

PRE-SERVICE TEACHERS' RESPONSES TO THE IMPLEMENTATION OF A
SYSTEMIC FUNCTIONAL LINGUISTICS UNIT: AN EXPERIENCE IN A PUBLIC
UNIVERSITY IN MEDELLIN, COLOMBIA

A Thesis Presented by

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DEDICATION

To my dearly loved family, Alfonso, Nelly, Leydy, Ángela, Sofía and Sara for they have made me the person I am. I also want to dedicate this work to my best friend Claudia Gutiérrez whose “tough-love” words have always made me believe I could face any academic, work and life challenge I encounter.

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ABSTRACT

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In Colombia, English as a Foreign Language grammar courses have traditionally been approached as rules that are applied everywhere regardless of context, purpose and audience. This has helped learners memorize but it has not prepared them to write for different contexts, purposes and audiences; or to understand that the deployment of certain non-standard structures is acceptable in particular situations. Aware of the importance of seeing grammar in a functional way, Systemic Functional Linguistic theorists have provided alternative definitions of grammar, summarized in four premises: (a) grammar is a system of choices (as opposed to a system of rules), (b) grammar is a system of meanings (as opposed to as isolated sentences), (c) grammar is a way to position the author and the

audience, and (d) grammar is a way to exclude people that do not manage specific technical discourses (as opposed to an uncritical tool). This instrumental case study intended to explore English as a Foreign Language pre-service teachers' responses to the implementation of a grammatical unit that was taught at a public university in Medellín, Colombia, and that tried to promote those Systemic Functional Linguistic views of grammar. To achieve this objective, several data collection procedures were implemented during sixteen two-hour sessions in 2018. These procedures included video recordings of all class sessions, samples of student's work, reflection tasks and interviews to salient cases. The data were systematized, analyzed and categorized using Nvivo 10 which allowed for the deductive and inductive exploration of the information. Findings from the analysis showed that English as a Foreign Language pre-service teachers responded in three different ways to the premises: openness, caution and resistance. This study highlights the need to (a) expect different responses from pre-services teachers to Systemic Functional Linguistic views of grammar, (b) be prepared for having participants shift their responses according to the premise, and (c) anticipate resistance from some participants. Additionally, the results show that it is possible to not only teach functional instead of traditional views of grammar in English as a Foreign Language teaching preparation programs in Colombia but also to approach grammar in a critical way.

Key words: critical, grammar, Systemic Functional Linguistics, responses, pre-service teachers

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Introduction

Understanding grammatical structures in a critical way in order to uncover the way every person, a community or an organization understands the world and consequently reproduces it through language, has been an underexplored topic in education (Butt, Fahey, Feez, Spinks, & Yallop, 2000; New London Group, 2000). Although English teaching preparation programs do include grammar in their study plans, they usually approach it as a fixed system of rules that need to be memorized, as isolated sentences (Derewianka & Jones, 2010), and as an uncritical endeavor (van Lier, 2002). This has helped learners remember the rules (Cruz, 2016; Knapp & Watkins, 2005) but it has not prepared them to write for different contexts, purposes and audiences (Butt et al., 2000; Schleppegrell & Go, 2007; Schulz, 2001). Additionally, it has not helped learners understand that the deployment of certain non-standard structures is acceptable in particular situations (Knapp & Watkins, 2005; Schleppegrell & Go, 2007; van Lier, 2002).

Such conception of grammar is cause of concern for Systemic Functional Linguistic (SFL) scholars who see grammar as important for students to understand the power and the impact that language has in a society (Butt et al., 2000; Derewianka & Jones, 2010; Knapp & Watkins, 2005; New London Group, 2000; Schleppegrell, 2004). To these scholars, grammar is a system of choices made according to the purpose and audience as opposed to a system of fixed rules (Butt et al., 2000; Knapp & Watkins, 2005; New London Group, 2000; Schleppegrell, 2007). It is a system of meanings that create specific kinds of worlds as opposed as a series of isolated sentences (Butt et al., 2000; Martin & White, 2005; New London Group, 2000; Schleppegrell, 2004). Furthermore, it is a way of positioning the

author and the audience (New London Group, 2000; Wallace, 2003) and a way to include or exclude certain types of populations, which makes grammar awareness a critical tool that helps people see inequities reproduced through language as opposed to an uncritical endeavor (Schleppegrell, 2004; Schleppegrell, 2007).

Adopting these SLF views of grammar is important for EFL students in general and for EFL pre-service teachers in particular for at least three reasons. First, it could help them focus on the meaning of their grammatical choices instead of on their correctness (Schleppegrell, 2004; Schleppegrell, 2007). Second, it could better prepare them to challenge traditional discourses that are reproduced through language (Fang, Schleppegrell & Cox, 2006; Martin, 1998). Third, it could equip them with the linguistic tools they need to help the new generations of EFL students (Correa & Echeverri, 2017) since these EFL students could potentially be more aware of the power of language to construct different representations of the world (Fang et al., 2006).

Aware of the importance of seeing grammar from the SFL perspective, some SFL scholars from around the world, both outside and inside teacher preparation programs, have begun to incorporate SFL approaches to grammar in their language learning courses offered at the university level, and to explore different issues in regards to this type of instruction. Examples of studies outside teacher preparation programs are those conducted by Paesani (2015); Vian (2009); and Winarsih (2015). However, only one of these studies (Paesani 2015) has inquired into students' responses to the approach. The other two focused on the benefits of using an SFL approach to English grammar in order to understand philosophy texts for undergraduate students of different areas in a university in Brasil (Vian, 2009) and on how university students from Indonesia learn to master the grammatical knowledge that

is necessary to succeed academically (Winarsih, 2015). As for Paesani's (2015) study, in it, the author explored undergraduate students' perceptions of a set of multiliteracies-oriented and traditional grammar activities in an advanced French grammar course. She found that students responded mainly positively to the approach since, according to them, it not only provided a new perspective of language where meaning and form are purposefully connected but also helped them "link the activities and their grammatical knowledge" (p.1). Despite this openness to the multiliteracies-oriented activities, there were a few instances of resistance from some of the students. These resistant students demanded more activities that included the learning of "traditional grammar rules, repetition, practice and memorization" (p.4) since this was the way they best learned the topic.

In terms of studies conducted inside ESL/EFL teacher preparation programs, there are also several instances, three of which are the following: the study conducted by Aguirre-Muñoz, Park, Amabisca & Boscardin in 2008 in the USA; the study by Gebhard, Gunawan & Chen, in 2014 in Taiwan; and the study by Brisk & Zisselsberger, in 2011 in Massachusetts. However, as the above-mentioned studies, these studies focus on other issues different from exploring EFL pre-service teachers' responses to SFL views of grammar. Aguirre-Muñoz et al. (2008), for example, aimed their study at increasing in-service teachers' ability to respond to common grammar choices their students made in response to literature. In order to do this, the researchers guided the teachers into analyzing their students' grammar choices in terms of field, tenor and mode. The results of this study suggest that teachers became more aware of the text characteristics (audience, purpose and context), and therefore, their EFL students' instructional needs. Additionally, Gebhard et al.'s (2014) study intended to explore how one in-service teacher used SFL theories and

genre-based pedagogy in designing instruction for EFL students in Taiwan. The authors found that the teacher moved from a traditional sentence-level, form-focused view of grammar to a more functional understanding of it. Finally, Brisk and Zisselsberger's (2010) study explored the impact that SFL instruction had on the writing instruction provided by a group of in-service teachers working at a bilingual elementary school in Massachusetts. After taking a professional development course, the teachers reported having gained confidence in teaching writing from a genre-based perspective, which impacted their students positively, although both, instructors and students, still needed support and guidance.

Following these international trends, some EFL Colombian scholars have started to incorporate SFL approaches to grammar in both Spanish (e.g., Rojas García, Olave Arias, & Cisneros Estupiñán, 2016), and English courses (Correa & Echeverri, 2017) taught at their Universities. Rojas García et al. (2016), for example, incorporated it in a genre-based communicative competences course in Spanish for undergraduate students at the Universidad del Norte. The researchers explored how students acquired a conceptual appropriation of the formal and academic uses of language in order to produce similar texts. The researchers found that through the analysis of field, tenor and mode, students became more aware of how the grammatical choices work jointly with the discursive strategies to make a text effective. However, they still had great difficulty shifting their former views of grammar as a fixed system of rules. Besides, Correa and Echeverri's (2017) taught an SFL genre-based instructional unit to two groups of EFL pre-service teachers and explored to what extent the unit helped EFL pre-service teachers develop a situated view of academic writing. They found that through the instruction, EFL pre-service teachers started to be

aware of the importance of context, purpose and audience. Nonetheless, they still demanded traditional grammar instruction. Unfortunately, Rojas García et al. (2016) and Correa & Echeverri's (2017) seem to be the only two studies in Colombia in the last ten years exploring Functional grammar issues. The rest of the studies, reported in the most prominent EFL Colombian journals (HOW, Colombian Applied Linguistics, Íkala, Profile and Lenguaje) focus on traditional grammar issues, not on how EFL pre-service teachers respond to learning grammar from a more functional perspective (Artunduaga, 2013; Ávila, 2015, Caicedo Pereira, Lozano Bermúdez, & Vanegas Medina, 2018; Ibarra Santacruz & Martínez Ortega, 2018; Mendoza López, 2004). For example Artunduaga (2013) and Ávila (2015) explored alternatives for the development of grammatical competence and improvement of written production in university and school students. Caicedo Pereira et al. (2018) examined the effect of self-evaluation of grammar points in the improvement of oral performance. Ibarra Santacruz & Martínez Ortega (2018) explored how working memory training could contribute to retaining vocabulary studied in English lessons. Finally, Mendoza López (2004) investigated whether if implicit or explicit grammar instruction helped university students' performance on a test. In sum, these studies present grammar as a system of rules that, when used after explicit instruction, helps students improve their performance in a course and/or in tests.

Considering the importance of having students in general and EFL pre-service teachers in particular adopt SLF views of grammar, and the scarce amount of studies in Colombia and abroad focusing on this issue, this study explored EFL pre-service teachers' responses to a pedagogical unit that promoted SFL views of grammar within a grammar course offered to EFL pre-service teachers in a public university in Medellín. The specific research

question that guided this study was: *How do EFL pre-service teachers taking a grammar course respond to the implementation of a unit that tries to promote SFL views of grammar?*

Analyzing EFL pre-service teacher's responses is important for one major reason: it could inform the field about the possibility of applying a functional approach to grammar instruction in EFL teaching preparation programs. As reported in the literature, many ESL/EFL teacher preparation programs have not switched to this approach, not because they are particularly against it but because of the myths associated with it. These myths include the following: (a) that students will not be able to understand the terminology (Bourke, 2005; Gebhard, 2010); and (b) that SFL language learning may become prescriptive in terms of the textual characteristics that students are to understand and produce (Gebhard, 2010; Hyland, 2007; Luke 1996). An analysis of the responses pre-service teachers have to the approach would help dispel these myths, especially if the responses are positive, and would increase the possibility that these programs be willing to try these more functional ways of teaching grammar.

The unit used a model proposed by the New London Group (2000) called the *Multiliteracies* model. The model has four components: situated practice, overt instruction, critical framing, and transformed practice. According to the New London Group (2000), this Multiliteracies 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 following sections provide more details about the unit. In addition, they provide a definition of SFL, functional grammar and of the premises that it involves. Besides, they describe the setting, the participants, and the research methodology chosen for the study, including data collection procedures, data analysis and ethical considerations. Finally, the last sections present the findings from the triangulation of data collected and the discussion and conclusions of the study.

Theoretical Framework

The theory that informs this study is SFL. This is a theory of language proposed by Halliday (1978) according to which grammar is not a system of rules but a “system of choices” (Thompson, 2013) that allows speakers and writers to make meaning at three different levels simultaneously: the ideational, the interpersonal and the textual (Butt et al. 2000). The ideational level, or metafunction, allows the speaker and the writer to construe the topic of the text, that is, to understand what the text is about (Butt et al., 2000; Derewianka & Jones, 2010; Eggins, 1994). It is expressed through linguistic resources such as participants (nouns and noun phrases), processes (verbs), and circumstances (adverbs and prepositional phrases).

The interpersonal level allows the speaker/writer to construe a relationship with the listener/reader (e.g., distant or close contact, high or low involvement), and to present their stances (e.g. attitudes toward the information being presented) (Butt et al., 2000; Derewianka & Jones, 2010; Thompson, 2013). According to Butt et al., 2000, the interpersonal level is expressed through linguistic resources such as polarity (e.g., positive or negative), mood (e.g., imperative, declarative, interrogative), modality (e.g., degree of certainty, authority, agency), voice (e.g., active or passive) and appraisal devices (e.g., adjuncts).

The textual level allows the speaker/writer to achieve texture. This, as described by Eggins (1994), is “what holds the clauses of a text together to give them unity” (p.85). It is expressed through linguistic resources such as conjunctions, connectors, clauses, and pronominal referents (e.g., She, her, Alice), and theme patterns (e.g., the topic of the rheme

is picked up in the theme of the next clause) (Butt et al., 2000; Derewianka & Jones, 2010; Thompson, 2013).

Although traditional grammar explores and teaches most of these concepts (e.g. parts of speech, mood, modality, passive and active voice, conjunctions, sentences patterns, etc.), it takes a prescriptivist instead of a functional approach to them since it focuses on rules for their use instead of on their meaning and function across contexts, purposes and audiences (Derewianka & Jones, 2010; Thompson, 2013). Additionally, traditional grammar does not analyze them at the three levels, taking notice of what they “enable people to *do* and to *mean*” (Schleppegrell, 1998, p.183). For example, at the ideational level, while traditional grammar understands adjectives 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 focuses on the function and meaning of such words. In this sense, a verb can act as a noun, a noun as an adjective, and an adjective as an adverb (Bavali & Sadighi, 2008). Moreover, in functional grammar, a verb can mean many other things besides action (e.g., behavior, relation, mental activity) (Bavali & Sadighi, 2008; Butt et al., 2000). Finally, in functional grammar, parts of speech (e.g., verbs, nouns, adjectives and adverbs) have *graduation* which expresses how strong or weak the feeling is; and *force* which states sources of intensification (Martin & White, 2005). This means that words are not easily replaceable by any synonym but they have to be chosen according to the effect that the writer wants to produce on the reader.

At the interpersonal level, 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, focuses on how different modal

verbs 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, 2004). Additionally, while traditional grammar presents passive *voice* as the omission of the subject, and active voice as the inclusion of it (Thompson, 2013); functional grammar 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, 2004).

Finally, at the textual level, while traditional grammar makes emphasis on the rules for identifying and producing different sentences types e.g., simple, complex, compound (Thompson, 2013), functional grammar explores how these sentence types 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.

Nonetheless, functional grammar is not different from traditional grammar merely in terms of how these structural aspects are approached. It is significantly different in terms of visions about what grammar is. First, traditional grammar focuses on form, not on meaning; that is, it teaches students to produce linguistic forms, not necessarily to understand the patterns those forms create and what these mean (Cruz, 2016; Derewianka & Jones, 2010). Functional grammar, on the other hand, focuses 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). Grammar, then “is not random and if you master the patterning potential, you can always say what

you mean and write what you intend to get across, and anyone else who shares the code can get a handle of what you had in mind” (p.vi).

Second, traditional grammar focuses on fixed rules that are supposed to work in every text indistinctively of its context, audience and purpose. As such, it does not emphasize on different choices that language users have depending on context, purpose and audience.

Besides, it discriminates right from wrong structures (Bavali & Sadighi, 2008; Derewianka & Jones, 2010). Conversely, functional grammar, conceives grammar as system of choices made according to context, purpose and audience, which means that usage of the language respond to the necessities of users to reach specific ends, for specific purposes (Butt et al., 2000; Knapp & Watkins, 2005; New London Group, 2000; Schleppegrell, 2007).

Additionally, it sees grammar errors that EFL students make 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).

Third, traditional grammar focuses on 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 focuses on *texts* which are, according to Butt et al., (2000) “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).

Finally, traditional grammar is usually taught uncritically. Indeed, traditional grammar teaching focuses on having students either memorize formulas or discover the grammatical rules by themselves, and then getting corrective feedback, all of which is supposed to help them master the *codes* (Ellis, 2006). Functional grammar, on the other hand, focuses on how grammar choices position the author and the audience, and how they express ideological leanings, wider interests, and relations of power (New London Group, 2000; Wallace, 2003). In addition, it focuses on how grammar choices include or exclude certain types of populations (Schleppegrell, 2004; Schleppegrell, 2007). For example, academic language, with its particular combination of grammar features, word choices, structures and topics, may exclude people who are not familiar with these features (Schleppegrell, 2004; Schleppegrell, 2007). Conversely, informal conversations may not be easily accessible and understandable to all the members of a community (Schleppegrell, 2007) and may not be useful for engaging effectively in many school-based tasks (Schleppegrell 2004).

In sum, traditional grammar focuses on form, on fixed rules that discriminate right from wrong structures, and on isolated sentences, all of which are taught uncritically. Contrarily, functional grammar focuses on meaning, on the choices people make, on texts as a whole, and on how grammar choices position people, show relations of power, and include or exclude different types of populations.

A pedagogical model that seems suitable for promoting a functional and possibly critical approach to grammar among pre-service teachers is The New London Group's (2000) Multiliteracies Model. This model has four stages: situated practice, overt instruction, critical framing and transformed practice. *Situated practice* is the stage to answer the questions: *what do students know about the topic? What do they bring to the task?* Students

in this stage are able to express their pre-conceptions about specific grammar aspects, their functions, and traditional rules. Students are heard and the process of “learning grammar becomes a continuum, not learning about a set of isolated units” (p.33).

The second stage is *overt instruction*. The purpose of this stage is to provide students with an explicit explanation of the concepts to be learned during the sessions (Cope & Kalantzis, 2015, p.4). According to Schleppegrell & Go (2007), modeling different scenarios where meaning changes because of choices in sentence subjects, grammatical circumstances or conjunctions, help students expand their language resources and become aware about the importance of such feature (p.535-536). Students in this stage are able to conceptualize and practice with classmates about the topic proposed.

The third stage is *critical framing*. The purpose of this stage is to help students deconstruct what was traditionally stated as fixed (that is the grammar topic) in order to understand the hidden intentions behind the choices made in different types of texts, and to analyze their social implication by “engaging in discussions about the meanings the writers intend and then helping them construct those meanings” (Schleppegrell & Go, 2007. p.535). Questions like *what do grammar choices represent?* and *how are they expanded?* provide valuable information about cultural aspects that are embedded in the writer’s discourse and culture (Christie, 1991 as cited in Schleppegrell, 1998. p.197) and allow students to reflect on these issues.

Finally, the fourth stage is *transformed practice*. The purpose of this stage is to help students express and counter the texts in which grammar choices are analyzed and deconstructed. Students at this stage have the opportunity to (a) take an informed stand on a

controversial topic by using grammar choices consciously and analyzing the ones made by other people, (b) take a tangible action towards a topic that becomes of their concern; and (c) become active participants not only in their learning process but also in the social issues discussed that become of their concern.

Adopting SLF views of grammar has both benefits and limitations for pre-service EFL teachers. As for benefits, there are at least three: the first one is that EFL pre-service teachers are less prompt to work with unconnected language fragments which will show language as a powerful tool to understand the world around them (Butt et al. 2000). The second one is that it helps EFL pre-service teachers expand their language resources which will eventually provide them with access to better academic opportunities, give them tools to approach grammar differently when they need to teach it, and help them understand discourses and intentions from other fields of knowledge (Knapp & Watkins, 2005; Schleppegrell & Go, 2007). Finally, it helps EFL pre-service teachers challenge traditional discourses that are embedded in the language structures that they have learned which will eventually impact their own discourse and help them examine the information they receive from different sources before accepting it, agreeing or disagreeing with it (Butt et al. 2000).

As for limitations, there seem to be at least two. The first one has to do with the time and practice that is needed to adopt new views of grammar. In regards to this point Schleppegrell (2007), for example, states that “as [students] take more risks and endeavor to make more complex points, they will continue to struggle with language choices” (p.537), which could generate frustration or a sense of not understanding grammar topics effectively. On their part, Correa & Echeverri (2017) explain that the large amount of time and practice that students need in order to adopt these views of grammar lies on the

complexity of the topic. They state that “it is difficult for them to make the switch and to start seeing grammar as a system of choices that contributes to the effectiveness of their texts and helps them gain control of their writing” (p. 59). The second limitation has to do with the metalanguage that the theory of functional grammar encompasses and the difficulty that both teachers and students experiment in understanding and applying it. Correa & Domínguez (2014) propose that teachers should know the metalanguage that is required for the topic so that “they can use that knowledge to support EFL students’ writing” (p. 127) and consequently solve doubts and provide effective examples when confusion appears.

Setting

The study was conducted in a Contrastive Grammar L1-L2 course of an English and French Teaching Preparation Program in a public university in Medellin. The course is offered during the fifth semester and lasts 64 hours which are taught in two-hour sessions, twice a week, during 16 weeks. The course Contrastive Grammar L1-L2 intends to offer the pre-service EFL teachers a space for learning and analyzing grammatical structures so that they can “speak naturally as a native speaker” and “adequately” (School of Languages, 2004).

In terms of content, the course is currently divided in six different units with the following topics and contexts:

- Unit 1: parts of speech, multiple uses for different words (e.g. words that can be both verbs and adjectives) and sentence organization in both languages. Context: *Why are we culturally and linguistically different from the Anglophone people?*
- Unit 2: modes and verb tenses. Context: *How does an Anglophone express an idea?*
- Unit 3: simple sentence patterns. Context: *Once a person...*
- Unit 4: compound sentences, conjunctions, coordination, correlation with conjunctive adverbs in all verb tenses. Context: *What offends the most to... is...*
- Unit 5: subordinated sentences. Context: *The world we live in this country and in the rest of the world.*
- Unit 6: compound and complex sentences. Context: *Convince me you can be a good English teacher by resorting to contrastive grammar*

(School of Languages, 2004).

Despite an attempt to contextualize the English grammatical topics while contrasting them with Spanish, the course presents grammar as a set of rules that are fixed and applied to every context. It does not present it as functional (i.e. varying according to purpose, context and audience) or as able to position people and to exclude certain sectors of society. In addition, the constant reference to the *Anglophone* marks a clear view of English as what the native speaker produces, denying the multiple variations that the language can experience because of historical and cultural realities in different regions of the world.

As for methodology, the program suggests an emphasis on error correction rather than on the analysis of author's background, intentions, positionality, inclusions and exclusions. As stated in the course guidelines "Students will be always given exercises in order to correct linguistic errors and their resulting cultural ones and vice versa" (p.3). However, there is a recent increasing interest in making the course more critical to match the new orientation of the School of Languages. This is why, the Program Committee accepted to modify the course syllabus to include this alternative way of teaching grammar for this particular course.

Research Methodology

This study followed the methodology of an instrumental case study. This type of study is “an exploration of a bounded system or a case over time”, which has specific time to start and to end as well as a specific place where it is developed (Creswell, 2003, p.61).

Correspondingly, this study explored a bounded system or a case since it explored the responses of a particular group of EFL pre-service teachers to a SFL unit taught over part of a semester. Similarly, in this study, the beginning and the end of the case were marked by the implementation of a series of activities intended to promote SFL views of grammar among the EFL pre-service teachers.

Instrumental case studies are those that have the potential of being applied to similar situations “in spite of its uniqueness” (Yin, 2011, p.310) and use literature as the starting point (Yin, 2003). Similarly, the results of this case study have the potential of providing useful ideas to other teacher educators who want to promote SFL views of grammar in their teaching preparation programs. Furthermore, this project drew its main concepts and premises from the literature on SFL.

Participants

Participants in this study were a group of twenty-one EFL pre-service teachers, nine women and twelve men, who registered for the Contrastive Grammar course offered to fifth semester EFL pre-service teachers enrolled in the English and French Teaching Preparation Program during the first semester of 2018. The preservice teachers came from various social class backgrounds (strata 1 to 6), and were between 17 and 37 years old. Although this was their first grammar course, they acknowledged that Linguistics and Theory of

Pragmatics, two courses they had taken in previous semesters, had opened their perspective about grammar usages.

Out of the 21 EFL pre-service teachers, three were chosen to be the focus of the report. The reasons for choosing these particular EFL pre-service teachers (Daniel, David and Felipe) were at least three. First, each one of them exemplified one of the tendencies in the responses that the whole group presented (e.g., openness, resistance or variation according to the premise). Second, they provided complete and robust data to analyse since they attended most class sessions and did all of the work assigned to them, including all reflections. Third, they were salient cases; that is, their response to the premises was noticeably open, resistant, or cautious. The following paragraphs provide a more detailed description of their background in the program, their experience teaching English, the way they approached grammar in their teaching, and their plans for the future.

Daniel.

Daniel is an active 20-year-old university student and singer who loves languages and is finding passion in teaching. He started the program four semesters ago and he is currently taking courses from the fifth semester. His experience with teaching started about three semesters ago with private classes to kids whose families asked him to accompany them in the school English assignments. He divided his time between the university assignments and these private classes. In these classes, he imparted a view of grammar as a system of rules that can be learned through isolated sentences and that was boring. In fact, he expressed he had always had difficulties with teaching grammar topics to his students because he found these topics not appealing. This view of grammar was reflected in his

frequent use of worksheets with blank spaces where students needed to write the correct option, mainly between verb tenses or expressions traditionally seen as correct. He is not sure yet about what he would like to do after graduation but he is sure he wants to be a good teacher and wants to continue studying.

David.

David is a 31-year-old professional in advertising. Before entering the languages major, he used to work as a financial analyst for a financial outsourcing company, attending clients' requirements and solving their doubts. David has always liked languages and has been an autonomous learner so that is why he decided to start the Teaching Languages Program at this public university five semesters ago. His experience in teaching is exclusively in private institutions from the city in basic and intermediate levels with adults, teenagers and kids. In these classes, he had approached grammar as a system of rules which is what he strongly believed in before the course. This view of grammar was reflected in the way he planned the classes which included a heavy portion of grammatical explanation, worksheets to fill out and marking the correct sentences from a pool of options. However, he has been working for a private institution for the last two semesters. As this institution follows a task-based approach to their classes, his experience with grammar has been nourished with a more real-life use and understanding of it. He would like to keep teaching once he graduates since it has been a challenging but exciting experience for him. He wants to become a better professional with a wider field of action and vast experience.

Felipe.

Felipe is 37 years old. He is an old-time university student who began the FL teaching preparation program at this public university in 2001, when he was 20. Because of constant absences caused by health issues, he was not permitted to continue in the university after about six semesters. With his health issues overcome, in 2016 he decided to return to the university. However, since the study plan of the major had already changed, he had to start from the first semester and take English proficiency exams that put him in level III. He is currently in the fifth semester. His experience in teaching is restricted to private settings. He has taught English classes to university students who need to pass standardized exams and to kids that needed to be leveled up in English for the school year. The view of grammar that he usually imparts in these classes is of grammar as a system of rules that comes in handy when being prepared to pass an exam or level up the knowledge of English in the school year. Once he graduates, he wants to work for a private institution because they allegedly pay better and wants to pursue a master's degree in teaching languages.

The Pedagogical Unit

Following the program proposed by the School of Languages for the course Contrastive Grammar L1-L2, the unit included an analysis and discussion of different grammatical features such as parts of speech, sentence organization, passive and active voice, modality, and simple, compound and complex sentences. These features were approached from both a traditional and SFL views so that EFL pre-service teachers could have the opportunity to compare ways of seeing them in both traditional and functional grammar and to understand the advantages of a functional analysis. These grammar topics were discussed in 16 one-hundred-and-five-minute sessions during the months of February, March and April of 2018. The sessions took place twice a week for a total of eight weeks: the last two weeks of February, four weeks of March and two weeks of April.

The model that was used to organize the sessions was The New London Group's (2000) Multiliteracies Model. This model, as explained in the Theoretical Framework, has four stages: situated practice, overt instruction, critical framing and transformed practice. To follow these stages, classes were organized the following way: classes one and two focused on the first premise that states that grammar is not a system of rules but a system of choices made according to context purpose and audience (Butt et al., 2000; Knapp & Watkins, 2005; New London Group, 2000; Schleppegrell, 2007). This premise was addressed with varied texts that use "incorrect" grammar but that matched the context, purpose and the audience and vice versa; that is, by using texts that use "correct" grammar but do not match the context, purpose and the audience. The texts that were used were informal conversations in chats and social media, songs and films excerpts. Following the framework, the texts were explored in terms of appropriateness (situated practice, overt

instruction) and analyzed in terms of their social impact (critical framing). Finally, the texts were transformed by the EFL pre-service teachers in order to express their position by responding to their own purposes in different contexts and for different audiences (transformed practice). Although these two sessions were not addressing any specific grammar component from the program, they were valuable to set a landscape for EFL pre-service teachers to understand grammar beyond the traditional perspective, in a more critical way.

Classes three, four, five and six focused on parts of speech (nouns, adjectives, verbs and adverbs) and the second premise which was that grammar is a system of meanings (Butt et al., 2000; Knapp & Watkins, 2005; New London Group, 2000; Schleppegrell, 2007). This premise was addressed through the use of texts like political speeches in which nouns are not always persons, animals or things; verbs are not always actions (ideational level) and words have different graduation (focus and force) (interpersonal level). Following the framework, EFL pre-service teachers were asked about what was traditionally understood as parts of speech (situated practice) and both the traditional and the functional definition of such concepts were explained. Next, they were provided with a space for practicing and contrasting how each part functions (overt instruction). Additionally, EFL pre-service teachers were asked to participate in small groups where they needed to discover how grammar choices made by the author depicted his/her intentions (interpersonal level). To do this analysis, EFL pre-service teachers classified the words (nouns, adjectives, verbs, etc.) and group of words (participants, processes and circumstances) from a political speech into categories. Then, as a group, they were guided to see the patterns, recurrences, and lexical chains in the political speech (textual level), and to deduce who was being represented as

powerful or powerless in the speech (critical framing). Finally, they were advised to analyze a text in a similar way and replace specific parts of speech with different stronger/weaker words to contest the text's initial version (transformed practice).

Classes seven, eight, nine, ten and eleven focused on sentence organization (passive voice) and modality in order to develop the third premise which stated that the grammar choices made in texts position not only the author but the audience (Schleppegrell, 2004; Wallace, 2003). This premise was addressed through texts such as news reports, letters to editors and reviews (movies, restaurants, books) in which the subject is omitted and in which modality is used to position the audience in a certain way (interpersonal level). Following the framework, the initial activities were directed to acknowledge EFL pre-service teachers' previous knowledge of sentence organization patterns, passive voice and modality (situated practice). After that, using the texts, an explanation of the formal features of the structures (overt instruction) was provided to the EFL pre-service teachers. Next, the group was asked to do a critical analysis of how passive voice and modality position participants and the impact these structures have in the message and in society (critical framing). To conduct this analysis, students were first guided to discover how the recurrence of passive voice in texts could help the perpetrator of a crime avoid responsibilities or even help the media minimize the importance of knowing who the perpetrator is (doer, and also subject in the sentence organization patterns) and does to the victim (receiver, and also object in the sentence organization patterns) (interpersonal level). Second, students were invited to analyze how the two types of modality, deontic (rules and desires) and epistemic (reasoning, evidence and beliefs), were powerful tools to position the audience through texts since they accounted for the author's interpretation of the world;

that is, they were not simply words that expressed modes. Finally, pre-service EFL teachers were required to write a response (letter to the editor) expressing their opinion about how the author used language choices and how they position the reader, including the analysis made in the critical framing stage (transformed practice) after reading an article that positioned women in specific ways.

Classes twelve, thirteen, fourteen and fifteen focused on simple, compound and complex sentences and on the fourth premise that supported that grammar is a system of choices that included some and excluded others (Schleppegrell, 2007). This premise was addressed through texts such as academic essays and conferences, which demanded deployment of a kind of language which excludes people who are not part of the academic community. Following the framework, the texts selected –academic articles- were used to first help explain how simple, compound and complex sentences work (situated practice and overt instruction). Second, pre-service EFL teachers were asked to analyze the meanings that are packed in compound, complex and compound-complex sentences (textual level). They were guided to understand that there are discourses that are not accessible to certain people who do not manage the codes of a specific community because of their impossibility to dissect compacted ideas in a sentence. They were also guided to understand that, in order to speak the language of that specific community, the author makes choices that give the texts the *texture*. After this, they were asked to analyze the implication of belonging or not to a community that writes in certain way, along with the importance of spreading the message that results from academic discussions with the public that does not share the same grammatical standards (critical framing). Finally, EFL pre-service teachers were asked to create a text where they explain an issue related to education from a text they read to a

person who needs to access that discourse, by transforming complex-compound sentences into compound or simple ones. They were expected to consciously make choices to include people that do not belong to the community (transformed practice).

Lastly, class sixteen provided EFL pre-service teachers the opportunity to express their final thoughts about grammar after the implementation of the units. As a preparation for this session, students were given four questions, to which they needed to respond in written before class in order to be ready to have a discussion about the given topics in class. The first question was *What is your vision of grammar now?* The question intended to explore how students saw grammar at the end of the project implementation and notice how the four premises had permeated or not their current discourse about grammar. The second question was *What did you learn about grammar in this course?* This question intended to uncover how EFL pre-service teachers' answers reflected or not an awareness of the importance of transcending traditional views of grammar. The third question was *Why is it important to learn grammar?* This question intended to explore EFL pre-service teachers' opinions about the relevance of learning, talking and discussing about grammar. Lastly, the fourth question was *How would you approach grammar in your classes when you become a teacher? Why?* intended to measure the impact that they thought the unit and the premises could have in their future endeavor as practitioners.

Data Collection

Case studies involve the exploration of a particular situation “through detailed, in-depth data collection involving multiple sources of information rich in context” (Creswell, 2003, p.61). They also include a detailed description of the system or group under study. As such, when doing case studies, multiple sources of data collection techniques are necessary (Creswell, 2003; Glesne, 2006; Richards, 2003; Yin, 2003). Correspondingly, this study used several data collection techniques which were expected to provide multiple insights about the participants’ responses in the process of being immersed in units that promoted SFL views of grammar. These data collection procedures were the following: video recordings of the class sessions, interviews to salient cases, reflection tasks after the implementation of each premise and a final, overall reflection task; and samples of EFL pre-service teachers’ work at the end of each premise.

The video recordings were sixteen in total and were done of all class sessions. They were expected to cast real-life interactions of EFL pre-service teachers with the material presented, the reflections, comments and connections they naturally express about the power of grammar. They were used to analyze specific situations in which EFL pre-service teachers responded to the premises, how they understand grammar and the possible impact of the unit towards a more critical perspective of it. All video recordings were transcribed using selected transcription, which means that only parts of the video recording that gave an account of EFL pre-service teacher responses to the premises were transcribed. As Richards (2003) explained, the researchers “might have a much more general idea of what [they]’d like to explore, (...) in which case [they]’ll need to decide what you want to transcribe and examine in more detail” (p.181), as it was the case of this study. Parts where

EFL pre-service teachers were discussing other aspects (e.g., procedural aspects of the class), where the instructor was providing explanations, or where students were working in small groups, for example, were omitted from the transcriptions since they did not provide elements to illustrate how EFL pre-service teachers were responding to the premises being presented.

The interviews happened in two sets. The first set was carried out after the implementation of the premises one, two and three, with the three EFL pre-service teachers that showed interesting responses to the unit, whether in the form of oral comments or written reflections, while the unit was being implemented. They were done orally in English in the classroom where the classes took place, and they were transcribed completely immediately after they took place. Their purpose was to go deep into the reasons for these responses and to try to understand their origin.

The second set of interviews took place once the course was over when it was clear that there were three different kinds of responses to the course and three students who exemplified those three types of responses. The interviews were done in order to get a deeper understanding of the responses and their causes. These interviews were carried out in English as well but this time they were not done in person. A set of questions (see appendix C) was sent to the pre-service teachers via email to be done in written and sent back within a week.

There were a total of five reflection tasks and they were collected after each premise and at the end of the whole implementation. They were expected to provide the study with valuable information about EFL pre-service teachers' take on questions like *What have you*

learned about the relation between grammar, context, purpose and audience? What have you learned about the relation between structural choices and representations of the world? What can you say about the relation between grammar and positioning after this unit? What can you say about the relation between grammar (specifically simple, compound, complex and compound-complex sentences) and excluding people? among other questions related to the specific premise and the specific topic (see Appendix B). These reflections were used to explore how grammar structures and reflections about those were understood by EFL pre-service teachers. Finally, a general reflection task at the end of the process was expected to help with the consolidation of preliminary conclusions about EFL pre-service teachers' responses to the promotion of SFL views of grammar within a grammar course. The questions that were used in the final reflection task were: *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?*

A total of four samples of EFL pre-service teachers' work were collected in the at the end of each premise during the stage of transformed practice and they contained counter texts that EFL pre-service teachers created depending on the activity and the premise that was explored.

The total data collected during this project is summarized in table 1.1 presented below,

	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 students work	21	21	21	21	84
Total per premise	45	47	48	68	

Table 1. 1. Data collected throughout the project

Data Analysis

Once video recordings and interviews were transcribed, they were uploaded to the software for qualitative data analysis called Nvivo10, along with samples of students' work and reflections tasks. Once data were on Nvivo10, they were analysed both deductively and inductively (LeCompte & Schensul, 1999; Richards, 2003). The deductive analysis included pre-established categories which corresponded to the four premises: (a) grammar as a system of choices, (b) grammar as a system of meanings, (c) grammar choices as a way of positioning authors and audience and (d) grammar choices as a way of excluding certain types of populations.

Once data had been analysed this way, they were analysed again inductively for pre-service EFL teachers' responses following four of the stages suggested by Richards (2003): Collect, think, categorize and reflect. The categories that emerged from this analysis were: (a) openness, (b) caution, (c) resistance. First, *openness* grouped reflections and statements or work in which EFL pre-service teachers expressed direct agreement and allusion to

grammar as choices, meaning, positioning and/or inclusion and exclusion. EFL pre-service teachers in this group explicitly referenced the importance of adopting SFL views of grammar through the premises by stating ideas that resemble the following,

“The most remarkable evolution of my views of grammar is being aware that it is not a fixed phenomenon that it doesn’t determine the accuracy of a message and that being so purist with it may lead us to disregard very important messages that should be spread.” (Reflection task 1, ST 11 – February 27th, 2018)

Second, *caution* clustered those opinions of EFL pre-service teachers that neither challenged nor agreed with what the premise intended to promote and that were too general to reflect a commitment to the premises such as the following,

“Passive voice is another fancy manner of saying things, in which the object becomes the subject of the sentence. It is possible just when we have an object in the sentence. Its use may be interpreted into a softening of the intentions of the speaker, to be euphemistic or to avoid responsibilities.” (Reflection task 3, ST 7 – April 3rd, 2018)

Finally, *resistance* assembled those statements in which EFL pre-service teachers showed direct opposition to the premise, disagreeing with the premise or relying energetically (and almost exclusively) on the traditional views of grammar. Such statements looked like the following,

“It is so important that a text is well-structured in order to be clear and allowing the arguments connect themselves.” (Reflection task 3, ST 8 – April 3rd, 2018).

Ethical Considerations

Since this study involved the modification of the course program, the first step in the process of ensuring consent was to present the Program Committee with a proposal for the new course. Once this course was approved by the Committee, the proposal was presented to the Program Chair who signed a consent form after being briefed on the project (Appendix D). Finally, the proposal was presented to the EFL pre-service teachers registered in the course along with a consent form that explained in detail the purpose of the study, their role in it, treatment of data collected and the fact that they could withdraw from the project at any time (Appendix E). EFL pre-service teachers received the consent form one class before the implementation started and were given the opportunity to ask questions before signing the form. Once collected, all data were stored with pseudonyms and kept in a safe place. Only the thesis advisor and the researcher had access to these data.

Findings

The study explored pre-service teachers' responses to the implementation of a unit that intended to promote certain SFL views of grammar, namely, that grammar is a system of choices and of meanings, that grammar choices position both the author and the audience and that grammar choices include or exclude certain types of populations. In general, data analysis showed that EFL pre-service teachers responded in at least three different ways to the premises: a first and prominent group of fourteen EFL pre-service teachers responded with consistent openness. A second group of about five EFL pre-service teachers responded differently to each premise, moving back and forth between openness (agreeing to the premise), caution (neither challenging nor explicitly agreeing) and resistance (explicitly opposing). Finally, a third group of two EFL pre-service teachers showed continuous resistance to the premises by challenging these SFL views through their comments. Pre-service EFL teachers who exemplify the three types of responses obtained from the whole group were, Daniel (openness), David (different responses depending on the premise), and Felipe (resistance), the three participants were featured in the Participants section. The following paragraphs contain a detailed description of how each of these three pre-service EFL teachers exemplified these responses.

Daniel

As mentioned in the research methodology section, Daniel was a 20-year-old enthusiastic EFL pre-service teacher who was not very interested in grammar. In spite of this, 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 implication of

deploying certain type of grammar with different audiences (e.g., formal grammar in a familiar context), he stated that grammar is to be deployed according to the audience that will receive the message,

Daniel (22:34): *I think it is a matter of not offending someone else. It is subjectivity. If I know my friend, I am not going to be so polite because I know who she or he is. (24:18) 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 – Feb 20th, 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 and that being polite (i.e., by using formal grammar forms) does not necessarily work for all contexts, in this case, a familiar one. In other words, he showed he had no problem with seeing grammar as constrained by context, purpose and audience rather than as a fixed system of rules.

Then, in the first reflection task, as opposed to Felipe, who said the course had not helped changed his views, Daniel expressed that the course had helped him gain a different perspective of grammar. Below is what he was asked and what he answered,

Q1. What have you learned about grammar up to this point in the course?

A1. *I think from the most part, I learned that grammar by itself is “useless”, it depends on context and intention. Grammar exists because if not it would be impossible to create new rules for each and every different feeling, emotion, etc. that we wanted* (Reflection task 1, Daniel – February 22nd, 2018).

By explicitly stating that *grammar by itself is “useless”, it depends on context and intention*, Daniel showed that he understood that the concept of grammar goes beyond that of a simple set of harmless and fixed rules that work for all contexts, purposes and

audiences. This concept of grammar took into account *context* and *intentions* and was connected to *feelings* and *emotions*.

But Daniel was not only able and willing to grasp these concepts from the very beginning but he also had meta-awareness of what he was learning. This was evidenced in his response to question two when he acknowledged that the course actually helped him have a different understanding of grammar, one in which *language is not rigid and doesn't stay the same, it evolves every day*,

Q2. Have your views of grammar changed/evolved/been transformed after this unit?

A2. Yes, they have. I thought of grammar as a set of rules and nothing else. Now, I know grammar helps us convey messages more efficiently. Grammar is more like a guidance that can bend, in some cases, given that language is not rigid and doesn't stay the same, it evolves every day (Reflection task 1, Daniel – February 22nd, 2018).

As for his response to premise two, authors do not only make structural choices but meaning choices with an intention, following the trend showed in premise one, Daniel continued to show openness to the ideas discussed in class. During the whole class presentation of this premise, for example, EFL pre-service teachers were asked about the implication of choosing any of the words in the sentence “He said something to me / He whispered something to me.” The purpose of this exercise was to have EFL pre-service teachers understand that even though the two underlined words were verbal processes, they had very different meanings and a different force. Daniel’s comments during the discussion reflected not only his understanding but his openness to this idea,

Daniel (14:53): When I write I like to think about two or three verbs that express the impact that I want to provoke on something or someone, but sometimes those verbs and adverbs don't have the meaning I want them to have for the text, so; I have to change them (Video recording 1, class 3 - February 27th, 2018).

Daniel's statement that *I like to think about two or three verbs that express the impact that I want to provoke on something or someone* implied that for him, as opposed to Felipe, structural choices are not made unintentionally or simply because we have the option to replace words for others in the same category. These choices are made with the intention of provoking a reaction in people.

Another example of Daniel's openness to premise two came from the activity in which he and his classmates were presented a political speech presented by Young and Fitzgerald (2006) in their book "The Power of Language". The activity asked EFL pre-service teachers to identify *participants (nouns)*, *processes (verbs)* and *circumstances (adverbs)* in a speech by George Bush after 9/11 to illustrate how words can have different functions and how grammatical choices, such as using present tense, have meaning and intentions embedded in them. Daniel offered the following comment,

Daniel (4:00): *When I first read the text, it had a huge impact on my perception of the text because I didn't realize or know that you could have present tense sentences and that changes the intention. Then when he says "make no mistake about it, no question about it". It changes the meaning because he doesn't say "I will probably do it" but "I am going to make it"* (Video recording 2, class 5 – Mar 6th, 2018).

By stating *it had a huge impact on my perception of the text because I didn't realize or know that you could have present tense sentences and that changes the intention*, Daniel did not only agree with the fact that the purpose and tone of the text can be greatly affected by the grammar chosen, he also demonstrated that he had no problem with changing his views of grammar and the power structures may have in a speech.

Finally, in the reflection task for this same premise, when asked whether his views about the parts of speech had changed, contrary to the "I don't think so" that Felipe provided,

Daniel produced a definite “yes, they have.” Below is the question he was asked and his response,

Q1. Have your views of parts of speech changed after this unit? How?

A1. Yes, they have. Because I used to think that parts of speech were nothing but rules that could not be broken, so I thought of it as a language limitation. Now I perceive a different feeling when reading, because I find it attractive to discover how a person wants to portray their visions of the world (Reflection task 2, Daniel – March 13th, 2018).

As can be seen, Daniel has no problem in admitting not only that his views have changed but also how he *used to think that parts of speech were nothing but rules that could not be broken, so [he] thought of it as a language limitation*. His statement that he saw grammar not as a limitation but as an opportunity *to discover how a person wants to portray their visions of the world* was a validation of his openness to see grammar as a system of meanings and as a tool to unveil a person’s position, attitudes and stances towards a topic.

Daniel’s openness to the premises continued during the discussions and activities prepared for premise three, grammar is used by authors to position both themselves and the audience. To help EFL pre-service teachers understand this premise, the instructor brought several activities, which included writing a letter to an editor in response to the article “How to be a Woman” commenting on how the author’s grammar choices positioned the audience. Daniel’s letter to the editor showed that he had no trouble accepting the fact that words position people, or in this case, that authors position characters with their choices 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 students' work 3, Daniel – April 3rd, 2018).

As can be seen, Daniel, as Felipe, was able to see that some of the linguistic choices being made by the author represented women as weak and needy (*Why behind?*). Also as Felipe, he was able to suggest a better choice of words which would provide a fairer representation of women: *Why not next to or alongside, for example?* Additionally, he noticed how the author's choices of two specific words were used to qualify men, *successful* and *behind*. Actually, he explicitly claimed that these words *are depicting women as dependent and mediocre*.

Daniel's openness to premise three was confirmed in the interview he had with the instructor at the end of this set of lessons. Indeed, when asked *how he had felt in the course*, he had no queries to confess that he did not use to be very fond of grammar but the course had helped him see the social impact grammar could have,

Daniel: (...) But 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, Daniel - April 12th, 2018).

As can be seen, contrary to Felipe, who felt the course was not helping him *to erase some Spanish interferences [in] English*, which was not at all the intention of the course, Daniel felt the course had helped him to demonstrate linguistically what he saw in terms of inequities and problematic discourses. This was not only much more in line with what the course intended but also demonstrated his connection or openness to the SFL views of

grammar promoted in the course. Finally, when asked about why he went beyond and suggested a different way of writing in the letter to an editor (precisely proposing to change the word “behind” for “next to” or “alongside” in the sentence “*Behind every successful man, there is a woman*”), he answered in a very similar way,

Daniel: *Because that is what I came to do. I don't know if I am feminist or anything but I would like to see changes in society. I want people not to believe what they see just because they see it. (...) Critique. And I felt I had to do it. I felt it* (Interview, Daniel - April 12th, 2018).

By stating that he suggested the modifications in language because he *would like to see changes in society*, he is showing his understanding of grammar as a tool to impact society from the classroom and not as a simple set of rules that need to be learned to improve accuracy when speaking or writing.

Daniel's responses to the activities prepared for premise four were no less encouraging. This premise was intended to help EFL pre-service teachers see grammar as a way of excluding certain types of populations. Among the activities prepared to achieve this purpose was the analysis of the academic article by Akbari (2008) “Transforming lives: introducing critical pedagogy into ELT classrooms” in terms of the type of sentences they contained (simple, compound, complex and complex-compound), the audiences that were either included or excluded through the use of those structures, and the consequences of not having access to the issues and theories discussed in the text because of the impossibility to understand its grammar packed in compound-complex sentences.

Daniel's answer to the question *what types of sentences do academic texts usually contain?* showed his openness to seeing the grammar of academic texts as a tool that can

potentially exclude some people. To him, as opposed to Felipe, the exclusion is purposeful.

Below is what he said,

Daniel (07:53): *We think the types of sentences that academic texts use are complex-compound because academic texts are more difficult to understand, we have to read them at least twice. Because they want to complicate things* (Video recording 2, class 12 – April 5th, 2018).

Later on, during the same activity, Daniel emphasized how specialized language intended to confuse people and, as a consequence, excluded them from the discourse by positioning the sender of the message as more knowledgeable,

Daniel (00:07): *I remember that I usually read some of my brother's texts, he studies law. They say simple things in very complex ways. Pero es un lenguaje que ellos supuestamente tienen que adquirir para poder hablar con el juez y los tomen como que saben mucho. Es para enredar la gente* (Video recording 3, class 12 – April 5th, 2018).

By stating that *They say simple things in very complex ways* and [para que] *los tomen como que saben mucho. Es para enredar la gente*, he agreed with the premise which stated that by using technical grammar forms, audiences who do not manage them, are consequently excluded from the conversation, even if the topic is of their concern.

Finally, in the reflection task for premise four, Daniel had an opportunity to confirm his position. Indeed, when prompted about his *learnings* regarding types of sentences, he showed that he believed in the importance of being aware of grammar as a way of excluding certain populations,

Q1. What have you learned about simple, compound, complex and compound-complex sentences up to this point (end of unit 4)?

A1. *I'm more focused on learning how to differentiate the type of sentences and on their excluding or including purposes* (Reflection task 4, Daniel – April 19th, 2018).

Then, in his response to the second question, he stated what he learned with the activities developed during the premise, by expressing that grammar excluded people that did not manage the field discourse and that could be a reason why *some people may keep themselves from the information those texts have*. The fact that he acknowledged he learned to see grammar as a way of excluding people from discourses during this course, became a direct reference to his openness to the premise,

Q2. What can you say about the relation between grammar (specifically simple, compound, complex and compound-complex sentences) and excluding people?

A2. *Maybe that sometimes there are texts in which their sentences are very complicated and only a few can understand, due to factors such as slang, complexity of the style in which they are written, etc. Therefore, some people may keep themselves from the information those texts have* (Reflection task 4, Daniel – April 19th, 2018).

In sum, even though Daniel started from a very traditional view of grammar, he had no problem letting the activities challenge these views, and expanding or switching them as needed. This openness allowed him to start at a very different point from which he started both as a learner and also as a teacher, that is, taking grammar learning into a critical perspective. After the course, he expressed he is now focusing on the impact that a text (seen as a whole, as situated, as a picture of a social reality) can have in his students and their surroundings, which means he gained a wider view of what grammar is. In this view of grammar there is not necessarily a right and a wrong way to express an idea; structures are both purposefully chosen and endowed with power to position and to exclude or include some people. Accordingly, he said he now teaches grammar through texts (in context, situated) that use specific structures with a purpose and the topic of which can be interesting and socially relevant for his students' lives.

David

As mentioned in the research methodology section, David was a professional in his second major at a university. David represented the group of EFL pre-service teachers whose responses throughout the unit were different depending on the premise. In David's case, these responses went from an initial total resistance about seeing grammar as a system of choices, to openness about seeing grammar as a system of meanings and as a way to include and exclude certain type of populations, and to slight openness (caution) about seeing grammar as a way to position people.

David's resistance to seeing grammar as a system of choices.

David's resistance to the premise that intended to show grammar as a system of choices constrained by audience, context and purpose rather than a system of fixed rules was evident during the first activity for the premise. In this activity, EFL pre-service teachers were presented with some texts that deployed unconventional grammar but that served the communicative purpose it intended, e.g. to negotiate with a friend (Whatsapp conversation), to express feelings (a song), to give advice and leave a message (a movie), etc. When asked about the pertinence of using these 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 - Feb 20th, 2018).

David's answer showed that even though he agreed with the fact that some grammar choices work in specific contexts (*both of them seem to be not very well educated people,*

so they chat like that), he resisted 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*). As Felipe, he believed that using untraditional forms of grammar was an indicator of people's low socio-economic status, and denied the fact that people from all backgrounds make use of a range of discursive possibilities depending on the situation, the purpose and the audience.

David's resistance to the premise was evident in at least two of his responses to the questions included in the first reflection task. Indeed, when asked what he had learned about grammar, similar to Felipe, 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 grammar is a set of rules that compose any language (Reflection task 1, David – February 27th, 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. *I am one of those people attached to grammar rules in every situation. I am aware of my own mistakes, even so I always try to connect them in order to speak and write as "perfect" as possible (Reflection task 1, David – February 27th, 2018).*

David's openness to seeing grammar as a system of meanings and as a way to include or exclude people.

David's resistant attitude was much more flexible during discussions of premises two and four. The second premise intended to show grammar as a system of meanings, that is, that authors do not only make structural choices but they make meaning choices with an intention. Among the activities proposed to foster understanding of the second premise, was the analysis of a political speech by George Bush using SFL tools (identifying participants, processes, circumstances). David's comments during the socialization of the analysis of this speech denoted not only a better understanding of grammar as more than a set of rules but consciousness about how author choices are intentional. Below is what he stated,

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

David's insistence on categorizing *articles to identify the real intention of the article or the people who is performing the speech* indicated that his views of grammar were expanding since, as opposed to what he expressed in the previous premise, grammar contained intentions embedded in the structural choices made. In this case, he understood that articles were chosen with an intention not only because of their function as articles.

David's openness to the premise was confirmed in the reflection task that culminated the lessons about premise two. Indeed, when asked what he had learned about parts of speech, he contradicted what he had stated in reflection one by stating that he saw grammar as a

system of meanings that varies according to the intentions and needs of the person who builds the discourse,

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

A1. *I have learned that grammar is more than a mere set of rules and it may vary depending on the context and needs of the user (Reflection task 2, David – March 12th, 2018).*

Then, when asked what he had learned about structural choices, he accepted that choices are influenced by context and that in some contexts it is more proper to make “mistakes” or “not to speak in a proper way” than to speak correctly,

Q2. What have you learned about the relation between structural choices and representations of the world?

A2. *The use of language and the way we speak are closely related to our vision of the world and how we understand it. Sometimes people prefer to make mistakes or not to speak in a proper way because it might sound weird in the environment they get on (Reflection task 2, David – March 12th, 2018).*

Finally, his answer to question three in the reflection task and to another question formulated by the instructor during the individual interview conducted after the end of premise two, showed he was not only more open to the premises but he was also aware of this change in his attitude. Indeed, in the reflection task, when asked “*Have your views of parts of speech changed after this unit? How?*” he responded, *Yes, I feel I am becoming (a little) more flexible and open regarding the usage of language.*

Similarly, during the interview, when asked about how he had felt in the course, he acknowledged that his pre-conception of grammar needed to be revised and that the activities proposed had helped him realize that. He stated,

David (5:00): *the course has been useful for me also for raising awareness, to change my conception or idea of grammar. I had the idea of grammar just as a mere set of rules for you to follow to speak properly. But now with your class, I have learned that there are many facts or interests behind the fact that we are using language in one way or another depending on the purpose, depending on the intention of the speaker. So, it has been very useful* (Interview with David, April 6th, 2018).

But David did not just show openness to the second premise. He also showed openness to the fourth one which stated that grammar choices can include or exclude certain population that does not manage the same discourse. This was very evident during the reflection task for this premise when, in response to the question “What can you say about the relation between grammar (specifically simple, compound, complex and compound-complex sentences) and excluding people?” he accepted that complex grammar forms could limit the audience the text can reach and that writers need to think of their audience before deciding whether to write in complex or simple ways,

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

David’s caution to see grammar as a way to position people.

As opposed to what happened with premises one, two and four, David’s reaction to the third premise, grammar is a way of positioning both the audience and the author, was that of caution. That is, he did not strongly agree or oppose this view. An example of this is the letter to the editor of the article “Being a Woman” that he wrote responding to the way

grammar forms (passive voice and modal verbs) were used to position women in specific ways. In this letter, even though David acknowledges 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 students’ work 3, David – April 3rd, 2018).*

Later on, he invites the author of the article to reflect of how a part of the text may be misunderstood. However, unlike Daniel, he does not show awareness as to how particular grammar units position, in this case, women in specific ways,

David: *You also mentioned that women should learn about pregnancy before getting pregnant. How can anyone deny that? Nevertheless, after that, you start listing a series of diseases that the female bod is prone to suffer. So, my question is: are all of those illnesses like gallstones, migraine, osteoporosis, arthritis, and blood pressure exclusive to women? (Sample of students’ work 3, David – April 3rd, 2018).*

Then, during the reflection task for premise three, David makes a constant reference to previous ideas (that of grammar as more than a set of rules) but not to grammar as a way to position both the author and the audience, which suggests he is still cautious about this view of grammar. In response to the first question about what he had learned about passive voice, for example, David answered that he understood that there is an intention behind using passive voice but that was not necessarily that of positioning people,

Q1. What have you learned about passive voice up to this point (end of unit 3)?

A1. *I have learned it is not only about writing style, but there is also a reason behind the fact of using it, such as trivialize and action or event or emphasize one subject in a sentence* (Reflection task 3, David – April 3rd, 2018).

The fact that he understood that there were intentions behind using specific grammar structures was aligned with what he expressed in the second premise but it was not an explicit agreement or openness to this specific premise, or resistance or resistance to it.

Then, when asked, what he could say about the relation between grammar and positioning, he demonstrated that, even though it was clear for him that *grammar is more than a simple set of rules*, it was not that clear for him that grammar was 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 3rd, 2018).

In sum, contrary to Daniel and Felipe, David showed varied responses to the premises. These responses ranged from resistance to openness to caution, depending on the premise, showing that, to EFL pre-service teachers like him and four others, not all premises were equally difficult or easy to accept.

However, after taking this course, he expressed he reconsidered teaching grammar not only as the right way of writing or speaking but also as a flexible tool that depend on the context and audience. His way of teaching grammar now, consequently, is by giving extra importance to the context so that students can make sense of the grammar used in a specific text while learning the terminology of the traditional grammar.

Felipe

As mentioned in the research methodology section, Felipe had been studying this major for about 17 years already. He was older and more set in his ways than the other EFL pre-service teachers. His responses to the activities throughout the course demonstrate a resistance which would remain through the discussions of the different premises.

Felipe's resistance to the first premise, grammar is a system of choices made according to context, purpose and audience, was remarkably evident during the activities from classes one and two. Among the activities proposed for premise one there were a discussion about their preconceptions of grammar, the analysis of different text types that use unconventional grammar but serve specific purposes, context and audiences; and the transformation of a text that use unconventional grammar (e.g., Whatsapp conversation, Twit, part of a song or movie excerpt). Such activities were intended to impress it upon EFL pre-service teachers that there is no right or wrong grammar, only choices made for specific contexts, for particular purposes and audiences. In the last activity for the first premise, choosing a text to transform so that it would be more reachable to wider audiences, Felipe chose to analyze one of the texts explored in class arguing the impossibility of finding another text that broke grammar rules.

The text in Figure 1.1, presented below, was a Whatsapp conversation between two friends who were discussing a situation related to their daily lives,



Figure 1. 1. Text message, Whatsapp conversation between two friends.

In his transformed text, Felipe modified 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) for more conventional forms. The Table 1.2. presented below shows these modifications,

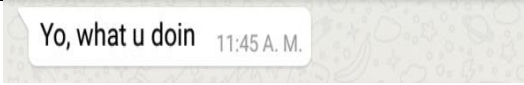

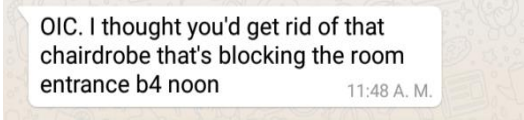
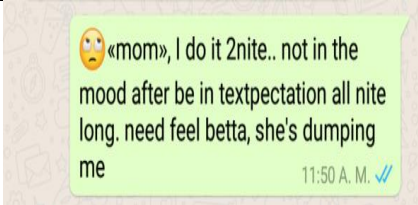
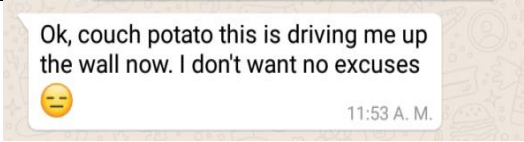


Original text	Transformation	Type of correction
	<i>Hi, <u>what are you doing?</u></i>	Replacement of word, omission of verb, replacement of phoneme for grapheme, omission of letter and punctuation
	<i>Not much, I don (sic)to have lunch with my girlfriend later.</i>	Punctuation, omission of pronoun, replacement of letter for word, acronym, replacement of phoneme for grapheme
	<i>I see, I thought that <u>you were going to wash your clothes today.</u></i>	Acronym, omission of word, indistinct verb form, replacement of words
	<i><u>Yes, and I will tonight I'm in the middle of something with my girlfriend and I don't feel so good. She might dump me.</u></i>	Use of emojis, replacement of word, indistinct verb form, punctuation, omission of pronoun, capitalization, slang and punctuation
	<i>Ok, couch potato, <u>but I am not happy, no more excuses</u></i>	Replacement of idioms, double negation (slang), punctuation, use of emojis
	<i><u>But I gave you a good one, don't you see?</u></i>	Capitalization, punctuation, replacement of phoneme for grapheme, use of emojis
	<i><u>You win</u></i>	Use of emojis

Table 1. 2. Type of modifications made by Felipe
(Sample of students' work 1, Felipe – February 22nd, 2018)

However, what was most remarkable about this exercise was not the fact that he modified these expressions since the correction 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 students' work 1, Felipe – February 22nd, 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 necessarily on their socioeconomic status. His response *It is important because anybody can learn how to negotiate with a friend* suggested not only that he still believed everybody negotiates the same way regardless of where they are from, who they are, their purpose, their audience, but that he had not realized that there are circumstances and media, such as a conversation through Whatsapp, that permitted the deployment of a different type of grammar.

After this activity, Felipe continued with the same resistant attitude he demonstrated in the previous task. However, this time he demonstrated resistance not only to the premise being presented but to the course itself through the reflection task. In this, just like with David and Daniel, he was asked four questions that intended to show how the class activities and discussions had influenced his views of grammar. Felipe showed resistance to the course in two ways: first, his answers were more succinct than those of the rest of the pre-service EFL teachers. Second, all of his answers negated any kind of learning during the lessons. These were his answers,

Q1. What have you learned about grammar up to this point in the course?

A1. *Nothing, I didn't knew [sic] before.*

Q2. Have your views of grammar changed/evolved/been transformed after this unit? How?

A2. *No, they haven't.*

Q3. What did you learn about the relation between grammar, context, purpose and audience?

A3. *I already knew that* (Reflection task 1, Felipe – February 27th, 2018).

The first and third responses directly contradicted what had been demonstrated in the first activity: that Felipe did not understand that grammar was a system of choices that were made according to context purpose and audience, that there was more than correctness or incorrectness in grammar, and that grammar choices depend also on the range of possibilities that the speaker has and decided to use, not merely their socioeconomic background. He was not meta-cognitively aware of what he needed to learn and therefore not able to judge that he did not learn it. The second response demonstrated his closed attitude towards the SFL views of grammar that were being presented since, in it, he explicitly negated that the activities or discussions influenced his views of grammar.

After the first premise was explored, Felipe was invited to an informal interview where he confirmed his resistance to the premise and the course by explicitly asking for a different approach (a traditional one) that fulfilled his content needs, those of achieving accuracy in English. One of the questions for this interview explored his experience in the course in terms of challenges and gains. This was the question and his answer,

Q1. How have you felt in this course? (in terms of challenges and gains)

A1. *I feel that because I feel that I have a higher level in grammar than other students, I think the course is making me understand how to read the grammatical intend of things. But 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 Felipe, April 3rd, 2018).

Felipe's answer to this question (how have you felt in this course?) showed that even though he had negated any type of learning but he had opened enough to see that the grammar choices we made were purposeful (*is making me understand how to read the grammatical intend of things*), he continued to see grammar as a system of rules that helped him be more accurate in English and, therefore, avoid Spanish interferences in his learning process which were blocking his need of speaking with the traditionally accepted grammar forms, that is, speaking properly for him *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.*

This resistant attitude continued during classes three, four, five and six where premise two was discussed. This premise stated that grammar is a system of meanings that create specific kinds of worlds (Butt et al., 2000; Martin & White, 2005; New London Group, 2000; Schleppegrell, 2004), that is, authors do not only make structural choices, they make meaning choices with an intention. In order to foster understanding of this premise, pre-service EFL teachers carried out different activities such as discussions about how parts of speech (nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections) were used with specific intentions (e.g., the use of the verbs *hunt* and *look for* in these sentences: “We will hunt them down” vs. “We will look for them”). Felipe's intervention in one of these discussions showed that for him, regardless of the evidence to the contrary, choices authors make are based on structural aspects, not meaning aspects,

Felipe (7:30): *When you have more vocabulary, you understand that some words have many categories at the same time. For example, you can use the word LATE for someone that died. Let's suppose that Virgilio Barco died. You can say "the late Virgilio Barco was the president of Colombia" So, when you say "late" it means the person died* (Video recording 2, Class 4 - March 1st, 2018).

By insisting on the fact that words have many categories, and suggesting that this was the reason why the word was chosen (*you understand that some words have many categories at the same time*), Felipe was showing resistance to the second premise which insisted basically on the contrary: that author's intentions, not just structure, are determining factors in the word choices authors make.

Finally, in the reflection task, Felipe also showed resistance to seeing grammar as a system of meanings. Just like in the reflection task for premise one, he was asked some questions that intended to see how the activities and discussions carried out in class had influenced his views of grammar. Although he was not as succinct in his responses as in the previous premise, his answers showed resistance in at least two ways: (a) by denying that his views of parts of speech have been influenced, and (b) by mentioning *register* instead of *intentions* as the defining aspect for structural choices authors make in texts. Below are the questions and his responses,

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 [sic] words inside a context, not alone.*

Q3. What have you learned about the relation between structural choices and representations of the world?

A3. *I was reminded of the importance of registry understanding when you read something* (Reflection task 2, Felipe – March 13th, 2018).

By using the word *reexamined* in the answer for question one, there could be inferred that the course actually had some impact on his views of grammar. However, he explicitly said the opposite, *I don't think so*, when asked about this evolution in question two. This was a form of resistance since he denied, once again, that the course had contributed in any ways to the evolution of his pre-established grammar concepts. Additionally, when he said *I reexamined how parts of speech can generally be identified by context* he limited his answer to the traditional grammar aspect of class, that is, what the specific part of speech may be performing (as an adjective, as a verb, as a noun, etc.) according to the context in a sentence, not the intention behind these structural choices. This was a direct form of resistance to the premise.

Second, Felipe showed resistance by mentioning *register* instead of *intentions* as the defining aspect for structural choices authors make in texts. The fact that he favored *register* (formal and informal grammar structures) over *intentions* showed resistance to seeing grammar as a system of meanings since he implied that understanding register was enough to unveil the representations of the world that the author of a text had. He did not recognize that register could be identified by the word choices made by the author, as in formal and informal, but it stays on the surface when the need is to see the meaning choices that the author made intentionally or unintentionally.

Felipe returned to being resistant again in premise four. This premise intended to show that grammar choices include or exclude certain types of population because not all combination of grammar features, word choices, structures and topics are accessible and understandable to all the members of a community (Schleppegrell, 2007). To help EFL pre-

service teachers understand this, several activities were proposed. Among these was a discussion about how simple, compound, complex and complex-compound sentences were more recurrent in academic texts and how academic discourse excluded certain populations.

Felipe's resistance this time was not to what the premise stated but to the need of embracing its potential, that is, challenging the traditional consequences of using specific grammar forms in contexts where topics become of general concern, which excludes people from conversations that should include them. During the class discussions, although he showed understanding of the premise, he challenged its usefulness by mentioning that there are some discourses that should stay inaccessible to certain people because they lack preparation,

Felipe (12:27): (...) *we shouldn't be transforming all texts into simple sentences because, first of all it is very long and second we need to omit some people that don't want to develop themselves intellectually so they just can't get into the information until they are already prepared to have that information in their hands.* (...) (Video recording 1 – Class 15, April 17th, 2018).

In fact, the comment *we need to omit some people that don't want to develop themselves intellectually* showed that for him omitting people is necessary, even when the topic is of their concern. He conditioned the access to information to when people be fully prepared, implying that if people do not access education, they are not suitable to be informed about specific topics by saying *they just can't get into the information until they are already prepared to have that information in their hands.*

In sum, Felipe's attitude towards the course was recurrently that of opposing views of grammar that differed from the traditional perspective of seeing it as a system of rules that help people speak accurately. He showed strong leanings when opposing the idea of seeing grammar as a system of choices by favoring accuracy over different linguistic ranges

authors can choose from; as a system of meanings by being firm about the relevance of register instead of intentions; and as a way of excluding certain types of populations by denying the need of making some discourses accessible to different communities.

According to him, after the course, he still considered grammar as a system of rules but he insisted on the importance to teach his students the emotions behind those systems. His opinion about the impact of the unit showed a view of grammar as a system of meanings, with emotions and intentions embedded in the structures chosen by the author; which opposes what was evidenced throughout the study.

Discussion and Conclusions

The goal of this project was to explore pre-service EFL teachers' responses to a course that promoted SFL views of grammar as defined by several SFL theorists in the theoretical framework. Findings show that these responses were mainly open (fourteen EFL pre-service teachers out of twenty-one) which suggests that pre-service EFL teachers are willing to challenge traditional conceptions of grammar as a fixed system of rules to be followed. Additionally, findings show that, in spite of the strong acceptance to the premises, not everybody felt identified with them. In fact, there were some participants whose positions towards the new views of grammar varied depending on the premise (five out of twenty-one), and some who even resisted (two out of twenty-one).

Overall, these findings are significant in several ways. First, they suggest the need to (a) expect different types of responses to SFL views of grammar on the part of the EFL pre-service teachers, (b) be prepared for having EFL pre-service teachers fluctuate in their responses to the different premises, and (c) anticipate resistance from EFL pre-service teachers for them to get the fullest of these views. Expecting different types of responses to SFL views of grammar on the part of the EFL pre-service teachers means being aware that some of them might be open, some may be resistant, and some others may be cautious about the premises, and not expecting everyone to blindly accept the premises. Indeed, previous studies have shown that in general ESL/EFL students have a hard time changing their views of grammar and a single course may not be enough for them to switch their entrenched understandings (Correa & Echeverri, 2017; Paesani, 2015). Therefore, several courses might be required, especially with cautious and resistant students, and instructors

need to be patient, giving students room to resist, to be cautious, and to be open as well (Correa & Echeverri, 2017; Derewianka & Jones, 2010).

Being prepared for having EFL pre-service teachers fluctuate in their responses means not expecting them to respond the same way to all the premises, and understanding that resistance to a premise does not necessarily mean resistance to all premises or to the course. In fact, students may switch back and forth depending on their personal experiences and beliefs (Paesani, 2015), as was the case with David and the other four EFL pre-service teachers in this course. It also means preparing to have conversations with cautious and resistant EFL pre-service teachers to understand exactly what in the premise is causing difficulty, and being willing to include some unexpected strategies and activities that might help them see what they are not able to see at the time. Finally, anticipating resistance from EFL pre-service teachers means understanding that there will always be some resistant ones and using their responses to hold respectful debates about the issues in class, without discarding their responses or making them a private issue, as it was done with Felipe.

Second, the findings are significant in that they prove it is possible to teach SFL views instead of traditional views of grammar in EFL teaching preparation programs in Colombia and the world and also to approach grammar in a more critical way. In terms of the first point, in general, as it is evident in the review of the literature, EFL teacher preparation programs in the country are still very resistant to 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 have demonstrated that in spite of their complexity, EFL pre-service teachers in general are open

to these views and do not have a problem with their complexity or with them being different from the ones they are used to have contact with in their academic life.

These positive results coincide with those of other studies conducted by Aguirre-Muñoz, Park, Amabisca & Boscardin, (2008); Gebhard, Gunawan & Chen (2014); and Willet & Correa (2014), all of which prove that SFL instruction can have a lot of benefits for ESL/EFL teachers. The results of the research carried out by Aguirre-Muñoz et al. (2008) about SFL approach to grammar instruction, for example, suggest that in-service teachers became conscious about context, purpose and audience and made them more aware of their students' instructional needs. Additionally, Gebhard et al. (2014) reported on a case study that found that a Taiwanese EFL teacher, who received SFL and genre based pedagogy workshops in order to design and reflect on literacy instruction for EFL learners in Taiwan, was able to shift her former view of grammar to a more functional understanding which impacted positively the way she plans her classes and consequently how her students learn the language. Finally, Willet & Correa (2014) report how a group of elementary teachers in Massachusetts, enrolled in a professional development program with SFL and genre based theories in order to support their students' literacy difficulties, showed a very positive response to such approach. Despite the need to provide the teachers with more opportunities to work with SFL, they expressed motivation and willingness to transform their teaching practices to a more functional view of language.

However, there is still a need to understand how EFL pre-service teachers respond to approaching grammar with SFL views, not only in-service teachers. Understanding these responses is of relevance because it could inform the field about the possibility of applying a functional approach to grammar instruction in EFL teaching preparation programs. These

teacher preparation programs have been reluctant to moving to a SFL approach basically because of the myths associated with it. Some of them are related to students not able to understand the terminology (Bourke, 2005; Gebhard, 2010) and that SFL language learning may become prescriptive as well because of the rules/features it requires to recognize (Gebhard, 2010; Hyland, 2007; Luke 1996). Similarly, this study provided at least three different ways in which EFL pre-service teachers may respond to the implementation of a SFL unit in a grammar course: openness, caution and resistance, with a very consistent tendency to openness, which can help dispel such myths and encourage the teaching preparation programs to try an SFL approach to language learning.

In terms of the second point (it is possible to teach grammar in a more critical way), the findings of this study have shown that it is possible to teach grammatical structures while at the same time deconstructing the power these structures have to express intentions, to perpetuate traditional harmful discourses (sexism, racism, inequities) to exclude and to position. In this course, EFL pre-service teachers did not just have the opportunity to analyze grammatical structures, they also had the opportunity to do this deconstruction while simultaneously learning about critical topics such as “nativespeakerism”, non-standard ways of speaking, indoctrination from politicians, representations of women in discourse, etc. Moreover, they had the opportunity to build on their previous knowledge of grammar to do this.

Third, these findings are significant since they contribute to the discussion as to how language students respond to SFL approaches to grammar. Although students’ responses to SFL grammar courses at university level have not been widely explored in the educational field, the study by Paesani (2015) reported on the subject. She explored students’

perceptions of a set of multiliteracies-oriented and traditional grammar activities in an advanced French grammar course. She found that students responded in different ways, mainly positively, to the approach which is similar to what this study found. However, her study focused on changing traditional *activities* (i.e. translation, repetition, and memorization) for activities framed into the Multiliteracies Model (i.e. write out of class, read literature and write in different styles and genres) (p.41). Hence, this study went deeper into fostering alternative views of grammar through emphasizing on the premises rather than just changing the activities.

Additionally, similar to this study, Paesani's (2015) found that resistant students demand more activities that help them memorize traditional grammar rules and activities where they can learn by repetition, practice and memorization, as it was the case of Felipe in this study. However, this study added on to the discussion the fact that students do not respond the same way to all different views of grammar and, consequently, resistance to a premise did not necessarily mean resistance to viewing grammar as more than a fixed system of rules but resistance to the course or the topic that was being used to raise awareness about the grammar units used (i.e. sexism, political power, exclusion, cultural background).

Although the response to this methodology was not total openness from all the EFL pre-service teachers, the course did get enough positive responses to be considered a good starting point in the program's search for how to teach grammar in a more critical way and this is important for at least one reason: English is no longer considered the property of the "native speakers" but a Lingua Franca (ELF), property of all English users (Dewey, 2007; Holliday, 2005; Jenkins, 2009 & 2015; Love & Ansaldo, 2010). As such, it is vital that EFL teachers adopt new views of grammar as contextual, situated, critical and intentional. It is

also extremely important that teachers stop seeing contextualized uses of the language as mistakes, and start seeing them as necessary in order to express not only feelings but cultural backgrounds, resistance and political leanings depending on the situation and the audience (Kachru, 1992).

In spite of its significance to the field of EFL teacher preparation, the study had some limitations. First, it was restricted in the topics it had to cover as the contents of the course (e.g. parts of speech, passive voice, modals and sentences types) were already established and could not be changed. Second, the study was not designed in a way that causes for openness, resistance and caution on the part of EFL pre-service teachers could be explored, and as such, it did not contemplate the inclusion of strategies to be used with cautious or resistant EFL pre-service teachers. Finally, it was done with EFL pre-service teachers with an intermediate level of proficiency. As a consequence, this study did not help EFL pre-service teachers understand how other grammar topics (e.g., verb tenses and verb moods – indicative, subjunctive, and imperative-) could also work for understanding the premises. Finally, it did not shed light on how the English level of proficiency of the participants may influence the reception of SFL views of grammar.

Hence, further research could explore how a functional grammar course that can be dedicated only to functional views of grammar and does not have to cover traditional grammar topics would work with the same population. Second, it could investigate the reasons why EFL students might be open, cautious or resistant to these new views. Third it could identify some strategies that could be followed with students who show caution or resistance to SFL views of grammar, and how it would work with different groups of language students. Finally, it could research how the approach would work with students

with different language proficiency levels, not merely with intermediate level students as the participants in this study.

The study also has implications for curriculum development and teaching. In terms of curriculum, the study suggests that grammar courses do not have to rely exclusively in traditional grammar, but they can have it as a starting point for conversations and then move to more functional views, so that the EFL pre-service teachers can confront issues of positioning, exclusion, intentions and power in terms of grammar. To do this, they can employ the Multiliteracies Model used to develop this unit, since, as explained in the pedagogical unit section, implementing this model allowed for the movement from one grammar to the other in a series of organized steps: recognition of their previous knowledge about grammar (situated practice), learning and/or reinforcement of grammar contents (overt instruction), deconstruction of knowledge and seeing how grammar has power (critical framing), and reacting and contesting to how grammar is deployed in a real life situation (transformed practice).

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APPENDIX A: UNIT PLAN

	DATES	SESSION	Premise	STAGE	CLASS ACTIVITIES
WEEK 1	Tues, February 20 th	1	<i>Grammar is a system of choices (not just rules) made according to context purpose and audience.</i>	VIEWS OF GRAMMAR	<p>Situated practice</p> <ul style="list-style-type: none"> - Warm up: general question about what grammar is for them. They have the conversation in groups. - Give students handout 1 some pieces of texts with no context (a movie excerpt, parts of a song, a Twit and a Whatsapp conversation). They need to decide, individually, if there is anything wrong with the message they want to send. - Then, students are given the context where these texts were written. They need to decide, after knowing the full extent of the context, if their ideas changed. <p>Overt instruction</p> <ul style="list-style-type: none"> - On the board, write contractions, abbreviations, crasis (syneresis) (“brunch” “linner”, askhole, bedgasm, textpectation, chairdrobe, cellfish, destinesia, etc https://www.boredpanda.com/modern-word-combinations-urban-dictionary/) capital letters, verb tenses and omission. Ask students to enrich each category with what they found in the texts while explaining them what they mean. <p>Critical framing</p> <p>Discuss about how they think such texts would be received in a different context (a song-like text in a formal situation / a formal text in a familiar environment). Discuss the way the text is written and how they make a statement about people’s background (either consciously or unconsciously).</p>
	Thurs, February 22 nd	2			<p>Critical framing</p> <ul style="list-style-type: none"> ○ Modeling: Show students a chart with a situation and the different ways to express the situation according to the audience and purpose. ○ Practicing: students complete the chart with these three situations <i>you want something, you are angry about something, you want to propose a change</i> – For these three types of audiences <i>principal, mother, best friend</i>. ○ Discussing: problematize how even us, sometimes switch from registers in order to “fit” a particular group by brainstorming some sentences according to specific situation. Ask them about what their

					<p>position is about it. Refer back to the initial reflection.</p> <p>Transformed practice</p> <ul style="list-style-type: none"> - Selecting a <i>text type</i> from the ones explored in class (text messages, part of a song, movie excerpt, twits, etc.) between 50 and 100 words- that, because of the “wrong grammar”, is not considered valuable according to the traditional standards of grammar for a formal context. <p>They will write an analysis of such texts by doing the following: 1. Write down the grammatical aspects that may be considered mistakes but that work for the context, purpose and audience that they are written for. 2. Write an explanation of the message the author wanted to express and the importance of making this message reach other audiences. 3. Write an explanation about how the author wants to represent her/himself through the specific use of language in the text selected.</p> <p>Some of the students will be asked to share their analysis in class.</p> <p>EVALUATION 1 (10%) (Analysis of a grammatically “incorrect” text)</p> <p>REFLECTION TASK 1</p>
WEEK 2	Tues, February 27 th	3	<i>Grammar is a system of meanings (not just functions)</i>	PARTS OF SPEECH	<p>Situated practice:</p> <ul style="list-style-type: none"> - Warm up: in pairs, students comment: - What is the implication in choosing between these two words in the following sentence? <i>He said something to me / He whispered something to me</i> - Agree or disagree <p>In order to write clear, straightforward ideas, it only takes to choose the proper grammar units ____</p> <ul style="list-style-type: none"> - Handout 3: Students have to fill out information about what they know about parts of speech (types), what they use them for and some examples that they may know. - Whole class dicussion in order to gather what everyone knows about categories and types (e.g. NOUNS: proper, common, concrete, abstract, collective, count and mass) <p>Overt instruction:</p> <ul style="list-style-type: none"> - Explanation of concepts and categories within each by using a Power Point Presentation (students are expected to

					take notes). All types of nouns, pronouns, adjectives, conjunctions, etc. will be explained and students will have to do some exercises on their notebooks in order to practice.
	Thurs, March 1 st	4			<p>Overt instruction:</p> <ul style="list-style-type: none"> - After the explanation and, In order to contextualize the parts of speech, some excerpts of information in magazines, motivational speeches, political talks and persuasive and argumentative essays will be shown. The idea is for students to identify that words have different functions according to the context - Explaining and defining intensification and quantification (gradation) by using a sentence from the texts that are stronger/weaker <p>Critical framing:</p> <ul style="list-style-type: none"> • Modeling – How nouns, adjectives take different meanings in a text and the implication it has in the meaning (e.g. Noun phrases, chunks of language that perform those functions, not only words). Use the chart by Young and Fitzgerald as example to reflect on the fact that “Authors do not make only structural choices but meaning choices that create a specific kind of world” Handout 4 • Practice: In pairs, have students explore a political speech, and, using a similar chart, classify the different categories while thinking about the different representations that word choices may express, for example, how words that may sound stronger than others, verbs usually attributed to specific nouns, etc. They will share with a different group and conclude how these structural choices made by the author create a specific type of world. Handout 5 • Discussion: Is it the same to use any noun, adjective or verb? How can we use verbs, adjectives, nouns to express power or negative attitudes or subjugation?
WEEK 3	Tues, March 6 th	5			<p>Transformed practice:</p> <ul style="list-style-type: none"> - In groups of three, students look for a text that they find relevant for the context they live in nowadays (either that they agree with or feel upset about), in which specific parts of speech represent force,

					<p>meaning and intention (independent work). Using the SFL chart, they will orally present (in a video form) the analysis of the text excerpt by:</p> <ol style="list-style-type: none"> 1. inviting classmates to pay attention to how word choices (participants and processes) present relations of power, and 2. Expressing how changing specific parts of the text (referring to the parts of speech) may change the tone, make a fairer text or a stronger (at least 3 examples). <ul style="list-style-type: none"> - Upload the video and the written analysis to Google Classroom. The video cannot be more than 5 minutes.
	Thurs, March 8 th	6			<p>Transformed practice:</p> <ul style="list-style-type: none"> - Finish the presentations <p>EVALUATION 2 (15%) REFLECTION TASK 2</p>
WEEK 4	Tues, March 13 th	7	<i>Grammar choices position both the author and the audience</i>	SENTENCE ORGANIZATION PATTERNS	<p>Situated practice</p> <ul style="list-style-type: none"> - Warm up: what different ways of organizing a sentence do you know? Discuss in pairs. - Exploring the different ways to organize a sentence. Students will be presented with sentences of different types (from news reports, a letter to the editor and reviews). They have to identify the patterns, the type of voice, the modals and the intention of each choice in the context (say SVC, SVO, SVOO, etc.). - Exploring what students know: What is passive and active voice? How do they work? – What is modality in grammar?
	Thurs, March 15 th	8			<p>Overt instruction for passive voice</p> <ul style="list-style-type: none"> - Reviewing the different sentence organization patterns - Explaining the structure and verb forms – Review <i>past participles</i> and explain different <i>forms of passive</i> - Explain <i>agent inclusion and omission</i>
WEEK 5	Tues, March 20 th	9			<p>Critical framing for passive voice</p> <ul style="list-style-type: none"> - Modeling: show examples of news articles – Why was passive voice used in this part of the article? – What info is being omitted and why? How is the author positioned? How is the audience positioned? Show them what specific language choices help answer these questions.

					<ul style="list-style-type: none"> - Practicing: group work – they are given a text to analyze with the previous questions. - Discussing: How do these grammar choices position both the audience and the author? What is the implication of omitting the author and giving relevance to the fact? Socially, what does it tell you about taking responsibilities? Who has the power in the text and how this text is received?
	Thurs, March 22 nd	10			<p>Overt instruction for modality</p> <ul style="list-style-type: none"> - Explain different uses of modal verbs - Explain degrees and forms of modality <p>Critical framing for modality (*)</p> <ul style="list-style-type: none"> - Modeling: show examples of reviews where modality is used for advising but also for mandating, and how this consequently positions both the author and the audience. - Practicing: group work – they are given a text to identify how the author is positioned and how they position the audience using modals. - Discussing: How do modals position both the audience and the author? What is the implication of using a specific modal verb? Socially, what does it tell you about hierarchies? Who has the power in the text and how this text is received socially?
WEEK 6	Tues, April 3 rd	11			<p>Transformed practice</p> <ul style="list-style-type: none"> - Writing a letter to the editor as a response to one of the texts read in class (either news reports or reviews) where a reference to the use of grammar <i>–passive voice and/or modality-</i> is included, that is, the interpretation of the intended purpose that the author may have had about positioning themselves and the audience. <p>Students need to make their stand clear and propose a tangible action, a real-life one.</p> <p>EVALUATION 3 (15%) REFLECTION TASK 3</p>
	Thurs, April 5 th	12	<i>Grammar choices made by the author include some and exclude others</i>	SIMPLE, COMPOUND AND COMPLEX	<p>Situated practice</p> <ul style="list-style-type: none"> - Warm up in pairs: What types of clauses do we use in academic contexts? Why? - Exploring what they know about simple, compound and complex clauses. They are given two texts (one academic and one more informal) and need to identify at least three clauses of each type: simple, compound and complex. Then they will answer for each category: When are we more likely to use/find this type of clause? What is the purpose? What does this type of clause “do” to the reader?

WEEK 7	Tues, April 10 th	13			<p>Overt instruction</p> <ul style="list-style-type: none"> - Explaining the components and the differences among the three types of clauses - Explaining the contexts where these clauses are usually found - Showing examples of how lots of information can be compacted, and therefore, more difficult to understand (“dissect” different clauses) - In groups, find an academic text (academic essays or speeches and conferences) and select at least 5 complex clauses. Then, explain a different group what information was packed there.
	Thurs, April 12 th	14			<p>Critical framing</p> <ul style="list-style-type: none"> - Modeling Considering how an academic text would be understood by a person who has not had access to school by turning complex clauses into compound or simple. The teacher models the first two sentences and they continue with the rest of the text. - Practice: In groups, students finish simplifying the specific and previous selected complex clauses for a specific audience. The groups will compare with each other to see differences and similarities. - Discussion Reflecting about the possibility of excluding through language: Is academic language excluding? What is the social implication of using simple sentences? (recognition, status, agency) Is excluding through language morally acceptable? What would be the implication of writing texts about education with terms that can be understood by the general public? How to include the topic in the social conversations?
WEEK 8	Tues, April 17 th	15			<p>Transformed practice</p> <ul style="list-style-type: none"> - Select and read an academic conference or a speech about a topic about education that is important for society and that you find interesting (e.g. access, failure, bullying, violence, etc.). From this text, choose an excerpt or set of textual ideas of no less than 100 words. - Prepare and hand in a new text where you explain the changes you made (complex clauses made simple) and the importance of making this text accessible to a different audience: student that is beginning the process of becoming a teacher / a general citizen / a kid.

					<p>- Record an audio where you explain the topic in a familiar type of language, providing an introduction as to why the audience was selected and using the modifications made to the initial text. This, in order to raise awareness about being informed of what is being done in the field.</p> <p>EVALUATION 4 (15%)</p> <p>REFLECTION TASK 4</p>
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APPENDIX B: SAMPLE QUESTIONS REFLECTION TASKS

Reflection task 4: Simple, compound and complex sentences – Grammar as a way of excluding certain types of populations

Name: _____ Date: _____

Answer the following questions. Use the back of the paper if necessary: Do not answer based on “what the teacher would like to hear”. Express your sincere and honest feelings.

WRITE DOWN YOUR ANSWERS

1. What have you learned about simple, compound, complex and compound-complex sentences up to this point (end of unit 4)?
2. Have your views of clauses and simple, compound, complex and compound-complex sentences changed after this unit? How?
3. Have the activities helped you (or not) with your learning or changes of view? If so, how? If not, why?
4. What can you say about the relation between grammar (specifically simple, compound, complex and compound-complex sentences) and excluding people?

APPENDIX C: SAMPLE QUESTIONS FOR INDIVIDUAL INTERVIEWS

April 6th – School of Languages – Interview Student 2 (David) – 16:46

1. Tell me about your experience with this major. When did you start? Why did you choose it?
2. How have you felt in this course? (in terms of challenges and gains)
3. In the RT1 you mentioned that you are “one of those people attached to grammar rules in every situation” and that you always “Try to correct them in order to speak and write as perfect as possible”. Then, in RT2 you mentioned that you feel you are “becoming (a little) more flexible and open regarding the usage of language. Finally in RT3 you mention that you “now pay more attention to the way texts are written and the intention behind. How do you think this happened?
4. How would you approach grammar as a teacher? Why?

(DURING AND AFTER COURSE)

Interview with answers by email – September 19th, 2018 – Daniel, David and Felipe

1. How old are you?
2. What is your experience in teaching languages? (Where? What level? Public or private institutions?)
3. What has been your experience with grammar?
4. What did you think about grammar before the course? What do you think about it now?
5. How did you teach grammar before the course? How would you/do you teach it after the course?
6. What do you want to do when you graduate?
7. Have you been to English speaking countries?
8. What have you done there? (Studying-working-traveling)
9. How would you describe your overall response to the four units of the course? Choose one of the following options and give an explanation why: Open, Cautious or Resistant.

APPENDIX D: CONSENT LETTER FOR PROGRAM CHAIR

Medellín, Febrero 14 de 2018

Ana María Sierra

Jefa Departamento de Formación Académica

Escuela de Idiomas

Universidad de Antioquia

Cordial saludo,

Yo, Yenny Chavarría García con C.C. 1020409807, estudiante de la Maestría en Aprendizaje y Enseñanza de Lenguas Extranjeras de la Universidad de Antioquia, solicito su aprobación para desarrollar el proyecto de investigación llamado *“Respuesta de los profesores de inglés en formación a la implementación de una unidad que intenta promover una visión de la gramática desde la lingüística sistémico-funcional”* dentro del curso de Gramática Contrastiva ofrecido en la Escuela de Idiomas de la Universidad de Antioquia en el primer semestre de 2018.

Este estudio hace parte de los requisitos establecidos para grado de Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras de la Universidad y busca explorar cómo los docentes en formación del programa Licenciatura en Lenguas Extranjeras responden a la implementación de dicha unidad.

El estudio se llevará a cabo en la Escuela de Idiomas dado que ésta, como formadora de docentes en lenguas extranjeras, está llamada a abrir espacios de problematización en torno a cómo se ha visto la gramática tradicionalmente, las relaciones de poder que están involucradas en el uso de la gramática y las implicaciones de su uso en diferentes contextos sociales y académicos.

Los datos a recoger en esta investigación incluyen video grabación de todas las sesiones de clase que hagan parte de la unidad (15 en total), recolección de muestras del trabajo realizado por los estudiantes en clase (8 en total), así como de tareas de reflexión en cada una de las 4 etapas del proyecto (4 en total). Adicionalmente, se hará una entrevista individual a estudiantes seleccionados una vez escritas las reflexiones. Dichas entrevistas tomarán 25 minutos aproximadamente y serán transcritas fielmente. Una vez recolectados los datos, se procederá al análisis y triangulación de la información para establecer los hallazgos. Los resultados del proyecto podrán ser presentados en una publicación nacional o internacional o en una conferencia dictada por la investigadora.

Toda la información suministrada será conocida y analizada exclusivamente por la investigadora del proyecto, Yenny Chavarría García y su asesora, Dr. Doris Margarita Correa Ríos. Adicionalmente, la información recolectada será archivada cuidadosamente. En ambos casos la identidad de los participantes será protegida mediante el uso de un seudónimo a menos que ellos autoricen usar sus nombres.

Por último, la participación en este proyecto no implica ningún riesgo para la institución ni para los participantes.

Agradecemos su colaboración en este proyecto, y en caso de tener alguna inquietud puede contactarme a los siguientes números de contacto: 6126821 y 3104946304 y/o al correo electrónico: yenny.chavarria@udea.edu.co

Su firma indica que ha leído este formato, ha tenido la oportunidad de hacer preguntas sobre la participación de la institución en esta investigación, autoriza el uso de información y voluntariamente da su aprobación.

Firma: _____

Fecha: _____

Sinceramente,

Yenny Chavarría García

APPENDIX E: CONSENT FORM FOR PARTICIPANTS

Formato de consentimiento de los participantes

Yo, _____, identificado(a) con cédula de ciudadanía número _____, acepto voluntariamente participar en el proyecto de investigación “*Respuesta de los profesores de inglés en formación a la implementación de una unidad que intenta promover una visión de la gramática desde la lingüística sistémico-funcional (LSF)*”, entiendo que:

- 1.El proyecto busca explorar cómo los docentes en formación del programa Licenciatura en Lenguas Extranjeras responden a la implementación de una unidad de gramática que intenta promover una visión de gramática desde la LSF dentro del curso de Gramática de la carrera. Así, el proyecto busca que haya una problematización en torno a cómo se ha visto la gramática tradicionalmente, las relaciones de poder que están involucradas en el uso de la gramática y las implicaciones de su uso en diferentes contextos sociales y académicos.
 - 2.Los participantes de este estudio serán estudiantes del curso Gramática Contrastiva L1-L2. He sido seleccionado(a) dado que hago parte del curso en mención y mis percepciones son de vital importancia para entender la respuesta a la implementación de la unidad.
 - 3.Los datos recolectados en esta investigación incluyen video grabación de todas las sesiones de clase que hagan parte de la unidad (15 en total), trabajo realizado por los estudiantes en clase (4 en total) así como de tareas de reflexión en cada una de las 6 etapas del proyecto (4 en total).
 - 4.Mi participación en el estudio implica también contestar una entrevista que tomará 25 minutos aproximadamente y será transcrita fielmente.
 - 5.Parte de la información que suministre durante el proyecto podrá ser incluida en una publicación nacional o internacional o en una conferencia dictada por la investigadora. En ambos casos, mi identidad será protegida mediante el uso de un seudónimo a menos que yo autorice usar mi nombre.
 - 6.La participación es voluntaria y por lo tanto retirarse en cualquier etapa del estudio no tendrá ninguna consecuencia para mí. De igual forma, no habrá incentivos económicos, beneficios adicionales o riesgos (de seguridad o psicosociales) que resulten de esta participación en el estudio.
 - 7.En caso de alguna pregunta, puedo contactar la investigadora, Yenny Chavarría García al correo electrónico yenny.chavarria@udea.edu.co, en la Escuela de Idiomas, Universidad de Antioquia con cita previa acordada por correo, o al número de celular 3104936304. Adicionalmente, en caso de requerir información adicional o ante la posibilidad de presentar alguna inconformidad durante la ejecución del estudio, puedo contactar al coordinador de la Maestría, Dr. Jaime Usma Wilches al correo jaime.usma@udea.edu.co, teléfono 2195797 o en la oficina 12-105 Escuela de Idiomas, Universidad de Antioquia.
- Mi firma indica que he leído este formato, he tenido la oportunidad de hacer preguntas sobre mi participación en esta investigación, autorizo el uso de los datos recogidos durante el curso y voluntariamente acepto participar.

Nombre del participante (En letra imprenta): _____

Firma: _____

Fecha: _____

Firma del investigador: _____ Fecha: _____