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Think globally, act locally: how to implement an SFL genre based approach through overcoming difficulties

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In this presentation, a brief journey will be made through the successes and shortcomings of the research, development and implementation of Sydney School genre pedagogy in Portugal over the last eighteen years. Particular attention will be paid to the Portuguese participation in the TeL4ELE European project and the experience gained therefrom, in particular with regard to structural issues. Considerations regarding the constraints of the Portuguese educational system, both curricular and assessment ones, as well as of the networks of influence that dominate the ministry of education, will be considered. The second part of the presentation will be dedicated to the means to overcome the constraints identified, and on how the Portuguese team in the European Project TeL4ELE, following the end of the project, came to acknowledge an important research need to be carried out in the near future: a mapping of the genres used in the Portuguese school. It became clear for the researchers that in-service teacher training actions involving the third generation of the Sydney School Pedagogy, e. g. the *Reading to Learn* Programme, needed to be based on accurate descriptions of the genres of the Portuguese school. Following that path a research project was devised to carry on with those descriptions. Under the title *Texts, genres and knowledge – mapping the disciplinary language uses in the different levels of school*, that project is being carried on by a team of researchers at GELGA-ILTEC, a research centre of the University of Coimbra. This presentation will report on the findings of that research, describing both the conclusions and descriptions that were reached and the dissemination and training materials that were produced to serve future in-service teacher training actions. Among the materials produced special attention will be given to the booklets describing each genre and to the web portal designed to bring information on the academic genres associated to different disciplinary fields throughout the school system.