



**Microanalysis of the Academic Discourse Socialization of TEFL Teachers based on SFL
Approach and Appraisal Method**

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Abstract

The process of language socialization also occurs through the language production which in the present study refers to the spoken productions of the participants, who are five EFL in-service teachers in a private English institute, through 20 sessions of group-discussions monitored by their supervisor, who is also the researcher, over two semesters. The microanalysis of linguistic data produced by the participants can help figure out ideational, interpersonal and textual functional choices as well as contextual factors including field, tenor and mode of the spoken language which are produced by the participants and how this may influence their group discussions. Systemic Functional Linguistics approach can be seen as a suitable linguistic tool for analyzing the oral texts which are produced by learners to track their progress. The findings were obtained from the recorded interviews and group discussions of the participant teachers. The data was mainly analysed based on SFL (Systematic Functional Linguistics) Approach along with Appraisal Method.

Keywords: Systemic Functional Linguistics, Language Socialization, Appraisal Method

Introduction

Systemic Functional Linguistics which was proposed as a social theory of language by Halliday (1973) tried to cover the inadequacy of the language grammar suggested by formal linguists and is more concerned with theories dealing with language use. The theory has undergone various modifications since 1970s and used by several researchers (Mohan & Beckett, 2003). The application of SFL approach in second language socialization studies is mainly highlighted by Stiefvater (2008). According to Stiefvater, language, through an SFL perspective, is a resource of

functions rather than a set of grammar rules. It is a means of meaning-making rather than expressing meaning; it is more text-based rather than sentence-based.

SFL integrates the context and language use contrary to the formal linguistics that analyzes sees language as separate segments including the phonics, semantics or syntax and does not consider the context which is the core of meaning-making process (Stiefvater, 2008). Focusing on the social purposes and context, Schleppegrell (2004) defends the functional approach to language analysis,

Rather than analyzing linguistic structures in isolation or as abstract entities, a functional approach identifies the configuration of grammatical structures which is typical of or expected in different kinds of socially relevant tasks and links those linguistic choices with the social purposes and situations that the “texts” (spoken or written) participate in (p.45).

According to Stillar (1998), SFL can be used to analyze everyday spoken or written texts. The linguistic resources individuals use reflect their world experiences. Besides, the linguistic resources also symbolize the social relations in which interlocutors are involved. The linguistic resources which an individual draws upon should be context-based and appropriate for the context in which language is produced. Stillar (1998) established a framework using SFL approach to find out how the linguistic resources can be realized in the social context.

In accordance with the framework proposed by Halliday (1994), Stillar (1998) classified language functional resources into three broad functions. ideational, the interpersonal, and the textual. Having presented the language functional resources, Stillar identified the language context with 3 situational attributes of field, tenor, and mode. Each one of the attributes is conforms to each of the three functions. Field is the content ideas to be communicated. Tenor accounts for the relationship between interlocutors in any spoken or written form and mode shows how the language serves the ideational and interpersonal aims in various social settings. The three aspects of situational features are not completely separated but they are linked with each other in any social context where language is used. According to Schleppegrell (2004) using SFL “enables us to see the ways that language, as a semiotic tool, interacts with social contexts in making meaning” (p.18) and “offers, therefore, a theoretically coherent means of describing how and why language varies in relation both to groups of users and to uses in social context” (ibid).

Systemic functional linguistics is used as a tool (Schleppegrell, 2004) to analyse L2 progress at a micro-level. Language socialization research has used the SFL approach in micro-analysis of language produced in various social settings and has found it helpful in the analysis of socialization process, especially in academic settings. The microanalysis of language as suggested by Schleppegrell (2004), the SFL (systemic functional approach) “enables us to see the ways that language, as a semiotic tool, interacts with social contexts in making meaning” offering “a theoretically coherent means of describing how and why language varies in relation both to groups of users and to uses in social context” (p.18). The SFL approach can provide a useful tool to analyze the linguistic productions of the group discussions. The approach was used as an analytic tool in this study so that it could help the researcher to investigate how the participants underwent the socialization process. The beliefs of the participants towards their socialization process, prior L2 learning and teaching conceptions, professional development as well as their professional identity could be traced in the epistemic markers reflected in their language.

This microanalysis of linguistic data produced by the participants can help figure out ideational, interpersonal and textual functional choices as well as contextual factors including field, tenor and mode of the spoken language which are produced by the participants and how this may influence their group discussions. Based on this approach, the social context of a text can be divided into the field (what is being talked about), the tenor (the relationship between the speaker and listeners), and the mode (channel, the rhetorical mode). The following table taken from Schleppegrell (2004), classifies the contextual variables and linguistic realization of language as a guide for linguistic analysis of spoken and/or written language data. The three aspects cannot be seen as separate. However, they are closely linked together, though rather undistinguishable.

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Language socialization cannot happen merely at a macro-level. A micro-level analysis can also be used to examine how the students were socialized into linguistic characteristics of the assigned

academic texts throughout the whole process of academic discourse socialization (Kobayashi, 2006; Stiefvater, 2008). The spoken texts produced by the participants were the unit of micro-analysis. After analysing the data, it was evident that the classroom interactions could be explained by discourse socialization and legitimate peripheral participation theories while the linguistic characteristics into which students were socialized were not sufficiently made plain and comprehensible by these theories. Systemic Functional Linguistics (SFL) came out to be an informative tool to explain the linguistic characteristics into which the participant teachers were socialized (Stiefvater, 2008).

At a micro level, examining the epistemic markers found in linguistic realizations of the oral and written texts produced by the participants can also help to understand the mental representations of the EFL teachers with respect to their learning and teaching beliefs as well as their positioning in their discourse community. The micro-analysis of the linguistic data was done based both on Systemic Functional Linguistics (SFL) (Halliday & Matthiessen, 2004), to investigate how the participants took their stance in relation to their professional identity through using modal verbs and Appraisal Theory proposed by Martin and White (2005), which shows how individuals interpret and evaluate their identity, their academic socialization process and EFL educational contexts where they learn or teach. Since the first approach mainly focuses on minute instances of stance taking and the second one mainly deals with evaluations and interpretations, they can be complementary to each other in understanding stance taking and attitudes of the participants towards their professional identity, socialization process and EFL educational settings.

The micro-analysis of the linguistic data can help uncover the socialization process in academic settings through language. Together with macro-analysis of the data it can add vigor the study (Duff, 2002). SFL (Systemic Functional Linguistics) approach is a practical way of analyzing data obtained from spoken discourse activities. This data analysis method proposed by Schleppegrell (2004) is used in the present study.

As it can be seen from the following, the SFL analysis can also show how the participant teachers take a stance including using modalities or other attitudinal resources. Since the present study is mainly concerned with how the participants take stance towards their own professional identity, the only contextual variable which is mainly discussed in the current study is Tenor, through which epistemic markers can be traced and analyzed throughout their longitudinal productions.

Linguistic Analysis based on SFL

Contextual variable	Linguistic realization
Field (presenting ideas)	Noun phrases/nominal groups, Verbs Prepositional phrases, adverbial adjuncts, and other resources, etc, Resources for marking logical relationship
Tenor (taking a stance)	Mood (statements, questions, demands) Modality (Modal verbs and adverbs) Intonation Other resources for evaluative and attitudinal meaning
Mode (structuring a text)	Cohesive devices, including conjunctions and connectors Clause-combining strategies Thematic organization

Adapted from Schleppegrell (2004)

Appraisal Analysis Approach

Beyond attitudinal meanings expressed in the participants' data which can be analyzed through an SFL approach, the Appraisal Analysis Approach can be seen as a useful analytic tool to inform the researcher regarding how the participant interpreted, evaluated and even discussed authoritative discourses and their professional identity. Therefore, it can be seen as a complementary tool for SFL analysis approach.

Appraisal theory, as Martin and White (2005) suggest, as an analytical tool, is concerned with how writers or speakers verbalize their enthusiasm and how they make their readers or listeners to feel the same. It deals with how speakers or writers include feelings in texts they produce and the linguistic mechanisms they use to show them. It is also concerned with how writers or speakers assign identities for themselves and what other linguistic markers are also used to show it. All in all, this tool can be used to follow, discover, or ascertain linguistic mechanisms in texts, oral or written, to uncover how speakers or writers show their mental attitudes. The appraisal tool includes three areas of attitude; engagement and graduation. Attitude deals with feelings and values, engagement explores how much they are constructed based on one voice (monogloss) or based on multiple voices (heterogloss) and graduation which examines how feelings and evaluations of the interlocutors are increased in intensity or altered to accommodate to certain requirements (Lin, 2011). In the current study, the Appraisal system is used to explore the participant teachers discussed their professional positions. Attitude and engagement are more relevant to this study, to

investigate how the participant teachers construct and voice their identities in the TEFL programme. Some of the quotes from the participants indicating more professional positions were analysed from the ideational viewpoint.

Research Methodology

This study investigated how five EFL teachers engaged in a series of academic and professional discussions guided by a supervisor of an English Language centre over two subsequent semesters and how the collegial interactions nurtured their professional teaching knowledge and identity, which can emerge in their words.

The research design was a qualitative collective case study. This research approach was used to investigate the benefits of a collegial interaction model of teaching for TTC courses in private English language schools. It could provide a deep insight into the sophisticated nature of teachers' process of learning through socialization with their peers and disciplinary materials in a classroom community of ESOL teachers. Qualitative research studies in natural settings present a more comprehensive picture suitable for a better understanding of academic literacy and its nature (Braine, 2002) and this justifies the use of a qualitative research methodology in the present study. According to Denzin and Lincoln (1994), “qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret phenomena in terms of the meanings people bring to them”(p.3) and “ stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry” (p.8). Since the study was concerned with the academic discourse socialization of EFL teachers in their natural academic contexts, getting closer to the viewpoints of the informants could be more specifically possible through a qualitative study.

The data for the study were obtained from the comments made by the participants in two consecutive terms of teaching in a private English school. The findings obtained from the transcript analysis of audio-recorded group discussions and reflective writing of in-service participant teachers. The researcher conducted twenty sessions with the participants in the study over the span of two semesters. After audio-recording the oral discourse practices and then transcribing them, a constant comparative method (Jones, Torres, & Arminio, 2006) was used by the researcher to analyse the obtained data.

Findings and Discussions

The Language Used by the Participants

Systemic functional linguistic is used for analyzing the disciplinary interactions between interlocutors during classroom interactions. It is used to describe the linguistic development of students during the socialization process. The micro-analysis of the linguistic data through SFL model showed the increasing use of lexis appropriate to the discipline which can indicate a greater understanding of the concepts used in their discipline. The number of words in each interactional exchange also increased indicating their fluency improvement over time.

When the participant teachers are doing disciplinary interactions, they first need to communicate the content. This can be put under the situational attribute of '*field*' for which the linguistic realization can be disciplinary jargons, noun phrases, nominal groups, verbs, prepositional phrases, adverbial adjuncts. The "field" as a contextual variable is realized by choices including the noun phrases, verb phrases, and adverb phrases. The use of disciplinary appropriate terms can be seen in the small-group discussion excerpts of most participants. Using disciplinary appropriate lexis in their final excerpts of interactions showed a remarkable improvement in students' understanding of notions.

As the interlocutors in the study maintained their language socialization through group discussions and discussions after microteaching sessions, they used more specific disciplinary lexis. The number of words in each interactional strain by each participant increased over time which indicated their fluency was enhanced over time. Also, comparison of the same participants' flow of words in each interactional sequence showed how their use of simple discourse connectors such as *and*, *but*, increased, which also helped them produce longer sequences of words,

For making the students pay attention to both two types of global *and* selective listening. I first want them to listen for main idea first, *but* then I want them to pay more attention to details and even I want them to focus on some linguistic forms to pay more attention to accuracy.

Making errors with lexical choices was common at the first few sessions of group discussion after the microteaching sessions. Spontaneity of the speech led to inappropriate lexis, especially with

terminology more specific to teaching languages. This is seen in the following samples from the discussion excerpts,

Content base instruction is very useful because the focus is not on the language itself, but it is on content, not directly on the language.

So they *make comprehension* (instead of comprehend) of what they read...

There are *development stages* (instead of developmental stages) and we shouldn't expect the students to learn ...

Collocational associations with higher frequency in the assigned texts gradually appeared in the discussions of the participants and even in their reflective writings,

In discussions:

Exposing students to reduced speech is important because it ...

Teachers can *raise the awareness* of the students by...

When a teacher *provides* his students *with* appropriate *feedback*...and he can *maximize the feedback* by...

A good learner develops a set of strategies...

Besides *the role* the teacher *plays*...

In writings:

To *address the errors*, the teachers should...

Many researchers *propose a distinction* between...

To *meet the needs of* learners, the teacher should...

In addition to the more appropriate choice of terms and phrases in small-group discussions and in discussions after the microteachings, the participants could elaborate their ideas more clearly. In other words, they could express a more logical relationship between their ideas.

The oral texts that were produced by the participants were highly dependent on their written language and because of this heavy reliance; the language seemed to be rigid,

Explicit vocabulary teaching or learning actually is most applicable to abstract phenomena, but I think, implicit learning ... vocabulary learning is much in line with concrete phenomena.

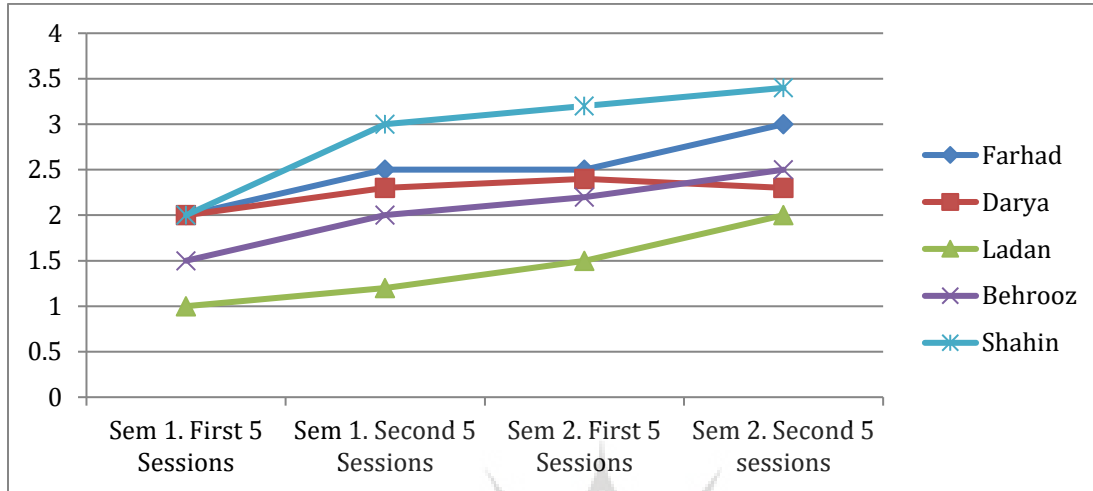
You mean explicit vocabulary learning is something intentionally, but explicit ... implicit vocabulary learning is something incidental.

Generally, the participants reported improvement in speech spontaneity in their disciplinary speech, self-efficacy in expressing their voice and establishing relationship with their peers as by-products of their engagement in the discourse socialization practices. The microanalysis of the group interactions showed students' progress in speech spontaneity over time. The more students were engaged in group discussions, the more they had knowledge to be spontaneous and even more instantaneous.

Inappropriate disciplinary and even general lexis were gradually replaced by more appropriate ones as the participants were more in touch with them during the discussions and engagement with assigned texts. The use of more academic collocational phrases increased as they had more chances to intertextualize and use the collocation directly from the assigned reading texts in their speech. Besides the increase in the quantity of text produced and the increased fluency, the oral texts of the participants also showed the tendency of becoming more accurate as they become part of this academic community in general. The increased accuracy could be reflected in their lexical choices, elaboration of their ideas and more idiomatic use of their language. As the participants continued their language socialization in the host community, it seemed that they increased their vocabulary repertoire, particularly the technical terms in their field. As a result, they could use more specific and therefore more accurate vocabulary when they were talking about the academic topics in their own field.

The speech of the participants became more elaborated in general over time indicating an increase in their lexical knowledge including the use of more disciplinary terms, higher use of appropriate collocations and even academic expressions concerned with learning and teaching concepts. Figure 1 indicates the frequency of occurrence of disciplinary terms as well as appropriate collocations in the speech of participants over the period of study at four intervals in the horizontal axis. The vertical axis shows the frequency of the disciplinary terms. To collect the following data, a number of key words relevant to learning and teaching concepts were highlighted by the

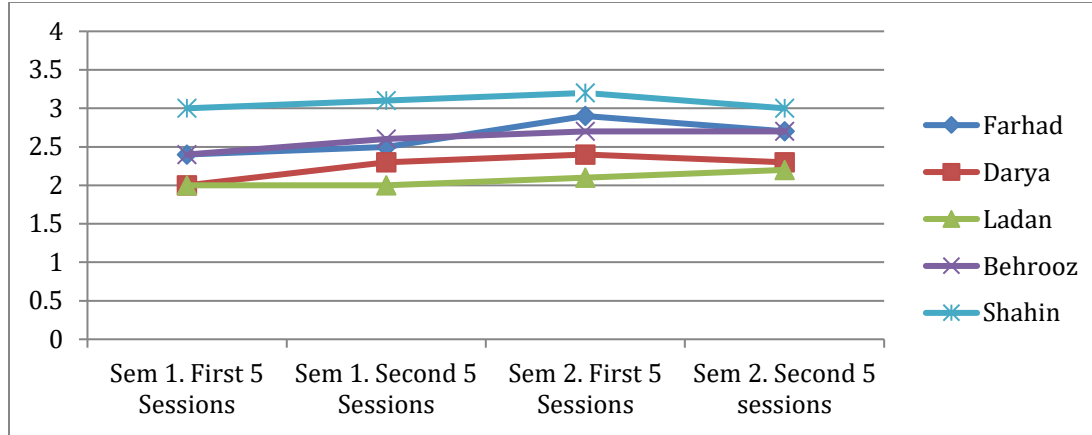
researcher and then searched for in the transcripts of the recorded small-group discussions. The frequency of each key word used by each participant was calculated and then the sum of key words for each participant was illustrated in the table.



Note: Each 0.5 on the vertical line represents 50 disciplinary words used by each participant at a time section.

Frequency of Disciplinary Terms

They were also able to use more connectors to string together phrases and sentences into more elaborate expressions and thoughts. The participants produced longer sequence of words over the period as they used more connective words. The simple connective words remained constant in the interaction throughout the study; however, due to more exposure to written assigned texts, they introduced newer connective words into their strains of utterances and especially into their writings. Figure 2 indicates the frequency of occurrence of connective words in the speech of participants over the period of study at four intervals in the horizontal axis. The vertical axis shows the frequency of connective words. To collect the following data, a number of connective words were highlighted in the transcripts and then categorized and then searched for in the transcripts of the recorded small-group discussions. The frequency of each connective word used by each participant was calculated and then the sum of key words for each participant was illustrated in the table.



Note: Each 0.5 on the vertical line represents 50 connective words used by each participant at a time section.

Frequency of Connective Words

The repertoire of linguistically appropriate connectors used by the participants seemed to be limited to some highly frequent simple connectors although they increasingly tried to maintain rapport with other interlocutors throughout the conversations. Studies in contrastive rhetoric have shown that there are different thought patterns in writing (Connor, Nagelhout, & Rozycki, 2008) so that the perceptions of cohesion for native and non-native writers and speakers may be different. The different use of cohesive devices according to Jin (2001) can be the result of different thought patterns as well as the participants' perceptions of writing organization.

The micro-analysis through SFL will try to find out what ideational, interpersonal and textual choices are made by the participants during their group discussions. Also, it attempts to account for their linguistic development while undergoing academic discourse socialization through oral and written discourse practices. The data sources used for this micro analysis are group discussions and the reflective writings of the participants. On the micro level, the SFL approach was used to assess their language progress in the process of discourse socialization. The participant teachers were better familiar with the specialized vocabularies in their discipline. They could also improve in maintaining relationship with their interlocutors through various linguistic realizations.

The oral and written texts produced by the participants showed more coherence and logical connections as the participants became more involved in the course practices. Also, they sought and offered more clarification throughout their use of language as they became more engaged. Most participants were increasingly more spontaneous and more instantaneous over the two

semesters. The fluency of the participants also increased considerably as their speech became more elaborated. Increase in the use of more disciplinary terms and connective words could be witnessed in their speech:

Well, there are some stages in this approach, actually. The first step is that knowledge is actually seen to be kind of *declarative*, and the second or next step is that through practice, making these ... putting these ideas into practice, declarative knowledge becomes kind of *proceduralized*, and becomes kind of automatic.

Automaticity is achieved by practice. First the students because the main notion of *cognitive approach* is *information processing*. Through the *explicit practice* learners should get a lot of information, and then through processing they process the information, and then by practice it might be *implicit knowledge*.

Yes, you mean that when grammatical item frequently used in input so students *continue to notice* it, and *become aware of it*, ... then practice it and do exercise and then use it *unconsciously and make hypothesis* and test their hypothesis.

Since the in-service EFL teachers haven't had many opportunities to discuss academic issues or get involved in disciplinary discussions in authentic opportunities and have mostly learned through reading disciplinary academic texts, the linguistic realization of their oral texts seems inappropriate in terms of linguistic features of oral discourse.

To create rapport with the audience, another contextual variable which plays the role is the tenor for which linguistic resources showing attitudes and interpersonal relationships are used. Using cohesive devices to make the texts organized and coherent is concerned with mode as another context variable. Mode as another contextual variable is how a text is organized and presented. Using cohesive devices along with clause-combining strategies and thematic organization can help interlocutors organize their oral or written productions (Schleppegrell, 2004). Instances of logical connections between dispersed strains of interactions made by the same participant showed how they tried to establish more coherence in their support of their ideas to convince their interlocutors. Some logical connectors, however, were more common than others such as 'because of' or 'due to' while instances of other logical connectors such as 'as a result' or 'in spite of' were rare and in some cases like 'nevertheless' were absent.

Among the discourse devices, the participant teachers had a greater tendency towards connectors such as ‘on the other hand’, ‘in addition’ or an exemplifier such as ‘for example’ as social interactional markers to maintain their interactions. Although lexical phrases are suitable devices which are “embedded in socially appropriate situations” (Decarrico, 2001, p. 296) and may give a sense of fluency, the participants were more inclined towards using simple discourse connectors. Lexical phrases can be retrieved more easily and as whole chunks can be used to socialize more easily (ibid); however, it seems that lack of enough discussion opportunities during their undergraduate EFL programme resulted in their tendency towards using simple single word connectors.

Participants’ Stance and Attitudes

The way the participants used English to establish relationship with their colleagues or to express their attitudes towards their profession or professional concerns were analysed using two analytic tools of Systemic Functional Linguistics (SFL) and Appraisal Method.

Besides ethnographic approaches to investigate emic and personal interpretations of collegial interactions of the participants, some analytical tools appropriate for analysing the stance and interactions of the participants were used in the current study. Since language and identity based on sociolinguistic studies are reciprocally constitutional, Systemic Functional Linguistics, as well as Appraisal Theory (Martin & White, 2005) were used to analyse the interactions of the participants at a discursive level.

Based on the SFL model, tenor refers to the established relationship between the interlocutors in an interaction. It is concerned with language resources used to form and continue the relationship between the interlocutors. The linguistic realizations of tenor as a contextual variable in the model include mood, modality as well as resources for evaluative and attitudinal meaning. As Schleppegrell (2004) defines, “mood is a major source for establishing tenor” (p.58). Mood choices encompass declarative, interrogative or imperative ones reflecting how the interlocutors in an interaction establish relationships. Modality as another linguistic realization refers to the interlocutor’s stance or attitude or as the Schleppegrell (2004) defines; it is the “expression of degrees of probability, certainty, necessity, and other meanings” (p.60). The use of the modal adjuncts can show the attitude of the conversational partners on the issues under discussion.

Indicating Agency and Sense of Commitment

Other attitudinal sources were also seen in the conversations in the form of adjectives and adverbs,

It is *obvious* that these strategies can help....

I think students *probably* know how to

Certainly, an English teacher has to know about these....

The frequency of attitudinal sources showing certainty and clarity of mental concepts increased over the period, which showed how the participants built up confidence throughout the study and even formed their new identities as relative experts in their discourse community.

The use of the first-person plural pronoun and phrases indicating inclusiveness showed how the peers developed a sense of community and inclusiveness. Also, they tried to intrigue the interest of their audience and even involve them in their discussion,

We as English teachers must find ways to....

Let's think our students....

Darya showed her agency of decision making in her classes by using engagement markers such as [I know, I believe, I think, my understanding of ... made me] to project it,

My understanding of their listening comprehension made me change the way my students listened to the audio material.

She positioned herself as an ESL teacher with confidence. She showed positive stance towards the profession of teaching throughout her discussions and interviews reflected even in her lexical metaphors like 'teaching how to fish' to support teaching strategies and even through indicators of affect [confident, feel proud],

A teacher should be confident and should have every reason to feel proud of her job otherwise students find out.

By indicating his own inclusiveness in the community [I think] and appreciation markers [there are advantages and disadvantages, better than, more effort], Shahin intended how much he acquired understanding of the realities in the profession,

I think there are advantages and disadvantages about this job. It can be better than some other jobs which need a university degree, but it needs more effort.

Positive Evaluation of Collegial Interactions

In terms of his socialization process, Shahin positively evaluated his participation in the collegial discussions and used some appreciation indicators such as [more related, better develops] as well as engagement indicators [I think, feel more involved] to account for his role in the socialization process,

I think I feel more involved in the discussions now. They are more related to the realities of our classes than the materials in the textbooks and better develop the abilities of English teachers.

Positive self-evaluation of the influence of collegial interactions was also evident in his other utterances in the interviews as the ‘affect markers’ [more confident and even more comfortable] show in his second interview,

I feel more confident and even more comfortable in discussing professional subjects, I think.

Ladan highly appreciated the discussions in both classes of teaching skills and methodology as ‘motivating’ and ‘professional’ while her own negative evaluation of the methodology class indicated some degree of the insecurity she experienced at the commencement of the first course,

They are more motivating and even more professional than activities we have in other classes although they were frightening at first to discuss like professional people in English.

Becoming Vocal towards Pedagogical Practices

As for the importance of teaching language learning strategies to students, Shahin negotiated his position towards the engagement of him and his students in the process of learning,

I think students are responsible for their own learning to a great extent. I personally think teachers are only facilitators rather than sources of transferring knowledge. Teachers are not the only source for students.

The engagement instances [their own learning, teachers are facilitators] indicate assigning the responsibility of learning to the students. The word ‘only’ which is repeated twice acts as a counter expectation indicator suggesting that despite the commonly accepted belief of people that teachers are totally responsible for the learning of their students. The graduation instance [to a great extent] can also act as a counter expectation marker to firmly oppose the idea that teachers are regarded and expected as the main source of language knowledge in the community,

EFL teachers must be fully aware of their teaching context.

‘Must’, as a modal word, shows a high degree of subjectivity in Shahin’s words as he emphasizes on the degree of EFL teachers’ awareness of their pedagogical setting. Using the word ‘totally’ as a marker of graduation indicated how much he gives importance of EFL teacher’s awareness of their contextual factors affecting their teaching.

By using projection markers [my final goal, I really believe that] Darya indicated her engagement in the professional practices and showed how vocal she was about her pedagogical beliefs as well as the details of her classroom practices which were more idiosyncratic in nature,

I really believe that making students write an outline before in their mother language can be much better than in English because their mind has no restriction when they think in their mother language and then they can write the essay in English. My final goal is to make them organize their minds.

Critical Thinking towards Educational Policies

Behrooz expressed his of the educational policies regarding EFL in public schools by negative appreciation indicators such as [boring, short-sighted, catastrophe],

I think educational decisions are very short-sighted. It doesn't keep up with the realities in the modern world. I think it is a catastrophe both for teaching English and professional development of EFL teachers.

He used both negative appreciation markers and negations to show his disalignment with the policies designed both for EFL teaching in high schools and professional development programs for EFL teachers he found 'disrupted' and 'shallow' in continuation of his interview,

The programs follow no clear path. They are disrupted and also, they don't deal with teaching issues very seriously. They are very shallow.

Almost the same negations were found in Farhad's viewpoints of educational policies and EFL teachers' reluctance towards teacher education programs,

The goals of these here and there professional programs are unrealistic. They have no clear goal and very irregular.

[Farhad, Interview 2] What Darya, Ladan and Shahin expressed towards the educational policies were more inclined towards a lack of sustainable teacher education support programs rather than teaching English in public schools,

Teachers need to upgrade their knowledge, but there is no suitable program which can systematically train teachers to do this.

To express her concerns about inappropriate professional training programs, Darya used modal auxiliaries [may, should] as well as modal adjuncts [maybe] to highlight her own evaluative stance of pedagogical policies. In addition, she employed conjunctions [but], and adjuncts [even though] to express counter expectation towards these policies,

There should be more logic behind these programs. The authorities, I think, intend to cover up their failure with some short-term in-service programs for teachers, which may be taken seriously sometimes even though they are not appropriate at all. These programs are nothing most of the time but waste of time for most teachers. Sometimes they may be useful when the instructor teaches more practical teaching techniques, but all in all, they don't follow any objective or plan.

The findings in this study towards the development of a critical viewpoint towards the existing educational context and incorporating the realities of the context into pedagogy are in line with what Kumaravadivelu (2001) suggests teacher educators. He recommends that teachers' practical experiences and ideas should be considered in syllabus design and curriculum development. Coleman (1996) warns that ignoring realities and experiences in an educational setting will finally will be "so threatening to their belief systems-that hostility is aroused and learning becomes impossible"(p.11).

Unwillingness towards TESOL Practices

Although there were a lot of instances of inclusion in the local EFL community [we as EFL teachers, based on my experience, as an English teacher] and they assumed a relative expert identity when it came to finding solutions to pedagogical challenges raised in their collegial interactions, they expressed doubtful speculations about their legitimacy in the TESOL practices beyond their local context. He maintained,

Although others only expect us to have knowledge about English, our students and our teaching methods, I think an English teacher should try to try new things and write about them and even share it with professionals.

Behrooz also brought in another source assessment in his words [others]which could have included his own attitude of the limitations of an English teacher compared to a professional as using the word 'only' can indicate how he demarcated an ESOL teacher from a professional. Then, he reverses the role of an ESOL teacher in a counter argument which is clearly disaligned with expectations of others, which could include students, parents and administrators. Later on in the interview, it was made clear that what he meant by 'others' were the administrators,

Others may think teaching grammar and vocabulary are enough, but they don't have enough knowledge about learning and teaching a foreign language.

The socio-political atmosphere of traditional education systems which may impose power-infusing structures (Hargreaves,1998) indicated how much disalignment there was between the ideas of decision makers and EFL teachers in a traditional context, especially when he emphasized on the dichotomy by the use of negation [they don't have]. He implicitly contradicted the educational system in which he was an EFL teacher by implying that expert knowledge [about learning and teaching a foreign language] is necessary for decision making about teaching a foreign language.

Behrooz's disbelief in his ability to participate in disciplinary practices beyond local community could be uncovered by doing a graduation analysis of his statements,

English teachers need [more] academic writing ability.

There are [few] English teachers here who have published in a journal.

What makes them [less] interested is the lack of motivations.

Blaming contextual factors for non-engagement of EFL teachers in the practices of TESOL discourse community could be clearly seen in his use of words of graduation with negative connotations [few, less] when he assumed EFL teachers should participate in the disciplinary practices of TESOL discourse community as its legitimate members. As for his linguistic competence and of his fellow colleagues to qualify writing for publication in journals, he said,

I know the English I use to do my assignment is not enough and suitable for writing an article. My English is not so advanced.

Once again, a graduation analysis of his words and his use of negation words [not enough] showed that Behrooz excluded himself from some specific practices beyond his competence and he was aware of the accepted norm of linguistic competence to write for a professional journal.

Being Aware of Different Pedagogical Contexts

By using several 'affect indicators' [carefully, cautious of] in his interviews, Frahad showed his disposition and how he felt towards his dual personality in both contexts of public schools and English institutes,

I have always tried to carefully choose the activities and be more cautious of what they expect me to teach them. Teaching in high school is certainly different from teaching in English institutes, because what students want from you is different and as a teacher I have to choose according to different situations.

His use of 'have to' as a modality showed his obligation towards his assumed duty in his work places and the judgement indicator [certainly] indicated his judgement of the veracity about the situation, which laid more emphasis on his strongly held belief of being contextually-aware of the educational context.

The appraisal analysis appropriated a resource for the researcher to make a connection between the discourses produced by the participants and the educational setting to explore how the participants see their identities. For example, this excerpt from Behrooz illustrates how he feels about teaching English in public high schools. It is full of negative attitudes and shows his resentment towards the education policy,

The dull grammar translation method is really frustrating for students in high schools. Teachers have to follow the traditional policy; they have few choices, unfortunately. They lack enough motivation to be creative in their classes.

The judgment instances [dull, frustrating, have few choices, lack enough motivation] indicate his negative assessment of the status quo of teaching English in public high schools and the engagement instances [teachers have to, unfortunately they] illustrate the stance values Behrooz takes towards the traditional policy which is still prevailing in the educational system. Although he disapproves the traditional system he is working in, he forms an 'authorial identity' by suggesting being 'creative in classes as an indicator of being a modern teacher versus a traditional one.

In what Behrooz expressed in one of his interviews, there were signs of contradictory positions towards the professional identities. He thought of a professional as someone who has a comprehensive expert knowledge. He saw his ideal professional identity in authors of ESOL textbooks or authors of articles in accredited professional journals,

Although I might have some ideas about how English should be taught, and try to be a good teacher. I know I am far from being a professional who can make new theories and publish in professional journals.

In this excerpt, there are instances of inclusion and engagement [I might have, try to be a good teacher]. However, there is another instance of contradictory position [I know I am far away from being a professional] intensified by graduation [far from] intensifying the scale of the difference. Such a mental attitude which determined how he interpreted and responded to the word professional might have risen from his lack of self-assurance concerning disciplinary publication and participation in other activities of the discourse community of ESOL beyond classroom.

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