

Teacher's literacy from Systemic-Functional Linguistics: a linguistic study of academic writing

ARTICLE

Bruno Gomes Pereiraⁱ

Universidade Ibirapuera, São Paulo, SP, Brasil

Diego Moreiraⁱⁱ

Universidade Ibirapuera, São Paulo, SP, Brasil

1

Abstract

This article aims to analyze academic literacy practices in conventional scientific writing of teachers in continuing education duly enrolled in a *stricto sensu* program in Education. The theoretical foundation is housed in the interdisciplinary field of Applied Linguistics (AL), with an emphasis on studies on academic literacy and Systemic-Functional Linguistics (SFL), the latter being the main theoretical-methodological contribution for data microanalysis. The methodology is a documentary type with a qualitative approach, since we consider the environment in which the data were collected. The research corpus consists of 12 academic papers, produced in the context of the discipline “Teacher training: a psychoanalytic approach”. The investigation reveals writing that is not very reflective, being predominantly descriptive and not very analytical. In addition to this, problems of a lexico-grammatical nature are also points to be minimized by research participants.

Keywords: Education. Teacher training. Academic literacy.

Letramento do Professor a partir da Linguística Sistêmico-Funcional: Um Estudo sobre a Escrita Acadêmica

Resumo

Este artigo tem como objetivo analisar as práticas de letramento acadêmico na escrita científica convencional de professores em formação continuada, devidamente matriculados em um programa *stricto sensu* em Educação. A fundamentação teórica está alojada no campo indisciplinar da Linguística Aplicada (LA), com ênfase nos estudos sobre letramento acadêmico e na Linguística Sistêmico-Funcional (LSF), sendo esta última o principal aporte teórico-metodológico para a microanálise dos dados. A metodologia utilizada é do tipo documental, com abordagem qualitativa, uma vez que considerando o contexto em que os dados foram coletados. O corpus da investigação é constituído por 12 artigos acadêmicos produzidos no contexto da disciplina “Formação do professor: uma abordagem psicanalítica”. A investigação revela uma escrita pouco reflexiva, predominantemente descritiva e pouco analítica. Somado a isso, problemas de natureza léxico-gramatical também são pontos a serem minimizados pelos participantes de pesquisa.

Palavras-chave: Educação. Formação do professor. Letramento acadêmico.

1 Introduction

2

The *stricto sensu* postgraduate context in Brazil is seen by many researchers as a veritable “black box”. This is because, although there is a perspective of scientific intellectualization in the writing modality, in practice it is possible to observe literacy phenomena that point to different realities (Barata, 2013; Claudio; Fernández, 2019; Severino, 2003).

The term “literacy” is used in this paper to designate reading practices and reflection on linguistic use which, by going beyond the idea of literacy, become linguistic-discursive marks of interpretation skills of the social practices themselves. This concept is based on Street's studies (2014; 2012; 1984), which understand literacy as a social and interactive activity that is continuously exercised.

When academic writing becomes the object of investigation, it is necessary to think beyond the lexical-syntactic structure. In other words, it is understood that the morphosyntactic perspective of language is important, but it is not enough for a satisfactory analysis of writing in a specific academic context. Based on this, linguistic-discursive aspects can be relevant for mapping the literacy practices of those who write (Pereira, 2016; Silva, 2014; Motta-Roth, 2001).

Considering this premise, we raised the following research problem: *How do linguistic clues reveal academic literacy practices in the conventional scientific writing of teachers in continuing education?*

This article aims to analyze academic literacy practices in the conventional scientific writing of teachers in continuing education, duly enrolled in a *stricto sensu* program in Education. In this work, the academic in this *stricto sensu* program is referred to as a “teacher in training”, since they are part of an ongoing training process, whose role is to qualify their teaching practice.

The theoretical foundation used in this article is housed in the undisciplined field of applied language studies (Moita Lopes, 2013; Kleiman, 2013; Signorini; Fiad, 2012), with an interface in studies on academic literacy (Lea; Street, 2014; Halliday; Hasan, 2006;

Halliday; Hasan, 1989) and systemic-functional studies (Halliday, 1994; Halliday; Mathiessen, 2004; Halliday; Mathiessen, 2014). This theoretical confluence of knowledge contributes to the construction of linguistic analyses capable of capturing literacy practices, from the discursive sphere to the textual sphere.

The methodology adopted is of the documentary type with a qualitative approach, since the data has not yet undergone scientific treatment. This, in turn, allowed for an intersubjective reading of the *corpus* (Volpato, 2013; Sá-Silva; Almeida; Guindani, 2009). The *corpus* consists of 12 academic articles, produced in the context of the subject “Teacher training: a psychoanalytic approach”.

It is hoped that this work will contribute to the discussion about the academic literacy practices of teachers in continuing education. It should also help to identify problems that hinder the writing practice of these participants.

2 Literature review

This section describes the theoretical framework used in this work. We opted for a bibliographical review of an undisciplined nature, as guided by the research carried out in the field of Applied Linguistics (AL).

AL is seen here as an academic-philosophical perspective on doing science, which distances it from the watertight view of discipline present in undergraduate curricula. This perspective favours the mobilization of different currents of scientific research, which are handled in an *undisciplined* manner. Therefore, it offers the researcher conditions for diverse readings based on the object of investigation, while breaking the idea of theoretical absolutism, nurtured by overspecialization during the 20th century (Moita Lopes, 2013).

In this sense, LA is being mobilized based on its ability to establish border zones between different human knowledges, which reinforces the complex¹ nature of social

¹ The idea of “complexity” adopted in this work is based on Morin's collaborations (2011; 2005), when he problematizes asymmetrical social relations, which are transposed to scientific work based on the premise of the relativization of facts.

practices. Figure 1 illustrates precisely these undisciplinary movements proposed in this article.

Figure 1: Theoretical movements



Source: Authors

According to Figure 1, the theoretical movements presented in this article are organized based on three types of knowledge, illustrated in the image. These knowledges contribute to the process of complexifying the scientific journey, and are therefore represented as follows: i) Applied Linguistics, in the center; ii) Systemic-Functional Studies, at the top; and iii) Academic Literacy, at the bottom.

AL is widely recognized for its contributions to the field of education, especially with regard to language teaching and learning. In this sense, it dialogues directly with theoretical currents that deal with critical education, as well as with Portuguese language writing teaching practices. It is based on these connections that the term “conventional academic writing” is being used in this work to designate the written productions developed by the teacher in continuing education in the context of this research (Moita Lopes, 2013; Kleiman, 2013; Signorini; Fiad, 2012).

Still within the scope of AL, it is possible to consider studies that deal with teacher training, whether they refer to initial training or continuing training. In this case, applied language studies problematize aspects of teacher training from different perspectives. This, in turn, guarantees the definition of teacher training as something genuinely interdisciplinary, since it is seen as an educational phenomenon, far removed from the watertight idea of disciplinarization (Díaz; Ibáñez; Oliva, 2020; Magalhães, 2012).

In this way, teacher training becomes a link between education and AL studies, aiming to guarantee a more critical and reflective education for contemporary teachers. Teachers, in turn, must be able to mobilize different types of knowledge in their teaching practice in order to develop skills and competencies in their students, preparing them to act beyond institutional walls (Tardif, 2002).

In this context, it is possible to say that teachers in continuing education, who are duly enrolled in a *stricto sensu* postgraduate course, require specific attention compared to teachers in initial training. This is due to the fact that this level of postgraduate studies requires the mobilization of knowledge that goes beyond teaching, and must also operate in research (Claudio; Fernández, 2019).

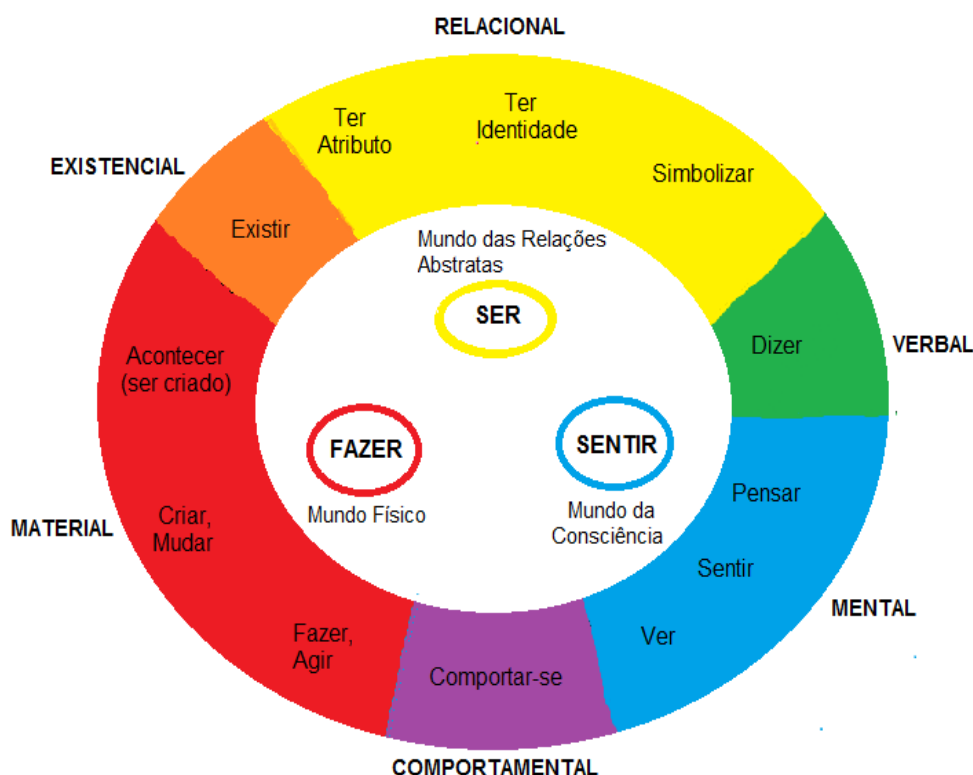
According to Claudio and Fernández (2019), a Master's student in Education must have a scientific view of teaching. In other words, the teacher in training needs to be able to argue about the teaching role in its professionalizing, formative and pedagogical aspects. To this end, the practice of teaching in higher education comes to be seen as a social phenomenon that must be based on evidence, which reinforces the need for an investigative stance on the part of the teacher. This, in turn, tends to be materialized in their writing.

As far as systemic-functional studies are concerned, we opted for research on Systemic-Functional Linguistics (SFL), a stream of functionalist language studies that contributes to the knowledge of lexical-grammatical resources as linguistic-ideological clues. Thus, SFL serves as a theory used to construct linguistic microanalyses, capable of revealing projections of literacy practices in academic writing, as used in the work of (Halliday, 1994; Halliday; Mathiessen, 2004; Halliday; Mathiessen, 2014).

To this end, the linguistic resources to be observed in this theoretical approach are the so-called *orational processes*, which help make up *the transitivity system*. This system is characterized by the syntactic and semantic relationship established between the process and the other orational terms with which it is linked, in order to build orational patterns capable of representing something or someone on the discursive level of the language (Halliday; Mathiessen, 2004; Halliday; Mathiessen, 2014).

Figure 2 illustrates the types of processes that help make up the transitivity system of the language.

Figure 2: Types of processes in Systemic-Functional Linguistics



Source: Adapted from Halliday (1994)

According to Figure 2, there are six types of processes in language, which occur concomitantly in the construction of orational patterns. These are: i) relational (linked to

being); ii) verbal (linked to saying); iii) mental (linked to thinking); iv) behavioral (linked to behaving); v) material (linked to doing); and vi) existential (linked to existing) (Halliday, 1994).

However, in order for linguistic analyses to satisfactorily reveal the literacy practices of teachers in continuing education, these processes need to be problematized from the point of view of their semantic nature, which goes beyond their writing. To do this, it is necessary to understand the layers of meaning and the ideologies involved, since these are sociosemiotic elements (Halliday; Hasan, 1989).

At this point, studies on academic literacy become important for this work. This is because, by understanding grammar as a clue to literacy practices, academic writing comes to be seen as a social instrument, because it reflects both a certain human behavior and a semiotic behavior, since this behavior functions as a set of collaboratively constructed meanings (Lea; Street, 2014).

Thus, the academic literacy referred to in this work is of a linguistic nature, in which textual and discursive marks function as linguistic clues capable of helping to construct meaning about the critical-cognitive universe of the teacher in initial training. In other words, it is a form of literacy capable of highlighting the reflective advances of teachers in continuing education based on their lexical-grammatical choices, which tend to reveal the critical-reflective relationship that these teachers have with the educational reality (Lea; Street, 2014; Halliday; Hasan, 2006).

In this sense, thinking about textual and discursive competences requires lexicogrammatical knowledge of the written modality. This, in turn, points to a conscious use of lexical structures that operate beyond the boundaries of the text, finding motivations in the discourse that come from the environment of the textual production itself. For Díaz, Ibáñez and Oliva (2020, p. 1), it is therefore a question of “lexical availability”, in the authors' own terms.

Therefore, in this context, academic literacy is defined as a lexical-grammatical resource which, once used consciously, causes written materializations based on the interests of those who produce the text. In other words, it is possible to understand that

lexical-grammatical marks, motivated by the conditions in which writing is produced, can reveal social and intentional aspects of the teacher in training (Díaz; Ibáñez; Oliva, 2020).

Finally, understanding how theories converge is of paramount importance for the analytical understanding of any research object. With this, the data can be seen from different perspectives, which guarantees a broader and more consistent reading.

3 Methodology

This section describes the methodological approach of this article. To this end, it was important to consider aspects linked to the type and approach of investigation, which are directly motivated by contextual issues in the data collection process.

This research is of the documentary type and takes a qualitative approach. In time, documentary research is understood as a set of investigative techniques, of a qualitative nature, which seeks to systematize documents from a given space and time. As such, these documents tend not to have been treated scientifically before, as well as revealing man's historical and social issues, signified in verbal and non-verbal records (Volpato, 2013; Sá-Silva; Almeida; Guindani, 2009).

The documents that make up the research data are 12 academic articles written by teachers in continuing education, properly enrolled in a *stricto sensu* program in Education at a private university located in the city of São Paulo.

Documentary research was chosen because of its contribution to understanding and mapping possible difficulties in the handling of academic writing by teachers in continuing education. Because I believe that the texts produced in the context of *stricto sensu* postgraduate courses should reflect, in a more real way, the academic literacy conditions of these teachers, the selection of research data helps to outline the scenario in which these participants find themselves. As a result, the document analyzed helps to think about pedagogical strategies for improving academic writing, as well as semiotizing linguistic-discursive aspects.

In this sense, the qualitative approach contributed to a more engaged analytical look at the data, taking into account the context in which it was collected. Therefore, the intersubjective content of this approach was taken into account, especially with regard to the reflective improvement of the gaze of the authors of this article (Volpato, 2013).

This educational institution offers various undergraduate courses (bachelor's and graduate degrees), as well as a wide range of *lato sensu* postgraduate courses. In the field of education, it offers a Master's course in Education, in which the participants in this research are enrolled.

These participants have diverse initial training, having graduated in different fields of human knowledge, such as Literature, Pedagogy, History, Administration, Biology, Mathematics, among others. This diversity of training, in turn, also motivates a diverse discussion, since each participant works professionally in their respective areas of training.

The data for this research was produced in the context of the subject “Teacher Training”, taught by the first author of this text. The course was organized into 11 meetings of 4 hours each, held during the first semester of 2024. The articles were handed in at the last meeting, so that the discussions held during the course served as motivation for the academic writing process.

The suggested structure for the academic articles was: i) title in vernacular; ii) abstract in vernacular, followed by keywords; iii) introduction; iv) theoretical basis; v) final considerations; and vi) references.

After the academic articles had been produced and delivered, they were subjected to scientific treatment. At the same time, the oral discussions held throughout the course also had the role of helping teachers in continuing education to improve their writing.

4 Results and Discussion

This section presents a linguistic analysis based on some fragments taken from the research data. These fragments point to the relationship that teachers undergoing

continuing training have managed to build between academic theory and actual educational practice.

Box 1 shows an excerpt from an introduction. In it, the teacher in continuing education discusses the importance of mathematical literacy, with a view to computer language.

Box 1: Fragment 1

*In recent years, **there has been** growing recognition of the importance of mathematical literacy and computational thinking in education, **preparing** students not only to understand mathematical concepts, but also to **solve** complex problems in a variety of contexts. The Python programming language **has emerged** as a versatile tool for developing these skills, **offering** a practical and interactive approach to exploring mathematical concepts and algorithms (Introduction).*

Source: Research data

Above, the use of the processes “there has been”, “preparing”, “resolving”, “emerged” and “offering” stood out, classified respectively as existential, material, relational and material. These lexico-grammatical choices point to an unreflective writing process, as is expected of conventional academic writing. In addition, the absence of a supporting theory ends up leaving the arguments vague and imprecise, which is also reinforced in the work of Pereira (2016), when mapping academic reviews in the context of teachers in initial training.

As far as academic literacy is concerned, it is possible to identify writing that has difficulties in (re)constructing teaching objects. This, in turn, becomes something to be improved in future scientific writing situations, since education is seen as the main instrument for giving meaning to the writing of this teacher in initial training (Lea; Street, 2014).

Box 2 shows an excerpt from a theoretical foundation. In it, the teacher in continuing education argues about the role of culture in maintaining human practices.

Box 2: Fragment 2

*According to Charlot (2005), human beings are not **born** ready-made and devoid of culture. Over time, they **develop** and **assimilate** the local culture, a process that applies to all people. In every society **there is** a system of education designed to instruct the new generations in the knowledge needed to live in that society (Theoretical Rationale).*

Source: Research data

Above, we highlighted the use of the processes “are born”, “develop”, “assimilate” and “there is”, classified respectively as material, mental, mental and existential. These processes, in turn, point to academic writing that is more focused on the plane of feeling, to the detriment of the plane of doing. This demonstrates a concern with the argument based on the mobilized theory, opting for a voice of authority in the process of academic legitimation (Halliday; Mathiessen, 2014).

Unlike the previous fragment, here there is a concern to articulate the theory through the use of a theorist, which represents an advance from the point of view of academic literacy. However, it was also noted that there is little relationship between the theory described and the pedagogical practice itself, which reverberates an emerging difficulty in the treatment and application of theoretical knowledge to the teacher's educational and training practice (Halliday; Hasan, 2006).

Box 3 shows an excerpt from an introduction. In it, the teacher undergoing further training talks about one of Tardif's books, chosen to be the object of his analysis.

Box 3: Fragment 3

The book written by Tardif **is** within the context of the educational and pedagogical field. Tardif **is** known for his theories on teacher professionalization, teaching methods and educator training. His aim **is** to analyze the challenges of the teaching career, including topics such as professional expertise, the learning process and teaching methods (Introduction).

Source: Research data

Above, the use of the processes “is” stood out, all of which are relational. The choice of these processes reveals academic writing based entirely on the relationships established between the book analyzed and the teacher in continuing education, the producer of this article. In this case, there is a recurrence to an abstract way of promoting the impressions of the writer, in other words, there is no academic apparatus to support the perception of the book described, resulting in vague arguments (Halliday; Mathiessen, 2004).

From the point of view of academic literacy, it is possible to see writing that is based primarily on impressions, which is uncharacteristic of what is expected of academic writing. This is because there is no connection between education, as an object of study, and the book by the theorist mentioned, which also points to writing without many reflective criteria (Lea; Street, 2014).

In Box 4, there is an excerpt from a final consideration. In it, the teacher in continuing education presents a kind of conclusion about the analysis developed between the courses analyzed in his work and what is written in the National Education Plan (PNE).

Box 4: Fragment 4

Looking at the courses listed and comparing them with what is written in the PNE, in its Goal 16, it **can be seen** that they do not meet the needs of teachers in their areas. The courses **are** not focused on the content taught or on the pedagogical practice needed for meaningful learning (Final Considerations).

Source: Research data

Above, the use of the processes “looking at”, “can be seen” and “are” stood out, classified respectively as mental, material and relational. The choice of these linguistic clues reveals writing that is less descriptive and more analytical, showing an effort by teachers in continuing education to construct meanings based on what is in the PNE, something that is very close to the results of Motta-Roth's research (2001), when he problematizes the importance of constructing teaching objects in academic writing.

However, as far as academic literacy is concerned, there is little progress in reflecting on pedagogical practice and linking it to theory. This is because there is no explicit mention of the PNE as a public policy document or of its main objective in the rest of the text analyzed. It is understood that this omission in academic writing can hinder the construction of arguments that can help teachers think about the importance of this document in their professional practice (Lea; Street, 2014; Motta-Roth, 2001).

Finally, there is a difficulty in systematizing arguments based on the theory seen in relation to the practice of education professionals. In order for academic writing to be more consistent, teachers undergoing further training must try to think of theoretical knowledge

in a way that is articulated with practical knowledge, which should help them to build reflective perspectives on their own profession.

5 Conclusions

13

Thinking about conventional academic writing in the context of continuing teacher training is not a simple matter, as it involves considering various social forces that permeate the training process. Thus, lexico-grammatical choices emerge as relevant alternatives for mapping academic literacy practices, since they are also motivated by ideological issues (Díaz; Ibáñez; Oliva, 2020).

As Claudio and Fernández (2019) add, the master's student must develop a scientific view of teacher training. This implies that the teacher in continuing education, in a *stricto sensu* postgraduate course, must present an investigative view of educational practices, in order to make their writing as reflective as possible.

We therefore return to the research problem proposed in the Introduction to this chapter, which poses the following question: *How do linguistic clues reveal academic literacy practices in the conventional scientific writing of teachers in continuing education?*

This research question was duly answered in the course of this work, especially by mapping orational processes that point to attempts at reflection in the writing analyzed. This, in turn, revealed writing that is still not very reflective, as is expected of academics on *stricto sensu* postgraduate courses (Silva, 2014).

The research also revealed that, although the trainee teachers have shown an effort to manipulate theory, there is still a linguistic difficulty in articulating theoretical knowledge with teaching practice. This is semiotized by the fragility in constructing teaching objects and building more specific arguments about the reality in which they operate, as was also proven in Pereira's research (2016).

In summary, it is hoped that this work can be provocative with regard to the development of academic literacy practices in the context of continuing teacher training. In other words, there is still a lot to discuss and do in the context of literacy, since teachers

must always exercise reflective practice and (self) evaluation of their teaching role, so that it is possible to advance in the qualification of writing and the exercise of teaching itself.

References

14

BARATA, R. B. Medir ou classificar a produção científica de pesquisadores? **Cad. Saúde Pública**, Rio de Janeiro, v. 29, n. 9, p. 1712-1713, 2013.

CLAUDIO, C. R.; FERNÁNDEZ, R. J. La formación inicial del máster de profesorado: reflexiones en torno a la implementación de una propuesta didáctica para una educación lectoliteraria. **Investigaciones Sobre Lectura**, v. 12, n. 1, p. 1-18, 2019.

DÍAZ, I. C. S.; IBÁÑEZ, E. T.; OLIVA, M. F. R. Propuesta de una taxonomía de los centros de interés en los estudios de disponibilidad léxica. **DELTA**, v. 36, n. 4, p. 1-28, 2020.

HALLIDAY, M. A. K. **An Introduction to Functional Grammar**. Hodder Education, 1994.

HALLIDAY, M. A. K.; HASAN, R. Retrospective on SFL and Literacy. In: WHITTAKER, R.; O'DONNELL, M.; McCABE, A. (orgs). **Language and Literacy: Functional Approaches**. London: Continuum, 2006. p. 15-44.

HALLIDAY, M. A. K.; HASAN, R. **Language, Context, and Text**; Aspects of language in social-semiotic perspective. Oxford: Oxford University Press, 1989.

HALLIDAY, M. A. K.; MATTHIESSEN, C. M. I. M. **Halliday's Introduction to Functional Grammar**. 4th. Ed. London: Routledge, 2014.

HALLIDAY, M. A. K.; MATTHIESSEN, C. M. I. M. **An Introduction to Functional Grammar**. Hodder Education, 2004.

KLEIMAN, A. B. Agenda de Pesquisa e Ação em Linguística Aplicada: Problematizações. In.: MOITA LOPES, L. P. (orgs). **Linguística Aplicada na Modernidade Recente**: Festschrift para Antonieta Celani. São Paulo/SP: Parábola, 2013, p. 39-58.

LEA, M. R.; STREET, B. O Modelo de "Letramentos Acadêmicos": Teoria e aplicações. **Filol. Linguíst. Port.**, São Paulo, n. 2, v. 16, p. 477-493, jul./dez. 2014.

MAGALHÃES, I. **Discursos e Práticas de Letramento**: Pesquisa etnográfica e formação de professores. Campinas/SP: Mercado de Letras, 2012.

MOITA LOPES, L. P. da. Da Aplicação de Linguística à Linguística Aplicada Indisciplinar. In.: PEREIRA, R. C.; ROCA, P. (orgs). **Linguística Aplicada: Um caminho com diferentes acessos**. 1ª ed. São Paulo: Contexto, 2013. p. 11-24.

MORIN, E. **Introdução ao Pensamento Complexo**. Porto Alegre: Editora Sulina, 2011.

MORIN, E. **Ciência com Consciência**. Rio de Janeiro: Bertrand Brasil, 2005.

MOTTA-ROTH, D. A Construção Social do Gênero Resenha Acadêmica. **Trabalhos em Linguística Aplicada**. Jul./Dez. nº 38, v. [?], p. 29-45, 2001.

PEREIRA, B. G. **Relocalização de Saberes Acadêmicos na Construção de Vozes de Professores em Formação Inicial na Escrita Acadêmica Convencional e Reflexiva**. 2016. 350 f. Tese (Doutorado em Ensino de Língua e Literatura) – Universidade Federal do Tocantins, Araguaína, 2016.

SÁ-SILVA, J. R.; ALMEIDA, C. D.; GUINDANI, J. F. Pesquisa documental: pistas teóricas e metodológicas. **Revista Brasileira de História & Ciências Sociais**, Santa Vitória do Palmar, v. 1, n. 1, 2009.

SEVERINO, A. J. Preparação técnica e formação ético-política dos professores. In: BARBOSA, R. L. (Org.). **Formação de educadores: desafios e perspectivas**. São Paulo: UNESP, 2003. p. 71-89.

SIGNORINI, I.; FIAD, R. S. **Ensino de Língua: Das reformas, das inquietações e dos desafios**. Belo Horizonte: Editora da UFMG, 2012.

SILVA, W. R. Linguística Sistêmico-Funcional como uma Teoria para Análise de dados em Linguística Aplicada: Escrita reflexiva do aluno-mestre. **Revista DELTA**, n. 1, v. 31, p. 25-68, 2014.

STREET, B. V. **Letramentos Sociais: Abordagens críticas do letramento no desenvolvimento, na etnografia e na educação**. Tradução: Marcos Bagno. São Paulo/SP: Parábola Editorial, 2014.

STREET, B. V. Eventos de Letramento e Práticas de Letramento: Teoria e prática nos Novos Estudos do Letramento. In.: MAGALHÃES, I. (org). **Discursos e Práticas de Letramento: Pesquisa etnográfica e formação de professores**. Campinas/SP: Mercado de Letras, 2012. p. 69-93.

STREET, B. V. **Literacy in the Theory and Practice**. Cambridge University Press, 1984.

TARDIF, M. **Saberes Docentes e Formação Profissional**. Petrópolis, RJ: Vozes, 2002.

VOLPATO, G. L. **Ciência**: da filosofia à publicação. 6ª.ed. Botucatu: Tipomic: 2013.

ⁱ **Bruno Gomes Pereira**, ORCID: <https://orcid.org/0000-0003-4083-3210>

Universidade Ibirapuera

Doutor em Letras pela Universidade Federal do Tocantins (UFT). Docente e pesquisador permanente do Programa de Pós-Graduação Stricto Sensu em Educação da Universidade Ibirapuera (PPGE-UNIB).

Authorship contribution: Collaborated in the writing of the text.

Lattes: <http://lattes.cnpq.br/3027874983591132>

E-mail: bruno.pereira@ibirapuera.edu.br

ⁱⁱ **Diego Moreira**, ORCID: <https://orcid.org/0009-0002-6283-2761>

Universidade Ibirapuera

Doutor em Educação pela Pontifícia Universidade Católica de São Paulo (PUC/SP). Docente e pesquisador permanente do Programa de Pós-Graduação Stricto Sensu em Educação da Universidade Ibirapuera (PPGE-UNIB).

Authorship contribution: Collaborated in the writing of the text.

Lattes: <http://lattes.cnpq.br/4947001348067694>

E-mail: diego.moreira@ibirapuera.edu.br

Responsible publisher: Genifer Andrade

Ad hoc expert: Itamar Zuqueto Serra Neto e Hugo Heredia Ponce.

How to cite this article (ABNT):

PEREIRA, Bruno Gomes.; MOREIRA, Diego. Letramento do Professor a partir da Linguística Sistêmico-Funcional: Um Estudo sobre a Escrita Acadêmica. **Rev. Pemo**, Fortaleza, v. 6, e13694, 2024. Available at: <https://revistas.uece.br/index.php/revpemo/article/view/13694>

Received on August 4, 2024.

Accepted on August 15, 2024.

Published on October 07, 2024.