (3) 'I would like to outline one way of avoiding this slightly superficial tendency...' etc., and in so-doing confirmed their initial hypotheses [i] (3).

At the 'Splitting the atom' stage participants focused on the important role of the sentence 'Experience the activity once as a student would...' [h] (3) for the entire article [g] [h] [j] (3), the writer's means of overcoming the 'tendency' cited in the first paragraph [l] (4). Point 11 was also focused on to identify the organisational pattern [j] and evaluated [l] (4) and was also linked with title and headings [h] (3). The metaphor of the 'recipe' was referred to as central to the argument [h] (2) in the section 'The grammar of an activity' and evaluated in terms of applicability [k] [l] (2). The last sentence of the section '...the component framework of a teaching activity can lead to the creation of new activities' was also referred to in confirming previous hypotheses [i] [h] (3).

The notion of modifying components as the important message of the 'sample activity analyzed' was identified [g] [h] (3), while BGK and professional experience was used to evaluate [k] [l] (5). In the

retrospective reviews participants referred back to the writer's metacomment of intention [j] (4), ('I would like to outline one way of avoiding this slightly superficial tendency...'). The analogy of 'splitting the atom' was confirmed as the organising force for the article [j] (5). In both cases this was subjected to positive or negative evaluation based on experience [k] [l] (5); [k] [l] (-) (4).

9.6.3. 'NORM GROUP' ANALYSES FOR TEXT 17.

TABLE 9.9. SUMMARY ANALYSES OF NORM GROUP FEATURES FOR TEXT 17.

Stages/Features ↓ readers → K TEL NIC PAUL AMGS TG TMGS CU-2 RE-1 T

Stages/Features	K	TEL	NIC	PAUL	AMGS	TG	TMGS	CU-2	RE-1	T
Pre-reading Predictions										
predict [h] from title [c]	+	+		+						3
predict [h] [k] as variations		+			+		+			3
predict [j] [k] as series of activities linked/dictation		+	+	+	+	+	+	+		7
link activities/titles [j]			+							1
predict as motivating [g]								+	+	2
predict focus 4 ELT skills[k]									+	1
Introductory section										
focus usual dictat. routine[c]								+		1
reread for gist [e] [i] [h]					+					1
focus usage/question [c][l]								+	(-)	1
doubt re. meaning qu. [i]			+							1
qus. seen as important [h]								+		1
focus on last question[i][j]	+	+	+	+						5
focus metacomment[j] last sentence 1st parag.[k] [l]		+	+	+						3
focus on last sentence [h]	+			+	+	+				4
'1. Taking down word endings'										
focus meaning 1st sent. [c][d]								+		1
focus 'particular student'[l]								+	(-)	1
focus problem word endings[l]						+				1
focus article organisation[j]								+		1
describe similar technique[k]								+		1
evaluate applicability[k]->[l]									+	1
focus last sentence [c] [j]				+						1
reread [e] [i] for gist [h]				+						1
'reverse dictation'										
focus writing incorrectly [l] +(-)			+	(-)				+		3
focus 'teacher's role' [h]			+							1
focus meaning'transmute'[d][i]		+				+				2
'2. Taking down single words'										
'connections dictation'										
evaluate applicability [k][l]		+	+					+	+	(-) 4
'single word dictation'										

focus Morgan's list [c][g]				+					1
focus own processing [e] [d]				+	+				3
focus 'fantastic free' [c][k][l]						+			1
focus example choice [c]->[l]								+(-) +(-)	2
evaluate applicably. [k]->[l]					+			+(-)	2
evaluate as motivating[k][l]									1
'3.Taking down as much/ can'									
compare trad. dictation[g]									1
contrast 'hibernation'V aim[h]				+					1
focus on use of citation [c]								+	1
focus last sentence[c][k][l]								+	1
evaluate applicably. [k] ->[l]								+(-) +(-)	3
evaluate as student-centred[l]									1
'contradiction dictation'									
relate original question[j]				+					1
evaluate as motivating[k][l]								+	1
evaluate applicably. [k] ->[l]					+				2
'ambiguity transcription'									
predict title [i] link to [k]					+				1
focus difficult lexis]d] [l]								+(-)+(-) +(-)	3
focus item 'weans' [c] [d]					+				1
focus 'multilingual'gist[c][h]								+	1
focus example[c] link with[j]								+	1
'Finding new ways of using...'									
link with writer's aim [k][j]					+				1
use heading to predict [i][h]								+	1
focus 'Koranic style' [c]								+	1
link questions[j]/heading[g]								+	2
evaluate applicably. [k]->[l]								+(-)	1
Retrospective review									
focus original prediction[i]				+				+	3
organisation [j]->[k]->[l]				+				+	3
cite teacher resistance[k][l]								+(-)	2
focus on question-answer [j]					+	+	+	+	4
evaluate activities[h][k][l]					+	+	+	+(-)+(-) +(-)	6
evaluate contradiction[k][l]								+	1
evaluate applicably.[k] [l]								+(-) +(-)	2
activities seen as novel[d]->[l]								+	1
evaluate text structure [j] [l]								+(-)	1

At the pre-reading stage the title and sub-headings of Rinvoluceri's article enabled readers to identify the central topic [h] (4) by bringing BGK [g] to the words 'dictation', 'new' 'old' 'methodology', reflecting the more transparent usage in his titles and headings if compared with Woodward. The titles also led to participants' prediction of the aim and organisation of the discourse [j] (3) as providing ways of overcoming the restrictions of traditional dictation

and of solutions, a graded series of activities, the way or means towards the new methodology [k] [j] (6).

In the introductory section the last of the series of questions 'Should the students take down full sentences?', [b] [j] was often focused upon (5), as well as the metacomment, the first sentence of the last paragraph, 'The dictation techniques I want to share with you come in answer to that last question' [b] [j] (4) , and the last sentence of the paragraph [h] (3). This focusing not only confirmed the readers' pre-reading predictions [i] [j], but also acted as the basis for evaluation [k] [l], as the key [h] (3) behind the suggested changes to the accepted formula for dictation. There are no obvious common processing patterns to be observed from the comparatively sparse focusing of the participants in the remaining sections of Rinvoluceri's article, although readers consistently evaluated activities as a whole according to their applicability to teaching experience and needs, e.g. section 1: [k] [l] (2); section 2: [k] [l] (9); section 3: [k] [l] (7); section 4: [k] [l] (6). In contrast, in participants' 'retrospective review', there are distinct similarities in, for example, the confirmation of predictions regarding the macro organisation [i] [j] (3) and the subsequent evaluation of the same [k] -> [l], as well as references to the article as providing the answer to the last question of the first paragraph [j] (4), and global evaluations of Rinvoluceri's various suggestions [k] [l] (5), or of specific activities [k] [l] (2).

Thus it can be implied that the patterns of assigned features for competent readers will take the form of predictions of the central topic [h], of modifications to traditional dictation, and predictions

of the mode of presentation in a logical sequence of activities [j]. The competent reader will confirm these predictions at the initial stages of his simultaneous reading of Rinvolucris's applicability /focusing on both the last interrogative and the metacomment of intention. These will either be held in the LTM schemata or referred to at stages in the reading. Further comments will focus retrospectively on the various sections of suggestions separately, with implicit recognition of the 'discourse colony' framework. Evaluation according to applicability [k] [l] may be included at these stages or may be withheld until the review, which will include, in the final evaluation, further reference to the purpose and overall organisation of information by the writer.

9.6.4. ANALYSES OF 'NORM GROUP' REPORTS FOR TEXT 16.

TABLE 9.10. SUMMARY ANALYSES OF NORM GROUP FEATURES FOR TEXT 16.

(+ = presence of feature; (-) = negative evaluation; -> = leading to)
 Stages/features ↓ Readers → TELEN NIC PAULA TG TMGS CTBA-2 REC-1 TOT.

Pre-reading stage							
predict grammar/visuals[g] [i]	+	+	+	+	+	+	7
express doubt re. meaning [d]	+						1
evaluate usage in title [c][l]				+			1
predict 'P-S pattern' s [j]			+	+	+	+	4
predict applicability [k]->[l]			+			+(-)	2
predict language diffity[k]->[l]						+(-)	1
Introductory section							
modify initial hypothesis[i][h]						+	1
focus error description [c] [h]					+		1
focus first sentence [j] [h]	+						1
question usage 'error' [c] [l]				+			1
link 'relative' examples [c] to							
problem for learners[k]->[j]	+	+	+				3
evaluate topic as learning							
problem [h] -> [k] -> [l]	+		+				2
section 'The grammar'							
predict from heading [i] [e]						+(-)	1
focus L1-L2 transfer[c]->[g]					+	+	3
as L2 problem [k] ->[l]						+(-)	3
focus details/relate[c][k][j]						+(-)+(-)	2
comment on complexity [d]						+(-)	2
focus example where/place [c]						+	1
focus example 'know the day' [c]					+		1

link Celce-Murcia claim [i]		+							1
focus article organisation [l]									1
evaluate examples/clarity[k][l]									1
evaluate language level[k]->[l]									2
evaluate applicability[k]->[l]									1
section 'Why we have problem?'									
pause predict from title[c][i]									1
link with section above [i][l]									1
link section details & BGK [k] +									1
link section/ focus aim [h][j] +									1
section 'Textbooks'									
pause: retrospect & link [i]									1
focus textbooks= problem[k][j] +									1
focus writer view texts[k] [l]									1
'Method One' section									
predict from heading [i]									1
focus mention of 'Blu-tak' [c]									2
focus 'lower case letters' [c]									1
evaluate learner output [l]									3
evaluate method applicty.[k][l]									5
evaluate writer clarity[k]->[l]									1
'Method Two'									
link examples grammar explan[i]+									1
link method steps/BGK [g]->[k] +									1
link 'methods' 1 & 2 [c] -> [h]									1
evaluate lang.contexts[k]->[l]									2
evaluate teachability [k]->[l]									1
evaluate applicability[k]->[l] +									3
Retrospective reviews									
express surprise 'methods' [i]									1
evaluate methodVTEFL grammar[l]+									2
evaluate problem V BGK[j][k][l]									5
evaluate applicability[h][k][l]									4
evaluate writer language[c] [l]									2

9.6.4.2. AN OVERVIEW OF SUMMARY ANALYSES OF 'NORM GROUP'; TEXT 16.

The potential 'norm group' participants used their BGK to focus on the title and predict that a grammar point would be tackled pedagogically by the implementation of visuals [h] [g] (6), and predicted a 'Problem-Solution' macropattern [j] (4), based on the title and headings. There was considerable variation in the focusing in the first text section. However the aim was identified as solving a learning problem [j] (3), and two linked this with similar difficulties faced by their

own students [k] (4), while one participant modified her pre-reading hypothesis regarding the topic [h] [i]. The various 'justification' sections of Cox' article provoked few processing similarities among the participants, although in 'The Grammar' section there was focus on L1-L2 transfer [g] [k] (3), and a variety of negative evaluations of different aspects of the same section [k] [l] (-) (4).

In their reading of the practical suggestions of 'Method One' participants used their BGK to negatively evaluate the type of language the students would need to produce as responses to Cox' grammatical/visual stimuli [k] [l] (3). Others felt that the mechanical nature of the 'structural' approach was inapplicable to their teaching situations [k] [l] (-) (5). Similarly the writer's 'Method 2' suggestions were evaluated according to teachability [k] [l] (-) (1), to the language contexts created [k] [l] (-) (2), and the applicability to their respective pedagogic realities [k] [l] (3). In their 'retrospective reviews' readers used their BGK to evaluate the learning problem which motivated the entire article [j] [k] [l] (4); to evaluate the approach adopted by Cox in terms of the methods with which they are familiar [k] [l] (1); [k] [l] (-) (4); to contrast Cox' approach with other forms of grammar-based instruction [k] [l] (2), and to evaluate Cox' means of expression and presentation [k] [l] (-) (2). Thus of the thirteen evaluations made retrospectively to the reading, eleven were negative, all from the Brazilian teachers.

To summarise the findings of the protocols from readings of Text 16: there were similarities in the processing of the readers involved at the pre-reading stage and in the introductory section which led to predictions regarding the central elements of the article, [h] as well

as in their identification of the organisational driving force behind Cox' discourse [j].

The division of the article into sections marked by headings undoubtedly influenced reader decisions on pausing and where comments were made. Although there was a sparsity and a lack of noticeable patterning in references to the 'justification' sections of the article, doubts were expressed by all participants as to their appropriacy for Brazil. Comments on practical suggestions provided at 'Method One', and the retrospective comments on both the problem [j], the language involved, and the methodological approach, also provided consistently negative evaluation by the Brazilian teachers. The processing of all participants in the remaining sections and stages, whereby the identification of the purpose and organisation created a basis for critical evaluation, can be considered as reflecting the behaviour of competent readers.

9.6.5. A FINAL INSIGHT FROM THE NORM GROUP PROCESSING.

In sections 3.6. and 4.2. Swales's (1981) notion of writer moves was described. Following the summary analyses of the successful readers it would seem appropriate to hypothesise a set of reader moves. Clearly there are dangers in describing the reading processes atomistically. However, there are a wide variety of processing strategies, at times not easily comprehended by the wealth of 'analytical features' in the reading 'matrixs' in the appendices, and described above. It would thus seem pertinent to isolate certain frequent performance 'moves', from the teachers' verbal reporting (although any description must be seen as speculative and artificial cf. Bialystok, 1990:15). A simplification of this sort may help to

clarify (for pedagogic ends?) the readers' interpretative role in reader-text interaction, in a descriptive sense, following Cohen, 1986. These reader 'moves' have been assigned a set of labels similar to those used for macro-organisational sections (Hoey, 1986), for they are seen as a type of processing microcosm of the wider analysis of written monologue. Thus reader 'moves' will include a 'Situation' which involves the teachers' focus on the time, location and setting of the text involved. In 'Specification' 'moves' teachers underline specific text elements which activate PK/BGK in planning or goal setting using their value and belief systems. A 'Response' move is that where teachers apply their experience, to the text information, although still in a sense aligning with writer roles. A 'Redefinition' of ideas, or a redrafting of the goal, will occur within the individual reader's world. Finally 'Evaluation' is made of the reader's own newly elaborated meaning within each move, and will result in possible distancing from the writer's propositions.

In order to clarify how these features are in operation, we may cite the verbal reports by TG and TMGS above. In each case TG provides evidence of her PK schemata, for 'reading the FORUM magazine' and 'reading as an EFL teacher'. These foreground certain expectations and channel her interpretation. In her first, pre-instantiation, 'Situation' moves she chooses and identifies those schemata related to location, time and setting of the Cox, Woodward and Rinvoluceri, respectively. While there are no 'Specification' moves producing descriptions of text substituting the observed (in place of the predicted) values in TG's protocols, TMGS' initial PK/BGK schemata selected are rejected and expanded with the Woodward article. In her 'Response' moves TMGS assigns expectations to features not recognised

when compared to past experience, or to the schemata she has previously activated, with Woodward's article. She also refers to deviations in this type of by Rinvolucris when using this strategy. Where there are difficulties related to the propositional content they are dealt with in the 'Redefinition' move. Here both teachers bring in their ideas according to their experience, and they are rejected according to their relevance. In 'Evaluation' moves they appraise their individual interpretations in terms of the writer's illocutionary force and in terms of their own value systems. These reading strategies are not sequential but cyclical. Thus with TG and Cox' article, and with TMGS and Rinvolucris their 'Response' come before 'Situation' when the reference to a TEFL suggestion triggers off immediate questions in their mind. On the other hand with TMGS a 'Redefinition' occurs after she prematurely misinterprets Woodward's information; With TG in particular there is clear negative 'Evaluation' throughout, beginning with her title and headings scanning. The discussion will now continue with similar tabular 'summary analyses' of the strategies used for each of the three Forum articles by the potential 'Target Group'. Subsequently these will be contrasted with the 'Norm Group' analyses.

9.7. THE ANALYSES OF REPORTS OF POTENTIAL 'TARGET GROUP'.

9.7.1. INTRODUCTION.

The following presentation of the analyses of the verbal reports by all participants from Curitiba will begin with a summary table (Table 9.33.) of their utterances, each assigned a 'feature' resulting from their reading of Text 17. This tabular overview of their processing

strategies confirms the previous findings (Tables 9.2., 9.3.), that the processing strategies adopted by Curitiba-2 and Curitiba-8 are those of 'successful' readers, and that, as such, they differ from that of their fellow Curitiba participants. The analyses of the protocols of these two participants are therefore excluded from a revised tabular presentation of the summary analyses of Curitiba readers for the same text (Table 9.10). A summary overview of the verbal reports of the six 'Recife' participants, based on their readings of Text 17, is then presented (Table 9.11). However the previous analyses (9.3.10; 9.4.10) , also indicated that, Recife-1 should be in the 'Norm Group'; those provided by Recife 2, 3 and 5, represent 'mixed', 'borderline' processing for Text 17. A revised table (Table 9.12) of the final 'Target' group is then presented, to include the Curitiba participants 1, 3, 4, 5, 6, 7, Recife-4 and Recife-6. Finally a comparison is made between the summary view of the 'Norm' and 'Target' groups for Text 17.

A similar procedure is followed for Text 16, where the analyses of the verbal reports by Curitiba-2 (42.16) and Curitiba-8 (46.16) will be included in a table (9.13) together with those by the six participants from Recife. This is followed by a revised table (Table 9.13) excluding the features analysed in the protocols of Recife-1 and Curitiba-2. Subsequently a comparison of the 'summary analyses' of the revised 'target group' with that of the 'norm group' for Text 16 is presented. Finally a tabular presentation of the verbal reports of the Recife-4 and Recife-6, deemed 'problematic' for their readings of Article 11, is provided; this is followed by a comparison between the summary analyses of the 'norm group' participants' processing based on Article 11, and these two remaining Recife participants.

9.7.2. SUMMARY ANALYSES OF CURITIBA GROUP REPORTS: TEXT 17.

TABLE 9.11. SUMMARY ANALYSES OF CURITIBA FEATURES FOR TEXT 17.

(+ = presence of feature; (-) = negative ; -> = leading to)

Stages/Features ↓. Participants->	1	2	3	4	5	6	7	8
Pre-reading predictions.								
predict a new form of dictation [c]	+		+	+				+
express comprehension difficulties [d]	+						+	
mentions teacher enjoys dictation [k]		+		+		+	+	+
dictation difficult/unmotivating [k]	+							
Introductory section								
focus on usual dictation routine [c]	+	+	+	+			+	+
focus on meaning 'breath group' [c][d]					+			+
focus on 'students' correcting' [c][k]							+	(-)
focus on meaning last question [c]				+				
not understood need for questions [d]	+							
questions misunderstood [c] [g]								+
focus on meaning of 'chunk' [c]						+		
questions seen as important [h] [g]		+						
'1. Taking down word endings'								
focus on meaning first sentence [c][d]	+	+		+	+	+	+	
focus on 'can use it to improve' [c][g]					+	+	+	
focus on article organisation [j]		+						
describe similar technique [c]-> [k]		+	+	+				
'reverse dictation'								
focus on read aloud/write/correct [c]	+					+		
evaluate writing incorrect form [k][l]			+					(-)
focus on 'good to choose a text' [c][g]	+			+				
retelling explanation 'reverse dict' [c]	+			+	+	+	+	
focus on meaning 'teacher's role' [c]					+			
evaluate for vocabulary expansion [l]								+
evaluate for st. language level [k][l]							+	(-)
'Connections Dictation'								
focus on meaning of heading [c] [d]	+							
retelling 'Explain to students' [c]	+		+					
focus on meaning 'tiny bit brain' [c]	+							
evaluate use 'single' words [k]->[l]	+		+	(-)				
evaluate difficulty 'connection' [k][l]				+	(-)			
'single word dictation'								
focus on Morgan's word list [c]->[g]	+	+	+	+				
focus on difficulty language [c] [d]		+			+	+	+	
evaluate difficulty language [k]->[l]				+	(-)		+	(-)+(-)+
evaluate as motivating game [k]->[l]			+	+				(-)
'3. Taking down as much as they can.'								
focus on meaning of 'chunk' [c] [d]					+			
focus on comprehension difficulty [d]						+	+	
summarise activity [c]				+				
compare with tradition dictation [c][g]	+							
focus on difficulty for teacher [c][g]	+							

evaluate as student-centred [k]->[l]	+			
'Contradiction Dictation'				
focus on meaning of heading [c] [d]			+	
focus on meaning 'brainstorming' [c] [d]			+	
focus on meaning 'Canterbury' [c] [d]			+	
evaluate language level [k]->[l]	+(-)			
'ambiguity transcription'				
focus comprehension difficulty [c] [d]		+		+
evaluate language examples [k]->[l]		+		
evaluate language level [k]->[l]	+(-)+(-)		+(-)+(-)	
evaluate activity/method [k]->[l]				+(-)
'Finding new ways of using age-old...'				
focus on comprehension difficulty [c] [d]			+	+
focus on translation [c]			+	
translation important Brazil [c]->[k]			+	
link translate/communication [c]->[k]			+	
'Retrospective review'				
retell different dictation types [c] [g] +			+	+
evaluate applicabilit. types [c] [k]->[l]	+(-)			+(-)
evaluate applying 'connections' [k] [l]	+ +			+
evaluate applying contradiction [k] [l]				+

9.7.2.1. PROCESSING DIFFERENCES WITHIN CURITIBA GROUP.

Curitiba-2 provides the only focus on the the set of questions [h] and the only reference to writer organisation [j]; Curitiba-2 and Curitiba-8 also comment on the comparison with traditional dictation, and make a range of evaluative ([k]->[l]) comments: from a total of 27 evaluative comments 11 came from these two participants; thus these summary analyses confirm the previous findings (9.4.3.) that their processing is that of successful readers.

TABLE 9.12. SUMMARY ANALYSES 'RECIFE' GROUP FEATURES FOR TEXT 17.

(+ = presence of feature; (-) = negative; -> = leading to; T = totals)
 Stages/ features ↓. participants -> 1 2 3 4 5 6 T

Pre-reading predictions.

predict new approaches to dictation as less stressful/arid more motivating [c] -> [g]	+	+	+	+	+	+	6
predict analysis of dictation [h]	+						1
headings suggest all four skills [c] -> [k]	+						1
students motivated by dictation [c] -> [k]						+	1

Introductory section

focus on usual dictation routine [c]		+	+				+ 3
focus on meaning 'breath group' [c] [d]		+					1
focus on 'don't we know what happens' [c]				+			1
retelling of questions [c]			+	+		+	3
recognise importance of questions [c] [h]			+		+		2
focus on 'who selects the text' [c] -> [g] [h]	+	+					2
suggest text restricted/already taught [k] [l]	+						1
relate questions to teaching in Brazil [c]->[k]	+				+		2

'1. Taking down word endings'; first technique

focus on title [c]							+ 1
rejects her initial hypothesis [e] [i]	+						
retelling the technique [c]			+	+		+	3
focus on 'work on pronunciation' [c]				+			1
focus sentence 'can work either way' [c] [h]	+	+					2
focus on difficulty to understand approach [d]			+				1
evaluate as covering all 4 skills [k] -> [l]	+						1
focus on 'individualisation' aspect [k]->[h]	+	+			+		3
evaluate for applicability beginners [k] -> [l]+							1

'reverse dictation'

focus on metacomment 'another technique' [h]			+				1
retelling explanation 'reverse dictation' [c]				+		+	2
identify as learner-centred [k] -> [c] [h]	+	+			+		3
evaluate st. language level/ correct [k] [l]					+		2
evaluate for applicability lower levels [k] [l]					+		1

'connections dictation'

retelling 'Explain to students...' [c]	+	+	+			+	4
comment on vocabulary element [c] -> [g]			+				1
evaluate for motivation [k] -> [l]	+	+					2
evaluate: meaningful communication [h] [k]-> [l]		+			+		2

'single word dictation'

focus metacomment 'single word activities' [c]			+				1
retelling the explanation [c]				+	+	+	3
focus on processing reread [e] check hyp. [i]	+	+					2
evaluate language learner difficulty [k]-> [l]					+	+	2
evaluate difficulty to teach [k] -> [l]					+	+	2
evaluate in terms teacher creativity [k]-> [l]						+	1
evaluate for learner motivation [k] -> [l]	+	+					2

'3. Taking down as much as they can.'

summarise activity [c]			+	+		+	3
evaluate for large classes [k] -> [l]			+				1

evaluate as teachable/motivate[k]->[l]				+	1
'Contradiction Dictation'					
focus on meaning of heading [c]				+	1
retelling [c]				+	3
evaluate motivation for students [k]->[l]	+			+	2
evaluate as developing awareness [k]->[l]				+	1
'ambiguity transcription'					
focus on meaning of heading [c]				+	1
focus of role of teacher/student [h]	+				1
retelling [c]				+	2
evaluate in terms of 4 skills [k]->[l]				+	1
evaluate language level needed[k]->[l]	+(-)				1
evaluate as developing awareness[k]->[l]	+(-)				1
'Finding new ways of using age-old...'					
focus on translation [c]				+	2
link translation/communication [c]->[k]					1
focus revalidating ELT tradition [c]	+			+	2
'Retrospective review'					
emphasise need for analysis [h]	+			+	2
emphasise need for teacher creativity [k]				+	1
evaluate for advanced students [k] -> [l]	+(-)				1

9.7.2.2. SUMMARY ANALYSES OF RECIFE GROUP: TEXT 17.

In the 'summary analyses' immediately above there are a total of 21 evaluations (Recife-1: [l] 10; Recife-2: [l] (7)). Recife 3, 4, 5, and 6 provide no more than four protocol instances of activating BGK from their teaching/learning situation to evaluate according to applicability ([k] -> [l]). There are no references to macro-organisation [j] and only six utterances representing conceptual processing [h] from the same four readers. In contrast focusing on text at a 'representational' level, ([c] [d]) accounts for 38:79, i.e., more than 50% of the total utterances, of the four Recife readers, other than Recife-1 and Recife-2. The constant focusing on meaning [c] and consistent summarising [c] at eight of the article sections, (i.e., retellings of the writer's propositions) by Recife-4 and Recife-6, can be considered 'problematic' reading behaviour, when not integrated with T-D processing. Participants 2, 3 and 5 from

Recife also focus regularly at this 'representational' level, despite being considered 'borderliners', (Tables 9.2., 9.3.), for their reading of this text. A closer examination of the latter summary table, confirms the findings (9.4.3. above) that Recife-1 is a successful reader and that the processing of Recife-4 and Recife-6, as presented in their protocols, is that of problematic readers. The following table therefore includes these two latter participants in a definitive 'target group', together with Curitiba-1, 3, 4, 5, 6, and 7.

TABLE 9.13. SUMMARY ANALYSES TARGET GROUP FEATURES FOR TEXT 17.

(+ = presence of feature; (-) = negative ; -> = leading to; t= total)
 Stages/Features ↓ Readers-> C1 C3 C4 C5 C6 C7 R4 R6 TOT.

Pre-reading predictions.

predict new form dictation [c] [g]	+	+	+					+	+	5
express comprehension problems [d]	+							+		2
mention teacher enjoys dictation [k]			+		+	+				3
dictation diffic./unmotivating [k]	+									1
dictation motivates students [k]									+	1

Introductory section

focus usual dictation routine [c]	+	+	+				+		+	5
focus on 'breath group' [c] [d]				+						1
focus 'we know what happens' [c]								+	+	2
focus 'students' correcting' [c] [l]						+	(-)			1
retelling questions [c]								+	+	2
focus meaning last question [c]			+							1
not understood need questions [d]	+									1
questions misunderstood [c] [g]							+			1
focus on meaning of 'chunk' [c]							+			1

'1. Taking down word endings'

focus on title [c]										+	1
focus meaning 1st sentence [c] [d]	+		+	+	+	+					5
retelling first technique [c]								+	+		2
focus 'use it to improve' [c] [g]				+	+	+					3
focus 'work on pronunciation' [c]								+			1
describe similar technique [c] [k]		+	+								2

'reverse dictation'

focus read aloud/write/correct [c]	+					+					2
focus 'good to choose text' [c] [g]	+		+								2
retelling/explain 'reverse dict' [c]	+		+	+	+	+	+	+	+	+	7
focus item 'teacher's role' [c]				+							1

'Connections Dictation'											
focus meaning of heading [c] [d]		+		1							
retelling 'Explain to students' [c]		+	+	4							
focus meaning 'tiny bit brain' [c]		+		1							
evaluate 'single' words [k]->[l]		+	(-)+(-)	2							
evaluate difficulty [k] -> [l]			+	(-)	1						
'single word dictation'											
retelling the explanation [c]				+	+	2					
focus Morgan's word list [c]->[g]		+	+	+		3					
focus difficulty language [c] [d]				+	+	+	3				
evaluate lang.difficulty[k]->[l]			+	(-)		+	(-)+(-)	3			
evaluate motivating game[k]->[l]			+	+				2			
'3. Taking down as much can.'											
focus meaning of 'chunk' [c] [d]				+				1			
focus comprehension problems [d]					+	+		2			
summarise activity [c]					+		+	3			
focus difficult to teach [c][g]		+						1			
4. 'Contradiction Dictation'											
focus meaning of heading [c] [d]					+			1			
retelling 'contradictions' [c]							+	+	2		
focus 'brainstorming' [c] [d]					+			1			
focus meaning 'Canterbury' [c][d]					+			1			
evaluate as motivating [k]->[l]								+	1		
'ambiguity transcription'											
retelling [c]							+	+	2		
focus comprehension problems[d]					+		+		2		
evaluate lang. examples[k]->[l]					+	(-)			1		
evaluate: 4 EFL skills[k]->[l]									+	1	
evaluate lang. level [k]->[l]					+	(-)		+	(-)+(-)	3	
evaluate methodology [k]->[l]								+	(-)	1	
'Finding ways using age-old..'											
focus comprehension problem[d]						+	+	+		3	
focus on translation [c]						+	+			2	
translation in Brazil [c]->[k]						+	+			2	
link translate/communicate [k]						+			+	+	3
'Retrospective review'											
retell different activities[c]		+		+	+					3	
evaluate applicabilty.[k]->[l]									+	(-)	1
evaluate 'connections' [k]->[l]			+						+		2

9.7.2.3. COMPARING SUMMARY ANALYSES 'NORM' & 'TARGET' GROUPS TEXT 17.

The transparency of Rinvoluceri's title enabled Target participants, at their pre-reading stages, to predict new forms of dictation, [c] [g] (5) and others said they enjoyed giving dictation [k] (3). While the verbal reports of the 'norm group' at this stage (see 9.6. above)

included similar predictions of new dictation approaches as the central topic [h] (5), they also provided, crucially, evidence of the generation of expectations, specifically related to the 'formal schemata', of organisation [j] (2), and predictions of solutions in the form of activities [i] [j] (4), i.e., lacking in the 'Target Group' verbal reports. In general terms, the opening section, section 3 and the final 'justification' section, provoked, among the Target readers, focusing at a 'representational' level [c], or references to processing difficulties [d] with few moves beyond the linear text to conceptualise. On the other hand, sections 2 and 4 led to negative evaluations regarding the difficulties of using the 'word list' or of the examples of ambiguous sentences.

The Target group retold or summarised the introductory, traditional dictation techniques, described [c] (5) or focused on either the individual text items, or on their difficulties of understanding [c] [d] (7). The important point is, however, that they failed to recognise the 'Wrong-Right' hypothetical tactic of the author. Similarly the set of questions were either read aloud [b] (2), retold, [c] (2) or misunderstood [d] (-) (2); there was only one surface reference to the central last question. The 'Target' participants ignored the last question and its accompanying metacomment and failed to refer to the important last sentence of the section; there was therefore no recognition of the questions as a basis for student-centred activities. In contrast, the verbal reports of the 'norm group', at this stage, include hypotheses that the last of Morgan's questions would be important [i] [h] (4), which also confirms their pre-reading predictions [i] [j] [h]. In addition they highlighted the text organisation from the metacomment of the first

sentence [i] [j] (4), or the key behind the suggestions from the last sentence [i] [h] (3), and in this way, unlike the Target group, established conceptual bases for their subsequent processing.

Similarly when reading '1. Taking down word endings', 'reverse dictation', '3. Taking down as much as they can' and 'Finding new ways' the Target participants focused on the difficulty of word meanings, retold or summarised. They did, on the other hand tend to focus mutually on a narrow range of sentences, including 'Dictation can work either way: you can use it to help improve a student's spelling or to help with her pronunciation', 'read it aloud' [c] (2) 'It's good to choose a text with a strong story line', but without evaluations. In comparison to this text emphasis [c] 'norm group' reports included identifying [h], referring back to the introduction and title, comparing the various activities, testing for meaning [i], with regular evaluations.

With 'Connections dictation' and 'Ambiguity Translation' the 'representational' focusing continued but there were three BGK negative evaluative comments on 'single word compositions', on Morgan's list of words' and on the difficulties of the examples for the latter activity. In their 'retrospective reviews' 'Target' participants summarised the activities [c] (3), or evaluated all the suggestions negatively [k] -> [l] (-) (3). Readers from the 'norm group', however, confirmed [i] (3), their prediction of the organisation [j], (3), referred again to the writer's organisational metacomment [j] (3), criticised the text format [j] (1), and provided varied evaluative comments [k]->[l] (5).

One consistent feature of the protocols of both Target and Noun group

was the influence of Rinvolucris sections in the processing. Both groups referred to these divisions, as is clear in the summary tables. However, while the Target group, in general terms, did no more than refer, the Norm participants interpreted the headings in the light of the title, the other headings and alternative text information, at conceptual levels. Thus the latter group were aware of the relationship of title, the last question, the accompanying metacomment, the headings and their role within Rinvolucris 'discourse colony'. In contrast the Target group focused on the headings and activities independently and failed to grasp (or refer to) the relationship of the various suggestions within a single conceptual whole. As was anticipated in the conclusions for chapter four, the final 'justification' section did nothing to improve the successful accessing of information by the Target group. The implications of this comparison will be discussed, together with the comparisons of the summary analyses of the readings from Text 16 and Article 11, in a later section of this chapter.

9.7.3. SUMMARY ANALYSES OF TARGET' GROUP'S REPORTS: TEXT 16.

9.7.3.1. INDIVIDUAL REPORTS OF TARGET GROUP: TEXT 16

This short description of each of the Target group (Curitiba-8, Recife 2, 3 4, 5 6) should demonstrate the problematic nature of their processing. The first, Curitiba-8 (Transcript 46), immediately focuses on the potential difficulty of the topic [d] and his eight pauses simultaneous with reading are entirely concerned with solving his lexical and semantic difficulties [c] [17] [d] (19), which he comments on in terms of experience of grammar [g] (13), and Portuguese

syntax [k] (9). However, these are never applied to his teaching situation or to EFL learning for his pupils, while his protocol is bereft of applying conceptual processing. As anticipated above (p.251B, 8.) Curitiba-8's processing is focused almost exclusively on the Text 16 'justification' sections, which appears not only to define the style he chooses to adopt, but which means that he does not successfully access the more useful 'Methods' offered in the same article. One important point is that this processing is different from his Text 17 verbal report from Text 17. These differences related to text informativity will be given further comment.

Recife-2 provides a minimal verbal report, which includes erroneous predictions of the central topic at the pre-reading stage, [h](*), not in itself a problem, but no attempt is made to alter her predictions by logical inferencing from text information. She summarises the grammatical contents as complex to understand and difficult to teach, [k] -> [l](-) (2). She summarises and evaluates 'Method One' as contextualised [c]; [g] -> [l], identifies 'Method Two' as consolidation of the previous activity, [g] but as more difficult to teach and for students to learn from, [k] -> [l](-) (2) and does not provide a retrospective review.

Cox' title and headings also activate erroneous pre-reading expectations by Recife-3 [h] ; her subsequent processing, which is exclusively at a representational level [c] [d] at Cox' three 'justification' stages, includes no logical inferencing to eradicate her initial misunderstandings. 'Method One' is seen as well contextualised [c] -> [l], while 'Method Two' is summarised as difficult for students [c] -> [l], and no review is provided.

Recife-4 begins and ends with concentration on her processing difficulties; [c] [d] in common with Recife-3 her evaluations are text-based, with no evidence of activation of her BGK experience, a possible further indication of the influence of the 'justification' sections on her ability to access practical information with ease.

No predictions are forthcoming from Recife-5 at the pre-reading stage as she immediately focuses on her lack of grammatical knowledge. Cox' 'justification' sections again provoke almost exclusive 'representational' processing, while both practical 'methods' are summarised [c] [g] without evaluative comments. Her retrospection is also largely a text summary, while her positive evaluation of the visual element is not based on her own teaching situation. At the pre-reading stage Recife-6 predicts difficulties and refers to a personal lack of knowledge [c] [d]. Her verbal report contains constant reference to her own processing [e]. Cox' 'Methods' are linked to the title and overall aim [h], but evaluated as no more than 'uninteresting for me personally, difficult to learn and teach' [k] [l] (-) (2). Her review contains no evaluative comments but concentrates on her own processing difficulties, also confirming the expectations set up in chapter four. The discussion will now move on to a summary view of analyses.

TABLE 9.14. SUMMARY ANALYSES TARGET GROUP FEATURES FOR TEXT 16.

stages/features	participants->	C-8	R-2	R-3	R-4	R-5	R-6	T
Pre-reading stage								
predict grammatical element [g]							+	1
predict less complex grammar [c]				+	(-)			1
predict reasons for errors [c]->[k]					+			1
predict general EFL problems [c] [g]			+					1
see as difficult to understand [k]	+					+		2
see as difficult point to teach [k]	+			+			+	3
focus on personal lack/ability [d]						+	+	2

Introductory section				
focus comprehension difficulty [d]	+			1
focus example 'don't know where'	[c]	+		1
focus example '1982 is the year'	[c]	+	+	4
and link grammatical pattern	[g]	+	+	4
focus example 'I'm not sure'	[c][d]	+		1
focus example 'did/does'	[c]	+	+	2
reread due to details	[e] [c] [d]		+	2
evaluate for personal interest	[l](-)			1
section 'The grammar'				
errors true for Brazilians	[c] [k]	+		1
focus examples 'where/place'	[c]	+		1
describe as analytical	[c]		+	1
evaluate grammar method	[k]->[l](-)	+		1
evaluate language level	[k][l](-)	+		1
section 'Why we have this problem?'				
focus auxiliaries 'did/does'	[c]		+	1
focus inversion/overcorrection	[c]		+	3
focus comprehension difficulty	[d]		+	1
focus overgeneralisation	[c]		+	1
describe overall approach	[c]		+	1
section 'textbooks'				
retell writer description	[c]		+	1
summarise as analytical	[c]		+	1
evaluate as difficult	[g] [l]		+	1
'Method One'				
focus 'question-derivation'	[c]		+	1
predict as way of correction	[f][i]		+	1
summarise method	[c]	+	+	3
focus role of adverbs	[c]		+	1
focus response-elicited visuals	[c]		+	2
link visuals with experience	[c][k]	+		1
link method/article title	[h] [g]		+	1
evaluate as correct responses	[c][l]		+	1
evaluate contextualisation	[c] [l]	+	+	2
'Method Two'				
focus 'elicit correct response'	[c]		+	1
focus difficulty/need reread	[e][d]		+	1
summarise method	[c]		+	2
link with 'method one'	[c] [g] [h]	+		1
evaluate complexity	[k] -> [l](-)	+		1
evaluate teachability	[k]->[l](-)	+		1
Retrospective reviews				
comment comprehension difficulty	[c]		+	1
summarise grammar/visuals	[c] [g]	+		1
focus on processing	[e] [d] [i]		+	1
evaluate correct conversation	[k][l]		+	1
evaluate as difficult text	[c] [l]		+	2
evaluate adaptability method	[k][l]		+	2
evaluate visuals-cum-grammar	[k][l]		+	2
evaluate efficient/participant	[k][l]+		+	2

9.7.3.2. SUMMARY ANALYSES TARGET V NORM READINGS: TEXT 16.

The table above demonstrates that there are regular constellations of behaviour, certain consistencies which can be taken as evidence that the constructs really exist. Thus, for the Target group the titles and headings of Cox' article provoke, at their pre-reading stages, predictions of grammatical elements of different types [c] [g] (3), predictions of 'problems' or 'errors' of a general nature from her BGK [k]; several of the utterances focus on their teaching situations [k] and anticipate that 'relative clauses' will be difficult to understand [c] -> [k] (2), or difficult to teach [c][k](2); while others refer to their personal difficulties in comprehension [c] [d].

By focusing on their potential difficulties initially, the Target group continue in the same vein for much of their protocols. This is evidence of the wisdom of encouraging EFL readers to begin reading at a conceptual level and constantly test predictions while reading (e.g., Hudson, 1988). This latter processing is common in the 'Norm Group' (Table 9.10.) who also predict a grammar point and visual elements [c] ->[l] (5), but who, in contrast, also make predictions relating to the relevance and evaluate accordingly [k][l].

The total (32) utterances by the 'Target Group' based on Cox' four 'justification' sections confirms the picture of processing in the summary analyses of Text 17 and the veracity of our contention regarding the consistency of processing established at the early stages. In processing each of these sections, with pauses at headings, in a linear fashion, the majority focused at the 'representational' level [c] (17), with seven references to difficulties, [d] and two relating to their BGK experience [k] -> [l].

Thus their pre-reading attitude and stance of predicting difficulty, together with the insertion of the lengthy, less practical writer input, has moulded their approaches to this first half of the text. The breakdown for the 'Norm Group' reflects their conceptual levels processing: representational [c] (2); hypothesising [i] (6); focusing on main points [h] (4); reference to the text organisation [j] (4) a single activation of BGK [k] without evaluation, or as part of evaluative comments [l] (8).

The readings of practical 'Method One' and 'Method Two' sections provoked 'Target Group' 'representational' references 21:12; although the activities were linked [h] (2), with five evaluations, these were of text and not involving applicability [k]. This change of patterning in the verbal reports results, no doubt, from the practical nature of the latter sections. Of a total of 15 'Norm Group' utterances few focus on lexical meaning [c] (3). Most are evaluative and refer, in contrast, to the applicability of Cox' activities to their teaching [k] -> [l] (9), or link the two methods [h] (3), continuing to confirm their initial hypotheses and concept processing.

In their final 'retrospective reviews' there were, from a superficial glance at Table 9.14, above, fewer differences between the two groups, as many utterances by the Target Group were evaluative. This is presumably at least partially related to the practical nature of the last sections of the article under focus, unfettered by any final justificatory writer moves. However on closer inspection these similarities are apparent rather than real; most of the evaluative comments of the Target Group are text-based, in that they rarely move beyond the writer's context. On the other hand those of the Norm Group relate to their teaching/ learning situations [k] -> [l] (-)

(8), achieved by linking these with the organisation 'Problem-Solution' pattern, focused upon in their pre-reading expectations [j] (4), or from Cox' first sentence metacomment [j] (3), and thus go beyond his specific teaching world to evaluate.

9.7.4. SUMMARY ANALYSES OF TARGET GROUP REPORTS: ARTICLE 11.

9.7.4.1. INDIVIDUAL REPORTS OF TARGET GROUP: ARTICLE 11.

The analyses of the verbal reports of the Recife participants when reading Article 11 using the set of criteria relating to text processing (Tables 9.2. and 9.3.) revealed, from the limited number of participants who read this article, that only Recife-4 and Recife-6 displayed 'problematic' processing, described above for Text 16.

Recife-4's protocol is noticeable for the total absence of the analytic processing strategies, ([j] and [l]) with only two references to important topics [h] (2). At the pre-reading stage she predicts that the article will provide a more efficient means for teaching using BGK [g]. Throughout her verbal report she constantly brings her BGK to bear on the various topics [g] (6) [k] (5); BGK represents 48% of her utterance features. But these are never brought to bear on the text propositions in terms of their relevance and applicability to her own teaching, reflecting her reluctance (?) to evaluate. Her other utterances are direct references to the text items [a] (5) or text summaries [c] (8). However these should not be taken as evidence of the type of comprehension difficulties which characterised the Curitiba 'Target' participants verbal reports for Text 17 (Table 9.34.). Rather they reflect her focusing on isolated aspects of

Woodward's discourse, which are rarely processed at a conceptual level, linked to each other or evaluated. On the other hand Recife-4 does process at a conceptual level on two occasions: when she focuses on 'changing the taste of the cake' for your teaching reality [h] (56.11.2.), the main point of Woodward's section 'The grammar of an activity'; and when she highlights the need for teachers to adapt the materials in TEFL methods articles to their specific situations [h] (56.11.4.), the core argument of the section 'Making new activities'. Surprisingly Recife-4 uses neither of this [h] focusing to evaluate Woodward's suggestions in terms of 'changing the taste' or 'adaptation' for her own situation, i.e., a [k] -> [l] sequence.

The bulk of Recife-6's pre-reading utterances (total 11) focus on text [a] (3) [c] (2), and on her own processing [d] (10); [e] (3). However there is a pre-reading hypothesis [i] regarding the linking of 'atom' and 'consumerism' (similar to K. 9.5.2.1. above) and she recognises that Woodward's use of 'splitting the atom' is metaphoric [h] (as does TMGS, 9.5.8.1.). Recife-6 does not, on the other hand, confirm her hypothesis regarding the meaning of 'consumerism' in the EFL context [i] and her reading. In common with that of Recife-4, follows a linear pattern, with isolated comments on different aspects of Woodward's text. These are viewed as separate entities, rather than parts of an atom; her processing thus suffers from the lack of any summary expectations or predictions [a] (5); [c] (9). While there are references to activating her BGK [g] (4), these are all text-based, as are her hypotheses [i] (3). There is a noticeable lack of analytical features [h] [j] [l] reflecting processing at a conceptual level; there are only two references to her teaching situation related to the game, which receives the only evaluative comment [k] -> [l] (1),

although she does refer to the activities positively as applicable to her reality in her retrospective review [k] -> [l] .

TABLE 9.15. SUMMARY ANALYSES RECIFE-4/RECIFE-6 FEATURES FOR ARTICLE 11.
(+ = presence of feature; (-) = evaluation; -> = leading to)

Stages/Features ↓	Participants	RECIFE-4	RECIFE-6
Pre-reading stage			
focus on difficulty of title [d]			+ 1
focus on 'atom' as metaphor [h]			+ 1
predict link 'consumer' 'atom' [c] [i]			+ 1
predict more efficient way [i][h]		+	1
by analysing activities [h] [k]			0
by looking at specific needs [k]->[h]			0
predict avoid consumerism/'newness' [h]			0
First paragraph			
confirm importance 'split atom' [h][i]			0
focus on unit first paragraph [c] [b]			+ 1
retell paragraph details [c]			+ 1
confirms meaning 'consumerism' [c] [i]			+ 1
reread first paragraph/difficult[e][d]			+ 1
focus 'disadvantage/danger' [c]->[g][h]			0
identify minimum principles[g]->[h][l]/			0
section 'Splitting the atom'			
focus on the heading/text unit [b] [c]			0
retelling [c]			+ 1
summarising [c] [g]			+ 1
relating own experience [k]		+	1
identifying central idea/ planning[h]			0
section 'The grammar of an activity'			
focus on title/unit of text [b] [c]			0
focus 'recipe' as central [c] [h]		+	1
summarising [c]		+	1
relate to experience [k]			0
evaluate approach less tiring [h][l]			0
identify recipe as framework/split[j]			0
section 'A sample activity analyzed'			
focus on comprehension difficulty [d]			0
summarising [c]		+	+ 2
express novelty of approach [c] [g]			0
relate to experience [g]->[k]->[h]			0
evaluate as competitive/motivating[l]			0
section 'Making new activities'			
predict new activities from title[i]			+ 1
summarising [c]		+	+ 2
recognise 'adapting' as central [h]		+	1
evaluate creative/applicable[k]->[l]			+ 1
evaluate as time saving [k] -> [l]			0

section 'Advantages of splitting...'			
focus 'create a feeling choosing' [c]			0
focus 'to quote a famous saying' [c]			0
and add an analogy to idea [h]			0
Retrospective review			
summary of game [c]	+		1
mention need for creativity [g]	+		1
mention need for specific material [g]	+		1
mention need for real communication [g]	+		1
summary and focus on 'splitting' [c] [h]		+	1
evaluate applicability Brazil [k] -> [l]		+	1
evaluate motivating factor [k] -> [l]			0

9.7.4.2. SUMMARY ANALYSES 'TARGET' V 'NORM' GROUPS: ARTICLE 11.

At the pre-reading stage Recife-6 focuses on 'atom' as a metaphor but fails to make a prediction; Recife-4 predicts a more efficient approach to teaching [g]. Neither, therefore, match the 'Norm Group' predictions of macro organisation with the aim to 'avoid' [j] (4), or provide a manner of improving [j] (4), from which the latter participants were able to process at a conceptual level. After reading the first paragraph both of the 'target' participants either focused on difficulties [c] [d], with no evidence of processing at conceptual levels [h] [j] [l]. In contrast members of the 'Norm Group' focused on the last sentence metacomment to confirm [i] (2), and establish the organisation [j] (4) from writer signposting, and used this as a basis for further processing.

The two 'Target Group' comments made after the 'Splitting the Atom' section, were summarising [c] (2). At this stage the 'Norm Group', in contrast, identified the important element of teacher as pupil, [h] (3), which was linked to the overall organisation [j] (6) and evaluated in terms of applicability [k] -> [l] (7) , with only one focus on meaning [d] and one summary [c]. The two 'Target Group' readings of the 'Grammar of an activity' section provoked two

summaries [c], one identification of 'recipe' as central for analysis [h], but without relating the metaphor to experience [k] or evaluated for applicability [l]. In the 'Norm Group' four participants commented, during their reading of this section, on the recipe as the central concept [h]; however they went on to evaluate [k] -> [l] (2) or relate it to the overall discourse organisation [j]; there were also references to the role of the last sentence links with the previous headings and metacomment [j] (2).

Both responses by the 'target' participants to the 'sample activity' section were summaries [c] (2). In contrast the comments by the 'Norm Group' were identical to those of the previous section, with topic focus [h] (3), and evaluation [k] -> [l] (4). The pattern of responses from readings of the section 'Making new activities' by the two 'Target' participants and the 'Norm' group were similar. The retrospective comments by Recife-4 and Recife-6 consisted of one on the central idea [h] of the article and an evaluation according to applicability [l]. The seven 'Norm Group' comments were all related to the initial metacomment [j] [i] (4), or to Woodward's analogy [j] (5), each subjected to evaluations [k] -> [l] (5); [k] -> [l] (-) (4).

9.7.5. IMPLICATIONS FROM THE COMPARISON OF SUMMARY ANALYSES.

9.7.5.1. GENERAL IMPLICATIONS.

The differences in processing between the 'Norm' and 'Target' groups may be summarised quantitatively in the following crude statistical form, where 'NO' = number of participants in group; 'Total' = the total utterances for the entire article; 'Control' = utterances at a 'representational' level [c] or [d] + - [a] or [b]; 'BGK' =

combinations of [e] [f] [g] [i] [k]; 'Analytical' = evidence of processing using [h] and/or [j] and/or [l]:

TABLE 9.16. QUANTITATIVE SUMMARY COMPARING 'NORM' & 'TARGET' GROUPS.

TEXT	GROUP	NO.	TOTAL	CONTROL	%	BGK	%	ANALYTICAL	%
17	NORM	(9)	109	9	8	10	9	90	83
17	TARGET	(8)	112	70	54	16	13	26	33
16	NORM	(7)	87	17	13	20	15	50	72
16	TARGET	(6)	85	59	66	25	18	16	16
11	NORM	(8)	82	9	11	11	14	62	75
11	TARGET	(2)	26	10	38	8	31	8	31

These tables illustrate that the set of criteria regarding 'successful' and 'problematic' text processing, identified in the literature and described in the conclusions of chapter six, have defined coherent 'Target' and 'Norm' groups for the present research. The figures are consistent for the 'Norm Group' processing; the figures of the 'Target' group vary and reflect the various selections of participants involved; nor does a group of two (i.e., Recife-4 and Recife-6 for Article 11) have any significance. Nevertheless the differences illustrated do provide two broad implications relating to the influence of the 'informativity' of the three articles under scrutiny, as well as the comparative use of the clause-relational macro-patterning in the same texts; both these implications will be discussed, following the implications for processing in general for each of the three articles.

Thus far the verbal report protocols of the 'Target' and 'Norm' group participants have been compared in general terms, it may be said, at a 'representational' level. Using the protocols for Text 17 the discussion can be developed at an 'analytical' level. The main difference was that 'norm group' made prediction of writer aims [h] and organisation [j]. They then checked these expectations and, on

this basis, evaluate throughout their reading by, in general terms, focusing on what, in the light of these expectations, they considered to be essential and relevant to their teaching worlds.

In contrast, the 'target group' participants predicted no more than a minimum, were unaware or ignored both the main point [h] or the organisational role of Rinvolucris's metacomments [j]. This led to consistent detailed focus by all these readers at a 'representational' [c] level, with summarising at each section of the article; this meant that their attention is rarely reduced (Norman and Bobrow, 1975:59) and consequently their chunking strategies are largely inoperable, a processing picture similar to that described by McLeod and McLaughlin, 1986. One thing which both sets of participants have in common, however, is their use of writer sections, headings, and other physical divisions, when deciding where to pause for their introspections. This indicates that these divisions have influenced reader perceptions of hierarchical status of sections within the written monologues, matching Meyer's (1985:310) and Eskey's (1986:6) research findings on reader perceptions and text layout.

On the other hand, the 'target group' linear focusing on sections (i.e., rather than the interactional significance of the headings), appears to have obscured or delayed their ability to evaluate the relevance of the practical suggestions. The majority of their evaluations (77% v 53% of Norm group) were given at the retrospective stage. These rarely linked with their 'while reading' processing; evaluation given at the latter stages was largely (62%) localised, 'text based'. The assumption is, therefore that this switch to 'applicability' evaluation' was largely a result of the explicit

prompts in the instructions ('Instrucoes', Model G, Appendix 155).

The features assigned to the verbal reports for Text 16 indicate that the transparency of topic and the assumptions readers make of their BGK of an article topic influence their pre-reading predictions. Thus the 'Target' readers provided fewer (37%) predictions from Cox' title than that of Rinvolucris. They again failed to comment on either the purpose or main point [h] or the discourse organisation of the writer [j] and this appeared to lead to focusing on details rather than on main points in the early stages of the article. Although the 'Target Group' participants were clearly at ease with the writer's practical suggestions for dealing with a grammar point, presented in a somewhat traditional 'audio-lingual' way, evidenced by their willingness to evaluate, these might have been more quickly established had the text enabled them to identify the purpose and organisation at an early stage.

The group of 'borderliners' have been somewhat neglected in the comparison of the 'Target' and 'Norm' groups. The variations in the adoptions of either a 'submissive', field-dependent or 'assertive' reading mode of the 'borderline' readers appear to be largely an 'ideational' factor related to concepts and professional content of the individual writer's discourse, and less related to the 'interpersonal', to distinguish using Halliday's notions. This can be illustrated by their use of their predictive capacities in activating anticipatory schemata upon the concepts from the heading of Text 17, where Rinvolucris is clearly felt to have mutually definable common ground; (RECIFE-5, 17.1) this is also the case where Rinvolucris's intention and purpose is seen as compatible (e.g., CURITIBA-8,17.3; RECIFE-2.17.2.) and where negotiation of meaning is perceived as

straightforward. On the other hand where there is less convergence of perceived intention, purpose and content (i.e., with Text 16), then less conceptual processing results. The pre-reading verbal reports provoked by the titles and headings of Text 17 also pointed to further evidence of the 'ideational' factors related to content: several readers formed their initial hypotheses from their own BGK provoked by Rinvolucris' title and headings, rather than the from the representational meaning of the title and headings themselves.

The quantitative summary of the protocols for Article 11 also indicates a greater number of comments concentrating on item meaning, retelling or summarising by the two 'Target' participants; given their reading scores and the Recife organiser evaluation of their reading ability their processing would not appear to reflect EFL reading proficiency levels ; it does, however, reflect a different view of the purposes of reading TEFL methods articles, specifically in their lack of comment on the writer's intention and lack of evaluation comments in attempts to link Woodward's suggestions to their own teaching situations and measure in the light of their TEFL experience. A number of early 'while reading' hypotheses in the verbal reports related to Woodward's article provide further evidence of the role of the 'ideational' factors linked to content.

In the case of the 'borderliners' these hypotheses were based on their own BGK only *loosely* linked to the text input from titles and headings. (e.g., Recife-2.49.11.1., who described her experience of the 'audio-visual' methods of the 1960's ; Recife-3. 54.11.2., who provided a lengthy aside on her own experience of teaching the same material at different times of the same day). These protocols also provide support for previous research findings (cf. Steffenson,

Joag-Dev, 1979:15; 1984:60-61), that where readers possess a different set of expectations from that intended by the writer they will often accommodate the text content to their own view of reality.

The comparison of the 'summary tables' for 'Target' and 'Norm' groups revealed (for all three Forum articles) that a majority of members of each group tended to approach specific text parts in much the same way; thus with the 'Target' group they focused on the difficulties of each of the three introductory sections in relative detail; this was shorter (e.g., Text 17) or longer (e.g., Text 16) according to the degree of non-practical text input. Their approach to the layout of all three texts was linear, with processing pauses for each of the headed sections; with certain exceptions (e.g., TG) the Norm group members also approached the texts in similar manners, i.e., establishing the writer intention and discourse macro organisation and processing accordingly at a conceptual level, not always in tune with the linear text patterning. The 'summary tables' above, and their related discursive paragraphs and, specifically, Table 9.37, also demonstrate that the members of both groups have largely adopted a common set of processing strategies. This indicates that the constructs are, at the very least, internally valid.

9.7.5.2. IMPLICATIONS REGARDING 'INFORMATIVITY' IN 'FORUM'.

9.7.5.2.1. INTRODUCTION.

In chapter six reference was made to de Beaugrande and Dressler's (1981:143) concept of text informativity and certain criteria were then established for the three levels of informativity, relating to plausible inferencing for text with high informativity; logical

inferencing for text with less informativity, and for certain readers, the need to fall back on consistent B-U processing of low informativity text. A straightforward reformulation of presentation of percentages from Table 9.17 may illustrate, in a primitive numerical manner, the influence of the 'informativity' in the three Forum articles on the processing of both 'Norm' and 'Target' groups:

TABLE 9.17. COMPARING GROUP PROCESSING STRATEGIES FOR FORUM ARTICLES.

PROCESSING STRATEGY TYPE	TEXT	'NORM GROUP' %	'TARGET GROUP' %
'control' [c] [d]	17	8	54
	16	13	66
	11	11	38
'BGK' [e][f][g][i][k]	17	9	13
	16	15	18
	11	14	31
'analytic' [h] [j] [l]	17	83	33
	16	72	16
	11	75	31

In this way the percentage differences between the two groups have been grouped together for each of the three texts, according to the type of processing. For the 'Norm' group the percentages for the different processing strategies are consistent with marginal increases in 'control' types moving from text 17 to 11 to 16. There is, conversely, a lessening in the percentage of 'analytical' strategies from 17 to 11 to 16, reflecting the content and rhetorical informativity of the three Forum articles. However, there is less consistency, in terms of these crude percentages, for the 'Target' group, due to the variation in informativity of the three articles. Thus for Text 17 the 'analytical' strategy processing is relatively high (33%), but the 'control' (54%) is much higher and the 'BGK' strategies (13%) low, a reflection that for the participants Rinvolucris concepts and suggestions were less related to their teaching reality than would be supposed. The 'BGK' of the 'Target'

group for Article 11 was very much higher, indicating that the informativity, in terms of ideas and suggestions is very also very much higher for 'Target' members. In comparison the 'BGK' (18%) and 'analytical' (16%) were very much lower for Text 16, suggesting that Cox' text is low in informativity for the same 'Target' group.

However, this influence is perhaps more apparent first from a scrutiny of the differences in the processing strategies adopted by participants for their reading of the three texts, as evidenced in tables 9.2. and 9.3., and in observing the differences apparent for the 'Norm' and 'Target' groups, both inter- and intratextually, from examining the patterns of processing on the 'summary analyses' for the groups in question, and from the individual profiles of the 'norm' group. These two lines of inquiry will be followed by citing reader reactions evidenced from references to the comparative informativity of text within the protocols. These will be grouped according to the three TEFL articles under focus, Article 11, Text 17 and Text 16, respectively, focusing at the pre-reading stage of the verbal reports.

9.7.5.2.2. INTERTEXTUAL IMPLICATIONS FROM VERBAL REPORTS.

The charting of processing strategies of 'successful' readers (Table 9.2.), the above discussion and the confirmation of the information from the verbal report protocols, illustrates that, for readers of both 'Norm' and 'Target' groups, the different informativity levels of the three articles has led to correspondingly varied processing strategies and even the adoption of distinct 'reader styles'. Thus several 'successful' participants activated relevant BGK/PK pre-reading expectations for Text 17 and went on to process at a conceptual level to confirm their initial hypotheses, as well

subsequent plausible inferencing using T-D strategies (e.g., K.19.; TELENI.22.: 'the title is explicit'; NIC.24.: 'he's very clear about what he says'; PAULA. 28.: 'It's clear'; TMGS.36).

In contrast, these readers found Article 11 opaque:

K.18: 'complicated'; 'I've never met the word consumerism before';
TELENI.21: 'not clearly spelled out'; how does 'atom' link with...?'
'What does consumerism stand for?';
NIC.25: 'There's nothing here says exactly what is it about';
PAULA.27: 'I can't imagine imagine what the topic...will be about.';
AMGS. 30: 'I didn't get it very well from the title.'
TMGS.34: 'Nao a mim diz nada'; ('It doesn't mean anything to me.')

RECIFE-1.49: 'Pelo titulo e dificil pegar alguma coisa'; ('From the title it is difficult to get anything')

RECIFE-5.60: 'Eu nao estou bem certo'; ('I'm not very sure')

RECIFE-6.63: 'como e que vai 'atom' com 'consumerism'. ('how does atom go with consumerism')

The same readers, unable to create suitable 'content' schemata, used logical inferencing to gradually develop a summary text view of the article, including the focusing on metacomments in the first paragraph (e.g., TMGS. 34.11.1). Alternatively they utilised a fall-back strategy of relying on macro-organisational expectations at their pre-reading stage, confirmed by logical inferencing and focusing on metacomments, sub-titles and key signals of prediction. However, their pre-reading doubts were not always clarified by further reading:

TMGS. 34.17.4.: 'ainda nao entendi aonde essa mulher quer chegar'; ('I still don't see where this woman is aiming for')

RECIFE-6.63. 'Tive que reler o primeiro paragrafo duas vezes'; ('I had to reread the first paragraph twice')

RECIFE-1.49. 'nao e exatamente o que eu estava pensando'; 'it wasn't exactly what I'd been thinking';

PAULA. 28.4: 'I realise that my predictions is not exactly as what the contents are all about.';

These examples suggest that, where a text is lacking in high informativity for a specific reader, logical inferencing will be the processing strategy adopted with focus, in the case of Article 11, on key lexical items, including 'danger', 'disadvantage', 'outlining ways of avoiding', 'recipe', 'analysing' 'splitting the atom', etc.

The title and headings of Text 16 do not seem to be conducive to the

stimulation of predictions at the pre-reading stage:

NIC. 23.: 'no idea what its going to be about';

PAULA. 28. 'I have no predictions';

RECIFE-5.61.: 'eu nao predisse nada no texto' ('I couldn't predict anything from the text');

TMGS. 35.: 'nao sao titulos que te levam a fazer sumario' (They aren't the sort of titles which lead you to make a summary').

Thus many of the relatively successful readers found it necessary to reread (RECIFE-2; RECIFE-5.61) and move to detailed reading or change down a processing gear. Those readers who had developed pre-reading expectations for Text 17, or had used key items to identify the intention or macropattern in Article 11, found it necessary to process Text 16 analytically (e.g., TELANI. 20. NIC.23; TMGS.35; RECIFE-3.53; CURITIBA-2.39.). These successful readers gradually built up a consistent view of text by B-U processing which eventually provided the means to interpret Cox' propositions at a global level.

In summary the differences in the three TEFL methods articles led to the adoption of varied strategies by readers, according to the article being read. Using the scores of 'problematic' processing criteria shown in Table 9.3., readers scored consistently less for their reading of Text 17 than for Text 16: AMGS: 0/2; CURITIBA-8: 1/4; RECIFE-1: 0/1; RECIFE-2: 1/2; RECIFE-5: 2/3/. From the same table it can be seen that all those who read all three articles scored less according to the order: Text 17 - Article 11 - Text 16, a clear indication of the effect of informativity differences.

These differences especially apply to the 'borderline' participants whose processing was briefly discussed (9.5. above); thus CURITIBA-8 (45.17) fulfills several of the criteria for 'successful' reading (1, 2, 3, 5 and 8) when reading Text 17, but has 'problematic' strategies (9, 10, 11 and 12) when faced with Cox' article (46.16.). Similarly

RECIFE-1 displays the characteristics of the successful reader when reading Text 17, (48.17.; criteria 1, 2, 3, 4, 5 and 7) but on reading Article 11 (49.11: criteria 10.16) and Text 16 (47.16.: 9, 10, 12) adopts 'problematic' processing. This pattern of 'mix' is also present in RECIFE-2's verbal protocols: when reading Article 11 (50.11.: criteria 1, 2, 3, 4, 6, and 8) and Text 17 (51.17.: 1, 2, 3, 4, and 8) she is confident and relatively 'successful', but adopts a different reading style when processing Text 16 (52.16.: 10, 11, 12). The 'mixed' processing of the 'borderliners' raises an interesting research point. Previous research using verbal reporting methodology for FL reading (e.g., Hosenfeld, 1977; 1984; Block, 1986) has provided valid descriptions of 'successful' and 'problematical' readers, according to a series of diametrically opposed, binary criteria; the results of the present research has confirmed the profiles, provided by these scholars, for the two kinds of readers, placed in the 'Norm' and 'Target' groups. However, perhaps because the previous research was focusing on younger FL readers, and FL reading packages were used, little attention has been paid to the type of variable 'mixes' in processing evident in the participants labelled 'borderliners'. There is also, of course, the possibility that the same reader, because of temporal constraints, different times of day, and a range of non-academic factors, will be more successful for one text and more problematic for another.

With successful readers (e.g., TMGS, K, TELENI) it appears to be the case that when they experience 'content' difficulties (i.e., facing Article 11 and Text 16) they rely on clause-relational signals of organisation to provide clues about the relative importance of certain sections and topics, and make reference to these clues/markers 'while

reading'; however, where their BGK enables them to deal more confidently with 'content' text input, then the organisational signals will be confirmed at the early stages of the articles but then not made full use of as they process more of the text. This would match Ohlhausen and Rother's (1988:85) findings on the use of writer organisational signals with competent L1 readers.

9.7.5.2.3. INTERTEXTUAL IMPLICATIONS FOR PROCESSING.

Turning now to the 'summary analyses' of protocols using the set of analytical features and focusing specifically on previous tables for the 'Norm' and 'Target' readings of Text 17 and Text 16, respectively, the totals were consistently less for Text 16:

TABLE 9.18. CONTRASTING PROCESSING IN TEXT 17 WITH TEXT 16.

	Text 17		Text 16	
	Target	Norm	Target	Norm
Total	17	17	11	16
predict [g]	6	3	4	6
predict [j]	-	7	-	4
predict [h]	-	6	-	4
evaluate[l]	1	4	-	-

These text differences have led to the adoption of noticeably different reading styles, well exemplified by the protocols of RECIFE-2, who appears to be an integrated, field-dependent processor when tackling Text 17, but has a clearly submissive, non-integrated, field-dependent style when reading Text 16; RECIFE-5, who processes Article 11 and Text 17 with the strategies of Criteria 1, 2, 3, 4 and 8 for successful processing, but cannot cope successfully, with Text 16, even with attempted logical inferencing throughout her reading. However it should not be thought that these 'changes of gear' while processing are the prerogative of those experiencing reading problems. On the contrary, Schiffrin (1987) sees these as an acceptable coping strategy of the 'successful' reader, which are in evidence in various

verbal reports: PAULA. 27.16.: 'I changed my technique of reading/because I cannot really predict what to expect/ in the article/ so erm I pause after each paragraph/... to process the information given'; RECIFE-1: (47.16.): 'eu tive que voltar nesta parte/ para ler devagar' 'I had to return to this part/ to read slowly'; RECIFE-3. 52.16: 'eu voltei tres vezes/ ao primeiro paragrafo/ parece que estou sentindo algumas dificuldades/ para contextualisar' ' I went back three times/ to the first paragraph/ it seems I was having certain difficulties/ to contextualise'); RECIFE-2. 51.17.4.: 'depois de retornar pela segunda vez/ eu consegui entender' (after rereading for the second time/ I managed to understand'). A similar change down to solve a reading problem is seen in RECIFE-5 (61.16.5.) 'senti a necessidade de reler/... p'ra que ate que ficasse bem mais claro p'ra mim' ('I needed to reread/ in order that until it became much clearer to me').

All these examples from verbal reports are related to the processing of Text 16, underlining the individual readers' difficulties, and confirming the picture of a lower degree of informativity. This has led to less sampling, fewer expectations, high decoding and hence to more difficulties in selecting initially for 'salience'. In short a picture which mirrors the 'partial comprehension' described by Brown and Yule (1983:57).

9.7.5.2.4. INTRATEXTUAL IMPLICATIONS FOR PROCESSING.

There is also the question of variations in informativity at intratextual levels. Thus if we focus again upon the verbal report processing related to Text 17 as presented in Tables 9.9. and 9.13. the following picture emerges:

TABLE 9.19. INTRATEXTUAL INFORMATIVITY IN TEXT 17.

ARTICLE SECTION	TOTALS		BGK [k] [g] [i]			ANALYTICAL [h] [j] [l]		
	N	T	N	T	N	T		
Introduction	17		1		14			
1. Taking...	8		1		6			
reverse dictation	6	12	0	4	4	0		
2. Taking...	13	13	1	5	10	3		
3. Taking...	8	7	1	3	6	2		
contradiction	4	6	0	0	4	1		
ambiguity	7	10	1	0	5	6		
Finding new...	6	10	1	2	3	0		

The last 'justification' section, 'Finding new ways' provokes a similar total of utterances for both groups, but the make-up of these totals varies from those of the previous 'practical' sections, in that there are, for both groups, much lower average scores for the important 'BGK' and 'analytical' utterances. This contrast in the processing of the 'justification' sections, and the 'practical activity' sections, was a common-sense expectation, formulated in the conclusions for Chapter 4, and evident in the last section of Text 17, mirroring that throughout the processing of all three Forum articles. Thus in Text 17, the title and headings, and the practical suggestions provoked more 'BGK' and 'analytical' verbal report references than 'control' strategies; the opposite was true of the last 'Finding new ways' section; in Article 11 the title, headings and two initial sections provoked less than the 'sample activity analyzed'; the first four sections of Text 16 led to fewer than the two 'Methods' sections.

These changes in the make-up of articles are commented upon within the protocols: TG.33: 'estranho como que ele packed everything in'... este fim aqui 'Finding new ways' / me parece um tail ...que nao encaixa no resto' ('strange how he packed everything in... this ending here 'Finding new ways' appears to me a tail...which doesn't fit into the rest'). This matches Eskey's (1988:6) comment that readers "expect the conclusions to follow logically from everything that went before."

TMGS (Transcription 36) offers 'ta sempre mencionando outros autores' ('he always mentions other authors'). Both these comments point to the fact that the 'justification' section, is the result of the 'multi-register' nature of the article, of an author aiming to satisfy an academic, as well as the TEFL, audience, has made processing of the article more difficult than it needed to be. The same picture is observed in Tables 9.10. and 9.14., which provide 'summary analyses' of the protocols resulting from Text 16:

TABLE 9.20. INTRATEXTUAL INFORMATIVITY IN TEXT 16.

ARTICLE SECTION	TOTALS		BGK [g] [k]		ANALYTICAL [h] [j] [l]		
	T	N	T	N	T	N	
Introduction	16	9	0	0	1	9	
'Grammar...'	5	19	1	3	2	10	
'Why...problem?'	7	2	0	0	0	0	
'Textbooks'	3	2	0	0	1	2	
'Method One'	14	13	1	0	4	9	
'Method Two'	7	9	0	1	3	7	

The last two 'practical' sections provoke a clearly higher average score of both the 'BGK' and the 'analytical' processing than the previous 'justification' sections, i.e., 'Textbooks' and 'Why this problem?'; this is confirmed by examples from the protocols:

TELENI.20.16.3.: 'unclear';

RECIFE-1.47.16.4.: 'nao ficou claro para mim'; ('It wasn't clear to me')

RECIFE-4.57.16.1.: 'leitura um pouco mais arida'; ('more arid reading')

TG.32.16.2.: 'redigida de forma obscura' ('written in an obscure way')

TMGS.35.16.2.: 'fiquei meio perdida/ [e] perdi a linha de pensamento aqui/' ('I got rather lost/ I lost the line of thought here.')

TMGS.35.16. Review: 'talvez seja um 'lecturer' de uma politecnica/ querendo colocar o nariz onde nao e chamado'; ('perhaps its a case of a polytechnic 'lecturer' sticking his nose where it doesn't belong.')

These findings and quotations suggest that when the 'Forum' authors have an eye on two different audiences of readers the processing of their information will not be facilitated, confirming the hypothesis made at the end of the fourth chapter, regarding 'multi-registers'. The analyses also underline the fact that the topic can play an important role in the successful accessing of readers. As this section findings have shown, there are participants who were confident

in dealing with dictation (Text 17) but perplexed when faced with 'atoms' and 'consumerism' (Article 11) and much less certain in dealing with 'relative clauses' (Text 16). Thus the topic can be seen as a complex variable influencing reader processing of c/r macropatterns, findings similar to those described by Carrell (1991).

Variations within the processing of individual readers, i.e., the 'mixes' of the 'borderliners', have rarely been commented upon in the the FL reading literature reviewed for this thesis. The reason would appear to be that the purpose, the task and the texts were 'authentic' for the participants in this thesis, in the sense that they were texts written by TEFL professionals to be read by fellow TEFL teachers aimed at persuading them to use the suggestions; the teachers involved, despite the research restrictions, would read the texts, at least at one level, in an effort to find practical ways of improving their classroom performance. The relative open-ended task has provided the space for a wide range of processing, thus confirming Urquhart's (1987:392) point that there are no definitive models of submissive or field-independent modes; rather the Brazilian borderliners have adopted different modes appropriate for their BGK for the specific Forum article content.

In contrast, there has been a widespread utilisation in much of reading research (e.g., Carrell, Meyer, Freedle, Frederickson) of carefully selected or doctored text input (e.g., 'washing clothes', 'balloon serenade'; or rewrites of the same text to the same audience for controlling methodological variables. e.g., Carrell, 1984). Consequently both the texts and tasks are much less a reflection of the reality of reading 'authentically' for information or enjoyment of personal or professional relevance. Given the tighter, controlled

conditions there is less likelihood of the type of variation apparent from the reading of the Forum articles by practising EFL teachers. In addition, much of the research using verbal report methodologies in FL reading have used a single text as input (e.g., Cavalcanti, 1987; Waern, 1988). This has also resulted in data in which the mixture of strategies according to differing text input has not been available.

9.8. TESTING THE HYPOTHESES REGARDING C/R MACROPATTERNING.

9.8.1. INTRODUCTION.

In chapter four it was hypothesised that experienced, confident EFL teachers will activate 'formal' schemata [j] and focus on c/r macropatterns at the pre-reading stages of their processing of 'Forum' articles; that they will subsequently confirm or alter their 'logical inferences' 'while reading' by using the text manifestations, the clause-relational signals [j] , together with their T-D processing. The protocols were thus studied to specifically establish the presence or absence of recognisable reference to c/r patterning by the 'analytical feature' [j].

The table below is presented in a format which has been used throughout this chapter. The left-hand side column indicates the participant, given in the chronological order as they appear in the appendices, but also according to their respective groupings. The participant code is followed by the transcript number corresponding to that found in the appendices of the transcripts; finally there is a number referring to the 'Forum' article. The tabular display will be followed by comments for each of the three protocol reading stages.

(Text exemplifications are given in Appendix 160 where the excerpts taken from protocols will be identified in brackets by the participant code, followed by the protocol appendices number, the article being read, and with a final number representing the pause marked by paragraphing in the protocols). This thesis section will end with a summary of the implications.

TABLE 9.21. PARTICIPANT REFERENCE TO C/R MACROPATTERNS.

PARTICIPANTS !	PRE-READING	WHILE READING	RETROSPECTIVE REVIEW
'NORM GROUP'			
K 18.11.	+	+	+
K 19.17	+	+	+
TELENI 20.16.	-	+	+
TELENI 21.11.	+	+	+
TELENI 22.17.	+	+	-
NIC 23.16.	-	+	-
NIC 24.17.	+	+	+
NIC 25.11.	+	+	-
PAULA 26.17.	+	+	-
PAULA 27.16.	+	+	+
PAULA 28.11.	+	+	+
AMGS 29.17.	-	+	+
AMGS 30.11.	+	+	-
TG 31.11.	+	+	+
TG 32.16.	-	+	+
TG 33.17.	+	-	+
TMGS 34.11.	-	+	+
TMGS 35.16.	+	-	+
TMGS.36.17.	+	+	-
CURITIBA-2 38.17	-	+	-
CURITIBA-2 39.16	-	+	-
RECIFE-1 47.16	+	-	-
RECIFE-1 48.17	+	+	-
RECIFE-1 49.11	+	-	-
'BORDERLINERS'			
CURITIBA-8 45.17	-	+	-
CURITIBA-8 46.16	+	-	-
RECIFE-2 50.17	-	-	-
RECIFE-2 51.11	+	-	-
RECIFE-2 52.16	-	-	-
RECIFE-3 53.17	-	-	-
RECIFE-3 54.11	+	+	-
RECIFE-3 55.16	+	-	-
RECIFE-5 59.17	-	-	-
RECIFE-5 60.11.	+	-	-
RECIFE-5 61.16.	-	-	-
'TARGET GROUP'			
CURITIBA-1 37.17.	-	-	-
CURITIBA-3 40.17.	-	-	-
CURITIBA-4 41.17.	-	-	-
CURITIBA-5 42.17.	-	-	-
CURITIBA-6 43.17.	-	-	-
CURITIBA-7 44.17.	-	-	-
RECIFE-4 56.11.	-	-	-
RECIFE-4 57.16.	-	-	-
RECIFE-4 58.17.	-	-	-
RECIFE-6 62.16.	-	-	-
RECIFE-6 63.11.	-	-	-
RECIFE-6.64.17.	-	-	-

9.8.2. DISCUSSION OF REFERENCES TO OF C/R MACROPATTERNING.

9.8.2.1. PRE-READING STAGE.

The table above clearly demonstrates the differences between the occurrence of pre-reading hypotheses regarding the formal organisation and presentation of information by those participants pertaining to the 'Norm Group', who consistently make explicit reference to some form of clause-relational macro element. The processing by the five 'norm' exceptions to this rule, TELENI.20.16.; NIC.23.16.; AMGS.29.17.; TG.32.16.; TMGS.34.11.; CURITIBA-2. 38.17.; 39.16, can be considered cases of 'leaving one's options open' for each quickly establishes the intention and macropatterning through logical inferencing early into their reading, and have been discussed above in the section focusing on text informativity. None of the 'borderline' participants, on the other hand, refer to writer organisation in their verbal reports for Text 17, nor did the 'Target' group for any article at any level. This lack of evidence may stem from several sources, however, the consistent absence suggests that their verbal reports are genuine reflections of their strategic reading behaviours.

9.8.2.2. WHILE READING STAGE.

There are consistent references to macro-organisational signals in the text, at the 'while reading' stage of the verbal reports of the 'Norm Group'; in contrast there is a noticeable absence of similar references in the protocols of the 'Target Group'. Two 'Norm Group' readers (TG.33.17.; TMGS.35.16.) do not refer to c/r signals at this stage in their reading, but both confirm their pre-reading focusing on them in their later retrospective reviews in both verbal reports. All

the remaining members who had failed to hypothesise on the formal organisation at the pre-reading level, cited above, have referred to text signals in their logical inferencing 'while reading'. (e.g., TELENI.20.16.; NIC.23.16.; AMGS. 29.17.; TG. 32.16.; TMGS. 34.11.CURITIBA-2. 38.17.; 39.16.; CURITIBA-8.45.17.

9.8.2.3. RETROSPECTIVE REVIEWS.

Whereas the 'Norm Group' UK-based participants consistently confirmed their recognition of the importance of the formal text organisation in their retrospective reviews, not a single mention was made of text signalling or activation of the same schemata by members of either the 'borderliners' or the 'Target Group'. The references made to organisational features thus varied in totals according to the reading stage: 'pre-reading': 23; 'while reading': 22; 'retrospective reviews': 11. The specific text references in the the verbal reports of the three articles read may be presented crudely in the following way: (where 'T' = total; 'P' = pre-reading stage; 'W' = while reading stage; 'R' = retrospective stage).

TABLE 9.22. TOTAL VERBAL REPORT REFERENCES TO C/R [j] MACRO-PATTERNS.

	TEXT 16	T	ARTICLE 11	T	TEXT 17	T
P	overcoming problem	4	avoid consumerism	7	answer to doubts	1
P	one problem faced	1	providing details	2	how to do it	1
P	reasons for errors	1	an efficient means	1	facing problems	2
					less stressful ways	2
					splitting the atom	1
W	solve problem	1	way/avoid/tendency	4	answers to question	5
W	explain difficulty	2	danger/disadvantage	3	question 'Should ?'	3
W	step by step detail	1	steps to achieve	2	providing details	1
W	avoiding mistakes	1	wherewithal	1		
			means to end/aim	1		
R	solve difficulty	3	detail/series/steps	3	focus on question	2
R	grammar problems	2	recipe	2	variation on theme	2
R			goal	1		

This table of references to c/r macropatterns, however simplistic, confirms that the successful readers participating in the research have recognised, and occasionally 'labelled' the macro-organisation of the Forum TEFL articles in a manner not dissimilar to that presented from a text-analytic perspective in chapter four, namely: Text 16: 'Difficulty-Response-Solution'; Text 17: 'Question-Details-Answer'; Article 11: 'Goal-Means-Achievement'.

9.8.2.4. IMPLICATIONS REGARDING PROCESSING OF C/R MACROPATTERNS.

Throughout the series of analyses in this chapter mention has been made of the benefits, for 'successful' text processing, of having an awareness of the c/r macro-organisational patterning common to the Forum article (i.e. [j] references). This enables the successful readers among the thesis participants to generate pre-reading expectations regarding the presentation of writer information, or helps them confirm initial hypotheses by logical inference. Alternatively, in the absence of pre-reading hypotheses, it is previous experience of the genre which appears to have allowed the

'successful' readers to focus on subsequent metacomments and identify the writer intentions and discourse organisation. In these ways they have been in a stronger position to process at a conceptual level, and been able to bring in their BGK of their teaching situations and evaluate the suggestions in terms of relevance and applicability ([k] -> [l]), at all stages of their reading. These findings confirm those of Meyer (1985:121) i.e., that successful readers provide less evidence of focus on lower-level c/r patterns than macropatterns.

Here Sperber and Wilson's (1986:284) principle of relevance would appear to relate to the non-reciprocal communication situation of reading. A principle of reader relevance would account for the relationship between the signals of c/r organisation and a readers' BGK and PK and the role of the latter on incoming information. This provides a theoretical basis for describing the 'successful' EFL readers analysed in this thesis. It is this pattern of processing, i.e., of using c/r macropatterns for the articles, which I believe, in common with Edge (1989:408), will improve the access ability of the target population of public sector TEFL Brazilian teachers. Pedagogical suggestions for developing an awareness of varied text processing and the role of c/r patterning will be discussed in the last thesis chapter, following a short summary of the general insights gained from the various analyses described above.

9.9. GENERAL IMPLICATIONS OF VERBAL REPORT ANALYSES.

The findings in this chapter confirm the coherence of the set of criteria relating to 'successful' and 'problematic' processing strategies based on the descriptions provided by Hosenfeld (1977),

Bloch (1986:232), and described by Cohen (1987a: 91). These analyses of verbal reports also support Cohen's (1987c) propositions, that comprehension of FL text depends upon the interrelationship of three kinds of reader knowledge: that relating to the FL, that relating to the organisation of text, and that related to the topic content; and his further claim that this comprehension, is, consequently influenced by writers' assumptions of reader content BGK, by writers' organisation of the content prepositions, and by writers' choice of expression of content.

The various analyses of the protocols show clearly that the successful 'Norm Group' readers operate at several levels when processing the Forum articles. A first level concerns their understanding of the discourse at the global level, where they infer by using the clause-relational macro markers; a second is at the level of text where they focus on the metacomments marking prediction or multidirectional reference, using cohesion to infer; a third is where they focus on key phrases or words at a 'content' coherence level; a fourth, related to the third, is where structural and contextual clues are focused upon to infer unknown lexis.

It is the interaction of text input within these various processing levels that has led to the modification of knowledge among "successful" readers. The verbal reports have provided a number of insights into how this modification might take place. First of all the content propositions in the TEFL articles have to be informative (which appears not to have been the case with TG's reading of Text 17 and Text 16, which matched all her expectations). One insight is related to de Beaugrande and Dressler's (1981:36) claim that the more informational text input, the more the reader's "internal world" is

altered and the more both PK and BGK schemata are brought in. While this may be true for 'successful' readers, in the case of the 'Target' group, when the informational content was high (e.g., Text 16, initial 'justification' sections) their processing at text-based levels of 'representation' was dominant, to the exclusion of T-D processing.

It is the writers' evaluative statements which appear to stimulate inferencing, especially when the writer has not made the basis for the evaluation explicit. Reference assignment to predictive metacomments also gives rise to inferencing. Inferencing appears to be carried out automatically, evidenced by the fact that discarded inferences are rarely referred to or remembered by readers, i.e., there is little awareness of inferencing. There are strong individual differences in inferencing and in the points in the articles at which inferences are drawn; they are thus both dynamic and individual. The findings of inferencing at all levels support those of McLaughlin (1987:147).

There are problems at all these levels of the reading processes among the participants who provided verbal reports. Some are at the 'representational' levels; these can be solved by access to word meaning. However most interpretation problems appear to be due to mismatches of BGK and PK. These have occurred when contextual factors influence their interaction with text, and where the teachers' content expectations are matched with incoming information and influenced by their attitudes towards the purpose of FL reading, and their perceptions of the task of reading Forum articles. The resulting problems of the Target Group varied from reader to reader but are largely the consequence of inappropriate pragmatic assignments relating to writer intention and purpose. The identification of the

various processing levels and the related problems support the arguments for a skills approach to FL reading and the need to encourage inferencing at all levels (e.g., Rubin, 1979: 171).

Several of the verbal reports of 'Target' readers' have provided evidence of how their view of reading 'task' has influenced their processing style; thus adopting a role/schema of EFL teaching searching for possible improvements for classroom performance (i.e., 'TAVI', e.g. Curitiba-2), proved more efficient than the role/schema of foreign language reader (i.e., 'TALI', e.g., Curitiba-7). Similarly the participant's view of reading purpose was equally influential, vis Recife-3's (54.11) attempt to read to see whether Woodward's suggestions were applicable/ feasible to her EFL teaching contrasts with that of Curitiba-6, whose explicit aim was to decode and decipher at the level of text input.

Both the evidence from the verbal reports in terms of reader attitudes and the insights from Smith (1982:87) and Wenden and Rubin (1987) underline the importance of developing pre-reading expectations; thus the 'target' group's common adoption of 'submissive' or totally field-dependent reader styles may be contrasted with the positive influence of accessing text at a conceptual level, in both 'formal' and 'content' terms, from the protocols of the 'norm' group, by using both as platforms for learning. That pre-reading expectations can influence the interpretation of on-going shared knowledge and the meaning of key writer signals (Cavalcanti's 1984 claim), has also been demonstrated. However, perhaps the clearest insight regarding text processing to be obtained from the analyses of the verbal reports is that there is no single level of comprehension for any one text

(compare Curitiba-2 and Recife-6 for Text 16) and that there is a wide range of acceptable interpretations of the same article by relatively 'successful' EFL readers. The following final chapter will now describe further pedagogic means of attempting to develop awareness of text processing.

10.1. INTRODUCTION. INSED-TEFL FOR ADULT LEARNERS

The setting for this research is the INSED-TEFL course for Brazilian public sector teachers. Initial TEFL training courses in Brazil are commonly highly structured, with carefully determined short-term goals linked to a single teaching method or coursebook; language improvement components normally consist of remedial reviews of decontextualised grammar points based on pre-entry testing. The INSED-TEFL course, in contrast, requires a process-oriented approach in which the focus is often on language as a means of developing capacities for solving teachers' problems; they need to be criterion referenced but defined only partially by performance (cf. Edge, 1992). In the case of reading this involves a process of 'meaning potential' by interaction, as each of the teachers negotiate their own meaningful solutions. What is required is development of awareness aided by thoughtful instruction, leading to independence, often lacking in existing INSED (cf. Morais, 1992; Taha, 1992). The creation of these conditions may help teachers to recognise the need for the types of innovation and change described in Chapter One.

As the INSED-TEFL teachers are very much adult learners, it would seem appropriate to take certain principles of androgogy into consideration when preparing for changes and innovation involving the Brazilian teachers. Hostler (1981:33-40), and Woodley (1987:1-10) have provided certain guidelines. Thus the reading materials and activities should be perceived by the teachers as meaningful to their experiences and needs (Maslow, 1970). An attempt will therefore be made to give explicit value to their previous knowledge and experience, by taking

account of their established, preferred, cognitive reading styles. The activities should be made 'authentic', not just by working from original Forum articles, but by ensuring 'teacher authenticity' (Widdowson, 1984:210), i.e., enabling teachers to negotiate with the pragmatic force of the discourse, while identifying what is relevant to their personal and professional real-world related tasks.

By avoiding activities which lead to anxiety and stress, and by making explicit the value and significance of the reading/learning strategies in use (cf. Wenden, 1987:166), the teachers may be led to perceive the wisdom of active metacognitive planning, develop self-evaluation, and enhance their views of themselves (cf. Rodgers, 1983:3; Weinstein^{d Meyer} 1986:592). Given the time constraints of the INSED-TEFL context any approach should enable teachers to transfer their new knowledge to their outside world of EFL learning and teaching (cf. Nunan, 1988:78). Thus, as Brookes and Grundy (1988:1) have said of ESP, "It seems axiomatic that learner autonomy should be the goal...". In contrast to this axiom, within the Brazilian education tradition the relationship of teacher and learner implies a giver and a taker (cf. Celani, 1984:87; Freire, 1972: 11; Paes de Almeida 1986:17). This view of learning as 'possession' corresponds to Freire's (1972:58) banking metaphor to describe attitudes to education in Brazil. There is little reason to believe that these traditions have changed since Freire's publication (cf. Menezes de Souza, 1986:19). Given this scenario 'facilitators' involved in public sector INSED-TEFL are well advised to avoid totally 'educator' stances, i.e., in contrast to the concept of 'trainer'.

10.2. THESIS APPLICATIONS FOR INSED-TEFL: AN OVERVIEW.

The possible pedagogic applications from the thesis related to these principles of developing teacher awareness and confidence are basically threefold: firstly that there are similarities in the organisational patterns of the selection of FL methods articles in English and Portuguese; secondly that the clause-relational analyses of TEFL methods articles match the Brazilian teachers' perceptions of certain professional needs, will help in developing teacher awareness of the writer organisation of different text types, and may encourage a healthy mixture of B-U and T-D text processing; thirdly that the verbal reports protocols have potential value for conscious^{ness}-raising regarding text processing strategies. This final chapter discusses each application, and their role in encouraging autonomous learning within the INSED-TEFL course. The limitations of this research will then be cited and possible avenues for future research mentioned.

10.3. USING FL METHODS ARTICLES IN PORTUGUESE TO DEVELOP TEXT-ANALYTICAL ABILITIES.

The Brazilian public sector teachers' answers to Questionnaire E (Appendix 5) indicate that they see as priorities both . . . to learn about the language and the ability to do things with their new linguistic knowledge. This is why the proposed INSED-TEFL activities for UFPR will attempt to develop an awareness of the relationship between the two forms of learning in terms of their professional competence as teachers. Donmall (1985) and Swan (1985:12) have argued that FL language instruction should include 'language awareness',

aimed at making learners conscious of the nature of language and its role in their lives. This is why the INSED-TEFL courses at the UFPR will include focus on the FL methods articles written in Portuguese, to exploit the teachers' knowledge and experience of the LI. For, as Byram (1983:15) has said, the total FL

"... experience can only be miniscule compared to his or her mother-tongue experience...she needs active help to evaluate the experience and to take an outsider's view of the mother tongue."

Evaluation and contemplation of L1 discourse will be encouraged by incorporating analyses of writer organisation of FL articles, using prior knowledge approaches for reading, together with the clause-relational patterns. In this way teachers may be led to acquire insights and new dimensions for their perceptions of their own language. It may thus be possible to engage their interest in the methods contents, for any reading task or problem-solving approach must be perceived as related to their professional needs, and, by explicit reference to the c/r text organisation, make them aware of the "ways of structuring our knowledge of the world" (Byram, 1989:5).

The analyses of the transcriptions show that certain members of the 'target group' brought with them a tacit background of expectancy not always matched by the repertoire of shared genre organisation taken for granted by writers of TEFL methodology texts in 'Forum'. While the teachers are practised users of their L1, Portuguese, it remains to be seen from future research whether they know how to apply 'successful' procedures for processing the information in FL methods articles. What is clear from the verbal reports is that many of the 'target' participants are not aware of how far these procedures can be applied to English; nor, clearly, are they certain about the linguistic features by which these procedures are realised.

Focus on the FL articles in Portuguese is an approach compatible with the implications from various FL reading research findings. Thus Nelson and Schmid (1989:541-2) claim that their results "suggest, for intermediate-level students, that the improved reading skills developed by reading in their native language are transferable to non-native passages... that they are learning effective reading skills that will transfer to reading passages in cultures other than their own." Similarly Fagan and Cheong (1987:19) focussed on LI-L2 rhetorical styles and argued that "Pedagogically, the results of this study imply a need for in-service programs for ESL teachers which address rhetorical theory...".

Using the FL methods articles in Portuguese from Chapter Five the text features signalling clause relations can be identified and linked to the teachers' knowledge of formal syntactic categories. (This has been carried out with apparent success on an INSED training course for Brazilian public sector teachers of Portuguese. Shepherd, personal communication *1.) The role of these categories in the discourse organisation can be demonstrated by a careful focusing on the genre characteristics, and in this way develop an awareness of the two levels of clause-relational patterning. It ought then to be possible, as Widdowson (1984:123) has proposed,

"...to devise problems which will require learners to engage discourse procedures in some principled way so that they acquire language for use in the very learning process."

If successful the experience of using these procedures with the articles in Portuguese ought to provide a straightforward analytical basis for introducing teachers to the clause-relational patterns selected from the 'Forum' articles, the following section focus.

10.4. USING C/R PATTERNS TO ANALYSE FORUM ARTICLES.

From the questionnaire results (Appendix 6, Question 17) it is clear that the teachers involved perceive part of their professional needs as formal instruction in grammatical and lexical elements of the English language. Bolitho (1988:84) has justified the inclusion of explicit language awareness input within INSETEFL on the ground that "teachers whose first language is not English share a common curiosity about the English language..." Byram(1983:III) has also claimed that a modern language teacher's "teaching and his talk about his teaching method will reveal that he really values the grammarian's study.....irrespective of whether it is communicatively appropriate." This matches Cowitz' (1987:123) experience and my own findings in applying pre-sessional questionnaires to groups of Brazilian state school teachers on seven INSETEFL courses in various cities in Brazil (1986-1988). Consistently respondents chose improvement of grammatical abilities as a priority in addition to communicative activities for their own oral practice.

The teaching of language, seen as providing learners with experience, is often contrasted with negative concentration on the explicit knowledge involved in learning about language. The latter, encouraging reflection among learners and conscious awareness of language systems, is in conflict with Krashen's, (1982:155) rejection of conscious learning of grammar, which in his view inhibits the 'unconscious acquisition' of language. However, with the Brazilian teachers in this research an increasing consciousness of the grammatical and lexical elements linked to both c/r patterning, and the generic writer presentation of argument, within an analytical

approach, may be expected to enhance their possibilities of acquisition through reading (cf. Krashen, 1989). It is also more suited to adult cognitive styles and matches their wishes regarding the content and/or objectives of INSED-TEFL courses. A further point is that whereas Krashen's learners are living and immersed in American culture and language in what is for them an 'ESL' situation, the Brazilian teachers' setting means that contact with the English language and NSs is minimal or absent. (see Questionnaire E, Appendix 5, Question 16) Their EFL needs are also dictated partially by the constraints of their teacher roles.

It is currently unfashionable to prescribe, given the influence of linguistics upon EFL teacher education and the lack of descriptive adequacy of traditional grammatical statements. The Brazilian teachers, on the other hand, have had in-depth grammatical training and nomenclature gained from the blood, sweat and tears of their experience as pupils of Portuguese. (cf., Shepherd, 1992, footnote) Thus the sequencing, description and quantity of a nomenclature to describe English may be judged not only in terms of its descriptive adequacy, but also according to its appropriateness as a means of pedagogic short-cutting for the teachers concerned, i.e., by building on their existing grammatical knowledge.

The place of language analysis on INSED-TEFL is also felt to be important in this period of instability regarding the status of grammar and how, given the present dominance of 'communicative' and 'functional' approaches, it should be dealt with within INSET (cf. Carter, 1990). Teachers need to guide students by linguistic awareness informed by knowledge; this is why INSED-TEFL courses at the

UFPR will aim to "equip teachers with the motivation and means of acquiring this as a life-time's project." (Bolitho, 1988:72) For, while, in their initial training, Brazilian EFL teachers are encouraged to use reference grammars (descriptive) and pedagogic grammars (prescriptive), this language analysis is rarely integrated fully with the methodological components. Nor, generally, is any critical analysis made of either the grammars or the grammatical input in their coursebooks, which would otherwise make the component relevant to their classrooms and professional lives.

By introducing the various levels of c/r patterning the activities on the courses will aim at leading teachers to a consideration of the nature of language, not that activities should be based on theory, but that there should be some theoretical orientation for learning tasks; not that there are direct links between theory and practice, but that the learning tasks be seen by all concerned as experiential, first aimed at understanding the concepts related to reading problems, then at clause-relational analysis as a possible solution. In this way pedagogical self-awareness may be developed as well as an awareness of the complementary nature of efficient practice and relevant theory, in contrast to the familiar distrust and negation towards the latter among public sector TEFL practitioners in Brazil.

By providing a relatively straightforward description and descriptive categories, clause relations avoid the danger of a text analytical approach which is of greater complexity than the text data under study. In addition, as stated above, the two-tier theoretical approach of clause-relational patterning incorporates the formal levels of grammar and lexis, thus embracing the accepted educational dictum (Rogers, 1983; Ausubel, 1968:171; Rutherford, 1987:30) of

ensuring a known-to-unknown learning progression. There are four further advantages of clause-relations analysis: it provides a theoretical language description, incorporating syntax and semantics, but which is clearly linked to the illocutionary force of the discourse, thus bridging the 'form/function' gap (cf. Widdowson, 1983:21); it also furnishes a principled link between TEFL theory and practice (cf. Brumfit, 1985:129); thirdly, it posits a direct link between text signals and wider patterning, encouraging logical inferencing for high-level processing expectations (cf. Edge, 1986:36), and, finally, there is research evidence (Johns and Mays, 1990:265) that it provides a useful guide for summary writing.

Although there was little evidence within the verbal reports of reader processing of the micro features of cohesion, potential reading problems occurred when pragmatic misinterpretation of indexical items took place. Practical work in identifying lexical cohesion and repetition of key items from titles, headings and metacomments can be incorporated into a c/r approach, which not only has the added advantage of analytical novelty for the teachers, but may also boost their own self-esteem by exploiting their grammatical knowledge (cf. Sinclair, 1985). In addition, research (cf. Crow, 1986:247; Bensoussan, 1986:404; Meara, 1984) suggests that lexical focus in FL learning benefits from being linked to wider text organisation. By linking c/r patterning with writer syntactic and lexical choices the teachers may be helped to identify the relative importance of particular sentences in the discourse (cf. Stanley, 1984:151) and to acquire appropriate strategies for recognising the meaning of the items in context. (cf. Bramki and Williams, 1984:180-181). Clause relations are also potentially applicable to a variety of text types, of varied length, which teachers may encounter in their personal

reading in both languages.

Knowledge of the clause-relational patterning ought to enable teachers to begin carrying out their own investigations by analysing a variety of text types in both languages. In this way they ought to profit from what Widdowson (198:86) has termed "the incentive value of theory", to recognise that there is no (intrinsic) conflict between TEFL theory and practice (O'Brien, 1986) for the heart of teaching is experiential intellectual enquiry (cf. Ellis, 1986:94). Investigations of this type, with texts of their own choosing, allow the teachers to assimilate the common characteristics underlying discourse and to match them with the schematic framework which a knowledge of c/r helps them to bring to text. The investigations also represent a first step towards an awareness of the autonomy of application, and also towards 'critical reading'; for a knowledge of c/r provides teachers with criteria with which to identify and select suitable text for potential pedagogic ends according to the texts' 'well-formedness', using semantic yardsticks. Awareness that schematic representation can relate to various text types has provided motivation for EFL learners otherwise reluctant to read (cf. Nelson, 1984:195). In addition the teachers' involvement in the decision-making process is also a first step towards a critical view of existing materials, (cf. de Escorcia, 1985:333) as they may well see the benefit of a 'study skills' approach to reading in their own teaching.

The analyses of verbal reports in the previous chapter also revealed that reading problems of the 'target group' very often stem from either an absence of activation of genre 'formal schemata' and/or the teachers' views of the purposes, goals and tasks involved in reading

text in English. From the 'norm group' processing the application of c/r patterns to text appeared to provide a semantic basis for the chunking of wider stretches of information by activation of T-D 'formal schemata' [f] for higher predictions. At a lower level c/r provided the 'norm group' with the wherewithal for 'predict-test-confirm' hypothesis-formation [i] by reducing the range of alternative text input. Focusing on c/r ought, therefore, to promote the use of those strategies synonymous with 'successful' text processing. In summary c/r may be integrated into a balanced multi-level development in linguistic and predictive skills which ought to not only enhance the ability to process text but which should also prove intuitively satisfying for the teachers in terms of their own reading, and apply to their teaching needs related to reading. (cf. Swaffar, 1988:47; Segalowitz, 1990).

A wide range of FL reading research findings support the adoption of approaches aimed at developing an awareness of wider rhetorical (PK) patterns. (Hansen, 1990:670; Hill et. al., 1982; Kern, 1989; Marino, et.al., 1983; McLaughlin, 1987:650; Pehrsson & Robinson, 1988:08; Taglieber, 1987:4; Tudor, 1988:77; Zuck & Zuck, 1984:148). Swales (1990:215) has also spoken of the advantages, for ESP, of explicit focusing on genre macro organisation, while Alderson and Urquhart (1984:177) claim "...it will remain important to teach students to detect , or be sensitive to, the rhetorical organisation of texts, and also to detect 'deviations' from 'ideal organisation'". By a judicious introduction of clause relations analysis the link between conscious-raising^{ness} and the nature of language processing in written monologue can be maintained (cf. Allright, 1988). The teachers can be encouraged to focus on the ways in which interaction takes place

through language, and how it helps create discourse made up of specific ordering and relations of propositional content expressed in preferred sequences; in this way they may become aware that semantic relations are the crucial factor in reader processing of written discourse, an awareness which Faerch and Kasper (1986:271) see as fundamental in FL learning.

Some of the teachers may have benefited from previous attendance on INSED-TEFL courses linked to the 'National ESP Project' (cf. 1.5.). The introduction of the c/r patterning within generic writer moves in TEFL methods articles would appear to dovetail into the 'minimum discourse grammar' and the three levels of comprehension which formed the core of the project's early approach (cf. Deyes, 1987:421-427). Thus the c/r macropatterns 'G-M-A', 'D-R-S' and 'Q-D-A' can be subsumed under 'General Comprehension'; the 'Main Points' comprehension is realised by the 'Matching' and 'Logical Sequence' patterns and signalled by the predictive and anaphoric elements. 'Detailed' reading involves cohesive, syntactic and lexical choices.

This integration of FL methods in Portuguese and from Forum on the INSED courses meets Brumfit's (1985:137) criteria for training; that the 'product' would be the ability to apply the contents of a Forum article to a classroom situation; and that the 'process' would involve focus on the text items mentioned above towards that goal, the object of its own process, both means and goal. The actual reading activities would be those which the teachers "would normally engage in when putting language to use for particular purposes." (Widdowson, 1983:88). These same activities involve a meaningful use of language which aims at the realisation of schemata which are related to their specific purposes. These formal schemata underpin the series of moves

or sections described in Chapter Four above. By adopting these approaches the courses may avoid "the potential mismatch between the longer term goals of the student and the goals of the language teacher" (Davies, 1988:132). Given the restrictions of time and energy on INSED courses the language used is restricted to that of their specific TEFL field, linking with their post-training purposes.

10.5. DEVELOPING TEACHER AWARENESS OF READER PROCESSING.

Thus far the pedagogical applications have been related to the text-analytical perspective of text-reader interaction. The INSED teachers may also benefit at both a personal and professional level by developing an awareness of reader processing and interpretation. There are a wide range of published EFL materials which claim to improve reading abilities (Davies, et. al., 1988; Greenall & Pye, 1991; Swan, 1984; Walters, 1987). They largely aim to provide remedial problem-solving or preventive measures for hypothesised reading problems. These are commonly based on the intuition of the individual writer's personal teaching experience as the empirical evidence regarding the nature of reading problems is limited. The evidence which does exist often consists of quantifiable evaluation unrelated to reader interpretation. In addition, the basis of most reading skill exercises is that of cognitive psychology which cannot account for the receptive process of individual readers.

The teachers on INSED courses at the UFPR often do not recognise their difficulties in reading TEFL methodology texts; they nevertheless experience frustration when these difficulties are encountered. They have been consistently encouraged as both EFL learners and as teachers

to concentrate their efforts on the skills of speaking, in particular, and to a smaller extent on writing, to the neglect of reading. The INSED activities based on this thesis aim to heighten the teachers' awareness of this shortcoming and so any support of their efforts in developing self-awareness is crucial in maintaining confidence. One requirement, therefore, is for teachers to develop their awareness of their own reading processing strategies and abilities, without stress or assessment, for there is research evidence (cf. Baker & Brown, 1984:387; Casanave, 1988:285; Carrell, 1989:676) that less efficient readers who increase their metacognitive awareness of their own processing strategies experience similar improvements in reading. This would match Freire's (1982:45) definition of 'conscientizacao', albeit for a different setting, as involving "attitude as well as awareness, correcting misapprehensions and building up confidence by promoting understanding of the underlying process." .

This can be initiated by asking the teachers to select one of the Forum articles used in the thesis data collection and, following training, to make either a recorded verbal report or a written report of their reading using the same set of instructions (Model G) as the thesis participants. This can be carried out at their leisure and outside the course proper, but followed by a course session in which a selection of the existing transcripts of verbal reports of thesis participants reading the same articles is introduced. This selection would include the transcripts of participants (without the analytical features) adjudged to be both 'successful' and 'problematical', where a judicious choice may illustrate worthwhile comparisons. Using a 'discovery technique' the INSED teachers would be asked to compare the strategies of the two transcriptions, an approach which has met with wide success in the FL reading literature (cf. Barnett, 1988:150;

Block, 1986:488; Dansereau, 1987:614; Larsen, et.al., 1984:294); it might also help the teachers to recognise that there are always several possible acceptable interpretations of the same text (cf. Alderson and Urquhart, 1984:65). A possible, subsequent session might introduce a minimum of selected parts of the thesis analyses and descriptions of the processing of the same participants.

These should provide activities of professional relevance, given the text input of the TEFL articles and the transcript input from Brazilian colleagues. The individual, personal interest may be generated by optionally (and again outside the course confines) comparing the text processing strategies of the various research participants with their own approaches evidenced on verbal reports from reading the same Forum article. This experience may encourage the teachers to introspective 'think-quiet' and to activate their metacognitive abilities whenever they read text beyond the confines of formal classes, a type of 'self-awareness' (cf. Edelhof, 1985:127) free of anxiety and external evaluation. If this self-reflection is linked with the narrowing of focus resulting from their knowledge of c/r patterns, it should build up their confidence and self-belief.

This mixture of clause-relational patterns focused initially on FL methods in both languages, of critical analyses of the strategies in the transcriptions, and development of metacognitive abilities, matches Spiro's (1979) arguments for a two-level approach in tackling deficiencies in FL reading. By highlighting both text-based skills and inferencing abilities via clause-relations, and the reader 'styles', via the verbal reports, comprehension may be seen as working at a series of interrelated levels and the wisdom of multidirectional processing recognised. Thus the mixture may

contribute in some way towards changing the teachers' attitudes to reading, while facilitating their own reading. Their new skills may have durability for they may continue to be used outside the confines of formal development, provide a basis for further autonomous reflection, and for insights into ways of questioning their own roles as TEFL practitioners. Reading is a personal experience, to be savoured, without a course facilitator, hovering physically nearby, or any evaluation or compulsion hovering above; in Brazil it should be seen, encouraged and 'sold' as such; for as Prahbu (1987:164) has argued, any lasting pedagogic changes depend upon the teachers' perceptions and not on implementation from above. The combination envisaged above, of INSED involving improvement of personal reading skills, of establishing a knowledge of analytical tools for description of a variety of text types, should provide a principled approach, accessible to the teachers, (a first step towards developing a critical view of methodology and learning activities) by relating language, the role of grammar and interpretation of written text. (cf. de Escorcia, 1985:236)

10.6. RESTRICTIONS OF THE RESEARCH; FUTURE RESEARCH IMPLICATIONS.

There are several obvious limitations to this research. The first concerns the text sources; these have been deliberately restricted to a specific selection of 'Forum' and FL methods in Portuguese. It will be of interest to investigate TEFL articles from 'ELTJ' and the Brazilian publication 'The ESpecialist' to verify whether the potential difficulties created by the 'multi-registral' nature of the Forum articles are also evident in alternative text sources. Equally a wider selection of relevant articles written in Portuguese should come under similar scrutiny.

The verbal reports have been limited to Brazilian EFL teachers attending INSED-TEFL courses who volunteered to act as research participants. Judged on the experience of several INSED-TEFL courses the Recife target group is atypical of the teachers from smaller towns; as this is a large state capital of over five million inhabitants this is hardly surprising. What is needed is further verbal report data from teachers with less-privileged backgrounds.

Nor did the present research attempt to verify whether teachers adopt similar reading styles, similar processing strategies, in general terms, for text written in both languages. The intention will be to investigate the reading styles/processing strategies of a larger sample of teachers reading FL methods in Portuguese; those whose have the strategy profile of the 'successful' reader will then be asked to read similar TEFL methods articles; where their reading strategies differ in the two languages, self-awareness activities will be introduced based on a comparison of their own verbal reports; where the reader strategies adopted for the FL methods article in Portuguese are felt to be problematical reading strategy development course will be offered by Brazilian colleagues in the L1.

An equally fruitful course of future research action would be to obtain more details of participants in an effort to establish the reasons for the lack of 'success' in accessing Forum articles; to develop a profile to include more information regarding language level, motivation, types of TEFL experience and, by more thorough questionnaires, determine the 'philosophy' or 'approach' of each participant teacher as a language learner, using "tools for systematically assessing background variables..." in the forms provided by Abraham and Vann (1987: 97-102) or the inventory suggested

by Howitz (1987:127-128). These are all research avenues which will be followed on my return to teaching at the UFPR.

1* Shepherd (personal communication) taught a 30-hour INSED course for teachers at the Tuiuty University in Curitiba in February, 1992. The aim of the course was to introduce the two-tier set of concepts which make up Hoey's (1983) clause-relations network. This was seen as a potential means of linking up and cross-fertilising the two strands of instruction in MT Portuguese in the public sector in Brazil, namely 'gramatica' (grammar) and 'redacao' (writing), which are otherwise taught in isolation, the former in a sociolinguistic vacuum. One result of this separation is that students' written work tends to be judged and corrected at the surface level of the grammar with a negative bias of subtracting marks from a 50% starting point. (50% on subjective view of contents; no evaluation of discourse organization) Clause relations were felt able to furnish the teachers with a set of features which might be used as a basis for correction of students written discourse to include awards for rhetorical coherence, but also provide a relatively straightforward set of parameters for the analysis of text as rhetorical models for students comprehension. The relations have the added advantage, to be demonstrated below, of matching the elements and the nomenclature already familiar to both teachers and pupils, from the syntactic parsing which makes up the bulk of the 'grammar' component, and which are rote learned only after a great deal of effort and time.

The course sessions began with a paragraph, written by a pupil, with the title and the teacher's instructions removed. This was used as a starting point to discuss the validity of existing correction procedures for written work. The presentation without the 'framing context' was a deliberate pedagogic ploy designed to elicit the traditional syntactic analysis categories and labels in Portuguese. The first given were the 'Oracoes independentes' ('independent utterances'); the next step was to discuss the distinction between 'periodos coordenados' and 'periodos subordinados', and the further subdivisions of 'coordenadas sindeticas' (i.e., with conjunctions and linking signals) and 'coordenadas assindeticas' (i.e., without signalling conjunctions). The meaning of these traditional lexico-grammatical labels, taught in a vacuum for memorization in Brazilian schools, were then discussed, with reference to the same 'incoherent' prose paragraph.

Subsequently the paratactic labels 'oracao coordenada sindetica aditiva' (e.g. 'also', 'in addition') and 'oracao coordenada sindetica adversativa' (e.g. 'but', 'however') were proffered and discussed, using the same paragraph in Portuguese. The same paragraph was then presented with both title and teacher's instructions in order to demonstrate that the labels suggest both a relation and a function. The subordinate markers 'sobordinadas adjetivas relativas/ restritivas', and the 'subordinadas adverbiais : temporal/ causal/ final' were then elicited from the

teachers. Those subordinates which act like adverbs, locating the verb in space, time and within logical relations, were taken from the same authentic text and used to demonstrate that the last element in the classification (i.e. the 'substantivas finais', e.g. 'a fim de' = 'so as to' or 'in order to') refers to a relation rather than a function.

The significance of 'coordenacao' was focused upon. The essence of the label in Portuguese entails arrangement, but not in terms of hierarchical ordering. It thus illustrates the 'Matching' relations of clause-relations. This relation was presented as a 'relation of comparison' by similarity or contrast. 'Subordenacao', on the other hand, entails dependence; thus the 'adverbiais' entail a hierarchy of spatial, temporal or logical ordering.

In summary there are three different ways of looking at a sentence in traditional Portuguese syntax: the 'subordinada', the first label, shows how one sentence relates to another; the second label, either 'substantiva', 'adjetiva' or 'adverbial', shows the grammatical function of that particular clause within the sentence. Thus 'substantiva' acts like a noun but is no more than a grammatical term; it is the last sub-category of adverbials, the 'temporal', 'causal' and 'final', which, in contrast, spell out the function and specify the relation. In each case these elements were discussed using 'discovery' techniques and the teachers individually selected texts. The insights generated both enthusiasm and self-confidence in that the teachers had at their disposal a set of criteria, related to traditional labels, which could be used not only in the correction of students' written work, but also as a yardstick in the selection of texts for future pedagogic exploitation, and which did not necessitate the learning of a new nomenclature.



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The following abbreviations have been used for regularly cited journals/publishers:

AL	=	Applied Linguistics
CUP	=	Cambridge University Press
ED	=	Educational Document November (ERIC)
ELTJ	=	English Language Teaching Journal
IRAL	=	International Review of Applied Linguistics
L/L	=	Language Learning
MLJ	=	Modern Language Journal
OUP	=	Oxford University Press
RFL	=	Reading in a Foreign Language
RR4LY	=	Reading Research Quarterly
TESOL 4LY	=	TESOL Quarterly

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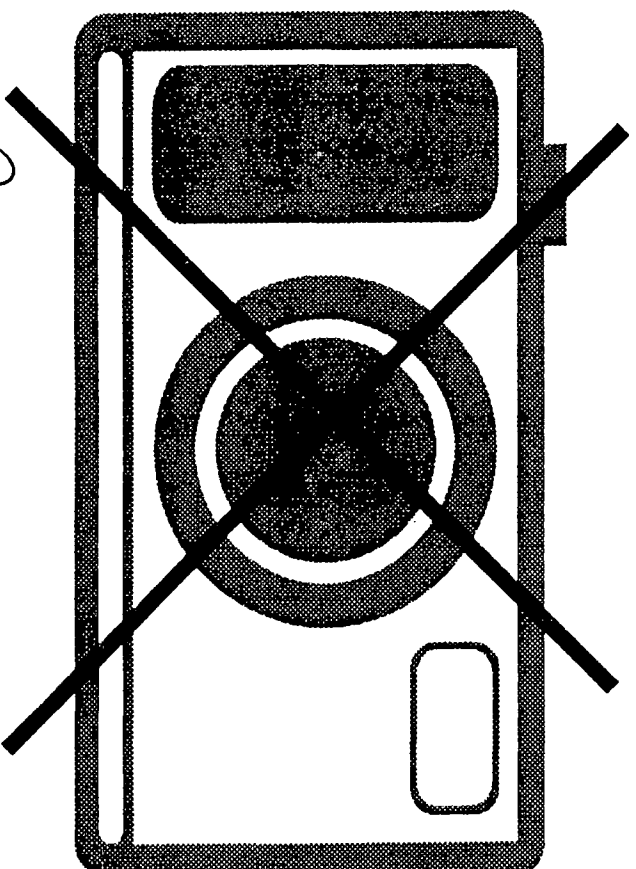
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