

SYSTEMIC FUNCTIONAL GRAMMAR AT WORK FOR LANGUAGE PEDAGOGY: RECONTEXTUALIZING THE TRANSITIVITY SYSTEM IN A WEBSITE FOR EFL TEACHERS

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Abstract: The objective of this research is to identify which resources are employed to recontextualize the concepts and categories of the Ideational Metafunction, assuming *An Introduction to Functional Grammar* (HALLIDAY; MATTHIESSEN, 2004), as primary context for the pedagogical context of English teaching. The theoretical framework is based on the concept of recontextualization (MOTTA-ROTH, 2010) and Systemic Functional Grammar (HALLIDAY; MATTHIESSEN, 2004) focused on the Transitivity System (HALLIDAY; MATTHIESSEN, 2004). To identify discursive and visual strategies of recontextualization, I departed from studies on language sciences (MOTTA-ROTH, 2010; LOVATO, 2011; ROSSI, 2012). So, we identified strategies such as de-nominalization and gloss.

Keywords: Systemic Functional Grammar; Recontextualization; Pedagogical context.

Resumo: O objetivo desta pesquisa é identificar que recursos são empregados para recontextualizar os conceitos e as categorias da Metafunção Ideacional, assumindo “*An Introduction to Functional Grammar*” (HALLIDAY; MATTHIESSEN, 2004) como contexto primário para o contexto pedagógico de ensino de inglês. O referencial teórico é baseado no conceito de recontextualização (MOTTA-ROTH, 2010) e na Gramática Sistêmico-Funcional (HALLIDAY;

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MATTHIESSEN, 2004) com foco no Sistema de Transitividade (HALLIDAY; MATTHIESSEN, 2004). Para identificar estratégias discursivas e visuais de re-contextualização, foi utilizado como base estudos sobre ciências da linguagem (MOTTA-ROTH, 2010; LOVATO, 2011; ROSSI, 2012). Assim, identificamos estratégias como de-nominalização e glosa.

Keywords: Gramática Sistêmico-Funcional; Recontextualização; Contexto pedagógico.

Introduction

This research is part of the research project “Gêneros Multimodais e novos letramentos” (NASCIMENTO, 2013, register: 034199) developed at LABLER (Laboratório de Pesquisa e Ensino de Leitura e Redação) at UFSM (Universidade Federal de Santa Maria). The project aims to describe how meanings are made in literacy practices that involve language but go beyond verbal language by adopting critical genre analysis, and multimodal discourse analysis for a pedagogy of multiliteracies.

In 2013, with the proposal for re-design of LINC (Línguas no Campus) textbooks, I² was assigned with the task of proposing the grammar systematization section of the textbook by using the systemic-functional approach to language (HALLIDAY; MATTHIESSEN, 2004). The LINC project provides courses of English and Spanish languages to the UFSM and local community based on Critical genre analysis (MOTTA-ROTH, 2008).

In this view, grammatical structures are the realization of discourse structures and social structures. This came as a big challenge to me since selected grammatical structures would have to be relevant and described as a function of the communicative situation of the genre at stake. This task was particularly challenging for me, because I would have to define a

2. I adopted the use of the pronoun “we” to mark the collective work by my advisor Professor Roseli G. Nascimento and me, and when made decisions by myself, I use the pronoun “I”.

specific moment in the EFL (English as Foreign Language) lesson in which the students should gain awareness of how grammar is presented in the genre, what its function in the context and how such function it is encoded in form.

Regarding this, Motta-Roth (2008, p.245) based on (Wallace, 1992) explains that the reading class can be divided in three main moments: pre-reading, reading and post-reading. We assume that these three moments can be applied to any EFL class, regardless of the skills being focused. In this sense, the grammatical systematization section can be allocated between the second and third moment in order to expose the students the function of the lexical-grammatical structure in the genre.

Another challenge we faced was how much metalanguage to use to explain SFG (Systemic Functional Grammar) to students that are not and do not intend to be language specialists. As language students we are introduced to the discursive practices, concepts and metalanguage on SFG. But how can we recontextualize key concepts and categories in SFG to students from other careers?

With such questions in mind, I searched for pedagogical materials available on the internet. The selected material is a website named TELENEX (Teacher of English Education Nexus) and used IFG3 (An Introduction to Functional Grammar 3rd edition) as a reference corpus (more details about the corpora in the Methods section).

The objective of this research is to identify which verbal and non-verbal resources are employed to recontextualize the concepts and categories of Ideational Metafunction/Transitivity system into a pedagogical context. For that reason, we assume that IFG3 as a primary and academic context and TELENEX website as a secondary and pedagogical one.

Theoretical framework

In this section, I present the theoretical background which sustains my analysis. First, I discuss Recontextualization (section 2.1). Second, I review key concepts in Systemic Functional Grammar theory (section 2.2). At last, I explore the Ideational Metafunction and how it is manifested in the Transitivity system (section 2.3).

Recontextualization

The process of recontextualization is adopted in this study to explain how discourse is affected when transferred from one context of use to another, from one set of participants to another. In relation to this, Motta-Roth explains that recontextualization is “the transference of texts from a “primary context” of discourse production to a “secondary context” of discourse reproduction”³ (2010, p. 162).

My study is based on previous researches (ROSSI, 2012, MOTTA-ROTH, 2010; LOVATTO, 2011) which were concentrated on recontextualization. Chart I contains a summary of the strategies of recontextualization reported in these studies.

3. In the original: “transferência de textos de um ‘contexto primário’ de reprodução do discurso para um ‘contexto secundário’ de produção do discurso”.

**Chart I: Strategies of Recontextualization by ROSSI (2012);
MOTTA-ROTH (2010); LOVATTO (2011)**

RECONTEXTUALIZATION OF LANGUAGE SCIENCE'S DISCOURSE	
Author: ROSSI	
Category Glosa	
Definition & Sub-categories	As palavras caste e bag são explicadas no livro analisado pela autora em forma de glossário (glosa). Há então uma tentativa de recontextualização dos conceitos dessas palavras.
Example	Caste: noun: one of the traditional social classes that people were born into in Hindu society, or the system of having these classes. (example 22) Bag: noun: OFFENSIVE an insulting word for a woman, especially on who is old. (Exemple 23) (ROSSI, 2012, p. 121)
Category Nominalização	
Definition & Sub-categories	“No exemplo 24 a marca de interxtualidade é nominalização belief derivada do processo mental believe que no gênero explorado remente a uma voz que não é a voz autoral.” (ROSSI, 2012, p.122)
Example	What is Bush's belief about college education? (Example 24) (ROSSI, 2012, p.122)

RECONTEXTUALIZATION OF LANGUAGE SCIENCE'S DISCOURSE	
Author: MOTTA-ROTH	
Category Aposto/Glosa	
Definition & Sub-categories	Recurso “que recontextualiza simplificada e remotamente a ciência em linguagem corriqueira, com raros termos técnicos e frequentes estratégias linguísticas de pedagogização, como aposto e glosa”. (MOTTA-ROTH, 2010, p.166)
Example	In a paper published today in Science, a team led Clifford Saper from Harvard Medical School in Boston , Massachusetts suggests they have found the region of the sleep brain responsible for the sleep –rhythm adjustment- aclump of cells known as the dorsomedial hypothalamic nucleus (DHM) . This region sits close to the idea of the brain that manages ordinary circadian responses to light and dark. (Example 2, p.166)
Category Hiperlinks	
Definition & Sub-categories	“Hiperlinks, como Read the Full Text, marcado em azul ao final do resumo, exercem uma força centrípeta em direção à esfera de produção primária da ciência, ao conduzir o leitor ao texto integral do artigo” (MOTTA-ROTH, 2009, p. 167).
Example	Read the Full text (Example 3, p.167)

RECONTEXTUALIZATION OF LANGUAGE SCIENCE'S DISCOURSE			
Author: LOVATO			
Category	Glosa é um operador metadiscursivo que “adiciona informações por meio de paráfrase, explicação elaboração do que foi dito para garantir que o leitor consiga recuperar o sentido pretendido pelo autor.” (LOVATO, 2010, p.05)		
Definition & Sub-categories	Refomulação “tem como função ampliar, reafirmar ou elaborar o sentido de termos e/ou ideias” (LOVATO, 2010, p. 06)	Expansão	Implicação “tem como função concluir ou resumir a parte mais importante do segmento anterior (LOVATO, 2010, p. 07)
Example	She was in direct control of something of which Dan's death was a consequence, and only in this way did she have control over dan's death. This means that Dan's death was not in Shirley's control except in so far as this something was in her control. (LOVATO, p.07)		

RECONTEXTUALIZATION OF LANGUAGE SCIENCE'S DISCOURSE			
Author: LOVATO			
Category	Glosa é um operador metadiscursivo que “adiciona informações por meio de paráfrase, explicação elaboração do que foi dito para garantir que o leitor consiga recuperar o sentido pretendido pelo autor.” (LOVATO, 2010, p.05)		
Definition & Sub-categories	Refomulação “tem como função ampliar, reafirmar ou elaborar o sentido de termos e/ou ideias” (LOVATO, 2010, p. 06)	Expansão	Explicação “vai oferecer esclarecimentos pontuais que elaboram o significado de uma unidade precedente de modo a tornar um conceito, por exemplo, mais acessível ao leitor (LOVATO, 2010, p.07 apud HYLAND, 2007, 274)”.
Example	Due to the lack of success in using several convention methods, an unbiased recognition algorithm is proposed based on a novel statical feature point Recognition principle, called the maximum principle of slope difference. (LOVATO, p.07)		

RECONTEXTUALIZATION OF LANGUAGE SCIENCE'S DISCOURSE			
Author: LOVATO			
Category	Glosa é um operador metadiscursivo que “adiciona informações por meio de paráfrase, explicação elaboração do que foi dito para garantir que o leitor consiga recuperar o sentido pretendido pelo autor.” (LOVATO, 2010, p.05)		
Definition & Sub-categories	Refomulação “tem como função ampliar, reafirmar ou elaborar o sentido de termos e/ou ideias” (LOVATO, 2010, p. 06)	Redução	Paráfrase “serve para restringir o significado do que foi dito “limitando o escopo de interpretação”“ (LOVATO, 2010, p. 07)
Example	12 of the 18 (67 per cent) crimes were rape and murder, or a combination relating to a sexual encounter. (LOVATO p.07)		

RECONTEXTUALIZATION OF LANGUAGE SCIENCE'S DISCOURSE			
Author: LOVATO			
Category	Glosa é um operador metadiscursivo que “adiciona informações por meio de paráfrase, explicação elaboração do que foi dito para garantir que o leitor consiga recuperar o sentido pretendido pelo autor.” (LOVATO, 2010, p.05)		
Definition & Sub-categories	Refomulação “tem como função ampliar, reafirmar ou elaborar o sentido de termos e/ou ideias” (LOVATO, 2010, p. 06)	Redução	Especificação “a reformulação não funciona para reafirmar uma ideia, mas para detalhar características que foram salientadas no segmento anterior “a fim de limitar a forma como o leitor vai interpretá-las”” (LOVATTO, 2010, p. 07)
Example	They refer to psychoanalysis, to existential phenology and to Marxism (in particular to the earlier work Marx). (Example 6, p.07)		

RECONTEXTUALIZATION OF LANGUAGE SCIENCE'S DISCOURSE	
Author: LOVATO	
Category	Glosa é um operador metadiscursivo que “adiciona informações por meio de paráfrase, explicação elaboração do que foi dito para garantir que o leitor consiga recuperar o sentido pretendido pelo autor.” (LOVATO, 2010, p.05)
Definition & Sub-categories	Exemplificação é “um processo comunicativo onde o significado é esclarecido ou apoiado por uma segunda unidade que vai ilustrar a primeira” (LOVATTO, 2010, p. 06 apud HAYLAND, 2007, p. 270).
Example	Here again, operator like A & P, Dominick's Jewel, Safeway, Tom thumb and Vons have continue with their Hi-Lo strategy and rare successful. (LOVATO, p. 06)

Chart I exposes how the process of recontextualization is made from an academic context into a non-academic as pop science news and EFL textbooks. The categories that are identified in my corpus will be explained in more detail in the Results Section.

In this study, I use the concept of recontextualization proposed by (MOTTA-ROTH, 2010) to define the TELENEX website as an instance of recontextualized discourse on SFG. This website is the secondary context, while Halliday and Matthiessen IFG3 is taken as the primary context. Some of these strategies described in Chart I were used as points of departure to identify how academic discourse on SFG is recontextualized into teacher-education discourse.

Systemic Functional Grammar

According to Halliday and Mathiessen (2004, p.23), “language is a resource for making meaning and meaning resides in systemic patterns of choices” that can be represented by grammar. In this sense, SFG theory gets its name from the observation that “the grammar of a language is represented in the form of networks, not as an inventory of structures” (HALLIDAY; MATHIESSEN, 2014, p 23). Thus, this principle can help us to understand the role of language in the society. For every situation of language use, we choose from available options in the system. Each option expresses one kind of meaning in contrast with other possible meanings.

Another key principle is the relation between text and context. The context allows us to predict the text and the text allows us to retrieve the context. The potential of a given context to influence a given text is explained by Halliday as register. Our choices of register “are made in using language with respect to field, tenor and mode” (VENTOLA, 1991, p. 236). Field is the “social activity” (VENTOLA; 1991 p. 238) that is enacted by texts. It corresponds to ideational meaning in texts. Tenor, is defined as “power, relating to power and solidarity relations; *contact*, relating to the degree of involvement in a relationship; and *affect*, relating to the predisposition of the persons in the relationship ranging from love through to hate” (VENTOLA; 1991 p. 238). In language, it corresponds to interpersonal meanings.

Mode, which corresponds to textual meaning, is concerned with spatial and temporal distance: “distance between interlocutors as affecting aural and visual feedback” (VENTOLA; 1991 p. 238). These definitions by Ventola, 1991 were developed according to models by Martin (1986), Poynton (1984, 1985, 1990) and Plum (1988).

In a Systemic Functional Grammar view, grammar is seen as resour-

ce for meaning not as a system of rules. Each grammatical structure of language is associated to a communicative function. Thereby, this theory understands language as three metafunctions: Textual, Interpersonal and Ideational. Owing to such features, SFG is the theory of grammar adopted for LINC pedagogy. However, it is a relatively new theory in EFL teaching context due to its complexity, so we decided to search for strategies of recontextualization in a pedagogical context by focusing on the Ideational metafunction and its correspondent system: Transitivity.

The Ideational Metafunction/Transitivity System

In Systemic Functional Grammar (SFG) view, ideational meanings are expressed by the System of Transitivity by Processes, Participants and Circumstances.

The processes can be material, behavioral, mental, verbal, relational and existential. Each process type has specific functions and requires specific participant types (HALLIDAY, 2004, p. 60). For example, Material clauses require a participant called Actor (which performs the action) and a participant called Goal (which is affected by the action performed by the Actor). Verbal clauses involve the Sayer (responsible for the act of saying) and, possibly, a participant called Verbiage (what is said or uttered).

The Circumstances are details “associated with the process” (HALLIDAY; MATTHIESSEN, 2004, p. 175). They modify the process in terms of location in time or place, manner, means, angle, etc. Unlike Processes and Participants, Circumstances are almost optional in the construction of a clause.

This analysis is focused on the Transitivity system because it is by choices in transitivity that we “construe[s] the world” (HALLIDAY; MATTHIESSEN, 2004, p.170). We believe it is a good point of departure for

designing grammar explanations that allow the students to understand the clause as unit of meaning, in comparison with the more widely recognized concept of clause/sentence.

Methodology

First of all, it is important to highlight that this is a qualitative study. The focus is not on quantifying occurrences of each type of discursive/lexicogrammatical strategy adopted to recontextualize SFG theory into the pedagogical context. As explained previously, recontextualization processes imply two contexts: a primary and a secondary context. In this study, the secondary is that of EFL teacher education instantiated in a website addressed to EFL teachers. The primary context is that of academic discourse. For this analysis, we considered IFG3 as our reference corpus. IFG3 was resorted to as a point of comparison of how transitivity concepts and categories are manifested in the academic context.

In this section, I present the Corpus of analysis in subsections 3.1, and the Analytical procedures in subsection 3.2.

Corpus selection

The corpus of this analysis is the website TELENEX developed by the group TELEC (Teachers of English Language Center) in the University of Hong Kong⁴. This website aims to contribute to the continued education of English teachers by providing them SFG resources to implement their classes.

The TELENEX website is organized into three levels. They are divided in three subgroups which are structured in different topics as exposed in Figure 1.

4. <http://www.fe.hku.hk/telec/pgram/5-gr/new520.htm>

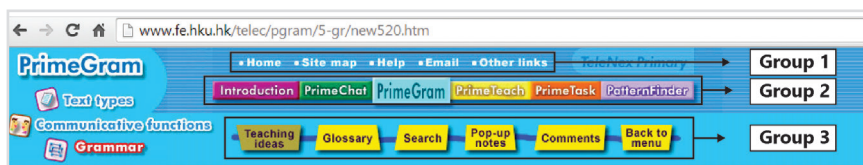


Figure 1: Sections at the top of the page TELENEX
(<http://www.fe.hku.hk/telec/pgram/5gr/new520.htm>)

The first group at the top is composed by the following sections: **Home**, **Site map**, **Help**, **E-mail** and **Other links**. These sections are related to the media support and navigation. Below them is Group 2 organized in the following tabs: **Introduction**, **Prime chat**, **Prime Gram**, **Prime Teach**, **Prime Task** and **Pattern Finder**. These sections point out the topic (Field) of this particular site. Group 3 is composed of sections **Teaching Ideas**, **Glossary**, **Search**, **pop-up notes**, **Comments** and **Back to menu**. These can be considered additional resources that offer support for teachers both in making sense of the concepts presented in main sections (e. g. Glossary, Pop-up notes) and in offering suggestions for pedagogical application (e.g. Teaching ideas).

On the left side of the website panel are three main spheres: **Text types**, **Communicative functions** and **Grammar**. In this study, I analyze the third section: Grammar. My interest is to analyze how key concepts and categories of SFG are explained in the website and thus recontextualized in the section PrimeGram.

The section Prime Gram is divided in four levels: **sentence**, **clause**, **groups** and **phrases** and word classes. These correspond to ranks of the language constituency in SFG (HALLIDAY; MATTHIESSEN, 2004, p. 6-10). Unlike IFG3, the higher level of clause complex is not included. It includes also the sentence, which is described by Halliday and Mathiessen (2004, p. 8) as a unit of orthography.

For this analysis, my focus is on the clause rank. The section entitled *Grammar: Clause* is organized in three topics, as presented in Figure 2.

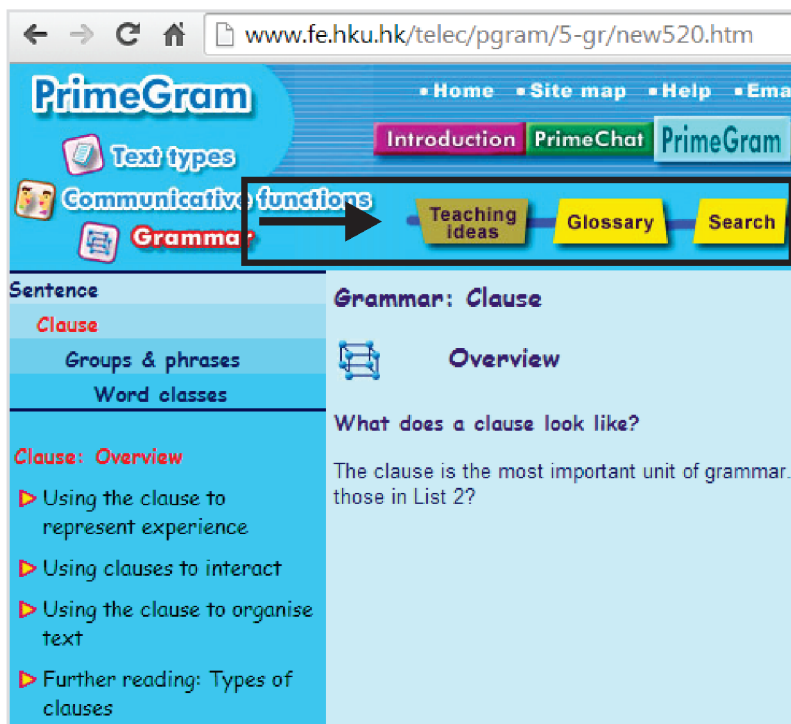


Figure 2: Prime Gram - Organization of section clause
(<http://www.fe.hku.hk/telec/pgram/5gr/new520.htm>)

Analitical procedures

The first step was to identify the corpus for analysis. In the beginning, we were looking for a corpus that was focused directly on English teaching. We considered three options: one textbook and two websites. However, the three available options were aimed at EFL teachers. From

these options we selected TELENEX because it was the most complete in terms of grammar explanations.

The second step was mapping discursive strategies of recontextualization and their lexicogrammatical realization in previous studies (ROSSI, 2012, MOTTA- ROTH, 2010; LOVATTO, 2011). Thus I could start to analyze my corpus pointing out the strategies which I found in this.

Results and discussion

In order to expose the process of recontextualization obtained in this analysis. I organized this section in Recontextualization of the Transitivity system in verbal language (section 4.1) and Recontextualization of the Transitivity system in visual language (section 4.2).

Recontextualization of the Transitivity System in verbal language

In verbal language, we identified three types of discursive strategies: De-nominalization, rhetorical questions and gloss. We claim that these verbal resources play a role into recontextualizing concepts of the Transitivity system into the TELENEX website by calibrating the register to its target audience: in service EFL teachers.

As mentioned previously, I narrowed down the analysis of the website to the section entitled **clause**. In this section, I identified four subdivisions: ***Using the clause to represent experience***, ***Using the clause to interact***, ***Using the clause to organize text*** and ***Further reading: types of clauses***. The three first subsections orient the EFL teachers regarding three “actions” people perform by using the clause, which correspond to the three Metafunctions in IFG3 (Halliday and Matthiessen, 2004), as illustrated in Chart 1 ,i.e., the Ideational Metafunction, the Interpersonal metafunction

and the Textual metafunction. The fourth subsection contains explanations about different clause structures and statuses, such as, independent, dependent and non-finite clause.

Taking IFG3 as our primary context, I started by focusing on the concept of language functions in SFG. In Chart 2, I correlate the titles used to introduce the concept of metafunctions in the academic context (IFG3) with those used in the pedagogical context (TELENEX website).

Chart 2: De-nominalization process: a comparison between IFG3 and

THE PROCESS OF DE-NOMINALIZATION			
IFG 3 – Chapters of the book		Telenex website - Sections	
Clause	as representation	Using	the clause to represent experience
Clause	as exchange	Using	the clause to interact
Clause	as message	Using	the clause to organize text
<i>Noun as head</i>	<i>Nominal group</i>	<i>process</i>	Nominal group

The concept of language metafunctions in IFG3 is recontextualized in TELENEX by means of a process that, for lack of a better term, we labeled de-nominalization, as shown in Chart 2.

According to Thompson (2004, p. 225), nominalization is “the use of a nominal form to express meaning” usually derived from the transformation of a Process or Clause (an event) into a noun group (a thing). In this sense, Halliday and Matthiessen use a packed and dense structure (noun group) to identify the three metafunctions. Thus, if we consider IFG3 as the original context, the website uses de-nominalization as a recontextu-

alization strategy that unpacks meaning by transforming the noun group into a (non-finite) clause. Therefore, meaning that was densely packed into one small structure (e. g. clause as representation) is now diluted in a longer structure (Using the clause to represent experience).

Halliday and Matthiessen (2004, p. 654) explain that in written language lexical density “packs a large number of lexical items into each clause, whereas spoken language becomes complex by being grammatically intricate”. Therefore, we can infer that for the pedagogical purposes of TELENEX, the authors prefer a structure that approximates that of spoken register in order to reduce the level of technicality of the concept for EFL teachers to get familiar with functions of language and perhaps use a similar strategy in their classes.

Also, dense nominal groups are more frequently found in academic genres (e.g. in research articles). If we consider that nominalizations have effect of turning “actions”, something that we can easily observe in nature, into abstract entities, then we can conclude that, in the website, de-nominalizations do the opposite. They transform a dense and abstract Participant (Clause) into Processes or events (using; to represent). Therefore, de-nominalization was identified as a pedagogical strategy in TELENEX.

The second verbal strategy identified is the use of rhetorical questions. These resources are use along the website to introduce the topics that will be explained in each section. In Figure 3, it is possible to observe how such resource is employed in the website.

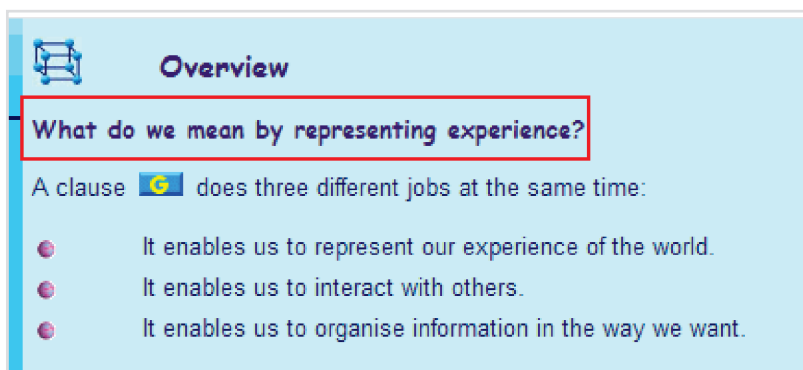


Figure 3: Rhetorical question to introduce the topic in the website (<http://www.fe.hku.hk/telec/pgram/5-gr/new520.htm>)

Questions are associated to the speech function of “demand of information” (HALLIDAY; MATTHIESSEN, 2004, p. 107). This means that, in practice, one social actor enacts the role of demanding a piece of information and assigns her addressee with the role of providing such information. However, as explained by Costa and Silveira (2012, p. 7), rhetorical questions are “those ones in which there is not expectation of response”⁵. They are usually asked and answered by the same person. In this analysis, I identified that for each topic to be discussed and explained, the authors seem to use a rhetorical question in order to generate interest into the topic and to engage EFL teachers in discourse. Chart 3 presents all the rhetorical questions found in the website for the section **clause**.

5. In the original: aquelas perguntas em que não há a expectativa de resposta.

Chart 3: Examples of Rhetorical Questions in TLENEX website

Contents	Rhetorical questions
Transitivity system	What do we mean by representing experience?
Clause	What do we mean by participants?
	What do we mean by circumstance?
	What do we mean by processes?
Types of processes	What do we mean by doing?
	What do we mean by thinking and feeling?
	What do we mean by saying?
	What do we mean by naming and describing?

As illustrated in Chart 3, to introduce clause constituents related to the Transitivity system, and types of Processes, the authors employ rhetorical questions. We classified them as rhetorical exactly because the response is not demanded from the EFL teacher, but provided by the producers of the website. By using a question, the website producers create the need for a response, which the producers themselves are entitled to offer an answer for.

Considering that TELENEX is a website that aims to help EFL teachers to implement their classes using the SFG approach in English classes, this strategy can be a useful in grammatical systematization aimed at EFL students. We consider it suggests that students should reflect about potential answers to the question and its topic before getting their teachers explanation. Such strategy implies an inductive approach to knowledge since the

learner is to some extent stimulated to engage into the learning process.

After introducing the topics by means of rhetorical questions, the website producers provide explanations to the EFL teachers. These explanations are realized in one or more paragraphs. In this segment, I identified a third discursive strategy of recontextualization, the gloss. This linguistic resource is presented in Figure 4 below.

In this section, we are looking at how clauses represent experience. Representing experience *is* one of the major functions of language. *Through language*, we make sense of what is happening around us and we share our experience of the world with other people through speech and writing. *We can call this the experiential function of language.*

Figure 4: Use of gloss as verbal strategy

According to Hyland (2007 *apud* LOVATO, 2011, p. 5), gloss is “a brief reformulation of ideas and terms developed to facilitate the interaction author-reader and the understanding of the text⁶”. In the website, I identified that, in order to promote this interaction with the EFL teachers, the authors provide explanations about the Transitivity system using gloss as discursive strategy.

6. In the original: uma breve reformulação de ideias e termos feita com o intuito de facilitar a interação autor-leitor e o entendimento do tópico do texto.

In Hyland's research (2007) it was identified two main types of gloss: exemplification and reformulation. Exemplification is "a communication process through which meaning is clarified or supported by a second unit which illustrates the first by citing an example" (HYLAND, 2007, p.270). Reformulation is "a discourse function whereby the second unit is a restatement or elaboration of the first in different words" to provide it in a distinct point of view and to reinforce the message (HYLAND, 2007, p. 269).

This last discourse function is divided in expansion and reduction. Expansion can be realized by explanation or by implication and reduction by paraphrase or specification as expose in Figure 5 below.

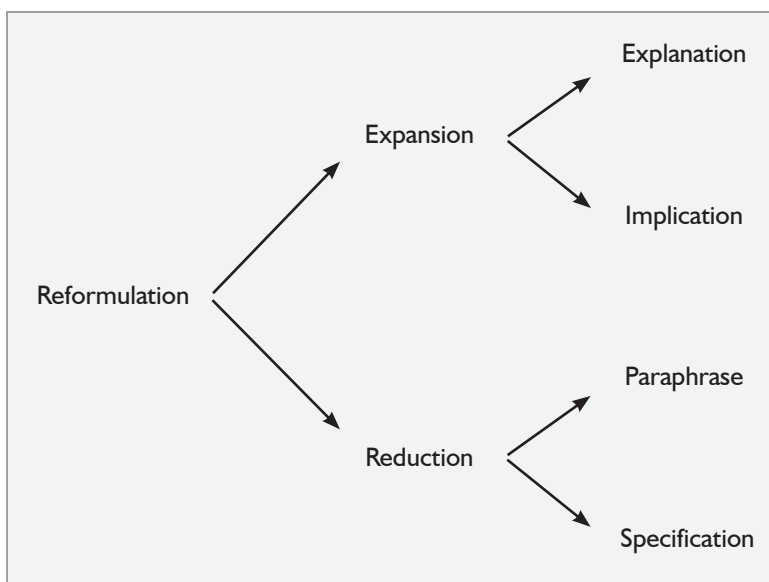


Figure 5: Types of Gloss proposed by Hyland (2007, page 274)

In Figure 5, we can observe a definition by expansion. The authors mention one of the functions of language (represent experience **is** one of the major functions of language) through a relational clause. Then, they

expand the concept (***Through language***, we make sense of what is happening around us and we share our experience of the world with other people through speech and writing). The last clause, in turn, is an instance of reformulation by reduction in which concept is specified, that is reduced to its technical name (***We can call this the experiential function of language***).

Therefore, the concept is firstly expanded and then reduced. In the expansion, we have a movement from an academic register to a non-academic one. In the reduction, we have an interesting movement that back to a technical register. From this, we may state that the process of recontextualizing discourse from the academic to the pedagogical context involves not only “making things easy” for non-specialists, but also empowering them into technical register to some extent. Therefore, we consider that this discursive resource is a powerful strategy of recontextualization.

Recontextualization of the Transitivity System in visual language

Multimodality is “the use of several semiotic modes in the design of a semiotic product or event, together with the particular way in which these modes are combined” (KRESS and VAN LEEWEN, 2001, p. 20). Semiotic modes are images, sounds, tables and these elements can be used in the process of recontextualization. Taking this into account, I identified three types of multimodal strategies in TELENEX that play a role in recontextualizing academic discourse on SFG into a pedagogical context: electronic gloss, visual exemplification and color coding).

In Figure 6, I present the first type of multimodal strategy that I labeled electronic gloss as adopted in TELENEX website in order clarify concepts and categories of the Transitivity system.

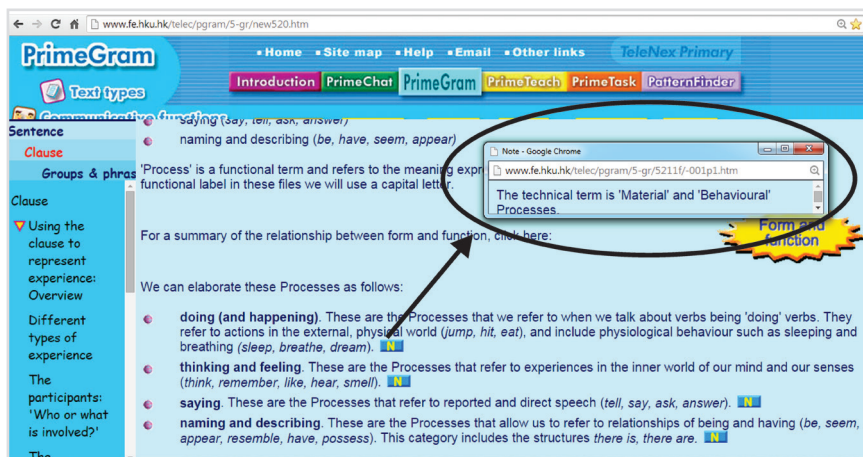


Figure 6: Use of electronic gloss to provide the technical term
(<http://www.fe.hku.hk/telec/pgram/5-gr/new520.htm>)

As can be observed in Figure 6, at this point of the website, teachers are provided with a systematization of the types of process in SFG. Each process type is first identified with its less technical label (e.g. doing, thinking, naming), elaborated in terms of function, and exemplified. At the end of each item, the website offers to the EFL teachers a command in form of a square with the letter “N”. If they click on it, a box is opened providing the technical name of the process as is exposed in Figure 4 (e.g. Material, Mental and Relational).

This strategy can be considered a kind of gloss differently from those proposed by Hyland (2007), but with similar functions. By using the potential of visual resources and the electronic medium, EFL teachers can relate the less technical explanations and labels for process types with their more technical label.

Along the website, it is possible to find multimodal exemplifications. These are realized by a box containing one Transitivity concept/category

instantiated both in verbal clause and in a visual clause. Because the same (similar) Ideational content is expressed verbally and visually, we labeled such strategy multimodal concurrence based on Gill (2002) and Unsworth (2006).

According to Unsworth (2006, p. 60), “[c]oncurrence refer[s] to ideational equivalence between image and text.”(Figure 7).

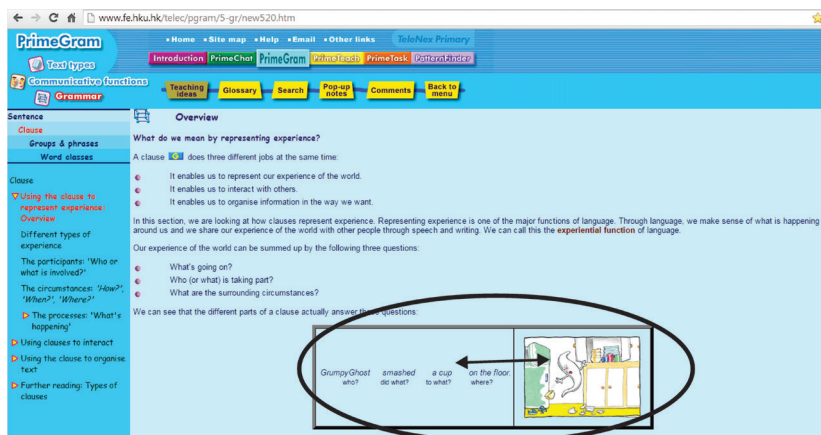


Figure 7: Multimodal resources: Image Exemplification
(<http://www.fe.hku.hk/telec/pgram/5-gr/new520.htm>)

Exemplification by concurrence is used to explain how the constituents of a clause, that is, Participants, Processes and Circumstances are positioned and play a role in a clause. In the image, the same clause constituents are realized visually, as can be observed in Figure 7. Here the visual resource of image plays an important role in elaborating the meanings from verbal language. Teachers can, perhaps, use such strategy directly in their classes.

The third multimodal strategy observed is colour coding. This resource is used to codify and classify the clause constituents in the website.

To explain the parts of a clause, the authors provide firstly a color-based legend. This code is maintained in the circular representation of the clause as organized around process type, and lastly in a chart clauses are separated in terms of their constituents. The shade of color (e.g. red) used to identify a given constituent (Participant) is maintained across the three items, as can be observed in Figure 8.

PrimeGram

Home Site map Help Email Other links TeleNex Primary

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Text types Communicative functions Grammar

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Sentence

Clause

Groups & phrases

Word classes

Clause

Using the clause to represent experience: Overview

Different types of experience

The participants: 'Who or what is involved?'

The circumstances: 'How?', 'When?', 'Where?'

The processes: 'What's happening?'

Using clauses to interact

Using the clause to organise text

Further reading: Types of clauses

We can label these three parts of the clause in terms of their function:

- Participants (Who? ... to whom?)
- Process (... does what?)
- Circumstance (... how? when? where?)

These labels help us to see how the clause is structured:

GrumpyGhost smashed a cup on the floor.

Participant Process Participant Circumstance

It is useful to think of the Process as occupying the central position in the clause, with the Participants next and the optional Circumstance on the outside:

Here is a longer text with each of the functions clearly indicated:

Participant	Process	Participant	Circumstance
GrumpyGhost	smashed	a cup	on the floor.
Granny Gong	called	her grandchildren	immediately.
Kitty	couldn't see	the ghost.	
He	was		under the table.
The children	tried to catch	the ghost	unsuccessfully.
Granny Gong	thought of	a plan.	

Figure 8: Multimodal resource: Color Coding
(<http://www.fe.hku.hk/telec/pgram/5-gr/new520.htm>)

Conclusion

In this paper, I investigated a website designed to function as a resource for the continued education of English teachers by providing them with SFG concepts, categories and resources to implement their classes. The objective was to identify which resources are employed in the website to recontextualize the concepts and categories of Ideational Metafunction

(Transitivity system) from an academic context (IFG3) into the pedagogical context of EFL teaching.

I identified that TELENEX adopts discursive strategies similar to those reported in previous studies (ROSSI, 2012, MOTTA-ROTH, 2010, LOVATTO, 2011.). As already suggested in previous studies, I observed the use of explanation by gloss. Additionally, I identified a strategy that we labeled de-nominalization and multimodal strategies such as visual concurrence and color coding.

Although the insight for this study came from a need to redesign EFL teaching materials using SFG, the analysis of the website aimed at EFL teachers was useful in revealing how text producers calibrate grammar explanation for an audience that needs further scaffolding and leveling between technical register and a less technical one. In conclusion, this study has indicated useful strategies for the process of redesigning of LINC materials also for EFL teachers that aim to produce their material based on SFG theory.

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