A study of processes in the activities headings from an english coursebook: a systemic-functional perspective of teaching and learning practices

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ABSTRACT

This study investigates the adequacy of the english coursebook used in an acceleration program from SME-RJ, the Acelera Brasil Program, which is sociointeracional in nature. Taking Systemic-Functional Linguistics as its socio-semiotics language theory and using specifically the Transitivity System, the study analyzes the processes in the activities headings, seeking to understand the nature of teaching and learning practices which constitute the book. The results point to pedagogical conceptions dissociated from critical issues and discussion of ideological bias, leading to discrepancies between the Program and the coursebook.

Keywords: English coursebook, Acelera Brasil Program – SME-RJ, system of Transitivity.

1. Introduction

This beginning of the career of this paper's author as an English Teacher from municipal public schools in Rio de Janeiro in 2011

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represented a watershed in her life. The questions that appeared during the school year of 2012, in which she had two classes from the Programa Acelera Brasil, motivated her to investigate the adequacy of the English textbook selected for these classes, thus originating her Master's project to enter the Interdisciplinary Graduate Program in Applied Linguistics (PIPGLA) from the Universidade Federal do Rio de Janeiro (UFRJ), under this paper's other author.

Two aspects drew our attention and motivated us to write this paper: the lack of dialogue between those responsible by the Programa Acelera Brasil and the English teachers, and the process of choosing the textbook for teaching this foreign language in the Program.

The first aspect relates to the role of the English teacher in the Programa Acelera Brasil. Unlike the regent teachers who teach the subjects called basic, the English teachers receive these classes with no guidance from the Secretaria Municipal de Educação do Rio de Janeiro (SME-RJ) or any other form of specific guidance for the teaching of language within the context of the Program.

The second factor relates to the textbook the SME-RJ selected for the teaching of English in the Programa Acelera Brasil. Once again, we find a discrepancy in relation to the information made available relating to the Program when we verified that the foreign language textbook is not a part of the material exclusively elaborated for the students of the Program, as occurs with the other subjects, once the adopted book is the same utilized by the 5th year (regular) of basic school: the book *Zip From Zog 5*.

Focusing on this second factor, it is necessary to problematize the aspects in which the textbook *Zip From Zog 5* is adequate to the Programa Acelera Brasil, in terms of its conception of teaching and learning, what we will investigate in this work. To do so, we will focus on the processes[1] of the headers of activities from Unity 1 from *Zip From Zog 5A* (Student's Book) from the didactic material in question and, through the Transitivity System proposed by Systemic-Function Linguistics (HALLIDAY; HASAN, 1989; HALLIDAY; MATTHIESSEN, 2014), we will reflect on the nature of the activities proposed by the book.

We will begin the discussions characterizing the Programa Acelera Brasil. In this section, we will discuss the objectives of the project, its target audience and the teaching and learning concept that

guides it. As a next step, we will characterize the Systemic-Functional Linguistics and approach the theoretical constructs that will base our analysis. Next, we will locate the research paradigm with which we are affiliated. Of equal importance, we will establish the procedures and categories to be used in data processing. After doing so, we will present the textbook *Zip From Zog 5A* and the educational context in which it is inserted. Also in this section, we will describe the components that accompany the instructional material and discuss the Student Book in more detail. Before turning to the analysis itself, we will describe the activities of Unit 1 to then focus on the verbal processes of headers and the interpretation of the meanings they construct.

Finally, we will make our final considerations relating to the adequacy of the didactic book *Zip From Zog 5A* to the Programa Acelera Brasil, in what relates to the perspective of teaching and learning. Based on the observations made during the analysis, we will offer some commentaries pertaining to wider questions, which involve the role of the teaching of English in the Programa Acelera Brasil.

2. Getting to know the programa acelera brasil

The Programa Acelera Brasil, initiated in 1997 by the Instituto Ayrton Senna in partnership with other organs such as the Fundo Nacional de Desenvolvimento da Educação (FNDE/MEC) and the Petrobras, is a project for the correction of school flow aiming to eliminate the culture of failure in public schools. The Program works with multi-failed students from the 2nd to 4th years of basic school, allocated in classes with 25 students and, through a "special treatment" (LALLI, 2000, p.146), aims to recover the self-esteem of the students, allowing them to grasp the content that would allow them be promoted to the 6th year of basic education.

This work directed to the students of Programa Acelera Brasil includes the use of didactic materials elaborated exclusively for the target public of the Program. These materials, based on the official school curriculum and working with the basic disciplines such as Portuguese and Mathematics, focus on practical subjects of everyday life and interest in the world of children and youth, in order to promote

the participation of students in the classroom, in the School and the community (LALLI, 2000).

In this sense, the Program dialogues with the Introduction of the National Curricular Parameters of Basic School, in which the relationship between teaching and social contexts in which students are inserted is discussed.

> The quality teaching that society currently demands is expressed here as the possibility of the educational system propose an educational practice adequate to the social, political, economical, and cultural needs of the Brazilian reality, which considers the interests and motivations of the students and guarantees the essential learnings for the education of autonomous citizens, critical and participative, capable of acting with competence, dignity, and responsibility in the society they live in. (BRASIL, 1997, p. 27)

When thinking about teaching in a contextualized way, the Program contributes to the students' engagement in the learning process and enables a pedagogical practice based on the development of autonomy, understood here as "a methodological option that considers the student's performance in the construction of his own knowledge, values their experiences, their previous knowledge and the teacher-student and student-student interaction" (BRASIL, 1997, p. 61).

The sociocultural character conveyed to teaching, by means of situations that allow interaction with the other and with the environment, places the Programa Acelera Brasil within a socio-educational base learning theory, in which "human learning presupposes a specific social nature and A process through which children penetrate the intellectual life of those around them" (VYGOTSKY, [1978]1991, p. 59).

In this perspective, the teaching and learning process takes place in historical, social and cultural contexts, in which the subject-subject relationship is fundamental for development, since it is through this interaction that subjects act as creators and transformers of knowledge and of the world. Given the participatory character of the students in the construction of knowledge, the teacher, although the more experienced pair of focused content, acts as mediator in the teaching-learning process.

Within this thematic, rather than eliminating the pedagogy of repetition, Programa Acelera Brasil enables the formation of individuals "who have a collaborative commitment to the world and to each other to act in different social contexts" (LIBERALI, 2009, p.10). However, the pedagogy of success proposed by the Program also brings some contradictions because, according to Lalli (2009, p. 148):

> the big risk with the adoption of programs of that nature is the hurry and lack of patience that, frequently, leads to the search for miraculous, quick solutions, or the badly planned implementation of programs and projects. There is the need for adequate and pluri-annual mechanisms for investing in programs of that nature; the lack or unpredictability also presents itself as a forbidding factor to the consecution of lasting results.

As with any educational project, the Programa Acelera Brasil requires rigorous planning and intense engagement on the part of everyone involved. It is necessary to think and rethink about all the stages that make up the implementation of the Program, for example, the selection of the didactic material, understood here, not only as what refers to the basic content, but also what Relates to teaching English.

3. Characterizing the systemic-functional linguistics

In the previous section, we raised the discussion about the conception of teaching and learning of socio-national basis that constitutes the objectives of the Programa Acelera Brasil. In addition, we mentioned our concern with the steps that comprise the implementation of a project like this, specifically with regard to the selection of teaching materials for teaching English, thus sharing the notion that "the textbook is a material of strong influence in the practice of Brazilian education. Teachers need to be aware of the quality, consistency and possible constraints they present in relation to the proposed educational objectives." (BRASIL, 1997, p. 67).

With this in mind, it is expected that the social-historical-cultural character that accompanies the didactic material of the basic subjects, as shown by Lalli (2009), can be extended to teaching material for

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teaching English. Thus, by bringing the sociointerational perspective to our context, we understand that language should not be taught as something that precedes its use, but rather as something that builds interaction and is also built into it (TILIO, 2013).

As discussed in the introduction, this paper aims to investigate the extent to which the *Zip From Zog 5A* textbook is appropriate (or not) to the Programa Acelera Brasil, in terms of teaching-learning design. In order to achieve this purpose, we use the concepts of Systemic-Functional Linguistics, henceforth SFL, (HALLIDAY; HASAN, 1989; HALLIDAY; MATTHIESSEN, 2014) as basis for the analysis carried out in this article. From now on, we will bring to our discussion the theoretical aspects that justify our reasoning from the SFL and that will contribute to the analysis of the textbook *Zip From Zog 5A*.

Halliday; Hasan (1989) point to the fact that SFL is particularly involved with the relations between language and social structure, language being specifically verbal language, understood as one of several meaning-building systems that make up human culture. Still according to Halliday; Hasan (1989, p. 5),

> the social dimension seems particularly significant – and it is the one that has been the most neglected in discussions of language in education. Learning is, above all, a social process; and the environment in which educational learning takes place is that of a social institution, whether we think of this in concrete terms as the classroom and the school, with their clearly defined social structures, or in the more abstract sense of a school system, or even the educational process as it is conceived of in our society. Knowledge is transmitted in social contexts, through relationships, like those of parent and child, or teacher and pupil, or classmates, that are defined in the value system and ideology of the culture. And the words that are exchanged in these contexts get their meaning from the activities in which they are embedded, which again are social activities with social agencies and goals.

From the above, we understand that language operates in context, that is, "language is always theorized, described and analysed within an environment of meanings; a given language is thus interpreted by reference to its semiotic habitat." (HALLIDAY; MATTHIESSEN, 2014,

p. 32). We share with Gouveia (2009) the notion that the prayers we have available and that constitute the lexicon-grammar are determined by the uses we make of them. In this sense, the relationship between language and its contexts of use, or even the relationship between a text[2] and its context, is so motivated that, from a context, it is possible to predict the meanings that will be constructed and its linguistic characteristics. The same occurs from a given text, and it is also possible to infer the context in which it was produced.

From the perspective of the SFL, every text occurs in two contexts, simultaneously: the context of culture and that of situation. In this way, the SFL can be aligned with contemporary applied linguistics (MOITA LOPES, 2006), which, when dealing with localized uses of language, seeks to create intelligibilities about the meanings refracted by language, in a constant movement between micro (situation contexts) and macro (culture contexts). Halliday and Matthiessen (2014, p. 32) define the context of culture as the contextual potential of a community, that is, "what the members of a community can mean in cultural terms; as an environment of meanings in which various semiotic systems operate, including language, paralanguage and other human systems of meaning such as dance, drawing, painting and architecture." On the other hand, the situation context is configured as a more immediate production context. It is a context that can be understood as the environment of the text (HALLIDAY; HASAN, 1989), including the verbal environment and the situation in which the text was given. The situation context can be described through three dimensions that allow us to interpret the environment in which meanings are constructed: the field, the relations and the mode.

Halliday and Hasan (1989) define the field as the nature of social practice in which participants are involved; Relationships such as the nature of participants engaged in social action, types of relationships between participants, i.e. their roles and status; And the way the role developed by the language, or what the participants expect language to do for them in a given situation, that is, the organization of the text and its function in the context, including the channel in which the text Oral, written or a combination of the two.

We share with Halliday and Matthiessen (2014) the view that the combination of these three dimensions defines the environment of

meanings in which language operates, thus determining its different uses. Taking up here the main concern of SFL, which are the relations between language and social structure, we can take into account the fact that from a systemic-functional perspective we use language to construct our experiences and to develop our interactions with other people.

With regard to the construction of human experience, we use language to represent and construct our experiences in the world and our reality, that is, to encode meanings of our experience. Then we have the ideational metafunction (HALLIDAY & MATTHIESSEN, 2014).

In addition to building our experiences, language also acts in our personal and social relationships with other individuals. In this sense, as we interact with one another, the meanings produced may be relative to a proposition or proposition, through which we provide information or ask a question, give an order or offer something, respectively, and express our attitude toward To whom we are addressed and what we are talking about. Halliday and Matthiessen (2014) call this metafunction as interpersonal.

Although these two metafunctions can be broadly combined, without one restricting the other, it is necessary that ideational and interpersonal meanings be organized within the text in a linear and coherent way, through textual metafunction (HALLIDAY; MATTHIESSEN, 2014).

Assuming that the SFL studies the relations between language and social structure, we can draw here a parallel between the dimensions that make up the context of the situation and the metafunctions of language. Thus, in dealing with the subject of the text, of what is spoken about, the dimension of the field determines the ideational meanings. The dimension of relationships, because it is responsible for the participants in the interaction and for the relationships between them, is linked to the interpersonal metafunction. And the dimension of mode, how the language works in interaction, determines textual meanings.

Halliday and Matthiessen (2014) call attention to the role of grammar in the relationship between language and social structure. When considering grammar a system, linguists understand that it is a resource for constructing meaning, making it possible to describe grammatical categories from what they mean.

We use language to make sense of our experience, and to carry out our interactions with other people. This means that the grammar has to interface with what goes on outside language: with the happenings and conditions of the world, and with the social processes we engage in. But at the same time it has to organize the construal of experience, and the enactment of social processes, so that they can be transformed into wording. The way it does is by splitting the task in two. In step one, the interfacing part, experience and interpersonal relationships are transformed into meaning, this is the stratum of semantics. In step two, the meaning is further transformed into wording; this is the stratum of lexicogrammar. (HALLIDAY; MATTHIESSEN, 2014, p.25)

For linguists, prayer is the central unit in lexicogrammatics, for it is in prayer that the meanings of different types are combined into an integrated grammatical structure. Thus, Halliday and Matthiessen (2014) present the reflexes of metafunctions in grammar as outlined in Table 1 below.

Table 1 - Metafunctions

METAFUNCTION	FUNCTIONALITY	STATUS OF SENTENCE
Textual	Creating relevance to context	Clause as message
Interpersonal	Enacting social relationships	Clause as exchange
Ideational	Construing a model of experience	Clause as representation

Source: Halliday; Matthiessen, 2014.

We will, from now on, stick to the metafunction that will underpin our data analysis: the ideational metafunction. By understanding this function as responsible for constructing our experiences, we rely on the notion that language represents and constructs our experiences in the world and our reality. Extending this thought to the objective of this work, we consider the possibility of analyzing the linguistic materiality of the headers of the activities of Unit 1 of the textbook *Zip From Zog*

5A as a way of identifying the nature of the experiences represented and constructed in the headers. Knowing the nature of these experiences, we will have to understand the conceptions of teaching and learning that constitute the didactic material of English.

Halliday and Matthiessen (2014) refer to a flow of events grouped in units of change, in which they are presented as configurations-of happening, doing, feeling, being, or having-in defining ideational metafunction as the construction of an experience model. All of these configurations consist of processes that unfold over time and directly involved participants, as well as circumstances of time, space, cause, and manner. The grammatical system by which this is achieved is that of Transitivity.

This system provides the necessary lexicographic resources to represent actions and activities, built in the grammar as configurations of processes, the participants involved in them and the circumstances that frame them. In this sense, the Transitivity System is a resource that deals with "who does what to whom and under what circumstances" (GOUVEIA, 2009, p. 30). There are several types of events that take place in the world, and therefore there are several ways of representing them through language. In contrast, grammar organizes these various forms into a reduced number of types of processes, each with its own specificities.

Before we focus on the types of processes, it is important to distinguish two basic types of experience: the external and the internal, that is, what happens in the world around us and what happens within ourselves, in the world of consciousness, respectively. The prototypical form of the external experience is that of actions and events: things happen and people or other actors do things or make things happen. Internal experience, however difficult to classify, is a kind of repetition of the external, while we record it, react to it and reflect on it. Grammar, however, clearly distinguishes these two types of experience, using material processes for external experiences and mental processes for internal experiences.

Material processes are processes of doing, they are representations of concrete, physical actions, that is, they refer to changes in the material world that can be proven, seen. Already the mental processes are processes of feeling, thinking, seeing, that is, they are processes that

represent activities not in the outside world, like the materials, but in the world of the mind.

Besides the material and mental processes, there is a third component to be considered in our experiences, in the sense that we learn to generalize, that is, to relate one fragment of experience to another: this is the same as that, this is a type of that, etc. Thus, grammar recognizes processes of a third kind, those of identifying and classifying, called relational processes.

Although material, mental and relational processes are the main types of processes in the Transitivity System, according to what Halliday and Matthiessen (2014) show us, there are other intermediate categories. Between the materials and the mental are the behavioral processes, which externally manifest internal aspects (look x see, listen x hear, speak, laugh, etc.). They thus construct human behaviors, from the performance of processes of consciousness and psychological states. Among the mental and the relational are verbal processes, processes of saying and communicating. In addition to verbs of enunciation (ask, say, send, ask, affirm, etc.), here are semiotic processes that are not necessarily verbal, such as showing or indicating, for example. And between relational and material are the existential processes, by which phenomena of all kinds are simply recognized to be, to exist or to happen.

As important as the understanding of these processes is the understanding that none of them is more relevant than the other. Halliday and Matthiessen (2014) emphasize that our model of experience, as interpreted by the grammatical system of transitivity, is embedded in a continuous space; But not as continuity between two poles, but as a circle.

Assuming that the Transitivity System (HALLIDAY; MATTHIESSEN, 2014) allows us to understand how the various events we experience are constructed and represented by language, it will be through it that this work will investigate the nature of the teaching-learning processes that constitute the *Zip From Zog 5A* Textbook. In the next section, we will give an account of the aspects that constitute the research methodology of this article, such as the paradigm to which it belongs, the context in which it is inserted and the procedures that compose it.

4. Methodological aspects

4.1 Characterizing research, its procedures and categories of analysis

The research conducted in this work is concerned with the analysis of the textbook *Zip From Zog 5A,* more specifically the language of it. We investigated the issue presented in the introduction based on the content of the didactic material in question. Thus, this research dialogues with discourse analysis (GILL, 2010), the name used for a diversity of approaches in the study of texts, elaborated on the basis of different theories and different treatments in different disciplines. What these approaches share is "a rejection of the realistic notion that language is simply a neutral means of reflecting or describing the world and a conviction of the central importance of discourse in the construction of social life" (GILL, 2010, p. 244)

The object of analysis is the discourse itself, understood here as "all forms of speech and texts, either when it occurs naturally in the conversations, or when it is presented as material for interviews, or written texts of all kinds" (GILL, 2010, p. 247).

Following the selection selected for this article, we will direct our analysis to the headers from Unit 1 of the *Zip From Zog 5A* textbook. Before, however, we will present the parts that make up the Student Book. Then we will describe the activities that constitute the first unit. We will highlight the verbal processes present in the headers and classify them according to the Transitivity System (HALLIDAY; MATTHIESSEN, 2014). From these data, we will reflect on the meanings constructed by the verbal processes identified and what they tell us about the teaching-learning conceptions that make up the English textbook.

4.2 Getting to know the *zip from zog* textbook

Unlike the exclusive didactic material developed for the basic disciplines of the Programa Acelera Brasil, such as Portuguese and Mathematics, the English textbook selected for the project is part of

the collection *Zip From Zog*, a material used in the Rio Global Child Program (PRCG)[3]. The didactic series has this name by virtue of the character Zip. This is an alien who came from the planet Zog to help the children of the PRCG learn the language in question. The series was developed for students in the first segment of elementary school, that is, from the 1st to the 5th year, and so the material is composed of books 1A to 5A and 1B to 5B, where A is for the first semester and B for the second.

In October 2009, the PRCG, created by the Municipality of Rio de Janeiro, through the Municipal Secretary of Education (SME), aims to introduce English teaching in the municipal schools, from the 1st to the 5th year of Elementary Education. With emphasis on verbal communication of the language, the program aims to prepare students so they can work with tourism and interact with athletes and tourists during the 2014 Football World Cup and the 2016 Olympic Games.

The PRCG counts with the participation of the Sociedade Brasileira de Cultura Inglesa S.A[4]. (SBCI), popularly known as Cultura Inglesa. The involvement of the SBCI includes the application of the oral test of the public tender for selection of teachers, provision of didactic material, "training" and accompaniment of the teachers involved in the segment. The material in question is part of the collection developed by LF Educacional[5], active in the development of teaching materials for the public sector, from Early Childhood Education to High School, a member of Learning Factory, publisher responsible for the development and commercialization of teaching materials of Cultura Inglesa.

The volume to be analyzed will be the *Zip From Zog 5A*, aimed at the 5th year and used by students in the first semester of the school year. The book also has volume 5B, used in the second semester. However, since the first volume that reaches the students is 5A, we will give preference to this rather than the other. The analysis of book 5A is also justified by the fact that it is this volume, and not 5B, that contextualizes the materials destined for the 5th year and the students of the Programa Acelera Brasil. In Volume 1A, the extraterrestrial Zip comes to planet Earth to assist in teaching English. In 5A, the characters in the book, along with Zip, go to an exchange in Zog. Thus, the two volumes are set in the period in which these characters are on the alien planet.

In addition to the two-volume division, the material used by students consists of the Student Book and Play & Learn. Play &

Learn refers to a complementary material developed as the goal of consolidating the content worked on in the Student Book. It has digital and printed activities to be used in conjunction with a CD-ROM that comes with the teacher's kit.

The Student Book, object of our study and material most used in the classroom, contains four units, these being formed by four lessons, unfolded on two pages each. Once, in each unit, we have mascots Olympio and Olympia, two anteaters that signal the moment when the teacher can approach the Olympics and Olympic sports. After the units, the Workbook is formed, consisting of activities distributed on one page per lesson that can be used in the classroom or assigned as homework, in order to consolidate previously worked content. Then we have the *Projects* section[6], where each project equals one unit of the Student Book. These projects provide opportunities for the student to expand and solidify their knowledge of the target language through spontaneous activities and integrated with other areas of the curriculum. The last section of the Student Book is Picture Dictionary, an illustrated dictionary, built by students interactively. Formed by four activities, one for each unit, this feature presents itself as another moment of consolidation of learning. Let us now turn to the description of the activities in the Student Book.

5. Data analysis

5.1 Description of activities

As we explained earlier, we will focus on the activities pertaining to Unit 1, whose name is Things we wear. In **Annex I**[7] we have Lesson 1, whose first activity has the following header: *Write the characters' name*. As we can see, this activity consists of writing the names of the characters under the correct figure. Students identify each character and copy the names, which are just below the header. It is also on this page that the exchange trip to the planet Zog is mentioned. Next, we have the next activity**:** *Write **his** or **her***[8]. As we can see, the words in bold make clear the purpose of the exercise. Based on the previous page, students should complete sentences using the appropriate possessive pronoun.

At the end of this exercise, they listen to the CD track and correct the activity (Listen and correct). The last activity in Lesson 1, Play a chain game, consists of a game in which students introduce each other, once again using the possessive pronouns **his** and **her**. Note that the red and blue colors used in the game model indicate that shifts during this activity should be interleaved, i.e. a girl, a boy, a girl, and so on, to ensure that students also Use of possessive pronouns **his** and **her**.

In **Annex II**, Lesson 2 begins with the following header: Listen, point and repeat. Here, students should listen to the CD track, point to the picture that corresponds to the item they listened to and repeat the word. Next, students are asked to circle the items they wear, among the items of clothing and accessories listed in the figure. Continuing the lesson, students are faced with the same character from the previous activity by putting items of clothing and accessories inside a suitcase. It happens that inside this bag there are two columns: those of the words in the singular and those of the words in the plural. It is up to the students to write the words on the previous page in the correct column. The last activity is to circle the correct option to form sentences about items in the singular and in the plural (Circle the correct option). In the right corner of the last page of Lesson 2, we see the Olympio mascot playing basketball, signaling the moment when the teacher can approach the sport in question.

Now for Lesson 3, as per **Annex III**, students are directed to read and listen to a story (Read and listen to the story) involving one of the characters in the book. This is Fred, who is in his room along with his mother and his younger brother packing their bags. When picking up a dirty shirt on a pile of clothes, Fred's mother asks the boy if his clothes are his. At first, Fred lies, trying to put the blame on the younger brother. At the end of the story, pressed by his mother, Fred admits being the owner of the dirty shirt. On the following page, *Write **mine or yours**[9]*, once again the words in bold establish the purpose of the activity: the teaching of two other possessive pronouns, this time **mine** and **yours**, which in turn were used in the dialogues of history. The next activity is the lyrics of a song, which students should read in order to mark the correct picture between two options given to them (Read and check the correct picture). Finally, students are directed to listen and sing the song (Listen and sing).

With **Annexo IV**, we arrive at the last lesson of Unit 1, whose first activity proposes that students mark the true sentences in relation to two figures (Check the true sentences). Soon after this activity, the students are requested, still based on the previous figures, to complete the sentences with the correct possessive pronoun (*Mayumi's or Mark's? Write **his** or **her***). After that, the book proposes a Talk to a Classmate, in fact a game, in which a student chooses a classmate and describes what he/she is using, according to the structures used in the example. Your partner in the game must guess who the colleague is describing. Note, again, the use of red and blue colors to indicate the turn taking. Continuing Lesson 4, students are presented with two to-do lists, which they should compare with the figures on the previous page, in order to correlate with the phrase that correctly determines who belongs to the lists. As the last activity of the lesson, students are directed to choose a sentence and then draw a drawing that illustrates the chosen phrase (Choose a sentence to draw).

After completing the characterization phase of the activities of Unit 1 of the Student Book, we will stick to the headers and their respective verbal processes, based on the SFL Transitivity System (HALLIDAY; MATTHIESSEN, 2014).

5.2 ANALYSIS AND INTERPRETATION OF HEADERS

Essential for this research is the analysis of the processes of the headers of the activities of Unit 1. Returning part of the theoretical foundation, we assume that the ideational metafunction builds the human experience. In this sense, we use language to encode meanings of our experience. Several are the events that constitute it, and thus, there are several forms of representation through language. Hence the importance of the Transitivity System (HALLIDAY; MATTHIESSEN, 2014), which provides the lexicographic resources needed to organize these various events of human experience in a reduced number of processes.

We intend, therefore, to analyze the processes of headers, to identify the nature of the experiences constructed and represented in these headers, and thus to understand the nature of the concepts of teaching and learning that constitute the textbook *Zip From Zog 5A*.

Highlighting and classifying the processes, we have:

Lesson 1

Processes	Classification
Write the characters' names.	material
*Write **his** or **her**.*	material
Listen and correct.	behavioral/material
Play a chain game.	material

Lesson 2

Processes	Classification
Listen, point and repeat.	behavioral/material/verbal
Circle the items you hear.	material/mental
Write the words in the correct column.	material
Circle the correct option.	material

Lesson 3

Processes	Classification
Read and listen to the story.	behavioral/behavioral
*Write **mine** or **yours**.*	material
Read and check the correct picture.	behavioral/material
Listen and sing.	behavioral/behavioral

Lesson 4

Processes	Classification
Check the true sentences.	Material
*Mayumi's or Mark's? Write **his** or **her**.*	Material
Talk to a classmate.	behavioral
Match.	Material
Choose a sentence to draw.	Material

We can see some similarities between the headers. One of them refers to an aspect of the mode, related to a facet of the injunctive rhetorical pattern, since all of them are in the injunctive mode: all headers begin with verbs in the imperative and indicate, therefore, the procedures to be performed.

It is also worth mentioning the similarity between the lessons regarding the amount of activities per lesson. With the exception of **Lesson 4**, all other lessons have 4 activities each. Such exacerbated control over the number of activities shows a greater concern with editorial and commercial issues than with pedagogical issues, since not all content needs the same amount of space to be developed.

Of the 24 processes, 14 are material, which shows us the prevalence of this type of process in the linguistic materiality of the headers of Unit 1. Secondly, there are the behavioral processes, with 8 occurrences, 1 verbal process, 1 mental process and no occurrence of relational and existential processes. It is important to emphasize that the only present mental process (hear) triggers only actions of decoding / identification, thus not encouraging any more critical engagement of the learner.

The predominance of material processes indicates that the activities of Unit 1 are processes of doing, of acting. In this sense, the activities are characterized, for the most part, as concrete actions, configuring the teaching of the foreign language as something pragmatic.

The second most frequent type of process, although it fits within the behavioral processes, is not so far from the material processes. By externally manifesting aspects of the participant's inner life, behavioral processes differentiate purely mental processes from outer physical reflections of mental processes (GOUVEIA, 2009). Thus, verbs such as "read", "listen" and "talk", understood as a more active version of mental and verbal processes respectively, are included in the category of human behavior.

In a way, we can see the writing, the reading, the orality and the auditory comprehension being worked on in Unit 1. Among the material processes, the most frequent is the verb "write", used 5 times. Among the behavioral ones, we have the verbs "read", "listen" (which occurs four times), "talk" and "sing". The only occurrence of mental

process is the verb "hear", and the only verbal process is "repeat." We emphasize, however, the mechanized nature with which the activities of Unit 1 deal with writing, reading, orality and listening comprehension, as opposed to the more interactive character that is generally expected in working with the four skills.

In view of the above, the activities of Unit 1 of the *Zip From Zog 5A* textbook tend to privilege external experiences relative to the material world, while internal experiences concerning the world of consciousness occupy a more timid position within the scope of Activities of the analyzed unit. Assuming that the structure of a textbook is usually extended throughout it, which is confirmed in the very presentation of the didactic material in question, it is possible to find the activities of Unit 1 in the next sections of the book. In this sense, we can say that the textbook in question emphasizes the experience of external experiences, of concrete actions of the material world.

By prioritizing the development of external experiences, the *Zip From Zog 5A* book provides no room for more thoughtful activities in which students can work internally on the concrete experiences of the outside world. Thus, a perspective of teaching and learning based on behaviorism is constructed, in which reality is understood as an objective phenomenon (LIBERALI, 2009).

Differently from the socio-interactional character that constitutes the objectives of the Programa Acelera Brasil, the teaching conception present in the English textbook does not provide the dialogue between the environment and the subject or between subject-subject. What we have here is a subject determined by the medium, in the sense that there is no possibility of reflection on the outside world, since it is seen as something complete, finished, previously constructed.

By distancing itself from a historically, socially and culturally situated teaching and learning process, the roles of teacher and student are also modified. The data generated refer us to a context in which the teacher, and even the textbook, are the holders of knowledge and establish what will be learned. The student has a passive position, limited to the execution of mechanical activities, without having the opportunity to reflect on the experiences that are imposed.

6. Final considerations

The discrepancies between the characteristics of the Programa Acelera Brasil and the perspective of teaching and learning of the textbook *Zip From Zog 5A* signal the problems foreseen by Lalli (2009) on the lack of planning that can occur during the implementation of projects such as Acelera, more specifically in what pertains to the selection of the textbook in English.

When we extend the observations made about Unit 1 activities for all didactic material, we are not based on generalizations, but rather on an analysis guided by certain theoretical constructs of Systemic-Functional Linguistics. Based on the categories of the Transitivity System (HALLIDAY; MATTHIESSEN, 2014), we were able to problematize and interpret the meanings constructed by the processes of the activities headers.

With the data generated, it was possible to understand the nature of the teaching and learning processes of the textbook of English and, thus, to confront them with the objectives of Acelera Brasil. Such comparison does not only present the inadequacy of the *Zip From Zog 5A* textbook to the Program. In addition, we are faced with broader issues that compromise both the purposes of the Program and those of the PRCG.

On the one hand, we have a program of correction of the school flow of socio-national nature. On the other hand, a behavioral-based textbook of English that does not dialogue with Acelera Brasil and also distances itself from the objectives of the PRCG, in the sense that the focus on orality is impaired, as we saw in the activities of Unit 1. The discussion from Of the analysis of the ideational meanings constructed by the processes expressed in the activities headers points to the limited and unreflective character of the proposed activities. Based on these meanings developed by the SFL categories, it is possible to access conceptions that point to traditional pedagogical concepts rooted in and unrelated to issues of criticality, which naturalize the power relations in the classroom, with the student attached to the textbook and the teacher. Nor do these conceptions contribute to re-discuss the lingua franca of the English language in contemporary society, since it does not problematize ideologies that permeate their learning.

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In order to avoid the problems pointed out by Lalli (2009), it is necessary to look at all the steps involved in the implementation of the Programa Acelera Brasil. Once the students of this project are included in the PRCG, it is important that the selection of the textbook be discussed by all who work in Acelera Brasil.

The partnership between the project managers, their teachers, the school and the English teachers is more than relevant. It is practically a condition for the teaching of the foreign language and the objectives of Acelera Brasil to walk together in an appropriate and truly engaged way in the training of students.

Un análisis de los procesos presentes en enunciados de un libro didáctico de inglés: una perspectiva sistémico-funcional de prácticas de enseñanza y aprendizaje

Resumen

Este trabajo investiga la adecuación del libro didáctico de inglés utilizado en un programa de aceleración de la enseñanza de SME- RJ, el Programa Acelera Brasil, de naturaleza sociointeraccional. Adoptando la Lingüística Sistémico-Funcional como teoría socio-semiótica del lenguaje y utilizando específicamente el Sistema de Transitividad, se analizarán los procesos presentes en los enunciados de las actividades, buscando comprender la naturaleza de las prácticas de enseñanza y aprendizaje que constituyen el libro. Los resultados orientan hacia las concepciones pedagógicas desvinculadas de cuestiones de criticidad e ideología, generando discrepancias entre el Programa y el libro didáctico.

Palabras clave: Libro didáctico de inglés, Programa Acelera Brasil- SME – RJ, Sistema de Transitividad.

7. Notes

1 When we employ the term processes we are referring to verbs, a grammatical category through which processes are typically realized (FUZER; CABRAL, 2014). We decided to use only processes to differentiate that term in a subcategory called verbal process which distinguishes itself from other possibilities (materials, relationals, mental…) which compose the Transitivity System, as we shall see on section 2 of this paper.

2 The term "text" refers to any instance of language, in any medium, that makes sense to someone who knows the language; we can characterize text as language functioning in context. Language is, in the first instance, a resource for making meaning; so text is a process of making meaning in context. (HALLIDAY; MATTHIESSEN, 2014, p. 3)

3 Information about the PRCG available at <www.rio.rj.gov.br/web/sme/exibeconteudo?article-id=1100300>. Accessed on: 21 oct. 2012.

4 A market leader English Course in Rio de Janeiro, which has a contract with the SME-RJ for the partial outsourcing of English in Basic Education in schools of the municipal network.

5 Available at: <http://www.lfeducacional.com.br/empresa/quem-somos>. Accessed on: 21 oct. 2012.

6 The sections Projects and Picture Dictionary are only present in the volumes for the 4th and 5th years of Basic School.

7 All annexes can be found at the end of this work.

8 Bold in the original.

9 Bold in the original.

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8. Annexes

Annex I

Annex II

Annex III

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