ACADEMIC WRITING IN ADDITIONAL LANGUAGES (LX)

TEACHING RESEARCH AND EMERGING TECHNOLOGIES

Edited by
Martin Testa
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2. Exploring the Impact of Flipped Learning on Beginner-Level Portuguese Writing Skills: A Systemic Functional Linguistics Perspective

2.1. Introduction

Flipped learning represents a learner-centred approach designed to facilitate access to linguistic knowledge through a variety of instructional materials, tasks, and opportunities for utilising an additional language prior to classroom activities. Renowned for its ability to enhance active learning and engagement (Bond, 2020), the flipped learning approach in language teaching encompasses activities such as watching grammar videos, completing focused quizzes, and participating in vocabulary exercises on platforms like Quizlet. This previously acquired knowledge is then organised in class by learners themselves through autonomous and individual tasks, including writing. This chapter, therefore, aims to analyse academic writing produced by Portuguese as an additional language (PAL) learners, with a focus on assessing the impact of flipped learning on their linguistic development throughout an academic year.

In order to comprehend how this approach influences knowledge construction in PAL, the present study employs the theoretical and analytical principles of Hallidayan systemic functional linguistics (SFL) (Halliday, 1978; Halliday & Matthiessen, 2014) to examine the interplay between vocabulary and grammar in language use. This perspective offers a comprehensive understanding of how language resources contribute to meaning construction, with a particular focus on the transitivity system (ideational metafunction) and the mood and modality system (interpersonal metafunction). By scrutinising these lexicogrammatical features in students' written production, valuable insights into their language development can be gleaned.

To evaluate the efficacy of the flipped learning approach in fostering the linguistic development of PAL beginner learners in written texts over the course of an academic year, the pre-activities provided to the learners prior to producing written texts are highlighted. From this information, specific objectives are formulated as follows:

(1) Outline the lexicogrammatical patterns observed in the writing of PAL beginner learners exposed to the flipped learning approach over an academic year.
(2) Assess whether students adjust their language use appropriately to different writing tasks.

The theoretical and practical contributions proposed by this study involve discussing findings within the context of flipped learning and its impact on lexicogrammatical development. Additionally, it provides a reflection on how these insights can inform teaching strategies for students with a background in a Latin language. By employing this approach, we can achieve a nuanced understanding of students' lexicogrammatical development and of how the flipped learning approach influences their writing in PAL at the beginner level.

This chapter is structured into three main sections, in addition to this introduction and the concluding remarks. The first section ("Theoretical Considerations") delves into reflections grounded in linguistic principles that form the analytical framework for examining student writing within an academic context underpinned by the flipped learning approach. The second section ("Analysis of the Teaching Proposal") is discerned to outline the writing-focused teaching proposal driven by flipped learning and to elucidate the impact of this approach on academic writing through the analysis of lexicogrammatical patterns in student writing. The third section ("Practical Considerations: Implementing Flipped Learning Strategies") presents suggestions on how to use this approach to teach academic writing for the benefit of learners of additional languages, including PAL. The chapter concludes with final remarks, as well as a reference list and an appendix.

2.2. Theoretical Considerations

2.2.1. Systemic Functional Linguistics and the Lexicogrammatical Dimension

Systemic functional linguistics (SFL), introduced by Halliday (1978), utilises an architectural analogy to elucidate the mechanisms of language. Halliday and Matthiessen (2014) assert that language possesses a structure that

underscores the relationship between text and grammar. They emphasise that the foundation for comprehending linguistic operation, whether in speech or writing, lies in the text. The authors argue that when individuals speak or write, they generate text; and it is this text that listeners and readers interact with and interpret. Halliday and Matthiessen claim that the term *text* encompasses any instance of language, across any medium, that holds meaning for someone familiar with the language. For them, we can define text as language functioning within its context (cf. Halliday & Hasan, 1985, Ch. 1; Halliday, 2010).

The text is always the result of learners' linguistic choices, opportunities for language access, and the context in which it is situated. With this assumption, text is conceived of in this study as an 'artifact' because it is based on the principle that the ability to write in any language (L1 or additional) is a process that continuously develops.

Hence, text represents the medium through which language learners, including those acquiring an additional language (AL) in an educational setting, encounter linguistic operation and can access appropriate lexicogrammatical choices based on the field of knowledge and the intended audience within that text. Various opportunities to engage with AL operation arise, one of which is flipped learning, enabling learners to apply this knowledge in classroom writing tasks. Thus, this study's focus lies in comprehending this operation concerning lexicogrammatical choices in academic writing.

SFL offers various lenses through which the term *grammar* may be viewed in relation to the text. According to Halliday & Matthiessen (2014, p. 4), while analysing three texts in English (i.e. spoken-monologic, written-monologic, spoken-dialogic),

> [w]hen grammarians say that from their point of view all texts are equal, they are thinking of them as specimens. If we are interested in explaining the grammar of English, all these three texts illustrate numerous grammatical features of the language, in meaningful functional contexts, all equally needing to be taken into account. Seen as artefacts, on the other hand, these texts are far from equal.

The text invariably reflects learners' linguistic decisions, language access opportunities, and the contextual backdrop. Linguistic choices within a text can be scrutinised across different strata of language. The concept of language stratification, rooted in systemic functional theory,[1] entails "a global dimension

1 In SFL, the functioning of language is described in terms of language strata. The concept of stratification, part of the cline of instantiation of language, pertains to "[o]rder of symbolic abstraction along the hierarchy of stratification. The strata in the organization of language are semantics,

that organises language in context into subsystems according to the degree of symbolic abstraction" (Matthiessen *et al.*, 2010, p. 218). These subsystems encompass the semantic, lexicogrammatical, phonological, and phonetic strata. Among them, this study emphasises the lexicogrammatical stratum, situated on a continuum between grammar and vocabulary. It bears underscoring that, from a systemic functional perspective, in analysing this stratum, each unit (linguistic or phraseological) constitutes an organic configuration, as each component serves a distinct function in relation to the whole (Halliday & Matthiessen, 2014).

Thus, considering the strata of language entails acknowledging its intricacy, encompassing alternative modes of expression – both oral and written. Consequently, content is enriched semantically and lexicogrammatically, allowing the potential meanings of a language to proliferate endlessly. This attribute is elucidated in the theory through the functions[2] that language serves in human life: comprehending our experiences (ideational metafunction), engaging with others (interpersonal metafunction), and constructing/organising discourse (textual metafunction). Therefore, discussing grammar within the framework of SFL entails recognising that it simultaneously interacts with worldly events and social processes while also structuring the interpretation of experiences and interactions, transforming them into linguistic expressions.

Building upon the multifaceted nature of language outlined above, the examination of linguistic choices and their realisation in the text is inherently linked to metafunctions, delineating the functions served by each linguistic element within the discourse. This interplay between linguistic choices, metafunctions, and grammar is depicted in Table 2.1.

Table 2.1. Metafunctions and their reflexes in the grammar (adapt. from Halliday & Matthiessen, 2014, p. 83)

Metafunction		**Definition**	**Corresponding status in clause**
Ideational	(experiential)	Construing a model of experience	Clause as representation
	(logical)	Constructing logical relations	–
Interpersonal		Enacting social relationships	Clause as exchange
Textual		Creating relevance to context	Clause as message

lexicogrammar, phonology (graphology) and phonetics; context is interpreted as a stratum above language" (Matthiessen *et al.*, 2010, p. 218).

2 Halliday (1994) emphasises that the concept of metafunction is used to understand how meanings are created and understood, and that it enables establishing relationships between language, text, its social use, and context.

To delineate the lexicogrammatical configurations within the corpus analysed in this chapter, the focus is placed on the ideational and interpersonal metafunctions.

Concerning the ideational metafunction, as described by Halliday and Matthiessen (2014), the linguistic choices manifested in each clause comprise a series of events that construct a process. These events encompass the participants involved as well as the circumstances surrounding them, thereby constituting what is termed as the *figure* within SFL. This *figure* comprises elements that configure grammatical transitivity within the lexicogrammatical system. For instance, in the example *João studies in the morning*, the clause establishes a semantic relationship between the words and their meanings. This sentence comprises three key elements: a participant (*João*), a process (*studies*), and a circumstance (*in the morning*).[3] Figure 2.1 illustrates these elements.

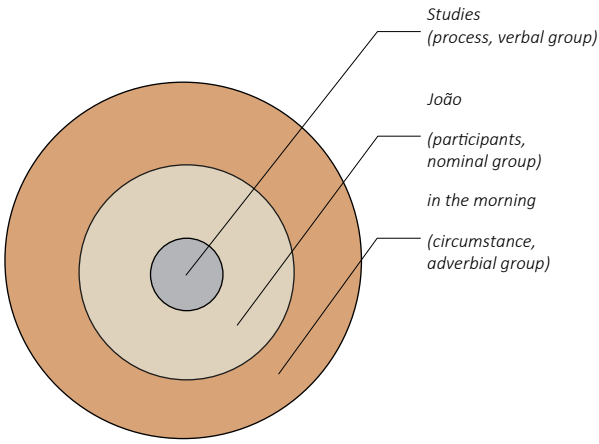

Figure 2.1. Central and peripheral elements in the experiential structure of the clauses (adapt. from Halliday & Matthiessen, 2014, p. 222)

The three components of a figure – processes, participants, and circumstances – as defined within the concept of transitivity, serve distinct functions: (i) depicting a process unfolding over time, (ii) identifying the participants engaged in the process, and (iii) specifying the circumstances associated with the process (Halliday & Matthiessen, 2014).

3 Halliday and Matthiessen (2014) discuss this model, developed within SFL since the 1960s, in detail. They examine it semantically (Halliday & Matthiessen, 1999, Ch. 4) and relate it to similar accounts in other theoretical frameworks, such as Tesnière's (1959) characterisation of the clause as a "little drama" within a dependency model. Like Tesnière, they observe a syntagmatic progression from the process nucleus of a clause through various participant roles to a circumstantial periphery or margin, as described by Halliday (1979). Further elaboration on this topic can be found in Van Valin and LaPolla (1997).

Processes, central to the lexicogrammatical configuration of the ideational metafunction, are termed *figures* due to their representation of changes in events. These figures encompass various types, including happenings, actions, perceptions, verbalisations, states, and possessions (see Halliday & Matthiessen, 1999). Regardless of type, all figures involve a process unfolding through time and participants directly engaged in this process, along with potential circumstances (Halliday & Matthiessen, 2014).

These processes, constructed through verbal groups, serve as the foundation for comprehending the transitivity patterns within a sentence and are categorised accordingly.

The transitivity patterns encode experiential meanings, reflecting perspectives on the world, lived experiences, and how individuals perceive and engage with events. Analysing these patterns enables us to grasp the field of knowledge, or "what is being talked about". Each clause entails a specific type of process: material, mental, behavioural, verbal, existential, or relational. Consequently, the type of process delineates the actions, facts, or achievements among the involved participants and may also situate them circumstantially (in terms of time, place, cause, etc.) (Eggins, 2003).

There are three main and three subsidiary types of processes located at three boundaries through which humans represent their experiences. The main types are material, mental, and relational processes: (a) material processes represent external experiences (actions and events such as doing, building, happening); (b) mental processes represent internal experiences (memories, reactions, reflections, and moods; examples include thinking, remembering, imagining, liking, wanting); (c) relational processes represent relationships (identification and characterisation, exemplified by being, seeming, having). In turn, the subsidiary types located at three boundaries are behavioural, verbal, and existential processes: (d) behavioural processes, situated between material and mental processes, represent behaviours (manifestation of psychological or physiological activities of humans, exemplified by sleeping, yawning, coughing, dancing); (e) verbal processes, situated between mental and relational processes, represent sayings (linguistic activities of participants, exemplified by saying, responding, affirming); (f) existential processes, situated between relational and material processes, represent the existence of a participant (being in the world, exemplified by existing, happening) (Halliday, 1985, 1994; Halliday & Matthiessen, 2004, 2014).

Transitivity affects not only the verb/process but also the participants. Depending on the type of process, the participants, realised by noun groups, receive different designations: (1) material: actor, goal, client, scope, attribute; (2) mental: senser, phenomenon; (3) relational: carrier; (4) behavioural: behaver, scope; (5) verbal: sayer, verbiage, receiver, target; (6) existential: existent.

The participants of a clause are grammatically realised by noun groups (Halliday, 1985, 1994; Halliday & Matthiessen, 2004, 2014). Finally, clauses can include circumstances indicating place, time, manner, cause, etc., which are realised by adverbial or prepositional groups.

Shifting to the interpersonal metafunction, as outlined by Halliday and Matthiessen (2014, p. 134), "the clause is also organized as an interactive event involving the speaker or writer and audience". In interpersonal interactions, participants assume roles: initiating the interaction entails adopting the role of the demander, while establishing verbal exchange requires something to be exchanged – be it information (linguistic content) or goods and services (tangible actions or products). Linguistically, the clause conveys "its interpersonal meaning as an exchange", and "the principal grammatical system [involved] is that of MOOD" (p. 134). Speech roles in linguistic interactions include "giving" or "demanding" goods and services or information. When the speech role focuses on "giving", this may involve "offering" goods and services or "stating" something about them. Conversely, when the role is "demanding", its purpose may be to request/order something ("command"), or to ask about something or for information ("question") (Halliday & Matthiessen, 2014).

The grammatical manifestation of speech roles and specific types of products is reflected in the functional constituents of mood, according to Eggins (2003). The constituents include the subject, finite operator, and residue. As clarified by Halliday & Matthiessen (2014), the *subject* is a nominal group, while the *finite*[4] operator is part of a verbal group. The constituents of the *residue* encompass the predicator (the lexical aspect of the verbal group's content), the complement (a non-essential linguistic element of the clause), and the adjunct (an element providing additional, albeit non-essential, information, typically formed by adverbial and prepositional elements).

Furthermore, verbal exchanges extend beyond mere affirmations or negations; they also serve to convey the speaker's stance, express opinions, or convey judgments. This interpersonal resource, known as *adjuncts of modality*, expresses *temporality* (relative to now and to expectation), *modality* (including modalisation – probability and usuality – and modulation – inclination and obligation) and *intensity* (degree and counter-expectancy) (Halliday & Matthiessen, 2014). In this chapter, the focus is on *modality*, which encompasses both modalisation (pertaining to propositions or information) and modulation (pertaining to proposals or goods and services). In other words, modality facilitates the attenuation or emphasis of an interaction through degrees of probability, habituality, obligation, or inclination (Fuzer & Cabral, 2014).

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4 According to Eggins (2003), the "finite element" belongs to a limited set of verbal operators that convey tense (such as *is, has*) or modality (such as *can, must*).

Lastly, although it is not the primary focus of this chapter, the textual metafunction pertains to linguistic choices that organise the text and dictate the flow of information, treating the clause as a message. This flow of information is inferred through thematic structure, which consists of theme and rheme (Halliday & Matthiessen, 2014).

2.3. Analysis of the Teaching Proposal

For the analysis of the teaching proposal, two key dimensions were considered: (a) the implementation of the flipped learning approach throughout an academic year within the context of teaching PAL to beginner learners, focusing on writing development; and (b) the examination of written tasks produced by these learners, with a particular emphasis on lexicogrammatical choices viewed through the lens of SFL. These analytical dimensions provide insight into the impact of writing instruction within the specific academic context under consideration.

The analysis of the proposal adopts a qualitative and longitudinal research approach. As described by Cohen *et al.* (2018), *qualitative research* delves into the causal processes involved in understanding how interventions or factors lead to particular outcomes, elucidating the mechanisms of their causal linkages. While quantitative research may reveal correlations and provide insights into the "what" and "whether", qualitative research focuses on the "how" and "why" – uncovering the processes underlying occurrences. A *longitudinal study*, as defined by Cohen *et al.* (2018), involves gathering data over an extended period, ranging from several weeks to many years. This chapter is positioned as a short-term investigation consisting in a study involving tasks guided by the flipped learning approach and aiming to elucidate the impact of this approach on learners' written productions in terms of their lexicogrammatical choices.

2.3.1. Teaching Proposal for Writing

The teaching proposal was implemented with beginner learners of PAL at a British university throughout the academic year 2022–23. This introductory module targets learners with at least a B2 level in another Romance language or those who have a Romance language as their L1. Spanning over 19 weeks from October to March, the teaching component offers 4 in-person contact hours per week, totalling 76 hours, followed by 2 weeks of revision comprising 8 hours. Additionally, learners are expected to dedicate a minimum of 6 hours per week to self-study. The course aims to develop all language skills and elevate students to B1 proficiency level in Portuguese by the end of the academic year.

It is structured into six general themes, further divided into smaller topics for each block of teaching, in line with the Common European Framework of Reference for Languages (CEFR).

To achieve the desired outcomes, the module adopts the flipped learning approach, drawing inspiration from works by Ahmed (2016), Birgili *et al.* (2021), and Bredow *et al.* (2021). In this approach, students are tasked with completing various tasks prior to face-to-face lessons, allowing class time to focus primarily on production skills, namely writing and speaking. Flipped activities encompass vocabulary sets on Quizlet (totalling 59 over 19 weeks) and short grammar videos with quizzes on Moodle (a total of 33 tasks over the same period) – the Virtual Learning Environment (VLE) employed in this context. Students tackle most tasks during the initial 10 weeks, with the latter half of the course devoted to content review and practical application of vocabulary and grammar structures across various tasks, capitalising on the module's intensive nature.

Writing activities are introduced from the outset, commencing from sentence-level tasks on sticky notes and progressively advancing to paragraphs, texts, blogs, and larger projects. Among these tasks, learners undertake 13 supervised writing activities distributed throughout the 19 weeks, serving as the focal point for data analysis in this study. These activities are designed to bolster students' skills by simulating exam conditions, with timed tasks typically lasting between 10 and 12 minutes each. Each student keeps a dedicated notebook to complete these tasks, with teacher corrections marked using 24 codes (e.g. G14 for present tense; G23 for accents). Students are encouraged to engage with feedback, rectify any errors, and provide a brief reflection elucidating "What Went Well" (WWW) and "Even Better If" (EBI). They also have the option to rewrite their texts, which fosters an environment conducive to continuous improvement. By promoting learner engagement with feedback from the outset, the module aims to cultivate a reflective approach towards the development of writing skills, exemplified by the following reflection from one of the learners at the midway point of the course:

> Writing is a skill of mine that has dramatically improved overtime and I put that down to feedback. Having to come face to face with the mistakes you make allows you to be aware of where you're going wrong. These have been very successful as overtime [sic] the mistakes I were [sic] making have gone from using Spanish vocabulary to tense issues where we have included harder topics into our learning.

Six themes were proposed over the course of 19 weeks of classes. Table 2.2 lists the number of tasks produced by learners in each theme.

Table 2.2. Themes and number of tasks produced

Theme 1	Identity and culture	4 writing tasks
Theme 2	Local area, travelling, and holidays	3 writing tasks
Theme 3	Lifestyle	1 writing task
Theme 4	Everyday life – now and then	2 writing tasks + 1 rewriting
Theme 5	What will my future be like?	No supervised writing tasks set
Theme 6	Local and global dimensions	3 writing tasks
	Total	13 supervised writing tasks + 1 rewriting

From the pool of tasks produced – and given the qualitative nature of this study (Cohen *et al.*, 2018) – one text was selected to exemplify the work developed throughout the academic year and was subjected to detailed analysis. Following SFL, the criteria for understanding the ideational metafunction entail counting the clauses, identifying the verbal processes present in each clause, and discerning the functional configuration of these clauses. For understanding the interpersonal metafunction, the criteria involve identifying speech roles, analysing the lexicogrammatical configuration of clause constituents, and examining verbal exchanges in terms of modality.

2.3.1. Lexicogrammatical Patterns in the Students' Writing Production

The analysis conducted in this chapter aims to delineate the lexicogrammatical patterns observed in the writing of a beginner learner of PAL who was exposed to the flipped learning approach over an academic year. The objective is to understand the impact of the flipped learning approach on lexicogrammatical aspects. To achieve this goal, we analyse one representative text produced by a learner who completed all tasks and engaged with feedback throughout the academic year. Additionally, the text serves as an example that reflects the average performance of the group's students in terms of linguistic aspects and fulfilment of the proposed task.

The selected text for analysis was generated based on Theme 4, "Everyday life – now and then", which prompted learners to report on Vinícius Campos's[5]

5 As with the other materials used in the course, this is an authentic text available on the internet. It was written by a student, Vinícius Campos, at a school in Brazil. The text was available at https://matriculas.escolaterrafirme.com.br/, accessed on 10 Feb 2023. Please see the full text in the Appendix.

school life after reading a text about his experiences. Learners were also instructed to reflect on their own memories of primary and secondary school life, providing physical and psychological descriptions thereof. Flipped learning activities for this task included vocabulary sets on Quizlet and short grammar videos with quizzes on Moodle.

Learners were provided with Vinícius Campos's essay detailing his experiences in school (see Appendix 1) to guide their writing on the theme, enabling access to relevant information and enriching their linguistic repertoire in the AL. Furthermore, preparatory activities focused on grammatical concepts such as person, mood, and verb tenses.

The diverse tasks completed by the learner prior to the writing task in the classroom served as input for academic writing. Below is the complete text produced by the learner for analysis.

> Eu creio que a vida escolar de Vinícius Campos ofrece muitas oportunidades para muitos alunos diferentes. Por exemplo, há muitos professores que melhoram a experiência para os alunos. Eles recebem muitas oportunidades, como viagens, uma grande variedade de máterias e atividades extracurriculares para os alunos para desfrutar.
> Eles têm o objetivo de tornar os alunos inteligentes e independentes por meio [do] bom ensino, motivação e atividades. Pessoalmente, gostaria de ir para essa escola, pois parece uma oportunidade incrível.
>
> *I believe that Vinícius Campos's school life offers numerous opportunities for many diverse students. For instance, there are many teachers who enhance the experience for the students. They receive [provide] many opportunities, such as trips, a wide range of subjects, and extracurricular activities for enjoyment. They aim to make the students smart and independent through effective teaching, motivation, and activities. Personally, I would like to attend such a school because it seems like an incredible opportunity.*

The learner's text is structured around a lexicogrammatical realisation consisting of five clausal complexes, each analysed individually. Within each complex, clauses are delineated with the symbol (//) for clarity in describing the transitivity system. The first realisation is illustrated in Example 1.

(1)

Eu	creio//	que	a vida escolar de	Vinícius Campos	oferece	muitas oportunidades para muitos alunos diferentes
senser	*mental process*	*textual element*	*goal*	*actor*	*material process*	*circumstance*

In the example, two processes are employed to articulate the language learners' experience: a mental process and a material process. The lexicogrammatical choices, contingent upon the processes utilised, indicate that the meaning was derived from the learner's conscious experience of the world, underscored by the function of *eu* as the senser. Following the structure, the learner selects a clause containing a material process, with *Vinícius Campos* acting as a participant who assumes the role of the actor; subsequently, the actor is ascribed the goal of *a vida escolar* ('school life'). In the initial excerpt from the student's text, demonstrated in Example 1, it is evident that the constructed meaning encompasses information from the realm of "being" (through the mental process), namely, those elements of knowledge that constitute the learner's perceptions, alongside actions, or "doing" (material process), reflecting the learner's interpretation of the other's voice (Vinícius Campos). These voices are discernible in the learner's written text. Thus, the lexicogrammatical choices made by the learner in their text provide compelling evidence that the resulting text mirrors the learner's perspective on the activities (readings and supplementary grammar exercises) undertaken as part of the tasks offered in the flipped learning approach. The subsequent excerpt from the text can also be broken down into clauses, as depicted in Example 2 below:

(2)

Por exemplo,	há	muitos professores//	que	melhoram	a experiência para os alunos
textual element	*existential process*	*existent*	*textual element*	*material process*	*goal*

The structure of the passage demonstrated in Example 2 is initially characterised by an existential process succeeded by a material process. The existential process denotes something that exists or occurs and is less frequent in clauses. Here, the "existent" participant represents the numerous teachers referenced in the earlier activities, enabling the learner to enrich their linguistic repertoire for use in their written text developed through flipped learning tasks. Furthermore, within the same passage, the material process highlights the action derived from prior reading, with the clause *enhancing the experience for students* serving the meta-function and thereby complementing the clause's meaning.

The progression of information in the analysed text, depicted in Example 3, reveals a shift in the semantic function of the participant mentioned earlier in Example 2 (*professores*), now assuming the role of the primary participant through the utilisation of a material process.

(3)

Eles	recebem	muitas oportunidades, como viagens, uma grande variedade de materiais e atividades extracurriculares	para os alunos para desfrutar
actor	*material process*	*circumstance*	*goal*

In Example 3, the learner constructs the sentence using a material process. This linguistic decision reintroduces the participant *eles* (*os professores*) from the phrase illustrated in Example 2, thereby functioning as the "actor" of the sentence. Consequently, this function explicitly portrays the action undertaken by the author and maintains the shift in perspective within the text.

By opting for a material process, the learner emphasises the revision of the preceding excerpt of the text, choosing the pronoun *eles* to refer to *professores*. This selection persists in shaping the flow of information in the text; however, a relational process is chosen, as observed in Example 4.

(4)

Eles	têm	o objetivo de tornar os alunos inteligentes e independentes por meio [do] bom ensino, motivação e atividades.
carrier	*relational process*	*attribute*

By selecting the relational process, the learner underscores, in their writing, the linguistic repertoire of information constructed in previous tasks. Consequently, the clause commences with a participant functioning as a "carrier", attributing to it the quality of 'making students intelligent and independent'. Thus, the occurrence of an adjectival phrase in the learner's text is observed.

It is worth noting that Example 4 indicates a certain proficiency of the learner in producing written text in the AL, as this grammatical construction reveals a degree of mastery of writing. In other words, the recurrence of relational processes underscores the argumentative nature of the text, evidenced by the writer's reiterated viewpoint on the subject at hand. This is not merely limited to reproducing excerpts from previous activities, including the information contained in the text that reports Vinícius Campos's experience, but rather involves constructing their own text with diverse linguistic choices.

In the final clause of the text, exemplified below, the learner shifts the text's focus from the perspective of others (*the teachers*, *they*) with material and relational processes to presenting their own viewpoint on the addressed topic.

(5)

[Eu]	Pessoalmente,	gostaria de ir	para essa escola,	pois parece uma oportunidade incrível.
carrier	*circumstance*	*behavioural process*	*identifier*	*attribute*

The learner's personal perspective expressed in the text is conveyed through the behavioural process, typically associated with conscious function, with the participant *eu* focusing on the writer's viewpoint to express their understanding of the text read. The learner's linguistic choices, inferred from the phrase *para essa escola* and complemented by the descriptor *parece uma oportunidade incrível*, reflect this perspective.

Thus, from the standpoint of the ideational function, it was observed that the learner's writing encompassed five primary processes, with material processes predominating. The main function of material processes is to represent events and situate them within the text itself. This recurrence in lexicogrammatical choices imbues the clauses with the function of delineating a degree of change in the flow of events. It entails the engagement of the "actor" (the subject assumes this role) who contributes to the progression of the text through the selection of a temporally marked process, resulting in an outcome different from the initial phase (Halliday & Matthiessen, 2014). This distinctive trajectory is evident in the three other processes composing the phrases, which serve to signal the writer's viewpoint.

Changes in perspectives within the text, specifically the writer's viewpoint and the text read in the flipped learning task, can also be elucidated through the interpersonal metafunction. Semantically, the text embodies an exchange of information, initiated in Example 1 and continued in Example 5. In these instances, the writer constructs the text through linguistic and semantic choices that reflect their interpretation of the required theme for writing. These aspects serve as indicators that the linguistic repertoire was cultivated through the tasks undertaken via the flipped learning approach.

In the analysed written text, the learner adopts the dual role of speaker and listener/reader, as evidenced by the lexicogrammatical choices within the SFL framework, particularly through the interpersonal metafunction. These choices manifest as speech acts realised in writing, where the learner not only employs the additional language to convey information but also receives and seeks information, engaging in semantic exchanges (Halliday & Matthiessen, 2014).

These exchanges are structured grammatically, with the mood of the text determined by finite elements in the simple present tense, all expressing positive modality in declarative clauses. The subject of the clause alternates between *eu* and the referent addressed in the text (*eles*, *professores*), providing

a clear and objective distinction between the writer's opinion and information derived from texts read in flipped learning tasks.

Moreover, the structure of the residue, comprising the predicator, complement, or adjunct, is evident in the learner's writing. For instance, *oportunidade incrível* (predicator in Example 5) serves to offer additional information. Similarly, *muitas oportunidades para muitos alunos* (complement, Example 1), although non-essential, could potentially function as the subject. Additionally, *por meio [do] bom ensino, motivação e atividades* (adjunct, Example 4) provides supplementary information within the clause.

The recurrence of these structures in the text suggests that the learner's writing demonstrates characteristics suitable for an academic context. Several reasons can be distinguished: the learner produces the text with marks of authorship, uses adjuncts to indicate the writer's opinion within the text, and demonstrates an understanding of the source text being referenced. This proficiency may be attributed to the role played by the work done through the flipped learning approach in shaping the learner's lexicogrammatical choices in the AL.

Furthermore, concerning the interpersonal metafunction, the learner's writing reflects a positive polarity through choices related to modality, a linguistic resource used to express opinions or viewpoints. These occurrences observed in the learner's text include propositions aimed at providing information and can be seen in examples such as *muitas possibilidades para muitos alunos* (Example 1), *muitos professores* (Example 2), *muitas oportunidades*... (Example 3), *bom ensino, motivação e atividades* (Example 4), and *uma oportunidade incrível* (Example 5). They all convey varying degrees of probability, ranging from possible to certain. Grammatically, these instances appear in the text once as a finite operator (*muitos professores* in Example 2), once as a modal adjunct indicating certainty (*bom ensino, motivação e atividades* in Example 4), and in the remaining examples, as modal adjuncts indicating possibility.

Thus, the results regarding modality align with the analysis of transitivity, where the writer's viewpoint is evident throughout the written text. In summary, a representation of the learner's text can be visualised in Figure 2.2.

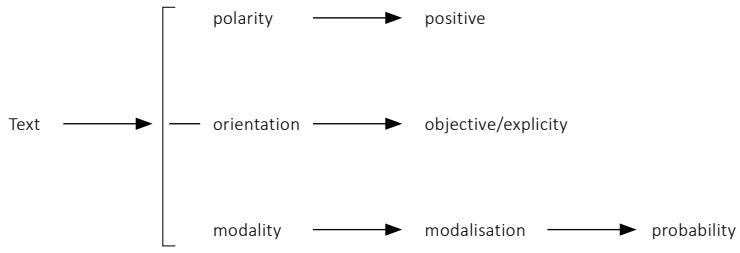

Figure 2.2. Interpersonal orientation of the text

Therefore, the lexicogrammatical analysis of the text under scrutiny may suggest the impact of the flipped learning approach on language teaching and the development of academic literacy. The written production demonstrates that the learner exhibits a diverse functional use of linguistic choices, surpassing the expectations for proficiency levels typically associated with beginners.

2.4. Practical Considerations: Implementing Flipped Learning Strategies

Incorporating flipped learning strategies into the teaching of academic writing for PAL beginner learners, as well as learners of other additional languages, with a focus on lexicogrammatical development, can significantly enhance their linguistic skills. Below, we outline actionable steps to be implemented within one or two sessions, or even throughout an entire module, drawing from the example utilised in this chapter, aimed at harnessing the benefits of flipped learning to support academic writing development.

(1) *Pre-activity preparation*: Initiate the approach with pre-activities utilising flipped learning to introduce crucial lexicogrammatical concepts and relevant vocabulary pertinent to forthcoming writing tasks. Utilise instructional materials such as grammar videos and vocabulary exercises on platforms like Quizlet, Wordwall, and YouTube. Encourage students to independently engage with these pre-activities, ensuring thorough comprehension prior to classroom sessions. This facilitates learners in acquainting themselves with the linguistic resources essential for the writing tasks.

(2) *In-class collaborative tasks*: Allocate class time for collaborative activities wherein students apply previously acquired knowledge to writing tasks. Foster an environment conducive to peer interaction and constructive feedback. Facilitate group discussions or pair work to encourage the application of learnt material, aiding learners in understanding how to adapt language appropriately to varied writing tasks. Additionally, besides focusing solely on linguistic aspects, foster an environment for students to share their strategies and insights with peers to enable the refinement of writing strategies and planning.

(3) *Individualised writing production*: Provide opportunities for individualised writing practice within the classroom setting. Assign writing tasks that challenge students to showcase their comprehension of lexicogrammatical patterns introduced in pre-activities through flipped learning. To ensure the efficacy of these tasks, offer guidance and support as students engage with their writing assignments. Supply clear instructions, particularly regarding lexicogrammatical elements, and furnish targeted feedback on language use to aid learners in refining their writing skills through rewriting activities.

(4) *Reflective evaluation*: Allocate time for reflection at the end of each production session. Encourage students to contemplate their learning experiences, addressing challenges encountered and strategies employed during the writing process, either orally or through written reflection and subsequent discussion. Guide learners in identifying areas for improvement and establishing goals for linguistic development. For instance, in the course discussed in this chapter, the use of 24 marking codes for giving written feedback proved instrumental in aiding students' comprehension of feedback and identification of areas necessitating improvement.

By implementing these flipped learning strategies, we are confident that educators can effectively support AL learners in developing their academic writing skills while concurrently fostering autonomy and active engagement in the learning process.

2.5. Concluding Remarks

The central focus of this chapter was the flipped learning approach and its contribution to the writing produced by beginner learners of PAL within an academic teaching context. The primary objective was to illustrate the implementation possibilities of this approach over an academic year, where participants are encouraged to develop autonomy and linguistic competence in the target language through a range of tasks with varying levels of difficulty and challenges. The aim was to cultivate an understanding of how the target language operates and its usage across diverse academic contexts and purposes.

The proposed teaching framework encompassed six themes, each addressing a range of topics, and was implemented over a span of 19 weeks. For each theme, a set of tasks was provided to the students, as outlined in Table 2.2. The course was designed for learners of PAL who already had a proficiency level of at least B2 in another Romance language but had no prior knowledge or proficiency in Portuguese.

The analysis of the flipped learning approach was supplemented with an example of written text produced by one of the participants, which was linguistically examined through the lens of SFL. This analysis aimed to: (a) delineate the lexicogrammatical patterns observed in the writing of beginner learners of PAL exposed to the flipped learning approach over an academic year; and (b) evaluate whether students tailor their language use appropriately to different writing tasks.

Regarding the first objective, it was observed that the text, representative of the course participants, exhibits lexicogrammatical choices demonstrating a complexity and variety of language use beyond what is typically expected for the learners' proficiency level. All the phrases demonstrate grammatical

intricacy, showcasing a diversity of verbal and clausal groups characterised by recurring processes and circumstantial adjuncts. Notably, the linguistic selections aimed to emphasise the roles of participants in the clauses, reflecting a clear articulation of the learner's perspective on the topic of the text and the meanings derived from the readings. Interpersonally, the text displays indications of positive polarity and modality, underscoring the writer's positioning within the text.

Concerning the second objective, the findings indicate that the learner's writing offered compelling evidence that the activities undertaken in the flipped learning approach facilitated the development of the text and its informational flow. At the core of this process lies the incorporation of voices and information within the writing, enabling a dialogue with other texts.

When considering the results, aligned with the guiding objectives and in accordance with the analytical and methodological approaches followed in this study, we would like to highlight its contributions and possible limitations.

The first consideration pertains to the inclusion of data produced under different conditions and timeframes, shaped by a longitudinal methodological design, with data generated from numerous tasks that encompass various topics and proficiency demands as the weeks of the course progress. Such a design in future research could demonstrate changes throughout the process and the impact of different variables, including linguistic aspects such as grammatical, textual, and discursive structure and organisation, which require the production of texts with varying levels of complexity and mastery of the additional language. Moreover, a longitudinal study at subsequent levels could cover topics beyond those addressed at the beginner level, as well as text genres that require the articulation of different linguistic knowledge and proficiency challenges. This would allow, for example, for an examination of the relationship between the input provided by the flipped approach and the proficiency levels reflected in the texts produced by students.

The second consideration involves the learners' perspectives in two respects: (i) analyses that track the individual development of students who may be representative of a group exposed to the flipped approach, including their perceptions of the tasks offered prior to the written production proposal; and (ii) qualitative analyses of written productions from different course participants, ideally with varying linguistic backgrounds, to understand the relationship between students' autonomy in handling the materials provided beforehand and the written text produced in the various course tasks.

Moving forward, further research is needed to deepen our understanding of these findings. For instance, studies focusing on texts produced by more learners over the course of an academic year could provide additional insights. Although not addressed in this qualitative study, various factors may

also influence students' writing performance, such as linguistic proficiency, motivation to complete tasks, feedback provided in class, and learners' prior knowledge of the text genre requested for written production.

In addition, research that explores flipped learning with learners of varying proficiency levels would be valuable for understanding two intricate aspects of utilising an Lx: academic writing and the effects of the flipped learning approach. The integration of other skills – such as listening, speaking and reading – could shed light on which abilities might be more affected under different teaching and learning conditions. Similarly, comparative studies across different additional languages would broaden the scope of this initial study.

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Abstract: This chapter examines the effectiveness of the flipped learning approach in enhancing writing skills for Portuguese as an additional language at the beginner level. Flipped learning, a learner-centred teaching approach emphasising autonomous learning, extends beyond in-class activities, relying on teacher-provided materials and resources accessible to students outside the classroom. Recognised for its potential to boost active learning and engagement, the flipped learning approach involves activities like watching grammar videos, completing focused quizzes, and engaging in vocabulary exercises on platforms like Quizlet. To assess the impact of this approach on writing proficiency, specifically regarding choices and lexicogrammatical usage in Portuguese as an additional language, this study employs a systemic functional linguistics (SFL) framework. This framework investigates the relation between vocabulary and grammar in language use, offering a comprehensive perspective on how language resources contribute to meaning construction. The data derive from writing tasks completed by multilingual learners of Portuguese as an additional language within a British university context. The analysis concentrates on the transitivity system (ideational metafunction) and the mood and modality system (interpersonal metafunction). Examining these lexicogrammatical features in students' written production provides valuable insights into their language development. Moreover, it sheds light on the effectiveness of the flipped learning approach in fostering a robust understanding and acquisition of Portuguese language structures at the beginner level.

Keywords: flipped learning, Portuguese writing skills, systemic functional linguistics, Portuguese as an additional language, lexicogrammatical analysis, autonomous learning

Appendix: Text provided to the learners

Relatos de vida na Escola Terra Firme – 9° ano

1° Ano
Minha vida escolar começou no 1° ano, minha professora foi a Xuxa, ela foi muito marcante por ser uma professora que interagia muito com a turma, com suas ideias criativas. Também me marcou muito um passarinho que adotamos, que caiu de uma árvore e machucou a asa, então cuidamos dele até ele se recuperar e voltar a voar.

2° Ano
No segundo ano minha professora foi a Kátia. Com ela eu viajei o mundo através de um livro, e tivemos até passaportes fictícios. Eu tenho esse livro até hoje.

3° Ano
No terceiro ano, minhas professoras foram a Liz e a Bruna. Esse foi o ano que mais tenho coisas pra contar. Foi com a Liz que descobri minha criatividade, interesse pela arte e por maquetes, enfim, a construir coisas. Já com a Bruna eu ri muito por ela brincar com os alunos, mas mesmo brincando um monte ela consegue manter o controle e ensinar toda a matéria, ela sempre passava muitos quadros. E quando a tirávamos do sério ela falava "Se alguém falar mais um pio eu vou copiar mais um quadro inteiro". (O terceiro ano era dividido em duas turmas).

4° Ano
O nosso quarto ano iniciou com uma turma única, sendo que alguns amigos meus saíram da escola. Nesse ano minhas professoras foram a Rita e a Elisa.

5° Ano
No quinto ano comecei a estudar de manhã, tendo um professor para cada disciplina, éramos a turma mais nova e tínhamos que mudar de sala de acordo com a aula.

7° Ano
Nesse ano só lembro do acampamento que fizemos na escola. E nós fizemos um pouco de tudo, desde virar a noite, fazer panelaço e usamos fantasias.

8° Ano
No oitavo ano foi um ano bem difícil de conteúdo, eu tive que estudar muito. Mas no fim do ano fomos recompensados, tivemos um acampamento no TMA

e foi muito divertido. Nesse ano começamos a vender para arrecadarmos dinheiro para formatura, já que não tinha um nono ano na escola.

9° Ano
Por enquanto estamos arrecadando dinheiro para formatura e decidindo para onde iremos depois da Terra, se passarmos de ano, começaremos a fazer cursinhos, vamos deixar isso pro futuro!

Vinícius Campos