Íkala

Revista de Lenguaje y Cultura

Artist: Miguel Arosemena (Bogotá, 1960)

Colombian artist of Panamanian descent. He did his first studies in the field of advertising, as he studied graphic design at Servicio Nacional de Aprendizaje (Sena) in Colombia, where he was taught by Manuel Vargas Medina, artistic heir to the first Colombian abstract painter Marco Ospina. Later, he studied fine arts at Universidad de la Sabana, where he had the fortune to meet the master Luis Ángel Rengifo, founder of the engraving lectureship at Universdad Nacional de Colombia, and be his apprentice in the areas of engraving and painting. He then moved to the Academia Superior de Artes de Bogotá (ASAB), today the Faculty of Arts of the Francisco José de Caldas District University in Bogotá, where he studied under the watchful eye of masters of Universidad Nacional such as Otto Sabogal, Alonso Noreña, Francisco Perea and Alfonso Quijano, and under the direction of the young master Hernando Vergara. He graduated in 1985 with a project inspired by Philip Pearlstein.

In the early years, his work was dominated by rigorous drawing, an element that became his main characteristic and future field of research. Simultaneously, he worked in the field of illustration for school texts and in the production of commercials for television cartoons.

At the beginning of the 90s, he began his postmodern stage, when he discovered the first exponents of a new artistic trend, contemporary figuration, and the North American and European ateliers and artists who spread it, among them Odd Nerdrum, who became an important reference for his work. In 2018 he made a study trip that took him to Portugal, Spain, the Basque Country, and Italy, where he carried out rigorous research in the most important museums, and visited the ateliers that lead the contemporary figurative art movement in Barcelona and Florence.

Along with artistic creation and research, he has dedicated himself to teaching at the Escuela Superior de Artes Visuales (ESAV), which he founded in 1989 and which constitutes the core of his current educational proposal, called Arte Realista Colombiano Atelier (ARCA). There, he rigorously instructs the new promises of figurative art and works on the "Realist Art Week", which celebrated its eighth version in 2020. He also teaches several university seminars, such as art history, plastic arts, design, context of contemporary art, and photography in various universities in Bogotá.

His production oscillates between pictorial work and engraving, which he executes and prints in his own workshop, within a current that can be classified as contemporary symbolism, influenced by Zen philosophy, complex thought and the New Age. In the language of contemporary graphics, he has specialized in xylography and colography, the last of which he has been investigating for more than ten years, with outstanding exhibitions in Bogotá. Currently, capitalizing on the confinement brought about by the coronavirus pandemic, he is preparing a simultaneous work of engraving and painting for his next exhibition, which has as its main reference the wetlands of the city of Bogotá and art as "Alive Action."

Works:
Cover: Espíritu Anarquista: 40 x 35 cm (óleo sobre tela, 2018)
Dividers:
Parque el Chicó: 25 x 35 cm (óleo sobre papel, 2012)
Lilith: 70 x 100 cm (óleo sobre tela, 2018)
Parque El Lago: 25x 35 cm (temple sobre panel, 2016)
El cáliz de la vida: 50 x 70 cm (óleo sobre tela, 2015)
Lectora de ensueños: 100 x 130 cm (óleo sobre tela, 2000)

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Una teoría basada en el lenguaje para el aprendizaje en las disciplinas y la acción social

Une théorie basée sur la langue visant l'apprentissage dans les disciplines et pour agir dans la vie sociale

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Since its emergence in the 1960s, systemic functional linguistics (SFL), like any other linguistic theory, has tried to seek answers to questions about the nature of language. But SFL is distinct from most other linguistic theories because since its origins it sees theory as problem-driven, and has been developed as "a linguistic theory that takes responsibility for language problems and develops theory in relation to such issues" (Martin, 2013, p. 239). This dialectic has fostered collaboration across disciplines, in particular between SFL and sociology. This joint work began in the 1960s in London through the association of linguists Michael Halliday and Ruqaiya Hasan with sociologist Basil Bernstein, and continues to the present day via exchanges between SFL and Karl Maton's Legitimation Code Theory (Martin et al., 2020). Bernstein (1995) credits Halliday and Hasan with making it possible for him to think about linguistics in sociological terms and sociology in linguistic terms. He felt this was enabled by Halliday's development of a perspective on language in which there was no dichotomy between *langue* and *parole*. For Halliday, Bernstein notes, "There is system potential and textual actualization: one not two different orders" (Bernstein, 1995, p. 398).

Halliday in turn credits Bernstein with re-kindling a longstanding sense of social purpose for work in SFL. At the first North American International Systemic Functional Conference, held at York University in Toronto in 1982, Halliday comments on his collaboration with Bernstein as follows: "From Bernstein I learnt, also, for the second time in my life, that linguistics cannot be other than an ideologically committed form of social action" (Halliday, 1985, p. 5). Reflecting

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on this very remark, 32 years later, Martin agrees: "I doubt very much that SFL could have survived, let alone evolved and thrived, without a serious political commitment of this order" (Martin, 2014, p. 21).

In conversation with Ruqaiya Hasan, Gunther Kress, and Jim Martin, Halliday characterises Bernstein's contribution in terms of the provision of a coherent and committed theory of social structure, which provided a powerful interpretative framework linking educational failure to social class. Halliday adds: "In a society like the current western societies with very strong hierarchical structures of class... he [Bernstein] asked 'How were these, in fact, transmitted, maintained? What essentially is the nature of these hierarchies as semiotic constructs?'" (Martin, 2013, p. 125). Thus, when experts describe SFL as a multifaceted theory of language with a robust interconnected linguistic architecture involving axis, metafunction, stratification, rank, and its instantiation in texts (i.e., Doran, 2018; Matthiessen & Halliday, 2009), they do so not just as an elaboration of SFL theory but in order to foster the development of an ever more appliable linguistics. Appliability, which in traditional linguistic circles might be regarded as a sign of "theoretical impurity" (Halliday & Matthiessen, 2014, p. xviii), was thus transformed into the socially committed heart of Halliday's conception of linguistic theory.

Following Bernstein's interest in pedagogical issues, it is not surprising that one of the fields in which SFL's appliability has found one of its most productive sites of intervention is education. SFL's proposals are ambitious ones and have involved an unparalleled adaptability across diverse geographical, linguistic, and educational contexts. The genre-based literacy programs of the so-called Sydney School (Rose & Martin, 2012; Derewianka & Jones, 2012; de Silva Joyce & Feez, 2012) have led the way as far as these SFL interventions are concerned. Central to these initiatives has been the identification of the genres every student needs to learn to write in their specific disciplinary contexts as well as the development of a pedagogy that

ensures access for all students regardless of their background.

Two aspects of these literacy programs will be highlighted here. One has to do with the relationship between school genres and workplace genres established during the Write it Right project (Christie & Martin, 1997; Veel, 2006). This action-research initiative demonstrated that failing to master key genres of learning has potentially debilitating consequences not only for progress through formal schooling but also for opportunities in the workplace outside. The second has to do with the kind of teaching/learning interaction that facilitates student control of genres. The Sydney School's guiding principle in this regard was "guidance through interaction in the context of shared experience". This principle was implemented through the development of a range of teaching/learning cycles which placed teachers in a mentoring role approximating the scaffolding provided by caregivers during first language learning in the home (Painter, 1984, 1991).

The democratizing educational project promoted by the Sydney School of genre pedagogy is reviewed in Rose and Martin (2012). This book outlines the major genres implicated in primary and secondary school discourse, across subject areas, in addition to the major teaching/learning cycles developed to teach them. Central to this work is the understanding that language is essential in all learning—including learning to read and write across disciplines. In fact, one of Michael Halliday's most important contributions had to do with his vision of a *language-based theory of learning* (Halliday, 1993). Such a theory, Halliday contends, would involve three dimensions: learning language, learning through language, and learning about language (Halliday, 2004). These dimensions are reflected in various ways in Sydney School pedagogy around the world (Dreyfus et al., 2016; Harman, 2018; Kartika-Ningsih, 2016; Moyano, 2007, 2010, 2017, forthcoming; Ramírez, 2018, 2020, forthcoming; Urrejola-Coral & Vidal Lizama, forthcoming; among others). The key to their successful implementation has been the understanding that to be successful

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literacy curriculum and pedagogy have ultimately to be embedded in disciplines—because the distinctive language patterns of each discipline build their knowledge in distinctive ways. This has to be respected as the language of their specialized suite of genres is acknowledged, appreciated for its functionality, and accessibly taught.

The bulk of the articles included in this special issue of *Ikala* focus on educational interventions in different disciplinary contexts—including computer science, constitutional law, English, Náhuatl poetry, and language teaching methodology, among others. They also present applications across primary and secondary settings in Latin America and North America and beyond (Argentina, Brazil, Canada, Chile, Colombia, Indonesia, Mexico, and the Solomon Islands).

The papers have been written in Spanish and English and can be organised in different groups according to levels of schooling. The first group comprises experiences in primary school across different contexts. In the first paper, "Incidence of Multimodality and Genre-based Pedagogy on Second Grade Students' Writing of Descriptive Reports", written in Spanish, Carmen Luz Maturana and Bárbara Gálvez describe an intervention and its achievements in the second grade in a Chilean school. Their main purpose is to show how students from a disadvantaged group, most of them immigrants from Haiti, develop texts that describe a fantastic beast they have drawn and written about. Accordingly, they deal with multimodality in relation to genre pedagogy in the writing of descriptive reports. The corpus includes student's texts written before and after the implementation of the Teaching Learning Cycle (Martin, 1999).

In the second paper, "sfl in Solomon Islands: A Framework for Improving Literacy Practices in Primary School", Marie Quinn describes how principles of sfl theory were embedded in new English teaching materials for the early years of primary school and how these principles were used in teacher-training practices in order to reform literacy pedagogy in the South Pacific. The paper suggests that the students improved in their writing abilities, although these results have not yet been published anywhere, according to the author.

The second group of papers is about interventions in secondary school. The first article of this group is authored by José David Herazo and colleagues. They report on the application of Reading to Learn (R2L) in the context of teaching English as a second language in the 9th grade of a rural school. The paper, titled "Reading to Learn and EFL Student's Construction of Spoken Biographical Recounts", shows that learner's spoken meaning-making potential increased taking into account different levels of language and genre. The use of metalanguage is highlighted as a key scaffolding resource in their students' independent construction of the texts.

The next paper, "Intermodality and Multilingual Re-instantiation: Joint Construction in Bilingual Genre Pedagogy", by Harni Kartika-Nighsih and David Rose, gives account of an R2L bilingual program in two EFL biology classrooms from two different schools in Bandung, Indonesia. This project involved the production of teaching materials and classroom instruction in spoken Bahasa Indonesia and English. The paper focuses on the Joint Construction stage of the program and shows how a carefully designed focus on intermodality and multiliguism contributes to the development of autonomous skills in L2 science writing.

The last paper of this group is from Orlando Vian Jr. and Fabiane Dalben de Faria, and is entitled "Genre-Based Pedagogy in Paulo Freire's Country: Teaching Brazilian Students to Write Essays for the National High School Exam". It discusses how a large cohort of students from two different schools applied appraisal resources to align with their readers in texts written as preparation for a national exam, using R2L methodology. The paper notes the importance of mastering language resources in development literacy and establishes a connection between the

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Sydney School genre-based pedagogy and Paulo Freire's critical pedagogy.

The third group of papers represents experiences and reflections on literacy in higher education. The first paper of this group, written in Spanish, is devoted to the promotion of literacy skills related to learning in the disciplines. It is written in Spanish by Cecilia Serpa, and is titled "Teaching Writing in Higher Education: A Pedagogical Experience with the 'Flow Chart Description' Macro-Genre". The paper shows evidence of the results of applying an adapted version of the Teaching-Learning Cycle (Moyano, 2007) to a subject called Computer-based Tools and Programming for Engineering and Science taught at a university in Argentina. First of all, the macro-genre the students had to write is described, then the sequence of teaching is explained and finally the results of the process are presented in terms of evolution of two different versions of the texts. The results show the effectiveness of the process of the pedagogic proposal described.

The second paper of this group is "Pre-Service EFL Teachers' Responses to a Systemic Functional Linguistics Pedagogical Unit: An Experience in a Public University in Colombia", authored by Yenny Chavarría and Doris Correa. The paper presents the results of a three-month intervention oriented to prepare pre-service teachers to teach functional grammar instead of traditional grammar. The concomitant case study explores the responses of these students to the instruction. The data obtained show that students move from resistance, to cautious acceptance, to openness—but not along a direct path. Their results show that the transition from traditional grammar to a functional perspective is possible. The results also suggest the need to identify strategies to encourage the more cautious or resistant students.

The third paper, "Fostering Written Production of Review Texts among EFL University Students Through a Genre-Based Approach", by Diana Durán-Bautista, focuses on the effects of a genre-based approach, adapted from the Teaching Learning Cycle (Rose & Martin, 2012), in the production of review texts in a pre-intermediate English course in Colombia. The proposal gives prominence to the students' active participation in systematic peer feedback—designed to give them more independence from the teacher. The effects of the process were evaluated through an ethnographic methodology, and the findings suggest acceptance of the implementation and full comprehension of its aims.

Next, the paper from Laura Hernández and Jessica Delgado, "Teaching Náhuatl Through Poetry: A Didactic Intervention Using the Genre-Based Pedagogy Reading to Learn", presents in Spanish a project designed to teach Náhuatl as a second language using R2L methods in a Master's program at a Mexican university. The project highlights the importance of the reappraisal of an indigenous language by focusing on its resources in order to teach literacy skills. The paper presents positive results as far as the effectiveness of the methodology implemented is concerned.

The fifth paper in this section, "Textual Metafunction: A Basis for Academic Literacy in Constitutional Law", written by Ilene Rojas García in Spanish language, addresses the imperative of training for reading in the disciplines in a higher education setting and uses genre-based pedagogy on this endeavor (Rose & Martin, 2012). The article describes the Theme-Rheme patterns at the lexico-grammatical stratum, as well as the PERIODICITY discourse-semantic system of four texts used as study material in a Constitutional Law course taught at a higher education institution in Colombia. These analyses became the linguistic backdrop for the design of explicit teaching of the Explanation genre (Martin & Rose, 2008) identified by the author as a key genre in the course.

Last but not least, the final paper of this special volume is "Pomp and Circumstances: From research, in practice, for students". Written by Jennifer Walsh Marr and Jodie Martin, this theoretical paper clearly highlights the value of circumstances

for teaching academic literacy. The authors explore how circumstances (i.e., clause functions concerned with location in space and time, manner, cause, condition, etc.) contribute to students' comprehension of complex academic texts and to their written production. The paper provides detailed insights on how circumstance can generate crucial insights for students as they seek to comprehend complex academic materials and write discipline-appropriate texts.

Overall, this special issue of *Íkala* features educational applications that develop SFL genre-based pedagogy in valuable directions, drawing on SFL's modelling of language and social context. The volume is centred on Halliday's vision of a language-based theory of learning across disciplines and diverse linguistic and cultural contexts, thereby enacting a range of appliable linguistics practice informed by SFL.

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Incidencia de la multimodalidad y la pedagogía de género en la escritura de Informes Descriptivos en segundo básico

Incidence of Multimodality and Genre-based Pedagogy on Second Grade Students' Writing of Descriptive Reports

L'Incidence de la multimodalité et la pédagogie des genres dans l'écriture de Rapports Descriptifs au 2ème année d'école élémentaire

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Resumen

La integración de la multimodalidad en el sistema escolar representa un desafío para la alfabetización actual. Desde la perspectiva de los géneros discursivos, este estudio analiza la escritura de un género escolar: la descripción de un animal fantástico en segundo básico. El objetivo general del estudio es comprender la incidencia de la multimodalidad y un ciclo de enseñanza aprendizaje en la escritura de 46 textos pertenecientes al género discursivo informe descriptivo. Los textos fueron escritos por estudiantes de segundo básico de un colegio de Santiago de Chile que presenta bajos resultados en escritura, vulnerabilidad social y un alto número de estudiantes migrantes, de mayoría haitiana. Se hace un análisis cualitativo de la escritura, a partir de un pretest y un postest posterior a un ciclo de enseñanza-aprendizaje, realizados en octubre de 2019. En ambas evaluaciones, se observan las etapas del informe descriptivo. El análisis gramatical se efectúa a nivel de la metafunción ideacional, desde el sistema de transitividad, por medio de la observación de Procesos y Participantes. Asimismo, se observa el rol de la imagen para materializar los referentes descritos, con la intención de comprender cómo se realiza el tema no marcado con sujeto elidido, desde la perspectiva de la metafunción textual. Los principales resultados muestran que la perspectiva multimodal y el ciclo de enseñanza aprendizaje permitieron desarrollar autonomía en el proceso de escritura. Así, las producciones escritas interpretan la experiencia por medio de Procesos Relacionales, los que establecen una relación entre el Participante y sus características. Finalmente, el Tema no marcado se materializa por medio del sujeto elidido en concordancia con el verbo.

Palabras clave: multimodalidad; escritura; género informe descriptivo; pedagogía de género; lingüística sistémico-funcional.

Abstract

Integrating multimodality in the school system poses a challenge for literacy nowadays. Following a discursive genre approach, this article analyses a school genre:

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The description of a fantastic beast in the 2nd grade of elementary school. Our main aim is to understand the incidence of multimodality and the teaching-learning cycle in a corpus of 46 written texts dealing with a Descriptive Report genre. The written pieces were gathered at a school in Santiago de Chile, where students exhibit poor results in writing, social vulnerability, and come from migrant families —most of them from Haitian descent. A qualitative analysis of writing is being carried out, based on a pretest and a posttest applied in October 2019. The posttest was used after a Teaching Learning Cycle. In both tests, the stages of the Descriptive Report are observed. A grammatical analysis is carried out at the ideational metafunction level from the TRANSITIVITY system, by studying both processes and participants. Additionally, the role played by visual materials to account for the references that were described is analyzed to understand how the unmarked Theme is realized with an elided subject following a textual metafunction approach. The main results show multimodal perspective and the teaching-learning cycle helped develop autonomy in the writing process. Thus, written productions interpret experience through Relational Processes, by establishing a relationship between the Participant and its characteristics. Finally, the unmarked theme is realized by the elided subject in concordance with the verb.

Keywords: multimodality, writing; descriptive report; teaching-learning cycle; genre pedagogy; systemic functional linguistics.

Résumé

L'intégration de la multimodalité dans le système scolaire est un défi pour l'alphabétisation académique actuelle. Du point de vue des genres discursifs, nous analysons ici l'écriture d'un genre scolaire : la description d'un animal fantastique en 2ème année. L'objectif de la recherche est de comprendre l'impact de la multimodalité et le cycle enseignement-apprentissage en écrivant 46 textes appartenant au Rapport Descriptif discursif. Le corpus d'analyse est composé de 46 textes obtenus dans une école de Santiago du Chili, qui présentent de faibles résultats en écriture, vulnérabilité sociale et un très grand nombre d'élèves migrants, Haïtiens pour la plupart. Une analyse qualitative de l'écriture est réalisée, basée sur un pré-test et un post-test qui ont été menés en octobre 2019. Le post-test fait suite à un cycle enseignement-apprentissage. L'analyse grammaticale est réalisée au niveau de la métafonction idéationnelle du système de TRANSITIVITÉ, à travers l'observation des Processus et des Participants. De même, le rôle de l'image pour matérialiser les référents décrits est observé visant à comprendre comment le Thème non marqué avec Sujet élidé est réalisé, du point de vue de la métafonction textuelle. Les principaux résultats montrent que la perspective multimodale et le cycle enseignement-apprentissage ont permis de développer l'autonomie dans le processus d'écriture. Ainsi, les productions écrites interprètent l'expérience à travers des Processus Relationnels, qui établissent une relation entre le Participant et ses caractéristiques. Finalement, le Thème non marqué se matérialise au moyen du sujet élidé en concordance avec le verbe.

Mots clés : multimodalité ; écriture ; rapport descriptif ; cycle enseignement-apprentissage ; pédagogie des genres ; linguistique fonctionnelle systémique.

Introducción

El artículo analiza la producción escrita de un grupo de 23 estudiantes, niños y niñas, de segundo básico, quienes son evaluados antes y después de un ciclo de enseñanza aprendizaje que abordó la escritura multimodal de un informe descriptivo. La intención es analizar que incidencias tiene en los resultados la incorporación de la pedagogía del género desde una perspectiva multimodal. Dentro de las actividades escolares, el género fue denominado "Descripción de un animal fantástico". La muestra está compuesta por 46 textos, 23 de los cuales corresponden al pretest y los demás al postest.

El sistema educativo chileno actual se origina a partir de las reformas impuestas en 1980, durante la dictadura de Augusto Pinochet (1973-1990), período en que la educación pública fue traspasada a la administración municipal, y en el cual se creó la educación particular subvencionada. De esta forma, se introdujeron instrumentos de financiamiento basados en el subsidio a la demanda, así como la implementación de incentivos legales y económicos para la creación de establecimientos privados con financiamiento público (Organización para la Cooperación y el Desarrollo Económicos —OECD—, 2004). A partir de 1980, el sistema educativo chileno se compone de educación particular, educación municipal y educación particular subvencionada.

Hasta el año 2015, la educación particular subvencionada era financiada por los aportes del Estado, pero también por las propias familias. El resultado de dichas medidas generó un sistema educativo altamente segregador en términos socioeconómicos, bajo la consideración de la educación como un bien de consumo y no como un derecho básico (Chile, Ministerio de Educación, 2017). En 2015, durante el gobierno de Michelle Bachelet, la Ley 20845 reguló la admisión de estudiantes, eliminó el financiamiento compartido y prohibió el lucro en establecimientos educacionales que recibían aportes del Estado (Chile, Congreso de la

República, 2015), con lo que se pretendió reducir las barreras existentes hasta la implementación de la ley. No obstante, en la práctica educativa, la segregación aún se mantiene (Matus *et al.*, 2018). En efecto, más allá de la importancia de la ley mencionada, el sistema educativo chileno reproduce la desigualdad estructural del país. Por ejemplo, según la OECD (2019), el ingreso promedio del 10 % más rico de la población chilena es 19 veces mayor que el ingreso del 10 % más pobre, en comparación con el promedio de 9,3 en todos los países de la OECD.

En este contexto, hay que señalar que la muestra analizada fue recogida en un establecimiento particular subvencionado de la comuna de Estación Central, un municipio de la ciudad de Santiago de Chile. Específicamente, se ubica en la Población Los Nogales, un barrio emblemático de la capital que surge bajo la autogestión organizada de familias que llegaron a un sector no urbanizado y cuya historia se remonta a los años cuarenta del siglo XX (Fauré y Moyano, 2016). En la actualidad, es uno de los sectores más vulnerables de la comuna y sus pobladores se encuentran categorizados bajo el primer quintil de ingresos (Planificación Arquitectura y Construcciones, 2016). Además, presenta una alta concentración de población migrante, de la cual el 68 % proviene de Haití (Atisba, 2018).

Según los datos del índice de vulnerabilidad escolar (Junta Nacional de Auxilio Escolar y Becas, 2020), el 70 % de los estudiantes del colegio se encuentra bajo esta situación. Además, el 43,8 % es migrante. Si bien la mayoría corresponde a niños, cuya lengua materna es el español, ya que provienen de distintos países latinoamericanos, un 29,8 % del total de alumnos ha migrado desde Haití. El establecimiento cuenta con un programa de integración escolar, donde se apoya la inclusión de estudiantes con necesidades educativas transitorias y permanentes. Son estas las condiciones de la realidad heterogénea del ambiente de aprendizaje en el aula del curso que desarrolla el ciclo de enseñanza aprendizaje que se aborda en el estudio. Por lo tanto, hay que tener presente también la incidencia en términos sociales que implica el

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desarrollo del lenguaje por medio de la multimo-dalidad a nivel escolar.

El objetivo general del estudio es comprender la incidencia de la multimodalidad y el ciclo de enseñanza aprendizaje en la escritura de un grupo de 46 textos de segundo básico pertenecientes al género discursivo informe descriptivo, por medio del análisis de 23 textos de pretest y 23 de postest.

Como objetivos específicos se propuso:

1. Analizar las realizaciones de los estudiantes, desde la perspectiva de las etapas del género discursivo informe descriptivo, compuesto por las etapas de clasificación verbal y descripción multimodal.

2. Examinar, desde la perspectiva teórica de la metafunción ideacional, subfunción experiencial, cómo se construyen los Participantes y los Procesos en ambas evaluaciones, por medio del análisis del sistema de TRANSITIVIDAD.

3. Determinar, a nivel discursivo semántico, si es el discurso multimodal o los elementos gramaticales los que realizan el elemento tematizado, desde la perspectiva de la metafunción textual.

Marco teórico

El sistema lingüístico organiza las opciones de significado en términos metafuncionales. En efecto, Halliday (2014) plantea que el análisis sistémico demuestra que la funcionalidad es intrínseca a la lengua, es decir, "toda la arquitectura del lenguaje está ensamblada en términos funcionales" (p. 31). El término metafunción se utiliza para sugerir esa función. De esta forma, el sistema lingüístico permite a los usuarios de la lengua:

> representar su experiencia del mundo externo y consciente (metafunción ideacional, con sus componentes experiencial y lógico), los que permiten negociar roles interactivos y mercancías semióticas (metafunción interpersonal), y los que permiten construir textos internamente unitarios y vinculados de manera relevante con el contexto en el que son producidos (metafunción textual) (Quiroz, 2015, pp. 265-266).

Sistema de TRANSITIVIDAD[1]

La lingüística sistémico-funcional (LSF) describe la experiencia como una serie de comportamientos y eventos, los cuales se organizan y reflejan en el lenguaje por medio de la gramática de la cláusula.[2] De esta manera, los seres humanos representan patrones de la experiencia y construyen un cuadro mental de la realidad a representar. Los patrones de la TRANSITIVIDAD constituyen la codificación de los significados experienciales, esto es, los significados acerca del mundo, sobre la experiencia, y sobre cómo percibimos y experimentamos lo que sucede (Eggins, 1994). La realización de un análisis desde el sistema de TRANSITIVIDAD implica determinar el tipo de Proceso, los Participantes y las Circunstancias observadas en la cláusula, como se explica a continuación.

La cláusula desempeña un rol central en el análisis, ya que permite representar discursivamente la experiencia. Halliday menciona que la realidad está compuesta de Procesos (Halliday, 1994). En efecto, la realidad se codifica en el lenguaje a través de seis Procesos diferentes, por medio de los cuales la TRANSITIVIDAD interpreta las experiencias de una manera dinámica. La cláusula interpreta el flujo de eventos del mundo como una figura, es decir, como una "configuración de un proceso, de los participantes involucrados en ella y de cualquier otra circunstancia concomitante" (Halliday, 2014, p. 212). En otras palabras, una figura está constituida, en principio, por tres componentes, los que proveen el marco de referencia para interpretar los sucesos de la experiencia: 1) el Proceso en sí mismo; 2) los Participantes en el Proceso, y 3) las Circunstancias

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1   La notación terminológica se realiza bajo la siguiente nomenclatura de la LSF: VERSALITAS da cuenta de sistemas y subsistemas; el texto en la tipografía normal muestra las subclasificaciones; finalmente, las etapas del género y las categorías aparecen con mayúscula inicial.

2   La oración representa un segmento coherente de información, más pequeño que el texto: está compuesta por una cláusula o un complejo de cláusulas. La cláusula realiza el significado de la oración: la conforma un grupo de palabras o un complejo de grupos.

asociadas al Proceso. Estos componentes de la figura son categorías semánticas que explican, de manera general, cómo los fenómenos del mundo real se representan en estructuras lingüísticas (Halliday, 1994).

El Proceso es el elemento central de la figura; los Participantes también son centrales y están involucrados directamente en el Proceso, ya que lo posibilitan, o son afectados por ellos de alguna manera. El estatus de las Circunstancias es más periférico, debido a que tienen un rol no obligatorio y pueden vincularse con todo tipo de Procesos. Los principales Procesos son tres: *materiales, mentales y relacionales.* Es posible encontrar otras tres categorías de Procesos, que se traslapan en los límites de los Procesos anteriormente mencionados, aunque son reconocibles gramaticalmente, por estar ubicados en las fronteras semánticas entre los diferentes pares. Se trata de los Procesos del *comportamiento, verbales y existenciales.*

Ensambles multimodales

Uno de los conceptos esenciales del modelo teórico estratificado[3] del lenguaje propuesto por la LSF es el de *instanciación.* Esta hace referencia al vínculo que se produce entre el sistema de la lengua y las instancias de uso. Dicha abstracción teórica permite la introducción de un concepto fundamental para el análisis de un corpus multimodal: la noción de *ensamble multimodal.* Se trata de una herramienta conceptual que posibilita la exploración del nexo indisoluble entre distintos modos para la creación del sentido, en relación con la variación funcional entre textos (Martin, 2012). Vale la pena mencionar que un modo es un lenguaje semiótico y que, por lo tanto, la multimodalidad refiere a la combinación de distintos modos semióticos para la configuración del significado en un texto.

Es necesario aclarar que el *ensamble* no se refiere solo a los nudos de conexión intermodal, ya que también puede ser observado dentro de un mismo modo, es decir, intramodalmente. Sin embargo, desde la perspectiva de este estudio, solo se observarán los ensambles multimodales. Esta opción metodológica responde al interés por abordar las configuraciones de significado que se elaboran a partir del modo verbal y visual en conjunto, y de manera integrada, no por separado, debido a que, en términos generales, la investigación se centra en indagar la incidencia de la construcción de géneros discursivos multimodales en el sistema escolar para el desarrollo del lenguaje verbal. De esta manera, la noción de *ensamble,* en términos multimodales, refiere a los patrones correpetidos dentro de un texto, que realizan dos o más sistemas semióticos simultáneamente (Painter *et al.,* 2013).

Tema no marcado en español

El estado ideacional del Tema se conoce como *Tema tópico.* Moyano (2010, 2016) considera, en el nivel léxico-gramatical, al participante que concuerda con el verbo como el *Tema.* En español, es importante determinar cómo se efectúa la articulación multimodal en el caso del *Tema no marcado,* debido a la posibilidad de elipsis del sujeto en esta lengua (algo que no sucede en el inglés). Por lo tanto, los resultados del análisis permitirán contribuir a la discusión que ha enfrentado dos posturas teóricas desde la postura de la LSF, como se explica a continuación, y se aportará evidencia desde la perspectiva de un género descriptivo escolar.

Tema no marcado

Moyano difiere de la postura asumida por Ghio y Fernández (2008), Montemayor-Borsinger (2009) y Arús (2010), entre otros, para quienes el Proceso verbal es una de las opciones disponibles para el *Tema tópico sin marcar* en la cláusula declarativa en español. Estos últimos autores sostienen su orientación en el hecho de que la elipsis del participante concordante deja al proceso como el primer

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3   La noción de estratificación es una dimensión global clave que permite definir características organizacionales propias de todos los sistemas semióticos y que posibilita la organización del lenguaje en contexto, en una serie ordenada de niveles o estratos.

elemento de la cláusula experiencial. Moyano (2016), en cambio, argumenta que, en inglés, el Tema se realiza secuencialmente, por medio del primer elemento experiencial de la cláusula. La presencia del proceso en primer lugar en español no puede ser equiparada en ambas lenguas. Desde su perspectiva, en español eso sucede solo en el caso del Tema marcado.

Al sintetizar ambas posturas desde el punto de vista léxico-gramatical, para Montemayor-Borsinger (2009) el Tema no marcado en español puede ser el sujeto gramatical, el verbo conjugado o un clítico con su verbo asociado. Moyano (2010), por su parte, plantea que no es suficiente la realización de un significado en posición inicial para considerarlo Tema. Para ella, el Tema no marcado está constituido por el participante concordante, explícito o elidido. Por lo anterior, los resultados del análisis permiten contribuir también a la discusión respecto de la determinación del Tema no marcado en español. Aun cuando los resultados respondan a textos multimodales y no monomodales, se aporta algún tipo de evidencia, limitada por cierto al corpus de este estudio.

Principales bases epistemológicas de la *pedagogía del género discursivo*

La *pedagogía del género discursivo* asume el marco teórico de la LSF, debido a que permite dar cuenta de la relación sistemática entre el medio social y la organización del lenguaje en uso, para abogar por el estudio de los géneros discursivos propios de la escuela. En definitiva, los estudiantes desarrollan la escritura, la lectura y la oralidad en contextos de uso, estimulados por una pedagogía que busca relacionar el lenguaje y la alfabetización[4], por medio de

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4   Las alfabetizaciones múltiples (*multiliteracies*) surgen como enfoque pedagógico en 1996, a partir del objetivo propuesto por el grupo New London de abordar una enseñanza más inclusiva. a partir de esta propuesta, Rose y Martin (2012) plantean el desarrollo de secuencias didáctica en el área de lenguaje a partir de un modelo aplicable a todos los géneros discursivos, incluidos los multimodales (Martin y Rose, 2007).

oportunidades significativas en el aprendizaje para todos los estudiantes, no solo de quienes han estado familiarizados con los géneros académicos, debido a su contexto y entorno social (Christie, 2012).

Con la finalidad de lograr la comprensión, la creación y el uso efectivo de los géneros discursivos por parte de los alumnos, Rose y Martin (2012) proponen implementar *ciclos de enseñanza aprendizaje,* que permitan desarrollar y resaltar diferentes aspectos pedagógicos-metodológicos para la enseñanza de los géneros. Las principales etapas que constituyen un ciclo de enseñanza aprendizaje consisten en la *deconstrucción del género discursivo* por medio de la guía docente, la *construcción conjunta* del texto con los alumnos y, finalmente, la *construcción independiente* por parte de ellos. Todo ciclo debe ser finalizado con la retroalimentación del profesor o la profesora. El discurso oral del docente en el aula durante el ciclo es relevante, ya que debe estar cuidadosamente diseñado para involucrar a todo el curso en las actividades. Además, es fundamental que se "recorra" el ciclo completo. En definitiva, la alfabetización basada en la pedagogía del género discursivo aprovecha la disposición para enseñar y aprender de docentes y alumnos, así como la disposición a hablar sobre lenguaje, por medio de un rol activo en el ciclo previamente mencionado.

Para Rose y Martin (2012), es fundamental que en todos los niveles educativos, los estudiantes controlen la creación de los géneros discursivos como un medio de acceso pleno a la vida en comunidad, lo que representa, en definitiva, un asunto de equidad social. Para que el conocimiento del género sea eficaz, es necesario que haya una guía, a través de la interacción en el contexto de experiencias educativas compartidas que utilicen los distintos modos semióticos involucrados en la comunicación, incluida "la oralidad, la escritura, la modalidad visual y la modalidad manual" (Rose y Martin, 2012, p. 309).

Martin y Rose (2007) plantean que es "social, porque participamos en géneros con otras personas;

orientado a metas, debido a que usamos los géneros para realizar cosas; y estructurado en etapas, ya que suele implicar la consideración de algunos pasos para alcanzar nuestros objetivos". De esta manera, el *género discursivo* es entendido como el marco general que otorga un propósito a los diferentes tipos de interacción y que es adaptable a los contextos de situación específicos donde es utilizado. En síntesis, el proyecto no busca solo una alfabetización efectiva, sino que se sustenta también en un asunto de justicia social. Así, además del dominio de los géneros discursivos en el contexto escolar, se busca que todos los estudiantes, independientemente de su origen, estén preparados para los requerimientos de alfabetización que demanda la sociedad actual.

Método

El diseño de la investigación es de tipo cualitativa. Los apoderados firmaron consentimientos informados y la directora del establecimiento educativo autorizó la publicación de los resultados. A continuación, se presentan los pasos metodológicos del análisis y datos del contexto de la aplicación.

El curso

Se trata de un segundo básico de educación primaria, con requerimientos de nivelación en el proceso de adquisición de la lectura y la escritura. Según datos proporcionados por el propio colegio, los estudiantes presentan un desfase en la apropiación de los contenidos específicos de las diferentes asignaturas. Del total de 36 estudiantes, 14 están en proceso de adquisición del español como segunda lengua. Además, 5 pertenecen al programa de integración escolar, lo cual plantea un desafío para acompañar el desarrollo académico.

Otros aspectos relevantes de la caracterización del grupo, realizada por el establecimiento, son la falta de motivación ante las diferentes actividades que se les proponen, actitudes disruptivas y poca motivación en las tareas desarrolladas durante la jornada escolar.

Las edades fluctúan entre los 7 y los 8 años.

Selección de la muestra

Corresponde a 23 textos, recogidos dentro de un taller de multimodalidad realizado en el segundo semestre de 2019, con una duración de 90 minutos a la semana, en el curso previamente mencionado. La muestra se obtuvo a partir de los textos producidos por los 23 estudiantes que participaron efectivamente del pretest y del postest, por lo que se analizan solo los ejemplares textuales que cumplían el criterio de selección mencionado.

Género discursivo estudiado

El género discursivo escolar analizado pertenece a la familia de los informes o *reports* (Rose y Martin, 2012). En particular, se trata de un *informe descriptivo,* cuyo propósito es clasificar y describir un fenómeno. Sus etapas prototípicas son Clasificación y Descripción.

Es importante destacar que el género discursivo escolar desarrollado fue un informe descriptivo multimodal y se denominó ante el curso como "Descripción de un animal fantástico". Así, la etapa de Clasificación está compuesta por el modo verbal escrito, mientras que la etapa de la Descripción se compone de elementos verbales y visuales, como se observa en la Figura 1.

Unidad de análisis

Se analiza la página completa, es decir, el anverso y el reverso, ya que se busca observar la configuración material del significado multimodal creado por los estudiantes.

Fases del estudio

Fase 1: trabajo de campo y recopilación de textos a partir de pretest

La actividad se inició con la lectura en voz alta, por parte de la profesora que dictó el taller de multimodalidad (no es la docente que está permanentemente a cargo del curso), de cinco descripciones de animales fantásticos de la aplicación

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Descripción visual

Clasificación verbal: *Es una gallina, un cerdo y también un loro*

Descripción verbal: *Se llama Gacerlo. Es de color blanco rosa y verde*

Dibuja a tu animal fantástico y escribe su nombre.

GACERlO

Describe a tu animal fantástico:

Es una gallina y un cerdo y también un loro. Se llama Gacerlo. Es de color blanco rosa y verde. Le gusta volar y le gusta estar en el barro. y comer trigo.

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Figura 1 Realización textual del género discursivo informe descriptivo multimodal

para *tablet* del *Animalario universal del profesor Revillod* (Murugarren y Sáez, 2003), proyectadas ante el curso. Se trata de una obra que permite la construcción de animales fantásticos, a partir de dieciséis figuras iniciales que se combinan entre sí y que, a su vez, posibilitan la combinación del modo verbal y el visual para construir nuevas descripciones. Por ejemplo, el *Kilagre* está compuesto por la cabeza del ave Kiwi, el cuerpo de un celacanto y las patas traseras de un tigre. La descripción verbal menciona que es un "extraño plumífero de cuerpo adiposo de los bosques malayos".

Una vez realizada la lectura, cada estudiante elaborará multimodalmente la descripción de su propio animal fantástico, el que debía ser diseñado a partir de tres animales seleccionados autónomamente. Después de realizar el dibujo debían escribir el nombre, el que se construía a partir de la sílaba inicial de cada uno de los animales que lo constituían.

La segunda parte de la tarea consistió en que cada estudiante describió verbalmente y por escrito al animal fantástico diseñado. Antes, a partir de las instrucciones escritas en la hoja entregada para la actividad, la docente leyó en voz alta las indicaciones ante el curso: "Dibuja un animal fantástico que esté compuesto por otros tres animales: por ejemplo, un *tigapa* está compuesto por un tigre, un gato y un pato. Por eso, la palabra se compone de 3 sílabas: *ti* de tigre, *ga* de gato y *pa* de pato. Una vez que hayas dibujado a tu animal fantástico, descríbelo por escrito".

Fase 2: trabajo de campo y recopilación del corpus en el postest

Una semana después del pretest se llevó a cabo el postest. La diferencia entre ambas evaluaciones consistió en que se realizó un ciclo de enseñanza aprendizaje antes de abordar la descripción por parte de los estudiantes. En términos suscintos, un ciclo

consta de la deconstrucción del género, donde se sitúa en su contexto cultural. Posteriormente, y con la guía docente, se realiza la construcción conjunta del género con los escolares, es decir, se construye un nuevo texto en el mismo género. Finalmente, se realiza la construcción independiente.

Así, la deconstrucción del género discursivo implicó nuevamente la observación de algunos de los animales fantásticos del *Animalario universal del profesor Revillod,* así como la lectura, por parte de la docente, de su descripción. Además, se hicieron explícitos algunos conocimientos necesarios para comprender el texto. En particular, se analizó la estructura del género discursivo en relación con la construcción del animal fantástico, así como su propósito: clasificar y describir un fenómeno.

Tras la lectura en voz alta por parte de la docente de la observación de la estructura genérica, se proyectaron ejemplos de otros animalarios construidos por estudiantes y recopilados por la profesora en años previos. Posteriormente, la docente dibujó un animal fantástico, compuesto por la cabeza de un gato, el cuerpo de una tortuga y la cola de un mono. Luego, el curso decidió que el nuevo animal construido en conjunto tendría cabeza de dinosaurio, orejas de conejo y cuerpo de una pulga. Bajo la guía de la docente, el grupo separó las sílabas para crear el nombre fantástico y se procedió a hacer la construcción conjunta de la descripción del animal. Se trató de un *codipul* (conejo-dinosaurio-pulga).

La descripción escrita del animal fue realizada en la pizarra, a partir de los aportes orales del curso, bajo la metodología de construcción conjunta. Inicialmente, la profesora enfatizó la necesidad de utilizar un Proceso Relacional Atributivo para desarrollar la etapa de Clasificación, aun cuando fue denominado como "verbo relacional". De esta manera, se estableció una relación entre el animal diseñado por el curso, como el Portador, y sus Atributos o descripciones de características, por medio del Proceso. La descripción escrita quedó así:

Es un animal compuesto por una pulga, un conejo y un dinosaurio. Tiene los dientes afilados, las orejas grandes y un solo ojo grande. Es redondo y de color verde. Le gusta comer carne de cerdo y zanahorias.

El ejemplo se mantuvo escrito en la pizarra frente al curso, durante toda la actividad. Posteriormente, se abordó la construcción independiente.

Fase 3: selección de la muestra

Se seleccionaron los textos que cumplieran los siguientes criterios:

1. Asistencia al pretest y al postest desde el inicio de cada una de las actividades. Por lo tanto, el material que se generó por quienes llegaron tarde a alguna de las evaluaciones no fue tomado en cuenta.

2. Incorporación del modo verbal escrito en el desarrollo de la actividad. En seis casos solo hubo dibujo del animal en el pretest y en el postest, por lo que no fueron analizados.

El resultado dio un número de 23 participantes. Así, produjeron un ejemplar del género discursivo estudiado antes del ciclo de enseñanza aprendizaje y un ejemplar posterior al ciclo completo, por lo que se trata de una muestra compuesta por 46 ejemplares en total.

Fase 4: análisis

Se utiliza una estrategia cualitativa para abordar el corpus multimodal: en primer lugar, se analizan las etapas del género discursivo informe descriptivo multimodal en cada uno de los textos estudiados; en segundo lugar, se analiza cada uno de los textos por separado, a partir de la metafunción ideacional, desde la perspectiva del sistema de TRANSITIVIDAD.

Posteriormente, se observa la construcción multimodal del Tema tópico en los textos, con la intención de determinar, a nivel discursivo semántico, si es el discurso multimodal o los elementos gramaticales los

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que realizan el elemento tematizado, desde la perspectiva de la metafunción textual.

Estructura global del género y multimodalidad

Una de las principales diferencias entre el pre y el postest se obtuvo al analizar la estructura global del género discursivo, por medio de la observación de las etapas de un informe descriptivo en el corpus: Clasificación y Descripción.

Como se mencionó previamente, la etapa de la Descripción está compuesta por elementos verbales y visuales. Una vez analizados los ejemplares textuales del pretest, se evidenció que en dichas etapas se recurrió al modo verbal en solo 3 de los 23 casos. No obstante, el 100 % de los estudiantes utilizó el modo de la imagen. De esta manera, sí se vieron motivados a realizar la actividad en el pretest, a partir de la creación de significados visuales, aun cuando solo 3 estudiantes incorporaron también el modo verbal escrito.

Es necesario precisar, sin embargo, que estos textos presentaron distintos niveles de logro, como se observa más adelante en el análisis. En la Figura 2 se muestra uno de estos ejemplares textuales recolectados en el pretest. Muestra la etapa de Clasificación

bajo el modo verbal ("esta especie de animal es"), y la etapa de Descripción bajo el modo verbal y visual, es decir, multimodalmente.

En el postest, el soporte para la escritura del texto fue idéntico al del pretest. La Figura 3 ilustra el desempeño de la misma estudiante que realizó el ejemplo previo, pero una vez que se desarrolló el ciclo de enseñanza aprendizaje.

Escritura y sistema de TRANSITIVIDAD

A continuación se presentan los resultados referidos al pretest y al postest de los 3 alumnos que utilizaron el modo verbal en ambas evaluaciones, con la intención de observar las principales diferencias en los resultados referidos a la escritura. Para esto, se compara la estructura genérica en ambas evaluaciones. Asimismo, se hace un análisis gramatical a nivel de la metafunción ideacional y desde el sistema de la TRANSITIVIDAD, por medio de la observación de Procesos y Participantes (Halliday, 2014). Posteriormente, se aborda el análisis discursivo de las creaciones del resto de los estudiantes en el postest, para así observar cuáles fueron las principales características de la escritura realizada de manera autónoma, luego del ciclo de enseñanza aprendizaje llevado a cabo por la docente. Como se mencionó previamente, este
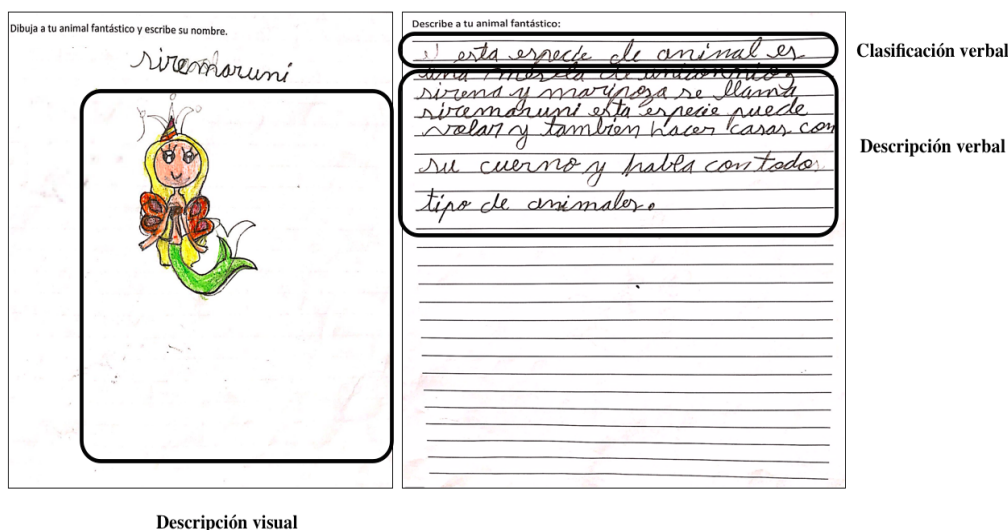
Figura 2 Ejemplar de pretest recolectado
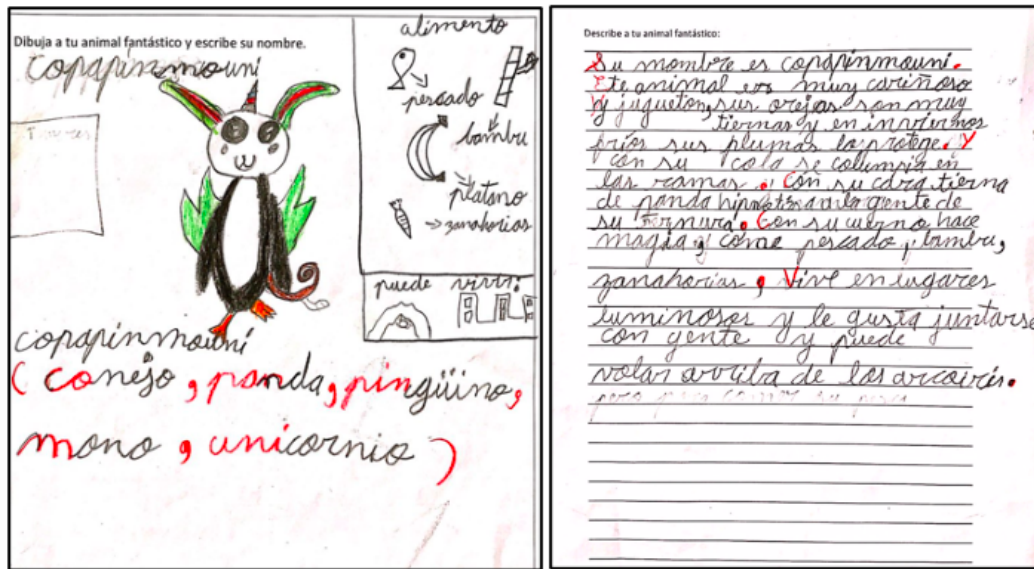
Figura 3 Ejemplar textual del género discursivo después del ciclo de enseñanza aprendizaje

último grupo no desarrolló la escritura en la evaluación previa al ciclo.

Al analizar los Procesos verbales utilizados por quienes escribieron en las dos evaluaciones, se obtiene un resultado que en una primera instancia parecería paradójico. La Figura 4 muestra la cantidad de procesos utilizados por los tres estudiantes en las dos evaluaciones, a partir de la comparación de los seis textos producidos. Como se observa, la cantidad de Procesos Relacionales disminuyó en el postest. Halliday (2014) plantea que este tipo de Proceso

sirve "para caracterizar e identificar" (p. 259). Dado que el propósito del género discursivo específico es clasificar y describir un fenómeno, se esperaría que dichos Procesos hubieran aumentado después de realizado el ciclo de enseñanza completo.

La explicación ante este resultado es que uno de los participantes (estudiante 36) tuvo un desempeño sobresaliente en la primera evaluación, demostró que conocía el género discursivo y, además, dominaba la escritura en niveles más avanzados que los
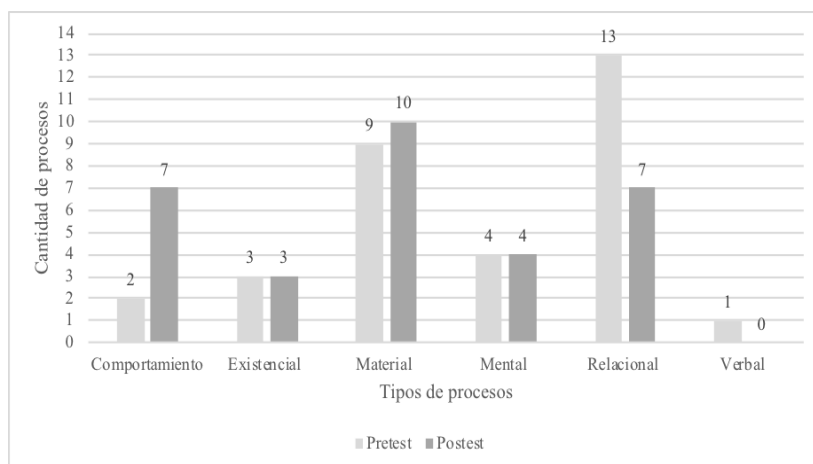
Figura 4 Comparación de los tipos de procesos utilizados en el pretest y el postest por estudiantes (25, 32 y 36) que presentan producciones escritas en ambos momentos.

Tabla 1 Pre y postest estudiante 36

Pretest	Postest
GACOPE	CERGAPEZ
(gato-conejo-perro)	**(cerdo-gato-pez)**
EL GACOPE ES UNA EXTRAÑA FUSIÓN ENTRE UN CONEJO, UN PERRO Y UN GATO. TIENE UNOS EXTRAÑOS OJOS ENORMES Y AL CAMINAR, SUELTA UN RASTRO DE VENENO TRANSPARENTE, VENENO PARECIDO AL DE UNA ARAÑA DEL RINCÓN, PERO NO ES LO MISMO, PORQUE ESTE TE MATA EN 20 HORAS. HAY QUE TENER CUIDADO AL ENCONTRARSE CON UNO, YA QUE SE PONE EN MODO DE DEFENSA. PODRÍAS MORIR CON UN GACOPE CERCA. LANZA UNAS BOLAS DE AGUA AL AIRE, CLARO, LANZA LAS BOLAS DE AGUA AL TERMINAR DE COMER. SOLO FUE UN EXPERIMENTO AL PRINCIPIO, PERO SE CREARON MUCHOS MÁS, ¡SE CONVIRTIO EN UNA ESPECIE ENTERA. ES MUY RARO DE ENCONTRAR. SU PELAJE NO ES PARA NADA SUAVE. COMEN CARNE DE LA QUE ENCUENTREN Y HABITAN EN EL DESIERTO, ALGUNOS EN EL POLO NORTE Y EN BOSQUES. SON COMO RATONES, LA GENTE LOS ODIA, PERO SON DEMASIADOS. SE CLASIFICAN COMO: LEPORIDOS, CANINOS Y FELINOS. AL TOCAR ALGO RADIOACTIVO NO SE HACEN DAÑO. SU MAYOR DEPREDADOR ES EL OSO POLAR, SU MAYOR Y ÚNICO DEPREDADOR, PERO SOLO EN ALGUNAS OCACIONES. PUEDEN SOBREVIVIR A MUCHAS COSAS.	ES UN ANIMAL MUY EXTRAÑO. TIENE DIENTES MUY AFILADOS Y NO SE LE VEN LOS OJOS. VIVE EN TODA LATINO AMERICA MENOS EN BRASIL Y URUGUAY. COME CARNE DE VACA Y DE PICHÓN. SI LO ASUSTAS, LO ENFADAS O LO GOLPEAS EL TE ESCUPIRA COMO UNA LLAMA. ES MUY RARO DE VER. DUERME CASI TODO EL DÍA Y SE DESPIERTA A LAS 19:05. A LAS 23:30 CAZA VACAS Y PICHONES. SUS MAYORES DEPREDADORES SON: EL ARMADILLO, EL TIGRE, LA CABRA, EL TIBURON Y EL PULPO. PUEDE RESPIRAR EL AIRE Y EL AGUA. DESDE LA 20:00 HASTA LA 21:00 COME FRUTAS Y VERDURAS FRESCAS.

esperados para ese curso. Por lo anterior, la creación del segundo ejemplar en el postest no fue una tarea que lo motivara a escribir más, como se observa a continuación, en la Tabla 1, en la que se confrontan ambos textos.[5] Se reproducen con letras mayúsculas, ya que es la grafía utilizada por el estudiante. Como se muestra, es capaz de realizar el género discursivo en un texto, sin requerir ningún tipo de guía docente. Incluso, se evidencia, en sus cláusulas, un dominio superior de la escritura a lo esperable en este nivel.

A continuación se presenta, a modo de ejemplo, un complejo clausal que demuestra su desempeño gramatical en el pretest. En el caso de la cláusula en relación de hipotaxis "Hay que tener cuidado al encontrarse con uno", el verbo *haber* es usado como un verbo impersonal. En español, dicho verbo refiere a la presencia de fenómenos naturales, así como a la de cualquier otra realidad (Real Academia Española —RAE—, 2009, p. 3063). En ese sentido, el verbo *haber* permite tematizar el evento. Se trata de un patrón de representación propio de los textos narrativos, cuyo ejemplo más clásico es el prototípico "Había una vez". Se expresa también obligación o necesidad con *haber que + infinitivo*. Esta construcción se suele considerar como perífrasis, "a pesar de que el sujeto del verbo auxiliar no sea el mismo que el auxiliado" (RAE, 2009, p. 2148).

El número de Procesos Relacionales disminuyó en el postest, debido a que el estudiante se vio menos motivado a repetir la actividad. Una vez efectuada la tarea, solicitó a la profesora acompañar en el proceso de escritura a alguno de sus compañeros. Se menciona este suceso como un hecho relevante para la convivencia dentro de la sala de clases, porque permitió que este estudiante se relacionara con un par con el que no había interactuado previamente en una actividad. Más allá del desarrollo de habilidades lingüísticas, la integración de la actividad bajo criterios colaborativos aportó a las relaciones interpersonales en la sala de clases, y su incidencia trascendió más allá de la evaluación del ejercicio.

En el caso del desempeño de las dos estudiantes restantes que escribieron tanto en el pretest y en el postest, se observan distintos resultados. En el caso de la estudiante 32, hubo un avance en la extensión de su discurso escrito, que se evidencia por una mayor cantidad y variedad de tipos de Procesos

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5 En todos los ejemplos, se mantiene la escritura original, sin ningún tipo de modificación a nivel sintáctico, ni ortográfico.

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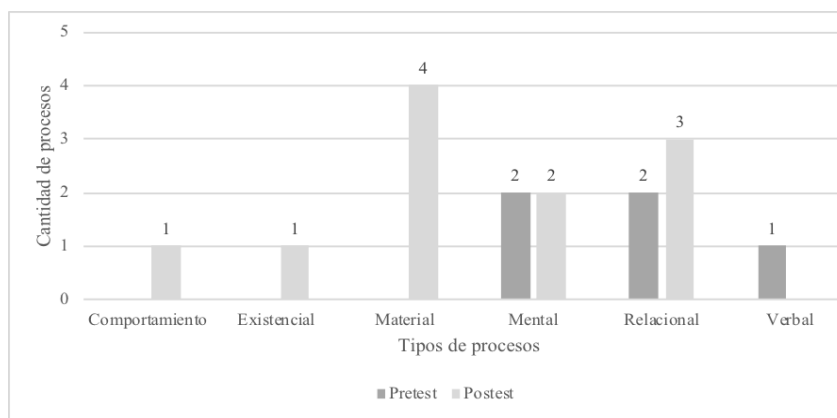
Figura 5 Comparación de tipos de Procesos utilizados en el pretest y el postest por la estudiante 32

involucrados en la escritura. Si bien aumentó mínimamente el uso de Procesor relacionales (subió de 2 a 3), se presenta una variedad mayor de Procesos Materiales (Figura 5).

Como plantea Halliday (2014), los Procesos Materiales refieren a la experiencia en el mundo. Son cláusulas del *hacer* y del *suceder,* ya que permiten la construcción de un *quantum* que permite un cambio en el flujo de los eventos que dan cuenta de la experiencia, a través del aporte de energía ("con su cola se columpia en las ramas"). Asimismo, se observa un avance significativo en la estructuración de las cláusulas. En el pretest, la estudiante no utilizó ningún tipo de puntuación. En el postest, en cambio, sí se evidencia su uso. Si bien se trata de una escritura en desarrollo, dada la edad del grupo, es

posible observar cláusulas en relación paratáctica e hipotáctica.

La *parataxis* da cuenta de una interdependencia lógica entre cláusulas con el mismo estatus, mientras que la *hipotaxis* establece una relación de interdependencia entre cláusulas, donde las partes interdependientes tienen diferente jerarquía. De este modo, "una de las cláusulas puede considerarse como un núcleo que es modificado por la(s) otras(s)" (Ghio y Fernández, 2008, p. 77). En síntesis, la parataxis implica un tipo de dependencia de igualdad entre dos o más cláusulas independientes y la hipotaxis involucra una relación de dependencia desigual entre una o más cláusulas dependientes y una independiente, que es la dominante, como se presenta en el siguiente ejemplo:

Tabla 2 Pre y postest estudiante 32

Pretest	Postest
Siremaruni	Copapinmouni
	(conejo, panda, pingüino, mono, unicornio)
esta especie de animal es una mescla de unicornio, sirena y maripoza se llama siremaruni esta especie puede volar y tambien hacer casas con su cuerno y habla con todo tipo de animales.	Descripción:
	1 Su nombre es copapinmouni. 2 Este animal es muy cariñoso y jugueton, 3 sus orejas son muy tiernas y en inviernos fríos sus plumas lo protege. 4 Y con su cola se columpia en las ramas. 5 Con su cara tierna de panda hipnotisa a la gente de su ternura. 6 Con su cuerno hace magia, come pescado, bambu, zanahorias. 7 Vive en lugares luminosos y le gusta juntarse con gente y puede volar arriba de los arcoiris.

1 Su nombre es copapinmouni. 2 Este animal es muy cariñoso y jugueton, 3 [α] sus orejas son muy tiernas y [β] en inviernos fríos sus plumas lo protege [sic].

Si bien se trata de una estructuración en desarrollo del discurso escrito, es evidente el avance en comparación al pretest, como se observa en la Tabla 2.

Finalmente, se evidencia que, en el postest, la estudiante 32 intentó separar las sílabas iniciales para construir el nombre del animal fantástico, lo cual no hizo en el pretest. Sin embargo, no logró realizar la tarea de manera satisfactoria, a excepción de las sílabas iniciales de pingüino y mono, que sí son correctamente separadas para incluirlas en el nombre del animal denominado "copapinmouni" (conejo, panda, pingüino, mono, unicornio). En el caso de la estudiante 25, se observa un avance en la variación de los Procesos utilizados. No obstante, no se observan Procesos Relacionales en la prueba de postest, como se muestra en la Figura 6.

Sí se evidencia un avance en el desarrollo de la escritura, en cuanto a la extensión del discurso. No obstante, aún se debe seguir trabajando la estructuración sintáctica de oraciones, ya que el nexo entre cláusulas se realiza solo a partir de la conjunción copulativa *y*:

> [El gahuni (elidido)] tira magia y puene [puede] maullar con gente y puede volar arriba de los arcoiris.

Tabla 3 Pre y postest estudiante 25

Pretest	Postest
Maripandaunicornio	Nombre: gahuni gato humano unicornio
tiene podere magico puede bolar y trepa en los arboles.	El gahuni vive en la siudat y tanbien sae de compras en la tarde y tira magia y puene maullar con gente y puede volar arriba de los arcoiris.

La comparación entre el pre y postest de la estudiante se puede ver en la Tabla 3.

A continuación se presenta el análisis del resto de los textos, a partir de la observación y clasificación de los Procesos utilizados. Posteriormente, se observa cómo se realiza el Tema no marcado en el corpus, con la intención de aportar a las divergencias teóricas respecto de los sujetos elididos.

Escritura y sistema de TRANSITIVIDAD en el postest

Como se ha mencionado, la mayoría de los estudiantes no desarrolló la escritura en el pretest, salvo nombrar al animal, y solo utilizó el modo de la imagen para describirlo. Es decir, solo cumplieron con una parte de la tarea. Desde la perspectiva
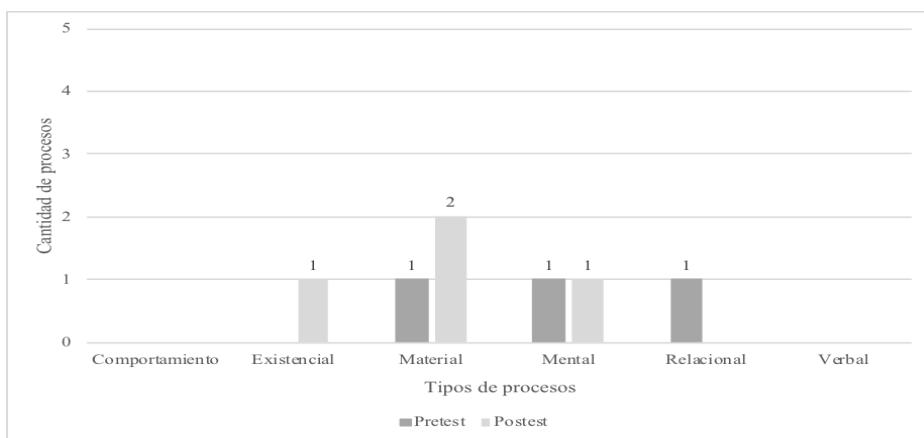
Figura 6 Comparación de tipos de procesos utilizados en el pretest y el postest por estudiante 25
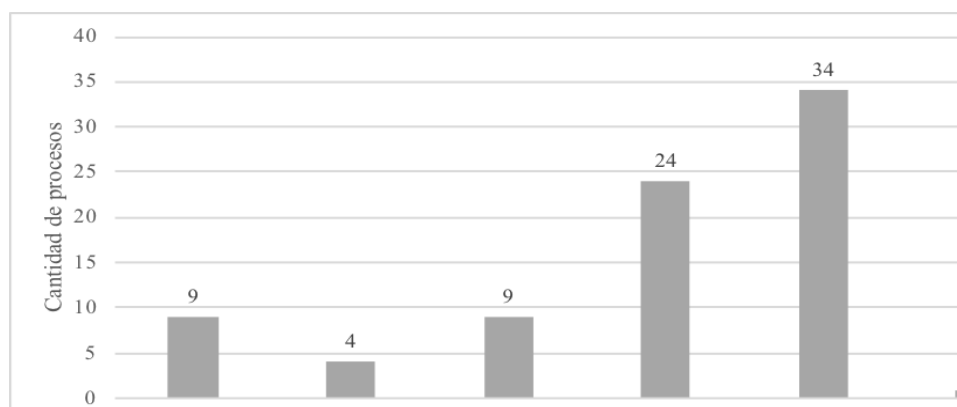
Figura 7 Tipos de Procesos utilizados por estudiantes que presentan producción escrita solo en el postest
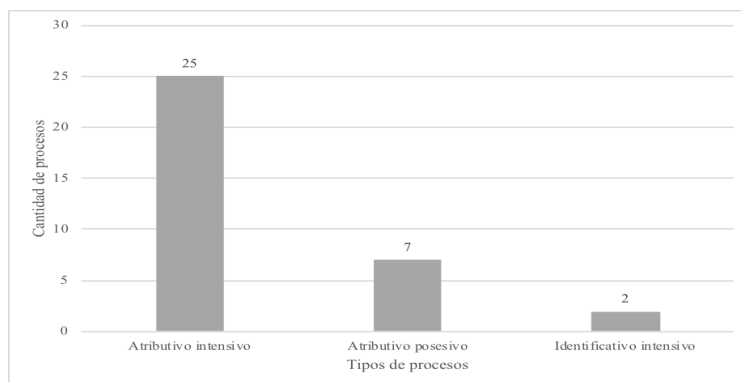
Figura 8 Tipos de Procesos utilizados por estudiantes que presentan producción escrita solo en el postest

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de este estudio, la multimodalidad permitió un primer acercamiento al género discursivo e involucró al grupo completo en la actividad, al tener la posibilidad de describir y nombrar. Sin embargo, esto es insuficiente, si el objetivo de la tarea era potenciar la escritura de una descripción en el aula. De hecho, solo uno de los estudiantes de este grupo logró la segmentación silábica solicitada en el nombre del animal. No obstante, a partir del interés demostrado por realizar la actividad se considera que el uso del modo de la imagen fue un estímulo relevante para quienes no lograron escribir la descripción.

Luego de la aplicación del ciclo de enseñanza aprendizaje, se observó un aumento significativo en las producciones de los estudiantes. En el pretest, no lograron realizar por escrito la etapa de la descripción, mientras que en el postest sí lo hicieron, como se ejemplifica en el siguiente apartado.

Asimismo, el progreso no estuvo asociado solamente a la incorporación de contenido verbal.

De esta manera, al observar los tipos de Procesos involucrados en las producciones de los estudiantes (Figura 7), se reconoce que el más utilizado fue de tipo Relacional. Por lo tanto, luego de la aplicación del ciclo, se evidencian producciones escritas que interpretan la experiencia por medio de un componente lingüístico que establece una relación entre el animal y sus características, y que permite dar cuenta de un mayor dominio del propósito del género discursivo trabajado.

A partir del análisis de las producciones escritas de este grupo, se puede observar con mayor detalle la distribución de los tipos de Procesos Relacionales utilizados en el postest (Figura 8). De un total de 34 Procesos Relacionales, 25 de ellos corresponden

Describe a tu animal fantástico:

Figura 9 Ejemplo de puntuación después de la construcción conjunta

a Procesos Atributivos Intensivos, lo cual muestra cómo los estudiantes construyen su discurso a partir de la asociación del animal fantástico a una clase específica, es decir, categorizan y reflejan un adecuado uso del Proceso para establecer la relación entre un Portador y un Atributo:

[el Pepanhu (elidido portador)] es [proceso relacional atributivo intensivo] un animal tierno [atributo].

Asimismo, en menor cantidad utilizan Procesos Atributivos Posesivos (7) para mostrar por escrito elementos específicos que posee el animal descrito:

[El quope (elidido portador)] tiene [proceso relacional atributivo posesivo] los dientes afilados y las orejas grandes.

Se observan también logros en la redacción. Específicamente, en el uso de signos de puntuación, un contenido que fue intencionado durante la *construcción conjunta*. En la Figura 9 se ejemplifica cómo una de las estudiantes estructura sus oraciones.

La estudiante comienza su descripción con un Proceso Relacional Atributivo Intensivo ("es una gallina, un cerdo y también un loro"). Si bien todavía se debería seguir avanzando en la correcta estructuración de las cláusulas, se asume como un logro relevante. Al respecto, se debe mencionar que la

última medición estandarizada de escritura aplicada a los grados sexto en Chile evidenció que un 35 % de las respuestas analizadas en cuanto al propósito de narrar e informar, "indica que el texto no se comprende globalmente, o si se comprende, requiere un mayor esfuerzo de parte del lector" (Chile, Agencia de Calidad de la Educación, 2016, p. 58). No se trata de una referencia específica a la ortografía puntual ni a la relación de interdependencia entre cláusulas, pero aun así permite establecer un parámetro de comparación respecto a los logros observados en la muestra.

Desempeño en la escritura de alumnos haitianos después del Ciclo de Enseñanza-Aprendizaje

La muestra estuvo compuesta por tres niños haitianos, de los cuales se analizan a continuación los dos casos más descendidos en la escritura. Se trata de estudiantes que están en proceso de adquisición del español como segunda lengua, y en cuyas producciones se pueden observar logros importantes. El avance no solo se da en términos de participación en la actividad, sino que también se genera un acercamiento al propósito comunicativo de una descripción, a partir de estructuras sintácticas muy simples, como la que se observa a continuación en la Figura 10.

Describe a tu animal fantástico:

Figura 10 Desempeño en escritura postest del estudiante 13

Como se observa, el estudiante posee un nivel de escritura inicial. Por ejemplo, aún utiliza mecanismos de ayuda para separar las palabras dentro del texto. Al respecto, es importante mencionar que su descendido desarrollo del lenguaje no le permite participar activamente en las clases de escritura propuestas para segundo básico. Es por eso por lo que la relevancia de su trabajo y la correcta utilización de un Proceso Relacional para categorizar al animal fantástico demuestran que, en su caso, el ciclo de enseñanza aprendizaje maximizó su participación, independientemente del nivel de escritura que posee. Las consecuencias de este hecho trascienden incluso el desempeño, en términos de su integración en la actividad solicitada. La multimodalidad fue un elemento relevante, ya que permitió que no se sintiera excluido y que pudiera generar significados. En la Figura 11 se muestran sus dos producciones, tanto en el pretest como en el postest.

A continuación se presenta un segundo ejemplo de un estudiante en proceso de adquisición de español como segunda lengua. Posee un nivel de escritura más avanzado que el estudiante del ejemplo previo. Sin embargo, al igual que la mayoría del grupo, no fue capaz de escribir de manera autónoma la descripción en el pretest. En el caso del postest, se apoyó en la descripción conjunta que quedó como un modelo ante el curso y la copió íntegramente, aun cuando es relevante mencionar que incorporó algunas modificaciones. Por ejemplo, en vez de copiar de manera exacta desde la pizarra el complejo clausal: "Tiene los dientes afilados, las orejas grandes y un solo ojo grande", hizo modificaciones y escribió: "Tiene los dientes afilados y las orejas grandes. Es redondo color verde tiene un solo ojo grande".

Desde una perspectiva didáctica, el ciclo de enseñanza aprendizaje motivó un cierto grado de autonomía en el proceso de escritura. Estos dos ejemplos se califican como relevantes, ya que pertenecen a estudiantes que no dominan el español y están categorizados en su escuela dentro del grupo que no posee desempeño en las habilidades evaluadas (oralidad, escritura y lectura) o que han desarrollado algunas habilidades de expresión oral
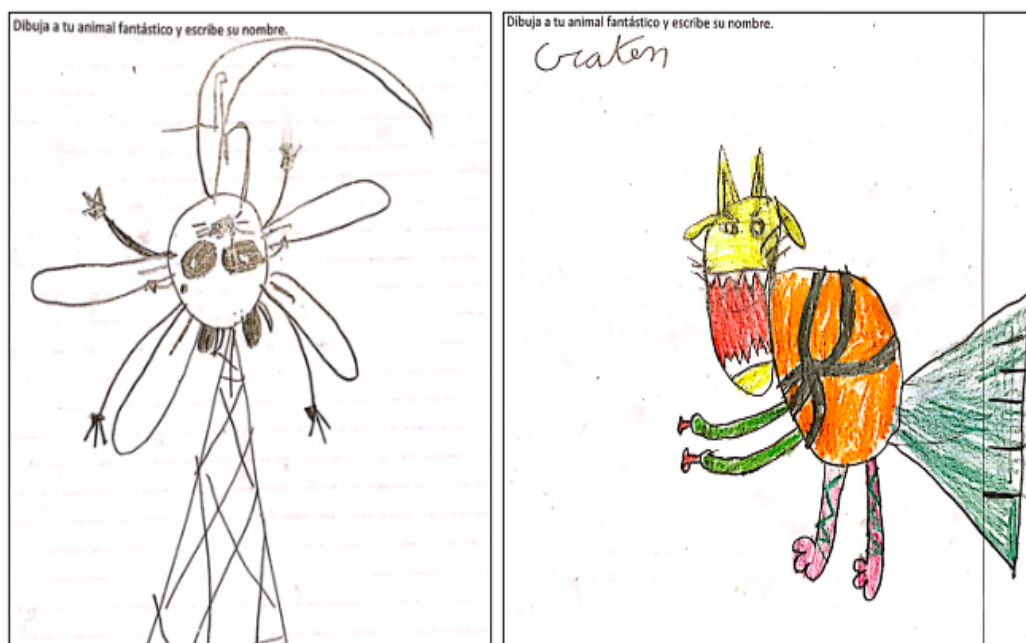
Figura 11 Producción en el pretest y postest del estudiante 13

o comprensión auditiva, pero que mantienen su discurso asociado a experiencias cercanas o necesidades concretas.

Sistema de TEMA: una aproximación a la discusión sobre el sujeto elidido en español

Otra situación interesante de analizar tiene relación con la progresión temática e informativa para configurar el significado multimodal. A continuación, en la Figura 12, se presenta un ejemplo donde el sujeto ha sido elidido, por las características sintácticas del español, pero también porque el desarrollo del texto lo permite.

En la muestra analizada, el Tema no marcado se materializa por medio del sujeto elidido en concordancia con el verbo. Esto puede observarse por medio de las imágenes. Dadas las características sintácticas del español, en particular la morfología flexiva del verbo que permite en ocasiones elidir el sujeto gramatical, la unidad de análisis multimodal

permite enfrentar las divergencias teóricas respecto del Tema. Los resultados también posibilitan afirmar que la recuperación del Tema no marcado a partir de la elisión del sujeto es coherente con el significado experiencial del texto, como plantea Moyano (2010, 2016). Siempre que el sujeto se elide en términos verbales en la muestra, es posible recuperarlo en términos visuales.

La integración de modos en el análisis de los ensambles multimodales permite afirmar que el modo de la imagen siempre posibilita la recuperación del significado de los elementos elididos. Al menos en lo que refiere a la muestra estudiada, los elementos que funcionan como Participante concordante operan también como Tema y están elididos. De esta manera, la imagen asume el rol de materializar los referentes, por lo que es el discurso multimodal y no solo los elementos gramaticales los que sustentan el elemento tematizado. Dentro de los significados en juego, la estructura de organización de la función temática o Tema posibilita
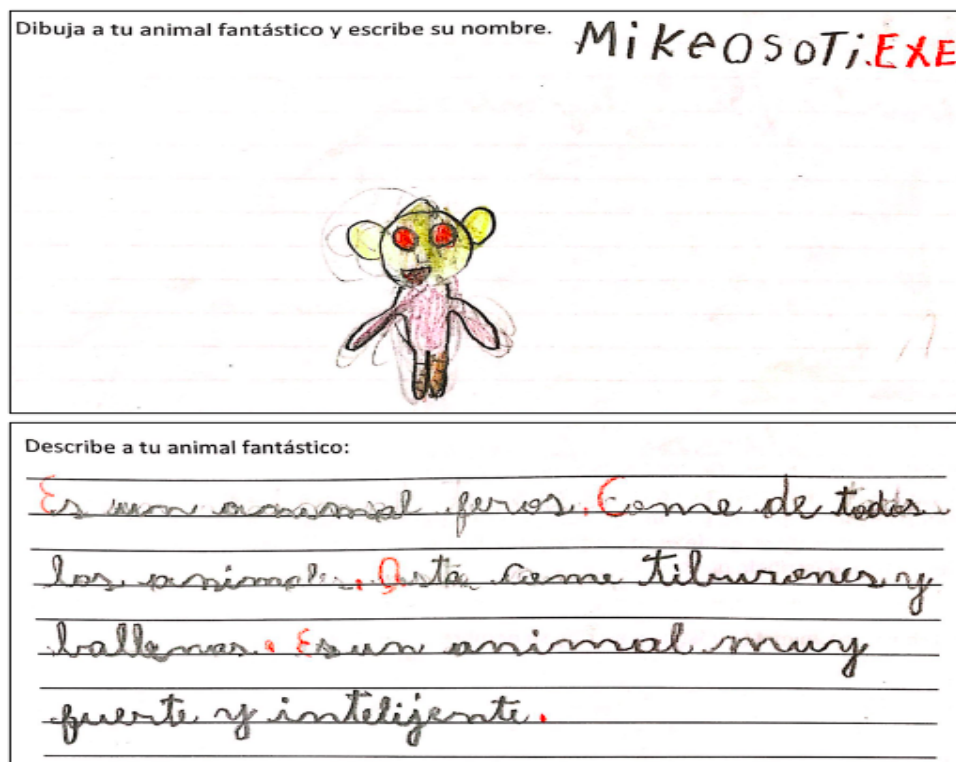
Figura 12 Ejemplo de sujeto elidido

la realización del mensaje y contribuye al flujo del discurso. Al mismo tiempo, la cláusula muestra el grado de novedad de la información, desde lo Dado o conocido hacia lo Nuevo o desconocido. Existe una estrecha relación semántica entre el sistema de lo Dado-Nuevo y el sistema de Tema-Rema, es decir, entre la estructura de la información y la estructura temática, la cual puede ser observada en la relación no marcada. En esta relación, lo Dado y lo Nuevo convergen con el Tema y el Rema. Para Halliday (2014), se trata de una relación, por defecto, predeterminada. Sin embargo, el Tema y el Rema pueden presentarse sin coincidencia, en una relación marcada. El *peak* de prominencia es el Tema, mientras que el *peak* de la información es lo Nuevo (Martin, 2001).

Al respecto, vale la pena destacar que la organización de la tarea pedida a los escolares se distribuyó entre el anverso de la hoja, referido al dibujo del animal fantástico, y el reverso, vinculado a la escritura de la descripción. Por lo tanto, no es una conclusión evidente del análisis el hecho de que se procesaría cognitivamente la información que deben proporcionar los estudiantes, a partir del recorrido de lectura que están llamados a ejecutar en la tarea solicitada. Esto, ya que la imagen no se ubica al lado izquierdo de la hoja y, por lo tanto, no explicaría por qué el sujeto elidido es la opción marcada dentro de las producciones analizadas. En efecto, la parte de la diagramación de la hoja destinada a la escritura no se encontraba al lado de la parte referida a la visualidad, como sucedería en el caso de una misma hoja separada en dos (lado izquierdo y derecho).

Conclusiones

El análisis previo ha dado cuenta de un ciclo de enseñanza aprendizaje de un género discursivo multimodal que permitió desarrollar autonomía en el proceso de escritura en una sala de clases diversa, con grandes diferencias en el desempeño de sus integrantes. Por una parte, quienes poseían un nivel de escritura inicial, se motivaron a desarrollar la actividad. Por medio de una cláusula Relacional establecieron un nexo entre un animal fantástico y su descripción. Por otra parte, quienes poseían un nivel más avanzado de escritura, incrementaron su desempeño de manera apropiada al nivel. El trabajo intencionado, colaborativo y preciso que promueve la *pedagogía del género discursivo* proporcionó la seguridad necesaria para ser capaces de escribir autónomamente una descripción.

Si bien los niveles de logros son distintos, dada la heterogeneidad de los desempeños, resulta relevante la incorporación de una perspectiva multimodal para desarrollar la escritura. Llevar a cabo nuevos ciclos de enseñanza aprendizaje permitiría seguir reforzando la estructura genérica y la conexión de cláusulas en el discurso, a partir de propuestas adecuadas al contexto escolar. Desde el punto de vista didáctico, fue un logro haber cautivado el interés de los estudiantes hacia la tarea, como lo hizo este informe descriptivo multimodal denominado "Descripción de un animal fantástico".

Es evidente que aún quedan muchos desafíos en los cuales avanzar en un curso como el estudiado. Por ejemplo, la separación en sílabas para denominar al animal fantástico tuvo pobres desempeños y solo dos estudiantes lograron identificar las sílabas iniciales de los referentes que constituían el nuevo nombre. No obstante, la inclusión de la multimodalidad permitió el involucramiento inicial sin exclusiones y un acceso justo al conocimiento. No es un logro menor el que estudiantes que de manera permanente se restaban de participar en las actividades de escritura más tradicionales, se hayan motivado a trabajar de forma integrada. Si bien la visualidad por sí sola no bastó para lograr un acercamiento inicial a la escritura en el pretest, sí permitió que todos fueran capaces de crear significados. A través de la pedagogía del género discursivo, la labor docente puede canalizar ese interés inicial hacia el desarrollo del lenguaje verbal.

En relación con el Tema no marcado, y las distintas aproximaciones desde los estudios en español, los resultados observados en el corpus son coherentes

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con la postura de Moyano (2016), en el sentido de que el Tema no marcado en español se realiza por concordancia con el verbo, y se refuerza por medio de las imágenes. Dadas las características sintácticas del español, en particular la morfología flexiva del verbo que permite en ocasiones elidir el Sujeto gramatical, la unidad de análisis multimodal permite enfrentar las divergencias teóricas respecto del Tema. Así, la integración de modos en el análisis permite afirmar que la imagen visual cumple siempre posibilita recuperar el significado de los elementos elididos, así como el referente de los pronombres. Al menos en lo que refiere al corpus estudiado, los elementos que funcionan como Participante concordante operan también como Tema y pueden estar elididos. Si esto sucede, la imagen asume el rol de materializar los referentes, por lo que es el discurso multimodal y no sólo los elementos gramaticales los que sustentan el elemento tematizado.

Es importante, para este proyecto, la proyección de la alfabetización multimodal en la "Agenda mundial 2030 para el desarrollo sostenible" de la Unesco (2014). El Objetivo 4 busca garantizar una educación inclusiva y equitativa de calidad, así como promover oportunidades de aprendizaje para todas y todos los ciudadanos, ya que se considera la alfabetización como un bien público y un derecho educativo. Desde la perspectiva de este estudio, se ha buscado abordar la acción y la reflexión a partir del desafío que significa para el sistema educativo chileno superar sus limitaciones y lograr una alfabetización multimodal escolar apropiada para la sociedad actual.

Dentro de las proyecciones y los desafíos que implica el desarrollo de la multimodalidad en la enseñanza básica, está la necesidad de definir con propiedad qué géneros discursivos multimodales son los más apropiados para promover en las escuelas chilenas el desarrollo y el fomento de la escritura y la lectura. Esto implica que se debe proveer a los alumnos de un marco común de aprendizaje, que permita suplir las eventuales deficiencias en el manejo previo de dichos géneros. Asimismo, se requiere también de una reflexión profunda respecto de cómo enseñar y

estimular las habilidades discursivas requeridas para el manejo de los géneros discursivos escolares, ya sean orales o escritos. En este estudio, la pedagogía del género discursivo permitió abordar ese desafío.

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Reading to Learn and efl Students' Construction of Spoken Biographical Recounts

El método Leer para aprender y la construcción de relatos biográficos orales por parte de estudiantes de inglés como lengua extranjera

La méthode Lire pour Apprendre et la construction de racontes biographiques à l'oral parmi des étudiants d'anglais langue étrangère

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Abstract

Reading to Learn (R2L) is a genre-based pedagogical model that has been used worldwide for promoting student literacy in L1 and L2 contexts. Despite its increasing popularity, very few studies have reported how R2L can be used to support learners' spoken communication in foreign language classrooms. This article reports the results of a qualitative study that explored how a rural-school teacher of efl used this model to support ninth graders' understanding and production of spoken biographical recounts. Findings revealed that learners' spoken meaning-making potential increased during the R2L lessons, both in terms of the amount of new content students conveyed throughout the stages and phases of the genre and in connection with the variety of lexico-grammatical resources learners used. Findings also revealed that the teacher's use of metalanguage, both verbally and represented in a diagram, became a key scaffold in students' independent construction of biographical recounts. The study underscores the value of this pedagogy for promoting spoken discourse in efl classrooms.

Keywords: spoken discourse; systemic functional linguistics; Reading to Learn; biographical recounts; genre-based instruction; efl.

Resumen

Leer para Aprender (lpa) es un modelo pedagógico basado en el concepto de género textual que se ha utilizado en todo el mundo para el desarrollo de la alfabetización académica de los estudiantes en contextos de lengua materna y lengua extranjera. A pesar de su creciente popularidad, muy pocos estudios se han ocupado de cómo se puede utilizar este modelo para apoyar la comunicación oral de los alumnos en el aula de idiomas extranjeros. Este artículo presenta los resultados de un estudio cualitativo que exploró cómo un profesor de inglés como lengua extranjera (ile) de escuela rural usó el modelo pedagógico para apoyar la comprensión y la producción de relatos biográficos orales en inglés por parte de estudiantes de noveno grado. Los hallazgos del estudio muestran que el potencial de significación oral de los estudiantes aumentó durante las clases con esta estrategia, tanto en relación con la

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cantidad de nuevo contenido que los estudiantes pudieron expresar en las etapas y fases del género como en la variedad de recursos lexicogramaticales que usaron para tal fin. Los hallazgos también muestran que el uso de metalenguaje por parte del profesor, tanto verbalizado como representado en un diagrama, se convirtió en andamiaje central para la construcción independiente de los relatos biográficos de los estudiantes. Este estudio resalta la utilidad de este modelo para la promoción del discurso oral en las aulas de ILE.

Palabras clave: discurso hablado; lingüística sistémico.funcional; Leer para Aprender; recuentos biográficos; pedagogía de género; ILE.

Résumé

Lire pour Apprendre (LPA) est un modèle pédagogique qui fait appel au concept de genre textuel. Ceci a été utilisé dans le monde entier pour le développement de l'alphabétisation des élèves dans des contextes de langue maternelle et de langue étrangère. Malgré sa popularité croissante, très peu d'études ont abordé la manière dont ce modèle peut être utilisé pour soutenir la communication orale des apprenants dans l'apprentissage des langues étrangères. Cet article présente les résultats d'une étude qualitative qui a exploré comment un enseignant d'anglais langue étrangère dans une école rurale a utilisé le modèle pédagogique pour soutenir la compréhension et la production de récits biographiques oraux en anglais par des élèves de neuvième année. Les résultats de l'étude montrent que le potentiel des élèves pour la signification orale a augmenté pendant les cours avec cette stratégie, à la fois en relation avec la quantité de contenu nouveau que les élèves ont pu exprimer dans les étapes et les phases du genre et dans la variété des ressources lexi-cogrammatiques. qu'ils ont utilisé à cette fin. Les résultats montrent également que l'utilisation du métalangage par l'enseignant, à la fois verbalisée et représen-tée dans un diagramme, est devenue un échafaudage central pour la construction indépendante des récits biographiques des élèves. Cette étude met en évidence l'utilité de ce modèle pour la promotion du discours oral dans les classes d'anglais langue étrangère.

Mots-clés : discours oral ; linguistique fonctionnelle systémique ; Lire pour Apprendre ; racontes biographiques ; pédagogie des genres ; anglais langue étrangère.

Introduction

Reading to Learn (R2L) is a genre-based peda-gogical model that seeks to promote students' independent meaning-making in both reading and writing across the school curriculum (Rose & Martin, 2012). Like other genre-based mod-els (see Martin, 1999 and Martin & Rose, 2012 for a revision), R2L follows a cycle of three stages through which teachers prepare students to under-stand an exemplar text from a genre, then the teacher and students construct a new text together, and finally students construct another text in the same genre independently. Extensive research has demonstrated how genre-based pedagogy aids teach-ers to develop learners' meaning-making potential in reading and writing at high school and college lev-els (Achugar, 2003; Achugar & Carpenter, 2012; Boccia et al., 2013; Brisk & de Rosa, 2014; Byrnes et al., 2010; Coffin, 2006; de Oliveira & Iddings, 2014; Dreyfus et al., 2016; Gebhard et al., 2007; Humphrey & Feez, 2016; Joyce & Slade, 2000; Schleppegrell et al., 2014; Whittaker & Lövstedt, 2017). R2L grounded research has also illustrated significant L1 and L2 literacy gains among low achievers (Martin & Rose, 2008; Whittaker & Acevedo, 2016; Millin & Millin, 2014). Becerra et al. (2019) illustrated how R2L helped EFL stu-dents to improve their results in reading tasks, providing them with strategies to read explana-tion texts independently.

Although genre-based research has flourished in the past two decades, few studies have explored how this pedagogy, and R2L in particular, can facilitate the teaching and learning of students' spoken L2 discourse. Joyce and Slade (2000) argued that the use of authentic and comprehen-sive dialogues accompanied by the study of their identifiable generic structure could become a springboard for the teaching and learning of oral conversational genres (i.e., recounts, anecdotes, storytelling). Banks (2000) echoed Joyce and Slade's genre-based orientation (2000), illustrating how the familiarization and rehearsal of a generic structure of casual conversation helped students negotiate the existing structure and successfully engage in long casual conversations. McKay et al. (2000) also reported how the identification and implementation of five co-constructed teaching and assessing strategies facilitated improvement of students' casual conversation skills and propelled independent learning. Khatibi (2014) demon-strated through a quasi-experimental study that genre-consciousness tasks based on Benedict's model (2006) helped Iranian students perform significantly better in standardized speaking tests which included diverse spoken genres (e.g., recounts, reviews, biographies).

More specifically, Wilkins (2018) illustrated how the study of the recount genre, along with the combination of a negotiated genre model (deconstruction, joint construction, and self-con-struction), helped Japanese learners of English add more clauses to their utterances and complete oral tasks more successfully. Interestingly, Wilkins explained that, while students engaged in conver-sations more successfully, they still had limitations to initiate talks spontaneously with the teacher and other peers. Not unlike Wilkins, Herazo (2014) reported how genre-based pedagogy could be used to promote high school students' mean-ing-making in shopping exchanges and spoken recipe procedure genres, emphasizing the use of a metalanguage as conceptual tools that learn-ers could use to support their attempts to create meaning in English as a foreign language (EFL). Fernandez (2017) and Fernandez and Donato (2020) have also explained how the study of the genre of service encounters, accompanied by the Schema of a Complete Orienting Basis of Action (SCOBA) helped L2 Italian learners successfully engage in conversation during a study abroad experience.

To our knowledge, no research has used R2L for sup-porting students' spoken meaning-making potential in a new language. This study adds to current R2L and genre-based research by illustrating how R2L helped students increase this potential in spoken bio-graphical recounts in an EFL classroom. The study

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addressed two research questions: (1) What are the changes which may occur in students' meaning-making potential in spoken EFL discourse during R2L lessons, and (2) in what ways may the teachers' use of metalinguistic knowledge contribute to such changes?

Theoretical Framework

The following section describes the founding principles of R2L and provides thorough details of its stages.

The Reading to Learn Approach

R2L draws from Systemic Functional Linguistics' (SFL) view that language is a semiotic resource for making meaning in social contexts (Halliday & Matthiessen, 2004). Language offers a variety of options from which users can choose to respond to the semantic demands of particular situations and cultural purposes. From this view, it follows that R2L conceives language learning as the expansion of the semiotic resources learners can use to make meanings in context (Christie, 2004; Halliday, 1993).

R2L is also based on SFL's premise that any language use in context comprises texts that, in turn, belong into specific genres (Christie, 2004). A text is any instance of language use in communication involving a person who means, some form of meaning, and a person to whom that meaning is addressed (Hasan, 2004). Genres are patterned ways of language use that respond to the demands of particular social contexts (Derewianka, 1990; Halliday & Matthiessen, 2004; Martin & Rose, 2007). These include, for example, the way language is used to explain a recipe procedure or the way a biographical recount describes the life events of a person. Genres are classified according to their primary social purposes: Narratives tell a story, usually to entertain; and instructions tell people what to do, while expository texts argue a viewpoint (Derewianka, 2003).

Not unlike other genre-based models inspired by SFL, R2L follows the principle that the patterned ways of using language in genres should be made explicit to learners (Schleppegrell, 2004). To this end, R2L favors the use of a shared meta-language (i.e., language to talk about language) as a pedagogical resource to talk about texts and thus promote learners' awareness of how language works to create various kinds of meanings (Humphrey & Macnaught, 2011). Examples of such metalanguage are the specialized terminology used in SFL (e.g., orientation, complication, resolution) or the one teachers and students may customize (e.g., action, reaction, interaction; Humphrey & Feez, 2016) to scaffold students' understanding and creation of texts.

R2L is also based on the sociocultural view (Vygotsky, 1978; Gibbons, 2003) that learning occurs thanks to guidance from others in the context of meaningful tasks. Hence, R2L proposes a series of support strategies to enable students to read and write various kinds of genres independently (Rose & Martin, 2012). These strategies are organized along three levels of support, from understanding and producing whole texts to
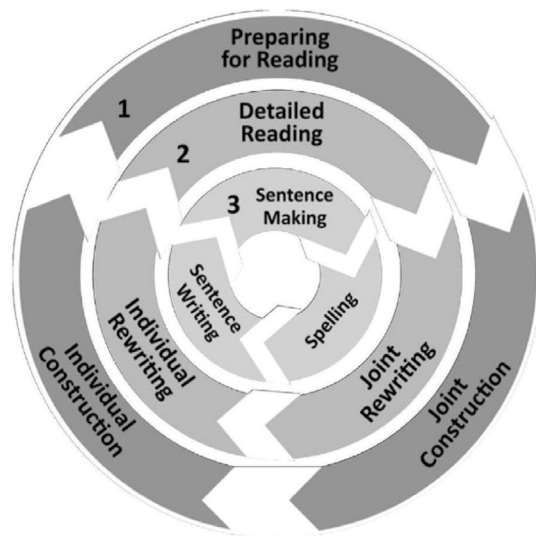
Figure 1 Reading to learn cycle

becoming aware and using the wordings of discrete clauses (Figure 1).

The first level of support focuses on whole texts and comprises three stages: *preparing for reading, joint construction, and independent construction* (the outer layer of the cycle in Figure 1). *Preparing for reading* supports students to read along the text with a general understanding of its context of situation and culture. Students' background knowledge of the genre type is activated by briefly explaining to the students what the text is about and pointing at its schematic structure. Then, a summary of the text is provided to give more intensive support by telling students how the text unfolds step by step. The purpose of this stage is to reduce the semiotic load of trying to understand a model text of the genre learners would use in the next stage. In joint construction, the teacher and the students collaboratively deconstruct the stages and phases of the model text and jointly construct a new one organized with the same schematic structure. During independent construction, students can work individually or in groups to write a new text of the same genre independently. Based on the current level of students, the teacher can decide on providing little or no support to the groups during this stage of the cycle.

The second level of support, the intermediate layer in Figure 1, focuses on key segments of texts and comprises three other stages: *detailed reading, joint rewriting, and individual rewriting*. These stages help students understand how groups of words create meaning in clauses (Rose & Martin, 2012). In detailed reading, teachers support students' understanding of the text following a carefully planned, three-part interaction cycle. First, teachers prepare students by reading sentence by sentence, summarizing the meaning of the whole clauses in language students can understand and telling the position cue of the wordings to be read. Second, students engage in the learning task, identifying, in the text, the wordings previously signaled through the teacher cues. Last, teachers affirm and elaborate on students' answers by explaining the wording's actual meaning or how they make sense in the text (Rose, 2015). This stage enables students to understand and participate by elaborating meaning, defining terms, and explaining relevant concepts from the text (Rose, 2008). In joint rewriting, students, along with the teacher, use the words they highlighted in the previous stage to brainstorm ideas on the board in order to reconstruct the text using their understanding from detailed reading. Finally, in individual rewriting, students use the notes to rewrite the same segment of text on their own.

The third level of support focuses on sentences and comprises *sentence making, spelling, and sentence rewriting* (the innermost cycle in Figure 1). These stages help learners to understand how letters are arranged, and how groups of words, sentences and clauses create meaning in the genre. At the level of words and sentences, students learn how to select elements of the texts and organize them into coherent and well written sentences and sequences (Rose, 2008).

The strategies used within the cycle can be used flexibly to accommodate students' needs, proficiency, and genre type (Rose & Martin 2012). For instance, teachers can think of engaging learners in joint construction after the *preparing for reading* stage, depending on their English level. Similarly, the teacher may select the skill to emphasize, for example, adapting the R2L cycle for teaching spoken discourse (as is the case of this study) or focusing on reading over writing (Becerra et al., 2019; Benítez et al., 2018).

Becerra et al. (2019) report how a high school teacher adapted the R2L cycle to promote ninth graders' comprehension of explanation texts in efl during six lessons. For instance, the teacher privileged a focus on lexicogrammar during the step-by-step summary before actual reading and detailed reading, which appeared to be material for developing students' understanding of explanations. Similarly, Benítez et al. (2018) focused on students' critical reading and thus added the

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stages of building context, purpose and structure of the text, detailed reading, re-representation of ideas from the text, reaction to it, and self-assessment. They also incorporated conscious attention to reading strategies by the teacher.

Methods

This qualitative study (Richards, 2003) aimed to explore the changes in students' meaning-making that ensued from a high-school teacher's implementation of R2L to develop spoken discourse. Consistent with the nature of qualitative research, the study focused on understanding how R2L was used in an unaltered high-school classroom and documenting the qualitative changes that occurred in EFL learners' spoken discourse as a result.

Context and Participants

Participants were an EFL teacher, Mr Noel (pseudonym), and his 14-16-year-old ninth graders in a small rural state school in Colombia. Mr. Noel is an experienced teacher who holds a bachelor's degree in English language teaching and a masters' degree in education. Mr. Noel was invited to participate in the study because of his reputation as a successful EFL teacher who frequently sought out professional development. At the beginning of this study, his students were beginning EFL learners who could introduce themselves or describe friends orally using basic language but usually struggled to follow L2 instructions.

The Reading to Learn (R2L) Program

The R2L professional development program consisted of four 3-hour workshops based on R2L teacher resource books (Reading to Learn, 2007) and five collaborative lesson planning sessions that helped Mr. Noel: (1) understand the concept of text, (2) identify different genres, (3) recognize R2L strategies, and (4) integrate them into his R2L lessons. Mr. Noel's R2L lessons focused on ninth graders' ability to recount life events orally through two biographical recounts (Steve Jobs and famous Colombian singer, Martín Elias) over four lessons.

Rather than implementing it rigidly, Mr. Noel and researchers modified the R2L model to suit learners' needs to develop spoken discourse, adapting the stages of the R2L as follows: Preparing for listening, Detailed listening, Joint retelling, Joint construction and Independent speaking. During Preparing for listening, Mr. Noel described to students the purpose and typical stages of a biographical recount by pointing to Steve Jobs' biography and mentioning the key stages and events that students eventually watched in a video. For Detailed listening, students watched the video again while reading its transcript. Mr. Noel followed Martin and Rose's (2008) interaction cycle, pausing the video repeatedly to help students focus on specific wordings realizing Jobs' life events, aiding students to identify and highlight those key wordings in the transcript from the spoken text. For Joint retelling, Mr. Noel used a timeline to revise the purpose and key wordings of this text and guide the joint retelling of the video. During Individual retelling, the students retold Jobs' life events using their previous notes and teacher's cueing through the timeline.

For Joint Construction, Mr. Noel and the students co-constructed the biography of the Colombian Vallenato singer, Martín Elías, using a timeline to annotate key wordings associated with the singer's life events. Afterwards, they jointly told Martín Elías' biography using the timeline as a scaffolding tool. During the independent speaking stage, Mr. Noel asked students to work in dyads to construct a timeline diagram and present the biography of a famous celebrity in front of the class.

Data Collection and Analysis

Data sources included four audio recordings and two video and audio-recorded lesson observations lasting 90 minutes each on average, as well as the production tasks of six students (three tasks before the implementation and another three at the end). Classroom observations served to document Mr. Noel's implementation of the R2L cycle and students' responses to this model. Whereas the first three production tasks helped researchers gain an

initial understanding of the students' linguistic resources and schematic structure for biographical recounts, the other three provided insights about variations in students' linguistic choices and meaning-making after R2L.

To identify the changes in students' oral production of biographical recounts, we analyzed the schematic structure, average units of meaning, and lexico-grammatical resources of three students' spoken biographical recounts presented individually at the beginning of the study and three more recounts students performed in pairs at the end. The schematic structure analysis involved the identification of the typical stages and phases of a biographical recount (Rose, 2018). The units of meaning analysis followed Halliday and Matthiessen's (2004) position that each clause construes a figure of meaning providing new content. For their identification, we considered utterances that contained a verb or process (Thompson, 2013) or provided new information despite not having a verb (e.g., "no children") in each one of the students' texts. Repeated utterances or students' self-correction were counted as a single clause.

Analysis of lexico-grammatical resources focused on the identification of transitivity elements (Thompson, 2013), namely participants (e.g., actor), processes (e.g., material, verbal, mental, etc.), and circumstances (e.g., time, manner), and their roles in each clause.

To understand the teacher's use of metalinguistic knowledge and its contribution to students' understanding and production of spoken recounts, we focused on how the teacher used the metalinguistic concept of stages and phases of a text as a tool to scaffold students' spoken meaning-making throughout the different stages of the R2L cycle for spoken discourse. We first identified all moments in lessons in which the teacher used metalanguage, coding whether it was used verbally by the teacher or students, or whether it appeared represented in the form of a diagram (i.e., as a biographical timeline). Microanalysis of

interaction (Wertsch, 1985) followed the coding stage in order to describe the roles of such metalinguistic knowledge in facilitating students' meaning-making in the various tasks of the R2L lessons. Qualitative analysis of these episodes was shared and discussed among researchers before arriving at interpretations.

Findings

Findings suggest that, towards the end of the R2L lessons, students became able to tell the life stages of famous people by following the schematic structure of biographical recounts and using more varied linguistic resources, which resulted in richer meaning-making. Below, we discuss these findings and describe how the teacher used metalinguistic knowledge, presented both verbally and visually as a pedagogical diagram, to scaffold students' meaning-making.

Using the Genre's Schematic Structure to Produce Biographical Recounts

Analysis revealed that students became able to organize their texts following the typical stages (orientation and life stages) and phases (e.g., early life, fame stages) of a biographical recount (Rose, 2018), including new phases that varied according to each celebrity's life. Table 1 illustrates the stages and phases of students' initial and final texts, including the number of clauses for each (e.g., X2 stands for two clauses).

Analysis of the phases conducted in students' biographical recounts also revealed that students became able to represent an increased variety of life events towards the end of the R2L lessons. As Table 1 shows, initial students' texts[1] only included phases related to the orientation stage of a biographical recount. For instance, Mario's text about Neymar contained an initial phase indicating his

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1   Square brackets indicate pronunciation errors, double parentheses show missing information; successive colons indicate lengthening of preceding phoneme.

Table 1 Schematic Structure of Students' Biographical Recounts

| Stage | Phase | Initial Biographical recount | | | Final Biographical recount | | |
		Bonny's text	Mario's text	Vale's text	Bonny & Wendy's text	Mario & Jose's text	Vale & Yesi's text
Orientation	Identifying the person	X4	X3	X3	X	X	X
	Birth	X2	X2	X2	X	X2	X
Life stages	Childhood	…	…	…	…	X	…
	School	…	…	…	…	X	…
	Work	…	…	…	X4	…	…
	Marriage	…	…	…	…	X	X
	Children's birth	…	…	…	…	X	…
	Divorce	…	…	…	…	X	…
	Fame	…	…	…	X	…	X
	Death	…	…	…	X3	X	X

Note: X= number of clauses in each phase, ... = no clauses in the phase.

name (*He is Neymar Silva Santos),* his age *(he is 30)* and his profession *(his job a play soccer)*. The second phase included Neymar's date and place of birth (*[Date of birth] 5 of [February]::: ((1992)) , [Date of place] ((Mogi das Cruces)) Brazil*). Bonny and Vale's texts included the same stage (orientation) and phases (person's name and date of birth) identified in Mario's text.

The students' final texts contained the two typical stages of biographical recounts (e.g., orientation and life events) as well as a variety of phases (birth, childhood, school, marriage, death) that signaled different events in the celebrities' lives. For instance, Mario and his partner Jose's final text included phases related to princess Diana's life events such as childhood (*her parents divorced*), school (*she first time in school in September first 1970*), marriage (*his get [married] with [prince] Charles*), children's birth (*had his first [child] and second [child]*), divorce (*Diana and Charles divorced*), and death (*princess Diana dead in Paris, She died in Paris*). Likewise, their partners' texts included varied phases that included marriage (*Maria Teresa was (,1) his ? wife esposa, wife*), fame (*leader of the patriory [society]*), and death (*He ::: died 18[30]*) along with remarkable life events of their chosen celebrities.

In sum, findings indicate that students' final texts included the typical stages of the biographical recount genre and a rich variety of phases according to each person's life experience. This may suggest that students gained awareness of the schematic structure of the biographical recount at the end of the R2L adapted cycle.

Students' Use of Transitivity Resources

Analysis of initial and final texts revealed that students conveyed more meanings using more varied transitivity resources in their spoken biographical recounts towards the end of the R2L lessons. Students' initial texts included an average of five units of meaning and transitivity resources such as relational processes, participants as value, carrier and attribute, and a few circumstances of time and place. In contrast, students' final texts included an average of nine units of meaning along with a greater number and variety of transitivity resources such as new participant roles, processes, and circumstances. This comparison is illustrated in Table 2.

Table 2 details students' use of units of meaning and transitivity resources in their texts. The units of meanings increased by almost four mean

Table 2 Units of Meaning and Transitivity in Students' Spoken Biographical Recounts

	Initial Texts			Mean	Final Texts			Mean
	Mario's	Bonny's	Vale's	Mario & Jose's	Bonny & Wendy's	Vale & Yesi's	
Units of meaning	6	5	5	**5.3**	11	9	7	**9**
Participants								
Value	1	1	2	**1.3**	2	1	1	**1.3**
Carrier	4	2	2	**2.7**	2	2	2	**2.0**
Attribute	4	2	2	**2.7**	2	1	2	**1.7**
Actor	0	0	0	**0.0**	5	6	1	**4.0**
Processes								
Material	0	0	0	**0.0**	7	5	2	**4.7**
Relational	6	2	5	**4.3**	3	3	3	**3.0**
Circumstances								
Time	1	1	1	**1.0**	4	2	4	**3.3**
Place	2	1	1	**1.3**	3	3	1	**2.3**
Role	1	0	0	**0.3**	1	0	0	**0.3**
Accompaniment	0	0	0	**0.0**	2	1	0	**1.0**

points, specifically each case used between two and four more clauses containing new information in their final texts. This contrast can also be observed in Bonny and her partner's texts in Tables 3 and 4. Specifically Bonny's initial text (Table 3) contained six units of meaning. The first two units and the last one identify who Benito is (name, age, and occupation), whereas the other three units give information about his birth (birthdate and place of birth). Bonny and Wendy's final text contains eleven units of meaning. The students were able to tell the orientation in Clause 1 (name) as well as life events in Clauses 2 to 11 (birth, professional debut, signing of first international contract, obtention of first international prize, cerebral accident that caused death, and death). This points to a clear expansion of meaning potential throughout the R2L sessions, as students appear to have become able to produce a larger number of clauses conveying new content.

Regarding changes in students' use of transitivity resources, the number of clause participants as value, attribute, and carrier did not have significant differences; however, the number of participants as actors increased four mean points. Regarding processes,

the number of relational processes decreased one mean point while the number of material processes increased almost five mean points. The number of circumstances also increased in the final texts; specifically, time circumstances increased two mean points while circumstances of place and accompaniment increased one mean point each. However, the number of role circumstances did not vary.

Students' use of these transitivity resources is further illustrated by qualitatively comparing students' initial and final spoken biographical recounts in Tables 3 and 4. For example, Bonny's initial text included human participants in relational clauses with only two circumstances of place and time, realizing the orientation stage of spoken biographical recounts (in Table 3, students' pronunciation mistakes have been omitted to facilitate reading).

As presented in Table 3, Bonny's text specifically contained the participant *he* as value in Clause 1 (*He is Benito Antonio Martinez Ocaso)* and as carrier in Clauses 2 to 6 (*he is twenty-three*), as well as several attributes (e.g., *twenty-three, a singer*). In Clause 1, the relational process *be* performed an Identifying

Table 3 Benito's biography by Bonny

1	He	is	Benito Antonio Martinez Ocaso	
	Part:Value	Rel: Identifying	Token	
2	He	is	twenty-three	
	Part:Carrier:Human	Rel:identifying	Part:Attribute	
3	He	is	born	of twenty-six of March 1994
	Part:Carrier:Human	Rel:Attributive	Part:Attribute	Circ: time
4	He	is	born	in San Juan Puerto Rico
	Part:Carrier:Human	Rel:Attributive	Part:Attribute	Circ: place
5	He	is	from San Juan de Puerto Rico, Estados Unidos	
	Part:Carrier:Human	Rel:Attributive	Part:Attribute	
6	He	is	a singer	
	Part:Carrier:Human	Rel:Attributive	Part:Attribute	

Note: Part= participant, Rel= relational process, Circ= circumstance

function; in Clauses 2 to 6, its function was Attributive, describing the person's age, birth, profession, and nationality. Bonny's text included only two circumstances, one of time in Clause 3 (*He is born of twenty-six of March 1994*) and one of place in Clause 4 (*He is from San Juan de Puerto Rico*). Although Bonny's use of these linguistic resources allowed her to introduce the character of her biography, they seemed insufficient to achieve the distinctive purpose of a biographical recount, which is to narrate the life events of a person.

In contrast, Bonny & Wendy's final text (Table 4) included a greater variety of units of meaning and transitivity resources. This allowed them to retell important events in a person's biography, therefore achieving the purpose and following the stages and phases of a biographical recount. These resources included both relational and material clauses with participants (i.e., the celebrities) as actors, a variety of which was missing in the initial texts.

Bonny and Wendy's text included eleven clauses, four of which were *relational*. Clauses 1 and 2 were of the identifying type (*He is Miguel Calero*), whereas Clauses 3 and 10 were *attributive* (*He was born in 1971*). These clauses included participants as value, carrier and attribute, and one circumstance of time (*in 1971*). Clauses 4 to 7 contained four material: intentional processes (e.g., *he debuted*); Clause 8

contained a passive: material process (e.g., *he was taken*), and Clauses 9 and 11 contained material: involuntary processes (e.g., *he died*).

New participant roles appeared in the text such as actor, in Clauses 4 to 7 and 9 to 11 (e.g., *he first obtained the Mexican title*) and goal in clause 8 (e.g., *Calero was taken to emergency*). Students included varied circumstances such as role (e.g., *as professional player*) and accompaniment (e.g., *with Pachuca, with cerebral thrombosis*) in Clauses 4, 6, 7, and 8; time (e.g., *in 14 of April, in December 4th 2012*) in Clauses 2, 3, 8, and 11; and place (e.g., *in Barranquilla, in Mexico, to emergency*) in Clauses 5, 6, 8, and 9. A combination of circumstances is also observed in the sixth and eighth clauses where students specified role and place (e.g., *with Pachuca in Mexico*), and place, accompaniment, and time (e.g., *to emergency in a day of Sunday noviembre 25 with a cerebral thrombosis*), respectively.

In sum, the increased number in units of meaning as well as the greater variety of transitivity resources in students' final spoken biographical recounts may provide important evidence of the students' expanded meaning-making potential by the end of the R2L lessons. Such increased potential allowed students to achieve the distinctive purpose of biographical recounts, which is to narrate the main events of a person's life. In other words, learners' meaning-making

Table 4 Calero's Biography by Bonny & Wendy

1	he	is	Miguel Calero		
	Part:Value	**Rel: Identifying**	**Token**		
2	his birth	was	in 14 of April,		
	Part:Value: Non-Human	**Rel: Identifying**	**Circumst: Time**		
3	he	was	born	in 1971	
	Part:Carrier: Human	**Rel: Attributive**	**Attribute**	**Circumst: Time**	
4	he	debuted	as profession player		
	Part:Actor: Human	**Mat:Intentional**	**Circumst: Role**		
5	--	started	in Barranquilla, Colombia,		
	Part:Actor: Human	**Mat:Intentional**	**Circumst: Place**		
6	he	signed	his main contract	with Pachuca	in Mexico
	Part:Actor: Human	**Mat:Intentional**	**Goal**	**Circumst: Accomp**	**Circumst: Place**
7	he	first	obtained	the Mexican title	versus Tigre de UANL
	Part:Actor: Human		**Mat:intentional**	**Goal**	**Circumst: Accomp**
8	Calero	was taken	to emergency	in a day of Sunday *noviembre* 25	with a cerebral thrombosis
	Part:Goal	**Mat:Passive**	**Circumst: Place**	**Circumst: Time**	**Circumst: Accomp**
9	and he	died	in Mexico city		
	Part:Actor: Human	**Mat:Involuntary**	**Circumst: Place**		
10	He	was	41 years old		
	Part:Carrier: Human	**Rel: Attributive**	**Attribute**		
11	He	died	in December 4th 2012		
	Part:Actor: Human	**Mat: Involuntary**	**Circumst: Time**		

Note: Part = participant, Mat = material process, Rel = relational process, Circumst = circumstance, Accomp = accompaniment.

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potential went from simply introducing the person whose life events they would describe to both introducing the person and recounting his/her life events using a greater variety of linguistic resources during the R2L lessons.

Scaffolding Spoken Discourse Through Metalanguage and Pedagogical Diagrams

This section describes how Mr. Noel used metalinguistic knowledge of stages and phases of a text as a tool to scaffold learners' attempts to tell biographical recounts in the R2L lessons. This tool appeared first verbally, in Mr. Noel's explanations during preparing for listening, detailed listening, and joint retelling (Lessons 1 and 2), and then as a diagram in the form of a biographical timeline that students used to prepare for individual retelling, joint construction, and independent speaking (Lessons 2 through 4).

Metalinguistic support of learners' understanding and reporting of a spoken biographical recount

Metalinguistic knowledge of stages of a text first appeared verbally, in Mr. Noel's interaction with

1	T	Vamos a ver un video, de la vida de <u>Steve Jobs</u>	Let's watch a video, about <u>Steve Jobs</u>' life
2	S?	Steve Jobs	
3	T	Una biografía, y nos van a contar un poquito acerca de su::: nacimiento, Atentos aca por favor, nos van a contar un poquito acerca de su nacimiento, his BIRTH, recuerdan BIRTH?	A biography and it will tell us a little about his::: birth, pay attention please, it will tell us a little bit about his birth, his BIRTH, remember, BIRTH?
	S?	Uh huh	
	T	<u>¿verdad?</u> Nacimiento, nos van a contar un poquito acerca de sus::: primeros trabajos de su vida en la universidad::: nos va a contar un poquito acerca de?, Eh::	Right? Birth, it will tells us a little bit about his::: first jobs, his life in college::: it will tell us a little bit about?, Eh:::
4	S?	Y que estudió él, profe?	And what did he study, prof?
5	T	(.2) esa es una muy buena pregunta, su familia::: los amigos::: verdad? Nos van a contar, de todo eso, pero no nos van a decir hacer- no nos van a hablar de la fecha de cuando falleció por eso que, era importante que revisaran verdad? Entonces vamos a estar atentos al video eh, y eh bueno, vamos a prestar atención al video	(.2) that's a really good question, his family::his friends:::right? It will tell us a little bit about all that, but it won't tell us, it won't tell us the date when he died because it was important that you check, right? So, we are going to pay attention to the video eh, and eh well, we are going to pay attention to the video

Figure 2 Mr. Noel's Use of Verbal Metalinguistic Support (transcript 1)

learners, to support understanding and retelling of a biographical recount of Steve Job's life. Transcript 1 (see Figure 2) occurred after Mr. Noel brainstormed students' previous knowledge of Steve Jobs at the beginning of the first lesson. Mr. Noel stood in front of the class while the video of Steve Job's life was projected on the board.

Mr. Noel used the metalinguistic term 'biography' (Turn 3) and referred to the contents of the video in terms of the stages of Steve Job's life, such as birth, first jobs, university life (Turn 3), and family and friends (Turn 5). Such preview of the contents of the video intended to facilitate understanding by offering students a sequence of events they could use to guide their listening and watching of the video.

Verbal support about the stages of a text also occurred as shared metalanguage that Mr. Noel and students used in their interactions towards the end of the first lesson. Unlike Transcript 1, such support facilitated students' active engagement in reporting their understanding of the video. Transcript 2 (see Figure 3) occurred after detailed listening and highlighting of key wordings in a written version of Steve Jobs' video, at the end of the first lesson. The video was paused but projected on the board.

Similarly to Transcript 1 (Figure 2), Mr. Noel's use of the idea of stages provided a framework for students to report their understanding of the video. Unlike Transcript 1, however, metalinguistic terms appeared both in students and Mr. Noel's talk as a metalinguistic tool for naming the stages of Steve Job's life (Turns 2, 4, 6, 8, and 9) and to refer to the contents of the video more generally ("stages," Turn 1).

In addition to using metalanguage verbally, during the second lesson Mr. Noel represented it as a timeline. This timeline functioned as a Pedagogical Diagram (Martin & Rose, 2008) that organized

1	T	Qué etapas de la vida de Steve podemos identificar aquí, a ver? ((referring to transcript))	Which stages of Steve Job's life can we identify here, let's see?
2	S1	La infancia	Infancy
3	T	Okay:::	
4	S?	la adolescencia	Adolescence
5	T	podemos irlo ((writes *Birth* on the whiteboard)) BIRTH	We can go
6	S?	Nacimiento	Birth
7	T	okay, de que más nos hablan acá a ver? ((referring to transcript)), what else?	Okay, what else does it talk about, let's see?
8	S1	La niñez	Childhood
9	S?	La infancia	Infancy
10	T	Okay::: ((writes *childhood* on the whiteboard))	
11	S3	De su estudio	About his studies
12	S1	((addressing S3)) Etapas de la vida	Life stages
13	S2	la adolescencia (.2) adolescense	Adolescence
14	T	ADOLESCENCE ((writes *adolescence* on the board))	

Figure 3 Metalinguistic Support as Shared Metalanguage (transcript 2)

the joint retelling of Steve Jobs' biography. Mr. Noel drew the timeline from top to bottom on the left of the board. The timeline included the phrase "Steve Jobs Biography" as title and the words "birth," "school years," "college," and "work," written one below the other along an arrow-tipped line. Mr. Noel and students had also written notes consisting of phrases and a few sentences to summarize the stages of Jobs' life on the right of the board. To also provide support, Mr. Noel projected the video in the center of the board, without sound, and stopped it after each key stage in Steve Job's life. The phrase Reed College was one of the notes written on the right of the whiteboard. Transcript 3 (Figure 4) shows a clear example of how Mr. Noel used metalinguistic support in the form of a timeline for guiding joint retelling of Jobs' life.

While previous verbal uses of metalanguage had facilitated understanding of the video, the diagram representing the stages of Steve Jobs' life facilitated students' speaking, albeit in retelling under Mr. Noel's direction. Students first identified the stage they would talk about (Turns 2 and 4) and then

provided information about it supported by Mr. Noel's continuous prompting (Turns 5, 7, 9, and 11). It is revealing how the timeline, along with the notes and the muted video, was material in facilitating students towards what to say, also offering opportunities for Mr. Noel to clarify content (Turns 13 to 21) and emphasize the kind of lexicogrammar (Turns 23 and 25) students would need for joint construction and independent speaking in later lessons.

The Timeline as a Pedagogical Diagram to Scaffold Joint and Independent Construction of a Spoken Text

The timeline also worked as a pedagogical diagram that students used to guide their EFL spoken meaning-making. Students first annotated key wordings in the timeline and then used those wordings during both joint construction and independent speaking. As preparation for joint construction students looked for information about Martín Elías, a famous Colombian singer whose biography students had chosen to tell. Then, during the third lesson, Mr. Noel drew another timeline horizontally along the

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whiteboard. Students and Mr. Noel used the timeline to brainstorm details about Martin Elias' life, which they then annotated on the board. Transcript 4 (Figure 5) illustrates how students and Mr. Noel jointly constructed the stages in Martin Elias' biography using the timeline as visual metalinguistic support. The word "no" was the only note written under the stage "college" in the timeline.

Mr. Noel tapped on the timeline (Turn 1) to direct students' speaking towards the stage of "college"

in Martin Elias biography. Then, as S1 started to speak, he provided support by repeating S1's contribution with rising intonation (Turns 5, 8, and 12) and making clarifications about the content of this stage (Turn 10). It is revealing in Transcript 4 how S1 became able to build a full clause from the note "No" in the timeline, showing in turn how the timeline's and Mr. Noel's support facilitated S1's precise and grammatically accurate description of this stage in Martin Elias' life (Turns 11 and 13).

1	T	y ahora dónde vamos ((taps on the timeline that's drawn on the board)) en qué etapa vamos?	And now where do we go ((taps on the timeline that's drawn on the board)) what stage are we at?
2	SS	college	college
3	T	en qué etapa vamos,	what stage are we at?
4	SS	College	
5	T	college, que diríamos ahí, a ver?	college, what would we say there, let's see?
6	S?	he's	
7	T	HE::: no::: primero?	HE:::no:::first?
8	SS	He went ((almost inaudible))	
9	T	HE went:::	
10	S?	to college	
11	T	to college, what college? (.2) what's the name::: of the college?	
12	S	XXX	
13	T	no lo tienen ahí? Reed college	Don't you have it there?
14	S?	XXX (.3) no dice	(.3) it doesn't say
15	T	Si dice	Yes, it does
16	SS	no:::	
17	T	O es el Reed high school?	Or is it the Reed high school?
18	S?	no dice	It doesn't say
19	T	Claro véalo, aquí está, went to REED::: college, ese es el nombre Reed	Sure, see here it is, went to REED::: college, that's the name Reed
20	SS	AH::: ((giggles))	
21	T	claro el nombre de la universidad es REED, entonces cómo quedaría?	Of course the college name is Reed, then how would it be?
22	SS	Xxx	
23	T	Steve::: ((taps on whiteboard))	
24	S?	Went to Reed College	
25	T	WENT TO::: Reed college	
26	S?	Reed college	
27	T	Okay	

Figure 4 Metalinguistic Support in the Form of a Timeline (transcript 3)

1	T	College ((taps whiteboard with the marker on the word college in the timeline))	
2	S1	No (.3) He	
3	T	He::	
4	SS	He didn't	
5	T	He didn't?	
6	S1	A college	-
7	S2	graduate graduate	-
8	T	He didn't? (.2)	
9	S2	Graduate No se graduó	He didn't graduate
10	T	Ok, no se graduó, pero es que ni siquiera empezó. Como diríamos entonces?	Ok, he didn't graduate, but he didn't even start. How would we say, then?
11	S1	He didn't::	
12	T	He didn't?	
13	S1	Go to college	
14	T	Go to college. Right, he DIDN'T go to college.	

Figure 5 Visual metalinguistic support of joint construction (transcript 4)

In the final lesson students used the timeline on their own, in small groups, as a visual support tool to tell their biographies independently. As preparation for independent speaking, Mr. Noel distributed written biographies of three famous characters students had chosen in the previous lesson: Miguel Calero (a Colombian soccer player), Simón Bolívar (a military leader during Colombian independence), and Princess Diana of Wales (the late princess of England). In small groups, students drew timelines in their notebooks and took notes about the life stages of the character whose biography they had decided to tell. Mr. Noel interacted with the small groups to help them with pronunciation, lexicogrammar, and understanding the written biographies. Figure 6, about Princess Diana's biography, is one example of the timelines each group drew and the kind of notes they took.

The picture shows students' notes of key events in Diana's life. Some of the notes consisted of abridged information, realized by circumstances of time (e.g., Diana's date of birth or the start of her schooling), while others included verb processes (e.g.,

divorced, died, or get married) or larger segments of text (e.g., get married with Prince Charles). Transcript 5 (Figure 7) shows Mario's attempts to recount the details of Diana's birth independently, using both the timeline and teacher prompts as support.

Mario started by identifying Princess Diana as the topic of his biography (Turn 1). The fact that this was not specified in the timeline shows Mario's ability to fulfill this part of the orientation stage of biographical recounts independently. Mario's recount of Diana's birth is especially revealing of the role of the timeline in scaffolding students' spoken meaning-making. Mario used the prompt "birth" in the timeline to start his recount, to which Mr. Noel provided implicit support (Turns 4 and 6) and then the pronoun (Turn 8) as a starter for Mario's talk. This allowed Mario to recount the details of Diana's birth with the clause "she was born in first July 1969 in Wales." The fact that Mr. Noel's support between turns 14 and 20 occurred simultaneously as Mario's talk (shown by the underlined segments) indicates that such support may not have been necessary for Mario to complete his

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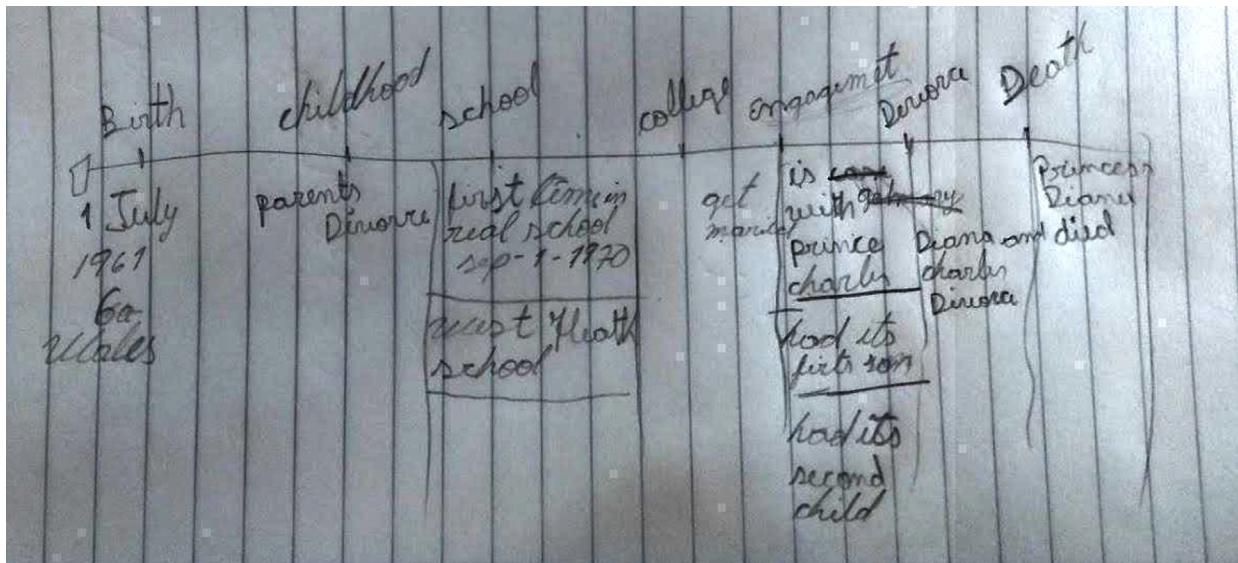
Figure 6 Picture of a Student's Timeline of Princess Diana's Biography

intended meanings. A similar pattern of timeline-teacher support occurred during the rest of Mario's recount of Diana's life up to her schooling. For the rest of the biographical recount, Mario's partner, Jose, simply read from the timeline, which indicates his limited potential to retell the stages of Diana's life independently. As we will discuss in the next section, the combination of visual meta-linguistic support condensed in the timeline and Mr. Noel's prompting was material for engaging students such as Mario in purposeful and relatively independent meaning-making.

Discussion and Conclusions

This study investigated how a teacher's use of R2L during four lessons facilitated EFL learners' ability to tell biographical recounts in English. While extensive research has shown quite compellingly that genre-based pedagogy serves to improve reading and writing at the school level (see Schleppegrell, 2017 for a recent review), this study revealed that R2L pedagogy may also contribute to develop EFL students' spoken meaning potential. Findings indicated that learners incorporated more stages and phases to their texts, using a greater number of verbal processes, participants, and circumstances to realize a larger number of spoken clauses

including new content. Although we compared only six students' texts over four lessons, three of which were produced by dyads, results suggest that R2L may be a promising approach to promote learners' spoken meaning-making in EFL contexts. Further and more longitudinal research is sorely needed that investigates the uses of R2L and other genre-based models to improve spoken meaning-making in a greater variety of genres and curricular contexts.

The increase in students' meaning-making resources notwithstanding, findings also revealed that the four R2L lessons may have been insufficient to help all learners do a totally independent spoken recount. Indeed, while students such as Mario needed only a few abridged notes in the timeline and Mr. Noel's encouragement to be able to recount Princess Diana's biography using appropriate lexicogrammar, others like José simply read from the timeline, failing thus to tell their recount independently. One lesson to be learned from this is that transitioning from joint to independent construction may not be as smooth or straightforward as the genre-based model seems to imply (see also Wilkins, 2018 for a similar comment). Especially in spoken discourse where the production of texts occurs online (i.e., without the chance to draft or edit the text in advance to its

1	M	She is prince Diana	
2	T	Aja	Uhuh
3	M	Eh [birth]	
4	T	Ah?	
5	M	Me confundí, Bir- [birth] in	I got confused,
6	T	Ah? Birth?	
7	M	Se me olvidó, eh, cómo se dice?	I forgot, eh, how do you say?
8	T	Qué diríamos? (.2) she::	What would we say?
9	M	She birth she born no she was	
10	T	Aja?	Uhuh?
11	M	[born]	
12	T	She was born	
13	M	Born in first July eh como se dice diecinueve?	eh how do you say nineteen?
14	T	Nineteen	
15	M	Nineteen sixty-one	
16	T	Sixty-one aja where?	Uhuh
17	M	In Gales	In Wales
18	T	She was born in	
19	M	She was born on Gales	On Wales
20	T	Wales	
21	M	In Wales	
22	T	Aja	Uhuh

Figure 7 The Timeline as a Visual Metalinguistic Tool During Independent Speaking (transcript 5)

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production), additional scaffolding tools may be needed that provide support to learners' attempts to create spoken meaning without teacher support. We argue that pedagogical diagrams such as the timeline Mr. Noel used may provide such kind of intermediate support between joint and independent construction in genre-based lessons. The use of pedagogical diagrams to mediate learning and development is an intriguing area of sociocultural, concept-based research (Arievitch & Haenen, 2005; Herazo, 2014; Karpov, 2018) that has potential to inform future genre-based studies.

This study also revealed that the metalinguistic knowledge that a biographical recount develops in stages over time, which Mr. Noel presented to learners in his explanations and in the timeline, was consequential to improving learners' spoken discourse. Recent research has emphasized the importance of such knowledge during genre-based lessons, arguing that it leads to increasing genre awareness (Humphrey & Feez, 2016; Schleppegrell, 2013; Yasuda, 2011) and developing student thinking (Gánem-Gutiérrez & Roehr, 2011; Herazo, 2021) in ways that favor independent meaning-making. What seems intriguing in our findings, however, is how the teacher combined a verbal realization of metalinguistic knowledge with a visual representation of it to purposefully hand over responsibility to learners

so that they could make meaning independently. Unfortunately, attention to such multimodal combination of support during classroom interaction seems to be missing in most genre-based research (Schleppegrell, 2013, 2017). Further research is needed that pays attention to how various semiotics resources (i.e., gesture, gaze, proxemics, visual representations) combine during classroom interaction in genre-based lessons so as to ensure independent meaning-making. More specifically, future R2L studies could draw from Systemic Functional Multimodal Discourse Analysis (Jewitt et al., 2016; O'Toole, 2011), multiliteracies (Early et al., 2015), and multimodal empirical scholarship (see, for example, Taleghani-Nikazm, 2015; Shin et al., 2020) to inform analyses of L2 classroom interaction in genre-based research.

This study has shown how a teacher used R2L to promote spoken meaning-making in an EFL classroom, weaving both verbal and a more visual representations of metalinguistic knowledge to scaffold students' ability to tell biographical recounts. To that end, the teacher adapted the stages of the R2L approach as he engaged learners in preparing for listening, detailed listening, joint retelling, spoken joint construction, and independent speaking through a series of four lessons. Although limited in the number of lessons, participants, and text corpus, this study offers insights into how teachers and future research studies can use genre-based models such as R2L to promote spoken meaning-making in EFL classrooms.

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Genre-Based Pedagogy in Paulo Freire's Country: Teaching Brazilian Students to Write Essays for the National High School Exam

Pedagogía basada en el género en el país de Paulo Freire: enseñando a estudiantes brasileños a escribir ensayos para el examen nacional de educación secundaria

Pédagogie basée sur le genre dans le pays de Paulo Freire : en apprenant aux lycéens brésiliens à produire des copies pour l'examen national d'enseignement moyen

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Abstract

From the perspective of the APPRAISAL system, this article discusses how 60 high school students from two private Brazilian schools align with their readers in texts written as preparation for the Brazilian National High School Exam. Adopting a mixed methodology, a corpus of 301 texts produced by the students was analyzed. Results showed that students' commitment to proposals for social intervention increased throughout the analyzed course, which meant that students started to adopt more critical and proactive stances in their essays. In addition, results showed how students align with their readers, confirming the paramount importance of mastering written language for the development of school literacies, as suggested by Halliday (1996). In terms of implications for pedagogy, the experience brought about new insights for course design and improvements in students' writing, as well as a better understanding of the role of language in literacy projects. Finally, it confirmed the possibility of building an interface between a genre-based pedagogy and Paulo Freire's critical pedagogy.

Keywords: essay writing; national exams; genre-based pedagogy; APPRAISAL system; critical pedagogy.

Resumen

A partir de la perspectiva del sistema de VALORACIÓN, este texto discute cómo 60 alumnos de dos escuelas secundarias privadas brasileñas se alinean con sus lectores en textos escritos durante su preparación para el Examen Nacional de Enseñanza Secundaria brasileño. Se analizaron 301 textos producidos por los alumnos mediante una metodología mixta. Los resultados muestran que el compromiso de los estudiantes con las propuestas de intervención social tuvo un

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aumento durante el curso, lo que implica que los alumnos comenzaron a adoptar actitudes más críticas y protagónicas en sus redacciones. Además, los resultados muestran una alineación con los lectores que confirma la importancia de dominar el lenguaje escrito para el desarrollo de la alfabetización escolar, como sugiere Halliday (1996). En cuanto a las implicaciones para los contextos pedagógicos, la experiencia aportó nuevas luces para la planificación de cursos y el aumento de la producción escrita de los estudiantes, así como una mejor comprensión del papel del lenguaje en los proyectos de alfabetización. Finalmente, confirmó que es posible construir una interfaz entre la pedagogía basada en el género y la pedagogía crítica de Paulo Freire.

Palabras clave: escritura de ensayos; exámenes nacionales; pedagogía basada en el género; sistema de VALORACIÓN; pedagogía crítica.

Résumé

À partir de la perspective du système d'ÉVALUATION, ce texte discute comment 60 étudiants de deux lycées privés brésiliens se joignent à leurs lecteurs par des copies écrites comme préparation pour « L'Examen National de l'Enseignement Moyen brésilien. » Sur la base d'une méthodologie mixte basée sur des documents, 301 copies produites par les lycéens ont été analysées. Les résultats ont démontré que l'engagement des étudiants aux propositions d'intervention sociale a augmenté pendant le cours, faisant preuve que les lycéens non seulement ont commencé à adopter des attitudes plus critiques et proactives dans leurs copies mais se sont aussi joints à leurs lecteurs. Cela confirme l'importance du rapport à la langue dans le développement des littératies scolaires, comme suggéré par Halliday (1996). En ce qui concerne les implications pour des contextes pédagogiques, l'expérience a apporté de nouveaux aperçus pour la préparation des cours et également pour valoriser la production écrite des lycéens. Finalement, il a confirmé qu'il est possible de développer une interface entre la pédagogie basée sur le genre et la pédagogie critique de Paulo Freire.

Mots-clés : redaction d'essais ; examens nationaux ; pédagogie basée sur les genres ; système d'ÉVALUATION ; pédagogie critique.

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Introduction

Paulo Freire, the world-renowned Brazilian educator, coined the concept of *banking education,* a type of education in which "knowledge is a gift bestowed by those who consider themselves knowledgeable upon whom they consider to know nothing" (Freire, 2005, p. 72). Freire had to leave Brazil in the 1960s because a dictatorship was installed in the country. He eventually came back, and, through his experience in several countries around the world, he developed what has been spread around as critical pedagogy (Giroux, 1984; Giroux et al., 1988; Cox & Assis-Peterson, 1999; Pennycook, 2013; Vidal-Lizama, 2014), an alternative to fight banking education and implement a pedagogy of freedom and autonomy (Freire, 2004).

Based on critical pedagogy parameters, we approach aspects of the genre-based pedagogy proposed by Rose and Martin (2012), an educational approach to teaching genres within the Sydney School genre-based pedagogy. As Brazilian teachers and researchers, it is common practice to refer to the inclusion of the phases used in the Sydney School pedagogy within critical literacy programs due to our experience working with this approach and its relevance in the Brazilian context.

Inspired by Freire's critical pedagogy and, based on the Sydney School teaching phases, in this text we discuss the importance of working with the MODAL-ITY system (Halliday & Matthiessen, 2014) and its role in the National High School Exam (known as ENEM, which is the acronym in Brazilian Portuguese) in the fulfilment of the social intervention proposal that is required of the candidates. In their proposal, candidates must offer a solution to the problem presented in their text. We investigate modality occurrences in light of the discourse systems proposed by Martin and Rose (2007), focusing specifically on the APPRAISAL system (Martin & White, 2005) and on its ENGAGEMENT subsystem to find out how the text producers manage the voices in their intervention proposal in their essays.

This discussion arises because, in the Brazilian context, the teaching of writing in High School typically focuses on entrance exams that select students for the country's private and public (federal and state) universities. In most of these exams, one of the tasks is a written assignment, which is required to assess the candidates' writing skills and competencies. In addition, because it is a form of university entrance, the result of the ENEM obtained by the student has become a way of ranking them; and for this reason, the teaching of writing in Brazil has been emphasized. There are even specific courses aiming at preparing students to pass the exam by following rules of what is considered good writing practices.

Having this context as a starting point, we propose to teach writing from a perspective that is more consistent with reality. This perspective conceives writing as a literacy practice, not merely as a recipe in which formulas of how to use conjunctions and other connectives or cohesive elements are taught. To reach this goal, text genres are elected as objects of teaching. As it is not possible to construct a text nor build meanings in it without grammatical structure, we also consider that grammar plays an important role in a proposal of this kind.

Associating these elements, therefore, we present an experience in which these aspects are explored based on the notion of literacy as proposed by Halliday (1996). For the pedagogical implementation, we adopted the principles of the Sydney School's Genre-Based Pedagogy (Rose & Martin, 2012). Finally, to investigate the impact of the explicit teaching of grammar, we analyzed students' texts with the purpose of surveying the linguistic choices they made as well as the schematic structure of their texts.

In order to fulfill our objectives, we firstly present the theoretical framework on which the research is grounded. The first part of the section approaches the configuration of the teaching phases used in Sydney School's genre-based pedagogy,

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recontextualizing it in accordance with Paulo Freire's critical pedagogy. Secondly, we discuss both the MODALITY system and the APPRAISAL system, focusing on the ENGAGEMENT subsystem realizations. In the methodological section, we describe the steps taken, outlining the methodology, the context and its participants. We also describe the course, which functioned as the basis for data generation, and explain how the data were organized and analyzed. Afterward, data analysis is presented as well as the results related to MODALITY and ENGAGEMENT choices in the texts. To conclude, we will lay out what we believe to be the most consequential data discovered during our research.

Theoretical Framework

When we consider the pedagogy based on genres proposed by Rose & Martin (2012) from a Brazilian perspective, it is inevitable to refer to Paulo Freire's critical pedagogy. One of the reasons for this choice is related to the fact that Freirean educational theory criticizes traditional forms of education, a kind of criticism also present in Rose and Martin's approach for genre-based teaching. To establish this interface, we divided this section into two parts. In the first one, we relate the phases in the Sydney School pedagogy to Freire's critical pedagogy and add to this discussion the notions of *alfabetização* and *letramento* used in Brazil (both of which can be translated as literacy). In addition, we discuss the relationships between literacy and critical literacies, and how the Sydney School approach was adapted to be included in this context of practice. In the second part, based on MODALITY and APPRAISAL systems choices realized in the texts of the corpus, we discuss how students align with their readers by means of their intervention proposals, a requirement of the ENEM.

The Sydney School Genre-Based Pedagogy and Paulo Freire's Critical Pedagogy

In the Brazilian context, relating Freire's theory to the concept of literacy is a relatively simple task.

Since the 1960s, his works have been contributing to the understanding of reading practices and social uses of writing underpinned by educational activities targeted at the autonomy and empowerment of subjects involved in contemporary, language-mediated social dynamics. Since his first texts in the 1970s, Freire, whose method was accused of corroborating a Marxist doctrine, showed his concern for the learning of reading and writing by marginalized people such as illiterate Brazilian peasants and workers. The pedagogy proposed and implemented by Freire emphasizes education as a way of making a difference in learner's lives, later referred to as critical education (Freire, 1970, 2005; Giroux, 1984; Pennycook, 2013).

Reading plays an essential role in Freire's proposals. To the author, beyond being related to what is understood through the written word, reading also implies understanding "language, its relations to the context of the person who speaks and of the person who reads and writes; therefore, it implies understanding the relationship between world reading and word reading" (Freire, 2008, p. 21). Therefore, it can be inferred that the act of reading (Freire, 1982) should not be understood as mere decoding; rather, it implies understanding the context that creates and sustains the meanings of world reading, corroborating SFL's theoretical approach and its contextual, stratal and metafunctional theory of grammar.

Due to space restrictions and to the scope of this article, we cannot present the architecture of Paulo Freire's conceptions present in his vast work. Nevertheless, we can state that Freire (1970, 1973) discussed literacy practices without having coined this concept. Freire put forward the notion that the ethics of educator and learner mutual development constructs students as authorities. From this perspective, in Freire's terms, learners are seen as "agents" and "unofficial teachers" who educate the "official teacher" (Freire, 1970) at the same time in which they educate each other and are educated by the teacher, a never-ending learning process.

In the Brazilian literacy research context, Soares (2004) draws attention to the similarity and proximity between the concepts of *alfabetização* and *letramento* and argues that Freire, in his discussions about educational practices, was one of the first authors to point to the political and social aspect of the reading and writing practices. Despite the discussions held by Freire, the term *letramento* started to be used in Brazil only in the 1980s, by Kato (1986). *Letramento* is the translation of the English word "literacy," which covers, at the same time, the meanings of *alfabetização* and *letramento.* The use of these two terms is going to generate "an inadequate and inconvenient merge of the two processes, with prevalence of the concept of *letramento*," according to the Brazilian researcher Soares (2004, p. 36), a reference in Brazil for literacy studies.

The distinction between these two concepts gains strength in Brazil with Kleiman's (1995) publications. The author argues that *letramento*, on the one hand, is "a set of social practices that use writing as technology, in specific contexts, for specific objectives" (Kleiman, 1995, pp. 18-19). *Alfabetização,* on the other hand, is related to learning the orthographic system in the initial years of primary education. In light of this context, it is important to offer students the opportunity of establishing connections between their school learning and other domains of their life. To achieve this, teachers should develop pedagogical practices that allow the explicit teaching of language conventions adequate for teaching writing. This capacity to teach linguistic resources explicitly and to establish connections with important daily life literacy practices is the basis of the work with critical literacy.

According to Halliday (1996), to be literate, individuals must master the written language, which means that they must be effectively employing the lexicogrammatical patterns associated with the written text, either consciously or unconsciously. Another characteristic of literate individuals as per the author is their awareness of the ideological strength of written registers, that is, individuals are aware of how society is constructed based on discourse, as well as they are aware of the dialectics between discourse and material dimensions.

From an educational perspective, this dialectical relationship is also present in Freire's theory. Moreover, Halliday states that the value of having some explicit knowledge of the grammar of written language is that it not only enables the analysis of texts but also serves as a critical resource that allows questionings such as "Why has written language evolved in this way? What is its place in the construction of knowledge, the maintenance of bureaucratic and technocratic power structures, the design and practice of education?" (Halliday, 1996, p. 350). Thus, it is possible to explore disjunctions and their potential for creating new combinations of meanings.

In the process of critical literacy, all the participants must, to some extent, and respecting the differences between them, be redeveloped as democratic and critical social agents. Therefore, critical teaching is not unidirectional and does not aim exclusively at the student's development; or, according to Shor (1999), "It's not a paternal campaign of clever teachers against defenseless students" (p. 13). From this standpoint, it is possible to think of a process conducted and justified by mutuality.

In this sense, using the Sydney School strategies to structure text production classes is a valid task, as it proposes a methodology that integrates the learning of reading and writing into the curricula of primary, secondary and higher education (Rose & Martin, 2012; Gouveia, 2014). In addition, the Sydney School genre-based pedagogy strategies may allow the development of the learner's awareness and help both educators and learners become more aware of their context and their condition as human beings. As a result, it may also reveal a politically viable theory in the search for the solutions of the theoretical and practical impasse (Giroux, 1987).

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When we consider that the objective of the phases suggested in the Sydney School pedagogy is to prepare students to read and write the school curriculum texts, applying what they have learned through reading to the writing activities, we can say that these strategies qualify teachers to support their students in reading and writing classes, enabling them to have a better performance at school when it comes to reading and writing in the disciplines across the curriculum. To fulfill this objective, the School proposes the cyclic stages of Deconstruction, Joint Construction and Individual Construction of texts (Rose & Martin, 2012), as shown in Figure 1.

Figure 1 shows the nine sets of strategies of the Reading to Learn program. Level 1, in gray, corresponds to the preparation for reading and comprises Preparing for Reading, Joint construction of the text, and Independent Writing of texts. Level 2, in red, is related to supporting students for reading and writing texts that are part of the school curriculum, with strategies for Detailed Reading, Joint Rewriting, and Individual Rewriting. Finally, Level 3, in yellow, is about essential reading and writing strategies for the texts in the curriculum,

including phases for Sentence making, Spelling, and Sentence Writing. These levels may also be related to the SFL's stratification and metafunction dimensions.

Based on these stages, the analysis of texts is a path for teachers and students to become capable of deconstructing a text and classifying it according to its social purpose. The main premise of this methodology is that students who read more write better. Accordingly, the proposed activities integrate reading and writing linked to the curricular contents of the respective school year. In the case of this work, the contents permeate the writing tests of the ENEM. For this reason, the reading, discussion, and deconstruction of essays from previous exams whose authors obtained the maximum grade are of paramount importance. This kind of practice fostered the development of the activities proposed during the classes, and the texts students wrote generated the data analyzed in the present research.

The texts used as examples in the activities developed with the students were retrieved from the 2017 ENEM Participant Handbook, which is available on the official website of INEP[1], the Brazilian agency in charge of the exam. With the purpose of making the developed activities even more significant to the participant students, texts produced by them during the Workshop were also used as examples in the following classes both to suggest improvements in comparison to texts whose authors passed the exam and to serve as examples of above-average essays in each of the competencies evaluated by the ENEM.

APPRAISAL and Writer/Reader Relationships

With the objective of observing how writers manage their voices in the text in order to put forward their intervention proposal, as required by the exam,
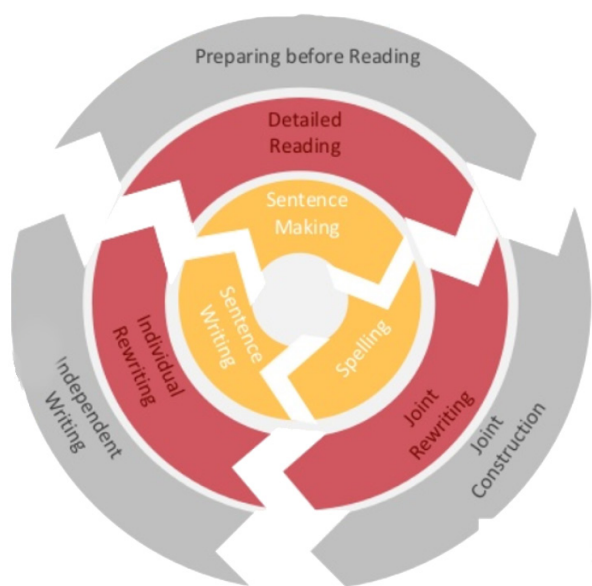
Figure 1 Strategies in Reading to Learn.
Source: Rose & Martin (2012, p. 147)

1   Available from: http://download.inep.gov.br/
     educacao_basica/enem/guia_participante/2017/
     manual_de_redacao_do_enem_2017.pdf. Retrieved in
     May 25, 2020.

we will focus on choices in the ENGAGEMENT subsystem. The engagement resources used by writers, according to Martin and White (2005, p. 92), deal with the ways in which text producers adopt stances in their texts and in relation to their target audience. In this specific case, we are talking about Portuguese language teachers who are trained to evaluate students' essays according to the ENEM evaluation criteria. In this context, the ENGAGEMENT choices are extremely important, as the readers with whom the students must align to convince them of their proposal are the people who will correct their texts, which allows them to enter the scientific community (Lemke, 2001) as protagonists of their proposals.

The focus of the classes during the Writing Workshop was the teaching of the MODALITY system; thus, the lexicogrammatical stratum was emphasized. Based on the occurrences found in the texts, we investigated, from a discourse perspective, the ways in which the students align with their readers in the texts. Taking the MODALITY system as the point of departure for the classes, we considered, firstly, the fact that this system is quite broad (Halliday & Matthiessen, 2014). Therefore, to present it in this article and for educational purposes, we restricted it to the phenomenon per se and its possibilities of modulation and modalization. Those who are interested in further details about the system may refer to Chapter 4 of Halliday and Matthiessen (2014, pp. 143–150), in which the systems of POLARITY and MODALITY are approached.

It is important to mention that, although Halliday's functional grammar was elaborated for the English language, it is possible to apply it, with adaptations, to texts in Portuguese. The polysemic nature of the modal verbs in Portuguese (Neves, 2000), though, should be taken into account.

Generally and broadly speaking, we can say that the MODALITY system construes "the region of uncertainty that lies between 'yes' and 'no'" (Halliday & Matthiessen, 2004, p. 147). In this "region of uncertainty", there are two types of modality: modalization and modulation.

By means of the modalization mechanisms, the text producer exposes his/her opinion about what he/she is expressing, and by means of the modulation mechanisms, the speaker/writer argues about the obligation or inclination of the propositions. Moreover, modalization is related to certainty; it is related probability when one expresses the possibility/likelihood of something happening and to usuality when one expresses judgements as to the frequency with which something happens.

Investigating the lexicogrammatical choices in texts, we can see, based on the discourse systems (Martin & Rose, 2007) and focusing on the APPRAISAL system, that modality plays an essential role in the ENGAGEMENT subsystem, more specifically in the way in which voices are managed in texts and how possibilities are opened up for other voices to participate in these texts. Therefore, our specific focus, through the angle of the lexicogrammatical stratum, will be on modality as a mechanism. From a discourse-semantic perspective, we will investigate how the meanings related to the ENGAGEMENT subsystem are constructed, in the specific scope of the APPRAISAL system, conceived from three universes that try to account for the stances taken by the author and the potential APPRAISAL meanings in his or her text, as illustrated in Figure 2.

APPRAISAL is concerned, as pointed out by Martin and White (2005, p. 1), "with how writers/speakers construe for themselves particular authorial identities or personae, with how they align or disalign themselves with actual or potential respondents." Therefore, there is an extremely important meaning when one produces a text with the objective of, as requested in the ENEM, making an intervention proposal. Thus, the APPRAISAL meanings will play a significant role in this activity.

As we mentioned above, the APPRAISAL system is very broad. It has been exposed in detail in Martin and White (2005), Hood (2010, 2019),

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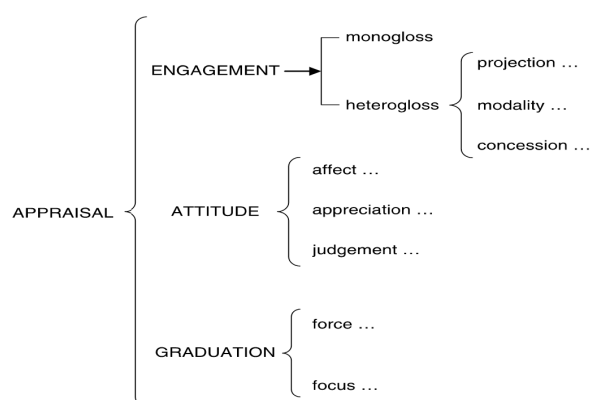
Figure 2 Model of APPRAISAL.

Source: Martin & White (2005, p. 38); Hood (2010, p. 24)

and Oteíza (2017). *The Appraisal Website*[2] offers online material about it; thus, the readers who want to have more information about the system can access these resources, for we will focus here on Engagement mechanisms and heteroglossic realizations. With them, students create the possibility, by using linguistic resources in their texts, of aligning with the reader so that their intervention proposals resonate and they receive a response to their authorial stance and their identity.

When we consider the APPRAISAL system from the perspective of teaching practice, it is important to mention that the student seems to seek alignment also with society as a whole; and as it is an intervention for a social problem, students propose to present a solution that is corroborated by other members of society, other citizens. We are clearly in an evaluation context; but when students write, they play two roles: they are both candidates to enter university and citizens who need to reflect on a problem.

According to Oteíza (2017, p. 464), the APPRAISAL system "theorises the degrees of heteroglossic space of a proposition that are more or less open in the discourse." This, in turn, opens up spaces for the writer, when presenting his/her intervention proposal, to enable the determination of his/

her "degree of commitment in relation to the APPRAISAL that has been expressed," as pointed out by Oteíza (2017, p. 464). In other words, when we undertake an APPRAISAL analysis, we are able to understand and recognize our positions as readers, based on what is proposed by the writer "since evaluations are always influenced by the institutional position from which one is standing," as emphasized by Oteíza (2017, p. 464).

As we mentioned above, we reduced the scope of the APPRAISAL system and focused on the ENGAGEMENT subsystem, as presented in Figure 3. Modality resources are a powerful tool for students to position their intervention proposals in relation to the theme proposed by the ENEM. Thus, they can be more effective in putting their suggestions across if adequate language choices are made.
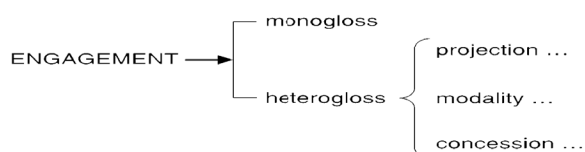
Figure 3 Model of the ENGAGEMENT subsystem.

Source: Hood (2010, p. 24)

There are two dimensions for Heterogloss in the system (dialogic expansion and contraction), which allow writers to acknowledge other voices in their text. Within these dimensions, the writer is able to work on dialogic expansion, opening up possibilities for Entertaining, Acknowledging, and Distancing. Entertaining options allow the writer to propose something based on his/her experience and/or subjectivity. That is, the authorial voice presents a proposition with alternative possibilities. Acknowledging, on the other hand, allows the writer to cite authorial voices in his/her text, by using verbs such as *argue, cite, say, report, state*. Distancing, the third option, is a tool to help writers to distance themselves from their position, by using scare quotes, for example. Based on Martin and White (2005), Figure 4 outlines the

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2   Available from www.gramatics.com

possible heteroglossic resources in the system of ENGAGEMENT.

Based on these choices, we look at students' modality choices in their texts in order to try to apprehend the voices they orchestrate to put across their intervention proposal, as required by the ENEM. We analyze discourse choices based on the APPRAISAL system, as this system is concerned with "the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned" (Martin & Rose, 2007, p. 25). Aligning with readers is an essential authorial stance to take so that writers can show their commitment to the theme proposed through an adequate management of voices. Heteroglossic choices are an important resource to reach this objective.

Method

The textual excerpts discussed here were extracted from data generated by the study carried out by Faria (2019). A qualitative and quantitative document-based methodology (Lankshear & Knobel, 2004) was adopted as we performed quantitative analyses of the modality occurrences in the intervention proposals and, subsequently, analyzed them qualitatively in the texts where they occur. From the point of view of discourse, we investigated how text producers align with their readers to project their proposals and what choices characterize the heteroglossic and the dialogic expansion of their voices.

We decided to use this method to analyze the data because the texts required by the ENEM are an analogical production about a social, political, scientific, or artistic theme; and the candidate must develop the theme and create an intervention proposal to the presented problem, without disrespecting human rights. In this proposal, however, students should not merely criticize the situation; they must outline a public policy to solve the problem, which is in line with Paulo Freire's critical pedagogy. This is what mainly distinguishes the writing test of this exam from the writing tests of other university entrance exams existing in Brazil.

As the writing workshop that generated data to the research had a short duration, we created, based on the analysis of themes from previous exams, three original themes for the students to produce their

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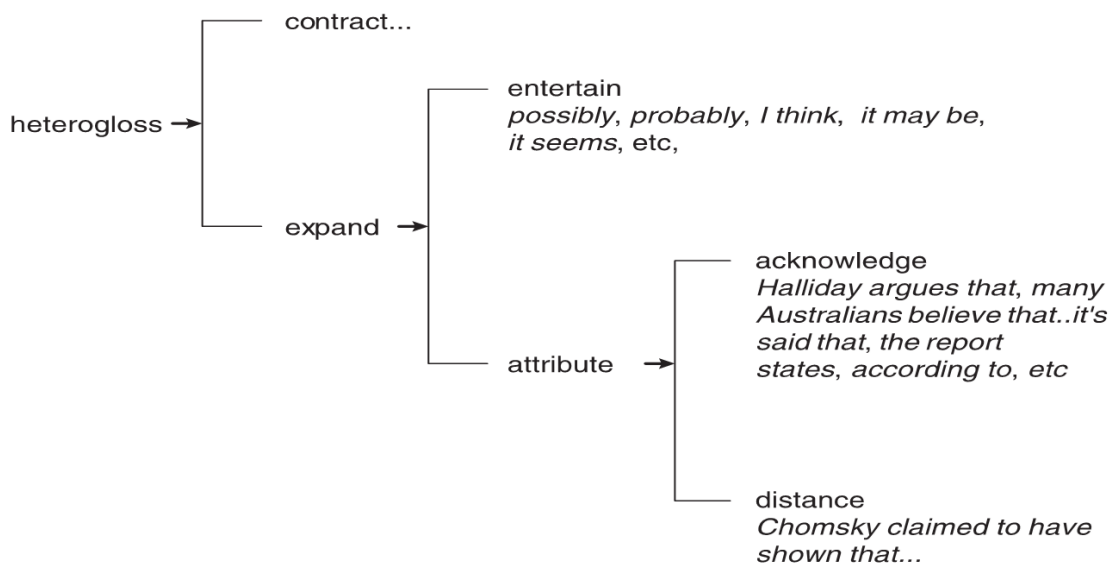
Figure 4 Possibilities of Heterogloss.

Source: Martin & White (2005, p. 117)

texts during the classes: (1) The increase in life expectancy as a challenge in Brazil; (2) alternatives to combat violence against children in Brazil; and (3) the complexities of the fight against homophobia in Brazil.

In the ENEM, the correction grid of the writing test has an item called Competency V. According to the Participant Handbook (Brazil, 2016), to fulfill the objective of this competency, the candidate is expected to develop "an intervention proposal to the presented problem, respecting human rights."

Context and Participants

The writing workshop was held in two inland cities of the State of São Paulo (in the southeastern region of Brazil) that are close to each other. In the city of Campinas, 21 students participated in the study, and in the city of Indaiatuba, the total of participant students was 39, all from two private schools. This totals 60 students from the 2nd and 3rd years of high school and from courses that prepare students to take university entrance exams. Following institutional ethical procedures, the project was approved by the Research Ethics Committee. A written document informing consent was also signed by all the participants.

The students from the School in Indaiatuba (CI—the acronym is in Brazilian Portuguese) produced, including writing and re-writing for the three themes, 91 texts, while the students from the School in Campinas (CC) produced 210, totaling 301 texts. In addition, it is important to mention that, as these students are enrolled in private schools, whose objective is, among others, to ensure that they pass Brazil's main university entrance exams, the research participants were familiar with the ENEM exam guidelines. For this reason, the first class of the Workshop focused on the writing of the first version for Theme 1, considered a diagnostic writing. From the first version of the text, we selected the main contents to be developed in the subsequent classes.

The Course

As a literacy intervention, the Writing Workshop, based on the Sydney School genre-based pedagogy, aimed to help students in the development of knowledge about the linguistic system of meaning production and to explain to them the characteristics of this test and the types of knowledge it considers important.

The classes were held in the morning period for students who attended school in the afternoon and in the afternoon period for students who studied in the morning. They attended a weekly session of 90 minutes for seven weeks, totaling ten and a half hours. In addition to the linguistic focus on the MODALITY system as a way of developing, in the texts, their intervention proposals, during the classes we also approached the five competencies evaluated by the ENEM, based on the texts produced by the students and associated with critical literacy practices aimed at developing their social position and proactivity, in parallel with the Reading to Learn stages.

Data Analysis

To select the modality choices for data analysis and discussion, we used lexical quantification mechanisms and concordancers of the AntConc 3.5.6 software. It is freeware with tools to analyze word frequency and keywords, among others. Developed by Laurence Anthony, from Waseda University in Japan, it is compatible with the Windows, MacOS X, and Linux systems.

The 301 texts produced by the students were digitized and, subsequently, organized electronically, according to the two groups that participated in the research. This organization complied with the criterion of naming each text to indicate the group to which the student belonged. That is, the texts produced by the students from the school in Campinas received the initials CC, and the texts produced by the students from the school in Indaiatuba received the initials CI. The names of the texts

also indicate the theme selected for the Writing Workshop: they include T1, T2 or T3 for the first production of each theme. When the texts were rewritten, they received the initial R. Thus, we have the indications T1R, T2R, T3R. Finally, all the texts digitized in Word were saved in the txt format, so that they could be used in the AntConc software.

Analysis, Discussion, and Results

The central focus of our analysis will be on how students, by means of resources in the ENGAGE-MENT subsystem, more specifically, their choices of linguistic mechanisms for dialogic expansion, align with their readers to put their intervention proposal across, a requirement of the ENEM.

An element prior to this discussion, however, is the issue related to the literacy events and practices developed during the course, based on the Reading to Learn program strategies, and the possible and necessary interface with students' critical literacy based on Freirean conceptions.

Within this proposal, we organized our analysis in three stages, beginning with the pedagogical issue of the Sydney School pedagogy in critical literacy practices. After it, we analyze the choices in the MODALITY system in the lexicogrammatical stratum and the heteroglossic choices made by students to align with their readers in the ENGAGEMENT system. These choices are extremely important, as the readers with whom the students must align to convince them of their proposal are the people who will evaluate their texts, which enables them to enter the community as protagonists when they make their proposition.

The Sydney School Genre-Based Pedagogy Included in a Critical Literacy Intervention

When Rose and Martin (2012) present the genre-based pedagogy in their work, they explain that, although the levels are shown in a sequence, this is a flexible methodology. According to the authors, the teacher must analyze which level he or she

will approach in each class and in what way the strategies will be distributed. With this freedom and aiming to fulfill the objectives of the Writing Workshop, the work with the Reading to Learn levels started in the second class of the Workshop, with the steps of Level 2 (see Figure 1). However, to direct this analysis to the issue of the modality present in the social intervention proposals required in Competency V of the writing test of the ENEM, we describe below the development of the three steps of Level 3 of the Reading to Learn program, performed during Class 6 of the Writing Workshop.

In the first step of Level 3, the teacher worked with the construction of the period. The first activity of this strategy, as preparation for period construction, was the reading of three examples of social intervention proposals so that students could recognize both the structure and the elements necessary for this part of the text. Based on the examples, the students were asked to list the elements that constituted the social intervention proposals. In the end of the activity, they concluded that all the examples showed at least one of the proposals with the following elements: (i) agent—responsible for performing the action; (ii) action—what must be done so that the problem is totally or partially solved; (iii) mode—how the action should be put into practice; and (iv) effect—the objective of the proposed action, as well as (v) provision of details concerning at least one of these elements.

It was possible to see, based on the reading of the examples presented to the students, that there may be more than one social intervention proposal in each text. In addition, another important aspect is the finding that there is no fixed order for the presentation of the elements identified as constituents of the proposals.

In the second step of Level 3 of the program, the teacher worked with orthography. In the activity, the students were invited to analyze the grammatical structure of the social intervention proposals and

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to observe the mode of functioning of language in the composition of the genre ENEM essay.

The analysis of the examples with the students showed that, when the candidates present the action, they choose modalization. Thus, structures composed of metaphors of modality like "*É preciso...*" (It is needed...) or "*É necessário...*" (It is necessary...) are common. The same is true for "*modal verb+impersonal infinitive*" as in "*Cabe aos cidadãos repudiar [...]*" (Citizens should reject [...]), "*... o governo deve promover campanhas*" (... the government must promote campaigns), and "*[...] a escola deve promover palestras*" (...the school must promote lectures). The structures identified in the examples influenced the participants' text production of Theme 3, which presented a high incidence of social intervention proposals constructed with the modal verb *dever* (must).

After the analysis of the examples, the teacher called the students' attention to the fact that the linguistic choices they made reflected the desire to indicate an action that would interfere in the problem that was presented. Furthermore, these structures, among others, are also capable of indicating the different levels of the author's commitment to and responsibility for the content of the issued message. To emphasize this content, Examples 1, 2, and 3 were presented and analyzed:

> (1) **Torna-se evidente**, *portanto, que falta protagonismo entre os idosos.* (**It has become evident**, therefore, that there is no proactivity among the elderly.) (T1CI3SA39)
> (2) *[...] o governo* **deve** *investir em empregos para a população[...]* ([...] the government **must** invest in jobs to the population [...]) (T1CIPVA44)
> (3) *[...] também* é necessário *que o governo faça um planejamento para que não falte verba [...]* ([...] **it is** also **necessary** for the government to plan so that there is sufficient budget [...]) (T1CIPVA57)

The structure used in the construction of Example 1 cannot be considered a social intervention proposal, as the desire to interfere in the situation is not explicit. Structures like those of Examples 2 and 3 clearly present the student's intention to propose an

intervention. Finally, in Step 3, the writing of periods was approached. In this stage, the objective was to help the students of the Writing Workshop to construct the social intervention proposals of their texts. To achieve this, the teacher presented a table with verbs and modal metaphors and their classification according to the degree of modality they imply.

Based on the analyzed examples, extracted from the 2017 ENEM Participant Handbook and from texts written by students in the Writing Workshop, the expectation was that the students would incorporate the elements presented and discussed in the Text Deconstruction stage into the structure of the intervention proposals of their texts and, consequently, would obtain good results in the exam.

The work with Level 3 exemplifies the first level of the analysis performed for this study, related to the literacy events and practices developed during the course based on the levels and stages of the Reading to Learn program and their contribution to the promotion of critical literacy practices among students.

Modality for Intervention Proposals

The second level of analysis refers to the grammatical aspect, in which the modal operators that occur in the 301 texts that compose the corpus are analyzed. As we mentioned above, Competency V of the exam requires the creation of a social intervention proposal related to the problem presented in the essay proposition. Proposing an intervention to the problem presented by the theme means suggesting an action to tackle the problem in some way—an aspect that can foster, in the classroom, critical literacy practices.

In light of this, it is relevant to highlight that students must express, textually, the clear desire to indicate an action that interferes in the problem. In addition, it is important to bear in mind that, as the themes for the ENEM essay approach complex social problems that can be hard to solve, the student is not expected to present actions that

effectively solve them. He or she can simply indicate an intervention action that aims to combat or mitigate the problem situation that was presented. Thus, it is necessary to create proposals with an interventional character, that is, that present the desire to intervene in a given situation with the purpose of modifying it.

In this process, some linguistic choices reflect this desire and are capable of helping to identify this proposal. This is the case of the modal auxiliary verb *"dever"* (must) or some constructions like *"é necessário"* (it is necessary), *"é preciso"* (it is needed), *"é importante"* (it is important), among others. These structures are capable of indicating the different levels of commitment and responsibility of the student who is the author of the text towards the content of the issued message. Thus, a structure like the one in Example 4 below just presents a fact, a finding, while structures like those of Examples 5 and 6 present the student's clear intention of proposing an intervention:

> (4) *"Torna-se evidente, portanto, que falta protagonismo entre os idosos"* (**It has become evident**, therefore, that there is no protagonism among the elderly) (T1CI3SA39)
> (5) *... o governo **deve investir** em empregos para a população...* (... the government **must invest** in jobs to the population...) (T1CIPVA44)
> (6) *... também é necessário que o governo faça um planejamento para que não falte verba...* (... **it is** also **necessary** for the government to plan so that there is sufficient budget...) (T1CIPVA57)

In Examples 5 and 6, we can see that the students employed a high degree of modality to persuade their readers. These two examples show the students' high degree of commitment to the proposals presented in their texts, leaving less space for disagreement. Expressions like *"deve investir"* (must invest), which indicates modality in its strongest level, are still less extreme than the unequivocal "it is" or "it is not". In this case, these expressions help to construct the urgency meaning of the command that was presented.

The analysis of the 301 texts produced during the Writing Workshop enabled us to see the increased use of modal operators and metaphors of modality, revealing that the work developed with the Reading to Learn Program levels had a positive result in the construction of argumentation. This helped students to position themselves critically in relation to the social problems presented by the essay proposals, which permeate, directly or indirectly, the social contexts of which the students are part. This proves that mastering written language, as proposed by Halliday (1996), plays an important role in the development of students' critical literacy.

Engagement and Writer/Reader Alignment

From the perspective of the ENGAGEMENT subsystem, we can see that the student who produced the text reveals the idea that students' position on the intervention proposal is open and his/her voice is one among many others that can attribute meaning to what was presented, opening up possibilities for negotiating meaning with the reader. By using dialogic expansion, the student assumes responsibility for the authorial voice, shown in the use of probability entertaining resources.

The resources most employed by the students and which show the heteroglossic mechanisms in the ENGAGEMENT subsystem are modal auxiliary verbs and metaphors of modality, which correspond to 0.61 % of the recurring words in the corpus texts (575 occurrences). Of this quantity, in the texts produced by the students of Group 1, 0.52 % are modals (155 occurrences) and, in the texts produced by Group 2, modality corresponds to 0.65 % of the words (420 occurrences).

The 575 occurrences are lexicalized in different ways and expressed in different verb tenses. In addition, they represent different degrees of commitment. In Group 1, the most used modals by students in the construction of the social intervention proposal were the modal operator *dever* (must; 94 occurrences) and *precisar* (need; 18 occurrences). In Group 2, the

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most employed modal operator in the construction of the proposals was *dever* (must; used in 285 cases), followed by *poder* (can; 43 occurrences each). The examples below show the probability entertaining resources, the type that the students who produced the texts most employed:

(7) *E, para que possa haver um maior respeito com esse público, desde cedo, as escolas* **devem** *promover atividades e palestras que expliquem o processo pelo qual o Brasil tem passado e a sua relação com os idosos, para que assim, haja uma diminuição dos desafios com o aumento da expectativa de vida e o Brasil esteja mais igualitário e preparado para acolher e lidar com a nova população idosa.*

[And, so that there is more respect for this public, the schools **must**, as early as possible, promote activities and lectures that explain the process Brazil has undergone and its relation to the elderly, so that there is a reduction in the challenges posed by the increase in life expectancy and Brazil becomes more egalitarian and prepared to embrace and deal with the new elderly population.] (T1CC3SA5)

(8) *O governo, sendo representado pelo Conselho tutelar, em parceria com o Ministério da Educação, com subsídios tirados de pequena parcela dos impostos,* **deve** *criar campanhas de conscientização, tanto para as crianças na tentativa de mostrar para elas que podem pedir ajuda, quanto para os pais.*

[The government, represented by the Child Protective Council, in partnership with the Ministry of Education, with subsidies extracted from a small portion of the taxes, **must** create awareness-raising campaigns, both to the children, in an attempt to show them they can ask for help, and to the parents. (T2CCPVA15)]

(9) *Portanto, o Governo Federal* **deve**, *por meio de campanhas e propagandas, incentivar a denúncia de casos de agressões, além de criar um modelo de atendimento especializado para as vítimas, transmitindo segurança e confiança ao agredido. Além disso, as escolas e a mídia também* **devem** *promover campanhas que estimulem o respeito a essa minoria, resultando em uma sociedade na qual todos terão seus direitos respeitados.*

[Therefore, the Federal Government **must**, by means of campaigns and advertisements, encourage the report of cases of assault and create a model of specialized service to the victims, transmitting safety and reliability to the person who was assaulted. In addition, the schools and the media **must** promote campaigns that stimulate respect for this minority,

resulting in a society where everybody will have their rights respected. (T3CC2SA4)]

In the examples above, it is possible to perceive the expansion of voices performed by the student-writer. In Example 7, for instance, "the schools" are cited as possible agents that will promote the expected change, the solution to the presented problem; and their actions are promoted by means of activities and lectures, with the results affecting Brazil as a whole, but mainly the elderly population, the most affected group by the problems presented in the essay proposal. In Example 8, we have "the government" as the agent of the action, and the expansion occurs by means of the presentation of the "Child Protective Council" and the "Ministry of Education." In this case, the consequence of the actions affects children and their parents, involved in cases of violence against children. Finally, in Example 9 we have the "Federal Government" as the agent of the action and the expansion of this voice by means of "campaigns and advertisements" as well as "schools and the media," with the action benefitting the entire society, which will have "its rights respected."

In each one of the examples, the reader has the possibility of interpreting the utterances as a sign that the student-writer's knowledge of the theme approached in his/her text is, somehow, limited and insufficient for him/her to formulate a categorical assertion (Martin & White, 2005) expanding the dialogic potential.

Finally, the examples reveal the students' engagement when they produced their essay. The emphasis is on the predominant presence of probability entertaining resources, which allows us to investigate and analyze how the students bring to their texts the social agents they recognize as the ones responsible for the problems approached in each proposed theme and how they articulate these voices to their own, opening up potentials for dialogic expansion. While approaching social problems, students are playing social roles and showing, through language, their engagement with their contexts. According to

critical pedagogy, schools should offer opportunities for development, freeing them from the stigma of being considered simply places of instruction (Giroux, 1984).

Conclusions

Our main objective in this article was to present and discuss aspects related to the planning and implementation of a course in which the genre "essay" of Brazil's National High School Exam was used to teach written production based on the Sydney School genre-based pedagogy (Rose & Martin, 2012). Due to space restrictions, we presented some general aspects of the experience. The theoretical framework centers on the MODALITY system (Halliday & Matthiessen, 2004) and on the notion of literacy proposed by Halliday (1996). As Brazilian researchers familiarized with the notion of consciousness-raising proposed by Paulo Freire (1970, 1973, 2008), as well as other elements of his critical pedagogy, we included Rose and Martin's proposals in a broader perspective of critical literacy.

Based on the essays that compose the corpus, it was possible to perceive that the students used, in their intervention proposals, modal auxiliary verbs, among which *dever* (must) was the most frequent (used 379 times) to put forward students' intervention proposals. They also used interpersonal metaphors such as *é necessário* (it is necessary) and *é preciso* (it is needed), mainly with the function of modalizing the presentation of the social intervention proposals. In addition, it was possible to see, in the texts, that the number of occurrences of modal operators indicating a high degree of commitment to the social intervention proposals increased during the development of the course. The high commitment reflected by the modal choices also indicates an alignment with the readers, as the students need to persuade them of their intervention proposals, and to achieve this, they use engagement resources by means of dialogic expansion and by bringing other voices to their texts.

An important issue that emerges from the data is the fact that, when teachers prepare course materials and select texts that function as models for the deconstruction stage of this specific type of Brazilian exam, they must consider the role of modality in intervention proposals, as well as the way in which these choices activate engagement mechanisms and how text producers align with their readers. The analysis of heteroglossic mechanisms, in turn, enables the teacher to perceive the importance of models so that text producers align with their readers for their intervention proposals, construing, as Martin and White (2005) suggest, *personae* that can align with the examiners that will evaluate their texts, and engaging to social issues, which require a proactive and critical stance.

Therefore, the discussions and results presented here strengthen the aspect proposed by Halliday (1996) that mastering written language plays an important role in the development of literacies. Another highlight was the productive dialog between the Reading to Learn program strategies and the lexicogrammatical and discourse-semantic aspects of systemic functional linguistics, as well as the interface with Freire's critical pedagogy in the Brazilian context. From the practical point of view, one of the most revealing results is the fact that students adopted more critical and proactive stances in their texts, reflected in the increase in the number of modal verbs in their texts.

The reflective exercise we presented in this article, in which we included strategies proposed by the Sydney School's genre-based pedagogy in a typically Brazilian educational practice, based on critical literacy in Brazil and on Paulo Freire's conceptions, may inspire other educators to search for new interactions and interfaces as required by their contexts and practices.

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La enseñanza de la escritura en la educación superior: una experiencia didáctica en torno al macrogénero "Descripción de Flujograma"

Teaching Writing in Higher Education: A Pedagogical Experience with the 'Flow Chart Description' Macro-Genre

Apprendre l'écriture dans l'enseignement supérieure : une expérience didactique au tour du macrogenre « Description d'un Diagramme de Flux »

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Resumen

Este artículo presenta evidencias a favor de la enseñanza de la escritura a través del currículum, siguiendo una didáctica explícita basada en el género, bajo el modelo de docente asociado. Para ello, expone una experiencia que se llevó a cabo con estudiantes del curso Herramientas Computacionales y Programación para la Ingeniería y la Ciencia, en una universidad en la Provincia de Buenos Aires, Argentina, en torno a la elaboración de un macrogénero: la Descripción de Flujograma. En este marco, se realiza una caracterización del macrogénero desde la perspectiva de la lingüística sistémico-funcional, en particular, de la Escuela de Sídney, la cual permitió delimitar con precisión el objeto de enseñanza. Luego, se exponen los fundamentos de la tarea docente. En tercer lugar, se presentan los resultados obtenidos mediante la implementación de una rúbrica o matriz de evaluación, la cual permitió ponderar el desempeño de los sujetos tanto en la producción de la primera versión del texto como en su versión editada. Por último, se argumenta a favor de las opciones teóricas, metodológicas y didácticas que sustentan la propuesta de enseñanza de la escritura que actualmente se lleva a cabo en la universidad, sin dejar de lado la revisión de los puntos que deberían ser atendidos de cara a experiencias futuras.

Palabras clave: educación superior; escritura a través del currículum; géneros profesionales; macrogénero; Descripción de Flujograma; lsf.

Abstract

This article presents evidence in favor of teaching and writing across the curriculum, following a genre-based explicit approach, and an adjunct teaching model. This is done by reporting an experience that was carried out with students enrolled in the Computer-based Tools and Programming for Engineering and

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Science course, being offered at a university in the province of Buenos Aires, Argentina. This experience had to do with developing the Flowchart Description macro-genre. Firstly, the macro-genre is characterized from the perspective of systemic functional linguistics, particularly the Sydney School, which made it possible to precisely delimit the object of teaching. Secondly, the foundations of the teaching process were presented. Thirdly, a discussion of the results obtained from the implementation of a rubric or evaluation matrix was provided, which weighed participants' performance in the production of both their first draft and their final version. Lastly, the theoretical, methodological, and didactic options supporting the writing model currently deployed at this university were shown and issues to be addressed in future experiences were discussed.

Keywords: higher education; writing across the curriculum; professional genres; macro-genres; sfl, Flowchart Description.

Résumé

Cet article présente des éléments en faveur de l'enseignement de l'écriture dans l'enseignement supérieur tout au long des carrières, de manière transversale, en suivant une didactique explicite basée sur le genre, sous le modèle de l'enseignant associé. À cette fin, il présente une expérience qui a été réalisée avec des étudiants du cours « Outils informatiques et programmation pour l'ingénierie et la science » (Herramientas Computacionales y Programación para la Ingeniería y la Ciencia, dans une université de la province de Buenos Aires (Argentine), autour du développement d'un macrogenre : la description d'un diagramme de flux. Dans ce cadre, une caractérisation du macrogenre est faite du point de vue de la linguistique systémique-fonctionnelle, en particulier, de l'École de Sydney, qui a permis de délimiter précisément l'objet de l'enseignement. Ensuite, les fondamentaux de la tâche d'enseignement sont exposés. Troisièmement, les résultats obtenus par la mise en œuvre d'une rubrique ou d'une matrice d'évaluation sont présentés, ce qui a permis de pondérer la performance des sujets dans la production de la première version du texte et de sa version éditée. Enfin, il est plaidé en faveur des options théoriques, méthodologiques et didactiques qui soutiennent la proposition d'enseigner l'écriture qui est actuellement réalisée à l'université, sans laisser de côté l'examen des points qui devraient être abordés pour les expériences futures.

Mots-clés : enseignement supérieur ; écriture à travers le curriculum ; genres professionnels ; macrogenre ; Description d'un Diagrame de Flux ; linguistique fontionnelle systémique.

Introducción

La literatura existente concuerda con respecto a que el encuentro entre las y los estudiantes que ingresan a la universidad y la lectura y la escritura en este ámbito constituye un escollo que merece ser atendido (Moyano, 2008), en tanto, en ocasiones, termina por atentar contra la continuidad y el egreso del nivel superior. Sin embargo, no existe consenso en torno las propuestas más ajustadas para hacer frente a estos desafíos (Hyland, 2002; Moyano, 2004). De allí que, tanto en la República Argentina como en el resto del mundo, actualmente convivan propuestas que van desde cursos o talleres que se dictan en el nivel de pregrado o en los primeros años de la carrera —generalmente orientados a "remediar" la situación de escaso desarrollo de habilidades de lectura y escritura, generado por experiencias educativas catalogadas de "deficientes" en los niveles previos, como la educación secundaria— hasta la formación en lectura y escritura dentro de las carreras y a lo largo de las asignaturas (Moyano, 2004). En el marco de este debate, Moyano (2004) sostiene que

> [...] la carrera universitaria exige [...] el aprendizaje de nuevos géneros, entendidos como actividad social llevada a cabo a través del lenguaje (Martin, 1993) [...]. El desafío consiste en diseñar un programa para el acceso gradual de los alumnos que hoy llegan a las universidades a los géneros académicos (p. 4).

En línea con este debate, la Universidad Nacional Guillermo Brown (UNaB), en Argentina, cuenta actualmente con la Subárea Competencias en Discurso Profesional y Académico, cuyo objetivo es que los y las estudiantes mejoren la comprensión lectora de textos especializados y desarrollen competencias de escritura, con la finalidad, como señala Halliday (2004), de aprender a través del lenguaje. Por ello, la subárea se despliega transversalmente a lo largo de las carreras y trabaja mediante una didáctica explícita basada en el género (Moyano, 2007; 2013), bajo el modelo de "docente asociado", esto es, docentes especialistas en discurso y escritura, que se asocian con los docentes de las asignaturas, a fin de acordar la enseñanza

de determinado género, establecer tiempos y espacios para hacerlo, etc. (Moyano, 2018, p. 243).

La oferta académica de la UNaB incluye la "Tecnicatura Universitaria en Automatización y Control" (AyC), una carrera de pregrado con una duración de tres años. En este marco, se propone "formar profesionales que posean las capacidades requeridas para el diseño, mantenimiento y operación" de tecnologías de automatización y control en diversas actividades industriales y productivas, "cuyo carácter transversal a los distintos sectores de actividad productiva" se ajusta a la diversificación del parque industrial localizado en la región de influencia. En este sentido, se espera que el egresado o egresada se desempeñe en "tareas de diseño, mantenimiento", operación y puesta a punto de "máquinas automáticas, controles de procesos automatizados y mecanismos robóticos", entre otras cuestiones de orden técnico (UNaB, s. f.).

La asignatura "Herramientas Computacionales y Programación para la Ingeniería y la Ciencia" (HCyP), de dicha carrera, es el primer espacio de formación específica con que cuentan las y los estudiantes. Allí tienen su primer contacto con algunas herramientas computacionales y comienzan a conocer los rudimentos de la programación. Además, en este espacio se encuentran por primera vez con docentes de la subárea, por lo que comienzan a reflexionar, paralelamente, sobre los textos y la escritura, siempre en el marco de los géneros propios del campo disciplinar.

En este contexto, durante el segundo semestre de 2019, se llevó a cabo un proceso de investigación y docencia en torno a la elaboración de un macrogénero, *Descripción de Flujograma* (DF), cuyos resultados se discuten en este trabajo. Más precisamente, en este artículo se realiza, en primer lugar, una caracterización del macrogénero (Eggins, 2004; Eggins y Martin, 2003; Martin y Rose, 2008) desde la perspectiva de la lingüística sistémico-funcional (LSF) (Halliday y Matthiessen, 2004; Martin y Rose, 2007, 2008); en segundo lugar, se explica brevemente de qué forma se efectuó la tarea

de enseñanza; en tercer lugar, se presentan los resultados obtenidos; y, por último, se argumenta a favor de la didáctica basada en el género, en el marco de las asignaturas de la educación superior, sin dejar de lado la revisión de los puntos que deberían ser atendidos de cara a experiencias futuras.

Marco teórico

En este apartado se definen los géneros científicos (Martin y Rose, 2008), con especial énfasis en los informes y las explicaciones. Luego, se caracteriza al macrogénero DF, una construcción original que orientó el diseño de las clases en las que se llevó a cabo la experiencia de enseñanza, objeto de análisis de este trabajo.

Los géneros científicos

El concepto de *género* es entendido en este trabajo como una combinación de significados correspondientes a las variables de campo, tenor y modo, en tanto estas se relacionan de forma sistemática con determinados procesos sociales (Martin, 1992). En términos de Martin y Rose (2008), tal integración o configuración de significados está asociada al propósito o función social de un texto como práctica social en una cultura dada.

En este sentido, el género supone una organización estructural o estructura esquemática determinada, organizada como una serie de etapas o pasos, y una combinación específica de los significados correspondientes a las variables del registro. De allí que los autores planteen la propuesta de

> [...] modelar el género en el estrato de la cultura, más allá del registro, donde podía funcionar como un patrón de patrones de campo, tenor y modo. En este movimiento, hemos remodelado el lenguaje en contexto social como un sistema semiótico, en el que "situación" y "cultura" se reconstruyen como estratos semióticos sociales: el registro y el género (Martin y Rose, 2008, p. 16).[1]

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1   Las traducciones son, en todos los casos, de la autora de este trabajo.

En este marco, el campo científico posee formas específicas de semiotizar el mundo natural, que se traducen en géneros propios de esta esfera. En efecto, Martin y Rose (2008) consideran que

> [...] la ciencia semiotiza el mundo natural mediante generalizaciones sobre las cosas y los procesos de cuatro maneras regulares: mediante la clasificación y descripción de fenómenos, a través de la explicación de cómo suceden los procesos, indicando cómo observar fenómenos (por ejemplo, en experimentos) e informando e interpretando lo que fue observado (p. 141).

De la cita precedente se desprende la existencia de un conjunto de géneros propios del campo científico: los *informes,* que clasifican y describen; las *explicaciones,* que establecen relaciones de causa y consecuencia; los *instructivos de observación y experimentación,* y los *informes de procedimiento,* que reportan observaciones y experiencias.

De estos cuatro géneros elementales, el único que no sigue una organización temporal es el informe. En las explicaciones, esta temporalidad está ligada al proceso que se explica, es decir, es intrínseca de las actividades a las que se hace referencia; mientras que en instructivos e informes de procedimiento, la temporalidad está ligada a lo que el lector deberá hacer, en el primer caso, y lo que el autor ya ha realizado, en el segundo. Así, "las explicaciones construyen secuencias de actividades, mientras que los informes hacen foco en las entidades, organizadas mediante clasificación y composición, más que desenvolviéndose en el tiempo" (Martin y Rose, 2008, p. 166).

En el caso particular del macrogénero DF, este combina los géneros informe descriptivo, informe composicional y explicación secuencial. La relación entre estos géneros de carácter científico en el macrogénero DF resulta pertinente y lógica. En efecto, Martin y Rose (2008) consideran que, más allá de sus diferencias, informes y explicaciones comparten un conjunto de recursos lingüísticos, dado que en ambos casos se construyen relaciones entre fenómenos.

Tabla 1 El informe y la explicación, y sus tipos, propósitos y etapas

Género	Tipo	Propósito	Etapas*
Informe	Descriptivo	Clasificar un fenómeno y describir sus rasgos	Clasificación ^ Descripción
	Taxonómico	Subclasificar un conjunto de fenómenos, en función de una clase general	Clasificación ^ Tipo
	Composicional	Describir los componentes de una entidad	Clasificación ^ Componentes
Explicación	Secuencial	Explicar un proceso con base en un encadenamiento simple de causas y efectos	Fenómeno ^ Explicación
	Factorial	Explicar un proceso con base en múltiples causas	
	Consecuencial	Explicar un proceso con base en una causa y múltiples consecuencias	
	Condicional	Explicar un proceso con base en una causa, que puede variar dependiendo de condiciones	

* Se usa el símbolo ^ para representar la secuencia de realización típica.

El informe y la explicación

Informes y explicaciones presentan distintas variantes, dependiendo del propósito que realizan (Martin y Rose, 2008). El género informe posee tres tipos, y la explicación, cuatro, como se sintetiza en la Tabla 1.

En relación con los informes, en todos los casos se trata de describir una entidad o fenómeno a partir de sus rasgos o características, o en función de sus componentes; o bien mediante su taxonomización con base en determinado criterio.

Cabe señalar que la etapa Clasificación se puede realizar por medio de una definición del fenómeno objeto del informe, y que, en los casos en que este género posee una segunda etapa, esta puede operar recursivamente. Por ejemplo, a fin de presentar distintas características del fenómeno que se está describiendo, se incluyen nuevas fases descriptivas.

En cuanto a las explicaciones, todos los tipos emplean secuencias de causas y efectos que encadenan los procesos entre sí. Martin y Rose (2008) denominan "secuencia de implicación" a esta clase de patrones lógicos. En este sentido, la estructura esquemática de la explicación tiene siempre dos etapas: Fenómeno ^ Explicación. En la primera, se indica cuál será el fenómeno explicado[2] y, a continuación, se inserta la secuencia de implicaciones que lo explica. La clase de secuencia inserta es lo que determina el tipo de explicación de que se trata. En otras palabras, las explicaciones varían considerablemente en función del fenómeno que está siendo explicado, pero en todos los casos poseen un alto nivel de tecnicalidad, es decir, un importante volumen de lenguaje técnico o de especialidad, y la relación entre los eventos de una secuencia explicativa es necesariamente temporal, dado que se establecen relaciones lógicas de sucesión o simultaneidad entre ellos.

Macrogénero: la Descripción de un Flujograma en el campo de la programación

Informes y explicaciones, como se indicó más arriba, constituyen géneros elementales. Sin embargo, la teoría advierte que, en ciertos casos, los textos se organizan en términos del *macrogénero* (Eggins, 2004; Eggins y Martin, 2003; Martin y Rose, 2008), esto es, configuraciones de géneros elementales que realizan un único propósito social, de forma conjunta: en palabras de los autores,

2 Además de indicar el fenómeno que se explica, las explicaciones pueden comenzar o finalizar con una definición técnica de este.
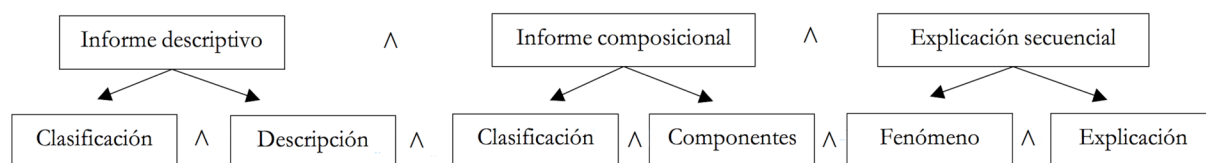
Figura 1 Estructura esquemática del macrogénero "Descripción de Flujograma"

"un texto que está formado por varios géneros diferentes" (Eggins y Martin, 2003, p. 14).

De esta manera, a continuación, se caracteriza la DF en tanto macrogénero, como la hemos descrito para los fines didácticos de la tarea de enseñanza. Para ello, se presenta la conformación de la macroestructura y las relaciones entre los géneros dentro de esta, y se exponen sus principales rasgos semántico-discursivos y léxico-gramaticales.

Macroestructura

El macrogénero DF está conformado por el informe Descriptivo, el Informe Composicional y la Explicación. Estos constituyen textos adyacentes, que conforman un texto complejo, en analogía con los complejos clausulares:

Descripción de Flujograma: Informe Descriptivo ^ Informe Composicional ^ Explicación Secuencial.

A su vez, cada género elemental se descompone, como adelantáramos, en etapas o pasos, como muestra la Figura 1.

En este sentido, y teniendo en cuenta que lógicamente la Clasificación no se reitera en la segunda etapa, al comienzo del informe composicional, la estructura del macrogénero se puede sintetizar del siguiente modo:

Descripción de Flujograma: Clasificación ^ Descripción ^ Composición ^ Fenómeno ^ Explicación.

Ahora bien, respecto de los tipos de relaciones que establecen estos textos, es importante recordar que Martin (1994) y Martin y Rose (2008) proponen una serie de categorías para describir cómo se combinan o relacionan entre sí los géneros elementales dentro de los macrogéneros. En particular, los autores encuentran que, así como propone la LSF para describir las relaciones entre cláusulas (Halliday y Matthiessen, 2004), los géneros pueden establecer relaciones de *expansión* o de *proyección* en el marco de un macrogénero. Entre las relaciones de expansión, se encuentran las de elaboración (=), extensión (+) y realce (x). En palabras de Martin (1994),

> Con la expansión, una cláusula expande otra elaborándola, extendiéndola o realzándola. Siguiendo a Halliday 1985a: 196-197, la elaboración supone replantear en otras palabras, especificar con mayor detalle, comentar o ejemplificar; la extensión involucra agregar algún elemento nuevo, presentar una excepción u ofrecer una alternativa; el realce supone enriquecer mediante características circunstanciales de tiempo, lugar, causa o condición (p. 62).

En el caso que nos ocupa, la relación entre los primeros dos géneros elementales que conforman este macrogénero es de expansión: extensión, dado que el informe composicional especifica o amplía el informe descriptivo. La explicación, por otra parte, establece una relación de expansión: elaboración con los dos primeros géneros, pues la explicación secuencial ejemplifica el fenómeno previamente descripto. Siguiendo el sistema notacional que utiliza la LSF, el macrogénero se describe, entonces, del siguiente modo:

Descripción de Flujograma: Informe Descriptivo + Informe Composicional = Explicación Secuencial.

La Figura 2 muestra esta relación entre los géneros y sus etapas o pasos.

En términos más concretos, este macrogénero comienza con una definición del concepto de

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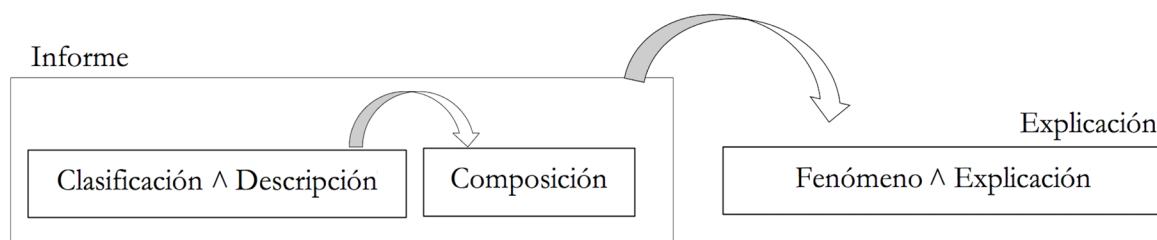
Figura 2 Relación entre los géneros que componen el macrogénero "descripción de flujograma"

flujograma y una breve caracterización de esta entidad. Esto corresponde a las etapas clasificación y descripción. Luego, la fase composición incluye un informe composicional de los elementos que conforman un flujograma. Estos elementos son los bloques del diagrama de flujo: formas geométricas como paralelogramo o rombo, utilizadas en el campo de la programación para representar acciones en un proceso o relaciones lógicas entre los elementos involucrados; por ejemplo, *inicio, toma de decisión, y.* En esta etapa, el informe composicional verbal incluye una descripción composicional visual, mediante la ilustración de los tipos de bloques, a título estrictamente complementario, dado que las palabras por sí mismas podrían bastar para describir estos elementos. Como se indica, la inclusión de los bloques de programación en el texto tiene una función estrictamente complementaria e ilustrativa en este macrogénero, es decir, no cambian ni amplía el sentido ni aporta información no dicha verbalmente. No obstante, el estudio pormenorizado de los aspectos multimodales pueden ser objeto de trabajo en futuras investigaciones.

Luego, la Explicación Secuencial incluye las dos etapas: en la etapa Fenómeno presenta un caso específico —un algoritmo dado— y en la fase Explicación explica el proceso allí representado. En este macrogénero, el flujograma se coloca como complemento de la explicación verbal, para ilustrar el proceso y facilitar la comprensión; y la explicación avanza a partir de un eje simultáneamente temporal —el flujo pasa de un bloque al siguiente— y causal —cada bloque es consecuencia de la acción realizada en el bloque previo—.

Por lo tanto, es posible afirmar que, como se puede deducir de la caracterización enunciada, el propósito de este macrogénero, la DF, es Describir un Flujograma dado, en tanto entidad del campo de la programación.

Algunos recursos semántico-discursivos y léxico-gramaticales

El conjunto de recursos semántico-discursivos y léxico-gramaticales de este macrogénero varía en función de los géneros que lo componen.

En relación con los *Informes,* desde el punto de vista del sistema de IDEACIÓN, se observa un predominio de figuras relacionales, organizadas en torno a *procesos,* realizados por verbos; y *participantes,* realizados por grupos nominales o preposicionales, como evidencian los siguientes ejemplos:

(1) Un flujograma es la representación gráfica de un algoritmo.
(2) El diagrama de flujo incluye diversos símbolos estandarizados para cada función.
(3) El rectángulo representa la realización de una operación o actividad relativas a un procedimiento.

Las cláusulas relacionales sirven para caracterizar e identificar (Eggins, 2004). Respecto a su composición léxico-gramatical, la mayor parte de las cláusulas relacionales realizan su proceso mediante un verbo relacional —*ser, estar, tener*—, cargan con dos participantes inherentes y siguen la estructura *x es/tiene y.*

Los participantes se pueden realizar mediante un grupo nominal inespecífico (indefinido) o

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específico (definido) o una frase preposicional. En muchos casos, además, estos participantes son abstracciones o incluyen una metáfora gramatical ideativa: *representación, flujo, decisión* son algunos de los condensados semánticos que realizan la función de participante, en tanto se trata de nominalizaciones, es decir, "empaquetamientos de secuencias de actividades" (Martin y Rose, 2007, p. 106). En estos casos, las actividades son codificadas "como si ellas fueran cosas", por lo que "los procesos son realizados por una clase gramatical atípica, como un nombre" (p. 106). Esto se puede observar en el segundo participante de los ejemplos (1) y (3) más arriba, y en los ejemplos (4) y (5), a continuación:

(4) Un flujograma es una *representación visual de un proceso o algoritmo determinado*.
(5) *El flujo* continúa del mismo modo.

En términos semánticos, es posible identificar qué tipo de experiencia construyen las cláusulas organizadas en torno a procesos relacionales: interna o externa (Martin y Rose, 2007), la realidad se representa como 'siendo', más que como 'haciendo' (materiales) o como 'percibiendo' (mentales). En relación con esto, en el caso específico del macrogénero que estamos analizando, la experiencia representada corresponde al mundo externo, dado que toma por objeto la descripción del flujograma.

Las cláusulas relacionales se agrupan en dos grandes modelos, que, a su vez, poseen algunas variantes internas: por una parte, existen las cláusulas relacionales "atributivas". En estos casos, una entidad se clasifica como miembro de una clase; se la caracteriza: *x tiene la característica y* o *x pertenece a la clase y,* como en "Un flujograma es una forma de representación gráfica". Por otra, la teoría reconoce un segundo tipo de relacionales, llamadas "identificatorias". Las cláusulas de esta clase identifican determinadas entidades y siguen la fórmula *x es igual a y,* como en "Un flujograma es la representación gráfica de un algoritmo". La LSF afirma que, al menos para el inglés, las cláusulas de identificación contrastan con las de atribución, por el hecho de que las primeras son reversibles,

pero no las segundas (Eggins, 2004; Halliday y Matthiessen, 2004).

Las cláusulas atributivas e identificatorias pueden ser, a su vez, intensivas, posesivas o circunstanciales. En el primer caso, es decir, en las *cláusulas intensivas,* se ofrece una caracterización por rasgos, como en el ejemplo (2) más arriba y en el (6) a continuación; en cambio, si la cláusula es *posesiva,* se orienta a la identificación por posesión, como en el ejemplo (7); finalmente, en el caso de las cláusulas *circunstanciales,* la identificación de un elemento se realiza a partir de su ubicación en el tiempo, el espacio u otra circunstancia, como en el ejemplo (8).

(6) Un flujograma está formado por un conjunto de bloques.
(7) El flujograma tiene bloques que representan acciones del proceso.
(8) Los bloques del flujograma se ubican formando una línea vertical.

En el caso del macrogénero que estamos analizando, la función descriptiva y composicional se realiza, además, mediante la identificación de la función o acción que realiza cada bloque, como *iniciar* o *indicar* en los ejemplos que siguen:

(9) El rectángulo de puntas redondeadas inicia el proceso.
(10) El bloque *Entrada por teclado* indica que el usuario debe ingresar datos mediante el teclado.

En síntesis, el informe descriptivo y composicional se realiza mediante cláusulas relacionales atributivas e identificativas de tipo intensivo, posesivo y circunstancial. La metáfora gramatical ideativa puede funcionar como participante y las cláusulas se vinculan por medio de recursos del sistema de CONJUNCIÓN o metáforas lógicas (Martin y Rose, 2008); principalmente, a través del uso de conjunciones internas y externas aditivas, como *además, similarmente* o *como.*

Por su parte, la *Explicación Secuencial* incorpora dos elementos clave que transforman completamente la manera en que se representa la experiencia: el tiempo

y las relaciones de causalidad y consecuencialidad. En este caso, se conjugan figuras relacionales con figuras materiales, dado que no solo se deben definir o describir los elementos que conforman el flujograma a medida que se explica el proceso, sino, además, indicar qué acciones suceden a medida que avanza el flujo, como en los ejemplos (11), (12) y (13):

> (11) El quinto es un bloque de decisión y este realiza la pregunta '¿A = B?'.
> (12) Entonces, el flujo se conduce ahora hacia el bloque octavo, muestra en la pantalla o imprime "B es el mayor" y el proceso finaliza en el bloque *Fin*.
> (13) Luego, el algoritmo entra en un bloque de decisión lógica, y este pregunta si "A" y "B" son iguales. Si la respuesta es afirmativa, vuelve a solicitar el ingreso de datos tal y como lo indica la línea de flujo.

En este sentido, se incorporan procesos como *servir, realizar, solicitar, evaluar,* entre otros, y los participantes a ellos asociados. Se trata de procesos propios del campo de la programación, que aluden a las acciones que prototípicamente realiza un algoritmo en cada uno de sus pasos. Si bien muchos de ellos tienen un matiz mental, como el verbal *solicitar* o el cognitivo *evaluar,* en todos los casos poseen la función de indicar qué acción está realizando el algoritmo. Es decir que, en tales casos, los procesos están siendo utilizados en un sentido metafórico, en tanto se les asignan atributos humanos a los bloques del Flujograma (de allí que "decida", "solicite", etc.).

En cuanto a la flexión, cabe señalar que la especificidad del macrogénero conduce a que todos los verbos aparezcan conjugados en presente, dado que el propósito descriptivo resulta dominante. En consecuencia, las relaciones de temporalidad y causalidad de la explicación que no se explicitan mediante la flexión verbal se establecen por medio de recursos del sistema de CONJUNCIÓN —conjunciones de tiempo, causa y condición: *si, entonces, por lo tanto, luego,* etc.— o mediante "metáforas lógicas que realizan el mismo significado a través de recursos de otros sistemas" —por ejemplo: *en caso de, esto se debe a, lleva a la consecuencia de,* etc.— (Martin y Rose, 2007, p. 150).

Un elemento por destacar es la forma en que se describen las acciones dependientes de los bloques *If* o de *Toma de Decisión*. Estos introducen un sistema binario de opciones para el flujo a partir de una pregunta: tienen una entrada y dos salidas posibles excluyentes, que bifurcan el recorrido. Si la respuesta a la pregunta que introduce el bloque del programa es *sí*, el flujo sigue un camino —generalmente, hacia abajo o hacia la derecha—. Si la respuesta del programa es *no,* el proceso sigue en otra dirección —en general, hacia la izquierda, en términos de la representación visual—. Entonces, dado que se trata de instancias en las que el programa se ramifica o bifurca, presenta una dificultad especial para su descripción, dado que debe expresar el carácter condicional de cada uno de los cursos posibles y marcar claramente la oposición excluyente entre estas opciones. En esta instancia, por tanto, resulta clave el uso de los recursos del sistema de CONJUNCIÓN, que construyen significado condicional y opositivo, como se puede ver en el ejemplo (13) más arriba. La flexión verbal de futuro puede complementar esta clase de significados.

En síntesis, la etapa Fenómeno de la Explicación Secuencial se realiza con una cláusula relacional que indica qué representa el diagrama que funciona como ejemplo —"Este Flujograma representa Z"—, mediante una figura organizada en torno a procesos como *representar, corresponder, graficar*—; y la etapa Explicación se efectúa por medio de cláusulas relacionales y materiales, conectadas con recursos de conjunción y metáforas lógicas que establecen relaciones de temporalidad y causalidad, principalmente, y de condicionalidad y oposición, de ser necesario.

Por otra parte, en relación con la metafunción interpersonal, cabe observar que el macrogénero rechaza cualquier recurso lingüístico o discursivo que evidencie la relación entre los participantes del evento. Esto significa que las huellas de subjetividad están borradas: el discurso es monologal —en términos del sistema de COMPROMISO— y las valoraciones están ausentes —en términos del

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sistema de ACTITUD— (Hood y Martin, 2005; Martin, 2000a, 2000b; Martin y White, 2005).

De la caracterización del macrogénero a su enseñanza

Las intervenciones docentes se realizaron siguiendo el modelo didáctico de Moyano (2007; 2013). Esta propuesta de enseñanza constituye una adaptación de la de la Escuela de Sídney (Martin, 1999; Rose y Martin, 2012), se organiza en torno al concepto de *género* (Martin y Rose, 2008), supone una didáctica explícita (Bernstein, 1990) y parte de la convicción de que el aprendizaje se da en un proceso interactivo de construcción. Más aún, durante la enseñanza, el o la docente lleva a cabo un fuerte andamiaje (Rose y Martin, 2012; Wood *et al.*, 1976), dado que despliega los apoyos o guías para que los y las estudiantes avancen en este proceso constructivo.

Una particularidad de este modelo (Moyano, 2007) es su reconceptualización de la categoría de *andamiaje*, dado que aquí se realiza un especial énfasis en el diálogo como forma privilegiada para sostener el aprendizaje: "Para nosotros la metáfora del andamiaje no refuerza lo suficiente el hecho de que esa orientación tiene lugar a través del despliegue diálogo" (Rose y Martin, 2012, p. 55). En efecto, el modelo didáctico defiende la orientación mediante la interacción en el contexto de la experiencia compartida, como forma privilegiada de andamiaje (Martin, 1999; Moyano, 2011).

En concreto, la propuesta didáctica prevé distintas instancias de trabajo: deconstrucción del género, diseño y construcción de ejemplares genéricos, y edición de los escritos, como se observa en la Figura 3.

En cuanto al primer paso, se trata de la lectura colectiva de un ejemplar modélico del género o macrogénero para realizar su *deconstrucción.* Esta tarea se lleva a cabo con el grupo clase y supone la mediación de la o el docente, a fin de que los y las estudiantes —a través de la interacción, el debate y la sistematización— identifiquen el propósito social del género o macrogénero, su estructura esquemática y los recursos semántico-discursivos y léxico-gramaticales prototípicos.

El hecho de que este modelo comience con la tarea de deconstrucción implica que el aprendizaje de

Negociación del campo	Deconstrucción del género		* Lectura conjunta * Lectura en pequeños grupos * Lectura individual	
	Diseño del texto	Construcción de ejemplares genérico	* Escritura conjunta * Escritura en pequeños grupos * Escritura individual	
Determinación del contexto	Edición de las propias producciones		* Edición conjunta * Edición en pequeños grupos * Edición individual	

Figura 3 Propuesta didáctica

Fuente: Moyano (2007).

la escritura se efectúa a partir de la lectura. Dicho de otro modo, se trata de un modelo ideado para la apropiación de la escritura, que toma la deconstrucción del género a ser enseñado como primer paso, lo que supone, por lo tanto, la enseñanza también de unas formas específicas de lectura.

La relevancia de esta decisión didáctica se pone de manifiesto si se tiene en cuenta que los y las estudiantes que participan sistemáticamente de instancias didácticas en las que se utiliza este modelo, construyen —a mediano y largo plazo— estrategias de lectura que les permiten enfrentar la producción autónoma de géneros o macrogéneros novedosos, tanto en el ámbito académico como en el profesional.

Cabe señalar que, durante la deconstrucción conjunta de la experiencia que estamos reportando, se fueron extrayendo y sistematizando los recursos que los y las estudiante luego "tendrían a mano" a la hora de escribir. En esta línea, se generaron esquemas y se sistematizaron figuras, estructuras clausulares y elementos léxicos. Entre estos últimos, se incluyeron tanto las metáforas gramaticales ideacionales y lógicas, como las conjunciones y el léxico específico del campo disciplinar (generalmente, abstracciones). También se analizaron las relaciones nucleares entre los elementos que conforman la cláusula y se reflexionó sobre su organización.

Todos estos elementos, sistematizados en tablas y esquemas, pasaron a formar parte de los insumos de escritura. Además, durante esta instancia se hizo especial énfasis en la centralidad del proceso y en los participantes semánticamente más inherentes, y se observó la colocación periférica del resto de los elementos, como las circunstancias y las conjunciones (Martin y Rose, 2007).

El modelo (Moyano, 2007) avanza con las tareas de *diseño y construcción,* que se pueden realizar con el grupo clase, en pequeños grupos, en parejas o de forma individual, dependiendo de las necesidades específicas de los y las estudiantes, del texto, de la consigna disparadora, etc.

El diseño es una subetapa de la construcción, por lo que una y otra instancia suponen tareas diversas y centrales para la apropiación del proceso de escritura. En este sentido, idealmente, diseño y construcción deberían ser abordadas en distintos momentos —sean clases o intervenciones—; sin embargo, ocasionalmente, por cuestiones de negociación entre pares (Moyano y Giudice, 2016), se realizan de forma integrada, como en el caso que comentamos aquí.

En concreto, el diseño del texto tiene como propósito realizar una primera esquematización del trabajo a producir: la identificación de qué se va a decir, cómo, por qué, etc.; es decir, se trata de una instancia de planificación del propio trabajo, tomando como base la información obtenida durante la deconstrucción. Luego, a partir sus diseños, los y las estudiantes proceden a la construcción del texto, es decir, a la primera producción completa. En estas instancias, el docente orienta la reflexión en torno a las decisiones que deben tomar los autores, y ofrece criterios para ponderar la pertinencia de tales decisiones.

Sobre la base de estas primeras producciones se lleva a cabo la última instancia de intervención: la *edición conjunta,* que viene seguida de la edición en pequeños grupos o individual. En este momento del proceso se selecciona al menos uno de los textos producidos por los y las estudiantes, y se lee de forma conjunta, con el grupo clase, a fin de poner de manifiesto las producciones totales o parciales que se ajustan al texto modelo deconstruido al inicio y las que necesitan edición, para aproximarse a este en mayor grado.

En esta etapa, la figura del docente nuevamente resulta central, dado que oficia de autor experto, orienta la mirada de los y las estudiantes hacia los aspectos del texto que deben ser atendidos, y ofrece caminos alternativos para solucionar los eventuales problemas.

El modelo didáctico, por lo tanto, desalienta la devolución individual de los borradores bajo

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sistemas de comentarios, y alienta, por el contrario, el debate colectivo en torno a formas alternativas de resolución de los problemas que enfrenta quien escribe. De este modo, no solo se intervienen las producciones concretas de los y las estudiantes, sobre la escritura en proceso, orientando su reescritura, sino que, además, se hacen explícitas la formas de *hacer* con el texto que lleva a cabo a un escritor que sabe más (Rogoff, 1994; Vigotsky, 1988; Wood *et al.,* 1976).

En el caso de esta experiencia, durante la edición conjunta se retomaron los insumos producidos en la etapa de deconstrucción —tablas y esquemas que sistematizaban las características del macrogénero—. Es decir, la reflexión y la sistematización de las características del macrogénero se realizaron durante la deconstrucción —sobre la base de un texto modelo— y, posteriormente, durante la edición —con base en sus propios textos en proceso—.

Es importante destacar que, en la edición conjunta, se reforzaron tres cuestiones que aparecieron como recurrentes: la dificultad de definir una entidad de un campo específico, en este caso, el flujograma; los desafíos que supone describir un proceso que incluye condicionalidad, representada en este caso por los bloques *If* o de *Toma de Decisión*; y la aparente influencia que ejerció un trabajo realizado previamente (Serpa, 2019), sobre otro género en la primera construcción individual de este macrogénero. Discutiremos estos temas al analizar los resultados.

Finalmente, cabe señalar que, en la instancia de edición, se ofrece a los y las estudiantes una versión ajustada de la rúbrica de evaluación (Norton y Wiburg, 2003) diseñada *ad hoc* para andamiar la escritura. Este recurso les explicita los criterios para la autoedición de sus escritos, los mismos criterios sobre los que se reflexionó en la clase de edición.

En síntesis, el modelo didáctico que seguimos supone las etapas de deconstrucción, diseño, construcción y edición; en el proceso de enseñanza, se establecen de manera alternativa momentos de

producción y trabajo entre todos, en pequeños grupos e individuales. Paralelamente, el modelo no solo se ocupa de la enseñanza de la escritura, sino también de la lectura —como afirmamos más arriba— y de contenidos disciplinares, mediados por la lectura y la escritura.

En este sentido, la enseñanza del macrogénero DF se llevó a cabo teniendo en cuenta la caracterización presentada en el apartado precedente, es decir, utilizando las categorías que ofrece la LSF. Principalmente, se enfocó en el propósito del texto, en su macroestructura y en los recursos semántico-discursivos y léxico-gramaticales.

Método

A continuación se presentan los datos recogidos en cada comisión o grupo de sujetos, según estudiante y según dimensión de análisis del texto. También se describe el tipo de análisis realizado para obtener las dimensiones del macrogénero.

Datos recogidos

En relación con la producción de los datos, el modelo didáctico presentado más arriba supone, como se adelantó, el diseño de una rúbrica de evaluación que no solo funciona como apoyo durante el proceso, en tanto se ofrece una versión adaptada de este insumo a los y las estudiantes, sino también como herramienta para la evaluación de resultados en la enseñanza y el aprendizaje de cada género o macrogénero.

En particular, las rúbricas se diseñan *ad hoc* para cada género o macrogénero, en función de las dimensiones o los criterios del texto a los que se haya atendido durante la deconstrucción. Estos insumos operan en dos sentidos: por una parte, permiten valorar y calificar el desempeño de los y las estudiantes, y garantizan la evaluación estricta de aquello que haya sido efectivamente enseñado; por otra, constituyen una herramienta de control para la enseñanza, en tanto ofrecen evidencias del curso general del proceso de trabajo en el aula y de los resultados alcanzados por el grupo.

En este caso específico, en relación con las dimensiones de análisis y los aspectos en los que se enfocó durante las clases, se decidió agrupar los rasgos del macrogénero en *estructura esquemática* (inclusión de los tres géneros elementales en el orden previsto, desarrollados de manera exhaustiva y claramente diferenciados), *tipo de lenguaje* (tecnicalidad, uso de cláusulas relacionales y materiales en los casos en que corresponde, metáfora gramatical ideacional, conjunciones y metáfora gramatical lógica), *recursos gramaticales* (relaciones nucleares, flexión verbal) y *recursos gráficos y normativos* (adecuación a las condiciones formales de entrega, como tipo y tamaño de fuente, entre otras; y adecuación normativa, como distinción de mayúsculas y minúsculas, uso del tildes, etc.). Las rúbricas contaron con descriptores cualitativos para cada nivel de desempeño, organizado en una gradación de cinco niveles.

Por último, respecto a la cantidad de sujetos, inicialmente las comisiones (C) contaron con 14 (C1) y 22 (C2) estudiantes. De estos, 7 de la C1 y 8 de la C2 entregaron el borrador; y 8 y 9 escribieron la versión final, respectivamente. Cabe señalar que constituyen el 100 % de los sujetos que completaron la asignatura y la regularizaron.

Cabe señalar que, dado que la matriz de evaluación constituye un insumo simultáneamente para la tarea de docencia y de investigación, fue administrada por la misma persona, es decir, la autora de este trabajo.

Análisis de los datos

Para la producción y el análisis de los datos en el marco de este trabajo, cada dimensión se subdividió en el conjunto de rasgos o criterios que conforman el macrogénero, se asignó un valor máximo total de 10 puntos por dimensión y se distribuyeron esos 10 puntos máximos entre los distintos rasgos o niveles. De este modo, cada dimensión podía recibir hasta 10 puntos máximo. Luego, se hizo el promedio entre las cuatro dimensiones del macrogénero.

Con base en estos criterios, el desempeño de cada estudiante fue evaluado en dos momentos del proceso: en la primera entrega, después de la clase de diseño y construcción; y en la entrega final, tras la clase de edición conjunta.

Resultados

A continuación se presentan los resultados obtenidos en cada comisión o grupo de sujetos, a partir de la evaluación de los borradores (o primera construcción del texto) y las versiones finales (o texto editado), mencionados en las figuras como "Borrador" y "Final", respectivamente. Luego, se exponen los resultados, en los que se analiza separadamente cada dimensión evaluada mediante la rúbrica.

Grado de avance entre borrador y versión final

La Figura 4 permite observar las diferencias entre la primera construcción del texto y la versión editada para ambos grupos de estudiantes. En efecto, todos los participantes mostraron un crecimiento relativo entre ambas instancias: en promedio, las producciones avanzaron en 1,62 puntos (sobre 10) entre las dos versiones. La C1 creció en 2,69 y la C2, en 0,55.

Pese al escaso margen de avance que evidencian los sujetos de la C2, mostraron un desempeño más
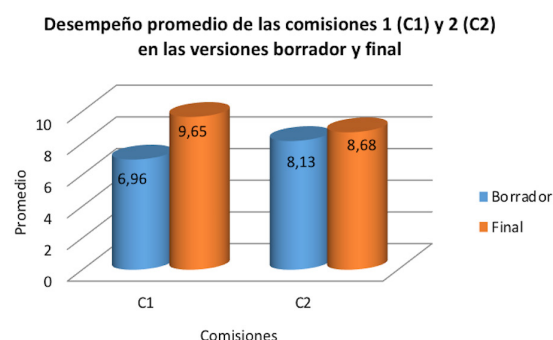
Figura 4 Desempeño promedio de las comisiones 1 (C1) y 2 (C2) en las versiones borrador y final

ajustado en el borrador, respecto de los borradores producidos por los y las estudiantes de la C1. Es decir, obtuvieron en promedio resultados más altos, 8,13 puntos, mientras que el promedio para la C1 fue de 6,96. Es decir que los y las estudiantes de la C2 lograron producir borradores que fueron superiores a las primeras construcciones de sus pares de la C1 en más de un punto. Sin embargo, esta diferencia de partida no redundó en lograr mejores niveles de desempeño en la versión editada.

Por otra parte, las Figuras 5 y 6 permiten observar el desempeño de los y las estudiantes en relación con las distintas dimensiones del género, comparando la versión borrador y la versión final.

En este caso, se evidencia que sin bien en ambas comisiones se produjo un avance en el desempeño de los y las estudiantes —en todos los casos, mejoraron la puntuación obtenida—, si se compara el rendimiento entre comisiones este progreso se

Figura 5 Comparación entre ambas versiones de la descripción de flujograma en la C1

Figura 6 Comparación entre ambas versiones de la descripción de flujograma en la C2

distribuye de forma diferenciada en cada grupo. Por ejemplo, mientras que la C1 avanzó notablemente en relación con la estructura esquemática (1,75 puntos), la C2 registró un menor nivel de progreso en esa dimensión (0,30 puntos). El mayor grado de avance en la C2, por su parte, se registra para la dimensión "Tipo de lenguaje" (0,69), mientras que la misma dimensión es la segunda más baja para la C1 (1,27). Si se tiene en cuenta que en ambas comisiones se hicieron las mismas intervenciones con los mismos recursos, la disparidad en el rendimiento de los grupos debería explicarse en función de otras variables.

Al margen de este comentario, esto es, de la falta de sistematicidad en el avance relativo de cada dimensión para cada grupo, cabe mencionar que los sujetos de la C1 mostraron un progreso menos homogéneo entre los distintos aspectos del género, mientras que los de la C2 parecen estar atendiendo igualmente a todas las variables, por lo que logran un crecimiento menor, pero más equivalente entre dimensiones, como muestra la Figura 7. Para su lectura, hay que tener en cuenta que 1) representa la estructura esquemática; 2) el tipo de lenguaje; 3) los recursos gramaticales; y 4) los recursos gráficos y normativos. En este último caso, los valores correspondientes a las C1 y C2 están prácticamente superpuestos.
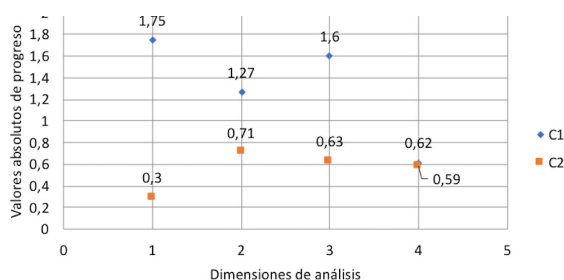
Figura 7 Dispersión de los valores absolutos de progreso de la C1 y la C2 entre la versión borrador y la versión final, según dimensión de análisis. 1: estructura esquemática; 2: tipo de lenguaje; 3: recursos gramaticales; 4: recursos gráficos y normativos.

Discusión

Los resultados obtenidos permiten una doble reflexión que aparece entramada en términos de la descripción genérica y en términos didácticos.

Ante todo, es posible afirmar que el rendimiento en la versión borrador o en la primera construcción de los escritos da cuenta de un importante trabajo previo, en el marco de la deconstrucción conjunta del género, y en relación con la subetapa diseño.

Resultados de entre 7 y 8 puntos en la elaboración del borrador de un macrogénero especializado por parte de estudiantes ingresantes al nivel superior constituyen un desempeño que merece ser observado. Esto es así no solo por la complejidad estructural, discursiva y léxico-gramatical del texto —que ha quedado al descubierto en la descripción presentada en este trabajo—, sino también por el desafío cognitivo que representa para quienes se enfrentan por primera vez con las exigencias del nivel superior y con los contenidos del campo disciplinar.

Estos datos resultan aún más contundentes si se tiene en cuenta que, según el "Censo nacional de población, hogares y viviendas 2010", el 95 % de la población ocupada del partido de Almirante Brown trabaja en relación de dependencia, en calidad de obreros o empleados, y que la mayor parte de la matrícula de la UNaB es primera generación que accede a la educación superior (Instituto Nacional de Estadística y Censos, 2012).

En este sentido, es posible suponer que el trabajo de deconstrucción conjunta del macrogénero —seguido de la subetapa diseño, que permite abrir un espacio y un tiempo para discutir qué información contendrá el texto y en qué orden y por qué se presentará la información de ese modo— constituye una estrategia didáctica potente; es decir, los resultados de este trabajo pueden ser interpretados como una evidencia a favor del modelo didáctico utilizado.

Se debe recordar que, durante la deconstrucción, los y las estudiantes observan, analizan y

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sistematizan las características de un género o macrogénero con el andamiaje del docente (Martin, 1999; Rose y Martin, 2012; Wood *et al.,* 1976), tomando como modelo una instanciación del género que constituye un ejemplar textual representativo. En este caso específico, luego de una lectura completa en voz alta, se discutió la macroestructura del texto y el propósito de cada etapa —es decir, de cada género dentro del macrogénero—.

En esta instancia, los y las estudiantes compartieron sus interpretaciones antes de sistematizar la información obtenida; luego, se releyeron las etapas del macrogénero, es decir, se enfocó en cada género, y se señalaron y comentaron sus recursos lingüísticos, siempre estableciendo conexiones entre esos recursos y el propósito global del macrogénero. Después, sobre la base de la información sistematizada, los y las estudiantes comenzaron a diseñar un texto de forma conjunta y tomaron nota para sus propios diseños.

En síntesis, es posible arriesgar que los buenos desempeños observados en promedio para la primera versión del texto se deban —al menos en parte— al fuerte trabajo previo, al conocimiento profundo de un texto modelo y a la discusión en torno a sus características. En otras palabras, la tarea de lectura intensa y guiada podría haber operado favorablemente a la hora de escribir, y podría explicar el hecho de que ninguno de los trabajos escritos se haya alejado de los objetivos propuestos.

Reflexiones similares merece el análisis de los resultados que surgen de la comparación entre el desempeño en la primera construcción y en la segunda entrega, luego de la clase de edición. Ante todo, es importante recordar que los y las estudiantes no recibieron una devolución personalizada de sus producciones, por lo que el avance entre la primera instancia de escritura y la reelaboración representa aquello que los y las estudiantes pueden realizar por sí mismos, extrapolando al propio texto las reflexiones que llevaron a cabo a partir de un trabajo ajeno y en el marco de la discusión conjunta. Es decir, en ningún caso se señaló dónde y cómo reformular cada

trabajo. Esta tarea la realizaron los sujetos por sí mismos luego de la clase grupal de discusión. Por lo tanto, es posible suponer que la tarea de modelaje de la actividad que realiza el docente durante la etapa edición, a través de lo que Rogoff (1994) llama "mente compartida", constituya una estrategia potente para dotar a los y las estudiantes de un mayor grado de consciencia respecto de su propia escritura. Cabe recordar que, en esta instancia, se modelan las "discusiones" que el autor tiene consigo mismo en el momento de producir y reelaborar su propio texto de manera autónoma. Esta clase de estrategias, por ende, permite simultáneamente caracterizar un género o macrogénero —en tanto quien guía la tarea se enfoca en sus elementos lingüísticos clave, característicos— y poner en escena el proceso de escritura.

En relación con todo esto, es decir, la reflexión sobre las etapas deconstrucción y edición y la subetapa diseño como parte del modelo didáctico seleccionado, cabe señalar que la apelación a la LSF como marco teórico constituye una potente herramienta didáctica. En efecto, no solo permite una caracterización minuciosa del género o macrogénero en la fase de planificación docente, sino que, además, habilita un metalenguaje común durante los distintos encuentros, lo que facilita la objetivación de la escritura y de su proceso de elaboración y, por lo tanto, la discusión en torno a estos temas.

Finalmente, en relación con la mayor o menor distancia entre ambas producciones si se compara el desempeño de las dos comisiones, es posible suponer que la disparidad entre los grupos dé cuenta de algunos de los fenómenos que inciden en el proceso de edición y de los tiempos propios del aprendizaje. Por ejemplo, los sujetos de la C1 asistieron en su totalidad a las intervenciones didácticas y todos ellos, salvo en un caso, produjeron ambas versiones. En el momento de edición conjunta, compartieron las dificultades enfrentadas durante la construcción individual y ensayaron caminos alternativos para resolver los problemas identificados. Por el contrario, en la C2, los sujetos presentaron un mayor nivel de ausentismo,

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por lo que muchos de ellos no participaron de los debates en el aula: se limitaron a utilizar el material disponible.

Además, durante la edición conjunta con la C2 se identificaron algunas dificultades particularmente desafiantes. En primer lugar, ante la necesidad de revisar las definiciones construidas en sus textos —en la etapa Clasificación—, los sujetos expresaron que les resultaba muy complejo identificar los elementos clave o centrales de la definición, que den cuenta exactamente de la identidad de la entidad que estaba siendo definida, el flujograma. En esta instancia, se generó un acalorado debate disciplinar, del que participaron docentes y estudiantes, y que los llevó a revisar los contenidos conceptuales abordados previamente. Sin embargo, en la mayor parte de los trabajos no se evidenció el impacto de este debate: las definiciones no lograron mayor precisión, lo que permite suponer que resulta necesario trabajar de forma más sostenida en la asignatura, para lograr un aprendizaje más profundo del contenido, o que debería haber habido una nueva instancia de edición, para seguir avanzando en este tema.

En segundo lugar, otro escollo se presentó al analizar la etapa Explicación, en relación específicamente con la construcción de una explicación que incluye secuencias optativas dependientes de elementos que introducen condicionalidad. En particular, los y las estudiantes debatieron largamente sobre cómo editar fragmentos textuales en los que no se lograban explicar de forma ordenada y clara las secciones del flujograma que incluían el bloque *Toma de Decisión y Ramificación*. En las versiones finales se evidenció una organización más ordenada y completa de las cláusulas y un mayor uso de conjunciones y metáforas gramaticales lógicas. Sin embargo, el trabajo con estos fragmentos hubiera requerido más tiempo, para lograr mejores resultados.

Por último, una tercera dificultad observada en el grupo se vincula con la tarea de escritura realizada antes por los mismos sujetos. En efecto, los

y las estudiantes habían realizado previamente, en la misma asignatura y con los mismos docentes, la escritura de un manual de usuario (Serpa, 2019) y muchas de las características de este género fueron trasladadas directamente al macrogénero DF. Por ejemplo, algunos sujetos forzaban el texto para incluir al lector en figuras directivas típicas de los géneros instructivos o explicaban el proceso del flujograma en términos de pasos a seguir. Estos temas fueron debatidos durante la edición conjunta, pero no fueron aprehendidos por todos los sujetos.

Los tres puntos mencionados constituyen algunas líneas de análisis cualitativo para buscar dar cuenta del menor grado de avance de los sujetos de la C2 respecto de los de la C1 entre las distintas versiones producidas a lo largo del proceso. Dos de estas líneas —el problema de las definiciones y el problema de las explicaciones secuenciales condicionales— conducen directamente a reflexionar sobre la potencia de discutir la escritura en el marco de las asignaturas, dado que apuntan a su carácter de herramienta epistémica (Bereiter y Scardamalia, 1987; Halliday, 1993; Vigotsky, 1988, 1998). En cualquier caso, y más allá de que se trata de meras hipótesis explicativas, cabe señalar que instancias futuras de trabajo con el mismo género podrían atender a tales "nodos problemáticos", a fin de lograr mejores desempeños.[3] No obstante, no se debe perder de vista que, en todos los casos, el nivel de desempeño entre borrador y versión final fue mayor.

Por otra parte, es posible enriquecer estos resultados ampliando el ángulo de interpretación. En efecto, si se tiene en cuenta que, en el mismo semestre, los y las estudiantes de este grupo realizaron previamente otro trabajo de escritura bajo el mismo modelo didáctico (Serpa, 2019), los datos cobran un matiz especial en su apreciación

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3   Durante el segundo semestre de 2020, un nuevo grupo de estudiantes trabajó en la asignatura para la producción del mismo macrogénero, acompañados por la misma docente. Se espera poder evaluar los resultados de esta nueva tarea y compararlos con los que se discuten aquí.
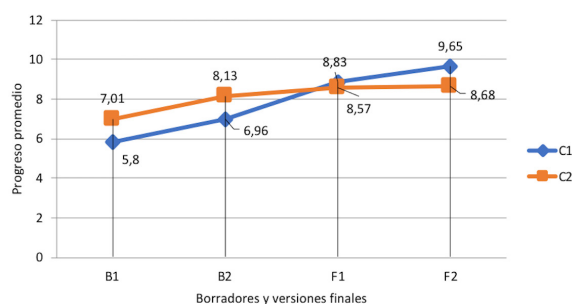
Figura 8 Progreso promedio durante el segundo semestre de 2019, según comisiones

longitudinal. La Figura 8 ilustra el avance de ambos grupos durante el semestre, dado que representa el progreso en el tiempo entre borradores (B1 para C1, y B2 para C2) y versiones finales (F1 y F2, respectivamente).

Como se puede observar, los grupos muestran una tendencia creciente sostenida. Si a este dato se suma una comparación respecto de las dimensiones del texto a las que han podido atender los sujetos en la escritura del primer macrogénero y el segundo, el crecimiento es aún mayor. En efecto, al trabajar con el primero, el manual de usuario, los sujetos colocaban mayor énfasis en una u otra dimensión del texto. Mientras que en este segundo macrogénero, la DF, el progreso es más homogéneo en todas las dimensiones (véanse las Figuras 5 y 6) (Serpa, 2019).

En relación con todo lo anterior, entonces, es posible ubicar este trabajo en el marco de los debates en torno a la enseñanza de la escritura en la educación superior y su didáctica específica, sin perder de vista la problemática de la inserción de esta enseñanza en el nivel y la relación entre escritura y aprendizaje. Los resultados respaldan, al menos provisoriamente, la tarea que lleva a cabo la Subárea Competencias en Discurso Profesional y Académico de la UNaB, y refuerzan el presupuesto de que los géneros de la educación superior presentan ciertas especificidades propias de los campos disciplinares y de las demandas del ámbito universitario, que resultan novedosas para los y las estudiantes, y que reclaman, por tanto, ser enseñadas y aprendidas de la mano del resto de los contenidos. En este sentido, tanto la descripción de géneros y macrogéneros (Eggins y Martin, 2003; Martin, 1992, 1994, 2001, 2014; Martin y Rose, 2008), como la enseñanza en las asignaturas y a lo largo de las carreras (Moyano, 2007, 2009, 2010, 2013, 2017, 2018; Moyano y Giudice, 2016) parecen constituir una opción adecuada para ello.

En este sentido, el desempeño de las y los estudiantes de HCyP durante el segundo semestre de 2019 constituye una primera prueba a favor de la propuesta institucional de la UNaB y, en particular, del encuadre didáctico de la Subárea, en su pretensión de superar la "inclusión excluyente" que denuncia Ana María Ezcurra (2011). Se espera que el seguimiento de los sujetos a lo largo de sus carreras, durante los próximos semestres, termine por demostrar si la apuesta por esta forma de trabajo orientada a asegurar la permanencia y la graduación de los sujetos resulta tan satisfactoria como augura en sus inicios.

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Pre-Service efl Teachers' Responses to a Systemic Functional Linguistics Pedagogical Unit: An Experience in a Public University in Colombia

Respuesta de los docentes de inglés en formación a una unidad pedagógica sobre lingüística sistémica funcional: una experiencia en una universidad pública en Colombia

Réponses des enseignants stagiaires à une unité pédagogique basée sur la linguistique systémique-fonctionnelle dans une université publique en Colombie

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Abstract

Acknowledging the need for pre-service teachers to learn about language structures, many teacher preparation programs have incorporated grammar courses into their curriculum. Recently, there has been a push from Systemic Functional Linguistic (sfl) scholars to switch to more functional views of grammar in these courses. Such a switch, scholars claim, can better prepare pre-service teachers (pst) for writing across the curriculum and for teaching writing to their prospective students. Despite the potential benefits, many efl teacher preparation programs are still cautious about providing instruction on sfl. This has created a gap in terms of how pre-service teachers would respond to this type of instruction. Considering this gap, scholars from a university in Medellín, Colombia implemented a three-month pedagogical unit within a grammar course, which intended to move pre-service teachers from traditional to functional views of grammar. As they did this, they conducted a case study which explored how psts responded to the implementation of this unit. Data analysis shows that psts' responses do not always move in a straight line, that is, from resistance, to caution, to openness, but may very well vary depending on the sfl concept or premise that is being taught. The results suggest that English grammar courses offered in teacher preparation programs can have traditional grammar as a starting point and then move psts towards more functional and critical views. They also suggest the need to identify some strategies that could be used with psts who show either caution or resistance.

Keywords: efl; systemic functional linguistics; pre-service teachers; teacher education; functional grammar.

Resumen

Ante la necesidad de que los docentes en formación aprendan sobre las estructuras del lenguaje, muchos programas de licenciatura han incorporado cursos de gramática en su plan de estudios. Recientemente, investigadores en el campo de la lingüística sistémico-funcional han propuesto avanzar a visiones más funcionales

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de la gramática en estos cursos. Tal cambio, afirman ellos, puede preparar mejor a los docentes en formación para la redacción de textos interdisciplinarios y para enseñar escritura a sus futuros estudiantes. A pesar de los posibles beneficios, aún hay reservas por parte de los programas de formadores de docentes de inglés como lengua extranjera en cuanto a la utilización de enfoques orientados por la lingüística sistémico-funcional. Esta reserva ha creado una brecha en términos de conocimiento sobre cómo los docentes en ejercicio responderían realmente a este tipo de instrucción. Teniendo en cuenta esta brecha, formadoras de docentes de inglés de una universidad en Medellín, Colombia, diseñaron una unidad pedagógica de tres meses, dentro de un curso de gramática, la cual tenía como objetivo llevar a los docentes de inglés en formación de una visión de la gramática tradicional a una más funcional. Mientras lo hacían, llevaron a cabo un estudio de caso el cual exploró cómo los docentes en preparación respondieron a esta unidad. El análisis de datos muestra que las respuestas de los maestros en formación no siempre pasan de la resistencia a la cautela y luego a la apertura, sino que varían, dependiendo del concepto o principio de la lsf que se esté enseñando. Los resultados sugieren que los cursos de gramática del inglés ofrecidos en los programas de preparación docente pueden tener perfectamente la gramática tradicional como punto de partida y llevar progresivamente a los estudiantes hacia puntos de vista más funcionales y críticos. También indican la necesidad de identificar algunas estrategias para aplicar frente a reacciones de cautela o resistencia por parte de los estudiantes.

Palabras clave: lingüística sistémico-funcional; docentes de inglés en formación; gramática funcional; inglés como lengua extranjera; ile; preparación de docentes.

Résumé

Reconnaissant le besoin des futurs enseignants d'apprendre des structures de la langue, plusieurs programmes de formation à l'enseignement ont intégré des cours de grammaire dans leurs cursus. Depuis quelque temps, des chercheurs en Linguistique Systémique Fonctionnelle prônent le changement à une vue plus fonctionnelle de la grammaire dans ces cours. D'après ces chercheurs, ce changement peut mieux préparer les futurs enseignants à développer des pratiques d'écriture transdisciplinaires et à apprendre l'écriture à leurs futurs élèves. Malgré les bénéfices potentiels, ce changement ne s'est pas encore produit dans beaucoup de contextes. Cette réticence à mettre en pratique des approches informées par la Linguistique Systémique Fonctionnelle a créé un vide dans la compréhension de la manière dont les futurs enseignants répondraient à ce type d'enseignement. Considérant ce vide, des chercheuses d'une université à Medellin, Colombie, ont mis en place pendant trois mois une unité d'enseignement ayant pour but d'encourager les étudiants d'un cours de grammaire à aller au-delà de leurs vues traditionnelles de la grammaire. En même temps, elles ont conduit une étude de cas analysant la réponse des futurs enseignants à cette unité. L'analyse des données indique que la plupart de ces futurs enseignants d'anglais se sont montrés ouverts, quelques-uns ont manifesté des réactions variables, alors que quelques autres ont réagi avec un refus catégorique. Les résultats indiquent que les cours de grammaire offerts aux futurs enseignants peuvent sans doute avoir les approches traditionnelles à la grammaire comme un point de départ et ensuite mettre en pratique des approches plus fonctionnelles et critiques. Ils révèlent aussi qu'il est important d'identifier des stratégies à utiliser avec les étudiants qui se montrent réservés ou réticents.

Mots-clés : linguistique systémique-fonctionnelle ; grammaire fonctionnelle ; anglais langue étrangère ; enseignants stagiaires ; formation des enseignants.

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Introduction

Acknowledging the need for pre-service teachers (PSTs) to learn to support their students with the production of texts in their disciplines, many teacher preparation programs (TPPs) have incorporated traditional grammar courses in their curriculum. Recently, there has been a push from Systemic Functional Linguistics (SFL) scholars to switch to more functional views of grammar in these courses (Brisk & Zisselsberger, 2010; Gebhard, 2010; Schlepegrell, 2004). Such an approach, scholars claim, can help PSTs see grammar not as a system of rules but as a system of choices made according to the purpose and audience (Butt et al., 2000; Knapp & Watkins, 2005; New London Group, 2000; Schleppegrell, 2007). It could also allow them to focus on the meaning of their grammatical choices instead of on their correctness (Schleppegrell, 2004, 2007) and better prepare them to challenge traditional discourses that are reproduced through language (Fang et al., 2006). Finally, it could better equip them with the linguistic tools they need in order to help the new generations of students (Correa & Echeverri, 2017) since these students could potentially be more aware of the power of language to construct different representations of the world (Fang et al., 2006).

In spite of the potential benefits for PSTs in the different disciplinary areas, many TPPs are still cautious about providing instruction on SFL. Faculty in these programs feel that PSTs will not be able to understand the terminology, that SFL genre-based instruction may become prescriptive in terms of the textual characteristics that PSTs ought to understand and produce (Gebhard, 2010), and that the complexity of the metalanguage could generate frustration in PSTs and a sense of not understanding grammar topics effectively (Schleppegrell, 2007).

This caution is less noticeable in elementary and secondary tpps focused on areas such as science (Cardozo-Gaibisso & Harman 2019; de

Oliveira, 2011; Harman et al., 2020; Palincsar & Schleppegrell, 2014), math (Accurso et al., 2017; de Oliveira et al., 2018), history (Carpenter et al., 2015; Schall-Leckrone & McQuillan, 2014); social studies (de Oliveira & Avalos, 2018); English Language Arts (Achugar & Carpenter, 2018; Brisk & Parra, 2018; Schleppegrell & Moore, 2018; Simmons, 2018), and Teaching English to Speakers of Other Languages (TESOL) (Gebhard et al., 2011; Gebhard et al., 2013; Gebhard et al., 2014; Willett & Correa, 2013), where a considerable amount of work is being done to promote SFL views of language among pre-service and in-service teachers.

Salient among these works, is the one done by Fenwick et al. (2014) in Australia, and the ones by de Oliveira & Avalos (2018), Gebhard et al. (2013), Willett & Correa (2013), and Achugar & Carpenter (2018) in the United States. Fenwick et al. (2014) developed a unit in which PSTs in Australia were exposed to both traditional and functional grammar. The research focused on "the extent to which the teaching and learning strategies used during the 12-week unit were successful" (p. 11) and how they moved PSTs "beyond surface levels of knowledge to deeper understanding" (p. 13). The researchers found that although most PSTs got this deeper understanding, a small group of PSTs within the unit did not move beyond surface levels and seemed to need more time and practice working with this new complex body of knowledge.

De Oliveira & Avalos (2018), on the other hand, taught two graduate level courses—a social studies methods course and a reading course—in which PSTs learned how to identify language features that make texts complex and how to apply SFL constructs to their teaching practice. They found that the PSTs, at first, experience resistance to the complexity of the theory but that, if they are given time, they surpass it and when they do, they are empowered to learn more and therefore do more in their classrooms (p. 120).

Also, Gebhard et al. (2013) taught a Language and Language Learning course focused on SFL

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theories to pre-and in-service teachers in an MATE-SOL program in the United States. They found that through instruction on SFL, teachers' conceptualizations of grammar shifted "from a traditional, form-focused, sentence-level perspective to a broader, more functional understanding operating in interconnected ways across register and genre features of texts" (p. 113).

Similarly, Willett & Correa (2013) taught an SFL course to in-service teachers pursuing a MATESOL program. The authors found that the in-service teachers gained many insights but also had some challenges which were related to the following SFL premises: authors aim to make sense, texts are situated and dialogic, purpose and audience influence linguistic choices, and feedback needs to be targeted and specific. Finally, Achugar and Carpenter (2018) taught ELA PSTs a grammar course based on a set of functional grammar premises and asked PSTs to analyze "grammar in the wild" (p. 96). That is, they had them analyze "examples of language that represent current usage or explore language choices they encounter outside the class" (p. 97). Although they did not report results of their study yet, they claim their interest now is on their responses or on how the PSTs "appropriate" in their everyday practices the apprenticeship they provide (p. 106).

The caution to incorporate SFL theories of language is, however, very visible in English as a foreign language (EFL) TPPs, both worldwide and in Colombia. Indeed, worldwide, in the last ten years, we can only find a handful of studies where SFL is being used in these programs (see Aidinlou, 2012; Emilia & Hammied 2015; Zhang, 2018). Of these studies, two focus on the effectiveness of SFL knowledge on the reading comprehension of Iranian PSTs (Aidinlou, 2012), and on whether SFL genre-based instruction can help PSTs develop their writing ability in English (Emilia & Hammied, 2015). Only one study focuses on EFL PSTs' responses to SFL instruction (Zhang, 2018). The study found that one of the in-service teachers in the study, John, responded with caution, or

with what Zhang called an "interesting yet realistic" attitude, as he was motivated by the knowledge he was gaining but not sure about how useful it could be in his classroom (p. 244). Nonetheless, the study was conducted with in-service teachers who made part of a distance education program, not EFL PSTs in a regular program.

As for Colombia, a considerable amount of research is being produced by researchers from different universities on how to use SFL theories to improve both the reading and writing skills in Spanish among university (Barletta et al., 2020; Rojas et al., 2016) and school students (Chamorro et al., 2013; Moss et al., 2013) and the English proficiency of public school students, (Herazo, 2012; Padilla de la Cerda, 2016; Sagre & Herazo, 2015). However, very little is being done in terms of incorporating these theories to EFL TP. In fact, the only three studies reported by the literature on the use of SFL with this population are those conducted by Correa & Echeverri (2017), García et al. (2014), and Nieto-Cruz (2019). Of these, the only one that reports on results obtained during a grammar course is the one by Nieto-Cruz (2019). However, she focuses on a very different issue: the impact of SFL instruction on PSTs' production of complex nominal groups in the written texts produced as part of a functional grammar course (Nieto-Cruz, 2019). The other two studies report on the reading difficulties EFL PSTs experienced while analyzing written texts in a reading strategies course (García et al., 2014), and the gains and challenges PSTs experienced with SFL views in an EFL writing course (Correa & Echeverri, 2017).

Considering this gap, this study explored the responses provided by a group of Colombian EFL PSTs to a pedagogical unit that promoted SFL views of grammar within a grammar course offered to them at a public university in Medellín, Colombia. The specific research question that guided this study was: How do EFL PSTs taking an English grammar course respond to the implementation of a unit that tries to promote SFL views of grammar? The unit used a model

proposed by the New London Group (NLG), called the *Multiliteracies* model. The following sections provide more details about the unit, the method employed to collect and analyze the data, and the main findings, conclusions, and implications of the study.

Theoretical Framework

This study is informed by SFL theories and the NLG's Multiliteracies Model for teaching, which aims to provide a framework for engaging students in critical literacy practices. The following paragraphs first present a brief overview of SFL and some of its main differences with traditional grammar, and then move on to a description of some relevant studies and the NLG's Multiliteracies model.

SFL and Traditional Grammar

SFL is a meaning-based theory of language developed by Halliday (1978). It is different from traditional grammar not only in the way it conceives of grammar and grammatical elements and structures but in its foci and in its pedagogical approach. In regards to conceptions of grammar, traditional grammar sees grammar as a system of rules that are supposed to work in every text indistinctively of its context, purpose, and audience. As such, it does not emphasize different choices that language users have and make depending on these variables. Besides, it discriminates right from wrong structures (Bavali & Sadighi, 2008; Derewianka & Jones, 2010). Conversely, functional grammar, conceives grammar as a "system of choices" (Thompson, 2013) made according to context, purpose and audience, which means that language usage responds to the necessities of users to reach specific ends, for specific purposes (Butt et al., 2000; Knapp & Watkins, 2005; NLG, 2000; Schleppegrell, 2007).

In regards to grammatical elements and structures, while traditional grammar understands adjectives, for example, as what modifies a noun; nouns as the way to name people, animals, or

things; and verbs as actions (Butt et al., 2000; Derewianka & Jones, 2010); functional grammar understands them as flexible categories. In this sense, a verb can act as a noun (e.g., swimming is fun), a noun as an adjective (e.g., I am taking swimming lessons), and so on (Bavali & Sadighi, 2008). Also, in functional grammar, a verb is not an action, as it can also denote behavior, relation, a mental activity, and so on (Bavali & Sadighi, 2008; Butt et al., 2000). Additionally, in functional grammar, verbs and other parts of speech (e.g., nouns, adjectives and adverbs) are believed to have *graduation*, which is used to express how strong or weak the feeling is; and to have *force*, which signals intensity (Martin & White, 2005). This means that words are not easily replaceable by any synonym, but they should be chosen according to the effect that the writer wants to produce in the reader. On the other hand, while traditional grammar presents modality as a feature that allows speakers and writers to express capability, permission, request, and advice (Martin & White, 2005; Thompson, 2013); functional grammar is concerned with how modality can be used to position the author and the receiver of a message by indicating not only capability or permission but beliefs and desires (Martin & White, 2005; Young & Fitzgerald, 2006). Finally, while traditional grammar presents passive voice as the omission of the subject, and active voice as the inclusion of it (Thompson, 2013); functional grammar presents it as a mechanisms which allows students to analyze how speakers and writers use passive and active voice to place or avoid responsibility, to give more relevance to the object than to the subject, and to eliminate the perpetrator (Young & Fitzgerald, 2006).

In relation to foci, traditional grammar focuses on form; that is, on the patterns the forms create, not on what these mean (Cruz, 2016; Derewianka & Jones, 2010). Functional grammar, on the other hand, centers its attention on meaning and how people turn words into messages; that is, how they select and combine language in order to create a texture that allows effective communication with specific audiences (Butt et al., 2000). For example,

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while traditional grammar makes emphasis on the rules for identifying and producing different sentence types (e.g., simple, complex, compound; Thompson, 2013), functional grammar emphasizes how clauses, not sentences, are common to different registers and how some of them serve to not only pack information into small units (e.g., compound-complex sentences often used in science) but also to exclude and marginalize certain groups of people from the discourse (Schleppegrell, 2004) as they are easily produced and understood only by the members of particular discourse communities.

Finally, in terms of pedagogy, traditional grammar puts all of its efforts on students' understanding of isolated words and sentences. In this sense, as Ellis (2006) explains, traditional grammar instruction "can be conducted simply by exposing students to input contrived to provide exemplars of the target structure" (p. 84). These exemplars are usually evaluated through quizzes where the role of the word is limited to a narrow context (Cruz, 2016). Contrarily, functional grammar deals with *texts* which, according to Butt et al. (2000), are a "whole, harmonious collection of meanings that [have] unity of purpose" (p. 15). Indeed, sfl scholars do not separate the language from whole texts where different ideals and meanings are expressed (Schleppegrell & Go, 2007). Besides, traditional grammar has students either memorize formulas or discover the grammatical rules by themselves, so that they can then get corrective feedback, which is supposed to help them master the *codes* (Ellis, 2006). Functional grammar, on the other hand, provides a "visible pedagogy," in which "what is to be learnt and how it is to be learnt […] is made explicit to students" (Emilia & Hamied, 2015, p. 159). In it, instead of memorizing rules, students explore aspects such as how grammar choices position the author and the audience, and how they express ideological leanings, wider interests, and relations of power (nlg, 2000; Wallace, 2003), and how grammar choices include or exclude certain types of populations (Schleppegrell, 2004, 2007). Additionally,

grammar errors that students make are seen as valuable since they provide information about students' background knowledge, which is the first available grammar source when expressing ideas. As Schleppegrell (2007) states, "clearly, every student's way of using language should be valued and developed, and in no way should a focus on grammar be used to belittle the language students bring to school" (p. 126).

In sum, traditional grammar puts a high premium on form, on fixed rules that discriminate right from wrong structures, and on isolated sentences, all of which are taught uncritically. Contrarily, functional grammar prioritizes meaning and centers on: (a) the choices people make, (b) texts as a whole, and (c) how grammar choices position people, show relations of power, and include or exclude different types of populations. To do this, it does not rely on students' memory but on students' "explicit rhetorical understanding of texts and a metalanguage by which to analyze them" (Hyland, 2003, p. 25).

The New London Group's Multiliteracies Model

A pedagogical framework that seems suitable for promoting a functional and critical approach to grammar among psts is The nlg's (2000) Multiliteracies Model. According to the nlg (2000), this model "creates a different kind of pedagogy: one in which language and other modes of meaning are dynamic representational resources, constantly being remade by their users as they work to achieve their various cultural purposes" (p. 5). The model allows for a smooth transition from traditional grammar to sfl, as it starts with *situated practice*, a stage which explores what students know about the topic and allows them to express their pre-conceptions about specific grammar aspects, their functions, and traditional rules.

The model continues with *overt instruction,* a stage in which students are provided an explicit explanation of the concepts to be learned during the

sessions (Cope & Kalantzis, 2015) and in which they are able to conceptualize and practice the proposed topics with classmates. The third stage is *critical framing*. In this stage, students deconstruct what had traditionally been presented as fixed (e.g., the grammar topic) in order to understand the hidden intentions behind the choices made in particular types of texts and their social implication. Finally, the fourth stage is *transformed practice*. In this stage, students take an informed stand on a controversial topic and use grammar choices consciously to achieve certain effects on specific audiences. Hence, they become active participants not only of their learning process but also of society, as they take tangible actions to transform discursive practices.

Method

The study presented here is qualitative in nature, as it takes "an interpretive, naturalistic approach to the world [...] studying things in their natural setting, attempting to make sense of or to interpret phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2008, p. 5). The following paragraphs describe its context and participants, the pedagogical unit that was implemented, and how data were collected and analyzed.

Context and Participants

The context for this study was a Contrastive Grammar course offered to EFL PSTs on their fifth semester of the program at a public university in Medellín, Colombia. At the time of the study, the program was undergoing a deep restructuring which included a movement from cognitivist to more socio-critical views of language learning and teaching. This meant not only revising the entire EFL TP curriculum to make it more in line with these theories but also offering professional development to faculty on how to incorporate these theories and approaches in their courses and providing spaces for them to try out these new approaches in their courses.

The Contrastive Grammar course was one of the courses that faculty considered key in the TPP's transition to more socio-critical approaches to language learning and teaching, as it had previously sponsored traditional views of grammar such as those described in the theoretical framework. The course was redesigned by the main author of this article under the guidance and supervision of the second author who was also her thesis advisor. The new course incorporated SFL views of grammar and followed the NLG's Multiliteracies Model for lesson design. As seen in the theoretical framework, the model offered instructors the possibility to implement not only a new way of teaching that was more situated and critical but also a new way of assessing PSTs, as these were asked to demonstrate knowledge not by applying rules but by transforming texts in ways that agreed with the various contexts, purposes and audiences chosen by them.

The 21 PSTs taking the course, nine women and twelve men, came from various social class backgrounds (mainly working class) and were between 17 and 37 years old. Although most of them of them had never taught in a classroom in their lives, some were already teaching English classes privately and in various language centers of the city.

The Pedagogical Unit

The unit was taught in 16 two-hour sessions. These sessions took place twice a week from February to April, 2018. The unit was structured so that PSTs could work simultaneously on grammar topics included in the official syllabus and on four main SFL principles or premises, as shown in Table 1.

As can be seen in Table 1, Classes 1 and 2 focused on the first premise: grammar is not a system of rules but a system of choices made according to context purpose and audience. This premise was addressed with varied texts that used "incorrect" grammar but that responded to context, purpose, and the audience, and through texts that used "correct" grammar but did not match the context, purpose and the audience. The texts consisted of

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Table 1 Topics in Original Syllabus and SFL Premises

Classes	Topics proposed in original syllabus	Premise	NLG Model
1–2	General views of grammar	Grammar is a system of choices made according to the context, purpose and audience	Situated Practice: What PSTs knew
3–6	Parts of speech	Grammar is a system of meanings with intention — Word choices have force (graduation)	Overt Instruction: Topic explanation
			Critical Framework: SFL premise, exercises to see the topic in a new light
			Transformed Practice: Transform, respond to or analyze a text
7–11	Sentence organization patterns (SV, SVO, SVOO, SVC, SVOC) Passive voice Modality	Grammar choices position both the author and the audience	
12–16	Sentence types: simple, compound, complex and complex compound	Grammar choices include certain types of populations and exclude others	

informal conversations via WhatsApp, songs such as *Gangsters' Paradise,* by Coolio, and excerpts from films such as *The Help*, by Tate Taylor.

In situated practice, the texts were explored in terms of linguistic appropriateness; that is, PSTs identified what had traditionally been seen as grammatical errors (omission of words, indistinct verb tenses, contractions, replacement of phoneme by grapheme, etc.) and discussed whether the texts were written properly from a traditional grammar point of view. In overt instruction, language features which are traditionally associated with non-standard uses of grammar (e.g., abbreviations, acronyms, omission of words, replacement of phoneme for grapheme, omission of letters and punctuation) were explained. In critical framing, the above-mentioned texts were first read without a context and then analyzed in terms of their social impact through questions such as the following: What do these grammar choices mean in this context? Do they make sense for the sender of the message? How is the author's own cultural background represented through these grammar choices? What is the power behind the message?

Finally, in transformed practice, the PSTs were asked to transform those same texts by imagining different contexts and audiences.

Classes 3–6 revolved around parts of speech such as nouns, adjectives, verbs and adverbs, and on the second premise: grammar is a system of meanings. This premise was addressed using texts such as a political speech called *A Call to Arms*, delivered by the president of the United States of America, George W. Bush in 2001, right after the tragedy of September 11th (Young & Fitzgerald, 2006). In these texts, nouns were not always persons, animals, or things; verbs were not always actions; and words had different graduation (i.e., focus and force). In situated practice, PSTs were asked about what was traditionally understood as parts of speech and as nouns, adjectives, verbs, and adverbs. Then, traditional and functional definitions of these grammatical categories were explained. In overt instruction, PSTs were asked to read the political speech in small groups, and to classify nouns, adjectives, verbs, and phrases using the SFL categories of participants, processes, and circumstances. In critical framing, as a group,

PSTs were guided to see the patterns, recurrences, and lexical chains in the political speech, and to deduce who was being represented as powerful or powerless and through which parts of speech. Finally, in transformed practice, PSTs were advised to analyze a text in a similar way and to replace specific parts of speech with different stronger or weaker words to contest the text's initial version.

Classes 7–11 concentrated on sentence organization, passive voice, modality, and on the third premise: grammar choices made in texts serve to position not only the author but also the audience. This premise was addressed through a series of texts, such as the following: (a) the news reports called *Colombia Wants Love from Washington* (Schwab, 2009), published by the USNews, and *Colombian Community Leader Allegedly Murdered for Standing Up to Palm Oil* (Volckhausen, 2017), published by Mongabay News; (b) a letter to the editor of USNews about an article published by the Latin American Working Group (2018); and (c) a review about the TV show *Narcos*, published by the NY Daily News (Hinckley, 2015). In these text types, it is common to omit the subject, and to use modality to position the audience in specific ways.

In situated practice, PSTs' previous knowledge of sentence organization patterns, passive voice and modality was explored by asking PSTs what they knew about the topic in terms of structure and function. In overt instruction, an explanation of the above-mentioned linguistic resources was provided considering the terminology and examples from traditional grammar; that is, through sentences. They were asked to notice the way sentences were organized, the subjects, the verbs, the complements and the objects, the verb forms, the omission of the subject, and the different degrees of modal verbs. In critical framing, the group was asked to do a critical analysis of how passive voice and modality positioned participants in the above-mentioned texts, and of the impact these structures had on the message and on the readers. For example, with the text *Colombian Community Leader Allegedly Murdered for Standing Up to Palm Oil*

(Volckhausen, 2017), PSTs were first guided to discover how the use of passive voice helped the author of the text present the perpetrator of a crime as not responsible, and minimize the importance of knowing who the perpetrator was and what she or he had done to the victim. Second, PSTs were invited to analyze how the two types of modality used by the author, deontic (usually expressed through rules and desires) and epistemic (usually expressed through reasoning, evidence and beliefs), were not simply words that expressed mode but powerful tools used to position the audience and reflect the author's interpretation of the world. Finally, in transformed practice, PSTs were required to first read an article called *Being a Woman*, published by MediBiz TV (n. d.), and then write a letter to the editor expressing their opinion about how the author used language to position women in negative ways.

Classes 12–15 centered PSTs' attention on simple, compound and complex sentences and on the fourth premise: grammar is a system of choices that includes some and excludes others. This premise was addressed through academic texts such as *Transforming Lives: Introducing Critical Pedagogy into ELT classrooms* (Akbari, 2008), which deployed a complex kind of language that would be difficult to understand by people who are not part of that academic discourse community. In situated practice, PSTs' previous knowledge of sentence types, conjunctions, and clauses was explored by asking them to identify these features in different sentences. In overt instruction, the texts were used to explain how simple, compound, and complex sentences worked; that is, how dependent and independent clauses were linked by conjunctions and how some sentences could have more than two clauses. Then, in critical framing, PSTs were asked to analyze how meanings were packed in compound, complex, and compound-complex sentences and the function of this. They were also guided to understand the following: (a) that there are discourses that are not accessible to certain people who do not manage the codes of a specific discourse community because of the way they compact ideas in a clause, (b) that to be accepted by those discourse

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communities, authors need to make choices that are consistent with the ways members of that discourse community write (c) that not abiding by these ways of communicating has implications in terms of whether they can be considered legitimate members of that community or not. Finally, in transformed practice PSTs were asked to, based on a text they read, create a text where they explained an issue related to education to a person who they felt needed to access that information. To do this, they had to transform complex-compound sentences into compound or simple ones, and make other linguistic choices that allowed them to present the information in simple terms.

Lastly, class sixteen provided PSTs the opportunity to express their final thoughts about grammar after the implementation of the unit. As a preparation for this session, PSTs were given four questions to which they needed to respond in a written way. The following questions were asked:

- What is your vision of grammar now?
- What did you learn about grammar in this course?
- Why is it important to learn grammar?
- How would you approach grammar in your classes when you become a teacher?
- Why?

The questions were intended to uncover how the unit implementation had pervaded their visions about grammar and if they saw it possible to adopt these visions in their profession as language teachers.

Data Collection

This study used video recordings of all class sessions, interviews to salient cases, reflection tasks, and samples of PSTs' work as main sources. To collect these data, written consent was procured from both the TPP Committee and the PSTs, who were reassured all ethical procedures would be followed, including the preservation of their anonymity. A summary of all data collected is inserted in Table 2.

The interviews happened after completing the cycle of implementation for Premises 1, 2 and 3. They were conducted with the PSTs that showed salient responses to the unit whether of openness, caution or resistance. Their purpose was to get a deeper understanding of the PSTs' responses to the different tasks proposed during the lessons. Reflection tasks were collected also after these cycles and at the end of the whole implementation. They were intended to uncover PSTs' self-assessment of their understanding of the premises, except for the final reflection task, which intended to get an overall picture of their views of grammar upon completion of the course. Finally, samples of PSTs' work were collected during the stage of transformed practice and contained the texts that the EFL PSTs created as a response to the ones they had read.

Data Analysis

To analyse the data, video recordings and interviews were first transcribed in individual Word files, and then put in pdf format along with samples of PSTs' work and reflection tasks. Once in PDF format, they were uploaded onto Nvivo10 in

Table 2 Data Collected Throughout the Project

	Premise 1	Premise 2	Premise 3	Premise 4	**Total per instrument**
Video recordings	2	4	5	5	**16**
Interviews	1	1	1	0	**3**
Reflection tasks	21	21	21	21	**84**
Final reflection	0	0	0	21	**21**
Samples of PSTs' work	21	21	21	21	**84**
Total per premise	**45**	**47**	**48**	**68**	

different folders and analysed both deductively and inductively (Richards, 2003). That is, four categories were created initially, corresponding to the four main premises discussed throughout the course. Then, data collected for each premise (samples of psts' work, reflection tasks, video-recordings, and interviews) were read at least three times by the main author to identify how psts had responded to the premises. As these were read, it was evident that psts' responses fluctuated between *openness, caution*, and *resistance*. Therefore, the researchers decided to create three codes under each premise corresponding to each of these types of responses and to start classifying psts' responses using these.

As they did this, they realized that while some psts might be resistant to one premise, they might be open to the next. To be able to track changes in psts' responses, they created a chart which showed each student's response to each premise. This allowed them to see that while some psts responded consistently with openness, some responded consistently with caution or resistance, and some swung back and forth in their responses depending on the premise.

To make sure that what was put under each category/code was a strong evidence of it and not forced into the category/code, the second author would always read the evidences uploaded by the first author onto each category/code. To consider a piece of evidence as strong, researchers considered linguistic markers such as *really, totally, undeniably*, for openness; *a little bit tricky, maybe, could be*; and *never, impossible*, for resistance. They also took into account the number of evidences. That is, a student's response to a premise was considered open or resistant only if at least two sources of data clearly showed that response. Anything that was not considered a strong evidence of openness or resistance was moved to the category of caution.

Openness, then, grouped reflections, statements, or work in which psts expressed direct agreement with the premise and the sfl view of grammar that it implied. *Caution* clustered psts' reflections,

statements, or work that neither challenged nor supported the premise or the view of grammar that it intended to promote, and which was too general to reflect a commitment to the premise. Finally, *resistance* assembled those reflections, statements or work in which psts showed direct opposition to the premise, by disagreeing with it or relying heavily (and almost exclusively) on traditional views of grammar.

Although the category *openness* was the strongest category, with 14 psts locating themselves within it, we decided to incorporate the category *swinging back and forth*, because it contained a considerable amount of psts as well (five). Although the *resistance* category only had two psts, this category was maintained as it was very salient.

Findings

Data analysis revealed that psts responded mostly with openness to the sfl views of grammar to which they were being exposed, although some of them swung back and forth in their responses and some others showed sustained resistance.

Sustained Openness

A first and prominent group of fourteen psts responded with consistent openness to the new views of grammar being explained. An example of these psts was Daniel. As the other 13 psts, from the beginning of the course, he showed openness to all the premises and a disposition to not oppose the new ideas or fight for his former views of grammar. Indeed, during the first activity, which was a whole class discussion about the implications of deploying certain types of grammar in certain contexts (e.g., formal grammar in a familiar context), he made it clear that he agreed that grammar had to be modified according to the audience.

> **Daniel[1] (22:34):** I think it is a matter of not offending someone else. It is subjectivity[2]. If I know my friend,

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1 Real names of participants have been replaced with pseudonyms
2 All evidences were transcribed warts and all

I am not going to be so polite because I know who she or he is [....] I can say stupid to a person without being that explicit, something like "you seem like you don't have background" (Video Recording 2, Class 1, February 20, 2018).

His statement, "*If I know my friend, I am not going to be so polite because I know who she or he is*" showed his agreement with the fact that there are different ways of expressing a message that are determined by context and audience, and that using formal grammar does not necessarily work for all contexts and audiences; in this case, a familiar conversation with a friend. In other words, he showed he had no problem seeing grammar as constrained by context and audience rather than as a fixed system of rules.

Additionally, during the study of premise three (grammar is used by authors to position both themselves and the audience), for example, when writing a letter to the editor in response to the article "Being a Woman," Daniel showed that he had no trouble accepting the fact that words position people, or in this case, that authors position characters with their choice of words. Below are some excerpts from Daniel's letter.

> **Daniel:** First of all, at the beginning of the text, I could find a very sexist saying. "behind every successful man there is a woman," which let me think of two intriguing language choices. First one, the preposition behind. Why behind? Why not next to or alongside, for example? This shows how women and men's relations of power are positioned [...] What I am actually concerned about is that these two words (successful and behind) are depicting women as dependent and mediocre (Sample of PSTs' Work 3, Daniel, April 3, 2018).

As can be seen, Daniel was able to see that some of the linguistic choices being made by the author represented women as weak and needy *and dependent (Why behind?)*. He was also able to suggest a better choice of words which would provide a fairer representation of women *(next to or alongside)*. Additionally, he noticed that the word *successful,* used by the author to qualify men, depicted women as *mediocre.*

Daniel's openness, not merely to the premise but to the course, was confirmed in the interview with

his instructor at the end of the unit. In this, when asked how he had felt in the course, he did not hesitate to confess that he was not very fond of grammar but that the course had helped him see the social impact grammar could have.

> **Daniel:** [...] I actually feel so connected to it [the grammar course] because, I don't know if I am a socialist, but I really like discussing things. Not because you tell me something I have to believe it, why? I really like to demonstrate what I see and what other people see and really get to a conclusion or a consensus of things (Interview with Daniel, April 12, 2018).

His statement "*I like to demonstrate what I see and what other people see*" suggests that, to him, grammar had provided him concrete tools that he could use to prove the text did carry the meanings that he intuitively identified.

Swinging Back and Forth

A second group of five PSTs swung back and forth in their responses to the SFL views of grammar to which they were being exposed. An example of these PSTs was David. Below are some examples of his fluctuating resistance, openness and caution, and of how these varied depending on the premise.

Temporary resistance

David's resistance to the SFL view of grammar being presented was evident during the first activity proposed in the course, which intended to address the first premise: grammar is a system of choices constrained by context, purpose and audience. As mentioned before, in this activity, PSTs were presented with some texts that, while deploying unconventional grammar, served the communicative purposes they intended: to negotiate with a friend (WhatsApp conversation), to express feelings (a song), to give advice and leave a message (a movie). When asked in class about the pertinence of using these unconventional grammar forms in those contexts, David's answer was rather radical.

> **David (25:23):** I would not answer to someone who speaks like this. It makes my eyes bleed. However, there is not a problem with the message because both

of them seem to be not very well educated people, so they chat like that (Video Recording 1, Class 1, February 20, 2018).

David's answer showed that even though he agreed that those grammar choices were made for a specific context *("so they chat like that"),* he did not accept the idea that he could make those choices when talking to a friend *("I would not answer to someone who speaks like this. It makes my eyes bleed"),* and he believed that regardless of the context, situation, purpose or audience, the use of those unconventional grammar forms was an indicator of people's low socio-economic status.

David's resistance to the premise was confirmed in the responses he provided to the questions included in the first reflection task. Indeed, when asked what he had learned about grammar, he let the instructor know that, for him, grammar was still a fixed system of rules to be applied in every context.

> **Q1.** What have you learned about grammar up to this point in the course?
>
> **A1.** I have learned that <u>grammar is a set of rules that compose any language</u> (Reflection Task 1, David, February 27, 2018).

Then, when asked if his views of grammar had evolved, he again resisted the premise by implying that there is only one accepted way to communicate that works for all situations and that consists of using standard grammar forms.

> **Q2.** Have your views of grammar changed/evolved/been transformed after this unit? How?
>
> **A2.** <u>I am one of those people attached to grammar rules in every situation</u>. I am aware of my own mistakes, even so I always try to connect <u>them in order to speak and write as "perfect" as possible</u> (Reflection Task 1, David, February 27, 2018).

As can be seen, David was not only attached to grammar rules but was convinced there was a right way of writing that could be applied to every writing situation regardless of context, purpose and audience.

Temporary Openness

David's resistance to the premises was not consistent throughout the course, as was obvious during class discussions of Premises 2 and 4. As previously mentioned, the second premise intended to show that authors do not only make structural choices, but they make meaning choices which express their intentions. Among the activities proposed to foster understanding of this premise, psts were asked to do an analysis of a political speech by George Bush which was presented in the work of Young & Fitzgerald (2006) using sfl tools such as participants, processes, and circumstances. During the socialization of the analysis of this speech, David's comments denoted much more openness to the ideas of grammar being promoted in class than he had expressed ever before.

> **David (28:00):** I think it is important to dissect these types of <u>articles to identify the real intention of the article or the people who is performing the speech</u>. This technique is very relevant for me (Video Recording 1, Class 5, March 6, 2018).

David's insistence on "*dissecting*" the articles to identify "*the real intention*" of the author indicated that even though he did not explicitly acknowledge that grammar choices were determined by context, purpose, and audience, he was willing to acknowledge that grammar choices were based on intentions, not rules alone.

David also showed openness to the fourth premise which stated that grammar choices can include or exclude readers who do not manage the same type of discourse. This was very evident during the reflection task for this premise. Indeed, when, he was asked what he could say about grammar (specifically simple, compound, complex, and compound-complex sentences) excluding people, he responded the following:

> **David**: The way a text is written influences the range of people that will be able to understand it. Thus, the more complex you write using complex sentences, the more limited your audience will be. Of course it does not mean that all texts must be written using simple sentences,

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but the public we want to address is something we must take into account before writing any text (Reflection Task 4, David, April 19, 2018).

As can be seen, he had no trouble accepting that complex grammar forms can limit the audience that a text can reach and that writers need to think of their audience before deciding whether to write in complex or simple ways.

Temporary Caution

As opposed to what happened with Premises 1, 2 and 3, David's reaction to the third premise, that grammar is a way of positioning both the author and the audience, was one of caution. That is, he did not strongly agree or oppose this view. An example of this is the letter he wrote to the editor of the article "Being a Woman" that he wrote responding to the way grammar forms (e.g., voice and modality) were used to position women in specific ways. In this letter, even though David acknowledged that the text was unfair to women, he did not mention the role of grammar in how the author was positioning women, which suggests that he is not in agreement or disagreement with the premise. Here is an excerpt from his letter:

> **David:** I agree with you that "women face many injustices and inequalities globally". However, dear sir or madam, I must say that your article positions women as defenseless victims from a social and biological perspective (Sample of PSTs' Work 3, David, April 3, 2018).

Then, when asked what he could say about the relation between grammar and positioning, he demonstrated that it was clear for him that "*grammar is more than a simple set of rules.*" However, he did not say anything about grammar as a way of positioning:

> **Q2.** What can you say about the relation between grammar and positioning after this unit?
>
> **A2.** *Grammar is more than a simple set of rules. Its use is handy for the writer to express and idea in a very specific way depending on their standpoint*
>
> (Reflection Task 3, David, April 3, 2018).

In sum, David showed varied responses to the premises. These responses ranged from resistance to openness to caution, depending on the premise, and showed that, to the EFL PSTs in this course, not all premises were equally difficult or easy to accept.

Sustained Resistance

Finally, a small group of only two PSTs showed continuous resistance to the premises or the SFL views of grammar that were being presented. One of those two PSTs was Felipe. He was older and more set in his ways than the other PSTs. His responses to the activities throughout the course demonstrated a resistance to the new views of grammar that was difficult to overturn.

As mentioned before, the first premise showed grammar as a system of choices made according to context, purpose and audience. Among the activities proposed to foster this SFL view of grammar was the analysis of a WhatsApp conversation between friends which PSTs had to transform so that it would be more reachable to wider audiences. In his transformed text, Felipe replaced the features that are common in WhatsApp messages (e.g., omission of letters; use of idioms, emojis, acronyms, and unconventional punctuation; lack of capitals; replacement of word for unconventional graphemes, of phonemes for graphemes, and of letter for word; and use of slang) with more conventional forms. However, what was most remarkable about his work was not the fact that he modified these expressions since the modifications would indeed make the text more reachable to wider audiences, but his answer to some of the questions posed afterwards. Below are the questions and his responses:

> **Q1.** What audience(s) do you think it can reach now (after the changes)? Why is it important?
>
> **A1.** Now it can reach all native audiences. It is important because anybody can learn how to negotiate with a friend.
>
> **Q2.** How does the writer of the message represent her/himself before and now?

A2. It would seem that the author belongs to a higher socioeconomical strata (Sample of PSTs' Work 1, Felipe, February 22, 2018).

As can be seen, Felipe refused to see that native speakers' grammar choices also vary depending on the purpose of the message and who the receiver is and not only on their socioeconomic status. His response *("It is important because anybody can learn how to negotiate with a friend")* suggests not only that he still believed everybody negotiates the same way regardless of where they come from, who they are, their purpose, or their audience. It also suggests that he had not realized that there are circumstances and media, such as a conversation through WhatsApp, that permit the deployment of a different type of grammar.

After the first premise was explored, Felipe was invited to an informal interview where he confirmed his resistance to the premise and to the course. Indeed, when asked about his experience in the course in terms of challenges and gains, he responded:

> **Q1.** How have you felt in this course? (in terms of challenges and gains)
>
> **A1.** I also think that I should be making more contrast from my Spanish perspective of English. That is to erase some Spanish interferences that I have in my English. I think I should be doing that (Interview with Felipe, April 3, 2018).

Finally, at the end of Premise 2, which promoted the idea of grammar as a system of meanings and word choices made purposely, Felipe's reflection task showed his sustained resistance to the premise. For this task, PSTs were asked questions that intended to decipher how the activities and discussions carried out in class had influenced PSTs' views of grammar. Felipe's answers showed resistance to the premise in at least two ways: (a) by refusing to tie parts of speech to meaning in spite of the insistence on this point throughout the unit and (b) by his denial that his views of parts of speech had been influenced by the unit.

> **Q1.** What have you learned about parts of speech up to this point (end of unit 2)?

> **A1.** *I reexamined how parts of speech can generally be identified by context. I need to constantly engage in discourse analysis, so I can use English in context*
>
> **Q2.** Have your views of parts of speech changed after this unit? How?
>
> **A2.** *I don't think so, but I did see that It is really necessary analyses words inside a context, not alone.*

By using the word *reexamined* in the answer to the first question, it could be inferred that the unit had actually had some impact on his views of grammar. However, he responded the opposite, "*I don't think so,*" when inquired about this issue. This was a form of resistance since he denied, once again, that the unit had had any impact on his views of grammar. Besides, in this first answer, he did not mention anything about parts of speech having the potential to adopt different meanings, which was the central idea with this premise.

Discussion and Conclusions

The above-mentioned findings are significant in several ways, but most importantly, in that they prove that it is possible to teach SFL views grammar in EFL TPPs in Colombia. As mentioned in the introduction, EFL TPPs in the country are still very cautious in terms of fostering these views, either because of lack of familiarity with them or because of the idea that SFL views of grammar are too difficult to understand (Derewianka & Jones, 2010). The results of this study demonstrate that, in spite of their complexity, PSTs in general are open to these views of grammar and do not have a problem with them or with their being different from the ones with which they have been in contact during most part of their academic life. They also suggest the need to (a) expect different types of responses to SFL views of grammar on the part of the PSTs, (b) be prepared for having PSTs fluctuate in their responses to the different premises, and (c) anticipate sustained resistance from some PSTs before they get the full extent of these views.

These findings are consistent with those of other studies such as the ones conducted by Fenwick

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et al. (2014) in terms of the pedagogical movement from traditional to functional grammar not being problematic and allowing PSTs to move from surface levels of knowledge to deeper understandings. Moreover, they are aligned with results from Zhang (2018), de Oliveira & Avalos (2018), and Correa & Echeverri (2017) in terms of PSTs being generally open to the new theories but also cautious about their application potential (Zhang, 2018), and at times even resistant to their complexity (de Oliveira & Avalos, 2018; Correa & Echeverri, 2017), and the need to give them time and sustained support. They also echo results from Gebhard et al. (2013) in the sense that they confirm that PSTs' conceptualizations of grammar not only do shift through time, as PSTs get engaged in the different text analysis and production activities that usually make part of these language courses, but become more functional and situated.

Nonetheless, results from this study also complement or further previous studies by making evident aspects that are not brought up by them. These aspects include the fact that PSTs' responses do not always move in a straight line from resistance, to caution, to openness; but they may very well vary depending on the SFL concept or premise that is being taught. Therefore, SFL instructors need to be attentive to which concepts and premises it is that PSTs are finding more difficult to understand or accept. Besides, as opposed to other studies, this study shows that the NLG's Multiliteracies Model is an effective tool in helping PSTs make that move from traditional (in situated practice and overt instruction) to more functional and critical views of grammar (in the critical framing and transformative practice stages).

Finally, this study presents, as others do not, concrete evidence of how functional grammar courses can serve as spaces to discuss issues of positioning, exclusion, intentions, and power. In this course, as they studied grammar functionally, PSTs engaged in critical analysis of topics such as "nativespeakerism," non-standard ways of speaking,

indoctrination from politicians, representations of women in discourse, etc. Although the response to this methodology was not total openness from all the PSTs, the course did get enough positive responses to be considered a good starting point in the search for how to teach grammar in a more functional and critical way. Nowadays, when English is no longer considered the property of the "native speakers" but the property of all English users (Jenkins, 2015; Love & Ansaldo, 2010), it is vital that EFL teachers adopt new views of grammar as contextual, situated, critical, and intentional. That way, they can stop seeing contextualized uses of the language as mistakes and start seeing them as necessary to express not only feelings but cultural backgrounds, resistance, and political leanings depending on the situation and the audience.

In spite of its significance to the field of EFL TP, the study had some limitations. First, it was restricted in the functional grammar topics it could cover as the contents of the course (e.g., parts of speech, passive voice, modals, sentences types) were already established and could not be changed. As a consequence, this study did not help EFL PSTs understand how other traditional grammar topics (e.g., verb tenses and verb moods) could also work for understanding the premises. Also, it did not produce a series of strategies that could be used to address causes for caution or resistance on the part of EFL PSTs. Besides, the study was not designed in a way that causes for openness, caution, and resistance on the part of EFL PSTs would be explored in depth. As such, the researchers can only speculate about what caused some of the PSTs to have these responses.

Openness, for example, seemed to be connected to PSTs' social ideals for teaching languages. Indeed, the fourteen PSTs who showed sustained openness to SFL views of grammar were mostly young eager language learners with evident preference for teaching languages with a social focus: one of the researchers taught them a course the semester before the implementation of this unit where

they proposed language classes that included valuing diversity, reflecting about what happens in the world and social justice. Caution, on the other hand, seemed to be connected to two factors: (a) PSTs' lack of familiarity with the theories and (b) lack of time to address each premise in a relaxed way. In terms of the first, as mentioned earlier, the PSTs had not been exposed to these theories before, a phenomenon that was made worse by lack of continuity in the process as the five PSTs who showed it had not been very constant in their attendance to the sessions. In regard to the second one, throughout the unit, the instructor felt the time allotted to each premise was not enough to provide sufficient examples and sustain proper discussions on the topics. Finally, resistance seemed to also be connected to both the previous phenomena and PSTs' status, as both of the PSTs who showed it were working as in-service teachers and receiving pressure by their institutions to prepare students for standardized exams that basically asked them to demonstrate knowledge of traditional grammar rules.

Given all this, further research could explore how the model would work if the instructor/researchers were not so restricted in terms of the traditional and functional grammar topics they could cover or the time to allot to each premise. Second, it could delve into the reasons why EFL PSTs might be open, cautious, or resistant to these new views so that it could offer more insights in terms of how to address this caution and resistance. Third, it could investigate how the approach works with PSTs who have different language proficiency levels, not an intermediate level, as was the case with the participants in this study. Finally, further research could also identify some specific strategies that could be followed with PSTs who show caution or resistance to SFL views of grammar and identity how these worked with PSTs with different ages, from different programs, and with different language proficiency levels; not merely with adult PSTs with an intermediate level of proficiency, as the participants in this study.

While not focused on this particular aspect, findings from this study suggest these strategies could include analysis of a wider variety of texts in terms of context, purpose, and audience, and how these affect grammar choices, as this course was very limited in the number of hours it could dedicate to this and, therefore, in the number of texts analyzed. They could also incorporate a more robust analysis of specific participants, processes, and circumstances in terms of how their switch could affect the meaning of the clauses, as this was also a topic that the instructor of this course had to swift through. Besides, these strategies could comprise having PSTs find audiences that are positioned in negative ways by texts, such as Colombian victims of conflict, and discuss with them which linguistic choices they find problematic and why, so that PSTs can more clearly see the power of language to position audiences. Finally, they could expose PSTs to a wider range of interdisciplinary texts (e.g., medical, legal, scientific) so that PSTs have more instances of inclusive and exclusive grammar.

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Fostering Written Production of Review Texts among efl University Students Through a Genre-Based Approach

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Abstract

This study investigated the effects of a Genre-Based Approach (gba) on 54 participants' abilities to write a review text of a mobile application or website while reflecting on the "evaluating a text" function embedded in the target genre. The participants belonged to a pre-intermediate (A2.2 cefr) efl course offered at a university in Bogotá, Colombia that has implemented a gba for over five years. The program recently adapted the teaching and learning cycle to give more prominence to the students' active participation in the Joint Construction phase by including systematic peer feedback with the further purpose of giving learners more independence from the teacher. The study aimed to assess the effects of the implementation on participants' written production and to explore their insights and awareness of the selected genre. Data were collected through students' artifacts, an online questionnaire, and focus groups, and were analyzed following a mixed-methods approach that incorporated grounded theory and descriptive statistics. Findings suggest an overall comprehension of the social purpose of the chosen genre, outstanding achievements of the task, a favorable acceptance of the implementation, and a perception of usefulness related to the peer feedback routines, although peer feedback was also considered the biggest challenge the participants faced.

Keywords: academic writing; efl; systemic functional linguistics; genre-based approach; review text.

Resumen

El presente estudio investigó los efectos del enfoque basado en el género (gba) en las habilidades de 54 participantes para escribir una reseña de una aplicación móvil o sitio web, mientras reflexionaban sobre la función "evaluar un texto" propia del género seleccionado. Los participantes asistían a un curso de inglés como lengua extranjera de nivel preintermedio (A2.2 cefr), ofrecido por una universidad en Bogotá, Colombia, que ha implementado dicho enfoque durante más de cinco años. El programa adaptó recientemente el ciclo de enseñanza y aprendizaje de

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forma que incluyera realimentación sistemática entre pares en la fase de construcción conjunta, con el doble propósito de dar más importancia a la participación activa de los estudiantes en esta etapa y de proporcionarles más independencia del profesor. El estudio tuvo como objetivo evaluar los efectos de la implementación en los productos escritos de los participantes y explorar sus percepciones y conocimiento del género seleccionado. Los datos se recopilaron a través de los trabajos de los estudiantes, un cuestionario en línea y grupos focales, y se analizaron siguiendo un método mixto que incorporaba la teoría fundamentada y la estadística descriptiva. Los hallazgos sugirieron una comprensión general del propósito social del género elegido, logros sobresalientes de la tarea, una aceptación favorable de la implementación y una percepción de utilidad relacionada con las rutinas de realimentación entre pares, aunque esta se consideró también como el mayor desafío enfrentado por los participantes.

Palabras clave: escritura académica; inglés como lengua extranjera; lingüística sistémico-funcional; enfoque basado en el género; reseñas.

Résumé

La présente étude a examiné les effets de l'approche fondée sur le genre (GBA en anglais) sur les capacités de 54 participants pour rédiger un compte rendu d'une application mobile ou d'un site Web, tout en réfléchissant à la fonction « évaluer un texte » du genre choisi. Les participants étaient inscrits dans un cours d'anglais langue étrangère de niveau pré-intermédiaire (A2.2 CECR), offert par une université de Bogotá, en Colombie, qui avait déjà mis en œuvre cette approche depuis plus de cinq ans. Le programme a récemment adapté le cycle d'enseignement-apprentissage pour inclure un *feedback* systématique des pairs dans la phase de Construction Conjointe, dans le double but de donner plus d'importance à la participation active des étudiants à cette étape et de leur donner plus d'indépendance par rapport à l'enseignant. L'étude visait à évaluer les effets de la mise en œuvre sur les produits écrits des participants et à explorer leurs perceptions et leurs connaissances du genre choisi. Les données ont été recueillies à travers les travaux des étudiants, d'un questionnaire en ligne et de groupes de discussion, et elles sont analysées à l'aide d'une méthode mixte incorporant la théorie enracinée et la statistique descriptive. Les résultats suggèrent une compréhension générale du but social du genre choisi, des réalisations exceptionnelles de la tâche, une acceptation favorable de la mise en œuvre et une perception de l'utilité liée aux routines de *feedback* par les pairs, bien que cela ait également été considéré comme le plus grand défi rencontré par les participants.

Mots-clefs : écriture académique ; anglais langue étrangère ; linguistique fonctionnelle systémique ; approche fondée sur les genres ; comptes-rendus.

Introduction

The English language is regarded as a lingua franca, and due to its role within academia internationally, the need to develop communicative competences is now more of a necessity than ever before. Within regions of the world where English holds no official status, it is still gaining ground due to the perceived role in developing and sustaining international commerce and trade. English language teachers have found themselves walking along a discursive fault line (Menard-Warwick, 2014) where learners must be able to demonstrate their linguistic and communicative competences in spoken and written discourse. Bearing in mind that learning a foreign language is a social activity, a genre-based approach (GBA) signifies a "compelling opportunity to help foreign language students to write different texts based on the analysis and evaluation of model genres and the joint construction of them" (Gómez-Burgos, 2017, p. 156).

The pertinence of writing is undeniable not only in academic contexts but also in different disciplines (Hirvela, 2017; Lee & Deakin, 2016) where this practice is an essential means of communication in situated contexts (Hyland, 2004, as cited in Chala-Bejarano & Chapetón, 2013); however, for teachers and students alike, the writing process poses a distinct set of challenges within the four walls of the English language teaching classroom. Many cognitive models might ignore that writing is a social activity, lacking exposure to the genres and real contexts (Gómez-Burgos, 2017). "People cannot achieve a communicative purpose if words are not addressing specific cultural or contextual issues" (García Montes et al., 2014, p. 105). Thus, the genre pedagogy was designed as a project to enable students to succeed in their writing in a stage-oriented social process (Rose & Martin, 2012). Consequently, the present study provides an overview of Systemic Functional Linguistics, emphasizing the Genre-Based Approach to teaching writing in an English as a foreign language (EFL) context, then, it concentrates on the genre of a review text and provides a sample of a pedagogical intervention in the field and its corresponding analysis, guided by the overreaching research question: What is the effect of a GBA, combined with process-based writing and peer feedback, on the production of review compositions and on participants' awareness of the target genre in an EFL course for undergraduate students? To answer the question, the researcher focused on two main objectives: (a) to assess the achievement of the task demonstrated in a final review text written individually, and (b) to find out participants' insights about the pedagogical intervention and their awareness of the target genre. To answer the posed research questions, this study followed the cycle of action research, where the researcher identified that learners needed to succeed in their writing process in a foreign language with a minimum dependence from teachers.

Thus, this article describes the implementation of a GBA combined with process-based writing and peer feedback as an attempt to solve the issue. The paper then analyzes the effects of the implementation to evaluate the suggested solution with the further purpose of making informed decisions related to the practices within the EFL program where this research took place. The study might also provide teaching horizons to the field of EFL and academic writing in foreign languages by describing and evaluating a pedagogical implementation of a GBA in an undergraduate context in Colombia, where there is not only a focus on enhancing academic writing in a general English course but also a purpose of boosting learners' autonomy.

Theoretical Framework

In this section, the main theories underpinning the study will be explored.

Systemic Functional Linguistics

Systemic functional linguistics (SFL) puts an emphasis on semogenesis ("meaning making"), that is, understanding texts as intentional acts of meaning and function (Halliday & Webster, 2009).

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Also, in SFL "language is seen as a social resource; meanings are negotiated in social contexts by social beings" (Burns & Knox, 2005, p. 235). Thus, in an English as a Foreign Language class, SFL is essentially the glue that solidifies language, meaning and context together (Halliday & Hasan, 1989). SLF arguably holds the most comprehensive range of applications to support English language learners and their use of words to create meaning (Halliday, 1993). Moreover, SFL has situated itself to be a notable tool for analyzing and teaching academic written discourse by creating a pathway for English learners to increase their meta-linguistic knowledge by removing the focus from grammatical forms and rules to highlighting the importance of using words to make meaning (Halliday, 1978).

For Halliday (1978), language serves three general functions in communication: (1) to express and represent our experience in the world (ideational metafunction), (2) to create relations between producers and receivers of messages (interpersonal metafunction), and (3) to organize texts to form coherent wholes (textual metafunction). Similarly, Halliday and Hasan (1989) explain that experiential meaning has to do with the way words are correlated with events in the world. Interpersonal interaction is similar to social interaction among people. Finally, textual meaning deals with language preferences that lead us to determine the type of genre found in texts. Hence, "it is necessary to teach students that each situation requires different language choices" (García Montes et al., 2014). Therefore, it is recommended to consider the terms of field (the subject matter of discussion at any situation), tenor (statuses and roles of participants) and mode (channel of communication, the symbolic organization of the text; Halliday & Hasan, 1989; Martin, 1984) for a contextualization of the language.

Genre-Based Approach

The genre-based approach (GBA) emerged within the field of language teaching to support students as they developed their abilities to produce the written discourse that placed an emphasis on

functional language (Rose & Martin, 2012) occurring within a particular socio-cultural context (Halliday, 1993). By placing an emphasis on functional language, the language used is "a recurrent configuration of meanings" that can drive not only how language is used, but to mobilize the usage of language to help learners develop their voice in an additional language (Martin, 2009, p. 13).

A genre can be understood as a "staged goal-oriented social process;" it can be used as a tool to increase students' literacy and abilities to engage and interact in an additional language given the view of language to create meaning in a social context (Rose & Martin, 2012). GBA, as Hyland (2007) has described, upholds five key traits that provide a foundation for language learning. The first of these aspects is that pedagogy must be transparent and visible so that learners can identify what they need to learn and understand how this will be reflected in their assessment (Martin, 1999). Secondly, GBA aligns itself with SFL to create a balance between linguistic knowledge, usage, and the given context. Thirdly, GBA is deeply rooted in the notion that teaching ought to be intertwined with support and assistance so that language learners participate in making meaning through the interaction of a shared experience (Martin, 1999), thus the new learning experience is built from previous knowledge. The fourth trait that Hyland identified is that teaching can also be understood as a form of intervention that empowers the learners by creating pathways to assessing, understanding, evaluating, and challenging texts. The fifth and potentially most striking of these five features of GBA is that it aims to increase both the learner's and the teacher's awareness of how texts (genres) function. Hence, both the learner and the teacher are engaged in not only making meaning but analyzing the very root of this meaning though the explicit knowledge presented in each task and analysis of the writing process.

The Teaching-Learning Cycle

The Teaching-and-Learning Cycle (TLC), proposed in the GBA, offers a platform to help both students and teachers to create meaning within

the written text. It is a text-based instructional sequence that breaks genre learning into phases to ensure that learning is both explicit and intentional (Rose & Martin, 2012). The four main stages that provide this balance between genre and making meaning are negotiating the field, deconstruction, joint construction and independent construction.

- *Negotiating the Field:* In this stage the purpose is to "emphasize the importance of shared experience" (Rose & Martin, 2012, p. 65). The teacher introduces what the field is and how it will be explored, organized, and recorded. In addition, the teacher explores students' prior knowledge (Rose & Martin, 2012).

- *Deconstruction:* The teacher introduces the genre and then reconstructs the message, confirming understanding through interaction with students (Martin & Rose, 2003, 2007; Rose & Martin, 2012). In this stage, the class shares experiences, looks critically into models, identifies metalanguage, identifies patterns, and consolidates guidelines about how to write the chosen genre through dialogic interaction (Rose & Martin, 2012).

- *Joint Construction:* In this stage, students work in groups or on their own with the teacher's guidance. The teacher's role is of a guide who leads learners carefully through a first experience of construction by building knowledge and writing together to familiarize them with the ideas collected from students themselves for later constituting the features of the corresponding genre (Rose & Martin, 2012). Students "practice using the structure of the model to scaffold a new text and to discuss as many relevant language features as possible" (Rose & Martin, 2012, p. 210).

- *Independent Construction:* In this final stage, individual writing of texts in the same genre takes place (Rose & Martin, 2012).

The Review Text as a Genre

Genres are based on the recurrent configuration of meaning in a given text (Rose & Martin, 2012). According to Martin et al. (1987), genres are "social processes because members of a culture interact with each other to achieve them; goal-oriented because they have evolved to get things done; and staged because it usually takes more than one step for participants to achieve their goals" (p. 59).

The genre tackled in this study is the review text. A review is "an evaluation of a publication, product, service, or company" (Uswar & Andriani, 2019). Likewise, Gerot and Wignell (1995) define a review as "a text that serves to weigh, assess, and submit a criticism of the work or events". For Rose and Martin (2012), reviews "describe the text and make a judgment about it" (p. 129). Considering the mapping of the genres for schooling proposed by Rose and Martin (2012), reviews imply the evaluation of a text and belong to the classification of text responses (critiquing and evaluating). The authors (2012, p. 130) suggest three stages for writing reviews: context, description of the text, and judgment.

In this study, the object of the review was a "technological text": A mobile application or a webpage. Rose and Martin (2012) state that a text can be verbal, visual, musical, among other types, while text personal responses express feelings and opinions about that text, as performed in the case of reviews. Shared experiences are central in the GBA, since "genres are always about something; if this knowledge is not shared, it is very difficult for students to concentrate on the structure of the new language they are being scaffolded to learn" (Rose & Martin, 2012, p. 84).

Process-Based Writing Curriculum

In process-based writing, instead of producing various finished-products that end up as several grades, students produce more than a single product that constitute one final grade. Each of those

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single products is exposed to feedback and formative evaluation since the emphasis is on supporting students through stages of writing such as pre-writing, drafting, revising, etc. (Cushing Weigle, 2014). In Process-based writing, the instruction is learner-centered while students undertake a big portion of the writing process, by analyzing what they write, how they write it, and the evaluation of their own writing (Butler-Pascoe & Wiburg, 2003).

Rothery's initial curriculum genre for teaching writing, called a language-based approach, borrowed some stages of process-based writing curriculum: drafting, conferencing, and publishing (as cited in Rose & Martin, 2012). Thus, aligned with process-writing advocates, but with noteworthy innovations, Rothery's proposal was the following:

1. Introducing a genre
2. Focusing on a genre
3. Jointly negotiating the genre
4. Researching
5. Drafting
6. Conferencing
7. Publishing

Peer Feedback

Peer feedback is defined as an action where "students learn to describe the organizational structure of a peer's paper, paraphrase it, and [suggest] what the author might do to improve the work" In this process, the text is "a social construction" (Bruffee, 1984, as cited in Breuch, 2004). Peer correction might be conceived as an effective strategy when writing due to the learners' active role in their own process (Ramírez Balderas & Guillén Cuamatzi, 2018). Thus, peer feedback boosts autonomy, cooperation, interaction, involvement, and student-centered learning (Hirvela, 1999; Sultana, 2009).

In peer feedback the learner plays a double role: as a reader, the student faces the challenge of reading critically, interpreting the message and identifying areas of improvement; as a writer, the student needs to be open to suggestions in order to be

self-reflective and think critically when revising their own work (Moussaoui, 2012). For students to carry out the peer feedback technique proposed in this study, teachers provided them with feedback models, guiding questions, assessment checklists, and error correction symbols. Correction symbols allow learners to revise their understanding of certain linguistic items, form and function of a variety of lexical and grammatical elements (Ramírez Balderas & Guillén Cuamatzi, 2018). Moreover, the teachers have the responsibility to model the academic discourse students need to focus on during peer feedback (Bruffee, 1984, as cited in Breuch, 2004).

Instruction on Writing in a Foreign Language

Different approaches to improving writing have been researched aboundingly, however, each of the studies focuses on different issues, as will be exposed in this section through some samples of the research in the field. Dealing with the review text, Uswar and Andriani (2019) explored the abilities of university students to write a review about a novel. Findings reported that students' pieces of writing were generally good, but with linguistic errors. However, the study did not consider either SFL or GBA in their implementation. Concerning SFL and GBA, Gómez-Burgos (2017) conducted an action research study in a public university in Chile which aimed to implement a genre-based approach to writing expository essays. After comparing pre- and post- intervention papers, the author assures that the implementation was successful. It must be highlighted that the researched population belonged to a pedagogy program, that is to say, pre-service teachers who are generally well-prepared in academic writing.

In the same vein, in Japan, Nagao (2019) implemented a genre-based approach to text-based writing lessons to explore EFL learners' psychological attributes and awareness of a discussion genre essay. Findings suggested some improvements in the lexicogrammatical features and

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generic structures of the genre. The implementation also included an analysis of peers' essays, but with research purposes only. A sample in a foreign language different from English is Troyan's (2016) research. The author reported a case study about the implementation of a GBA when teaching Spanish as a foreign language. The researcher analyzed a pre and posttest of a student in a task related to tourist landmark descriptions. Findings suggested that teaching explicitly in a particular academic genre enhanced the development of more detailed, informative, and cohesive writing.

About assessment in GBA, Pessoa et al. (2017) followed the principles of SFL and adapted the 3 ×3 professional learning toolkit suggested by Humphrey et al. (2010, as cited in Pessoa et al., 2017) to examine emergent arguments in a first-year university history class. 3 x 3 is a professional learning "toolkit" that "describes key linguistic features of disciplinary academic genres by focusing on the ideational, interpersonal, and textual meanings of language, and taking into consideration how these meanings are realized linguistically at the whole text, paragraph, and sentence and clause levels" (Pessoa et al., 2017, p. 46). The authors discussed how a language-focused conceptualization of argumentative writing can be beneficial for second language writing and other disciplines dealing with the issue of academic writing. The rubric applied in this study will be further explained in the section dealing with the pedagogical implementation (See appendix A).

Method

In this section, the research design, research method, and the procedures followed to collect and manage data will be explained.

Context and Participants

This study was conducted in a private university in Bogotá, Colombia, where all students take seven levels of English as a Foreign Language (EFL) as a graduation requirement. This context has

implemented a solid writing approach for over 5 years, focusing on a specific genre in each of the levels taught and combining it with a process-based approach. The participants were 54 learners from different academic fields, who were enrolled in a pre-intermediate (A2.2 CEFR) EFL course from the university.

In foreign language instruction, a great deal of attention, time, and resources are devoted to the teaching of academic writing (Hinkel, 2014), especially in higher education where learners are expected to acquire skills that will allow them to negotiate meaning in the written form in the workplace or during graduate education. Furthermore, globalization and technology have made written communication essential in business, education, social networking, etc. (Cushing Weigle, 2014). Thus, this study was implemented in an English as a Foreign Language (EFL) program where writing, being a productive skill, has had a prominent role. For over 5 years, each of the course levels of the program has focused on writing a specific genre, emphasizing the norms of a specific kind of writing (Harmer, 2001). The program followed a process-based approach: outlines, drafts, and final versions to guide learners through a scaffolded process of writing compositions with a clear rhetorical structure and a social and communicative function, while also taking formative assessment into consideration.

In that context, a teachers' survey is applied at the end of every academic semester for the curriculum sub-committee to analyze the strengths and opportunities to improve the processes carried out within the EFL program. For analyzing the writing process, a needs analysis survey was applied to 26 teachers. Although the writing process had been academically successful, in terms of well-written products, the program staff reported that students needed to take more responsibility in their own learning process. Besides, grading drafts and various versions of the text was draining. Therefore, findings implied the need to diminish the teacher-grading load and to give students' participation more prominence in the learning process. For students' engagement,

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Table 1 Data collection instruments and implementation stages

Instrument	Purpose	Stage
Online survey (See appendix B)	- To find out participants' insights about the implementation.	At the end of the joint construction stage
Students' artifacts: a review text (See appendix C)	- To measure and assess the achievements of the learning goals proposed for this GBA implementation.	A Review text: after the independent construction stage
Online game: Kahoot		Kahoot: during the joint construction stage
Focus Group (See appendix D)	- To find out participants' insights about the implementation. - To triangulate and validate the responses from the online survey.	After the independent construction stage

it is increasingly important that they take a more active role in the learning and assessment processes (Katz, 2014). Thus, the sub-committee came up with an adaptation of the teaching and learning cycle of a GBA previously implemented (1) to place more prominence on the students' active participation in the joint construction phase by including systematic peer feedback and (2) to preserve the well-written products by keeping some steps of process-based writing.

Research Design

This study followed the action research cycle. Action research targets to describe and analyze a systematic implementation to solve a problem in the educational field (Edwards & Willis, 2014; McKernan & McKernan, 2013). Therefore, action research is related to the ideas of "reflective practice" and "the teacher as a researcher" (Burns, 2010). The teacher-researcher implements the plan, reflects on it, and makes any changes, if necessary (Handscomb & MacBeath, 2009). Ellis (2013) defines the different stages of the action research cycle as follows:

1. Identifying an issue or problem relevant to a specific instructional context.
2. Obtaining information relevant to the problem issue.
3. Working out a possible solution to this problem and devising ways of trying this out.
4. Trying out the solution in the specific instructional context.

5. Collecting data to investigate whether the solution is effective.

Stages 1 and 2 have already been addressed in this paper; the implementation of the possible solution will be further described as the pedagogical intervention.

Data collection

The instruments were applied as described in Table 1.

All instruments were validated and piloted before the implementation. They were revised along with an external researcher and applied to a group of students who did not take part of the study with the purpose of assuring that the questions and procedures were clear for the participants.

Data Analysis

This action research applied a mixed-methods approach to data analysis in which "the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study" (Tashakkori & Creswell, 2007, p. 4). A mixed-methods approach allows the answering of research questions as well as the corroboration of findings by contrasting data from qualitative and quantitative nature (DeCuir-Gunby, 2008). In this study, qualitative data were analyzed following Grounded Theory (Corbin & Strauss, 2015).

and quantitative data were analyzed by carrying out a descriptive statistic summary (Research Connections, 2019; Sharma, 2019).

Data were stored in an Excel file; participants were given a number to protect their identity and to avoid research bias in the analysis. Data were analyzed under the light of the research question and objectives, focusing on (1) the achievement of the task and (2) participants' insights about the pedagogical intervention.

Pedagogical Intervention

In action research, the teacher-researchers implement a pedagogical intervention to solve a problem in an educational context (Edwards & Willis, 2014; McKernan & McKernan, 2013). In this study, a GBA was implemented as an attempt to give students more responsibility in their own learning process by following an autonomous writing cycle, with the teacher acting only as a guide. Participants were expected to be able to achieve the learning goals posed for the writing skill, demonstrating mastery of the genre by producing a review about a new topic independently. The target task dealt with reviews of Mobile Apps or Webpages. Since reviews are a common practice in the modern world in social situations such as evaluating a book, a movie, a TV series, etc. and participants are very well-acquainted with the webpages and apps, experiential sharing was expected to be facilitated.

The three stages of the teaching and learning cycle of the GBA were implemented during a 16-week semester, focusing on writing a three-paragraph review. When perusing the social purpose of a review to evaluate a text, Rose and Martin (2012, p. 130) suggested the following stages: context, description of the text, and judgment, which were enclosed in each of the requested paragraphs. The authors also emphasize the Key Language needed to negotiate meaning according to the genre. Consequently, the target task was designed as described in Table 2.

In the same vein, the task included a rhetorical structure for written academic discourse, which is fundamental in second language (L2) instruction considering that the socio-cultural traditions in written discourse may vary from L1 to L2 (Hinkel, 2014). Hence, along the course, participants co-constructed paragraphs with topic sentences, supporting details and restatements to build a review composition. At the end of the semester, participants needed to demonstrate the mastery of the genre by writing a three-paragraph review of a different app/webpage individually.

The final written product was evaluated using an analytical rubric that had been designed by the

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Table 2 Task Description

Genre	Social Purpose	Stages	Key Language
		Paragraph 1: Definition of the app/Webpage (Context and description)	One of the best/most famous, most recognized is… It is defined as…It contains… It has …
		Paragraph 2: Positive features (judgment)	It is a…fantastic, perfect, famous, exciting, It is the best…, the most important… A positive feature is…
A review text	Responding to a text: Critiquing and Evaluating	Paragraph 3: Negative features + personal opinion (judgment)	It also has… issues, problems, concerns, disadvantages, The drawbacks of…, The negative point is…A negative consequence is… A downside of… is…

Number of words: 280 − 300

EFL program curriculum subcommittee to assess the writing products of the different English levels that the university offers (see appendix A). Teachers had to use the overall rubric and adapt it to each of the tasks and competencies of the course. Then, the general criteria of the institutional rubric were implemented, permitting the inclusion of some descriptors related to only a part of the 3x3 matrix suggested by Humphrey et al. (2010). The 3x3 framework analyzes the ideational, interpersonal, and textual meanings of language in the levels of whole text, paragraph, and sentence and clause (Pessoa et al., 2017). However, the present study focused on the analysis of the "whole text" only, which Humphrey et al. (2010) also called "Genre and Register." This 3x3 matrix also considers the concepts of field, tenor, and mode (Halliday & Hasan, 1989; Martin, 1984) applied in the assessment of this intervention in the following way:

1. Ideational Meaning: Resources for specialized construction and formal knowledge of discipline area, also referred to as Field (Humphrey et al., 2010). Incorporated in the institutional rubric in the following criteria:
   a) Writing is profound and detailed showing a deep understanding of the topic.
   b) The composition reflects knowledge and critical thinking about the topic (See appendix A).
2. Interpersonal Meaning: Resources for convincing the reader in critical yet authoritative ways, also known as tenor (Humphrey et al., 2010).

Reflected in the following criterion: a) Tone and word choice are appropriate for the audience (See appendix A).
3. Textual Meaning: Resources for organizing clearly scaffolded abstract texts, or related to mode (Humphrey et al., 2010). Incorporated in following the criteria:
   a) Follows the rhetorical structure for a Review.
   b) Stays on topic throughout the entire piece.
   c) The topic sentences and supporting ideas are clear and connected to maintain the focus (See appendix A).

All in all, the teaching and learning cycle implemented is summarized in Table 3.

Results

In this section the data analysis and the implications of study will be explained, taking the achievement of the task and the participants' insights into consideration.

Task Achievement

Using the rubric in Appendix A, the teacher graded 53 review texts which were written by the participants in the independent construction stage. Performance assessments consisted of two components: (1) a prompt that sets the task for the assignment and (2) a way of scoring the language that students produce, as Katz (2014) proposed. The prompt consisted of writing a three-paragraph review about 1 of the 4 options provided.

Table 3 Teaching and Learning Cycle Implemented

Stage	Activities	Time
Negotiating the field	- The teacher presented the main tasks and the implementation planned for the semester. - The teacher and students explored prior knowledge from web pages, apps, and the social context of reviews.	Week 1
Deconstruction - Learning about the language, purpose, and structure of the text.	- Through dialogic interaction, the teacher guided the discovery of the function, the rhetorical structure, and key language that students deconstructed from provided models. - The teacher devoted a 1-hour-session weekly to the modeling and analysis of topic sentences, supporting details, and restatements for each of the paragraphs. - Students deconstructed a review text into an outline.	Weeks 1 - 5

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Table 3 Teaching and Learning Cycle Implemented (cont.)

Stage	Activities	TIme
Joint construction - Teacher and students build a text together - Supportive and explicit feedback.	**-Outline:** - The teacher and students wrote an outline together about a given app/webpage. - The students wrote an outline in groups about a given app/webpage. - The students chose a mobile app or webpage to write a review about. - The students wrote an outline about the chosen app or webpage individually. - The teacher introduced 7 correction symbols related to the most common mistakes students often make in this EFL course: (^) Missing Word (WT) Wrong Tense (Cap) Capitalization (WW) Wrong Word (PUN) Punctuation (SP) Spelling (SVA) Subject Verb Agreement - The students carried out activities to identify the correction symbols and to correct paragraphs accordingly. - The teacher gave detailed feedback to all the outlines using the correction symbols, comments about the genre, and the rhetorical structure. - In pairs, the students corrected their outline based on the teacher's feedback. **Draft:** - The students wrote a draft based on their corrected outline. - The teacher provided models of feedback on drafts from other groups using the correction symbols, comments about the genre, and the rhetorical structure. - The students analyzed the model of feedback and corrected the provided draft as a whole class. - Students gave peer feedback on their drafts using comments and symbols at both the sentence/clause and the genre level, as follows: Moment 1: Genre and Rhetorical structure (Students provided comments only) Moment 2: Use of language (Students gave feedback using comments the correction symbols). **Final Version:** - The teacher-researcher applied an online game (Kahoot) to review the features of the task, to assess understanding at that point, and to intervene with clarifications if necessary. - Based on the peer feedback provided, students wrote a final version of the review about their chosen App/Webpage. - Students peer-assessed their final version as they did in the draft. - The teacher applied an online survey to find out participants' insights about the implementation (Appendix B).	Weeks 6 - 14
Independent Construction Students construct a text on their own	- The teacher introduced the rubric that was going to be used to assess the independent construction of the review (See Appendix A). - The teacher provided 4 new options of webpages/apps to write a review about. - The students wrote a new review text, according to the options provided (See Appendix C).	Week 15
Feedback Session	The teacher graded the new review text and provided feedback. The teacher carried out a focus group to inquire about students' experiences and insights (See Appendix D).	Week 16

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The score was guided by the rubric which included criteria for task achievement, focus, text relevance, and general linguistic usage on a grading scale from 0 to 5.0.

To analyze the overall results obtained from grading students' samples, keeping all the criteria in the rubric in mind, the researcher used descriptive statistics to carry out a measure of central tendency, aiming to describe the behavior of the set of data collected and to break it into the simplest form (Research Connections, 2019; Sharma, 2019). As a result, the Mean (the sum of a variable's values divided by the total number of values), the Median (the middle value of a variable), and the Mode (the value that occurs most often) were calculated as shown in Table 4.

The mean (4.27) denotes a favorable production of the written task, being 1.27 points above the passing grade (3.0). Similarly, the median and the mode were both calculated in 4.25. The lowest result was obtained by participant 2, with a 3.0 grade; hence, no participant failed the task. On the other hand, participants 7 and 27 had an outstanding performance, obtaining the highest grade (5.0). Two samples of students' writings are provided in appendix C.

In a similar vein, the average score in the criterion "Task Achievement" was 1.33 out of a maximum of 1.5. Similarly, the mode was the maximum score (1.5), which was obtained by 28 students, and the median also corresponded to the maximum score (1.5). These findings seem to indicate that most students achieved the social purpose of the

genre and followed the rhetorical structure when working on their own in the independent construction stage. The central tendency regarding the achievement of the task is displayed in Table 5.

Equally, the results from the online game (Kahoot) suggest an understanding of the genre and identification of the most suitable features for writing a review, with an 88 % mean score in the game. In the initial stages of the implementation, students demonstrated a lack of prior knowledge related to the identification of the genre used in such contexts. As Hinkel (2014) states, many features of academic writing that might represent conventionalized characteristics of a genre are explicitly and persistently taught in ESL/ EFL since they are not always found in written discourse traditions other than the Anglo-American one. Thus, in the online survey, the researcher also inquired about learners' previous experience with the review text. Results showed that only 40 % of participants had previous experience writing reviews in Spanish and 26 % in English.

Participants' Insights

Students' insights about the intervention, their learning process and performance were explored through a focus group and an online survey that contained a Likert scale and 4 open-ended questions. In the Likert scale, participants showed confidence in their writing skills, as shown in Figures 1 and 2, where students showed their agreement with the statements (1) over the semester, my overall writing skills have improved and (2) I understood the different sections of the review composition.

Table 4 Central Tendency of Participants' Grades

Measure	Result	Details for calculation
Mean	4.27	Average grade
Median	4.25	Lowest grade: 3.0
		Highest grade: 5.0
Mode	4.25	Frequency: 13 times
53 artifacts analyzed		

Table 5 Central Tendency of Task Achievement

Measure	Result	Details for calculation
Mean	1,33	Average score
Median	1,5	Lowest score: 0,75
		Highest score: 1,5
Mode	1,5	Frequency: 28 times
53 artifacts analyzed		
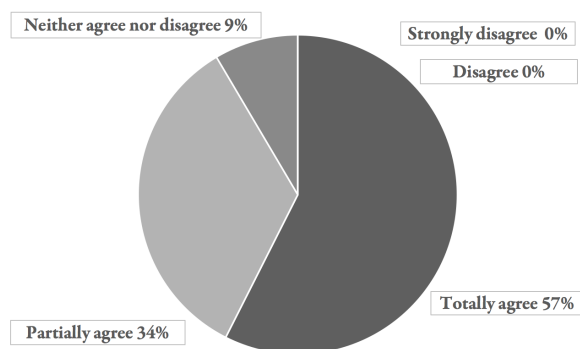
Figure 1 Responses to the Likert scale, statement 1
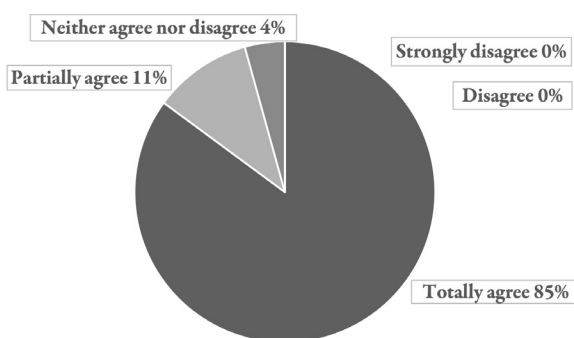
Figure 2 Responses to the Likert scale, statement 2

For the open-ended questions and focus groups, responses were tabulated and coded following the Grounded Theory (Corbin & Strauss, 2015). Table 6 shows findings concerning the two emerging categories: effective practices and gains in the learning process.

These findings suggest that participants perceived that a genre-based approach and the stages of the

Table 6 Emerging Codes, Subcategories, and Categories

Codes	Subcategories	Category
Scaffolded process	GBA and TLC	Effective practices
Deconstructing the text		
Constructing the text with the teacher and peers		
Key language provided		
Learning about the genre		
Scaffolded process	Process-based writing	
Writing outlines		
Writing drafts		
Peer feedback		
Error correction procedures	Feedback procedures	
Self-reflection		
Understanding mistakes	Metacognition	Gains in the learning process
Awareness of the process		

teaching and learning cycle were practices that contributed to the improvement of their writing skills, as exemplified in Excerpts 1 and 2 below:

> I am better at writing thanks to the activities and the structure of, in this case, a review, its function and everything that goes in each paragraph. It seems to me that it is very good that they give all the parameters to carry out the activity (Excerpt 1, participant 18, online survey).

> The activities of evaluating the webpage, using positive or negative expressions or connectors and thus identifying each part of a review helped me to write better (Excerpt 2, participant 41, online survey).

Likewise, participants valued components of process-based writing, such as writing outlines and drafts: For instance, the following excerpt refers to a process-based approach:

> It helped me to do the review by writing part by part and making several versions, as outlines and drafts (Excerpt 3, participant 20, online survey).

In addition, participants also attributed their success to the feedback procedures implemented. They valued being involved in their own learning process, as illustrated in the following excerpts:

> [...] when you write, you think that the idea, as it is, and as you wrote it, is fine. But when another person reads it, they may not understand, then they make you realize what errors you have and how you can improve them (Excerpt 4, participant 29, online survey).

> I found it interesting when we had to evaluate other classmates; since normally it is the teacher the one

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who evaluates and gives opinions, but in this case, it is... like... between us, that was interesting (Excerpt 5, participant 23, focus group).

Participants also expressed other gains in the learning process apart from the achievement of the task. They showed awareness of the process, self-reflection, and metacognition as expressed in Excerpts 6 and 7:

> All the writing exercises made me improve and analyze the reviews because I believe I had never thought about how to improve my writing (Excerpt 6, participant 15, online survey).

> When writing, the process is important: first, have a topic and examples of the kind of text. Then, do it step by step. Learn first, what the text is, what it is made of, each of the parts, the vocabulary you need for that text, the steps. When we already understand that, then, there you go, what has to go in the first, in the second, and in the third paragraph, we put it into words, phrases and then put everything together in a complete composition (Excerpt 7, participant 14, focus group).

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On the other hand, although peer feedback was perceived as an effective practice, opinions were divided as noted in Figure 3, where students showed their agreement to the statement (3) my classmate's feedback was crucial to my success.

Figure 3 shows a clear division in students' perceptions about peer feedback. It could be said that 55% of the participants believed the strategy was useful, while 15% disagreed and 30% had a neutral opinion. Similarly, in the focus group and the open-ended questions from the online survey, participants pointed out that providing and receiving feedback was the biggest challenge in the implementation, as summarized in Excerpt 9:

> The text feedbacks should be done by the teacher in all cases to have accurate corrections (Excerpt 8, participant 24, online survey).

Likewise, Excerpt 9 below denotes a challenge for the student due to the responsibility that the process entitles, but she still recognizes that the procedure was helpful:

> For me, the biggest challenge was actually correcting my classmates' text, as collaborative work is obviously
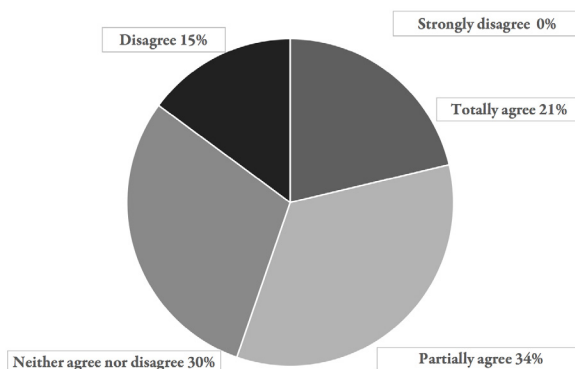
Figure 3 Responses to the Likert scale, statement 3

very important, but for me it was correcting because I had to do it very conscientiously because there are things that I didn't know at that time, and then if I am correcting I can't tell her something wrong, right? So, I think it was a challenge for me to correct the other person, but it was also very important for me what the other person told me about my work. If I didn't know how to write something, then I would go to the dictionary and look it up, look at how to build sentences, check my notes to know if the paragraph was complete. It took a long time reviewing it, but I think we both did it well (Excerpt 9, participant 31, focus group).

To sum up, findings suggest an outstanding achievement of the task. In the same vein, learners demonstrated a broad understanding of the genre, its social purpose, and the most suitable features for writing a review. Also, the study seemed to have generated a positive impact on the participants' insights since they showed confidence in their writing skills after the implementation, leading also to self-reflection and metacognitive behaviors. Moreover, participants perceived that a genre-based approach, the activities of the teaching and learning cycle, and the components and process-based writing were practices that contributed to the improvement of their writing skills. On the other hand, a clear division in students' perceptions of peer feedback was found, as participants believed it was a beneficial but challenging practice.

Discussion

In this study, the implementation of a genre-based approach (GBA), combined with components of

process-based writing and peer feedback, was analyzed to measure its impact on the achievement of the task when writing reviews as well as its impact on participants' perceptions. The researcher aimed to encourage students' participation and autonomy in the writing process, with a minimum amount of direct teacher intervention, without affecting the quality of the written products. Findings indicate that the intervention provided some benefits in the learning process, such as a remarkable achievement of the task and some metacognitive behaviors. Furthermore, participants valued the GBA implemented, process-based writing and feedback procedures as practices that helped them to achieve the task successfully.

These findings align with Gómez-Burgos' (2007) study. The author states that a GBA is efficient in foreign language instruction since students' artifacts improve substantially after the implementation. As in the case of this study, Gómez-Burgos (2007) found positive results on the participants' pieces of work when implemented a GBA to write expository essays. It is worth clarifying that, in Gómez-Burgos' research, in the 2007 study, the participants were pre-service teachers who are expected to have more experience with academic writing than the population from the target study. Similarly, Nagao (2019) found a positive impact when implementing a GBA focused on a discussion genre, with improvements on language and awareness of the genre. Nagao's implementation aligns with the present study in terms of the approaches implemented: GBA and peer feedback; however, in that study, participants evaluated their peers to evaluate them and to generate data from the process. The present research not only aimed to teach a genre explicitly to achieve coherent and cohesive writing products, but it also exposed learners to a didactic cycle where the feedback of their peers had a prominent role, as teachers aimed for learners to gain autonomy.

The inclusion of peer feedback in the learning process has been previously discussed by scholars

(Bruffee, 1984, as cited in Breuch, 2004; Nagao, 2019; Susanti & Indawan, 2020; Durán-Bautista & Huertas-Malagón, in press) and in the present study, it was incorporated in a GBA. In a GBA learners are expected to interact with an expert around a shared experience and the TLC paves their path to an independent construction of knowledge. This proposal of fusing the two approaches provides the opportunity to reflect upon the principles of autonomy, where the teacher is no longer the main actor who owns knowledge in a learning environment. According to Higgs (1987), teachers need to involve students to operate the learning process jointly and to help them learn from their past experiences. Gardner and Miller (1999) suggest that in autonomous learning the teacher takes the roles of counselor, facilitator, material developer, manager, among others. Within their tasks, teachers present materials, model, elicit information, give suggestions, suggest self-assessment techniques, give feedback on self-assessment, etc. (Riley, 1997).

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Although participants recognized peer feedback as an effective strategy, it was also perceived as a challenge since learners might feel insecure when advising others or would not trust their classmates' recommendations. These findings support other studies where learners of foreign languages preferred teacher feedback for accuracy and trust, but they could still recognize advantages of the practice for their learning process (Durán-Bautista & Huertas-Malagón, in press; Susanti & Indawan, 2020). In addition, Jones (2019) claims that the transition from dependent learning to self-directed learning takes time. These conclusions might suggest that students need more exposure to gain confidence and to switch the learning culture for autonomous learning to prevail. For instance, in the present study, participants were guided to provide feedback to their peers based on models, guided questions, checklists, and correction symbols; and the fact that some learners were not confident about their knowledge to provide accurate peer feedback forced them to find

alternatives for reviewing and learning on their own. Furthermore, peer feedback can be an alternative technique in large classrooms where the teacher is unable to attend to every individual student (Renaud et al. 2007; Susanti & Indawan, 2020), as in the case of this study.

In relation to the assessment of the written compositions, the present research implemented a rubric as Pessoa et al. (2017) did. Nevertheless, the rubric was not identical to the 3x3 learning toolkit proposed by Humphrey et al. (2010, as cited in Pessoa et al., 2017) since the target course belonged to a program which had designed an institutional analytical rubric according to the curricular needs of all of the EFL levels that the university offers. Thus, the curriculum sub-committee adapted the existing rubric with descriptors related to ideational, interpersonal and textual meaning in the criteria of "task achievement," "focus," and "Text Relevance" criteria.

Therefore, this action research provided pedagogical significance since participants were guided through a Teaching and Learning Cycle in a collaborative and autonomous environment that provided them with the tools to face the task of writing a review text about an unexpected topic on their own. In the implementation, participants used the language to negotiate meaning and managed to take part in the social context used for writing reviews. Participants evaluated different web pages and apps, providing supporting details for their assertions in a coherent rhetorical structure while remaining aware of the transferability of the acquired skills to other life situations. In that way, it can be stated that learners developed more than a mechanical skill (Chala & Chapetón, 2013).

This study contributes not only to the field of GBA, but also to the field of EFL instruction and pedagogy. The analysis carried out serves as a reflective evaluation of the pedagogical practices implemented in the target course that will support the teaching staff to make informed instructional decisions in their courses. The detailed implementation described

in this paper might provide a model to be applied in other EFL levels in the program itself and in other EFL programs that aim to enhance the writing skill. It was found that learners neither had significant prior-knowledge in the field of academic writing nor in genre identification and production; thus, this paper might also provide a starting point for other subjects in schools or higher education to explore the field, even in students' first language.

Acknowledgments

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Appendix A: Grading Rubric

CATEGORY	Meets expectation	Meets most expectations	Meets minimal expectations	Below Expectations	Fails to meet Expectations
TASK ACHIEVEMENT · Follows the **rhetorical structure** for a Review. *(Paragraph 1: Description, paragraph 2: Positive features, paragraph 3: negative features and opinion).* · The **Topic Sentences** in the 3 paragraphs of the composition are stated. *TS Paragraph 1: Review's topic and purpose, TSs Paragraphs 2 and 3: included 2 features (positive and negative).* · Tone and **word choice** are appropriate for the audience.	*There is a clear purpose stated in the three topic sentences, and the composition has all the required components.* 1.5	*There are appropriate topic sentences and the composition has most of its components.* 1.25	*The topic sentences and the text components have some inconsistencies.* 1.0	*The topic sentences need some work, and the composition sections must be completed.* 0.75	*The topic sentences have to be restructured, and the composition has to include various key components.* 0.5
FOCUS: · Stays **on topic** throughout the entire piece. · The topic sentences and supporting ideas are clear and connected to maintain the focus.	*Supporting ideas keep a clear focus that is totally connected to the topic sentences and the sections of the composition.* 1.25	*Supporting ideas and topic sentences are clear and sufficiently connected to maintain the focus.* 1.0	*Supporting ideas are somehow connected to the topic sentences, the sections of the text and the focus is lost sometimes.* 0.75	*Supporting ideas need to be better linked to the main topic of the text and central topic.* 0.5	*Supporting ideas must be linked to the focus and purpose of the text.* 0.25
TEXT RELEVANCE: · Writing is **profound and detailed** showing a deep understanding of the topic. · The composition reflects knowledge and **critical thinking** about the topic.	*Provides clear and detailed explanations to demonstrate a depth of understanding.* 1.25	*Provides understandable explanations to demonstrate a depth of understanding.* 1.0	*Provides some vague explanations demonstrating lack of full understanding.* 0.75	*Needs to provide more clear explanations to demonstrate a better understanding.* 0.5	*Must provide clear explanations to show some understanding of the task.* 0.25
GENERAL LINGUISTIC USAGE · Grammar usage **facilitates reading** comprehension. · Vocabulary and connectors **enrich** the text. · The use of mechanics patterns (spelling, punctuation, capitalization, paragraphing etc.) **facilitates reading** comprehension.	*The variety and correct use of grammar, vocabulary and mechanics enrich the text.* 1.0	*The use of grammar, vocabulary and mechanics keep overall readability.* 0.75	*The use of grammar, vocabulary and mechanics are sometimes faulty and with some inconsistencies.* 0.5	*Needs to include more advanced language structures and vocabulary to support paper readability.* 0.25	*Must include basic and advanced language structures and vocabulary to make the paper readable.* 0.0

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Appendix B: Online Survey

For the following sentences, choose the option that best fits your experience of writing a review / Para las siguientes afirmaciones, escoje la opción que más se adapta a tu experiencia escribiendo un "review.

Totally agree / Totalmente de acuerdo	Partially agree/ Parcialmente de acuerdo	Neither agree nor disagree / Ni de acuerdo ni en desacuerdo	Disagree / En desacuerdo	Strongly disagree / Totalmente en desacuerdo

Over the semester, my overall writing skills have improved/ A lo largo de este semestre, mis habilidades para escribir han mejorado.

The writing process helps construct the structure of the three paragraphs/ El proceso de escritura me ha ayudado a construir la estructura de los tres párrafos.

The writing process has helped me structure the language needed to evaluate a webpage or app/ El proceso de escritura me ha ayudado a estructurar el lenguaje requerido para evaluar una página web o aplicación

I understood the different sections of the review composition / Entendí las diferentes partes de una composición "review"

My classmate's feedback was crucial to my success / La realimentación de mi compañero fue crucial para el éxito de mi escrito

My teacher's feedback on the outline was crucial to my success / La realimentación de la profesora en el "outline" fue crucial para el éxito de mi escrito

Analyzing examples of other students' compositions (models in class) helped me understand the writing structure / Analizar ejemplos de composiciones hechas por otros estudiantes (modelos compartidos en clase) me ayudó a comprender la estructura del escrito

I am satisfied with my writing performance in the course / Estoy safisfecho con mi desempeño en el proceso de escritura de este curso

What I learned about writing in this class will help me in my future English classes / Los aprendizajes sobre escritura de este curso me ayudarán en mis futuras clases de inglés

What I learned about writing in this class will help me improve my writing in the classes I am taking towards my major (career) / Los aprendizajes sobre escritura de este curso me ayudarán a mejorar en otras clases de mi carrera.

Before taking this class, I had previous experience writing reviews in English / Antes de tomar esta clase había tenido experiencia escribiendo "reviews" en inglés.

Before taking this class, I had previous experience writing reviews in Spanish / Antes de tomar esta clase había tenido experiencia escribiendo "reviews" en español.

My ability to write reviews in English has improved since the beginning of this semester / Mi habilidad para escribir "reviews" ha mejorado en comparación con el inicio del semestre

Open ended Questions:

Which course activities helped you improve your writing? Why? / ¿Qué actividades de este curso te han ayudado a mejorar en tu habilidad de escritura? ¿Por qué?

What were some of the most challenging components of learning to write a review composition this semester? Why? / ¿Cuáles fueron los mayores retos en el proceso de escribir "reviews" este semestre?

What improvements do you feel could be implemented in the writing process of the English program? /¿Qué mejoras crees se pordrían implementar en el proceso de escritura del programa de Inglés?

Appendix C: Students' artifacts

Participant 27 (Grade 5,0)

Spotify is one of the best apps that you can download if you love music. Spotify is a streaming service of music. It is used by people of all ages, also it is an app that people use to listen any kind of music and it has more services that you can enjoy. For that reason, Spotify is one of the most famous apps to listen to music.

This app has excellent features as download music and podcast service. At first, you can download songs that you love, that feature is so useful because when you do not have internet connection, you will never lack your favorite songs. Another good feature is the podcast service, when you are bored with the music, you can listen to podcasts, there are a lot of interesting podcast!, you can find on the podcast section any theme that you can imagine, you just have to search in your preferences. For those two and other features, a lot of people think Spotify is fantastic.

In contrast, Spotify has two big negatives features, as people have to pay to use it and your downloads are conditioned. Firstly, to use Spotify you have to pay between 12.000 and 16.000 Colombian pesos, it is so bad because there are a lot of people who do not like to pay for an app, and secondly, you just can listen to music downloaded if you have Spotify opened and if you are paying for it, because Spotify is a service. There are other apps that are free and you can download them, but they have a lot of advertisements and they are not personalized like Spotify. In my opinion, it is so useful for entertainment and it is the best app to listen to music.

Participant 2 (Grade: 3,0)

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It is one of the best app about music is Spotify. It is use by many people in the world then is a music app meny famous because it has acces to different songs with a wide variety of artists, in addition, Spotify has different option where music app can be free or premium.

This music app has best because it is fantastic and useful. Fistly, Spotify has acces many songs of different musical genre and artists, therefore it is a music app with a lot of variety for all kind of people, thus being a music app fantastic, another good point is the possibility of use and create different playlist with variety of artists and save playlist the like. Spotify is perfect music app becausa it has different option so much for the songs how for use it.

On the other hand, there are also some problems with, it is advertisements and artists is missing. Fisrt of all that people uses the music app free or premiun, for example Spotify is free but it has advertising and if you want to remove the advertising, in addition you want to use it without internet you have to pay, the other negative point is that Spotify artists is missing the other countris not so well known or rare. In my opinion Spotify is a music app useful because it has different opntion the content and use.

Appendix D: Focus Group

1. Walk me through your experience learning how to write a review composition. Describe the elements of the writing process.

2. Describe the roles your classmates played in your writing process. What was positive about this and what was challenging?

3. What are some of the strengths of the writing process taught in this class?

4. What were some of the challenges you faced learning to write a review composition in this class?

5. Did you learn any skills that you can you use in other areas of your academic and professional life?

6. What changes do you think your English teachers could make in the writing process to improve student success?

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Enseñar náhuatl a través de la poesía: Una intervención didáctica desde la pedagogía de género Leer para Aprender

Teaching Nahuatl Through Poetry: A Didactic Intervention Using the Genre-Based Pedagogy Reading to Learn

Apprendre le nahuatl à travers la poésie : Une intervention didactique fondé sur la pédagogie des genres Lire pour Apprendre

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Resumen

La desventaja social, cultural y educativa sufrida por la población indígena en México ha sido extensamente documentada. El país carece de una política educativa clara en materia de educación indígena, lo cual se evidencia en un vacío metodológico e instrumental dentro de las aulas. Por ello, en el programa de Maestría de Literacidades Académicas y Estudios del Discurso de la Universidad Autónoma de Tlaxcala, se han favorecido intervenciones que aborden esta problemática y contribuyan a cambiar este adverso panorama. Una de estas intervenciones es la que aquí se presenta. Esta tuvo como objetivo la enseñanza del náhuatl como segunda lengua, utilizando los principios y la metodología del programa Leer para Aprender de la lingüística sistémico-funcional, a través de textos poéticos contemporáneos escritos en náhuatl. Los resultados de la aplicación de esta unidad didáctica indican que los participantes se confrontaron con una nueva manera de entender las acciones pedagógicas de las lenguas, que los llevó a ser más participativos y experimentar un aprendizaje más significativo en el aula. Asimismo, el ejercicio resaltó la importancia de los procesos de andamiaje explícito y situado en la construcción de ambientes de aprendizaje interculturales más auténticos, eficientes y de revaloración para la lengua indígena, tal como lo promueve esta metodología.

Palabras clave: enseñanza de náhuatl; lingüística sistémico-funcional; pedagogía de género; poesía contemporánea; Leer para Aprender.

Abstract

The social, cultural and educational disadvantage suffered by the indigenous population in Mexico has been extensively documented. The country lacks a clear educational policy on indigenous education, which is evident in a methodological and instrumental gap within the classrooms. For this reason, the Master's program in Academic Literacies and Discourse Studies at Universidad Autónoma de Tlaxcala, favors interventions that address this problem and contribute to change this

adverse panorama. One of these interventions is presented here. Its objective was to teach *náhuatl* as a second language by using the principles and methodology of the Reading to Learn program from systemic functional linguistics through contemporary poetic texts written in *náhuatl*. The results of this implementation suggest the didactic unit confronted the participants with a new way of understanding the pedagogical actions of languages, which led them to be more participative and experience meaningful learning in the classroom. Additionally, this exercise highlighted the importance of explicit and situated scaffolding processes to achieve the construction of more authentic and efficient intercultural learning environments that reappraise the indigenous language, as promoted by this methodology.

Keywords: contemporary poetry; genre-based pedagogy; Reading to Learn; systemic functional linguistics; teaching Nahuatl.

Résumé

Le désavantage social, culturel et éducatif subi par la population autochtone au Mexique a été largement documenté. Le pays n'a pas de politique éducative claire sur l'éducation autochtone, ce qui se traduit par un vide méthodologique et instrumental dans les salles de classe. Pour cette raison, chez le Master *Literacidades Académicas y Estudios del Discurso* de l'Université Autonome de Tlaxcala, on a favorisé les interventions qui abordent ce problème et contribuent à changer ce panorama défavorable. L'une de ces interventions est présentée ici. Son objectif était d'enseigner le náhuatl comme langue seconde en utilisant les principes et la méthodologie du programme Lire pour Apprendre de la linguistique fonctionnelle systémique à travers des textes poétiques contemporains écrits en náhuatl. Les résultats de la mise en œuvre de l>unité didactique ont confronté les participants à une nouvelle façon de comprendre les actions pédagogiques des langues, ce qui les a amenés à être plus participatifs et à vivre un apprentissage significatif en classe. De plus, cet exercice a souligné l>importance des processus d>échafaudage explicites et situés pour parvenir à la construction d>environnements d>apprentissage interculturel plus authentiques et efficaces qui réévaluent la langue autochtone, comme le préconise cette méthodologie.

Mots clés : enseignement de nahuatl ; linguistique fonctionnelle systémique ; pédagogie sur le genre ; poésie contemporaine ; Lire pour Apprendre.

Íkala

Leer para aprender con poesía contemporánea en náhuatl. Una intervención didáctica desde la pedagogía de género

Introducción

El Programa Internacional para la Evaluación de Estudiantes (Programme for International Student Assessment, PISA) y las evaluaciones nacionales —como los Exámenes de la Calidad y el Logro Educativo (EXCALE) o el Plan Nacional para la Evaluación de los Aprendizajes (PLANEA) (Caracas y Ornelas, 2019; Instituto Nacional para la Evaluación de la Educación —INEE—, 2018)— ubican a la mayoría de los estudiantes mexicanos en la escala insuficiente (49 %) y básica (28 %) (INEE, 2018) de comprensión lectora, lo que es preocupante. Pero no lo es menos el nivel de logro educativo de los escolares hablantes de lenguas originarias: el 57,2 % alcanza el valor insuficiente, y el 28,3 %, el básico (INEE, 2004). Según Schmelkes (2013), la mayoría de la población indígena del país vive en condiciones de pobreza extrema y en lugares de alta marginación, lo que condiciona que el grado de analfabetismo en las poblaciones indígenas sea cinco veces mayor que el de la población no hablante de lengua originaria.

A pesar de que, en el ámbito gubernamental, ha existido una voluntad de analizar, diagnosticar y proponer directrices generales (INEE, 2017) para lograr articular o, al menos, planear un sistema educativo que garantice a la población indígena mejores condiciones de inclusión y equidad, la meta está lejos de poderse alcanzar. Entre los aspectos problemáticos descritos por estos diagnósticos se encuentra la pobre e insuficiente infraestructura material y de organización escolar de las escuelas indígenas; pero, como lo resalta la misma postura gubernamental, sobresale "la poca pertinencia cultural y lingüística de la enseñanza que les es impartida" (INEE, 2017, p. 1).

En cuanto a los procesos de enseñanza de lectura y escritura, diversas investigaciones (Feltes, 2017; Hamel *et al.,* 2016) han revelado que, en las escuelas indígenas, la lengua originaria no es la lengua de la comunicación social, como tampoco se usa para la enseñanza en el aula, pues aún en este siglo se conservan prácticas del método "castellanizador"

(Cruz Pérez, 2011), que tuvo su origen en la época colonial (siglo XVI) y el cual somete a los niños a una total inmersión en los primeros años de escolaridad en español, para incorporarlos, supuestamente sin dificultades, al sistema oficial tras ese periodo (Hamel *et al.,* 2004). Asimismo, se ha enfatizado en la inexistencia de gramáticas o de descripciones formales de las lenguas existentes, y menos aún de todas las variantes de una misma lengua (Schmelkes, 2013). La descripción de las lenguas indígenas en México ha privilegiado enfoques descriptivos gramaticales (Feltes, 2017). Los estudios funcionales cuentan apenas con una exploración sistémico-funcional de la clasificación de las cláusulas posesivas en náhuatl (Hernández Cervantes, 2015) y el proyecto pedagógico de Nava (2019) sobre la descripción. No se tiene noticia de ningún otro estudio de este tipo que haga alguna descripción de alguna otra lengua indígena.

De especial relevancia es el hecho de que no existen metodologías claras (Hamel *et al.,* 2004) que se les ofrezcan a los docentes de lenguas en torno a la enseñanza de estas en relación con su contexto particular (Bertely, 2002). Hay evidencia de algunas iniciativas valiosas locales (Feltes, 2017) que tratan de resolver esta situación diglósica de subordinación de las lenguas originarias con respecto al español (Hamel *et al.,* 2016). Sin embargo, en ellas no parece haber un consenso en el tipo de enfoque con el cual abordar el fenómeno semiótico del lenguaje, no solo como un instrumento de comunicación o un factor imprescindible de identidad cultural, sino también como un medio de construcción epistémica, es decir, como medio de discutir y recrear el conocimiento especializado, que es uno de los objetivos por los que el lenguaje se inserta en los currículos educativos (Capomagi, 2013).

Ante este panorama, y sabiendo que las condiciones de las políticas públicas en materia educativa para los pueblos originarios podrían estar lejos de traducirse en mallas curriculares que constituyan un sistema coherente e inclusivo, es necesario fomentar el emprendimiento de este tipo de proyectos locales. Mediante los pequeños o grandes

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logros que puedan tener estas iniciativas, aunque puedan considerarse mínimas o, en algunos casos, utópicas (Feltes, 2017), podrían señalarse puntos de referencia que logren delinear, antes que todo, una metodología de mayor claridad de intervención en el aula. Quizá, entonces, se podrían construir bases sólidas de un proyecto de educación intercultural en nuestro país, que les provea a ambas lenguas un espacio propio de desarrollo integrador.

En este tenor, la Maestría en Estudios del Discurso y Literacidades Académicas, posgrado de la Facultad de Filosofía y Letras de la Universidad Autónoma de Tlaxcala (México), ha definido una línea de investigación cimentada en el concepto de *literacidad académica* (Castro, 2013, 2017; Castro y Hernández, 2015) y el análisis del discurso. Dentro de esta línea general, el programa se ha propuesto impulsar proyectos de alfabetización académica y de investigación-acción desde la pedagogía del género discursivo, en especial siguiendo los principios del programa Leer para Aprender (R2L), constituido alrededor de la concepción sociofuncional del lenguaje de la lingüística sistémico-funcional (LSF) y desarrollada por la Escuela de Sídney (Eggins y Martin, 2003; Martin, 1999; Rose, 1999; Rose y Martin, 2012; Rose y Martin, 2018).

En la metodología propuesta por el programa, la secuencia de acciones pedagógicas en el aula se realiza en torno a un género discursivo, un texto o un conjunto de ellos que representen la acción discursiva por aprender: una narración, un reporte descriptivo, una reseña, un artículo de opinión, etc. La secuencia de acciones pedagógicas en torno al género se integra en un *ciclo pedagógico* (Hernández Ramírez, 2010; Martin, 1999; Rose y Martin, 2012; Westhoff, 2017), en el que se señalan diversos grados de acompañamiento con los que el docente apoyará el proceso de comprensión y producción del texto de los estudiantes: desde una deconstrucción y producción conjuntas, hasta una etapa independiente. Este ciclo es una de las herramientas más valiosas que el programa ofrece al docente y ya ha probado su eficacia en entornos indígenas en Australia, en las últimas décadas

del siglo pasado. De hecho, el ciclo fue consolidándose mediante la discusión y el desarrollo de proyectos de enseñanza dirigidos a poblaciones indígenas en todos los niveles educativos australianos (Koop y Rose, 2008; Rose *et al.,* 1999; Rose *et al.,* 2004; Rose *et al.,* 2008).

Ahora bien, en la primera generación (2017-2019) de la Maestría en Estudios del Discurso y Literacidades Académicas, algunos estudiantes propusieron proyectos de intervención dirigidos a la enseñanza de la lengua originaria más importante en la región: el náhuatl, y cuyos resultados fueran presentados como tesis de grado. Estos proyectos responden a la necesidad de enseñar esta lengua, para dar herramientas de comunicación, con las comunidades de la región, a los estudiantes de las diversas licenciaturas que integran la Facultad (Enseñanza de Lenguas, Lengua y Literatura Hispanoamericana, Historia, Filosofía y Antropología), ya sea como futuros docentes que dominen la lengua originaria, o como traductores, intérpretes, historiógrafos y etnógrafos.

Uno de estos proyectos, titulado "Leer para aprender con poesía contemporánea en náhuatl", tuvo como objetivo aplicar una unidad didáctica, basada en la pedagogía del género según el programa R2L, en un curso introductorio de náhuatl en dos grupos diferentes: uno de Enseñanza de Lenguas, durante el mes de mayo de 2018, y otro de Historia, durante octubre de 2018. Aparte de iniciarlos en el conocimiento y el uso del idioma a través de la poesía, se enfrentó a los estudiantes a una metodología en la que es posible ver cómo el contexto determina las opciones que se realizan en el texto (Eggins y Martin, 2003) y, de esa manera, podría fortalecer, en aquellos, la comprensión de la cosmovisión náhuatl y valorar su importancia como medio de vivir la cultura en el mundo actual.

Así pues, en la primera parte de este artículo se expone un breve marco teórico del programa R2L, en donde se enuncian los conceptos básicos del mismo: su ciclo pedagógico, su compromiso social y los resultados que se han obtenido en otros

contextos similares al descrito aquí. Posteriormente, se describe la metodología del proyecto, se contextualiza la situación del náhuatl en cuanto a hablantes y su ubicación geográfica, se define el perfil de los participantes y se enuncian las etapas en las que aquel se implementó. En seguida, se resumen los resultados obtenidos más importantes, entre los que destaca el entusiasmo que despertó en los estudiantes el aprendizaje de una lengua a partir de textos que, en un principio, les parecían muy complejos, y cuya deconstrucción temática y lingüística, dirigida por el docente, los llevó a comprenderlos mejor en términos de lengua, pero también a entender la relación de algunos aspectos de la vida en las comunidades nahuas con las formas de construir estos textos. Luego, se procede a una breve discusión de estos resultados para, finalmente, en las conclusiones, enfatizar la pertinencia de un modelo basado en el género discursivo y una enseñanza funcional de la lengua y el discurso para la educación indígena, en un país cuyo sistema educativo no ha podido integrar con éxito la multiculturalidad y el plurilingüismo que caracteriza a su identidad.

Marco teórico

El programa R2L o LepA (Leer para Aprender) (García Parejo y Whittaker, 2017) es un modelo de enseñanza de la literacidad, desarrollado en el marco de la LSF por la Escuela de Sídney (Rose y Martin, 2012). En términos generales, la literacidad la entendemos como la posibilidad que desarrolla el hablante de significar mediante el lenguaje (*Language-based semiosis*) (Hasan, 1996), en diversos ámbitos sociales, de manera contextualizada e intencional y crítica. Aunque este proceso semiótico toma como origen a la escritura, la lectura y la oralidad se integran al proceso de creación de significado, especialmente dentro de la institución escolar. Por ello, según la autora, es la escolaridad el proceso que tendría que garantizar desarrollar en los estudiantes los estadios críticos y especializados que les garanticen una adecuada participación en ellos.

Los orígenes del programa se gestan en los años ochenta del siglo pasado, cuando el sistema educativo australiano se enfrenta a la necesidad de garantizar a los niños y jóvenes indígenas e inmigrantes condiciones de acceso exitoso a entornos de educación, incluyendo al nivel superior (Rose, 1999). En ese momento, Australia se encontraba en el contexto de la propagación de lo que Rose y Martin (2012) llaman los "modelos progresistas del constructivismo", como el método global de lectura *(Whole Language Reading),* que privilegian las condiciones de literacidad de la clase media, en donde generalmente se promueven prácticas letradas cotidianas, como la lectura de cuentos, las pláticas familiares y debates cotidianos que tienen mayor relación con las prácticas letradas promovidas en la escuela. Para los autores, este tipo de metodologías constituyen lo que Bernstein (1990) denomina "pedagogías 'invisibles'", en donde se confía que "el aprendizaje emerge del interior del individuo" (Rose y Martin, 2018, p. 23), por lo que se pierde el vínculo entre el aprendizaje y las acciones de enseñanza. Como consecuencia de esto, el rol del docente, como experto que sabe el camino que lleva a un logro educativo, se debilita, lo cual perjudica en mayor medida a los estudiantes menos aventajados. Respecto a las normas y los criterios de evaluación, que eran más claros en los modelos educativos tradicionales, se desdibujan también, lo que desorienta a los aprendices en cuanto a reconocer sus niveles de logro. Curricularmente, se señala que, al centrarse en las actividades y no en la temática, las particularidades de los métodos y los discursos de las asignaturas se desdibujan. Por todo esto, los autores consideran que este tipo de modelos mantienen y naturalizan "la brecha del éxito y del fracaso" (Rose y Martin, 2018, p. 22), pues la falta de éxito de los estudiantes es atribuida, ante todo, a las características cognitivas o culturales de los evaluados, nunca al sistema escolar o a la forma de plantear una relación entre docente y estudiante al interior del aula.

De esta forma, la *pedagogía del género* de la LSF, encarnada en el programa R2L, pretende definirse

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como una pedagogía "visible" (Bernstein, 1990), en donde se hace explícita la naturaleza de la tarea por realizar, se conocen con antelación los criterios de evaluación y se construyen conjuntamente los conocimientos necesarios para poder llevar a cabo la comprensión y la producción de textos. Como lo enfatizan Rose y Martin (2012), en esta metodología se toman los aspectos positivos de las pedagogías tradicionales y la reinvindicación del papel del docente, no como una voz autoritaria, sino como una autoridad por expertica —este es uno de los aspectos más importantes—. En este tipo de pedagogía, la planificación de las tareas no diferencia los grados de habilidad de los estudiantes, sino que, con la misma tarea, el docente guía el proceso de los más débiles, tanto como lo requieran, para efectuar con éxito la tarea, como lo hacen los estudiantes más adelantados. La brecha se reduce, pues no hay señalamiento de quien fracasa; lo que se incrementa es el nivel de andamiaje y la explicitud de las condiciones necesarias para hacer la tarea y las de su evaluación.

Debido a su filiación con el marco de la teoría de la LSF, el programa se sustenta en un sólido marco teórico de descripción lingüística sobre los sistemas que componen la arquitectura del lenguaje (Halliday, 1994), además de una amplia gama de descripciones de géneros y subgéneros en diversas áreas disciplinares (Christie y Derewianka, 2007; Martin y Rose, 2008; Moyano, 2013). Aunque la mayoría de estas descripciones pertenecen a géneros escolares y académicos en inglés, para el español se ha despertado el interés por realizar descripciones de los géneros escolares y académicos más importantes en diversos contextos disciplinares. Estas descripciones y las adaptaciones de los géneros escolares en la escuela australiana han servido de base para explorar los géneros en contextos latinoamericanos (Barletta y Chamorro, 2011; Hernández Ramírez, 2019; Moyano, 2013; Rojas García *et al.,* 2016).

El programa R2L ha sido difundido y ejercido con éxito en diversos niveles de escolaridad en Europa (Whittaker & Lövstedt, 2017), en Chile (Westhoff,

2017) y Colombia (Rojas-García, 2016; Rojas-García *et al.,* 2016). En México, guía las pautas pedagógicas de los programas de literacidad académica en la Facultad de Filosofía y Letras de la Universidad Autónoma de Tlaxcala (Hernández Ramírez, 2019; Hernández Ramírez *et al.,* 2014).

Sin embargo, es necesario reconocer que, como lo señalan Hernández y Castro (2017), en educación básica, la descripción de géneros escolares en México aún es muy escasa y la incursión de una pedagogía del género en alfabetización inicial es muy incipiente (Tinajero *et al.,* 2019). En lenguas originarias en México, la descripción de géneros es, más bien, un proyecto en gestación (Nava, 2019).

En la LSF, el lenguaje es un proceso semogenético de construcción de significados (Halliday y Mathiessen; 1999; Martin, 1999; Webster, 2019), y desde un punto de vista filogenético representa el potencial de significación de una cultura. De esta forma, el lenguaje deja de ser un mero instrumento de "trasmisión de ideas o emociones", para pasar a ser concebido como un recurso complejo de construcción semiótica, en el que el hablante puede reconocerse como un miembro activo y con una voz discursiva propia, que participa en una o un conjunto de comunidades de práctica (Wenger, 2001).

En esta perspectiva funcional, la construcción de instancias de comunicación —los textos— está condicionada por el contexto, el cual, desde la concepción de la Escuela de Sídney (Eggins y Martin, 2003; Martin, 1999), está integrado por dos niveles contextuales: el contexto de situación, inmediato al texto; y el contexto cultural, ligado a la manera de concebir las acciones sociales significativas y pertinentes en una cultura determinada.

El *contexto de situación* se representa teóricamente a través del *registro,* que consiste en una configuración de tres variables: *campo, tenor* y *modo* (Halliday, 1994), que describen, respectivamente, la situación social que se vive y el tema del que se habla; la relación intersubjetiva que caracteriza a ese tipo de situación; el papel que desempeña, ya

sea constitutivo o complementario a la acción, y la modalidad que adopta el lenguaje en la interacción.

El *contexto cultural,* por su parte, se describe a través del género. Retomamos una definición operativa del *género* como Rose y Martin (2018) la proponen:

> El propósito social concreto de cualquier texto define el tipo de texto que es: narrar un evento con una complicación produce una narrativa, explicar una secuencia de causa y efecto es una explicación, clasificar y describir entidades es un tipo de informe, argumentar un punto de vista es una argumentación, etcétera (p. 34).

De esta forma, la metodología que propone el programa R2L coloca al *género* como el punto de referencia para definir el objetivo de enseñanza en las diferentes secuencias didácticas que integran la malla curricular de un programa de intervención en materia de prácticas de literacidad en cualquier nivel educativo.

En el proyecto que describimos, la *poesía* se asume como un género del "arte verbal" (Hasan, 1989) y, como tal, recontextualiza el uso del lenguaje usado en la vida real para, a través de una temática, proponer una interpretación (articulación simbólica) de la vida en la comunidad de la que proviene la pieza de arte verbal. La literatura en náhuatl, producida durante los años del México independiente y hasta la actualidad, incluye varios géneros provenientes de dos fuentes distintas: la tradición oral que persiste en las comunidades y la recopilación hecha por etnólogos y lingüistas, que incluye poemas, cantos, leyendas y cuentos. En la actualidad existe, además, una considerable cantidad de obras de creación personal de escritores nahuas, con poesía y narrativa que surge de las experiencias acontecidas a raíz de hechos sociales, culturales y políticos dados en el contexto donde el autor se desenvuelve (Wayne, 2015).

De esta forma, los poemas que constituyeron los materiales de enseñanza en la unidad didáctica, al ser elaborados por miembros de la propia comunidad náhuatlhablante, se vuelven voceros de su propia experiencia: "tenemos la posibilidad, por primera vez, de acercarnos, a través de sus propios protagonistas, al rostro natural e íntimo, al profundo rostro de un México que aún desconocemos" (Montemayor, 2001, p. 30).

Ahora bien, para organizar explícitamente la actividad docente, el *ciclo pedagógico* del R2L detalla las diversas etapas y niveles de acompañamiento entre experto y aprendices durante las acciones pedagógicas, para conseguir un estado de autonomía y de comprensión crítica de los géneros (Rose y Martin, 2012, 2018). Una adaptación al español del ciclo se ofrece en la Figura 1. En ella, se describe de manera general la secuencialidad de las diversas etapas de andamiaje que definen una tarea pedagógica determinada. En la actualidad existen amplias descripciones de las etapas y niveles que señala el ciclo (Hernández Ramírez, 2010; Rojas-García, 2016; Westhoff, 2017).

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El ciclo pedagógico de esta metodología compromete al docente con una primera etapa previa al trabajo en el aula, de preparación exhaustiva de la explicación de los contenidos, los procedimientos y los recursos semióticos (lenguaje, vocabulario especializado, nominalizaciones, modos textuales, modalización y evaluación, multimodalidad, etc.)
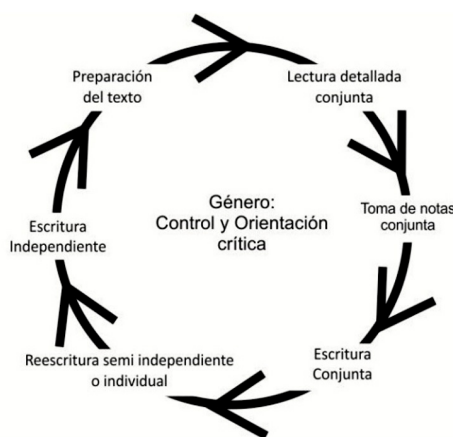
Figura 1 Ciclo pedagógico de *Reading to Learn*

Fuente: Hernández Ramírez (2013, p. 54), basado en Rose (2006).

que construyen el significado de un texto base del conocimiento, mismo que será el género objeto de deconstrucción y construcción de la unidad. En la segunda etapa, de trabajo en el aula, se realiza un intenso trabajo conjunto: los participantes leen detalladamente un ejemplo del género que es el objetivo de aprendizaje de la unidad, y el docente, como la figura del experto, señala los aspectos que considera necesario resaltar con subrayados o notas (palabras, definiciones, procesos, etc.). Estas acciones permiten al aprendiz reconocer puntualmente las estrategias discursivas y lingüísticas concretas (Menéndez, 1997, 2020) por cuyo intermedio las ideas, en la etapa de reescritura conjunta y reescritura, se convierten en un texto intencional, coherente y cohesivo.

La siguiente etapa es muy relevante para el empoderamiento de los estudiantes: la escritura conjunta. Este ejercicio de producción textual colaborativa les permite experimentar, "en carne propia", el proceso de la construcción semiótica y discursiva del

género que aprenden. Creemos que este proceso les da testimonio de los recursos que poseen para volverse escritores semiindependientes e independientes en etapas posteriores.

El náhuatl en el contexto de las lenguas originarias en México

México es uno de los diez países catalogados con mayor diversidad lingüística, según datos del Instituto Nacional de Lenguas Indígenas (Secretaría de Cultura e INALI, 2017). En el censo de 2010, contábamos con 7 382 785 hablantes de alguna lengua originaria, distribuidos en 364 variantes lingüísticas, las cuales son habladas por 68 grupos originarios, provenientes de 11 familias lingüísticas distintas (INALI, 2009).

El náhuatl proviene de la familia lingüística yutonahua, cuya población de hablantes se extiende desde el sur de Durango, en el norte del país (asentamiento número 15 en la Figura 2), pasando por el

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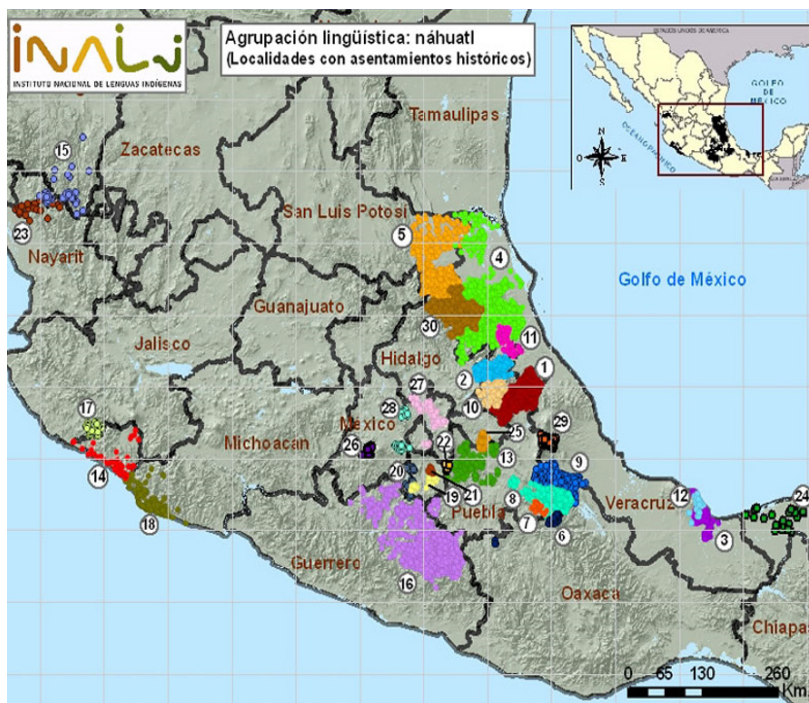
Figura 2 Mapa de ubicación y distribución de la variante yuto-nahua

Fuente: Instituto Nacional de los Pueblos Indígenas (INPI) e Instituto Nacional de Lenguas Indígenas (INALI) (2020).

Íkala

Leer para aprender con poesía contemporánea en náhuatl. Una intervención didáctica desde la pedagogía de género

norte de Veracruz y oriente de San Luis Potosí —el centro oriente del país— hasta la república de El Salvador, en Centroamérica (Valiñas, 2018). En el estado de Tlaxcala —centro del país predomina la variante de náhuatl mexicano del oriente central (Secretaría de Cultura e INALI, 2009), (en la Figura 2, los números 10 y 13 identifican esta región), pues en términos de hablantes de una lengua originaria, el censo de 2010 registra que cerca del 85 % (o 23 407) son hablantes de esta variante (Instituto Nacional de Estadística y Geografía, 2010). Allí se asienta la universidad en que se llevó a cabo la intervención.

Método

El proyecto titulado "Leer para aprender con poesía contemporánea en n*áhuatl*" tuvo como objetivo general aplicar una unidad didáctica, siguiendo el ciclo pedagógico del programa R2L (Rose y Martin, 2012, 2018), dentro de un curso introductorio que generalmente se imparte en la Facultad de Filosofía y Letras de la Universidad Autónoma de Tlaxcala, ubicada en la capital del estado. Derivado de este objetivo, nos propusimos verificar la efectividad de la metodología para propiciar una relación de colaboración en el aula, en donde el lenguaje del maestro empodere la participación de los estudiantes y que estos, a su vez, tengan herramientas para relacionar los temas y las características semánticas y lexicogramaticales de los textos con los contextos que condicionaron su creación.

Se trató de una investigación de diseño cualitativo (Creswell, 2009), de tipo investigación-acción (Martínez, 2014; Rodríguez *et al.,* 1996), la cual abarcó la investigación teórica del modelo, la elaboración de una unidad didáctica y su aplicación en dos fases (prueba piloto y aplicación formal), y una etapa de evaluación con el docente y los estudiantes, por medio de breves cuestionarios, en los que ambos participantes vertieron opiniones sobre la metodología y su proceso de aprendizaje.

Participantes

En el proyecto participaron un total de 29 estudiantes, repartidos en dos grupos: el primero fue un grupo piloto de 12 estudiantes de sexto semestre de la Licenciatura en Enseñanza de Lenguas, con el que se trabajó durante tres sesiones en mayo de 2018. En febrero de 2019, se realizó la aplicación formal, durante cuatro semanas, en un grupo de 17 estudiantes de sexto semestre de la Licenciatura en Historia. Previa explicación de los objetivos y los propósitos del proyecto, estos estudiantes aceptaron formar parte del proyecto y consintieron en la futura difusión de sus resultados. Al final de la intervención, contestaron y signaron un breve cuestionario de evaluación, en el que expresaron sus valoraciones sobre su nivel de logro en el curso y la metodología empleada.

El equipo docente involucrado en la implementación de la unidad didáctica estuvo conformado por el docente titular de la asignatura y asesor de la tesis, maestro Alfonso Cervantes Hernández, quien estuvo presente durante la intervención como observador. Al final del proceso, el asesor contestó un cuestionario de evaluación, en el que vertió sus opiniones sobre las reacciones que pudo observar de los estudiantes, los resultados de la aplicación de la unidad didáctica, y las ventajas y desventajas que él observó del uso de esta metodología. La docente practicante, coautora del artículo, fue la responsable de la implementación de la unidad didáctica. La autora del artículo, quien formó parte del comité tutorial de la tesista, asesoró los aspectos teóricos del programa R2L.

Recopilación de datos

El género escogido para la unidad fue el de la poesía contemporánea escrita por autores bilingües (véase Anexo 1). Este género reviste singular importancia en la cultura náhuatl, pues se le considera heredero de la riquísima tradición oral que ha sido el modo de expresar sentimientos, ideas y funciones específicas sobre la percepción del mundo desde épocas ancestrales (Garibay Kintana, 1992; Lanseros, 2017;

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Pérez Valverde, 2002), lo que le da su valor como instrumento de identidad social (Nava, 2019).

Para los ejercicios en clase, se recopiló una muestra de cinco textos, tomados de dos fuentes reconocidas: *Auiyan Mestli Xochiuennuentsin: Cardos floridos para la luna de plata,* una compilación de diferentes autores de lengua originaria del estado de Tlaxcala, realizada por Isaías Bello (1994), y *Tomauistlajtoli: nuestra bella palabra*, de Calixta Muñoz Corona (2012) (véase Anexo 1). Estos textos, además de ser acordes con la variante regional de la lengua, eran lo suficientemente breves para ser leídos y discutidos en clase, y poseían características lexicogramaticales que se creyeron adecuadas a los grupos introductorios.

En la etapa de preparación, la instructora llevó a cabo el análisis del género con base en la LSF y de algunos rasgos lexicogramaticales, para las explicaciones en la etapa de deconstrucción del género durante la intervención. Entre estos rasgos hallados para la poesía resaltaron los *procesos,* debido a su carácter aglutinante y a que el orden canónico de la oración náhuatl es verbo, objeto y sujeto, lo cual da un importante punto de discusión con respecto al español (Launey, 1992); también se puso énfasis en los *grupos nominales,* como la realización de los participantes en las acciones involucradas en los textos.

Etapas de la unidad didáctica

Con el fin de lograr una implementación lo más exitosa posible de la unidad, se hizo una prueba piloto, previa a la aplicación formal. Tras esta primera etapa, llevada a cabo durante mayo de 2018, surgió la necesidad de reducir la extensión de los textos y la cantidad de versos que se analizaban en los ejercicios. En principio, se propusieron siete estrofas, pero ya en la etapa formal el número se redujo a tres estrofas máximo y el nivel de complejidad lexicogramatical del texto. Otra observación fue que las tres semanas no fueron suficientes para realizar la etapa independiente de escritura. De este modo, la aplicación formal de la unidad fue

la segunda etapa, la cual se llevó a cabo a inicios de 2019. Las modificaciones al nivel de lengua y en la cantidad de estrofas analizadas en clase propiciaron un mejor desarrollo de las actividades en el aula. En esta etapa sí pudo realizarse la etapa de escritura independiente.

Etapas del ciclo pedagógico en la enseñanza de la poesía náhuatl

De acuerdo con el ciclo pedagógico, la actividad se llevó a cabo en cuatro momentos: la preparación antes de leer, la lectura detallada conjunta, la escritura conjunta y la de escritura independiente. Como se mencionó, esta última solo se pudo aplicar en el segundo grupo.

En la primera etapa, la preparación antes de leer, se discutió conjuntamente la acción social de la poesía, sus características y estructuras. En la lectura detallada, la docente ofreció paráfrasis y explicaciones detalladas del contenido del escrito y se reforzó la interpretación conjunta de cada texto leído. Ya en la escritura conjunta, se recopiló información y se esquematizaron las ideas, siguiendo algunos patrones textuales de los textos muestra, pero con un tema diferente. Durante esta etapa, el andamiaje tuvo como objetivo guiar a los estudiantes en la apropiación del lenguaje aprendido, para incorporarlo a su propia escritura. Ya en la última etapa, la independiente, se les pidió escribieran una versión reducida del género original, que consistió en un verso acompañado de una imagen.

En la Tabla 1 se presenta la organización general de la actividad en la aplicación formal.

Resultados

En este apartado exponemos los resultados más relevantes obtenidos después de la aplicación de las dos fases de la unidad didáctica. Dividimos esta exposición en tres aspectos, los cuales, en cierta forma, reproducen el desarrollo de la secuencia didáctica: el impacto del género utilizado en cada fase del ciclo pedagógico; las observaciones acerca de la

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actitud de los estudiantes hacia la lengua y la actividad y, por último, algunos aspectos observados sobre la interacción y el ambiente en clase durante el proceso.

Tabla 1 Descripción de las etapas y acciones de intervención en la enseñanza de la poesía náhuatl

Etapas del ciclo pedagógico	Acciones didácticas	Materiales	Instrumentos de evaluación
Preparación del texto	Selección de textos muestra. Presentación breve sobre historia de la poesía en lengua originaria. Discusión sobre acción social, características y estructura de la poesía	Análisis hechos por los profesores. Presentación de textos digitalizados en PowerPoint	Mapas conceptuales / Mapas mentales sobre el tema. Registro escrito de los comentarios y participaciones del tema
Lectura detallada conjunta (uno)	Deconstrucción de género y registro: diálogo grupal en torno al contexto, el propósito, las estrategias discursivas utilizadas en el texto	Texto 1. Muñoz Corona (2012). Cuestionario para corroborar comprensión	Registro de participaciones y comentarios
Toma de notas conjunta (uno)	Presentación visual del texto 1. Comentarios de los alumnos acerca del tema presentado en el texto. Análisis modelado del texto	Texto de análisis	Recopilación grupal de notas en el pizarrón
Lectura detallada conjunta (dos)	Deconstrucción de género y registro: diálogo grupal en torno al contexto, el propósito, las estrategias discursivas utilizadas en el texto	Texto 2. Bello Pérez (1994). Cuestionario para corroborar comprensión	Registro de participaciones y comentarios
Toma de notas conjunta (dos)	1. Presentación visual del texto 2. Comentarios de los alumnos acerca del tema presentado en el texto. Análisis conjunto del texto	Texto de análisis	Recopilación grupal de notas en el pizarrón
Lectura detallada conjunta (tres)	Deconstrucción de género y registro: diálogo grupal en torno al contexto, el propósito, las estrategias discursivas utilizadas en el texto	Texto 3. Bello Pérez (1994). Cuestionario para corroborar comprensión	Registro de participaciones y comentarios
Toma de notas conjunta (tres)	Comentarios sobre su perspectiva acerca del tema presentado en el texto. Análisis conjunto y comparación con el texto anterior	Texto de análisis	Cuadros de análisis grupales
Escritura conjunta	Organización conjunta de ideas. Escritura de versos	Análisis previos (Textos 1, 2 y 3)	Esquema de ideas
Reescritura semiindependiente o individual	Creación semiindependiente de una versión reducida del género analizado (verso e imagen)	Textos analizados	Versión reducida del género

Cuestionario de evaluación de la actividad (docente responsable de asignatura y estudiantes).

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La poesía náhuatl contemporánea como género de enseñanza

La elección del género, creemos, fue uno de los aspectos innovadores del proyecto, pues es un género que en la cultura náhuatl reviste gran importancia; a través de él, los estudiantes pudieron, según sus propias expresiones, revalorar acontecimientos vividos en sus comunidades y vida cotidiana.

El docente titular afirmó que los materiales usados tradicionalmente para la enseñanza consisten en gramáticas o compendios gramaticales elaborados por el maestro, y que los materiales poéticos utilizados en esta experiencia los acercaron de manera más auténtica a la tradición oral de la comunidad:

> Al ser las lenguas originarias de tradición oral y no escrita como el español, creo que es importante explorar esta parte del género oral; aunque sería un poco complejo porque los que aprenden la lengua náwatl[1] tienen una tradición escrita, pero no sería problema cuando se tiene voluntad. Bueno, al menos empezar a explorarlo (DR1).[2]

Durante las sesiones acerca de los orígenes de la poesía en lengua originaria y sus características, los estudiantes fueron capaces de exponer muchas ideas sobre el tema y contextualizarlas (véase Anexo 2). Con estos recursos, se elaboró un glosario que ayudaría para la descripción del género, lo cual les permitió comprender, con mayor facilidad, los términos desconocidos o abstractos, las metáforas léxicas y gramaticales de los textos.

La modificación en la extensión y el nivel de lengua, realizada después de la prueba piloto, generó reacciones positivas en los participantes. Los estudiantes de la Licenciatura en Historia, en la aplicación formal, refirieron que estaban acostumbrados a relacionar la literatura solo con cuestiones escolares u ocio, y siempre interpretaban aisladamente la información sobre hechos históricos, religiosos, políticos y sociales desde una perspectiva occidental, es decir, fuera de la realidad social donde se emplea el náhuatl.

En la etapa de escritura conjunta, debido a su nivel inicial de conocimiento de la lengua, se efectuó una incipiente creación de versos. Se escribieron en colaboración versos cortos y se pudo comprobar que algunos estudiantes poseían nociones sobre la composición de poemas en náhuatl. Mientras los participantes aportaban sus ideas y alguno de los estudiantes las iba escribiendo en el pizarrón, los docentes revisaban las características y los elementos lingüísticos de los versos. Una observación para rescatar hecha por los estudiantes en la etapa formal fue que no habían considerado el poema como un texto pertinente para obtener conocimiento o información sobre la realidad. En este sentido, se les ayuda a reconocer con mayor "naturalidad" el poder epistémico de la escritura (Rojas-García, 2016), pues ya no se planteó como una consigna de la actividad, sino como un aprendizaje construido durante la misma.

Las actividades de escritura independiente se concretaron como una expresión breve del género deconstruido. Se les pidió escribir un verso de mínimo seis palabras, acompañado de un texto multimodal, relacionado con el tema del texto de la última sesión (véase Anexo 2). Pudimos observar que, en esta etapa, los estudiantes optaron por un empleo combinado entre español y náhuatl, a lo que agregaron la imagen, lo que señala que aún se encuentran en etapa de transición para reconocer el género desde la cosmovisión del náhuatl.

En resumen, el uso de este género otorgó a la docente, por un lado, la oportunidad de agregar un valor funcional al náhuatl, pues tradicionalmente las situaciones utilizadas en las aulas no son lo bastante próximas a la cotidianidad de las comunidades. Los jóvenes se mostraron dispuestos a comprender aspectos que viven en sus

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1   Esta es la forma fonológica que el docente, como hablante nativo, utiliza al nombrar la lengua y la justifica en Hernández Cervantes (2015), argumentando que es el nombre de la variante de la región, aunque tal denominación no aparece en documentos oficiales.

2   Convención: Docente, respuesta 1.

comunidades de origen, pues, aunque, obviamente, no son hablantes nativos, sí conviven con estas expresiones tradicionales.

Por otro lado, se pudo observar un incremento en la confianza de los estudiantes para interactuar en el momento de la deconstrucción del género; la manera de guiar las respuestas de los estudiantes considerados por el docente como los menos aventajados los anima a participar.

Podemos afirmar, entonces, que este modo de organizar las actividades encaminó mejor el conocimiento y la práctica de la lengua por parte de los estudiantes, pues, como lo expresaron en sus cuestionarios, en muchas ocasiones no se sienten capaces de comprenderla o adquirirla a partir de un texto, sino solo mediante la memorización de frases u oraciones, como lo han hecho en un método tradicional.

Actitudes hacia la lengua y la actividad de aprendizaje de la lengua

Las *actitudes hacia la lengua* (Johansen-Toff, 2007) se entienden como las reacciones afectivas o conductuales y cognitivas que los usuarios de una lengua manifiestan a través de expresiones orales, escritas, gestos, etc. En la unidad didáctica se le dio relevancia a este aspecto, con el fin de evaluar, de alguna forma, la posibilidad de la metodología para consolidar una actitud positiva hacia la lengua originaria y hacia la actividad del aprendizaje.

En la prueba piloto, los estudiantes se interesaron por descubrir otros géneros discursivos propios de la variante de la región, para fijar con mayor certeza sus características. El profesor a cargo de la asignatura expresó que, posteriormente a la aplicación de la unidad, los alumnos pudieron recordar elementos analizados y los relacionaron con conceptos nuevos que estuvieron presentes en ejercicios en las siguientes sesiones propias de la asignatura.

En la aplicación formal, se observó que los estudiantes, debido a su filiación disciplinar (Historia),

pudieron dar cuenta de otros usos que tiene la lengua que aprenden, y el poder que tiene la misma para explicar una percepción del mundo y de las situaciones desde una cosmovisión. Debido a los conocimientos previos derivados de su formación disciplinar o de la vida en sus comunidades, generaron comentarios que enriquecieron la información de los textos muestra. Como estudiantes de Historia, están habituados al uso de documentos históricos en lengua; pero el trabajo con un documento literario fue, según su propia opinión, otro tipo de experiencia, que les abrió la posibilidad de visualizar al náhuatl en un contexto específico y apegado a la realidad. En este sentido, la actividad de aprendizaje de la lengua dejó de estar "vacía" de contenido. El docente responsable del grupo refirió lo siguiente en el cuestionario de evaluación:

> Como docente es motivante escuchar de tus estudiantes, en los pasillos de la Facultad, saludos en lengua náhuatl, preguntas sobre conceptos culturales de la lengua y escuchar de los estudiantes experiencias de palabras en náwatl que relacionaban con hechos importantes en su comunidad o en su núcleo social y familiar (DR3).

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Podemos afirmar, por lo tanto, que las actividades propuestas fueron una herramienta de apoyo para que los estudiantes recontextualizaran el uso de náhuatl, y comprendieran los propósitos y las características específicas de los textos poéticos. Además, dichas actividades motivaron la creencia de que cada lengua cuenta con su propia visión del mundo, que debe ser respetada y comprendida desde esa postura, y que no hay que adaptar ni forzar textos para cumplir con las particularidades presentadas en escritos de otras lenguas que no usan náhuatl.

Participación en clase

La participación en clase es un elemento que ayuda a evaluar el nivel de interés y de comprensión de lo discutido en ella, pues si el profesor encuentra la manera de crear un ambiente de diálogo y retroalimentación adecuados, los estudiantes sentirán la

confianza suficiente para externar inquietudes o pedir aclaraciones sobre algún punto.

Durante la prueba piloto, según la experiencia del profesor titular, este aspecto se incrementó positivamente: "[Hubo] *más motivación y más dedicación en la preparación de los temas a exponer porque había más interés por parte de los estudiantes" (DR2).* Incluso, agregó que, tras la intervención, los alumnos mantuvieron este nivel alto de participación.

Durante la aplicación formal, la docente pudo constatar el alto índice de participación de los estudiantes y su interés por tomar notas de los temas discutidos, sin que se les pidiera hacerlo. Los intercambios comunicativos se dieron en torno a la resolución de dudas, la ejemplificación de los conceptos abordados, o la exposición de opiniones sobre el tema o sobre la manera en que podían hacer uso de la lengua para externar, de forma precisa, la impresión que tenían del tema planteado en el texto.

A pesar de que la interacción con ambos profesores, el titular y la practicante, fue constante y respetuosa, no podemos decir lo mismo de la interacción entre los estudiantes. Se notó, en algunos, la falta de aceptación del avance menor de otros compañeros en las actividades, ya sea por pertenecer a niveles escolares más bajos y porque en el aula se hallaba algún compañero con necesidades educativas específicas. Esto nos hizo reflexionar sobre la manera en que las prácticas encaminadas a buscar la respuesta correcta han condicionado negativamente el modo de interactuar dentro del aula y que toda metodología, para ser aún más completa, necesita una guía para la resolución de posibles conflictos. Esto nos llama a la necesidad de reforzar el andamiaje y construir mejores condiciones de tolerancia y cooperación entre los participantes.

Discusión

A partir de la relación tripartita anterior (la poesía como género de enseñanza, las actitudes hacia la lengua y el aprendizaje, y la participación en

clase), justificamos la trascendencia del proyecto para nuestra comunidad, mediante tres aspectos que enfatizan la viabilidad de la metodología del género para mejorar la enseñanza de lenguas originarias en el contexto particular descrito: la centralidad del género discursivo como eje de la planeación; la oportunidad de equilibrar la desventaja de la lengua originaria con respecto a la importancia que puede tener en las escuelas de la región como lengua de aprendizaje con respecto a otras lenguas y, dentro del aula, disminuir la brecha entre estudiantes aventajados que participan y los que no participan, pese a que lo desean, por temor al rechazo. Por último, enfatizamos la utilidad de visibilizar el modo en que los textos construyen su significado de manera situada, como recurso para llegar a tener una consciencia mayor del proceso de comprensión y producción textual.

El género como la instanciación de las acciones sociales discursivas

Como se ha ilustrado en otros espacios (Hamel *et al.,* 2016; Hernández Ramírez, 2010), en los currículos oficiales mexicanos y en las representaciones que tienen los docentes y los estudiantes aún persiste la idea de que aprender a "hablar" una lengua consiste en poseer una habilidad cognitiva, de naturaleza homogénea, que lleva al hablante, de alguna manera imprecisa y abstracta, a ejecutarla eficientemente en cualquier modalidad (oral, escrita, como actividad comprensiva), e independientemente de la situación concreta. Por lo tanto, el aprendizaje de lenguas ha consistido en la memorización de vocabulario por campos semánticos y en la exposición de temas gramaticales, técnicas de descontextualización de los significados que no han tenido el éxito deseado en la enseñanza de lenguas. De ahí que, como materiales de enseñanza en la enseñanza del náhuatl, por ejemplo, se utilicen casi de forma exclusiva manuales de descripción de las clases gramaticales de las palabras, acompañada de una sección de lecturas de diferentes tipos de textos (Martínez Reyes, 2006; Meza Patiño, 2017), sin una orientación sobre la acción discursiva que los define.

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Desde la perspectiva de R2L, en cambio, al promover una pedagogía visible, se revalora el papel del docente se revalora como el especialista que puede lograr, por medio del trabajo conjunto y la preparación intensiva de materiales de lectura. Por ello, el proceso de enseñanza se concibe como el punto de partida para lograr que los estudiantes realicen el reconocimiento de la acción social discursiva en los textos completos que se escogen como materiales de enseñanza y, en el proceso de deconstrucción conjunta, en cómo esas acciones sociales se convierten en estructuras de la lengua (palabras, oraciones, párrafos y textos completos). Es decir, pueden darse cuenta, desde la cultura, que la configuración y la realización de significados en el texto está condicionada por los rasgos de los contextos (cultural y situacional).

Como se expuso en los resultados, en el breve periodo de intervención con la poesía náhuatl contemporánea, los estudiantes se iniciaron en el uso de la lengua náhuatl por medio de textos que, efectivamente, les dieron información sobre las estructuras de esta lengua. No obstante, al mismo tiempo, sobre todo en el grupo de formación histórica, el trabajo con unidades completas les dio la oportunidad de reconocer, en estos materiales, información valiosa sobre el origen de la vida, la historia y los valores éticos en las culturas tradicionales, y de cómo ellas expresan estos valores de identidad en la actualidad (Barriga Villanueva, 2001; León Portilla y Silva Galeana, 2000). Esto nos conduce a reconocer al *género* "como mecanismo para actuar en el mundo al construir significado y alcanzar un propósito" (Rojas-García, 2016, p. 190), y su poder para un aprendizaje significativo en el área de lenguas, en donde el aprendizaje de los recursos está aparejado con temáticas específicas.

Por otro lado, el género provee un punto de referencia muy significativo para organizar las acciones pedagógicas, pues provee al docente de una ruta que le permite adaptarse a las necesidades de un currículo, de un nivel educativo, de un campo disciplinar, y que es aplicable tanto a niveles de alfabetización inicial como académicas y profesionales (Barletta y Chamorro, 2011; Hernández y Castro, 2017).

No obstante, somos conscientes de que la construcción sólida de una malla curricular basada en el género para la educación intercultural en México tendrá que contemplar, como requisito indispensable, la descripción detallada de un conjunto de los géneros más significativos en las diversas lenguas y sus variantes, que, como dijimos al principio, son muchas. Nava (2019) propuso recientemente una clasificación inicial de los géneros en náhuatl, que podrían formar parte de un programa de enseñanza de la lengua y puede servir para plantear nuevos proyectos con mayores alcances y diseños de investigación fortalecidos. Asimismo, el autor expone una serie de reflexiones sobre los procesos socioculturales e ideológicos que tendrían que tomarse en cuenta en el diseño de un programa que asuma al náhuatl como una lengua académica. Nuestra aportación, consideramos, es tratar de llamar la atención hacia programas integrales como R2L, que renueven, animen y multipliquen estos proyectos.

R2L como un modelo pedagógico que busca la equidad

El proyecto que presentamos explora una alternativa para evitar en el ámbito escolar lo que Hamel *et al.* (2016) han definido como una diglosia, en la que la lengua originaria tradicionalmente está subordinada al español. Para muchos hablantes originarios, su lengua representa una desventaja económica, social e, incluso, cognitiva, como algunos estudios de actitudes en México lo han establecido, pues aunque son lenguas valoradas como formas de afirmación de una identidad indígena (Sordo, 2019) y que es la parte originaria del mestizaje en nuestro país, su ámbito de acción está restringido a la vida social comunitaria. La lengua "mestiza", el español, en cambio, es la de la vida económica, laboral y educativa y, por lo tanto, la que representa a un verdadero agente de movilidad social, cultural y económica.

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Por ende, creemos que enseñar lenguas originarias y hacerlas necesarias en el ámbito académico y en la vida profesional de nuestra cultura latinoamericana, cuya identidad está definitivamente ligada a las culturas originarias, representa una instancia de empoderamiento de estas lenguas. Esta sería un primer tipo de "cierre de brecha" que propone la orientación sociológica del programa R2L.

Dentro del salón de clases, la metodología se propone reducir la brecha que jerarquiza a los individuos por su nivel de aprovechamiento, al abandonar lo que podemos llamar "la lógica de la adivinanza, el concurso y la respuesta correcta" dentro del salón de clases, que, en lugar de promover un ambiente colaborativo para el aprendizaje, lo convierte en una competencia, en donde, inevitablemente, hay ganadores y perdedores. Sin dejar de reconocer que en un mismo espacio áulico pueden convivir niveles heterogéneos de desarrollo, la pedagogía del género promueve el reconocimiento de los potenciales de todos los estudiantes, al promover y evaluar su participación (Koop y Rose, 2008). Al no reducir la dificultad de las tareas para aquellos que se consideran con menos posibilidades de éxito, sino al plantear una tarea igual para todos e incrementar el andamiaje para quienes tienen mayores dificultades para cumplir con la tarea, se aumenta, como lo pudimos atestiguar en los grupos participantes, la colaboración y el entusiasmo por aprender. En un estudio sobre estrategias de comprensión lectora, Madero y Gómez (2013) encontraron una relación directa entre las creencias positivas de los estudiantes sobre su posibilidad de incidir en sus propios procesos en la comprensión lectora y las estrategias que se esforzaron para aplicar para lograr un buen resultado. Esta evidencia refuerza el hecho de que una mejor manera de enseñar consiste en guiar intensivamente la actividad en el aula, para que en el momento de las respuestas los avances del estudiante logren ser legitimados y, con esta valoración, el estudiante se sienta capaz de lograr la tarea, y no se resigne a formar parte de los "que no están hechos para eso".

Durante las fases conjuntas de la unidad fue posible evidenciar cómo el énfasis en el andamiaje y no solo en el resultado final es capaz de reducir la ansiedad y el temor de los estudiantes por "adivinar las respuestas correctas"; las preguntas del maestro fueron auténticas, en el sentido de que buscaban información o eran formuladas de tal modo que las respuestas son correctas siempre. La participación en clase se incrementó de manera muy importante y aunque hubo aún conflictos por resolver, podemos afirmar que la metodología propicia un ambiente más equitativo e incluyente para gestionar las diferencias y aprovecharlas como recursos de aprendizaje.

Visibilizar el proceso de construcción del significado en la acción pedagógica

La enseñanza explícita que promueve R2L permite a los alumnos comparar las estrategias discursivas por medio de las cuales se realizan acciones sociales a través del discurso y sus diversos géneros, y cómo la concepción de estas acciones sociales no solo son formas de "traducción" entre lenguas, sino también configuraciones semánticas y lexicogramaticales específicas. Rojas-García (2016) resalta la conveniencia de una pedagogía del género, en cuanto que se opone al descubrimiento intuitivo que generalmente describe el proceso de alfabetización académica.

La fase de deconstrucción conjunta, por lo tanto, "revela el misterio" del funcionamiento de los diversos recursos y opciones de los sistemas en que se organiza la arquitectura del lenguaje para construir en el texto, las ideas, las intenciones y emociones, así como la manera de darle forma a la unidad textual que se construye (Halliday, 1994). Asimismo, al partir del género como instancia que visibiliza los modos de pensamiento de una cultural, promueve el reconocimiento de los aspectos culturales que determinan la manera en que los recursos lingüísticos son usados de forma estratégica, en el texto, por su autor. Este diseño de la actividad provee al aprendiz de herramientas más completas para realmente "comprender" lo que

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lee y conducir, poco a poco y de manera más eficiente, la configuración de una voz autoral más autónoma, más consciente de sus recursos, de sus limitaciones y de los caminos que se pueden tomar para mejorarla (Castro y Hernández, 2015).

Las circunstancias de la escuela mexicana no son totalmente iguales a las de la escuela australiana en los años ochenta. En la escuela mexicana —indígena o no—, en la enseñanza de la literacidad conviven metodologías tradicionales y autoritarias, quizá más visibles de las normas, pero aún invisibles de los procesos de construcción del significado en los textos. Sus recursos se limitan a un conjunto de consignas que dan instrucciones sobre el uso correcto de la lengua: las reglas de ortografía y puntuación son lecciones omnipresentes en todos los niveles educativos por los que transitamos los mexicanos. El incremento del vocabulario, a través de la memorización de listas de palabras y frases descontextualizadas, o el uso de ejemplos extraídos de textos literarios aún son entendidos como los recursos para incrementar los recursos de comunicación de los estudiantes. Por supuesto, todo esto dentro de los límites de las oraciones y palabras.

El enfoque comunicativo (Lomas, 2014) propuso una nueva visión de los hechos de la lengua; sin embargo, en México, la preparación para los docentes fue deficiente y, por lo tanto, "lo que en teoría deberíamos hacer todos los días se queda más en la zona discursiva que en hacer en el aula" (Díaz *et al.,* 2014). De este modo, podemos afirmar que la pedagogía en las aulas mexicana no solo tiende a ser invisible para entender los fenómenos de construcción de significado, sino también caótica. Las aulas de educación indígena comparten y sufren esta situación y, como lo mencionamos al inicio, de manera más dramática (Feltes, 2017; INEE, 2017). Por eso, pensamos que la enseñanza de lenguas, en cualquiera de sus modalidades, en México, es un área que inicia el camino hacia la profesionalización. Sin embargo, la nueva escuela mexicana, propuesta de este sexenio presidencial iniciado en 2018, de nuevo hace uso de la práctica

del "borrón y cuenta nueva" con la promesa de "la preservación de costumbres y tradiciones de los pueblos originarios desde educación inicial, preescolar y primaria" (México, Secretaría de Educación Pública, 2019), pero sin exponer públicamente aún los planes y programas con los que prevé cumplir su promesa.

Desde esta experiencia inicial en lengua originaria, pero sumándola a las de escritura académica en español citadas, podemos afirmar que la metodología basada en el género le da certidumbre al proceso de enseñanza de la literacidad en nuestro entorno, debido a su carácter explícito e integral. El maestro tiene más clara la tarea y las alternativas que tiene o debe construir para ampliar el potencial de acción semiótica de los estudiantes, en cualquier modalidad. Para los estudiantes, se aclara también el camino del aprendizaje y les procura certidumbre y confianza en que las habilidades se construyen, no solo se poseen. Sin embargo, es necesario la integración de un conjunto de experiencias más sistemáticas para ir consolidando aún este proyecto (Castro y Hernández, 2015; Hernández *et al.,* 2014; Nava, 2019); se requiere aún mucho esfuerzo para consolidar una malla curricular basada en el género discursivo.

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Conclusiones

A partir de la experiencia vivida, el proyecto "Leer para aprender con poesía contemporánea en náhuatl", realizado bajo los principios de R2L, un programa cuya metodología de enseñanza está basada en el género discursivo según la concepción de la LSF y de la Escuela de Sídney (Rose y Martin, 2012, 2018), puede considerarse de carácter innovador, con vocación de responsabilidad social en la enseñanza y el aprendizaje de la literacidad. Además, debido al mayor rezago de la educación indígena con respecto a aquella que se provee en el español, reconocida en los hechos como lengua base para la educación, este programa resulta muy conveniente para la enseñanza de lenguas originarias, al promover una reducción de la brecha entre los estudiantes cuyo contexto de origen les

ha proveído de mejores condiciones y posibilidades de éxito en la institución escolar.

El proyecto presentado tuvo como objetivo la enseñanza, en el nivel introductorio, de lengua náhuatl dentro de la Facultad de Filosofía y Letras de la Universidad Autónoma de Tlaxcala. La experiencia sirvió para aplicar la metodología del género en un contexto de segunda lengua, y utilizar los textos poéticos escritos en lengua náhuatl como género de desconstrucción y aprendizaje. Además, pudimos constatar que mediante las acciones de visibilizar los aspectos sociales, discursivos, semánticos y lexicogramaticales de los textos en la etapa de lectura conjunta es posible reforzar los conocimientos de un campo disciplinar, como lo reportaron los estudiantes de la Licenciatura en Historia. Consideramos que, en términos generales, la experiencia fue exitosa, pues dio indicios de mayor aprendizaje en el conocimiento sobre la lengua, en la actitud acerca de la lengua originaria, en la práctica conjunta e independiente del género, y en la participación más activa y propositiva en la construcción del conocimiento a través del lenguaje que se favorece en el aula.

No obstante, hemos de señalar que encontramos limitaciones que debieron reforzarse en el proyecto y su implementación. En primer lugar, aunque, como se mencionó, un aspecto relevante en los resultados fueron las actitudes, no se contempló en el diseño metodológico instrumentos que pudieran recopilar de manera más sistemática las actitudes de los estudiantes hacia la lengua o la metodología empleada. También fue una limitante el poco tiempo disponible para consolidar la etapa independiente de escritura y lograr una versión más completa del género analizado en clase. Asimismo, debemos mencionar que la brevedad de las muestras resultantes no permite hacer una valoración precisa de los niveles de dominio del género que lograron los estudiantes tras la intervención.

A pesar de esto, pensamos que la conformación de este tipo de proyectos tendrá a la larga no solo el poder de gestionar un acceso inclusivo de los hablantes de lenguas originarias a la educación en lengua española, sino que también podrá construir sistemas paralelos en lengua originaria, que impulsen "nuevos usos" para estas lenguas marginadas, por ejemplo, de la vida académica y de los discursos especializados, tal como lo demandan algunas iniciativas provenientes de las comunidades originarias (Vázquez, 2012). Esta sería una mejor vía tanto para la revitalización de estas lenguas, como para su incorporación a la vida social amplia y diversa de la sociedad en donde se alojan. Es momento de dejar de considerar a las lenguas originarias solo como vestigios de culturas pasadas, sino entablar entre las lenguas que convivan en la región una relación aditiva (Lambert, 1974, citado en Signoret, 2003, p. 10).

Esto nos invita a proponer, como alternativa para mejorar las condiciones de enseñanza, el abrir espacios de reflexión entre los docentes para que se permitan hacer un análisis concienzudo de su actuación en las aulas, a reconsiderar lo que pretenden enseñar, a detectar las propias incongruencias, a poner en claro su concepción del proceso de enseñanza y aprendizaje, del papel que cumplen en él y, sobre todo, a valorar la importancia de tomar en cuenta las formas de pensar y sentir de los estudiantes, dados sus contextos sociales y culturales.

Agradecimientos

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Anexo 1. Ejemplos de texto poético
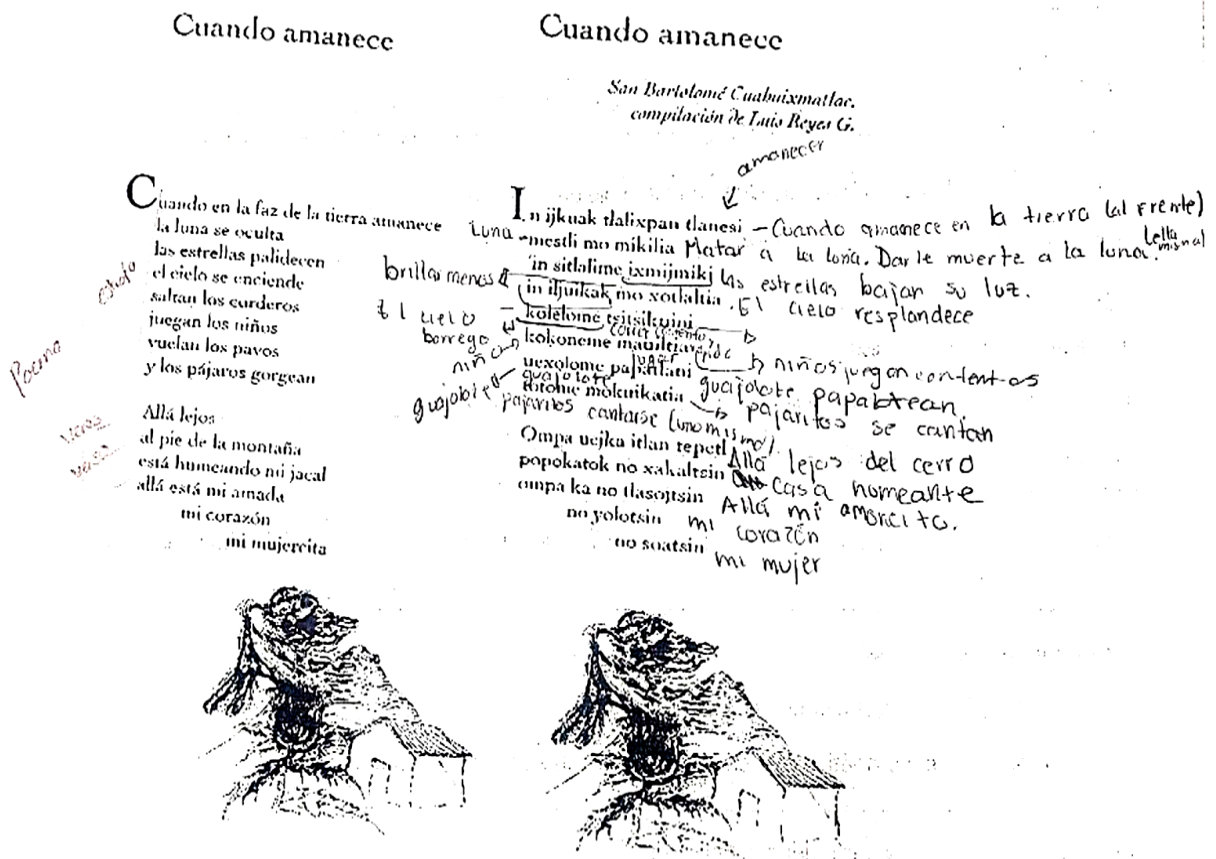
Figura 3 Deconstrucción poema

Fuente: Muñoz (2012).

Anexo 2. Muestras de trabajo

Mixtli - título

líneas = versos

I n mixtli → 1 nube (la nube).
Xipe Totek Dios
Mixtlan tekuini
mixtlan no soa → mi esposa / mujer.
pauetsin mixtli
→ brotar / salir / aparecer
Pauetsin mixtli
Xipe Totek

Panoan mixtli
mixtlan soloni → sonar
lugar / blanco de nubes
Istak mixtli
istak mixtli
mits uika in ejekatsintli ⎤ el viento
(reverencial)
Te lleva

161

Figura 4 Etapa de deconstrucción conjunta

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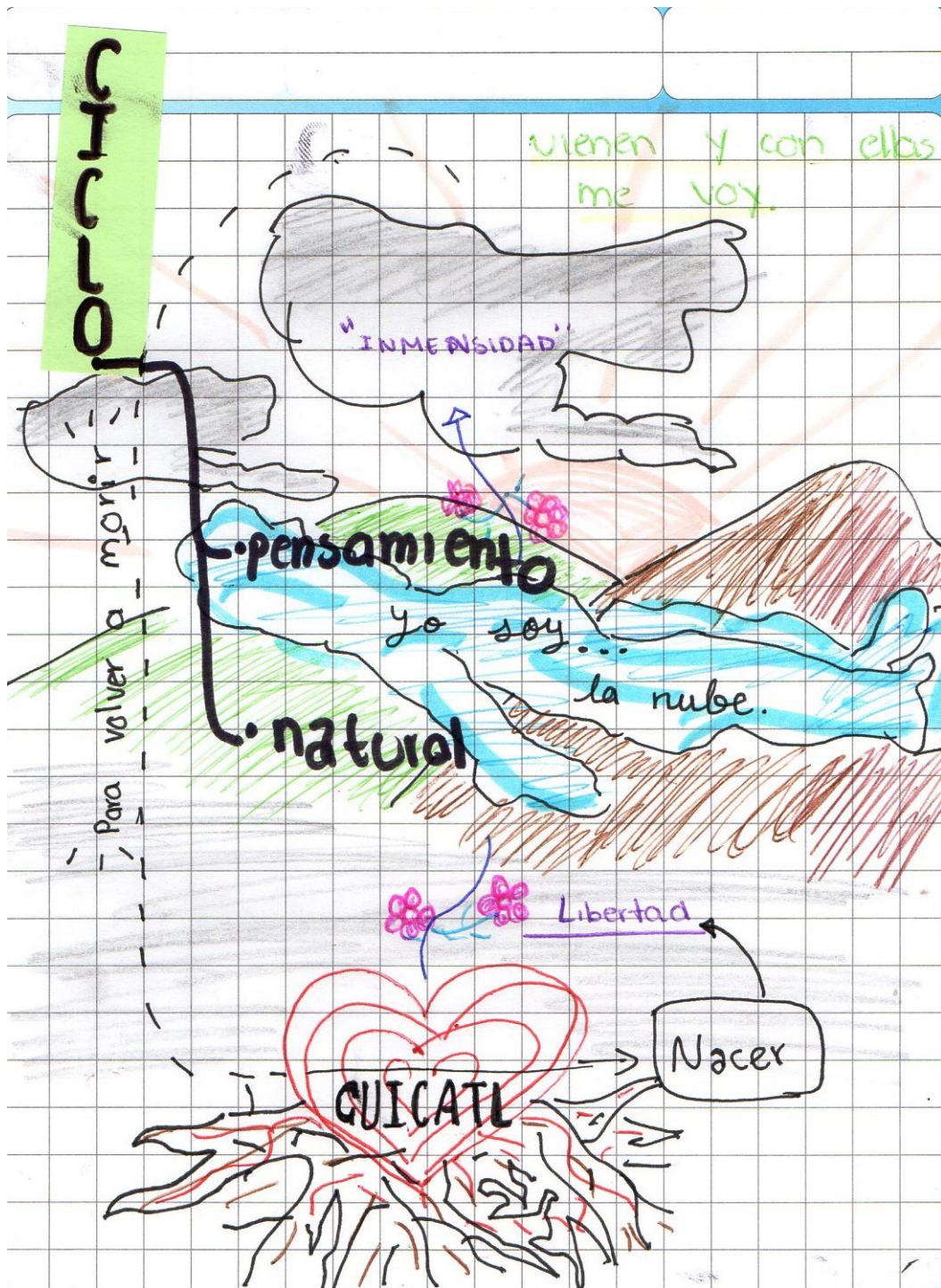
Figura 5 Etapa independiente (Escritura de versos e imagen)

Íkala

Leer para aprender con poesía contemporánea en náhuatl. Una intervención didáctica desde la pedagogía de género

(español y/o náhuatl)
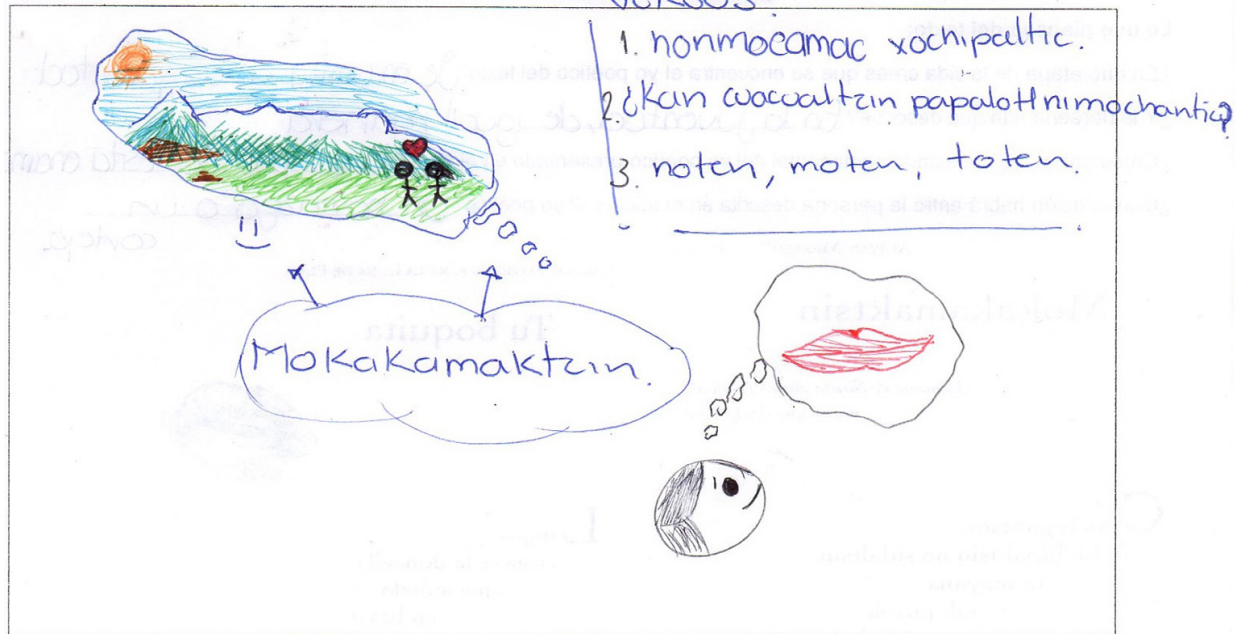
Figura 6 Etapa independiente (Escritura de versos e imagen)

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Metafunción textual: base para la alfabetización académica en derecho constitucional

Textual Metafunction: A Basis for Academic Literacy in Constitutional Law

Métafonction textuelle : un fondement pour la littéracité académique au droit constitutionnel

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Resumen

El artículo atiende al imperativo de la formación para la lectura en las disciplinas en el ámbito de la educación superior. Se seleccionaron cuatro textos, usados como material de estudio en el aula de Derecho Constitucional de la Universidad del Norte, en Colombia. En ellos se describen los patrones de Tema-Rema, así como el método de desarrollo y el sistema de PERIODICIDAD. Desde allí se configuró la descripción del género explicativo de la doctrina del derecho. Se constata que la textura discursiva puede ocasionar dificultades en el aprendizaje de los estudiantes cuando se presentan patrones no congruentes o construcciones complejas. Por ejemplo, en el nivel semántico-discursivo, la información progresa mediante cláusulas subordinadas y, en ocasiones, el Tema no corresponde con la información conocida. Con respecto al nivel léxico-gramatical, la presencia de términos referenciales restringe la lectura lineal y las nominalizaciones aumentan la densidad conceptual. Además, el Tema marcado interrumpe el flujo del discurso, mientras el uso del Tema interpersonal exige un lector experto. Estos resultados constituyen la base para una propuesta didáctica de lectura en un curso de competencias comunicativas con énfasis en derecho constitucional; a través de la pedagogía de género, se evidencian los patrones discursivos que intervienen en el aprendizaje.

Palabras clave: alfabetización académica; derecho constitucional; lingüística sistémico-funcional; metafunción textual; pedagogía de género.

Abstract

This article addresses the imperative of instruction on reading in the disciplines in higher education. Four texts used as study material in a Constitutional Law course at Universidad del Norte, Colombia, were analyzed. The study describes the Theme-Rheme patterns, as well as the method of development and PERIODICITY. From there, a description of the explanatory genre of the doctrine of Law was made up. The analysis showed that discursive texture can cause trouble to students when there are non-congruent patterns or complex constructions. For instance,

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at the discourse-semantic level, the information progresses through subordinate clauses and sometimes the topic does not correspond with the known information. In regard to the lexical-grammatical level, the presence of referential terms restricts linear reading and nominalizations increase conceptual density. Besides, the marked Theme interrupts the flow of speech, while the use of the interpersonal Theme requires an expert reader. These results constitute the basis for a didactic reading proposal in a communicative competences course with an emphasis on constitutional law; through genre-based pedagogy, the discursive patterns that intervene in learning are evidenced.

Keywords: academic literacy; systemic-functional linguistics; textual metafunction; constitutional law; genre-based pedagogy.

Résumé

L'article aborde la nécessité d'instruction dans la lecture dans les disciplines dans un contexte universitaire. Quatre textes utilisés comme matériel d'étude dans la classe de Droit Constitutionnel de l'Universidad del Norte, en Colombie, ont été sélectionnés. Ils décrivent les modèles Thème-Rhème, ainsi que la méthode de développement et le système de périodicité. À partir de là, la description du genre explicatif de la doctrine du droit a été configurée. On constate que la texture discursive peut causer des difficultés dans l'apprentissage des élèves lorsqu'il y a des motifs non congruents ou des constructions complexes : au niveau sémantique-discursif, l'information progresse à travers des clauses subordonnées et parfois le sujet ne correspond pas à l'information connu. Au niveau lexico-grammatical, la présence de termes référentiels restreint la lecture linéaire et les nominalisations augmentent la densité conceptuelle ; le Thème marqué interrompt le flux de la parole, tandis que l'utilisation du Thème interpersonnel nécessite un lecteur expert. Ces résultats constituent la base d'une proposition de lecture didactique dans une classe de compétences communicatives avec un accent sur le droit constitutionnel ; grâce à la pédagogie du genre, les schémas discursifs qui interviennent dans l'apprentissage sont mis en évidence.

Mots clés : alphabétisation académique ; linguistique systémique-fonctionnelle ; métafonction textuelle ; droit constitutionnel ; pédagogie du genre.

Introducción

Halliday (1993) describe el *aprendizaje* como un proceso de construcción de significados por medio del lenguaje o, lo que es lo mismo, interpreta que la capacidad de reconstrucción simbólica de la realidad determina las posibilidades de acceso al saber. En la educación superior, esta premisa adquiere especial relevancia, puesto que se espera del estudiante mayor autonomía para aprender leyendo; sin embargo, es evidente que esta habilidad requiere un proceso de alfabetización académica, es decir, aprender a usar el discurso propio de la disciplina para acceder a sus significados (Carlino, 2013; García-Parejo *et al.,* 2017; Ignatieva y Rodríguez, 2016; Moyano, 2007, 2010; Narvaja *et al.,* 2004;). La alfabetización académica, liderada por los docentes de lengua, requiere, en un primer momento, que estos amplíen el conocimiento de los géneros discursivos usados en las diferentes áreas de formación profesional, para, luego, implementar estrategias didácticas orientadas a que el estudiante adquiera el dominio del texto que le facilite el acceso al saber (Álvarez, *et al.,* 2018; Dreyfus *et al.,* 2016).

El conocimiento de los géneros disciplinares y su enseñabilidad en el aula universitaria son los objetivos de la investigación "Metafunción textual y lectura para el aprendizaje de contenidos en la asignatura de derecho constitucional"; en ella se abordaron cuatro capítulos, tomados de dos libros que se proponen como material de apoyo por la docente de la asignatura Derecho Constitucional. El desarrollo de este trabajo tuvo como base la lingüística sistémico-funcional (LSF) (Halliday, 1994; Martin y Rose, 2007, 2008; Rose y Martin, 2012), desde donde se retoma el concepto de género como piedra angular para los estudios del discurso, además de los conceptos de PERIODICIDAD, método de desarrollo y Tema como elementos de la metafunción textual.

Los datos son analizados según sus niveles de congruencia, para determinar aspectos que inciden en el aprendizaje del contenido curricular en el ámbito universitario de la formación de abogados. Los resultados se comentan en función de una propuesta para la didáctica de la lectura, que tiene como base la pedagogía de género, formulada por la Escuela de Sidney (Martin y Rose, 2008; Rose y Martin, 2012).

Marco teórico

La LSF permite relacionar directamente la materialidad del texto con sus significados, en el marco de un contexto cultural; en esta medida, entiende la *lectura* como un proceso de participación activa y consciente en las diferentes esferas de la realidad social. Siguiendo a Martin (1992, p. 25), el *género* se define como una actividad a partir de la cual los hablantes se relacionan como miembros de una cultura; en este sentido, al interior del ámbito universitario, el dominio de los géneros especializados hace posible acceder a las dinámicas propias del actuar académico, base de la formación profesional.

Martin (2016) posteriormente define el *género* como una configuración recurrente de significados, que orienta las elecciones de campo, tenor y modo; el conjunto de estos significados es denominado "registro". El *campo* se refiere a aquello que está sucediendo en la situación comunicativa; el *tenor* corresponde al rol de los sujetos que toman parte en la actividad sociosemiótica, y el *modo* permite realizar y concretar, en el texto, las dos variables anteriores (Halliday, 1994).

En correspondencia con las opciones del registro, Halliday (1994) distingue tres *metafunciones del lenguaje,* que transversalizan todo el modelo del lenguaje: se trata de las metafunciones *ideacional, interpersonal* y *textual.* La primera organiza la experiencia y ayuda a construir el conocimiento sobre el mundo; la segunda contribuye con el mantenimiento de las relaciones interpersonales y define los roles en la interacción, mientras que la tercera permite traducir la experiencia y las condiciones de interacción en un discurso coherente.

Estos significados, de carácter sociosemiótico, se realizan en el lenguaje en forma de cascada, desde el estrato semántico-discursivo, pasan por

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Tabla 1 Estratos del contexto y el lenguaje

Estrato sociosemiótico		Metafunciones	Sistemas de representación	
Género	**Registro**		**Estrato semántico-discursivo**	**Estrato léxico-gramátical**
	Campo	Experiencial	Ideación	Transitividad
		Ideacional	Conjunción	Taxis
Patrones recurrentes de significado	Tenor	Interpersonal	Valoración	Modalidad
			Negociación	Polaridad
	Modo	Textual	Periodicidad	Tema
			Identificación	Información

Fuente: Adaptado de Eggins y Martin (2003)

el estrato léxico-gramatical y finalizan en el estrato grafo-fonológico.

En cada estrato del lenguaje, se configuran *sistemas de realización del significado,* que corresponden con cada metafunción (Martin y Rose, 2007). En este sentido, en el estrato semántico-discursivo, la metafunción ideacional configura el sistema de IDEACIÓN que se enfoca en el contenido del discurso, y determina las relaciones lógicas entre estos contenidos que se realizan mediante el sistema de CONJUNCIÓN. La metafunción interpersonal se codifica por medio del sistema de VALORACIÓN, donde se negocian las actitudes y la fuerza de los sentimientos involucrados; se incluye, además, el sistema de NEGOCIACIÓN, que resalta la interacción donde los hablantes adoptan y asignan roles. Con respecto a la metafunción textual, el sistema de PERIODICIDAD organiza el discurso como pulsos de información que anuncian el contenido y luego consolidan los datos; finalmente, el sistema de IDENTIFICACIÓN, se refiere al seguimiento de los participantes a lo largo del texto.

En la Tabla 1 se sintetizan los estratos del contexto (género y registro) y del lenguaje (semántico-discursivo y léxico-gramatical).

La investigación que se reporta en este artículo se enfocó específicamente en el análisis desde la metafunción textual, específicamente desde el sistema de PERIODICIDAD, el método de desarrollo

y los patrones de Tema. Se trata del aspecto de mayor factibilidad en la comprensión de la cláusula,[1] puesto que abre una ventana a las otras metafunciones (Halliday, 1994).

Martin y Rose (2007) explican el sistema de PERIODICIDAD como picos de información a lo largo del texto, que organiza los significados ideacionales e interpersonales, es decir, el párrafo puede iniciar con una cláusula que anticipa su contenido, conocida como "hiperTema", y finaliza con otra cláusula que sintetiza el texto desde otra perspectiva, es decir, el "hiperNuevo". En síntesis, "el hiperTema indica dónde vamos a estar en una fase, mientras que el hiperNuevo señala dónde estuvimos" (Martin y Rose, 2007, p. 195).

Asimismo, es posible determinar el campo de la actividad a la que alude el texto a partir de la observación de la sucesión de elementos léxicos seleccionados como Tema de la cláusula, lo que en inglés ocurre en posición inicial, mientras que en español se realiza por concordancia (Moyano, 2016); se trata de lo que Fries (1983) denomina el "método de desarrollo" (MoD). Martin (1992) señala que el MoD proporciona a los interlocutores datos en los cuales pueden apoyarse, una orientación, algo a lo que volver; por lo general, corresponde con el asunto

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1   La cláusula es entendida como la unidad básica del estrato léxico-gramatical, que construye los significados de las tres metafunciones en sistemas relativamente independientes: ideacionales, interpersonales y textuales (Halliday, 1994).

del discurso, de manera que ayuda a mantener la unidad textual.

Eggins (2002) señala que la reiteración del Tema a través de cadenas de identidad y semejanza tiene el efecto de mantener un fuerte enfoque tópico, al tiempo que evita la redundancia; pero un texto en el cual el Tema nunca varía, sería molesto y no tendría una dirección clara. Esta variación puede generarse a partir de un cambio en el elemento temático, estableciendo una conexión con el discurso, no desde la reiteración del Tema anterior, sino por conexión con el Rema de la cláusula precedente, de manera que se posibilite el progreso de la información. En este sentido, mantener la secuencia temática genera la *continuidad* del flujo del discurso, mientras que los cambios en el MoD configuran la *progresión.* Cabe resaltar que el MoD es susceptible al género, es decir, cuando se cambia la identidad del Tema, aparece una nueva fase en el texto; por tanto, se hace posible usar únicamente el Tema de las cláusulas para reconocer las etapas de la estructura genérica.

En el nivel léxico-gramatical, Halliday (1994) asume la cláusula con el carácter de mensaje, como la información que organiza y contribuye al flujo del discurso. En este sentido, define la función gramatical Tema en tanto "elemento que sirve como punto de partida del mensaje; es el que localiza y orienta la cláusula en su contexto" (p. 37). Para el caso del español, Moyano (2016) señala que el Tema se realiza mediante concordancia, de manera que el Tema se manifiesta mediante el participante concordante, aunque se encuentre elidido, pues es posible inferirlo no solo de las cláusulas precedentes sino también de la flexión verbal. Con respecto a los casos de inversión en el orden participante concordante - Proceso, es lógico aplicar el mismo criterio de recuperación léxica y trabajar el Tema desplazado.

Para estudiar el sistema de TEMA de la metafunción textual, es necesario retomar algunos aspectos de la metafunción ideacional, también del nivel de la cláusula, esto es, el sistema de TRANSITIVIDAD. El punto de convergencia entre ambas metafunciones permite delimitar el Tema no marcado como un participante (grupo nominal o pronombre explícito o elidido), el Tema marcado como una circunstancia (de modo, tiempo, lugar o de ángulo) y cláusulas sin Tema como aquellas que incluyen verbos existenciales o impersonales.

Para determinar las posibilidades de aprendizaje que pueden resultar de las elecciones semántico-discursivas y léxico-gramaticales, en esta investigación se adopta el concepto de *congruencia.* Halliday (1993) y Halliday y Martin (1993) señalan que la congruencia es propia del discurso cotidiano, y se complejiza en el discurso científico, ya que requiere formas de expresión más abstractas, metafóricas y empaquetadas, capaces de convertir la reflexión de la ciencia en significado lingüístico. Por tanto, mientras más se aleje el discurso de las formas congruentes del lenguaje cotidiano, mayores dificultades puede tener el lector para asimilar el contenido e identificar la función de las elecciones discursivas.

A nivel de la metafunción textual, la congruencia está determinada por tres factores: la existencia de una cláusula hipertemática, que anticipe el contenido del párrafo; el conjunto de Temas, desde los cuales se construya el MoD, y la convergencia entre el Tema y el asunto de la cláusula. Cuando estos patrones se alteran, será necesario crear estrategias pedagógicas tendientes a lograr, en el estudiante, la capacidad para establecer las relaciones lógicas que existen entre los distintos segmentos textuales y las pistas que ofrece el texto para seguir el hilo del discurso.

De los postulados de la LSF, Rose y Martin (2012) derivan un ciclo de enseñanza del lenguaje que trabaja sobre los textos del currículo. A partir de allí, los autores presentan la enseñanza de la lectura como una serie de capas que corresponden con los estratos del lenguaje. Sugieren iniciar con el estudio del género, para preparar a los estudiantes en los conocimientos contextuales que requieren antes de la lectura. En el siguiente nivel se revisan los patrones discursivos, con el objeto

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de comprender el texto como unidad estructural. La etapa final se enfoca en el nivel lexico-gramatical, prestando especial atención a los patrones oracionales, para construir el significado. A través de estas fases, el docente actúa como mediador entre las estructuras textuales y las necesidades de aprendizaje de los estudiantes.

Método

La unidad de análisis para la descripción del género de los textos en Derecho Constitucional está conformada por cuatro capítulos usados para aprender en el curso de derecho constitucional: "Noción de Estado" (NE) (Naranjo, 2012, pp. 81-97), "Elementos del Estado" (EE) (Naranjo, 2012, pp. 97-149), "Constitución de los antiguos" (CA) (Fioravanti, 2011, pp. 15-32) y "Constitución medieval" (CM) (Fioravanti, 2011, pp. 33-70).

La tarea de lectura planteada por la docente disciplinar se enfocó en que los estudiantes lograran determinar, en los dos primeros textos, el concepto de *Estado* y sus elementos constitutivos, solicitándoles que elaboraran esquemas (lo que puede constituir otro género objeto de investigación en la alfabetización académica). Para los dos últimos textos, el trabajo se enfocó en revisar la forma como evolucionó el concepto de lo que puede ser entendido como *Constitución* en la Antigüedad y en la Edad Media, con la ayuda de un cuestionario.

Durante la realización de las tareas de lectura propuestas por la docente titular, se evidenció que los estudiantes tenían mayor dificultad en el desarrollo de las actividades de los textos de Fioravanti, mientras que las actividades sobre los textos de Naranjo eran resueltas sin mayores inconvenientes.

A partir de esta observación inicial, el trabajo investigativo se dirige a describir las características de la metafunción textual de los textos en cuestión, pues se considera que el reconocimiento de la estructura textual y la forma como se desarrollan las ideas en el texto cumplen un papel primordial en la enseñanza de la lectura para el aprendizaje.

Para ello, se separaron los párrafos y las cláusulas constitutivas de cada texto según el modelo propuesto por Moyano (2016), con los promedios que se presentan en la Tabla 2, promedios que permiten establecer los patrones recurrentes de configuración textual.

Tabla 2 Total de cláusulas y párrafos en los textos analizados

Autor	Capítulo	Total de cláusulas	Total de párrafos
Vladimiro Naranjo	Noción de Estado	280	55
	Elementos del Estado	997	174
Total		1277	229
Maurizio Fioravanti	Constitución de los antiguos	185	34
	Constitución medieval	402	96
Total		587	130

Posteriormente, se revisaron los Temas de cada cláusula y sus implicaciones en el significado; se avanza, luego, en la observación de la forma como estos elementos construyen el MoD. En una lectura panorámica se observa si existen cláusulas hipertemáticas en el desarrollo del flujo del discurso. Finalmente, se relacionan los parámetros recurrentes, que dan lugar a la descripción del género explicativo de la doctrina del derecho, en cuanto a la metafunción textual se refiere.

Una tercera fase del trabajo se centra en determinar la correspondencia entre la textura discursiva y las posibilidades de acceso que presenta para obtener los conocimientos especializados. Para ello, se retoman las construcciones lingüísticas halladas en los textos estudiados y se comparan con las consideradas como congruentes. Los resultados obtenidos en la fase de descripción de los textos y de evaluación de la congruencia son utilizados para orientar estrategias didácticas que siguen los parámetros propuestos por la pedagogía de género de la Escuela de Sídney (Martin y Rose, 2008; Rose y Martin, 2012).

Resultados

Una vez analizado el género y la metafunción textual de los textos usados para aprender en derecho constitucional, se identifican los resultados que se enuncian a continuación.

Género

Los textos objeto de estudio se inscriben en los *géneros explicativos,* descritos por Martin y Rose (2008). Se trata de géneros característicos del lenguaje de la ciencia, orientados a esclarecer los hechos de la realidad, por medio de reportes descriptivos, clasificatorios y composicionales, así como explicaciones de causas y efectos.

La información en cada uno de estos géneros se realiza a través de fases, que responden al propósito comunicativo. Por ejemplo, el reporte descriptivo inicia con la presentación del fenómeno, para luego señalar sus características, mientras que la explicación factorial presenta un hecho y las causas que lo generan.

Sin embargo, es necesario resaltar que los textos objeto de investigación constituyen entidades macrogenéricas, es decir, se realizan mediante fases que en sí mismas pueden constituir géneros. En este sentido, y especialmente en los textos de Naranjo (TN), se encuentran reportes descriptivos y clasificatorios, mientras que en Fioravanti (TF) es posible hallar, además, patrones argumentativos.

Con respecto al registro (como estrato de realización del género), ambos textos demuestran su inserción en el campo del derecho constitucional, en tanto desarrollan aspectos relacionados con el Estado (definición y componentes, en TN) y con la Constitución (evolución del pensamiento político constitucional, en TF).

En relación con el tenor, los TN tienen una intención didáctica, de modo que el autor se presenta como guía en el aprendizaje, segmentando su explicación en bloques semánticos y ayudando al lector con ejemplos y aclaraciones de los conceptos considerados ajenos a su realidad. Por su parte, los TF se escriben para un público de mayor experticia; su interés es presentar la existencia de un pensamiento constitucional en dos épocas, en las cuales la doctrina tradicional no suele aceptar su existencia.

En cuanto a las fases de desarrollo del contenido, Naranjo segmenta la información usando subtítulos para incluir definiciones, explicaciones ontogenéticas y clasificaciones; mientras que Fioravanti despliega el contenido por medio de un tejido de ideas, entre las cuales se establecen distintos tipos de relaciones lógicas.

Periodicidad

Desde el sistema de PERIODICIDAD, se revisaron las cláusulas que anticipan el contenido del párrafo y permiten determinar las fases en las cuales se despliega la información. En TN se encontró que un 64 % de los párrafos se construyen a partir de una cláusula hipertemática, mientras que en TF, la frecuencia se reduce a un 33 %.

La forma como se construyen los párrafos con cláusula hipertemática se ejemplifica en el siguiente segmento. Como se puede observar, la primera cláusula construye el contenido general (en negrilla), mientras que las siguientes lo desarrollan:

> **Para efectos legales, la población de un Estado la conforman todos sus habitantes, permanentes o transeúntes, nacionales o extranjeros.** Casi todas las constituciones prescriben la obligación para los habitantes, nacionales o extranjeros, de vivir sometidos a la Constitución y las leyes del respectivo Estado y respetar y obedecer a las autoridades del lugar. Así lo establece el artículo 4º de nuestra Carta. Ambos, pues, están sometidos por igual al orden jurídico establecido por el Estado. Existen, sin embargo, algunas diferencias, principalmente en cuanto a los derechos de que disfrutan unos y otros dentro del Estado, como se verá más adelante (Naranjo, 2012, p. 109).

Ahora bien, debido a que no todos los párrafos se construyen a partir de una cláusula hipertemática, se exploraron otras opciones, ajustando

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los parámetros de la definición. En un 12 % de los párrafos, se encontraron cláusulas que, aunque no aparecen en posición inicial, sí permiten señalar el contenido general; estas aparecen una o dos cláusulas después de haber iniciado el segmento. En estos casos, las cláusulas iniciales actúan más bien como preámbulo, para contextualizar o crear un nexo con la información del párrafo precedente, pero no permiten predecir el contenido a desarrollar, como ocurre en el siguiente segmento:

> Como sabemos, la literatura política griega utilizó frecuentemente metáforas. **Pues bien, la metáfora más apropiada para comprender nuestro problema es ciertamente la del coro,** contenida en el tercer libro de la Política de Aristóteles. El coro —dice Aristóteles— puede ser cómico o trágico, aun estando compuesto por los mismos elementos que lo componen. El coro es por ello algo más que el conjunto de los elementos que en cada ocasión lo componen (Fioravanti, 2011, p. 19).

Los textos presentan un 9 % de cláusulas que anticipan el contenido del párrafo de dos formas particulares: en ocasiones, resulta ser la última cláusula del párrafo anterior; otras veces, ocurre que la cláusula inicial de un párrafo alcanza para anticipar el contenido del párrafo siguiente, de modo que este último no cuenta con una cláusula hipertemática.

Con todo, continúan existiendo 15 % de párrafos en TN y 45 % en el texto de TF que no contienen de ninguna manera una cláusula que permita anticipar el contenido del texto. Este hecho puede ocasionar dificultades para conseguir el aprendizaje, en tanto que la cláusula hipertemática actúa como soporte para preparar al lector acerca de la información que va a ser presentada; además, suele incluir los datos clave que van a ser desarrollados posteriormente. Al no existir esta cláusula, es labor del lector encontrar una forma de sintetizar el contenido para facilitar su recuerdo y relacionarlo con el resto del texto.

Método de desarrollo

Al revisar el MoD en los textos objeto de la investigación, se evidencia el campo de la actividad:

el Estado (TN) y la Constitución (TF). Para explicar estos conceptos, los autores recurren a distintos recursos, que también se evidencian en el MoD y permiten determinar las fases de despliegue de la información. Naranjo desarrolla el contenido de NE a partir de las siguientes fases: definiciones de Estado, evolución del concepto, diferencia con otros términos y síntesis del significado de Estado. En EE, las fases pueden ser más claras, en tanto resaltan en los subtítulos, cada uno de los cuales alude a la conceptualización de los elementos del Estado: población, territorio, poder y soberanía.

En cuanto a Fioravanti, los elementos que dan cuenta del MoD son un poco menos homogéneos y difícilmente pueden evidenciarse en los subtítulos que, además, son muy pocos. En general, las fases en CA se presentan a partir de los autores representativos del pensamiento griego y romano; al cambiar el nombre del autor, se modifica la línea temática. Para el caso de CM, Fioravanti resalta el papel del contexto social de la época como condición para comprender el pensamiento político medieval; de allí que el MoD transite entre la descripción del contexto, la explicación de conceptos y la revisión del pensamiento de autores representativos.

Si bien el MoD direcciona el asunto del texto y señala las etapas en que se presenta el contenido, un lector novel podría tener dificultades para usarlo como herramienta de lectura comprensiva, por dos razones:

1. Los términos que señalan el campo de la experiencia sobre el cual se desarrolla el texto, y que se ubican en posición inicial de la cláusula, no suelen guardar una relación de identidad (Halliday y Hasan, 1989), es decir, no se repite la misma palabra; más bien, utilizan sinónimos o merónimos, referenciales, elisiones del Tema o se amplía el grupo nominal, construyendo, incluso, cláusulas subordinadas. El lector requiere, entonces, inferir el grado de correspondencia entre los términos.

2. En medio de las cláusulas donde se articula el MoD, se añade información, a manera de una espiral que va tejiendo otros rasgos en el contenido del discurso, y la cual aumenta la densidad conceptual y la dificultad para establecer las relaciones lógicas entre los distintos aspectos del contenido. El lector deberá tener presente el asunto central y la forma como cada subtópico se va adhiriendo semánticamente.

A manera de ejemplo acerca de lo que ocurre comúnmente en un segmento de los textos investigados, interesa revisar el siguiente párrafo de CA de Fioravanti:[2]

> 1 **Solón** representa de manera emblemática al antitirano, al fundador de la constitución de los padres, que para Aristóteles es seguramente la constitución por excelencia, aquella a la que prescriptivamente se debe tender.
> 2 **Solón** fue ciertamente un gran legislador,
> 3 *pero sobre todo* [**Solón**] fue el árbitro del conflicto social entre pobres y ricos.
> 4 **A favor de los primeros** [**Solón**] promovió la liberación de las deudas más opresivas,
> 5 *pero* **a favor de los segundos** [**Solón**] negó la distribución general de las tierras como solución de la crisis.
> 6 *A través de* **la adopción de una serie de medidas de fuerte relevancia social e institucional**,
> **Solón** creó una constitución media en la que todos podían reconocerse con la condición de moderar sus respectivas pretensiones.
> 7 *de esta manera* [**Solón**] evitó convertirse en tirano, al no ponerse a la cabeza de uno de los partidos enfrentados:
> 8 **tirano** es precisamente aquel que divide la comunidad,
> 9 [**tirano**] es el rey o el legislador que traiciona a una parte de su pueblo, haciéndose cabeza de la facción contraria.
> 10 *Si* **esto** hubiera sucedido, la constitución nacida en ese contexto no poseería la virtud del punto medio.
> 11 *Por el contrario*, [**la constitución nacida en ese contexto**] habría sido una constitución inestable, por estar escrita según el exclusivo interés de los vencedores, y bien pronto habría degenerado en una oligarquía o en una democracia extrema.

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2 La negrilla indica el Tema experiencial; la negrilla subrayada, el Tema marcado; la cursiva, el Tema textual, mientras en corchetes se presenta el Tema experiencial elidido.

El ítem léxico recurrente, que en este caso orienta el contenido del segmento (MoD) y concuerda con el proceso, se ubica en la posición inicial de las dos primeras cláusulas: va a explicarse la obra de Solón. Este ítem aparece en cinco cláusulas más, solo que, de manera elidida, en las cláusulas 3, 4, 5 y 7, y luego del Tema marcado en la cláusula 6. En esta última, el lector debe conservar, en su memoria, el complemento de modo con el que se inicia la cláusula, para relacionarlo como el mecanismo mediante el cual Solón creó la constitución media. Precisamente, este mecanismo es el que interesa resaltar en el texto, para comprender el aporte del autor en el pensamiento de los antiguos. Así, a las cláusulas que inician con el nombre de Solón, se añaden otras que dan cuenta de su obra.

El Tema marcado de las cláusulas 4 y 5 permiten construir un MoD subordinado que orienta la explicación sobre la acción de Solón como árbitro entre pobres (los primeros) y ricos (los segundos). Las cláusulas 8 y 9 constituyen un solo bloque de información, orientado a definir el concepto de *tirano* como una realidad contraria a la armonía entre los estamentos de la comunidad. Las últimas dos cláusulas forman otro bloque de información, derivado de las cláusulas anteriores que, además, establece una relación lógica de condición (cláusula 10) y oposición (cláusula 11).

Queda demostrada, entonces, las posibilidades de comprensión lectora que se pueden lograr a partir del MoD: 1) hallar el asunto central, que corresponde con el participante concordante; 2) identificar las relaciones lógicas que se establecen a lo largo del tejido discursivo, y 3) recordar el contenido que interesa abordar en el texto (¿en qué consistió la obra de Solón? —que, por demás, es objeto de evaluación en el curso de derecho constitucional—).

Tema

En este apartado, interesa revisar con mayor detalle el Tema de las cláusulas en función de sus posibilidades para el aprendizaje.

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En los textos analizados, las cláusulas que presentan Tema participante suman el 71 % en TN y el 65 % en TF. En los textos especializados que circulan en la universidad, los *participantes* suelen realizarse como metáforas gramaticales, es decir, la información de un *proceso* o de toda una cláusula aparece en un grupo nominal; esto permite profundizar en el contenido, pero también requiere un mayor nivel de abstracción y conocimiento del asunto.

En la cláusula que a continuación se presenta como ejemplo, tomada de CA, el autor empaqueta la información del contexto social para ubicarlo como causa de un conflicto:

> **La mercantilización de la polis** produce también, con frecuencia de manera violenta, un creciente conflicto entre pobres y ricos, en el que los primeros reivindican formas cada vez más amplias de asistencia pública (Fioravanti, 2011, p. 15).

Obsérvese que el término "mercantilización" implica un aumento del intercambio comercial en el siglo IV a. C., por el cual se modifican las relaciones sociales, hasta ahora estables en una sociedad igualitaria. Si bien este hecho fue explicado en cláusulas anteriores, construcciones como esta pueden aumentar la dificultad del lector novel, que debe marchar al tiempo con el texto, sintetizando la información presentada para añadir nuevos datos.

Cláusulas que inician con verbos existenciales e impersonales, y cláusulas dependientes con verbos en participio ocurren en un 10% de los casos. La dificultad que pueden presentar para un lector novel es que este tipo de procesos no permite un anclaje del contenido.

Los circunstanciales, por su parte, se realizan mediante grupos adverbiales o frases preposicionales; se encuentran antes del Tema experiencial en el 19 % de las cláusulas de TN y el 24 % en TF. En los TF, las Circunstancias de tiempo y de ángulo ayudan a delimitar las fases. Sin embargo, pueden interrumpir el flujo del discurso cuando se

incluyen como aclaraciones previas al Tema no marcado y no para marcar discontinuidad como ocurre en el caso del inglés (Martin y Rose, 2007).

Es lo que ocurre en cláusulas como la siguiente, que aparece en el texto EE. Debido a que el MoD gira en torno al concepto de *población,* la frase preposicional que antecede al Tema no marcado puede ser asumida como una aclaración, y no como una orientación del contenido de la cláusula.

> *Para efectos legales, la población de un Estado* la conforman todos sus habitantes, permanentes o transeúntes, nacionales o extranjeros (Naranjo, 2012, p. 108).

Previo a los Temas experienciales, es factible que aparezca un Tema textual o un Tema interpersonal. El primero deja explícitas las relaciones clausulares continuativas o conjuntivas, de manera que su significado no se limita al nivel gramatical, sino que trasciende hacia el estrato semántico interclausular; por ello, hacen parte de los mecanismos de cohesión que configuran al texto como unidad de sentido (Halliday y Hasan, 1989).

Para los textos objeto de estudio, 31 % de las cláusulas de TN y 39 % de las de TF poseen un Tema textual que pone en evidencia las relaciones lógicas construidas entre la información aportada por cada cláusula. Sin embargo, la experiencia ha demostrado que es necesario trabajar con los estudiantes no solo en visibilizar las posibilidades de aprendizaje que surgen cuando se esclarece el sentido, sino también en lograr una interpretación adecuada del significado que aportan los temas textuales. Como ocurre en el siguiente fragmento:

1. En esas fases **la constitución de los antiguos** fue precisándose, primero en el mundo griego y después en el romano, con caracteres cada vez más definidos, en los términos de un gran proyecto de conciliación social y política.
2. *Por esto*, **la constitución** de los antiguos nunca fue la constitución de los vencedores. (Fioravanti, 2011, p. 17).

El Tema textual "por eso" establece una relación explícita de causa- consecuencia entre las cláusulas.

Finalmente, el Tema interpersonal ocurre en solo un 8% de las cláusulas; constituye, por lo regular, un comentario al contenido del mensaje, pero no hace parte de él; su función es orientar al interlocutor acerca del punto de vista a partir del cual entender la información en la cláusula (Thompson, 2004). En otros casos, se trata de un mecanismo de los autores para posicionarse como expertos en el tema, en tanto conocen las diferentes posturas teóricas y toman partido con las concepciones construidas por ellos mismos, retomando las posturas de otros autores. Como ocurre en la siguiente cláusula:

> *En verdad,* **la obra de Marsilio** no está explícitamente dedicada al estudio del nuevo poder municipal. (Fioravanti, 2011, p. 20)

A nivel del aprendizaje, es posible afirmar que los Temas interpersonales son útiles en tanto permiten señalar información de especial relevancia en el texto:

> *Desde luego, es importante tomar en cuenta los criterios de diferenciación, particularmente en lo que respecta a elementos previos y elementos determinantes.* (Naranjo, 2012, p. 125)

Pero interfieren en el flujo del discurso cuando se presentan como marcadores para construir la imagen de un lector experto.

Congruencia

La percepción inicial sobre la mayor complejidad de los TF se confirma cuando se comparan los datos obtenidos del estudio, a nivel de la congruencia entre la metafunción textual y su realización en los estratos semántico y léxico.

De manera congruente, el hiperTema coincide con la cláusula inicial del párrafo y permite anticipar su contenido; además, dirige la elección de los temas, que a su vez construyen el MoD. Sin embargo, en los TF, es poco frecuente encontrar cláusulas hipertemáticas y continuidad en los temas; por tanto, es el lector quien debe almacenar toda la información en la memoria de trabajo, para luego sintetizarla; asimismo, debe estar

atento a la información tanto en el Tema como en el Rema, que le permita identificar el momento en el que el flujo del discurso cambia de rumbo.

Por otro lado, los patrones de realización construyen relaciones léxicas entre el Tema de una cláusula y el Rema de la cláusula precedente. Este tipo de construcciones garantiza, en cierta medida, que el elemento en posición temática corresponda con un dato conocido. Sin embargo, suele ocurrir que la información se vincule con el Rema y no con el Tema anterior, de modo que no se sostiene la orientación para irradiar desde allí otros datos relacionados con el mismo asunto; por el contrario, el contenido se desarrolla como una espiral de contenidos imbricados y relaciones lógicas, que aumentan la densidad conceptual.

A nivel de la cláusula, los TF contienen más Temas marcados que los TN. Si bien las Circunstancias de tiempo y espacio generan un campo de conocimiento compartido que facilita el aprendizaje (Montemayor, 2009), las Circunstancias de ángulo pueden ocasionar el efecto contrario. En este tipo de cláusulas, el asunto central del texto gira en torno al pensamiento del autor, no al autor en sí mismo; por tanto, es necesario empezar a reconstruir las ideas que dan cuenta de la teoría y, además, estar en la capacidad de determinar la novedad o la oposición entre distintos autores.

Por ejemplo, en la cláusula 4 del siguiente párrafo se insertan datos de autores y fechas para enfatizar en información que, en las cláusulas anteriores, habían sido presentadas en el lugar del rema, de manera que se genera una espiral de relaciones de identidad que requieren mayor capacidad en la memoria de trabajo.

1. Volvamos, por tanto, tras esta aclaración, a la doctrina política de la mitad del siglo IV.[3]

2. Al responder a las exigencias que antes hemos indicado, y en particular a la búsqueda de una **forma de gobierno**, no podía prescindir de la valoración

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3 En este caso, el subrayado simple identifica la circunstancia de ángulo.

—al mismo tiempo histórica y teórica— de la forma de gobierno que cerca de un siglo antes había caracterizado profundamente la experiencia política griega, especialmente la ateniense:

3. [**La forma de gobierno**] era ciertamente, como sabemos, la forma democrática.

4. En efecto, con Clístenes primero, y su reforma constitucional de 508-507, y con Pericles después, de 460 a 430, la ciudad de Atenas había adquirido una conformación desde el punto de vista político de carácter destacadamente democrático.

5. En concreto, **forma democrática de gobierno** significaba: primacía absoluta de la asamblea de todos los ciudadanos atenienses para la asunción de las decisiones de relevancia colectiva; derecho de palabra y de propuesta dentro de la asamblea atribuido a todo ciudadano sin discriminación alguna; extracción por suerte de los cargos públicos y de las magistraturas, comprendidos los tribunales, de nuevo sobre el presupuesto de una igualdad absoluta entre los ciudadanos, de tal manera que todos son considerados dignos de acceder incluso a los más altos cargos; alternancia anual de los gobernantes, que compromete en la responsabilidad de gobierno a la parte más tenaz posible de la ciudadanía; obligación de los mismos gobernantes de rendir cuentas públicamente.

Asimismo, los TF incluyen un gran número de referenciales como participante concordante, elementos que obligan al lector a moverse hacia delante o hacia atrás en el texto, para determinar el contenido al cual se hace mención.

Tabla 3 Niveles de congruencia, Naranjo vs. Fioravanti

		Naranjo (%)	Fioravanti (%)
Nivel discursivo	hiperTemas*	64	33
	MoD	30	23
Nivel clausular	Circunstancia	19	24
	Referenciales	27	31
	Tema interpersonal	7	15

Nota: Los porcentajes de cláusulas hipertemáticas se presentan sobre el total de párrafos; los demás están basados en el total de cláusulas.

En la Tabla 3 se observan los niveles de congruencia que pueden interferir en el aprendizaje de los estudiantes.

En el estrato semántico discursivo, TN presenta mayor frecuencia de cláusulas hipertemáticas y Temas que construyen el MoD; esto permite al lector identificar el asunto del texto y las fases en el desarrollo de la información. En el estrato léxico-gramatical, TF contiene mayor número de Temas circunstanciales, que no corresponden con el asunto del texto; aparece, además, un mayor número de referencias, que demandan mayor capacidad en la memoria de trabajo. Finalmente, el Tema interpersonal construye la idea de un lector experto que no suele corresponder con el lector novel.

Estrategias didácticas

Desde la pedagogía de género (Dreyfus *et al.,* 2016; Rose y Martin, 2012), el trabajo del docente respecto a la enseñanza del discurso especializado antes descrito consiste en poner en evidencia los distintos aspectos textuales que pueden ser tenidos en cuenta por los estudiantes para lograr el aprendizaje.

La primera tarea, previa a la lectura, es identificar el género de los textos objeto de estudio, es decir, el proceso social en el que se enmarcan: la doctrina del derecho constitucional. Al mismo tiempo, es importante que los estudiantes tengan claridad acerca de la finalidad de la lectura: acceder al contenido que sirve como base para la formación profesional en derecho. Para completar el reconocimiento del género, es necesario enfatizar en el campo del saber a abordar: el Estado y el pensamiento constitucional, así como la necesidad de ser conscientes del tenor: el texto se enmarca en el contexto de la comunidad científica, por lo que se espera del lector una serie de conocimientos previos y la capacidad para establecer relaciones lógicas entre los datos presentados. En la Tabla 4 se sintetizan estos aspectos.

Durante la lectura, la pedagogía de género recomienda iniciar con una *lectura panorámica,* donde se reconozcan las secciones del texto que van a permitir

Tabla 4 Orientaciones previas a la lectura

Previo a la lectura		Capítulos			
		Noción de Estado	**Elementos del Estado**	**Constitución de los antiguos**	**Constitución Medieval**
Género	Proceso social	Enseñanza aprendizaje del derecho constitucional			
	Orientado a fines	Comprender el concepto de Estado	Reconocer los elementos del Estado	Relacionar el contexto sociopolítico con el pensamiento constitucional de la Antigüedad	Identificar los rasgos del pensamiento constitucional en la Edad Media
Registro	Campo	Concepto de Estado	Elementos del Estado	Pensamiento constitucional de la Antigüedad	Pensamiento constitucional de la Edad Media
	Tenor	Escritor experto. Lector que se inicia en el conocimiento del derecho		Escritor experto. Comunidad académica que revisa las teorías relacionadas con la Constitución	
	Modo	Texto escrito Lenguaje constitutivo de la actividad Términos especializados del campo del derecho			

recordar el contenido como bloques de información. Por tratarse de textos macrogenéricos, estas etapas de realización no se limitan a las descritas por Rose y Martin (2012), en donde un *reporte descriptivo* presenta primero el elemento a describir, para pasar luego a mencionar sus características, o el *reporte composicional* señala la entidad y posteriormente explica sus partes. Los textos objeto de estudio, si bien pueden ser categorizados en una familia de géneros, deben ser revisados desde una perspectiva topológica, es decir, desde sus posibilidades de mezclar, cambiar y combinar estructuras dentro del mismo género (Eggins y Martin, 2003).

En TN, esta labor no presenta mayores dificultades, pues el uso de subtítulos numerados jerárquicamente permite identificar las fases en el desarrollo de la información. Por su parte, los TF requieren una estrategia diferente, ya que CA solo incluye un subtítulo al inicio del capítulo, mientras que los subtítulos en CM precisan cierto grado de inferencia para determinar la relación lógica entre ellos.

Para resolver la falta de pistas explícitas que construyen las fases del discurso, es útil incorporar la revisión del MoD, esto es, revisar la recurrencia de los ítems léxicos ubicados en posición temática, y los apartados donde se modifican. Este ejercicio permite identificar el asunto a tratar en cada sección.

Cumplido el reconocimiento de las fases que sitúan al lector en el contenido a desarrollar, es posible pasar a una *lectura detallada*. Esta consiste en enfocar la atención del estudiante hacia aspectos puntuales del texto que construyen el significado, señalar estos elementos, constatar que han sido comprendidos y reelaborar el contenido.

Desde la metafunción textual, la labor del maestro se enfoca en andamiar la comprensión de los ítems léxicos ubicados como Tema, principalmente, aquellos que construyen nominalizaciones, términos especializados o presentan nombres de autores. En el primer caso, es necesario desempacar la información; en el segundo y tercero, frecuentemente es indispensable aportar conocimientos del campo del derecho, necesarios para la comprensión, pero no disponibles de manera explícita en el texto. Asimismo, en la construcción del tejido discursivo, el maestro debe llamar la atención sobre los referenciales, las elisiones y los sinónimos que obligan al lector

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a recordar la información previa, de manera que el estudiante logre seguir el hilo del discurso.

Una de las tareas quizá de mayor dificultad durante la lectura detallada es enseñar a comprender las relaciones lógicas que se establecen entre las cláusulas, pues implica un ejercicio de razonamiento que supera el lenguaje como experiencia de la realidad concreta y lo acerca a la esfera del pensamiento abstracto. La comprensión de estas relaciones lógicas se hace explícita con el uso de marcadores discursivos, que deben ser subrayados y verificada su comprensión.

Finalmente, es indispensable prestar atención a los temas experienciales de tipo circunstancia y a los temas interpersonales, ninguno de los cuales, en el caso de los textos objeto de estudio, contienen el peso semántico del asunto de la cláusula. La función de las *Circunstancias* es crear un nexo de conocimiento compartido con el lector; los *interpersonales* permiten llamar la atención sobre un aspecto relevante del texto.

A manera de ilustración de las acciones a realizar durante la lectura detallada, en la Tabla 5 se presenta un segmento de CA de Fioravanti, donde se subrayan los aspectos a tener en cuenta con los estudiantes.

En el párrafo anterior, las cláusulas 1 y 2 no poseen Tema por lo que el ítem léxico que configura el asunto debe ser hallado en el lugar del Rema. Es solo en la cláusula 3 donde se evidencia explícitamente el asunto a tratar en el párrafo: el origen de la constitución desde la obra de Platón. En esta cláusula, al participante concordante le antecede una circunstancia de ángulo lo cual genera información en dos sentidos: 1) el autor, y 2) la información que será explicada. El desarrollo del contenido sobre el origen de la constitución continúa en la cláusula 4, pero se realiza a través de una cláusula incrustada. Por su parte, la cláusula 5 presenta como participante concordante un sujeto elidido cuya referencia puede resultar ambigua ([ellos]), situación semejante ocurre en la cláusula 6, cuyo Tema se realiza a partir de una referencia con la cual se alude al contenido de las dos cláusulas anteriores.

Las cláusulas 7 y 8 utilizan Temas concordantes entre sí, pero con términos sobre los cuales el lector debe determinar el referente. La conexión entre las cláusulas 3, 4 y 5 no se genera por conexión de Temas, sino a partir de la relación entre el Tema con un dato ubicado en el Rema de la cláusula precedente, lo cual genera una serie de contenidos imbricados.

Finalizada la lectura detallada de todo el texto, el docente titular busca que los estudiantes logren esquematizar la información. Para ello, se regresa a los datos obtenidos de la lectura panorámica, y los aprendizajes logrados en la lectura detallada; los primeros, orientarán la forma general del diagrama, mientras que los segundos proporcionarán la información clave en los niveles de menor jerarquía.

De nuevo, los TN resultan más fáciles de esquematizar, gracias al uso de subtítulos claramente jerarquizados; para el caso de TF, es necesario un acompañamiento más cercano que evidencie el MoD.

Conclusiones

El trabajo de investigación que acá se presenta ha descrito cuatro textos usados para aprender en la asignatura derecho constitucional. El análisis a partir de la LSF, específicamente desde la metafunción textual, evidencia que tanto el reconocimiento del género como los sistemas de PERIODICIDAD y TEMA constituyen una primera fase en los procesos de alfabetización académica, en tanto que permiten reconocer el contenido global y las fases en el desarrollo de la información, lo cual aporta un marco de referencia sobre el que los estudiantes pueden partir para reconstruir los datos generales que necesitan aprender. Esto es especialmente útil si se tiene en cuenta que una de las principales actividades sugeridas por el docente disciplinar es la elaboración de esquemas que permitan sintetizar el contenido del texto.

En el nivel de la cláusula, es necesario prestar atención cuando el participante concordante carece de la carga semántica necesaria para actuar como orientador de la información y se genera entonces

Tabla 5 Aspectos para una lectura detallada

Cláusula	Texto	Comentario
1	Existe un último aspecto de **la obra de Platón** que <u>confirma todo esto</u>.	Nexo con el contenido del párrafo anterior. Anticipa la orientación del párrafo: la obra de Platón. Requiere haber comprendido la información previa señalada por el demostrativo "esto".
2	Se trata del aspecto siempre decisivo que versa sobre la <u>problemática del origen de la constitución</u>.	Especifica la orientación del contenido: el origen de la constitución.
3	**<u>Para Platón</u>**<u>, la constitución que ha tenido un origen violento está destinada a decaer en seguida.</u>	Cláusula hipertemática, aunque no se encuentra al principio del párrafo, permite sintetizar todo el contenido.
4	Es lo que sucedió, de nuevo, con la <u>incierta constitución democrática</u>, que desde el principio sólo fue la constitución de los vencedores, principalmente de los pobres, que inmediatamente después de conquistar el poder mataron a una parte de sus adversarios,	Desarrollo del contenido de la cláusula anterior. El participante concordante es toda la cláusula incrustada.
5	<u>es decir</u> de la minoría más rica y acomodada, desterraron a otros e <u>hicieron</u> "partícipes a los demás del gobierno y de las magistraturas".	El conector "es decir" pone en evidencia que esta cláusula explicará la información de la anterior.
6	Pero esto no sólo sirve para la democracia:	El conector no expresa una relación simple de oposición; al continuar con la lectura de la cláusula, se puede identificar una relación de adición: el ejemplo sirve para otros casos.
7	[esto] es válido para todos los casos en los que "los vencedores se adueñan de tal manera de la vida del Estado que no dejen ni más pequeña parte de responsabilidad a los vencidos, ni a ellos ni a sus descendientes".	Incluye otro caso que permite respaldar la idea central.
8	<u>En estos casos</u>, lo que resulta "no son <u>constituciones</u>".	Reafirma la consecuencia de los casos donde el poder sobre el Estado tiene un origen violento: no se puede hablar de una constitución. Utiliza un tema circunstancial para generar la conexión con las ideas anteriores y de nuevo, la cláusula incrustada como participante concordante.

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un MoD que no se construye hacia un mismo aspecto, sino que se teje con ideas imbricadas (a la manera de una *matrioska*) que producen mayor densidad en el contenido del texto. Del mismo modo, revisar los casos donde el Tema marcado genera una interrupción en el flujo del discurso en tanto antecede al participante. Para el caso de las cláusulas donde el participante realiza el MoD, es necesario observar los numerosos casos donde este se construye a partir de nominalizaciones o referencias; las primeras, aumentan el nivel de abstracción y la necesidad de conocimientos previos, las segundas requieren moverse en el texto para determinar el significado del referente. Asimismo, es necesario revisar el papel de los Temas textuales e interpersonales que aportan a la comprensión cuando evidencian las relaciones lógicas entre las ideas o los aspectos relevantes del texto, pero que se deben trabajar de manera explícita en el aula.

De otro lado, queda pendiente, ampliar la reflexión en torno al papel del elemento en posición temática para el caso del español. Al tratarse de una lengua con mayor libertad sintáctica, se distancia de los resultados en inglés, donde es más frecuente que exista una relación de realización entre el hiperTema o el Tema

y el asunto del párrafo o cláusula, respectivamente; por el contrario, como lo demuestran los resultados de esta investigación, no parece existir el mismo nivel de recurrencia en español.

Agradecimientos

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Intermodality and Multilingual Re-instantiation: Joint Construction in Bilingual Genre Pedagogy

Intermodalidad y reinstanciación multilingüe: construcción conjunta en la pedagogía de género bilingüe

Intermodalité et ré-instanciation multilingue : une construction conjointe dans la pédagogie de genre bilingue

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Abstract

This paper discusses the roles of intermodality and multilingualism in a genre pedagogy program aimed to improve students' literacy in Indonesia. It draws on data from an intervention program which extended the Reading to Learn (R2L) genre-based literacy pedagogy to embed English literacy learning in biology lessons for Indonesian junior high school students. This bilingual R2L program is innovative in that it involves the use of written and spoken Bahasa Indonesia and English for both teaching materials and instruction. This particular study focuses on the final stage of the program: The collaborative writing process known as joint construction. This is conducted in the bilingual R2L program by jointly making notes from Indonesian (L1) reading texts, jointly re-instantiating these notes as English (L2) lexis, and then using these L2 notes to jointly construct new L2 texts. The methodology is thus intermodal and multilingual, from written L1 texts, through oral dictation to L1 notes, then through bilingual discussion to re-instantiation as written L2 lexis, and finally through further bilingual discussion to re-instantiation as written L2 text. The study applies genre and register theory to closely examine classroom interactions in Joint Construction, from the perspectives of their structuring, the intermodal sourcing of meanings, and relations between teachers and learners. Evidence from student assessments suggest these designed applications of intermodality and multilingual reinstantiation are highly effective in the development of autonomous skills in L2 science writing. This article aims to describe how and why they are so effective.

Keywords: genre pedagogy; bilingual education; joint construction; EFL; Reading to Learn; intermodality; multilingualism.

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Resumen

Este artículo analiza los roles de la intermodalidad y el multilingüismo en un programa basado en la pedagogía de género diseñado para mejorar la lectoescritura académica de los estudiantes en Indonesia. El presente estudio se basa en datos de un programa de intervención que adopta y extiende la pedagogía de género llamada Leer para Aprender (LPA), que en este caso incorporó lecciones de lectoescritura académica en el área de biología con el aprendizaje de inglés para estudiantes de educación básica secundaria en Indonesia. Este programa bilingüe

de lpa es innovador en cuanto involucra el uso del idioma bahasa indonesio y el inglés oral y escrito, tanto para los materiales didácticos como para los ciclos pedagógicos. Este estudio en particular se centra en la etapa final del programa: el proceso de escritura colaborativa, conocido como construcción conjunta. En el programa bilingüe lpa aquí descrito, se lleva a cabo este proceso mediante la toma conjunta de notas de textos de lectura en Bahasa indonesio (L1), las cuales son reescritas de manera conjunta por los estudiantes y el profesor de inglés (L2), para luego ser usadas en la construcción conjunta de nuevos textos en L2. La metodología, por lo tanto, es intermodal y multilingüe, es decir, se empieza con textos escritos en L1, se sigue con el dictado oral hasta la construcción de notas en L1; y luego se pasa por la discusión bilingüe, hasta llegar a la reescritura de vocablos escritos en L2, para llegar finalmente a un nuevo texto escrito en L2, a través de una discusión bilingüe adicional. El estudio aplica la teoría de género y registro para analizar en detalle las interacciones en el aula, en la construcción conjunta desde las perspectivas de su estructuración, del origen intermodal de significados y de las relaciones entre profesores y alumnos. La evidencia de las evaluaciones de los estudiantes sugiere que estas aplicaciones de intermodalidad y reinstanciación multilingüe son muy efectivas en el desarrollo de habilidades autónomas en la escritura de textos en biología en L2. El presente artículo se propone describir el cómo y el porqué de su efectividad.

Palabras clave: pedagogía de género; educación bilingüe; construcción conjunta; inglés como lengua extranjera; Leer para Aprender; intermodalidad; multilingüismo.

Résumé

Cet article examine les rôles de l'intermodalité et du multilinguisme dans un programme de pédagogie des genres visant à améliorer la littéracité des élèves en Indonésie. Il s'appuie sur les données d'un programme d'intervention qui a étendu la pédagogie d'alphabétisation basée sur le genre *Reading to Learn*/Lire pour Apprendre (R2L), pour intégrer l'apprentissage de l'alphabétisation en anglais dans des cours de biologie destinés aux élèves indonésiens du premier cycle du secondaire. Ce programme bilingue R2L est innovant en ce qu'il implique l'utilisation de l'indonésien et de l'anglais écrit et parlé pour le matériel pédagogique et l'instruction. Cette étude particulière se concentre sur la dernière étape du programme, le processus d'écriture collaborative connu sous le nom de construction conjointe. Ceci est réalisé dans le programme bilingue R2L en prenant ensemble des notes à partir de textes de lecture indonésiens (L1), en réécrivant ensemble ces notes en lexique anglais (L2), puis en utilisant ces notes en L2 pour construire ensemble de nouveaux textes L2. La méthodologie est donc intermodale et multilingue, depuis les textes écrits en L1, en passant par la dictée orale jusqu'aux notes en L1, puis en passant par la discussion bilingue jusqu'à la ré-instanciation sous forme de lexis écrit L2, et enfin par la poursuite de la discussion bilingue jusqu'à la ré-instanciation sous forme de texte écrit L2. L'étude applique la théorie des genres et des registres pour examiner de près les interactions en classe dans la construction conjointe du point de vue de leur structuration, de l'approvisionnement intermodal des significations et des relations entre les enseignants et les apprenants. Les résultats des évaluations des étudiants suggèrent que ces applications conçues de l'intermodalité et de la réinstauration multilingue sont très efficaces dans le développement de compétences autonomes en rédaction scientifique L2. Cette étude vise à décrire comment et pourquoi ils sont si efficaces.

Mots-clés : pédagogie des genres ; éducation bilingue ; construction conjointe ; anglais langue étrangère ; lire pour apprendre ; intermodalité ; multilinguisme.

Introduction

Over the past decade, the Reading to Learn literacy methodology (R2L) has gained popularity across the globe (e.g. Becerra et al., 2020; Coffin et al., 2013; Dell, 2011; Lucas et al., 2014; Millin, 2011; Ramírez, 2018; Shum et al., 2018). Like the Sydney School genre-based writing approach, which it incorporates, it applies the principle of "guidance through interaction in the context of shared experience" (Martin, 2000), but extends this to teaching reading as well as writing. It uses carefully designed teaching/learning interactions to enable every learner in a class to read challenging texts with comprehension, and then to apply what they have learned from reading to writing new texts.

R2L has inspired teaching practices in the Indonesian EFL context, extending the design as an *R2L bilingual program*. The Sydney School genre-based approach to writing is now widely used in Indonesia, where it is known as GBA (Emilia, 2011). The R2L bilingual program began with a study investigating bilingual inter-actions in Indonesian classrooms using GBA (Kartika-Ningsih & Rose, 2018). This research then led to an intervention program systematizing the use of L1 and L2 in teaching both reading and writing (Kartika-Ningsih, 2019). The R2L bilingual program follows the principles and practices of the Reading to Learn methodology (Rose, 2020a, 2020b; Rose & Martin, 2012), but it makes explicit and systematic use of two languages, Bahasa Indonesia and English, in spoken and written modes.

This paper discusses how joint construction is carried out in the R2L bilingual program. In particular, it focuses on intermodality and multilingual re-instantiation, which shaped the design of the program. Intermodality describes the play of language between reading texts, note-making, and writing new texts, mediated by spoken interactions; multilingual re-instantiation refers to activities that re-instantiate meanings in one language to another, particularly from L1 to L2 during note-making and text writing activities.

The data were drawn from video records of the R2L bilingual program implementation in two EFL classrooms from two different schools in Bandung, West Java, Indonesia. Both were large classes with 33 and 38 students each. Genre pedagogy has been part of the Indonesian curriculum, particularly subject English (Kartika-Ningsih & Gunawan, 2019; Emilia, 2011) so teachers and students involved in the program were familiar with the notion of text types and the stages. The participants were Year 8 (13-14 years old) students who studied subject English at the time of the program. The students and the teacher were multilingual in that they spoke Bahasa Indonesia (the national language used throughout the schooling years and beyond), Sundanese (the regional language taught at school and used in the everyday domain), and English (learned as a compulsory subject).

Theoretical Framework

R2L, and genre pedagogy more generally, apply a model of meaning making developed in the research tradition of systemic functional linguistics (SFL). In the model proposed by Martin (1992), following Halliday & Hasan (1976), the basic unit of meaning is a text. A text is an instance of actual meanings drawn from the reservoir of potential meanings shared by members of a culture (Martin & Rose, 2007). Culture is modelled most broadly as constellations of genres, or types of social activity recognized by speakers (Martin & Rose, 2008). Genres weave together three dimensions of meaning: fields of social activity, tenor of social relations, and modes of meaning making (e.g. spoken, written, visual). Patterns of field, tenor and mode (collectively *register*), are realized as patterns of meaning in language, at three levels: as patterns of discourse across a text (Martin & Rose, 2007), patterns of wordings in lexicogrammar (Halliday & Matthiessen, 2014), and patterns of phonology in speech or graphology in writing (Halliday & Greaves, 2008). So, a text is at once an instance of patterns in genre, register, discourse, grammar, and expression.

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These two dimensions of the model, of genre realized as register realized as language (*realization*), and of texts as instances of potential meanings at each level (*instantiation*), are crucial considerations for designing multimodal and multilingual language pedagogies. The third consideration is the differences amongst speakers and their language communities, or *individuation*. From the reservoir of potential meanings in a culture, social groups and their members draw differing repertoires. Reservoirs and repertoires differ but also overlap between cultures, communities and persons. Bridging these differences, using their commonalities, is the goal of the R2L bilingual program.

Figure 1 brings together these three dimensions of the model (after Martin, 2010). Realization is modelled as a set of nested circles, with genre realized as field, tenor and mode, realized as three metafunctions of language (ideational, interpersonal, textual). At each of these levels, systems of potential meanings are instantiated in texts, and cultures' reservoirs of meanings are distributed to the repertoires of speakers.

In the study reported here, curriculum goals included learning of both a scientific field and English language resources for writing about it. The particular field was classification of bird species and reading texts on this topic were written in Bahasa Indonesia and English. The goal was for learners to re-instantiate this knowledge as a written English text. In both cases, the genre was a descriptive report. The institutional function of this genre is to generalize features of the natural and social world by classifying and describing them, so it is organized with the obligatory stages of Classification and Description.

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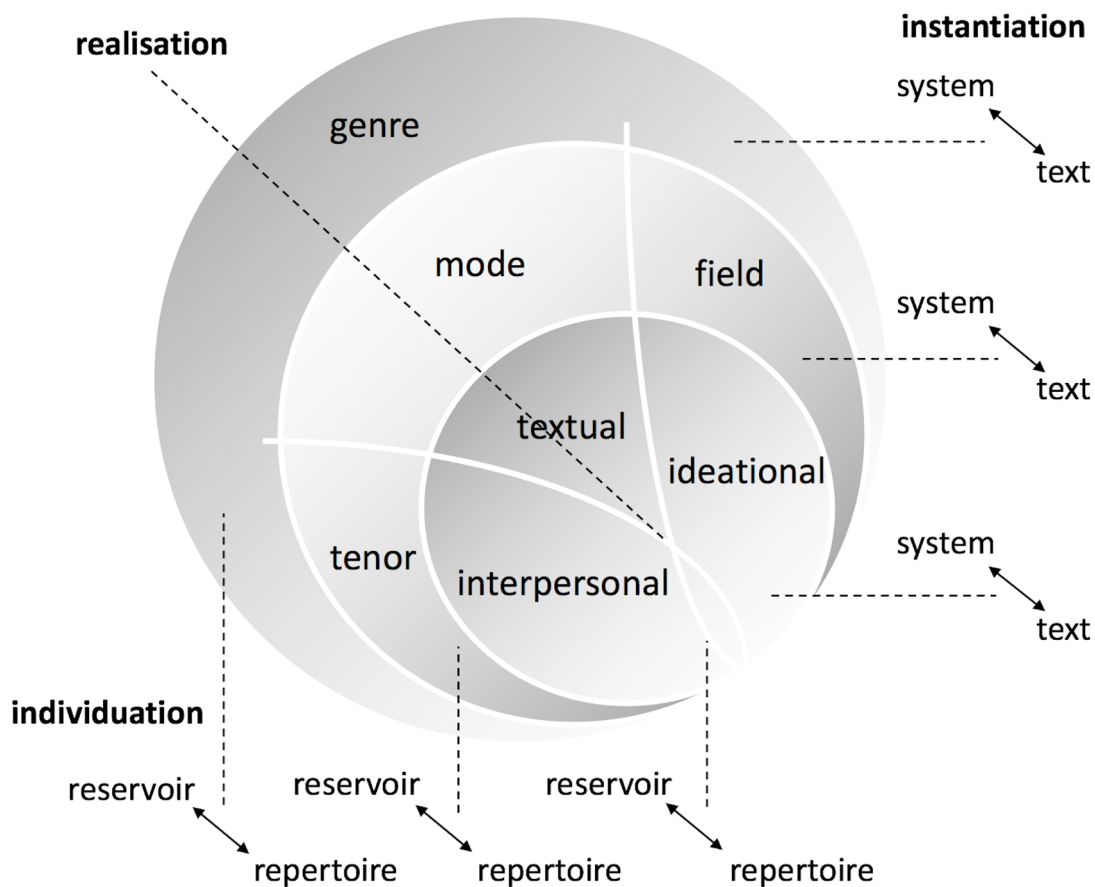
Figure 1 SFL model of meaning making

The Description stage varies with the field being described. Reports on natural species typically have phases on appearance, behavior and habitat.

Hence, at the levels of genre and field, patterns of meaning in the Indonesian and English texts were similar, as they are equally concerned with the international activities of science[1]. As these levels of meaning are realized directly in patterns of discourse, these too were comparable between the L1 reading texts and L2 target texts. In principle, once learners master reading and writing these patterns of genre, register and discourse in L1 texts, the difficulty of reading and writing the same genres and registers in L2 texts will be reduced. It is at the level of lexicogrammar that meaning resources differ most, not only between the languages, but between learners in the classes participating in the study. So a particular focus of the learning task was on re-instantiating patterns of genre, register and discourse, from the lexicogrammar of L1 to the lexicogrammar of L2.

Curriculum Genres

In the model, genres such as descriptive reports are termed *knowledge genres*, alongside stories, chronicles, explanations, procedures, arguments and text responses (Martin & Rose, 2008). Knowledge genres configure fields of knowledge with social values, in spoken, written and often visual modes. In the classroom, knowledge and values are exchanged between teachers and learners in lessons. A lesson instantiates another family of genres known as *curriculum genres*. Curriculum genres configure two registers together: one is a *curriculum register* of knowledge and values; the other is a *pedagogic register* of learning activities and relations between teachers and learners, using spoken, written and visual modalities. In any lesson, or lesson series, a curriculum register of knowledge and values is exchanged between teachers and learners,

through a pedagogic register of activities, relations and modalities (Rose & Martin, 2012). Figure 2 summarizes relations between these two registers.

Pedagogic activities are centered on learning tasks performed by learners. Learning tasks may be prepared and focused by teachers, who also usually evaluate them, and may elaborate on the learning. Learning tasks can be identified at three scales: of lessons and lesson series, of activities within each lesson, and of teacher/learner interactions, where the task is often to respond to teacher questions. This tier of pedagogic activity has been termed *learning cycles*, as it often involves cycles of focus questions, responses and evaluations (widely known as "initiation-response-feedback" or IRF cycles following Sinclair & Coulthard, 1975).

Pedagogic relations are framed by the roles of teachers to present knowledge, evaluate learners and direct activities in classrooms, and the roles of learners to display or receive knowledge, and solicit knowledge and actions from teachers or peers. Pedagogic modalities are the sources of meanings (including teachers and learners' knowledge, recorded texts and images, and the environment) and the means of sourcing them into the classroom discourse, through speaking, gesturing, writing and drawing (Rose, 2018, 2020c).

R2L Curriculum Genres

In R2L, this model is deployed to design sequences of learning activities that provide maximal support for all learners to participate actively and acquire the knowledge of the curriculum. An R2L lesson series always begins with an activity known as Preparing for Reading. In this activity, the teacher reads a text aloud and discusses its general comprehension while learners follow. This may be followed by Detailed Reading, in which learners are guided to read a short text or extract, sentence-by-sentence. Detailed Reading involves carefully designed learning cycles, which prepare learners for the tasks of identifying series of wordings in sentences, whose meanings are then elaborated.

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1   Patterns of genre and register in other genres, such as stories and arguments, may be quite different between Indonesian and European cultures.
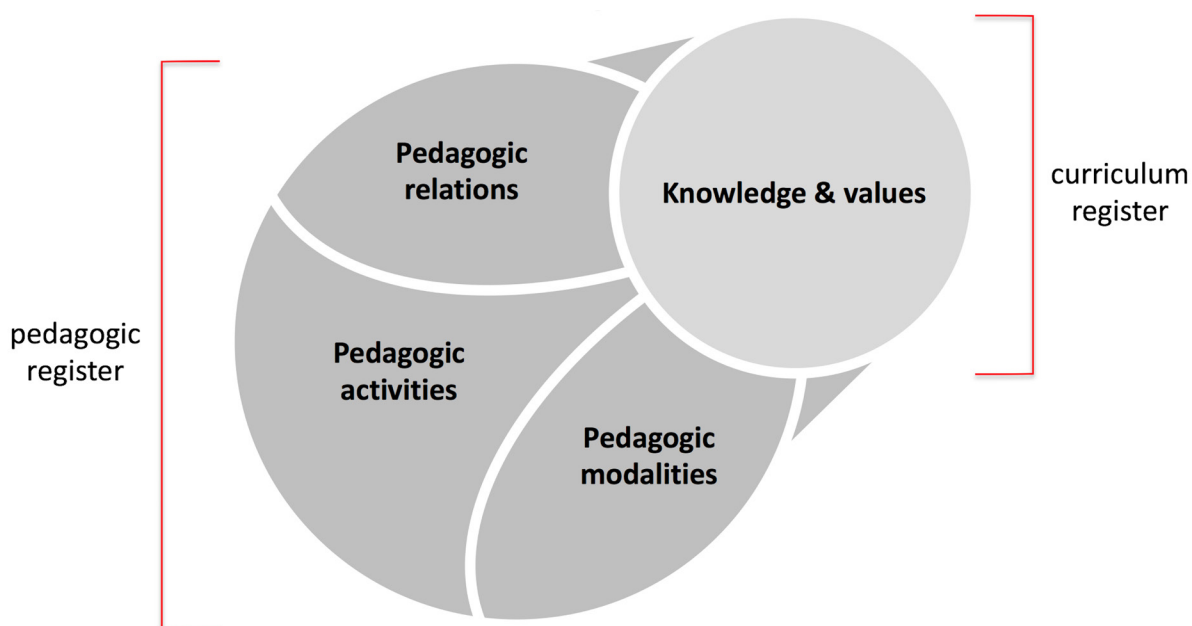
Figure 2 Curriculum Genres

Detailed Reading enables all learners in a class to read a passage of text with full comprehension, no matter what their initial independent reading abilities are (Rose & Martin, 2012). It may be followed by intensive hands-on activities, called Sentence Making, Spelling and Sentence Writing, and/or by the activity of Joint Rewriting, in which learners are guided to use what they have learnt in Detailed Reading to write a new passage of text. An R2L lesson series typically ends with Joint Construction of a whole new text, using the knowledge about language and field learnt in the preceding activities, with the text structuring of a target genre. Crucially these are all learning activities, that are designed to give all students the resources they will need for independent writing tasks on which they may be evaluated.

This series of activities integrates learning of each level of language tasks, from genre and register, through discourse and grammar, down to graphology (spelling and lettering), and back up through these levels in writing activities. It naturally embeds literacy learning with learning curriculum fields, through closely reading and writing about them. This curriculum sequence, from whole text to text passage to words and back

up again, is visualized as a "butterfly" in Figure 3 (after Rose, 2020b).

Figure 3 illustrates a common sequence of activities in R2L. Each of these activities are actually curriculum genres, in which pedagogic activities are designed to prepare learners for tasks of reading or writing. These curriculum genres are potential resources for teachers to design their own lesson series. The R2L bilingual program reported here used just the activities of Preparing for Reading, Detailed Reading, and Joint Construction. As the L1 reading texts and L2 target texts were quite short, the whole text could be read in detail, and could then be jointly constructed.

The central stage of each R2L curriculum genre is the task stage. In Preparing for Reading, this is the task of reading the text or following as it is read aloud. This task is prepared with an overview stage in which the field of the text is previewed with an oral discussion, often with visual supports, and its sequence of meanings is previewed. After reading it may be elaborated by reviewing key elements of its register. Detailed Reading is an iterative activity, in which the central task is to identify wordings in sentences. Each sentence is prepared
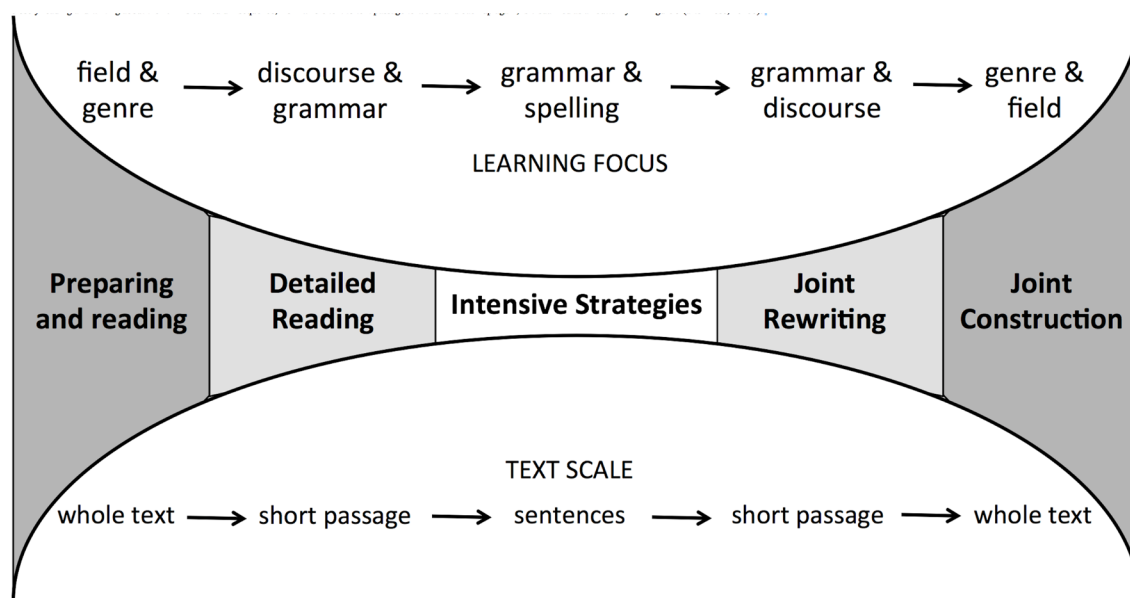
Figure 3 R2L's Integrated Learning Sequence

with a preview of its meanings and read aloud. Learners are then prepared to identify each wording by the teacher previewing its meaning. They highlight the wording and its meaning is then reviewed in more depth. Joint Construction of factual texts is prepared with Note Making from reading texts. Notes are jointly written on the class board, from the wordings highlighted in reading texts. The central task is then to write a new text from these notes, with the teacher's guidance. Joint Construction is ideally elaborated with Individual Construction, in which learners practice the same task with guidance and feedback

Table 1 Curriculum Genres in the R2L Bilingual Program

	Prepare	Task	Elaborate
Preparing for Reading	Overview of text's field	Read text (aloud)	Review key points
Detailed Reading	Preview sentence	Read sentence	
	Preview meanings	Identify wordings	Review meanings
Joint Construction	Note making	Text negotiation	Individual construction

from the teacher. The stages of these three curriculum genres are summarized in Table 1.

The R2L Bilingual Program

The R2L bilingual program[2] adapted and extended this lesson sequence in three ways. Firstly, it deployed three iterations of the lesson sequence with increasing use of L2 in speaking, reading and writing, towards the final independent reading and writing task in L2. Secondly, it used the Note Making activity as the key point of re-instantiation between written wordings in L1 and L2. Third, it carefully designed learning cycles to use L1 judiciously to prepare and focus L2 reading and writing tasks.

In the three iterations of the R2L bilingual program, the first two reading texts were Indonesian texts about native Indonesian birds, while the third reading text was an English text about a native Australian bird. In each iteration, a report was jointly constructed in English using information from the reading texts. These joint constructions

2   Permission and consent to use all forms of data in this research have been obtained from the teacher, the students and the students' parents.

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were followed by individual constructions, in which students used the notes to reconstruct the text as homework, with teacher feedback. The final task was for learners to independently research and write a report in English on another bird species. This iterative sequence supported learners to build their repertoires of English lexicogrammar in manageable steps, while keeping the levels of genre, register and discourse relatively constant. As the discussion was also iterative, learners were able to build up their repertoires of both spoken and written English.

In the first two iterations, Note Making played a pivotal role in re-instantiation from L2 to L1. The Note Making activity involved three steps. In the first step, the teacher prepared an outline of the text organization, by scribing its stages and phases on the class board. The second step was to scribe notes under these sub-headings, from the wordings that learners had highlighted during Detailed Reading. Students took turns to scribe notes on the board, as other students took turns to dictate the highlighted wordings in their text copies. The third step was to re-instantiate each of the Indonesian wordings for notes and headings, into English wordings. This step was scribed by students in turn, guided by the teacher, with class discussion. These notes were then used to jointly construct a new text in English.

Note Making Activities

As outlined above, the R2L bilingual program adapts and extends the functions of Note Making in R2L for bilingual pedagogy. In the original R2L pedagogy, Note Making functions to mediate the re-instantiation of information from reading texts to writing new texts, through discussion and scribing activities. In the R2L bilingual program, it additionally functions to re-instantiate this information from L1 lexis to L2 lexis. In this activity, intermodality and multilingual re-instantiation are interwoven.

Multilingual re-instantiation is a significant departure from traditional approaches to building

"vocabulary" in many EFL teaching methods (e.g. Webb & Nation, 2017; Nation & Meara, 2010). Rather than presenting lexical items in isolation, as in a dictionary or thesaurus, the items are first encountered in a meaningful text, embedded in the lexical relations that construct the field of a text. Higher level components of the language task, at the levels of genre, field, and discourse semantics are addressed first in L1, and this provides a supportive framework for the next step, of learning the L2 lexis that realizes the same field and lexical relations.

The bilingual Note Making activity consists of three phases: Build genre and register structuring ^ Scribe L1 wordings ^ Re-Instantiate L2 wordings[3]. In the building structure phase, the teacher prepares an outline of the text organization by scribing the stages of the genre and phases within each stage on the class board in L1. This text organization will be used as a guideline to scribe the notes, and then as a plan for jointly constructing a report in L2. The headings are scribed using initial capitals for generic stages, and lower case for register phases, to keep these levels distinct. The Note Making activity is illustrated in Figure 4.

In the lesson shown in Figure 4, the headings were scribed in red ink to make these metalinguistic terms distinct from the notes that were to be scribed beneath them. As the teacher wrote and explained these terms, the students transcribed them into their own notebooks, and were guided to rehearse their pronunciation with choral repetition. A line was then drawn to create two columns. In the right column, the teacher re-instantiated the Indonesian headings as English words. Again students rehearsed pronunciation with choral repetition, as they transcribed them into their books. To this point, the terms scribed on the board and in students' copies were as follows:

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3   In systemic functional linguistics, the symbol (^) is a convention to indicate order and initial capital to indicate the name of structural function (see Halliday & Matthiessen, 2014, p. ix). In this case, these indicate the order of structure phases in Note Making activity.
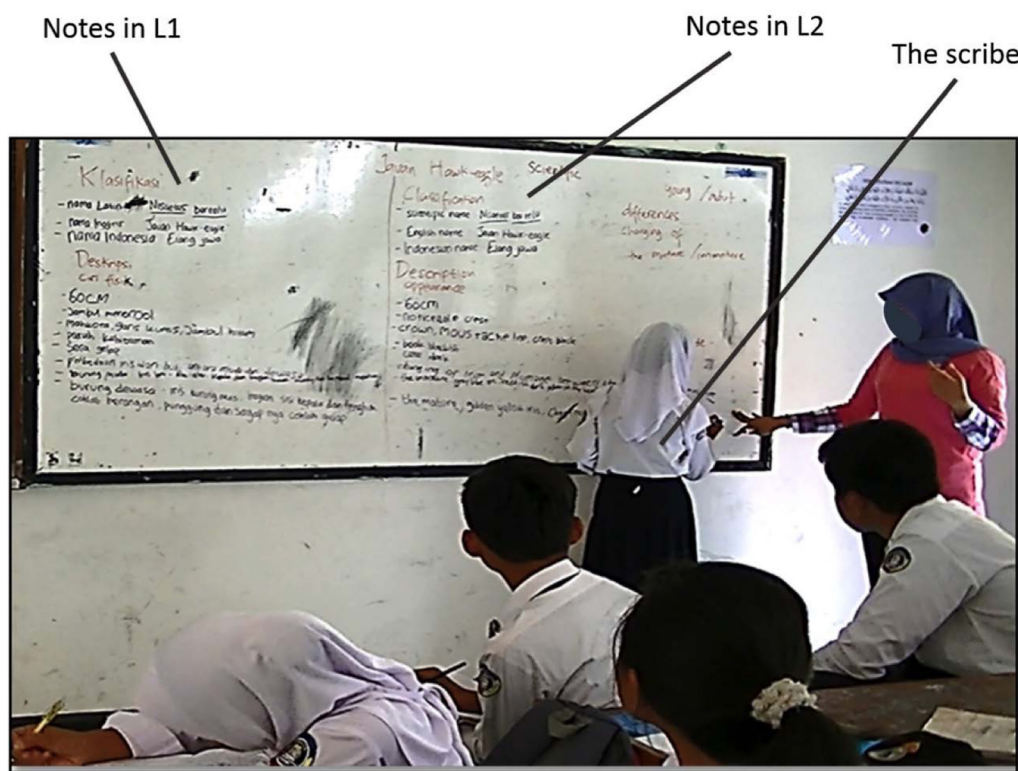
Figure 4 Note Making Activity

Klasifikasi	Classification
Deskripsi	Description
ciri fisik	appearance
habitat	habitat

While scribing the L1 terms, the teacher explained the stages of descriptive reports and what should be written in each stage, recalling metalanguage first introduced in Preparing for Reading. Exchange 1 exemplifies the teacher's explanation. In the transcript, the teacher's Indonesian wording is presented and then glossed in English below each line. English wordings are presented in italics.

Exchange 1: *The Teacher Builds Genre Structure in the Beginning of Note Making Activity*

In R2L pedagogy, teacher monologues like this are typically kept very brief, before handing control over to learners for their own tasks. In this case, terms such *classification* and *Latin name* were already familiar from Detailed Reading of the source texts, so the explanation re-iterated

familiar shared knowledge. As it elaborated existing knowledge, this allowed learners to focus on learning the metalinguistic terms.

In the next phase, Scribing L1 wordings, more control was handed to students as scribes and reciters, dictating and scribing meanings they had already identified, discussed and highlighted in Detailed

Exchange 1: The Teacher Builds Genre Structure in the Beginning of Note Making Activity

T	Pertama, ketika kalian menulis deskriptif, ada yang disebut *Identification* atau *Classification.*
	First, when you write a descriptive report, there is this called Identification or Classification.
	[scribing *Klasifikasi* on board]
	Bahasa Indonesia tetap ya Klasifikasi.
	In Indonesian it is still, yes, Klasifikasi.
	Klasifikasi itu isinya nama-nama, ada nama Indonesia, nama Latin, nama bahasa Inggris.
	Classification consists of the names, which are Indonesian name, Latin name, English name.

Reading. In this activity, the teacher plays a managerial role, appointing students to be scribe or reciter, and elaborating on meanings or writing tasks. In this respect, Note Making is a powerful activity for engaging all learners and building their control of reading and writing tasks. In appointing the scribe and reciter, the teacher may select a struggling learner, or one who is not paying attention. Distributing these roles ensures that all students are actively involved in the activity. While students take turns to scribe and recite, the other students transcribe what is written on the board into their notebooks, so that all students are engaged in the activity.

Exchange 2 illustrates the step of appointing a scribe. Using L1, the teacher identifies a student by name (here anonymized as S1) and directs her to come to the board. In this transcript each move is labelled with its role in the exchange, which shows us how the exchange is structured. The central role in a knowledge exchange is the *primary knower*, or K1. In an action exchange it is the *primary actor*, or A1. A seeker of information is a *secondary knower* (K2), and a demand for action is a *secondary actor* role (A2). In the first move here, the teacher asks for information as K2, and the student provides the information non-verbally, as K1. The teacher then demands an action as A2, and the student performs the action as A1.

Exchange 2: The Teacher Appoints a Scribe

Scribing notes begins in Exchange 3. The first cycle negotiates the first wordings to be scribed. The teacher first prepares the task, with the kind of information to be recited and scribed, and then

Exchange 2: The Teacher Appoints a Scribe

T	Mana S1?	K2
	Where is S1?	
S1	[raising hand]	K1
T	Sini S1.	A2
	Come here S1.	
S1	[coming up & holding a marker]	A1

asks the chosen reciter (S2) to identify the first name that has been highlighted. S2 reads this word out, the teacher affirms and shows the scribe (S1) where to write it on the board. Each move in this exchange is analyzed in three columns. The first labels the exchange *roles*, the second labels the *phases* in each learning cycle, and the third labels the *sourcing* of meanings, discussed below.

Exchange 3a: Exchange and Activity in Scribing L1 Notes

In this exchange the teacher starts as primary knower (K1), but then asks a question she already knows the answer to. The function here is for the learner to display knowledge which the teacher can evaluate. Even though the learner provides information, the teacher has final authority to evaluate it, so remains K1, while the learner is K2. The teacher's initial question delays her K1 evaluation, and is labelled dK1, for *delayed primary knower*. This is the exchange structure of the so-called "IRF" pattern of classroom discourse. It functions to create an active

Exchange 3a: Exchange and Activity in Scribing L1 Notes

			Role	Phase	Sourcing
1	T	Klasifikasi tadi isinya nama-nama. *Classification, as I said, consists of the names.*	K1	prepare wording	remind lesson
		Nama apa yang pertama? *What is the first name?*	dK1	focus word	locate in text
	S2	Nama Latin. *Latin name.*	K2	identify word	read text
	T	Nama Latin *Latin name.*	K1	affirm	
2	T	Tulis di sini. *Scribe it here.* [pointing]	A2	focus word	locate on board point on board
	S1	[scribing *Nama Latin*]	A1		record move

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learning task, a vocal response, that can be evaluated for the benefit of both teacher and learners.

As shown in the *phase* column, the learning task here is to identify a word in the reading text. In the first cycle, this task is prepared with relevant information in the initial K1 move, then focused with the dK1 question, and finally affirmed. In the second cycle, the teacher directs the scribe. As shown in the *sourcing* column, the task is prepared by reminding learners of the prior lesson activity, and the focus precisely locates the word in the text as *the first name*, which the learner easily identifies by reading the highlighted text. In the second cycle, the teacher focuses the scribing task by locating and pointing where to write, and the scribe accurately records the recited word. Hence, both the structuring of learning cycles, and the sourcing of meanings, are critical considerations for analyzing and designing effective pedagogy.

This pattern is then repeated in cycles 3, 4 and 5, but now the scribe does not wait for the teacher, but simply writes what the reciter has said. The teacher's focus questions now function to hand control to the reciter and scribe, who are confident to continue the activity. Their confidence flows from continual success and affirmation that R2L learning cycles are designed to ensure for all learners. As in cycle 1, the identifying tasks are again focused by precisely locating the next wording with *second*, and *after the Latin name*. At this stage of the lesson, learning tasks are also made easier by conducting the exchange wholly in L1, with the exception of the Latin name *Nisaetus bartelsi*, which has already been rehearsed in Detailed Reading.

Exchange 3b: Continuing Exchange and Activity of Scribing L1 Notes

The notes scribed to this point are as follows:

Klasifikasi

- nama Latin: Nisaetus bartelsi

- nama Inggris: Javan Hawk-eagle

In the third phase of Note Making, *Re-instantiating as L2 wordings,* the goal is to choose L2 lexical items to re-instantiate the L1 items in the notes. Two scenarios may occur depending on the students' familiarity with the L2 words. If the L2 wording is relatively new and not introduced in Detailed Reading, the teacher may explicitly state the word and may write it on the board for the scribe to copy into the notes. This occurs in the first cycle of Exchange 4. The teacher prepares with the known words *Latin name* and a new alternative, *scientific name*, and writes the new L2 word *scientific* on the board, which the scribe can copy. In contrast, in cycles 2 and 4 the teacher simply asks for English wordings and the students propose these L2 wordings from their own knowledge.

Exchange 3b: Continuing Exchange and Activity of Scribing L1 Notes

3	T	Kedua, apa nama Latinnya? Second, *what is the Latin name?*	dK1	focus wording	locate in text
	Ss	Nisaetus bartelsi.	K2	identify wording	read text
	S1	[scribing *Nisaetus bartelsi*]			record move
4	T	Setelah nama Latin ada nama apa? After the Latin name, *what else?*	dK1	focus wording	locate in text
	S2	Inggris *English*	K2	identify wording	read text
	S1	[scribing *Nama Inggris*]			record move
5	T	Apa nama bahasa Inggrisnya? *What is the English name?*	dK1	focus wording	locate in text
	S2	Javan Hawk-eagle	K2	identify wording	read text
	S1	[scribing *Javan Hawk-eagle*]			record move
	T	Javan Hawk-eagle.	K1	affirm	

Exchange 4: The Teacher Guides the Students in Reinstantiating L1 Notes to L2 Wordings

The re-instantiated notes to this point are shown in Table 2.

Table 2 Re-instantiated Notes

Notes in L1	Re-instantiatied in L2
Klasifikasi	**Classification**
- nama Latin: Nisaetus bartelsi	- scientific name: Nisaetus bartelsi
- nama Inggris: Javan Hawk-eagle	- English name: Javan Hawk-eagle
- nama Indonesia: Elang jawa	- Indonesian name: Elang jawa

In Exchanges 5a and 5b, notes from the appearance phase of the Description are re-instantiated in L2. These L2 wordings have already been discussed during Detailed Reading, so the source is recalling this prior lesson. In cycles 1 and 2, the teacher focuses by giving L1 wordings, and students propose L2 words. In cycle 1, the focus is the L1 nominal group, *jambul menonjol*, but students only propose the L2 noun *crest*. In cycle 2, the teacher re-focuses the associated quality *menonjol*, students propose the L2 adjective *noticeable*, and the teacher elaborates with the whole L2 nominal group.

Exchange 5a: A Typical Exchange of Re-Instantiating Familiar L2 Lexis

In addition to lexicogrammar, cycles 3 and 4 illustrate negotiation of graphology, of spelling and lettering. In cycle 3, the teacher nominates a student to recite the L2 spelling. However, the scribe uses an incorrect letter case, which is negotiated in cycle 4. Here the source of spelling and lettering is learner's knowledge.

Exchange 4: The Teacher Guides the Students in Reinstantiating L1 Notes to L2 Wordings

1	T	Ada yang menyebut *Latin name*.	K1	prepare L2 wording	read text
		Some call it the Latin name.			
		Ada yang menyebut *scientific name*.			teacher knowledge
		Some call it scientific name.			
		[scribing *scientific* on the board]			record move
		Kita pakai scientific name.	A2	focus L2 wording	
		Let's use "scientific name".			
	S1	[scribing *scientific name*]	A1		copy from board
2	T	Nama Inggris disebut apa bahasa Inggrisnya?	dK1	focus L2 wording	
		What is nama Inggris in English?			
	Ss	English name	K2	propose L2 wording	learner knowledge
	T	English name	K1	affirm	
	S1	[scribing *English name: Javan Hawk-eagle*]			record move
3	T	Nah, terakhir nama Indonesia?	dK1	focus L1 wording	
		Now, the last one is Nama Indonesia			
	Ss	Elang jawa	K2	identify L1 wording	learner knowledge
	T	Elang jawa	K1	affirm	
4	T	Nama Indonesia?	dK1	focus L2 wording	
		Nama Indonesia in English?			
	S3	Indonesian name.	K2	propose L2 wording	learner knowledge
	T	Indonesian name	K1	affirm	
	S1	[scribing *Indonesian name: Elang jawa*]			record move

Exchange 5a: A Typical Exchange of Re-Instantiating Familiar L2 Lexis

				Phase	Sourcing
1	T	Apa itu jambul menonjol?	dK1	focus L2 wording	
		What is jambul menonjol (in English)?			
	Ss	Crest	K2	propose L2 word	recall lesson
	T	Jambul (is) *crest*	K1	affirm	
2	T	Kalau menonjol?	dK1	focus L2 wording	
		If it stands out?			
	Ss	Noticeable	K2	propose L2 word	recall lesson
	T	OK, noticeable crest.	K1	affirm elaborate wording	

Exchange 5b: Continuing Exchange of Reinstantiating Familiar L2 Lexis to Scribing Activity

The reinstantiated notes are illustrated in Table 3.

Exchanges 3, 4, and 5 (a and b) illustrate the tripartite intermodal work of reciting and scribing in Note Making. Sourcing includes the reading text,

Table 3 Re-Instantiated Notes

Notes in L1	Re-instantiatied in L2
Klasifikasi	**Classification**
-nama Latin: Nisaetus bartelsi	-scientific name: Nisaetus bartelsi
-nama Inggris: Javan Hawk-eagle	-English name: Javan Hawk-eagle
-nama Indonesia: Elang jawa	-Indonesian name: Elang jawa
Deskripsi	**Description**
ciri fisik	**appearance**
-60 cm	-60 cm
-jambul menonjol	-noticeable crest
-mahkota, garis kumis, jambul hitam	-crown, moustache line, crown black
-paruh kehitaman	-beak blackish
-sera gelap	-cere dark
…	…

Exchange 5b: Continuing Exchange of Reinstantiating Familiar L2 Lexis to Scribing Activity

3	T	OK			
		Coba diktekan tulisan *noticeable crest* satu orang.	A2	focus L2 spelling	
		Please one of you spell noticeable crest.			
	S2	[raising hand]	dA1		
	T	[pointing]	A2		
	S2	n-o-t-i-c-e-a	A1	propose L2 spelling	learner knowledge
	S1	[scribing capital A]			record move
4	T	A-nya kecil atau gede?	dK1	focus letter case	
		Is the A in upper or lower case?			
	S2	Kecil bu	K2	propose letter case	learner knowledge
		Lower, ma'am.			
	T	A-nya kecil ya.	K1	affirm	
		The a is in lower case.			
	S2	a-b-l-e		propose L2 spelling	learner knowledge
	S1	[scribing and pausing]			record move

L1 notes scribed on the board and L2 re-instantiations, along with the knowledge of teacher and learners. The reciter must pay careful attention to the reading text and watch the scribe in order to provide assistance as needed, whereas the scribe must listen carefully to the reciter's dictation, and the teacher must attend to both and guide the exchange. This support lessens the burden of being in the front of the class, so that struggling learners can be selected for scribing. While they actively learn skills such as spelling and lettering, the whole class benefits from the lesson. Note Making is a cooperative activity that helps to build an ethic of mutual support through learning in an affirming safe environment.

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Text Negotiation Activities

The goal of Joint Construction in the R2L bilingual program is to construct a new text in the target genre, using the re-instantiated notes from Note Making. In the Text Negotiation stage, the teacher guides learners to use the L2 notes, to construct new L2 grammar and discourse patterns. As the genre, field and lexical items were addressed in Note Making, students can now focus on learning L2 grammar. As with Note Making, Text Negotiation is an intermodal activity, and the classroom is organized similarly to facilitate this. The board used for Joint Construction is positioned beside the board with the notes (Figure 5). This positioning allows the teacher to manage the intermodal activity, to refer and point to the note making board, making the source of meanings concrete and visible for the students. It also allows students to check and keep track of the text organization and the wordings in the notes, so they can explicitly negotiate the L2 wordings into new sentences.

Text Negotiation in the R2L bilingual program weaves together multilingual re-instantiation with intermodality. It is a significant advance on mainstream EFL teaching approaches, in which writing practices in L2 are often encouraged without systematically considering the L1 role may play in the process (e.g. Tribble, 2001; Hyland, 2010). Joint Construction in the R2L bilingual program begins with shared knowledge of the genre and register, through reading and discussion in L1, and re-instantiation of the field in the L2 notes. Familiarity with these dimensions of the learning task allows learners to concentrate on grammar and discourse structures required for constructing a new L2 text. Again, L1 can be used judiciously to discuss features of grammar and discourse, which will ultimately be re-instantiated in L2 sentences. This is an intermodal and multilingual activity, from the L2 notes, through discussion in L1 and L2, to the new L2 text.

Iterated steps in Text Negotiation consist of Plan text phase ^ Construct L2 sentences. In the Plan step, the teacher previews the organization of the new text at the levels of genre and register, using the L2 metalinguistic terms built up in Note Making. This is illustrated in Exchange 6, in which the teacher prepares by reminding of shared knowledge from the prior lesson,

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Figure 5 Joint Construction Lesson

including the *Classification* stage and its components, and adds new information that it will be written as a paragraph in the new text. The scribe is then directed to start with the title.

Exchange 6: The Teachers Sets out the Genre Stages for the Joint Text

Negotiation in the sentence constructing phase is more complex than that in Note Making. Although the class has the lexical items and word groups in the notes to draw on, the teacher must guide learners to organize them in appropriate L2 grammar structures, without simply telling them what to write. In the first cycle of Exchange 7, the teacher makes the task easier by focusing with the sentence structure in L1, so that a student can propose the same sentence structure in L2.

Exchange 6: The Teachers Sets out the Genre Stages for the Joint Text

		Phase	Sourcing
T	Sekarang kita mulai menulis teks Ninox ios.	prepare phase	
	Now we'll start writing the Ninox ios text.		
	Sekarang kita mulai dengan Classification.		remind lesson
	Now we start with Classification.		
	Classification kita mulai dari satu paragraf yah.		teacher knowledge
	In Classification we start with one paragraph, right.		
	Isinya mengenai klasifikasinya, namanya, jenisnya, spesiesnya.		remind lesson
	It is about its classification, its name, its kind, its species.		
	S1, kita mulai, tolong tulis judul Ninox ios di sini.	focus title	
	S1, let's start, please write the title Ninox ios here.		
S1	[scribes *Ninox ios*]		record move

Exchange 7a: Construct L2 Sentence Begins with a Student Proposing a Sentence

While the teacher supplied the overall sentence structure in the L1 focus, the learner's task included re-instantiating the L1 nominal group *nama ilmiahnya* as an appropriate L2 nominal group *the scientific name*. This involved reversing the order of items and re-instantiating the possessive deixis as the English article *the*. The supportive focus question and prior discussion during Note Making facilitated this task.

Exchange 7a: Construct L2 Sentence Begins with a Student Proposing a Sentence

			Phase	
1	T	Kita akan menuliskan nama-namanya.	A2	prepare sentence
		We will write its names.		
		Kalau mau bilang nama ilmiahnya adalah Nisaetus bartelsi?	dK1	focus L1 sentence
		How do we say its scientific name is Nisaetus bartelsi?		
	S1	The scientific name is Nisetus bartelsi.	K2	propose L2 sentence
	T	[nodding]	K1	affirm

In addition, this sentence lacks a piece of information that needed adding to the nominal group. In the second cycle the teacher focuses the type of information needed in L1 and provides it in L2, *the Javan Hawk Eagle*. She then focuses the sentence and provides the whole nominal group that will be the Theme of the sentence, in L1. This is sufficient support for a student to propose the entire sentence in L2. The sentence is then completed in cycle 3, by focusing on the punctuation.

Exchange 7b: Construct L2 Sentence Continues by Students Revising and Scribing Sentences

The thematic organization of a sentence is also the topic of Exchange 8. Here the teacher focuses in L1 by restating the sentence proposed by one student,

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Exchange 7b: Construct L2 Sentence Continues by Students Revising and Scribing Sentences

2	T	Tapi nama ilmiahnya siapa?	dK1	focus L1 wording
		But whose scientific name?		
		The Javan Hawk Eagle, kan?	K1	prepare L2 wording
		The Javan Hawk Eagle, *right?*		
		Jadi, menulisnya di sini bagaimana?	dK1	focus sentence
		So, how to put it here?		
		Nama ilmiah the Javan Hawk-eagle.	K1	prepare L1 Theme
		The scientific name of the Javan Hawk-eagle.		
	S1	The scientific name of the Javan Hawk eagle is Nisaetus bartelsi.	K2	propose L2 sentence
	T	[nodding]	K1	affirm
	S2	[scribing sentence]		
3	T	After a sentence, you need to put a period.	A2	focus punctuation
	S2	[scribing a period]	A1	
	T	That's very good.	A2f	affirm
		The scientific name of the Javan Hawk eagle is Nisaetus bartelsi.		

Exchange 8: A Student Proposes L2 Sentence

				Phase
T	Tadi S1 punya usul lagi bilangnya "Punggok Minahasa is the Indonesian name of Ninox ios".		K1	focus L1 sentence
	S1 suggested again, he said "Punggok minahasa is the Indonesian name of Ninox ios".			
S2	Mending Indonesianya dulu, bu.		K2	propose L1 Theme
	Better use the word Indonesian first, ma'am.			
T	Atau gimana?		dK1	focus sentence
	Or how is it?			
S2	The Indonesian name of Cinnabar Hawk-owl is Punggok minahasa.		K2	propose L2 sentence
T	OK.		K1	affirm
	[scribing]			

implicitly asking for other proposals. Another student proposes reversing the order in L1, to start with the word *Indonesian* as Theme. The teacher focuses by asking *how* in L1, and the student proposes the L2 sentence, which the teacher affirms and scribes.

Exchange 8: A Student Proposes L2 Sentence

Such cases, when two different sentences have been proposed, provide additional opportunities for discussing language. The teacher may scribe both wordings on the board, close by the jointly constructed text. The two proposed wordings may then be compared to consider which is most appropriate for the text, with the teacher explaining their language features. When both wordings seem equally appropriate, the class may vote for one

or the other. In this case, the alternative sentence structures would provide an opportunity for discussing their functions at the level of discourse semantics. Here, starting with *the Indonesian name*, follows the pattern of types of names in this phase of the text. This could be pointed out on the board, with or without the technical metalanguage of Theme[4].

Exchange 9 also illustrates the effective teacher practice of providing the Theme of a sentence for learners to complete it. In cycle 1, the scribe asks in L1 for the sentence, and the teacher focuses with the Theme in L2, while pointing at the relevant wording in the notes, which the scribe records. This is sufficient support for the reciter (S2) to rephrase the notes as the remainder of the sentence (its Rheme). However, this proposal has a grammatical problem. In cycle 2, the teacher asks for the English article *the*, while pointing at the board. This is sufficient for the reciter to rephrase

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4   Theme, conventionally written with a capital letter, is "the element that serves as the point of departure of the message" (see Halliday & Matthiessen, 2014, p. 89).

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the previous move as a correct nominal group in L2, which the scribe records. The sentence is then completed by negotiating punctuation.

Exchange 9: A Volunteer Helps the Reciter by Restating the Wordings to the Scribe

Another feature of Exchange 9 is that a third student (S3) *restates* the reciter's proposals. In a big

Exchange 9: A Volunteer Helps the Reciter by Restating the Wordings to the Scribe

				Phase	Sourcing
1	S1	Apa tadi? *What was the sentence?*	K2		
	T	Ninox ios is … [pointing at the Note Making board]	K1	focus L2 Theme	rephrase notes
	S2	the scientific name of Cinnabar Hawk-owl.	K2	propose L2 Rheme	rephrase notes
	S3	the scientific name of Cinnabar Hawk-owl.			restate move
	S1	[starts scribing sentence]			record move
2	T	Pakai "the" ya. *Put* "the" *please.* [pointing at the board]		focus L2 grammar	
	S2	The Cinnabar Hawk-owl.		propose L2 wording	rephrase move
	S3	The Cinnabar Hawk-owl.			restate move
	S1	[scribes *the Cinnabar Hawk-owl*]			record move
3	T	Akhir kalimat pakai? *At the end of a sentence we use?*		focus punctuation	
	Ss	Dot!		propose punctuation	learner knowledge
	S1	[scribing full stop]			record move
	T	Ok, fantastic!		affirm	

class of more than 30 students, the appointed reciter is sometimes sitting in the back, and may not be heard clearly by the scribe. Here a volunteer seated close to the front may convey the message from the reciter to the scribe (Figure 6). Such additional help during the intermodal exchange is indicative of the supportive learning environment built up through R2L's cooperative activities.

Figure 6 A Volunteer Mediating Reciter and Scribe

Discussion: Approaches to Joint Construction in Genre Pedagogy

Joint Construction in the R2L bilingual program is significantly different from earlier genre-based approaches to writing that are familiar to many (Emilia, 2011; Humphrey & Macnaught, 2011; Hunt, 1991; Purser et al., 2020). The design of the GBA teaching/learning cycle (TLC), centered on Joint Construction, was a breakthrough in writing instruction in the 1980s, as it combined the scaffolding principle of "guidance through interaction in the context of shared experience" with explicit knowledge about the structuring of target genres (Rose & Martin, 2012). It was a major advance in traditional formulaic composition approaches, and in the opposing progressivist method of writing from personal experience.

The R2L bilingual approach refines and extends GBA in three dimensions. The first is the staging of the curriculum genre. The basic model of the GBA TLC includes Deconstruction of a genre model, Joint Construction, and Independent Construction, with "building the field" distributed

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non-specifically through these stages (Rothery & Stenglin, 1994; Rose & Martin, 2012). This staging has since been analyzed in more detail by Christie (2005), Humphrey & Macnaught (2011), Purser et al. (2020), among others, to include stages such as Genre Review, Bridging, Task Negotiation, and Review. In the genre/register model applied here, most of these activities are phases within the central Text Negotiation stage of the joint construction curriculum genre. Stages are obligatory units of genre structuring; phases are more variable units of register that realize genre stages (Martin & Rose, 2007, 2008).

In the R2L bilingual program, field building occurs specifically as learning through reading, in the activities of Preparing for Reading and Detailed Reading. Deconstruction of the genre is a phase in the Note Making activity, in which genre and register structuring is built up with headings on the notes. This approach serves to embed the abstract categories of text structuring, with the details of the field that learners are already familiar with, so that all learners acquire the principle. Note Making is a considerably more supportive preparation for the task of constructing the new text. This writing stage is named Text Negotiation in GBA, following Christie (2005), but in the R2L bilingual program this negotiation is highly designed.

These pedagogic relations are another dimension of difference. In the R2L bilingual approach, meanings and wordings are negotiated through carefully designed learning cycles, which are prepared and focused to ensure that all learners are continually successful and affirmed. In the Note Making stage, this is accomplished by focusing on the wordings in reading texts that learners are already familiar with and locating them precisely. In the Joint Construction stage, it is achieved by focusing on the notes that are already familiar, and building sentences in manageable steps, using techniques such as providing the Theme to complete the sentence or providing a simple nominal group and expanding it (Exchange 7).

Furthermore, this negotiation is tripartite, as it is not just between the teacher and class, but between the teacher, and a nominated reciter and a scribe, along with the rest of the class. This is a major departure from common teaching practice, in which a few students in each class consistently respond in teacher/class interactions (Nuthall, 2005, Rose & Martin, 2012), and most writing on the board is done by the teacher. In contrast, the R2L bilingual program ensures that every student is actively involved in the class conversation, by directing focus questions to each student by name, and continually affirming them. It also ensures that control is handed over to all learners by nominating them for reciting and scribing roles, which they manage cooperatively.

The third dimension of difference is the design of multilingual re-instantiation through intermodality. Through each activity of Preparing for Reading, Detailed Reading and Joint Construction, learning language and learning about language are embedded in the curriculum goals of learning through language (Halliday, 1993). Moreover, this learning is deliberately bilingual and multimodal. In the first two iterations of the R2L bilingual lesson sequence, learning genre and register begin in L1 with Preparing for Reading then deepen in Detailed Reading. Learning the discourse and grammar patterns of L2 begin with Note Making, and moving deeper in Joint Construction, through re-instantiation of L1 into L2 lexis and grammar. The critical consideration here is the sourcing of meanings and wordings. In contrast to common GBA practice, sourcing in R2L bilingual activities is carefully targeted in reading texts and written notes that are visible to all along with teacher knowledge and learner knowledge that is shared by all.

The benefits of this re-design of Joint Construction in the R2L bilingual program are its outstanding outcomes, both for learners' curriculum knowledge and L2 language skills. The study outlined above compared participants' independent writing skills before and after the intervention (Kartika-Ningsih, 2016; in press), along with their spoken

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language development (Kartika-Ningsih, 2019). Figures 7 and 8 illustrate the writing growth achieved by even the weakest students over the six-week intervention.
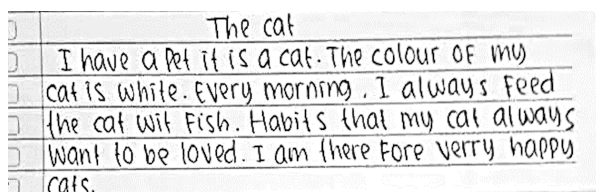

Figure 7 Pre-Intervention Writing Text (The Cat)

Figure 8 Post-Intervention Writing Text (Monarcha boanensis)

Both these texts were written independently by the same student. For the pre-intervention task, students were asked to write a description about their favorite animals, including features such as color and habits. For the post-intervention task, they were required to independently research a bird species and write a descriptive report about it.

Text 1 illustrates writing results typically found across classrooms in Grade 8 (14–15 years old),

in Indonesian junior high schools after several years of EFL teaching (Emilia, 2011). Texts are often very short like this, made up of a few short sentences that include only lexis and grammar that the student is confident to use, without being over-corrected.

In Text 2 the same student is now able to confidently use appropriate patterns of field, discourse, grammar and lexis that would be highly valued in schools with English as a first language. The student has acquired this knowledge, not only through guided practice in Joint Construction, but through iterations of Preparing for Reading, Detailed Reading and Note Making, negotiated and re-instantiated between L1 Indonesian and L2 English.

Conclusion

We began this paper with the model of meaning-making we used to design the R2L bilingual program: of genres realized as registers realized as language; of texts instantiating meanings at each of these levels; and of cultures as reservoirs of meanings that are individuated in the repertoires of each person. By taking these three dimensions into account, the R2L bilingual program addresses a number of problems with current EFL practice. Firstly, our understanding of *realization* allows us to embed language in curriculum content learning in one and the same activity, instead of teaching language as a separate curriculum topic. Second, our view of *instantiation* enables us to re-instantiate meanings from L1 texts to L2 texts, mediated by spoken L1 and L2, to rapidly accelerate language learning, instead of gradually building L2 vocabulary and grammar like bricks-&-mortar. Thirdly, our interest in *individuation* drives us to design pedagogic activities that ensure that every learner is continually successful and affirmed in each learning task, reaching towards success for all with curriculum goals.

The vehicle for these ambitions is the design of curriculum genres in the R2L bilingual program. We interpret their *curriculum registers* in terms

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of the knowledge genres that students will learn to read and write in L1 and L2. To this end, we have designed their *pedagogic registers* as a sequence of activities that lead from reading in L1 to writing in L2. These activities are designed as intermodal and multilingual, continually re-instantiating meanings from L1 reading texts, through oral learning cycles, to L1 and then L2 notes, and again through carefully designed learning cycles, to L2 grammar and discourse patterns in writing. These intermodal, multilingual activities are negotiated through pedagogic relations, that are not simply between teacher and class, but through tripartite exchanges between teacher, reciters and scribes, that ensure that every student is active and supported to succeed.

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SFL in Solomon Islands: A Framework for Improving Literacy Practices in Primary School

LSF en las Islas Salomón: un marco para mejorar las prácticas de literacidad en la educación básica primaria

LFS aux Îles Salomon : un cadre pour améliorer les pratiques de littéracité à l'enseignement primaire

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Abstract

Assessing and reforming classroom literacy has become a preoccupation of nations worldwide, not the least in the Pacific where countries are often working toward literacy in English within multilingual contexts. In Solomon Islands, in 2013, the poor results in regional and local literacy testing precipitated a review of how the English language was taught in primary schools across this multilingual nation. In the subsequent reform of classroom literacy materials and associated training for teachers, a principled approach was taken using a Systemic Functional Linguistics framework. Such an approach uses a model of language instruction based on language strata together with explicit teaching within a learning cycle to support reading and writing. This article describes how such principles from SFL were embedded into new teaching materials for the early years of primary school and the accompanying training for teachers and principals that took place from 2014–2016. The work offers a potential model of reform for other settings where the development of literacy in a non-community language is critical to students' success in schooling.

Keywords: literacy practices; literacy reform; primary school; teaching and learning cycle; SFL; teaching materials.

Resumen

Evaluar y reformar la literacidad en el aula se han convertido en una preocupación de países enteros, especialmente los del Pacífico, donde es común que los países promuevan la literacidad en inglés en contextos multilingües. En las Islas Salomón, en 2013, los malos resultados en las pruebas locales y regionales de literacidad precipitaron una revisión de la forma en que se estaba enseñando el inglés en la educación básica primaria en ese país multilingüe. En una posterior reforma de los materiales de literacidad empleados en el aula y la subsecuente capacitación de maestros, se adoptó un método basado en principios del campo de la lingüística sistémico-funcional. Dicho método usa un modelo de instrucción lingüística fundamentado en estratos del lenguaje y en la instrucción explícita dentro de un ciclo de aprendizaje para apoyar la lectura y la escritura. Este artículo describe la manera

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como se aplicaron esos principios de la lsf en los nuevos materiales didácticos para los primeros años de la educación básica primaria y la formación concomitante para maestros y directores de escuelas que ocurrió entre 2014 y 2016. El artículo ofrece, además, un modelo de reforma aplicable a otros contextos en los que el desarrollo de la literacidad en un idioma diferente al de la comunidad sea esencial para el éxito escolar de los estudiantes.

Palabras claves: Prácticas de literacidad; reformas lingüísticas; educación básica primaria; ciclo de enseñanza-aprendizaje; lsf; materiales de enseñanza.

Résumé

L'évaluation et la réforme de l'alphabétisation en classe sont devenues une préoccupation de pays entiers, en particulier ceux du Pacifique, où il est courant pour les pays de promouvoir l'alphabétisation en anglais dans des contextes multilingues. Aux Îles Salomon, en 2013, de mauvais résultats aux tests d'alphabétisation locaux et régionaux ont précipité une révision de la manière dont l'anglais était donné dans l'enseignement primaire de base dans ce pays multilingue. Dans une réforme ultérieure des matériels d'alphabétisation utilisés dans la classe et la formation ultérieure des enseignants, une méthode basée sur des principes du domaine de la linguistique fonctionnelle systémique (lfs) a été adoptée. Cette méthode utilise un modèle d'enseignement des langues basé sur des strates linguistiques et des instructions explicites dans un cycle d'apprentissage pour soutenir la lecture et l'écriture. Cet article décrit comment ces principes lfs ont été appliqués dans le nouveau matériel pédagogique pour les premières années de l'enseignement primaire de base et la formation concomitante des enseignants et des directeurs d'école qui a eu lieu entre 2014 et 2016. L'article propose également, un modèle de réforme applicable à d'autres contextes dans lesquels le développement de l'alphabétisation dans une langue autre que celle de la communauté est essentiel à la réussite scolaire des élèves.

Mots clés : pratiques d'alphabétisation ; réformes linguistiques ; éducation de base primaire ; cycle d'enseignement-apprentissage ; lfs ; matériel pédagogique.

Introduction

Like other countries across the world, Solomon Islands Ministry of Education and Human Resource Development (MEHRD, hereinafter) is concerned with ensuring students are equipped with the literacy and numeracy they need to both access curriculum content and use such skills in their lives. However, national literacy testing has shown knowledge and skills in literacy to be weak for primary school children in Solomon Islands (ACER, 2013). Most troubling of all has been the poor results in writing as testing in 2013 showed only 32 % of Grade 4 students at or above the expected standard. Quality control process recommended that "strategies be developed by all contributors to student and teacher learning in order to improve student outcomes in the written form of English" (ACER, 2013, p. 14). The question, then, is: What strategies best suit this context?

In situations such as the one faced by Solomon Islands, donor projects typically involve well-funded pilot projects that are then taken to scale nationwide, a process found to have limited success (Fullan, 2011, 2016; Piper et al., 2018). Often, it is the inability to replicate the small-scale, intense support of pilots that leaves stakeholders misunderstanding or rejecting well-intended change. Fullan (2011, 2016) suggests four "right drivers" of change for whole system change: Capacity building, collaboration, pedagogy, and systemic policies. These drivers were considered in designing an integrated program of reform, with particular attention to the choice of pedagogy, identifying appropriate language and learning principles suitable for language and literacy learning in this multilingual context.

Systemic functional linguistics (SFL) was taken as the model for reforming language and learning, initially in Grades 1–3. Such an approach draws on the model of language identified by Halliday (1978) and others, with a strong emphasis on explicit teaching proposed by classroom theorists from the SFL tradition (e.g. Christie, 2002; Martin & Rose, 2005; Rose, 2016), within a learning cycle to support reading and writing (Rothery, 1994).

Working from the English as an Additional Language perspective, Coffin (2010) suggests that SFL "can provide both a lens and a set of tools for deepening one's understanding of the role of language in meaning making and in learning" (p. 5), the basis for building teachers' capacity to understand and teach English—with other languages—in the classroom.

This paper provides an overview of the language and literacy learning background in Solomon Islands, including what has been in place for primary school learning from 1995–2014. The subsequent language and literacy reform is detailed, showing how SFL principles were adopted and adapted to the conditions of the local classroom context and the need to support teachers. While little evaluation of the program has been undertaken, some small signs of progress are seen in regional testing. What has been evident through meeting and talking with teachers is the change in practices around working with texts and language. The results from classroom monitoring are provided to illustrate some evident changes.

Solomon Islands education and literacy results

Solomon Islands is a Pacific country of 695 000 people[1] living across an archipelago of over 700 islands. As a less developed nation, the majority of the population is subsistence-based (Solomon Islands National Statistics Office [SINSO], 2017) and donor-dependent in many sectors. Ethnic tensions and violence between 1999 and 2003, and again in 2006, have resulted in a variety of regional assistance programs to strengthen leadership and governance for social and economic stability and growth with a focus on how education might support this process.

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1   Current population projections https://www.statistics. gov.sb/statistics/social-statistics/population

Administratively, the country is divided into nine provinces, but the country is socially and linguistically diverse with 73 first languages (Simons & Fennig, 2017) or "vernaculars." A British colony until 1978, the country retains English as the official language while most people communicate across language groups using the *lingua franca*, Pijin. Official policy allows the use of vernacular languages in schools (MEHRD, 2010), yet documentation stresses the predominance of English as the nominated language of education (Solomon Islands Government, 2016). As found in other multilingual settings (e.g. Cincotta-Segi, 2010; Probyn, 2006; Quinn, 2013), teachers in Solomon Islands classrooms alternate with a variety of languages to convey meaning in curriculum subjects.

Nearly 114,000 children attend 503 primary schools (Grades 1–6) across the archipelago with a net enrolment of 86%, with only small differences between boys' and girls' participation (MEHRD, 2016a). The survival rate to the end of Grade 6 is 65%. Moreover, at each level of primary school, nearly 70% of children are overage and repetition rates are high. With only 235 junior high schools, the Grade 6 exam is highly competitive; only 59% of students progress to Grade 7, and only 21% advance to Grade 12.

Solomon Islands is not alone in the region in its struggle concerning literacy achievement. The regional Pacific Islands Literacy and Numeracy Assessment (PILNA) shows that many Pacific neighbors have similar or lower results (Pacific Community, 2019). More locally, the local Solomon Islands Standardised Test of Achievement (SISTA) assesses literacy every two years using a national sampling process validated by the Australian Council of Educational Research ([ACER], 2016). The test is only administered in English, the language of formal school testing and texts. The results provide the government with a snapshot of student progress and the basis for literacy planning:

> An imperative of the SISTA program is that it provides the Minister and his policy makers with valid summaries regarding the health of the system and reliable measures of how well students are achieving the intended curriculum of the Ministry (ACER, 2016, p. 7)

The results of SISTA in 2013 prompted a focus on school literacy, particularly in writing. Whereas nearly two-thirds of the students tested reached the identified standard for Grades 4 and 6 in reading, only a third of the Grade 4 sample and a little over a half of the Grade 6 sample were able to reach the standard in writing. Table 1 presents the results across the literacy domains.

Inequities existed within these results: Schools in the national capital saw 79% of Grade 6 students at or above standard in writing while 0% of students in the remote province of Renbel achieved the standard (ACER, 2013, p. 47). Such results underscored the need for any reform to address the situation of students in provinces as well as urban centers.

Despite better results for reading and language, closer analysis of the pattern of answers showed that questions that required inferential comprehension or construction of language were weaker (ACER, 2013). For example, items that asked

Table 1 Literacy Results from SISTA 2013, Grades 4 and 6 (adapted from ACER 2013, p. 11)

	Grade 4			Grade 6		
	Below expected level: Critical %	Below expected level: Emerging %	At or above expected standard %	Below expected level: Critical %	Below expected level: Emerging %	At or above expected standard %
Literacy	7.6	26	66.4	9.3	28.4	62.3
Reading	14.8	21.4	63.8	10.8	23.8	65.4
Language	9.4	25.9	64.6	9.4	28.4	62.2
Writing	39.6	28.1	32.3	26.2	14.7	59.1

"Why?" (e.g., "Why did Laka pick up the mirror with 'shaking hands'?") were answered correctly only 9%–13% of the time in Grade 6, with similar findings in Grade 4. In the language component, students could identify language items, such as correctly spelled words or the correct choice among pronouns, but struggled to complete sentences with appropriate connectives or vocabulary. The report noted "[items needing] to read and comprehend the information in texts and then to formulate an answer and write a constructed response are generally poorly completed" (acer, 2013, p. 78). These results suggested that the focus for literacy intervention should include understanding the structures and constructions of English across continuous text to provide greater support for writing and deeper comprehension beyond merely the surface features of language.

Teaching models for literacy in learning materials, 1995–2014

To implement any reform in this situation, it was necessary to explore what understandings of language and pedagogy were in place for Solomon Islands teachers and students. Policy documents, curriculum teaching guides, and the texts that students learned from were analyzed, noting mixed messages about learning, some of which encouraged the sort of transmissive learning (e.g. copying, choral reading) that pervades Solomon Islands classrooms, which did not serve the skills tested in sista or pilna.

Officially, mehrd had re-oriented curriculum design in 2009, attempting to shift the emphasis from transmission models of classroom teaching to deeper processes. This shift was captured in the aims of the reform in curriculum:

> To shift from a curriculum approach that mainly provides students with a large body of information to one that brings about a deeper understanding of relevant knowledge, and leads to the development of higher order and creative thinking processes and skills, so that these can be applied in everyday life (mehrd, 2009, p. 9)

In response to this aim, the 2011 draft of the English syllabus (merhd, 2011) used this application for life beyond school, noting "In English, language learning is a lifelong process and learners should develop essential communication skills and processes required to participate within the school and the wider community" (merhd, 2011, p. 1).

However, despite the multilingual context of everyday life in Solomon Islander communities, this syllabus draft also foregrounded immersion—"Pupils learn much of their English through immersion in an English-rich environment" (p. 4)—echo-ing the longstanding strategy found in teacher in-service publications: "children can learn to read [in English] in the same natural way as they learn to walk and talk" (mehrd, 1995a, p. 6). In reality, English is seldom used beyond the classroom and learning to walk and talk (naturally) for these students is typically in a first language, not English. In fact, there is no mention of any other language for learning in these documents.

To support English learning in primary school, a national reading program, *Nguzu Nguzu,* was created in the 1990s by local authors. In Grades 1–3, 120 books consist mostly of stories with some information texts. The settings are strongly drawn from Solomon Islander situations and stories from across the provinces and settings. There is an emphasis on village life and traditional beliefs and morals with some reflecting the urban or town experience, a stated aim of the writers: "These are locally produced story books which reflect the natural environment, culture and experience of the children" (mehrd, 1995b, p. 44). The texts are richly illustrated to allow verbal-visual links to meaning and to provide a rich resource of relevant and engaging texts for students to learn English.

The accompanying teaching guides were designed with a week of activities for each text. The guides provided a number of language tasks around the text, but, typically, they did not build explicit or systematic language knowledge over the week beyond

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surface features and being able to successfully say the words in the text. In addition, the activities —as well as the format of the books themselves— encouraged the development of particular classroom practices, such as copying and chanting the text. An analysis of one Grade 1 book illustrates this situation.

An early Grade 1 book, *Kima the giant* (Sau & Maui, 1995) presents "a mighty giant" who daydreams of progressively eating more animals ("an enormous whale", "two plump pigs" up to five objects). It repeats structure "I could eat..." which allows for easy patterning despite the unusual English verb group (this was later edited to the more direct "I want to eat"). The book culminates in the giant wanting to eat "you!" (the reader). The pictures support meaning with the number of objects represented as well as the giant "imagining" his feast.

The first teaching activity attempts to build the understanding of giants —"Ask the children to tell you any custom stories they know about giants" (mehrd, 1995b, p. 72)— and encourages teachers to accept responses in any language. The teacher is directed to "discuss the cover" (depicting the giant) and to ask a series of questions about giants, but none of this previews the language that will be found in the text, such as animals or numbers, in English.

In reading the story, the teacher is asked to read the text once for enjoyment, then twice more, encouraging students to join in so that "by the end of the week, the children should be able to join in with the whole story" (p. 73). There is no discussion of the book events or linking text to pictures. Written activities focus on the spelling and writing of the words from the book, but not on returning to the book to see the words in use (i.e., the words are written on the board for students to copy then illustrate). Later in the week, a "shared writing" task is outlined, but it, too, lacks explicit support for construction. Rather, a modeled text is provided, one that changes "I could eat" to "I would

sleep" and suggests "in a deep river, in a tall tree," ignoring the text structure and missing the chance to capitalize on the pattern of number + adjective + noun. The teacher is directed to transfer the model to the board with the following advice:

> Name each letter as you write it.
> Show that the writing starts on the left and goes to the right.
> Show that each sentence begins with a capital letter and ends with a full stop. (p. 75)

Students then copy down and illustrate this new story without support for the choice of words, let alone structural elements of sentence or text.

Similar activities recur throughout the program, not encouraging teachers to work closely with the introduced language, but to focus on performative practices such as letter identification and punctuation instead. Repetitive choral reading, ubiquitous across the nation's schools, is encouraged for students to achieve word-perfect production of the text when, in fact, the original in-service materials that accompanied the program advised the opposite: "The children should be given opportunities to use the new language in a meaningful way. Chanting and repeating phrases is not good enough" (mehrd, 1995a, p. 46). However, classroom observation indicated that in 2014, to "join in" was generally understood as "chant and repeat."

From a practical standpoint, memorizing the story became a necessity since the books were printed only in A4 size and often with print as small as 20-point, which is not adequate for whole-class viewing. Many students simply could not see the books, nor did they have access to models of English. In visiting classrooms across the archipelago in 2014 and 2015, many students were seen chanting the text while looking anywhere other than the book.

The focus on writing how letters and punctuation were formed was also contrary to the original advice in teacher guides which foregrounded meaning: "At the early stage, teachers should give children many opportunities to write

for meaningful purposes, not just for the teacher or from the blackboard" (MEHRD, 1995a, p. 69). However, the actual activities favored blackboard work to model words, sentences, spelling, punctuation and handwriting; more reiteration than innovation. Classroom visits saw focus on blackboard activities that were then copied verbatim into student exercise books.

While this paper is looking at the work undertaken in Grades 1–3, it is worth noting that similar activities are seen in the materials for Grade 4–6 where *Nguzu Nguzu* took the form of a textbook, using a weekly stimulus text and language activities. Writing activities concentrate on generating ideas rather than building language to reflect particular ideas. As an example from Grade 5, the unit named "Modern Heroes" provides students with a recount of the life of the nation's first prime minister and a few comprehension and language activities unrelated to the text, before asking pupils to write "a report" with the following instructions:

> a) Think of someone you would like to write about.
> b) Make a list of reasons why you think the person you have chosen is a hero.
> c) Plan your report by organizing your ideas into sequence.
> d) Write your first draft. (MEHRD, 1995c, p. 5)

Previous exercises are not linked to this written task, and there is no framework for organizing information, particularly because the initial text was a recount and this appears to be an exposition ("make a list of reasons") that would not need to be "sequenced" as much as prioritized. Thus, there is little sense in using stimulus texts beyond establishing topic knowledge, and there is no clear support for the language that might represent the content.

These examples of English teaching advice in primary schools shed light on how the results in SISTA 2013 emerged. Students were not successful in creating texts on the test, and there is little support in the early or later years as to how to work with language to create texts. Relying on teachers

to fill the gaps in the materials with targeted linguistic support has not proven successful since testing indicates that the gaps have not been filled. This points to insufficient teacher preparation for the classroom in general; despite the employment of trained teachers, their own knowledge of English is generally low, particularly in the lower grades where the least experienced teachers tend to be placed.

Thus, to reach the broader understanding of language and literacy needed in a multilingual context, and the achievement standards captured in the testing instruments, a new approach to language learning was needed in Solomon Islands classrooms. Reflecting Fullan's (2016) "right drivers" of reform, several factors were taken into consideration, particularly in considering an appropriate model of pedagogy that would drive teacher capacity building, collaboration, and the implementation of systemic policies. The reform entailed re-working resources (i.e., teaching texts, teaching guides, the syllabus, and language policy). SFL was drawn upon to identify a model of language and pedagogy to underpin system-wide policy and practice for early years classroom teaching and learning.

What SFL offers literacy reform

SFL is a meaning-based model for considering the features and functions of language. The theory proposed by Halliday (1978, 1996) has been built upon by Martin (2009) and many others, initially in the "Sydney School" and now worldwide. Such a model considers language at various strata of language: genre (social purpose), discourse, grammar and graphology/phonology. Choices across these strata build coherent texts that reflect social purposes and situations. This model has been adapted widely for classroom use (e.g., Christie, 1997, 2002; Derewianka & Jones, 2016; Macken-Horarik, Love & Unsworth, 2011; Martin & Rose, 2005) with an accompanying teaching and learning cycle, taken from the work of Rothery (1994) and adapted for classrooms in a variety of contexts (e.g. Derewianka, & Jones, 2016; Feez, 1998).

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The pedagogy is based on building explicit knowledge of language (Martin, 2001; Rose, 2016; Schleppegrell, 2013). Using a shared metalanguage supports "conscious awareness, articulated, and used reflexively as a cognitive tool to construct knowledge about language" (Gebhard et al., 2014, p. 107). Such a pedagogy sees the teacher as central to the role of supporting students and helping them understand the context and language of texts. It also provides teachers with the means of understanding and talking about language. In building linguistic knowledge across the strata, teachers and students can deconstruct texts and, in doing so, better comprehend how texts work to then create texts for similar or various purposes.

Using SFL as the basis for literacy reform in Solomon Islands is an appropriate choice for a number of reasons. Importantly, as the *Millennium Development Goals* bring the focus to quality teaching and a greater emphasis on teachers making a difference to learning (Guerrero et al., 2012; World Bank, 2018), any reform needs to prepare teachers' capacity (knowledge) to implement learning and an emphasis on "having teachers with greater knowledge of the subjects they teach" (Glewwe et al., 2011, p. 41). In this regard, SFL positions teachers as central to the teaching and learning, as those who can model and guide language learning. The challenge is implementing training to provide teachers with the knowledge of how language works to be able to use this in classroom teaching.

Another reason for choosing SFL is the explicit focus on language at various layers, providing an integrated understanding of how language works. This has been found to be successful in a number of EAL contexts (see Coffin, 2010; Firkins et al., 2017; Lin, 2016) since it helps to reveal the target language and how it works, building on first-language knowledge. SFL has also been the basis for successful intervention in school and systemwide intervention in many language settings (e.g., Brisk, 2014; Forey, 2020; Gebhard, 2019; Gouveia, 2014; Humphrey, 2016), proving to be a viable basis for

use in Solomon Islands. The approach also supports the curriculum goals of MEHRD to emphasize thinking, as "SFL helps us to see (and in some cases 're-see') language as fundamentally a tool for thinking with, a meaning-making resource (as opposed to, for example, a set of rules)" (Coffin, 2010, p. 2).

Thus, SFL provided a point of difference to the ideas about language that had been operating in classrooms and instead gave a consistent model that could be used across policy, pedagogy, materials, and training. This approach was embedded into literacy reform in 2015.

Literacy Reform, 2015

With support from its donor partner, the New Zealand government, MEHRD established a Literacy Unit in order to reform classroom literacy and improve SISTA results, beginning with a focus on Grades 1–3 to establish foundational literacy in schools and provide a basis for wider, systemic reform beyond these early years. In developing an Early Grades Literacy (EYL) strategy, five areas were part of the initial strategy: A model of language, pedagogical principles, teacher training, material review, and the English syllabus (Grades 1–6). Some of these decisions were taken in response to early "field-testing" workshops with teachers across provinces to ascertain what aspects of language teaching teachers needed the most support with in order to understand and use it in the classroom. Assessment was later developed with other ministry staff, but the emphasis was on improving teaching rather than testing. SFL was drawn upon to create the resources now used in classrooms, and the link to Fullan's (2011) "drivers" is used to consider the elements of curriculum change.

Re-working language and learning: Pedagogical basis

To help teachers better understand language, a simplified view of the strata model offered by SFL is used. The levels identified are as follows:

- *Message* (purpose or meaning for the text)
- *Structure* (of the text, of sentences)
- *Vocabulary*
- *Letters and sounds*

While not offering the complexity like that of Halliday and others, it does provide teachers with a way of naming and focusing on particular aspects of a text beyond merely words and letters by including deeper meanings of texts (*message*) and language structures. The model was tested in early work with groups of teachers in the provinces, to gauge how this helped to analyze the books that they already used. A model for *Kima the Giant* is as follows:

- *Message:* Beware! Giants are dangerous
- *Structures*: Text increases in number; sentence *I could eat* + number + adjective + noun
- *Vocabulary:* Animals, adjectives, numbers
- *Letter and sounds*: Alliteration (in most cases)

The area that teachers found particularly difficult was recognizing structures at sentence level. To assist teachers in understanding the constituents of sentences and to teach students how to break sentences into meaning units, an adaptation of David Rose's Detailed Reading[2] was developed. Renamed "Close Reading"—to help teachers and students look "closely" at sentence—the strategy uses a similar method of targeted preparation and task focus to that of Rose's strategy (Rose, 2016). While Rose's third stage, Elaboration, would prove useful to expand meaning, it was felt that teachers may feel unsure as to how to extend understanding further, so the basis of the strategy would be to establish these meaning units. For example, in deconstructing "I want to eat two plump pigs" from *Kima the Giant*, the teacher would say the following:

- "The first word tells us who this is about: What is the word that says *who* is this about?" (I)

2   See https://www.readingtolearn.com.au/about/#1577 579368064-4d27edc4-6637

- "The next words tell us about what is happening: What are the words that say what is *happening*?" (want to eat).
- "The final words tell us what things he will eat: What are the words that tell us *what* he will eat?" (two plump pigs)

These units are then drawn upon for later text innovation activities (e.g., changing the who, changing what happens).

Having established a way of understanding language, a modification of Rothery's (1994) teaching and learning cycle establishes a way to work with texts:

- *Building the field:* Use the texts, use language that is known, adding English.
- *Focus on language:* Messages, structures, vocabulary, sounds and letters.
- Create new texts

These three phases echo the original model. *Building the field* is found in Rothery's model and *focus on language* is Rothery's *Deconstruction* phase. In *create new texts*, the activity is largely *joint construction*, particularly in Grade 1 and into Grade 2 where the teacher and the students use the reading text as a model for creating similar texts. The emphasis on these innovated texts gives students working in English for the first time strong scaffolding into the new language. Teachers are encouraged to let students choose their own elements to include, and while the risk is that teachers might merely create texts for copying, the guides ask teachers to take input from students for creating the text itself. In the latter part of Grade 2 and into Grade 3, *joint construction* is still included, with more opportunities for *independent construction*, still using the week's text as the resource to draw on language and content.

The recent work of Derewianka and Jones (2016) has denoted the phase of *supported reading* within the teaching and learning cycle; and this is a focus within the activities, though not named as such. Teachers prepare both the field and the language

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in order to read books using shared languages (other than English) to establish what the book is about. Book walks—looking at the pictures and establishing some language in English before looking at the verbal text—are used to move away from guessing the content from the cover. Multimodal semiotics, of course, stress the *interplay* of image and verbal language to make meaning (Kress, 2010; Unsworth, 2008), but pictures linked to talk in a shared language are used in this program to build initial meaning before working with the English written text, reminiscent of Halliday's work in the *Breakthrough to Literacy* reading program that advocated rich oral language prior to written language, particularly around students' experiences (Mackay et al., 1970). It also establishes the role of images in supporting meaning, an element not covered in the earlier teaching guides.

Re-worked activities from *Kima the Giant* illustrate the way language is explicitly taught through the teaching and learning cycle, moving towards a written task, as compared to the original teaching guide outlined earlier. These are shown in Table 2.

In order to capitalize on the rich opportunities provided by the locally produced resource relevant to Solomon Islander children, the literacy unit worked with the curriculum section and other literacy stakeholders to strengthen the existing *Nguzu Nguzu* materials. Some editing of the original texts sought to make meaning clearer and provide longer stretches of meaningful text. For example, the first book of the series, *The Feast* (Murray & Maui, 1995), shows villagers preparing for a feast, with the verbal text only providing noun groups: "Some rice," "Some vegetables," etc. This structure missed the chance to provide a clause as a continuous stretch of language as well as show a marked use of the capital letter for a general noun group. The text was edited to "We need some rice" and "We need some vegetables," which gave the opportunity to model other sentences with various actors and processes: "I need some...," You need some...," etc.

In some texts, pictures carried meaning not expressed in the verbal language, presenting difficulty in establishing meaning in situations where

Table 2 Summary of activities for *Kima the Giant*

Cycle Stage	Teaching Activities
Building the Field	Instructions to the teacher
	In a shared language, tell the students what the book is about (e.g., *This story is about a giant called Kima. In this story, Kima is hungry, so he thinks about all the things he could eat*)¸and discuss what giants might eat; show the words mighty and hungry and the thought bubbles on pages 2/3, and explain that the book will tell us what he is thinking about eating, then preview the pictures, establishing the animals in English.
	Read the book in English.
	Discuss the meanings in shared language and English.
	Message: *Giants are frightening, beware!*
	Discuss other stories about giants to compare to this one.
Focus on Language	Over the week, activities taught the following language modelled in the book:
	Sentence structure: *I want to eat...* + noun group
	Matching numerals to words, 1—5; comparing to numbers in Pijin *wanpela, tupela,* etc., that English does not use *pela*.
	Letter focus: k, m. Recognizing shape, sound in words in the book and extending to other words.
	Full stops to delineate sentences.
	Ordering adjectives and nouns (noun group formation).
Create New Texts	The shared writing task
	Innovating the texts with numbers 1—5 (e.g. *I want to eat one yummy crocodile*) and extending up to 10 (e.g. *I want to eat ten delicious pineapples*) to create a class book.

students could not see the pictures. For example, the Grade 2 book, *Seva and the Turtle* (Zikuli & Misite'e, 1995) presents Seva, who befriends a turtle. When the turtle goes missing, Seva searches the village until the last page explains, "Seva found his friend on the sand near the village." However, only by careful observation of the picture does the viewer see a spear pierced through the turtle's neck. The verbal language neither provides the story resolution nor any reaction to Seva's find, as would be expected in a narrative (Rothery & Strenglin, 1997).

To build better links between the image and verbal text, the final page was re-cast to say, "Seva found his friend on the beach. Sadly, his friend could no longer play with him. He had been killed by a spear. Seva no longer had a friend." This ending provides the language to resolve the story and the opportunity for discussion of how Seva would have felt (inferring meaning). Edits such as these were used carefully to avoid disrupting teachers' long-standing familiarity with the texts while providing language that could be referred to in comprehending the texts and used in composing from the texts.

To enable better access to written language, texts are now in two formats: large (A3) format with print up to 60 points enabling whole-class viewing and smaller (A5) for individual or pair use. Teachers can now work with the text during reading or language-focused activities. Print has also been enlarged in the A5 books, taking into consideration low lighting in classrooms (no electricity in most classrooms) and the opportunity for students to better isolate words and letters on the page.

Developing a cohesive view of language that could re-orient texts and how they would be used in the classroom was the main driver for the reform with other "right drivers" following this pedagogical lead.

Teacher Training: Capacity Building

Typically, teacher training is undertaken once new initiatives or materials have been developed. In this case, once a model of language was identified, training began by working with the existing reading materials but offering new practices. Initial 2-day workshops were designed to give teachers the security of using familiar materials while building knowledge of language and a widely-spread shared understanding of how language teaching might look. Existing practices were interrogated and weaknesses identified (particularly in terms of the effect such strategies had on student learning and achievement), and new practices were modelled and then attempted by teachers. Thus, when these practices appeared in the new teaching guides, they were already familiar to teachers.

Locating training within province-based clusters of co-located schools encouraged Grade 1–3 teachers to learn in teams (in staff teams and in year level teams). This training organization supported the cluster model that MEHRD had been moving toward (away from centralized training), to "create teacher support systems (peer-to-peer learning) and improve teacher effectiveness" (MEHRD, 2012, p. 10), providing the opportunity to discuss how local languages might figure into teaching. This initial training reached about 75 % of all teachers in Grades 1- 3 across the nation. Including the school principal in training activities not only provided knowledge of the program and support for early years literacy; it also made practices more broadly available across the primary school: Principals in Solomon Islands are typically the Grade 6 teacher, and they were given specific advice as to how they might use strategies into their own classes.

In partnership with the central literacy unit, provincial education authority literacy leaders were trained and resourced—with funds, materials, and support—to make follow up visits to schools in order to monitor how teachers were engaging in new practices. The focus in monitoring activities was to identify where teachers were struggling with new practices and to support change.

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The new teaching notes were moved to inside the back cover of the large-format books (as opposed to a separate teaching guide). These notes are semi-scripted, providing teachers with examples of what to say and examples of writing models, as seen in the earlier example from *Kima the Giant*. Scripted lesson plans have been critiqued in some places as stifling teachers' creativity (e.g., Commeyras, 2007; Dresser, 2012), yet in settings with low teacher training in English language education—such as Solomon Islands—they have been found to provide high support to guide teachers into new ways of teaching (Schneider & Krajcik, 2002). Practicing teachers seldom have the time or opportunity to engage in the extensive training needed to understand all the underpinning principles to design their own lessons: semi-scripting provides the basis for the lesson which teachers could expand or adapt to their situation if confident enough to do so or as they learn more about language.

In terms of language uses, the teaching notes provide explicit advice on translanguaging between shared languages and English, to leverage linguistic resources in making meaning in English (García et al., 2017). Importantly, such strategies are designed to give "permission" to the teachers to work between languages, removing the idea that teachers are "smuggling in" (Probyn, 2001, p. 257) the vernacular or Pijin. Coding indicates particular language patterns of use: V/P (vernacular/Pijin), E (English), V/P+E (use vernacular/Pijin predominately and introduce English elements) and E+V/P (use English with vernacular/Pijin as support for meaning).

Typically, discussions to build or establish the field are in V/P with the reading of the text in E; reviewing the story in the first instance would be by V/P+E; and focus on language elements would use E+V/P. In fact, the policy for using vernacular language (MEHRD, 2010) allows for multilingual practice, but the idea of "immersion" in English has been the informal policy of classrooms despite community practices that see movement between various languages, including English. Translanguaging has been found to fulfill communicative and learning goals in many bilingual classrooms (Choi et al., 2020; Creese & Blackledge, 2010; Cummins, 2005), and giving specific advice to teachers as to how and when to move between languages aims to reach learning goals for children in Solomon Islands classrooms.

Making it Official: Systemic Policy and Collaboration Across Programs

This reform was built on strong collaboration between the central and provincial education leaders as well as the various private education authorities—predominantly church organizations—to build a consistent way of working with language in all settings. Most educational leaders proved happy to see explicit support given to teachers, who, in turn, provided positive feedback to practices taught and the ways of working together. The literacy and language model was further extended into a New Zealand-funded literacy teacher support pilot in 2015 (see Johansson-Fua et al., 2020) and forms the basis of the current literacy activity as part of donor funding (e.g. Department of Foreign Affairs & Trade [DFAT], 2019; MEHRD, 2017).

A newer program, Leaders and Education Authority Project, launched nation-wide in 2017, also uses the current materials as the basis for leadership in literacy, helping to embed new ways of working within the larger system. The multilingual orientation and the reported success of other smaller multilingual projects (see Early, 2020) are changing the way multilingualism and English literacy are linked in Solomon Islands.

The new understandings of language and pedagogy have the potential to move beyond the foundational years into the latter years of primary school. Literacy leaders who had been part of the EYL program participated in workshops to understand the issues for middle years learners and re-design the program with a stronger text-based, explicit language focus for Grades 4–6. While not yet completed, these texts will provide a cohesive, system-wide language program across primary school and the opportunity to observe the effect on students' learning and achievement.

In terms of educational policy, the final element of the initial reform activity was to embed the principles of the reform into the English syllabus. Working with curriculum staff and other stakeholders, the new syllabus contains a multilingual and SFL-based orientation to language learning. This means that, within the particular culture and situations of Solomon Islands, the following is foregrounded:

> The model of language that this syllabus supports is one that integrates the skills of English into context-based learning. In this approach, language is situated in the context of use, or its function: how English can be spoken, read and written for various purposes and situations (MEHRD, 2016b, p. 4)

In learning English, the syllabus notes that Solomon Islander languages are vital, with the aim that "[students will] recognize the links and differences between various languages—in Solomon Islands and more widely—in order to understand the way English is structured and how English is used." (p. 4). The greater emphasis on text structure and meaning is seen, for example, where the sub-strand "Learning to write facts" is explained: "In this sub-strand, learners begin to understand the various types of texts that they can use to express factual meanings, understanding the link between purpose and text organisation" (p. 29) Throughout this syllabus, the focus is on identifying and using language. This focus on use and context links to both the earlier curriculum policy of application to the real lives of students (MERHD, 2011) and the policy of using vernacular languages (MERHD, 2010). In this way, the language reform is supportive of existing systemic educational policies and supports the wider goals of the education ministry.

Effects of the Reform

At the time of writing (mid-2020), no research had been published as to the effectiveness of the reform except that the reading program continues to be used, albeit without the development of the materials for Grades 4–6.

Table 3 Comparative results for PILNA literacy, 2012-2018 (MEHRD, 2019)

Grade 4 Students at or above expected proficiency level			Grade 6 Students at or above expected proficiency level		
2012	2015	2018	2012	2015	2018
50 %	50 %	54 %	67 %	66 %	70 %

The latest published literacy testing results, 2018 PILNA testing, shows that there has been a small increase in achievement in Grade 4 and Grade 6, after little change between 2012 and 2015 (see Table 3). Since the training for teachers commenced in 2015 and the new materials were distributed in 2016, any impact of these changes to language understanding and teaching would only have been evident in 2017, and largely at Grade 4, though it is not possible to derive a direct causal correlation.

The results for SISTA 2017 and 2019 have yet to be publicly released. In terms of judging the success of literacy reform, the results for writing would be useful in analyzing the way that students are able to compose texts.

In terms of data as to the effect of the new program, teacher practices were tracked in the early stages of the reform through classroom observation. During visits, literacy unit staff and provincial staff recorded the use of strategies taught—book walk, use of other languages, small group activities, reading to rather than choral, composing rather than copying—and worked with teachers to further implement new practices. From the early data, some practices were taken up by teachers, such as using the big book where available, following the activities from the guide, and the use of languages other than English, though often as translation rather than a way into English. However, choral reading was still strongly evident in classrooms. Having established the story through discussion, teachers appeared to like to hear everyone saying the words. As literacy staff

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members commented, the choral reading sounds like everyone is participating, even if it provides little in the way of interacting with the text.

There was also much copying in evidence. The staff, having been asked to do a "Three-book-test" where they chose three exercise books from the class, compared pages from a particular date to ascertain if work had been copied or composed. By an overwhelming margin, the writing was copied, sometimes including any mistakes in the teacher's own use of English. While copying provides a time-effective way to ensure all students have writing in their exercise books, it provides little in the way of quality or interaction with the process of meaning making through language.

Notwithstanding, in later visits to schools, the longer new materials had been used, the more examples of target practices began to emerge, often in settings where Australian or New Zealander volunteer teachers or other literacy leaders were able to work with local teachers to model and support new ways of working with texts. In one church authority school, teachers proudly showed the writing their young students had created, each one different, through using a recount stem: *I am going fishing; I am playing with my sister.* Non-conventional spelling indicated that students were drawing on language knowledge to engage in writing. Teachers were shown how they might then support students into more conventional spelling once the ideas were written down.

In another example, a rural provincial Grade 1 classroom contained multiple children's texts using the book about *Gordon the Gecko from Gizo* who lists the food he doesn't like till he finds something he likes. In response, writing was generated with various new characters—*Jennah the pig from school; Tom the dog from school*—and stories of food they liked and didn't. Some students retained Gordon, but they changed the items from the story. The same teacher has many samples of writing on display that were inspired by other *Nguzu Nguzu*

books, but now new texts written by individual students or class during shared writing lessons.

What was evident in many cases was that a teacher who was using the texts and teaching guides to generate writing—such as the one above—would have a neighboring class where the exercise books contained copied work throughout, indicating that the practices were not necessarily adopted as a schoolwide reform. While this points to a staff that is afforded some autonomy, it undermines the consistency of teaching and learning at a school level. With time and the support of literacy projects in the country since the implementation of the program, there may be more confidence in adopting the strategies offered by the program, giving consistency of practice across all schools. Ongoing capacity building and collaboration have been needed to make the pedagogical change part of the system.

Implications, for Solomon Islands and Other Similar Settings

The decisions outlined in this paper concern issues that many other countries or school systems face. Small nations are often vulnerable to the decisions made by international donors—governmental and organizational—importing programs and structures designed for other children in other countries (Brock & Crossley, 2013), creating what Burnett (2009) warns may be "just another Western metanarrative" However, in considering SFL for the basis of reform, its principles of functional and meaning-making provide the scope by which local meanings and context drive the way language is understood and used. Indeed, the adaptations of some of the underpinning frameworks associated with language and pedagogy—strata as well as teaching and learning models—have served to respond to the needs and context of teachers and students at a particular time. The adaptations have simplified but retained the core ideas of being able to identify language and explicitly support learning.

Strategic plans of donors are typically concerned with budgets and how programs will be administered, with the assumption that good management improves results. New Zealand and Australian program reports into Solomon Islands education (e.g. DFAT, 2019; Catherwood & Haggland, 2019) outline the need for widespread and sustained improvement, but they make no mention of how language or literacy will be conceptualized. Decisions about the nature of language and literacy support for children need to be made considering not only the gap in results but the use of a principled approach to what language is, how languages work together and what students need in order to be able to access and use language. SFL presents a viable and valuable theory for implementation in Solomon Islands education, a way of understanding and implementing "right drivers" (Fullan, 2016), and may be further adapted to other settings requiring a cohesive and coherent model of language and literacy learning.

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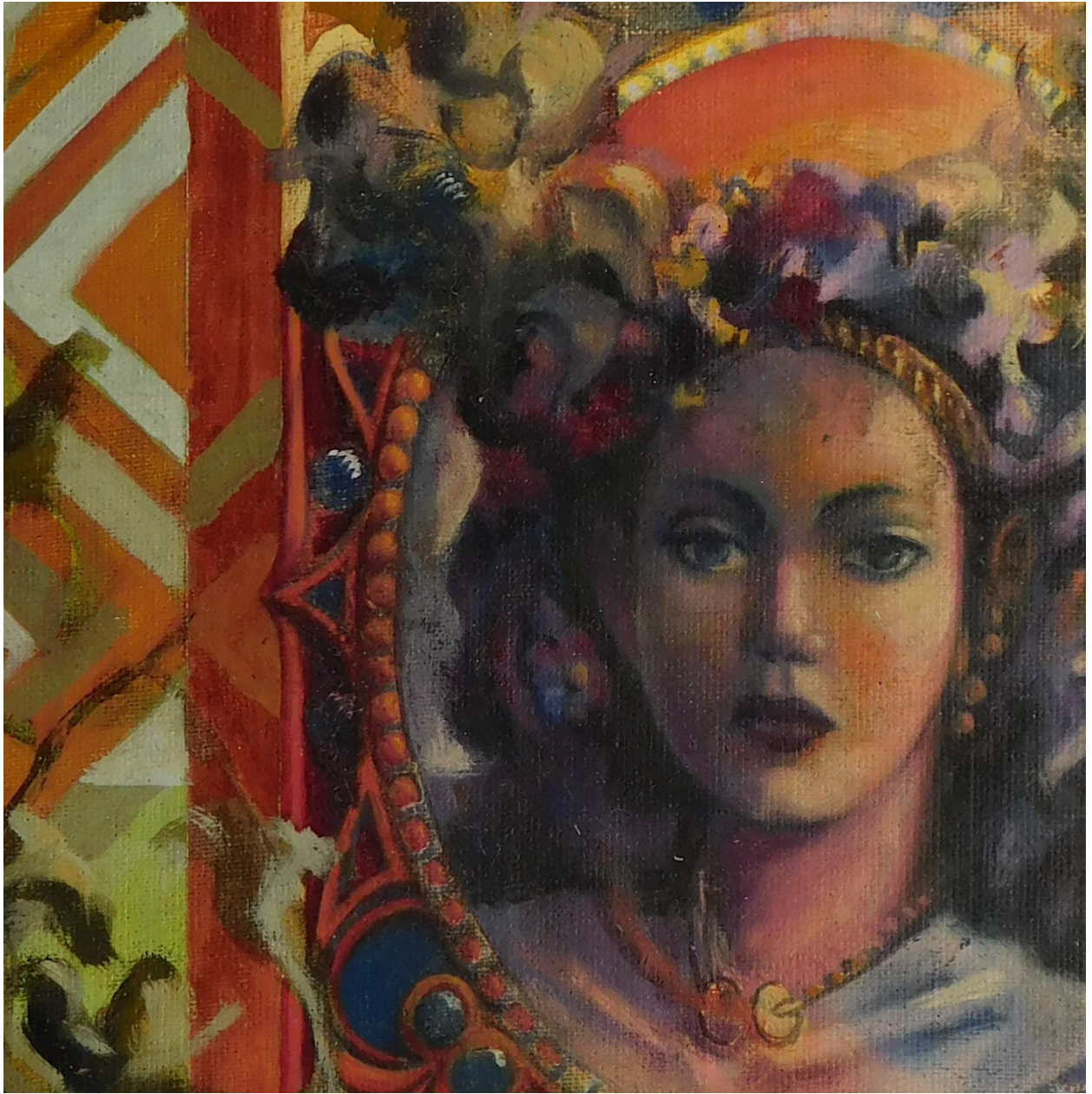
Pomp and Circumstances: From Research, in Practice, for Students

Pompa y circunstancias: desde la investigación, en la práctica, para los estudiantes

Pompe et circonstanciels : de la recherche, dans la pratique, pour les étudiants

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Abstract

Circumstances are powerful grammatical tools for representing precision and specificity in the clause, and they add contextual factors necessary for nuanced disciplinary discourse. This type of detail expressed through circumstances is significant in academic discourse, yet it is often neglected in favor of attention to participants and processes. Drawing on our experiences teaching embedded, discipline-specific EAP to multilingual students at Vantage College at the University of British Columbia, we demonstrate how circumstances, and more broadly circumstantiation, generate crucial insights for both comprehension of complex academic materials and generation of student texts. We also show how circumstances are useful grammatical concepts pedagogically for working across the metafunctions and ranks in multiple ways: transitivity analyses of circumstance types within disciplinary texts highlight the relationship between their deployment and genre and stage variations. Additionally, probe questions provide a pedagogical lens to see detail and context in critical reading and writing. Circumstances also support organization by building Theme patterns through the strategic use of marked topical Themes, and convey interpersonal evaluation in academically appropriate ways. Connecting circumstances to broader circumstantial meanings provides a powerful mechanism for paraphrasing with grammatical metaphor. Finally, through our analyses and materials, we illustrate how explicit instruction in circumstances adds to students' linguistic and analytical repertoires and facilitates powerful insight for how circumstantial information contributes to academic discourse and knowledge-building.

Keywords: SFL; praxis; circumstances; EAP; circumstantiation.

Résumé

Les circonstanciels sont les outils grammaticaux idéaux pour représenter la précision et la spécificité au sein de la proposition puisqu'ils introduisent des facteurs contextuels qui contribuent à la production d'un discours disciplinaire nuancé. Ce type de détail, permis par l'ajout de circonstanciels, est important dans le discours académique. Cependant, ce dernier est souvent négligé au profit de l'analyse des participants et des processus. Notre expérience en tant qu'enseignantes d'anglais à but académique (EAP) aux étudiants multilingues à Vantage College à l'université de la Colombie Britannique, intégré et spécifique à chaque discipline universitaire,

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nous a permis d'examiner la manière dont les circonstanciels, et, plus généralement, la circonstanciation, génèrent des informations cruciales lors de la compréhension de textes académiques complexes et la production d'écrits académiques par les étudiants. Force est de constater que les circonstanciels sont d'excellents outils grammaticaux au niveau pédagogique pour explorer les métafonctions et les rangs en plusieurs façons. Les analyses de transitivité des types de circonstanciels au sein des textes disciplinaires soulignent le lien étroit entre leur déploiement et les variations de genre et de scène. De plus, les questions exploratoires offrent une perspective pédagogique sur les détails et le contexte des écrits et lectures critiques. Les circonstanciels organisent le texte : ils participent à l'élaboration des structures thématiques et transmettent l'évaluation interpersonnelle de manière valorisée dans le contexte universitaire. Relier les circonstanciels à des significations circonstancielles plus larges fournit une méthode efficace pour paraphraser les métaphores grammaticales. Enfin, à travers les analyses et les contenus, nous montrons en quoi l'enseignement explicite des circonstanciels accroît le répertoire linguistique et analytique des étudiants tout en présentant à ces derniers les stratégies par lesquelles les informations circonstancielles contribuent au discours académique et au processus de développement des connaissances.

Mots-clés*: lsf ; praxis ; circonstancielles ; anglais à but académique ; eap ; circonstanciation.

Resumen

Las circunstancias son herramientas gramaticales poderosas para representar precisión y especificidad en la cláusula, pues agregan factores contextuales necesarios para matizar el discurso disciplinar matizado. Este tipo de detalle expresado a través de las circunstancias es de gran importancia en el discurso académico, pero a menudo se descuida por la atención prevalente para los participantes y los procesos. Basándonos en nuestras experiencias en la enseñanza de inglés que integra propósitos académicos a los estudiantes plurilingües en Vantage College a la universidad de la Columbia Británica propios de una disciplina, demostramos cómo las circunstancias y, en general, las circunstanciación generan indicios cruciales tanto para la comprensión de materiales académicos complejos como para la generación de textos de los estudiantes. Encontramos que las circunstancias son conceptos gramaticales útiles pedagógicamente para trabajar a través de las metafunciones y rangos de múltiples formas: los análisis de transitividad de los tipos de circunstancias dentro de los textos disciplinarios destacan la relación entre su despliegue, el género y las variaciones en las etapas de género. Además, las preguntas de prueba brindan una lente pedagógica para ver los detalles y el contexto en la lectura y escritura críticas. Las circunstancias también apoyan la organización del texto mediante la construcción de patrones temáticos a través del uso estratégico de Temas topicales marcados y expresan la evaluación interpersonal de manera académicamente apropiada. La conexión de circunstancias con significados circunstanciales más amplios proporciona un mecanismo poderoso para la paráfrasis con metáforas gramaticales. Finalmente, mediante nuestros análisis y materiales, demostramos cómo la instrucción explícita en circunstancias se suma a los repertorios lingüísticos y analíticos de los estudiantes y facilita una visión poderosa de cómo la información circunstancial contribuye al discurso académico y la construcción de conocimiento.

Palabras claves*: lsf; lingüística sistémico-funcional; praxis; circumstances; eap; inglés con fines académicos; circunstanciación.

Introduction: Pedagogically Speaking

Academic writing requires the explicit articulation of contextual details which can be expressed through a range of grammatical resources. One important resource from the ideational metafunction within systemic functional linguistics (sfl) is circumstances. Circumstances are adverbials, prepositional phrases and a few noun groups which provide circumstantial or contextual information about the main activities of the clause (further description and examples are given in the subsequent section). Despite their utility and ubiquity, little attention is given to circumstances in either research literature or pedagogical materials for developing novice scholars' writing.

Circumstances are, by their very nature, peripheral; their presence is not necessary for grammaticality, and a key test for whether something is a ranking circumstance at the group level is whether it can be moved around or removed from the clause without fundamentally changing experiential meaning. Perhaps due to their peripheral role, circumstances are also often sidelined in references, research and pedagogical resources, and in the classroom, even while they are used to complement and enhance analyses of processes and participants, and genres and staging. This superficial treatment forms a challenge for anyone who wishes to know more about circumstances, especially for novice analysts turning to literature, whether as students learning about language for their studies, or as teachers developing their language knowledge for instruction. Additionally, the manifestation of circumstances in different forms is further complicated by different taxonomies (both within different sfl schools and as adaptations to different pedagogical contexts) and blurred boundaries between circumstances, participants, hypotactic (dependent) clauses, and circumstantial relational clauses. As teachers, particularly as English for Academic Purpose instructors teaching first year lx students, we have found circumstances to be more useful than the attention given to them in literature would suggest.

In this article, we argue that circumstances deserve more attention as productive analytical and pedagogical tools for scaffolding writing and critical reading in academic English courses. As instructors working with systemic functional grammar (sfg), we foreground circumstances in order to help our students understand and generate authentic disciplinary texts, full of complex and nuanced realizations, from our students' first year science and arts courses. From these authentic materials, we demonstrate how attention to circumstances elucidates the connection between the purpose of texts and the language features present in such texts. Furthermore, building on the concept of Dreyfus and Bennett (2017), we show that expanding attention to include broader realizations of circumstantial information within noun groups (as pre- and post-modifiers) and dependent clauses helps clarify challenges novices may have in identifying ranked circumstances at the group level. Casting an expanded view helps students recognize information they need to access and convey, and gives them access to language choices for the strategic deployment of that information, particularly in paraphrasing through grammatical metaphor (Walsh Marr, 2019). We therefore bring circumstances in from the periphery and center them for pedagogy.

By definition: from the texts

In order to focus on circumstances, it is necessary to clearly articulate what they are. In sfl, circumstances are one of the constituent elements of the Transitivity system, which identifies and analyzes the ideational components of texts. Analyses using this system shed light on patterns of representation in language. sfg identifies the constituents of ideational meaning according to their role in the clause; central to the clause is the process (what is happening or is); there is no (full) clause without a process. While participants are typically associated with processes, circumstances can be omitted without negative impact on the grammatical accuracy of a clause, as in the following example from a political science article by Lightfoot (2015):

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The Canadian Prime Minister apologized to Indigenous peoples.

The Canadian Prime Minister	apologized	to Indigenous peoples.
Participant	Process	Participant

While grammatically accurate, the information it provides lacks key contextualizing information; it begs the question "What for?" This is provided by a final circumstance in the original text: "for the Indian Residential School system."

The centrality of processes and their participants is mirrored in their simplicity; processes are congruently manifest as verbal groups and participants are typically noun groups, with attributive relational processes sometimes taking adjectives as attribute participants. As Lightfoot (2015) states, "In Indigenous peacemaking, the concept of respect is **central**" (p. 24). Particularly in academic texts, participants may also be embedded clauses such as, "Canada's assistant deputy minister for Indian affairs offered **what may have been the first governmental apology to Indigenous peoples**" (p. 15). Circumstances, however, are realized by a range of grammatical categories that are peripheral to the process and participants. They most commonly manifest as prepositional phrases but also as adverbials and occasionally noun groups (Table 1). Halliday and Matthiessen (1999, p. 63) describe adverbs as Type 1 or "simple circumstances," and observe they most commonly represent quality, while prepositional phrases are labelled as Type 2 or "macro circumstances."

Prepositional phrases combine a preposition with a noun group (which can itself be variously expanded). While Halliday and Matthiessen do not include them, pedagogical texts (Derewianka, 2011) include a selection of noun groups that can be used as circumstances of time and place.

Circumstances are an important resource because they can provide a wealth of detail. They can articulate a range of nuanced meanings - Halliday and Matthiessen (2014, pp. 313–328) detail nine types with 21 sub-types.

Table 2, based on an elaborated table by J. R. Martin et al. (2010, pp. 101–102), presents examples of every sub-type taken from three first-year history, geography and political science texts (Andrea & Overfield, 2012; Knox & Marston, 2013; Young, 2013) that our students must read. These types can be identified with probe questions to determine and categorize the type of information they describe; pedagogically they are very useful in critically interrogating texts and elaborating meaning. Significant relevant information would be lost if they were omitted from discussion, analysis and representation.

In order to truly grasp the use of circumstances, one must be able to grasp an overlapping trifunctional perspective, which is challenging for any apprentice grammarian. Nevertheless, circumstance analysis is often used to augment the conclusions drawn about processes, participants, and genres by highlighting the type of information valued in the discipline. It is therefore helpful to make explicit

Table 1 Forms of Circumstances

Form	Example (relevant Circumstance underlined)
Prepositional phrases (typically preposition + noun group)	In 1997 and 1998, the kings of Norway and Sweden each offered formal apologies to the Sámi people for years of widespread discrimination and injustices committed against them…
Adverbials	In this statement, Harper acknowledged that "very young children were often forcibly removed from their homes… inadequately fed, clothed and housed."
Noun groups	The next year, the United States Senate passed a resolution apologizing for past policies of the U.S. government toward Native peoples.

Table 2 Circumstance Types (based on J. R. Martin et al., 2010, pp. 101–102)

Type & Typical Probe Question	Subcategory	Subcategory Probe Question	Example Realization
Extent: how long /far/ many times? at what intervals?	Duration Frequency	for how long? how many times?	Colonial trade activities shaped the landscape of BC over the next 200 years. <u>Throughout this time</u> the cultural composition of Canadian cities was changing through various waves of immigration.
	Distance	how far?	To investigate specific places, we must be able to frame our studies of them <u>within the compass of the entire globe.</u>
Location: at what point?	Time	when?	<u>First</u> and foremost, the historian must evaluate the *validity* of the source.
	Place	where?	Thus, for example, <u>in most systems of agricultural production in the world,</u> men take to market the goods women have produced, and more often than not men receive the status and often the entire income from this labor.
Manner: how?	Means	by what means?	<u>Through private ownership of the means of production, and through markets that allocate labor and the ability to buy goods,</u> capitalism systematically transfers the powers of some persons to others, thereby augmenting the power of the latter.
	Quality	how?	A social group is defined not<u> primarily </u>by a set of shared attributes, but by a sense of identity.
	Comparison	what like?	<u>Like a detective</u>, the historian examines evidence to reconstruct events.
	Degree	how much?	Obviously the above-named groups are not oppressed <u>to the same extent</u> or in the same ways
Cause: why?	Reason	why?	There is no way to construct a detailed narrative of their histories<u> due to the lack of written records.</u>
	Purpose	for what purpose?	The injustice of capitalist society consists in the fact that some people exercise their capacities under the control . . . and <u>for the benefit of other people.</u>
	Behalf	on whose behalf?	<u>For outsiders,</u> a sense of place can be evoked only if local landmarks, ways of life, and so on are distinctive enough to evoke a significant common meaning for people who have no direct experience of them.
Contingency: in what circumstances?	Condition	under what conditions?	Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security <u>in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.</u> —Universal Declaration of Human Rights 25(1). 1948
	Concession	despite what?	<u>Despite their differences from non professional workers,</u> most professional workers are still not members of the capitalist class.
	Default	lacking what?	The central function of Marx's theory of exploitation is to explain how class structure can exist <u>in the absence of legally and normatively sanctioned class distinctions.</u>
Accompaniment: together with?	Comitative	who/what with?	They came outfitted for war<u> with their cotton upper armour, shields, and bows,</u> their quivers full and packed with feathered arrows, some barbed, some blunted, some with obsidian points.
	Additive	and who/what else?	The five categories articulated in this chapter, however, are adequate to describe the oppression of any group, <u>as well as its similarities with and differences from the oppression of other groups</u>

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Table 2 Circumstance Types (based on J. R. Martin et al., 2010, pp. 101–102) (Cont.)

Type & Typical Probe Question	Subcategory	Subcategory Probe Question	Example Realization
Role:	Guise	what as?	I offer below an explication of five faces of oppression <u>as a useful set of categories and distinctions</u>...
	Product	what into?	All mineral wealth, e.g. ore, oil, coal, salt, etc., as well as all forests and waters of state importance, shall pass <u>into the exclusive use of the state</u>.
Matter: what about?			Human geography reveals how and why geographical relationships matter <u>in terms of cause and effect in relation to economic, social, cultural and political phenomena.</u>
Angle: whose angle?	Source	says who?	In this process of the transfer of powers, <u>according to Macpherson</u>, the capitalist class acquires and maintains an ability to extract benefits from workers.
	Viewpoint	from whose perspective?	An understanding of geography is important both <u>from an intellectual point of view (that is, understanding the world around us) and a practical point of view (for example, contributing to environmental quality, human rights, social justice, business efficiency, political analysis, and government policymaking).</u>

how circumstances are useful, particularly for disciplinary academic writing. Circumstantial elements also play a role in other metafunctions: in the textual metafunction, it is vital to identify fronted circumstances as marked topical Themes which help build information flow through Theme patterns and emphasis (Eggins, 2004); in the interpersonal metafunction, we propose that certain circumstances, operating as circumstantial adjuncts, can be used to enable students to critically read for perspective and source, and to understand how dialogic space is expanded or contracted (Liardét, 2018). Thus, the same elements can be circumstances, fronted topical Themes, and circumstantial adjuncts, just seen through the different lens of each metafunction. As such, they are useful for demonstrating disciplinary knowledge and genre expectations.

On the Periphery of the Clause and SFL

Having exemplified circumstances from our class texts, here we summarize the relative presence and absence of descriptions of circumstances in literature. While neglecting circumstances may seem relatively benign, we argue that the dearth of resources limits their incorporation into learning materials and, by extension, supporting students' meaning making.

Circumstances are described in grammar as existing in orbit of the nuclear center formed by processes and participants. Halliday and Matthiessen (2014) expressly describe the hierarchy of constituents in transitivity:

> The process is the most central element in the configuration. Participants are close to the centre; they are directly involved in the process, bring about its occurrence or being affected by it in some way. [...] *Circumstantial elements augment this centre in some way – temporally, spatially, causally, and so on; but their status in the configuration is more peripheral and, unlike participants, they are not directly involved in the process* [emphasis added]. (p. 221)

Elaboration of the augmentation Halliday and Matthiessen describe is largely elided from references, from research, and from pedagogical materials. For definitions of circumstances, the most comprehensive overview is given in the *Introduction to Functional Grammar* (IFG) (Halliday & Matthiessen, 2014), with J. R. Martin, Matthiessen and Painter (2010) usefully providing exercises and troubleshooting in reference to the third edition of IFG (Halliday & Matthiessen,

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2004). Eggins (2004) provides two examples for each type, while Butt et al. (2000) focus on form, leaving functional type and contributions to field to a relatively common-sense realm of understanding.

Books which aim to present a simple and accessible introduction to SFG may omit circumstances entirely (Banks, 2019; Thompson, 2014). Nonetheless, such texts draw on the analysis of circumstances to elucidate other transitivity examples, focusing on processes (verb groups) and participants (noun groups), or their presence in other metafunctions, such as marked topical Themes (textual metafunction) or circumstantial adjuncts (interpersonal metafunction).

Explorations of circumstance use that do exist create important insights for both analysts and teachers; Dreyfus and Jones (2008) propose more delicate categories for circumstances of Location, and Chen (2016) shows how circumstances of projection—specifically Angle—are realized differently in Chinese and English. Dreyfus and Bennett (2017) make a case for expanding the understanding of circumstantiation, and Dreyfus and Hao (2020) argue for a multistratal perspective of circumstantial meaning. More in-depth discussions of form, function, and use are included in Derewianka (2011) and in the companion workbook by Humphrey et al. (2012); significantly, these texts are intended for primary and high school teachers, making clear connections between developmental use of circumstances and their correlation with genres. Drawing on these materials, we were inspired to take a closer look at how we might use circumstances pedagogically in an Academic English context, and discovered a greater resource than anticipated for disciplinary language building.

Ranked Circumstances: By Metafunction

A fundamental attribute of circumstances is that they can provide a range of meanings with a degree of flexibility in both form and functions. This section presents a series of applications of circumstances

according to metafunction, from a variety of genres and disciplinary fields, which are used to inform our teaching materials.

Ideational Instantiations: On Purpose

From an ideational perspective, there are two key pedagogical messages about circumstance types. The first and most common is that certain fields or genres or stages use particular types of circumstances to achieve their purposes. This focuses on frequent usage and therefore often results in an exclusive emphasis on the most common circumstance types: Location (time and place) and Manner. Such circumstances can be relatively accessible to the novice learner, answering the distinct probe questions of when, where and how. Yet, even these few categories cover such a breadth of variation that further analytical distinctions have been proposed (Dreyfus & Jones, 2008). This focus is fruitful and likely plays a stronger role in classrooms than may be represented in textbooks. The second pedagogical message is often elided: some circumstance types are rare, both in terms of their usage within texts (once or twice per text) and in terms of the texts in which they get used (fewer genres, certain stages, or particularly niche topics). However, for the apprentice academic writer, insight into how and when to appropriately and strategically deploy these subtypes can be powerful.

Across disciplines: Connecting Features to Purpose

The breadth of circumstance types may seem exhaustive and even esoteric at first glance, with nuanced patterns in usage. These patterns tend to be in two directions: the distinct type (for example, circumstances of Location: place as compared to circumstances of Location: time) or of semantic meanings within type (for example the difference in circumstances of Location between geographic and metaphorical places, or specific and relative time). Identifying these patterns with students helps to elucidate the purpose and emphasis of a text.

An example of this distinction comes from a reading from political science in which official state

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apologies to First Nations peoples in Canada and Australia are evaluated against James' (2008) framework of authenticity (Lightfoot, 2015). In our language course, we analyze the linguistic features that are valued in disciplinary readings such as this to foster students' participation in academic discourse. In the two excerpts examined closely in this particular lesson, we highlight the frequency, type and position of ranked circumstances within the clause. In terms of type, the circumstances of Location: time build the chronological order of the recount used to introduce the apologies, while examples of Location: place, Manner: means, Accompaniment: comitative, and Cause: behalf situate the apologies in their national and historical contexts. These examples support the excerpt's function to inform the reader of what happened, without making overt judgements about their merit. The relevance of position will be discussed in the next section on textual instantiations.

On February 13, 2008, [Location: time] Australia's newly elected Labor Prime Minister Kevin Rudd opened his first session of Parliament with his government's first official act [Manner: means]. With crowds gathered outside and his image broadcast live on television throughout the country [Accompaniment: comitative], the prime minister rose and delivered an official apology on behalf of the government of Australia to the Stolen Generations—the Aboriginal children that had been removed from their homes and families under a century-long forced assimilation program [Cause: behalf]. Several months later, on June 11, 2008 [Location: time], the Conservative prime minister of Canada, Stephen Harper, stood before Parliament [Location: place] in the House of Commons [Location: place] and delivered a new "official statement of apology" that he said was offered to Aboriginal survivors of Canada's Residential School system "on behalf of the government of Canada and all Canadians [Cause: behalf]"

After describing when and why apologies were made, Lightfoot then engages in evaluating the authenticity of those apologies. She does this both by explicitly discussing James' (2008) criteria, and also implicitly with an expanded repertoire of circumstances. In the excerpt below we see more examples of Location: time and place, Cause: reason,

and especially Manner: quality as it shifts from describing when and where this particular apology occurred to evaluating the manner in which it was delivered.

Canada's 1998 "Statement of Reconciliation" was read by Jane Stewart, the Minister of Indian and Northern Affairs, during a lunchtime ceremony [Location: time] in a government meeting room in Ottawa [Location: place], in response to the final report issued by the Royal Commission on Aboriginal Peoples [Cause: reason]. This statement of reconciliation sought to close the book on the historical legacy of Residential Schools, and situated that policy within a wider framework of "racial and cultural superiority" that "led to a suppression of Aboriginal culture and values." The statement did articulate, albeit briefly [Manner: quality] and in guarded language [Manner: quality], the historic harms of Residential Schools. The statement explicitly [Manner: quality] mentioned the legacy of abuse at Residential Schools and situated such abuse within a larger pattern of colonialism [Location: place], specifically acknowledging a number of historical events, yet neglected to use the words "apology" or "sorry" anywhere in the text. (Lightfoot, 2015, p. 30)

In the excerpt above, we also see a metaphorical use of Location: place; instead of being a physical location, the phrase "within a larger pattern of colonialism" locates this piece of history within a political analysis of the context.

Similarly, in procedural writing, circumstances play an important role in achieving their purpose. Circumstances were found to form the majority of the word count and provide fundamental contextual detail and precision, in both lab reports for physics and chemistry, and research reports for discourse analysis. A focus on circumstances was useful, for example, in teaching how to write chemistry procedures; these include particular circumstance types, such as exact Locations, Extent, and Manner: means, as well as conditional circumstances to specify hazards, which were then excluded from the observation stage following the experiment. Drawing attention to these different categories of information and their different use in different genres associated with lab work gave students linguistic tools to tackle scientific processes.

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Exceptional Usage: In Extraordinary Circumstances

While an analysis of most common types of circumstances enables powerful description, we have found that most of our students' assigned readings include at least a few of the rarer types of circumstance, and certain genres of writing may use them as well. If we omit these from instruction, we risk omitting details which may support a text achieving its purpose.

As an example of rarer types, we have found circumstances of Role in three distinct fields: political science, linguistics and chemistry. Firstly, we return to Lightfoot's (2015) analysis of a Canadian apology for the treatment of Indigenous peoples. In it, we have a condensed version of a recount moving to evaluation; it begins with circumstances (both fronted and clause-final) of Location: time and Location: place, but then deploys Manner: quality and the uncommon Role: guise to make clear the manner and mechanism for colonization; she uses this rare circumstance to make explicit the connection between the stated purpose of the Indian Residential School system to "...continue until there is not a single Indian in Canada that has not been absorbed into the body politic" (Scott, 1920) and its abusive practices to do so:

> On June 11, 2008 [Location: time], a much more public and formal apology was issued to the former students of Canada's Indian Residential Schools by Prime Minister Stephen Harper in the House of Commons [Location: place]. In this apology [Location: place] Harper stated, "The treatment of children in Indian residential schools is a sad chapter in our history." In this statement [Location: place], Harper acknowledged that "very young children were often forcibly [Manner: quality] removed from their homes . . . inadequately [Manner: quality] fed, clothed and housed." He also noted that, as a tool of assimilation [Role: guise], the schools prohibited the speaking of Native languages and the practice of Native cultures.

Similarly, circumstances were significantly used in a linguistics procedural text on science communication, constituting over 50% of the word count of a single paragraph on data selection in a methods section. The circumstance of Role was important to achieving the purpose of the paragraph and was readily incorporated into students' own methods sections.

> As this is a leading, peer-reviewed journal in the discipline of Computer Science, its articles can be considered as representative, quality articles of this field [Role: guise]. (O'Leary, 2019)

Finally, in chemistry, discussion of the circumstances demonstrates how they help texts achieve their purpose. In the excerpt below, the circumstances give methodological details about the experimental processes, and the final Roles of both product and guise concisely present the results of the experiment.

> The combined organic extracts were dried over anhydrous magnesium sulfate [Location: place], filtered and evaporated to dryness [Role: product] to give eugenol as a light yellow oil (0.97 g, 5.9 mmol) [Role: guise]. (The Learning Centre, The University of Sydney, 2012)

These few instances of circumstances of Role demonstrate exactly the affordances of using a full taxonomy of circumstance types for pedagogical purposes, rather than a simplified or abbreviated one. Ignoring or glossing over such uncommon yet powerful examples would miss opportunities to fully engage with and appreciate their critical meanings and logic. In the arts in particular, this risks whitewashing history, as it can be all too easy to gloss over the roles, perspectives and contextual factors that situate uncomfortable histories. By working with a full taxonomy of circumstances and their probe questions, we enable critical reading to not only rely on implicit cultural knowledge but instead scaffold a grammatical basis for tackling texts. This provides the opportunity to draw attention to a meaning which elevates the writing of the discipline by providing necessary detail and analytical lenses.

Textual Instantiations: For Organization and Focus

One of the key criteria for identifying a ranking circumstance is whether it can be moved around the clause without changing the ideational meaning. In the following excerpts from history and sociology

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articles analyzed in our coursework, the underlined circumstances occur either within the verbal group or in clause-final position. Consider, however, how they might be moved between either of these positions or even to the front of the clause:

> So far, most of the running against Chief Justice Allan McEachern's findings in *Delgamuukw v. B.C.* has been made by native people and anthropologists. Both groups have, quite rightly, objected to the denigration of native cultures, to the fact that oral testimony was first admitted then dismissed, and to the assertion that anthropologists were largely unreliable witnesses. Lawyers have also commented on the case in print, and will do so in more detail when the argument is rejoined in the British Columbia Court of Appeal. Without wishing to diminish the force of any of these criticisms, I want to look at the judgment from the point of view of an historian [Angle: viewpoint]. McEachern's "Reasons for Judgment" is a "book" that also ought to be reviewed as a piece of historical writing in its historio-graphical context. (Fisher, 1992, p. 43)

> We examine the Idle No More movement within the framework of a relational understanding of social inclusion [Location: place: (metaphoric) location], drawing from both western social theory and Indigenous perspectives in order to take into account relations of power, inequality and discourse as advanced through a relational understanding of social inclusion and exclusion. (Wotherspoon & Hansen, 2013, pp. 22–23)

Thematically, the excerpts build the field of expert analysis and embodied experience through fronting Sayers, Verbiage, and Senser participants (native people, anthropologists, lawyers, the authors and their nominalized findings). It uses circumstances to merely "illuminate" the process from the periphery and introduce new perspectives and frameworks in the rheme to be further developed in the text.

In a Theme analysis, fronted circumstances are identified as marked topical Themes: marked because they are atypical, and topical because they often signal key information about the topic of the clause. In the context of academic writing, the major considerations are choosing what to emphasize in Theme position, and building or shifting focus through Theme patterns. Fronting

or thematizing circumstances does change textual meanings by providing greater emphasis through the new point of departure for the clause as "marked [circumstantial] Themes indicate that these clauses, together, are doing something significantly different from immediately preceding clauses" (Eggins, 2004, p. 320). As such, it is an extremely practicable tool for students and particularly language learners for building cohesion.

In the examples above, moving these circumstances to Theme position would shift the focus to these analytical lenses. This, in turn, might risk limiting engagement and discussion prematurely if the reader is put off by the prominence of such a lens. In the next excerpt, fronting the circumstance serves that very purpose of deliberately framing a (limited) perspective. It articulates a 'mainstream perspective' as a distinct position no longer to be assumed and left unsaid, and in contrast with the subsequent thematized participant and their lived experience:

> From mainstream perspectives, the era of colonialism may have ended between the late nineteenth and mid-twentieth centuries, when former British colonies such as Canada, New Zealand and Australia were granted independence. Indigenous peoples, though, remained under colonial rule. (Wotherspoon & Hansen, 2013, pp. 28–29)

At both a clause level and at larger staging levels, patterns of marked topical Themes are fundamental in helping texts achieve their purposes (Humphrey et al., 2012; Eggins, 2004). In the chronological recount from Lightfoot (2015) discussed earlier, the fronted circumstances of Location: time set up the chronological sequence, thus providing a linear flow through disparate events separated by geographic and political location. In that descriptive section, the fronted circumstances provide emphasis on the time. In comparison, the analytical section includes more circumstances near the process and at the end of the clause, shifting Thematic meaning to the participants and thus returning circumstances to their peripheral role in 'augmenting' the process.

While fronted circumstances of Location are particularly clear in historical and geographic texts, highlighting their position in the clause is also useful for other types, as well as highlighting when *not* to front them. Chen (2016) observes through corpus analysis that circumstances of Angle: source are usually Thematized in Chinese, while in English they are equally likely to be in final position in the clause as at the front. As Chinese-speaking students form a significant proportion of our students, this insight is useful and valuable in our teaching context by highlighting where interlingual interference could take place. Having access to both the experiential meaning of 'Angle: source' and the textual meaning of 'marked topical Theme' provides a metalanguage for encouraging students to make more informed decisions of when and how to use these particular circumstances.

Interpersonal Instantiations: In Relation to One Another

Circumstances can also play a role in the interpersonal metafunction: while at the lexicogrammatical stratum we could consider their role as circumstantial adjuncts in the Mood system, we wish to shift to the discourse semantics stratum, and in particular focus on the Appraisal system (J. R. Martin & White, 2005). Here, interpersonal relations can operate across constituent categories, drawing meaningful connections. At the same time, this can make them difficult to teach to novice writers, as any and all grammatical categories can be considered. We propose that focusing on relevant circumstantial types can provide an accessible starting point for students to enhance critical reading and writing by adding an interpersonal lens to the established experiential meanings. Certain circumstances have distinct interpersonal meanings and thus provide a point of focus for teaching; here we show briefly how circumstances are used in evaluation (Attitude and Graduation) and in expanding or contracting the dialogic space (Engagement).

Interrogating the circumstance Angle: viewpoint can demonstrate critical perspectives; see, for example,

the following excerpt and subsequent explanation to students from our teaching materials:

> In 1982, Canada ratified its new constitution. In Section 35(1) it provides constitutional protection for "any existing Aboriginal right." However, from an indigenous perspective, the constitutional protection, while valuable, does not go far enough since it only protects the rights secured up until that point in history (Lightfoot, 2010, p. 100).

> The explicit articulation of perspective highlights Indigenous peoples' opinion that the Canadian constitution's protection for "any existing Aboriginal right" is insufficient, in contrast to an assumption that the Canadian constitution does enough to secure title to traditional lands (Walsh Marr, 2020).

Such teaching materials highlight these circumstances to draw students' attention to how authors position themselves and their claims, how they attempt to establish their authority and alignment with the reader, and any assumptions about their reader. Specifically relevant to a discussion of the circumstance Angle: source, J.R. Martin and White (2005) state,

> it is possible for attributed material to be implicated in the alignment strategies at work in the text. These are mechanisms by which the reader is covertly positioned to regard the attributed material as either highly credible and warrantable, or alternatively, as dubious and unreliable. High credibility can be implied via the use of sources who have high status in the field... or as Hood 2004 has observed, via the assembling of a multiplicity of sources in support of the attributed material. (p. 116)

Contextualized examples such as the following demonstrate how circumstances can differentiate the source of authority within a text; we task students with deciding whether these indicate alignment and solidarity (pp. 114–115), or acknowledge but distance (p. 113) the author from the source:

> Nevertheless, it [UNDRIP] does now form part of the international human rights consensus, and according to a UN press release, represents a "major step forward towards the promotion and protection of human rights and fundamental freedoms for all . . . [through] . . . the General Assembly's important role in setting international standards." (Lightfoot, 2010, pp. 86–87)

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The Indian Act identifies those Indians with "status" as distinct from those without it. According to the Indian Act, only status Indians are eligible for benefits or exemption from taxation. Once status is lost, it cannot be regained. Status can only be retained by living on a reserve. The Act is widely criticized by First Nations and Inuit, but especially by Métis and urban Aboriginal peoples. (Lightfoot, 2010, p.100)

The analysis of underlying positioning achieved by certain circumstances extends to Accompaniment: comitative:

> Without legal authority or foundation, in the 1880's Canada instituted a "pass system" that was intended to confine First Nations people to their reserves. (TRC, 2015, p. 1)

It further extends to Location: place to situate a statement or analysis:

> New Zealand is willing to make legal and policy moves in indigenous rights within the framework of the Doctrine of Discovery interpretation of reconciliation, but it always remains solidly within this framework (Lightfoot, 2010, p. 96).

The examples above answer the circumstance probe questions (in order): From what perspective? According to whom? With what (authority)? Where (within what framework/ideology)? They are critical questions to ask, and can also serve as a checklist for students to ask of texts that don't explicitly articulate such contextual information, allowing them to uncover missing information, assumptions and/or biases. This useful access point provides structures for strategic integration into writing and gives access to interpersonal meanings in addition to the ideational ones.

As we have demonstrated, circumstances provide a wealth of information, both in their frequency and commonality, and in their rarity and exceptionality. Accessing this information provides important insight for students in engaging with critical reading, as well as important strategies for adding detail to writing. Circumstances also provide an important tool for building flow in a text through their use as marked topical Themes, both by connecting clauses to previous information in a text as well as by strategically choosing what to emphasize in Theme position. Finally, circumstances can also provide a lens for examining interpersonal positioning by providing questions for identifying perspectives as well as emphasizing how dialogic space may be expanded or contracted. Thus far, however, we have only considered ranked circumstances; there is a broader range of circumstantial meaning that can be used to enhance teaching.

Circumstantial Information: For Clarity of Meaning, Not Complexity of Form

Dreyfus and Bennett's (2017) extended discussion of circumstantial information complicates yet enhances our comprehension of circumstances. They expand the discussion of circumstantial information at different strata of language, moving beyond the formal manifestations of circumstances to downranked prepositional phrases functioning as post-modifications within noun groups, and scaling up to dependent clauses. This movement of information across formal grammatical constituents is a key component of introducing grammatical metaphor to novice writers.

The specific form of grammatical metaphor known as nominalization is an important feature of scholarly texts (Liardét, 2018). Nominalization shifts processes into nouns, serving to 'pack up' information into denser lexical bundles. Nominalized as a phenomenon, a process can now not only be held in a more stable form, it can be further described and analyzed with pre- and post-modification. Prepositional phrases previously functioning as circumstances around a process might now become part of the nominalization, often as a pre-modifying adjective, classifying noun, or post-modifying prepositional phrase as shown below:

> From an Indigenous perspective, people relate to land in an intimate way.

> Indigenous beliefs centre intimate relations to land.

The beliefs <u>of Indigenous people</u> centre intimate relations to land.

Highlighting grammatical metaphor as a phenomenon allows for analysis of language features used to construct meaning; close attention to how ideational meaning can be represented congruently or metaphorically across formal grammatical categories facilitates enhanced paraphrasing skills (Walsh Marr, 2019). Grammatical metaphor is also an aspect of Dreyfus and Bennett's (2017) argument for the recognition of *circumstantial information*, contextual information that can be packed up metaphorically into pre- and post-modifications within noun groups, or expanded into dependent clauses. They focus on how circumstantial meaning manifests across a spectrum of possible instantiations, expanding the range of units of analysis. This allows us to access broader meanings, regardless of their grammatical categories, and to deploy the probe questions to interrogate context.

For example, from Lightfoot (2015), we show our students how circumstantial information can manifest across various forms (followed by the relevant probe questions):

- Post-modifiers in noun groups: "…a lunchtime ceremony <u>in a government meeting room in Ottawa</u>" (**Where?**)
- Pre-modifiers in noun groups: "The <u>1998 Canadian</u> "apology"…" (**When? Who for?**)
- Dependent clauses: "… <u>because an apology has been offered.</u>" (**Why?**)
- Reduced/Non-finite clauses: "<u>Given the notable recent increase in the number and prominence of state apologies to Indigenous peoples, coupled with debate among Indigenous peoples over the intent, sincerity, and outcome of these apologies,</u> it is appropriate to assess the value of state apologies to Indigenous peoples in comparative perspective." (**Why?**)

In identifying and manipulating forms, we categorize ranked circumstances in relation to metaphorical and expanded circumstantial information. This delineation of form serves to clarify ranking circumstances, and more importantly, the meaning of the information in play. This provides a more comprehensive, inclusive approach to texts; in casting a broader analytical lens, we see more of the contextual information included and gain a better comprehension of meaning.

Table 3 shows an excerpt separated by clauses and connected to type of circumstantial information through probe questions. The form of the circumstantial information in the clause is indicated in superscript as follows:

1. ranking circumstances

2. hypotactic non-finite dependent clauses

3. post-modifying prepositional phrases within larger nominal groups

We point out how in 2, 4, and 7 the multiple probe questions indicate cascading post-modification, and confirm the focus of the additional information (head noun or process). This approach risks labeling almost anything as circumstantial information. However, at this point we are tasking the students with answering specific probe questions, not doing an analysis of all potential circumstantial information that may be contained in an excerpt. Our subsequent tasks bring students' attention back to pragmatic application to their academic literacy and performance.

To practice their lexicogrammatical flexibility (in service to paraphrasing), students are tasked with rendering the circumstantial information into ranking circumstances in the form of prepositional phrases; first with dependent clauses:

<u>using</u> this new Indigenous-specific framework

then shifting the verb to preposition:

<u>with</u> this new Indigenous-specific framework

and finally paraphrasing the noun group within the prepositional phrase:

with <u>James' (2008) Indigenous-informed criteria</u>

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Table 3 Circumstantial Information Excerpt

	Clause	Probe Question	Circumstantial Information Type
1	Given the notable recent increase in the number and prominence of state apologies to Indigenous peoples[2],	**Why?**	Cause: reason
2	coupled with debate[2] among Indigenous peoples over the intent, sincerity, and outcome of these apologies[3],	**Who/What with?** *and* **Where?** **What about?**	Accompaniment: In the company of *and* Place: point in place *and* Matter: topic
3	it is appropriate to assess the value of state apologies to Indigenous peoples in comparative perspective[3].	**In whose view?**	Angle: viewpoint
4	In this article[1], I will first build a normative framework specifically for state apologies to Indigenous peoples[3], based on *meaningfulness*[2],	**Where?** **What/who for?** **What about?**	Cause: purpose Matter: topic
5	building on an earlier taxonomy by Canadian political scientist Matt James[2] that assessed the "authenticity" of state apologies in general.	**How?**	Manner: means
6	Second, I will conduct a comparative assessment of apologies offered by four English-speaking settler states (the United States, Australia, Canada, and New Zealand)		
7	using this new Indigenous-specific framework based on the meaningfulness of apologies[2].	**By what means? What instrument was used? What about?**	Manner: means Matter: topic

This formula for paraphrasing breaks down the otherwise nebulous process into manageable pieces through labelling the discrete components and the shifts they can make (Walsh Marr, 2019). It also demonstrates to students the underlying meaning that prepositions carry—a topic typically neglected.

Probe questions are useful as catalysts for both analyzing and drafting texts. For critical reading, probe questions serve to interrogate the type of contextual information manifest or missing from a text. The task of identifying what type of information is included is the first step. A further analytical task is to ask about circumstantial information that may be embedded, assumed, or omitted; referring to probe questions such as "When?", "Where?" and "What about?" can establish background information for a more comprehensive initial understanding. Deeper analysis can be facilitated by looking for "How?", "Who for?", "According to whom?", and "From which perspective?". When this type of circumstantial information is investigated,

it can shed light on biases, enabling students' critical engagement with texts and facilitating their own writing. One task to aid in the development of these skills is to provide a text with only simple participants and processes and see what questions emerge; this helps students appreciate the role of contextual information that circumstances (and circumstantial information) typically provide. Another task is to give different groups of students the same image, but give each group a different writing prompt with circumstance probes typical of the genre. Thus, a description includes circumstances about time, duration, Location, Manner of occurrence, any tools or instruments involved, and comparison to other events; an explanation includes conditions, reasons and consequence of its occurrence; and a recommendation prompts students to include circumstantial information about the purpose and beneficiaries of those recommendations as well as consider various viewpoints on those recommendations (Tervit & Walsh Marr, 2019).

Probe questions can also be used as catalysts for text revision, as enhancement through meanings of location, manner, cause and contingency can be expressed either through conjunctions or circumstances. Using these probe questions to interrogate and revise a text "can be thought of as a 'next step' in developing circumstantial meanings" (Eggins, 2004, p. 283), giving emerging writers scaffolds to consider what additional information could and should be incorporated. Prompting students to address particularly manner, cause, and contingency facilitates a more comprehensive, satisfying text.

Conclusion: Finally

In this paper, we have demonstrated how circumstances are useful teaching tools for academic writing across metafunctions and how they provide disciplinary-specific insight. We have shown how widening the definition of circumstantial meanings, after Dreyfus and Bennett (2017), to include clauses and post-modifiers helps clarify ranked circumstances for students as well as provide access to a greater array of manifestations of circumstantial meaning. We have also emphasized how circumstantial meanings provide tools for paraphrasing with grammatical metaphor and critical lenses for reading.

This research is built on our experiences as teachers, our engagement with the texts our students must read and write, and our own research. It is necessarily limited in scope to a highly embedded context, one which has enabled us to achieve greater depth and breadth than circumstances are often afforded. The next step is to focus more research on the use of circumstances in a greater range of texts as well as develop more fully articulate pedagogical examples and teaching materials for teachers for enhanced praxis.

This paper provides a starting point for both researchers and teachers to more fully explore circumstances in different areas of discourse, in language and writing classes, and in research and teaching materials. Circumstances have thus far

been under-recognized for their versatility, and we argue that they indeed merit some pomp and ceremony in the following circumstances: in research and in the classroom, across the disciplines, in speech and writing, and for teachers and students.

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12. The headings must present a clear hierarchy that accounts for the structure of the manuscript according to its type and the required sections. They should not be numbered. Due to the length and type of texts published in *Íkala*, three levels of subordination

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for headings should be sufficient to develop the authors' ideas. However, there may be exceptions.

13. Paragraphs should be well structured (develop an idea, have a logical connection with the previous paragraph and the one that follows, use logical connectors to show the relationship between sentences, etc.) and keep the format as simple as possible. This mean without indentation, unless there are direct quotations with more than 40 words; and without bullets, page breaks, justification, or enumerations, since the journal has its own style sheet.

Guidelines for Writing Specific Sections of the Manuscript

Writing the Title, Abstract, and Keywords

The title, abstract and key words are the most visible parts of an article. They are used by abstracting and indexing services to cross reference. As such, they must be written carefully and strategically.

The Title: The title is perhaps the most important part of an article, as it acts as an advertisement for the article, can lead readers interested in the topic to your article, and can help them predict its content. (*How to get your Research Published... ...and then Noticed,* Elsevier). Therefore, when writing their manuscript's title, please to take into account the following:

1. Ensure that it accurately reflects the content of the manuscript so that readers can easily identify if it is of relevance to them or not.

2. Make sure that it is clear, specific, brief, and where possible, complete.

3. Avoid unusual abbreviations or jargon.

4. Refrain from using phrases such as: "a study of", "investigations of", "observations on".

5. If it is becoming difficult to write it, identify the research problem and start from there.

6. Try to make it interesting, attractive and ingenious so that people are motivated to read the article (*How to Get your Research Published...... and then Noticed- Elsevier, and APA Publication Manual-American Psychological Association*).

The Abstract: The abstract plays a vital role in effectively cataloging research in many online databases accessible to scholars around the world such as *Google, PubMed, Academic Search Premier, Thomson Reuters* (now *Web of Science*), *EBSCO Host*, and many others. These databases allow work to be more easily discovered, read, used, and cited by scholars who might not otherwise be able to reach it. Therefore, it is very important to be strategic when writing this section. When doing it, please remember to:

1. Include many, if not all, of the keywords associated with the manuscript;

2. Use accessible language that is easily understood by a wide audience and avoid both non-standard abbreviations and citations;

3. Highlight the most interesting elements of your work;

4. Use numbers, not their names, except for numbers at the beginning of a sentence;

5. Use double parentheses and the letter (a), if they include lists in English; and a single parenthesis and number, if they include lists in Spanish, French or Portuguese;

6. Faithfully represent the article, so that it can be used by indexing and documentation services, and other stakeholders in the field of scientific publication;

7. Summarize the problem, state the purpose of the research, clearly define where and with whom it was done, the methods of data collection and analysis employed, the main results and implications of the study, if it is part of a research article;

8. Be accurate and detailed (i.e., express, where, how, with whom, when, for what purpose) so that readers can easily decide whether or not to read the entire article.

9. make sure it is written in a single paragraph and is self-explanatory since abstracts are often separated from the article (*APA Publication Manual,* Chapter 3, 3.3).

To learn more about how abstracts are written, depending on the type of article, you can consult the *APA Publication Manual,* Chapter 3, 3.3.

The Keywords: They are important words that, along with those in the title, capture the essence of the article effectively and are used by abstracting and indexing services to make cross references. Therefore, choosing the correct key words can increase the chances that other researchers will find your article. In general, when writing your keywords, please remember that these should:

1. Be specific and avoid general terms such as "philosophy" or "philology," plural terms, and multiple concepts (for example, "and", "of").

2. Include only abbreviations that are firmly established in the field (e.g., EFL, ESL, SFL).

3. Number at least five, be written in small caps, in any order, and separated by semi-colon.

For more information about how to define the keywords of a manuscript, authors can consult the following sites which provide lists of terms used for retrieving documents and publications in different academic field: *Unesco Thesaurus* and *ERIC online* (http://vocabularies.unesco.org/browser/thesaurus/en/ and https://eric.ed.gov/?ti=all)

Writing the Introduction, Theoretical Framework, Results and Discussion, and Conclusion Sections

The Introduction: In research articles, in general, the introduction begins with a broad topic that narrows as the reader progresses. Then, it presents the following aspects in a clear and concise manner: (a) the research problem, (b) the importance of the research for the field (c) the research or theoretical gap), (d) the research purpose and question, , (e) the context, the type of study and the participants, and (f) a preview of the following sections.

The Theoretical Framework: In research articles, this section clearly outlines the perspective(s) from which the research is being done, and the specific theories and key concepts on which it is based. In addition, it includes a synthesis of similar studies conducted on the subject in the context of the study and around the world, and a summary of the main issues surrounding the topic under discussion.

The Method: In Íkala, all research articles must include a Method section. In general, this Method section includes a brief description of the following: (a) the research tradition or type of study that was conducted, (b) the participants of the study, if any, and (c) the data collection and analysis procedures used (e.g.,, what, when, how, how often, how many, from whom and for what purpose). Besides, following guidelines from APA, which state that "Authors [should] be required to state in writing that they have complied with APA ethical standards in the treatment of their sample, human or animal, or to describe the details of treatment." (APA *Certification of Compliance with APA Ethical Principles)*; the section should also include this note.

The Discussion and Conclusion: In Íkala, these two sections can be presented together. Whether they are presented together or separately, they should contain: a summary of (a) the results

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obtained and the main arguments and a statements made, (b) the inconsistencies between the results presetned and those of other studies, and (c) possible causes for this. Besides, this section should contain an explanation of the following: (a) how the study clarifies, expands or contradicts what others have done; (b) the meaning of the results or the "so what?"; (c) the value or contribution of the results for the field; (d) the theoretical or practical consequences or implications for professional development, research, or language policies, etc.; (e) the limitations of the study, if any; and (f) the questions for futher research stemming from the findings.

Writing the Acknowledgements Section

This is an optional part of the article which is not added until the manuscript has been accepted for publication, and is already in copy editing. This way, anonymity is maintained during the review process. In writing it, please take into account the following:

1. It should not contain more than 100 words.

2. In it, contributors, including funding sources or editing services should be clearly identified.

3. The role of the sponsor in the following aspectos should be briefly described, where appropriate: research design; data collection, data analysis and interpretation; preparation of the manuscript.

The Editorial Process

Once your manuscript is received, *Íkala* will follow several steps which can be divided into five key stages: reception, peer review, editorial preparation, publication, and post-publication. It is important that you are familiar with these stages and follow them on the platform OJS, as this will indicate if the article has passed through any of them.

Reception

This stage includes the following steps:

1. The journal editor does a preliminary reading of the manuscript to verify that it meets the minimum requirements in terms of content, format, number of words, etc.

2. If the manuscript does not meet the minimum requirements, it will be rejected and the author(s) will be notified via email.

3. If the manuscript meets the minimum requirements, the editor will do an initial review to decide if it meets the journal's criteria for selection. The editor can take up to two weeks to do this review, depending on the number of new submissions.

4. If after the initial review, the editor considers the manuscript not worthy of a peer review, it will be rejected and the author(s) will be notified by email.

Peer review

If the manuscript is deemed worthy of a peer review, the following steps will be taken:

1. The editorial team will search for scholars who are considered experts in the topic to do the review and notify the author(s) that the process has begun. This process may take up to four weeks. If peer reviewers are not ensured within this time, the author(s) will be notified to decide whether to continue waiting or to withdraw the manuscript.

2. Peer reviewers who receive an invitation will be given three weeks to complete the review.

3. If one of the peer reviewers does not complete the peer review within this time, the manuscript will be sent to a third peer reviewer.

4. If, when both peer reviews have been submitted, a contradictory recommendation is noticed, the editorial team will search for a third reviewer. However, the final decision could be made by the editor based on

the available reviews and the editor's academic judgement.

5. If the manuscript is accepted by the two reviewers, and at least one of them suggests modifications, the manuscript will be returned to the authors for correction. They should follow the suggestions and send a revised version of their manuscript along with a letter to each reviewer explaining the modifications made. A period of three weeks is usually provided for this.

6. If the revisions are accepted by the two peer reviewers, the manuscript will be sent for copyediting.

7. If the manuscript is accepted without modifications, it will be sent straight to copy editing.

Editorial Preparation

The duration of this stage depends on the number of manuscripts accepted for publication. As *Íkala* publishes issues four times a year (quarterly), it must prioritize the manuscripts that will be published first. In general, this stage includes the following steps:

1. Before sending the manuscript to copy editing, the editor will do a second review of the manuscript, and then, she will send it to copy editing.

2. The copy editor will ensure that the manuscript conforms to APA publication standards and may ask that the authors to make some corrections related to the following aspects: content (to complete or clarify a passage); grammar (punctuation, use of passive and active voice, verb tenses, syntactic organization of sentences); lexical (use of some words or expressions, referents); textual (cohesion, coherence, flow of ideas, construction of paragraphs, etc.); para- and extra-linguistic features (italics, bold, exclamation marks, citations, footnotes, titles, subtitles, citations, references, acknowledgements, figures, tables,

etc.). These corrections will follow the norms of the language in which the manuscript was written. At this stage, authors will only be allowed to correct aspects suggested by the editor or by the copy editors.

3. After all the suggested corrections have been made, the manuscript will be sent for layout design.

4. Once the layout is done, the editor will make a final review of the manuscript and send it to the authors for their approval, along with the Assignment of Rights and Declaration of Authorship form, which must be signed by all authors.

Publication

Once all the authors have signed the Assignment of Rights and Declaration of Authorship, the manuscript will be ready for publication in the corresponding issue.

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Post-Publication

After the article is published, it is necessary that the authors take several steps to guarantee its diffusion through media and that their work reach a wide audience.

Some of these steps are the following:

1. Upload your article to ResearchGate.net and Academia.edu. These two networks are designed to help researchers increase their readership and citations which are two key aspects of measuring the impact of their work. Having the information and articles on these websites is very easy and it takes only a few minutes. Also they are free. If you already have an account, you just have to upload the article. If you don't have one, click on the links below to register and share your work.

https://www.researchgate.net/signup.SignUp.html
https://www.academia.edu

2. Obtain an Open Researcher and Contributer ID (ORCID ID) if you don't have one. ORCID is an open and independent registry that helps identify and connect researchers around the world. It provides researchers with an ID number so they are clearly identifiable by others. Sharing this ID number with colleagues around the world will enable them to track your work. Also, journals can connect your publication DOI to your ORCID account, omitting the need to upload anything. To create an account in this registry, go to the following link: https://orcid.org/login

3. Share your article in the following spaces and media:

- At conferences
- In a classroom for teaching purposes;
- With your colleagues
- On your personal blog or website
- In the institutional repository
- In a subject repository (or another non commercial repository)
- In academic collaboration networks such as Mendeley o Scholar Universe
- On social networks such as Facebook, LinkedIn, Twitter, Pinterest, etc.

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