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Fernanda Ramos Machado

THE PROCESS OF ENGLISH LANGUAGE TEACHERS'
PROFESSIONAL IDENTITY (RE) CONSTRUCTION AT IFSC: AN
INTERPRETIVE QUALITATIVE STUDY

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Dr Celso Henrique Soufen Tumolo
Coordenador

BANCA EXAMINADORA

Dr^a Gloria Gil (Orientadora – UFSC)

Dr^a Marimar da Silva (IFSC)

Dr^a Didiê Ana Ceni Denardi (UTFPR)

Dr Hamilton Godoy Wielewicki

Florianópolis, 25 de Agosto de 2017

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ABSTRACT

This interpretive qualitative study investigates how the professional identities of three English language teachers are (re)constructed, sustained and changed in the context of IFSC, a federal institution of professional, scientific and technological education. In doing so, I weave interpretations regarding the issues that emerge in the (re)construction of the participant teachers' professional identities as they experience their context of work, the ways in which they position themselves in face of such issues and the voices that resound in the (re)construction of their professional identities. Data were generated between 2014/2 and 2015/2 with three English language teachers and included participant observation in the daily lives of the participant teachers both in the classroom, when I observed, took notes and recorded their classes, and outside of the classroom when I kept a daily journal of the participants activities and whatever called my attention. In addition to that, data generation also included an in-depth interview with each participant and some email exchanges. Data analysis consisted in a long process of reflection, subjective interpretation and construction of meanings from the triangulation of data generated through the aforementioned strategies in interaction with the theoretical framework that give support to this study (Billett , 2004; Billett & Pavlova, 2005; Billett et al, 2006; Bohn, 2005; Connelly & Clandinin, 1999; Clandinin & Connelly, 1995, 1996; Clandinin et al, 2006; Coldron & Smith, 1999; Gee, 2000 and Wenger, 1998). The findings suggest that the process of English language teachers' professional identities (re)construction, sustenance and change interact with a number of issues that emerge as they experience their context of work. Among the issues that emerged are: lack of orientation regarding IFSC's hierarchical and bureaucratic operational and organizational structure, matters of power and control,

challenges regarding the (re)construction of their ESP teacher identity and the importance of teachers' previous family, schooling, academic and professional experiences in the process of their professional identities' (re)construction. Findings also suggest that participants' positioning is expressed in their alignment or exercising of their agency in face of such issues and that some of the voices that resound in the (re)construction of their professional identities are those of the family, school teachers, university professors, authors of texts read during their academic life, their students, to cite but a few.

Keywords: professional identity (re)construction, English language teachers, Federal Institute of Santa Catarina (IFSC)

RESUMO

Este estudo qualitativo interpretativo investiga como as identidades profissionais de três professores de inglês são (re) construídas, sustentadas e alteradas no contexto do IFSC, uma instituição federal de educação profissional, científica e tecnológica. Para tanto, teço interpretações sobre as questões que emergem no processo de (re) construção das identidades profissionais dos professores participantes à medida que eles experienciam seu contexto de trabalho, as formas como se posicionam diante dessas questões e as vozes que ressoam no processo de (re) construção de suas identidades profissionais. Os dados foram gerados entre 2014/2 e 2015/2 com três professores de língua inglesa através da observação participante do dia-a-dia dos professores, tanto na sala de aula quando observei, tomei notas e gravei suas aulas, quanto fora da sala de aula quando eu mantive um diário de bordo anotando tudo o que chamava minha atenção. Além disso, a geração de dados também incluiu uma entrevista aprofundada com cada um dos participantes e algumas correspondências de e-mail. A análise dos dados consistiu em um longo processo de reflexão, interpretação subjetiva e construção de significados a partir da triangulação dos dados gerados através das estratégias acima mencionadas em interação com o quadro teórico que dá suporte a este estudo (Billett, 2004; Billett & Pavlova, 2005; Billett Et al, 2006; Bohn, 2005, Connelly & Clandinin, 1999; Clandinin & Connelly, 1995, 1996; Clandinin et al, 2006; Coldron & Smith, 1999; Gee, 2000 e Wenger, 1998). Resultados sugerem que o processo de (re) construção, sustentação e mudança da identidade profissional dos professores de língua inglesa interage com uma série de questões que emergem à medida eles que experienciam seu contexto de trabalho. Entre as questões emergentes, destacam-se: a falta de

orientação acerca da hierarquia e burocracia envolvida na estrutura operacional e organizacional do IFSC, questões de poder e controle, desafios relacionados à (re) construção de sua identidade de professores de Inglês para fins específicos e à importância das experiências prévias familiares, escolares, acadêmicas e profissionais no processo de (re) construção de suas identidades profissionais. Os resultados também sugerem que o posicionamento dos participantes expressa-se em seu alinhamento ou exercício da sua agência diante destas questões e que algumas das vozes que ressoam na (re) construção de suas identidades profissionais são as da família, dos professores da escola e da universidade, autores de textos lidos durante sua vida acadêmica, seus alunos, etc.

Palavras-chave: (re) construção da identidade profissional, professores de inglês, Instituto Federal da Santa Catarina (IFSC)

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LIST OF ABBREVIATIONS

ALTE – Additional Language Teacher Education
ALTL – Additional Language Teaching and Learning
CCAA – Centro Cultural Anglo-Americano
CEFET – Centro Federal de Educação Tecnológica de Santa Catarina
CEPE – Colegiado de Ensino, Pesquisa Extensão
CEPRIL – Centro de Pesquisas, Recursos e Informação em Leitura
CLT – Communicative Language Teaching
DEING – Departamento de Ingresso
EAP – English for Academic Purposes
EBE –English for Business and Economics
EFL – English as a Foreign Language
ELT – English language Teaching
EOP –English for Occupational Purposes
ESL – English as a Second Language
ESP – English for Specific Purposes
ESS – English for Social Sciences
EST – English for Science and Technology
ETFSC – Escola Técnica Federal de Santa Catarina
FIC – Curso de Formação Inicial Continuada
GE – General English
IBEU – Instituto Brasil-Estados Unidos
IFSC – Instituto Federal de Santa Catarina
LDB – Lei de Diretrizes e Base da Educação Nacional
MEC – Ministério da Educação
PCN – Parâmetros Curriculares Nacionais
PDI – Plano de Desenvolvimento Institucional
PPC – Projeto Pedagógico de Curso
PROEJA – Programa de Educação de Jovens e Adultos
PRONATEC – Programa Nacional de Acesso ao Ensino Técnico e Emprego

PROPOCIE – Programa de Intercâmbio Internacional para Estudantes do IFSC

PSAD – Plano Semestral de Atividades Docentes

PUC-SP – Pontifícia Universidade Católica de São Paulo

RSAD – Relatório Semestral de Atividades Docentes

SETEC – Secretaria de Educação Profissional e Tecnológica

TM – Traditional Method

UDESC – Universidade do Estado de Santa Catarina

UFSC – Universidade Federal de Santa Catarina

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CHAPTER I

THE BIRTH OF THE RESEARCH

Identity only becomes an issue when it is in crisis, when something assumed to be fixed, coherent and stable is displaced by the experience of doubt and uncertainty. (Mercer, 1990, p. 43 cited in Hall, 1996, p. 597).

In this chapter, I describe the paths I travelled which led to the design of this study. In doing so, I first depict my aspirations as a novice researcher and tell my personal experiences as a PhD candidate and an English language teacher of secondary, technical and technological education¹ at the Federal Institution of Education, Science and Technology of Santa Catarina (IFSC) which motivated me to investigate the topic of additional language teacher professional identity. Then, I present the aims and relevance of this study based on the literature of the area and on my own experiences as an English language teacher at IFSC. Finally, I present the objectives and research questions this study pursued as well as an outline of the organization of this dissertation.

1.1 Background of the study: From behind the scenes to center stage

As I sit to write this dissertation, a film flashes before my eyes. In this film I see scenes of my past and present life. Among the scenes, I see the English teacher who worked in a number of different contexts, from private kindergarten and private language schools to a federal university, and now works in a federal institution of professional and technological education. I see also the undergraduate student taking the English Language and Literature course at the Federal University of

¹ My translation for ‘professor do ensino básico, técnico e tecnológico’ which is title given to teachers who work in the federal institution network.

Santa Catarina (UFSC), who later pursued a Master's Degree in the area of Language Teaching and Learning and is now on the verge of completing her PhD studies in the area of Teacher Education. Finally, I see the little girl playing teacher and writing on the blackboard with a chalk, the teenager overhearing other people's conversations on the bus because they were speaking in an additional language and now the adult reflecting about her professional identity as an English language teacher in her context of work, trying to put the pieces of the puzzle together in order to have a better idea of the landscape.

Assembling this kind of puzzle has not always been the focus of my attention though. In fact, I had promised myself that the next research I would carry on should derive from a genuine personal interest based on my own experience as an English language teacher and learner. Besides that, I also wanted that the research transcended the limits of my own interest to serve a grander social purpose: to be somehow useful for those involved in additional language teaching and learning (ALTL) and additional language teacher education (ALTE). Having decided on that, I counted on the power of time to show me the way. Deep inside, I knew I needed to gather more life experience in order to find how I could give my contribution and, for this reason, I continued working as an English teacher, participating in congresses and seminars in the field of ALTL and ALTE as well as reading literature in the area. It was during my short participation as an audit student in the module 'Special Topics in Applied Linguistics' offered by professor Gloria Gil during the semester 2012/2 at UFSC that I had the opportunity to explore themes such as English as lingua franca (Kubota, 2012; Rajagopalan, 1997; Salles & Gimenez, 2010) and the intercultural approach to English language teaching (Corbett, 2003; Crozet & Liddicoat, 1999; Kramsch, 1993). I was finally happy for having found themes that genuinely interested me and which had helped me to set me free from the myth of the native speaker, in Rajagopalan's (1997) words, that had haunted me and made me feel incompetent during my whole experience as an English language learner.

This way, my initial research proposal when I entered the PhD program at UFSC in 2013/1 was to look at teacher educators' beliefs towards the development of intercultural communicative competence in times of English as lingua franca in the context of the English Language and Literature undergraduate course² at UFSC. It was then that life presented me a new situation in 2013/2: to work as an English teacher at the Federal Institution of Education, Science and Technology of Santa Catarina (IFSC³) which, for reasons I will show as follows, became my new context of research. The federal institute network is a self-governed public institution linked to the Ministry of Education through the Technological and Professional Education Secretariat (SETEC)⁴ which offers professional and technological qualification and education in different teaching levels and modalities, aiming at the citizens' professional performance in the diverse economic sectors, specially the local, regional and national socioeconomic development (Brasil, 2008). My experience at IFSC network started in a campus located in the highland region of the State of Santa Catarina, which means that in less than a month I had to reorganize my life so as to learn about and familiarize with a new city and a new *institutional identity*⁵ (Gee, 2000-2001) assigned to me: that of an English language teacher of secondary, technical and technological education⁶. From the two, my new assigned identity was by far my biggest challenge. First of all, I had no idea what

² My translation for 'Licenciatura em Letras Inglês'.

³ In order to preserve the participants' anonymity, I do not reveal the name of the campus where the study took place. For this reason, it is important that the reader bear in mind all along this dissertation that, in this study, I use the acronym IFSC to refer exclusively to this specific campus in the east of Santa Catarina where I conducted my investigation. Whenever I need to refer to IFSC as a whole, including the 22 campi that composes it, I use the term 'IFSC network'.

⁴ My translation for 'Secretaria de Educação Profissional e Tecnológica'.

⁵ As will be discussed in the review of the literature, in the institutional perspective identity is understood as the result of an individual's social position which is part of a preexisting structure (Gee, 2000-2001).

⁶ My translation for 'Professor do ensino básico, técnico e tecnológico'.

it consisted of to be an English teacher of secondary, technical and technological education at IFSC. I will never forget my first weeks of work when I participated in some familiarization meetings delivered by teachers, directors and the very rector of the institution who were trying to give new teachers a gist of what IFSC network is, how it came to be what it is and its specificities regarding education. I was at the same time overwhelmed and confused by the amount of information I should know/learn about my new context of work. Secondly, in my first semester teaching in that campus, I was assigned to teach English for Specific Purposes (ESP) for the Computing and Biotechnology technical courses and for the vocational training course in Tourism and Hospitality, not to mention the vocational training courses in Sales Management and Chemical Laboratory Assistant for which I was assigned the subject of Communication and Expression that should be taught in Portuguese, and the Janitorial Services and Household Management courses which were part of the *Mulheres Mil* Program⁷ where I should teach the English and Modern Languages subject. So, as it is possible to notice, ESP or Instrumental English or still Technical English, as is commonly called, is a discipline that constitutes the curriculum of most technical and some higher education courses at IFSC network, and can also be the main subject of some vocational training courses. Because I had never had much experience with the ESP approach nor had I received any specific education during my undergraduate course at UFSC, soon I started to question the validity of what I was doing in class, not to mention the suffering caused by teaching ESP for courses whose areas I understood very little or nothing. In 2014/1, when I was transferred to the campus where this study took place, the same teaching challenges remained and new ones arose. Suddenly, I had also to face teaching to different levels of education (secondary, technical and higher education) on the same day, participate in innumerable meetings and read and analyze enormous amount of documents sent daily to our e-mail box in order to participate

⁷ The *Mulheres Mil* Program is a Brazilian governmental initiative that aims at improving the education level and vocational training of Brazilian women in social vulnerability (MEC,n.d.)

in important institutional debates and decision-making that may directly/indirectly and positively/negatively affect the teachers.

Now the scenery was set. What was behind the scenes took central stage: the English teacher I had always been was in conflict with the English teacher required from my new context of work at IFSC. As the quote that opens this chapter states “Identity only becomes an issue when it is in crisis, when something assumed to be fixed, coherent and stable is displaced by the experience of doubt and uncertainty” (Mercer, 1990, p. 43 cited in Hall, 1996, p. 597), I knew that the topic of identity had become an issue in my professional life. Coincidentally, at the same time as I was going through that conflictive moment, I was also taking the discipline ‘Discourse, culture and identity in the teaching and learning of English as an additional language’ offered by professor Gloria Gil as part of the PhD program. In that occasion, I could observe how teacher identity in general and additional language teacher identity specifically have become a subject of increasing interest in the area of language teaching and learning and language teacher education (Beijaard, Meijer & Verloop, 2004; Beauchamp & Thomas, 2009; Morgan, 2004; Reis, van Veen & Gimenez, 2011; Varguese, Morgan, Johnson & Johnson, 2005), being considered a crucial component in the process of additional language teaching and teachers’ professional development and education, as well as in the sociocultural and sociopolitical landscape of the classroom (Beauchamp & Thomas, 2009; Varguese et al, 2005;). In the works of Hall (1996), Gee (2000-2001) and Block (2007) I could also gain a more complex view of identity as contextual, relational, contradictory, incomplete and in constant flux. Moreover, in Tsui’s (2007), Assis-Peterson & Silva’s (2010) and Kanno and Stuart’s (2011) studies, I became aware of the many possible elements which can participate in the process of additional language teachers’ professional identity construction, such as teachers’ previous experiences as language learners and/or as teachers, their context of work and existent power relations, teacher’s agency, teacher education programs and professional development, governmental official documents, to cite but a few. These studies also showed me how

complex the process of language teachers' professional identity construction is.

Finally, the conflicts that were going on inside me due to my new context of work and its demands and particularities found fertile soil in the literature about language teacher professional identity, resulting in a new genuine interest that seemed more urgent to me: I was eager to learn what it meant to be an English teacher at IFSC, that is, I wanted to gain a deeper understanding of how English language teachers' professional identities are (re) constructed in this context and the complexities involved in it. Therefore, this study aims at investigating the process of English language teachers' professional identity (re)construction in the context of IFSC.

1.2 English language teacher professional identity research in the context of IFSC: why does it matter?

There has been a growing number of authors interested in examining the topic of language teacher professional identity (Kanno & Stuart, 2011; Morgan, 2004; Pavlenko, 2003; Tsui, 2007; Varguese et al, 2005) as a way of contributing to additional language teacher education and to a better understanding of additional language teaching. Varguese et al (2005) state that the interest in this topic emerged from two different lines of thinking, both of which recognize teacher identity as determinant to a deeper comprehension of language teaching and the sociocultural and sociopolitical landscape of the classrooms. The authors explain that, in one line of research, for many years teachers were seen as technicians who had to faithfully follow the most updated method to teach the language. As time passed by, classroom-based research recognized that teachers play a crucial role in the constitution of classroom practices and studies exploring teachers' knowledge, beliefs and attitudes acknowledge that such features could not be looked at separately, but that it is teachers' whole identity that is at play in the classroom (Varguese et al, 2005). The other line of research, focusing on sociopolitical and sociocultural dimensions of teaching, recognizes that the teachers' way of addressing issues such as race, gender and sexual orientation is contingent upon their identities. In addition to that,

Tsui (2007) and Kanno and Stuart (2011) have pointed out that since the 1990's the field of foreign language teaching and teacher education has produced a large number of studies focusing on teacher cognition, teacher knowledge, teacher learning and development, leaving a gap in the literature to what has been considered a crucial element to understand what goes on in the classroom and to inform the designing of teacher education programs: teachers' identity (Beauchamp & Thomas, 2009; Varguese et al, 2005). In addition, teachers' identity "can also be seen as an organizing element in teachers' professional lives, even a 'resource that people use to explain, justify and make sense of themselves in relation to others, and to the world at large' (MacLure, 1993, p. 311 as cited in Beauchamp & Thomas, 2009, p. 175). As a final point, Varguese et al (2005) emphasize that

in order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them (p. 22).

In the Brazilian context, studies investigating English language teachers professional identity have been increasing in the past years, as evidenced in recent publications (Barcelos & Coelho, 2010; Barros & Assis-Peterson, 2010; Reis et al, 2011; Telles, 2004). In Gamero's (2011) survey of theses and dissertations written between 1985 and 2009, for instance, the author states that interest in the topic of teacher professional identity emerged in 1999, but that it is only between 2005 and 2008 that the number of studies increased. In analyzing Gamero's survey, it is possible to notice that studies focused mostly on pre-service English language teachers taking the English Language and Literature undergraduate course as well as English language teachers from regular public schools and from private language institutes. Interestingly, there is not a single study, to the best of my knowledge, investigating the teaching of English as an additional language within the context of

federal institutions of professional and technological education, being the education network that expands the most in Brazil (MEC, 2016, March 2). In the State of Santa Catarina alone, the number of Federal Institutions of Education, Science and Technology of Santa Catarina jumped from 3 to 22 campi between the years 2006 and 2014 and spread all over the State.

Currently on the campus where this study took place, the English language teachers work in the integrated and subsequent technical courses⁸, higher education courses and vocational training courses⁹. In addition to that, teachers are also expected to get involved in research and extension projects and occupy positions of responsibility, such as subject representative teacher¹⁰, course coordinator and head of department as well as participate in the institution's decision-making processes. Concerning the teaching of English, this is done in two different ways according to the level of education. General English (GE) is taught for the integrated technical courses, while for the subsequent technical courses, higher education courses and vocational training courses, English for Special Purposes (ESP) is taught.

This scenario offers a whole new array of challenges to both experienced and novice English language teachers who work at IFSC, ranging from teaching GE and ESP to different levels of education very often on the same day, coping with the specificities of each technical/higher education/vocational training course to carrying on research and extension projects and learning the functions of a specific position of responsibility from scratch. Moreover, during IFSC's beginning of semester pedagogic week in 2015/1, an experienced

⁸ Integrated technical courses mean doing the regular secondary education together with a technical course in the same institution. Subsequent technical courses mean doing a technical course after one has completed secondary education.

⁹ My translation for 'cursos de Formação Inicial Continuada'.

¹⁰ The functions performed in this position will be presented in the methodology chapter.

teacher expressed his concern about the lack of educational research aiming at better understanding the institution's current pedagogical challenges, which has resulted in IFSC's lack of self-knowledge to what concerns its educational/pedagogical context.

In face of what has just been exposed throughout this section, it is extremely important that research investigating the process of English language teacher professional identity (re)construction and the complexities involved in it be carried out in the context of IFSC. It is hoped that, in doing so, this study can contribute to a better understanding of what goes on inside and outside the additional language classroom and provides useful information to the (re)design of language teacher education and continuing education programs or at least lead to a reflection on how to improve the ways in which such programs have been conceived. Finally, it is also hoped that the study can contribute to the body of literature on additional language teacher identity (re)construction in the context of a federal institution of technical and technological education.

1.3. Objectives and research questions

In light of the motivations that made me venture into the topic of additional language teacher identity in the context of IFSC, as presented in the previous sections, the main objective of the present study is to investigate how English language teachers' (ELTs) professional identities are (re)constructed, sustained and changed in the *professional knowledge landscape*¹¹ of a federal institution of professional, scientific and technological education. In doing so, I hope to weave interpretations regarding a) the issues that emerge in the (re)construction of ELT's professional identities as they experience the

¹¹ The *professional knowledge landscape* which is composed by the *in-classroom* and *out-of-classroom* places is a term coined by Clandinin & Connelly (1995) to refer to the context of schools, as will be further explained in the review of the literature.

out-of-classroom and *in-classroom place* of their *professional knowledge landscape*, b) the ways in which the participant teachers position themselves in face of such issues and c) the voices that resound in the (re)construction of their professional identities.

In order to reach these objectives, this study pursued the following research questions:

1) What issues emerge from English language teachers' experiences in the *in and out-of-classroom places* of their *professional knowledge landscape* which participate in the (re)construction of their professional identities?

2) In what ways do teachers position themselves in face of these issues?

3) What voices resound in the (re)construction of their professional identities?

1.4 How this dissertation is organized

I have organized this dissertation in five chapters. In this chapter, Chapter I, I explain how I developed interest in the topic of teachers' professional identity (re)construction and point out the significance of investigating it in the context of a federal institution of technical and technological education. After this, I introduce the objectives and research questions this study pursued.

In Chapter II, I will start by presenting a brief overview of how identity has been conceptualized along history and discuss how a shift in focus on research paradigms on teacher education, models of teacher education and how teacher knowledge should be understood have paved the way to current research on teachers' professional identity. Then, I will discuss the contributions of Connelly & Clandinin (1999), Clandinin and Connelly (1995, 1996), Wenger (1998) and Gee (2000-2001) whose theorizations regarding the concept and construction of identities are fundamental to this study, and offer a brief overview regarding the relationship between identity, discourse, agency and structure. After that, I will review some empirical studies which have investigated the process of additional language teachers' professional

identity construction in particular, and teacher identity in the context of federal institutions of professional and technological education. By the end of the chapter, I will also offer a brief review of the origins and developments of the English for Specific Purpose approach and show how identity is understood in this study.

In Chapter III, I will restate the objectives and research questions this study pursued and describe the research paradigm that guided this investigation. Next, I will describe the context of study and introduce the participants. Then, I will explain how data was generated and analyzed.

In Chapter IV, I will analyze and discuss the data generated taking into consideration the research questions and the theoretical framework that guided this study. This chapter is divided into two main sections, where I will discuss issues that have emerged as participant teachers experienced the out-of-classroom and in-classroom places at IFSC, respectively, which have participated in the process of their professional identity (re)construction. All along these sections, I will also discuss how participants position themselves in face of these issues and the voices that participate in the (re)construction of their professional identities.

Finally, in Chapter V, I will present my final remarks, beginning with a summary of the dissertation and then moving to the research unfoldings and its implications. After that, I will point out some limitations of my study and offer suggestions for further research. In the end, I will make a personal note.

CHAPTER II

WHAT DOES THE LITERATURE HAVE TO SAY ABOUT IDENTITY AND TEACHERS' IDENTITY?

Identity is not some primordial core of personality that already exists. Nor is it something we acquire at some point in the same way that, at a certain age, we grow a set of permanent teeth. (Wenger, 199, p. 154)

As noted by Varguese, Morgan, Johnson and Johnson (2005), the topic of language teacher identity has been subject to increasing interest in the area of Teacher Education and Applied Linguistics in the past few years. The construct *identity*, however, has acquired many different meanings in the literature along the years (Gee, 2000-2001). Thus, in order to gain a deeper understanding of the concept of identity that has been adopted in recent studies on language teacher identity, it is extremely important to have a general view of the different ways in which the construct identity has been conceptualized, each characterized by the different sociocultural, economic, political and historical moments to which it belongs. This way, this chapter is organized in seven sections. In the first one, I historically locate the emergence of interest in investigating identity and then present a brief overview of how it has been conceptualized along the history. In the second, I discuss the origins of research on additional language teacher identity. In the third, I turn my attention to perspectives on identity and identity construction in the field of education and in the fourth I review some studies on additional language teacher identity. In the fifth, I present some studies focusing on teachers' identity in the context of federal institutions of professional and technological education and in the sixth I offer a brief overview of the origins and developments of the English for Specific Purposes (ESP) approach in Brazil and abroad. Finally, in the last section, I explain how identity is understood in the present study.

2.1 On the meanings of identity along history

Different societies in different historical periods have tended to emphasize different perspectives on identity (Bukor, 2011; Block, 2007; Castañeda, 2011; Gee, 2000-2001; Hall, 1996; Trejo-Guzman, 2010). Trejo-Guzman, for instance, briefly presents how the view of the world and the nature of reality and knowledge of three distinct schools of thought have influenced conceptualizations of self and identity. According to the author, the first school of thought refers to ‘traditional conceptions of self and identity’ which were influenced by positivist and post-positivist ideas. In relation to this, the author states that “traditional ideas about self contend that truth, rationality and identity could only be found inside human beings’ brains and identity, therefore, was a unique and ahistorical project of an autonomous subject” (p. 32). In this line of thought, *identity is considered a stable and fixed characteristic with which human beings are born and which is determined by sources such as race, kinship or even a deity* (Trejo-Guzman, 2010). The second school of thought presented by Trejo-Guzman refers to ‘modern conceptions of self and identity’ which were influenced by constructivist and social interactionist ideas. *Identity, in this perspective, is shaped through the individual’s social exchanges with the environment, i.e., through their lived experiences or socializations.* In this sense, “although context and society may be a constraining force for self-identity development, every person actively incorporates distinct elements of mediated experiences into their selfhood and therefore their identities” (Trejo-Guzman, 2010, p. 34 citing Giddens, 1976). Finally, the third school refers to ‘postmodern conceptions of self and identity’ that were influenced by poststructuralist ideas and which, according to Trejo-Guzman (2010), “attempts to destabilize concepts such as epistemological certainty, historical progress and uniqueness of meaning and identity” (p. 36). In this line of thought, *identity is not a product but a process as it is continually (re) constructed through discursive practices.*

Hall (1996) who comes from the field of cultural studies have also discussed different perspectives on identity. The author claims that

fixed and essentialist ways of conceptualizing identity which have since the Enlightenment been taken to both “define the very core or essence of our being, and to ground our existence as human subjects” (p. 597) are in decline in face of the structural changes that are transforming modern societies in the late twentieth century, giving way to the birth of the post-modern subject. In order to explore such claim, the author presents three distinct conceptions of identity, namely: the Enlightenment subject, the Sociological subject and the Post-modern subject. Concerning the *Enlightenment subject*, Hall (1996) states that this conception of identity was based on the notion of *the human person being a fully-centered and unified individual and having a fixed, autonomous and self-sufficient identity that was born with him and which would remain essentially the same throughout his life*. As it is possible to notice, this line of thought falls within the traditional conception of self and identity presented by Trejo-Guzman (2010) discussed previously. Regarding the *Sociological subject*, Hall (1996) argues that at the same time that it reflects the complexities of the modern world, it also comes against the idea of a fixed, self-sufficient subject. Thus, in this second conception of identity an individual’s inner core is constructed and reconstructed in his/her relation to the other in a given context. In other words, and similarly to Trejo-Guzman’s (2010) arguments about the modern concepts of self and identity, *an individual’s identity is “formed and modified in a continuous dialogue with the cultural worlds “outside” and the identities which they offer”* (Hall, 1996, p. 597). In this sense, at the same time that the sociological conception of identity bridges the gap between the personal and public spheres, it also stitches the individual to the structure and “stabilizes both subjects and the cultural worlds they inhabit, making both reciprocally more unified and predictable” (Hall, 1996, p. 598). Finally, Hall (1996) posits that institutional and structural changes that are threatening the long standing cultural pillars of class, gender, race, nationality, etc. which has long provided us with a solid basis in the social world are not only transforming modern societies in the late twentieth century but also the very process of identity formation, making it more open-ended, variable and problematic. These transformations give way to the

emergence of the *Post-modern subject whose identity is not fixed or stable but fragmented, constituted by multiple and sometimes contradictory identities, and in constant flux*, i.e. “Within us are contradictory identities pulling in different directions, so that our identifications are continuously being shifted about” (Hall, 1996, p. 598). One more time, it is possible to notice the similarity between Hall (1996) and Trejo-Guzman’s (2010) ideas regarding the non-fixed and non-stable character of identities in postmodernity.

In a similar vein, though coming from the field of education, Block (2007) states that concerning identities “there has been a movement from a preoccupation with stability, function and structure to a priming of individual agency and a shift from fixed essentialized (...) categories such as race, ethnicity, gender and age to a generally constructivist perspective which sees these categories as more fluid and unstable” (p. 3). According to the author, this movement or shift is characteristic of the poststructuralist way of thinking and has come as a response to biological determinism and social structuralist approaches to research identity. In simple terms, the biological determinism approach posits that individuals are determined by their genes, both in terms of physical characteristics and behavior. So, from this point of view, for instance, certain behaviours could be associated with a person’s skin colour or biological sex. This approach to identity also meets the ideas presented by Hall (1996) and Trejo-Guzman (2010) regarding the Enlightenment subject and the traditional conception of self and identity, respectively, in the sense that identity is not socially constructed, but biologically determined. On the other hand, the social structuralist approach posits that individuals are shaped by their “membership in social categories such as social class, religion, education [...]” and searches for universal laws of human behavior (Block, 2007, p. 12). In other words, from a social structuralist point of view, “the self is seen as a product of the social conditions in and under which it has developed” (Block, 2007, p. 12). Again, this approach to identity meets the ideas presented by Hall (1996) and Trejo-Guzman (2010) regarding the Sociological subject and the modern conception of self and identity, respectively, in the sense that an individual’s identity is

constructed and reconstructed in the interactions between this individual's self and the cultural identities offered in the worlds he/she inhabits. Block (2007) explains that both approaches, however, fall into the trap of essentialism¹², and that a poststructuralist approach to identity, which has been increasingly adopted in the social sciences and applied linguistics alike, aims precisely at moving beyond the search for universal laws of humanity "to more nuanced, multilevelled and ultimately, complicated framings of the world around us" (Block, 2007, p. 13) as has also been expressed by Hall (1996) and Trejo-Guzman (2010) in their views about the postmodern subject. It is important to call attention at this point that the third perspective on identity presented by Trejo-Guzman (2010), Hall (1996) and Block (2007) emphasizes the central role that agency¹³ plays in the construction and reconstruction of identity through individuals' lived experiences and discourse practices, while the other two emphasize the deterministic nature of identity.

Throughout the above discussion of Trejo-Guzman (2010), Hall (1996) and Block's (2007) contributions, I have historically located the emergence of interest in investigating identity and presented a brief overview of how it has been conceptualized in different periods. In doing so, I attempted to show the parallel among these authors' three distinct perspectives on identity by relating the characteristics they had in common in each perspective. It was possible to notice the move from a more deterministic view of identity to that of including individuals' agency as an important factor in the constitution of their identities.

Considering that early discussions in the topic of identity in the field of sociology and psychology have paved the way for a more

¹² Block (2007) cites Bucholtz (2003, p. 400) to define essentialism as "the position that the attributes and behavior of socially defined groups can be determined and explained by reference to cultural and/or biological characteristics believed to be inherit to the group" (p. 12).

¹³ A definition of agency will be offered in subsection 2.3.5, p. 62.

recent focus on identity in the field of education, in the next section I discuss the origins of research on additional language teacher identity.

2.2 Research on additional language teacher identity: its origins

Recent interest in teacher identity did not arise without a historical trajectory in the field of general and additional language teacher education. In this sense, I will dedicate the next few subsections to present how a shift in focus on research paradigms on teacher education, on models of teacher education and, consequently, on how teacher knowledge should be understood has paved the way to current research on teacher identity.

2.2.1 The process-product and the knowledge construction paradigms in teacher education

According to Freeman (2001), the process-product paradigm which prevailed in educational research from the 1960s to the 1980s directed researchers' attention to the investigation of how certain classroom or curricular practices generated particular learning outcomes. In this paradigm, teacher education was viewed as merely transmission of knowledge about teaching and learning to teachers so they modified their behavior in the classroom in order to improve students' learning. The author explains that this knowledge that teachers had to acquire consisted basically of subject matter and pedagogy. In addition to that, the bridge to teaching practice was made by observation of other teachers or by practicing classroom teaching. In the context of language teaching education specifically, Freeman (2001) states that pre-service teacher education programs provided teachers with knowledge of theories about language learning, prescriptive grammatical information about the language and pedagogical methods that could be applied in any context. In this sense, all teachers had to do was to mechanically reproduce in his/her pedagogical practice all that had been transmitted to him/her. His/her perspectives of the very act of teaching and individual experiences were ignored. In sum, in the process-product research paradigm, as Freeman (2001) puts it, "definitions of teaching and teacher's professional knowledge were

determined not by the practitioners but by people outside the classroom” (p. 75).

The author continues, explaining that as a response to the product-process paradigm, some researchers started to affiliate to the interpretive research paradigm in the mid-1970s seeking to explore how teachers’ mental processes used in teaching shaped their behaviors, interactions, planning and decision-making. Freeman (2001) points out, however, that teachers themselves did not participate in the research and documentation processes and that it was only by the mid-1980s that qualitative and ethnographic research on teacher’s cognition started to study the teacher in practice in the classroom. According to the author, “in general, this research presents what teachers know about teaching as largely socially constructed out of their experience as well as the setting in which they work” (p. 75). In the context of language teacher education there was a shift from a view of *knowledge transmission* to one of *knowledge construction*, where pre-service teachers build their knowledge of language teaching based on their own experience as language teachers and integrate theory and research with empirical and reflective study of their own practice.

2.2.2 Three models of teacher education

In teacher education, also some models of professional education were proposed (Schön, 1983; Wallace, 1991; Day, 1993). Wallace (1991), for instance, suggests three models which have historically appeared: the craft model, the applied science model and the reflective model.

In the *craft model*, knowledge resides in an experienced professional practitioner whose expertise was accumulated along the years. In this sense, professional education consisted of this knowledge being transmitted by the expert through demonstration and instruction, which should be imitated and repeated by the apprentices until they reached professional competence (Wallace, 1991). Day (1993), speaking

from the context of second language teacher education specifically, refers to the craft model as ‘the apprentice-expert model’ and states that this model helps pre-service language teacher to develop pedagogic, content and pedagogic content knowledge.

Regarding the *applied science model*, knowledge resides in the achievements of empirical science and professional education consists of the expert in a certain area of study transmitting the scientific knowledge from research findings to the apprentice who, in turn, was expected to put this knowledge into practice in order to achieve professional competence (Wallace, 1991). Day (1993) refers to this model as ‘the rationalist model’ and states that pre-service language teachers can only acquire content knowledge and knowledge of the various disciplines that support his/her approach to language teaching, such as psycholinguistics, second language acquisition, sociolinguistics, etc.

According to Da Silva (2009), Schön (1983) had already predicted that learning to teach is not only a technical rationality, but that professionals are reflective practitioners. In fact, the relation between experience and thinking dates back to the writings of the educational philosopher John Dewey (1916). Da Silva (2009) goes on explaining that Zeichner and Liston (1987) extended Dewey and Schön’s ideas about the relation between practice and reflection to the area of teacher education and that it was based on the findings on reflection and on the idea of teachers as reflective professionals that Wallace (1991) proposed the *reflective model* of professional education. In this model, knowledge is constructed in the articulation between received knowledge and experiential knowledge through a reflective cycle. Received knowledge refers to the theories and knowledge derived from scientific research which is transmitted to the professionals. Experiential knowledge derives from ‘knowing-in-action’ and ‘reflection’ and refers to the tacit knowledge professionals/teachers develop as they practice and experience their profession and upon which they have had the opportunity to reflect (Wallace, 1991). As Da Silva (2009) puts it, “the reflective cycle proposed by the ‘reflective model’ is

constituted by two elements, reflection and practice, through which one feeds the other in an *ad infinitum* dialogue towards professional competence” (p. 16, emphasis of the author). Day (1993) refers to the reflective model as ‘the integrative model’ and states that this approach to second language teacher education allows pre-service teachers to gain pedagogic, content, pedagogic content, and support knowledge through practice and reflection on practice.

2.2.3 Different conceptions of teacher knowledge: from practical knowledge and beliefs to teacher identity

Inherent to the models of teacher education is the idea that teachers should have certain types of knowledge for them to achieve professional competence. So, just as different models for teacher education have been proposed, different ideas of what teacher knowledge consisted of also arose.¹⁴ Schulman (1987), for instance, states that teacher knowledge regards not only experiential knowledge, but a combination of content, pedagogy, curriculum and context knowledge and he offers a framework describing what teacher knowledge should consist of. According to Schulman (1987), teachers should develop a) subject matter knowledge (academic comprehension of subject content and structure), b) pedagogical content knowledge (comprehension of how to combine content and pedagogy in order to make the teaching subject coherent and intelligible to students) and c) curricular knowledge (comprehension of course syllabus and materials necessary for the teaching of the subject). Besides these three categories, Schulman (1987) posits that teachers should also develop d) knowledge of learners (comprehension of learners’ cognitive, psychological and affective characteristics as well as of their stages of development and

¹⁴ See Da Silva (2009); Bukor (2011); Fandiño (2013) for a review of the literature on different concepts of teacher knowledge.

motivations), e) pedagogical knowledge (general comprehension of principles, strategies and methods necessary for effective teaching), f) knowledge of educational context (comprehension of schools and communities sociocultural and institutional contexts) and, finally, g) knowledge of educational ends (comprehension of education's philosophical and historical base besides its objectives and values).

Day (1993) also proposed an overview of four categories of knowledge that he claims to form the knowledge base of second language teacher education programs. They are: a) content knowledge (knowledge of subject matter, in this case, of the English language, its literature and content), b) pedagogic knowledge (knowledge of how to teach which include the comprehension of generic teaching strategies, beliefs and practices), c) pedagogic content knowledge (knowledge of not only how to represent content in ways that learners can understand but also of how they come to understand content and the difficulties they might have) and d) support knowledge (knowledge of the various disciplines that support a teacher's approach to language teaching, such as psycholinguistics, second language acquisition, sociolinguistics, etc.).

Moving away from a view of teacher knowledge simply as consisting of things teachers should know as a result of the academic knowledge transmitted to them, Elbaz (1981) defends "the teacher as an autonomous agent in the curriculum process by demonstrating the teacher's knowledge as something dynamic, held in an active relationship to practice and used to give shape to that practice" (p. 50). Elbaz (1981) refers to teacher knowledge as *practical knowledge* and describes it as consisting of a) a content dimension which refers to knowledge of subject matter and curriculum, b) a practical dimension which refers to knowledge derived from practice, instructional routines, classroom management, etc., c) a personal dimension which refers to teachers' self-knowledge and their search for personally meaningful goals in their practice and d) an interaction dimension which consists of knowledge based on and shaped by the teachers' interaction with others (such as other teachers, school administration, students, researchers, etc.) in their environment.

The notion of practical knowledge also appears in the work of Connelly and Clandinin (1988) who refer to teacher knowledge as *personal practical knowledge*. According to the authors, teacher knowledge is “a narrative construction composed in each teacher’s life and made visible in their practices” (Connelly & Clandinin, 1988 cited in Clandinin, Huber, Huber, Murphy, Murray Orr, Pearce & Steeves, 2006, p. 5). Moreover, Clandinin (1992) states that

We see personal practical knowledge as in the person's past experience, in the person's present mind and body and in the person's future plans and actions. It is knowledge that reflects the individual's prior knowledge and acknowledges the contextual nature of that teacher's knowledge. It is a kind of knowledge carved out of, and shaped by, situations; knowledge that is constructed and reconstructed as we live out our stories and retell and relive them through processes of reflection. (p. 125 cited in Fenstermacher, 1994, p. 11).

Since the 1990s, however, still following the trend in research on teacher education characterized by a shift in focus from what teachers should know and do to teachers’ thought processes, teachers’ beliefs started to gain increasing attention as a factor that influences their teaching practices. According to Zheng (2009), “given the complex and multidimensional nature of teaching, knowledge alone is not adequate in making sense of all teachers’ behavior and prioritizing problems to be tackled and actions to be undertaken, which necessitates the exploration of teacher beliefs” (p. 75). In an interview with Birello (2001), Borg states that in order to have a deeper understanding of what teachers do, it is necessary to have a clear understanding of their beliefs, attitudes and feelings instead of looking at their application of transmitted knowledge. Similarly, Pajares (1992)¹⁵ states that it is

¹⁵ See Pajares (1992) for a more detailed discussion on the difference between knowledge and belief, and on the definition and nature of beliefs.

crucial to learn about teachers' belief structures in order to improve their teaching practices and professional education once the beliefs that teachers hold influence their perceptions and evaluations which consequently affect their behavior in the classroom. Based on a number of authors, Pajares (1992) offers a synthesis of these authors' assumptions about beliefs, some of which are presented below which give a clearer idea of the importance of their study in the context of teacher education:

1) Beliefs are formed early and tend to self-perpetuate, persevering even against contradictions caused by reason, time, schooling, or experience (...) 4) Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs makes them a filter through which new phenomena are interpreted (...) 10) The earlier a belief is incorporated into the belief structure, the more difficult it is to alter (...) 12) Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks; hence, they play a critical role in defining behavior and organizing knowledge and information (...) 13) Beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality (...) 16) Beliefs about teaching are well established by the time a student gets to college (pp. 325-326).

As Gimenez (1994) and Borg (2006) have pointed out, belief is a complex construct and different authors have used different terminology to refer to it. Some of the terms used are practical knowledge, personal practical knowledge, perspectives, implicit theories, lay theories, BAK (beliefs, assumptions, knowledge). In my interpretation, the work developed by Elbaz (1981) and Connelly and Clandinin (1988, cited in Clandinin et al, 2006) previously mentioned somehow paved the way to studies about teachers' beliefs.

Nevertheless, drawing on Crow's (1987) teacher socialization framework which posits that teachers' biographies help understand existing educational beliefs and that learning to teach includes learning

about the transition from the role of student teacher to that of teacher, Gimenez (1994) calls attention to the fact that “the literature about teacher education at the pre-service level associated mainly with studies on teacher thinking, has devoted considerable attention to knowledge at the expense of *identity*” (p. 51, my emphasis). In addition to that, in their book ‘Shaping a Professional Identity – Stories of Educational Practice’, Connelly and Clandinin (1999) explained that as they continued their research on the personal and practical nature of teacher education, which had started back in the 1970s, they came to realize that when teachers talked about their experiences in schools they were not talking just about their personal practical knowledge or their professional knowledge landscape, but they seemed to be trying to answer questions of who they were, i.e., “Their questions were ones of identity” (p. 3). Based on Gimenez (1994), Connelly and Clandinin’s (1999) observations, I agree with Bukor (2011) when she states that studies on teacher knowledge and teacher beliefs contributed to build the body of literature regarded as the precursor of research on teacher identity. An example of this is Elbaz’s personal and interactional dimension of teachers’ practical knowledge previously presented which already signals the importance of learning about teachers’ identity in order to better understand their teaching practices.

Having briefly discussed how a shift in focus on research paradigms on teacher education, on models of teacher education and, consequently, on how teacher knowledge should be understood have paved the way to current research on teacher identity, I now turn my attention to present the contributions of Gee (2000-2001), Wenger (1998) and Connelly and Clandinin (1999), Clandinin and Connelly (1995, 1996) and Clandinin et al (2006) concerning the concept and construction of identities whose theorizations are highly influential to the present study.

2.3 Some perspectives on identity and identity construction in education

2.3.1 Connelly and Clandinin

Connelly and Clandinin (1999), Clandinin and Connelly (1995) and Clandinin and Connelly (1996) bring valuable contributions for making sense of the process of identity construction of the participants in the present study. As stated previously in this chapter, Connelly and Clandinin's (1999) interest in the topic of teacher identity emerged within their long standing research agenda on teaching and teacher knowledge which started back in 1970. According to Clandinin et al (2006),

As Connelly and Clandinin (1999) continued to spend time alongside teachers, inquiring with them about their experiences in schools, what teachers often spoke of seemed to be not only their knowledge, their personal practical knowledge, and their contexts, the professional knowledge landscape, but also how their contexts and knowledge were intimately woven into their stories of who they were and who they were becoming. In this way, Connelly and Clandinin (1999) realized that teachers seemed to be talking about their identities. (p. 8)

Influenced by the work of Dewey (1934, 1938, 1961) who posits that education, experience and life are inextricably intertwined, Clandinin and Connelly (2000) state that his writings on the personal, social, temporal and situated nature of experience remained their conceptual backdrop. This way, keeping their eyes firmly on their search to better understand experience, i.e., people's lives and how they are composed and lived out and in their efforts to come to terms with life in classrooms, in schools and in other educational landscapes, the authors turned to narrative inquiry for considering this the best way of representing and understanding experience, as we can see in their words,

We have been pursuing this work under the heading of *narrative inquiry* with a rough sense of narrative as both phenomena under study and method of study. We see

teaching and teacher knowledge as expressions of embodied individual and social stories, and we think narratively as we enter into research relationships with teachers, create *field texts*, and write storied accounts of educational lives (Clandinin & Connelly, 2000, p. 5, emphasis of the authors)

As Clandinin and Connelly's narrative inquiries (Clandinin & Connelly, 1995; Clandinin & Connelly, 1996; Connelly & Clandinin, 1999) regarding teachers' personal practical knowledge and their professional knowledge landscape unfolded over time, they started to look at the intrinsic relations between knowledge, context and teachers' identities. For them, teacher knowledge, that is, their personal practical knowledge, is seen as personal and social narratives of experience which reflect both the history of their life and the contexts in which they live, and which is made visible in their practices. Clandinin and Connelly's (1995) describe personal practical knowledge as "that body of convictions and meanings, conscious or unconscious, that have arisen from experience (intimate, social, and traditional) and that are expressed in a person's practices" (p. 7). For Clandinin (1992),

It is knowledge that reflects the individual's prior knowledge and acknowledges the contextual nature of that teacher's knowledge. It is a kind of knowledge carved out of, and shaped by, situations; knowledge that is constructed and reconstructed as we live out our stories and retell and relive them through processes of reflection (p. 125).

In relation to context, Connelly and Clandinin (1999) refer to the school context specifically, understood metaphorically as a *professional knowledge landscape*, a landscape that is narratively constructed with historical, moral, emotional and aesthetic dimensions, and "composed of a wide variety of components and influenced by a wide variety of people, places and things" (Connelly & Clandinin, 1995, pp.4-5, as cited in Connelly & Clandinin, 1999, p. 2). Clandinin et al

(2006) add to these ideas that the professional knowledge landscape is a narrative composition of school stories and stories of school. According to them, school stories refer to the “ongoing stories composed by teachers, children, families, administrators, and others as they live their lives in school” (p. 7), while stories of school refer to the stories “composed by others and told to others about what the school is about.” (p.7)

In addition to that, Connelly and Clandinin (1999) explain that a professional knowledge landscape is composed of two fundamentally different places: *the public, out-of-classroom place and the private, in-classroom place*. Regarding the former, it is understood as the public spaces of the staff rooms, hallways, division office meeting rooms filled with “curriculum programs, administrative structures, policies, and lists of teachers’ certifiable knowledge, skills and attitudes” (Clandinin & Connelly, 1995, p. 10), referred to as *sacred stories*, which are imposed on teachers by those positioned higher up in the educational hierarchy. In Connelly and Clandinin’s words (1999),

Researchers, policy makers, senior administrators and others, using various implementations strategies, push research findings, policy statements, plans, improvement schemes and so on down what we call the conduit into this out-of-classroom place in the professional knowledge landscape. We characterize this theory-driven view of practice shared by practitioners, policy makers, and theoreticians as having the quality of what Crites (1971) called a sacred story. (p. 2).

Regarding the *in-classroom place*, Connelly and Clandinin (1999) describe it as the private classroom place where teachers generally feel safe and free to live their stories of practice, free from the scrutinizing eyes of subjects who compose the out-of-classroom place in the school landscape. These stories, together with teachers’ stories which refer to “the stories teachers live and tell of who they are and what they know” (Clandinin et al, 2006, p. 7), can be categorized as *secret stories* or *cover stories*. According to Clandinin et al (2006), “some teachers’ stories are “*secret stories*”” (p. 7, my emphasis), lived

stories of practice told only to other teachers in other secret places in and out of the school. On the other hand, teachers may also tell *cover stories*, which are stories in which teachers depict themselves as fitting into “the dominant stories of school shaping a professional knowledge landscape” (Clandinin et al, 2006, p. 7).

Bringing back the attention to the intrinsic relation between knowledge, context and identity, Connelly and Clandinin (1999) posits that teachers’ personal practical knowledge shape and is shaped by their professional knowledge landscape and, in this same line of thought, teachers’ personal practical knowledge and professional knowledge landscape shape and are shaped by their identities. These authors refer to identity as ‘stories to live by’. For them, identities are narrative constructions that take shape as life unfolds and may present different facets depending on the situation in which one find him/herself, this being equally true to teachers in their professional knowledge landscape. It is therefore in the context of this intrinsic relation between knowledge, context and identity that Connelly and Clandinin (1999) argue that teachers’ stories to live by are shaped by a web of stories that make up the professional knowledge landscape previously presented, namely secret teacher stories, sacred stories of schooling and teachers’ cover stories.

In addition to that, Clandinin et al (2006) posit that,

Teacher identity is understood as a unique embodiment of each teacher’s stories to live by, stories shaped by knowledge composed on landscapes past and present in which a teacher lives and works. Stories to live by are multiple, fluid, and shifting, continuously composed and recomposed in the moment-to-moment living alongside children, families, administrators, and others, both on and off the school landscape (p. 9).

Furthermore, Connelly and Clandinin (1999) call attention to the fact that even though sometimes our identities, i.e., our stories to live by, would seem like they are fixed, unchanging entities, in fact,

“identities both have origin and change” (p. 95). According to the authors, evidential hints for the origins of teachers’ identities can be found in various aspects of their lives, such as school/university, family and professional lives as identified in the stories of the participants of their study.

It is also worth mentioning that as teachers move between in- and out-of-classroom places they can experience dilemmas as their stories to live by bumps against the dominant stories of school that shape the professional knowledge landscape or when a modification of their stories to live by is implied or required by institutional life. In other words, teachers’ felt dilemmas “are connected to the discrepancies each experiences between her identity and the formal curricular expectations of her role” (Connelly & Clandinin, 1999, p. 85).

Finally, Clandinin et al (2006) explain that sometimes competing and conflicting stories can appear on the professional knowledge landscape. When competing stories appear, they exist together in tension with one another and they can both continue to exist as long as they remain competing. On the other hand, “when two stories can no longer exist together in a professional knowledge landscape, those stories become conflicting stories and ultimately one story must give way to the other” (Clandinin et al, 2006, p. 177). Likewise, teachers’ stories to live by sometimes have contradictory plotlines as Clandinin et al (2006) explain,

Similar to competing and conflicting stories that live between teachers’ stories to live by and their landscapes, competing and conflicting plotlines can live within a teacher’s stories to live by. When these contradictory plotlines compete with one another, they can, for the most part, be sustained. When these contradictory plotlines conflict with one another tension becomes apparent, shaping awakenings that can lead to retellings and relivings of teachers’ stories to live by. (p. 10)

2.3.2 Etienne Wenger

Another author from the field of education who theorizes about identity is Etienne Wenger. Wenger (1998) proposes a social theory of learning where learning is understood as social participation and has as one of its core characteristics the constitution of identities. According to the author, participation refers to individuals' active involvement in the practices of social communities and the construction of their identity in relation to these communities. Moreover, Wenger states that identity and practice are deeply connected. He explains that people's involvement in practices "requires the formation of a community whose members can engage with one another and thus acknowledge each other as participants" (p. 149). Consequently, practice involves the negotiation of identities as people experience and engage with the world meaningfully as members of a community. He states that "practice entails the negotiation of ways of being a person in that context" and, in this sense, "the formation of a community of practice is also the negotiation of identities" (p. 149). Wenger (1998) explains that practice must hold three important characteristics which serve as a source of coherence of a community of practice, namely: *the mutual engagement of participants, the negotiation of a joint enterprise and the development of a shared repertoire*. In other words, a community of practice is only considered as such if it is constituted by these three characteristics. According to the author, *mutual engagement* refers to people participating in actions whose meanings are negotiated jointly. It entails heterogeneity and requires the competence from each of its members and their ability to interact with the contributions and knowledge of each other in meaningful ways. In Wenger's words, mutual engagement connects people in complex and diverse ways, it involves "complex mixtures of power and dependence, pleasure and pain, expertise and helplessness, success and failure (...)" (Wenger, 1998, p. 77). Concerning the *joint enterprise*, far from being just a statement of purpose, it refers to the daily practices of people mutually engaged which is the reflection of "complex, collectively negotiated response to what they understand to be their situation" (Wenger, 1998;

p. 78). Finally, *shared repertoire* refers to the creation of resources as members in communities of practice engage mutually in the pursuing of an enterprise. In this sense, words, artifacts, gestures, routines, ways of doing things, stories, etc., for instance, can all constitute a community of practice's repertoire. Repertoires include not only members' understandings of the world but also "the styles by which they express their forms of membership and their identities as members" (Wenger, 1998; p. 83). In short, members' mutual engagement, joint enterprise and shared repertoire are competences that constitute a community of practice which is a site of negotiation and (re)construction of identities. In other words, people's identities are negotiated and (re) constructed as they make part in communities of practice.

The profound connections between practice and identity just discussed are made clearer when Wenger (1998) defines identity by making a parallel with practice in all its complexity and richness. In doing so, the author uses the features that characterize practice to the characterization of identity. In this sense, Wenger (1998) defines identity as: *negotiated experiences, community membership, learning trajectory, nexus of multimembership and a relationship between the local and the global*. I turn now my attention to a brief discussion of each characteristic.

Regarding identity as *negotiated experience*, Wenger (1998) states that "we define who we are by the ways we experience our selves through participation as well as by the ways we and others reify our selves" (p. 149). Regarding the terms *participation* and *reification*, the author explains that the former refers to the subjects' social experience of living in the world as members of communities of practice, negotiating a joint enterprise and creating their own resources in the pursuing of that enterprise. As for the latter, finding it helpful to provide the Webster's definition of reification, meaning 'to treat an abstraction as substantially existing, or as a concrete material object', Wenger (1998) explains that he uses the concept of reification generally to refer to "the process of giving form to our experience by producing objects that congeal this experience into "thingness."" (p. 58). Based on these two concepts, the author argues that identity is defined socially, that is, who one is is defined in the way he/she experiences his/her life daily

through participation and reification and not solely in the way one thinks and says about him/herself or in the way others think or say about him/her.

Concerning identity as *community membership*, Wenger (1998) states that “we define who we are by the familiar and unfamiliar” (p. 149). The author explains that when an individual is a full member of a community of practice, his/her competence to engage mutually, negotiate a joint enterprise and develop a shared repertoire becomes dimensions of his/her identity. In this sense, one becomes who one is by shaping a) his/her individuality through engaging mutually in the relations that constitute the community of practice which he/she is a member; and developing b) a perspective towards the joint enterprise to which he/she is accountable and c) a personal ability to interpret and interact with the repertoire which reflects the history of that community of practice. The author explains that, on the other hand, not being a full member of a community of practice also contributes to shaping who one is, as “Our non-membership shapes our identities through our confrontation with the unfamiliar” (p. 153). So, people’s identities are constituted by both what they are and what they are not.

In relation to identity as *learning trajectories*, Wenger states that “we define who we are by where we have been and where we are going” (p. 149). In this sense, as an individual experiences diverse forms of participation in the same or in different communities of practice, his/her identity forms trajectories which is understood as a continuous motion that connects past, present and future coherently. According to the author, there are different types of trajectories all of which contribute in one way or another to the (re)construction of one’s identity. These trajectories are: peripheral trajectories, inbound trajectories, inside trajectories, boundary trajectories and outbound trajectories. From these, the *inbound* and *inside trajectories* are especially relevant to the present study. Regarding the former, new members of a community of practice invest their identity in their future participation with the aim of becoming a full member of that community and, in this process, they negotiate their identities in face of the new situation. As for the latter, full members of a community of practice

never cease to renegotiate their identities because there are always new events, demands and intentions that lead them to do so. Wenger (1998) states that understanding identity as learning trajectories is to understand that identity “is not an object, but a constant becoming. The work of identity is always going on” (p. 154).

As regards identity as *nexus of multimembership*, Wenger (1998) affirms that “We define who we are by the ways we reconcile our various forms of membership into one identity” (p. 149). The author explains that all people participate and have participated in many communities of practice - some of which they become or have become full members while in others they occupied more peripheral positions - that contributed to the formation of their trajectories and, ultimately, their identities. This may suggest that people could have as many identities as the number of communities of practice they are or have been a member of. However, rather than considering people simply as having multiple identities that do not relate among themselves, Wenger posits that the notion of identity entails the work of reconciliation of the different forms of membership one experiences through the course of life which results in a nexus. In addition, the author states that “By using the term “reconciliation” to describe this process of identity formation, I want to suggest that proceeding with life - with actions and interactions - entails finding ways to make our various forms of membership coexist” and that this work of reconciliation “is at the core of what it means to be a person” (p. 160).

Finally, concerning identity as *a relation between the local and the global*, Wenger (1998) states that “we define who we are by negotiating local ways of belonging to broader constellations (...)” (p. 149). The author explains that communities of practice are usually part of a broader configuration of practices, called a constellation. In this sense, members of a community are not only locally engaged in pursuing an enterprise, but also in figuring out how their engagement fit in the broader configuration in which the community is part. Equally, “An identity is neither narrowly local to activities nor abstractly global. Like practice, it is an interplay of both.” (p. 163).

In addition to defining identity according to these characteristics, Wenger (1998) also argues that identities are constructed

amid the “tension between our investment in the various forms of belonging and our ability to negotiate the meanings that matter in those contexts” (p. 188). The construction of identities is thus a dual process that involves identification and negotiability. Regarding to the former, the author posits that it refers to the process through which modes of belonging, namely, *engagement*, *imagination* and *alignment*, become constitutive of individuals’ identities.

Engagement in practice is a source of identification in the sense that individuals invest themselves in what they do as well as in their relations with other people, forming this way a community of practice. It is through this process of relating to members of the community that they gain a lived sense of who they are. Also, it is through engagement in practice that individuals “explore [their] ability to engage with one another, how [they] can participate in activities, what [they] can and cannot do”¹⁶ (Wenger, 1998, p. 192).

Imagination is also a source of identification, one that takes the process beyond engagement in a variety of ways. It refers to a “creative process of producing new “images” and of generating new relations through time and space that become constitutive of the self” (Wenger, 1998, p. 177). Through the work of imagination individuals create a kind of community to which they become members, and this way they can “locate [themselves] in the world and in history, and include in [their] identities other meanings, other possibilities, other perspectives”¹⁷ (Wenger, 1998, p. 178).

The third source of identification is *alignment*, which is a process that requires individuals’ ability to coordinate perspectives and actions so as to direct their energies and practices to contribute to a common purpose and broader enterprises. As Wenger (1998) puts it,

¹⁶ In the original “We explore our ability to engage with one another, how we can participate in activities, what we can and cannot do” (Wenger, 1998, p. 192).

¹⁷ In the original, “we can locate ourselves in the world and in history, and include in our identities other meanings, other possibilities, other perspectives”¹⁷ (Wenger, 1998, p.178)

“through alignment, we become part of something big because we do what it takes to play our part” (p. 179). According to the author, alignment can also create a kind of community in the sense that allegiance to a movement, a religion or a sports team for instance can direct individuals’ energies in ways that create a strong community.

In short, referring to the construction of identities, Wenger (1998) posits that “with engagement, imagination and alignment as distinct forms of belonging, communities of practice are not the only kind of community to consider when exploring the formation of identities.” (p. 181).

Moving to the discussion of negotiability, the other process through which identities are formed, Wenger (1998) states that this refers to one’s “ability, facility, and legitimacy to contribute to, take responsibility for, and shape the meanings that matter within a social configuration” (p.197). The author explains that an individual’s ability/facility/legitimacy to contribute to and shape meanings is defined with respect to what he calls *economies of meaning*, which refers to the social configurations in which one finds him/herself and his/her position in them, being also the place where meanings are produced and their value determined. Within economies of meaning, some meanings have more value than others because of different relations of power between those who produce them. However, Wenger (1998) asserts that “an economy of meanings is not just a matter of official status (...) the actual ability to define the meanings of any situation must still submit to negotiation” (p. 200). In any economy of meanings, therefore, through negotiation people can claim ownership of the meanings produced, which refers to “the degree to which [an individual] can make use of, affect, control, modify, or in general, assert as [his/her] the meanings that [s/he] negotiates”¹⁸ (Wenger, 1998, p. 200), as long as such claim to owning the meanings has value within an economy of meaning. In Wenger’s (1998) words,

¹⁸ In the original “the degree to which we can make use of, affect, control, modify, or in general, assert as ours the meanings that we negotiate” (Wenger, 1998, p. 200).

Having a claim to owing the meaning of a piece of a text (...) is being able to come up with a recognizably competent interpretation of it. Such interpretation need not – in order to constitute ownership of meaning – be that of the author (...); but it must have currency within an economy of meaning where it is recognized as a legitimate contender (p. 200).

Lastly, the author claims that the inability to negotiate and claim ownership of meanings as a result of asymmetrical relations of power can lead to the formation of an identity of non-participation and marginality.

2.3.3 James Paul Gee

James Paul Gee is an author from the field of education who proposes to discuss identity as an analytic tool for understanding schools and society. Gee (2000-2001) starts his discussion on identity by presenting a definition of it. According to him, identity means “being recognized as a certain “kind of person”” and “The “kind of person” one is recognized as “being” at a given time and place, can change from moment to moment in the interaction, can change from context to context, and, of course, can be ambiguous or unstable” (p. 100). He explains that there are four ways in which an individual can be recognized as a certain kind of person, namely the nature perspective (or N-identity), the institutional perspective (or I-identity), the discursive perspective (or D-identity) and the affinity perspective (or A-identity) - which somehow parallel the conceptions of identity presented by Trejo-Guzman (2010), Hall (1996) and Block (2007) discussed previously. While these authors present the three perspectives in opposition to each other, i.e., describing them in relation to the differences they present among themselves due to the historical contexts in which they emerged, Gee (2000-2001) takes a different step foregrounding that “these four perspectives are not separate from each other. Both in theory and in

practice, they interrelate in complex and important ways. (...) they are ways to focus our attention on different aspects of how identities are formed and sustained” (Gee, 2000-2001, p. 101).

According to the author, the *nature perspective* understands identity as determined by natural forces over which neither the individual nor the society has control. In other words, nature identity is “a state developed from forces in nature” (Gee, 2000-2001, p. 100). We have previously seen a similar conception of identity in Trejo-Guzman (2010), Hall (1996), and Block’s (2007) discussion of traditional conception of self and identity, the enlightenment subject and the biological determinism approach. Gee (2000-2001), however, explains that nature identity only becomes an identity when it is recognized by oneself and others, i.e., “N-identities must always gain their force as identities through the work of institutions, discourse and dialogue, or affinity groups” (Gee, 2000-2001, p. 102). The author illustrates this relation of dependence by sharing an example of his own life stating that part of his identity consists on him being an identical twin. This identity, which is just one way of looking at who he is, was determined by natural forces but it only becomes an identity at all because certain institutions, people and even himself recognize being a twin as being a certain kind of person.

Regarding the *institutional perspective*, it understands identity as determined by institutional forces, i.e., institutional identity is a “position authorized by authorities within institutions” (Gee, 2000-2001, p.100). Again, we have previously seen a similar conception of identity in Trejo-Guzman (2010), Hall (1996), and Block’s (2007) discussion of modern conception self and identity, the sociological subject and the social structuralism approach. Gee (2000-2001) adds that I-identities can be a calling or an imposition depending on how actively or passively an individual performs his/her role in that position. The author, however, explains that at the same time that institutions come to ensure that an individual is recognized as a certain kind of person, the institutions themselves “have to rely on discursive practices to construct and sustain I-identities” (Gee, 2000-2001, p. 103). Again it is possible to see a

relation of dependence, once institutions can only sustain their I-identities through discursive practices.

The third perspective, the *discursive perspective*, posits that an individual's identity does not depend on institutional recognition to be recognized as an identity, but it is in the discourse and dialogues of others with whom he/she interacts that he/she gets recognized as a certain type of person and can construct and sustain one or more identities. In addition, Gee (2000-2001) states that D-identities can be seen as an ascription or an achievement depending on "how much such identities can be viewed as merely ascribed to a person versus an active achievement or accomplishment of that person" (p. 104). The author calls attention, however, to the fact that just as institutions rely on discourse to sustain their I-identities, D-identities may also be influenced by I-identities once people's discursive practices might carry the meaning and values of institutions.

The fourth and last perspective is the *affinity perspective* which posits that individuals construct and reconstruct their identities in their affiliations with affinity groups where they must share "allegiance to, access to, and participation in specific practices" (Gee, 2000-2001, p. 105). Thus, one way of looking at who an individual is is through his/her participation in affinity groups. This way, one can have as many identities as the number of affinity groups he/she actively chooses to join. This agency that individuals can exert over their identity construction, which is evident both in D-identities and A-identities, could also be noticed in Trejo-Guzman (2010), Hall (1996), and Block's (2007) discussion of the postmodern conception self and identity, the postmodern subject and the post structuralist approach. Gee (2000-2001) calls attention, however, to the fact that more and more in the postmodern world in which we live institutions are creating affinity groups so that people construct an A-identity that will act for the institution's own benefit.

Finally, the author emphasizes the role of Discourse¹⁹ in the constitution of identities. The author understands Discourse as a way of being in the world that will get an individual recognized as a certain kind of person. So, it is Discourse that constitutes identities which can be viewed from different perspectives (N-identities, I-identities, D-identities and A-identities) that interrelate in complex ways and which depend on interpretive systems (recognition) to exist. In this sense, it is crucial to pay attention to who is working to sustain a given Discourse which gets one or more groups of people recognized in certain ways and not others as a means to reinforce power relations. As a final point, explaining that identities are socially constructed through Discourse, Gee (2000-2001) states that

Discourses can give us one way to define what I earlier called a person's "core identity". Each person has had a unique trajectory through "Discourse space". That is, he or she has, through time, in a certain order, had specific experiences within specific Discourses. (...), some recurring and others not. This trajectory and the person's own narrativization (Mishler, 2000) of it are what constitute his or her (never fully or always potentially changing) "core identity". The Discourses are social and historical, but the person's trajectory and narrativization are individual (though an individuality that is fully socially formed and informed) (p. 111).

2.3.4 Identity and the dialogic and constitutive nature of discourse

Inherent to all three views of identity held by Connelly & Clandinin (1999), Wenger (1998) and Gee (2000-2001) just discussed and which give theoretical support to this study is the idea of identities

¹⁹ Gee (2000-2001) explains the difference between Discourse and discourse by stating that "discourse with lowercase "d" refers to connected stretches of talk or writing" while Discourses is "any combination that can get one recognized as a certain "kind of person"" (...) or "ways of being "certain kinds of people"" (p. 110). In the next subsection I will offer a brief discussion regarding the intrinsic relation between discourse and identity.

being constructed in the discursive practices with the other. Discourse, in this study, is understood as a form of social practice which, according to Fairclough (1992), implies that discourse is both a mode of action, i.e., a way in which people act upon the world and upon each other, as well as a mode of representation, i.e., a particular way of representing our experiences in the world usually connected to specific interests. Therefore, as Moita Lopes (2002) contends, to look at discourse from this perspective is to look at how participants involved in the discursive practices and, consequently, in the construction of meanings “are acting in the world through language and are, in this way, constructing their social reality and themselves”²⁰ (Moita Lopes, 2002, p. 31).

In light of that, and based on Fairclough (1992, 1995), Vygotsky (1978), Bakhtin (1981) and others, Moita Lopes (2002) calls attention to the *mediating/dialogic* and *constitutive nature of discourse*. Regarding the former, discourse mediates our actions in the world in the process of negotiating meanings with the other. It is in this dialogic process in which we use language in relation to someone and s/he in turn uses language in relation to us that we construct our identities, as Moita Lopes (2002) puts it “what we are, our social identities, therefore, are constructed in our discursive practices with the other”²¹ (p. 32). Bohn (2005) adds to Moita Lopes’ ideas proposing that identities are shaped amidst a system of relations among different agents that are manifested by different voices that carry with them their own values and features. According to the author, this polyphony of voices that shape our identities are manifested in different times and places in which we find ourselves, both in our social milieu and along the history of our lives. Turning his attention to language teachers specifically, Bohn

²⁰ In the original “(...) estão agindo no mundo por meio da linguagem e estão, desse modo, construindo a sua realidade social e a si mesmos” (Moita Lopes, 2002, p. 31).

²¹ In the original “o que somos, nossas identidades sociais, portanto, são construídas por meio de nossas práticas discursivas com o outro” (Moita Lopes, 2002, p. 32).

(2005) argues that it is possible to recognize a number of voices that constitute language teachers' identities. Some of these voices are those of professors²², authors of texts, institutions, official documents, government, family and colleagues from work and teacher education program.

Regarding the voices of professors, Bohn (2005) explains that these voices participate in the construction of language teachers' identities as professors share their knowledge with their students and serve as a model of holding historically accumulated knowledge all along their students' undergraduate course, feeding this way their imagination. Equally present in this construction process is the polyphony of voices of the authors of texts that students read during their college education; voices which, according to Bohn (2005), can be very influential on students' minds considering the status and legitimacy of the written language.

There are also the voices of institutions which are expressed in institutional documents such as the political pedagogic project and the institutional pedagogic plan where the educational objectives are stated, as well as the voices of official documents which, through national parameters and legislations such as the PCN²³ and the LDB²⁴, "express the meanings of education, teaching, learning, pedagogical materials, methodologies and contents to be privileged in the classroom teaching"²⁵ (Bohn, 2005, p. 103), all of which contribute in the constitution of teachers' identities.

²² In his article, Bohn (2005) refers specifically to professors who work at university.

²³ PCN refer to the National Curricular Parameters that guide primary and secondary education in Brazil.

²⁴ LDB refer to the National Law of Directives and Bases for Education in Brazil.

²⁵ In the original "procuram expressar o significado da educação, do ensino, da aprendizagem, dos materiais pedagógicos, das metodologias e dos conteúdos a serem privilegiados no ensino da sala de aula." (Bohn, 2005, p. 103).

Bohn (2005) goes on stating that also present in the constitution of teachers' identities are the authority voices of the government in their daily practices of legitimating certain attitudes and controlling social movements, thus playing an important role in shaping how society pictures the profession of the teacher, which has long been seen "as a secondary social option and a function not yet defined"²⁶ (Bohn, 2005, p. 103, based on Arroyo, 2000).

Finally, Bohn (2005) also proposes as constitutive of teachers' identities the voices of the family that express their values, beliefs, preconceptions, and the voices of colleagues from work and teacher education program who engage with the country and the schools' educational reality, reflect about their responsibilities and interrogates about the competences that must be developed for language teaching and learning, the pedagogical knowledge related to "the learners, the learning strategies and the acquisition processes as well as the environmental and cognitive ecologies necessary for these processes to accomplish their learning functions"²⁷ (Bohn, 2005, p. 105).

In the same line of thought as Moita Lopes (2002) and Bohn (2005) regarding the dialogic nature of discourse and the polyphony of voices that constitute teachers' identities, Eckert-Hoff (2008), based on Coracini (2003a), states that

Every discourse is crossed by other discourses, i.e., by external voices that constitute it. Therefore, the discourse of the teacher and, consequently, the teacher him/herself are crossed by multiple voices that, interwoven with the voices

²⁶ In the original "representando uma opção social secundária e uma tarefa não definida." (Bohn, 2005, p. 103, based on Arroyo, 2000).

²⁷ In the original "referente aos aprendizes, às estratégias de aprendizagem e aos processos inconscientes de aquisição, assim como as ecologias cognitivas e ambientais necessárias para esses processos poderem cumprir as suas funções de aprendizagem" (Bohn, 2005, p. 105).

derived from his/her own professional education, makes the constitution of his/her identity even more complex – always in movement and in (trans)formation – in such a way that we can glimpse but a moment of identification”²⁸ (p. 27)

Turning the attention to the *constitutive nature of discourse*, Moita Lopes (2002), based on Fairclough (1992, 1995), posits that discourse not only reflects or represents the world and the social relations; in effect, we construct them from the cultural, institutional and historical circumstance in which we find ourselves. In light of that, the author explains that people’s discursive practices are not simply taking place in the world autonomously, but are fundamentally marked by “particular socio-historical conditions that define how participants position themselves and are positioned in the discourse”²⁹ (p. 60). Following this line of thought and drawing on Bourdieu and Wacquant (1992), Coldron and Smith (1999), who have investigated the construction of teachers’ professional identity in the workplace, add to the ideas presented by Moita Lopes (2002) stating that “position in social space is relational” (p. 713) and, therefore, “people know where and who they are by knowing their ‘proper’ relation to others” (p. 713). The authors go on arguing that in this social space people can envisage themselves as aware of an array of possibilities in different fields, some of which they may choose and others they may reject. In their explanation of what they mean by field, Coldron and Smith (1999) state that classroom organization and styles of pedagogy, for instance, can be

²⁸ In the original “Todo discurso é atravessado por outros discursos, vale dizer, por vozes exteriores que o constituem. Assim sendo, o discurso do professor e, como decorrência, o próprio sujeito-professor são atravessados por múltiplos dizeres que, imbricados com as vozes provenientes de sua formação profissional, vêm complexificar a constituição da sua identidade – sempre em movimento e em (trans)formação – de tal modo que não podemos vislumbrar senão momentos de identificação” (Eckert-Hoff, 2008, p. 27)

²⁹ In the original “condições sócio-históricas particulares, que definem como os participantes se posicionam e são posicionados no discurso” (Moita Lopes, 2002, p. 60).

considered examples of field of choices specific to teachers' work. In this sense, the authors contend that in a teacher's choice for some possibilities and rejection of others, s/he "affirms affiliations and makes distinctions that constitute an important part of his or her professional identity" (p. 713).

However, Coldron and Smith (1999) call attention to the fact that individuals do not make choices randomly, on the contrary, "the available choices come ready-packaged. (...) The theoretical possibilities for choice are not the same as the actual possibilities." (pp. 713-714). This way, individuals' ways of acting and thinking are patterned into practices and sets of practices, called 'traditions' by MacIntyre (1981), in which power relations constrain people's choices in various ways. Although the authors acknowledge the constraining force of issues of power and control over traditions and practices and that these are the means by which identities are constituted, they also assert that such traditions and practices do not work purely as a negative tool of domination. In fact, they are developed in relation of opposition or admission to each other. In this sense, individuals find a kind of agency as they position themselves within that 'ready-packaged' array of possibilities based on an analysis of the circumstances in which they find themselves. According to Coldron and Smith (1999), thus,

Traditions and practices have an associated community. In various formal and informal ways members act as custodians of the tradition and determine judgments of quality. They also contribute to the tradition, transmitting and reshaping it. (...) The tradition constrains and, at the same time, nourishes the possibilities of creative action. (p. 714)

2.3.5 Identity, agency and structure

Regarding the interweaving between *agency* and *structure* or the "socially given" (Coldron & Smith, 1999, p. 712), both Assis-Peterson and Silva (2010) and Coldron and Smith (1999) have argued that this has been the focus of attention in the areas of sociology and

cultural studies, as well as in the area of teacher education in specific analysis of teaching as in the studies of Connelly and Clandinin (1995), Elbaz (1988), Goodson (1992) and Hargreaves (1994) cited in Coldron and Smith (1999). Agency, according to Ecclestone (2007), who speaks from the area of adults' education, refers to people's ability to interact with others and with material conditions so as to shape their own destinies, both at an individual and collective level. The author adds that the exercise of agency requires "self-direction, self-efficacy, opportunities to exercise autonomy and perhaps a desire to shape a specific field or context" (p. 124). Offering a similar view, Duff (2012), who speaks from the area of second language acquisition, states that

Agency refers to people's ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals leading, potentially, to personal or social transformation. (...) A sense of agency enables people to imagine, take up, and perform new roles or identities (...) and to take concrete actions in pursuit of their goals. Agency can also enable people to actively resist certain behaviors, practices, or positionings, sometimes leading to oppositional stances and behaviors leading to other identities (...) (p. 417)

Structure, in turn, refers to constraining factors such as class, gender, race, cultural and social influences, political contexts and economic, occupational and material conditions that exist independently of people's will and which contribute to shape, constrain and eventually determine their agency and identity (Ecclestone, 2007). In light of this, Buchanan (2015) contends that "individuals are 'neither free agents nor completely socially determined products'" (p. 704 citing Ahearn, 2001, p. 120). According to the author, individuals are given choices though the options offered to choose from are themselves shaped by the structure. (p. 704). Agency, therefore, as Ecclestone (2007) puts it, cannot be "divorced from structural factors since key social divisions shape opportunities for access to economic, social and symbolic forms of capital, thereby framing possibilities and restricting social mobility". (p. 125)

The work of Billett (2004), Billett and Pavlova (2005) and Billett, Barker and Herson-Tinning (2006), in their research about how individuals learn through work and throughout their working life, and how and on what basis they exercise their agency in doing so, is elucidative in presenting the relations between the social suggestions (structure) that surround individuals and their agency. This elucidation is important to the present study once issues of agency and structure and how they have participated in the (re)construction of English language teachers' professional identity in the context of IFSC has been discussed.

According to Billett (2004), individuals' learning in the workplace is shaped by reciprocal participatory practices. These practices refer, on the one hand, to the workplaces' affordances, i.e., the conditions, opportunities and constrains provided to individuals so that they can participate in and learn through workplace activities and interactions. On the other, they also refer to how individuals elect to engage in the workplace. Therefore, Billett and Pavlova (2005) argue that despite the role that social suggestions such as social and cultural practices, institutional regulations and societal expectations play in shaping and guiding individuals' thinking and practices, there is a relation of interdependence between such suggestions and the practices that individuals choose to enact in the workplace. For the authors,

So, despite the press of immediate environmental factors, such as those exercised in workplaces (Billett, 2000; Grey, 1994), and the strength and pervasiveness of the norms and values of the community in which work is embedded (Hodkinson & Hodkinson, 2003; Somerville, 2002), individual engagement, learning and development is not wholly captive to these forms of social suggestion. Instead, individuals are able and, indeed, need to exercise independence from social suggestion in order to maintain their sense of self and identity (Billett et al, 2004; Hodkinson & Hodkinson, 2004). (p. 3).

As a consequence of such interdependent relation, opportunities are afforded by the workplace in ways that not only allow the sustenance of work practice that contribute to the workplace continuity, but also to individuals' interests in the workplace (Billett et al, 2006). Moreover, the authors also call attention to the fact that workplaces are very often sites of disputes where the access to workplace affordances are permeated by power relations exerted by "workplace hierarchies, group affiliations, personal relations, workplace cliques and cultural practices" (p. 236), all of which control the distribution of opportunities to act and interact in workplaces. In Billett et al's (2006) words, "opportunities to participate in and access support and guidance are distributed in ways that reflect political and power relationships (Solomon, 1999; Bierema, 2001)" (p. 236). As will be presented later on in the discussion chapter, the exerting of power relations by colleagues higher in the hierarchy and by groups of teachers have been reported by more than one participant in this study.

Despite of this, the authors observe, still individuals exercise their agency to determine how they interpret and participate in the workplace practices and what they learn from such participation. According to them, the exercising of their agency is guided by their "identities and subjectivities, which are themselves socially-derived through personal histories" (Billett et al, 2006, p. 237). This way, because of the negotiations between the workplace's norms and practices and individuals' identities and subjectivities, their engagement and participation in the workplace and the learning that result from this will be always unique somehow. Such negotiations may result "in different types of identification, engagement, accommodation and resistance to the workplaces practices" (Assis-Peterson & Silva, 2010, p. 153 citing Billet, 2004, p. 117). As a final point, Billett and Pavlova (2005) call attention to the fact that

Given the likely relationship between individuals work and their sense of self, it follows that as the requirements for work and the means of participation in work are being transformed, there may be consequences for

individuals' subjectivities and possibly a renegotiation of the self. (p. 8).

In section 2.3, I have discussed the contributions of Connelly & Clandinin (1999), Clandinin and Connelly (1995, 1996) and Clandinin et al (2006), Wenger (1998) and Gee (2000-2001) concerning the concept and construction of identities, as well as the contributions of Moita Lopes (2002), Bohn (2005), Coldron and Smith (1999), Billett (2004), Billett and Pavlova (2005) and Billett et al (2006) regarding the role of discourse in the constitution of identities, the ways in which power relations is reinforced by discourse and how individuals exert their agency in face of them. Now, I turn my attention to present some empirical studies which have investigated the process of additional language teacher identity construction.

2.4 Additional Language Teacher Identity: empirical studies

According to Beijaard, Meijer and Verloop (2004), the last decade saw an increase in interest in researching teachers' professional identity. In an analysis of 22 studies, the authors found out that the focus of attention of those studies revolved around teachers' professional identity formation, characteristics of teachers' professional identity as perceived by them or by the researcher and teachers' professional identity as represented by their written or told stories. Contributions to the literature concerning teachers' identity also come from Beijaard et al (2004), Coldron and Smith (1999), Day, Kington, Stobart and Sammons (2006), Duff (2002), Huber and Whelan (1999), O'Connor and Scanlon (2005), Sachs (2001) and Watson (2006).

Regarding research on additional language teachers' identity specifically, the interest has also been increasing as can be noticed in the number of studies published in the last twenty years: Atay and Ece (2009), Bukor (2011), Duff and Uschida (1997), Fichner and Chapman (2011), Kanno and Stuart (2011), Morgan (2004; 2015), Pavlenko

(2003), Tsui (2007) and Varguese, Morgan, Johnson and Johnson (2005). According to Tsui (2007), most studies about additional language teacher identity have focused on three main themes, namely: the multidimensionality or multifaceted nature of professional identity and the relationship between these facets, the relationship between the personal and social dimensions of identity formation and the relationship between agency and structure in identity formation. In addition to these themes, other research topics range from the interrelationship between language, culture and teachers' sociocultural identities and teaching practices (Duff & Uchida, 1997), the influence of teachers active location in social spaces and of power structures in their identity formation (Coldron & Smith, 1999), bilingualism and second language acquisition contemporary theories as determinant factors in teachers' identity reconstruction (Pavlenko, 2003); teacher's identity as pedagogical resource for bilingual and second language education (Morgan, 2004), to the processes involved in language teachers' identity formation (Tsui, 2007; Kanno & Stuart, 2011).

In Brazil, studies investigating additional language teacher identity have also been increasing recently. Reis, van Veen and Gimenez (2011), for instance, dedicate an entire book entitled 'Language Teachers' Identities'³⁰ to explore the issue of teacher professional identity. This topic also appears in the books organized by Barros and Assis-Peterson (2010) and Barcelos and Coelho (2010) in which some chapters are dedicated to the discussion of language teacher identity. In Reis et al's (2001) book, Quevedo-Camargo, El Kadri and Ramos (2011) and Gamero (2011) present an electronic survey of studies which resulted in 6 articles and 6 master theses in the case of the former, 13 master theses and 4 doctoral dissertations in the case of the latter, all of them dedicated to the study of language teachers' professional identity. In a quick analysis of those studies it is possible to notice that some of the themes that emerged were similar to the ones from the international scenario, focusing on the multifaceted nature of

³⁰ My translation for 'Identidades de professores de línguas'.

professional identity and the relationship between these facets (Rollemberg, 2008), the impact of educational reforms and power structures over teachers' autonomy and its influence in their professional identity formation (Ramos & Paez, 2006), teachers' professional identity formation as constituted in their discourses (Fernandes, 2006; Marques, 2007; Ticks, 2007), and as (re)presented by teachers' beliefs and perceptions (Oliveira, 2006), textbooks (Grigoletto, 2003) and governmental advertisements (D'Almas, 2011; Silva, 2011). In addition to these topics, Telles (2004) also brings a valuable contribution to the literature by investigating the nature of pre-service additional language teachers' professional identities and the condition in which they are constructed, sustained and transformed through their life stories. For the purposes of the present study, I will concentrate on a more detailed review of three studies in particular, Tsui (2007), Kanno and Stuart (2011) and Assis-Peterson and Silva (2010), for they have focused their investigation on the process of language teacher identity formation which is also the focus of the present study.

2.4.1 Tsui (2007)

In a study conducted by Tsui (2007), the author calls attention to the scarceness of studies dealing with the processes involved in identity formation, the interaction between these processes and the identities constituted as teachers position themselves and thus proposes to fill this gap in the literature by investigating the complex processes of Minfang's professional identity formation, a Chinese EFL³¹ teacher in the People's Republic of China. Based on Connelly and Clandinin (1999) who understand teachers' identity as "stories to live by" (p. 4, cited in Tsui, 2007, p. 658) and to whom "stories provide a narrative thread that teachers draw on to make sense of their experience and themselves" (Tsui, 2007, p. 658), the author uses narrative inquiry as means for data generation. During the period of research, the participant would share his written reflections with the researcher who would then

³¹ English as a Foreign Language

give feedback so that Minfang could enrich it as he wished. They also met four times face-to-face for intense conversation where Minfang would relive the stories that he told in the reflection diary. The data collected represented a long period of the participant's learning experience, starting in his childhood, going through university degree until his first six years of experience as an EFL teacher in the same institution where he graduated. For data analysis, Tsui (2007) drew on Wenger's (1998) work discussed in a previous section. For the author, Wenger (1998) offers one of the most powerful theories of identity formation. So, though the author does not offer a definition of professional identity, from her methodological choices and the theoretical framework adopted it is possible to infer that she understands identity as the result of both teachers' narrated 'stories to live by' and their practices lived day-to-day, as she puts it "In Wenger's framework, one's identity does not lie only in the way one talks or thinks about oneself, or only in the way others talk or think about one, but in the way one's identity is lived day-to-day" (Tsui, 2007, p. 660). Tsui (2007), thus, subscribes to a poststructuralist view of identity, calling attention to its non-fixed and non-stable character and to the role that agency and power structure play in the (re)construction of teachers' identity.

In Tsui's analysis of the written narratives the author reconstructs the political, economic, cultural and social context in which Minfang lived as a child and later on in adulthood during his experience at university both as a student and as a teacher, all of which strongly influenced his teacher identity formation. As a student at university, Minfang was marginalized and mocked because of his local accent, poor English and socioeconomic background. For some time he put all his efforts to be accepted by the group and become proficient in English. Moreover, Minfang never really adapted to the CLT³² approach to EFL teaching and learning and frequently resisted to it resorting to what he called the 'the hard method'³³. As Tsui (2007) puts it, "the marginalization has a profound effect on Minfang's sense of self-worth and identity, which (...) kept surfacing throughout his teaching career"

³² Communicative Language Teaching

³³ With reference to the Traditional Method (TM)

and “to be fully recognized as a member of the community, he acquires the competence that defined this learner community through engaging in the social discourse and activities, and aligning himself with the norms and expectations of its members” (pp. 674 - 675). Later on, as a teacher in the same university, Minfang was constantly struggling to align with the pedagogical practices advocated by the institution, namely the CLT approach, on the one hand, and to follow his beliefs in the TM³⁴ on the other. In his first year of teaching Minfang was assigned the Listening course, which was the less prestigious and usually given to new teachers as opposed to the CLT component considered the most important one. During the first two years as a teacher, he never felt like he was a member of the department until he was finally assigned to teach the CLT component. In his teaching, Minfang would eventually incorporate what he considered important to his students’ learning, even though not in accordance with CLT norms, and was severely criticized by a senior professor for doing that. Having decided to stick strictly to CLT, though still believing in the TM, Minfang was selected the ‘model teacher in CLT’ and given the position of director of the Teaching research Office. Minfang also completed a master degree in EFL teaching and the theories to which he was exposed allowed him to review many of his conflicts between TM and CLT approach and gave him a new perspective on EFL teaching. According to Tsui (2007), “it was not until he was given the responsibility to teach CLT, which was recognition that he possessed core competence, that he began to identify himself, and felt he was identified by others, as a full member of the department” (p. 675). Additionally, based on Wenger (1998), the author states that “the ability to participate in the construction and negotiations of meanings, and to claim ownership of meanings is another crucial aspect of identity formation” (p. 676)

From Tsui’s (2007) analysis, illuminated by Wenger’s (1998) framework, it was possible to notice the complexities involved in Minfang’s teacher identity formation, as for example, his

³⁴ Traditional Method

marginalization while a member of the learner community when still a graduate student, his engagement and alignment to the norms and expectations of the members of that community and, finally, the recognition of his competence and legitimacy of access to practice as a language teacher in the same university where he graduated. By observing such complexities, it was possible to notice how agency and structure participated in the construction of Minfang's identity.

2.4.2 Kanno and Stuart (2011)

Moving on to the discussion of Kanno and Stuart's (2011) study, the authors, citing Danielewicz (2001), start their article by calling attention to the fact that at some point in their teacher education program, student teachers will necessarily go through the transition to become a teacher, and by posing the question of how this identity transformation happens. Similarly to Tsui (2007), Kanno and Stuart (2011) are interested in researching the process of teacher identity formation. This way, the authors propose to investigate how two novice American ESL teachers enrolled in a MATESOL³⁵ program in their home country, Amy and John, learn to teach and how this process influences their identities as teachers. Regarding data collection, Kanno and Stuart (2011) propose to expand Wenger's (1998) idea of identities-in-practice in which "identities develop only in situ, as one takes part in the practices of a community and learns the ways of being and doing it the community" (Kanno & Stuart, 2011; p. 240) to include the discursive dimension of identity formation. In doing so, the authors use the terms *narrated identity* and *enacted identity* to refer to identities constructed in narratives and identity constructed in practice respectively. In this line of thought, Kanno and Stuart (2011) deploy a number of different tools for data generation, namely interviews, teaching journals, stimulated recalls, classroom observations, videotaping of classes and documents such as participants' curricula vitae, course syllabi and class handouts. In total, Amy and John taught

³⁵ MATESOL refers to Master of Arts for Teachers of English to Speakers of Other Languages

for 9 months (or 3 quarters), which represents one academic year. Out of the 300 classes taught during this period, 49 were observed. Participants were interviewed three times every three months (beginning, middle and end of course) for approximately 60 – 90 minutes. In addition to that, their classes were videotaped twice every three months and one of these two tapes was used for stimulated recall and they shared their teaching journals with the researchers. Though the authors do not offer a definition of identity, from their methodological choices it is possible to state that they understand identity somehow similar to Tsui (2007), that is, as the result of both teachers' pedagogical practices and their narrations, as Kanno and Stuart (2011) put it

We use the term identities-in-practice to reference the mutually constitutive relationship between identity and practice. In that sense, even the discursively constructed identities are part of the identities-in-practice, as discursively constructed identities are verbal expressions of the ongoing mutual relationship between self and the practice of a teacher (p. 240).

Kanno and Stuart (2011), thus, also subscribe to a post-structuralist view of identity, in the sense that they understand identity as non-fixed and in constant negotiation through teachers' lived experiences in the classroom and the stories they tell about these experiences. Differently from Tsui (2007), however, they don't call attention to the role of agency and structure that might exist in the context of the MATESOL program.

In relation to data analysis, Kanno and Stuart draw on Lave and Wenger's (Lave, 1996; Lave & Wenger, 1991; Wenger, 1998) theory of situated learning for considering it a useful framework to explore the process of teachers' identity formation and transformation in the context of classroom practice. In addition to that, they also "paid particular attention to the matches and mismatches in the enacted and narrated identities as emerged from the different sources of data (p. 241). By way of example, I will only present Amy's experiences of

moving from being a student teacher to being a teacher. In her first quarter of teaching practice, Amy initially aligned with the students developing a good relationship with them which made her feel that they liked and accepted her. Amy also felt insecure about her knowledge of English grammar, realizing she could not solve some of her students' questions. In addition to that, by the end of the first quarter, she realized that her alignment with the students due to her lack of confidence as a teacher ended up resulting in the students' lack of commitment to the classes. Having realized and reflected about that, Amy concluded that she should be more authoritative in order to gain students' respect. In the following quarter, after reflecting on her previous experience, Amy was feeling more confident as a teacher, being still personal and friendly to the students, but firmer and less lenient. Internally, however, Amy was struggling with this new authoritative persona, she was feeling uncomfortable acting like someone different from who she was. Moreover, having observed an experienced and respected teacher acknowledging not to know the answer to a student's question but promising to bring it the next class, she started to apply this strategy in class and felt that she was gaining the students' respect. Finally, in the last quarter of teaching practice, Amy was assigned a content-based course which she was very familiar with and which she felt comfortable to teach. This time, "self-assured, Amy shifted her attention from earning enough respect from her students to facilitating students learning" (Kanno & Stuart, 2010, p. 243). Now, Amy was feeling confident and capable as a teacher.

In their careful analysis of the data, the researchers found out that the development of a teacher's identity holds a central position in teacher education programs as they could observe in the processes of Amy and John's identity being shaped by their practice and, in turn, their practice being shaped by the development of their identity. Regarding the former, identity being shaped by practice, Kanno and Stuart (2010) observed that giving the student teacher the opportunity to teach for an extended period of time contributed to the development of their teacher identity as they became more competent in basic teaching skills and were able to dedicate more time to reflecting on their teaching, they could identify what is important in their teaching and

focus on improving it and they could realize that acquiring deep knowledge of subject matter helped them feel more competent and confident as a teacher. Correspondingly, their practice also began to be shaped by their teacher identity being constructed. Having gained more experience, confidence and awareness of themselves as teachers soon reflected in their pedagogical decisions and in the relationship they had with their students. Undeniably, Kanno and Stuart's (2010) analysis of the process of identity formation of two ESL teachers brings valuable contributions to a deeper understanding of language teacher's identity formation. Nevertheless, a shortcoming of their research refers to the fact that issues such as agency and power relations, which is crucial to a more thorough comprehension of teacher identity formation, as shown by Tsui (2007), was not dealt with.

2.4.3 Assis-Peterson and Silva (2010)

A last study I would like to review is that of Assis-Peterson and Silva (2010) who proposed to investigate the process of Liana's professional identity construction, a recently graduated teacher in her first year and a half experience as a primary and high school English language teacher in a public school in the outskirts of Cuiabá, in the state of Mato Grosso, Brazil's central-west region. Assis-Peterson and Silva's (2010) combination of different theoretical frameworks serves as a base for her methodological choices. The authors draw on Connelly and Clandinin (1999) concept of teacher professional identity as stories in which they are based to make sense of their experiences and of themselves, and on Sfard and Prusak (2005) who define identity as "a set of reifying, significant, endorsable stories about a person" (p. 1). Also, the authors understand teachers' identity construction as located in the tension between agency and structure, in which the former refer to "people's capacity of empowered and autonomous actions"³⁶ and the

³⁶ In the original "à capacidade das pessoas para ações empoderadoras e autônomas (...)" (Ecclestone, 2005, p. 125, cited in Assis-Peterson & Silva, 2010, p. 151).

latter “to constrictive factors independent of people’s wills, such as race, class, economic or material conditions”³⁷ (Ecclestone, 2005, p. 125, cited in Assis-Peterson & Silva, 2010, p. 151). Moreover, Assis-Peterson and Silva (2010) agree on the idea of identity as “contextual, relational, multifaceted, dynamic, contradictory, heterogeneous, incomplete and in constant flux”³⁸ (p. 147). Finally, referring to the work of the teacher, they state that

it demands continuous negotiation of identity, understood here as the construction of the professional *I*, which evolves over the course of the teaching career and can be influenced by the school, reforms and political contexts. It “involves a personal commitment, availability to learn and teach, beliefs, values, knowledge on the subjects being taught and how they teach them, past experiences, as well as professional vulnerability itself”³⁹. (Assis-Peterson & Silva, 2010, p. 147, citing Lasky, 2005 apud Marcelo, 2009, p. 112).

Based on these ideas, Assis-Peterson and Silva (2010) opt for narrative inquiry as means for data generation, gathering four different types of narratives. Two of them were produced while the participant was still a graduate student and consisted of a) Liana’s autobiography about her English learning process written for the Psycholinguistic

³⁷ In the original “a fatores constritores alheios à vontade dos sujeitos, como classe, gênero, raça e condições econômicas e materiais.” (Ecclestone, 2005, p. 125, cited in Assis-Peterson & Silva, 2010, p. 151).

³⁸ In the original “a identidade é vista como contextual, relacional, multifacetada, dinâmica, contraditória, heterogênea, incompleta, em constante fluxo.” Assis-Peterson & Silva, 2010, p. 147).

³⁹ In the original “O trabalho do professor demanda uma contínua negociação de identidade, entendida aqui como a construção do “si mesmo” (*self*) profissional que abarca “o compromisso pessoal, a disposição para aprender a ensinar, as crenças, os valores, o conhecimento sobre a matéria que ensina, assim como sobre o ensino, as experiências passadas, a vulnerabilidade profissional.” (Assis-Peterson & Silva, 2010, p. 147, citing Lasky, 2005 apud Marcelo, 2009, p. 112).

discipline in 2006 and b) her self-reflections about her performance during the teaching practicum for the Applied Linguistics discipline in 2007. The other two narratives were collected in 2009 when she was already an English teacher in the public school and consisted of a retrospective report where she should write about her experiences as a teacher in a public school followed by a semi-structured interview.

For data analysis, Assis-Peterson and Silva (2010) drew on the constructs from their theoretical framework such as actual identity and designated identity⁴⁰ (Sfard & Prusak, 2005 cited in Assis-Peterson & Silva, 2010), assigned identity and claimed identity⁴¹ (Buzzelli & Johnston, 2002 cited in Assis-Peterson & Silva, 2010) and agency and structure (Billet, 2004 cited in Assis-Peterson & Silva, 2010) in order to gain a deeper understanding of Liana's "(non) action and reactions (in face of her students, her co-workers, the public school context and the pathways of her professional trajectory) as well as her educational practices which contributed to shape her professional identity" (p. 154). Similarly to Tsui (2007) previously presented, it was possible to notice in Liana's narratives the complexities involved in her professional identity (re)construction. In the beginning of her experience as a teacher in the English course offered at the university where she was still a student at the English program, her designated identity (a friendly teacher who seeks to develop a positive relationship with the students)

⁴⁰ According to Sfard and Prusak (2005), actual identity "consists of stories about the actual state of affairs, and (...) are usually told in present tense and are formulated as factual assertions." (p. 16). Designated identity, in turn, is "composed of narratives presenting a state of affairs which, for one reason or another, is expected to be the case, if not now then in the future (...). Designated identities are stories believed to have the potential to become a part of one's actual identity." (p. 16).

⁴¹ According to Buzzelli and Johnston (2002 cited in Assis-Peterson & Silva, 2010), claimed identity refers to the identities individuals recognize or assert to themselves while assigned identity refers to the identities attributed to individuals by the others.

found fertile soil to flourish as her actual identity, realized in her pedagogical practices and her relation with the students. As soon as she started to work in the public school, however, conflicts with the students and the very school pedagogical philosophy made her claimed identity (friendly, communicative approach teacher) collide with her actual identity (friendly with positive relationship with the students). In the public school, she found no space to conduct communicative classes because of students' posture towards the English classes, and in addition to that she had to face a new identity assigned to her by the students, that of either a silly or rude teacher. Amidst all these conflicts, Liana tried to align with the school pedagogical philosophy, but this alignment only brought her a feeling of contradiction with her claimed identity and frustration, leading her to give up on being a teacher and pursue another profession.

In analyzing the three studies, it is possible to notice that the authors share a similar understanding on the concept of identity, aligned to the poststructuralist approach previously discussed. Regarding methodology, however, they present some differences. On the one hand, in Tsui's (2007) and Assis-Peterson and Silva's (2010) study, which adopts narrative inquiry based on Connelly and Clandinin's (1999) idea of identity as 'stories to live by', data was generated through their participant's storytelling, reflective diaries and conversations with the researcher (in the case of the former) and autobiography, self-reflections and retrospective report (in the case of the latter), where the participant's biography and stories of their past and present professional experiences were presented. The two studies also take into consideration the role that agency and power relations play in the participant's construction of their professional identity. Both studies however, do not count on observations in locus of their participant's teaching practices which might elicit important information for the comprehension of identity formation as it did in Kanno and Stuart's (2010) study. In Kanno and Stuart's (2010) study, on the other hand, data generation was based mainly on the participants' immediate context, such as classroom observation, videotaping of classes, interviews during the MATESOL program. In addition to that, though participants' stories (in the form of

teaching journals and interviews to reflect on their teaching) were included, these stories did not encompass any biographical information of participants. Also, the authors do not look at agency and power relations. As Tsui (2007) and Assis-Peterson and Silva (2010) have shown, these are factors that in fact play a role in teachers' professional identity construction. It is also important to point out that as their theoretical framework, Tsui (2007) and Kanno and Stuart (2010) draw on Wenger's (1998) social theory of learning for whom identity construction is the learners' fundamental project as they engage in practice. In this sense, in their study both authors make the decision to focus on their participants' practices in order to understand the process of their identity construction, even though Tsui (2007) focused only on the practice that her participant narrated, not on the practices that he lived day-to-day. Assis-Peterson and Silva (2010) on the other hand, draw on Sfard and Prusak (2005), Billet (2004) and Ecclestone (2007) for whom, respectively, identities are reifying, significant, endorsable narratives and are located in the tension between agency and structure. In this sense, the authors make the decision to focus on the stories told by the participant regarding her personal life, professional education and teaching experiences in order to understand the process of her identity construction.

As I have already stated, the three studies, each with its methodological choices and theoretical support, bring valuable contribution to a deeper understanding of the process of language teachers' identity construction. However, I agree with Varguese et al (2005) when they argue that "any one theory limits one's perspective on language teacher identity" and that "an openness to multiple theoretical possibilities (...) allow us to keep in mind the complexity of what we are studying" (p. 38). Therefore, in the present study I attempt to gain a deeper understanding of the different issues that participate in the complex process of additional language teacher identity construction at a federal institution of professional and technological education by resorting to multiple theoretical frameworks. One of them is that proposed by Wenger's (1998) social theory of learning for whom

identity construction is the learners' fundamental project as they engage in practice. The other comes from Gee (2000-2001) who understands identity as constituted in an individual's specific experiences within specific discourses and his/her own narrativization of it, which allows him/her being recognized as a certain kind of person in a given context. Contributions also come from Connelly and Clandinin (1999), Clandinin and Connelly (1995, 1996) who understand teachers' professional identities as narrative constructions that take shape as life unfolds and which are composed by stories teachers live and tell. In addition to that, considering the role that agency, structure and power relations play in the participant's construction of their professional identity, this study also resorts to the contributions of Coldron and Smith, 1999; Billett (2004), Billett and Pavlova (2005) and Billett et al (2006) in order to look at the ways in which such issues is reinforced by discourse and how the participant teachers position themselves in face of them.

2.5 Research on teacher identity in the context of federal institutions of professional and technological education

Pena (2011) states that, regardless of the historical expansion of professional and technological education in Brazil, this context is marked by the scarcity of investigations which look for a better understanding of the elements involved in teacher education in this modality of teaching. In the same way, contrary to the increasing number of research on additional language teacher identity in the context of public schools, universities and language teacher education programs, studies in the context of federal institutions of professional and technological education remain rare. On a search for studies addressing this issue, I found four papers which have been presented in international and national meetings about education and teaching practices (Paiva, 2012; Cortez & Sá, 2012; Silva & Fidalgo, 2012; Silva, Cardoso, Lopes and Lula, 2014), one master thesis (Beja, 2013) and one doctoral dissertation (Silva, 2014), none of them related specifically to language teacher identity specifically. Cardoso (2012) was the only study in the area of additional language teaching and learning which mentioned the topic of teacher identity. In a quick analysis of these

studies, I could notice that they are divided into two main categories: studies which looked at how teachers' identities were constituted in the governmental official documents (Silva & Fidalgo, 2012; Silva et al, 2014; Silva, 2014) and studies which looked at how initial teacher education contributed to the construction of teachers' identities (Paiva, 2012; Cortez & Sá, 2012; Beja, 2013)

Regarding the first category, Silva and Fidalgo (2012), in the paper *Teachers' Professional Identity of Secondary Technical Education from Cefet-MG*⁴², aim at understanding how teacher identity is represented in the governmental policies for teacher education. The authors analyzed documents referring to the history of professional education, administrative and curricular reforms in the context of Cefet-MG and current legislations. They concluded that both historically and currently the policies for technical and professional teacher education have represented these teachers as tasks applicators and not as scientists and educational researchers. Similarly, Silva et al (2014), in their paper *Teacher Identity in Federal Institution of Education: What official documents reveal*⁴³, also aim at analyzing how teacher's identities from professional and technological education are represented in official documents, such as the Law of Directives and Bases of National Education⁴⁴, the Law of Creation of Federal Institutes of Education, Science and Technology⁴⁵ and the Resolution which offers the National Curricular Directives for Secondary Technical Professional Education⁴⁶.

⁴² My translation for 'Identidade Profissional dos Docentes de Ensino Técnico do Cefet-MG'

⁴³ My translation for 'Identidade Docente nos Institutos Federais de Educação: O que revelam os documentos oficiais'

⁴⁴ My translation for 'Lei de Diretrizes e Bases da Educação Nacional' – Lei 9.394/96.

⁴⁵ My translation for 'Lei de Criação' - Lei 11.892/2008 institui a Rede Federal de Educação Profissional, Científica e Tecnológica, cria os Institutos Federais de Educação, Ciência e Tecnologia.

⁴⁶ My translation for 'Resolução N° 6, de 20 de setembro de 2012', define Diretrizes Curriculares Nacionais para a Educação Profissional Técnica de Nível Médio.

They found out that the context of technical and technological education lacks research and documents that help to delineate teachers' identity and that current official documents express a moment of transition from a technicist view of education to a view that values the autonomy of individuals. Another contribution comes from Silva (2014) who, in her doctoral research, aimed at gaining a deeper understanding of secondary technical and professional teacher education through the analysis of official documents (such as Directives for Basic Education⁴⁷, Directives for Secondary Education⁴⁸, Directives for Secondary Technical Education⁴⁹ and Directives for teacher education⁵⁰) in order to contribute to the construction of a teacher identity capable of articulating students' education not only for the world of work but also for life. The author concluded that, based on the official documents, the identity of teachers who work in secondary technical professional education is constructed to meet the interests of the market and that this logic must be broken in order to construct a teacher identity committed to the full emancipation of subjects. For all three studies, the process of identity formation is historically, socially and culturally based. In this sense, based mainly on the work of Dubar (1999) and Castells (1999), the authors understand that identity is constructed from the material conditions present in particular social contexts and from social relations that are permeated by power struggles, all of which can have their meanings modified as people change their views of the world and of themselves together with social transformations.

Regarding studies which looked at how initial teacher education and pedagogical practices contribute to the construction of their identities, there are Paiva (2012), Cortez and Sá (2012) and Beja (2013). In her paper, Paiva (2012) proposes to understand how technical education teachers from the Federal Institute of Pernambuco constitute their identities articulating knowledge acquired from initial teacher

⁴⁷ My translation for 'Diretrizes para Educação Básica'

⁴⁸ My translation for 'Diretrizes do Ensino Médio'

⁴⁹ My translation for 'Diretrizes da Educação Profissional Técnica de Nível Médio'

⁵⁰ My translation for 'Diretrizes para formação de professores'

education with knowledge acquired from their pedagogical practices. Based on Pimenta (2002) – who argues that teacher identity is both epistemological and professional, constituted in the initial and continued education, in the collective and personal experiences and in the knowledge and understandings acquired from teaching experiences in the school – Paiva (2002) opted for generating data from interviews about the participants' life histories. The author found out that the constitution of teachers' identities is directly related to the experiences lived in the family, in the school, in the personal and social references, in the pre-professional activities and, predominantly, in the teaching practices in the school context. In another paper, Cortez and Sá (2012) proposed to investigate the construction of teacher identity in the undergraduate course of Physics at Federal Institution of Maranhão. According to them, the reason for carrying out the study refers to the high rates of evasion and lack of interest on the part of the remaining students in becoming a teacher. Data was generated from a questionnaire and a semi-structured interview with the 8 teachers and 16 students of the aforementioned course. Similarly to Paiva (2012), Cortez and Sá (2012) draw on Pimenta's (2002) understanding of teacher identity. Results point to a depreciation of the teaching profession on the part of students, leading to an increasing lack of interest in pursuing a career as a teacher and an overvaluation of activities related to research. Regarding the teachers, the authors found out that they consider extension and research activities as well as interdisciplinary teaching as important factors to the construction and/or strengthening of teachers' identities. Cortez and Sá (2012) observe that the recognition of teachers' identity construction as connected to personal, social, contextual and pedagogical matters positively influence the solidification of teacher education programs⁵¹ as educational spaces. A last study I would like to present is that of Beja (2013), in which she proposes to investigate the process of identity construction that has been experienced by undergraduate students of Chemistry from the Federal

⁵¹ My translation for 'Cursos de Licenciatura'

Institution of Rio de Janeiro. Data was generated through reflexive diary of four students during the third term in the discipline of Didactic⁵² and during the fifth term in the Practicum discipline⁵³. The author analyzed the participants' discursive construction of their teacher identity, paying attention to the voices present in their discourse, the participants' reflection on their pedagogical practices, the experience they had in Pibid⁵⁴ and in the pre-service teacher training and the identification processes experienced by them during their formative path. Beja (2012) also draw on Pimenta (2000) for whom teachers are sociocultural subjects who construct their professional identity based on many references, such as their school trajectory and the experiences lived as students. Beja (2013) found out that the participants identified differently with the role of the teacher (the teacher as a mediator in the teaching process and the teacher as a guide and a missionary), their discursive constructions dialogued with different resources of knowledge (the pedagogical knowledge taught during the undergraduate course and the pedagogical practices of teachers prior to the course) and all of them agreed on the importance of the teaching practice as a crucial moment to reflect about the relationship between theory and practice.

The only study in the area of additional language teaching and learning which mentioned the topic of teacher identity was that of Cardoso (2012). In her study, the author aims at investigating a) whether ESP teachers from Federal Institution of Bahia critically discuss with their students' intercultural aspects present in the didactic material during their pedagogical practice, b) how these teachers deal with the students' cultural difference and the stereotypes presented by them and c) what are the possibilities to work with ESP from an intercultural perspective. Data was generated from semi-structured questionnaires applied to 2 English teachers and 25 students and observation of two classes of each teacher. Cardoso (2012) found out that the ESP teachers' discussion of cultural aspects present in the materials was only superficial, limited to the identification of cultural differences and

⁵² My translation for 'disciplina de Didática'.

⁵³ My translation for 'Estágio Supervisionado'.

⁵⁴ Programa Institucional de Bolsa de Iniciação a Docência

lacking a critical debate about these differences. In addition to that, the teachers did not seem prepared to deal with their own students' cultural differences and the stereotypes presented by them. Finally, the researcher offers a list of suggestions to help the English teachers develop a more culturally sensitive pedagogical practice in order to help their students develop intercultural competence. Regarding teacher identity, specifically, Cardoso (2012) states that it is vital to discuss about the relationship between culture and identity when talking about the intercultural approach to language teaching and learning. Taking the view of identity as unstable, multiple and fluid, the author agrees with Maher (2007) when she states that

In addition to cultural identities not being uniform or fixed, what happens in the classroom is not the simple juxtaposition of cultures. On the contrary, the cultural identities present in it (both of teachers and students) stumble into each other all the time, changing and influencing themselves continuously, which makes the contemporary school not the place of "biculturalisms" but of "interculturality"⁵⁵ (Cardoso, 2012, p. 54 citing Maher, 2007, p. 89).

However, even though Cardoso (2012) recognizes that the construction of the professional identity of the English teacher can be influenced by the myriad of different cultural identities present in the classroom and in the school as a whole and by the cultures of the language he/she teaches, it was not within the scope of her study to

⁵⁵ My translation for "Além de as identidades culturais não serem uniformes ou fixas, o que ocorre na sala de aula não é a simples justaposição de culturas. Ao contrário: as identidades culturais nela presentes (tanto de professores, quanto de alunos) esbarram, tropeçam umas nas outras o tempo todo, modificando-se e influenciando-se continuamente, o que torna a escola contemporânea não o lugar de "biculturalismos" mas de "interculturalidades". (Cardoso, 2012, p. 54 citing Maher, 2007, p. 89).

observe the process of teachers' identity construction as influenced by these factors.

As I had no references of studies investigating the process of additional language teacher identity construction in the context of professional and technological education, the ones briefly reviewed above were useful to show me, for instance, how official documents related to professional and technological education such as those analyzed by Silva and Fidalgo (2012), Silva et al (2014) and Silva (2014) can impact on the construction of teachers' identity. Although it was not within the scope of the present study to include an analysis of official documents, the studies reviewed above were relevant in showing that most teacher education programs around Brazil are not preparing teachers adequately to work confidently and resourcefully in that specific modality of education. This observation, therefore, corroborates even more the importance of studies investigating the context of professional and technological education in order to provide teacher education programs with information of the teachers' current needs, which is also the aim of the present study.

Finally, as I have stated in the introductory chapter, the scarceness of studies investigating the process of additional language teacher identity construction in the context of a federal institution of professional and technological education was one of the many reasons that motivated me to carry out this study. Another relevant reason was my eagerness to better understand the principles involved in the English for Specific Purposes (ESP) teaching, an approach broadly adopted in federal institutions by English language teachers which was practically unfamiliar to me and which led me to reflect about my identity as an English teacher as soon as I started working at IFSC. Thus, in the next session I present a brief overview of the origins and developments of ESP.

2.6 Overview of the origins and developments of the ESP approach

Contrary to what many people would imagine, the teaching of languages for specific purposes is not a recent activity. According to Dudley-Evans and St. John (1998), this practice dates back to the Greek

and Roman empires, where some Romans would learn Greek for academic purposes just like, during the Middle Ages, Latin used to be taught for the same purpose. More recently, Hutchinson and Waters (1987) argue that ESP is a phenomenon that grew out of a combination of factors, three of them in particular being responsible for the emergence of this approach which led to increasing specialization in language teaching: the end of the Second World War and developments in the field of linguistics and in educational psychology.

Regarding the first factor, Hutchinson and Waters (1987) state that the end of the Second World War in 1945 led to a worldwide expansion of scientific, technological and economic activity which gave rise to a world dominated and connected by technology and commerce. In face of this new moment, there was the need for the establishment of an international language that served the purposes of the new economic trend. Due to the United States' economic power after the war, the English language fulfilled that necessity. As a result, the demand of all sort of professionals for learning English increased enormously, and these learners had a very specific profile: they knew exactly what they needed English for. In addition to that, the Western investments in countries rich in oil as a result of the Oil Crisis in the 1970s turned the teaching and learning of English for the purposes of the market a big business.

In relation to the second factor, Hutchinson and Waters (1987) explain that at the same time as that the demand to learn English for specific purposes was growing, the focus of study in the field of linguistics, influenced by Widdowson's (1978) ideas, shifted from the description of the rules of the language to the investigation of the ways in which the language people speak and write differ according to the context of use, i.e., the focus shifted to the ways in which language is used in real communication. This finding resulted in considerable changes in the area of English language teaching where the needs of a particular group of learners could be determined through an analysis of the linguistic features of this group's area of work or study. Such

features would then become the basis for the design of their course. As Hutchinson and Waters (1987) put it, “‘tell me what you need English for and I will tell you the English that you need’ became the guiding principle of ESP.” (p. 8).

The last factor refers to the developments in educational psychology which, according to Hutchinson and Waters (1987), were influenced by Rodger’s (1969) ideas concerning the central position of learners and their attitudes to learning. Likewise the previous moment, such developments reflected in the area of English language teaching where the learners’ individual differences in terms of interests and needs would serve as the basis for the design of their course. In this line of thought, the assumption was that if teachers used texts from the specialist area of the learners he/she would be meeting their needs and interest, increasing their motivation to learn and, this way, learning would take place faster and more efficiently.

Concerning the developments through which ESP has undergone, Hutchinson and Waters (1987) calls attention to five developmental stages which have taken place at different moments in different places around the world. They are: *register analysis*, *discourse analysis*, *target situation analysis*, *skills-centred approach* and *learning-centred approach*. The first stage, *the register analysis*, took place during the 1960s and early 1970s and consisted in identifying the grammatical and lexical features of the register of the specialist area of the learner and developing a course syllabus based on this features in order to meet the learners’ needs. The second stage of ESP, *the discourse analysis*, took place in the 1970s and was characterized by a shift of focus on the structure of language, i.e., on the composition of sentences to a focus on how these sentences are used in discourse to produce meaning. During this period then, the identification of organizational patterns of texts and the linguistic features of such patterns would serve as the base for the ESP course syllabus. The following stage, *the target situation analysis*, is based on the premise that the purpose of the ESP course is to enable learners to perform adequately in the target situation and focused primarily on the learners’

needs by identifying the linguistic features present in the situations for which they are learning the language. Based on cognitive theories of learning, the fourth stage, *the skill-centred approach*, was characterized by a focus not on linguistic features as did the previous stages, but on the thinking processes that underlie language use. As Hutchinson and Waters (1987) put it “The focus should rather be on the underlying interpretive strategies which enable the learner to cope with the surface forms, for example, guessing meaning of words from context, exploiting cognates (...)” (p. 12). It is interesting to mention that it was during this stage that research on the ESP approach started to be carried out and gain more prominence in Brazil. Finally, in the last stage of development in ESP, *the learning-centred approach*, the focus shifted from a focus on what people do with language to a focus on the processes of language learning, i.e., a focus on learners’ individual differences, needs and motivations.

In Brazil, the ESP approach appeared in the late 1970s as a response to a number of factors which reflected the need for the creation of a center of excellence in ESP which could provide various kinds of support to Brazilian universities (Celani, Holmes, Ramos and Scott, 1988; Ramos, 2009). One of the factors regarded the large number of teachers who, at that period, were taking the Master course in Applied Linguistic at PUC - SP⁵⁶ and expressed their need for becoming more knowledgeable in ESP since they did not feel comfortable and confident enough to use this approach but that, at the same time, there was an increasing demand for ESP in the various departments in their universities. Another factor regarded the low prestige of ESP teaching as compared to the teaching of English and related literature in the Letras courses. Thus, these factors added to the increasing number of requests for advice on designing and implementation of ESP courses in universities around Brazil led Maria Antonieta Alba Celani, coordinator of the Applied Linguistics Programme at PUC-SP back then, to propose

⁵⁶ Pontifícia Universidade Católica de São Paulo

the Brazilian ESP project⁵⁷ that could address those emerging demands (Celani et al, 1988; Ramos, 2009). The first step taken towards the establishment of the project was to conduct a needs analysis to learn the paths the project should follow. This way, from 1977 to 1979, professor Celani together with Maurice Broughton, an ESP visiting professor from British Council, initiated a series of visits to twenty universities around the country which had accepted to participate. The goal of the visits consisted, among other things, of learning about the availability of resources and facilities, number of teachers and students as well as the disciplines that were interested in ESP learning, attitude to ESP, etc. As a result, they found out that the project should revolve around teacher development, material design and, most importantly, the teaching of reading skills for students and professors/researchers who had to read academic texts (Ramos, 2009). The next stage, marked by the arrival of three specialists from United Kingdom (John Holmes, Mike Scott and Tony Deyes) in the end of 1980, was the organization of a national seminar with the national and local coordinating team of each university in order to discuss and define policies and work to be done in the following years. This way, from 1981 and 1989 a number of seminars was held around the country in most participating universities and, from 1985 on, also in federal technical schools⁵⁸ with the objective to exchange ideas and experiences related to ESP and develop guiding principles for the work of teachers. As a result of all this effort, materials in the form of resource packages, self-assessment activities, standard reading activity and others were produced, in addition to the foundation of the Centre for Research and Information on Reading⁵⁹ (CEPRIL) at PUC-SP responsible for “collecting and disseminating materials throughout the country, helping teachers in materials writing and giving them feedback. (...) serve as a channel of communication for

⁵⁷ In Portuguese this project is called “Projeto Nacional Ensino de Inglês Instrumental”.

⁵⁸ All Federal Technical Schools became Federal Institutions of Education, Science and Technology after the creation of the Federal Network of Professional and Technological Education, according to the Law 11,892 / 2008.

⁵⁹ My translation for Centro de Pesquisas, Recursos e Informação em Leitura.

teachers who were separated by immense geographical distances” (Ramos, 2009; p. 7). Though the official support to the project finished in 1990 together with the departure of the visiting professors from UK, teachers and professors from different universities have been working to offer an annual seminar on ESP which still takes place in the present days.

Having presented a brief overview of the origins and developments of ESP in Brazil and abroad, I would like to call attention to the fact that ESP is an umbrella term that covers many other types of ESP, all of which stem from the same main branch of language teaching (Hutchinson & Waters, 1987; Robinson, 1991). The types of ESP are distinguished based on learners’ specialist area and whether they will use English for academic or work/training purposes. Concerning the distinction of ESP based on learners’ specialist area, Hutchinson & Waters (1987) present three types of ESP, namely *English for Science and Technology* (EST), *English for Business and Economics* (EBE) and *English for Social Sciences* (ESS). Regarding students’ purposes to learn English, Hutchinson & Waters (1987) and Robinson (1991) mention *English for Academic Purposes* (EAP) and *English for Occupational Purposes* (EOP). According to Brunton (2009), there are a myriad of other subdivisions and a bunch of new ones being added to the list every year and this is due to market forces, theoretical renewal, globalization and mobility of the world’s workforce and “greater awareness amongst the academic and business community that learners’ needs and wants should be met wherever possible” (p. 2).

Brunton (2009) states that the definition as to what exactly ESP is was a source of contention from its very outset which still gives rise to debates among ESP scholars in the present days. Hutchinson and Waters (1987) propose to define ESP by stating what ESP is not: “ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material” (p. 18). Rather, the authors continue “it is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”

(p. 19). A more detailed view of ESP is offered by Dudley-Evans and St. John (1998), who apply absolute and variable characteristics to explain it. Concerning the former, the authors state that “1) ESP is defined to meet specific needs of the learners. 2) ESP makes use of underlying methodology and activities of the discipline it serves. 3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre” (p. 4 cited in Brunton, 2009, p. 2). Regarding the latter, they state that

1) ESP may be related to or designed for specific disciplines. 2) ESP may use, in specific teaching situations, a different methodology from that of General English. 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level 4) ESP is generally designed for intermediate or advanced students. 5) Most ESP courses assume some basic knowledge of the language systems. (Dudley-Evans & St. John, 1998, p. 4 cited in Anthony, 1997a, p. 2)

Finally, Robinson (1991) corroborates Dudley-Evans and St. John’s (1998) characterization of ESP by stating that an ESP course is oriented to the learners’ goals, it is designed based on an analysis of learners’ needs, the learners are more likely to be adults though this is not a general rule and more important than the use of specialist language and content is the selection of specialist and appropriate activities which are or will be part of learners’ target situation.

In the Brazilian context, for instance, some myths were created as to what ESP consisted of, such as: “ESP is reading”, “ESP is monoskill”, “In ESP courses the use of dictionaries is not allowed, grammar is not taught, and Portuguese has to be used in the classroom” and “ESP is technical English” (Ramos, 2009, p. 12). According to Ramos (2009), these myths originated from the very nature of the needs identified for the development of the Brazilian ESP project described above and also because of the methodology and the specific contents that were developed during its implementation. As a matter of example,

the needs analysis carried out for the Brazilian ESP project pointed reading as the only skill students and researchers had urgency to develop. In addition to that, at that time the underlying principles adopted for the development of reading skills “were based on the belief that cognitive and linguistic difficulties should be eased and/or balanced during the learning process by making up the most of students’ previous knowledge” (Ramos, 2009, p. 12). There is also the increasing number of material production focused on domain-specific subjects (e.g. the English of for the Telecommunication, English for Chemists, etc.) and the participation of Technical schools in the Brazilian ESP project which might have led to the association of ESP with purely technical English. Ramos (2009) emphasizes the importance of deconstructing these myths once they totally ignore a fundamental tenet of the ESP approach, the needs analysis, as what is specific and adequate for a group in a particular context may not be for a different group in a different context. To this regard, Celani (2008, 2009) calls attention to the need to redefine the concept of needs, a redefinition that expands the concept to include an understanding of the social context as determinant of the needs and whose focus lie in helping learners develop basic skill for well-defined purposes, bearing in mind the social function of the foreign language in the Brazilian context, English in particular.

Bearing in mind what ESP is and what it is not, how should an ESP course be designed and what is the role of the teacher? According to Hutchinson and Waters (1987), course design is a very important task of the ESP teacher who should start by asking him/herself a wide range of questions, general and specific, practical and theoretical, whose answers will provide him/her with the necessary information as for which step to take (analysis of the need for the course). In addition to that, it is also imperative that the teacher analyses what the learner needs to do in the target situation (analysis of the target needs) and what the learner needs to do in order to learn (analysis of the learning needs). In the table below it is possible to see Hutchinson and Waters’ (1987) suggestions of questions whose answers can serve as the basis for the ESP syllabus elaboration, material production, classroom teaching and

evaluation. Table 1 presents the three areas that should be taken into consideration by the teacher for a more complete needs analysis.

Analysis of the need for the course
Why does the student need to learn?
Who is going to be involved in the process?
Where is the learning to take place?
When is the learning to take place?
What does the student need to learn?
How will the learning be achieved?
Analysis of the target needs
Why is the language needed? (for study, work training?)
How will the language be used? (what medium, channel, type of text?)
What will the content areas be? (what subject, level?)
Who will the learner use the language with? (native/non-native, relationship?)
Where will the language be used? (what physical setting, human/linguistic context?)
When will the language be used? (concurrently/subsequent to the course? How often?)
Analysis of the learning needs
Why are the learners taking the course? (compulsory, optional, status)
How do the learners learn? (learning background, concept of teaching and learning)
What resources are available? (teachers' professional competence/attitudes to ESP)
Who are the learners? (age, sex, nationality, background knowledge, interests)
Where will the ESP course take place? (look at the surroundings)
When will the ESP course take place? (period of the day, how often)

Table 1: Framework for Needs Analysis (Adapted from Hutchinson & Waters, 1987, pp. 21-22, 59- 63).

Concerning the role of ESP teachers, Robinson (1991), for instance, prefers to use the term ESP practitioner once they “generally have a great variety of often simultaneous roles – as researchers, course designers, materials writers, testers, evaluators, as well as classroom teachers” (p. 1). To this regard, the author states that ESP practitioners need training in order to perform all these functions and need also some knowledge or at least access to information related to the learners’ specialist area, and for that teachers might benefit from working closely with field specialists. If team working is not possible, then Anthony (1997a) suggests that teachers work collaboratively with the students who are usually more familiar with the content of their field of study. In addition to that, Hutchinson and Waters (1987) state that the teachers’ current state of knowledge is what should define which materials to use and, in this sense, if teachers lack confidence or feel unable to work with highly specialized texts, they should not use them. Ultimately, ESP teachers should develop an interest in the specialist area of their learners and learn with them. As Hutchinson and Waters (1987) put it, “the ESP teacher should not become the teacher of the subject matter, but rather an interested student of the subject matter” (p. 163).

Finally, with reference to training and professional education of ESP teachers, some authors agree on the scarcity of teacher education programs devoted to the ESP approach and argue that only a reduced number of teachers who have come to work with ESP have received specific education (Basturkmen, 2010; Belcher, 2006; Hutchinson & Waters, 1987; Robinson, 1991; Vian Jr, 2015). Basturkmen (2010), for instance, has presented some studies carried out in 1997 which investigated the state of ESP teacher education in United States and United Kingdom. The author calls attention to the low number of MATESOL programs that specialize in ESP offered in these countries and only a relatively higher number of universities which offered a course in this topic. In Brazil, Vian Jr (2015) argues that the ESP teacher is very rarely mentioned in recent literature on language teacher education. This is particularly worrying considering that the ESP teacher, according to Ramos (2005), has his/her role modified once,

besides his/her functions in the classroom, s/he must also be a researcher, a designer and a creator and evaluator of didactic materials. Similarly, regarding the many functions expected from an ESP teacher, Belcher (2006) adds “combined needs assessor, specialized syllabus designer, authentic materials developer, and content-knowledgeable instructor, capable of coping with a revolving door of content areas relevant to learners’ communities.” (p. 139).

Vian Jr (2015) contends that, even though the Brazilian ESP project gave primacy to ESP teachers’ development, outside the context of the project research on ESP teacher education remains rare. In my point of view, this scarcity of research contributes to the maintenance of two crucial problems that haunts the vast majority of English teachers who come to work with ESP, at least in the Brazilian context: a) the lack of an appropriate space in the Letras course curriculum which offer prospective teachers the opportunity to receive initial teacher education which is equally relevant for the general English teacher and the ESP teacher, and b) the feeling of inadequacy, anxiety, fear and lack of confidence all caused by lack of knowledge and experience in relation to the ESP approach. In face of this context and based on my own experience as a new comer both to ESP teaching and to an institution of professional and technological education, in this study I also look at how this new scenario participate in the process of English language teachers’ professional identity (re)construction at IFSC.

2.7 How identity is understood in the present study

Along this chapter I have proposed to present a discussion of the origins and developments of research on identity and language teachers’ identity. In doing so, I have historically located the emergence of interest in investigating identity and presented a brief overview of how it has been conceptualized in different periods. Along the way, I have shown the shift in focus from a more deterministic view of identity to a focus on the central role that agency plays in the construction and reconstruction of identity through individual’s lived experiences and discourse practices, characteristic of a poststructuralist view of identity

(Block, 2007; Gee, 2000-2001; Hall, 1996; Trejo-Guzman, 2010; Wenger, 1998).

For the present study I affiliate to a poststructuralist approach to identity research because I am convinced that the process of language teacher professional identity construction can only be understood in its complexity if examined through a more socially sensitive lens, which take into consideration the uncompleted, relational and experiential nature of identity (Gee, 2000-2001; Hall, 1996; Wenger, 1998;) and the role that agency and power relations play in the process of identity construction (Billett, 2004; Billett & Pavlova, 2005; Billett et al, 2006 and Coldron & Smith, 1999). My positioning is based on my own experience as an English teacher who witness her identity in conflict and in constant process of (re)construction and on some studies previously discussed, where it was possible to notice the many, varied and complex process involved in language teachers' professional identity construction (Assis-Peterson & Silva, 2010; Kanno & Stuart, 2011; Tsui, 2007).

In this sense, I concur with Varguese et al (2005, pp. 22-23) who present some ideas central to the concept of identity from a poststructuralist perspective. The first one is that "identity is not a fixed, stable, unitary, and internally coherent phenomenon but multiple, shifting, and in conflict". The second is that "identity is not context-free but is crucially related to social, cultural, and political context – interlocutors, institutional setting, and son on". The third and last is that "identity is constructed, maintained, and negotiated to a significant extent through language and discourse". These ideas are present (all together or separately) in the works of Assis-Peterson and Silva (2010), Connelly and Clandinin (1999), Clandinin and Connelly (1995, 1996), Gee (2000-2001), Hall (1996), Kanno and Stuart (2011), Tsui (2007) and Wenger (1998) presented along this chapter.

In this line of thought, I share Gee's (2000-2001) understanding of identity as constituted in an individual's specific experiences within specific Discourses and his/her own narrativization

of these experiences, which allows him/her being recognized as a certain kind of person in a given time and space. In addition, “The “kind of person” one is recognized as “being” at a given time and place, can change from moment to moment in the interaction, can change from context to context, and, of course, can be ambiguous or unstable” (Gee, 2000-2001; p. 100). Furthermore, I also share Wenger’s (1998) view of there being a profound connection between identity and practice once practice involves the negotiation of identities as people experience and engage with the world meaningfully as members of a community. In other words, “practice entails the negotiation of ways of being a person in that context”, thus “the formation of a community of practice is also the negotiation of identities” (p. 149). For Wenger (1998),

We define who we are by the ways we experience our selves through participation as well as by the ways we and others reify our selves. (...) by the familiar and unfamiliar, (...) by where we have been and where we are going, (...) by the ways we reconcile our various forms of membership into one identity and (...) by negotiating local ways of belonging to broader configuration of practices. (p. 149)

Thus, a central idea that permeates Wenger’s (1998) framework and which is important for the present study is that “one’s identity does not lie only in the way one talks or thinks about oneself, or only in the way others talk or think about one, but in the way one’s identity is lived day-to-day.

Finally, in addition to these authors, I also take the view of Connelly and Clandinin (1999) and Clandinin and Connelly (1995, 1996) for whom identities are narrative constructions that take shape as life unfolds and which are composed by stories teachers live and tell. The authors refer to identity as ‘stories to live by’ and, according to them, they may present different facets depending on the situation in which one find him/herself.

In summary what I have attempted to make clear in a few paragraphs regarding the concept of identity in the present study, Block (2007) does very articulately in just one paragraph when he states that

In a nutshell, (...) social scientists frame identities as socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and project in dress, bodily movements, actions and language. Identity work occurs in the company of others – either face to- face or in an electronically mediated mode – with whom to varying degrees individuals share beliefs, motives, values, activities and practices. Identities are about negotiating new subject positions at the crossroads of the past, present and future. Individuals are shaped by their sociohistories but they also shape their sociohistories as life goes on. The entire process is conflictive as opposed to harmonious and individuals often feel ambivalent. There are unequal power relations to deal with, around the different capital – economic, cultural and social – that both facilitate and constrain interactions with others in the different communities of practice with which individuals engage during their lifetimes. Finally, identities are related to different traditionally demographic categories such as ethnicity, race, nationality, migration, gender, social class and language. (p. 27).

CHAPTER III

THE METHODOLOGICAL STEPS TAKEN

We social scientists are gossips on a grand scale, interested in observing, participating with, thinking about, saying and writing the doings and goings-on of our fellow humans. (Clandinin & Connelly, 2000, p. xxii).

In this section I firstly restate the objectives of the present study and present the research paradigm that guides it. Then, I offer a description of the context of study and introduce the subjects that participated in this journey. Finally, I explain how data was collected and analyzed.

3.1 Interpretive qualitative research as a guiding principle

At this point I consider important to restate the objectives of the present study and to explain why it is located within an interpretive qualitative research paradigm. This study aims at investigating how are English language teachers' (ELT) professional identities (re)constructed, sustained and changed in the professional knowledge landscape of a federal institution of professional, scientific and technological education. In doing so, I hope to weave interpretations regarding a) the issues that emerge in the (re)construction of ELT's professional identities as they experience the *out-of-classroom* and *in-classroom place* of their *professional knowledge landscape*, b) the ways in which the participant teachers position themselves in face of such issues and c) the voices that resound in the (re)construction of their professional identities.

In light of these objectives, the research questions are:

1) What issues emerge from English language teachers' experiences in the *in and out-of-classroom places* of their *professional knowledge landscape* which participate in the (re)construction of their professional identities?

2) In what ways do teachers position themselves in face of these issues?

3) What voices resound in the (re)construction of their professional identities?

In order to explain why this study is located within the interpretive qualitative research paradigm, I consider important to briefly state what an interpretive qualitative research consist of.

According to Denzin and Lincoln (2005) qualitative research is a field of inquiry in its own right which seeks to emphasize “the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry” (p. 10). The authors posit that qualitative research involves an interpretive, naturalistic approach to the situation at hand and is multimethod in focus, deploying a number of interconnected interpretive practices in order to make the subject matter visible and gain a deeper understanding of it. Being committed to an interpretive understanding of human experience, researchers in qualitative research can “explore, catch glimpses, illuminate and then try to interpret bits of reality. Interpretation is as far as we can go” (Holliday, 2007). In interpretive qualitative research, therefore, “the researcher’s own values and personal history (...) become an integral part of the inquiry” (Dörney, 2007, p. 38).

In addition to that, even though Denzin and Lincoln (2005) recognize the difficulty in defining qualitative research clearly once it operates in a complex historical field that intersects a number of historical moments, they offer a definition of it in their *Handbook of Qualitative Research* published in 2005 which has been evolving since their first publication of the handbook in 2004. In their latest definition of qualitative research they state:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These

practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2005, p. 3).

In my research of the process of English language teachers’ professional identity (re)construction in their context of work, a federal institution of professional and technological education, the activity that I am actually engaged in is to describe the social phenomena as they take place in their natural setting (Dörnyei, 2007). Moreover, I am also engaged in exploring the social phenomena under investigation from an emic perspective, i.e., from the participants’ point of view, looking forward to learn about their subjective opinions, experiences and feelings regarding the situation being studied (Dörnyei, 2007). Therefore, having briefly presented what an interpretive qualitative research consist of and in face of the parallel drawn between the objectives this study pursues and some of the features inherent to this research tradition as presented by Dörnyei (2007), it is possible to state that the present study falls within the interpretive qualitative research paradigm.

For Denzin and Lincoln (2005), “all research is interpretive; it is guided by the researcher's set of beliefs and feelings about the world and how it should be understood and studied” (p. 22). Following this line of thought, Creswell (2007) argues that when a researcher decides to conduct a qualitative research, s/he opts for an interpretive paradigm which refers to a set of beliefs regarding ontological, epistemological, axiological, rhetorical and methodological assumptions that reflect his/her worldviews. In light of this, from the four paradigms presented by Creswell (2007), namely postpositivism, social constructivism, advocacy/participatory and pragmatism, I am in line with the social

constructivism paradigm. Social constructivism is a learning theory developed by Vygotsky (1978) for whom human learning and development occur in socially and culturally shaped contexts. For him, the different experiences people have had in varied social contexts are crucial to understand how people become what they are. In addition to that, Moen (2006) explains that for Vygotsky,

Consciousness, or the human mind, cannot be considered as a fixed category, in the sense that it can be described once and for all. Quite to the contrary, it is a category undergoing continual change and development, a change and development that occur in step with historical development and activities on the social plane (p. 3).

According to Creswell (2007), qualitative researchers who use the social constructivism paradigm are interested in understanding or interpreting the socially and historically negotiated meanings that people bring to the contexts where they live and work in their interaction with the other. In doing so, researchers are mainly interested in the ““processes” of interaction among the individuals” and they recognize “they “position themselves” in the research to acknowledge how their interpretation flows from their own personal, cultural, and historical experiences” (Creswell, 2007, p. 21).

Therefore, in opting for a social constructivist paradigm to conduct a qualitative study I am conveying my stance regarding the five philosophical assumptions (Creswell, 2007) mentioned above which lead to certain practices. Regarding the ontological assumption, which is related to the nature of reality and its characteristics, I take the position that reality is subjective and multiple and I show it in the study by presenting the voices and perspectives of the participants. As for the epistemological assumption, related to the relationship between the researcher and the participants, I go where the participants are and try to keep a close relationship with them and learn about their context as a way to better “know what they know” (Creswell, 2007, p. 18). Concerning the axiological assumption, relating to the role of values that the researcher brings to the study, I position myself in the study and

acknowledge the “value-laden nature of the information gathered in the field” (Creswell, 2007, p. 18). As Denzin and Lincoln (2005) put it, I understand that research “is an interactive process shaped by [my] own personal history, biography, gender, social class, race, and ethnicity, and by those of the people in the setting” (p. 6). Regarding the rhetorical assumption, which is related to the language/discourse to be used in writing the qualitative report, I take a more narrative and personal tone, very often using the first-person pronoun and writing the report as if it was a story. Finally, concerning the methodological assumption, the procedures I have adopted for this qualitative research “are characterized as inductive, emerging and shaped by the researchers’ experience in collecting and analyzing data” (Creswell, 2007, pp.18-19), as will be later presented when I discuss how data was generated for this study.

In summary, I have decided to carry out an interpretive qualitative research using the social constructivism paradigm because I believe that this type of research is the one which best allows me to describe social phenomena as they take place in their natural setting and to explore them from the participants’ point of view, thus having an insider view of the social processes going on in the context of study. In addition to that, once a methodological design is more flexible and sensitive to the social context in qualitative research, allowing the researcher to generate a deeper and more detailed understanding of the research context, I concluded that this type of research would allow me to make deeper interpretations and give a holistic account of how are English language teachers’ professional identities (re)constructed, sustained and changed in the professional knowledge landscape of a federal institution of professional, scientific and technological education.

3.2 Setting the scene

The present study took place at the Federal Institution of Education, Science and Technology of Santa Catarina (IFSC), in a campus located in the east of Santa Catarina state⁶⁰. As have previously stated, the reason to conduct a study in this context was born from my own personal experience of becoming an English language teacher at IFSC. I shall start the presentation of this study's context of investigation by offering a short historical overview of how it was created and transformed along the years. Such overview is relevant to be told because, as will be shown in the discussion chapter, the innumerable transformations that the school has undergone until the creation of the IFSC network have participated in the process of some of the participant English language teachers' professional identity (re)construction.

According to IFSC network's Institutional Development Plan⁶¹ (PDI), it all started in 1909 with the creation of nineteen Schools of Craftsmen Apprentices⁶² in different parts of the country, being one located in the east of Santa Catarina state. The bill of law for the creation of such schools was proposed by the Public Education Congress⁶³ during the presidency of Nilo Peçanha between 1909 and 1910, with the purpose of preparing workforce for the industry (Mafra, Cardoso and Hoff, 2007). In Santa Catarina, however, the implementation of the School of Craftsmen Apprentices did not reach its original objective (Mafra et al, 2007), offering basically primary education to less favored economic classes' children, in addition to vocational courses in drawing, typography, binding and ruling, carpentry for riverside communities, sculpture and mechanic. In 1937,

⁶⁰ As previously stated in the Introduction chapter, in order to preserve the participants' anonymity, I do not reveal the name of the campus where the study took place. Therefore I use the acronym IFSC to refer exclusively to this specific campus in the east of Santa Catarina where I conducted my investigation. Whenever I need to refer to IFSC as a whole, including the 22 campi that composes it, I use the term 'IFSC network'.

⁶¹ My translation for Plano de Desenvolvimento Institucional (PDI).

⁶² My translation for Escola de Aprendizizes Artífices

⁶³ My translation for Congresso da Instrução Pública

the name and status of the school changed to Industrial School⁶⁴ and again in 1965 to Federal Industrial School of Santa Catarina⁶⁵. The objective then was to offer basic industrial and mastery courses. Three years later, in 1968, the name changed again to Federal Technical School of Santa Catarina (ETF-SC)⁶⁶ and the school was marked by the transition of gradually extinguishing the offering of primary education to focus only on the offering of secondary technical courses, which happened in 1971. Between 1988 and 1994 new units were opened in the east and north of the state. In the beginning of 2002, a federal law transformed all Federal Technical Schools of Santa Catarina into Federal Centers of Technological Education of Santa Catarina (CEFET-SC)⁶⁷ and it started to offer higher education and specialization courses in technology, in addition to the secondary technical courses. Between 2005 and February of 2008, after the repeal of a federal law that determined that new centers could only be built in partnership with the states, the Center of Technological Education of Santa Catarina underwent its first expansion and interiorization process, resulting in the implantation of new centers in the west, south, north and east of the state. Finally, in March of 2008 a new bill of law approved by the Federal Chamber and the Senate, and sanctioned by Luiz Inácio Lula da Silva, president of Brazil back then, allowed the transformation of the Centers of Technological Education into Federal Institutions of Education, Science and Technology. In Santa Catarina, therefore, the Centers of Technological Education of Santa Catarina became Federal Institutions of Education, Science and Technology of Santa Catarina. Currently, the IFSC network counts with 22 campi spread across the state, from which one located in the east of Santa Catarina served as the context for this study. In the picture bellow it is possible to see the distribution of campi across the state.

⁶⁴ My translation for Escola Industrial

⁶⁵ My translation for Escola Industrial Federal da Santa Catarina

⁶⁶ My translation for Escola Técnica Federal de Santa Catarina (ETF-SC)

⁶⁷ My translation for Centro Federal de Educação Tecnológica de Santa Catarina (CEFET-SC)



Figure 1: Distribution of the campi across Santa Catarina state (Source: <http://www.ifsc.edu.br/campus>)

As I have previously mentioned in the introductory section, IFSC is a self-governed public institution linked to the Ministry of Education through the Technological and Professional Education Secretary (SETEC) which aims at offering professional and technological qualification and education in its different levels and modalities, aiming at the citizens' professional performance in the diverse economic sectors, specially the local, regional and national socioeconomic development (BRASIL, 2008). As such, IFSC's objectives are to offer professional and technical secondary education, vocational training courses, higher education courses, lato and stricto sensu post-graduation courses, as well as stimulate the development and conduction of research and extension projects. Currently, IFSC operates in two levels of education, namely basic and higher education. The basic level of education is constituted by 5 integrated technical courses, 12

subsequent technical⁶⁸ courses and 5 vocational training courses (FIC) while the higher education level is constituted by 11 undergraduate courses, and 3 post-graduation courses, being two specialization courses and a Masters' course, totaling 35 different courses as presented in the table below:

⁶⁸ As I have previously explained, integrated technical courses mean doing the regular secondary education together with a technical course in the same institution. Subsequent technical courses mean doing a technical course after one has completed the secondary education.

Levels of Education		Courses
Basic Education	Integrated Technical Courses	Building, Electronics, Electrotechnology, Chemistry and Sanitation.
	Subsequent Technical Courses	Surveying, Buildings, Electronics, Electrotechnology, Nursing, Computing, Automotive Maintenance, Mechanical Engineering, Environment, Meteorology, Sanitation and Workplace safety.
Higher Education	Undergraduate courses	Product Design, Industrial Electronics, Civil Engineering, Electrical Engineering, Electronic Engineering, Mechatronics Engineering, Information Technology Management, Radiology, Electronic Systems and Energy Systems, Building Construction
	Specialization courses (lato senso)	Electronic Product Development and Professional and Technological Education
	Master's courses (stricto senso)	Mechatronics
FIC	Vocational training courses	Basic Course of Orchestra Instruments, French Language - Basic 1 and 2, English Language and Radiological Protection (Module I).

Table 2: Levels of Education and respective courses at IFSC

In addition to the aforementioned levels of education and its respective courses, IFSC also offers courses as part of the National Program for Integrating Professional Education with Basic Education in the Modality of Young People and Adults Education⁶⁹ (PROEJA) and

⁶⁹ My translation for Programa Nacional de Integração Profissional com a Educação Básica na modalidade de Educação de Jovens e Adultos (PROEJA). PROEJA aims at integrating professional education into basic education, seeking to overcome the duality of manual and intellectual work, assuming work in its creative and non-alienating perspective. (MEC, n.d.)

the National Program for Access to Technical Education and Employment⁷⁰ (PRONATEC).

Concerning the organizational structure, the IFSC network is organized in multicampi structure, as shown above, and is administrated by the College of Leaders⁷¹ and the Superior Council⁷² under the presidency of the rector of the institution. As the executive body of the IFSC network, the rectory is composed of five pro-rectories⁷³, namely Pro-Rectorry of Extension and External Relations, Pro-Rectorry of Research, Post-graduation and Innovation, Pro-Rectorry of Administration, Pro-Rectorry of Teaching, Pro-Rectorry of Institutional Development, who work in partnership with a board of directors and are responsible for the implementation and development of the institution's educational and administrative policies.

In addition to that, each campus from IFSC network is directed by a principal elected by the campus' academic community. Therefore, in order to offer a clearer idea of IFSC's complex and hierarchical organizational structure, I will briefly present it making reference to the coloured circles drawn on the diagram in Figure 2 below:

⁷⁰ My translation for Programa Nacional de Acesso ao Ensino Técnico e Emprego (PRONATEC). PRONATEC aims to expand, internalize and democratize the offer of professional and technological education courses in the country. It also seeks to expand educational and vocational training opportunities for young people, workers and beneficiaries of income transfer programs. (MEC, n.d.).

⁷¹ My translation for Colégio de Dirigentes.

⁷² My translation for Conselho Superior.

⁷³ Pró-Reitoria de Extensão e Relações Externas, Pró-Reitoria de Pesquisa, Pós-Graduação e Inovação, Pró-Reitoria de Administração, Pró-Reitoria de Ensino, Pró-Reitoria de Desenvolvimento Institucional.

Connected to the Administrative Board there are the Finance and Material Management Department, the Infrastructure Department and the People Management Department⁷⁶. Connected to the Teaching Board, there are the six academic departments to which the variety of courses offered in the campus belongs. In the case of the department to which the English language teachers belong, the collegial body is composed by a representative teacher of each school subject, and they meet every two weeks for two hours to discuss about administrative and pedagogical issues, as well as pass on important messages from the principal or the rectory. As we will see later on in the discussion chapter, assuming the position of the subject representative teacher figures as a facet of the English language teachers' institutional identity participating in this study that, once experienced, they feel no longer willing to assume that position again.

Finally, the many departments connected to the board of directors are also connected to an even higher number of coordination offices (in green), resulting in a total of 30, each with a specific function within the campus. As it is possible to see, IFSC exhibits a complex hierarchic organizational structure which can prove challenging to both newcomers and professionals who already work in the institution and get involved in the process of making requirements and/or submitting projects. In order to give an example of this challenge, in Table 3 below I describe the steps a teacher must go through, which involves the articulation of different hierarchical degrees, in case s/he decides to submit a project to offer a FIC course, as was the case of one of the participant teachers in this study which will be discussed later on:

⁷⁶ My translation for Departamento de Gestão de Materiais e Finanças, Departamento de Infraestrutura e Departamento de Gestão de Pessoas.









	Step 1: Write the Pedagogic Project of the Course (PPC)
	Step 2: Send it to the Pedagogic Coordination of the campus who needs to evaluate and approve/disapprove it within 15 days
	Step 3: If the PPC has been approved, it goes to Collegial Body of the department to which the teacher belongs, where it will also be evaluated and approved/disapproved
	Step 4: If the PPC has been approved it goes to the Collegial Body of the campus who will again evaluate and approve/disapprove it
	Step 5: If it has been approved, it goes to the Collegial Body of Teaching, Research and Extension ⁷⁷ (CEPE) connected to the rectorry where, once more, it will be evaluated and approved/disapproved. In case the PPC is approved, CEPE publishes the permission for offering the course and then the teacher can request that it be offered
	Step 6: The teacher must request the resolution ⁷⁸ for the coordinator of the course in the principal's office
	Step 7: After that, the teacher must create a code for the course in the Academic Registration Coordination ⁷⁹ of the campus, being necessary to present the course PPC, the publication made by CEPE approving and authorizing the offering of the course and the resolution of the coordinator of the course
	Step 8: Finally, after the code has been created, the teacher must request that the course be included in the public notice ⁸⁰ of the Admission Department ⁸¹ (DEING), connected to the Teaching Pro-rectory. Now the course officially exists and can be offered.

Table 3: Steps for project submission at IFSC to offer a FIC course

⁷⁷ Colegiado de Ensino, Pesquisa e Extensão (CEPE).

⁷⁸ My translation for 'Portaria'.

⁷⁹ Coordenação de Registro Acadêmico

⁸⁰ My translation for 'edital'.

⁸¹ Departamento de Ingresso (DEING)

Such hierarchic organizational structure, referred to as IFSC's *sacred stories*⁸², which turns, for instance, the submission of projects into a time-consuming, bureaucratic activity, has contributed to some of the participant English language teachers' demotivation to sustain some facets of their professional identities, as will be shown in the data discussion chapter.

Turning the attention to IFSC's infrastructure, there are presently 58 classrooms, 101 laboratories, a central library, 1 sports complex, 2 sports gymnasiums, a cafeteria and a refectory, not to mention the rooms reserved to the principal's office, the board of directors and all the departments and coordination offices presented previously. In the campus, the academic community can have access to medical and dental assistance and students can also get educational guidance, psychological support as well as have access to work opportunities as an intern. Concerning the members of the academic community in the campus, there are currently around 3.911 students, 367 teachers from which 45 are temporary teachers, 204 technical administrative employees and 84 outsourced employees.

In face of that, when one starts working at IFSC, s/he can easily feel overwhelmed by the size of the school and the amount of information needed to carry on basic, everyday activities, as I have felt and registered in my field notes

A escola é enorme e levou algum tempo até que eu perdesse a sensação de labirinto à medida que fui explorando os prédios onde ficam as salas de aulas e departamentos acadêmicos e me familiarizando com os alguns termos usados para se referirem a esses prédios. (daily journal, August, 2014).⁸³

⁸² The use of this term will be explained in section 3.5 when I explain how data was analyzed.

⁸³ In English 'The school is huge and it took me some time for me to lose the sense of labyrinth as I went explored the buildings where the classrooms and academic departments are located and got more familiarized with some names like North Wing, Central Block, etc.' (daily journal, August, 2014).

Such activities involve moving from one classroom to the other, booking electronic equipment (such as data-show or digital board) to use in class, booking the computer laboratory, the steps to be taken in order to send material to the reprography center, etc.; not to mention the challenges involved, for both new and in-service teachers, in submitting extension and research projects just presented. Even though new teachers are invited to participate in familiarization meetings upon their entry at IFSC, totalling 16 hours of activities where they are introduced to the history of the institution, the trajectory of the technological, professional and scientific education and the institution's organizational structure (the rectorate and the five pro-rectories), at any moment are they informed about the possibility of participating or establishing a working group and how to do it, and neither are they introduced to how institutional notices⁸⁴ for events, publication and research and extension proposals work and how to proceed with them. Teachers learn based on trial and error and by asking around to more experienced peers. In addition to that, all teachers need to participate in IFSC network's decision-making processes and for that they need to be attentive to their e-mail boxes in case they are called to participate in a survey, a meeting or related activities. At some point in their career teachers will also be invited to take positions of responsibility, such as subject representative teacher, course coordinator, head of department among others, as was the case of a participant in this study which will be discussed later on in this dissertation.

Having presented a brief historical overview of how IFSC was created, including the many transformations the school has undergone along the years, and its infrastructure and organizational structure, I now move to the presentation of how the teaching of the English language takes place in that campus.

Currently, there are 6 additional language teachers at IFSC being 2 Spanish teachers and 4 English teachers, including myself. Concerning the infrastructure offered for the teaching of additional languages specifically, the teachers count with 3 additional language

⁸⁴ My translation for 'editais institucionais'.

laboratories where the classes take place equipped with a computer connected to the internet, speakers, an LCD projector, a white board and a locker. In addition to that, there is also an Additional Language Teachers' room equipped with two computers connected to the internet, a small white board, two lockers and a round table with six chairs where teachers can prepare their classes and gather for meetings which take place once a week.

Regarding the teaching of the English language, this is done in two different ways according to the level of education, as previously stated. General English (GE) is taught for the integrated technical courses, namely Building, Sanitation, Electrotechnology, Electronics and Chemistry. These courses last 8 semesters and GE is taught in the third, fourth and fifth semesters once a week and for one hour and forty minutes. Students starting the third semester take a placement test on the first day of class and are organized, independently of their course, according to their level of linguistic proficiency (basic, intermediate or advanced) as indicated by the test. After this process, each English teacher ends up with around 25 students in class, though this number can vary. It is important to mention that the practice of applying a placement test to student so as to organize them according to their linguistic proficiency has not always taken place at IFSC. The decision of adopting the placement test was a result of a seminar organized in 2002 by the current rector of IFSC network, in which all students from the integrated technical course were invited to participate in an interview so as to give their opinions about what changes they thought could be promoted in the subjects they take. For the English language subject, the suggestion was that a proficiency test should be applied in order to organize students according to their level of proficiency, which started to be implemented from 2003 on. Nowadays, IFSC's model for the teaching of additional languages for the integrated technical courses has become a national reference, attracting teachers from different federal institutions in Santa Catarina and other states to visit IFSC and learn more about how this model works.

As for subsequent technical courses, higher education courses and FIC courses, English for Specific Purposes (ESP) is taught.

Regarding the subsequent technical courses, namely Meteorology and Computing, they last 3 semesters and ESP is taught during the first semester in the case of the former and in the first and second semesters in the case of the latter. In relation to the higher education courses, namely Electronic Systems, Radiology and Building Construction, they last 7 semesters and ESP is taught for just one semester. In the case of the Electronic Systems course, the English language is an optional subject. As for the FIC courses, these can be short-duration courses which usually last around 4 months and not all of them offer additional language teaching. By the time I was conducting this study, the Gastronomy FIC course was being offered by another campus and the teaching of the English language component would take place at IFSC. As will be shown in the discussion chapter, even though some of the participant teachers in this study have gained experience teaching ESP ever since they started working at IFSC, their process of an ESP teacher identity (re)construction, to a greater or lesser degree depending on the participant teacher, involved and still involves the feeling of confusion, insecurity and constant negotiation of teaching methodology and content selection based on the feedback of students, English teachers colleagues and teachers from the technical areas.

In addition to teaching the English language as a compulsory subject in the curriculum of the aforementioned courses, the English language teachers also offer extracurricular GE courses for basic, intermediate and advanced levels, which usually take place once a week, last between one hour and a half. Furthermore, depending on the teachers' timetable availability, they also offer extension projects in the form of workshops, such as English for Travel for public servants retired from IFSC, Basic English for specific neighborhoods in the city, Singing in the Campus, Conversation Club, Pronunciation Club, Reading Workshop and Preparatory Course for TOEFL.

As teachers are also expected to get involved in research and extension projects, the English language teachers' team together with the Spanish teachers have developed an extension project called 'New Information and Communication Technologies Applied to the Teaching

of Foreign Languages⁸⁵, which was born out of their interest in offering continuing education to primary and secondary public school additional language teachers. The English language teachers are also currently involved in the development of a project together with two teachers from the Academic Department of Electronics in which the main idea is to offer disciplines from the undergraduate course in Electronic Systems totally taught in English, in a partnership between English language teachers and the teachers of the specific disciplines. The objective is not only to give students from IFSC the opportunity to develop their linguistic skills, but mainly, in light of the IFSC network's initiatives to promote its internationalization, to offer exchange students from different countries the opportunity to effectively participate in IFSC's academic life. Besides these two projects, the team of additional language teachers also created a working group entitled '*GT para elaboração do projeto do curso de Mestrado Profissionalizante em Ensino de Línguas Estrangeiras*'⁸⁶ and proposed an extension project entitled '*I Encontro de Profissionais do Ensino de Língua Estrangeira*'⁸⁷ whose objective was to offer workshops for public school additional language teachers.

Finally, there are recently a number of initiatives taking place at IFSC network which aims at creating the space for the development of research and language teaching policies in order to strengthen the role of language teaching in the institution. Some of these initiatives refer to a) the '*I Fórum de Ensino de Línguas do IFSC*'⁸⁸ (IFSC, 2014) which aimed at analyzing and evaluating language teaching at IFSC network so as to define policies that meet the needs and promote language learning in the context of professional, scientific and technological

⁸⁵ My translation for 'Novas Tecnologias de Informação e Comunicação aplicadas ao Ensino de Línguas Estrangeiras'.

⁸⁶ In English 'Working group for the elaboration of the project for the Professional Master's course in the Teaching of Foreign Languages'.

⁸⁷ In English 'I Meeting of Professionals of Foreign Language Teaching'.

⁸⁸ In English 'I Forum of English Language Teaching at IFSC'.

education; b) the *'Encontro BABEL IFSC: Programas e ações das áreas de línguas do IFSC'*⁸⁹ (IFSC, 2015), which aimed at presenting the implementation of the program *'e-Tec Idiomas Sem Fronteiras'*⁹⁰, the creation of an interinstitutional PhD program in Linguistics in a partnership between IFSC network and the Federal University of Santa Catarina (UFSC), the implementation of the Portuguese as an Additional Language course, the IFSC network as a center for the application of the TOEFL ITP proficiency test, just to cite a few; c) the *'II Fórum de Ensino de Línguas do IFSC'*⁹¹ (IFSC, 2016), which aimed at giving continuity to the discussions held in the first edition and resulted in the development of a course called *'Formação Continuada em Política de Ensino de Línguas par a Educação Profissional'*⁹² to help and guide teachers in the construction of a language teaching policy for the IFSC network.

Having presented the context where this study took place, I move on to the introduction of the participant English language teachers.

3.3 Meeting the participants

Considering the general objective this study pursues, which is to investigate how are English language teachers' professional identities (re)constructed, sustained and changed in the professional knowledge landscape of a federal institution of professional, scientific and technological education, the participants were three English language teachers who work at IFSC who I have given the pseudonyms of Silvana, Paulo and José. My decision to invite these particular teachers as participants and not others from other IFSC network campi was due the fact that we work in the same campus and, since this study was born out of my own personal experience with the challenges involved in

⁸⁹ In English 'BABEL IFSC Meeting: Programs and Actions in the area of language teaching and learning at IFSC'.

⁹⁰ In English 'E-tech Idioms Without Borders'

⁹¹ In English 'I Forum of English Language Teaching at IFSC'.

⁹² In English 'Continuing Education in Language Teaching Policy for Professional Education'

be(com)ing an English language teacher at IFSC network, investigating the process of professional identity (re)construction of teachers who work in the same campus as I do could also offer me insights regarding my own process of professional identity (re)construction and the complexities involved in it. At this moment, I find it useful to restate that I use the acronym IFSC to refer not to IFSC network, but to the specific campus located in the east of Santa Catarina state where this study was conducted, as explained in the beginning of this chapter.

Having said that, I move on to present a portrait of Silvana, Paulo and José, the three English language teachers participants who have opened the doors of their in-classroom and out-of-classroom places at IFSC and shared with me their experiences which involved challenges and celebrations, their personal stories and feelings which have enabled me to weave interpretations regarding the issues that emerged and which participated in the process of their professional identities (re)construction, how they positioned themselves in face of such issues and the voices that participated in such process.

Silvana

Silvana is a forty year old woman who experienced a regular family life until she was nine years old when her father unfortunately passed away. In face of that, Silvana and her brothers had to get used to take responsibilities as a grown up as her mother had to change to night shifts at her job in order to be able to take the kids to school in the morning. For Silvana, these abrupt changes affected not only practical issues of everyday life, but mainly the family relationship, having to get used to a more pragmatic as opposed to a caring mother.

Along her primary and secondary education, Silvana had to face changes of school a number of times, which she hated. She hated changes. Parallel to that period, Silvana also used to take English

classes at the Brazil – United States Institute (IBEU)⁹³ where she studied for eight years. There, Silvana experienced feelings of hate and love about the English classes and the teachers. Among the reasons that made her hate the English classes and the teachers was their unfriendliness and their pedagogical choices to teach English. Unhappy with the English classes, Silvana ended up failing the course for absence, leading her mother to request at IBEU to place her in a different class. In this new class, Silvana fell in love for the English classes again, as she was placed in a classroom where the teacher was fun and developed a close relationship with the students.

By the age of 17, Silvana had completed the English learning program at IBEU and started to wonder about the possibility of teaching English. She took a teacher training course at the Anglo-American Cultural Center (CCAA)⁹⁴, a private language institution, and a month later she was having her first experience as an English language teacher. For her, though, it was clear that teaching English was just a casual job to make easy money in a fun way until she tried the university entrance examination to a course which would become her real profession. Thus, influenced by a boyfriend and her mother, Silvana tried for Law and also for the English Language undergraduate course and passed only for English, which made her feel disappointed. Parallel to entering the university, she decided to take an intensive teacher training course at IBEU by the end of which she was hired as a teacher. Even though she did not have a good impression of the English Language undergraduate course in the first semester, when the second semester started it became clear to her that she wanted to pursue the path of English language teaching.

At university, Silvana once again had positive and negative experiences with professors. Positive experiences referred to a respectful

⁹³ My translation for ‘Instituto Brasil-Estados Unidos’ (IBEU). IBEU is an institution with educational and socio-cultural purposes, whose main objective is to promote intercultural exchange between Brazil and United States. In Brazil this is done mainly through the teaching of the English language.

⁹⁴ My translation for ‘Centro Cultural Anglo-Americano’ (CCAA). CCAA refers to a chain of foreign language schools spread all over Brazil which focuses on the teaching of the Spanish and English language.

and caring relationship between Silvana and her professors. The negative experiences referred to a relationship of distance and fear. Having graduated in English a year before the expected time and realizing she would not be able to find any position with just an undergraduate degree, she decided to apply for a Master's program. With the completion of the Master's Silvana was invited by a professor from a university in south Brazil to apply for the PhD program under her supervision in the area of Phonetics and Phonology. Silvana passed the selection and was granted a scholarship until the end of the program.

Regarding her professional life at IFSC, Silvana started to work as an English language teacher there initially as a substitute teacher in 2007 and then as a permanent teacher from 2008 on, when she passed the selection process. Her initial experiences working in a federal institution of professional, scientific and technological education were full of challenges. Among the challenges was the lack of familiarization regarding IFSC's hierarchic and bureaucratic organizational structure and how the teaching of the English language took place in the campus, the teaching of ESP which she had never done before and taking up the position of the coordinator of the integrated technical courses against her will after only six months working as a permanent teacher in that campus.

As an English language teacher at IFSC, Silvana is full of joy, keeping a close relationship with her students. She has also a very pragmatic side which makes her not waste her time with students who are not interested in her classes. I have also observed that, in the department to which Silvana belongs, she is regarded as a very efficient and responsible professional, being the person to whom colleagues higher in the hierarchy resort to when any subject related to the additional language teachers need to be discussed. Moreover, between 2013 and 2015 new English language teachers joined the group of additional language teachers, bringing their research backgrounds, which Silvana automatically started to show interest to learn more about them. Currently, Silvana finds herself on the verge of an important professional change: having to choose between sticking to her area of

research or follow a new path which she still does not know exactly what it is, but that is more in line with the reality she lives at IFSC.

Paulo

Paulo is a thirty-seven year old man who experienced a regular family life with his parents and two younger brothers, surrounded by friends and enjoying the freedom of playing around on the streets of his neighborhood. Paulo's father is a civil engineer who works as a professor at a federal university and, more often than not, Paulo accompanied his father to his workplace, spending the afternoons just observing the academic environment. At home, conversations about pursuing an academic career, doing an MA and PhD course, were very common. During primary and secondary education, Paulo also changed school a number of times and each time he felt the thrill of new challenges ahead. Parallel to his school years, Paulo took English lessons at Yázigi⁹⁵ for four years. He decided to start studying English after he got to know The Beatles through a film he watched and listening to K7 tapes.

In 1994, Paulo embarked in a new adventure, to move to England due to his father's PhD studies. Paulo was a bit resistant in the beginning but then he started to face the challenge as one more opportunity to learn new things and have different experiences. The entire family moved to Newcastle where they lived for three years. During this period, Paulo completed secondary school and had very positive experiences with teachers who valued his potentials and motivated him to develop them. Back to Brazil, Paulo was determined to find a casual job to save money to start his university studies in England, and thus he started to work as an English teacher at Yázigi. As time passed by and listening to his mother's advice, Paulo decided to stay in Brazil and passed the university entrance examinations to Law which required him to move to a new city. In this new city, Paulo

⁹⁵ Yázigi refers to a chain of foreign language schools spread all over Brazil which focuses on the teaching of the Spanish and English language.

continued working at Yázigi where he received an intensive teacher training. In total, Paulo worked as an English teacher at Yázigi for six years. During this period, at the same time that Paulo was having the opportunity to participate in congresses and seminars in the area of language teaching and learning at Yázigi which he really enjoyed, he was also getting to the conclusion that he was not happy with the Law course. In face of that, Paulo quit the Law course and started the English Language and Literature undergraduate course, by the end of which he directly enrolled in a MA course. Before concluding his MA, Paulo was selected to work as an English as a second language teacher in a public school in North Carolina, in United States, where he worked for three years. After this experience, Paulo moved to Arizona and started a PhD course, which last from 2019 to 2012.

Regarding his professional life at IFSC, he started to work as an English language teacher there in 2013. In his first days of work in the institution he received guidance from Silvana regarding how the teaching of English took place there, considering the different teaching approaches (GE and ESP) adopted depending on the level of education.

Nevertheless, Paulo also faced challenges in his new context of work. One of these challenges regards the high classroom workload that requires another big amount of time for class preparation, leaving little time for carrying out research, which is an important aspect of Paulo's professional identity. Another challenge refers to the teaching of ESP at IFSC which made him reflect about what the content of an ESP class really consists of even though he had already had some previous experiences with this approach before. As for IFSC's hierarchical and bureaucratic organizational structure, Paulo considers it not to affect him as much as high classroom workload does. Despite these challenges, Paulo considers IFSC one of the most pleasant places he has ever worked.

As an English language teacher at IFSC, Paulo did not focus so much on establishing a close relationship with his students. Rather, his priority was to make sure that they would leave the classroom having learned something they will be able to use the moment they leave the classroom. During my observation of his classes, I could notice that his

classes present a clear division of time, displaying the introduction-development-conclusion structure, where students are kept busy working on something from beginning to end. As we will see in chapter 4, all these experiences, including family, learning and professional experiences, have profoundly contributed to his professional identity (re)construction and change.

José

José is a fifty-three year old man who, as a boy, loved spending the afternoons playing football on the streets with his friends. At home, he experienced a regular family life with his brother and his mother, even though the family could not count much with the support of his father. During his primary and part of secondary education, José was not a good student. According to him, he did not feel stimulated by his teachers, the classes were repetitive and did not make connection with real life and the teachers did not seem to be committed to their profession.

Parallel to his primary education, José also started to study English at Fisk⁹⁶, a private language school, where he studied for approximately six years. José grew to be very fond of the English language and he never stopped studying it. During his adolescence, he took conversations classes with American teachers and he also used to practice speaking with her brother who also had a good command of the language. José was a very motivated, autodidact learner who developed his own strategies to reach a pronunciation as similar as possible.

Regarding José's experiences teaching English prior to IFSC, when he was around seventeen years old he started to give some private English classes and, when he turned nineteen, he was hired as an English teacher at IBEU where he worked for four years. He also worked as an English teacher in a public school for one year and four more years in the extracurricular language course offered at the

⁹⁶ Fisk refers to a chain of foreign language schools spread all over Brazil.

university where he was an undergraduate student. Even though José's dream was to become a translator and interpreter, in face of the lack of courses in this area, he ended up taking the undergraduate course of English Language and Literature. At university, he had classes with professors who became real examples for him to follow. Two years after of the conclusion of his undergraduate course, he started an MA course in the area of Phonetics and Phonology which took him almost four years to conclude.

As for his professional life at IFSC, José started to work as an English language teacher there in 1996. From the three participants, he is the one who has had more experience in the context where this study took place. When José started working in the institution, it was still called Federal Technical School of Santa Catarina (ETF-SC) and he was not so motivated with his new context of work because the classrooms were full and the students did not show interest in the English subject. It was only when ETF-SC became Federal Center of Technological Education of Santa Catarina (CEFET-SC) in 2002 that José started to enjoy his job more, especially because of the introduction of the placement test which grouped students according to their level of proficiency in the English language. Some years later, when CEFET-SC became IFSC in 2008, bringing some institutional changes, José felt the pressure to adapt once again to his new context of work. This time, however, José opted for focusing mainly in teaching activities, not engaging much in research and extension projects. In addition to that, similarly to Silvana, José also felt the weight of IFSC's hierarchical and bureaucratic organizational structure, finding it difficult to get things done.

Regarding the teaching of English, José has experienced different moments in the institution. From when he started working at IFSC in 1996 until 2003 when the placement test was implemented, only ESP was taught. Even though José had never had experience with the ESP approach before, he felt confident enough to teach according to this approach at IFSC after he got some lessons from a professor from university which were fundamental to him. As an English teacher, José

establishes a nice, friendly atmosphere in class and very often likes to share his experiences as a language learner with his students. It is also very common to witness pronunciation related activities in his classes where the native speaker is usually the reference. Nowadays, José still thinks to work as an interpreter when he retires from IFSC.

3.4 Generating data

In face of the objectives this study pursues, I considered crucial to look at participants' social practices at IFSC as well as hear the stories they live and tell in order to gain a more holistic comprehension of their professional identity (re)construction process. As we have seen, Denzin and Lincoln (2005) posit that qualitative research deploys a number of interconnected interpretive practices in order to make the subject matter visible and gain a deeper understanding of it. In face of that, I have deemed two methods of data generation to be particularly suited for the purposes of the present investigation: participant observation and in-depth interview.

DeWalt and DeWalt (2011) posit that participant observation and in-depth interview are between the most common methods employed to achieve the goal of qualitative research. According to DeWalt and DeWalt (2002), participant observation is a research method that makes it possible for researchers to learn about the activities of the research participants in the natural setting through observing and participating in such activities. The authors also state that the goal of a qualitative research which adopts participant observation as a method for data generation "is to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method" (DeWalt & DeWalt, 2002, p. 92). This way, in the process of being a participant observer, the researcher takes detailed field notes of his/her observations in the context of investigation, engages in natural conversation with the participants and may also feel the need to use other unobtrusive methods in order to reach his/her goals (Mack, Woodsong, McQueen, Guest and Namey, 2005; Bernard, 1994, cited in Kawulich, 2005). In addition to that, participant observation is effective in "finding out what people do

in particular contexts, the routines and interactional patterns of their everyday lives” (Darlington & Scott, 2002, p. 74), as well as gaining a deeper understanding of the relationships among people and between contexts (physical, social and cultural), ideas, norms and events (Mack et al, 2005).

Regarding in-depth interview, it has been argued that this method of data generation is very good at exploring how people think or feel in relation to a given topic (Darlington & Scott, 2002) as well as getting people to share their personal feelings, opinions and experiences (Mack et al, 2005). In addition to that, in-depth interview can also “provide insights into people’s experiences, beliefs, perceptions, and motivations at a depth that is not possible with questionnaires” and offer the researcher the possibility of gaining understanding of how participants experience the world and make sense of it from their own perspective (Heigham & Croker, 2009, p. 187). Darlington and Scott (2002) complement these authors’ ideas stating that in-depth interview enables the researcher to

talk with people about events that happened in the past and those that are yet to happen. These retrospective and anticipatory elements open up a world of experience that is not accessible via methods such as observation. (...) interviews in the present are the only way to access a person’s perceptions of past events (p. 50).

It is also important to state that I decided to generate data based on the experiences that the participant teachers have lived both in the in-classroom and out-of-classroom places at IFSC. My decision to do so was due to the fact that when I started working as an English teacher there I soon realized that teachers’ challenges went beyond in-classroom experiences with the teaching of English to different levels and modalities of education, not to mention the teaching of ESP. I came to realize that they experienced just as many challenges in the spaces out of their classrooms, most of which were related to relations of power and to IFSC’s hierarchical and bureaucratic organizational structure,

which I have called sacred stories, a term borrowed from Connelly and Clandinin (1999) previously presented in the review of the literature.

According to Creswell (2007), one of the first steps for data generation is to gain access to the context of study and establish a good rapport with the participants. In my particular case this step was facilitated by the fact that I was already inserted in the context of investigation since 2014/1, when I started working as an English language teacher there after being transferred from another campus. The moment I started to work at IFSC I automatically developed a close and respectful relationship with my colleagues, not only the other three English language teachers participating in the study, but also the other actors that compose the landscape of the campus. Before I give more details regarding the process of data generation, I consider important to emphasize at this moment that this study has been submitted to the ethics committee at the State University of Santa Catarina (UDESC) and it was approved⁹⁷. Additionally, all three English language teachers who have participated in the study have read, agreed with and signed the consent form⁹⁸.

3.4.1 Participant Observation

As I have presented, I have used mainly two methods for data generation, participant observation and in-depth interview. Regarding the former, I was a participant observer in the daily lives of Silvana, Paulo and José at IFSC from August of 2014 to December of 2015, i.e., for a year and a half. During this period, I followed Blommaert (2006) who posits that, all the way along the fieldwork, the researcher should “observe all the time. Whenever your eyes and ears are open and you are in a clear state of mind, you register things that strike you” (p. 28). Based on his ideas, I took notes of whatever called my attention regarding the participants’ in-classroom and out-of-classroom experiences at IFSC which could help me weave interpretations regarding the process of their professional identity (re)construction.

⁹⁷ See Appendix 1.

⁹⁸ See Appendix 2.

Bearing in mind that the task of note taking is very personal and that different researchers will approach it also in different ways (Heigham & Croker, 2009), I made the decision of not taking notes in front of the participants for two main reasons. First, I did not want them to feel intimidated by the note taking to the point of losing spontaneity. Second, I did not want my note taking to interfere in my train of thoughts while involved in the interactions with the participants. Therefore, what I did was to keep a journal in my computer, which I have named 'daily journal', during all the time I was in the field where I wrote down narratives with rich descriptions of what I had observed, the conversations I had had with the participants, the interaction that took place between the participants themselves and between them and other actors in the school context. In this daily journal I attempted to report an objective account of what I have observed rather than my interpretation of it, as Mack et al (2005) advice. In doing so, I tried to make my accounts as detailed and rich as possible "so that readers can imagine that they are there because such descriptions encourage a strong element of verisimilitude or truthfulness" (Heigham & Croker, 2009, p. 171). Because during almost the entire process of data generation I simultaneously worked as an English teacher, the moments of out-of-classroom participant observation took place during the breaks from one class to the other, in the corridors and teachers' room before and after the classes, during lunch time together and during the additional language teachers' meetings that used to take place twice a month. It was only in 2015/2 when I got a full license from work to dedicate exclusively to my research that I could spend more time in the field with the participants.

Regarding my participant observation in the in-classroom place, I spent an entire semester (2014/2) observing and taking notes of Silvana, Paulo and José's English classes, their interaction with the students, their pedagogical choices, and whatever called my attention. On the first day of observation in each participant teacher's class I introduced myself to the students, even though many of them already knew me for being an English teacher at IFSC, and explained that I

would spend the semester participating in their teachers' classes with the aim to gain a better understanding of their process of professional identity (re)construction as part of my PhD investigation. I made it very clear to them that it was not my objective whatsoever to evaluate their own or their teachers' performance in their learning and teaching process, and that their names would not appear in any of my writings while I took notes of my observations of the classes.

During the observations, I soon noticed that taking notes during teachers' classes could be somewhat disturbing and make them feel as if I was evaluating them, as I could notice in a comment Silvana made in one of the classes I was observing, saying "Vixe Maria, eu só imagino o que ela deve estar escrevendo ali naquele papel... professora louca! ((Em tom de brincadeira))"⁹⁹. (Silvana, class observation journal, September, 2014). In face of that, even though she sounded as if she was just joking, I decided to record their classes instead of spending the entire class taking detailed notes, except for Paulo's who shared with me that he would feel more comfortable if I did not record them. Moreover, even though in that semester I was working part time because I was conceded 20 hours to dedicate to my research, my decision to record the classes were also based on the fact that, because I was still working as an English teacher and had to dedicate a considerable amount of time preparing classes, correcting papers, etc., I was not sure I would have the time to write a narrative of my observations right after the classes or within 24 hours. Therefore, I wanted to guarantee the possibility of revisiting the classes by listening to the audios in case I needed to remind details of what was going on. Straight after the classes, when possible, or within three days with the aid of the recording, I attempted to report an objective account of what I had observed in what I called 'class observation journal'.

⁹⁹ In English "My God, I just wonder what she might be writing in that paper... crazy teacher! ((joking))". (Silvana, class observation journal, September, 2014).

In all of the participant teachers' classes in which I was a participant observer, my degree of participation in engaging with the students during the classes varied according to the degree of openness that I felt the students gave me and to the type of activities proposed by the participant teachers. My initiative for making both this decision and that of recording the classes instead of taking notes all the time in front of the teachers was based on Holliday's (2007) argument that "strategies for collecting data have to develop in dialogue with the unfolding nature of social settings (...) and developing relation between the researcher and the other people in the research process" (p. 71).

Still regarding my participant observation in the participant teachers' classes, in that semester (2014/2) Silvana was teaching ESP for the subsequent technical course of Meteorology and there were thirteen students in the class. In total, ten classes were observed and had its audio recorded. As for José's, he was teaching intermediate General English for a group of fourteen students taking integrated technical courses. In total, I observed and recorded eleven classes. Concerning Paulo, I had the chance to observe him teaching ESP for the Electronic Systems higher education course and teaching advanced General English for a group of fifteen students taking integrated technical courses. All classes took place once a week and lasted one hour and forty minutes. Though my initial plans were to observe all three teachers teaching ESP and GE, it was hard to match our timetables since I was still working as an English teacher. It is also worth mentioning that the note taking as well as the writing of the narrative of my in-classroom and out-of classroom observations in my daily journal and class observation journal were done in both Portuguese and English. In addition to that, I had also initially thought to register everything in the English language since this is the language in which I have to write my PhD dissertation. However, realizing that writing in my mother tongue takes me much less time to express myself, and considering I was simultaneously conducting a research and working as a teacher, leaving me very little free time, I ended up writing in one language or the other depending on the situation in which I found myself. Therefore, as will

be explicit in the discussion chapter, the excerpts used to exemplify any situation were presented in the language I used to take the notes because I wanted the reader to have access to my original thoughts, and not to a translation of them into another language. Nevertheless, whenever the Portuguese language was used I inserted a footnote offering the translation to English.

3.4.2 In-depth Interviews

Turning the attention to the in-depth interviews, in the end of 2014/2, when all class observations had already been done, I asked the participants whether they would like to be interviewed before the summer holiday or they would rather leave it for the next semester. All three participant teachers expressed their wish to be interviewed in the beginning of the following semester, in 2015/2, because they were very tired. Therefore, when the new semester started in 2015/2, I invited each participant, in different days, to participate in the interview which lasted around two hours and a half each. Regarding the type of in-depth interview, I have decided to conduct a semi-structured interview because, in addition to wishing my interaction with the participants to take the form of a “conversation with a purpose” (Burgess, 1984, p. 102) with a flexible and fluid structure, giving me freedom regarding “how and when the questions are put and how the interviewee can respond” (Edwards & Holland, 2013, p. 29), I also considered important to keep a list of questions¹⁰⁰ that I wanted to be covered during the interview. Moreover, the interview I have conducted can also be classified as life history interview (Edwards & Holland, 2013) since the list of questions I designed to ask the participants aimed at “covering various aspects of their life (work, family, home). The question(s) could open up the possibility of the interviewee telling their whole life story in their own words.” (Edwards & Holland, 2013, p. 33). During the interviews, therefore, I could learn more about the history of participants’ lives, prior and after becoming an English teacher at IFSC, including their

¹⁰⁰ See Appendix 3.

family experiences as well as learning experiences at school and at university, the reason for choosing to be an English teacher and their trajectories to become one, their professional experiences, their interpretations and feelings about being an English teacher at IFSC and any relevant events and experiences they felt willing to share.

For each teacher I started out by explaining to them that the interview would be recorded and take the form of an informal conversation, where I had the list of questions that I would like to be covered but that we did not need to follow any predetermined order. I also said that we could stop the interview at any moment if they wished so and that it would be carried out in Portuguese so that we did not run the risk of the language becoming a barrier to communication.

Silvana was the first one to be interviewed and it took place in an empty classroom. Being well accommodated in our desks and exchanging a few words about the beginning of the semester, we started the interview. As I had no idea of how long the interview would take, Silvana had separated one hour and a half, by the end of which we had just about covered sixty percent of the questions. In face of that, Silvana and I met once again to cover the rest of the questions which last another hour.

Paulo was the second participant to be interviewed and it took place in the additional language teachers' room. Based on the experience I had with Silvana, I informed Paulo that our interview could take longer than what I had initially imagined, and so he could ask to stop the interview in case he needed or wanted to. When we had covered around half of the questions, I asked Paulo if he wanted to make a pause and he said that he would like to go to the cafeteria for a coffee. We had coffee together and after about fifteen minutes and returned to the room and finished the interview, which last two hours and thirty-five minutes in total.

José was the last teacher to be interviewed and I also shared with him that the interview could take longer than expected. He promptly said that it would be no problem at all and that he had reserved the afternoon for it. As with the others, our interview also lasted two hours and a half and José did not want to make a pause. By the end of the interviews, I expressed my gratitude for each teacher for their participation and attention and informed them that it could be possible that I contacted them by e-mail in case I needed to solve any doubts or ask for more information. They automatically replied positively, making themselves available whenever I needed.

All three participant teachers' interviews were transcribed by me. In order to guide me in this process, I used some of the transcription conventions offered by Marcuschi (2000). I also used the free version of 'Express Scribe Transcription Software'¹⁰¹ to help me with the transcriptions. This software offered me the possibility of controlling the audio playback by using hot keys in my computer keyboard, so that the functions of rewinding, pausing, forwarding and playing became much easier and faster. This software also offered the possibility of slowing down and accelerating the speed of the speech, which was particularly useful for me because in many parts of the interview it was hard to understand what some teachers said precisely because of the speed in which they expressed their thoughts verbally. Considering that the three interviews lasted approximately two hours and a half each, it took me around twelve hours to transcribe each interview, totaling thirty-six hours of transcription work, which resulted in around ninety-five pages of typed transcription. It is also worth mentioning that, by the end of the interviews, I informed the participants that it was possible that I contacted them by email in case I needed to elucidate any doubts or ask for further information as in fact happened. I exchanged e-mails with the participants around three times, asking them for elucidations and further information to which they all replied promptly.

¹⁰¹ Access <http://www.nch.com.au/scribe/> for more information or to download the software.

Finally, all along the interview process with the participant teachers when I got to know the history of their lives and learning more about their family, school, university and professional experiences, much of what I had observed in the in-classroom and out-of-classroom places at IFSC started to make sense to me. In my view, this stage of data generation was very elucidating and, together with the other sources of data, contributed a lot to my weaving of interpretation regarding the process of Silvana, Paulo and José's professional identity (re)construction at IFSC.

Having presented how data was generated, I move on to the analysis and interpretation of the data.

3.5 Analyzing and interpreting the data

According to Dörnyei (2007), “qualitative research is fundamentally interpretive, which means that the research outcome is ultimately the product of the researcher’s subjective interpretation of the data” (p. 38). According to Creswell (2007, p. 162 citing Wolcott, 1990b, p. 28) qualitative research analysis consists of a description of the events and setting, as “description is the foundation upon which qualitative research is built (...)”. Intermingled with the description of the events will be the researchers’ interpretations and meaning-making of the data generated from the different sources (Fritzen, 2013). In the process of interpretation and meaning-making, the researcher makes inferences, looks for “patterned regularities in the data” and might turn to “theory to provide structure for his or her interpretations” (Creswell, 2007, p. 162, citing Wolcott, 1990b). Fritzen (2013) emphasizes that along the entire period of investigation, it is important that the researcher engages in a constant process of reflection and comparison between his/her experiences in the field, the data generated and the theory used as framework in order to gain a clear understanding of his/her context of study. In this sense, the analysis of data for the present study consisted in a long and careful process of reflection, subjective interpretation and construction of meanings from the triangulation of

data generated through participant observation and in-depth interview in interaction with the theories that support this study.

Considering the enormous amount of data generated, I deem important to present the steps I have taken to analyse them. It is worth mentioning that my interpretive process followed somehow the four stages presented by Holliday (2007), as Figure 3 shows:

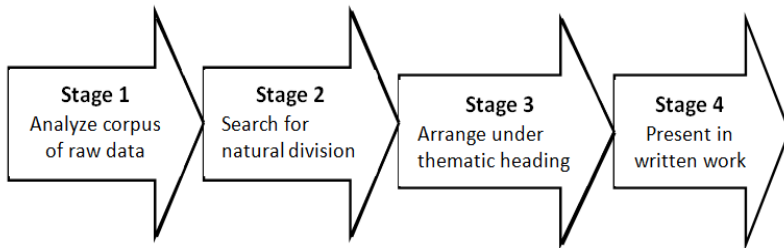


Figure 3: Holliday's four stages for data analysis

As it is possible to see, Holliday's (2007) four stages includes a movement departing from the corpus of raw data which contains what the researcher has seen and heard (1), going to the next two stages where data is organized and categorized based on the researchers' search for natural divisions (2) and thus arranged under thematic headings (3), and finalizing with the researchers presentation of his/her interpretation of the data in the written work (4).

Regarding my corpus of raw data, these refer to the almost a hundred and sixty typed pages that resulted from my daily journal, class observation journal and interview transcriptions which were all organized in files with descriptive titles, such as 'Silvana's class observation', 'Paulo's interview' and so on and saved in each participant specific folder. Regarding the daily journal, because the objective was to register the participants' social practices among themselves and between them and the other subjects who compose the landscape to the school, I did not organize the text in specific section after each participant's

names in order not to lose the fluidity of the interactions. I established this schema for managing my data since the beginning of the data generation process. Unfortunately, I did not have the chance to analyse my data at the pace I generated them as advised by many authors (Creswell, 2007; Dörnyei, 2007; Holliday, 2007) because during almost the entire process of data generation I was working part time as an English teacher at IFSC. This surely made my process of data analysis much harder because by the end of a year and a half, I was presented to an enormous amount of data.

The next step I took was to read innumerous times all three participants' class observation journal and interview transcripts, in addition to the daily journal, writing notes on the margins and keeping my eyes focused on emergent divisions. At that moment, I was able to recognize four broad divisions that emerged and which I named: 1) Challenges at IFSC; 2) Family experiences; 3) Learning experiences and 4) Professional experiences. However, even though I had already started to build a network of relations in my mind, identifying how certain family/learning/professional experiences seemed to have participated in the construction of their professional identity, I was still overwhelmed with the amount of information coming from different directions and presenting periods of their lives randomly. In face of that, I felt the need to write a chronological narrative of the participants, starting out from their childhood with their families, passing through their experiences at school, at private English schools, at university, and arriving at their professional experiences prior to and at IFSC. Such narratives helped me build a clearer picture of the history of their lives to the present moment as well as of their experiences at IFSC.

At this stage of the data analysis, keeping my eyes firmly on the objectives this study pursues and turning to the theoretical framework that supports this study, I drew on the work of Connelly and Clandinin (1999) for whom teachers' professional identity, i.e., their stories to live by, is shaped by a web of stories composed in the out-of-classroom and in-classroom places which constitute their professional knowledge

landscape. As we have seen in the previous chapter, these authors understand the in-classroom place as a safe place where teachers are free to live their stories of practices, referred to as secret stories; and the out-of-classroom place as a place where teachers are expected to submit to a theory-driven view of practice shared by policy-makers and theoreticians, referred to as sacred stories. In face of that, I considered her understanding of the professional knowledge landscape to suit well to my own context of investigation, thus being able to help me make sense of my participants' professional identity (re)construction processes at IFSC.

Therefore, based on Connelly and Clandinin's (1999) view regarding the professional knowledge landscape, I decided to divide my discussion of the data in two main thematic sections which referred to the in-class and out-of-classroom places that compose the professional knowledge landscape of IFSC. Having decided on that, I engaged once again in a long and careful process of reflection, subjective interpretation and construction of meanings from the triangulation of the data generated and identified emergent themes.

The next and final step then was to present my interpretation of the data where "the thematic headings then become the basis for the data discussion sections or chapters, under which the argument, extracts and discursive commentary are organized in the written study (4)" (Holliday, 2007, p. 91).

In line with Varguese et al (2005) when they posit that a combination of theoretical frameworks is more likely to better capture the complexity of teacher identity, I have decided to draw on the contributions of a combination of authors to give theoretical support to my interpretations (Billett, 2004; Billett & Pavlova, 2005; Billett et al, 2006; Bohn, 2005; Connelly & Clandinin, 1999; Clandinin & Connelly, 1995, 1996; Clandinin et al, 2006; Coldron & Smith, 1999; Gee, 2000 and Wenger, 1998). I do so, I align to their views of identity construction previously discussed in the review of the literature. Therefore, at the same time that in this study I understand teachers' professional identities as narrative constructions that take shape as life

unfolds and which are composed by stories teachers live and tell (Connelly & Clandinin, 1999; Clandinin & Connelly, 1995, 1996 and Clandinin et al; 2006), I also acknowledge the profound connection between teachers' professional identities and practice where the negotiation of their professional identities take place as they engage in the practices of communities of practice (Wenger, 1998). In addition to that, I also take into consideration the role of discourse in the constitution of identities in the sense that teachers' professional identities are constructed in their discursive practices with the other (Gee, 2000-2001; Moita Lopes, 2002) and amidst a system of relations among different agents that are manifested by different voices (Bohn, 2005), and I look at the ways in which power relations is reinforced by discourse and how the participant teachers position themselves in face of them (Billett, 2004; Billett & Pavlova, 2005; Billett et al, 2006 and Coldron & Smith, 1999).

Regarding my choice for reporting this study, I have taken Dörnyei's (2007) observations into consideration when he states that

(...) qualitative accounts are longer and contain far richer details, are based on an iterative and recursive data collection/analysis process, and often describe multiple meaning. The only way to present this well is by becoming *good storytellers*. (p. 293, author's emphasis)

Bearing his observation in mind, I decided to present my discussion of the data in a narrativized way, telling the stories of Silvana, Paulo and José's experiences in the in-classroom and out-of-classroom place at IFSC, intertwining these with some of their family, learning and professional past experiences and turning to "theory to provide structure for [my] interpretations"¹⁰² (Creswell, 2007, p. 162, citing Wolcott, 1990b). In my narratives, I usually start from the participant teachers' experiences in the in-classroom and out-of-

¹⁰² In the original "The researcher (...) turns to theory to provide structure for his or her interpretations" (Creswell, 2007, p. 162, citing Wolcott, 1990b).

classroom place at IFSC, intermingling them with situations of their past family, school, university and professional experiences, even though the opposite also happens. These cases happen more often in my discussion of their in-classroom experiences, when I start from situations of their past family, school, university and professional experiences and intermingle them with my observations of their classes. All along the discussion I try to make the participants' voices as present as possible through excerpts and vignettes taken from the interview and my field notes. In addition to that, participants were invited to read my interpretation of the data and give feedback. From the three participants, only two asked me to make minor modifications and inclusion of information.

It is also important to mention that I was inspired by the work of Connelly and Clandinin (1999) who, in their attempt to narratively understand the connections between teachers' context, knowledge and identity, wrote their research text by reading, reflecting and interpreting their participants' accounts and developing terms that helped them in this process. This way, I have resorted to some of the terms coined by these authors in order to help me in the composition of my narratives of Silvana, Paulo and José's lived and told experiences at IFSC. Some of these terms are: *professional knowledge landscape*, *in-classroom place*, *out-of-classroom place*, *sacred stories*, *secret stories*, *school story*, *story of school*, *conflicting stories* and *stories to live by*, whose meanings I hope to have made clear in the review of the literature. In addition to these, based on the contribution of the different authors who give theoretical support to this study, I have also used the terms *construct*, *live*, *compose*, *constitute* and *negotiate identities/stories to live by* interchangeably, as well as the term *(re)construction*. The latter is a recurrent term in this study that embodies the unstable and shifting nature of identities and is used whenever I want to express the idea of participant teachers' previous professional identities being negotiated and reconstructed.

Finally, this interpretive qualitative study does not claim to be objective and unbiased. On the contrary, it maintains that "the realities

of the research setting and the people in it are mysterious and can only be superficially touched by research which tries to make sense of it” (Holliday, 2007, p. 6). In addition to that, echoing the observations made by Assis-Peterson and Silva (2010), I acknowledge that the narrative I have constructed to present my interpretations on how Silvana, Paulo and José’s professional identities are (re)constructed, sustained and changed in the context of IFSC is mine and not theirs. Other researchers and the participants themselves could have constructed a different narrative. In acknowledging that I want to recognize that “[my] perspective on that which [I am] observing or analyzing is not the only one and that [my] conclusions will inevitably be situated and partial”¹⁰³ (Norton & Toohey, 2011, p. 426).

In this chapter, I presented the methodology I followed to conduct my study. I described the guiding principles of the study as well as the research context and the participants and gave an account of how data was generated and analyzed. In the next chapter, I turn to the discussion of the data.

¹⁰³ In the original “Poststructural researchers must be reflexive about their own experiences, recognizing that their perspective on that which they are observing or analyzing is not the only one, and that their conclusions will inevitably be ‘situated’ and partial” (Norton & Toohey, 2011, p. 426).

CHAPTER IV

EXPLORING THE PROCESS OF SILVANA, PAULO AND JOSÉ'S PROFESSIONAL IDENTITY (RE)CONSTRUCTION AT IFSC

Reality contains mysteries to which the researcher must submit, and can do no more than interpret. (Holliday, 2007, p. 6)

We have previously learned that one's identity is constructed in his/her specific experiences within specific discourses and his/her own narrativization of these experiences (Gee, 2000-2001). We have also learned that identities are constructed and negotiated as people experience and engage with the world meaningfully as members of a community (Wenger, 1998). In addition to that, keeping their eyes firmly on the teacher, we have seen that teachers' professional identity, i.e., their stories to live by, is shaped by a web of stories composed in the out-of-classroom and in-classroom places which constitute their professional knowledge landscape (Connelly & Clandinin, 1999). As we can see, the many and varied lived and told experiences that teachers have had and continue having as life unfolds, constructed amidst the relationship among people, things, events and places, all participate in the (re)construction, sustenance and change of their professional identity. In this sense, it is my intention in this chapter to address research questions 1, 2 and 3. In line with Clandinin et al's (2006, p. 134) understanding of identity as "the interweaving of the personal and the professional" and with Bohn's (2005) view that identities are shaped amidst a system of relation among different agents that are manifested by different voices, along the discussion I intertwine the teachers' out-of-classroom and in-classroom experiences at IFSC recorded in my field notes, both my daily journal and my class observation journal, with some school, university, professional and family experiences they have had in the past, as shown in the interview, which serve as evidential hints for the origins of their professional identities and make evident

some of the voices that have participated in their construction (Connelly & Clandinin, 1999; Bohn, 2005). To do so, I organize this chapter in two main sections. In section 4.1, which is divided in four more subsections, I discuss the issues that emerged in the out-of-classroom place at IFSC. In section 4.2 which is divided in three more subsections, I turn my attention to discuss the issues that emerged in the in-classroom place at IFSC. All along these sections I dedicate to discuss how the participant teachers position themselves in face of these issues and the voices that participate in the (re) construction of their professional identities.

4.1 Facing challenges and finding opportunities in the out-of-classroom place

In line with the thought that teachers negotiate and compose their identities over time, within and across the in-classroom and out-of-classroom places of their professional knowledge landscape (Connelly & Clandinin, 1999), in this section I seek to discuss the issues that emerge from the out-of-classroom place experiences of Silvana, Paulo and José at IFSC, the three English language teachers participating in this study, which participate in the process of their professional identity (re) construction and sustenance. In doing so, I bring some information from their previous family, schooling and academic experiences which I considered relevant to build a more holistic view of this process. For the purposes of this study and based on the ideas of Connelly and Clandinin (1999) and Clandinin and Connelly (1995) previously discussed in the review of the literature, the out-of-classroom place at IFSC is understood as the public spaces of the staff rooms, hallways, division office meeting rooms filled with “curriculum programs, administrative structures, policies, and lists of teachers’ certifiable knowledge, skills and attitudes” (Clandinin & Connelly, 1995, p. 10), referred to as sacred stories, which are imposed on teachers by those positioned higher up in the educational hierarchy. It is a place where teachers “(...) meet all the other aspects of the educational enterprise such as the philosophies, the techniques, the materials, and the expectations that (...) [they] will enact certain educational

practices”¹⁰⁴. (Craig, 1995, p. 17 cited in Aoki, 2010, p. 2). The out-of-classroom place where this study took place is also characterized as a place where teachers may feel invisible and unsupported by other subjects who compose the school landscape and that holds a hierarchic operational and organizational structure to which teachers must submit. I have added these last two characteristics because they stood out in the participants’ out-of-classroom experiences at IFSC and have very often limited their opportunities of living different stories, demotivated them to keep living their current story, pushed them to compose alternative stories as well as imposed stories to live by on them. As will be made clear in the discussion that follows, although Silvana, Paulo and José have had some similar experiences in the out-of-classroom place at IFSC, the analysis of their data show how their subjective interpretations of those experiences have affected the (re)construction and sustenance of their professional identities differently.¹⁰⁵

¹⁰⁴ In the original “(...) where I meet all the other aspects of the educational enterprise such as the philosophies, the techniques, the materials, and the expectations that I will enact certain educational practices” (Aoki, 2010, p. 2).

¹⁰⁵ The discussion of the experiences of Paulo and José may appear in some subsections and not in others. This is due the fact that the data generated from them did not always allow me to weave interpretations regarding the issues that participate in the (re)construction of their professional identities, as it did for Silvana.

4.1.1 Struggling in and adapting to a new professional knowledge landscape

4.1.1.1 Silvana: “Tem alguém pra me mostrar o material, como que funciona?”¹⁰⁶

Silvana’s initial experiences at IFSC are marked by a series of struggles faced in the out-of-classroom place which figure as issues that have contributed to the sustenance of a professional identity of English teacher from private language schools as well as made her envisage alternative stories to live by. When Silvana started working at IFSC she was hired as a temporary teacher and she reminds her initial experiences as a moment of confusion and suffering as shown in the following excerpts. When asked to tell me a little bit about her impressions and feelings when she started working at IFSC, Silvana replied

Aí acabou que eu entrei, foi em 2007, em agosto. Aí tá, eu cheguei aqui e fiquei bem perdida né porque nunca tinha dado aula pro inglês técnico. Mas aí o Pedro¹⁰⁷ me explicou que eles também trabalhavam com as quatro habilidades, (...) então a gente além de tudo que tem hoje ((cursos técnicos integrados e subsequentes e cursos superiores)), ainda tinha o ensino médio e o PROEJA¹⁰⁸ que tinha na época também, tava bom, tava bem estruturado. Então a gente dava muita aula aqui (Silvana, interview, February, 2015)¹⁰⁹

¹⁰⁶ In English “Is there someone to show me the material, how things work?” (Silvana, interview, February, 2015).

¹⁰⁷ The names of all teachers in this study, both participant English language teachers and others that appear, are fictitious in order to guarantee their anonymity.

¹⁰⁸ PROEJA stands for Programa Nacional de Integração da Educação Profissional com a Educação Básica na Modalidade de Educação de Jovens e Adultos.

¹⁰⁹ In English “It ended up that I started in August, 2007. So I arrived here and got very lost, because I had never taught technical English. But then Pedro explained that they also worked with the four skills (...) so, in addition to what

I also asked her whether she had received any orientation from her new colleagues, and she stated

Não... eu lembro que no primeiro dia que eu vim dar aula, porque foi assim, a entrevista foi na quinta e na segunda eu já entrava na sala! (...) aí eu liguei pro Pedro que era assessor e perguntei 'Tem alguém pra me mostrar o material, como que funciona?' e tudo, já que eu nunca tinha dado aula pro técnico, e daí ele disse assim 'Olha, eu não vou poder te ajudar, mas a professora Grazi tá lá na assessoria agora, ela te mostra' (...) Aí ela foi me explicar os níveis, os níveis eram chamados de Básico 1, 2 e 3. Aí pra mim era tudo Básico, aí depois eu descobri que não era, que o Básico 3 era avançado, sabe??? Então dava um nó na minha cabeça, eu entrei bem perdida! Eu lembro que teve uma turma de ensino médio de 5ª fase e eles me deram nível Avançado, Básico 3, e eu perdida... E aí eu cheguei lá dando uma aula pra eles que envolvia *Present Continuous*, uma coisa assim, aí no final da aula veio uma menina muito querida, que sabia muito inglês, e veio falar assim 'Professora, a gente queria saber se a senhora podia mudar o estilo da sua aula porque a gente tava acostumado só com conversação, não tinha nem papel na aula, aí a gente tá achando bem estranho...'. Então assim, foram os alunos que foram me dizer como é que eram as aulas, porque eu realmente não tive orientação NENHUMA! Então eu sabia que eles trabalhavam em níveis, mas não me especificaram como é que era o esquema. A nomenclatura também não era clara, e a pessoa que ia me orientar que era a Grazi não me orientou nada! Então foi isso... (...) Então assim, por isso que quando entrou o Paulo, (...) eu fiz aquele

we have nowadays [integrated and subsequent technical courses and higher education courses], there was still secondary education and PROEJA that was good, was well structured at that time. So we used to give a lot of classes here.” (Silvana, interview, February, 2015)

negócio explicando, porque eu sofri, sabe? (Silvana, interview, February, 2015)¹¹⁰

As we can notice from Silvana's recollections, she entered a school landscape that posed a number of out-of-classroom challenges on her. Firstly, it is possible to infer from the excerpts that the school's direction and/or pedagogical department did not present IFSC's sacred stories to her. She had no idea of what IFSC's educational objectives were, what levels of education and courses were offered, how the institution is administratively organized and neither was she introduced to the didactic and pedagogical processes developed at IFSC as presented in institutional documents such as the Didactic and

¹¹⁰ In English "No... I remember that the first day I came to class, because it was like this, the interview was on Thursday and on Monday I already had to be in the classroom! (...) So I phoned teacher Pedro who was the subject representative teacher for the additional language office at that time and asked "Is there someone to show me the material, how things work?", and all that, considering I had never taught to the technical courses, and he said "Look, I won't be able to help you, but teacher Grazi is at the [additional language] office now and she can show you". (...) So she explained about the [proficiency] levels, that the levels were called Basic I, II and III. So, for me, there was only the Basic level. Only later did I find out that I was wrong, that the Basic III actually referred to the Advanced level, you know? So, I was confused, I got very lost here! I remember that I was assigned to teach Basic III to a 5th phase secondary level group, they gave me the Advanced level and, lost as I was, I started the course teaching something involving Present Continuous, something like that, and then, in the end of the class a very nice girl who had good English came to talk to me saying "Teacher, we'd like to know if you could change your classes' style because we were used to having conversation classes, we didn't even use notebooks in class, so we're finding it a bit strange". So it was like this, it was the students who told me how the classes worked, because I really didn't receive ANY orientation. So I knew that they worked based on the level of proficiency, but they didn't specify how things worked. The nomenclature also wasn't clear, and Grazi who was supposed to advise me, didn't advise me at all. So that's it... (...) So that's why when Paulo and you arrived I prepared that guide explaining things, because I suffered, you know?" (Silvana, interview, February, 2015)

Pedagogical Regulation¹¹¹ and the Rules of Procedures¹¹². Silvana fell into IFSC, a huge school currently with more than 3,000 students, and had to figure out all by herself how to get by. She was confused, insecure and feeling abandoned to her fate. Secondly, for the first time in her life she would work as an English language teacher in a regular public school teaching to different levels of education, namely PROEJA, secondary education, integrated technical courses and higher education courses. Thirdly, she did not receive any kind of orientation from the other English language teachers regarding how the teaching of English took place considering the objectives of teaching an additional language in a regular school and the specificities of the different levels and modalities of education. The only information she had in hand was that students from the regular secondary education and integrated technical courses were organized according to their level of proficiency, being placed in the Basic I, II or III classroom, and that the four communicative skills were developed. This information, however, did not contribute to her understanding of the story of school regarding the teaching of English as lived out by the other English teachers. Thus, in order to teach English to a Basic III level in a school landscape unknown to her, Silvana had to resort to a story of teaching she was more familiar with, in fact, the only story she had lived so far, that of an English teacher from private language schools.

Regarding Silvana's story of teaching, it is worth mentioning that she took two teacher training courses, one at CCAA and the other one at IBEU, both widely recognized private language schools. At CCAA, Silvana was only 17 years old when she enrolled in a one month teaching training course so that she could be hired as a teacher. According to her

O problema maior que eu encontrei no CCAA era que eles usam o método Audiolingual, e eu sempre fui do Comunicativo [abordagem]. Então eu dava aula numa coisa

¹¹¹ My translation for 'Regulamento Didático-Pedagógico'.

¹¹² My translation for 'Regimento Interno'.

que eu não acreditava e tinha preconceito com aquilo ali, sabe? Então eu não gostava. E assim, no treinamento, eles falaram o que era o ((método)) Audiolingual, como trabalhava o *drilling*. (Silvana, interview, February, 2015)¹¹³

In stating she has always been from the Communicative Approach, Silvana is referring to her experiences as a language learner at IBEU where she took English lessons for almost 8 years, from when she was about 10 years old until she completed 17. Feeling unsatisfied using a teaching method she did not believe in, when she was 18 years old Silvana enrolled in an intensive six month teacher training course at IBEU where language teaching followed the Communicative Approach. Regarding this teacher training course Silvana states that

Eu aprendi to: dos aqueles métodos de ensino, todo o histórico. A gente tinha aula de metodologia, de pronúncia, de fonoaudiologia sobre como usar a voz [[INC]], como usar vídeo, como usar um monte de coisa. Era muito completo. Era caro que era uma desgraça, mas era muito legal. (Silvana, interview, February, 2015)¹¹⁴

Despite being introduced to the different teaching methods, Silvana was trained to teach at IBEU according to the Communicative Approach and this kept being the approach to language teaching she adopted in other private language schools she has worked after IBEU. It is important to bear in mind that very often in the context of teacher

¹¹³ In English “The biggest problem that I found at CCAA was that they use the Audiolingual method, and I have always been from the Communicative ((approach)). So I used to teaching using something I didn’t believe, I was prejudiced against that, you know? So I didn’t like it. And like, in the training they explained what the Audiolingual [method] was, how to work with the drilling.” (Silvana, interview, February, 2015)

¹¹⁴ In English “I learned about all those teaching methods, the historical background. We had methodology, pronunciation and speech therapy courses to learn about how to use the voice [[INC]], how to use videos and a number of things. It was very complete. It was very expensive, but it was very nice.” (Silvana, interview, February, 2015)

training courses teachers are trained to reproduce the school's methodology and required to blindly follow the course book. This practice falls within a positivist view of professional education in which pre-service teacher education programs provide teachers with knowledge of theories about language learning, prescriptive grammatical information about the language and pedagogical methods that can be applied in any context of teaching and learning (Freeman, 2001; Celani, 2001).

Still regarding Silvana's story of teaching, it is worth mentioning that during her teacher education at university, Silvana did not have the chance to teach in the context of a regular school and reflect about her practice and the role of English teaching in that context during her practicum, as we can observe in the excerpt below.

Menina, eu lembro que ela ((Catarina, a professora da disciplina)) deu Prática de Ensino de Língua Inglesa I e II pra gente, e na II que era o estágio supervisionado, né, a Catarina disse assim: 'Vocês não vão em escola. Vocês podem ir em escola, mas eu sugiro que cada uma faça uma oficina'. Ela adora uma oficina! ((A Catarina)) Passa os planos de ensino tudo, para fazer a prática né, 'o curso que vocês vão inventar vocês vão fazer tudo'((ainda se referindo à fala da Catarina)). Aí eu e a Tati tivemos a ideia de fazer... o nome do curso era *Learn English Through Music and Drama*, e a gente sempre chegava lá, a gente apresentava a estrutura gramatical via uma peça que a gente tinha feito baseado numa música (...) Então o estágio que a gente tinha que fazer a gente não foi pra escola pública, a gente ofereceu um curso à tarde ali na universidade (...) (Silvana, interview, February, 2015)¹¹⁵

¹¹⁵ "I remember that she ((the professor of the subject)) taught us English Language Teaching Practice I and II, and in English Language Teaching Practice II, that is the practicum, you know, Catarina said like this 'You're not going to a school. You can go to a school, but I suggest that each of you offer a workshop'. She loves a workshop! ((Catarina)) tells us about the lesson plans

Instead of going to a regular school for her practicum, pre-service teachers were advised to create a course and offer a workshop that would take place in the extracurricular courses at university. For that, Silvana and a colleague (Tati) decided that they would teach grammar through drama, where they would present grammatical structures by means of theatrical plays adapted from songs. As we can notice, Silvana and Tati's teaching practice not only seems to fall short in taking into consideration students' needs and their sociocultural context, as it also does not seem to consider broader educational objectives regarding the teaching of an additional language in regular schools as postulated, for instance, by the Brazilian Curricular Orientations for Secondary Education (Brasil, 2006). According to this document, the teaching of an additional language aims at the students' development of citizenship and "the education of individuals, which includes the development of social conscience, creativity, open mindedness to new knowledge, in sum, a reshaping in the way of thinking and seeing the world"¹¹⁶ (Brasil, 2006, p. 90).

In addition to that, the Methodology discipline that Silvana took during her teacher education at university has served to reinforce the knowledge she had acquired from IBEU's teacher training course, as we can see in her statement "(...) como eu já tinha dado aula em cursinho, já tinha tido a base no IBEU, aí quando começou a ((disciplina de)) Metodologia que falava daquelas correntes, eu já sabia e eu só

and all that, for the practicum you know, 'you'll do everything in the course you'll create' ((still referring to Catarina's speech)). Then, Tati and I had the idea of doing... the name of the course was Learn English Through Music and Drama, and always when we arrived there, we would present the grammatical structure via a play that we had developed based on a song (...) So the practicum that we had to do, we didn't go to a regular public school, we offered a course in the afternoon at university." (Silvana, interview, February, 2015).

¹¹⁶ In the original "busca-se a formação de indivíduos, o que inclui o desenvolvimento de consciência social, criatividade, mente aberta para conhecimentos novos, enfim, uma reforma na maneira de pensar e ver o mundo". (Brasil, 2006, p. 90).

aprofundava mais, né” (Silvana, interview, February, 2015).¹¹⁷ In this sense, based on the aforementioned experiences, Silvana’s teacher education program at university seems to have contributed to sustain the positivist view of teacher education mentioned above where teachers are trained to reproduce in their pedagogical practice the scientific knowledge that has been transmitted to them. In the case of Silvana, she seems to reproduce the knowledge transmitted to her during the teacher training at IBEU.

In light of Silvana’s experiences during her teacher education program both at university and at IBEU and her story of teaching previous to IFSC, it is possible to recognize some of the voices that participate in the construction of her professional identity. Among these voices are the voice of professors from university and the voice of institution, materialized in IBEU’s sacred stories, which refer to the “theory-driven view of practice shared by practitioners, policy makers, and theoreticians” (Connelly & Clandinin, 1999, p. 2) where imposed prescriptions are thrown down on teachers.

Therefore, in face of a new school landscape at IFSC, where she did not receive any orientation, Silvana opted for sustaining her professional identity of English teacher from private language schools and proceeded with the teaching of English to her Basic III, 5th phase secondary level group as she would with the Basic level groups in the private language schools where she has worked, where the contents to be taught are pre-established in the course book according to the students’ level of proficiency. This way, she seems to have a clear idea of which content should be taught to which level of proficiency, independently of the context of teaching and the students’ needs, and decides teaching the verb tense ‘Present Continuous’ to her Basic level group at IFSC. Unfortunately, for not having been introduced to the

¹¹⁷ In English “As I had already worked in private language schools, I had already had the basics at IBEU, so when the Methodology [subject] started, talking about all those methods, I already knew them, I just deepened my knowledge about them, you know?” (Silvana, interview, February, 2015)

story of school regarding the teaching of English as lived out by the other English teachers, Silvana's pedagogical decision did not fit with the students' expectations and, as a result, a student kindly requested that she changed her 'classes' style',

Another evidence of Silvana's professional identity sustenance in face of a new school landscape she had no experience with or information about appears when she is questioned regarding her expectations about working at IFSC and how she imagined her work would be like. Thinking about her experiences since 2007, when she started working there, she explains

Eu não tinha noção de como é que era, eu achava que era uma coisa diferente de tudo que eu já tinha feito. Mas então no final era parcialmente coisa que eu nunca tinha feito e parcialmente coisa que eu já tinha feito né. Trabalhar com os adolescentes eu adorei né. (Silvana, interview, February, 2015)¹¹⁸

From this excerpt it is possible to notice that Silvana's conclusion of her work at IFSC being composed of things she had never done and things she had already done is based on her comparison of differences and similarities between working at IFSC and in private language schools. As we have learned previously, among the things she had never done before was teaching to technical courses where the English for Specific Purposes (ESP)¹¹⁹ approach is adopted, which is something she did for the first time at IFSC. On the other hand, among the things she had already done was teaching General English (GE) to teenagers, which Silvana was used to doing in the private language schools where she has worked and which she does now at IFSC, teaching GE to teenagers from the integrated technical courses. This

¹¹⁸ In English "I had no idea of how it was like. I thought it was something different from everything I had done before. But then, in the end, it was partly things I had never done and partly things I had already done, you know. I loved working with the teenagers, you know." (Silvana, interview, February, 2015).

¹¹⁹ I will discuss the process of participant teachers' professional identity construction in relation to the teaching of ESP later on in this chapter.

way, in considering the teaching of GE to the teenagers of the integrated technical courses at IFSC and the teaching of GE to the teenagers in private language schools as being similar activities, it is implicit in Silvana's judgement that the educational objectives of teaching GE at IFSC and in private language schools are one and the same. Clearly, not having been properly introduced to IFSC's sacred stories regarding its educational objectives has led Silvana to sustain her professional identity of English teacher from private language schools instead of composing a new story of teaching that was more in line with her new context of work. In sustaining that identity, Silvana apparently does not take into consideration that the objectives of teaching an additional language in regular schools are different from those of private language schools, as pointed out in the Brazilian Curricular Orientations for Secondary Education (Brasil, 2006). According to this document, the educational value of teaching an additional language in regular schools goes much beyond enabling the students to use it for communicative purposes only, as previously presented.

In addition to teaching to secondary education and technical courses, Silvana was also responsible for teaching English to a PROEJA group in the beginning of her experience at IFSC. Feeling unsupported by the school and abandoned to her fate once again, she states

Quando eu entrei no IFSC já era PROEJA. Na verdade eu nem sei com que curso que ele era integrado, sabe, porque nunca me disseram. A gente separava ((em níveis)), porque era mais por uma questão de número de aluno ((em sala)) do que por proficiência em si, porque eram todos no zero assim, sabe? Tinha um ou outro que sabia falar pelo menos '*good morning*' e aí a gente botava no Nível 2, mas era mais ou menos assim. Mas a gente dava só isso, cumprimento, os números, coisinha bem básica mesmo. E se não me engano no PROEJA eram só dois semestres, aí não dava pra fazer muita coisa. Na época o pessoal não fazia leitura instrumental, mas deviam, porque é o mais básico possível, né? Então eles poderiam ter feito alguma coisa instrumental, mas não tive qualquer orientação quanto a esse

público na época, eu tava chegando, não tinha experiência nenhuma né. (Silvana, interview, February, 2015)¹²⁰

As we can observe in the excerpt above, Silvana was not even informed of which technical course was integrated to that PROEJA group. This information was essential if Silvana was to design English classes that met students' specific needs for the course. We also learn from the excerpt that Silvana's English classes focus on the teaching of some linguistic forms, meanings and functions in order to enable the students to communicate in the target language. This practice, however, is probably disconnected from students' immediate needs considering that the PROEJA audience is very often already inserted in the labour market and participate in more specific social interactions (Brasil, 2002). One more time, the lack of important information about the course she was being assigned to teach and orientation regarding the teaching objectives for that category of education has led Silvana to sustain the professional identity of English teacher from private language schools helping students develop skills in the English language that may not be of much use for their more immediate needs.

Silvana's experiences of identity sustenance discussed above can be interpreted with the support of Wenger's (1998) ideas about the negotiation and formation of identities through participation in

¹²⁰ In English "When I started working at IFSC it was already called PROEJA. To be honest, I don't even know with which technical course it was integrates with, you know, because they never told me. We used to divide them according to their level of proficiency more for a matter of number of students in class them for their level of proficiency itself, because they were all very basic, you know? There was 1 or 2 who knew how to say 'Good morning', and then we'd place him in level 2, do it was more or less like that. So we'd teach only that, greeting, numbers, very basic things. And if I'm not mistaken, the PROEJA course last for just two semesters, do it wasn't possible to do much. At that time people didn't use to work with English for Specific Purposes, but they should, because it is the most basic thing you can teach. They could have worked with ESP, but I didn't get any orientation for that in relation to this group at that time, I was just arriving and I didn't have any experience." (Silvana, interview, February, 2015)

communities of practice and the ways one reifies him/herself and is reified by others as he/she engages in the practices of these communities. According to the author, one's membership in a community of practice constitutes his/her identity not only through reified markers of membership but also through the forms of competence that this membership entails. Such competences refer to the mutual engagement of participants in a community of practice, their negotiation of a joint enterprise and the development of a shared repertoire. In Silvana's case, even though she was labeled an English teacher of secondary, technical and technological education for the simple fact of working at IFSC, she could not display the competences necessary to be part of the community of practice of English teachers of secondary, technical and technological education because she was never introduced to either the school's sacred stories and the story of English teaching as lived by the other teachers. In other words, she did not know how to engage with the other participants (English language teachers) of that community, she could not negotiate a joint enterprise (English language teaching) because she did not quite understand how this had been defined by the members of the community (English language teachers) and the institution as a whole and she lacked the resources created by the members of the community (English language teachers) to pursue their enterprise (English language teaching). As a result of not being a full member of the community of practice of English teachers of secondary, technical and technological education at IFSC, Silvana "[shaped her] identity through [her] confrontation with the unfamiliar" (Wenger, 1998, p. 153)¹²¹, sustaining the only professional identity she was familiar with, that of an English teacher from private language schools. Silvana's impulse to sustain that identity was motivated by her placement in a peripheral position inside the community of practice of English language teachers at IFSC which has caused her a lot of suffering and emotional stress, as she has put it "eu realmente não tive

¹²¹ In the original "Our non-membership shapes our identities through our confrontation with the unfamiliar" (Wenger, 1998, p. 153).

orientação NENHUMA! (...) eu sofri, sabe?" (Silvana, interview, February, 2015)¹²².

Finally, moving back to the discussion of Silvana's excerpt above, it is also worth noting that by reflecting retrospectively about her experience with the PROEJA group, Silvana realizes that her teaching approach was not the most appropriate to that group's profile, but that she used it because she had not received any orientation on how to work with PROEJA in a different way. Going through the struggles of her peripheral participation in the community of practice of English language teachers at IFSC has contributed to Silvana's analysis of her own teaching practice and realization that adopting the ESP approach, helping PROEJA students develop reading skills in the target language, would probably be more suitable to their needs. In short, Silvana realizes that the story of teaching she was used to living may not always be the most appropriate story to live by depending on the level or modality of education she is in charge for and that, for this reason, she might have to compose a new story to live by. It is possible to notice in Silvana's retrospective reflection how she has shifted from an inbound trajectory to an insider trajectory (Wenger, 1998). Wenger (1998) posits that inbound trajectories are formed as newcomers join a community of practice with the prospect of becoming full members of that community, even though their initial participation may be peripheral, as was the case with Silvana. After a few years working at IFSC, participating in the community of practice of English language teachers, Silvana started to form an insider trajectory, in which new events, demands and generations create opportunities for the renegotiation of identities (Wenger, 1998), as evidenced in Silvana's composition of a new story to live by based on her experience with the PROEJA group. Looking back at her practices as she retells her story of when she started working at IFSC made her realize how much she had renegotiated her professional

¹²² In English "I really didn't receive ANY orientation. (...) I suffered, you know?" (Silvana, interview, February, 2015).

identity, corroborating Beijaard et al (2004) statement that, in retelling their stories, “teachers engage in narrative ‘theorizing’ and, based on that, teachers may further discover and shape their professional identity resulting in new or different stories” (p. 121).

4.1.1.2 Paulo: “Eu ainda acho que a gente poderia ter um balanço maior de carga horária, tu entende? É a coisa que mais me afeta.”¹²³

Turning the attention to the experiences lived by Paulo in the out-of-classroom place at IFSC, we soon realize that he too faced challenges, though from a different nature from those of Silvana’s, that required him to make some decisions in order to keep living a story that he holds close to his heart: that of the researcher. While Silvana’s struggles in the out-of-classroom place contributed to her sustenance of a professional identity of English teacher from private language schools at IFSC, Paulo did not have to go through the experience of feeling completely lost in an institution the size of IFSC, at least to what concerns the story of English teaching as lived by the other teachers. Even though he did not receive much information from the pedagogical department regarding IFSC’s sacred stories, i.e., its educational enterprise such as the philosophies, the techniques, and the expectations he would enact certain educational practices (Aoki, 2010), at the moment of his entry at IFSC, in 2013/2, Paulo received from Silvana all the necessary orientation on how the teaching of English took place there, considering the different levels of education, as he puts it “Recebi orientações da Silvana sobre como funcionavam os integrados e as demais turmas ((cursos técnicos e superiores onde inglês instrumental é ensinado)). Para aquele momento, achei que foi suficiente” (Paulo, e-mail, September, 2016)¹²⁴. In addition to that, prior to start working at

¹²³ In English “I still think we could have a better working load balance, you know? That’s what affects me the most” (Paulo, interview, February, 2015)

¹²⁴ In English “I’ve received orientation from Silvana on how the integrated technical courses and the other courses worked here. For that moment, I thought it was enough”. (Paulo, e-mail, September, 2016).

IFSC, Paulo took the initiative to study about the school, he also talked to friends who work in federal institutions in other states, so he had some idea of what it would be like to work in an institution of secondary, technical and technological education, as we can see

Sim, eu conhecia gente que já tinha trabalhado aqui né (...) tinha estudado também, (...) eu tinha uma ideia. E quando eu fiz o concurso eu tinha essa ideia, eu pensei 'Não, vai ser isso, vai ser!' e aí eu pensei, eu pensei muito, 'quero fazer isso? Quero!' (...) Então o IFSC o que que tinha, (...) um bom salário, uma boa carreira, de ser um lugar que eu achava que ia expandir o meu leque profissional, 'Ah, nunca dei aula disso, agora vou aprender isso também!', entende? (...) Tu sabe que vai ser inglês, tu tem essa ideia né, vai ser inglês pra fins específicos ou não sei o que. (...) Eu tinha tido colega de mestrado que tinha trabalhado aqui, (...) ele falava assim 'Ah eu prefiro dar aula no instituto federal do que dar aula na universidade', eu tinha outros amigos que trabalhavam ali e falavam a mesma coisa. Então eu pensei assim 'Pô, isso pode ser uma coisa muito prazerosa. Tem uma porta se abrindo, eu posso entrar, se algum dia eu não gostar, eu saio'. Mas eu, até agora, estou adorando, né. (Paulo, interview, February, 2015)¹²⁵

¹²⁵ In English “Yes, I knew people who had worked here (...) I had studies about it (...) I had an idea. And when I took the entrance examinations I had this idea ‘Ok, it’ll be like that, it’ll’ and then I thought, I thought a lot ‘Do I want to do that? I do!’ (...) So What did IFSC offer, (...) a good salary, a good career, it’s place that I thought that could contribute to expand my professional portfolio, ‘Oh, I’ve never taught this, now I’ll learn that too’, you know? (...) You know that it’s going to be English teaching, you have this idea you know, that it’s going to be English for Specific Purposes or whatever. (...) I have friend from the Master’s who have worked here, (...) and he would go like ‘Oh, I’s rather work in the federal institute than at university’, I had other friends who used to work there and would say the same thing. So I thought ‘Man, it can be a very pleasant experience. There is a door opening and I can come in, if one day I don’t like it anymore, I can leave’. But for the time being I’m loving it, you know”. (Paulo, interview, February, 2015)

Paulo pondered before applying for a job position at IFSC. He knew about the advantages of working there, such as the opportunity of having a good salary and career plan and the possibility of gaining professional experience in a context he had never worked before. He was also aware that, being a technological institution, he would work as an English teacher teaching English for specific purposes mainly. Having pondered about the advantages of working at IFSC, having heard positive testimonials from friends about their experience working at a federal institute and having received orientation from Silvana regarding the story of English teaching as lived by the other teachers have made Paulo's inbound trajectory in a new community of practice much smoother than that of Silvana.

It is worth noting that at the same time that Paulo seems to be really enjoying his new institutional identity at IFSC, understood by Gee (2000-2001, p. 100) as a "position authorized by authorities within institutions", an institution whose sacred story of articulating teaching, research and extension activities he is aware of, he also starts to realize that, at least for the general education teachers¹²⁶, IFSC is configured predominantly as a teaching institution. For Paulo, IFSC is

(...) primordialmente eu acho uma instituição de ensino. Eu acho que isso é uma coisa muito forte, (...) mas eu acho que pra gente da formação geral isso é ainda MAIS forte, (...) eu acho que o pessoal que trabalha nas áreas mais específicas, sei lá, o carinho da eletrônica não sei o que... eu acho que ele tem mais tempo pra pesquisa. Eu acho até que ele é mais incentivado à pesquisa do que a gente. Mas o que

¹²⁶ As I have previously explained, the general education teachers at IFSC refer to the teachers responsible for the subjects that compose the curriculum of the secondary education (such as English, Spanish, Portuguese, Mathematics, Physics, Chemistry, History, Geography, Arts, Physical Education, etc.), not including the subjects specific to each technical course offered in the institution.

eu digo é assim, pelo menos existe o espaço. (Paulo, interview, February, 2015)¹²⁷

As Paulo starts to gain more experience at IFSC, he learns that even though the opportunity for research exists, this is an opportunity that seems to benefit mainly teachers from specific subjects, not him. This aspect of Paulo's out-of-classroom experience at IFSC figures as an issue that participates in the process of his professional identity reconstruction, once it prevents him from living his researcher identity in the context of IFSC.

For Paulo, being a researcher is much part of who he is as being an English teacher, as he puts it "Eu adoro pesquisa sim, (...) adorei meu doutorado, ainda sou vinculado à área que eu estudei, (...). Isso é uma coisa pessoal minha, (...) não é uma coisa que o IFSC precisa me dar espaço pra isso. Eu ia procurar esse espaço onde eu estivesse." (Paulo, interview, February, 2015)¹²⁸. This facet of Paulo's professional identity will be discussed in depth later on. For now, what I want to emphasize is that when Paulo arrived at IFSC he had already composed an identity of researcher, an identity that he did not find much space to keep living either in the out-of-classroom place at IFSC or in the in-classroom place specifically, because of the amount of hours allocated to teaching. For Paulo, this aspect of IFSC's sacred story is what affects him the most, even though he recognizes that he is privileged if compared to teachers in other schools. According to him, "A carga horária da gente de dentro de sala de aula é MUITO alta. (...) Eu ainda

¹²⁷ In English "(...) I think that IFSC is primarily a teaching institution. I think this is a very strong characteristic, (...) but I think that for us from general education this is EVEN stronger, (...) I think that the teachers who work in more specific areas, I don't know, the guy from electronics..., I think he gets more time for research. I even think that he is more encouraged to carry on research than we are. But what I'm saying is, at least there is the space." (Paulo, interview, February, 2015).

¹²⁸ In English "Yes, I do love research, (...) I've loved my PhD, I'm still connected to my area of study, (...). It's a personal thing, (...) it's not something that IFSC needs to give me space for. I'd look for this space wherever I was." (Paulo, interview, February, 2015)

acho que a gente poderia ter um balanço maior de carga horária, tu entende? É a coisa que mais me afeta.”¹²⁹ (Paulo, interview, February, 2015). In other words, Paulo’s excessive workload in the classroom did not allow him to find or build a community of practice at IFSC where he could negotiate his researcher identity. This fact, however, did not stop him from living that identity. On the contrary, as we can see “Eu continuo ativo na área em que me doutorei (...) eu continuo fazendo parte dessa comunidade.”¹³⁰ (Paulo, interview, February, 2015), Paulo never stopped being a member of the community of practice that he joined during his PhD program where he can fully live his researcher identity.

Despite high workload in the classroom and still feeling strongly connected to his PhD research area, Paulo wishes that at some point he will be able to live the researcher identity at IFSC as well, investigating his own pedagogical practice in his context of work, as he puts it

(...) Aos poucos eu quero que a pesquisa se direcione pra isso né, assim, de ser a partir da minha prática. O quê que as coisas que eu estudo se aplicam a minha prática? Como elas se aplicam? Como elas se aplicam a mim como professor, aos meus alunos como alunos? (Paulo, interview, February, 2015).¹³¹

Paulo argues that despite a number of initiatives taking place currently at IFSC statewide, such as the ‘I Fórum de Ensino de Línguas

¹²⁹ In English “Our workload in the classroom is VERY high. (...) I still think we could have a better working load balance, you know? That’s what affects me the most.” (Paulo, interview, February, 2015)

¹³⁰ In English “I continue to be very active in my PhD study area (...) I continue being part of this community.” (Paulo, interview, February, 2015)

¹³¹ In English “I want to slowly direct my research to that you know, like, to be based on my practice. What can be applied to my practice from the things that I study? How are they applied? How do they apply to me as a teacher, to my students as students?” (Paulo, interview, February, 2015).

do IFSC'¹³², 'I Encontro Babel IFSC'¹³³ and the creation of the 'DINTER em Linguística Aplicada'¹³⁴ in 2014, all of which aiming at creating a community of practice for strengthening the role of language teaching in the institution, both mother tongue and additional languages, through the fostering of research and the development of language teaching policies for IFSC, these initiatives are still very incipient. According to him, the field of languages is trying to grow in the institution and no one knows what the outcomes will be, "A gente não sabe quantos doutores vão sair desse Dinter, (...) a gente não sabe que tipo de pesquisa vai sair, a gente não sabe o impacto que essa pesquisa vai ter no cenário nacional e internacional e local aqui, a gente não sabe nada disso"¹³⁵ (Paulo, interview, February, 2015). Therefore, in the lack of a space at IFSC where Paulo could live his researcher identity, at the same time that he aligns to his new community of practice of English language teachers at IFSC by coordinating his energy to fit within a broader enterprise (Wenger, 1998), he also sustains his researcher identity in a community of practice out of IFSC until he can find the space in the very institution, as we can see

¹³² The 'I Forum of Language Teaching at IFSC' was a two-day event that took place in March, 2014, and aimed to diagnose and evaluate the teaching of languages at IFSC so that policies that meets the needs of and helps to optimize the learning of languages in Professional Education can be developed.

¹³³ The 'I Babel IFSC Meeting' was a one-day event that took place in June, 2015, and aimed at having language teachers from all IFSC campi share their experiences regarding actions and programs taking place in the institution.

¹³⁴ The 'Dinter in Applied Linguistics' refers to the interinstitutional PhD program in Applied Linguistics being offered through the partnership between IFSC and UFSC. The creation of this program resulted from the I Forum of Language Teaching at IFSC which confirmed the need to foster the development of research directed to language teaching in the context of professional education, having as one of its main purposes to offer subsidies for the construction of the IFSC Language Teaching Policy.

¹³⁵ In English "We still don't know how many PhD students will graduate from this DINTER, (...) we don't know what type of research will emerge from there, we still don't know the impact that this research will have in the national, international and local scenes, we don't know any of that" (Paulo, interview, February, 2015).

Como eu ainda tô muito vinculado ao que eu fiz ao doutorado, eu ainda não tô passando pra esse próximo passo de me inserir nessas outras coisas. Mas elas também não tão acontecendo ali, elas tão se formando pra acontecer... Tá legal pra mim, eu tô me... não é desapegando, mas eu tô assim, produzindo o que ainda dá pra produzir do que eu já fiz, pra aos poucos começar a (...) tem muito mais pra dar de forma mais centrada na instituição. (Paulo, interview, February, 2015)¹³⁶.

As a final point, Paulo seems to be aware of the unstable and shifting nature of identities (Varguese et al, 2005) as we can notice in his lighthearted words referring to starting working at IFSC and living the institutional identity of English teacher of secondary, technical and technological education and quitting it in case he does not enjoy it ‘(...) Tem uma porta se abrindo, eu posso entrar, se algum dia eu não gostar, eu saio’¹³⁷ (Paulo, interview, February, 2015). In fact, Paulo has gone through many personal and professional transitions which might have contributed to this awareness.

In relation to his personal life, Paulo has changed schools, cities and countries a number of times for a number of reasons. As a child, he went to three different schools, the reason being that either did he have to change school because it did not offer all the grades that compose the elementary education, or because Paulo was not feeling comfortable in a certain school, as he puts it “eu tinha amigos lá, tinha, mas eu não me sentia em casa... não sei... talvez eu não fosse maduro suficiente pra

¹³⁶ In English “Because I’m still very connected to what I’ve done during my PhD, I still haven’t taken the next step so as to get involves in these other things. But they aren’t happening right now either, they are getting prepared to happen... It’s fine for me, I’m... not detaching, but I’m like, producing what I can still produce from what I’ve done, so that little by little I start to... (...) there is a lot more to give to the institution” (Paulo, interview, February, 2015).

¹³⁷ In English “There is a door opening and I can come in, if someday I don’t like it anymore, I just leave” (Paulo, interview, February, 2015)

estar ali”¹³⁸ (Paulo, interview, February, 2015), or still because he wanted to move to a bigger school and live new challenges after spending years studying in small ones, as we can see in his words “essa escola de freira aí que é (...) uma escola gigante (...) lá tinha uma coisa muito forte de jogos internos, (...), né, aquela coisa de competir com outras escolas, turmas ... Pa, adorava aquilo! Tinha uma feira de ciências que eu adorava”¹³⁹ (Paulo, interview, February, 2015). In addition to changing schools, Paulo also moved from the city where he was born to a bigger one because he had passed the university’s entrance examinations where he initially started studying Law but then, not feeling happy with it, he decided to change to English Language and Literature, displaying since young age his easiness in dealing with the transitory nature of experiences, as we can see in his statement “(...) tava tendo as áreas de direito que eu não gostava (...) ao mesmo tempo que eu tava indo pra congresso, seminário, não sei o que... de Letras que eu amava, cara! (...) chegou na metade do segundo ano e eu 'não tô feliz, não tô afim, vou deixar!”¹⁴⁰. (Paulo, interview, February, 2015). Also, when Paulo was only thirteen years old, his father applied to take a PhD course in England and was accepted. Then, the entire family moved to Newcastle where Paulo finished high school. Even though Paulo was a little resistant to living in a different country, the more he realized that they were really moving to England, the more he enjoyed the idea of living new challenges “(...) foi naquelas aulas de inglês... eu sei lá... foi naquele momento que eu comecei a pensar assim 'Pera aí, ir pra

¹³⁸ In English “I had friends there, I did, but I didn’t feel like home... I don’t know... maybe I wasn’t mature enough to be there.” (Paulo, interview, February, 2015)

¹³⁹ In English “this nun school that was... (...) a huge school (...) there was a very strong thing with intercollegiate sports, (...) you know, that thing of competing with other schools, classes... Wow, I loved that! There was a science fair that I loved.” (Paulo, interview, February, 2015)

¹⁴⁰ In English “There were some subjects in the Law course which I didn’t like (...) at the same time I was going to congresses, seminars, I don’t know what... in the area of English which I loved, man! (...) then I got in the middle of the second year and I ‘I’m not happy, I don’t want it, I’ll quit it!” (Paulo, interview, February, 2015)

Inglaterra vai ser massa, cara! Vai ser um negócio...' e aí eu comecei a abraçar a história ali.”¹⁴¹ (Paulo, interview, February, 2015).

In relation to Paulo's professional life, his first job was as an English teacher in a private language school called Yázigi in 1998, where he worked for seven years. Parallel to working at Yázigi, Paulo took the English Language and Literature undergraduate course at university, by the end of which he directly applied for a Master course in 2004 in another city. Before even completing his Master's, in 2006, Paulo passed the selection for the position of English as a foreign language teacher in a public school in North Carolina, United States, where he worked for three years. Then, he decided that it was time to start a PhD course and moved to Arizona where he lived for four more years, working in parallel as an assistant professor at university. Upon the conclusion of his PhD he came back to Brazil and started working at IFSC in 2013.

In analyzing Paulo's personal and professional diverse experiences composing different stories to live by along the years - such as that of student of private elementary school in Brazil and then in public high school in United Kingdom, student of Law and then of English Language and Literature at university, English teacher in a private language school and then English as a foreign language teacher in a public school in United States and assistant professor at a university – it is my interpretation that such experiences have contributed to his awareness of the unstable and shifting nature of identities. Therefore, in face of the limitation presented by the out-of-classroom place of his new professional knowledge landscape where he does not find the space to sustain his researcher identity, leaving behind his identity of English teacher of secondary, technical and technological education figures as a possible solution for this limitation, once he has grown aware that “(...)

¹⁴¹ In English “(...) it was in those English classes... I don't know... it was in that moment that I started to think like 'Hold on, it'll be great going to England, man! It'll be something...' and I started to embrace the idea at that moment.” (Paulo, interview, February, 2015)

different identities can show up, be reshaped and take on new life in different landscape settings” (Connelly & Clandinin, 1999, p. 95).

4.1.2 Dealing with the aspect of IFSC’s sacred stories related to the institution’s hierarchical and bureaucratic operational and organizational structure

In addition to sometimes feeling invisible, unsupported and not finding the space to fully live the different facets of their professional identities, the English language teachers in this study also experienced frustrations in the out-of-classroom places of their school landscape in many aspects of their daily routines due to IFSC’s sacred stories, materialized in the institution’s hierarchical and bureaucratic operational and organizational structure. For the teachers, these sacred stories translate into a series of bureaucratic procedures that need to be followed in order to carry out a number of actions and duties in the institution. As will be discussed in the following paragraphs, the bureaucracies that teachers face in the out-of-classroom places and which figure as another issue that participate in the process of teachers’ (re)construction and sustenance of their professional identities, very often demotivate them to keep living their current stories and sometimes trigger the composition of alternative stories. In this section I discuss the out-of-classroom struggles experienced by the participant teachers individually. As the data generated pointed to the protagonism of Silvana and José regarding such struggles, focus will be given to the discussion of their experiences. Then, I continue the discussion in a subsequent section, focusing on the out-of-classroom struggles experienced collectively by the group of English language teachers.

4.1.2.1 Silvana: “Só sei que o negócio é demorado, burocrático e nem sempre a gente consegue as coisas que a gente solicita”¹⁴²

After a year and a half working at IFSC as a temporary teacher, Silvana passed the selection and was hired as a permanent one in 2008. Feeling more familiarized with the demands from the institution, she volunteered to be the English subject representative teacher of the additional language office once none of the other teachers wanted it, and soon she started proposing some changes

Depois que eu entrei de efetiva, no primeiro semestre eu lembro que eu já pedi para ser assessora. Eu já tava há um ano e meio aqui, o José já tava acho que há bastante tempo de assessor e ele não queria mais, e ninguém queria e aí eu peguei. Aí eu fiquei seis meses, aí eu fui falando pra mudar nomenclatura: ‘Eu sei que tem aluno que não é do avançado mas vamos deixar no avançado para não sobrecarregar o professor...’ ((como se estivesse falando com seus colegas sobre distribuição de alunos por sala)).¹⁴³ (Silvana, interview, February, 2015)

From the excerpt above we learn that working at IFSC requires that teachers live other stories in addition to the story of the English language teacher who teaches to different levels and modalities of

¹⁴² In English “I only know that it is time consuming, bureaucratic and we don’t always get the things that we request.” (Silvana, interview, February, 2015)

¹⁴³ In English “After I was hired as a permanent teacher, I remember that in the first semester I asked to be the English subject representative teacher. I had already worked here for a year and a half, José had worked as the English subject representative teacher for a long time and he didn’t want to do that anymore, nobody wanted, so I took it. Then I worked as the English subject representative teacher for six months, and I proposed changing the nomenclature ‘I know there is student who doesn’t belong to the Advanced level, but let’s place him in the Advanced level group so we don’t overload the teacher’ ((as if she was talking to her colleagues concerning the distribution of students per classroom))” (Silvana, interview, February, 2015)

education previously presented. One of these stories is to take on the position of the English subject representative teacher of the additional language office which, for Silvana, is a facet of her institutional identity that she actively performs as opposed to being an imposition to her (Gee, 2000-2001). According to the Rules of Procedures¹⁴⁴ of the campus where this study took place, the subject representative teacher must integrate the collegial body of the department to which he/she belongs, together with other members¹⁴⁵, and forward to the additional language teachers the warnings and decisions made during the meetings that take place once a week for two hours. In addition to that, among the many other functions specified in the Rules of Procedures which the subject representative teacher must perform are: organize and coordinate the additional language teachers' weekly meeting, set the teachers' timetable in the beginning of each semester as well as propose and conduct measures to the improvement of infrastructure and educational issues that concern the group of additional language teachers. Regarding this last function, one of Silvana's first proposals as the subject representative teacher of the additional language office was to rename the levels of proficiency previously called Basic 1, 2 and 3 (that had once confused her as we have seen) to Basic, Intermediate and Advanced, respectively, so that it became clearer to both teachers and students. Aiming at being fair with all English language teachers, Silvana also suggested that the students from each level of proficiency were distributed in a way that all teachers had approximate number of students in class.

¹⁴⁴ My translation for 'Regimento Interno'. This document governs the organization, competences and functioning of deliberative, advisory, administrative and academic bodies of the campus where this study took place, in order to supplement and regulate the statutory provisions. (IFSC, 2011)

¹⁴⁵ According to the Rules of Procedures, every academic department counts with its own collegial body which is constituted by the head of the department, the coordinator of the courses under the departments' responsibility, a management technician, a student from each course and the subject representative teacher of each area of knowledge linked to the department.

Concerning the infrastructure specifically, Silvana managed to make some improvements in the additional language teachers' office and language laboratories, as recorded in my daily journal

Today, teachers Silvana, Paulo, Cristina¹⁴⁶ and I were busy moving all the furniture and material from their tiny, little office to a more spacious one just across the corridor. The only furniture left behind was an old cabinet with broken shelves and infested with termites. It was common sense among the teachers that the office needed improvement and that it was too small for the six of them. Whenever they had teachers meeting, they had to squeeze around the round table so everybody could be seen. After approximately two hours, we had everything done. The new office just didn't look so welcoming in the end because the piles of books were placed on the round table and the two computers on the desk. Silvana explained, however, that this situation would soon be solved because during the acquisition process that took place in the beginning of the semester she had requested two new bookcases and desks, all in the same color, so that the office looked tidy and nice! In addition to that, she had also requested three whiteboards to replace the old blackboards in the language laboratories. Teachers didn't like using chalk. As regards the furniture request, she said '*Eu só espero que dessa vez venha*'¹⁴⁷. (daily journal, November, 2014)

As we can observe from the recordings above, Silvana lives the story of the subject representative teacher of the additional language office with dedication and responsibility, fulfilling the duties of her position the best she can. It was common sense between both English and Spanish teachers that their office was in real need for improvement. Silvana managed to move the teachers' office to a bigger room and to

¹⁴⁶ Fictitious name for a Spanish teacher.

¹⁴⁷ In English "I only hope that they ((the furniture)) come this time." (daily journal, November, 2014)

replace old, broken and sometimes termite infested furniture by brand new ones. Thinking of teachers' wellbeing, Silvana also proposed to replace the old blackboards by whiteboards so that neither the teachers nor the electronic equipment in the language labs were exposed to chalk dust. However, at the same time that Silvana seemed to feel optimistic because of the achievement of a bigger room, she also expressed her concern regarding the possibility of her requests not being attended, saying '*Eu só espero que dessa vez venha*' (daily journal, November, 2014), as has in fact happened many times as will be shown in the next paragraphs. To Silvana's surprise, a little after the additional language office moving, she was informed by the infrastructure coordinator that the furniture requested in the beginning of the semester (2014/2) had finally arrived. Now, there are whiteboards in the language labs and the teachers' room counts with new lockers and desks.

Before I continue with the analysis of participant teachers' experiences with IFSC's sacred stories, I consider interesting to dedicate a few lines to discuss one aspect of Silvana's professional identity, which is that of a reliable, responsible and very efficient professional as evidenced in the paragraph above. In line with Connelly & Clandinin (1999) who argue that identities have origins and that these origins can be found in various aspects of an individual's life, after analyzing the data generated from my interview with Silvana and the field notes from my participant observation, I could recognize that a good portion of her school, university and family life has figured as evidential hints for that aspect of her professional identity.

During her childhood, Silvana had priorities in life which diverged from those of her mother who wanted her to do well at school and later on choose a profession which would bring her good financial return. Wishing to become a ballerina and later on finding a boyfriend affected negatively her studies, leading her to struggle during secondary education and failing the year once. All these granted her the discourse identity (Gee, 2000-2001) of the 'black sheep' of the family, as she puts it "(...) eu era a grande ovelha negra da família porque eu só passava

me arrastando ou ficava reprovada”¹⁴⁸ (Silvana, interview, February, 2015). In one of her changes of school, however, she was placed in the classroom of the most intelligent students. She felt flattered with her new position but still a bit mistrustful in the beginning, “eu fiquei meio *flattered* por fazer parte da turma especial (...), não sei se o fato de eu estar na turma de alunos especiais e eu comecei a acreditar, mas a matéria era PG, PA, matriz¹⁴⁹, e eu achava tudo ridiculamente fácil”¹⁵⁰ (Silvana, interview, February, 2015). Along the years other happenings in her life contributed to reinforce ‘the new Silvana’. At university, Silvana was once invited by professor Catarina to replace her in some classes. This invitation had a special meaning for Silvana because Catarina was the same teacher with whom she had almost failed the English language course at IBEU for absence when still a child. Therefore, for Silvana, replacing Catarina at university was a sign that she recognized her competence which made her feel proud of herself, stating “Aí eu me senti, né !! ((falando orgulhosa)). Foi bem legal!”¹⁵¹ (Silvana, interview, February, 2015). In addition to that, Silvana completed the undergraduate course in advance, in just three years. She felt empowered that she was the first in the family to graduate and to complete the Master’s and PhD program. Such achievement made her actively achieve the discourse identity of the ‘white sheep’ of the family, as we see in the excerpt

¹⁴⁸ In English “I used to be the big black cheep of the family because I always struggled to pass the year or failed.” (Silvana, interview, February, 2015)

¹⁴⁹ In mentioning ‘PG, PA e matriz’, Silvana is referring to geometric progression, arithmetic progression and matrix, respectively, which are all contents learnt in the mathematics subject during elementary school.

¹⁵⁰ In English “I got sort of flattered for being part of the special class (...), I don’t if it was for the fact that I was in the class of the special students and I started to believe in that, but the contents were GP, AP, matrix, and I found all that ridiculously easy.” (Silvana, interview, February, 2015)

¹⁵¹ In English “I found that great, you know! (speaking proudly). It was very nice.” (Silvana, interview, February, 2015)

E aí com a aceleração do curso de Letras eu me formei antes dele ((seu irmão mais velho)), (...) e eu até gostava de passar na cara na época, ‘Ah vou ser a primeira mestra, que se formou primeiro, e depois doutora...’ (...) Então houve assim essa mudança de ovelha negra para ovelha branca, digamos né.¹⁵² (Silvana, interview, February, 2015).

Nonetheless, being the ‘white sheep’ meant being the model student and she had to work hard to sustain this identity. Even though Silvana recognized that being the ‘white sheep’ demanded from her an excessive degree of dedication and that she worked twice as more, she proved to the others that she could make it, as the excerpt shows

(...) como eu vi que eu podia, tinha capacidade, eu assumi muita responsabilidade e às vezes me dava mal por causa disso, né, fazia coisa demais. No mestrado (...) minha orientadora (...) dizia que a gente era bolsista e tinha que fazer todas as disciplinas e tinha que ir a todos os congressos com trabalho para o congresso. Na época eu ODIEI isso daí, mas eu mostrei pra ela que eu conseguia.¹⁵³ (Silvana, interview, February, 2015).

In her professional landscape at IFSC, Silvana continues working hard to sustain the white sheep identity. She is pro-active, determined and does not wait long for things to get done. For her

¹⁵² In English “So, with the acceleration of the undergraduate course I graduated before him (her older brother), so that when he graduated I was already in the Master’s and so... I even liked to throw that on their face at that time... ‘I’ll be the first to hold a Master degree, the one who graduated first, the first to hold a PhD degree’ (...). So there was this change from being the black sheep to being the ‘white sheep’, let’s say.” (Silvana, interview, February, 2015)

¹⁵³ In English “(...) as I realized that I was able, that I had the capacity, I took too much responsibility and sometimes I paid the price for that... (...). During the Master’s, my advisor (...) used to say that because we had a scholarship we had to do all the disciplines and go to all the congresses to present papers. At that time I hated that, but then I showed her that I could make it.” (Silvana, interview, February, 2015)

additional language colleagues, she is the person to whom they turn to solve institutional or bureaucratic doubts. For other colleagues higher in the department's hierarchy, Silvana is considered a reliable, responsible and efficient professional who they keep resorting even when she is not the subject representative teacher for the additional language office. Likewise her experience during the Master's program, Silvana also has to pay the price for sustaining that aspect of her professional identity at IFSC as I show next, returning to the discussion of her experiences with IFSC's sacred stories.

Despite Silvana's achievements as the subject representative teacher for the additional language office, it is important to emphasize that they did not come without a considerable amount of frustration and distress felt at IFSC's out-of-classroom place. As stated previously, at IFSC some of these sacred stories are materialized in the institution's hierarchic operational and organizational structure to which teachers must submit shall they wish to purchase any material or carry on any infrastructure improvement, as can be observed as follows

Regarding the procedures that should be followed in order to make some improvements possible, Silvana lamented that it is a very bureaucratic process. She explained that first she needs to wait for the publication of a document announcing the acquisition process of goods (that can be books, furniture, electronic equipment, office stationery, etc.) and check if there is budget available in the department. Then she has to fill in a spreadsheet with detailed information about the goods she is requesting and justify the reason for doing so. After that, she sends the spreadsheet with the information to her department's infrastructure coordinator so that he/she can forward it to the purchasing department of the campus who, in turn, give continuity to the process after a company has been selected through a bidding procedure. In short, it can take months to purchase anything that teachers need. Silvana even stated *'Eu não sei te dizer com muito detalhe como é que funciona não. Só sei que o negócio é demorado, burocrático e nem sempre a gente consegue as*

*coisas que a gente solicita*¹⁵⁴ (daily journal, November, 2014)

Silvana describes some of IFSC's sacred stories as bureaucratic and time-consuming where mostly often the request of simple and sometimes urgent items, let alone infrastructure-related requests, becomes an odyssey. From the notes above, one can notice the amount of steps that need to be followed for any purchase, which involves not only filling in paperwork but also the articulation and cooperation of different departments and staff. As the English subject representative teacher, Silvana feels the imposition of IFSC's sacred stories more strongly as she is the one responsible for a number of functions that concern both English and Spanish language teachers. She needs to be always attentive to the publication of acquisition processes and to the department's financial situation so that the team of additional language teachers does not waste opportunities of improving their working condition. In her words, Silvana emphasized the lengthy and bureaucratic nature of IFSC's sacred stories regarding acquisition processes, confessing that not even herself who has been working at IFSC for a few years understands exactly how they work. One more time she expresses her concern regarding the risk of going through the entire process and feeling frustrated in the end for not having the requests attended.

Silvana's fear of feeling frustrated is not just a concern that comes from out of the blue. In fact, she has experienced a number of situations in which IFSC's sacred stories caused her frustration and demotivation to carry on living the story of the subject representative teacher for the additional language office. One of these situations regards Silvana's frustrated attempt of making some infrastructure improvements in the language labs, as I have remarked "o coordenador de infra-estrutura pediu para ela enviar um e-mail com o pedido de equipamento para os laboratórios de línguas, mas que ela já tinha feito

¹⁵⁴ In English "I can't tell you in detail how things work. What I know is that it is time consuming, bureaucratic and we don't always get the things that we request." (daily journal, November, 2014).

isso antes e que nada aconteceu”¹⁵⁵ (daily journal, December, 2014). Another situation refers to the acquisition of new books for the English and Spanish teachers where Silvana needs to follow the same bureaucratic steps described previously. In this case, once Silvana learns that an acquisition process has been opened, she has to do all the work of filling in a detailed spreadsheet with information about the books (title, author, editor, amount, ISBN number, etc) and sending it to the purchasing department staff so that they forward the request to the company that has been selected by the bidding process. After spending a lot of her time and energy following the rules of the school, the teachers many times do not even get to see the color of the books, as Silvana comments “é frustrante porque muitas vezes a empresa responsável por comprar os livros, por algum motivo, não os encontra e conseqüentemente os professores ficam a ver navios.”¹⁵⁶ (daily journal, December, 2014). According to Silvana, the only way to guarantee that the books will arrive is to follow the acquisition process very closely, contacting the staff responsible for the process until they come with a positive response. However, doing that demands an extra energy that Silvana is no longer willing to invest, as she puts it

Tem que ficar muito em cima! Eu mesma já fiz isso, mas acabei desistindo por cansaço. Tem um professor da física que sempre consegue as coisas, porque ele não arreda o pé enquanto não tiver as coisas resolvidas. O problema é que isso é extremamente desgastante se pensarmos em toda carga

¹⁵⁵ In English “the infrastructure coordinator had asked her to send him an e-mail requesting the equipment for the Language Lab but that she had already done that before and nothing had happened” (daily journal, December, 2014)

¹⁵⁶ In English “it is frustrating because very often the company responsible for purchasing the books, for some unknown reason, doesn’t find them and consequently the teachers are left in the lurch” (daily journal, December, 2014)

horária que temos que cumprir.¹⁵⁷ (daily journal, December, 2014)

In addition to that, Silvana also shared her odyssey in applying a project for the creation of an extracurricular English course to be offered at IFSC as described previously in Table 3. It is important to say that the steps to be taken for the submission of any project are not explicit in any institutional document, being left for the teachers to literally investigate how to proceed with the submission of projects, knocking on every possible door in the campus to gather information.

Though I only discuss in more depth in the next section issues related to agency, structure and power relations (Coldron & Smith, 1999; Billett, 2004; Billett & Pavlova, 2005 and Billett et al, 2006), I present a last situation experienced by Silvana in the out-of-classroom place in which she decides to exert her agency instead of succumbing to the frustrations caused by IFSC's sacred stories (structure). When Silvana was informed that the language labs would have to be shared with teachers from other subjects because one of the school's building would be under reform, Silvana considered more prudent to remove all the electronic equipment (such as overhead projectors and computers) from the labs and take them to the additional language office fearing they could be broken by the end of the semester because of overutilization. However, instead of following IFSC' sacred stories, which would be to call the warehouse staff in advance and set a date and time so that they did the removal, Silvana made the decision of inviting the English and Spanish teachers to do the work themselves, as a team. The same procedure was adopted by Silvana when, by the end of the reform, all the equipment had to be taken back to the labs. In doing so, Silvana exerts her agency by resisting the institutional prescriptions and living an alternative story of school. She chooses to compose a story in which she escapes from IFSC's sacred stories so at least she makes sure

¹⁵⁷ In English "You have to follow very closely. I have already done that myself, but I ended up giving up for tiredness. There is a Physics teacher who always gets the things, because he doesn't step away while he doesn't get things done. The problem is that it is extremely stressful if we think of our workload." (daily journal, December, 2014)

she will get what she wants and avoids feeling stressed, as we can notice in the record “Silvana diz que nunca espera por eles porque ela sempre se cansa de esperar, e então ela mesma começou a fazer as coisas”¹⁵⁸ (daily journal, August, 2014). Silvana’s composition of an alternative story to live by can also be interpreted with the support of Wenger (1998) for whom identity formation has also to do with one’s ability to construct and negotiate meanings as well as claim ownership of meanings within an economy of meanings. In the case of Silvana, she refuses to align to the meanings defined by IFSC’s sacred stories and constructs her own meanings, even if unofficially, regarding how to proceed whenever she needs equipment to be moved from one place to the other.

It is worth noting that exerting her agency through resistance to rules has been a strategy adopted by Silvana in other moments of her life when she considered she was not benefiting from a certain situation. As we have learned previously, Silvana has taken English lessons at IBEU for almost eight years, from ten to seventeen years old. Along these years, she experienced feelings of hate and love about the English classes and the teachers, as we can see

(...) Eu também rodei no inglês no cursinho que foi o fim do mundo porque foi por falta. Eu lembro que foi horrível porque eu não ia pra aula, eu matava aula, e um dia a professora ligou para saber o que estava acontecendo e aí minha mãe descobriu! (...) e eu não ia porque eu odiava a professora, (...) eu odiava tudo nesse colégio, era tudo chato, sem graça né (...) eu era tímida eu não gostava quando o professor fazia pergunta pra mim, eu morria de vergonha, (...) *role plays*, meu Deus, eu queria morrer!¹⁵⁹ (Silvana, interview, February, 2015)

¹⁵⁸ In English “Silvana says that she never waits for them [[warehouse staff]] because she usually gets tired of waiting, so at some point she started doing things by herself” (daily journal, August, 2014).

¹⁵⁹ In English “I failed in the English course which was like the end of the world. I remember that it was horrible because I didn’t go to the classes, I

While still a child, there was an English language teacher who Silvana hated because she considered her lessons boring and unattractive, the reason why she did not like to go to the classes. In addition to considering the teacher and her lessons not amusing enough, Silvana also disapproved teachers who put her in a situation where she felt uncomfortable, as in activities in which the attention would turn to her or when she had to interact with colleagues not close to her in role-plays, for instance. In face of such negative experiences with English language teachers and their classes, Silvana resisted to the school's rules and her mother's authority and opted for skipping classes. As a result, she ended up failing in the English course for absence, but at least she ensured that her mother requested at IBEU that she was placed in a different class, consequently with a different teacher, with whom she felt comfortable and whose classes she enjoyed.

In another moment of her life, when she was already an undergraduate student, Silvana concluded that she was not fully benefiting from a discipline she was enrolled. In her opinion, the professor and his/her class were uninteresting and so she decided to quit the discipline during that semester, as we can see in her words “*Latim por exemplo, eu acho que desisti duas vezes, porque eu achava o professor chato, aula chata... Então eu tentei duas vezes com dois professores diferentes e não rolou, aí teve um que eu AMEI!*”¹⁶⁰ (Silvana, interview, February, 2015). Silvana quit the discipline twice for the same reason and only carried on with it when she finally found a professor that she loved. It is important to notice that in both situations,

skipped classes, and one day the teacher called to ask what was going on and then my mother found out! (...) and I didn't go because I hated the teacher, (...) I hated everything in that school, everything was boring and dull (...) I was shy and I didn't like when the teacher asked me questions, I was so ashamed, (...) role plays, my God, I wanted to die!” (Silvana, interview, February, 2015)

¹⁶⁰ In English “Latin for instance, I think that I've quitted twice, because I found the professor boring, the class was boring. So I tried twice with two different professors and it didn't work, and then there was one that I LOVED!” (Silvana, interview, February, 2015)

at IBEU and at university, Silvana's agency, expressed through her resistance, enabled her to live a story that fitted better with who she was as an additional language learner and undergraduate student.

Just like the situations presented above, the collection of frustrations and wasted energy accumulated by Silvana as she struggled to follow IFSC's sacred stories along the nine years that she has been working there has resulted in her demotivation to keep living the story of the English subject representative teacher and even the story of the English language teacher, as I have recorded

Silvana reclama que fica cansada de fazer mil vezes a mesma coisa. (...) Silvana desabafou dizendo que era por isso que ela não queria mais ser assessora, porque ela estava de saco cheio do não funcionamento de coisas tão simples, e das pessoas não fazendo o seu trabalho como deveriam.¹⁶¹ (daily journal, December, 2014)

Silvana confessou que ela inclusive estava considerando pedir afastamento para dar um ar na cabeça ou mesmo se demitir do IFSC e começar a trabalhar com outra coisa, pois assim ficaria longe de todo aquele stress e teria mais tempo para seus filhos.¹⁶² (daily journal, December, 2014)

¹⁶¹ In English "Silvana complains that she gets tired of doing the same thing a thousand times.(...) She even stated, as if getting that off her chest, that it's for that same reason that she doesn't want to be the English subject representative teacher for the additional language office anymore, because she was sick and tired of simple things not getting done and of people not doing their jobs properly. (daily journal, December, 2014)

¹⁶² In English "Silvana confessed she was considering asking for a temporary absence from work or quitting IFSC and start working with something else, so that she would be far from all that stress and would have more to her children." (daily journal, December, 2014)

As we can notice, being the subject representative teacher for the additional language office meant that Silvana would have to either align to some of IFSC's frustrating sacred stories (structure) or compose alternative stories in order to save herself from excessive emotional distress. In effect, to what concerns being the English subject representative teacher, Silvana did not accept to keep living any of these two possibilities, giving up that position by asking another teacher to assume it from 2015 on. In analyzing Silvana's timeline from when she started working at IFSC back in 2007 to the current days, it is worth noting that she moved from being a motivated professional in the out-of-classroom places offering readily to assume the position of the English subject representative teacher and proposing some pedagogical changes (levels of proficiency) to becoming a professional who, though promoting a number of infrastructure improvements (move to a larger teachers' room, new furniture for both office and language labs, etc), is not willing to feel the weight of some of IFSC's sacred stories anymore. For Billett and Pavlova (2005) who have investigated the role of agency in learning for and through work, individuals' exercise of agency may not always be directed at their compliance with regulatory practices of the workplace, but to their 'resistance and clever manipulation' (p. 198) of them in order to secure their personal goals. In the case of Silvana, her demotivation, tiredness and frustration only increased, leading her to stop living the story of the English subject representative teacher and even considering giving up the story of being an English teacher of secondary, technical and technological education at all, so at least she would be closer to her children.

4.1.2.2 José: “Aqui no IFSC às vezes tu tem que passar de departamento por departamento pra conseguir uma coisa”¹⁶³

If we look at José’s experiences in the out-of-classroom place we will find that he too exerts his agency through resistance in face of IFSC’s sacred stories as I hope to make clear as follows. It is essential, however, to take a brief look at his trajectory ever since he started working at IFSC once it has contributed to shape his professional identity.

When José started working at IFSC in 1997, the institution was still called Federal Technical School of Santa Catarina and only secondary technical courses were offered. According to him, because he was not used to teach in the context of public schools, in his first five years at IFSC “eu não tava muito motivado (...) porque era turma cheia, não tinha nível nenhum, dava aulas de noite pra alunos (...) meio de descaso até assim um pouco agressivos (...) Eu vinha assim sem vontade”¹⁶⁴ (José, interview, February, 2015). It was only when the school became the Federal Center of Technological Education of Santa Catarina (CEFET) that José started to enjoy being an English teacher in that context because of some significant changes that occurred, the most meaningful to him being the introduction of the placement test so that students could be grouped according to their level of proficiency in the English language. Notwithstanding the positive changes that occurred, José started to realize the marginal place in which the English language and, therefore, the English teachers were positioned in the school. According to him, “no começo eu achava que o inglês era um peixe fora d’agua aqui, né, porque eu ia pras partes técnicas e eu não via os

¹⁶³ In English, “Here at IFSC sometimes you have to run from department to department in order to get something” (José, interview, February, 2015)

¹⁶⁴ In English “I wasn’t very motivated (...) because the classes were packed, there, there wasn’t placement test, I used to teach at night for students (...) who weren’t interested and were even a bit aggressive (...) I didn’t feel motivated to come to work,” (José, interview, February, 2015)

coordenadores valorizar muito a língua não, o inglês. De 97 até uma certa data (...) a instituição não dava muita bola pra gente não.”¹⁶⁵ (José, interview, February, 2015). José’s statement regarding how the English subject was seen by the coordinators from the technical courses and the school as a whole reveals a long-standing belief of the failure of the teaching of English in public schools and the consequent discredit of English teachers. As already pointed out by Cox and Assis-Peterson (2002, 2008), such beliefs are reinforced by the low status that the English subject has in the schools’ curriculum, which is not different from what José noticed when he started working at IFSC back in 1997. In addition to that, José soon realized that despite the efforts of some English teachers who composed the team at that time, no matter how much they fought to remove the English subject from the position of marginality in the school, they ended up succumbing to the control exercised by political powers that determined which subjects would be placed in central or marginal positions, as we can see in José’s statement

A Paula¹⁶⁶ era uma que brigava pra... mas só que ela via que a as forças políticas eram muito fortes e ela cansou, cansou... E aí então esse grupo mesmo até uns 5 ou 6 anos atrás eles vinham pra dar aula e fazia isso... vou dar a minha... fazer a minha parte... brigávamos aqui por questões de espaço e tal né, por condições de serviço, mas sem esperança que o inglês fosse visto como uma disciplina que fosse valorizada. (José, interview, February, 2015)¹⁶⁷

¹⁶⁵ In English “In the beginning I thought that the English subject was like a fish out of the water here, you know, because while teaching for the technical courses I didn’t use to see the coordinators valuing the English language subject. From 1997 until recently (...) the institution didn’t use to pay much attention to us.” (José, interview, February, 2015)

¹⁶⁶ Fictitious name for an English teacher who composed the team of English teachers in 1997 when José started to work in the school.

¹⁶⁷ In English “Paula was a teacher who used to fight for... but she realized that the political forces were too strong and she got tired of that, got tired... then, this same group until 5 or 6 years ago they used to come to teach their classes and that’s it... I’ll teach my classes, I’ll do my part... we used to fight here for

If we analyze this situation through Wenger's (1998) notion of identities being formed also in the process of negotiability, understood as an individuals' "ability, facility, and legitimacy to contribute to, take responsibility for, and shape the meanings that matter within a social configuration" (p. 197), then it is possible to interpret that English language teachers' lack of legitimacy to negotiate and claim ownership of meanings due to asymmetrical relations of power led to the construction of a professional identity of non-participation.

It is interesting to notice that at the same time that some English teachers succumb to the existing power relations, giving up trying to remove the English subject from a marginal position, they also resist to them by finding strategies for not becoming completely invisible to the school. The teachers' agency in face of power relations is represented by their fight for better working conditions and by not engaging in other activities in the school except for teaching their classes and doing the minimum a subject representative teacher can do: going to the collegial body's meeting and passing on the messages to the teachers and the subject representative teacher from the other disciplines. This is also registered in our interview when José says "(...) quando eu entrei aqui o Pedro¹⁶⁸ também dava aula em outros lugares, então ele dava o recado aqui, não se envolvia... se envolvia só nas reuniões pra passar pros assessores, falar assim e assado"¹⁶⁹ (José, interview, February, 2015). As José gained more experience at IFSC, he also learned of IFSC's sacred stories, translated into the institution's hierarchical and

physical space and do so, for better working conditions, but without the hope that the English subject would be valued." (José, interview, February, 2015)

¹⁶⁸ Fictitious name for an English teacher who composed the team of English teachers in 1997 when José started to work in the school and who was the subject representative teacher for the additional language teachers at that time.

¹⁶⁹ In English "when I started to work here, Pedro used to teach in other places as well, so he would do his job here and wouldn't get involved... he used to participate only in the meetings so as to pass the messages on to the teachers." (José, interview, February, 2015)

bureaucratic operational and organizational structure, which according to him interferes in the teachers' classroom work

(...) a professora Marta de matemática já dizia isso 'ela ((a instituição IFSC)) é complicada e burocrática', porque ela é muito cheia de segmentos e subsegmentos que às vezes atrapalha muito o teu trabalho de sala de aula, né. E esse fato de que tu vai pra uma reunião (...) mas as informações são todas muito burocráticas e não se visualiza nada do pedagógico, né. Isso aqui que me cansa um pouco (...) e aqui no IFSC às vezes tu tem que passar de departamento por departamento pra conseguir uma coisa. (José, interview, February, 2015)¹⁷⁰

As has been pointed out by Assis-Peterson and Silva (2010), while in the process of constructing their professional identities, teachers usually find themselves caught in the tension between their agency and the structure that surround them. When we look at José's initial trajectory at IFSC, it is possible to notice how this is marked by the tension between English teachers' agency and the structure (IFSC's sacred stories) represented by political forces, hierarchy and bureaucracy, all of which figure as issues that have participated in the (re)construction of his professional identity. During the time I was a participant observer in this study, I could notice how José exerts his agency through his non-engagement in activities that exceed his classroom timetable, except the position of the subject representative teacher for the additional language office which he has assumed for years and accepted again in 2015/1.

Along the almost twenty years that José has been working at IFSC, he has learned to compose a story to live by alternative to that of

¹⁷⁰ In English "The mathematics teacher, Marta, used to say that 'it ((the institution)) is complicated and bureaucratic', but it is full of sectors and subsectors that hinder a lot our work in the classroom, you know. And the fact that you goto a meeting (...) but the information is too bureaucratic and no attention is paid to pedagogical matters, you know. That's what tires me a little (...)and here at IFSC sometimes you have to run from department to department in order to get something." (José, interview, February, 2015).

IFSC's sacred stories, as also did Silvana previously presented. The difference between their alternative stories lies on the fact that while Silvana composed an alternative story by finding a strategy to have things done without having to go through all the time-consuming institutional bureaucracies, José opted for not engaging in activities that exceeded his classroom timetable. He teaches his classes and declines any extra activity that has not been planned in advance by the institution. José and Silvana's composition of alternative stories to live by confirm Billett (2004), Billett and Pavlova (2005) and Billett et al's (2006) ideas that individuals are guided by their agency in the process of learning in the workplace, in the sense that they also determine how they participate in it, how they interpret the opportunities and restrictions provided in it and how they learn based on their practices. In one occasion, during an additional language teachers' meeting, Silvana passed on the message from the school's direction in which they wanted to know if there was any English teacher interested in voluntarily working during a class that would be offered to prospective students trying the entrance examinations to study at IFSC. After a moment of silence, "José expressou um pouco irritado que o IFSC sempre pede que façamos trabalhos em cima da hora, que ele já havia passado por isso diversas vezes e que agora ele não faz mais isso não, que tem que haver um planejamento por parte da instituição"¹⁷¹ (daily journal, September, 2014). In another occasion almost a year later, also during an additional language teachers' meeting, Silvana explained that though they were not expecting, they would have to teach the English component of a PROEJA course that was supposed to be offered only in the next semester. While Silvana was trying to figure out how to solve the situation, "José prontamente disse que também não gostaria de assumir essa turma e mostrou sua indignação que aqui no IFSC é sempre assim,

¹⁷¹ In English "José took off his chest impatiently that IFSC always requires in the last minute that we do some work, that he has gone through this many times before and that nowadays he no longer accepts to do that, that the institution must plan things in advance." (daily journal, September, 2014)

as coisas acontecem de um dia para o outro e sobra para os professores. Além disso, ele já tinha se planejado com a família dele e que aquele seria um horário que ele buscaria os filhos na escola”¹⁷² (daily journal, October, 2015). As the subject representative teacher for the additional language office, José participates diligently in the collegial body’s meetings and passes on the messages to the teachers. However, he is a little resistant in performing other bureaucratic activities which are also under the English subject representative teacher’s responsibility. In such cases, either another English teacher assumes the responsibility, usually Silvana, or the additional language teachers lose the opportunity of improving their working condition, as for instance, requesting to buy new books, furniture, electronic equipment, etc.

It is worth noting that José recognizes that currently the English subject is starting to get stronger in the institution, in his point of view, because of the political forces that some additional language teachers started to exert after assuming administrative positions in the rectorate of IFSC, organizing events such as the Forum of Language Teaching at IFSC previously mentioned and because of initiatives taking place at IFSC and nationwide in face of the increasing demand of knowledge of the English language for the labour market, such as the exchange program offered through PROPICIE¹⁷³ to undergraduate and technical courses students and ‘Ciências sem Fronteiras’¹⁷⁴. Nevertheless, he is still skeptical towards these initiatives, stating that “Agora com essas coisas que a... mas que também envolve muita política, que se chama essa questão do intercâmbio aí, do ciências sem fronteiras e tal (...) eles já estão nos vendo com outros olhos, mas tudo devido a interesses

¹⁷² In English “José promptly said that he also wouldn’t like to take the group and expressed his annoyance regarding things being always like this at IFSC, that things happen overnight and teachers are left with the responsibility to deal with them. In addition to that he had already set up with this family that that would be the time he would pick up his children from school.” (daily journal, September, 2014)

¹⁷³ The exchange program at IFSC is offered through the National and International Exchange Program for Students from IFSC (Programa de Intercâmbio Nacional e Internacional para Estudantes do IFSC- PROPICIE)

¹⁷⁴ In English ‘Science without Borders’.

também da área deles.”¹⁷⁵ (José, interview, February, 2015). José also questions whether specific events for language teachers would be taking place if it was not for the efforts of an additional language teacher working in the rectory, as he puts it “(...) se a Carla¹⁷⁶ não tivesse... é uma pergunta a se fazer! Teria acontecido isso? Talvez... Muita política nesse meio, muitos interesses políticos. Eu sempre não vejo com bons olhos isso aí...”¹⁷⁷ (José, interview, February, 2015). José’s skepticism towards this sudden appreciation for the English subject was built along the years as he gained more experience at IFSC, learning more about its sacred stories and observing how his colleagues used to resist to them through their agency by composing an alternative story to live by, a story that José keeps composing up to the present days at IFSC: one in which he assumes the position of the English subject representative teacher if necessary but prefers not to get involved in institutional activities other than teaching his English classes.

Finally, though José and Silvana’s agency is expressed differently through resistance, it is possible to say that their agency is similar in nature once both involve their non-participation in some aspects (those related to IFSC’s sacred stories) of the community of practice of teachers of secondary, technical and technological education at IFSC in which they are members. In their non-participation in some aspects of that community they are actually engaged in shaping their professional identities, once “we not only produce our identities through the practices we engage in, but we also define ourselves through the

¹⁷⁵ In English “Now with these things... but that also involves a lot of politics, in relation to the exchange program, the science without borders and so on, they are already looking at us differently, but all that is also connected to their own interests. (José, interview, February, 2015)

¹⁷⁶ Fictitious name for a language teacher who assumed a high administrative position in the rectory of IFSC.

¹⁷⁷ In English “What is Carla had not.... It’s a question to ask! Would that have happened? Maybe... too much politics involved, too many political interests. I always take a dim view of all that” (José, interview, February, 2015).

practices we do not engage in” (Wenger, 1998, p. 164). Following Wenger’s (1998, p. 167) ideas, through their participation and non-participation it was possible to see how they decided to locate themselves in the out-of-classroom place of their school landscape, what they engaged in and what they avoided, what they tried to learn and understand and what they chose to ignore, reflecting this way their power as individuals and community to define and affect their social relations.

4.1.3 “Eu avisei, no IFSC há sempre risco, nós devemos estar sempre alertas para não perder nosso espaço”¹⁷⁸: Collective struggles and resistance in face of issues of control and power

So far I have discussed the frustrations and challenges lived by the participant teachers individually and how some of IFSC’s sacred stories affect the (re)construction, sustenance and change of their professional identity. Now, I turn my attention to present other struggles faced collectively by the group of additional language teachers. In doing so, it is inevitable to bring some challenges experienced by the Spanish teachers too, once they end up affecting the group of additional language teachers as a whole. The struggles faced by the additional language teachers translate into issues of control and power experienced by them mostly in the out-of-classroom place of their school context. Regarding such issues, as previously discussed in the review of the literature, individuals do not make choices randomly, on the contrary, individuals’ ways of acting and thinking are patterned into practices and sets of practices in which power relations constrain people’s choices (Coldron & Smith, 1999). In face of this, in order to illustrate how power relations take place in the out-of-classroom place at IFSC, I present an excerpt from my daily journal and from an e-mail written by Silvana. In both excerpts it is possible to notice the additional language teachers’ deep concern regarding the risk of losing the space where the

¹⁷⁸ In English “I’ve warned you, at IFSC there is always a risk, we should be always alert in order not to lose our space.” (daily journal, June, 2015)

language labs are located so that labs from other disciplines could be installed there instead.

The beginning of the semester started also full of surprises. The first surprise regards the risk the language teachers are running of losing one or more of their three language labs and the other regards the timetable committee's top-down decision requiring the Spanish teachers to follow the language proficiency placement procedures used by the English teachers. Concerning the first one, the teachers were shocked by the way Ricardo¹⁷⁹ gave them the news. Ricardo bumped into Paulo, Silvana and I when we were going back to our classrooms after the break and inquired us about their language labs, warning us about the possibility of losing them to the Biology teachers who had already written a project explaining why they need a bigger lab for the practical lessons. Ricardo argued that we haven't offered any justification why our classrooms are considered language labs and that they are being underused, considering there are many free schedules that could be filled with lessons from different subjects. The teachers, including myself, were speechless in face of that situation and the only explanation Silvana could give was that they have been trying to turn the classrooms into labs. Ricardo even stated that we '*dormimos no ponto*'¹⁸⁰, which caused us indignation exactly because Silvana and other teachers previous to Paulo have been trying to transform the classrooms into real labs for a long time. (daily journal, May, 2015)

O nosso chefe falou que: há áreas que estão realmente precisando de espaço (ex. Bio e Química), e os locais "candidatos" a cederem o espaço eram os labs de línguas estrangeiras, o lab de história¹⁸¹ e o lab de

¹⁷⁹ Fictitious name for their direct superior.

¹⁸⁰ In English 'they were asleep at the switch'.

¹⁸¹ The lab's real name has been omitted.

português¹⁸² (= basicamente as Humanas), a não ser que fosse muito bem justificada a permanência dos laboratórios que lá existem; e que a decisão com relação à cessão das salas passaria pela avaliação do Colegiado do Departamento e, uma vez aprovada, a mudança aconteceria já no próximo semestre. Ficou bem claro que a decisão não era dele (chefe), mas que ele acataria a decisão do Colegiado, e que por isso ele pediu que elaborássemos uma boa justificativa para mantermos nossas 3 salas; disse também que a Química e a Biologia já estão com projetos para os novos espaços, e por isso a gente tinha que "se mexer" logo. (...) Gente, eu, a Fernanda e o Paulo ficamos muito abalados e preocupados com essa "novidade" (já pressentida há algum tempo...) e já estamos pensando em algumas saídas, mas precisamos amarrar bem nossos argumentos. (...) Sugiro até que, quando esse assunto for pauta na reunião de colegiado (o José vai saber quando), todos nós comparecermos à reunião pois eles vão querer cair em cima... Podemos, então, discutir isso e elaborar esse documento na semana que vem? 13h?¹⁸³ (E-mail written by Silvana, May, 2015)

Before I discuss the content of the excerpts in detail, it is important to contextualize the existence of the language labs, three in total, once the teachers have not always counted with this space. In fact, it was only in 2010 that after a lot of persistence, hard work and the submission of a project in 2009 proposing to transform three classrooms into language labs that the teachers were granted with the three rooms. Before that, the additional language teachers used to teach in any available classroom in the school, most of which equipped only with blackboard and, for some time, they could also count with a single lab equipped with computers where teachers had to book a date and time in advance and take the students there. This room, however, was conceded to the teachers from the area of technology because they needed to expand their space and, consequently, the additional language teachers were left without any option to develop pedagogical activities that

¹⁸² The lab's real name has been omitted.

¹⁸³ The translation of the email to English can be found in Appendix 4.

require technological resources. During my time as participant observer with the English teachers, I recorded Silvana lamenting that “desde que ela entrou no IFSC ela já viu o inglês perder a sala duas vezes, e que esses laboratórios foram conquistas difíceis e que ela lamentava pelo retrocesso.”¹⁸⁴ (daily journal, August, 2015). In face of this, the expectation with the project was that the rooms granted to the teachers would be turned into language labs as soon as possible, equipped with sound system, microphones and headset, overhead projectors, computers connected to the internet and individual cabins. However, the project has not yet been carried out because the rooms would have to go through some infrastructural improvements to increase the capacity of the power grid so that all the equipment could be installed. Silvana and Cristina (the Spanish teacher) even worked on a draft to describe the improvements that needed to be made, but they have not happened so far. For the teachers, it is crucial to count with the language labs not only because the building where they are located offer a good noise insulation, favoring the execution of movie sessions, song activities, role-plays and speaking activities, but mainly because it is a guaranteed space with which teachers can count to carry on extension projects, workshops and extracurricular courses, all related to the teaching and learning of additional languages and teacher education.

As pointed out by Billett et al (2006), workplaces are very often sites of disputes, with conflicts and issues of power and control both between the employees themselves and between them and their superiors. The authors adds that workplaces are also sites where social structures – such as societal norms, cultural and situated practices, and institutional concepts, norms and values – are manifested and also enacted. In Silvana’s letter, which was written inside a historical institutional context of losing physical space and struggling for having it

¹⁸⁴ In English “Silvana laments that ever since she started working at IFSC she has seen the language teachers lose their labs twice, that these labs were hard-fought achievements and that she laments for the retrocession” (daily journal, August, 2015)

back and keeping it, it becomes easy to identify the object of dispute (language labs) and the issues of control and power that permeate the relation between the language teachers and their superiors. The situation illustrated in the excerpts shows the English language teachers being caught by surprise by their superior on their way to the classrooms after the break and being demanded to justify why the three rooms conceded to them were called language labs once it looked just like any other regular classroom. The teachers felt outraged by Ricardo's (their direct superior) unjust judgmental comment of teachers being 'asleep at the switch' precisely because they are the ones to have their actions restrained by institutional imposed prescriptions of what and how things should be done (structure) as we have seen in the previous section in the discussion about IFSC's sacred stories. In this case, specifically, the language teachers were judged by their superior as lacking pro-activity to turn the rooms into language labs, when in fact what happens is that teachers' pro-activity is very often silenced by IFSC's sacred stories. In addition to that, Ricardo emphasized that the language labs were being underused, meaning that the language teachers do not need to have three rooms at their disposal. Ricardo, however, is aware that all English language teachers fulfill their working hours (40h per week) with academic, extension and research activities which complete almost all of the language labs' timetables. Finally, the teachers were especially intimidated by the urgent tone with which Ricardo presented the situation, where the language teachers were very likely to lose their labs in the upcoming semester unless a very convincing reason was presented in their defense. Although Ricardo made it clear that he would not be the one to make the decision, once the procedure is to take the situation to the meeting of collegial body of the department so that it can be discussed and voted, he also would not call in the teachers' defense, complying with the result of the voting.

Another clear example of the exerting of power and control is the top-down requirement made by the timetable committee requiring that the Spanish teachers follow the same procedures used by the English teachers to conduct the students' placement according to their level of proficiency. While the English teachers gather all the students from the 3rd, 4th and 5th terms and apply a proficiency test, dividing them

according to their linguistic level (Basic, Intermediate and Advanced), the Spanish teachers apply a proficiency test to the groups of 2nd term students from each course and divide each group in two. This way the teachers separate students with no experience with the language from those who already have some experience. In doing so, the teachers double their number of groups, but at least they manage to organize groups with smaller number of students who have relatively similar linguistic levels. If they were to use the same procedure as the English teachers they would still be able to place students according to their level of proficiency, but they would still remain with crowded classes because they would simply add up the total number of 2nd term students and divide between the two teachers, and not four as is the case of English teachers. However, according to their superior,

the timetable committee positioned themselves against the procedures used by the Spanish teachers stating it wasn't necessary to do that and that they should follow what the English teachers do. But, if they did so, their working hours would decrease and they would have to find other ways to complete the 40h required by Psad¹⁸⁵. It was a VERY tense moment because all teachers, both English and Spanish, started to wonder that it was all a strategy to justify that their language labs were being under used and so there is no need to exist. (daily journal, May, 2015)

Similarly to what happened to Naomi, a participant in Huber and Whelan's (1999) study, in which she received a prescriptive message from superiors twice forcing her to proceed with the report process for a student with special needs in a way she absolutely did not agree with, the Spanish teachers also had their voices silenced by

¹⁸⁵ Psad refers to a Six-monthly Teacher Activity Plan which all teachers must fill in the beginning of each semester indicating all the activities s/he will be developing in that period. Teachers who are hired to work 40 hours per week, for instance, must indicate in this plan how s/he will be distributing her working hours with which activity.

superiors regarding the way they used to proceed with the student's placement. The timetable committee was in a position that allowed them to exert power and control over the Spanish teachers by simply following IFSC's sacred stories (rules regarding timetable distribution), in which "teachers are not, by and large, expected to personalize conduit materials by considering how materials fit their personality and teaching styles, classrooms, students, and so forth" (Clandinin & Connelly, 1995, p. 11, cited in Huber & Whelan, 1999, p. 388). It is worth noting how negatively the imposition of sacred stories affects the additional language teachers' views regarding their context of work, to the point of awakening in them a feeling of distrust regarding the work being developed by the timetable committee, considering it is just a strategy to give the members of the collegial body the reason they need to take the language labs from them. In other words, the teachers start to see their out-of-classroom place as a place of risk, where they should keep their eyes wide opened in order not to fall into a trap, as remarked by Silvana "(...) at IFSC there is always a risk and we should be always alert in order not to lose space" (daily journal, June, 2015). Negative effects of such exerting of power was also found in the studies of Huber and Whelan (1999) and Assis-Peterson and Silva (2010) where the participant teachers decided to leave their school landscapes for being unable to cope with the sacred stories delivered to them from above.

Finally, a last example of how teachers are submitted to issues of power and control, exerted in the out-of-classroom places at IFSC, regards their unsuccessful attempts to work with teacher development. Their first attempt was the creation of a working group entitled '*Grupo de Trabalho para a Elaboração do Curso de Mestrado Profissional em Ensino de Línguas Estrangeiras*'¹⁸⁶, in which all additional language teachers were participants. The objective of the group was to design a Professional Master's course which focused on the practical application of the learning and teaching of English and Spanish as an additional language, offering pre and in-service teachers the opportunity to deepen their awareness of current developments in additional language

¹⁸⁶ In English 'Working group for the elaboration of the Professional Master in the Teaching Foreign Languages course'.

pedagogy and theory around the world. The language teachers spent an entire semester meeting at every two weeks for two hours discussing the design of the course when they were taken by surprise by a report emitted by the Collegial Body of Teaching, Research and Extension¹⁸⁷(CEPE) stating that “*Questionamos o mestrado Profissional em Ensino de Línguas Estrangeiras por não estar vinculado a nenhum itinerário formativo do câmpus, o que torna impertinente a oferta*”¹⁸⁸ (PDI, 2014). Teachers were very surprised and upset with such a conclusion because they had not submitted any project about the course and, naturally, had not yet had the chance to justify the pertinence of offering it in the campus. The teachers felt one more time the weight of top-down decisions and

In the face of the powerful school structures and prescriptive conduit story which was shaping the professional knowledge landscape of (...) [their] school, (...) [the additional language teachers’] story was pushed aside, to a place of silence” (Huber & Whelan, 1999, p. 390).¹⁸⁹

It is worth noting, as pointed out by Billett et al (2006) that power relations take place not only between the employees (teachers in our case) and their superiors but also between the very employees, who are sometimes the ones to be affected by issues of power and control as discussed above and sometimes the ones who exercise it, as can be noticed below.

From Silvana’s experience as the subject representative teacher for the additional language office

¹⁸⁷ Colegiado de Ensino, Pesquisa e Extensão (CEPE).

¹⁸⁸ In English ‘We have questioned the Professional Master in the Teaching of Foreign Languages because it is not connected to any formative itinerary in the campus, which makes its offer impertinent’.

¹⁸⁹ In the original: “In the face of the powerful school structures and prescriptive conduit story which was shaping the professional knowledge landscape of her school, Naomi’s story was pushed aside, to a place of silence.” (Huber & Whelan, 1999, p. 390)

participating in meetings of the collegial body, she knew that things could change at any moment because the language labs were never seen with good eyes by most of the other teachers who also wanted the privilege to have their own spaces and place their students according to their level of proficiency as teachers do in the English subject (daily journal, June, 2015)

In the record above, taken during the additional language teachers' meeting, it is possible to notice in Silvana's words how other teachers exercise their power when they express their dissatisfaction regarding what they consider a privilege conceded to the language teachers. Facing a situation of lack of space for the practical lessons for the Biology and Chemistry subjects, it became common sense to most members of the collegial body of the department¹⁹⁰ that the "locais "candidatos" a cederem espaço eram os labs de línguas estrangeiras, o lab de história¹⁹¹ e o lab de português¹⁹²" (E-mail written by Silvana, May, 2015, previously presented). This attitude shows that there seems to be a tacit agreement regarding the priority that should be given to some subjects in detriment of others. This tacit agreement contributes to locate some teachers "(= basicamente as Humanas)" (E-mail written by Silvana, May, 2015, previously presented) and not others in a position of inferiority, as has been argued by Assis-Peterson (2008). For the author, the view of the failure of the teaching of additional languages (which is anchored in educational policies) and the discredit of teachers (especially of public schools) is reinforced in the discourses of the media and the society alike. Such discourse practices contribute to construct a discourse identity (Gee, 2000-2001) of additional language teachers as being less important than others. Knowing that the teachers would not have their superior's support, Silvana advised that all

¹⁹⁰ The collegial body of the department is composed of the head of the department and a representative teacher from each subject: Portuguese, Mathematics, Physics, Chemistry, Biology, Arts, Physical Education, Philosophy, Additional Language (English and Spanish)

¹⁹¹ The lab's real name has been omitted.

¹⁹² The lab's real name has been omitted.

language teachers should go together to the next meeting of the collegial body so that they could support each other in arguing in favour of the language labs, once she knew the other teachers would “querer cair em cima” (E-mail written by Silvana, May, 2015), i.e., they would use every possible argument to convince the majority of the members of the collegial body to vote against the permanence of the language labs. Amidst all this tension, the English language teachers also had to face one more disappointment which was to hear from a superior the oversimplistic and unreflected suggestion “that they ((the English teachers)) should put a large number of students in the classroom and teach grammar” (daily journal, May, 2015). The teachers felt absolutely outraged and insulted by the comment because they felt they had their qualification (all English language teachers hold a PhD or a Master degree) as well as the great work they have been developing at IFSC ignored. As qualified teachers and researchers, they want to have their professional aspirations respected. They want to teach, but they also want to conduct their extension and research projects.

Offering an example of teacher’s actions being constrained by the structure (institutional forms and practices), Coldron and Smith (1999) call attention to the way “a head teacher’s role constrains certain actions and relationships and locates a teacher in relation to colleagues, financially, and in other ways” (p. 715). In the case of the additional language teachers at IFSC, the ‘head teacher’ is represented by their direct superior and the collegial body who, directly or indirectly, constrain some of the language teachers’ actions (keep their labs) and locate them as having less priority/or being less important in comparison to teachers from other subjects. In analyzing the situation presented above, we can see the enactment and manifestation of social structures through the attitudes of Ricardo and the teachers who compose the collegial body of the department. Together, these subjects “in various formal and informal ways (...) act as custodians of the tradition and determine judgments of quality” (Coldron & Smith, 1999, p. 714) which work to constrain the practices of the additional language teachers’ as well as other teachers from the field of Humanities.

Although Coldron and Smith (1999) sustain that issues of power and control work in diverse ways to constrain people's actions and choices, they also emphasize that power relations do not work purely as a negative tool of domination. In fact, traditions and set of practices are developed in relation of opposition or admission to each other. In this sense, "people find a kind of agency in positioning themselves within this plurality of related resources in response to needs that arise from an assessment of the circumstances in which they find themselves" (Coldron & Smith, 1999, p. 714). In face of the struggles experienced by the English language teachers due to IFSC's sacred stories and relations of power and control, they do find a space to exercise their agency. To start with, teachers are perfectly aware of the power relations enacted and manifested in the out-of-classroom places at IFSC, as we can see in the records I took during a conversation in the corridor among the English teachers.

Teachers feel shocked with this attitude ((lack of support from their superior and collegial body willing to vote against the permanence of the language labs)) because they think that the teachers should come together to fight for a better infrastructure for all of them instead of trying to level down the quality for everyone, in a 'all or nothing' attitude and inciting disagreement among themselves (daily journal, June, 2015)

The teachers evaluate their superior and collegial body's attitudes towards the lab situation and position themselves against the measures suggested to solve the problem of a particular group in detriment of other groups' loss. In addition to that, their positioning when they express their thoughts "they think that teachers should come together to fight for a better infrastructure for all of them" (daily journal, June, 2015) demonstrate their willingness to defend their physical (language labs) and moral (recognition of their work and qualification) space.

Right after that sequence of happenings, when the additional language teachers were required to write a project in defense of their labs and suggested to teach grammar, the group got together to discuss

the situation and organize all the arguments they wanted to present to the members of the collegial body, as I have recorded

In today's meeting it was possible to feel teachers' concern regarding the project they have to write in their defense. But, it was equally possible to feel their determination to see things through in order to fight for their labs. After a bit of grumbling about for being in that situation AGAIN, the teachers rolled up their sleeves and outlined the arguments that should be in the project, which include: a brief historical background regarding the teaching of additional language in the campus, what they understand by language and the teaching and learning of additional languages, the way they work based on this understanding and a presentation of the projects, workshops and courses carried out by them. Coming all from different fields of research, each teacher enriched the discussion with different perspectives. As a final argument, the teachers agreed to suggest to the members of the collegial body that, in face of the difficulty to solve the problem, the infrastructure director should be invited to the discussion to contribute to a solution that respects the work of all teachers. (daily journal, June, 2015)

After hearing that they should teach grammar, it was especially important for the English language teachers that the members gained a wider understanding not only of the reasons for keeping the language labs, but mainly of some of the assumptions that guide their pedagogical practice and how the field of research from each teacher contribute to it. The additional language teachers then wrote the project and waited for the next meeting of the collegial body of the department. In the meanwhile, however, IFSC went through a strike promoted by the public servants (including teachers and administrative technicians) that last from July to September of 2015, at the end of which candidates running for the position of principal of the campus started their election campaigns. Aware of the impact that the change of the principal of the

campus could have on the permanence of the language labs, the language teachers exercised their agency one more time inviting the candidates for a meeting where they would make a short presentation of the work developed by them, calling attention to the language labs' situation, and ask each candidate what their thoughts were in relation to it. For the teachers, "it is important to know how they position themselves ((the candidates)) in relation to the language teachers' work and the language labs so that they can count with the campus direction's support when necessary" (daily journal, October, 2015).

In addition to meeting the candidates for the direction of the campus, the language teachers also asked for the support of the Art's teachers who had always positioned themselves in favor of the language labs. "The group agreed that they should talk to the Art's teacher because, being a member of the collegial body, she could be an important ally on the day of the lab's defense" (daily journal, October, 2015). Also, with the intention to characterize the rooms where the labs are located so that they looked more like rooms where additional languages are taught, the language teachers hung some English language related posters (irregular verbs, vocabulary, maps of countries where English is spoken) on the walls, as well as posters of projects carried out by the Spanish teachers. The language teachers have been mentioning for some time that "é importante que os labs de línguas sejam caracterizados alguma forma para não perdermos esse espaço e que devemos bater pé para as melhorias acontecerem."¹⁹³ (daily journal, December, 2014). Currently, the only indication that those rooms are language labs is the sign on the door and that is for this very reason that Silvana decided to pay out of her own pocket to get the posters framed to be hung on the walls.

When the day of the defense of the language labs finally arrived, nearly all language teachers were present, including myself, to give support to each other. The presentation last approximately 30

¹⁹³ In English "it is important that the language labs be characterized somehow so that they don't lose space, and that they should insist that the improvements be done" (daily journal, December, 2014)

minutes, by the end of which room was opened for questions and comments. Most of the members of the collegial body were impressed with the work developed by the language teachers, complimenting them for their effort, and even recognized that there may be a way in which teachers from the other subjects can place their students according to their level of proficiency, respecting the specificity of each subject.

The teachers left the meeting with a feeling of duty fulfilled and that they had got their message through. Even though they were aware that the risk of losing the labs still exists, their agency contributed to moving them from a position of invisibility to one of visibility. This movement contributes to challenge the tacit agreement I mentioned previously regarding the priority that is given to some subjects in detriment of others, locating some teachers and not others in a position of inferiority. According to Gee (2000-2001), it is in the discourse and dialogues of others with whom individuals interact that s/he gets recognized as a certain kind of person and can construct, sustain and, I add, confront one or more identities. In this sense, the language teachers' agentic actions have contributed to confront a discourse identity ascribed to them, an identity of discredit and inferiority, in order to make room to the construction of a discourse identity of the additional language subject and the work developed by them being just as important and indispensable as any other subject in the curriculum of any course offered at IFSC.

Finally, the additional language teachers' agentic actions can also be observed in their reaction to the aforementioned report emitted by CEPE, evaluating the offering of a Professional Master in Foreign Language Teaching as impertinent. In face of the impossibility to work with additional language teacher education through the Professional Master's course, the group of additional language teachers, both English and Spanish teachers, found another way out in order to sustain an aspect of their identities that they do not want to give up, which is that related to contributing to the continuing education of additional language teachers from diverse working contexts, especially those from

public schools. Being aware of the publication of a public notice¹⁹⁴ inviting for the submission of proposals for the continuing education of teachers and administrators from the basic public education in the state of Santa Catarina, the teachers wrote a project to offer a course entitled “*FIC de Novas Tecnologias de Informação e Comunicação Aplicadas ao Ensino de Línguas Estrangeiras*”¹⁹⁵. The project was approved by CEPE in November of 2014, and soon the teachers will be able to offer the course which aims to offer English and Spanish language teachers from public schools theoretical and practical qualification regarding the use of Information and Communication Technologies in their pedagogical practice. In addition to this course, Silvana and three other English teachers also took the initiative to open a chapter of a widely recognized English teacher association as a way to exercise their “capacity (...) for empowering and autonomous actions” (Ecclestone, 2007, p. 121, cited in Assis-Peterson & Silva, 2010, p. 151) in face of the restrictions presented in their professional knowledge landscape: if it is not possible to sustain the aspect of their professional identities related to contributing to the continuing education of English teachers inside IFSC, then they find a way to sustain that aspect of their professional identities outside it.

4.1.4 (Un)expected stories to live by at IFSC

In addition to teaching to different levels and modalities of education, the English teachers are also invited to live other stories in the out-of-classroom place that sometimes meet their professional identities but other times diverge from what they are willing to do as an English teacher at IFSC. While, on the one hand, expected stories to live by in the out-of-classroom place at IFSC contribute to the (re)construction and sustenance of participant teachers’ professional identities, on the other, some unexpected stories translate into dilemmas experienced by some of them. According to Connelly & Clandinin

¹⁹⁴ EDITAL N° 02/2014/PROEN/ CERFEaD

¹⁹⁵ In English ‘Vocational Training Course of New Information and Communication Technologies Applied to the Teaching of Foreign Languages’.

(1999), dilemmas occur when teachers' story to live by shocks with, or a modification of this story is implied or required by institutional life. In other words, teachers' felt dilemmas "are connected to the discrepancies each experiences between her identity and the formal curricular expectations of her role" (Connelly & Clandinin, 1999, p.85). In the next paragraphs, therefore, I discuss my interpretation of how the (re) construction and sustenance of the participant English teachers' professional identities take place as they experience (un)expected facets of their institutional identity.

4.1.4.1 José: "Comecei a gostar principalmente de quando (...) a escola se cefetizou, (...) que começaram a haver mudanças. Aliás, continua sempre mudando"¹⁹⁶

I have previously explained that the school where this study took place underwent some transformations along the years until it became IFSC. José has witnessed two of these transformations. First, when the so called Federal Technical School of Santa Catarina (ETF-SC) became Federal Center of Technological Education of Santa Catarina (CEFET) in 2002, and then when CEFET became IFSC in 2008. At every institutional change teachers had to adapt to a new institutional identity that presented them with new challenges. In the case of José, he first started working at ETF-SC in 1997 and, at that time, the English component consisted in the teaching of English for Specific Purposes (ESP) to secondary education students as well as students taking technical courses. Even though José had never taught ESP before, living that story did not constitute a dilemma for him as will be discussed in more detail in section 4.2.1.

¹⁹⁶ In English "I started to enjoy it especially when (...) the school became CEFET, (...) when some changes started to take place. In fact, it keeps changing" (José, interview, February, 2015).

When ETF-SC became CEFET, José was presented with a new institutional identity. At CEFET, in addition to secondary education and technical courses, José would have to teach to undergraduate courses as well. Also, General English (GE) started to be taught to secondary education as a result of the introduction of the placement test which allowed students to be grouped according to their level of proficiency in the English language, as we can see “Até a implementação do inglês por nível a gente só usava o instrumental (...) aí depois que começou inglês por nível, aí que mudou um pouco esse foco”¹⁹⁷ (José, interview, February, 2015). This first change of institutional identity did not affect him much though, since he continued living the story of the ESP teacher and teaching GE was something José was already used to doing prior to IFSC. Actually, it was mainly when ETF-SC became CEFET that José started to enjoy more his institutional identity. According to him,

Comecei a gostar principalmente de quando... da época que a escola se cefetizou, que foi em 2002, que eu comecei... que começaram a haver mudanças. Aliás, continua sempre mudando. Mas houve mudanças significativas né, dentro do ensino e tal, do ensino integrado e médio, a introdução do inglês por nível¹⁹⁸ (José, interview, February, 2015).

As we can see, during his first ten years working at IFSC, where he experienced two transformations in the school, José was primarily engaged in (re)constructing a professional identity (ESP and GE teacher) that fulfilled the duties required by each of his institutional

¹⁹⁷ In English “We used to teach only English for specific purposes until the placement test was introduced. When the placement test was introduced the focus on ESP changed a little.” (José, interview, February, 2015)

¹⁹⁸ In English ““I started to enjoy it especially when (...) the school became CEFET, which was in 2002, when I started... when some changes started to take place. In fact, it keeps changing. But there were significant changes in the teaching sphere, in the teaching of the integrated and technical courses, the introduction of the placement test.” (José, interview, February, 2015).

identities (English teacher at ETF-SC first and then English teacher at CEFET).

However, when CEFET became IFSC in 2008, José started to experience dilemmas in face of a new institutional identity being introduced to him. Now at IFSC, secondary education is only offered in the form of integrated technical courses and, most remarkably, teachers are expected to live the story of the researcher, getting involved and developing research and extension projects. During the year and a half that I spent with the group of English language teachers as a participant observer, I registered the efforts made by some English teachers to write extension projects which aimed at offering workshops and extracurricular English courses for the internal and external community¹⁹⁹ as well as workshops and courses to contribute to public school English teachers' continuing education²⁰⁰. I also registered how, in different occasions, José's participation in those efforts was marked by his discrete and silent presence, as I have recorded

Após apresentação do 'Edmodo' como uma possibilidade de utilização de tecnologia nas aulas de inglês, seguimos na edição do projeto de extensão 'I Encontro de Profissionais do Ensino de Língua Estrangeira', que oferecerá duas oficinas para professores da rede pública (principalmente) em pré e em serviço. Neste momento, os professores envolvidos na edição do projeto eram principalmente Silvana, Paulo e eu, enquanto José seguia

¹⁹⁹ Some of the workshops and courses were: Basic and Intermediate English course, Conversation Club, Singing in the Campus, Pronunciation Club, Reading Workshop and Preparatory course for TOEFL.

²⁰⁰ Some of the workshops and courses were: I Meeting of Foreign Language Teachers and a course entitled 'New technologies for the teaching of foreign languages'.

trocando informações sobre tecnologia com o professor de espanhol²⁰¹. (daily journal, September, 2014)

O José ficou em silêncio a maior parte do tempo durante discussão sobre o curso ((New technologies for the teaching of foreign languages)), de cabeça baixa, de modo que foi difícil avaliar sua participação. Apesar de sempre se mostrar interessado em assuntos sobre tecnologia, nesta ocasião ele se absteve de fazer sugestões ao grupo, assim como de trazer algum material que pudesse se unir aos que ali estavam, como havia sido solicitado na reunião anterior²⁰². (daily journal, February, 2015)

As for José, he is a very gentle, dedicated and studious teacher who loves sharing his learning experiences with his colleague during the meetings. However, I haven't seen him engaging in activities such as writing extension/research projects by himself or in group. (daily journal, June, 2015)

From the records above it is possible to notice that José's silent presence is expressed not only in his verbal silence, but also in his non-engagement in the activities of writing extension/research projects and contributing to the development of a course to be offered to public school English teachers. José's silence translates into the dilemmas he

²⁰¹ In English "After the introduction of 'Edmodo' as a possible technological tool to use in the English language classes we moved on with the editing of the extension project "I Meeting of Foreign Language Teaching Professionals' which aims at offering two workshops to pre and in-service public school teachers (mainly). At this moment, the teachers involved in the editing of the project were Silvana, Paulo and myself, while José kept talking to the Spanish teacher about technology" (daily journal, September, 2014)

²⁰² In English "José remained silent most of the time during the discussion of the course ((New technologies for the teaching of foreign languages)), head down, in such a way that it was hard to evaluate his participation. Even though he always shows interest in the topic of technology, in this occasion he didn't offer any suggestions to the group, nor did he bring any material related to the course as requested in the last meeting". (daily journal, February, 2015)

experiences in face of the discrepancy between his professional identity (teacher of English) and a modification of it required by the institution (Connelly & Clandinin, 1999), namely, to live the story of the researcher. José is clearly willing to align to some facets of his new institutional identity but not to others. The facet he agrees to align to is the same which remained unchanged along the two institutional transformations witnessed by José just presented, which is to take up the position of English teacher teaching ESP and GE to the different levels of education. On the other hand, José is not willing to take up the position of the researcher teacher, so he once again exerts his agency through resistance, sustaining his story to live by (being an English teacher) through his non-participation in some aspects (being a researcher) of the community of practice of teachers of secondary, technical and technological education.

4.1.4.2 Silvana: “Olha, eu nunca fui, eu não estudei pra ser coordenadora, o meu negocio é estar em sala de aula”²⁰³

Silvana too experienced dilemmas in the out-of-classroom place at IFSC. Similarly to José, she also witnessed CEFET become IFSC and had to adapt to a new institutional identity which included living the story of the researcher teacher. For Silvana,

Uma coisa que eu lembro que quando eu entrei aqui eu falei 'Gente, aqui é o melhor lugar do mundo pra trabalhar!', porque tu tem a tua estabilidade e assim, tu não é obrigada a publicar cinco artigos por ano (...) aí o CEFET mudou pra IFSC. Quando houve essa mudança TAMBÉM teve um certo reflexo no nosso trabalho, porque quando nós éramos do CEFET, a gente não precisava se preocupar muito com pesquisa e extensão. Só que aí quando virou IFSC, (...) aí eles começaram a exigir que tu tenhas carga horária de pesquisa, iniciação científica. Eu orientei uns dois projetos, e

²⁰³ In English “Look, I’ve never been, I haven’t studied to be a coordinator, my work is in the classroom” (Silvana, interview, February, 2015).

afé eu comecei a não achar mais tão divertido, começou a ficar chato de novo (...).²⁰⁴ (Silvana, interview, February, 2015).

From the excerpt above we can notice Silvana's excitement for working in a school which brings her financial stability and, on top of that, does not demand that teachers conduct research, scientific projects and publish a certain number of articles a year. Her excitement was undermined the moment that CEFET became IFSC and teachers were required to live the story of the researcher teacher and develop research/extension projects. Differently from José who, through his non-participation, decided to insist on his professional identity choosing not live this new story, Silvana opted for aligning to it. In 2010, she submitted and coordinated two basic scientific research projects, one about phonetics and the other about intelligibility which are areas connected to her field of study when still a Master and PhD student. Living this facet of her new institutional identity was not as fun for her as living the story of the English teacher only as she used to when IFSC was still CEFET. Besides that, frustrated with this experience due to the lack of infrastructure (adequate rooms with acoustic insulation equipped with computers) to conduct the acoustic experiments with the students, Silvana made the decision of not living the researcher identity for the time being.

In addition to living the story of the researcher teacher, Silvana was invited to live yet a number of other unexpected stories in the out-of-classroom place at IFSC, such as member in the timetable

²⁰⁴ In English "Something I remember is that when I started to work here I said 'Wow, this is the best place in the world to work' because you have your stability and like, you're not obliged to publish five articles a year (...) and then CEFET became IFSC. This change ALSO reflected in our work, because when we were still CEFET we didn't need to worry much about research and extension activities. But then when it became IFSC, (...) they started to require that you include research and extension activities in your workload. I even coordinated two projects, but then I started to find it not so much fun, it started to be boring again (...)" (Silvana, interview, February, 2015).

committee, participant in a number of different working groups and even coordinator of the integrated technical courses. From all these, however, taking up the role of coordinator was the story which caused her most distress. For Silvana,

Com seis meses de efetiva, foi a pior coisa que eu fiz!!! Eu não queria de início, eu não queria, eu falei pra ela 'olha, eu nunca fui, eu não estudei pra ser coordenadora, o meu negócio é estar em sala de aula' e aí ela ficava com os zóio desse tamanho! No fim foi bom pra aprender um monte de coisa, de burocracia e tudo, mas foi uma experiência péssima²⁰⁵ (Silvana, interview, February, 2015).

Silvana's dilemma consisted in having to stop living the story of the English teacher - an identity she claims for herself once she has studied to become one - to start living the story of the coordinator. She was not willing to live that story but she ended up aligning to it because she was persuaded to. Even though Silvana recognizes that she learned a number of things, from that time on she never accepted to live this story again. This decision indicates, one more time, the exercising of her agency as an attempt to protect her professional identity.

4.1.4.3 Paulo: “I’m not a big fan of bureaucracies and meetings”

Finally, turning the attention to discuss Paulo's experiences with (un)expected stories to live by, it is worth mentioning that he started working at IFSC in 2013, so he did not witness any transformation in the school and neither was he challenged to adapt to new institutional identities. In fact, Paulo was aware of some of the

²⁰⁵ In English “I was working as a permanent teacher for only six months and that was the worst thing I did!!! In the beginning I didn't want it, I didn't want it, I told her “Look, I've never been, I haven't studied to be a coordinator, my work is in the classroom”, and shw would look at me with big eyes! In the end it was good to learn about a number of things, about bureaucracy and all that, but it was a terrible experience.” (Silvana, interview, February, 2015).

stories he would be invited to live as an English teacher of secondary, technical and technological education at IFSC, such as the story of the ESP teacher and the researcher, as we can see “o foco na gente principal, e a gente entra sabendo disso, é ensino, principalmente a gente da formação geral, mas existe um espaço pra pesquisa”²⁰⁶ (Paulo, interview, February, 2015). Regarding the teaching of ESP, he states “hmmm, se foi um choque pra mim? Não! Porque eu esperava isso, eu esperava que tivesse isso.”²⁰⁷ (Paulo, interview, February, 2015). As for the unexpected stories, Paulo welcomed almost all of them which crossed his way. According to him, IFSC

(...) é uma instituição muito legal de trabalhar, um lugar muito gostoso, muito prazeroso, e que tá em ebulição, sabe? Eu sou muito dinâmico, então eu gosto de ver a coisa acontecendo e isso também me dá muito prazer, entende? Não é só a autonomia, mas é toda essa outra coisa de ‘Ah, submetemos um projeto agora de formação de professores’, a gente foi rejeitado dois projetos antes, mas agora a gente passou em um e agora vamos trabalhar nisso, não tem? ‘Ah, fazer parte de um projeto de DINTER’, tu entende? Que fiz parte agora recente. ‘Ah, vai lá e faz o projeto, escreve, ajuda na... na...’ sabe? Essas coisas são muito legais, eu acho muito dinâmico!²⁰⁸ (Paulo, interview, February, 2015).

²⁰⁶ In English “The main focus on us, and we start working here aware of that, is on teaching, mainly us teachers from the general education, but there is space for research” (Paulo, interview, February, 2015).

²⁰⁷ In English “hmmm, if that was a shock to me? No! Because I expected that, I expected to find that.” (Paulo, interview, February, 2015).

²⁰⁸ In English “(...) it’s a great institution to work, it’s a very nice and pleasant place and that it’s boiling, you know? I’m a very dynamic person, so I like to see things happening and that also gives a lot of pleasure, you know? It’s not just the autonomy, but it’s also that ‘Ah, we’ve submitted a project to work with teacher development’, two of our projects have been rejected before, but now we had one approved and we’ll now work on that, you know? ‘Ah, to be part of the DINTER project’, you know? That I’ve recently participated. ‘Ah, go there

As we can see, Paulo defines himself as a dynamic person and he feels pleased that he finds the space to continue living this facet of his identity in the out-of-classroom place at IFSC. Paulo celebrates the fact that IFSC offers him opportunities to live diverse stories, such as that of the English teacher, the English teacher educator, participant in extension projects and in the project for the creation of an interinstitutional doctorate course. During my time as a participant observer I could follow Paulo live yet other stories, such as participating as member of the examining board of two specialization course monographs, coordinator of the working group for the development of a project which aimed at offering a professional master's course in Teaching English to Speakers of Other Languages (MATESOL) at IFSC and coordinator of the English course offered by PRONATEC²⁰⁹. In addition to that, Paulo welcomed the fact that he works in a school whose premise is to offer quality education with the articulation of teaching, research and extension activities. As I have shown in a previous section, for Paulo, being a researcher is as much part of his professional identity as being an English teacher. This way, differently from José and Silvana, Paulo did not resist or was persuaded to align to the story of the researcher teacher against his will. In fact, he was willing to conduct research in his new context of work but was taken by surprise by the amount of classroom workload which ended up preventing him from living his researcher identity.

It is worth noting that Paulo's experience with other unexpected stories to live by in the out-of-classroom place at IFSC was also marked by alignment and resistance as it was with José and Silvana. For two consecutive semesters Paulo was invited to participate in a working group which aimed at the restructuration and elaboration of the pedagogical projects of some PROEJA courses. Paulo had never worked with PROEJA before and he constantly felt like a fish out of water

and write the project, help in the...', you know? These things are very nice, I find it very dynamic" (Paulo, interview, February, 2015)

²⁰⁹ PRONATEC stands for Programa Nacional de Acesso ao Ensino Técnico e Emprego.

during the meetings that happened once a week. By the end of the first semester participating in the group, Paulo decided that he did not want to live that story anymore and went to talk to his superior and explain that he was not being able to contribute much to the discussions and that maybe he should leave. His superior, however, convinced him to insist a little more and Paulo ended up aligning to the story for one more semester. Finally, at the same time that Paulo accepted to align to a story to live by which made him feel frustrated, he also exerted his agency refusing to live the story of the subject representative teacher for the additional language teachers. During a teachers' meeting when Silvana informed that she was quitting that position and asked who among the additional language teachers would be willing to assume, no one offered for different reasons, including Paulo, as I have recorded: "Paulo didn't want to assume the position of the English subject representative teacher because, as he has expressed in many occasions, 'I'm not a big fan of bureaucracies and meetings' and, being new to the institution, he is still not familiar with how it works." (daily journal, February, 2015).

Along this section I have discussed the different ways in which the English language teachers participating in this study (re)construct and sustain their professional identities in face of (un)expected stories to live by experienced in the out-of-classroom place at IFSC. It is worth noting that teachers had different opinions towards what they considered an unwelcoming story to live by and whether they should resist or align to it. Both José and Silvana, for instance, did not celebrate being invited to live the researcher identity when CEFET became IFSC. However, while José decides to sustain his professional identity (ESP and GE teacher) by not engaging in the development of research and extension projects and other institutional activities that goes beyond teaching his English classes, Silvana (re)constructs her professional identity, aligning to the researcher facet, developing and coordinating two initial scientific projects and also living the story of the coordinator of the integrated technical courses. As for Paulo, he celebrated almost all expected and unexpected stories he was invited to live in the out-of-classroom place at IFSC once he could at the same time sustain and (re)construct different facets of his dynamic professional identity. The only story Paulo was not willing and prepared to live by and in fact did not live was taking the

position of the English subject representative teacher. In the next section, I discuss the different ways in which the English language teachers (re)construct and sustain their professional identities based on the experiences they have lived in the in-classroom place at IFSC.

4.2 Facing challenges and finding opportunities in the in-classroom place

So far, based on my analysis of the participant English language teachers out-of-classroom experiences, I have dedicated to present my interpretations of the issues that have emerged and how they participate in the (re)construction and sustenance of their professional identities. Now, I turn my attention to weave interpretations, based on my analysis of the participant English language teachers in-classroom experiences, regarding the issues that have emerged and how they participate in the (re)construction, sustenance and change of their professional identities. The in-classroom place refers to the place “(...) behind the classroom door with the students” (Clandinin & Connelly, 1996, p. 25) where teachers generally feel safe and free from the scrutinizing eyes of the “researchers, policy makers, senior administrators and others” to live their stories of practice, referred to as secret stories (Connelly & Clandinin, 1999, p. 2). In addition to that, likewise in the previous section, in this section I also intertwine the teachers’ in-classroom experiences at IFSC with some evidential hints for the origin of their professional identities related to aspects of their school, university, professional and family life. Finally, I also turn my attention to discuss how, regardless of many struggles, participant teachers’ experiences in the in-classroom place also constitute as a place where they feel free and safe to live their professional identities

4.2.1 The challenges of be(com)ing an ESP teacher, composition of secret stories and significant voices

When English language teachers start working at IFSC they are soon invited to live the story of the ESP teacher. As I have explained

previously, except for the integrated technical courses where General English is taught, English teachers are expected to teach ESP for the technical and higher education courses in the campus where this study took place. In the case of the English language teachers participating in this study, after having participated in the ESP classes of Silvana and Paulo for an entire semester (2014/2) and related my recordings of it with a subsequent interview with these teachers (2015/1), I could notice that the ESP teacher story to live by was one under (re)construction. The (re)construction of an ESP teacher identity, to a greater or lesser degree depending on the participant teacher, involved the feeling of confusion, insecurity and constant negotiation of teaching methodology and content selection based on the feedback of students, English teachers colleagues and teachers from the technical areas.

4.2.1.1 Silvana: “Me jogaram lá na sala e eu não sabia de nada”²¹⁰

Regarding Silvana’s in-classroom place experiences, based on the data generated from the class observation and the interview I could notice that her process of an ESP teacher identity construction meant literally diving into the unknown. To start with, Silvana did not receive much orientation regarding the teaching of ESP during her teacher education program at university, a fact that only reinforces some authors’ findings regarding the scarcity of teacher education programs devoted to the ESP approach and research on ESP teacher education (Hutchinson & Waters, 1987; Robinson, 1991; Basturkmen, 2010; Viana Jr, 2015). According to her, the ESP approach was only briefly mentioned during the English Language and Literature undergraduate course and, even so, focus was given to the teaching of reading strategies as we can see,

O quê de diferente que eu tive na licenciatura?
Assim, eles me deram uma noção do que era fins específicos,
apesar da noção ter sido baseada em leitura (...) eles foram

²¹⁰ In English “They threw me in the classroom and I didn’t know anything” (Silvana, interview, February, 2015).

dizer o que que era ESP, só isso! Aí, fins específicos era inglês técnico, inglês instrumental, leitura! Leitura instrumental! Pronto, foi isso!²¹¹ (Silvana, interview, February, 2015).

In addition to that, when asked whether she had received any orientation upon her entrance at IFSC regarding the teaching of ESP, Silvana lamented the fact that she had been assigned to teach ESP to a course without receiving any guidance regarding how to do it, how it was usually done by more experienced teachers and neither did she receive help with material for the course, as can be noticed in the excerpt below

Fernanda: E pro inglês técnico foi a mesma coisa?

Silvana: A mesma coisa! Me jogaram lá na sala e eu não sabia de nada...

Fernanda: E as ideias foram surgindo e você foi testando?

Silvana: Foi bem assim, na tentativa e erro! E o José me deu o projeto de curso²¹² do GTI ((Gestão da Tecnologia da Informação)) pra eu saber qual era o conteúdo que ia ser visto. Mas assim, material, livro, modelo pra eu ver como que era, não!²¹³ Nada, nada. (Silvana, interview, February, 2015).

²¹¹ In English “What have I learned during the English language undergraduate course? Like, they gave us a notion of what specific purposes are, even though this notion was based on reading (...) they said what ESP was, only that. That specific purposes was technical English, instrumental English, reading! Instrumental English! That was it! (Silvana, interview, February, 2015).

²¹² The course project mentioned by Silvana refers to the Projeto Pedagógico de Curso (PPC), course pedagogic project in English, which is a document that includes all curricular units that composes the course, their workload and skills to be developed by the students, students’ professional profile upon course completion and other items, according to which the course will be executed.

²¹³ In English “**Fernanda:** And was it the same for technical English? **Silvana:** The same thing! They threw me in the classroom and I didn’t kniw anything... **Fernanda:** And the ideas popped up and you tried them? **Silvana:** It was

Having been assigned to teach ESP to the GTI course and in face of the lack of education in ESP teaching during her teacher education program at university and the fact that she was never introduced to the story of ESP teaching as lived out by the other English teachers, Silvana found herself stepping into a completely unknown territory where her only option was to start composing her ESP teacher identity based solely on trial and error. It is worth calling attention to the fact that the teaching of ESP based on trial and error has been accompanying her practice ever since she started working at IFSC back in 2007 to these days, as I could notice in her telling and doing of in-classroom ESP teaching experiences. In order to illustrate and discuss these experiences, I will firstly present an excerpt from the interview where Silvana tells one of her experiences teaching ESP to the GTI course, which is the same experience she refers to in the excerpt above, whose dialogue I will go back to during the discussion. On the sequence, I present a vignette of one of the ESP classes she taught to the Meteorology course where I was a participant observer.

Before I move on to the discussion, I consider of extreme importance to emphasize at this moment that it is not my intention whatsoever to criticize or weave judgments regarding Silvana's or any of the participant teachers' decisions and practices in their ESP classes. On the opposite, I totally identify with their struggles and share their same beliefs regarding ESP teaching. My intention in critically analyzing their in-classroom practices using the ESP approach is threefold. The first one is to build meanings regarding the issues that participate in the process of their ESP teacher identity (re)construction. The second is to call attention to the importance and strong necessity of teacher education programs and continuing education programs that

exactly like this, based on trial and error! And José gave me the GTI (Information Technology Management) course project so that I could learn about the content that I should cover. But like, material, a book, a model so that I could see how that worked, no. Nothing! (Silvana, interview, February, 2015).

discuss about and assist both pre-service and in-service English teachers in their process of professional identity (re)construction, so that they can effectively live out the story of the ESP teacher, embrace the new roles (researcher, designer, creator and evaluator of didactic materials) mentioned by Ramos (2005) and compose secret stories of ESP teaching resourcefully and confidently. The last one is to call attention to the need to reflect about to what extent it is feasible/possible that English language teachers live the ESP's sacred stories, as presented previously in the review of the literature, considering the constrains/challenges posed on them in their context of work.

Returning to the discussion, the excerpt from the interview I mentioned above goes as follows:

Ah, eu dei aula sim pro GTI que aí era técnico. E aí eu tava bem perdida, né! Só que quando eu peguei GTI, como eu falei pra vocês, o pessoal do GTI já chegavam fluentes, aí não tinha como você dar uma aula de inglês técnico de leitura, aí eu tive que ir mais pra área do *speaking* mesmo. Se fosse pra validar eu ia ficar com dois alunos, que eram os dois que não sabiam nada, então eu tinha oito e oitenta na sala, e os outros não quiseram validar. Aí então eu fazia assim, eu trazia um material de leitura, bem simplesinho assim, aí pedia pros mais avançados irem fazendo enquanto eu explicava para os mais fraquinhos, e aí eles ((os alunos avançados)) terminavam rapidinho e ficavam conversando, né. Aí depois de um mês, não sei o que, aí eles ((os alunos iniciantes)) já tavam assim com uma condição de ler os textos mais tranquilos sozinhos, sem eu tá ali pertinho ajudando. Aí eu pedi pra eles prepararem um seminário com textos da área deles. Eles teriam que me dar esse texto, eles iam preparar e apresentar pros outros colegas.²¹⁴ (Silvana, interview, February, 2015).

²¹⁴ In English “Ah, I did teach technical English to the GTI course. And then I was completely lost! But when I taught to the GTI course, as I told you, the students were already fluent in English, and so there was no way I could teach

As I have previously explained, Silvana had never taught ESP before and as soon as she started working at IFSC in 2007 she was assigned to teach ESP for the GTI course without any guidance or support with material of that specific area. Silvana felt completely lost and could only rely on the little and shallow knowledge learned during her undergraduate course at university regarding the ESP approach as being the teaching of reading strategies. Based on this knowledge, Silvana's composition of secret stories consisted in the designing of classes to teach the students reading strategies that would help them read texts from their specific area more easily. However, Silvana was taken by surprise when she found out that she had, on the one hand, proficient students in the English language who were majority in class and, on the other, students with absolutely no experience with the language who were only two. In face of that, she directly concluded that it would be incoherent to teach reading strategies to the proficient students and that she should rather focus on the development of speaking skills. However, she still had to find a way to include the two students with no experience in the language and thus decided to give priority to them, opting for composing a secret story that focused on the teaching of reading strategies. As a result, the two students with low level of English proficiency had the chance to develop some reading skills to help them

technical English focusing on reading, and then I had to focus more on speaking. If we decided to validate the knowledge of the English language that some students already had, I'd remain with only two students in class, who were the ones who had no knowledge of the language at all, so it was either feast or famine, and the other students didn't want to validate their knowledge of the English language. So, I used to do like this, I used to bring a very simple reading material and asked the advanced students to keep doing that while I spent time explaining everything to the beginner students, and then they ((the advanced students)) would finish everything quickly and keep chatting among each other. Then after a month or so, they ((the beginner students)) were already able to read the texts by themselves, without me being around helping them. Then I asked them to prepare a seminar to present texts from their specific area. They would have to hand in the text to me and prepare a presentation to their colleagues." (Silvana, interview, February, 2015).

read specialist texts while the proficient students probably benefitted very little from the classes, once they did not have the opportunity to develop and/or improve other linguistic skills, such as writing, speaking and listening, that might be required in their future context of work.

In analyzing Silvana's decisions for the composition of her ESP classes for the GTI course, it becomes evident that her practice is guided by a common belief among English teachers which refers to the ESP approach as the teaching of reading strategies (Augusto-Navarro, 2008; Lima, 2012; Souza, 2014). This belief used to be and still is sustained by the myth of ESP being synonym to the teaching of reading strategies. As I previously discussed in the review of the literature, this myth was originated as a consequence of the Brazilian ESP project²¹⁵ (1977 - 1990) in which the findings of a needs analysis conducted for the development of the project pointed out to the need of professors and students from participating institutions to develop reading skills so that they could read academic materials mostly written in English (Ramos, 2005, 2009). In face of that, we can notice that even though Silvana had a great opportunity before her to help proficient students in English develop other skills that meet their needs and that might be required in their professional field, she probably opted for sticking with the teaching of reading strategies for lack of knowledge and experience on how ESP could be taught differently.

In addition to that, as a consequence of this long standing, collective belief of ESP as the teaching of reading strategies which seems to have permeated Silvana's pedagogical practices during the GTI course, it is also possible to infer from the excerpt above that Silvana seems to be overlooking a fundamental tenet of the ESP approach, namely the needs analysis. According to Vian Jr (2008), the needs analysis is a key factor that distinguishes ESP from GE teaching, once learners in ESP courses are generally aware of what they will need the language for in the target-situation. As we have learned from the above dialogue between Silvana and I during our interview, she was handed in

²¹⁵ In Portuguese, Projeto Nacional Ensino de Inglês Instrumental.

the pedagogic project of the course²¹⁶, henceforth PPC, and seems to have relied solely on what this document described as the skill that should be developed in the curricular unit called *Inglês Instrumental*, which is reading. In this document Even though I did not have access to the team of teachers who have written the PPC in order to learn whether the decision to develop reading skills had been taken as a result of a process of needs analysis, the fact is that, even if it was so, Silvana was presented to a new classroom situation which required that she reanalyzed the current needs of the students proficient in English once she had concluded that teaching them reading strategies as the PPC proposes seemed incoherent. Silvana even considers composing a different secret story by teaching them speaking. However, it is worth noting that her impulse to teach speaking instead of reading strategies, when she says ‘(...) o pessoal do GTI já chegam fluentes (...) aí não tinha como você dar uma aula de inglês técnico de leitura né, aí eu tive que ir mais pra área do speaking mesmo’ (Silvana, interview, February, 2015), seems to be motivated much more by an automatic reaction in face of proficient students than by an assessment of their needs.

Giving continuity to the discussion of Silvana’s process of an ESP teacher identity (re)construction in the in-classroom place, I now present a vignette of part of one of the ESP classes she taught to the Meteorology course during 2014/2 where I was a participant observer in order to give a better idea of the issues involved in this process:

Silvana starts the class asking "Did I do the *chamada*²¹⁷ last class?". The students don't seem to understand and she tries to negotiate. The interaction happens quickly and I'm not sure that now they understand what she was trying to say. She hands in papers with activities for the

²¹⁶ This document can be visualized in Appendix 5 or directly on page 76 in the following link:

http://es.ifsc.edu.br/portal/files/FLORIANOPOLIS_PPC_GTI.pdf

²¹⁷ In English ‘roll call’.

students who missed last class and say "Don't 'surtate'²¹⁸!". The students laugh. A girl didn't understand what the papers were about and Silvana explains in English and the student goes "Ai professora, fala em português!"²¹⁹, but Silvana keeps negotiating in English saying it is the activity from last class that they need to correct now. The girl gives up trying to understand. Silvana starts the class saying, all in English, that they have to correct the homework and starts asking for the answers but then she notices that most of them didn't do the activity and others didn't even bring the papers to class, so she decides to give a few minutes for them to finish. The activity is about the use of the reading strategy Skimming, which was one of the topics introduced last class. Then, while some students are trying to do the activity, Silvana changes the subject and starts talking about the apple cake they talked about last class. Students don't understand and so she draws an apple and a cake on the board. Now they understand and then Silvana switches to Portuguese and says that today she brought cookies. She offers them cookies and all at the same time asks them to give her the answers to the activity. It was a vocabulary activity based on a text called 'Meteorology' where they had to match word and definition. The students trying to do the activity present difficulties with it, while the others are distracted and chatting among each other. At any moment during the class did Silvana ask them to be quiet or focus on the activities. She passes the cookies around again and a boy makes a joke saying that this way they'll be fat by the end of the semester. Students laugh and the room has a nice, friendly atmosphere. Silvana continues the correction writing forecast/forecaster on the board, which are words that appear in the activity, and explain in Portuguese the difference between them, calling attention to the suffix 'er' and explaining its function. Silvana uses

²¹⁸ Silvana tried to make the Portuguese word 'surtar' to sound like an English word by adding the suffix 'ate' to it. A possible translation of the word 'surtar' to the English language would be freak out.

²¹⁹ In English "Ah teacher, speak in Portuguese!"

English and Portuguese interchangeably in class. In the middle of the correction a girl comments that the cookie is delicious, then Silvana stops the correction and they start talking about the recipe of the cookie (...). (Silvana, class observation journal, August, 2014, my emphasis)

Silvana's two experiences with the teaching of ESP at IFSC (for the GTI and Meteorology courses) just presented are separated by a period of approximately seven years. Still, likewise her experiences with the GTI course, Silvana's composition of secret stories while teaching ESP to the Meteorology course is full of challenges faced by both her and her students. From the vignette above, it is possible to notice that the class is marked by students feeling confused, as evidenced in the underlined sentences. Most of the times the source of confusion was related to Silvana's choice of the English language to conduct the classes. Frequently, the use of English caused students to feel lost in relation to what was going on in class, as was the case, for instance, when Silvana asked the students if they remembered whether she had done the roll call in the previous class, as in "did I do the *chamada* last class?". The students don't seem to understand" (Silvana, class observation journal, August, 2014), and when the girl gave up trying to understand what the papers Silvana was handing in was about, as in "Silvana keeps negotiating in English (...) The girl gives up trying to understand." (Silvana, class observation journal, August, 2014).

In fact, which language to use in the ESP classes is something that Silvana is still undecided about and, in the process of choosing Portuguese or English, she ends up using both interchangeably in class as I registered in the vignette above. Interestingly, during our interview I came to learn that the dilemma of using Portuguese or English in the ESP classes is one that has been accompanying Silvana for quite a while, as can be noticed in the excerpt below,

Eu comecei a parar de chegar na sala de inglês técnico como se eles fossem 'Tá ali pra aprender inglês!'. Não é inglês, é inglês técnico! Então eu não tô mais chegando em sala falando em inglês, (...) eu vi que isso só causava mais

atrato com os alunos porque eles entravam em pânico assim, não entendiam, não sei o que... Aí eu disse 'Não, quer saber, não vou fazer não.', e ainda perguntei 'Se quiserem treinar a pronúncia das palavras a gente treina', mas eu vi que eles também não tão afim, então eu tô bem assim cautelosa, sabe? (...) E eu já tinha dado aula de meteoro quando substituta três semestres e eu dava do jeito que dou hoje, só que bem perdida né! Mas aí nessa questão de chegar e falar inglês em sala, eu não fazia isso, como eu não tô fazendo agora, só que quando eu escutava os colegas dizer 'Não, mas eu chego e falo a aula toda em inglês' não sei o que... Aí eu disse, 'Não, então tô fazendo alguma coisa errada!'. Aí testei no ano passado, 'Vou tentar dar aula em inglês pra esse povo aqui, né', aí vi que também não funcionou e tá funcionando bem com esse pessoal agora essa questão de tirar ((parar de usar o inglês e voltar a usar o português para ensinar ESP)), que realmente dava um peso ((ensinar em inglês)).²²⁰ (Silvana, interview, February, 2015)

²²⁰ In English "I stopped to see teachnall course students as if 'They are there to learn English!'. No, it's not English, it's technical English. So I'm not speaking in English in class anymore, (...) I noticed that it only caused more confusion because the students would panic, like, they didn't understand anything... And then I said 'You know what, I won't do that anymore' and I even asked them 'Id youwant to practice the pronunciation of the words, we can do it', but I notices they are not interest in that either, so new I'm very cautious, you know? (...) And I had already taught ESP to the meteorology course for three semester when I was a temporary teacher here, and I used to teach it the way I do it nowadays, but completely lost! So this thing of speaking in English in the ESP classes, I didn't use to that that as I'm not doing it now, but when I heard my colleagues say 'No, but I speak in English all class', I don't what... Then I said 'Wait, but then I must be doing something wrong!'. Then I tried it last year, 'I'll try to teach in English to this group', and I noticed that it didn't work well and it's working better now that I decided to teach in Portuguese again, because that ((teaching in English)) was making things even harder." (Silvana, interview, February, 2015)

According to Silvana, when she was still a substitute teacher in 2007, she was assigned to teach ESP to the Meteorology course for three semesters and she used to teach her classes in Portuguese. However, in a conversation with her English teachers colleagues, Silvana learned that it was possible to teach an ESP class entirely in English when she hears from them ““não, mas eu chego e falo a aula toda em inglês”” (Silvana, interview, February, 2015). The fact that she never considered teaching ESP in English may be connected to another common myth, that of ESP being taught in Portuguese, which was also created as a consequence of the methodology used in the context of the Brazilian ESP Project (Ramos, 2005, 2009). Therefore, hearing her colleagues present a new method for ESP teaching made Silvana rethink her practice and even feel insecure about her use of Portuguese, thinking that ““não, então tô fazendo alguma coisa errada!”” (Silvana, interview, February, 2015).

Motivated by her colleagues’ experiences, Silvana decided to reconstruct her ESP teacher identity, adopting the English language to teach her ESP classes, therefore aligning to the story of ESP teaching as lived by her colleagues. It is worth noting that the ESP classes for the Meteorology course which I have observed was one of her trials, as it was possible to notice in her efforts to speak in English with her students in the vignette I presented above. After a semester trying this new story of teaching, Silvana not only had to face students’ resistance towards the use of English, as we could see in the vignette “Silvana explains in English and the student goes “ai professora, fala em português!” (Silvana, class observation journal, August, 2014) and in the excerpt “eu vi que isso só causava mais atrito com os alunos porque eles entram em pânico assim, não entendiam” (Silvana, interview, February, 2015), but she also found it very hard to conduct a class entirely in English, thus opting for the use of both languages interchangeably. In face of these challenges, Silvana reflected about her experience and decided to retake the story of ESP teaching that was working best for her, which was to use Portuguese to teach ESP instead of English, as she states ““aí testei no ano passado, ‘Vou tentar dar aula em inglês pra esse povo aqui, né’, aí vi que também não funcionou e tá funcionando bem com esse pessoal agora essa questão de tirar ((parar de

usar o inglês e voltar a usar o português para ensinar ESP))” (Silvana, interview, February, 2015).

In addition to that, Silvana reflected about the objectives of English teaching to technical courses, as we can see in her words “Eu comecei a parar de chegar na sala de inglês técnico como se eles fossem 'tá ali pra aprender inglês!'. Não é inglês, é inglês técnico! Então eu não tô mais chegando em sala falando em inglês” (Silvana, interview, February, 2015). She concluded that in these courses the students are supposed to learn vocabulary and read the texts of their specific professional areas, not General English, and therefore she would switch back to Portuguese to teach the ESP classes. Such a conclusion reinforces two myths at the same time. The first refers to the aforementioned myth regarding the use of Portuguese as being the only method adopted for the teaching of ESP. The second refers to the myth of ESP being associated with the teaching of purely technical English, a myth created in a context of increasing production of material during the 1970's and 1980's which focused on the characterization of language according to specific domains, such as the language of chemistry, the language of medicine and so on. As we have seen in the review of the literature, however, “ESP is not a matter of teaching 'specialized varieties' of English” and neither it is “just a matter of Science words and grammar for Scientists, Hotel words and grammar for Hotel staff and so on” (Hutchinson & Waters, 1987, p. 18). ESP is an approach to teaching English in which all the decision regarding content and method are taken based, first and foremost, on the students' reasons for learning (Hutchinson & Waters).

Another evidence that adds up to her struggles in the in-classroom place as she works hard to live out the story of the ESP teacher refers to her efforts in delineating and organizing the content to be taught in the ESP classes. In the vignette above, we could notice that students felt confused because they did not understand what they were supposed to do and/or how to do the activity, as I have recorded “the students trying to do the activity present difficulties with it, while the others are distracted and chatting among each other” (Silvana, class observation journal, August, 2014). Students feeling confused was

something that I constantly observed during her ESP classes. While their lack of interest in the discipline might be the cause of their confusion, it is also possible that Silvana might be facing difficulties dealing with the ESP approach in the classroom. Considering that Silvana did not have the opportunity to explore the field of ESP teaching and learning i.e., the key concepts of this approach and its application during her formative process at university, how could she possibly be dealing with ESP? Silvana, thus, seems to be still in the process of co-constructing her ESP practices.

In the occasion of my interview with her, after having observed her ESP classes to the Meteorology course (2014/2), I commented with her that I had noticed that she had made some modifications regarding the content she would teach to the Meteorology course in the upcoming semester (2015/1). As a response, she shared with me that

(...) essa questão da mudança que eu fiz eu devo em parte às reuniões, que foi importante a reunião com os professores das áreas ((técnicas)), porque aí nos conselhos de classe eles me disseram que houve uma mudança também na grade, que essa disciplina ((inglês instrumental)) era da segunda fase e agora foi pra primeira²²¹. E foi a primeira vez que eu tive essa experiência de primeira fase que foi na aula que tu observou. Então assim, na segunda fase eu sabia onde eu tava pisando, porque já dei aula naqueles três primeiros semestres junto com o professor Beck com o negócio dos manuais, não sei o que... Tava bem com o meu chãozinho feito. Só que quando mudou para primeira fase eu tentei fazer igual, né. (...) E aí no conselho de classe veio essa ideia, como mudou o inglês pra primeira fase, eu falei isso tudo que aconteceu, que o pessoal não tinha curtido e eu tava não sabendo bem como fazer. E aí o professor da primeira fase falou 'Olha, eu trabalho com um código que é tudo em inglês, porque tu não começa por aí?' E eu disse 'Ah, legal então!' (...) Então foram dicas do professor e feedback dos alunos que me disseram isso, que gostaram, e por isso que eu

²²¹ The meteorology course lasts three semesters. The ESP subject used to be offered in the second semester and now it is offered in the first.

perguntei na turma, nessa agora, se eles queriam aprender a pronúncia das palavras ou não e eles não quiseram²²². (Silvana, interview, February, 2015).

Through Silvana's testimonial it is possible to grasp that her delineation of what to teach in the Meteorology ESP classes suffers two modifications. The first modification resulted from the decision of the technical teachers of the Meteorology course to place the ESP subject in the first semester of the course after years being offered in the second. As Silvana had never taught ESP to first semester students, she decided to teach them the same content she used to teach to second semester students, as we can see "Só que quando mudou para primeira fase eu tentei fazer igual, né." (Silvana, interview, February, 2015). However, Silvana realized that her classes were not pleasing the students and

²²² In English "This modification that I have done is partly due to the meetings. The meeting with the technical course teachers was important because in the meeting they told me about the change in the program of the course, informing that this subject (ESP) used to be offered in the second semester and now it would be offered in the first. And when you observed my classes, it had been the first time that I had taught ESP in the first semester of the course. So I knew what to do in the ESP classes when it used to be offered in the second semester of the course because I had already taught ESP for three semesters in partnership with teacher Tavares who had suggested that I worked with some manuals... I was feeling confident at that time. But then when the ESP subject was placed in the first semester, I tried to do just the same. (...) And then in the meeting with the technical course teachers we came up with this idea, because the ESP subject had been placed in the first semester, I told them about what happened ((that she was teaching to first semester students the same content she used to teach to second semester students)), that the students weren't enjoying the classes and that I didn't quite know what to do. And then a first semester teacher said 'Look, I work with a code that is all in English. Why don't you start with it?' and I said 'Oh, that's nice'. (...) So the tips from the teachers and the feedback from the students helped me to delineate what to teach, and that's why I've asked to the group that I'm teaching now whether they wanted to learn the pronunciation of the words or not, and they didn't want to. (Silvana, interview, February, 2015)

during a Meteorology teachers' meeting she shared with them that she did not quite know what to do. As a response, one of the teachers suggested a possible material to work with the students, as he puts "Olha, eu trabalho com um código que é tudo em inglês, porque tu não começa por aí?" (Silvana, interview, February, 2015). Thus, Silvana made some modifications in the content of the ESP subject to be taught to second semester students in a way that included the material suggested by her colleague.

As for the second modification, this resulted from the interaction between Silvana and her students in the in-classroom place where their lack of interest in learning the pronunciation of specialized vocabulary led Silvana to remove it from the table of contents for that group of students, as we can see "por isso que eu perguntei na turma, nessa agora, se eles queriam aprender a pronúncia das palavras ou não e eles não quiseram" (Silvana, interview, February, 2015).

The analysis of Silvana's telling and doing of her in-classroom experiences with ESP teaching for the GTI and Meteorology courses at IFSC makes evident that her process of an ESP teacher identity (re)construction is permeated by two important features. The first feature refers to the in-classroom place being characterized as not such a safe place as postulated by Connelly and Clandinin (1999). Differently from these authors who suggest that "Classrooms are, for the most part, safe places, generally free from scrutiny, where teachers are free to live stories of practice" (Connelly & Clandinin, 1999, p. 2), Silvana's (re)construction of an ESP teacher identity is marked by tension, insecurity and based mostly on trial and error. She even got off her chest that the "(...) ((as aulas no curso)) GTI não era uma experiência pra compartilhar, não foi legal."²²³ (Silvana, interview, February, 2015). In Silvana's experiences, the in-classroom place presented itself as a space vulnerable to the impacts of out-of-classroom events, as was the case when she had to reorganize the ESP content and material, after having unsuccessfully and frustratingly used second semester material with first

²²³ In English "(...) ((the classes for)) GTI were not an experience to share, they weren't nice." (Silvana, interview, February, 2015)

semester students, because of a modification in the curriculum of the Meteorology course about which she only received a quick note.

As a consequence of such change, Silvana experienced the scrutinizing eyes of most of her students who disapproved not only the material she was bringing to class but also the use of the English language to teach the ESP classes, which made her change the material and start teaching the classes in Portuguese. A similar finding was reported in Driedger-Enns' (2004) study which aimed at investigating the process of a teacher's professional identity (re)construction while working as a substitute teacher who also experienced tension in the in-classroom place because of the scrutinizing eyes of the absent regular teachers who could be returning and because of disrespectful students. In addition to that, Silvana's confidence which has been slowly built with every ESP teaching experience since she started working at IFSC was shaken with the sudden modification in the Meteorology course curriculum and the scrutinizing eyes of her students. As we can see in her words, Silvana moves from feeling confident working with second semester students "Então assim, na segunda fase eu sabia onde eu tava pisando, (...) Tava bem com o meu chãozinho feito" to feeling insecure working with first semester students "Se quiserem treinar a pronúncia das palavras a gente treina', mas eu vi que eles também não tão afim, então eu tô bem assim cautelosa, sabe?" (Silvana, interview, February, 2015). This analysis makes evident that, at least in the campus where this study took place, teachers are presented to a number challenges, such as vulnerability to the out-of-classroom changes, lack of orientation regarding the ESP approach and the story of ESP teaching as lived by the other teachers, not to mention the many other challenges faced by them already discussed, such as high classroom workload, to develop research and extension project, participate in working groups, take on the role of subject representative teacher and so on. All these challenges and different activities that teachers' must perform call for a reflection on the feasibility of IFSC English language teachers living the ESP's sacred stories, such as the many different roles they must take on (researcher, a designer and a creator and evaluator of didactic

materials) besides their functions in the classroom, as argued by Ramos (2005).

The second feature refers to the different voices that echo in Silvana's compositions of secret stories, all of which participate in the process of her ESP teacher identity (re)construction. Some of these voices are those of professors, institutions, authors of texts, official documents, family and colleagues from work. This feature corroborates the socio-constructivist view of identities in so far as they are constructed, maintained and negotiated through language and discourse in interaction with the others (Hall, 1996; Gee, 2000-2001; Block 2007). As Moita Lopes (2002, p. 61 citing Schiffrin, 1996, p. 197) puts it, "the idea of who we are is supported by our continuous interactions with others, and by how we position ourselves in relation to others". Bohn (2005) adds to these authors' ideas arguing that identities are shaped amidst a system of relations among different agents that are manifested by different voices.

When we analyze Silvana's telling and doing of her ESP teaching experiences, especially the moments in which she reproduces some of the myths regarding ESP teaching (such as ESP being synonym to the teaching of reading strategies and technical English), we can hear the voices of professors who have contributed to and participated in her process of knowledge construction regarding the ESP approach during her formative process in the English Language and Literature undergraduate course. As I have mentioned in the beginning of this section, Silvana was introduced to this approach during her teacher education program as consisting basically of the teaching of reading strategies.

In addition to that, I could also witness the echoing of other voices in Silvana's confrontation of these myths when, in the occasion of an event for language teachers organized by IFSC in 2015, she attended to a talk of an English teacher who presented a broader view of the ESP approach and showed some experiences with the use of this approach in her context of work. This talk was enlightening for Silvana who directly confronted her beliefs regarding the teaching of reading

strategies and could reconstruct her views regarding the ESP approach as focusing on the students' needs, as we can see in her words

Era isso que eu tinha na cabeça também até eu começar a ler tipo, não sei, ano passado, que a Teresa ((professora de inglês)) no fórum colocou lá né, que teve no congresso, que ensino de instrumental não é leitura, inglês instrumental é qualquer coisa específica que ele ((o aluno)) precisa, uma necessidade específica (...). Então aí que eu vi. Mas tava muito enraizado em mim esse negócio de ser leitura.²²⁴ (Silvana, interview, February, 2015).

Still another evidence of the weaving of voices that participate in Silvana's process of her ESP teacher identity (re)construction relates to her composition of secret stories. In every attempt, from making changes in her teaching methodology to searching for advice regarding what material to use, it is possible to hear the voice of the English teachers who work with her (when she starts using the English language to teach ESP after she learns that is how they do it), the voice of her students (when she stops using the English language to teach ESP and reorganizes the class content in face of their resistance) and, finally, the voice of teachers from the specific areas (when she agrees to adopt the specialized material suggested by a technical teacher in face of structural modification made in the Meteorology course curriculum).

²²⁴ In English "That's what I had in mind too until when I started reading like, last year, that Teresa ((English teacher)) mentioned during the forum, that was also mentioned in the congress, that the teaching of ESP is not reading, that ESP is anything specific that he (the student) needs, a specific need (...). That's when I realized. But it was rooted in me the thought that ESP was reading." (Silvana, interview, February, 2015).

4.2.1.2 Paulo: “Teaching English for specific purposes adds an extra challenge in terms of a number of factors”

Turning the attention to the discussion of Paulo’s experiences in the in-classroom place, it is possible to notice, based on the data generated from the class observation and the interview, that the process of his ESP teacher identity (re)construction is also crossed by pedagogic challenges and constituted by voices of different agents with whom he has related. In order to illustrate these findings, I start by presenting a vignette of one of Paulo’s ESP classes which I have observed and which I will resort to along the discussion.

Paulo starts the class by reviewing the last topics which was Skimming and Scanning and invites a boy to explain what those reading strategies are. They answer in Portuguese. After that, Paulo introduces the topic from today’s class which is Predicting. In his explanation he relates the strategy predicting to the previous two strategies and uses Portuguese to make some parts of the explanation clear. He draws an email box and writes `apple@apple.com` and the subject being ‘iPhone 5 disaster’ and asks students what can they predict from this text. Silence. When asked a question students usually feel intimidated to speak because they think they have to speak in English, but they don’t necessarily need to. They are free to use whatever language they feel comfortable. Paulo insists for an answer and some students reply in English with single words while others prefer using Portuguese for longer sentences. The students have different levels of proficiency in English, with two students who seems to have a good command of the language and the other four with apparently very basic skills. E hands in the material (17 pages in total) and explains page by page what they have to do. Again, he uses Portuguese in some occasions during the explanation. The first 13 pages contains explanatory texts and exercises about the reading strategy Predicting. The remaining 4 pages bring texts about technology with follow up exercises where students can practice the reading strategy.(...)The students spent the whole class in silence doing all the activities. At about 20

minutes before the end of the class Paulo sits with each student to check their answers and give them feedback when necessary. (...) One of the students said he was tired and Paulo says ‘yeah man, that’s tough, that’s the idea’. The students laugh. (Paulo, class observation journal, September, 2014)

Like Silvana, Paulo also faced difficulties in the teaching of ESP. For him, the difficulty consisted mainly in his confusion regarding the content of an ESP class. In his first semester at IFSC teaching ESP to a group of students taking the Mechatronics course, Paulo felt confused about what to do next after he had finished the teaching of reading strategies. He knew he would work with texts of students’ specialized area, but it was not clear to him whether the content of his class would be the texts themselves or the content of the texts, as he puts it

(...) eu ficava meio confuso nessa disciplina né... ‘Ah pera aí, acabei de dar essa história das estratégias’, que eu pensava que era só assim no primeiro semestre, essas coisas das estratégias, não sei o que. ‘E agora?’ Vou dar textos e conteúdo deles, mecatrônica que era na época, em inglês, beleza! Mas o conteúdo da aula é esse texto ou é o conteúdo do texto? Tu entende? Não é tão simples, não é tão simples... Isso pra mim foi um choque, acho que hoje eu administro isso melhor, eu consigo integrar melhor conteúdo com forma que é o que a gente tem com a história da língua.²²⁵ (Paulo, interview, February, 2015).

²²⁵ In English “I used to get a little confused with the subject... ‘Wait, I’ve just taught these strategies’, because I thought that was only that during the first semester, these reading strategies and so on. ‘And now?’ I’ll teach texts and content in English about Mechatronics, which was the course I was teaching at that time, great. But the content of the class is this text or the content of this text? You know what I’m saying? It’s not so simple, it’s not so simple... That was a shock to me, I think that I can deal with it better now, I manage to integrate content and language better.” (Paulo, interview, February, 2015).

In a previous experience with the ESP approach when he worked as a professor during his PhD program in United States, Paulo had already been faced with the questioning of what constituted the content of an Academic Writing course, saying

Na disciplina de Escrita, qual o conteúdo dessa disciplina? Ela não tem um conteúdo, ela tem mecânicas, ela tem coisas pra se discutir sobre mecânicas, tem coisas técnicas, ela tem... Mas qual o CONTEÚDO dessa disciplina? É o paragrafo? É a frase? É o texto? É o gênero A, B C e D?²²⁶ (Paulo, interview, February, 2015).

Paulo started to slowly overcome these uncertainties and feel more comfortable with the ESP classes at IFSC as he reflected about his practice and gained more experience in teaching ESP in the following semesters. By the time I conducted the interview with him, Paulo had already concluded that, for him, the content of an ESP class includes all of that: the content related to reading strategies, the texts of students' specialized area themselves and the content of these texts, as can be observed in our conversation

Fernanda: Mas o conteúdo então é o que tu traz sobre estratégia de leitura?

Paulo: Também! Mas quando eu trago um texto pros meus alunos, tu observou minhas turmas de sistemas eletrônicos, né? Quando eu trazia um texto pra eles ler que eu tinha pouco conhecimento, mas que eles conheciam, aquilo também é conteúdo! É conteúdo DELES, mas isso é conteúdo, é conteúdo da minha aula porque tá trabalhando com aquilo em inglês, mas é conteúdo deles, tu entende? Então eu acho que o conteúdo são as duas coisas. Eu acho que quando eu comecei a vislumbrar isso melhor, eu acho que eu comecei a

²²⁶ In English “What is the content of a Writing discipline? It doesn't have a content, it has mechanics, there are things to discuss about its mechanics, it has technical things, it has... But what's the CONTENT of this discipline? Is it the paragraph? Is it the sentence? Is it the text? Is it genre A, B, C and D?” (Paulo, interview, February, 2015).

lidar melhor com a coisa.²²⁷ (Paulo, interview, February, 2015).

Indeed, it is possible to notice in the vignette of Paulo's class above, when I described the material as "The first 13 pages contains explanatory texts and exercises about the reading strategy Predicting. The remaining 4 pages bring texts about technology" (Paulo, class observation journal, September, 2014), that he brings to his ESP classes material that includes texts related to the reading strategy being introduced and texts which Paulo believes to be related to students' specialized area. It is interesting to notice that in Paulo's reflective and experiential process with the teaching of ESP, he (re)constructs his ESP teacher identity at the same time that he (re)constructs his personal practical knowledge regarding ESP teaching at IFSC, understood by Clandinin (1992, p. 125) as "a kind of knowledge carved out of, and shaped by, situations; knowledge that is constructed and reconstructed as we live out our stories and retell and relive them through processes of reflection", pointing to the intrinsic relation between identity, knowledge and context, as postulated by Connelly and Clandinin (1999).

Regarding the selection of specialized material, it is worth calling attention that, like Silvana, this was also a source of concern for Paulo. In a conversation Paulo and I had after one of his ESP classes transcribed below, he commented that because ESP teachers are usually

²²⁷ In English "**Fernanda:** But the content then is what you bring about the reading strategies? **Paulo:** It's that as well! But when I bring a text for my students, you've observed my classes, haven't you? When I brought a text for them to read which I didn't have much knowledge, but that they had, that is also ESP content! It's content from THEIR area, but it's content, it's content of my class because I'm working with that in English, but it's content of their area of study, you understand? So I think that the content is both things. I think that when I started to envision that better, I started to deal better with all that". (Paulo, interview, February, 2015).

not knowledgeable about students' specialized areas, it becomes even harder to select specific material that may be of their interest:

(...) teaching English for specific purposes adds an extra challenge in terms of a number of factors, such as language, class preparation in terms of what is interesting for them or not, not having the specific knowledge to make the best choices, students' reactions to these choices and do so on. (Paulo, class observation journal, August, 2014).

The fact that ESP teachers do not hold specific knowledge about students' different areas of study seems also to figure as an extra challenge in ESP teaching, so much that in one of his first ESP classes of the semester, Paulo made a point in making it clear to the students that, as an ESP teacher whose aim was to help them develop reading skills to read specific texts, he was the one to hold knowledge of the English language and they were the ones to hold knowledge of their specialized area, as I registered "It was interesting to notice that he positions himself as the specialist of the language and the students as the specialist in electronics. He repeats this about two or three times in this class." (Paulo, class observation journal, August, 2014).

In addition to that, Paulo also mentions the language as an extra challenge in ESP teaching. This observation might be related to the fact that at IFSC English teachers teaching the ESP component are usually presented to groups of students with different levels of proficiency in English, once there is no linguistic prerequisite for students' enrollment in the discipline and they are not required to go through a placement test. This way, even though Paulo makes an effort to conduct the classes entirely in English so that students can be exposed to the language and also practice the listening skill, it is possible to notice in the vignette of his class above that he has sometimes to resort to Portuguese in order to make sure that less proficient students understand his explanations.

Turning the attention to some of the voices that seem to participate in the construction of Paulo's ESP teacher identity, it is interesting to notice how Paulo composes his secret stories trying to find a balance between what he believes he is expected to do as an ESP teacher at IFSC and what he believes ESP teaching involves. According

to Paulo, in an institution such as IFSC, which offers professional, scientific and technological education, he believes that the expectation for the ESP component is the development of the reading skill through the teaching of reading strategies so as to enable students to read texts in English from their specific area, which is a view about ESP very similar to Silvana', and which can be seen in the excerpt below

(...) O quê que eu pensava que era o inglês instrumental? Não o que eu pensava, o quê que eu acho que se pensa que é o inglês instrumental de uma escola técnica, é o que a gente chama de inglês técnico, vou ensinar o cara ler um texto técnico, a ler um texto acadêmico na área dele, né. Isso que eu imaginava que se pensa. Que eu imaginava não, isso que eu ACHO que se pensa até hoje do que é um inglês pra fins específicos dentro de uma instituição como o IFSC.²²⁸ (Paulo, interview, February, 2015).

Paulo's belief is strengthened by the coordinators of subsequent technical courses and higher education courses with whom Paulo talked, as he puts it, "mesma coisa do subsequente e do superior, porque ele É inglês instrumental, pelo menos o que eu converso com os coordenadores, eles esperam que se trabalhe a leitura, não sei o que (...)"²²⁹ (Paulo, interview, February, 2015). In addition to that, it is worth noting that Paulo agrees with the development of reading skills being

²²⁸ In English "What did I think that ESP was about? Not what I thought, what I think it's thought of ESP in a technical school, that's what we call technical English, I'll teach the student to read a technical text, to read an academic text of his area of study. That's what I imagined it was thought about ESP. Not what I imagined, that's what I THINK is thought until the present days of what English for specific purposes consists of in an institution such as IFSC." (Paulo, interview, February, 2015).

²²⁹ In English "It's the same thing with the subsequent and higher education courses, because in these courses we teach ESP, at least based on conversations I have with coordinators, they expect that we teach them reading (...)" (Paulo, interview, February, 2015).

the focus of the ESP component once he too believes, in line with what official documents such as the PCN²³⁰ postulate, that the development of readings skills used to and still figures as students' main need, as he puts it

(...) eu acho que a visão geral que se tem, principalmente pelas necessidades dos alunos e, historicamente do Brasil, e inclusive isso tá previsto nos PCNs e tal, se tem essa visão muito da leitura. A visão que se tem é assim 'ah, leitura, leitura, leitura, leitura!'. Eu não acho que leitura seja... que ter esse foco em leitura seja uma coisa ruim. Eu não acho. Eu acho que se essa realmente é a necessidade principal dos alunos, SE ela é, e até hoje eu acho que é, mas pode ser que não seja, mas se ela é, ela sendo o foco ou um dos focos mais centrais não é um problema.²³¹ (Paulo, interview, February, 2015).

In fact, in a quick look at the PCN+ for secondary education, one will easily find that reading appears as the main competence to be developed in that level of education, as stated in the document

A competência primordial do ensino de línguas estrangeiras modernas no ensino médio deve ser a da leitura e, por decorrência, a da interpretação. O substrato sobre o qual se apoia a aquisição dessas competências constitui-se no domínio de técnicas de leitura – tais como skimming, scanning, prediction – bem como na percepção e na identificação de índices de interpretação textual (gráficos,

²³⁰ PCN+ refers to the Brazilian National Curricular Parameters.

²³¹ In English “I think that the general view that is held, especially because of students’ and of Brazil’s needs, historically, and it’s even contemplated in the PCN and so on, is the view of ESP as reading. The view generally held is like ‘ah, reading, reading, reading, reading’. I don’t think that reading is..., that focusing on reading is something bad. I don’t think so. I think that if this is really students’ main needs, IF this is, and I still think it is, but maybe it is not, but if it is, the focus being, or one of the focuses being on reading it’s not a problem.” (Paulo, interview, February, 2015).

tabelas, datas, números, itemização, títulos e subtítulos, além de elementos de estilo e gênero). (Brasil, 2002, p. 97).²³²

It is important to call attention to the fact that even though Paulo composes his secret stories based on what he believes is understood and expected of the ESP component at IFSC, he also seeks to embed his own vision of what constitutes ESP teaching, which includes the development of other skills, such as writing, listening and speaking, as observed in the excerpt below

O que eu acho que é diferente da minha visão é: eu não acho que o foco sendo a leitura exclui as outras habilidades. Eu acho pelo contrário! Eu acho que as outras habilidades fazem parte de um todo, eu acho que essa leitura tem que ser isso num contexto maior, porque daí tu dá a oportunidade pro guri de escrever alguma coisa, talvez até aprender alguma coisa de fala. (...) Mas eu acho que eu pelo menos tento, eu não sei nem se eu consigo colocar isso em prática, mas a maneira como eu tento ver a coisa é de pelo menos incorporar as outras habilidades junto com essa historia da leitura, tu entende? Pelo menos tentar. Não sei se eu consigo fazer ainda, mas é o caminho que eu pretendo seguir. Tô tentando né, aos poucos (...).²³³ (Paulo, interview, February, 2015)

²³² In English “The primary competence of the teaching of modern foreign languages in secondary education must be that of reading and, consequently, of interpretation. The substrate on which the acquisition of these competences is based is constituted in the domain of reading techniques - such as skimming, scanning, prediction - as well as in the perception and identification of textual interpretation indices (graphs, tables, dates, numbers, itemization, titles and subtitles, as well as elements of style and genre)”. (Brasil, 2002, p. 97).

²³³ In English “What I think is different from my own view is: I don’t think that the focus being on reading excludes the other skills. I think the opposite! I think that the other skills are part of a whole, I think that the reading skill should be explored within a broader context, because then you give students the chance to develop some writing skills, maybe even develop some speaking skills. (...) But

Indeed, if we look at the vignette above, we can see that in Paulo's ESP classes to the Electronic Systems course he focuses on students' development of reading skills through the introduction of reading strategies such as skimming, scanning and predicting, where students have the chance of effectively practicing them reading texts related to their specialized area. In addition to reading, Paulo states that "(...) eu coloco pra eles escrita na aula toda hora, eu coloco coisa de escuta, talvez um pouco menos do que eu faço... mas eu coloco vídeo, coloco..."²³⁴ (Paulo, interview, February, 2015).

From the analysis above it becomes evident the polyphony of voices that participate in the (re)construction of Paulo's ESP teacher identity, corroborating Bohn's (2005) ideas regarding the many voices that constitute a language teacher identity, being among them: a) the voice of the institution, which in Paulo's case is evidenced in his practice being based on what he believes others expect him to do in an institution such as IFSC; b) the voice of professional counterparts, evidenced in his exchanges with the coordinators of the courses Paulo has taught ESP, c) the voice of official documents, evidenced in his alignment to the PCN+ regarding the teaching of foreign languages and, finally, d) the voices of professors and authors of texts read by students/teachers during their undergraduate course, evidenced in Paulo's integration in his practice of his own view regarding ESP teaching, a view that was itself probably constructed by these same and maybe still other voices.

It is worth calling attention, though, that during the time I observed his ESP classes, I could notice that he proposed some writing

I think that I at least try, I don't even know if I can put it into practice, but the way I try to see this is to at least try to incorporate the other skills together with the teaching of reading, you understand? At least I try. I don't know if I can do that yet, but that's the path I intend to follow. I'm trying, slowly." (Paulo, interview, February, 2015).

²³⁴ In English "(...) I give them writing activities all the time, I give them some listening activities, maybe less than I'm used to... but I play videos, I play..." (Paulo, interview, February, 2015).

activities which consisted of the practice of some grammar points which are usually present in students' specialized texts. As a matter of example, there was a writing activity²³⁵ which, after offering an explanation on the use of 'which' and 'to' for linking facts and ideas, required that students joined groups of statements in order to make longer sentences, as in "Resistors are electronic components. Resistors are used to add resistance to a circuit. → Resistors are electronic components **which** add resistance to a circuit".

Even though Paulo embeds in his classes his own vision of what constitutes ESP teaching, aiming at helping students develop other skills in addition to reading, still his attempts, like Silvana, do not seem to take into consideration the main tenet of the ESP approach: a detailed analysis of students' real needs for their target-situations. Similarly to Silvana, during the teaching of the ESP component to students taking the Electronic System course, Paulo was also presented to a group who displayed different levels of proficiency in the English language, with some students with a good command of the language and others with extremely basic knowledge of it. In face of that, it could have been a good idea to reanalyze the real needs of, at least, the students proficient in English as developing reading skills and getting acquainted with some grammatical points usually present in genres from their specific areas possibly do not figure as their main needs and, thus, they would probably not take much advantage from that. Instead, while Silvana relied on the pedagogic projects of the courses to which she had taught ESP, Paulo relied mainly on the official documents (PCN) and the coordinators of the courses to guide his decisions regarding what to teach in his ESP classes.

Therefore, if we think of the main characteristics of the teaching of languages for specific purposes as postulated by Ramos (2005, 2009, cited in Beato-Canato, 2011, p. 856), we will notice that while Silvana and Paulo succeed to integrate some of them in their practice, such as the focus on themes and content related to their specialized areas and the

²³⁵ See Appendix 6 for the activity.

teaching of strategies for reading and vocabulary acquisition, other characteristics do not seem to be so easily integrated, such as a focus on the students' needs in order to determine the objectives and the planning of the course, organizing it in a way that contributes to the development of students' autonomy, considering its short duration and their need to use the language in real work or study situations. Before I move on with the discussion, I would like to emphasize once again that my objective does not lie on weaving judgments regarding any of the participant teachers teaching practices. As I have stated previously, I have myself gone through the same challenges which have, in fact, figured as one of the reasons that motivated me to conduct this study.

Interestingly, even though both Silvana and Paulo have faced struggles in their process of (re)constructing their ESP teacher identities while composing their secret stories, they have experienced the in-classroom place differently. While for Silvana it figured as a place of insecurity where she was exposed to the scrutinizing eyes of her students, for Paulo the in-classroom place was a space where he felt safe and free to live his secret stories, to embed in it his own vision of ESP teaching and to promote changes based on the learning acquired from his own ESP teaching practices. During our interview, Paulo once again expresses his awareness regarding the shifting nature of identities, stating that he knows that he has made and still will make mistakes but that this is part of the process of be(com)ing a teacher, as we can see in his testimonial

(...) na minha prática docente eu consigo ver que 'Pô, eu vou errar ainda MUITO', tu entende? Eu já errei muito, tô errando ainda, e vou errar por um bom tempo. E eu não me cobro quando eu erro, eu me vejo bem quando eu acerto. Então eu acho assim que eu consegui ter essa segurança de dizer assim 'Ah beleza, cometi vários erros, devia ter pensado esse conteúdo, como é que eu vou fazer...', mas agora eu vou no segundo semestre eu vou melhorar isso,

vou tentar fazer de novo' (...).²³⁶ (Paulo, interview, February, 2015).

4.2.1.3 José: “Em UMA aula a mulher me revolucionou a vida!!!”²³⁷

Finally, moving to a quick discussion of José’s process of an ESP teacher identity (re)construction, we will see that his process share some similarities with that of Paulo’s and Silvana’s, in the sense that José too reproduces some of the myths regarding the ESP approach and takes the initiative to integrate in his ESP teaching things other than solely the teaching of reading strategies. As I did not have the opportunity to observe any of his ESP classes, my interpretation regarding his process of be(com)ing an ESP teacher is woven based on the stories of practice he shared with me during our interview.

Like Silvana, José had never taught ESP before teaching at IFSC. In fact, it was on the occasion of the selection process to start working as an English teacher at IFSC that he had his first experience with ESP teaching, once it was part of the selection process that teachers presented a class whose topic was ESP. With no experience with the ESP approach, José decided to take a private lesson with Patrícia, a professor from UFSC who he had been advised to be very good at it. According to him,

²³⁶ In English “In my teaching practice I can see that ‘Yeah, I’ll still make A LOT of mistakes’, you understand? I’ve already made a lot of mistakes, I’m still making and I’ll keep doing them for some time. And don’t judge myself when I make a mistake, I value myself when I get things right. So I think that I got to the point of feeling secure enough to say ‘Ok, I’ve made many mistakes, I should have thought this content better, how to work with it... but now in the second semester I’ll try to improve it, I’ll try to do it again’ (...)” (Paulo, interview, February, 2015).

²³⁷ In English “In ONE class the woman revolutionized my life” (José, interview, February, 2015).

Em UMA aula a mulher me revolucionou a vida!!!
 (...) o tipo de estratégias de aula, didática, didática voltada
 pro instrumental que era a aula que tava marcada pra mim
 (...) tu tinha que virar a noite com aquela bibliografia toda
 que ela foi enfiando uma atrás da outra! Foi
 revolucionário!”²³⁸ (José, interview, February, 2015).

For José, this professor’s pieces of advice guide his ESP teaching to this day and he places her among his small selection of fantastic teachers/professors who “foram modelos pra mim to ‘mimic’”²³⁹ (José, interview, February, 2015). In Bohn’s (2005) terms, these role model professors represent “the voices of the professors who share their knowledge with their students and walk along with them during their undergraduate course (...) also as models of knowledge that feeds students’ imagination” (p. 103)²⁴⁰. As a matter of example, I present José’s response to my questioning regarding his impressions on the teaching of ESP at IFSC, where teachers are required to teach the ESP component to varied courses

(...) foi um desafio bastante grande, **mas eu sempre deixei claro e deixo até hoje pros alunos** que o inglês eu tô com uma ferramenta, eu vou ensinar eles uma técnica, né, um modo de se ler em inglês mais objetivo. Isso é uma coisa que a Patrícia deixava claro na aula dela, que ‘**Vocês** vão aprender a ler de uma maneira diferente, mas não como **vocês**

²³⁸ In English “In ONE class the woman revolutionized my life!!! (...) the type of class strategy and didactics, didactics focusing on ESP which was the class I was supposed to teach (...) you had to stay awake all night long with all that bibliography that she suggested one after the other! It was revolutionary!” (José, interview, February, 2015).

²³⁹ In English “They were role models for me to mimic.” (José, interview, February, 2015).

²⁴⁰ In the original “(...) as vozes dos professores que compartilham com os alunos os seus saberes e caminham com eles ao longo do Curso Universitário, não somente como portadores de saberes historicamente acumulados, mas também como modelos do saber que alimentam o imaginário do aluno” (Bohn, 2005, p.103).

leem em português. **Vocês** tem um código diferente onde **vocês** não conhecem esse código, e eu vou dar pra **vocês** uma estratégia pra vocês ataquem esses textos'. E a Patrícia dizia, 'O quê que é uma estratégia? Alguém sabe o que é uma estratégia?'. Ela dizia, 'É um plano consciente através de pistas e dicas que **vocês** vão usar para atacar os textos da área de vocês. Então o inglês vai servir como um aporte, um instrumento!'. Eu não sou professor de eletrotécnica, eu não sou professor de eletrônica, eu não sou professor de informática, embora eu vá aprender muita coisa sobre esse assunto com **vocês**. O meu desafio é isso!²⁴¹ (José, interview, February, 2015, my emphasis).

It is interesting to notice from the excerpt above how Patrícia's and José's voices intermingle in his telling of his interaction with his students, in a way that it becomes hard to tell if it is him or Patrícia who is using the pronoun 'vocês' in bold to refer to them, evidencing the importance of her voice in the construction of his ESP teacher identity. In my interpretation, in his telling of his interaction with the students he replaces his own voice by that of Patrícia's, as if it was Patrícia herself speaking through him.

It is also worth noting that in following Patrícia's suggestions and guidance regarding the teaching of ESP, he also ends up reproducing the common myth of the teaching of ESP meaning the

²⁴¹ In English "(...) it was a huge challenge, but I've always made it clear to the students and I still do it that the English language is a tool, that I'll teach them a strategy, a way of reading in English that is more objective. This is something that Patricia used to make clear in her classes, that 'You'll learn to read in different way, which is not the way you read in Portuguese. You are dealing with a code that you don't know, and I'll teach you a strategy to help you read the texts'. A Patricia used to say 'What is a strategy? Does anyone know what a strategy is?'. And she said 'It's a conscious plan that you'll use to read the texts from your area of study. Thus the English language will serve as a tool'. I'm not an electrical teacher, I'm not an electronics teacher, I'm not an informatics teacher, even though I'll learn a lot about these areas with you. This is my challenge.'" (José, interview, February, 2015).

teaching of reading strategies. After some time teaching ESP the way he had been taught to teach, José analyses his practice and concludes that ESP teaching could go beyond the mere teaching of reading strategies, and, likewise Paulo, he decides to integrate other elements in his ESP classes which was welcomed by the students, as the excerpt below shows,

(...) eu comecei a perceber que só instrumental era meio chato, tinha que ter alguma coisa diferente. (...) eu tive alunos que gostavam da minha aula porque eu mesclava um pouquinho outras coisas, não dava só instrumental, porque eu já não tava aguentando.²⁴² (José, interview, February, 2015).

This initiative to bring other elements to his ESP classes can be interpreted as a movement of José's ESP identity reconstruction, also found in the in-classroom experiences of Silvana and Paulo, corroborating once again the idea that identities are not "an object, but a constant becoming. The work of identity is always going on." (Wenger, 1998, p. 154).

Finally, José do not seem to have faced many challenges in his teaching of ESP, even though this experience also meant for him diving into the unknown since he had never taught English according to this approach before. However, differently from Silvana who did not receive any orientation on how to proceed with ESP teaching, when he started working at IFSC a material package for the ESP classes for each technical area had already been elaborated by the other English teachers who shared everything with José, as he puts it "Os professores já elaboravam apostilas, eles montavam apostilas de textos diversos de eletrônica, de eletricidade, de saneamento..."²⁴³ (José, interview,

²⁴² In English "(...) I started to realize that only ESP was a bit boring, that something different should be done. (...) I had students who enjoyed my classes because I'd bring other elements to my class, I wouldn't work only with ESP, because I was already getting bored." (José, interview, February, 2015).

²⁴³ In English "The teachers has already elaborated resource packs with diverse texts in electronics, in electricity, in sanitation..." (José, interview, February, 2015).

February, 2015). Thus, José did not have to go through the time-consuming and difficult task of compiling specific material for each technical course. Referring to his initial experiences teaching ESP to the technical courses where the material had already been provided for him, José states that “No começo foi uma experiência boa, porque eu tava nas áreas técnicas e tal.”²⁴⁴ (José, interview, February, 2015). In addition to that, being aware that he would work in a technical school²⁴⁵ and teach English to different technical courses, he also preserved himself from students’ common expectation that the English teacher is also a specialist in their specific areas, making it very clear from day one that, as an ESP teacher, he is there to help them read their specific texts through the use of reading strategies. In regard to this, José states, “No primeiro dia de aula de todas as aulas eu já deixava isso claro, porque senão eles iam achar que eu tinha que dar aula de informática, de eletrônica...”²⁴⁶ (José, interview, February, 2015). From this analysis, then, it is possible to interpret that, likewise Paulo but differently from Silvana, José’s process of an ESP teacher identity (re)construction was permeated by experiences in which the in-classroom place figured as a safe place where he could live his stories of practice.

²⁴⁴ In English “In the beginning it was a nice experience because I was teaching to the technical courses and so on.” (José, interview, February, 2015).

²⁴⁵ IFSC was still ETFSC when José started working there.

²⁴⁶ In English “In the first day of class I would make it very clear to them, otherwise they would think that I was there to teach them informatics, electronics...” (José, interview, February, 2015).

4.2.2 Other significant voices participating in the construction of teachers' professional identities and the unveiling of conflicting stories to live by

So far I have focused on the discussion of participant English language teachers' in-classroom experiences with the teaching of ESP at IFSC and explored some issues that have participated in the process of (re)construction of their ESP teacher identities specifically. Considering that the ESP teacher identity is just a facet of IFSC English teachers' professional identities, my intention in this section consists in broadening the discussion to weave interpretations regarding other issues that participate in the process of their professional identities (re)construction, such as their school, university, professional and family experiences. In doing so, I also unveil some conflicting stories that have emerged as I learned more about their family and learning experiences at school (both regular and private language institutions) and at university, as well as other professional experiences before start working at IFSC.

Following Connelly and Clandinin's (1999) statement that identities have origins and change and that the origin of teachers' identities can be perceived in various aspects of their life, such as their school life, professional education life and family life, I could also observe some evidential hints for the origins of Silvana, Paulo and José's professional identities. In analyzing such aspects of their lives, I could recognize some of the voices listed by Bohn (2005), more specifically those of professors, authors of texts, institutions, colleagues from work, family and society. To this list, I would like to add the voice of other teachers, not only university professors, with whom the participants have shared experiences, such as primary and secondary school teachers and teachers from private English schools. This way, I have decided to include this discussion within section 4.2 which discusses participant teachers' in-classroom place experiences because it was precisely during my observation of their English classes, while they interacted with their students in the classroom, that I could identify the many different voices that echo in their teaching practices. In the discussion that follows, therefore, I hope to make clear the participation

of these voices in the construction and reconstruction of their professional identities.

4.2.2.1. Silvana: “E a turma seguinte foi mais louca, com professor mais louco e então assim, voltou aquela paixão que eu tinha pelo inglês (...)”²⁴⁷

When we look at Silvana’s school life, it is possible to notice how these experiences have participated in the construction of her professional identity as evidenced in told and observed practices in the in-classroom place at IFSC. During Silvana’s school life, parallel to her primary and secondary education, Silvana also took English classes at the Brazil – United States Institute (IBEU) which she started when she was nearly 10 years old and only stopped when she was about 17. Along these years, Silvana experienced feelings of hate and love about the English classes and the teachers. Regarding the experiences that used to awake the feeling of hate in her, these referred to English classes where she did not feel comfortable with the activities proposed and whose teachers were not skilled in making the classes an easy-going moment for the students, as we can read in Silvana’s testimonial,

(...) eu era tímida, eu não gostava quando o professor fazia pergunta pra mim, eu morria de vergonha, ou então 'Lê vocês dois aí ', e eu era uma das duas e eu odiava. Role play, meu Deus, eu queria morrer! (...) a professora era também, essa que eu não gostei, era assim... parecia do século passado, sabe? Elas usavam o método comunicativo, mas elas eram mais velhas e então não tinham aquelas brincadeiras, aquelas piadas, aqueles momentos de

²⁴⁷ In English “And the next group was crazier, with and even crazier teacher, and so that passion that I had for the English language was back (...).” (Silvana, interview, February, 2015)

descontração. Não, era tudo muito sério.²⁴⁸ (Silvana, interview, February, 2015)

Silvana's demotivation made her fail in the English course for absence and for this reason her mother requested at IBEU that Silvana was placed in a different class. In this new class and the following ones thereafter, Silvana recovered her love for the English classes. She was placed in a classroom where she could develop a friendly relationship with both the students and the teacher, the classes were lively and entertaining and she appreciated that the teachers treated everybody all the same. In our conversation about this experience during the interview, Silvana stated that

Silvana: (...) eu peguei uma turma de maluco, com uma professora mais sem noção ainda ((fala com muita animação)) e eu comecei a AMAR aquilo ali! Eu comecei a AMAR ir pras aulas de inglês. E a turma seguinte foi mais louca, com professor mais louco e então assim, voltou aquela paixão que eu tinha pelo inglês, no mesmo curso que eu estudei sempre, só que com professores novos. Não eram aqueles quadradões antigos que eu sempre peguei.

Fernanda: O que são esses ((professores)) malucos?

Silvana: Ah, é assim o professor bem ativo, que conta piada no meio da aula, sabe? Eu lembro que tinham dois meninos, eles eram amigos, a gente sabia que era amizade só né, e ele ((o professor)) vivia dizendo assim, 'Vocês andam tão juntinhos...', falava em inglês, '...eu acho que tem coisa!!!'. Aí ele chegava e *'My love, there is only you in my life!'*

²⁴⁸ In English "I was shy and I didn't like when the teacher asked me questions, I was very embarrassed, or like 'You two can read together', and I was one of them, I hated it. Role play, my God, I wanted to die! (...) the teacher was also, this one who I didn't like, she seemed to be from last century, you know? They used to adopt the communicative approach, but because they were older they didn't use to joke around, there wasn't those informal, relaxing moments. No, everything was very serious." (Silvana, interview, February, 2015)

((Silvana cantando)) e começava cantar temas. (...) Nossa senhora!!! A outra professora que eu tive antes, olha só, ela vinha contar coisas pessoais dela que as outras ((professoras)) nunca, que tinha uma distância, sabe? (...) Então era assim, sabe? Os professores tratavam a gente tudo igual, e a turma também, eles brincavam, eles riam, eles gostavam de se integrar com os outros (...).²⁴⁹ (Silvana, interview, February, 2015)

From the excerpt above it is possible to notice that Silvana identifies with the English teachers who are lively and humorous in class, who tells jokes and sing songs from out of the blue and succeed in developing a friendly relationship with the students. It is also worth noting that during her teacher education program at university, more specifically during the practicum which took place at the very university in the form of a workshop, Silvana and a colleague designed a course

²⁴⁹ In English “**Silvana:** (...) I joined a group with crazy people, with an even crazier teacher ((she speaks excitedly)) and I started to LOVE that! I started to LOVE going to the English classes. And the next group was crazier, with and even crazier teacher, and so that passion that I had for the English language was back, and it was in the same English school I had always studied, but with new teachers. It wasn’t with those old-fashioned teachers I had always studied with. **Fernanda:** What are those crazy ((teachers))? **Silvana:** Ah, it’s that teacher who is very active, who tells jokes from out of the blue, you know? I remember that there were two kids, they were friends, and we knew they were only friends, and he ((the teacher)) used to say like ‘You two are always together’, he would say in English, ‘... I think there is something going on there!!!’. And he started to sing ‘My love, there is only you in my life!’ ((Silvana singing)) and started to sing musical themes. (...) My goodness!!! The other teacher I had before, look at this, she would share with us personal information, the type of thing that the other teachers never did, because there was a distance, you know? (...) So it was like this, the teachers treated us all the same, and the group also liked to play around, they laughed, they liked to integrate with the other students.” (Silvana, interview, February, 2015)

whose objective was to teach English through songs and drama, as Silvana explains

Porque a ideia inicial do curso era 'Learning grammar through songs', a gente queria usar música pra não ficar chato. Só que a primeira que a gente fez a Tati já tinha a peça pronta, ela disse 'Vamos fazer a peça?' Vamos! E foi o máximo!!! E a próxima peça que a gente tava organizando tinha a Kate Mahoney, não sei se tu lembra dela, era um seriado que era uma policial ruiva, cabelão assim, ela era toda durona! A gente fez a adaptação e era a Kate MaCHOnei, que ela era muito macho né, e o outro era um personagem de outra série que a gente juntou as duas e a gente montou todo o script. A gente tinha cada ideia louca!²⁵⁰ (Silvana, interview, February, 2015).

It is interesting to see how, by opting for offering a course that involved music, drama and humor so that the teaching of grammar did not become boring for the students, Silvana seems to echo in her practices as an English teacher the voices of her 'crazy' English teachers from IBEU who were lively and used to establish a good relationship with the students.

These experiences help us make sense of an important characteristic of her professional identity, which is that of the fun, lively and friendly English teacher. If we look at the transcription of part of Silvana's ESP class presented in the previous section²⁵¹, it is easy to

²⁵⁰ In English "The initial idea for the course was 'Learning grammar through songs', as we wanted to use songs to teach grammar so the classes didn't get boring. But for the first song Tati had already created a play, and she said 'Let's perform the play?' 'Let's do it!' And it was great!!!. And for the next play that we were organizing there was Kate Mahoney, I don't know if you remember this character, it appeared in a sitcom where she was a very tough, red-haired policewoman! And then we adapted this sitcom and created the Kate MaCHOnei, because she was very tough, and the other was a character from another sitcom and we put them together and developed the entire script. We had such crazy ideas!" (Silvana, interview, February, 2015).

²⁵¹ See vignette on pages 224 and 225.

recognize that many of the characteristics that describe the ‘crazy’ teacher are also found in her practices.

Silvana is a teacher who cherishes the student-teacher relationship and strives for establishing with her students a close and friendly relation where they feel relaxed and welcomed. In composing her secret stories, one way of doing that is her gentle initiative of bringing treats for students, as I could notice in almost all classes I have observed. Silvana used to bring cakes, biscuits and cookies and would not mind stopping the class to share the recipes with the students, as the vignette shows

(...) She passes the cookies around again and a boy makes a joke saying that this way they’ll be fat by the end of the semester. Students laugh and the room has a nice, friendly atmosphere. (...) In the middle of the correction a girl comments that the cookie is delicious, then Silvana stops the correction and they start talking about the recipe of the cookie. (Silvana, class observation journal, August, 2014).

In addition to that, Silvana also makes the classroom environment a fun and lively place to be in. It is not uncommon to hear Silvana use the English version of a Portuguese word to talk to her students during the classes, as in “She hands in papers with activities for the students who missed last class and say "Don’t ‘surtate’!”. The students laugh.” (Silvana, class observation journal, August, 2014). Moreover, it is very common to witness Silvana starting to sing a song from out of the blue in her classes, as for instance when she started to sing ‘It’s raining men’ in a class where students were asked to extract as much information as possible from a weather forecast being projected on the wall for a certain city, as I have recorded

Alunos conseguem retirar várias informações da imagem e quando um aluno pergunta sobre a palavra ‘rain’, Silvana começa a cantar ‘It’s raining man, hallelujah...’. Os

alunos riem e parecem ter associado a palavra ‘rain’ com chuva.²⁵² (Silvana, class observation journal, August, 2014)

For Martin and Morgan (2015), “a teachers’ emergent professional identity and her image of classroom possibilities is coloured by her own prior L2 learning experience...” (p. 21, cited in Mattos, 2014, p. 135). Following this line of thought and in face of the analysis just presented, it is possible to interpret that Silvana’s previous experiences as a student with boring and inaccessible English teachers on the one hand and fun and friendly English teachers on the other participated in the construction of her professional identity.

Another evidential hint for the origin of Silvana’s professional identity regards her family life, whose voices help us make sense of another important characteristic of her professional identity, which is that of a pragmatic teacher who, in addition to establishing a friendly and warm classroom environment, depending on the situation can also establish a distant, almost indifferent relation with students who do not seem to care the least about the English classes. Silvana focuses on the students who are interested in the classes and overlooks the ones who are not, as shown in the vignette of her class

The students trying to do the activity present difficulties with it, while the others are distracted and chatting among each other. At any moment during the class did Silvana ask them to be quiet or focus on the activities. (Silvana, class observation journal, August, 2014)

Silvana does not invest her time wondering whether disinterested and bored students are learning or not. She expects them to be mature enough to realize the cause and effect relationship of their lack of commitment in class. Evidence of this can be noticed in a

²⁵² In English “The students manage to grasp a lot of information from the image and when a student asks about the word ‘rain’, Silvana starts to sing ‘It’s raining man hallelujah...’. The students seem to have associated the word ‘rain’ with ‘chuva’.” (Silvana, class observation journal, August, 2014).

conversation I had with Silvana after one of her ESP classes which I have observed:

By the end of the class Silvana and I chatted a little bit and she said that she is aware that there is a boy who never comes and when he comes he is always late, that there is a girl who keeps doing homework from another subject during the English classes, and that another girl told her in the first day of class that she didn't like English. Silvana said that she would rather focus on the students who are interested and not waste her time with the ones who aren't, once they are all adults and should be responsible for what they do. (Silvana, class observation journal, August, 2014)

As we have learned previously, when still a child, Silvana had to face some challenges due to her father's death. The moments previously reserved for family time in which Silvana felt her mother's attention and care by the simple fact that she was cooking them dinner were replaced by Silvana having to get by on her own and take on responsibilities as a grown up, as she states

(...) ela sempre chegava em casa e fazia a janta. Então tinha esse cuidado de mãe que depois que o meu pai morreu não tinha mais. Ela congelava tudo fim de semana, quem tivesse em casa esquentava, já tinha chave da casa com nove anos e se vira, se vira nos trinta! E à noite que antes ficava a família toda em casa, aí minha mãe começou a trabalhar à noite pra compensar o tempo que ela não trabalhava de manhã.²⁵³ (Silvana, interview, February, 2015).

²⁵³ In English "(...) she would always arrive at home and cook us dinner. So there was this motherly care that we no longer received after my father passed away. She would stock the food in the freezer during the weekend, so that we could warm it up for the meals, by nine years old we already had the house's keys and we had to get along by ourselves! And the nights were no longer reserved to family time since my mother started to take night shifts to make up

Silvana's mother was forced to take the role of the administrator of the house, and the practical mother stood out against the caring mother, as we can see "Então mudou muito né, essa quebra e um certo distanciamento, quando tu começa a ver a pessoa só como administradora da casa. Então perde aquele vínculo afetivo."²⁵⁴ (Silvana, interview, February, 2015). The experiences of childhood after her father's death were marked by emotional distancing and the weight of having to take a lot of responsibility and learn how to get by on her own in order to solve everyday tasks. Such experiences demanded that Silvana, likewise her mother, developed a very pragmatic attitude towards life, seeking to solve her problems in a very practical way, aiming at the solution rather than the obstacle.

An example of such a pragmatic attitude refers to her initial choice in working as an English teacher in which teaching English was just a casual job she would do to make money, as we can see

(...) eu disse assim 'Pô, que legal esse negócio de inglês, né! Porque não é difícil e ainda dá dinheiro! O quê que eu posso fazer, quais são as possibilidades? Já fiz tradução... O quê que eu posso fazer agora? Dar aula! Então vamos lá! Fui no CCAA e comecei a dar aula."²⁵⁵ (Silvana, interview, February, 2015).

for the time she didn't work in the mornings." (Silvana, interview, February, 2015).

²⁵⁴ In English "So it changes a lot, you know, this abrupt change and distancing, when you start to see the person only as the administrator of the house. So we lose that affective bond." (Silvana, interview, February, 2015).

²⁵⁵ In English "I said like 'This English thing is cool' Because it isn't difficult and I can make money on top of that! What can I do? What are my possibilities? I've already worked with translation... What can I do now? Give classes!' So let's go! I went to CCAA and I started to give English classes." (Silvana, interview, February, 2015).

It is interesting to mention at this moment that Silvana, in facing the English teacher profession as just a casual job, has contributed to sustain a discourse identity (Gee, 2000-2001) ascribed to her, an identity marked by the discourse of the discredit of English teachers and teachers in general in our society (Cox & Assis-Peterson, 2008), reinforced in the practices of English teachers colleagues with whom she has worked in private language schools, as it is possible to see in the excerpt

(...) eu tive vários colegas que fizeram o curso do IBEU pra professor. Eu já tava no primeiro semestre na faculdade de Letras, mas eu achava que queria direito. E tinha um que tava fazendo agronomia, a outra fazendo direito, o Jaime que dava aula de inglês há muito tempo, mas não tinha curso superior nenhum, e tinha um outro que eu acho que ele era hippie, sabe? Ele tocava violão na rua, no sinal, (...) Então tu vê que não tinha ninguém que era da área mesmo que quisesse seguir a carreira. Era só bico, ser professor de inglês era bico.²⁵⁶ (Silvana, interview, February, 2015).

Influenced by her mother and her boyfriend, Silvana decided that she would study Law at university because that was a course that

²⁵⁶ In English “I had many colleagues who had taken the teacher training course at IBEU. I was already in the first semester of the English Language and Literature undergraduate course at university, but I thought that I wanted to study Law. There was a colleague who was studying Agronomy, another one studying Law, there was Jaime who has been teaching English for a long time but had no degree, and there was still another one who I think was a hippie because he used to play the guitar on the streets, by the traffic lights, (...) So you can notice that there wasn’t anyone who was from the area and wanted to build a career. It was just a temporary thing, being an English teacher was just a temporary job.” (Silvana, interview, February, 2015).

would bring her a good financial return in the future. She did not pass the university entrance examinations to Law but she did for the English Language and Literature undergraduate course where, by the end of the second semester, she finally decided that being an English language teacher was what she really wanted to do professionally. From an ascribed identity, being an English language teacher became Silvana's achieved identity (Gee, 2000-2001), an identity that she had actively accomplished.

Still another example of her pragmatic attitude regards her decision to start the Master's course. Silvana was tired of working as an English teacher in private language institutions and started to consider that taking a Master's course would improve her chances of having a profession that would give her a better financial return, as we can see

(...) eu disse 'Ah que saco, tô cansada disso aqui!'. A professora dona do cursinho que chamava tudo com 'inho', 'bonitinha', 'inha'... E eu odiava aquilo dali. Aí eu pensei 'Ah, não quero mais isso aqui pra mim, vou sair daqui, o quê que eu vou fazer?' (...) Então o mestrado na verdade eu não pensei em fazer desde a graduação, eu pensei bem capitalista, prática, não sei o que... 'O quê que eu preciso pra ter uma profissão que pague melhor?' Ah, na faculdade dar aula. Então eu preciso do mestrado, então tá"²⁵⁷. (Silvana, interview, February, 2015).

In the same line of thought, returning to the discussion of Silvana's in-classroom practices, when she was faced with disinterested

²⁵⁷ In English "(...) I said 'Ah, I'm fed up with it!'. The teacher who owned the language school and who called everything in the diminutive ... I hated that. And then I thought 'Ah, I don't wanna do that anymore, I'll quit, what can I do?' (...) So the idea of taking a Master wasn't something I had planned since I graduated, I thought in a very capitalist, practical way... 'What do I need to do to have a better paying job?' Ah, teach at university. So I need to take a Master, so that's it." (Silvana, interview, February, 2015).

students during the ESP classes, who would arrive late and do other subject's activities in class, she acted very pragmatically, aiming directly at the solution of this situation by focusing on the students who were interested in learning and not investing time and effort in the ones who were not. The relation I made between Silvana's in-classroom practices and her experiences during her childhood in face of profound family issues have guided me in my interpretation of her family life figuring as an evidential hint for the origin of the pragmatic aspect of her professional identity. My interpretation also finds support in Bohn (2005) for whom the voices of "(...) values, beliefs and preconceptions that circulate in the family environment, [are] certainly a decisive factor in the constitution of an individual's identity" (p. 104)²⁵⁸.

Going through the experience of motherhood seems to be another developmental aspect of Silvana's professional identity, though one which presented her with conflicting stories to live by as I discuss as follows. Becoming a mother seems to have made her develop the ability to look at the other with empathy, putting herself in the other's shoes, as could be noticed in Silvana's statement during our interview,

(...) a minha interação com eles, o meu ver, o meu olhar pra eles ((os estudantes)) mudou muito depois da maternidade. (...) Foi de entender que é uma outra pessoa, que às vezes você está de saco cheio e não quer nem saber. Não sabe, às vezes o cara tá num dia ruim, o cara deve estar estudando aqui mas nem quer, foi porque o pai mandou. Aí eu me vejo adolescente também e a minha mãe me obrigando a fazer coisas que eu não gosto também, do inglês que eu não gostava... Então é assim, sabe?²⁵⁹ (Silvana, interview, February, 2015).

²⁵⁸ In the original "(...) dos valores, das crenças, dos preconceitos que se fazem ouvir no ambiente familiar, certamente fator decisivo na constituição da identidade do indivíduo" (Bohn, 2005, p. 104).

²⁵⁹ In English "(...) my interaction with them changed a lot, the way I look at them ((the students)) has changed a lot after I became a mother (...). I could

Silvana not only became more sensitive to the other, but effectively promoted changes in her in-classroom practices towards her students, treating them the way she would like to be treated by them, with respect and good sense. In doing so, it was possible to learn from our interview that she avoids following the example of some colleagues who only criticize the undisciplined students but do not reflect about the way they treat them, as she puts it

(...) às vezes tu vê a interação deles ((dos alunos)) com outros colegas de outras áreas, tipo, a fala desses colegas nos conselhos de classe 'Ah, mas esse menino é um cão de danado, não ajuda em nada, só atrapalha, não sei o que'. (...) Pô, não vou fazer isso com os meus, né? Eu vou ver se funciona dessa forma, se não funcionar a gente tenta outra forma.²⁶⁰ (Silvana, interview, February, 2015).

understand that it's another person, and that sometimes you're fed up and you don't wanna know about anything. You don't know, sometimes the guy is just having a bad day, he is studying here but he didn't even want it, he's just here because his parents said so. And then I look back when I was still a teenager and my mother obligating me to do things that I didn't like, to take the English classes that I didn't like... So it's like this, you know?" (Silvana, interview, February, 2015).

²⁶⁰ In English "(...) sometimes you see their ((the students')) interaction with colleagues from other areas and, like, the way these colleagues talk about them ((the students)) in the teachers' meetings 'Ah, this boy is terrible, he doesn't help in anything, he only disturbs the class' and so on. My goodness, I won't do that to my students! I try to do this way, if it doesn't work I try a different way.'" (Silvana, interview, February, 2015).

4.2.2.2 Silvana's conflicting stories to live by: "Não, não dá. Tem que decidir!". Ou tu segue aquilo ali, pede as contas e vai pra universidade, ou tu segue nisso aqui, né?"²⁶¹

In addition to the above modifications, motherhood also brought Silvana a dilemma between living the story of the full time mother and watch closely her kids grow up or living the story of the full time English teacher at IFSC. According to Varguese et al (2005), "identity is not a fixed, stable, unitary, and internally coherent phenomenon but multiple, shifting, and in conflict" (p. 22). In the case of Silvana, being a mother and an English teacher at IFSC are two conflicting identities which make her feel guilty for not living any of the two stories fully.

During our interview, Silvana told of a conversation she had with a friend who had quit her job and opened her own business to work from home so that she could dedicate entirely to her kids, and who was encouraging Silvana to do the same. Silvana, feeling guilty, stated

(...) não saiu mais da minha cabeça isso daí, sabe, realmente. Aí começa a ler essas coisas desses livros né... 'Eu devia estar em casa com eles...'. E depois, como ela disse 'Depois que eles crescerem tu volta, tu faz concurso de novo e tu volta', e realmente assim, não é uma coisa que eu vejo que seja impossível de acontecer, mas eu sei que não vai ser fácil, e eu não sei se eu tô afim de pagar o preço, tá.²⁶²
(Silvana, interview, February, 2015).

²⁶¹ In English "No, it's impossible. You have to decide! You either follow that way, quit your job and start working at university, or you follow this way here." (Silvana, interview, February, 2015).

²⁶² In English "(...) I couldn't get it out of my mind, really. And then you start to read these books... 'I should be t home with them...'. And as she said 'After they grow up you can try the selection again and you go back to work', and in fact that is not something that I consider impossible to happen, but I know it

Nevertheless, Silvana has very clear to her that she cannot simply quit her job and dedicate entirely to the kids because, is her family to lack the father, as happened with her when she was a kid, she would not be able to support the kids on her own. That being so, Silvana gives priority to her profession at IFSC which, for her, is a wonderful place to work, but then another conflict arises: having to divide her time between the mother and the English teacher makes her feel guilty again for not dedicating all the time she should for the institution, as the excerpt shows

Então, e rola muita culpa, pelo menos da minha parte, por exemplo, eu saber que eu tô no meu limite ((pessoal)), no meu, mas eu sei que na minha carga horária eu não tô no meu limite, e isso é capaz de sobrecarregar outros colegas. Mas rola ((culpa)), não tem como não...²⁶³ (Silvana, interview, February, 2015).

Similarly to what Connelly and Clandinin (1999) found in their study, Silvana “questions her identity because both plotlines in her head are ones she believes she should live by. Yet, these are in conflict” (p. 92). In face of that, at least for the time being, Silvana chooses to live the story of the full time English teacher at IFSC.

Another situation in which Silvana experiences conflicting stories to live by refers to the need she feels of having to choose between living the story of the Phonetics and Phonology researcher or the story of the English teacher of secondary, technical and technological education at IFSC. Silvana holds a PhD in the area of Phonetics and Phonology and is sometimes invited to participate as

won't be easy and I don't know with I'm willing to pay the price.” (Silvana, interview, February, 2015).

²⁶³ In English “And I feel guilty knowing that I'm on my ((personal)) limit, on mine, but that I'm not on my workload limit, and that it can overload my colleagues with work. And I feel guilty, this is inevitable...” (Silvana, interview, February, 2015).

member of the committee in Master's thesis and PhD dissertations defenses. However, ever since she started working at IFSC as an English teacher, she has felt more and more distant from her Phonetics and Phonology researcher identity, as evidenced in the excerpt,

(...) mas é como eu te falo, mudou a minha visão de que hoje eu não sou mais da área de fonética, eu tenho conhecimento tudo, mas... Isso tá tão claro pra mim que o Luciano né, ele mandou um parágrafo no *Face* outro dia porque ele faz tradução, e aí ele disse assim 'Me ajuda, eu preciso traduzir esses termos aqui, como é que traduz isso aqui que é da tua área?'. Quando ele falou isso 'é da tua área', deu vontade de dizer 'Luciano, eu não sou mais dessa área', sabe?²⁶⁴ (Silvana, interview, February, 2015).

In addition to that, between 2013 and 2015 three new English language teachers joined the group of foreign language teachers, bringing with them their research backgrounds which Silvana automatically started to show interest to understand. In interacting with her colleagues' voices, she started to get in touch with postcolonial perspectives to language teaching and learning and terms such as additional language, English as lingua franca and intercultural competence started to sound more familiar to her. Also, the group of additional language teachers, including both the new team of English

²⁶⁴ In English "(...) but that's what I tell you, I've changed my mind regarding the fact that I'm no longer from the area of Phonetics, I do have knowledge about that, but... This is so clear to me that when Luciano sent me a paragraph through Face the other day, because he works with translation, and he said like 'Help me, I need to translate these terms here, how can I translate these terms from your area?'. When he said that 'from your area', I felt like saying 'Luciano, I'm not from this area anymore'." (Silvana, interview, February, 2015).

teachers and the Spanish teachers, started to develop projects focusing on offering continuing education to additional language teachers from public schools, besides attempting to design a MATESOL program to be offered at IFSC. Being submersed in and involved by all these initiatives, Silvana concludes that the story of the Phonetics and Phonology researcher and the story of the English teacher became conflicting, once she cannot live both simultaneously anymore because she cannot offer the dedication and time they both require, as we can see in her words

(...) e assim, as bancas mesmo, a gente nota que chamam menos pras bancas, e mesmo quando te chamam pras bancas tu se vê tendo que estudar pra ler dissertação porque dá uma trabalhada. E eu não quero mais isso na minha vida gente, que é isso, tá doido! E aí eu disse assim 'Não, não dá. Tem que decidir, né!'. Ou tu segue aquilo ali, pede as contas e vai pra universidade, ou tu segue nisso aqui, né?²⁶⁵ (Silvana, interview, February, 2015).

(...) Nesse meio tempo a gente tava querendo fazer o mestrado ((Silvana refere-se ao projeto para oferta do MATESOL)), e a gente tava procurando, né, edital de extensão que a gente tava cheio de ideia. Daí me surgiram todas essas ideias agora, mas que não são relacionadas... ((a sua área de doutorado))²⁶⁶. (Silvana, interview, February, 2015).

²⁶⁵ In English "(...) and even for the defenses committee, we notice that we are not so often invited to make part of the committees and when they invite you find yourself having to study to read the Master's thesis because it gives a lot of work. And I want wanna that for my life anymore, that's crazy! And then I said 'No, it's impossible. You have to decide! You either follow that way, quit your job and start working at university, or you follow this way here.'" (Silvana, interview, February, 2015).

²⁶⁶ In English "In the meanwhile we were planning to offer the Master's ((Silvana refers to the project to offer the MATESOL)) and we ere looking for a call to submit extension projects because we were full of ideas. Then now I had

Finally, Silvana feels that she needs to write a new story to live by in order to fully live her professional identity as an English teacher at IFSC. For this new story, Silvana knows that she must leave her Phonetics and Phonology researcher identity behind and compose one that is more in line with the reality she lives in her professional landscape. Bearing that in mind, Silvana is already looking for opportunities that may assist her in finding the path to the composition of this new story, as the excerpt from the interview shows

Eu acho que acaba que a gente muda um pouco a área do doutorado, né? Talvez tu não tanto porque tu é de crença, né? Essas coisas que são mais abertas pra tudo quanto é área, né. A minha que era específica demais, de pronúncia e fonética, essas coisas... Eu estou me sentindo, eu estou me vendo mudando de área pra... pra me adequar. Tô me sentindo assim. Por isso eu tava tão empolgada pra ir praquele congresso, pra tá por dentro de um negócio que eu não tive formação mesmo daquilo ali²⁶⁷ (Silvana, interview, February, 2015).

all those ideas, but that aren't related... ((to her area of research during the PhD))." (Silvana, interview, February, 2015).

²⁶⁷ In English, "(...) I think we end up changing the research area of what we studied during the PhD. Maybe it's not your case because you research beliefs, isn't it? It's something that is more open to the other areas, isn't it? My area was too specific on pronunciation, phonetics, these things... I feel, I can see myself changing area ((of research)) in order to adapt. I'm feeling like this. That's why I was so excited to go to that congress, in order to learn about things which I didn't really learn during my teacher education program" (Silvana, interview, February, 2015).

4.2.2.3 Paulo: “Ele era um grande professor, mas não era assim pela didática. Era pelo jeito que ele me tratava.”²⁶⁸

Turning the attention to the discussion of the evidential hints for the origin of Paulo’s professional identity, it is possible to notice that the aspects of his life related to school, academic, family and professional experiences have also strongly participated in the construction of his professional identity. In analyzing such aspects of his life, I could recognize the voices of teachers and professors, authors of texts, institutions and family as I discuss as follows.

From Paulo’s school life recollections, we learn from the data generated during the interview that, while still a secondary student, he had experience with teachers who he considered to be good not only because they were knowledgeable in their subject matter, but specially because they were able to make Paulo feel secure about his learning process and learning outcome, as he puts it

(...) e não é só o conhecimento assim 'Ah, o cara tem que saber de tudo'. Não, o cara não tem que saber de tudo. É que tem que se sentir seguro com aquele cara de dizer assim 'Esse cara SABE onde ele tá querendo me levar, ele SABE o que ele tá querendo fazer comigo, ele sabe...'²⁶⁹
(Paulo, interview, February, 2015).

There is one teacher in particular who Paulo remembers as being one of the best teachers he ever had and who was an inspiration to him. Paulo was just a teenager doing his secondary education in England due to his father’s doctoral studies when he joined this

²⁶⁸ In English “He was a great teacher, but it was not for his didactics. It was for the way he treated me.” (Paulo, interview, February, 2015).

²⁶⁹ In English “(...) and it’s not just knowledge itself, like ‘Ah, the guy must know everything’. No, the guy doesn’t have to know everything. It’s that you must feel safe with that guy and say like ‘This guy knows where he wants to take me, he KNOWS what he wants to do with me, he knows...’” (Paulo, interview, February, 2015).

teacher's English classes. For Paulo, he was a good teacher not because of his knowledge or didactic skills, but mainly because of the way he treated and stimulated him in his learning process, the way he paid attention at Paulo's potential and helped him develop it. During our interview, Paulo refers to this teacher as

(...) ele era uma inspiração pra mim. Nem por ser um grande..., nem nada. Ele era um grande professor, mas não era assim pela didática. Era pelo jeito que ele me tratava. Ele me via como um guri em potencial que ele investia ali e eu achava massa isso (...) ele 'Ah, faz por aqui que vai dar certo' e eu fazia por ali e depois ele me soltava, era o fato de ele tá ali comigo, me deixando à vontade.²⁷⁰ (Paulo, interview, February, 2015).

It is interesting to notice that when Paulo had his first experience as an English teacher at Yázigi, he resorted to his experiences as a student in order to integrate in his own teaching practices the characteristics of the teachers he admired and considered good. This corroborates Martin and Morgan (2015) statement cited previously, in which “a teachers' emergent professional identity and her image of classroom possibilities is coloured by her own prior L2 learning experience...” (p. 21, cited in Mattos, 2014, p. 135). In the case of Paulo, his emergent professional identity was coloured not only by his prior English learning experiences, but by learning experiences from any subject whose teacher would make him feel secure about his learning process and outcome, as we can see in his testimonial

²⁷⁰ In English “(...) he was an inspiration to me. Not for being a great... it's not that. He was a great teacher, but it was not for his didactics. It was for the way he treated me. He saw potential in me and he invested in me and I found that great (...) he 'Ah, do it this way that you'll get it right' and I'd do it that way and then he would let me do it by myself (...) it was the fact that he was there with me, making me feel at ease.” (Paulo, interview, February, 2015).

Vou falar de mim. Tinha uma turma do Yázigí que eu tentei fazer todas as dinâmicas didáticas possíveis pra eles gostarem de mim, cara. E eu achava que não dava certo, eu achava que não tava dando certo, até um dia que eu pensei assim 'Não, pera aí cara! Tem que fazer com que essa galera tenha o prazer não de tu tá ali rolando e dando pirueta, mas prazer de tá aprendendo um negócio'. Então assim, uma coisa que... isso aconteceu com a minha relação com os meus professores (...). Eu consegui visualizar isso bem como aluno, tá entendendo? Assim, eu sei o que eu aprendi aqui, cara, eu sei. Eu consigo formular isso, eu consigo usar isso. O professor que consegue fazer isso comigo me dá um prazer. É isso que eu tô dizendo. Não interessa essa coisa de rígido, dinâmico... Interessa assim, 'Pô, tô aprendendo? Eu tô me sentindo seguro com esse cara de estar aprendendo, saber o que estou usando?'. Acho que isso pra mim é muito forte, tu entende?²⁷¹ (Paulo, interview, February, 2015).

Therefore, Paulo has aimed at composing a story to live by in which, more importantly than gaining the students' sympathy by being a teacher who is lively and fun, is to make students leave the English classes with the security that they are learning something and that they can effectively use their learning outcomes in their lives. In addition to

²⁷¹ In English "I'll talk about myself. There was a group at Yázigí for whom I tried to do all possible didactic dynamics so that they liked me. I thought it didn't work, that it wasn't working until a day I thought 'No, hold on, man! You have to find a way of making these people enjoy not the fact that you're there rolling and doing somersaults, but enjoy the fact that they are learning something'. So, something that... this happened in my relation with my teachers (...). I could envision that very clearly as a student, you know? Like, I know what I've learned here, man, I know. I can formulate that, I can use that. The teacher that manages to do that to me makes me feel happy. That's what I'm talking about. It doesn't matter if the teacher is strict or dynamic... What matters is like 'Am I learning? Am I feeling safe that I'm learning with this guy, that I know what I'm using? I think this is very strong to me, you know?' (Paulo, interview, February, 2015).

that, Paulo seeks to build a student-teacher relationship based not on friendliness, although this is present in his relation with the students, but mostly based on his observation of his students' potential, encouraging them to persist in their learning.

In observing Paulo's English classes for an entire semester, both the teaching of GE and ESP, I could recognize many of the above characteristics in his pedagogical practices in the in-classroom place at IFSC. Paulo is not the type of teacher who establishes a close relationship with the students and who likes pleasing them by bringing games and song activities. His attempts in getting to know his students at a more personal level consisted in sometimes asking them in the beginning of the class what they had done during the weekend, but he rarely shared personal information with them. Overall, Paulo is very attentive to the students, walking around the class all the time to check whether students need any help and stimulating both interested and disinterested students equally in their learning process.

As a matter of example, there was an occasion during Paulo's English class for the integrated technical course whose objective was to engage students in a debate based on a controversial Simpson's video which portrayed Brazil in a very stereotyped way. Paulo divided the class in two big groups, where one group would have to defend that the video was offensive to Brazil and the other would have to defend the opposite. Nevertheless, Leo, a student who was placed in the group that had to defend that the video was not offensive refused to participate in that group because he had found the video outrageous. During my time observing this group's English classes, I could notice that Leo had a strong character, stating and defending his opinions in class even though he knew he could face some resistance from his colleagues. In face of that, in the vignette below it is possible to see how Paulo managed to reverse the situation in a way that valued Leo's strong character, encouraging him to use it in favor of the group and making him feel stimulated and comfortable with the activity, being the member of the group who spoke the most at the moment of the debate:

(...) Leo complains saying that he doesn't agree because he thinks the video is offensive and that it makes no sense to him to be part of the group that has to defend the opposite. Paulo negotiates with him saying that this exercise will be important for them because they will have the chance to think critically about the topic and so on. Also, noticing that Leo is very resistant, Paulo doesn't force him to participate or ignores his positioning. On the contrary, Paulo makes the boy's resistance to become an advantage for the group, arguing to Leo that having a member in the group that can give reasons why he thinks the video is offensive could help the group preview the opponent group's arguments and prepare better for the debate. Leo now seems to feel more comfortable within the group and, at the moment of the debate, he ended up being one of the students who spoke the most to defend his group's position! (Paulo, class observation journal, November, 2014).

Another evidential hint for the origin of Paulo's professional identity regards his academic life which, according to him, "Eu acho que a minha formação, principalmente o meu mestrado e o meu doutorado, tem tido uma influência MUITO forte no que eu faço nas minhas aulas hoje"²⁷² (Paulo, interview, February, 2015). During the semester, I observed his English classes for the integrated technical course at IFSC and in a brief analysis of the course syllabus²⁷³ I could notice that Paulo proposes to work with some spoken genres, such as interview, debate and the development of rhetorical skills for the presentation of an oral review. Regarding the genre interview, for instance, I could register Paulo dedicating three classes to this topic. In the vignettes bellow, taken from different classes, it is possible to see Paulo planned his classes in a way that students could initially share their previous experiences with the genre and analyze some videos showing different

²⁷² In English "I think that my academic education, mainly my Master's and PhD course, have influenced a LOT what I do in my classes nowadays." (Paulo, interview, February, 2015)

²⁷³ See Appendix 7.

types of interviews, and later on plan and rehearse in order to carry on an interview themselves as a final activity.

Paulo plays hangman so that students guess the spoken genre they are going to explore in today's class. After some spelling of letters, a boy guesses that the genre is 'interview' and Paulo starts asking about their previous experience. They talk about the times they were interviewed and in what situation. (...) He then asks students to join in pairs and discuss the questions projected on the wall: 1) What kinds of interviews are there?, 2) What makes a good interview?, 3) What makes a good interviewee/interviewer? And 4) Do you remember any interview in particular?. (Paulo, class observation journal, August, 2014).

(...) He spends some 5 minutes presenting a text with tips on how to conduct interviews. (...) Then, Paulo hands in a paper activity²⁷⁴ to the students and explains that they will have to role play a reporter interviewing some politicians. Paulo asks volunteers to be the politicians and invite them to wait for him outside. The remaining students will be the reporters and stay in the room. Paulo asks them to plan and rehearse their questions for the interview using the hand out as a guide. Then he goes outside and give instruction to the students who will play as politicians, telling them to plan their arguments get prepared to be interviewed by experienced reporters. (Paulo, class observation journal, September, 2014).

It is worth noting that, referring to his Master's course, Paulo acknowledges the influence it has had on the composition of his secret stories in the in-classroom place at IFSC, as he puts it

(...) no mestrado eu trabalhei com habilidade oral na língua inglesa. O quê que isso reflete na minha prática

²⁷⁴ See Appendix 8.

hoje? É só eu trabalhar com gêneros da oralidade que tem TUDO a ver com o que eu aprendi no mestrado, TUDO. Os materiais que eu preparo pra isso...²⁷⁵ (Paulo, interview, February, 2015).

Similarly, Paulo also acknowledges how the theories he got in contact and the knowledge constructed during his PhD course has influenced his pedagogical choices in the in-classroom place at IFSC and contributed to the construction of his professional identity. According to Paulo,

(...) no meu doutorado eu trabalhei com que? Trabalhei com questões críticas e ideológicas ligadas ao ensino de línguas, ensino de inglês mais especificamente, questões de globalização, questões de inglês como língua global, esse tipo de coisa. E eu trago isso pra sala de aula. Nas minhas aulas eu sempre trago atividades pra gente tentar desmistificar essa coisa do 'Ah, o inglês é dos EUA, o inglês é da Inglaterra'. (...) Trago leituras e textos de falantes de inglês que não são esses estereótipos que a gente tem, né, vídeos e várias coisas. Faço os alunos discutirem questões críticas sobre suas cidades. (...) Então isso são coisas que vem do meu doutorado cara, veio daquele período lá, discutir esse tipo de coisa em sala de aula.²⁷⁶ (Paulo, interview, February, 2015).

²⁷⁵ In English “During the Master I worked with speaking skills in the English language. How is it reflected in my teaching practice nowadays? If I work with speaking genres, for instance, this is TOTALLY related to what I’ve learned during the Master, TOTALLY. The materials I use for that...” (Paulo, interview, February, 2015).

²⁷⁶ In English “(...) What have I dealt with during my PhD? I’ve dealt with critical and ideological issues connected to language teaching, English teaching more specifically, issues related to globalization, to English as a global language, this kind of thing. I bring it to my classes. I always bring to my classes activities for us to try to dismistify this thing of ‘Ah, the English language belongs to the USA, to England’. (...) I bring texts to read in class

Again, during my participant observation in his English classes for the integrated technical course I could notice that his pedagogical choices for that group of students went beyond the exploration of some spoken genres. In fact, when Paulo proposed the activity presented previously in which students were invited to debate about a Simpson's video that portrayed Brazil in a very stereotyped way, he had already planned to connect this debate to still another activity. In this new activity students were invited to watch a video by the Nigerian writer Chimamanda Adichie called 'The danger of a single story', whose main idea was to make the audience reflect about the problematic aspects of reducing complex human beings and situations to a single narrative. After watching it students were invited to reflect about how the Simpson's video could be related to Adichie's and to share their own experiences, as we can see in the vignette of this class below

After they watch the video Paulo starts to ask students about what relations they could find. Contributions come from one or two students who talk about how the Simpsons' video stereotype Brazil and tell a single story of the country. At this moment Paulo starts to talk about stereotypes, saying how many times we only have a single story of people from other countries, or people from the South or the North, even inside Brazil. (...) A girl shared her experience with stereotyping saying that people always look a bit mistrustful when she says that her white, blue-eyed mother is from Northeast Brazil and her black father is from the South. (Paulo, class observation journal, November, 2014).

from English speakers who don't fall into the stereotypes we are used to. I bring videos and many other things. I make students discuss critical issues about their cities. (...) So these are things I've studied during PhD, they come from that period, to discuss this kind of thing in class." (Paulo, interview, February, 2015).

Moving to the discussion of still another evidential hint for the origin of Paulo's professional identity, it is important to weave interpretations regarding how his professional life previous to IFSC has participated in this process.

Paulo's initial experiences as an English teacher started somehow similar to Silvana's, for whom teaching English was just a casual job to make money. Paulo started working as an English teacher at Yázigi because he was determined to go back to England to give continuity to his studies and for that he needed to make some money. Paulo always thought he would be an engineer because of his father who is a civil engineer. However, realizing that he did not like some key disciplines such as physics and chemistry, he started to envisage a course at university in the area of humanities. Even though he was already an English teacher at Yázigi, Paulo decided that he would study Law because it would probably bring him a good financial return, as he puts it "(...) só que aí sabe como é né, um menino de 17, 18... o quê que tu pensa? Tá bom, fazer humanas, vai fazer o curso que mais dê dinheiro nas humanas né? ((risos))"²⁷⁷ (Paulo, interview, February, 2015). It is implicit in Paulo's statement the status of discredit that an undergraduate course such as English Language and Literature has in the eyes of the society. It was only in the second year studying Law and not feeling happy with it, while at the same time going to congresses and events in the area of language teaching with Yázigi, that he decided to stop the Law course and start the English Language and Literature course at university, as we can see in the excerpt,

o Yázigi (...) era uma referência assim pra área de língua, e pro Brasil, a gente ganhou prêmios nacionais, não sei o que... viajou pra congresso juntos, não sei o que... Eu me lembro de tá no Direito e ir pra congresso em São Paulo sobre ensino de línguas. Eles investiam muito na gente assim,

²⁷⁷ In English "(...) but then you know what it's like, a seventeen, eighteen years old boy... what does he think? OK, I'll study something from the area of Humanities, but I'll take a course in the Humanities that'll give me more money, you know? ((laughing))." (Paulo, interview, February, 2015).

a escola investia na gente pra ter psicopedagoga, a gente tinha reuniões toda sexta sobre pedagogia, sobre não sei o que... E eu ia me encantando pela área né (...) ²⁷⁸. (Paulo, interview, February, 2015).

From the interview we learn that the voice of the institution Yázigi had a very strong influence in his teacher education process and, consequently, in the construction of his professional identity once the school used to invest heavily and on a continuous basis on the training of teachers. According to Paulo,

(...) não era só o treinamento inicial. A gente tinha treinamento direto! DIRETO! A gente tinha (...) palestra sobre avaliação do Cipriano Luckesi, que é um dos grandes nomes, a gente ia, cara. Juçara Hoffmann ia dar palestra pros professores do estado, o Yázigi tava lá dentro, ajudava, patrocinava o evento. Então era uma coisa muito contínua, foi muito influente em mim a vida de Yázigi, pra minha formação de professor, foi muito influente. ²⁷⁹ (Paulo, interview, February, 2015).

In addition to that, it is worth noting that Paulo's experience at Yázigi seems to have been more influential to the construction of his

²⁷⁸ In English “Yázigi (...) was a reference in the area of language teaching and in Brazil, it won national awards and do son, we've travelled to congresses in São Paulo, about language teaching. They used to invest a lot in us, they invested in a psychopedagogue to work with us, we used to have meetings every Friday about pedagogy and so on. So I was getting more and more fascinated with the area (...)”. (Paulo, interview, February, 2015).

²⁷⁹ In English “it wasn't just the initial training. We used to receive training all the time! ALL THE TIME! We used to have (...) talks about evaluation with Cipriano Luckesi, who is one of the big names. Juçara Hoffmann used to give a talk to teachers from state schools and Yázigi was there too, helping out and sponsoring the event. So it was continuous, Yázigi was very influential on my teacher education process, it was very influential”. (Paulo, interview, February, 2015).

professional identity as an English teacher than did the very English Language and Literature undergraduate course at university. Even though Paulo considers that his experience at university has helped him reflect about how the theories being learned could be applied to his pedagogical practices at Yázigi, he recognizes that his practicum, for instance, was not so fruitful, as he puts it “Meu estágio docência foi OK, mas acho que aprendi pouco com ele (eu estava muito envolvido com meu contexto de ensino no Yázigi, então até dei pouca atenção a ele, acho).”²⁸⁰ (Paulo, e-mail, September, 2016).

As a matter of fact, the seven years that Paulo worked and received training at Yázigi had a key role in the construction of his beliefs regarding the teaching of English, to the point that if any discipline from the teacher education module at university presented ideas that contradicted what he had learned at Yázigi, he would still stick to Yázigi, as he shared during our interview “Eu admirava muito a mulher que me treinou lá (...), e admirava muito o trabalho que era feito com a gente lá. Então se alguma coisa contradizia as coisas que eu acreditava, eu dizia ‘Não, deixa isso de lado, não é o que eu quero mesmo’”²⁸¹(Paulo, interview, February, 2015).

Moreover, when asked how exactly he thinks that all those years working and being trained at Yázigi is reflected in his pedagogical choices at IFSC, he replied stating “(...) acho que a maneira como eu conduzia as turmas (aulas com interação entre os alunos, disposição das carteiras em círculo, tentar minimizar o *teacher talking time*, ter os alunos sempre trabalhando, nunca sem fazer nada...)”²⁸² (Paulo, e-mail,

²⁸⁰ In English “My teaching practicum was OK, but I think I haven’t learned much from it (I was too involved with my teaching context at Yázigi, so I didn’t give it much attention, I think)”. (Paulo, e-mail, September, 2016).

²⁸¹ In English “I used to admire a lot the woman from whom I received training there (...), and I admired a lot the work done with us there. So if something contradicted the things that I believe, I’d say ‘No, I’ll leave this aside, that’s not what I want anyway.’” (Paulo, interview, February, 2015).

²⁸² In English “(...) I think that in the way I conduct my groups (classes with interaction among the students, the way I organize the desks in a circle, try to minimize teacher talking time, have students working all the time and never foing nothing...)” (Paulo, e-mail, September, 2016).

September, 2016). During the semester I observed his English classes for the integrated technical course I could indeed observe the presence of some of the characteristics mentioned by him, such as promote interaction between students, organize the class in a semi-circle and, especially, keep the students working all the time. I could also notice that most of Paulo's classes were clearly structured in three main parts: introduction (brief overview of previous class, presentation of current class topic and exploration of students' background knowledge), development (engagement of students in a task) and conclusion (reflection about the activity and relationship with students' lives). The excerpts below show parts of a class I have observed in which the introduction/development/conclusion structure is exemplified respectively:

Paulo starts the class by telling missing students what had been done last class. He spends some 5 minutes presenting a text with tips on how to conduct interviews. (...) Then, Paulo hands in a paper activity to the students and explains that they will have to role play a reporter interviewing some politicians. (Paulo, class observation journal, September, 2014)

Paulo gives clear instructions, but it's the students who are preparing all their arguments. Paulo gives about 40-45 minutes for them to prepare. He walks around helping out students while they are working hard to write their questions for the interview. (...) The interview starts and students are really engaged as reporters asking questions while politicians reply. (...) Students spend about 20 minutes discussing. (Paulo, class observation journal, September, 2014)

After the discussion, Paulo asks how they felt, if they were prepared or not. (...) Paulo spends about 5-10 min discussing about the importance of preparing what to say and how to say things in interviews. He asks if they enjoyed the

activity and all said yes. (...). The class finishes 20 min earlier. (Paulo, class observation journal, September, 2014)

It is worth noting that at the same time that Paulo acknowledged the influence that working at Yázigi had in his formative process as an English teacher, he also recognized that going through the experience of working as a teacher of English as an additional language in a public school in North Carolina, in United States, helped him to expand his views enormously regarding the many factors that are involved in the teaching and learning of an additional language. For Paulo, “a Carolina do Norte me ensinou muito sobre ser professor”²⁸³ (Paulo, interview, February, 2015). In his new context of work, Paulo came across a completely different reality from that which he was used to in Brazil, working at Yázigi. In North Carolina, Paulo faced student who some had come from Latin American countries while others were refugees from Asian countries. Those were students with different linguistic backgrounds, in situation of social vulnerability, from poor families, many of which had never gone to school. According to Paulo,

(...) os alunos que eu tinha muitos deles nunca foram pra ESCOLA cara, tu entende? (...) Então assim, ele ia até aprender a falar em inglês com esses meses de inglês que a academia chama de *Basic Interpersonal Communicative Skills*, BICS. Ele até tinha isso né os BICS, mas a *performance* dele acadêmica cara... O guri nunca tinha estudado, sabe? E aí? E aí? Guri mal sabe o alfabeto! Era outra história, era outra vivência. Além do que a gente era muito próximo à assistente social da escola, enfermeira da escola, por quê? Porque o público ESL da escola a gente também tinha que tá por dentro do quê que tava acontecendo com eles, saúde deles, condição na casa deles e tal, (...) o contexto onde eu vivia eu via uma organização muito forte no papel da família, da escola, a vida familiar desse menino,

²⁸³ In English “North Carolina taught me a lot about being a teacher.” (Paulo, interview, February, 2015).

sabe? Esse menino tá tendo comida? (...) Sabe? Eles enxergavam outras coisas! Então o meu mundinho ali de Yázigi, de mestrado... O mestrado é um mundo vasto, mas as pessoas que fazem o mestrado com a gente são pessoas de nível econômico parecido, nível cultural parecido, nível cultural não, mas assim, vem de culturas bem parecidas né... Vêm de um contexto cultural bem parecido.²⁸⁴ (Paulo, interview, February, 2015).

From the excerpt above it is possible to notice how his experience as an English teacher in that public school in USA made Paulo reflect about how his teaching experience at Yázigi and his experience during his Master's course had been limited to one type of context only, an ideal context whose audience, from language learners and English teachers from Yázigi to Master's course colleagues, all shared similar economic and cultural backgrounds. Paulo also stopped to reflect about the ideal conditions under which he had his experience as an English learner in England and the adverse conditions under which his student in the public school in North Carolina were experiencing

²⁸⁴ In English "(...) many of my students had never gone to SCHOOL man, you understand? (...) So it was like, he would learn how to speak in English during the months taking a course that the academy calls Basic Interpersonal Communicative Skills, BICS. He had the BICS, but what about his academic performance? The boy had never studied! So? The boy barely knew the alphabet! It was a completely different story, a different experience. In addition to that, we used to work very closely to the school's social assistant, the nurse, and why? Because we also needed to know what was going on with the school's ESL students, their health, their conditions at home and so on, (...) In the context where I was living I used to notice a strong organization regarding the role of the family, of the schools, this boy's family life, you know? Is this boy being fed? (...) You know? They used to take other things into consideration! So my little world at Yázigi, the master... The master is a vast world, but the people who take the master with us all come from similar economic and cultural backgrounds, not similar cultural backgrounds, but yeah, they come from similar cultural backgrounds... They do come from very similar cultural backgrounds." (Paulo, interview, February, 2015).

language learning, as he states “(...) porque tu chega nos EUA e tu pensa assim ‘Ah, eu me virei, porque que as crianças que eu vou dar aula não se viram?’”. Só que elas eram crianças bem diferentes, muitas nunca tinham estudado em escola (...)”²⁸⁵ (Paulo, interview, February, 2015).

In my interpretation, Paulo’s experience in USA had a key role in promoting a reconstruction in his professional identity, corroborating Bohn’s (2005) statement that “the example of professionals and the learning experience inside an ontogeny of life experiences are also seen as other movements that affect teachers’ identities.” (p. 104). Such transformation took place as he expanded his view to include a consideration regarding some micro factors, such as the students’ different linguistic and cultural backgrounds, and macro factors, such as their family life, health condition, which may directly or indirectly influence in the process of an additional language teaching and learning. Becoming aware of micro and macro factors helped Paulo move from a view of language learners as an isolated item in the classroom to a view of them as complex human beings inserted in complex social relations. Such a view is in line with Bonny Norton’s (1995, p. 9) claim that

(...) second language acquisition (SLA) theorists have struggled to conceptualize the relationship between the language learner and the social world because they have not developed a comprehensive theory of social identity which integrates the language learner and the language learning context.

Having worked as an English teacher in that specific public school in USA was so influential to him, both personally and professionally, that it was based on this experience that Paulo decided to

²⁸⁵ In English “(...) because you arrive in the USA and you think ‘Ah, if I managed to get along by myself why don’t the kids I’ll teach can manage too’”. But they were very different kids, many of them had never gone to school (...)” (Paulo, interview, February, 2015)

work with critical and ideological issues related to language teaching during his PhD course. According to Paulo,

(...) foi por essa experiência na escola que eu fui procurar uma professora na universidade da Carolina do Norte, eu fui fazer disciplina com ela (...) ²⁸⁶. (Paulo, interview, February, 2015).

(...) A disciplina tratava de assuntos como: alunxs e famílias imigrantes, multiculturalismo, pedagogias críticas, questões ideológicas ligadas a variações do inglês, identidade, etc. (...) e por isso tinha tudo a ver com o meu trabalho como professor na NC. ²⁸⁷ (Paulo, e-mail, February, 2016).

It is worth calling attention to the fact that Paulo composed two different stories of teaching at IFSC depending on the purpose to teach the English language. For him, based on official documents such as the PCN for secondary education, the teaching of English to the integrated technical courses should aim at the students' development of citizenship in addition to the teaching of the language for professional purposes. In face of that, in these courses Paulo lives the story of the English teacher who includes critical and ideological issues in his pedagogical practices. On the other hand, Paulo does not consider including such issues in the teaching of ESP for the technical and higher education courses. According to him, based on the voices of the coordinators of these

²⁸⁶ In English "(...) it was because of this experience that I looked for a professor at a university in North Carolina and decided to take a discipline with her (...)." (Paulo, interview, February, 2015)

²⁸⁷ In English "The discipline tackled topics such as: immigrant students and families, multiculturalism, critical pedagogies, ideological issues related to variations of the English language, identity, etc. (...) and that's why it had all to do with my work as a teacher at NC." (Paulo, interview, February, 2015)

courses, the teaching of ESP should aim at assisting students developing reading skills to read texts from their specialized areas, thus contributing more directly to coping with the demands from their professional area, as evidenced in the excerpt bellow taking from my daily journal

Paulo, Silvana e eu estávamos caminhando no corredor indo almoçar e conversávamos sobre a diferença entre o ensino de inglês para os cursos médios integrados e para os cursos técnicos e superiores. Para Paulo, nos cursos médios integrados o conteúdo das humanas nas aulas de inglês faz parte da formação geral dos alunos, enquanto que nos cursos técnicos e superiores não. Paulo diz que nos cursos técnicos ele nem imagina falar sobre assuntos como inglês como língua franca, por exemplo, pois é um curso onde eles esperam que o inglês vai ajudar os alunos de maneira mais imediata para a vida profissional deles, por isso o foco no desenvolvimento da habilidade de leitura para que eles possam ler textos específicos de suas áreas.²⁸⁸ (daily journal, June, 2014)

²⁸⁸ In English “Paulo, Silvana and I were walking in the corridor on the way to have lunch and we were talking about the difference between the teaching of English to the integrated technical courses and to the higher education and technical courses. For Paulo, in the integrated technical courses the content of the humanities is part of the general education while in the higher education and technical courses it is not. Paulo says that he doesn’t even imagine to bring to the technical courses topics such as English as a lingua franca, for instance, because in these courses they expect that the English language will help them more immediately in their professional lives, this explains the focus on the development of reading skills so that they can read specific texts from their area of study” (Paulo, interview, February, 2015)

4.2.2.4 Paulo's conflicting stories to live by: "Fui parar numa instituição que foca muito mais no ensino, mas minha intenção de pesquisa continua."²⁸⁹

To what concerns his academic career, I consider important to resume the discussion initiated in section 4.1.1 regarding an important facet of Paulo's professional identity, which is his researcher identity. Similarly to Silvana, Paulo also faces the challenge of living two conflicting stories, that of the researcher and that of the English teacher of secondary, technical and technological education. Before I go deeper to explain the reason why I have interpreted these two facets of his professional identity to figure as conflicting stories to live by, it is worth learning how his family life has strongly influenced Paulo's decision to become a researcher.

Paulo was born to a family of four, his parents and two younger brothers. His father is a civil engineer who works as a professor at a federal university and, for this reason, not only did words like 'master's' and 'doctorate' became familiar to Paulo from a very early age but also the university environment, once he often used to accompany his father at his work place, as he states

(...) meu pai sempre, meu pai teve... como é que eu posso explicar, ele teve muita influência sobre mim e meus irmãos, muita, muita mesmo. (...) eu conversava com ele sobre, ah, um possível mestrado, possível doutorado, mas não sei se é tão forte quanto poderia ter sido, mas tinha. Essa conversa foi presente a minha vida inteira eu acho. Eu cheguei várias vezes quando eu era criança a ir pra universidade com meu pai quando ele ia trabalhar. Ficava lá fazendo dever de casa, meu pai ficava recebendo aluno na sala dele e eu lá, fazendo dever de casa e vendo, escutando o que tava acontecendo. Ia tomar cafezinho com os professores

²⁸⁹ In English "I ended up in an institution that focuses much more on teaching, but my research intent continues." (Paulo, interview, February, 2015)

e eu ficava lá sacando o que tava acontecendo.²⁹⁰ (Paulo, interview, February, 2015).

In addition to that, from the statement “(...) eu tinha acabado de nascer, tinha três, quatro, alguma coisa assim. Meu pai entrou como auxiliar, aí fez mestrado durante e foi pra assistente, aí fez doutorado durante e foi pra adjunto.”²⁹¹ (Paulo, interview, February, 2015) we learn that during his childhood and adolescence Paulo has witnessed his father build his academic life. All these childhood experiences have influenced his decision to look academically at the English Language and Literature course at university. When he started the course, he had it very clear that he was embarking in a ten year journey and not four, as his intention was to leave university only upon the completion of his PhD. According to Paulo,

(...) mas eu, do dia que eu entrei em Letras, eu comecei a ver a área de forma acadêmica. Eu tô dizendo isso em retrospecto, mas por quê? Eu acho que entrei em Letras também por causa do meu pai, (...) eu pensava assim 'Não, eu não tô entrando aqui pra ficar quatro anos, eu tô entrando aqui pra ficar dez!'. Eu quero fazer graduação, mestrado, doutorado'. Eu já tinha essa ideia, então eu já comecei a ver a

²⁹⁰ In English “(...) my father has always... how can I explain, he had a lot of influence over me and my brothers, a lot, a lot. (...) I used to talk to him about, ah, a possible master's course, a possible doctorate course, but I don't know if it was as strong as it might have been, but it was. This kind of conversation was present my whole life I think. As a kid, I got to go university many times with my father when he went to work. I would stay there doing my homework, my father received student in his room and I would be there, doing homework and watching, listening to what was going on. I'd do for coffee with the professors and I would stay there just paying attention to what was going on.” (Paulo, interview, February, 2015)

²⁹¹ In English “(...) I had just been born, I was three or four years old, something like that. My father started out as an auxiliary, then he took the master and was promoted to assistant, then he took the PhD and was promoted to associate professor.” (Paulo, interview, February, 2015)

coisa academicamente. Eu olhava pras coisas academicamente.²⁹² (Paulo, interview, February, 2015).

Having witnessed his father's academic steps and looking at it as a possibility, Paulo completed his undergraduate and Master's course in Brazil between 2001 and 2007 and his PhD course in United States between 2009 and 2012. Back in Brazil, after going through the selection process, Paulo starts working at IFSC where he is invited to live the story of the English teacher of secondary, technical and technological education, which contrasted with the story of the researcher he had been living during the Master's and PhD course.

As I have previously pointed out, Paulo seemed to be really enjoying his new institutional identity at IFSC, an institution whose mission includes offering quality education through the articulation of teaching, research and extension activities. However, this new story to live by conflicted with his researcher identity as Paulo started to realize that IFSC is configured predominantly as a teaching institution, considering the high in-classroom workload. Therefore, even though this aspect of IFSC's sacred story prevented him from living the story of the researcher in his new context of work, Paulo managed to live his researcher identity in a community of practice outside it, as we can see in the excerpt below

Fui parar numa instituição que foca muito mais no ensino, mas minha intenção de pesquisa continua. Continuo ativo na minha área (...) eu continuo ativo na área em que eu me doutorei, eu continuo ativo, continuo publicando,

²⁹² In English “(...) but I, from the day I started the Letras course, I began to look at the area in an academic way. I'm saying this in retrospect, but why? I think I started the Letras course also because of my father, (...) I thought, 'No, I'm not coming here for four years, I'm coming here for ten!' I want to take the undergraduate course, the master and the doctorate '. I already had this idea, so I started to look at that academically. I would look at things academically.” (Paulo, interview, February, 2015).

continuo indo nos congressos, continuo revisando. Agora pouco peguei pra ser parecerista de um periódico aí, relativamente grande, internacional, fui parecerista deles, fui parecerista de um congresso agora internacional, participo de congressos. Eu continuo fazendo parte dessa comunidade.²⁹³ (Paulo, interview, February, 2015).

Paulo expressed his satisfaction in working for an institution where he can apply the knowledge of his area of investigation into his teaching practices. During the time of the research, he seemed to be managing well living the story of the English teacher at IFSC and the story of the researcher outside it. According to him

(...) eu pretendo, por um gosto meu, me manter pesquisador. Eu pretendo porque faz parte de quem eu sou. COMO isso vai ser viável? Aos poucos tá sendo viável, até agora tá sendo legal. Participei de algumas bancas, que isso é uma coisa BEM importante, essa história do livro, essa história do capítulo, essa história dos artigos que eu tô publicando. Tudo isso tá acontecendo (...)²⁹⁴. (Paulo, interview, February, 2015).

In addition to that, Paulo hoped that at some point he could find the space to live his researcher identity at IFSC, conducting studies that investigate issues connected to his context of work, as he puts it

²⁹³ In English “I ended up in an institution that focuses much more on teaching, but my research intent continues. I’m still active in my area (...) I’m still active in the area where I took my PhF course, I’m still active, I continue publishing, I continue going to congresses, I continue reviewing. A while ago I was a reviewer of an international, relatively large periodic, I was recently a reviewer of an international congress, I participate in congresses. I’m still part of this community.” (Paulo, interview, February, 2015)

²⁹⁴ In English “(...) I intend, for personal reasons, to remain a researcher. I intend to do it because it is part of who I am. HOW is this going to be feasible? It’s being feasible little by little, so far it’s been cool. I’ve participated in some committees, which is a VERY important thing, this story of the book, this story of the chapter, this story of the articles that I am publishing. All this is happening (...).” (Paulo, interview, February, 2015)

“Pretendo direcionar mais pro IFSC como eu te falei assim, pra minha prática docente, pesquisar a minha prática docente em si, ou apenas escrever sobre ela, sei lá.”²⁹⁵ (Paulo, interview, February, 2015). He also hoped that the moment he would direct his energy for doing that would coincide with a more advanced stage of some incipient initiatives taking place at IFSC, previously mentioned, which aimed at creating the space for the development of research and language teaching policies in order to strengthen the role of language teaching in the institution, as we can see “E a instituição, espero que o caminho dela de se abrir mais pra isso aconteça com essa história de eu inserir minha pesquisa mais dentro do meu contexto aqui, sei lá.”²⁹⁶ (Paulo, interview, February, 2015).

Interestingly, Paulo did not wait for this moment to arrive and after two years working at IFSC he applied and passed a selection process to work as a professor in a federal university in South Brazil. In my interpretation, while it is possible that personal reasons might have led him to change his institutional identity of English teacher of secondary, technical and technological education for an institutional identity of higher education professor, it is also likely that Paulo was looking for a professional context where he did not need to choose between one (English teacher) or another (researcher) story to live by, but where he could fully live all the facets that constitute his professional identity.

²⁹⁵ In English “I intend to focus my research more on IFSC, as I told you, on my teaching practice, to research my teaching practice itself, or just write about it, I do not know.” (Paulo, interview, February, 2015)

²⁹⁶ In English “And the institution, I hope that its path to open up more to this will happen with my story of inserting my research into my context here, I don’t know.” (Paulo, interview, February, 2015)

4.2.2.5 José: “Eu acho que eles foram modelos pra mim to *mimic*, né.”²⁹⁷

Finally, moving to the discussion of the evidential hints for the origin of José’s professional identity, it is interesting to observe that while the voices related to Silvana and Paulo’s school, family, academic and professional lives were the ones to have a profound participation in the construction of their professional identity, for José it was mainly the voices related to his school and university experiences that have participated in the (re)construction of his professional identity the most. Differently from Silvana and Paulo, José’s school experiences comprises not only the time he spent in regular schools for primary and secondary education or in private language schools learning English, but mainly his English learning experience as an autonomous learner and with private English language teachers.

José’s story with the English language started at a very early age when he was still a three year old boy in the kindergarten, as we can see in his testimonial during our interview,

Eu quando tinha três ou quatro anos a minha professora de ensino do jardim de infância ela chamou a minha mãe pra perguntar se tinha alguém na família que falava o inglês, se eu cultivava esse hábito, se tava sendo... se alguém tava me ensinando inglês em casa porque tinha momentos que na escola eu pronunciava algumas palavras muito semelhante ao inglês né, ao americano(...).²⁹⁸ (José, interview, February, 2015).

²⁹⁷ In English “I think there were role models for me to mimic, you know?” (José, interview, February, 2015)

²⁹⁸ In English “When I was three or four years old my kindergarten teacher asked my mother if there was anyone in the family who spoke English, if I cultivated this habit, if I was being ... if someone was teaching me English at home, because there were moments at school that I’d pronounce some words very similar to the American English (...).” (José, interview, February, 2015)

Interestingly, the observation made by the kindergarten teacher about José's babbling out some words whose pronunciation sounded like American English seems to have contributed to define the road that José would travel as an English learner. It was because of that observation that José's mother decided to enroll him and his brother in a private English school which, according to him, "(...) não era uma escola internacional, mas que fazia um pouco isso que as escolas internacionais fazem hoje, com tempo ia colocando a gente num ambiente de imersão e tal"²⁹⁹ (José, interview, February, 2015). José studied in this school during his childhood for about six years and later on, when already a teenager, he also took conversation classes with American English language teachers, as he shares "E quando a minha mãe não... tinha situações que não dava pra ir pra escola, ela contratava alguns professores, professores americanos né, pra conversação"³⁰⁰ (José, interview, February, 2015). In addition to that, José and his brother also used to practice the language at home with one another, having conversations in English to practice their speaking skills, as he puts it "(...) falava em inglês com meu irmão na adolescência em casa (...) Por conta própria, a gente gostava. O meu irmão também tinha um nível bom, uma pronúncia boa."³⁰¹ (José, interview, February, 2015).

Noticeably, acquiring a native-like command of the American English pronunciation was among José's main objectives during his learning process. Since very young José seems to display an awareness of what needs to be done in order to achieve that. He considers himself

²⁹⁹ In English "(...) it was not an international school, but it did a little of what international schools do nowadays, it'd slowly put us in an immersion environment and so on." (José, interview, February, 2015)

³⁰⁰ In English "And when my mother did not ... there were situations when we couldn't go to school, so she hired some teachers, American teachers, for the conversation classes." (José, interview, February, 2015)

³⁰¹ In English "(...) I used to speake in English with my brother at home when we were a teenager (...) We took the initiative ourselves, we liked it. My brother also had a good level of English, a good pronunciation." (José, interview, February, 2015)

an autodidact who developed his own method to learn the English language, which consisted in listening and repeating the same content innumerous times, looking for different available sources and resources to do that, as we can see in the excerpt

Mas eu fui muito autodidata também, né! Eu aprendi que pra ter um bom desempenho na LE não é o professor, o professor é o motivador, (...) mas eu via que se eu não estudasse muito... Eu ia pra casa eu ouvia, eu ficava ho:ras e ho:ras no laboratório de línguas do Fisk, da UFSC depois, ouvindo o mesmo conteúdo repetidas vezes e reproduzindo.³⁰² (José, interview, February, 2015).

(...) na época não tinha programas de televisão em inglês, tinha poucos canais, mas tinha uma programação de ((igreja)) evangélica, que eu não tenho nenhum contato com a igreja evangélica, era norte americana ((a programação)) aos sábados e domingos né, (...) e eu aprendi porque os sermões eram todos feitos com tradução consecutiva onde as pessoas que pregavam falavam em inglês e depois tinha o tradutor que fazia... Aquilo me motivava muito ouvir e tal e ali eu ia exercitando *listening skills*, mais as fitas cassetes, músicas e cinema (...) as entregas do Oscar, por exemplo, eu gravava na fita e ficava ouvindo várias vezes. (...) eu botava o gravador em cima da televisão e ficava ouvindo. Gravava tudo, ouvia, ouvia... Eu tinha muito o hábito de ouvir muito e repetir (...).³⁰³ (José, interview, February, 2015).

³⁰² In English “But I was very self-taught too, you know! I learned that in order to have a good performance in a FL it’s not up to the teacher, the teacher is the motivator, (...) but I realized that if I didn’t study a lot ... I would go home I and practice listening, I would spend hours and hours at Fisk’s language lab listening to the same content over and over again and repeating it.” (José, interview, February, 2015)

³⁰³ In English “At the time there weren’t TV programs in English, there were only a few TV channels, but there an evangelical program of, I don’t have any contact with the evangelical church, it was a North American program on Saturdays and Sundays (...) and I learned a lot because the sermons were all done with consecutive translation, where the people who preached spoke in

José observes that the method he found to work best for him to learn the language when still young was also successful in helping him acquire a native-like American English pronunciation. José states that his way to achieve such a good command of the language is very similar to one a polyglot he admires a lot and currently follows on Youtube has developed in order to learn the fifteen languages he speaks at the moment

(...) e o quê que o cara fazia? Ficava horas e horas, chegava a ouvir, ele dizia 'a thousand times', ouvir o mesmo conteúdo ou um conteúdo que versasse sobre o mesmo tema mais de mil vezes! Ouvia, ouvia, ouvia e depois tentava reproduzir, onde ele atingiu um nível de comando de fala como se fosse um falante nativo. E basicamente foi isso que eu fiz.³⁰⁴ (José, interview, February, 2015).

It is possible to interpret José's commitment to his learning process in terms of belonging to a community of practice through the power of imagination. Wenger (1998) understands imagination as a distinct form of belonging to a particular community. In the case of José, such community configured as an imagined community constituted

English and then there was the translation ... That motivated me a lot to practice listening and so I was exercised listening skills, not to mention the the cassette tapes, songs and movies ... the Oscar awards, for example, I recorded it on a tape and listened to it several times. (...) I would place the tape recorder on the television and listen. I recorded everything and listened and listened ... I had the habit of listening and reproducing a lot (...)." (José, interview, February, 2015)

³⁰⁴ In English "And what did the guy used to do? He would spend hours and hours, he would listen to it, he said 'a thousand times', he would listen to the same content or to a content that dealt with the same theme more than a thousand times! He listened, listened and listened, and then tried to reproduce it, that's why he reached a level of speech command as if he was a native speaker. And that's basically what I did." (José, interview, February, 2015)

by American native speakers' members. Once "belonging to such a community can contribute to the identities of those involved" (Wenger, 1998, p. 182), José's participation in the imagined community of American native speakers has had a strong impact in his actions and investments in the language he was learning (Norton, 2001), thus contributing to construct an identity of the English language learner who has achieved native-like command of the language, at least as far as pronunciation is concerned.

Even though José was not exactly aware of the native-like level that he had reached in his pronunciation of the English language, his actions and investments in his learning process were recognized by family members who used to praise him for his good pronunciation, and years later when he started taking the English Language and Literature course at university and met a professor whose area of study was precisely Phonetics and Phonology. This professor was impressed with José's native-like pronunciation of the American English, affirming that he could have been born in the USA. José felt flattered with her compliment, especially for coming from a professor who is a reference in the area of Phonetics and Phonology, as the excerpt shows

Isso chegou a me dar uma certa satisfação. Eu não sabia assim da dimensão do meu inglês quando eu tive... na própria graduação (...) onde a Tereza chegou pra mim como uma pessoa que tivesse vivido muito tempo fora, nos EUA, né, disse isso pra mim. Ela é uma professora muito exigente e eu fiquei muito lisonjeado assim né. Ela me disse que eu poderia ter nascido nos EUA, que eu não tinha sotaque nenhum e até hoje eu não acho que é bem assim. Acho que tem horas que eu tô mais articulado, tem outras... Eu tento falar sempre semelhante ao nativo, mas eu... (...) mas aquilo foi assim uma satisfação muito grande, dito dela que é uma especialista, uma americana especialista em pronúncia, né, e até ela falou isso pra mim, e ela não é religiosa, que se tivesse uma coisa de outras vidas eu devia ter nascido nos EUA.³⁰⁵ (José, interview, February, 2015).

³⁰⁵ In English "That gave me some satisfaction. I had not realized how good my English was when, during my undergraduate course (...) when Tereza came to

From the discussion above it is possible to notice that the shadow of the American native speaker has followed José's English learning process throughout his life. To achieve a native-like pronunciation was clearly José's main goal during his entire learning process. In my interpretation, his engagement in the imagined community of the American native speaker has not only contributed to the construction of his identity as an English language learner but also to the construction of his identity as an English language teacher. During my participant observation in José's English classes for an integrated technical course group, I could notice that the practice of pronunciation is a common activity in his composition of secret stories in the in-classroom place at IFSC.

As a matter of example, in one of the classes I observed, José asks students to get the material handed in to them in the previous class and focus on the text about the actress Nicole Kidman. He explains that in that class they would practice the reading strategy 'Scanning' and starts eliciting students' previous knowledge about the actress. After a few questions with little participation from students, José moves the focus from the practice of the reading strategy to the practice of pronunciation, as we can see in the vignette of his class below

He then starts the class by asking people to get the paper from last class and say today they are going to practice

talk to as if I was a person who had lived in the USA for a long time, you know, she told me that. She is a very demanding teacher and I was very flattered with that. She told me that I could have been born in the USA, that I had no accent at all and I still don't think it's exactly like that. I think there are moments when I'm more articulated, but in others... I always try to speak similar to the native speaker, but I ... (...) but that was a very big satisfaction, to hear that from an expert, an American expert in pronunciation, you know, and she even said it to me, and she's not religious, that if there was such thing as other lifetimes, I probably would have been born in the United States." (José, interview, February, 2015).

a little of scanning (...). He explains the definition of skimming and scanning and asks some warm up questions about Nicole Kidman (...) Then he says he will read the text out loud so they could pay attention to the pronunciation. After he reads the text, he explains they will do expressive reading, where invited students read out loud and he gives feedback regarding their pronunciation. (...) José praises students' pronunciation and doesn't make any interference while they read. In one of his feedbacks to students, he praises Maria's pronunciation saying that it was almost perfect, and that the only correction he would make was of the word 'career', which she pronounced like /kerîr/ instead of /kəri:r/. José then helps her to pronounce it right asking her to repeat the word after him. (José, class observation journal, September, 2014).

Looking at the vignette above, especially the moment that José classifies Maria's pronunciation of the paragraph she had just read as almost perfect, it is possible to notice that José focuses on guiding students to reproduce the pronunciation of the native speaker, who is usually a representative of what Kachru (1992) calls the 'Inner Circle', i.e., speakers from countries such as United States, United Kingdom, Canada, etc. where English has traditionally been the mother tongue. This was evident in his correction of Maria's pronunciation to the word 'career' (/kerîr/) which José considered to be a deviation from the pronunciation of standart English (/kəri:r/).

In another occasion during my observations of José's classes, in an activity where student would watch some parts of a Big Bang Theory video and then answer to some comprehension questions that he projected on the wall, I took note of an observation that José made regarding the pronunciation of the word 'fiancé', as I wrote

During the video he stops to make comments, for example, 'So you see the word fiancée that we learned in the other show, it appears here again and this guy has difficulty to pronounce it because he's from India', so when you listen the word in other context it sticks better to your memory. (José, class observation journal, September, 2014).

Even though José's objective seems to have been to call students' attention to the fact that listening to the same word being used in different contexts helps memorizing it, he ended up reinforcing the idea of the 'Inner Circle' groups as owners of the English language which, according to some authors, has become less and less necessary to students in the present days. According to Salles and Gimenez (2010), based on a number of authors (Gimenez, 1999; Jordão, 2004; Moita Lopes, 2005 and Rajagopalan; 2005;), the economic globalization and advances in Information and Communication Technologies which have conferred to the English language the status of a lingua franca has brought a number of implications to the teaching of English, one of them being the primacy of the communicability over the similarity to a native speaker.

The examples above of José's stories of practice in the in-classroom place at IFSC demonstrate how his English learning experiences engaging in an imagined community of American native speakers and investing tirelessly in his learning process, finding out the best way to achieve a native-like pronunciation, has significantly participated in the construction of his professional identity. As an English teacher at IFSC, José's stories of practice are coloured with moments of pronunciation practicing and personal experience sharing. Regarding this last, during my observation of the same class presented above in which he proposes the video activity, I wrote

José shares from time to time his experience learning English. Today, for example, he talks about the technique shadowing which consist of repeating after someone has said something. He explains that this technique can help them a lot improving their pronunciation. (José, class observation journal, September, 2014).

In our interview, José also reinforces that as an English teacher at IFSC, he finds it useful to share his experiences as a language learner

Por isso que eu procuro compartilhar essa informação com os alunos. Da importância de me colocar numa situação de imersão, ouvindo primeiramente, porque é assim que as crianças aprendem, né. Elas ouvem bastante e depois produzem automaticamente, vão produzindo o som. E eu fazia isso direto e gostava, era apaixonado pelo inglês.³⁰⁶ (José, interview, February, 2015)

In addition to his experiences as English language learner, José also had experience with teachers from regular school and professors at university who served both as sources of inspiration and role models for him to mimic as well as models for him to avoid. Regarding the latter, José laments that, during his years as a student in regular school, he had teachers who he considered traditional in their way of teaching because of “(...) falta de comprometimento dos professores, professores que mal sabiam o teu nome e às vezes têm critérios incoerentes de avaliação (...) aquela mesmice da sala de aula, decoreba, né.. (...)”³⁰⁷ (José, interview, February, 2015). According to Wojescki (2007, pp. 170-1721 cited in Assis-Peterson & Silva, 2010, p. 165), wounding learning practices impact profoundly on the learners’ identity and, consequently, on teachers’ identity too. In face of an educational system which did not motivate him and which he blamed for his bad performance during primary and secondary education, José had it very clear to him that, when he became an English teacher, he would make an effort to do exactly the opposite from what the traditional teachers had done, as he puts it

³⁰⁶ In English “That’s why I try to share this information with the students. The importance of putting myself in a situation of immersion, listening first, because that’s how children learn, right? They listen a lot and then they automatically reproduce, they reproduce the sound. And I used to do that all the time and I liked it, I was passionate about the English language. (José, interview, February, 2015)

³⁰⁷ In English ““(…) lack of commitment of teachers, teachers who barely know your name and sometimes have incoherent criteria of evaluation (...) that sameness in the classroom, memorization, you know... (...)” (José, interview, February, 2015)

Eu acredito que o meu problema era o sistema mesmo de ensino né, um sistema meio que tradicional e que eu não gostava e não me adaptava e procuro fazer tudo diferente hoje como professor. Essa questão de falta de entusiasmo nos professores né... falta de paciência com os alunos (...).³⁰⁸ (José, interview, February, 2015).

On the other hand, the teachers and professors who he admired have also contributed to the construction of his professional identity by serving as a source of inspiration for him to follow. For José, the teachers/professors who have inspired him were the ones who treated him well, i.e., who managed to somehow motivate him, helping him develop an interest for the discipline and who valued and supported student's strengths, as he says "Por esse tratamento eu entendo como a motivação, o feedback, (...) a forma com que se avalia... 'Isso aqui tá legal, pode melhorar aqui!', e pegar os pontos fortes e aquilo servir como algo inspirational, entende?"³⁰⁹ (José, interview, February, 2015). Referring to an art's teacher he had during secondary education, José emphasizes that "Eu não me lembro quase nada do conteúdo que ela ensinou, mas a forma que ela me motivou tá fazendo com que eu continue estudando hoje história da arte".³¹⁰ (José, interview, February, 2015).

This motivation is what José, as an English teacher at IFSC, seeks to awake in his students in his classes even though he does not

³⁰⁸ In English "I believe that my problem was the educational system, a traditional system which I didn't like and didn't adapt and that I try to do everything different nowadays as a teacher. This lack of enthusiasm in the teachers... lack of patience with students (...)" (José, interview, February, 2015)

³⁰⁹ In English "By this treatment I mean the motivation, the feedback, (...) the form of evaluation ... 'This is nice, it's possible to improve here!', and pick up the strengths and use that as something inspirational, you know?" (José, interview, February, 2015)

³¹⁰ In English "I don't remember much of the content she taught, but the way she motivated me made me to continue studying art history nowadays". (José, interview, February, 2015)

consider himself a great teacher. According to him, he is talented as a language learner, but “eu faço um esforço pra ser um professor legal, criando o meu estilo e me baseando nos meu professores bons que eu considerei talentosos”³¹¹ (José, interview, February, 2015). Referring to his experience as a graduate student at university, José tells that there were three or four professors who he considered fantastic for the way they were enthusiastic in class and the way they motivated students and who served as role models for him to mimic in his own pedagogical practices in the in-classroom place at IFSC nowadays. According to José,

Eu me baseei MUITO em alguns professores que eu tive, posso citar alguns, o professor João, principalmente uma outra professora aposentada que não tinha nem doutorado que era a Juliana, brilhante!!! (...) ela é uma professora brilhante. Listening, speaking, ela dava muito aula disso aí, uma pessoa fantástica. Eu pegava esses professores, a Beatriz, como um modelo, principalmente na forma de lidar com os alunos, o entusiasmo, e usava isso na prática. Os alunos adoraram. (...) É, eu acho que eles foram modelos pra mim to *mimic*, né, e isso aí eu transformo em sala de aula e os alunos acham que eu dou aulas muito boas, sabe. Algumas não funcionam tão bem né, mas em geral eles gostam bastante e tem uma boa... assim... lembram muito bem de mim por causa disso, da forma como eu trato eles!³¹² (José, interview, February, 2015).

³¹¹ In English “I make an effort to be a cool teacher, creating my own style and relying on the good teachers who I considered talented.” (José, interview, February, 2015)

³¹² In English “I based my teaching practices A LOT on some teachers that I had, I can name a few, teacher João, mainly another teacher whos is already retired and who did not even hold a PhD, her name is Juliana, brilliant !!! (...) she is a brilliant teacher. Listening, speaking, she would teache these things, a fantastic person. I would take these teachers, Beatriz, as a role model, especially in dealing with students, their enthusiasm, and I used it in my teaching practices. The students loved it. (...) Yeah, I think they were role models for me to mimic, you know, and I bring it to my classes, and the students think I give

As we can see from the excerpt, José's composition of his story to live by was based on his inspirational teachers/professors' stories of teaching and he finds fertile soil to live his identity in his in-classroom place at IFSC. Recognizing that his classes do not always work out the way he wishes, in general, he has been receiving positive feedback from the students, contributing this way to the sustenance of his professional identity. It is worth calling attention to the fact that students not only contribute to the sustenance of his professional identity, but effectively also participate in its reconstruction, as evidenced in the excerpt below

José: Eu já fui mais disciplinador!

Fernanda: Ah é?

José: É, dizer 'não é assim, tira isso aí, guarda!' e depois eu mudei, de uns sete, oito anos pra cá.

Fernanda: Por que mudou?

José: Porque eu vi que isso gerava uma certa animosidade com os alunos e não tava agradando muito, e se eu fizesse de uma maneira mais maleável eu conseguia o que eu queria³¹³ (José, Interview, February, 2015)

From the excerpt we learn that José promoted a change in his way of treating students in the in-classroom place based on his observation of students' reactions to his behaviour. He realized that living the story of the disciplinary teacher was going against the creation of a good rapport with students and, consequently, affecting negatively

vey good classes. Some don't work so well, but in general they like it a lot and there is a ... like ... they remember me very well because of it, because of the the way I treat them!" (José, interview, February, 2015).

³¹³ In English "José: I've been more disciplinarian! Fernanda: Oh yeah? José: Yeah, I'd say 'it's not like that, take it away, put this sway!' And then in the last seven, eight years I changed. Fernanda: Why have you changed? José: Because I noticed that it created a certain animosity with the students and it was not pleasing them, and if I became more flexible I would get what I wanted." (José, interview, February, 2015)

his classes once not gaining students' sympathy was not allowing him to achieve his pedagogical goals. This way, even though Bohn' (2005) does not include the voice of the students as constitutive of teachers' professional identities, the excerpt above shows how students' positioning towards José's behavior has contributed to promote a reconstruction in his professional identity in the sense of becoming more flexible in his attitudes towards them.

4.2.2.6 José's conflicting stories to live by: "Mas o meu sonho era ter sido tradutor e intérprete."³¹⁴

To what concerns José's professional choice, interestingly, it was not exactly in his life plans to become an English teacher. Similarly to Silvana and Paulo, teaching English started as a temporary activity until José decided which path to take. According to José, he only started the English Language and Literature undergraduate course at university because he wanted to run away from the exact sciences and continue studying English. In fact, José's real dream was to live the story of the translator and interpreter, as he puts it "Mas o meu sonho era ter sido tradutor e intérprete."³¹⁵ (José, interview, February, 2015). However, this story conflicted with the lack of opportunities available for him to pursue this path at that time. According to him, "SE tivesse achado aqui na cidade um curso de tradução que até hoje tem, secretariado bilíngue, então talvez eu tivesse... não tivesse sido professor"³¹⁶ (José, interview, February, 2015). In face of the impossibility of living that story on the one hand and the opportunity of having a well-paid, secure position as an English teacher at IFSC on the other, José obviously opted for the

³¹⁴ In English "But my dream was to have become a translator and interpreter." (José, interview, February, 2015)

³¹⁵ In English "But my dream was to have become a translator and interpreter." (José, interview, February, 2015)

³¹⁶ In English "If I had found here in my city a translation course as there is nowadays, bilingual secretariat, then maybe I had... I had not become a teacher." (José, interview, February, 2015)

second option, as he puts it “Mas a verdade que também influenciou foi o concurso público que eu fiz aqui no IFSC em 1996. (...) E aí como eu vi que era um emprego muito bom, seguro né, aí eu passei em primeiro lugar, me senti muito motivado.”³¹⁷ (José, interview, February, 2015).

In the present days, José’s desire to live the story of the translator and interpreter remains, but it conflicts with his current story of the English teacher of secondary, technical and technological education at IFSC. In face of that, José finds space out of his context of work to practice some simultaneous translation techniques. In fact, he still considers living the story of the translator and interpreter when he retires from IFSC, as we can see in the excerpt,

Gostava tanto que talvez quando eu me aposentar eu tente entrar aí pela tradução simultânea que é uma coisa que me encanta muito, existe essa vontade em mim! Se tem um tempo mais sozinho assim eu tento fazer algumas práticas que eu sei em casa.³¹⁸ (José, interview, February, 2015).

4.2.3 Finding the space to keep living one’s story to live by

Along my discussion about the participant teachers’ experiences in the in-classroom place at IFSC in the previous sections, I have shown how, for varied reasons, these teachers’ experiences in the classroom involved the feeling of confusion, insecurity and constant negotiation of teaching methodology and content selection. In this section, nevertheless, I focus on teachers experiences in the in-classroom place

³¹⁷ In English “But the truth is that the public tender that I took for IFSC in 1196 also influenced. (...) And then as I saw that it was a very good job, that gave me security, and I passed the selection in first place, I felt very motivated.” (José, interview, February, 2015)

³¹⁸ In English “I liked it so much that maybe when I retire I try to work with simultaneous translation that is something that fascinates me a lot, I’s like to do that! When I’m by myself I sometimes I try to practice at home. (José, interview, February, 2015)

where they effectively felt free and safe to live their professional identities.

Before I move to the discussion of participant teachers' in-classroom experiences, it is worth noting that during my participant observation of the English language teachers' daily routine, I could notice that the out-of-classroom place at IFSC is also a place where teachers are invited to participate in the elaboration of part of what comes down the conduit, namely, institutional pedagogical documents such as the pedagogic project (PPC) of the courses they teach. In this case, even though teachers should use federal official documents³¹⁹ as a reference for the definition of the teaching and learning objectives for each level of education where the English language is taught, they are relatively free to include such definitions in the PPCs in a way that better matches with the needs of the students and the specificities of their context of work.

This freedom is also reflected in the teachers' autonomy over the design of materials and the selection of the content that is explored for the teaching of GE or ESP. According to Silvana and José, until some years ago course books used to be adopted for the English classes. However, as students started to show resistance in using the book claiming that it was one more thing to carry in their school bags, it was decided that course books would not be adopted anymore. Instead, teachers have the freedom to prepare the material based on varied books and on research on the internet, send it to the school's reprography center to make copies and distribute to students in each class.

³¹⁹ Such documents refer to the Law of Directives and Bases of National Education (LDB) and National Curricular Parameters (PCN).

4.2.3.1 Paulo: “Eu acho que o IFSC (...) foi o lugar mais agradável que eu já trabalhei”³²⁰

Impressed with the autonomy that teachers have towards the teaching of English at IFSC, I asked Paulo whether he thought that the objectives and contents proposed by the PPC of the courses regarding the English component was being overlooked by the English teachers as a result of such freedom, and he replied explaining that

Eu não acho que a gente faz outra coisa não Fê. Eu acho assim ó, o PPC é muito amplo e dá margem pra algumas coisas (...). O que eu concordo contigo é que talvez a gente se amarre mais a algumas coisas e deixe outras soltas. E acho que isso acontece. Pelo menos eu acho que no meu caso é isso, mas eu não acho que a gente fuja dele não.³²¹ (Paulo, interview, February, 2015).

From the analysis above we learn that teachers not only participate in the elaboration of the PPCs of the courses where the English language is taught, but they also have the autonomy to select, based on their evaluation of students’ needs, the content from the range of contents described in the PPCs.

In addition to that, the fact that there is no pre-established content or material that teachers must follow for the teaching GE or ESP is one of the main reasons for which Paulo considered IFSC the best

³²⁰ In English “I think that IFSC (...) was the nicest place I've ever worked” (José, interview, February, 2015)

³²¹ In English “I don’t think we do something different, Fê. What I think is, the PPC is very broad and gives room for some things (...). What I agree with you is that maybe we focus more on some things and let others behind. And I think this happens. At least I think that’s what happens in my case, but I don’t think we do something different.” (Paulo, interview, February, 2015)

place he had ever worked to date, as we can see in his testimonial below:

Eu acho que o IFSC (...) foi o lugar mais agradável que eu já trabalhei (...) é o lugar onde eu me sinto mais À VONTADE pra trabalhar da maneira como EU quero, da maneira que eu acho mais... mais... e é um lugar que me incentiva a fazer isso, eu ACHO, pelo menos eu sinto isso, me incentiva a usar o meu conhecimento mesmo. Não é assim 'Ah, usa o teu conhecimento da maneira como A GENTE quer', assim, usa o teu conhecimento da forma como tu acha que vai te... vai beneficiar teus alunos.³²² (Paulo, interview, February, 2015).

Eu acho isso muito legal também porque assim, te dá um espaço pra ti trabalhar com teus alunos baseado também no perfil deles e no teu perfil também, tu entende? Então não é aquele negócio assim, 'Ah, agora eu vou dar uma aula sobre um assunto que eu nunca dei!'. Não cara, primeira coisa eu vou moldar aquilo ali pra uma coisa que eu acho que os meus alunos vão gostar, que eu vou gostar e de coisa que vai funcionar, sabe?³²³ (Paulo, interview, February, 2015).

³²² In English “I think that IFSC (...) was the nicest place I've ever worked (...) it's where I feel more AT EASE to work the way I want, the way I think it's more ... More ... and it's a place that encourages me to do this, I THINK, at least that's what I felt, it encourages me to use my knowledge. It's not like, 'Ah, use your knowledge the way that WE want', like, use your knowledge the way you think it will... benefit your students.” (Paulo, interview, February, 2015).

³²³ In English “I think it's really cool too because it gives you the chance to work with your students based on their profile and your profile too, you understand? So it's not like, 'Ah, now I'm going to teach a class on a subject I never taught before!' No, first thing I'm going to do is to shape it into something that I think my students will like, that I'll like and something that'll work, you know? (Paulo, interview, February, 2015).

Paulo celebrated the fact that in the in-classroom place at IFSC he felt free to sustain his professional identity by living and composing his stories of practice the way he judged to be more beneficial to his students. In the in-classroom place Paulo exercised his autonomy and effectively used his personal practical knowledge, as defined by Clandinin (1992) and Connelly and Clandinin (1988) previously presented, to inform his pedagogical decisions regarding what content to teach and which methodology to use in a way that took students' profile into consideration and that met their expectations. Therefore, it is usually the case that students from, say, the fifth semester placed in the basic level taking English classes with Paulo learn different things if compared to students from the same semester and same level of proficiency in English taking classes with José or Silvana. In other words, teachers work independently, each one making their own decisions about their pedagogical choices for the groups they teach.

Moreover, even though Paulo recognizes that IFSC is configured mainly as a teaching institution, he also celebrates the fact that he finds the space in the in-classroom place at IFSC to put into practice what he has been learning as a researcher, as he puts it

O quê que o IFSC me proporciona nisso? Ele me proporciona tentar aplicar os meus conhecimentos dessa área a minha prática docente, e isso pra mim é uma oportunidade fenomenal. (...) eu acho que o IFSC me dá uma oportunidade ímpar que muita gente numa universidade, por exemplo, não tem que é assim 'Pera aí, eu tô falando de todas essas teorias e tudo mais, mas como é que eu aplico isso pra aula de inglês 1 básico, inglês 3 avançado, inglês..'. Como é que isso se aplica pra essas coisas?³²⁴ (Paulo, interview, February, 2015).

³²⁴ In English “What does IFSC allow me to do? It allows me try to apply my knowledge of this area to my teaching practices, and this for me is a phenomenal opportunity. (...) I think that IFSC gives me a unique chance that a lot of people at a university, for example, don't have, which is like 'Hold on, I'm

4.2.3.2 José: “Aí sim eu quero pegar e integrar essa técnica com o instrumental. Fazer uma coisa meio revolucionária!”

Similarly to Paulo, José also experiences the in-classroom place as a safe place, free from scrutiny, where he can live his secret stories (Connelly, 1996, cited in Connelly & Clandinin, 1999). During the time I spent with José, observing his classes and accompanying him in diverse moments out of the classroom, I came to learn that he is an enthusiastic learner not only of the English language but of other languages as well and he incorporates this experience in his pedagogical practices as a teacher. According to him,

Eu acho que um professor de línguas tem que tá se atualizando o tempo todo, tem que tá lendo muito. Eu leio demais! Eu assisto vídeos demais! Eu tenho conhecimentos de vocabulários até em técnicas de corte de cabelo, de dança que eu não sei dançar, (...) eu me meto em tudo quanto é tipo de área, de técnica, um pouquinho de tudo.³²⁵ (José, interview, February, 2015).

In one of his searches on the internet, José found an English as a second language teacher called Steve McCrea who shares tips and lessons on his Youtube channel. José not only subscribed to this teacher’s channel and got in contact with him to discuss topics such as how to teach the pronunciation of the ‘th’ sound in English, but he effectively invited him to participate in some of his classes at IFSC via Skype.

talking about all these theories and everything, but how do I apply this in my English class basic 1, my English class advanced 3, English class...’. How does this apply to these things?” (Paulo, interview, February, 2015).

³²⁵ In English “I think a language teacher must keep himself updating all the time, you have to read a lot. I read a lot! I watch videos a lot! I have vocabulary knowledge of even haircut techniques of, dance, that I don’t know how to dance, (...) I get into all different areaa, techniquea, a little bit of everything. (José, interview, February, 2015).

Recently, José has been interested in developing a reading technique called ‘photo reading’ which has been developed by an American called Paul Scheele which, simply put, consists of teaching the reader a number of techniques that will help him/her read at a much faster rate. During our interview, José also expressed his intention to do something revolutionary in his ESP teaching by incorporating the teaching of photo reading in his ESP classes, once this subject already aims mainly at helping students develop reading strategies so that they can read texts in English from their specific areas of study. According to José,

(...) eu tô querendo assim concluir ((um curso)) bastante é um sistema criado por um americano que se chama Photo Reading (...) é um sistema semelhante à leitura dinâmica, mas não é bem leitura dinâmica, é leitura seletiva (...) que também vem um pouco ao encontro conforme o inglês instrumental. Aí sim eu quero pegar e integrar essa técnica com o instrumental. Fazer uma coisa meio revolucionária! Não sei se vai dar certo, essa é a minha intenção com o instrumental.³²⁶ (José, interview, February, 2015).

It is possible to notice from the analysis above that José’s composition of secret stories consists in incorporating in his pedagogical practices many of the things he learns for personal reasons. This way, just like Paulo, José experiences the in-classroom place as a place where he finds the space to compose his secret stories and sustain his professional identity.

³²⁶ In English “I’m trying to conclude ((a course)) of a system created by an American which is called Photo Reading. It’s a system similar to dynamic reading, but it’s not dynamic reading, it’s selective reading, which reminds some strategies used in ESP. Then I want to integrate this technique into the ESP classes. I want to do something revolutionary! I don’t know if it’s gonna work, that’s my intention with the ESP. (José, interview, February, 2015).

In this chapter, taking in consideration the theoretical framework that supports this study, I have dedicated to weave interpretations regarding the issues that emerged from English language teachers out-of-classroom and in-classroom experiences at IFSC which participate in the (re)construction of their professional identities, how these teachers positioned themselves in face of such issues and the voices that participated in the construction of their professional identities. I have done so based on the data generated from my participant observation in these teachers' daily lives in their professional knowledge landscape, and from the interview conducted with each of them.

In the next chapter, I present the final remarks, which includes firstly a summary of the dissertation as well as the research unfoldings and its implications. After that, I point to some limitations of my study, offer suggestions for further research and finally, a personal note.

CHAPTER V

FINAL REMARKS

Along the past years we have stated (and restated) that the teacher is the person and the person is the teacher. That it is impossible to separate the personal and professional dimensions³²⁷ (Nóvoa, 2009, p. 38).

In this concluding chapter I present the final remarks of this dissertation. In doing so, I start by presenting a summary of the dissertation and of the findings. After that, I focus on the research's unfoldings and their implications and address some of its limitations. Finally, I offer some suggestions for further research and present my final words.

5.1 Contemplating the landscape: Silvana, Paulo and José's professional identity (re)construction, sustenance and change at IFSC

From the introductory chapter of this dissertation we learned that interest in research on language teacher professional identity has been increasing in the past years as researchers acknowledge the crucial role that teachers' identities play in the constitution of classroom practices and, consequently, in better understanding additional language teaching (Morgan, 2004; Kanno & Stuart, 2011; Tsui, 2007; Pavlenko, 2003; Varguese et al 2005). However, studies addressing the process of English language teachers' professional identity (re)construction in the context of a Brazilian federal institution of professional and

³²⁷ In the original "Ao longo dos últimos anos, termos dito (e repetido), que o professor é a pessoa, e que a pessoa é o professor. Que é impossível separar as dimensões pessoais e profissionais" (Nóvoa, 2009, p. 38).

technological education, such as IFSC, is still scarce. In face of this, in order to help fill this gap, in this study I investigated how are English language teachers' (ELT) professional identities (re)constructed, sustained and changed in the professional knowledge landscape of IFSC. In doing so, my main objectives were to weave interpretations regarding the issues that emerge in the (re)construction of ELT's professional identities as they experience the out-of-classroom and in-classroom place at IFSC, the ways in which they position themselves in face of such issues and the voices that resound in the (re)construction of their professional identities.

Having those objectives in mind, this study pursued the following research questions:

- 1) What issues emerge from English language teachers' experiences in the in and out-of-classroom places of their professional knowledge landscape which participate in the (re)construction of their professional identities?
- 2) In what ways do teachers position themselves in face of these issues?
- 3) What voices resound in the (re)construction of their professional identities?

In addition to pointing to a gap in the literature and presenting the objective and research questions, in Chapter I I also introduced my motivation for conducting this study as well as its significance to the area of additional language teaching and teacher education. Then, in Chapter II, I presented the theoretical framework that gives support to this study, from a historical trajectory regarding research on identity and additional language teacher identity more specifically, moving to the presentation of some perspectives on identity and identity construction and its relation to discourse, agency and structure. In this same chapter I also reviewed some empirical studies, briefly discussed the origins and development of the ESP approach and, finally, presented how identity is understood in this study. In Chapter III, I described the methodology adopted to conduct this qualitative study and in Chapter IV I discussed

the data generated from the three participants. Now, in this section of chapter V, I present a summary of the findings from this study.

Similarly to Connelly and Clandinin (1996), during my time with the participant teachers I could witness them negotiating their professional identities within and across the in and out-of-classroom places at IFSC as they positioned themselves in face of the issues that emerged.

5.1.1 Issues that emerged as participant teachers experienced the out-of-classroom place at IFSC

Starting from the issues that emerged as participant teachers experienced the out-of-classroom place at IFSC, these figured mainly as challenges posed on them. One of the challenges that emerged which was experienced by Silvana upon her entrance at IFSC regards the lack of orientation about the institution's sacred stories in terms of its educational objectives, the different levels of education (integrated technical courses, subsequent technical courses, higher education courses and courses, PROEJA) offered there, how it was administratively organized and what the didactic and pedagogical processes developed there were. Likewise, considering the different levels of education offered, she was also not introduced to the story of English teaching as lived by the other English teachers. As we have previously seen in her words "eu realmente não tive orientação NENHUMA! (...) eu sofri, sabe?"³²⁸ (Silvana, interview, February, 2015), this has caused her a lot of suffering and emotional stress. With the support of Wenger's (1998) ideas about the negotiation and formation of identities through participation in communities of practice, I could interpret that this out-of-classroom issue prevented her from reconstructing her professional identity in order to become a full member in the community of practice of English language teachers at

³²⁸ In English "I really didn't have ANY guidance! (...) I suffered, you know?" (Silvana, interview, February, 2015).

IFSC. In face of that, Silvana decided to position herself sustaining the only professional identity she was familiar with, that of an English teacher from private language schools.

Another challenge that emerged in the out-of-classroom place at IFSC and which was experienced by Paulo, regards IFSC being configured predominantly as a teaching institution as he puts it “(...) eu acho que pra gente da formação geral isso é ainda MAIS forte”³²⁹ (Paulo, interview, February, 2015), even though its sacred story defines IFSC as an institution whose mission includes offering quality education through the articulation of teaching, research and extension activities. In face of such challenge and not willing to give up a facet of his professional identity he holds close to his heart, that of the researcher, Paulo positioned himself reconstructing his professional identity by aligning to his new institutional identity at IFSC which requires that he lives mainly the story of the GE and ESP teacher and, at the same time, by keeping his membership in the community of practice of researchers outside IFSC. As he states “Fui parar numa instituição que foca muito mais no ensino, mas minha intenção de pesquisa continua, (...) eu continuo fazendo parte dessa comunidade.”³³⁰ (Paulo, interview, February, 2015).

A third issue that emerged regards the aspect of IFSC’s sacred stories related to the institution’s hierarchical and bureaucratic operational and organizational structure. As we have seen, the participant teachers have to engage in a series of bureaucratic and time-consuming procedures that need to be followed in order to carry out a number of actions and duties in the institution, such as material purchasing, infrastructure-related requests and projects’ submission. This aspect of IFSC’s sacred stories very often demotivated them to

³²⁹ In English “I think that for us from general education this is EVEN stronger” (Paulo, interview, February, 2015).

³³⁰ In English “I ended up in an institution that focuses much more on teaching, but my research intentions continue, (...) I’m still part of this community” (Paulo, interview, February, 2015).

keep living certain facets of their institutional identity, as was the case with Silvana when she gave up the position of the representative teacher for the additional language office in face of frustrated attempts to make infrastructure improvements in the language labs and to purchase new books as previously discussed. Additionally, that aspect of IFSC's sacred stories also triggered the reconstruction of both Silvana and José's professional identity. In the case of Silvana, recurring frustration with bureaucracy made her reconstruct her professional identity by composing a story of agency through resistance by subverting IFSC's sacred stories so at least she could make sure she would get what she wanted and avoided feeling stressed. Similarly, in face of IFSC's sacred stories experienced in his initial trajectory in the institution, José composed a story of agency through resistance in his non-engagement in activities either in the out-of-classroom or in-classroom places that exceeded his teaching timetable. Both teachers, therefore, decided to position themselves by reconstructing their professional identities in their non-participation in some aspects of the community of practice of teachers of secondary, technical and technological education.

In line with Clandinin et al's (2006, p.134) understanding of identity as "the interweaving of the personal and the professional" and with Bohn's (2005) argument that identities are shaped amidst a system of relation among different agents that are manifested by different voices, in the discussion of the issues above along the chapter I also intertwined the teachers' out-of-classroom experiences at IFSC with some school, university and professional experiences they had had in the past, which served as evidential hints for the origins of their professional identities (Connelly & Clandinin, 1999) and which made evident some voices that participated in their construction.

In the case of Silvana, for instance, we have seen how the voices of institutions, such as IBEU during her teacher training program, and the voices of her professors during her teacher education program at university participated in the construction and sustenance of a professional identity of English teacher of private language schools

which, upon her entrance at IFSC. And how, in face of lack of information about her new context of work, she reconstructed herself in order to adapt to the specificities of a public institution which offers secondary, technical and technological education. We have also seen how the voices of English teachers and professors at university whose classes Silvana did not like and avoided participating in echoed in her professional identity, observed in her composition of a story of agency through resistance by subverting IFSC's sacred stories mentioned in the paragraph above. Following Wenger's (1998) idea that people's identities are constituted by both what they are and what they are not, Silvana constructed her professional identity by incorporating both the voices she wanted to follow and the voices she did not want to follow.

In the case of José, we could see how the voices of his colleagues from IFSC participated in the construction of his professional identity. Some of these colleagues were coordinators of technical courses who did not value the English subject. Others were English language teachers colleagues who, in face of the political powers which contributed to keep the English subject in a marginal position within the institution, aligned to it in the sense that they did not keep fighting to move from that position, but who at the same time found ways to resist to it by not engaging in activities that exceeded their teaching timetable. These voices echoed in the construction of his professional identity as observed in his composition of a story of agency through resistance in his non-engagement in research and extension projects and extra activities beyond his teaching timetable.

Still regarding the issues that emerged as participant teachers experienced the out-of-classroom place at IFSC and which participated in the process of their professional identity (re)construction, the fourth one refers to teachers being invited to live (un)expected facets of their institutional identity. In the case of José, we have seen that among the institutional transformations that he experienced (ETF-SC→CEFET→IFSC), bearing in mind the reshaping of the institution's sacred story at each transformation and José having to reconstruct his professional identity each time in order to accommodate new facets of

his new institutional identity, the one that affected him the most was when CEFET became IFSC. With this change, José was presented to a new institutional identity that included living the story of the researcher and engaging in extension projects. However, he positioned himself agentially, sustaining his professional identity of English teacher of GE and ESP and not engaging in the writing of research and extension projects.

As for Silvana, who also experienced the transformation of CEFET into IFSC, she opted for aligning to the unexpected facets of her new institutional identity, even though she was not very positive about it as she states “(...) e aí eu comecei a não achar mais tão divertido, começou a ficar chato de novo (...)”³³¹ (Silvana, interview, February, 2015). As we have seen, Silvana lived a number of facets of her new institutional identity, developing research projects and offering extension activities, being a member in the timetable committee and joining working groups. She was even persuaded to live the story of the coordinator of the integrated technical courses, to which she aligned once but never again. This decision evidences the exercising of her agency in sustaining her professional identity of English teacher from secondary, technical and technological education who accepts to live some facets of her institutional identity but not others.

Concerning Paulo, overall, he celebrated almost all expected and unexpected facets he was invited to live of his institutional identity. As we have seen, Paulo lived a number of different facets, such as participating as member of the examining board of specialization course monographs, coordinator of the working group for the development of a MATESOL project, coordinator of the English course offered by PRONATEC, member of a working group for the development of an interinstitutional doctorate project, etc. However, similarly to Silvana,

³³¹ In English “(...) but then I started to find it not so much fun, it started to be boring again (...)” (Silvana, interview, February, 2015)

Paulo also aligns to the unexpected story of participating in a PROEJA working group even though he felt he did not have much to contribute since he had never worked with that modality of education before. Like José and Silvana, Paulo also positioned himself agentially through resistance when he refused to live the story of the representative teacher of the additional language office, therefore corroborating Wenger's (1998) statement that "we not only produce our identities through the practices in engage in, but we also define ourselves through the practices we do not engage in" (p. 164).

The fifth and last issue that emerged which participate in the (re)construction of participant teachers' professional identity refers to the struggles they have faced collectively in the out-of-classroom place which translate into matters of control and power. As we have seen, issues of control and power permeate the relation between additional language teachers, both English and Spanish, and their superiors, such as their direct superior and IFSC's sacred stories (represented by the Timetable Committee and the Collegial Body of Teaching, Research and Extension) and between additional language teachers and teachers of other subjects in many moments of their out-of-classroom experiences. Evidences of such power relations were found a) in their risk to lose their language labs so that the space could be used by teachers of other subjects (Chemistry and Biology), pointing to the positioning of the English/Spanish subjects as having less priority/or being less important in comparison to other subjects; b) in the timetable committee's top-down decision regarding the way Spanish teachers should go about placing their students according to their level of proficiency and c) in the Collegial Body of Teaching, Research and Extension's top-down decision regarding additional language teachers' attempts to work with teacher development through the creation of a MATESOL program.

In face of IFSC's sacred stories and the relations of power and control experienced in the out-of-classroom place at IFSC, the participant teachers, one more time, positioned themselves agentially through resistance, confronting the discourse identity (Gee, 2000-2001)

ascribed to them of discredit and inferiority and constructing a discourse identity of additional language teachers and the subjects they teach being as important and indispensable as any other subject in the curriculum of any course offered at IFSC. They have done so by defending their language labs in front of the collegial body of the department, by discussing their situation with candidates for the position of school's principal and by talking to the Art's teachers to support them on the day of the defense. The additional language teachers also resisted the restrictions posed by institutional prescriptions regarding their willingness to work with additional language teacher development by writing an extension project entitled "*FIC de Novas Tecnologias de Informação e Comunicação Aplicadas ao Ensino de Línguas Estrangeiras*" and opening a chapter of a widely known English language teachers' association. In doing so, additional language teachers were engaged in sustaining a facet of their professional identity they are not willing to give up, which is to work with teacher education.

Along the discussion of the five issues that emerged from participant teachers' experiences in the out-of-classroom place of their professional knowledge landscape which participated in the (re)construction of their professional identities, it was possible to see that they position themselves in face of such issues in their movements of reconstruction, sustenance and, possibly, change of their professional identity. These movements were very often expressed in their alignment or exercising of their agency regarding the challenges faced in the out-of-classroom place. In the case of the latter, participant teachers positioned themselves agentially through resistance in face of IFSC's sacred stories (hierarchical and bureaucratic structure, power relations, (un)expected stories to live by) by sustaining some facets of their professional identity (such as the private language school teacher identity, the researcher identity and their willingness to work with teacher education) and by not aligning to some aspects of IFSC's sacred stories (such as subversion of rules, non-engagement in research and extension projects, in activities that exceed the teaching timetable and in positions of coordination and representation of teachers). It is interesting

to notice that resistance can be expressed in the ‘doings and not doings’ or following and not following of rules and activities, as could be observed in the way participant teachers positioned themselves in face of IFSC’s sacred stories. This way, participant teachers’ agency through resistance, in their movements of identity sustenance and non-alignment to sacred stories corroborate Billett et al’s (2006) ideas that the negotiation between the workplace norms (structure) and employees’ identities which is an expression of their personal histories and goals can result in different types of identification, engagement, accommodation and resistance to the workplace’s practices.

Regarding the former, it was observed that participant teachers also aligned to some aspects of IFSC’s sacred stories (such as conducting research and extension projects and participating in committees and working groups) because they were willing to become full members of the community of practice of English language teachers at IFSC, thus engaging in the movement of reconstruction of their professional identities. Their alignment find support on Wenger’s (1998) claim regarding alignment referring to a process that requires individuals’ ability to coordinate perspectives and actions so as to direct their energies and practices to contribute to a common purpose and broader enterprises. On the other hand, however, there were also some occasions in which teachers had to unwillingly align to some aspects of IFSC’s sacred stories. In the case of Silvana, being persuaded to alignment against her will to the position of coordinator of the integrated technical courses caused her a lot of distress. As for Paulo, I have argued that not being able to live all facets of his professional identity at IFSC, mainly his researcher identity, might have been the reason that led him to quit IFSC and start working as a professor at a federal university, thus changing his professional identity. In cases such as these, alignment

can also be blind and disempowering. (...) It can be a prescriptive process that removes from communities their ability to act on their own understanding and to negotiate their place in the larger scheme of things. (...) It can be a violation of our sense of self that crushes our identity. (Wenger, 1998, p. 181).

5.1.2 Issues that emerged as participant teachers experienced the in-classroom place at IFSC

Now, I turn my attention to present the issues that emerged from English language teachers in-classroom place experiences at IFSC which participate in the (re)construction of their professional identities, how they positioned themselves in face of such issues and the voices that participated in the construction of their professional identities.

An issue that emerged very strongly refers to the challenges involved in the (re)construction of a fundamental facet of their institutional identity, which is to be an ESP teacher. Along the analysis and discussion, we could see how Silvana's ESP teacher identity engages in a constant movement of (re)construction based on trial and error and involves feelings of confusion and insecurity as she experienced the in-classroom place as a place vulnerable to out-of-classroom influences and where she felt the scrutinizing eyes of her students. As discussed previously, during her teacher education program at university Silvana did not have the chance to explore in more depth theoretical and pedagogical assumptions regarding the ESP approach. On the contrary, she was presented to this approach as consisting solely on the teaching of reading strategies. In addition to that, she did not receive any guidance regarding the story of ESP teaching as lived by the other teachers. As a result, her ESP classes are marked by the reproduction of common ESP myths, the dilemma of using the Portuguese or the English language in the ESP classes and her struggles in delineating and organizing the content of her ESP classes. In all these challenges it was possible to recognize some of the voices that participate in the (re)construction of her ESP teacher identity, such as the voice of her professors at university (who shared their knowledge about the ESP approach), the voice of her English language colleagues (who shared with her their stories of ESP teaching using the English language in their classes), the voice of other teachers from the technical areas (who give her suggestions of what to teach in her ESP classes), the voice of her students (whose scrutinizing eyes influenced her choice of

how and what to teach in her ESP classes) and, finally, the voice of other English language teachers with whom she has got in touch (who opened her eyes to confront some of the ESP myths).

Concerning Paulo, he was aware of the challenges involved in ESP teaching. For him “teaching English for specific purposes adds an extra challenge in terms of a number of factors (...)” (Paulo, class observation journal, August, 2014). As we have seen, one of these factors regarded his confusion about what constituted the content of an ESP class, which was slowly being elucidated as he lived the story of the ESP teacher at IFSC and reflected about his practice in that specific context. Such reflection contributed to the reconstruction of his ESP teacher identity at the same time he reconstructed his personal practical knowledge pointing, as I have previously stated, to the intrinsic relation between identity, knowledge and context as postulated by Connelly & Clandinin (1999). To what concerns the voices that participated in the (re)construction of his ESP teacher identity, it was possible to notice: those of IFSC since Paulo’s pedagogical choices for his ESP classes were guided by what he thought was expected from him in a federal institution of professional, scientific and technological education; those of professional counterparts, such as the coordinators of the technical and higher education courses, who confirmed to Paulo that they expected him to teach them reading strategies in order to help them read texts from their specialized areas; those of official documents, such as the PCN, which reinforces his belief that developing reading skills still figure as English language learners’ main needs and, finally, those of professors and authors of texts read during his teacher education program at university who possibly contributed to the construction of Paulo’s view of the teaching of ESP not meaning the teaching of reading strategies only, but the development of other skills as well.

As for José, his process of an ESP teacher identity was strongly influenced by a professor at university who taught him, step by step, on the occasion of his selection to work at IFSC back in 1997, how to proceed with the teaching of ESP, which consisted basically on the teaching of reading strategies. According to José, she was a model for

him to ‘mimic’ and he does that to this day, consequently reproducing the myth of ESP as the teaching of reading strategies. With time, however, reflecting about his ESP practice, he engaged in the reconstruction of his ESP teacher identity, concluding that the teaching of reading strategies only was not enough, taking the initiative to integrate other elements in his ESP classes in order to make it more attractive to students and to himself.

In analyzing the participant teachers’ process of construction and reconstruction of their ESP teacher identity, it was possible to notice the predominance of the reproduction of myths, such as ESP as the teaching of reading strategies, ESP as the teaching of technical English, that Portuguese should be the language of teaching in an ESP class and still another one that emerged from José’s data which refers to not making sense to teach an ESP class to students with already a good command of the language, as he states “(...) faz só sentido se o aluno tem pouco conhecimento de inglês. Um aluno que já tem intermediário de inglês não precisa ter inglês instrumental de jeito nenhum.”³³² (José, interview, February, 2015). This statement not only reinforces the myth of ESP as the teaching of reading strategies to help students with usually any or little knowledge of the English language read specific texts in English, but it also reveals that José’s ESP practices, similarly to Silvana and Paulo, continue being guided by what institutional documents (such as the pedagogic projects of the courses) state about what should be taught in the ESP classes. While to follow such documents is important for teachers, it is also imperative to review such documents from time to time in order to check if they still meet students’ needs or if they need to be reformulated based on a new needs analysis that investigates what students’ current needs of the English language for their target working/studying situations are.

³³² In English “(...) it only makes sense if the student hasn’t got much knowledge of the English language. A student with intermediate level of the English language don’t need English for Specific Purposes at all” (José, interview, February, 2015).

Continuing with the summary of the issues that emerged from English language teachers in-classroom place experiences at IFSC, my analysis of participant teachers' interviews and the field notes I took as a participant observer in their classes pointed to the importance of teachers' previous experiences in the (re)construction of their professional identities, as observed in various aspects of their life, such as their school, professional education and family life. In analyzing such aspects of their lives, I could recognize some of the voices listed by Bohn (2005), such as those of professors, authors of texts, institutions, colleagues from work and family. To this list, I have added the voice of school teachers as well.

As I have shown along the discussion, by learning of Silvana's experiences with English language teachers when she was still a teenager learning English at IBEU, it was possible to recognize the voices of funny and friendly English teachers on the one hand and of boring and inaccessible ones on the other which have participated in the construction of her professional identity. Such voices have contributed to make her visualize what she wanted and what she did not want to be(come) as an English teacher. In effect, a very remarkable aspect of her professional identity is that of a lively and humorous English teacher who tells jokes, sings songs out of the blue and succeeds in developing a friendly relationship with her students. In addition to that, we have also learned of Silvana's childhood experiences in the family sphere which demanded that she, like her mother, developed a very pragmatic attitude towards life, seeking to solve her problems in a very practical way as evidenced in her attitude towards starting working as an English teacher and deciding to start an MA course as previously discussed. As such, it was possible to recognize the voice of the family permeating the construction of another remarkable aspect of her professional identity, which is that of the pragmatic English teacher who does not invest her time and energy on disinterested students. Finally, we could see how her becoming a mother contributed to a reconstruction of her professional identity, once Silvana not only became more sensitive to the other, but effectively promoted changes in her in-classroom practices towards her students.

Regarding Paulo, we have seen how the process of his professional identity (re)construction was coloured by the diverse learning experiences he had during high school and at university, as well as by professional experiences he had at Yázigi and in a public school in the USA. In the discussion in the previous chapter I showed how the voice of school teachers who made him feel secure about his learning process and who valued his potentials was echoed in his teaching practices at IFSC and he did the same for his students. Likewise, the voices of professors from his MA and PhD courses as well as of authors that circulated in these courses are also echoed in his teaching practices at IFSC as he worked with oral genres and inserted in his classes topics related to English language learning critical and ideological issues. It was also possible to notice how the institutional voice represented by the teacher training courses at Yázigi participated in the construction of his professional identity as an English teacher, evidenced in the clear organization of his classes in beginning, middle and end, keeping students working all the time, reducing teacher talk, etc. Lastly, it was interesting to see how his professional identity was later reconstructed to include a consideration regarding some micro (students' different linguistic and cultural backgrounds) and macro factors (their family life, health condition) which he learned during his experience as an English teacher in a public school in USA that may directly or indirectly influence in the process of an additional language teaching and learning.

As for José, I have shown how his participation in the imagined community of American native speakers has contributed to the construction of an 'American native-like pronunciation of English' language learner identity. The construction of José's English learner identity was permeated by the voice of the school teacher who called his mother's attention regarding his American-like babbling of words, the voice of family members who, in their compliments about his native-like pronunciation, reinforced the role of pronunciation in determining how good one's English is, and the voice of an American professor from university, whose area of research was precisely Phonetics and Phonology and whom José held in high regard, who affirmed to José

that he could have been born in the USA. I also suggested, based on my observation of his English classes at IFSC previously presented, that all these voices and his participation in the imagined community of practice of American native speakers have contributed not only to the construction of his learner identity but ultimately to the construction of his professional identity as an English teacher. In addition to these voices, there were still the voices of school teachers and professors at university who were inspirational to him while a student for the way they treated him and valued his potential and who serve as a model for him to mimic in his teaching practices nowadays, and also the voices of schools teacher who served as models not to be followed. Finally, we have also seen how the voice of his students have not only participated in the sustenance of his professional identity through their positive feedback regarding José's classes, but also contributed to its reconstruction through their negative reaction towards his authoritative treatment with them.

Moving to the presentation of a third issue that emerged and which participated in the (re)construction, sustenance and/or change of their professional identity, this refers to the conflicting stories to live by which were unveiled as I learned more about aspects of their lives related to family, university and professional experiences.

In the case of Silvana, it was possible to recognize her facing the dilemma regarding having to make choices between stories that were conflicting. On the one hand, Silvana is happy for working in an institution such as IFSC, which she considers a great place to work because at the same time that it gives her financial stability, it also allows her to live her secret stories and does not demand so heavily on her as the position of a professor at university would. On the other hand, ever since Silvana became a mother she wished she could dedicate entirely to her kids. Not living either of the stories fully makes her feel guilty and question her professional identity because "both plotlines in her head are ones she believes she should live by. Yet, these are in conflict" (Connelly & Clandinin, 1999, p. 92). As we have seen, for the time being, Silvana is sustaining the story of the full time English

teacher at IFSC. In addition to this, Silvana was also faced with the dilemma of having to choose between living the story of the Phonetics and Phonology researcher or the story of the English teacher of secondary, technical and technological education. Influenced by new perspectives on additional language teaching and learning presented to her by her new English language colleagues and by a number of initiatives that aimed at working with additional language teacher education, Silvana started to realize that both stories to live by were in conflict. More and more she felt that she did not belong to the area of Phonetics and Phonology and that she should compose a story of researcher that was more in line with the reality she lives in her professional landscape. Silvana, therefore, finds herself in the process of a professional identity reconstruction.

Regarding Paulo, we have learned how influential his father was in his decision to become a researcher. So much that when Paulo started the English Language and Literature undergraduate course at university, he had it clear to himself that he would only leave university upon the completion of his PhD course. For Paulo, being a researcher is a facet of his professional identity that he holds very close to his heart, though one that conflicted with his new institutional identity at IFSC. When Paulo started working there, he soon realized that IFSC's focus was mainly on teaching (at least for language teachers), even though it is described as an institution whose mission includes offering quality education through the articulation of teaching, research and extension activities. In face of that, in order to sustain both facets of his professional identity, his new institutional identity and his researcher identity, Paulo kept being a member of the researcher community outside of IFSC. After two years living both stories to live by in different places, Paulo decided to change his institutional identity applying and passing the selection to work as a professor at university. As I have argued, his decision might be an indication that he was looking for a professional context where he did not need to choose between one (English teacher) or another (researcher) story to live by,

but where he could fully live all the facets that constitute his professional identity.

As for José, we have learned that, similarly to Silvana and Paulo, teaching English started as a temporary activity until José decided which path to take. In fact, his dream was to become a translator and interpreter. In face of the lack of opportunities available at that time for him to compose this story to live by on the one hand, and the opportunity of having a well-paid, secure position as an English teacher at IFSC on the other, José opted for living the story of the English teacher of secondary, technical and technological education at IFSC. In the present days, José still wishes to live the story of the translator and interpreter, but it conflicts with his current story of English teacher at IFSC. Nevertheless, like Paulo, José also finds space outside of his professional context, practicing some simultaneous translation techniques, as a way to be close to this story he still intends to live by when he retires from IFSC.

Finally, the fourth and last issue that have emerged from participant teachers' in-classroom experiences at IFSC regards their freedom to compose their secret stories and effectively live the in-classroom place as a safe place free from scrutiny. Paulo celebrates that in the in-classroom place at IFSC he can sustain his professional identity, an identity whose construction started previous to his entrance at IFSC, and use his personal practical knowledge to inform his pedagogical decisions regarding what content to teach and which methodology to use in a way that takes students' profile into consideration and that meets their expectations. As we have seen, the same process applies to José who finds in the in-classroom place at IFSC the space to sustain his professional identity by feeling free and safe to compose his secret stories of practice. Even though we have seen in the discussion of teachers' ESP experiences that Silvana did not experience the in-classroom place as such as safe place, in my interpretation, this was due mainly because of her lack of opportunity during her teacher education program to learn about the principles that guide the ESP approach rather than because of lack of freedom in the in-classroom place to compose her secret stories.

5.2 Research unfoldings and implications

Based on the findings of this study, it is relevant to call attention to the problematic relationship that there seems to be between teachers and schools' sacred stories. On the one hand, we have learned from Connelly & Clandinin (1999, 2006) that the out-of-classroom place is a place where teachers are expected to live the school's sacred stories, i.e., they are expected to follow the imposed prescriptions that researchers, policy makers, senior administrators and others push down on them. The studies of Assis-Peterson & Silva (2010) and Huber & Whelan (1999), for instance, show the negative effects that resulted from the incompatibility between the school's sacred stories and teachers' professional identities: in both studies the teachers felt intense dilemmas, which refer to "the discrepancies each experiences between her identity and the formal curricular expectations of her role" (Connelly & Clandinin, 1999, p. 85) and decided to quit their jobs. On the other hand, looking at the participant teachers' experiences in the out-of-classroom place with IFSC's sacred stories, it seems to be crucial that schools' sacred stories be formally introduced to and appreciated by the teachers, at least to what concerns hierarchical and bureaucratic structure and (un)expected stories to live by, in order to facilitate and guide their participation in the communities of practice they might become members of, preventing teachers from going through all the emotional distress that Silvana, for instance, has gone.

In either way, the teachers are the ones to suffer more directly with such problematic relationship, which calls for a moving away from the "theory-driven view of practice shared by practitioners, policy makers and theoreticians" (Clandinin & Connelly, 1996, p. 25) inside many schools and teacher education programs in order to include a more socially sensitive and holistic view of practice, one that takes into consideration teachers' identities and the different contexts in which they circulate.

In addition to that, even though participant teachers positioned themselves agentially in face of issues of power and control revealed in this study, resisting to top-down decisions and fighting to preserve their moral and physical space, it is, at the very least, surprising that issues of power and control still permeate the relations between teachers and their superiors and among teachers themselves in a public institution such as the IFSC network, recognized nationally for offering quality, public education and whose mission encompass working for social inclusion. Therefore, this study can contribute to unveil long-held but still persistent practices which maintain some teachers/school subjects (usually the ones from the general education as previously presented), and not others in a marginal position at IFSC. Such practices might be a reflection of what Silva (2014) found in her study regarding the identity of teachers who work in secondary technical and professional education being constructed to meet the interests of the market, due to which, I add, the relevance of the above mentioned school subjects might be disregarded.

Moreover, it is also worth noting that investigated teachers attempted to establish and strengthen an 'additional language teacher group identity', specially upon the arrival of new English teachers (who presented different perspectives on language teaching and learning) when a number of initiatives started to take place, such as to create a working group for the development of a MATESOL program and to offer courses for teacher development. However, their attempts and motivation to keep working in future projects as a group is very often undermined by IFSC's sacred stories, which might lead to the construction of a professional identity of non-participation due to the community of practice of additional language teachers itself be positioned "in a peripheral or marginal position with respect to broader constellations and institutional arrangements" (Wenger, 1998, p. 169). Again, I believe this study can contribute to offer a clearer picture of how sacred stories, at the same time they are necessary, they can also work to the construction of a professional identity of non-participation and disengagement.

Still regarding the findings related to participant teachers out-of-classroom place experiences, we have learned that the lack of orientation regarding IFSC's sacred stories to what concerns mainly its educational objectives, pedagogical processes and hierarchical and bureaucratic structure have kept some teachers from (re)constructing a professional identity that may have allowed them to become full members of the community of practice of teachers of secondary, technical and technological education. Similarly, not being privy to the story of English language teaching as lived by the other colleagues prevented them from becoming full members of the community of practice of English language teachers at IFSC. Unfortunately, the initiatives that take place currently by the rectory of IFSC network, such as the familiarization meetings which aim precisely at presenting IFSC's sacred stories, have not shown to be adequate enough to give incoming teachers and administrative assistants a clear idea of their duties and possibilities and the necessary steps to be taken. Moreover, to the best of my knowledge, there is not an institutional document that present teachers with such information. The closest I found to this was IFSC's Rules of Procedures which charge the school's pedagogical coordination with the task of guiding teachers and students to what concerns pedagogical referrals and teachers' planning of his/her pedagogical actions, and of participating in the selection and reception of incoming teachers in the institution. In face of that, this study point to the need that more effort be put to find ways to provide teachers with the necessary information so that they can effectively become full members of the community of practice of teachers of secondary, technical and technological education. One such example currently taking place within the scope of language teaching at IFSC network refers to the creation of a course entitled 'Language Teaching Policies for Professional Education'³³³, which aims at developing language teaching

³³³ My translation for '[Formação Continuada em Política de Ensino de Línguas para a Educação Profissional](#)'.

policies that meets the needs of teachers and helps to optimize the learning of languages in the context of IFSC network.

Turning the attention to the findings related to participant teachers' in-classroom place experiences, we could observe the insecurity felt more intensely by Silvana in her process of (re)constructing an ESP teacher at IFSC. In my view, a lot of this insecurity stemmed from lack of knowledge about the theoretical and pedagogical assumptions regarding the teaching of ESP in general and the teaching of ESP in the specific context of IFSC, and lack of awareness regarding the relational, experiential, conflictive, never finished and always in process nature of teachers' professional identities. In face of that, it is essential that future and in-service English language teachers be offered the opportunity to build a more solid understanding about the ESP approach's theoretical and pedagogical assumptions during their teacher education programs and continuing education programs. A partnership between universities and federal institutions where English Language and Literature undergraduate students had the chance to do their practicum in the context of an institution of professional and technological education and further explore theoretical and practical issues related to the ESP approach during their teacher education program could be a first step in that direction.

Even though I advocate for opportunities of learning about the ESP approach's theoretical and pedagogical assumptions during teacher education programs, I also recognize that this learning alone does not offer any final solutions. Based on the findings of this study, I consider necessary to problematize the relation between the sacred stories regarding the ESP approach proposed by researchers as presented in the review of the literature previously and IFSC's sacred stories. As we have seen, the ESP teacher has his/her role modified, once besides his/her functions in the classroom, s/he must also be a researcher, a designer and a creator and evaluator of didactic materials (Ramos, 2005). If we think of the varied and complex issues with which teachers interact as they experience the in and out-of-classroom place at IFSC,

among them the many and different (un)expected stories they are invited to live, making room to still other roles required for ESP teaching becomes unfeasible, not to say burdensome. Therefore, I believe that my findings of participant teachers' ESP practices as mostly reproducing old ESP myths point to a problematic relationship between IFSC's sacred stories and the sacred stories surrounding the ESP approach, in the sense that the demands presented by the former do not leave space to attend the demands presented by the latter. While such relationship might not configure as a problem in other campi of the IFSC network and federal institutions in other States around Brazil, in the campus where this study took place it needs to be reviewed.

Furthermore, if teachers had the opportunity during their teacher education programs and continuing education programs to build an understanding of teacher knowledge as being composed not only by academic knowledge constructed during their formative process but also as "knowledge that is constructed and reconstructed as we live out our stories and retell and relive them through processes of reflection" (Clandinin, 1992, p. 125), and if they could build an understanding of their professional identities as a work in progress, maybe Silvana, and I include myself in the group, would experience her in-classroom place as effectively a safe place, where she could confidently live her stories of ESP practice as Paulo seems to live besides the challenges he faces, as we can see

In a conversation with Paulo while students were doing the activity, he said that he feels very confident about his teaching practice, and that even though my presence in the room makes him more self-conscious, he still feels confident about what he is doing in his ESP classes. I reacted to his words saying 'You know what you're doing', and he replied 'I don't! It's a process!', and we both agreed that be(com)ing a teacher is an endless process. (Paulo, class observation journal, August, 2014).

Finally, a last point I would like to call attention which emerged from this study and that corroborates the findings from previous studies (Beijaard et al, 2000; Kanno & Stuart, 2011; Reis et al, 2011; Tsui, 2007; Varguese et al, 2005) regards the (re)construction of English language teachers' (and teachers in general) professional identity configuring as a highly subjective and complex process which involves the participation of a number of issues, such as their previous family, learning and professional experiences manifested by different voices, the context in which they find themselves and, specially, their personal objectives. In this study, it was possible to observe that initiatives such as meeting the candidates for the principal position, contacting the art's teachers to ask for their support, characterizing the labs, making a presentation in defense of the language labs to the members of the collegial body and persisting in their goal to offer opportunities of additional language teachers development came from the very additional language teachers, not from the school. This demonstrates that their engagement goes beyond pure professional commitment, and actually shows their commitment at a personal level, corroborating Billet's (2004) argument that individuals' engagement and learning in the workplace is guided by their personal objectives and life histories. In face of the complexity and subjectivity that permeate the process of teachers' professional identity (re)construction, I agree with Nóvoa (2009) when he states that teacher education programs should give special attention to the personal dimensions of the teaching profession once we teach what we are and what we are can be found in much of what we teach. In fact, this line of thought is also shared by Paulo who advocates for a teacher education that helps future teachers explore what they feel they are good at and what they feel comfortable doing in order to contribute to their students' learning process, as can be seen in the excerpt from our interview,

Paulo: (...) pra mim não tem um modelo de bom professor. Acho que uma coisa legal é ajudar cada professor a explorar aquilo que eles sabem bem, que eles se sentem bem fazendo (...) eu acho que é assim, a formação de professores tem que explorar, tem que ajudar o formando a explorar aquilo dele

que ele vai conseguir explorar pra ajudar os alunos dele, tu entende? (...)

Fernanda: Entendo, claro!

Paulo: Tá fazendo com que cada um explore sozinho ou com as suas aulas ou como seja, pra aos poucos ir se formando mesmo. Porque é contínuo né, cara. Tu nunca vai saber isso.

Fernanda: É, nunca acaba!

Paulo: Não, nunca acaba.³³⁴

(Paulo, interview, February, 2015)

In both Nóvoa (2009) and Paulo's reasoning, the issue of teachers' professional identity (re)construction assumes central position. In face of that, I concur with Nóvoa (2009) when he suggests that teacher education programs should "contribute to create in future teachers the habit of reflection and self-reflection that are essential in a profession that is not limited to scientific and pedagogic matrices and which is defined, inevitably, based on personal references".³³⁵ (p. 40).

5.3 Limitations of the study and suggestions for further research

Even though I consider that this study brings valuable contributions to the area of teacher education and additional language

³³⁴ In English "**Paulo:** For me there isn't a model of the goof teacher. What I think it's nice is to help each teacher explore what they know well, what they feel good at doing (...) I think it's like this, the teacher education program has to explore, has to help the future teacher to explore what in him/her s/he can explore to help his/her students, you know ?(...). **Fernanda:** I do, sure! **Paulo:** It has to make each teacher explore alone, or with his/her classes or whatever the way, so that s/he slowly becomes a teacher. Because it is a continuous process, isn't it? You will never know that. **Fernanda:** Yes, it never ends! **Paulo:** No, it never ends" (Paulo, interview, February, 2015).

³³⁵ In the original "A formação deve contribuir para criar nos futuros professores hábitos de reflexão e de auto-reflexão que são essenciais numa profissão que não se esgota em matrizes científicas ou mesmo pedagógicas, e que se define, inevitavelmente, a partir de referências pessoais" (Nóvoa, 2009, p. 40).

teaching, and helps filling a gap in the literature regarding research investigating the process of English language teachers' professional identity (re)construction in the context of a federal institution of professional and technological education such as IFSC, I do recognize a few limitations that have arisen which I present in the next paragraphs, followed by suggestions for further research.

The first limitation regards the fact that this study investigated the context of one out of the 22 campi that compose the IFSC network. This is so because, as this an interpretive qualitative study where I attempted to explore the social processes going on in the context of IFSC from an emic perspective, the methods I adopted for data generation prevented me from expanding the study to include the other campi. Considering that each campus holds particular characteristics in terms of size (both physical and to what concerns the academic community), the courses offered, the number of English teachers and so on, it is likely that different results be found depending on the campus being investigated. Therefore, future studies might consider investigating the process of English language teachers' professional identity (re)construction in the other campi in order to build a more complete and complex picture regarding this topic in the context of IFSC network. Similarly, future studies might even consider investigating this topic in other federal institutions around Brazil so as to gain a better understanding of the role that each campus' specificities play in the process of additional language teachers' identity (re)construction. Building this broader picture might lead to the creation of a network of relations at national level among the federal institutions and, ultimately, contribute to the development of policies that guide the teaching of languages and the offering of teacher development courses in these institutions.

Furthermore, I could take no longer than a year and a half to generate the data for this study due to time constrains. However, even though this period of time allowed me to identify many of the in and out-of-classroom issues that participate in the (re)construction of English teachers' professional identities, new issues were still raising by

the end of my data generation, such as the English teachers' struggle to recover the vacancy for a fifth English teacher that was once taken from the additional language office. In my point of view, therefore, future studies could consider spending more time generating data in order to explore such issues more deeply.

Finally, considering the findings related to the problematic relationship between IFSC's and the ESP approach' sacred stories, it seems important that future studies focus on and explore in more depth the issues related to the process of ESP teachers' identity (re)construction in the context of the campus where this study took place specifically, and in the others that compose the IFSC network.

5.4 A personal note

I opened this dissertation explaining that the topic of identity had become an issue in my life because the English teacher I had always been was in conflict with the English teacher required from my new context of work at IFSC, thus finding myself in the middle of an identity crisis. I am glad now to close this dissertation with good news: the crisis is over!

Four years ago, when I embarked on the double journey of starting my PhD studies (2013/1) and becoming an English teacher at IFSC network (2013/2), little did I know the challenges, joys and transformations I would experience in the coming years in both my personal and professional life. These were indeed four intense years which added to the history of my life a couple of city/house moving outs, some family ups and downs, a marriage (and I hope the only one!), my maturing process as a researcher and, specially, as an English teacher. Curiously, the moment I learned I had passed the selection to the PhD program, I automatically asked myself the question 'How will I be in four years' time?'. Back then, I had not realized but that was already a question about identity and, mainly, about the unstable and shifting nature of identities. After having dived into the literature

regarding identity construction and the process of language teachers' professional identity construction and witnessed the (re)construction of my colleagues' professional identity in the context of IFSC, what I can offer as an answer is that growing self-conscious of the complex and constant ways in which the academic, professional and personal dimensions of my identity have mutually influenced each other has helped me deeply comprehend and accept my (professional) identity and all its facets as an endless process.

The experience of investigating my context of work but, at the same time, stepping back and making the familiar strange, allowed me to clearly identify many in and out-of-class issues that challenge us daily and that participate in the (re)construction, sustenance and change of our professional identities. The investigation also brought to the fore the complexity of human beings and consequently of their identity construction, by showing participant teachers' professional identity being shaped amidst a system of relation among different agents and manifested by different voices as they lived their lives. This has made me dive into my own life history so as to identify these voices and learn more about myself as a teacher. Ultimately, this investigation showed that it is impossible to separate the personal and professional dimensions and that teachers do find a way to exert their agency to determine how to engage and play their part in the workplace. The exercise of participant teachers' agency in this study was thus a way to hold on to their identities and I have been learning great lessons from this and from them.

In this sense, even though it was not within the scope of this study to include myself as a participant, I feel happy to share that my awareness-raising regarding my own professional identity (re)construction process along the research has helped me transform the institutional identity of English language teacher of secondary, technical and technological education which I once felt like it was assigned to me into a professional identity I have actively achieved. Though the challenges inherent to my professional identity still remain, I feel much more confident as a 'person teacher' or a 'teacher person', referring to

Nóvoa's (2009) citation that opened this chapter which says that "the person is the teacher and the teacher is the person" (p. 38).

Last but not least, during these years of research and intense experience at IFSC, I have learned to look at the challenges posed by the institution not only as struggles we have to fight against in order to preserve our physical and moral space, but mainly as a driving force that keeps us moving forward, as Marimar da Silva beautifully puts it

(...) a vital force for the development of teachers' feeling of institutional belonging, personal and professional fulfillment, a force that gives meaning to teachers' personal and professional life, since it pushes them to a movement of renewal" (personal communication, August 25, 2017).

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