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PRACTICE TEACHING AS A TOOL TO PROMOTE CONCEPT DEVELOPMENT: A SOCIOCULTURAL STUDY

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It's a new dawn
It's a new day
It's a new life
For me
And I'm feeling good

(Anthony Newley and Leslie Bricusse, 1991)

Where there is a Will, there is a way [2].

ACKNOWLEDGEMENTS

It depends

I believe there is no one right way
to teach and there are no simple answers
to the complexities of teaching.

(Johnson, 1999, p.01)

ABSTRACT

The present research aims at investigating the extent to which the practice teaching may be a tool to promote concept development. Research evidence indicates that concept development may be triggered by a conflict between one's everyday concepts (informed by practice and empirical knowledge) and the scientific concepts (informed by theory) to be presented in formal educational contexts. In the case of this context of investigation, examples of concepts in conflicts concerns the future-teachers' verbalizations and pedagogical practices of *Language as social practice* and *English language teaching* during their practice teaching. In this sense, three future-teachers, from the *Letras* – English undergraduate program, are accompanied along one-academic year by the university supervising professors and a school teacher – and also researcher – during their practice teaching at a federal public school in South of Brazil. During the process, they engage in activities designed to trace their initial conceptions of *Language as social practice* and *English language teaching* (by means of a memoir and a questionnaire). Then, I observe how their conceptualizations are verbalized in their language use throughout the period of data collection (classroom observation reports, group meetings, one-teaching class, an intervention meeting, individual meetings and a final group meeting). Finally, the extent to which their reconceptualizations change in their performance (lesson plans, teaching, critical teaching reports, recall sessions and final report) are also analyzed. The findings demonstrate that their first conceptualizations may be interpreted as pseudoconcept of *Language as social practice* as they externalize the importance of presenting socially relevant topics in broad terms, highlight the importance of doing things with the language, but misidentify it as the same as Critical pedagogy. *English language teaching* is somehow aligned with the sociocultural perspective despite their inability to explain the jargons used. Their initial conceptions also present strong evidence of influence from their apprenticeship of observation – which is learning resulted from their experiences as learners. Then, during the verbalizations of their conceptualizations along the year, the differences in the future-teachers' cognitive development become evident. Content analysis of the interactions among the parties involved in the study indicate that the participants are able to reflect about the concepts albeit not being close to reaching a conceptual thinking level yet. At this point, it is possible to identify the influence from not only their apprenticeship of observation but also from their agency in the process as they actively engage or

resist to the situations presented. Also, individual differences in their cognitive development yielded different results concerning the conflicts between their verbalizations and practices. Finally, the analysis also indicates that the future-teachers are able to develop projects that stem from a *language as social practice* perspective, but have difficulty in promoting discussions that foster the use of the target language, or develop linguistic aspects pertinent to the topics being studied. In what concerns *English language teaching*, their apprenticeship of observation and agency seem to still have exerted some influence on participants' planning and practice. In general lines, the results suggest participants' cognitive development. For this reason, this piece of research claims that robust teacher education tailored programs and joint practices between the teacher educators (university supervisors and school teachers) may shed some lights on cognitive and professional development practices. Therefore, there might be more opportunities to move the future-teachers beyond their experiential knowledge towards conceptual thinking.

Key-words: Practice Teaching. Tool. Concept development.

66.881 words (including References)

288 p.

RESUMO

A presente pesquisa tem por objetivo investigar em que medida o estágio curricular obrigatório pode ser um instrumento para promover o desenvolvimento de conceitos. Evidências de pesquisas já realizadas indicam que o desenvolvimento de conceitos pode ser impulsionado pelo conflito entre os conceitos cotidianos (que são formados pelo conhecimento prático e de mundo) e conceitos científicos (informados pela teoria) que são apresentados em contextos educacionais. No caso do presente contexto de investigação, exemplos de conceitos em conflitos concernem as verbalizações e práticas pedagógicas de futuros professores no que tange *língua enquanto prática social* e *ensino da língua inglesa* durante a realização de seus estágios supervisionados. Nesse sentido, três futuros professores, do curso de Letras – Inglês, são acompanhados ao longo de um ano pelos professores supervisores do estágio e pela professora da escola – que também é a pesquisadora propondo este estudo – durante a realização de seus estágios supervisionados em uma escola pública federal no sul do Brasil. Durante esse processo, os futuros professores participam de atividades desenvolvidas para traçar suas concepções iniciais de *língua enquanto prática social* e *ensino da língua inglesa* (através de um memorial e de um questionário). Em seguida, são observados como as suas conceitualizações são verbalizadas através do uso da linguagem no período em que os dados foram coletados (através de relatórios de observação de aulas, reuniões em grupo, aula ministrada, reunião de intervenção, reuniões individuais e reunião final em grupo). Finalmente, a mudança dos conceitos durante a regência (planos de aula, aulas ministradas, relatórios críticos de ensino, sessões de visionamento e relatório final de estágio) é analisada. Os resultados indicam que as primeiras conceitualizações podem ser interpretadas como pseudoconceito de *língua enquanto prática social* já que os participantes sinalizam a importância de se trazer tópicos de relevância social e o fazer coisas através da língua em termos gerais, mas ao mesmo tempo indica uma sobreposição com o conceito de pedagogia crítica. O *ensino de língua inglesa* parece estar alinhado com a perspectiva sociocultural, embora os futuros professores não consigam explicar os jargões da área que utilizam em seus textos. Há também evidência da influência da aprendizagem pela observação em suas concepções iniciais – que é o aprendizado que resulta de suas experiências enquanto alunos. Na fase seguinte, durante as verbalizações das conceitualizações, ficam evidentes as diferenças entre o desenvolvimento cognitivos dos futuros

professores. A análise de conteúdo das interações entre os envolvidos no estudo indica que os participantes são capazes de refletir sobre os conceitos, embora ainda não tenham atingido o nível conceitual. Nesse ponto, é possível identificar a influência não só da aprendizagem pela observação, mas também da agência no processo de desenvolvimento à medida em que eles engajam ativamente ou resistem às situações apresentadas. Além disso, as diferenças individuais em seus desenvolvimentos cognitivos produzem diferentes resultados no que tange os conflitos e discrepâncias entre as verbalizações e ações dos futuros professores. Finalmente, a análise também indica que os futuros professores são capazes de elaborar projetos que partem de uma perspectiva de prática social, mas têm dificuldades em desenvolver discussões que promovam o uso da língua alvo ou desenvolvam aspectos linguísticos pertinentes ao tópico estudado. No que concerne o *ensino de língua inglesa*, a aprendizagem pela observação e a agência ainda parecem ter tido uma grande parcela de influência no planejamento e prática dos participantes. Em linhas gerais, os resultados sugerem desenvolvimento cognitivo dos participantes. Por essa razão, a presente pesquisa aponta que programas robustos de formação de professores desenvolvidos de acordo com cada contexto específico além de um trabalho conjunto entre os professores formadores (professores universitários e professores da escola) podem contribuir para o desenvolvimento de práticas que promovam o desenvolvimento cognitivo e profissional dos futuros professores. Desta forma, poderá haver mais oportunidades para que os futuros professores possam se desenvolver, deixando de operar apenas dentro de seus conhecimentos experienciais rumo ao pensamento conceitual.

Palavras-chave: Estágio Curricular Obrigatório. Instrumento. Desenvolvimento de Conceitos.

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LIST OF ACRONYMS

ADD/FL – Additional / Foreign Language
APP – Appendix
CED – Center of Educational Sciences (Centro de Ciências da Educação)
CLT – Communicative language teaching
CTR – Critical teaching report
FGM – Final Group Meeting
FL – Foreign language
FR – Final Report
IM – Individual meeting
L1 – First language/ Mother language / Native language
L2 – Second language / Target language
LDB - Law of Directives and Bases for National Education (Lei de Diretrizes e Bases da Educação Nacional)
LIBRAS – Língua Brasileira de sinais
LP – Lesson plan
LPF – Lesson plan feedback
LP1 – Lesson plan, version 1
MEN – Teaching Methodology Department (Departamento de Metodologia de Ensino)
OCNEM – Curricular Orientations for Midlevel Education (Orientações Curriculares Nacionais para o Ensino Médio)
PCN - National Curricular Parameters (Parâmetros Curriculares Nacionais)
PIBID - Institutional Scholarship program for Initiation into Teaching (*Programa institucional de bolsas de iniciação à docência*)
PNLD – ADD/FL National Program of Didactic Books (Plano Nacional do Livro Didático)
PPP – Political Pedagogical project (Projeto político pedagógico)
PTF – Practice Teaching feedback
RQ – Research Question
RS – Recall Session
SCP – Sociocultural Perspective
SCT – Sociocultural Theory
SLTE – Second Language Teaching Education Programs
TEs – Teacher Educators
ZPD – Zone of Proximal Development

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1. INTRODUCTION

1.1 WHAT IS IT TO WORK WITH TEACHER EDUCATION? STATEMENT OF THE PROBLEM

Teaching an Additional/Foreign language[1] (ADD/FL, hereafter) at public schools in Brazil is still a challenge today. Many studies have been carried out and reported the difficulties teachers starting their careers or the ones in-service face in a daily basis (Barreiros, 2013; Correia, Pereira & Dias, 2014; Monteiro, 2016). The reasons vary from the distance between the target language and students' realities and the discredit of the discipline (Barreiros, 2013; Santos, 2012); the idea that languages are not learned at school (Lima, 2011) to the discouragement that the school context itself provides (Ayres, 2003), just to mention a few examples.

In my job as a public school English teacher and as a teacher educator, I observe the struggles (Ayers, 2003; Januzzi, 2010; Johnson, 1999; Viçoso, 2010; Xavier, 2010) the future-teachers[2] engage in when stepping into the school as I welcome them into the school community. At that moment, it becomes clear that the process of becoming a teacher is neither straightforward nor simple. Individuals who enroll in undergraduate programs willing to become teachers are exposed to a variety of teaching/learning theories with the objective of preparing them to be professionals of education who master the *how-to's* and the

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[1] In the present study, English is embraced as an Additional language (Torres & Lucena, 2017; Schlatter & Garcez, 2012) as it is seen as a possibility to account for the different contexts and experiences that take place in different languages within different cultures without the hierarchic view of languages. However, in respect to the National Official documents (Brasil, 1996; 1998; 2000; 2002a; 2006) that refer to any language taught in the country that is not the official languages (Brazilian Portuguese and LIBRAS – Brazilian sign language) as a foreign language, I will refer to English as an Additional/Foreign language.

[2] In the present study, the terminology future-teachers is adopted to refer to the individuals enrolled in the last year of the Letras – English undergraduate program that will conduct their practice teachings under my accompaniment and the supervision of a university professor along an academic year in order to receive a teaching diploma. I adopt the term future-teachers instead of pre-service teachers, teachers to be or novice teachers, for instance, because it is my understanding that the term future-teacher empowers them as they engage in the school activities during their practice teaching.

what-to's of their profession as they are no longer expected to be knowledge transmitters (Johnson, 2009; Silva, 2016). Interestingly, after interacting with members of the school community and observing some classes, the future-teachers begin to realize that the real world of the classroom goes far beyond what they have been learning at the university.

Hopefully, this conflict leads teachers to constant reflection regarding how one becomes a teacher and to their constant transformation as they engage in socially-situated practices (Johnson, 2009). This gap between what they learn and what they find at schools may be related to the lack of understanding between the university and the school (Smagorinsky, Cook & Johnson, 2003) and the difficulties in articulating theoretical principals to practice (Lucena & Bazzo, 2009). It is commonsensical, though, that the two realms have already realized that the distance between them only jeopardizes the development of robust practices aiming at teacher development. In this line of thinking, research has started to move towards a dialectic process that intends to establish a more organic relationship (Castro, 2009; Daniel, 2009; Orland-Barak & Yinon, 2007; Salomão, 2013; Smagorinsky et al., 2003; Wielewicki, 2010) towards *praxis* (Freire, 1970, 2012; Johnson, 2006; Johnson & Arshavskaya, 2011).

Smagorinsky et al. (2003) argue that the dichotomy theory vs. practice should be replaced by the terminology concept development[3], inasmuch as the terminology is defined by the constant conflict between the everyday concepts (informed by practice and empirical knowledge) and scientific concepts (informed by theory) encompassing a dialogical relationship instead of a dichotomous one.

> If word and world are indeed intertwined as argued by Freire (1972), then this change in discourse could be accompanied by change in practice. Rather than viewing theory as being under the authority of the university and practice as being the domain of the school, educators would treat the conceptual fields as mutually dependent and regard concepts as being in an ongoing state of reconsideration and redefinition" (p.29).

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[3] The tenet concept development is presented and discussed in Chapter 2 – Review of Literature.

The scholars believe that the mutual relationship between theory and practice contributes to learning and thus to development, and in this sense social practice and learning are inseparably contributing to resolving the theory versus practice dilemma. Nonetheless, there is still a long path ahead.

One example of concepts in conflict faced in the present context of investigation is the future-teachers understanding that teaching English as an ADD/FL at public schools encompasses a sociocultural and critical approach when teaching oral and written comprehension and production through the use of socially and culturally relevant texts and themes that are connected to the contexts where they work at, including cross-cutting themes, such as ethnicity, diversity, equality, social (in)justice, values, among others, as suggested by the National Official Documents (Brasil, 1998, 2000, 2002a, 2006).

Moreover, in the core of these documents lies the concept of *language as social practice,* which conceives that every utterance is produced within a specific cultural, historical and institutional context by someone who has an objective and a receiver who is expected to be somehow influenced by the utterance. Language, thus, is seen not only as a means of communication, as a set of neutral words and expression to be learned in a set of rule-governed forms (Johnson, 2009), but as a means of action tailored according to each context (Crookes, 2013; Freeman, 2004; Gee, 2004; Pessoa & Urzêda-Freitas, 2016).

This difficulty ends up generating contradictions between the kind of lessons teachers tend to prepare – which are, simply put, very much aligned with the concept of language as system – and the kind of lessons requested / demanded / expected from them – which is based on language as social practice. These contradictions (that reflect their complexes and pseudoconcepts[4]) in their turn, jeopardize the desired development of socially situated lessons that are relevant for the students, and are likely to hinder opportunities for the development of their critical thinking and agency, features that are required from the future-teachers. This misconception has also an impact on their conceptualization of what English language teaching is.

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[4] A pseudoconcept is similar to a true concept, but internal contradictions prevent it from being a concept (Smagorinsky et al., 2003; Vygotsky, 1987, p.144). Concept development (as in complexes, pseudoconcepts and true concepts) will be approached in details in Chapter 2 – *Review of Literature*.

As research has largely suggested (Birello, 2012; Borg, 2003; 2006; Freeman & Johnson, 1998), this dissonance between what teachers do and what they are required to do mirrors teachers' implicit models acquired along their experience as students – even before the university, what Lortie (2002 [1975]) calls *apprenticeship of observation*. This life-long experience ends up transforming teachers' mode of thinking and acting, turning out to be the (pseudo)concepts that base their teaching. These concepts that grow out of experience are what Vygotsky (1987) names as *everyday concepts*, in opposition to what he calls *scientific concepts*, knowledge basically constructed in formal education. In the psychologist's understanding, professionalism results from the mutual impact of these two kinds of concepts, each of which having advantages and disadvantages that are inversely complementary, meaning that it is out of this confrontation that professionals grow and develop.

In this regard, the future-teachers tend to begin their practice teaching[5] most likely with pseudoconcepts of theories and concepts that may also be associated with *empty verbalism* and *mindless behavior* (Johnson & Golombek, 2011). The pseudoconcepts that the future-teachers have up until they begin their practice teaching are probably a combination of the theories, methods, approaches, and the everyday concepts they have been exposed to. The generalizations they make may portray fragmented or even inaccurate knowledge (Karpov, 2003). That is why mediation and support from more experienced peers, or even their colleagues, may allow them to function and act upon their context as they move from pseudoconcepts towards true concepts when confronting the empirical knowledge they have (*everyday concepts*) to the knowledge (*scientific concepts*) (re)introduced by their supervisors.

Concept development, a higher mental function, develops as one interacts with and internalizes concepts by the process of schooling that begins during childhood and continues throughout one's life spam. In the case of teacher education, concept development is important because a group of future-teachers may present a range of definitions of the same concept and for a more effective teaching to take place a unity

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[5] Practice teaching is the terminology used by Lortie (2002) to refer to the period the future-teachers spend at the school doing their practice which aims at providing opportunities for genuine apprenticeship. It is used in the present study instead of student teaching or teaching practice as the scholar's claims also guide the discussions presented throughout the text.

must be sought (Smagorinsky et al., 2003). In this respect, mediation, especially in the initial states of teaching is an important tool[6] to aid in promoting concept development and overcoming misconceptions (Swain, Kinnear & Steinman, 2011; Vygotsky, 1987).

Furthermore, mediation throughout the practice teaching from a sociocultural perspective by means of concrete goal-directed activities may provide opportunities for concepts to develop (Johnson & Dellagnelo, 2013). Moreover, Vieira-Abrão (2012, p.473) argues that many studies have been carried out involving teachers' beliefs along their reflective developmental process[7], but little attention has been paid to the analysis of the concepts and how they are transposed into practice.

In sum, the development of concepts emerges out of a series of activities that will create opportunities for mediation in a collaborative learning context – or of interpsychological exchanges, to put it in Vygotsky's terms. Karpov (2003) argues that "Vygotsky's doctrine of scientific concepts has been shown to be a powerful tool for the analysis of existing approaches to instruction and for the development of new approaches" (p.79). For this reason, the mediation that will start externally may promote significant changes as one moves back and forth on the formation of concepts. On top of that, it is fundamental to be aware that concepts are unstable, fluid and in constant transformation, which is also the case of the concepts under investigation in the present study.

1.2 CONTEXT OF INVESTIGATION

The teacher education area has been under a lot of political changes in Brazil in the last decades. One of the main changes came with the publication of the resolutions from the National Council of Education in 2001 and 2002 (Brasil, 2001, 2002b, 2002c)[8] which

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[6] The concept of *tools* in sociocultural theory refers to both physical (pen, spoon) and psychological (mainly language) artifacts that enable us to apprehend and act upon the world.

[7] Silva (2016) presents an extensive review of Brazilian studies in the area of Teacher Education.

[8] Check Luis (2017) and Rosa (2016) for further information. There is also another Resolution (Brazil, 2015a) recently published that proposes directives for initial and continuing education programs as well as the Government official website <http://portal.mec.gov.br/component/content/article/323-secretarias-

proposed a significant increase in the number of hours the future-teachers should spend at schools. The Letras – English undergraduate program where the future-teachers in the present study come from has already implemented these changes, and is reformulating its curriculum in order to provide the future-teachers with more opportunities to experience the school in meaningful practices. As a result of these changes and the supervisor professors' engagement, the English future-teachers carrying out their practice teachings at the public school where I work at spend an entire academic-year developing many different activities along with the group they are going to teach. They attend classes, assist the teachers in developing activities, assist students, attend pedagogical meetings, and finally step into the class as a teacher.

During this process, they are accompanied by a school teacher and a university professor the entire time. This practice has similarities with a governmental program called Institutional Scholarship program for Initiation into Teaching (*Programa institucional de bolsas de iniciação à docência* – PIBID), that initiated a decade ago, in which the future-teachers receive a scholarship and with the supervision of a university professor and a school teacher start developing teaching activities within the school context. The activities developed vary depending on the necessities of each school and most importantly the program provides opportunities for the future-teachers to experience the school context as early as possible.

Ifa (2014) writes about the challenges the practice teaching may present for the school community. He claims that at times, the future-teachers are seen as "intruders" who are "spying" the school, so as to investigate its organization, efficiency, staff and teachers. Teachers, for example, often feel frightened by having their methodology and/or proficiency assessed or questioned. On the other hand, the author argues that some future-teachers also dislike the practice teaching for considering it a "waste of time" (p.02) due to either the absence of the school teacher to accompany them or because the school teacher's linguistic knowledge is considered inferior to the future-teachers. Thus, the practice teaching is not seen as a learning opportunity, in their opinion.

In order to overcome this view, creating spaces of confidence for teacher development to take place (Johnson, 2009) is fundamental. In this vein, in this study, not only does the teacher receiving the future-

teachers understand the importance of the practice teaching for both parts and work towards a friendly atmosphere, but she also values it as an opportunity for constant development.

Furthermore, the opportunity to accompany the future-teachers during an academic year might provide the public school teachers and university supervisors with more time and opportunities to develop in-action research.

1.3 HOW CAN THIS STUDY CONTRIBUTE TO THE AREA?

Considering the struggles faced by the future-teachers, and the challenges of moving beyond their apprenticeship of observation regarding the concepts that need to be part of their repertoire, this study aims at investigating the extent to which the practice teaching may be a tool to promote concept development. The study is foreseen to contribute to the area of teacher education in two fronts initially.

First, in the practical front when there is mediation to the future-teachers thrive in the sink-or-swim approach (Lortie, 2002) as they graduate. The scholar explains that teaching is a profession that after a short period of practice, the person is awarded a diploma and after that has the same responsibilities of any other teacher with more experience despite the probation period (p.60). In this regard, the future-teachers are likely to reproduce their *apprenticeship of observation* (Lortie, 2002; Vieira-Abraão, 2014), and for this reason the confrontation between their everyday concepts and scientific concepts is *sine qua non* for increasing the possibilities of learning and development to take place.

Second, for the future-teachers to move beyond their learning stories (Childs, 2011) in the process of learning to teach (Johnson, 2009), they need to engage in socially situated-activities since cognition is considered to be originated in and to be shaped by the engagement in significant activities (Johnson & Golombek, 2011). This practice is also necessary inasmuch as implementing pedagogies to foster conceptual thinking is still a major challenge to be achieved (Rosa, 2016). In turn, the results from the present study may provide some input for educational policies that value the future-teachers experiencing the school context for more time under the "supervision" of more experienced peers and other peers. Therefore, developing some forms of intersubjectivity states (Johnson & Golombek, 2011; Wertsch, 1985, 2007) during the exchange of ideas, lesson plans development and the

actual teaching may guide the future-teachers through the transformative process within their Zones of Proximal Development (ZPD, henceforth).

To do so, the present study focuses more specifically on the development of: *Language as social practice* and *English language teaching*. Understanding the conception of language is central to understanding the future-teachers' actions inasmuch as it permeates the English language teaching practice. Furthermore, throughout one-academic year that is the period the practice teaching takes place, the future-teachers will be investigated so as to trace how they conceptualize and verbalize (Gal'Perin, 1992) those concepts and the extent to which their conceptualizations are transposed into practice, as explained below.

1.4 RESEARCH OBJETIVES AND QUESTIONS

From a Sociocultural perspective (SCP, henceforth) the objective of this study is to investigate to what extent practice teaching may be a tool to promote concept development as regards *Language as social practice* and *English language teaching* both at the verbalization level and at the future-teachers' pedagogical practices.

For the development of the research the main research question of this dissertation is:

To what extent is practice teaching a tool to promote concept development as regards *Language as social practice* and *English language teaching* both at the verbalization level and at the future-teachers' pedagogical practices?

I also posed specific questions to support the findings and answer the main research question:

1) What are the future-teachers' initial conceptions of *Language as social practice* and *English language teaching*?

2) How are the conceptualizations of *Language as social practice* and *English language teaching* verbalized in the future-teachers' language use throughout the period of data collection?

3) To what extent do the conceptions of *Language as social practice* and *English language teaching* change in the future-teachers' performance?

1.5 ORGANIZATION OF THE DISSERTATION

This dissertation is divided into five chapters, namely Introduction; Review of Literature; Method; Data analysis and; Final Remarks. I now provide an overview of each chapter.

In Chapter 1 – *Introduction,* I have presented the statement of the problem, the context of investigation, the significance of the research as well as the research questions and, the overview of each dissertation chapter.

In Chapter 2 – *Review of Literature*, I provide the theory of mind (Vygotsky, 1987) grounding the present study, its tenets, with concept development being at the downstage. Then, I present the relationship between concept development and teacher education as well as the concept *language as social practice* that is a commensurable construct with the sociocultural theory.

In Chapter 3 – *Method*, I provide detailed information on this study. I present the objectives and research questions in detail and the nature of the study. I also explain the dialogical relationship of the context of investigation and its relationship among the future-teachers, the 2007-Letras – English undergraduate program curriculum, the school, the school teacher, the university professors, and the partnership between the school and the university established by the previous school teachers and university professors. I then describe the instruments and procedures of the data collection, analysis and feedback of the results for the participants, school and supervisors.

In Chapter 4 – *Data Analysis*, the four-part chapter is divided according to each research question posed for the present study. In the first part entitled *Who wants to be a teacher?: Future-Teachers' Initial Conceptions of Language as social practice and English Language Teaching* I present the data collected from the future-teachers' questionnaires and memoirs in which they presented their autobiographies as learners, and how they conceptualized *Language as social practice* and *English language teaching* in the beginning of their practice teaching in the first phase of the study. In the second part entitled *Let the transformation begin!: How the Conceptualizations of Language as social practice and English Language Teaching are Verbalized in the Future-teachers' Language Use Throughout the Period of Data Collection*, the data collected throughout the three phases of the study is reported and analyzed as to answer the second research question that investigated how the future-teachers verbalized the concepts under investigation. In the third part entitled *Becoming a teacher: The Extent to which the Conceptions of Language as social practice and English Language Teaching change in the future-teachers' performance*, the data analysis from the third phase of the study, from planning to actual teaching and reflection are grouped to analyze the future-teachers' learning process and changes in their practices

regarding the concepts under investigation. Finally, in the final section of the chapter entitled *Practice Teaching as a Tool to Promote Concept Development* I present an account of the findings in order to answer the main research question.

In Chapter 5 – *Final Remarks*, I present a summary of the results, reflections on the limitations found and suggestions for future research, the pedagogical implications and the contributions of the study to the teacher education area.

I now turn to the Review of Literature chapter.

2. REVIEW OF LITERATURE

2.1 INTRODUCTION

The objective of this chapter is to present the theory grounding the present research. First, I introduce the Sociocultural Theory (SCT, henceforth) and its tenets. Then, I narrow the focus to *Concept Development*. Next, I present a brief overview of teacher education epistemological changes from the positivist view towards SCPs. After that, I provide an introduction connecting concept development to the teacher education area. Finally, I include a section on language from an SCP. I also summarize the sections of the chapter at the end.

2.2 THE THEORY OF MIND

The theory of mind was crafted by Lev Semenovich Vygotsky (1896 – 1934), an early twentieth-century Russian psychologist who, despite his short life, left a legacy used in different areas of knowledge, such as World Philosophy, Social Theory, Literature, Psychology, Evolutionary Biology, and Education (Daniels, 1996, 2008; Daniels, Cole & Wertsch, 2007; Duarte, 1996; Oliveira, 2001; Pino, 2005).

When analyzing Vygotsky's production, three phases of academic production can be identified, as described in Veresov (2005)[9] [10]: (i) from reflex to social behavior: materialistic psychology (1927-1924); (ii) from social behaviorism to psychological materialism (1925-1927); and (iii) Cultural-historical Theory (1927-1934). For Vygotsky, it was unlikely that Psychology would find a solution for its crisis (as discussed in Vygotsky, 1996) whether mind and body should be kept separate from each other. According to him, Psychology needed to find its "Capital" (Marx, 1867). In Vygotsky's idea, mind and body are intertwined (Lantolf & Thorne, 2006; Nuernberg & Zanella, 2003), as well as are part of the dialectical and historical materialism, in which social and cultural contexts are a *sine qua non* condition to the understanding of human development.

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[9] Vygotsky's work has been identified and categorized before by Das (1995) and Minick (1987). This categorization did not take place without its critics (Van der Veer, 1997 and Veresov, 1999 contested it, for instance).

[10] Daniels (1996) also contextualizes Vygotsky's works historically.

As Veresov (2005) posits, another important aspect of Vygotsky's work is that some ideas can be viewed as Marxist or have some roots in Marxist ideas, such as (i) the role of human activity (practice) in mental development; (ii) social origins of the mind and (iii) cultural signs/symbols as 'psychological tools', inasmuch as it is not possible to ignore the influence of Vygotsky's life context in his production. Vygotsky did not formulate the theory on his own, he was not a "lone thinker" (Veresov, 2005, p.44), he too, by virtue of being a human being, had a social personality. Vygotsky essentially elaborated on the notion that our minds are formed by both external stimuli – the environment, and by the ideas of individuals who surround us and influence us to some extent. Undoubtedly, his breakthrough was on *how* mediation contributes to the process of the social origin to the human psyche, and on the understanding that this mediated learning plays a major role in human development (Kozulin, 2003) distinguishing humankind from other animals (Oliveira, 2001).

Lantolf and Thorne (2006) define mediation as "the process through which humans deploy culturally constructed artifacts, concepts, and activities to regulate (i.e. gain voluntary control over and transform) the material world or their own and each other's social and mental activity" (p.79). These scholars claim that "human consciousness is mediated through culturally constructed and organized means" (p.60). The culturally constructed artifacts may be defined as cultural activities (manufacturing good; raising and educating children; playing; producing arts), cultural artifacts (books; paper; eating utensils) or cultural concepts (self; person; family; time; literacy; law; religion; mind).

The mediational means may not necessarily be used as they were originally intended. Bearing in mind that our cognition develops as we are introduced to culturally constructed means, after we make sense and internalize them we are then able to modify their use according to the needs we encounter. One example of that is the use of a teacher's manual. Johnson (2009) explains that the teacher's manual along with a textbook series can be considered a cultural artifact that initially functions as a social tool in educational circles and brings the symbolic value of knowledge. At first, the manual can be used as a guide to regulate teacher's practice since it prescribes commands teachers should use in the classroom to teach the content present in the book regardless the context, and it has the symbolic value of carrying knowledge power over the novice teacher. However, as the teacher appropriates the knowledge and develops their own classroom strategies to teach the content they are supposed to, the status of the manual changes, it returns

to being a physical tool that will be used as teachers wish, thus losing its symbolic value over the teacher. This shift of the manual status corroborates Lantolf and Thorne's (2006) argument that humans modify the functions of cultural artifacts as they desire, which implies that they do not merely use them repeatedly without any reflection.

Although most of the interaction between people and the world is mediated, Vygotsky acknowledges that there is direct interaction, without any kind of mediation, but this is the case of what he calls elementary mental functions, such as involuntary attention, involuntary reflex, involuntary memory, and vivid images (Lantolf & Thorne, 2006), for instance. Mediation will promote the development of higher mental functions (as in Vygotsky, 1995), such as voluntary control, for example, which is triggered by the interweaving of our cultural and our biological inheritances (Lantolf & Thorne, 2006). Involuntary reactions are previous to this development and are connected to our practical intelligence, which is an inherent part of our biological endowment.

From the moment we are born, we are embedded in a world of artifacts that are completely unknown and disconnected to us at first, but which are socially and culturally "prestructured" (Lantolf & Thorne, 2006). It is as we grow that our practical intelligence, which does not hold any direct relationship with the mediation we are provided with, begins little by little to be populated by external stimuli – provided by those who surround us, whose mediation will add meaning to the things we see and touch (Vygotsky, 1997). The dialectical relationship established by the environment and by us will play an extremely important role in our cognitive development. However, this process is neither straightforward nor simple; it is interwoven between our biological endowment and the cultural artifacts (Lantolf & Thorne, 2006) that constitute us.

As a child grows up into this sociocultural environment and appropriates the artifacts that are part of their community, they will make generalizations based on the knowledge they learn by formulating everyday concepts that are experiential knowledge, "closely linked to concrete activities in social contexts" (Johnson, 2009, p.21). When this child goes to school, the school will be responsible for bringing scientific concepts that result from "theoretical investigation of a specific domain" (Johnson, 2009, p.21), which will confront the child's everyday concepts, thus creating a mediational space for concept development and the student's cognitive development (Swain et al., 2011) to take place.

As children develop, another important construct – zone of proximal development (ZPD) – will also play an important role in the child's cognitive development. According to Vygotsky (1978), "it is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.86). The ZPD expands as mediation takes place, meaning that when the child has a problem that they cannot solve by themselves and get help from a more experienced peer, the child becomes able to solve the problem. From that moment on, they will be able to work on their own until a next challenge is posed. Johnson (2009) argues that providing fixed or random kinds of mediation is not enough to promote students' development, teachers need to think of *strategic mediation* (Wertsch, 1985) that is, to provide efficient, targeted, and goal-oriented tailored mediation on the needs students have.

Strategic mediation is commonly referred to as *scaffolding* and its main goal is to reduce the cognitive load of the learner, who is at the center of the task, so they can perform a particular task (Johnson, 2009). The researcher explains that scaffolding within the ZPD is only effective and amenable to lead to development if it is already in motion, otherwise only assisted performance will take place, which means that, regardless of the complexity, virtually anybody can perform a task with guidance.

Crucial to strategic mediation within the ZPD (Johnson & Golombek, 2011, p.16) is the concept of intersubjectivity (Wertsch, 1985; 2007) which establishes a common ground for the learners and the experienced peers to interact. The intersubjectivity state, as explained by Wertsch (2007, p.188) commonly puts learners in a position they would say and do things they only partially understand as a result of socialization, learning and instruction. Interaction between learners and more experienced peers may aid in favor of greater levels of intersubjectivity, leading the learner to eventually achieve an understanding of a task situation (Wertsch, 1985; 2007) that is in complete agreement with the more experienced other (Cerutti-Rizatti & Dellagnelo, 2016).

In other words, since concept development appears twice in the plane of development, the future-teachers need to interact with expert others and understand the expert's point of view so that development first appears on the "intermental" plane (that is social and external) and then become part of the learner's "intramental" plane (Wertsch, 2007,

p.187). Dellagnelo and Moritz (2017) and Cerutti-Rizzatti and Dellagnelo (2016) explain that intersubjectivity states occur through a transformation process that gradually takes over the learner's ZPD and then their independent thinking, thus becoming learning and later development.

During the expansion of the ZPD, children, and adults too, use a mechanism called imitation to transform scientific and everyday concepts. According to Swain et al. (2011), in Vygotsky's view, "imitation is a potentially transformative mechanism that is applied consciously and is goal-directed" (p.58). As Lantolf and Thorne (2006) claim, Vygotsky views imitation as a 'process through which socioculturally constructed forms of mediation are internalized' (p.166). The scholars claim it is a rather complex activity likely to end up in transformation because something new will be created from the culturally constructed situations with which the child has been interacting. It is also the primary mechanism that operates in language acquisition.

Imitation is not related to automatic copying. However, researchers draw attention to the fact that it is problematic when students mimic or copy the scientific concepts learned in the educational formal context and their reproductions are considered evidence of development. This is especially problematic because development relies on formal instructions (Smagorinsky et al., 2003), and an inaccurate assessment may mask problems that may take too long to be spotted, and may thus cripple students' development. Lantolf (2003) adds that imitation implies agency and intentionality and occurs throughout a person's life spam.

In addition to imitation, Lantolf and Thorne (2006) present the concept of emulation and explain that emulation focuses on the outcome while imitation focuses on the process[11]. By reading the explanations on

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[11] When Lantolf and Thorne (2006) present Tomaselo's arguments that 'imitation is not a simple copy of what someone says, but is an intentional and self-selective behavior on the child's par, and is not driven by frequency of exemplar in the input' (p. 170). It also appears in child's play as they observe and interact with the adults around them. One example can be found in a little girl's tutorial on how to put on makeup. She uses specific vocabulary and expressions that are part of that context, despite the fact she does not have the skills to do so yet <http://youtu.be/iVOw_iSi-IQ>. Although, it looks like she is just imitating someone her behavior provides evidence that she already recognizes the culturally constructed concept of what it is to be beautiful in our culture.

why the human brain is language ready, it is possible to have a glimpse on how the Vygotskian genetic method works because we follow the steps a child takes. First, children emulate in order to reach a certain goal, such as being fed. Next, they begin to develop the language not only by repeating what they learn, but also by transforming the utterances through mediation. Then, they externalize what they have been learning. Ultimately, they reach internalization.

Lantolf and Thorne (2006) explain that by proposing the genetic method, Vygotsky aligns the biological and mental endowments claiming that "humans gain control over natural mental functions by bringing externally formed mediating artifacts into thinking activity" (p. 153). This process is possible because of internalization inasmuch as it is "the mechanism through which control of our natural mental endowments is established" (p.153). Internalization does not occur in only one direction, from being external to becoming internal, nor is passive. As individuals engage in negotiated socially situated activities the transformation in the process of internalization begins to take place (Johnson, 2009; Lantolf & Thorne, 2006; Oliveira, 2001). Wertsch (1991, p.131) explains that for mastery, internalization, to take place it is fundamentally connected to formal instructional discourse in classrooms. In this sense, there is the interaction between the person and the external world. Therefore, internalization will be the final stage stemming from imitation.

Ultimately, this process will allow one to transform what has been learned and return this transformed learning to the environment in a never-ending continuum. Johnson (2009) explains that human agency "plays an important role in what is internalized and how the process of internalization shapes new understandings and new ways of engaging in activities" (p.19). It may then be the case that when one internalizes a certain concept or even a language, they can access the information naturally despite the fact that this information is part of a highly developed mental process. In this sense, teacher educators (TEs, henceforth) must assist future-teachers in developing responsibility with their own learning process and continuous development (Lucena, Silva & Bazzo, 2014).

SCT encompasses tenets that are inseparable, such as Mediation, ZPD, Internalization, and Concept Development. However, for the purposes of this study, the construct of Concept Development

will be addressed at the downstage[12] (Veresov, 2005) to investigate teacher development. The other tenets, especially Mediation, will be there acting on the upstage exchanging places when necessary. The socially situated practices (Johnson, 2009), to which all those tenets are inherent, will provide opportunities for concept development as learning takes place throughout the activities developed in formal contexts.

Having provided an overview of the SCT as a theory of mind that develops as humans are mediated by others in a given social, historical and cultural environment, I now turn my attention to concept development, a core construct of this study.

2.3 CONCEPT DEVELOPMENT

In *Thinking and Speech*, Vygotsky (1987)[13] describes in detail how our lives are permeated by concepts[14] (or word meanings, as he also calls them) from the moment we are born, and how our higher mental functions develop as we interact with and internalize concepts by the process of schooling. In this specific piece of work, he is especially interested in the development of scientific concepts with the school-age child, and discusses his student's research – Josephina Shif (Blunden, 2012) results on the topic at the Leningrad pedagogical institute.

To investigate concept development, Vygotsky used a comparative study method involving second and fourth grade children with a two-folded objective: (i) to evaluate their working hypothesis

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[12] Veresov (2005, p.39) explains that Vygotsky uses terms from Theater and Arts to explain his theory. Stage in Russian means "scene", the arena where actors play. The scene is described as having two main parts, the downstage and the upstage. He also explains that to theater's traditions, main events of a performance should happen at the front part of the stage (downstage). Also, he presents the metaphor Vygotsky uses to explain the stage of human development; inter-psychological category (downstage) and intra-psychological category (upstage). However, in this study, downstage and upstage are not used to describe human development, but to highlight the tenets of the theory.

[13] This work also corresponds to volume II of the Spanish version of Collected Works "Pensamiento y palabra, Obras Escogidas" (1992).

[14] This is not the only work Vygotsky deals with concept development. In Collected works V (1998), he dedicates two chapters to discuss how it evolves during the adolescence.

concerning the unique characteristics of the development of scientific as opposed to everyday concepts; (ii) to investigate the general problem of the relationship between instruction and development. The children were presented with problems that had the same isomorphic structure, but differed in the use of scientific and everyday concepts. The core of their hypothesis was that:

> "only within a system can the concept acquire conscious awareness and a voluntary nature. Conscious awareness and the presence of a system are synonyms when we are speaking of concepts, just as spontaneity, lack of conscious awareness, and the absence of a system are three different words for designating the nature of the child's concept" (p.191-192)[15]

To carry out the study, the experimenter presented the children from the different grades pictures that illustrated a sequence of events based on either the material from the social science program or common everyday life occurrences. After seeing these pictures, the children were required to complete sentences presented either with "although" or "because". He and his team also observed lessons of primary school children that were designed for the purpose of their study.

The results yielded from that study, and previous ones carried by other researchers from that time, allowed them to elaborate more on concept development. They found that the development of scientific concepts outstrips the development of everyday concepts as a new variable comes into play, collaboration. With the assistance of a teacher, the child may perform tasks that she would not be able to do by herself. Vygotsky argues that these findings may be valuable for education as the "practical significance of the research has created potential for real psychological analysis of issues associated with instruction in the system of scientific concepts" (p.239).

Vygotsky claims that concept development takes place in different stages (to be seen later in this chapter) and points out that scientific and everyday concepts have complex internal connections,

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[15] The issues addressed in the research were "(1) the maturity of specific mental functions when instruction begins; (2) the influence of instruction on their development, the temporal relationship between instruction and development and; (3) the nature and significance of instruction as a formal discipline" (p.201).

they depend on one another to evolve despite their difference in nature. The experiment provides a key to understanding the child's actual concept development in abstracted form[16]. The study also anchors Vygotsky's definitions of everyday concepts and scientific concepts, as well as their strengths and weaknesses, their origins, and how they interact and modify one another.

Despite the fact everyday concepts and scientific concept differ in nature and originate in different ways, they constitute themselves dialectically. On the one hand, Vygotsky understands everyday concepts as situational, empirical, and practical. They tend to "develop outside any definite system" (p.168). Karpov (2003) also adds that everyday concepts are "unsystematic, not conscious, and often wrong" (p.65). They are the result of the immediate encounter of the child with the things around her/him. The adults play a fundamental role in this stage by explaining the meaning of things for the child. The researcher believes, however, that everyday concepts have been investigated in depth, which is why he devotes his attention to understanding the scientific concepts that will be introduced later in the child's life by formal instruction.

On the other hand, the scientific concepts are abstract, function within a system, are absent of personal history and begin with a verbal definition. They do not undergo the same developmental process the everyday concepts do, and just like Piaget believed, they do not arise spontaneously. One of the premises in Vygostky's work is to provide evidence that scientific concepts are not simply acquired or memorized by the child and assimilated by her memory after being introduced to her, they are only formed by the child's agency, which requires "an extraordinary effort of his[17] own thought" (Vygotsky, 1987, p.176).

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[16] The study, however, it is not without caveats. Vygotsky points out three, to say the least. One of them is related to general features of the child's social science concepts, insufficiently differentiation in its approach to concept structure, the relationships of generality inherent in a given structure, and the functions that determine a particular structure or particular relationships of generality; the second has to do with inadequate experimental development of the nature of everyday concepts and; and the third, involves the issue of the general structure of psychological development in the school-age child. For further information on the limitations of the study and suggestions for further study check chapter 6 of *Thinking and Speech* (Vygotsky, 1987, p. 238-240).

[17] In the English translation of Vygotsky's work, the word "child" is referred to using the male adjective possessive "his".

In order for the scientific concepts to be effectively internalized by the child, the everyday concepts need to have had their way into the child's life first. The scientific concepts will be anchored on the knowledge the child already has from their concrete experiences, and as it begins to be anchored, it also begins to create room for the everyday concept to evolve. The process of concept development will free the human beings from the world of immediate impressions (Oliveira, 1999b) towards thinking and abstraction throughout their ontogenetic development.

The arguments presented above indicate that everyday concepts arise spontaneously while the scientific concepts are learned with effort. However, there are some questions that are important to be asked, such as *what is a scientific concept? Where does it come from? How does someone define a scientific concept?* To define the essence of any scientific concept, Vygotsky presents Marx's reasoning:

> If the form in which a thing is manifested and its essence were in direct correspondence, science would be unnecessary (Marx and Engels, 2010, p.384 as cited in p.193).

Vygotsky explains that Marx is dealing with the fact that a scientific concept is not superficial, it is complex and goes beyond of what is visible to the naked eye. It has a different relationship to the object, it is mediated, and is the result of scientific investigation. According to Vygotsky, "the formal discipline of the scientific concepts is manifested in the complete restructuring of the child's spontaneous concepts" (p.236). The system in which it is inserted will restructure everyday concepts as they are presented and interact with them. A certain maturation, or level of development, is necessary so the child can learn the scientific concept and gain conscious awareness of them.

Vygotsky argues that these two types of concepts work together, they do not replace each other, they influence one another, and most importantly, it is only by the introduction of scientific concepts that have the characteristics of being "conscious (and consciously applied), systematic and not bound to a context" (Swain et al., 2011, p.52) that the everyday concepts which are "intuitive, unsystematic and situated" (Swain et al., 2011, p.52) will interact and promote one's development. They do not present a struggle, conflict, or antagonism because of their mutually exclusive forms of thinking, they interact until they merge.

The researcher explains the different nature of concepts. According to him, they follow different paths and have different degrees of development. Figure 1 below tries to depict their relationship.
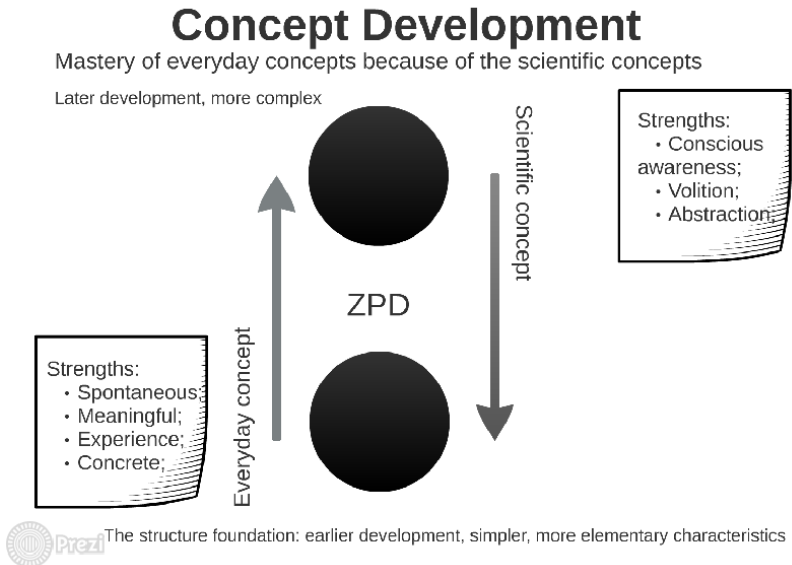
Fig 1. The interrelationship between everyday and scientific concepts

Vygotsky explains that the child's spontaneous concepts present a bottom-up movement, ascending from more elementary and lower characteristics to the higher ones, while the scientific concepts develop in a top-down progression, from more complex and higher characteristics to the more elementary ones (p. 219). This means that for general representations that are in a higher stage in the development to take place, they will emerge from what has already been incorporated in the previous stage from generalized perceptions, they do not emerge from generalization of isolated representations.

According to him, the developmental path for everyday concepts lies in the earlier development with simpler and more elementary characteristics. On the other hand, scientific concepts developmental path emerges in later, more complex development. Vygotsky states that for scientific concepts to emerge they need to be anchored to everyday concepts. The strengths of both concepts will

work along and the room for improvement will take place in what it is called ZPD.

As the child masters scientific concepts, everyday concepts are restructured, and this influence is possible because their development has different paths. According to Vygotsky, if the two processes coincided, scientific concepts would only broaden the child's vocabulary, which is not what happens, scientific concepts permit the child to go through new paths, to move ahead into new zones.

The researcher uses the concept *history* to exemplify this process. According to him, a child is only able to begin their development regarding this concept once they have an initial abstraction of the *before* and *now* in their consciousness, and their everyday concept of what *past* is can be placed in within this abstraction. He claims that some maturation is necessary so the scientific concept of *history* may be introduced by formal instruction.

Everyday concepts and scientific concepts also present what Vygotsky calls strengths and weaknesses. Their interaction is a *sine qua non* condition for development to emerge as the strength of one is necessarily the weakness of the other because of their complex internal connections. Vygotsky argues that

> When the child learns a scientific concept, he quickly begins to master the operations that are the fundamental weakness of the everyday concept. He easily defines the concept, applies it in various logical operations, and identifies its relationships to other concepts. We find the weakness of the scientific concept where we find the strength of the everyday concept, that is, in its spontaneous usage, in its application to various concrete situations, in the relative richness of its empirical content, and in its connections with personal experience (p.218).

The weakness of an everyday concept lies in "its incapacity for abstraction" (p.169), the child is not able to use the concept volitionally. The weakness of the scientific concept lies in "its verbalism, in its insufficient saturation with the concrete" (p.169). On the other hand, the strength of the scientific concept lies in its voluntary, conscious awareness and abstracted use, while the strength in the everyday concept lies in its spontaneous, situationally meaningful, concrete use, it is saturated with experience.

Lantolf (2011) also explains Vygotsky's claims of the strengths and weaknesses in more detail. The researcher argues that the strengths of the scientific concepts lie in their "visibility, rigor, and completeness" (p.307); they are consciously accessed. Conversely, their weaknesses stem from the fact that they do not contain personal experience, since they are detached from any activity and context. The strengths of everyday concepts, or spontaneous concepts, are the fact they are full of personal experience, and are automatic. Their weaknesses lie in their socially situated use and non-flexible generalization to other circumstances or contexts. Therefore, they are complementary because it is the link between the scientific and everyday concepts that will lead to the development of conceptual thinking.

Vygotsky argues that the development of concepts which is represented psychologically as word meanings (Blunden, 2012; Vygotsky, 1987) presupposes complex mental processes, such as the development of voluntary attention, logical memory, abstraction, comparison, and differentiation (p.170). These processes begins to take place with the school-age child who begins to undergo the transition between the lower forms of attention and memory to voluntary attention and logical memory (p.187) by the means of schooling which will introduce the scientific concepts.

Johnson (2009) also explains that "scientific concepts enable learners to move beyond the limitations of their everyday experiences and function appropriately in a wide range of alternative circumstances and contexts" (p.21). Moving beyond is paramount for conceptual thinking because this thinking will allow students to employ different mental strategies to work through new challenges (Swain et al., 2011).

The interaction between scientific and everyday concepts will take place at school by means of explicit instruction. Vygotsky (1987) explains that verbal definition sets the beginning of the development of a scientific concept having its organized system while the everyday concept tends to develop outside any system. However, Vygotsky (1987) positioned himself against direct instruction of concepts, for instance. He claims that explicit instruction *per se* does not grant learning. According to him, direct instruction is fruitless. If a child learns a word and not a concept, she will use it from memory rather than from thought.

In this line of reasoning Van Huizen, Van Oers and Wubbels (2005) claim that "new meaning can only be appropriated through a confrontation with existing understandings, and by way of a transformation of the existing structure of personal meanings" (p.281).

Confronting scientific concepts to everyday concepts in meaningful socially situated activities will open room for concept development (Daniels, 2008). This process begins at school, but will accompany an individual throughout their lives, as concepts are the result of collective production, and are in constant change (Johnson, 2009). Rosa (2016) claims that the core of concept development lies "on how formal education manages the need to intertwine everyday and scientific concepts, since it is from this relationship that internalization takes place (the transition from the social to psychological plane)" (p.28).

Schooling plays a fundamental role in the child's development. Before going to school, a child operates in the concrete world in which perceptions and affective perceptions overlap. The school is a space for *de-contextualization* (Moura, 1999, p.110), in which students learn to detach themselves from the concrete situations towards abstract ones, and the immediate becomes distant. As children go to school, mediation will be an important tool in the development of higher mental functions, such as, concept development, which will effectively take place around puberty. According to Vygotsky (1997), at this moment of development, teenagers are in an emancipator process from the concrete world whose perception is the center of their psyche towards the symbolic world. Mediation at this point happens by means of verbal thought, as language and thought have already merged at this point.

Verbal thought aligned with learner's agency[18] (Johnson & Golombek, 2011; Lantolf, 2003; Luis, 2017; Oliveira, 2001), context, affordances and constraints of the learning environment (Johnson & Golombek, 2011) will play an important role in mediating concept development. Vygotsky (1987) argues that

> this process of concept formation requires entirely different acts of thought, acts of thought which are associated with free movement in the concept system, with the generalization of previously developed generalizations, and with a more conscious and voluntary mode of operating on these existing concepts (p.181).

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[18] Within this theory of mind, the learner is not a passive agent of the learning process. It is by actively participating in socially situated practices that they will learn.

Language will be the means by which teenagers, and then adults, are able to go back and forth as they elaborate on, and internalize, the concepts they are exposed to as they appropriate and use them. In the process of concept development, Vygotsky (1987) posits that during this process a certain concept may undergo different stages, such as complex, pseudoconcept and concept. The researcher argues that instruction will provide the opportunities with potential for the child to move to new and higher planes of logical operations (p.232). The reason for that is that the concepts the child already has will be drawn to these new operations which will affect their structure as well as the child's thinking develop.

One of the characteristics of these new operations is the movement from the general to the specific or from the specific to the general depending on the stage of development the child is. Vygotsky argues that "with the transition from one stage to another, there is a change in the system of generality and the genetic order of the development of higher and lower concepts" (p.226) as seen in Figure 1 above.

Concept development encompasses different stages of development. Since the participants of the present studies are adults, only the stages *complex*, *pseudoconcept* and *concept* will be addressed[19]. These stages are not definitive inasmuch as they may overlap one another and are likely not to be straightforward. For example, the movement from a complex to a pseudoconcept to a concept does not have a one-way direction or may be classified in totally distinctly categories, the boundaries separating one another are fluid as they may move back and forth in the process.

Vygotsky systemized what he calls the characteristics of the nature of the concept

(1) there is a different relationship to the object and to the meaning of the word;

(2) there are different relationships of generality and;

(3) there is a different set of possible operations (p.228-229).

These characteristics are present in all stages of development. They vary amongst them, though. For example, for a child to reach a new stage, they will not null the previous one, but will reformulate it. Vygotsky argues that

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[19] For further information on the stages of development check chapter 5 of *Thinking and Speech* (Vygotsky, 1987).

The new stage is achieved through the generalization of the system of objects already generalized in the previous stage, not through a new generalization of isolated objects. The transition from preconcepts to true concepts occurs through the generalization of previously generalized objects" (p. 230).

A complex is defined by Vygotsky (1987) as based on "heterogeneous empirical connections that frequently have nothing in common with one another" (p. 137) and is always "based on concrete connections" (p.138). Swain et al. (2011) complement the definition by stating that complexes have "a loosely organized, context specific variety of everyday concepts that had not been worked into a larger system or consistently and consciously applied." (p.58). It is commonly identified in children's definition of animals, when in the beginning they have difficulty in differentiating a dog from other 4-legged animals (as described in Smagorinsky et al., 2003). For Vygotsky the difference between a concept and a complex lies in the difference of connections "Therefore, a single, essential, and uniform connection or relationship among objects is reflected in the concept while the connections are empirical, accidental, and concrete in the complex" (Vygotsky 1987, p.137).

Next in the line of development is the pseudoconcept. Vygotsky explains that it bridges the stages of development. The pseudoconcept links the child's concrete thinking, the complex, towards abstract thinking, the concept. It presents external characteristics of concepts, but has some internal contradictions that is represented by Vygotsky in the analogy that a "[pseudoconcept] is as similar to the true concept as the whale is to the fish (Vygotsky, 1987, p.144)". One example of this is when a child labels any animal that resembles a dog, a dog (as described in Smagorinsky et al., 2003). Vygotsky states that pseudoconcepts are preschooler's real life thinking, and emerge during the school age.

The child in the school by means of instruction will learn the scientific concept, but her modes of thinking are different from the adult. Vygotsky states that "The product [s]he receives is similar to that of the adult. However, it is obtained through entirely different intellectual operations" (Vygotsky 1987, p.143). The child and the adult interact because the child's complexes (which is a pseudoconcept functionally equivalent of a concept) corresponds empirically to the

adults' concepts (p.31). And it is this interaction the driving force behind child's development.

Vygotsky explains the difference between *thinking in complexes* and *thinking in concepts* "in contrast to the concept, no hierarchical connection or relationships among features are found in the complex. The functional significance of all features are, in principle, equal" (Vygotsky 1987, p. 140). Moreover, the transition between complexive thinking and conceptual thinking "is imperceptible to the child because his pseudoconcepts correspond for all practical purposes with the adult's concepts" (Vygotsky, 1987, p. 146).

Vygotsky does not clearly define what a concept is. One definition is that "A concept is a complex and true act of thinking that cannot be mastered through simple memorization" (p.169). Blunden, based on Vygotsky's works, estimates that "a true concept is a socially fixed and transmitted solution to some problem which has arisen in social practice in the past, not a bundle of attributes or features associated with some object" (2012, p. 05).

For Johnson (2009) "concepts are not fixed objects but develop dynamically through use, so they are learned over time and formed through the processes of synthesis and analysis, while moving repeatedly between engagement in activity and abstract reasoning" (p.20). Swain et al. (2011) argues that "concepts are not well-formed definitions or explanations students must learn to produce on demand; rather, Vygotsky presented them as cognitive tools that students can use to mediate various problems inside and outside of formal schooling contexts" (p. 57). In the child's example, this is a stage where she is able to discriminate between dogs and other dog-like creatures (as described in Smagorinsky et al., 2003). Moreover, Oliveira (1999a; 1999b) argues that concepts cannot be seen as isolated mental identities, but as being organized in a complex system of interrelationships. They allow us to move from the world of immediate impressions, experiences.

As seen above, concepts accompany individuals since their early age and evolve as they interact with the world around them and learn. However, developing a higher mental function does not guarantee it will be activated throughout someone's life, effort will be always required to maintaining the development. This process will also follow the individuals as they engage in their professional lives as reported below.

Johnson (2009) presents the example of the concept "group work". If you ask a pre-service teacher to define it, their definition is very likely to be grounded on their experience as a student, during their

school time. This concept is part of their everyday concepts and therefore, it is not available for inspection. The researcher also presents arguments from other pieces of research, by Kozulin (2003) and Karpov (2003), to reinforce the idea that concepts are not content. For example, if a concept and content are presented together, the concept may not be internalized as a cognitive tool. She returns to the example of "group work" and describes that if this concept (psychological tool) is presented along with cooperative learning (content), teachers may understand that the content and the concept are the same. However, she claims that psychological tools are more powerful than contents and should be taught deliberately and systematically for them to be generalizable across activities (p. 22). Conversely, she points out Karpov's (2003) arguments that learners need to have access to explicit description of the contents of a concept and examples on how to use them. For Karpov, *thinking in concepts* is fundamental for learners as scientific concepts are not fixed objects and can be used differently by their users.

Johnson (2009) explains that conceptual thinking is the basis in any professional domains (p.64), because the expertise is demonstrated by thinking in scientific concepts. That is why, she claims that the goal of L2 teacher education is "to expose teacher to relevant scientific concepts while at the same time assisting them in making everyday concepts explicit and thereby using them as a means of internalizing scientific concepts" (p. 64). Johnson and Dellagnelo (2013) argue the proposition of reflective activities with potential for (future) teachers to develop sign meanings, by confronting their existing knowledge to new knowledge (scientific) may lead to changes not only in their thinking but also in the activities done in the classrooms.

Before analyzing how concept development can contribute to the area of teacher education, it is important to have a brief understanding of changes in teacher education perspectives towards an SCP.

2.4 TEACHER EDUCATION: AN OVERVIEW OF THE EPISTEMOLOGICAL CHANGES

Changes in how society perceives education and how teachers position themselves regarding their working contexts have triggered the changes in perspectives of research conducted in teacher education in

the last decades (Freeman, 2002; Gimenez & Mateus, 2009[20]; Johnson, 2009; Salomão, 2013; Silva, 2016). Among the changes, there has been a shift from a positivist epistemological perspective towards an interpretative perspective, including the SCP (Johnson, 2009).

Up to the 1980s, a positivism epistemology was in vogue. From this perspective knowledge was seen as objective and identifiable, and represented generalizable truths (Johnson, 2009, p.7). In this view, a good teacher was the one who had the ability to reproduce techniques and activities in the classroom (Cavalcanti & Moita Lopes, 1991). Learning was seen as a linear process of knowledge transmission. Then, there was a change in the focus of the studies which pursued on understanding the cognitive processes in teachers' knowledge construction through the lenses of ethnography or hermeneutics. That kind of research intended to investigate teachers' knowledge, practice knowledge and their perspective on the culture of teaching. Furthermore, from the reflective critical teacher education perspective, the teacher (regardless their career moment) is seen as a learner and their education must be a project to be developed throughout their lives since it is a continuous process (Bazzo, Silva & Lucena, 2010).

Today, the concept of reflective teacher (Schön, 1983, 1987, 1988; Zeichner, 1993) is a prerequisite for developing socially situated activities that have the potential to promote learning and then, development. According to Mateus (2002), the reflective teacher needs to be able to adequate the education objectives bearing in mind the power relationships related to the *status quo*, and be also motivated to create and adapt education alternatives that are coherent to their reality and common trend in the world. Besides, Van Huizen et al. (2005) posit that critical reflection on teacher professionalism is needed since they play a key role in the school curriculum.

Furthermore, research in L2 teacher education has not changed alone, it has promoted changes in the knowledge-base that should encompass teacher education programs. According to Johnson (2009) knowledge-base is a reflection of "what people need to know and are able to do to carry out the work of a particular profession" (p.11). She argues that in L2 teacher education, the knowledge-base is present in

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[20] Gimenez and Mateus (2009) make a historical analysis of the changes in Teacher Education in the previous 40 years. In their text, they do not simply describe the changes from an epistemological point of view; rather, they contextualize them from a socio-historical perspective, especially on how public policies have directly influenced the concept of what it is to be a teacher.

(1) the content of L2 teacher education programs: *What L2 teachers need to know*; (2) the pedagogies that are taught in L2 teacher education programs: *How L2 teachers should teach*; and (3) the institutional forms of delivery through which both the content and pedagogies are learned: *How L2 teachers learn to teach*. So the knowledge-base of L2 teacher education is, by definition, the basis upon which we make decisions about how to prepare L2 teachers to do the work of this profession (p.11).

These three broad areas, *what* teachers need to know, *how* they should teach and *how* they learn receive influence from different agendas, and in turn affect directly how teacher education courses organize the knowledge-base that will be part of the future-teachers' repertoire.

In addition to that discussion, there is a call for contextualization and sensitivity to local issues besides the necessity to reevaluate what has been traditionally taught in teacher education courses. Because of this, she argues that sociocultural approaches have received more attention over technical approaches moving from an Education that regards linguistic forms vis-à-vis a political-educational perspective.

From this new perspective in the area, the teacher is no longer considered to transmit knowledge but to create knowledge (Johnson, 2009; Silva, 2016). This approach has been verified in a variety of studies in teacher education within the field of Applied Linguistics both with pre-service and in-hin teachers, with a myriad of focus areas, such as cognition, emotions, beliefs, identity, teaching experiences, teachers' lives, public policies, mediation, collaborative practices, communities of practice, critical pedagogy, critical discourse analysis, socio-cultural-historical activity theory, sociocultural theory, literacy, to mention a few perspectives (Silva, 2016[21]).

Towards SCPs, there has been research drawn from different fronts, such as the Vygotskian, the Bakhtianian, the Bordieausian, or even from more than one at the same time (Jackson, 2008)[22]. The SCT

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[21] Silva (2016) reports in length the studies developed in the area of applied linguistics.

[22] For a more detailed discussion on the differences within SCPs check Daniels (2008).

that grounds the present study is, as clearly stated along this study, grounded on the Vygotskian cultural historical psychology or the Vygotskian theory of mind reported in the beginning of this chapter (Lantolf, 2004; Johnson, 2009).

One of the premises held by the SCT developed by Vygotsky is that each human being is a social personality that reunites all the social relations embedded in an individual (Vygotsky, 2000). That is one of the driving forces behind carrying out research on teacher education within this SCP, since it is not only personally enriching but may also shed light on socially situated practices (Johnson, 2009), which may have the potential to promote teacher development because of the dialectic relationship between the individual and the world that surrounds them.

In Brazil, several studies have claimed to be grounded in the SCT from a Vygotskian perspective and investigated concepts such as interaction, mediation and development as reported in Ferreira (2010). More recently, close to the context of investigation of the present study, there have been studies on intersubjective contributions on the development of teachers' intrasubjectivity in a continuing teacher education program (Carvalho, 2018), microteaching component in a pre-service English teaching program (Dalla Costa, 2018), novice teacher reasoning teaching (Agnoletto, 2017), more experienced teacher mediation to aid teacher development (Biehl, 2016), narratives as dialogic mediation to promote concept development with in-service teachers (Rosa, 2016). In this line of thought, I now present some ideas on how concept development may be connected to the teacher education area from an SCP.

2.5 CONCEPT DEVELOPMENT AND TEACHER EDUCATION: CONNECTING THE DOTS

In order to become a language teacher in Brazil, it is advisable[23] to enroll in a *Letras* undergraduate program. As soon as future-teachers begin their programs they are exposed to a variety of theories and scientific concepts yielded from up-to-date research, as in the case of the University curriculum from which this study was developed. In turn,

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[23] English used to be taught by people with fluency, no formal education was required. Unfortunately, it is still common to witness people with no teaching degree working as an ADD/FL teacher. This behavior reproduces the myth "if you can speak the language, you can teach it" (Johnson, 2009, p.41).

their first challenge is to make sense of those scientific concepts by anchoring them on their everyday concepts regarding, for example, language, language learning and language teaching (Johnson, 2009). A great portion of their attention during their formal education is drawn to teaching methods and research fields, leaving the encounter with the reality of teaching aside (Ayres, 2003) for the most part of the program. In addition to the theories, future-teachers may need to handle their own perception of what it is to be language teachers (everyday concepts).

The *apprenticeship of observation* (Lortie, 2002) may be a hard burden for future-teachers to cope with. Traditionally, research points to a tendency that novice teachers finish college with an experiential knowledge that will shape their teaching at first. This knowledge originates in two types of memory: the memory as a student, and the memory of former teachers (Johnson, 1999). However, these memories are asymmetrical because they are the result of one's perceptions solely, which are directly affected to how the student reacted to the former teachers' actions. As Lortie (op cit.) puts it "What students learn about teaching, then, is intuitive and imitative rather than explicit and analytical" (p.62). Students do not have access to the rationale the teachers use in the classroom, their perception is directly connected to the things they experience. Moreover, their judgement of what it is to be a good or bad teacher is intertwined to individual personality traits and affection.

Vieira-Abrão (2014) explains that even with the increase in the number of hours dedicated for practicing teaching in the teacher education programs at universities in Brazil, the apprenticeship of observation still plays an important role. It still seems to be responsible for perpetuating models which have served as barriers for development in those programs because of the strength and influence it holds on the future-teachers' practices.

This *apprenticeship of observation* is mainly populated by everyday concepts acquired throughout the teacher's life (Johnson, 2009), and these concepts will be directly related to "how teachers view themselves as teachers, what they learn from their professional course work, how they reason about their teaching, and how and why they teach the way they do" (Johnson, 1999, p.43). These everyday concepts will allow teachers to function in classrooms, but in order for cognitive development to occur, they need to move beyond their learning stories (Childs, 2011) in the process of learning to teach (Johnson, 1999).

Johnson and Arshavskaya (2011) argue that any professional development experience is to replace the traditional theory/practice

dichotomy with the more fluid construct of *praxis* (Freire, 1970, 2012; Johnson, 2006) when framed within an SCP. This is explained by one of the premises of SCT, which advocates the importance of learning in the context in which an activity actually happens. So if teachers are to learn to be teachers, they have to engage in the activity of teaching inasmuch as there is interdependence between what is taught and how it is taught (p. 268). That is why engaging in socially situated practices is *sine qua non* for teacher development to take place.

In the chapter *Teachers as Learners of Teaching*, Johnson (2009) explains that it is possible to trace teacher learning by "looking at the progressive movement from externally, socially mediated activities to internal mediation controlled by the individual teacher" (p. 17). This means that an activity once mediated by a more experienced peer through a transformative dialogical process can enhance higher cognitive development which may reach internalization (as described in section 2.3). In other words, from an SCP, teachers do not replace one skill for another, but they transform themselves and the activities they engage with by owning them.

Learning from an SCP is a life-long process whose concepts are transformed as the information they have about a certain topic is confronted with new scientific concepts. Even from early stages in their practices, teachers already have this transformative power: They do not simply copy what they observe from more experience peers, they transform the information as they appropriate it (Lantolf, 2000). Johnson and Golombek (2011) argue that second language teaching education programs (SLTE) must play a key role in teachers' development:

> In SLTE, *scientific concepts* are presented to teachers in order to restructure and transform their *everyday concepts* so that they are no longer constrained by their *apprenticeship of observation* (Lortie, 1975), but instead are able to use scientific concepts as psychological tools (*thinking in concepts*) to further problem solve across instructional contexts and activities (p.08).

Teachers are expected to internalize all the concepts so they will have them at their disposal when stepping into a classroom for their practice teachings. However, they may have to deal with a range of variables at school that either challenge or go way beyond the theories to which they have been exposed. And plus, they may have insufficient practice in face of a complex array of classroom situations. For this

reason, it is likely that the great majority of teachers leave their undergraduate programs with only pseudoconcepts of theories that may be associated with the notions of *empty verbalism* and *mindless behavior* in teachers; the former being related to scientific concepts and the latter to everyday concepts. As Johnson and Golombek (2011) put it, displays of empty verbalism are common in teacher education, as it is frequent that future teachers "name the scientific concepts that are relevant to SLTE" without having "internalized these concepts in such a way that they become psychological tools for thinking" (p.04). In this sense, it is important that future teachers engage in teaching activities so that concepts become significant for them, as everyday and scientific concepts are confronted. This way, they will eventually internalize these concepts and use them as a tool to qualify their teaching practice and thus promote students' learning.

In a lengthy report, Smagorinsky et al. (2003) intend to show the inherent relationship of theory and practice as they argue that "one's development of an approach to teaching stand in dialectical relation to one's development of a conception of teaching, which comes about through principled activity in social context" (p. 03). To do so, the researchers discuss Vygotsky's idea on concept, pseudoconcept and complex on pre-service teachers entering their professional lives. Moving beyond pseudoconcepts in a teacher education program is important because in a group of future-teachers enrolled in the same program, a range of definitions about the same concept may emerge. The researchers' main goal is to show that "the problem with teacher education is not too much theory, but too little concept" (p. 03, cf. Cook, Smagorinsky, Fry, Konopak & Moore, 2002) because they understand that concepts are directly related to worldly experiences, meaning they are not simply theory, rather they are the unity of theory and practice.

The authors present and discuss the problems involved in the 'challenge of teaching preservice teachers concepts that are tied to their instructional practice' (p. 12). They initiate arguing that the theory/practice dichotomy does not correspond to Vygotsky's notion of concepts that is built through spontaneous and scientific concepts. For Smagorinsky et al. (2003), the terminology of concept development would overcome the theory-practice binary as they intend to dissociate the idea that theory is connected to the university and practice is school domain, and show that they are interwoven. The scholars claim that schools and universities should unify their realms of knowledge and recognize the dialectic relationship between them with the aim of developing robust practices in future-teachers.

Additionally, their report examined the conundrum of teaching the future-teachers' concepts and their relationship to instructional practice. To do so, Smagorinsky et al. (op cit.) carried out research in two different universities. One of the universities is declared to be student-centered focusing on Piaget's constructivism and the other uses a variety of teaching methods. The researchers carried out interviews and group meetings with the participants.

Regarding the student-centered approach, divergence is evident among professors. The faculty's discrepancies on how constructivism takes shape in their classes, and between what they believe to be the right thing to do and what effectively happens in the classroom are undeniable. On the second education program, there was not a uniform teaching method. Students would experience "conceptually haphazard teacher education preparation" (p. 23). They would have different experiences depending on the semester and teacher they would have. Moreover, students tended "to learn their conceptions of teaching in their early-career teaching experiences" (p. 26). By presenting these case studies on teachers' transitions from teacher education programs to their first jobs, they argue that these teachers are more likely to learn complex and pseudoconcepts of teaching, but not concepts. The researchers believe that 'concept development is a worthwhile pedagogical goal for TEs, albeit a difficult one to realize' (p. 28). The findings reinforce the argument that concepts are not internalized through university time, but they are a lifelong process.

In agreement with Gal'Perin's (1992) claim that verbalization is fundamental to promote concept development as the act of speaking can potentially make explicit current understandings, Johnson (2009) presents an example of everyday concepts vs. scientific concepts from one of her courses. In her introductory class in the Masters in Teaching English as a Second language program, before introducing scientific concepts used in the field of Applied Linguistics, she asks students (pre-service and in-service teachers), to come up with a list of words that they associate with the concepts *methodology* (Kumaravadivelu, 2006), *language* (Gee, 2004) and *teaching* (Johnson, 1999). The students make the list and sit in pairs to share and exchange ideas with classmates. The author argues that "once an individual's concepts have become explicit, they are open to dialogic mediation that can promote reorganization and refinement" (p.66). After they craft a concept map on the concepts they had their attention drawn to, they are asked to read scientific articles and write reaction papers on the topic.

This writing activity promotes an additional mediational space for teachers to verbalize and externalize their current understanding on the concepts being discussed. The researcher mediates their learning "by reading the texts and posing some questions, requiring clarification and/or providing additional explanations of these concepts [methodology, language, and teaching]" (Johnson, 2009, p.66). Then, in class, they sit together with their peers who read the same article so they discuss and compare their understandings by means of verbalization. After that, they change groups and sit with different people who did not read the same texts in order to explain the author's alternative conceptualization to the group. At the end, there is a big group discussion, mediated by the researcher, and the "emerging definitions are discussed, combined, and eventually crafted into a visualization, or concrete visual depiction, of these newly emerging concepts" (p.67).

The process, however, does not finish at that point. As classes continue, new challenges are brought to Johnson's students and their concepts are revisited on a daily basis as they move from the theoretical level and begin putting them into practice along the course. They are assigned to a micro-teaching and a reflection paper. In the paper they are asked to reflect upon their planning, their class conduction, assessment and the relationship between the micro-teaching and the processes they went through regarding the revisualization of the concepts of *post-method pedagogies* (Kumaravadivelu, 2006)*, language as social practice* (Gee, 2004)*, and *reasoning (*Johnson, 1999). Johnson believes that the series of dialogic activities mediated by her creates the potential for teacher development so teacher can move beyond their everyday knowledge towards a more empowered consistent union of knowledge and practice.

Still according to Johnson, another relevant procedure in teacher education from SCT is having teachers analyze classroom transcripts, narrowing the focus to the nature of the activities developed in the classroom, as for example, how teachers and students are involved and their accomplishments. The researcher argues that "Asking L2 teachers to analyze classroom language, their own and that of other teachers, can help develop an awareness of how language mediates thinking in the L2 classroom" (p.54).

In the same line of thought, Paesani (2012) advocates that it is necessary to create teacher education programs with the potential for concept development to take place. She criticizes the "one-size-fits-all" programs in her North American context that present activities in different workshops that may be disconnected from one another and that

support a transmission-based model of foreign language teacher professionalization. She presents Cross' (2010) arguments that there is no blueprint for teacher development because of the complexity of the contexts in which learning takes places and the way teachers (need to) function within those contexts. The researcher proposes a study to contribute to the discussion about SCT as a framework to aid teacher education programs. To do so, she developed a microgenetic longitudinal study with 10 participants (novice and experienced graduate teaching assistant and part-time French instructors at an urban university). The study encompassed five strategies for organizing professional development activities with the potential to create opportunities for concept development to take place.

In the first strategy, *Implement extended professional development sequences*, there were three workshops; the first included discussion of instructors' previous lesson planning experiences and an introduction to published research and concepts related to lesson plan components, content, and organization. In the second workshop, the concepts and related research and individual lesson plan components were discussed. The participants worked individually to draft one lesson plan with a specific component for the course they were teaching. In the third one, the participants shared their drafts and worked together with the other members that were teaching the same course in order to come with a complete lesson plan. The class was then, implemented. The class of one teacher-learner from each group was recorded and later, they sat together to watch the video. Finally, the lesson plans were revised based on their experiences implementing them. There were also follow-up activities in which the participants submitted reflective statements commenting on experiences from the lesson-planning project. Then, the teacher-learners received feedback based on classroom observations conducted in the subsequent months. The written reports addressed lesson-planning concepts targeted in the professional development sequence.

In the second strategy, *Create awareness of teacher-learners' everyday concepts*, participants were encouraged to identify everyday concepts. First, they worked collaboratively with their peers to brainstorm experiences related to lesson planning they were used to, to identify the rationale behind their actions, and then, after they were presented to scientific concepts that are relevant to planning a lesson, they were asked to identify the lesson plan component that they found the most challenging to develop, implement or manage. The third strategy, *Encourage collaborative, socially mediated interaction*,

proposed group discussions, both face-to-face and online, so participants would share their experiences and challenges related to lesson planning. In small groups, they analyzed model lesson plans and broke down their components apart and then, they collaboratively drafted and revised a lesson plan for classroom use. The fourth strategy, *Provide reliable and systematic ways to make decisions and analyze teaching*, proposed that participants engaged with scientific concepts to overcome the problem of mimicking lesson plan models towards imitation. The fifth strategy, *Engage teacher-learners in active reflection about experiences*, reported the actions taken throughout the semester the study took place. The future-teachers engaged in different activities and were encouraged to reflect under the argument that reflection not only "fosters imitation it also encourages internalization of concepts and thus helps lead to conceptual thinking" (p. 236).

Paesani argues that the strategies developed in the project to establish the relationship between everyday and scientific concepts promoted "the kind of conceptual thinking that forms the basis of teacher learning" (p. 238). In addition, she claims that the project "encouraged engagement in purposeful, practical and collaborative activities organized around these concepts" (p. 238). She concludes by stating that the strategies involving both formal and informal opportunities encouraged the collaboration between the 10 participants and also cultivated reflective teaching practices.

Every decision made by the teacher depends on their understanding, interpretation, their response to the actions and interaction among their students, classrooms and schools (Johnson, 1999). This is why it is important to argue that teacher education programs may create opportunities for teachers to broaden their understandings to come to understand who they are and how they function in their classrooms (Johnson, 1999).

As explained above, an SCP does not encompass a transmission of knowledge or skill base. By recognizing that teaching, learning, and development are intertwined, it focuses on the character and quality of the activities the participants engage in. Johnson (2009) claims that if the individual is given opportunities to master true concepts, teaching has the potential to lead to development. It is through teaching that subject matter will be brought to life. Johnson (2009) defines teaching/learning (instruction) as

> characterized as a long-term, cyclical process of dialogic mediation in which learners' everyday

(spontaneous and non-spontaneous) concepts (actual developmental level) are made explicit and reflected upon, and scientific concepts are introduced, experimented with, and used in various meaningful and purposeful activities (potential developmental level), with the ultimate goal of advancing learners' cognitive abilities so that they can accomplish goals or solve problems on their own (cognitive development) (p. 63)

The researcher explains that in the developmental process that begins by being externally and socially regulated speech plays a fundamental role when we conceptualize teaching as dialogic practice. This is because it helps one's understanding become explicit and accessible not only to the individual but to others. She states that once such everyday concepts become explicit they are subject to reorganization, refinement, and reconceptualization. Nonetheless, for concept development to take place there has to be explicit instruction to mediate the dialectic relationship between everyday and scientific concepts.

Swain et al. (2011) make the point in favor of explicit mediation. According to the authors, if students' concepts are not mediated by teachers or more experienced peers, they are likely to form incorrect, inconsistent conceptualizations. Therefore, mediation during the initial stages of teaching is fundamental to promote opportunities for teachers to broaden their views and to develop concepts as opposed to pseudoconcepts. Mediation is therefore the process through which unity in a concept can be achieved (Vygotsky, 1987).

According to Van Huizen et al. (2005) "professional learning and development are best conceived and conditioned as an aspect of evolving participation in a social practice" (p. 274). Moreover, it is by providing opportunities for future-teachers to become autonomous and critical professionals through the lenses of the Vygotskian theoretical framework that teacher cognitive development may take place.

2.6 LANGUAGE FROM A SOCIOCULTURAL PERSPECTIVE

Learning an ADD/FL is no longer a privilege of few as historically known (Barreiros, 2013). Today, at least one ADD/FL language is offered at public schools in Brazil, and our role as English teachers is now to promote opportunities for students' empowerment. Students need to understand that they are not only able to use a

language, but also own it (Gadioli, 2013). Grounded on Pennycook (1998), Gadioli (2013) claims that meaning is built stemming from students' interpretation of reality, how they see themselves, and the others around them. Likewise, Pessoa and Urzêda-Freitas (2016, p.134) argue that when one learns a language one can learn about who they are, how they become what they are and what they can become through language. In addition, Crookes (2013) argues that by adopting a critical approach to language teaching, language is seen "as having both structural and functional dimensions, socially implicated as discourse and thus involved in the construction of individuals and maintenance of change of societal structures" (p. 01).

Moreover, teachers may be an important tool to empower students as they learn to value their culture and beliefs, as opposed to reinforcing the hegemonic cultural and ideological view of language. Therefore, the mediation provided by the teacher is a *sine qua non* condition for moving students beyond their beliefs regarding what they can learn and do with the ADD/FL.

In my job as an English teacher and as a teacher educator, the mediation I provide has two main objectives: to provide my students with opportunities not only to learn the language, but to understand that the language is theirs and that they can do things in the world with it; and to offer opportunities for the future-teachers to reflect about what they believe that should be taught and how they can expand such view. This approach is dialectic in nature, as I also transform myself when I plan my classes and activities. The difference between the future-teachers and me is that while the future-teachers I accompany begin their practices by being other-regulated (by me and by the university supervising professor[s]), I can self-regulate (Vygotsky, 2000) today as a result of practice and interaction with the future-teachers and the supervising professors.

Regarding this mediation process, one of the major difficulties future-teachers present concerns the concept of *language*. According to Johnson (2009) the difference between the traditional view of language, a set of rule-governed forms, and the communicative approaches is that the latter focus on using the correct forms appropriately in meaningful communication. The researcher points out that the knowledge about the language L2 teachers have and its use, forms and functions, appear to have little impact on how they teach the language.

Fontana (2010) proposes that the English class goes far beyond acquiring linguistic features. It is a space for potentially constructing meaning as well as (de)constructing identities. The mediator plays the

most important role in the classroom inasmuch as their teaching will portray the concept of language they have which, in turn, is likely to influence the perception of the students in this same regard. In Correia et al.'s (2014) work, for example, the researchers found that the teacher in their study preferred working with grammar because she learned the language through this method and believed her students would profit from grammatical exercises. She also explained that she followed the activities proposed by the textbooks. The authors stand for the necessity in changing the focus of language teaching. However, it is important to point out that the teacher in the study worked 60 hours a week inside a classroom. In her case, the strategy used to deal with the working conditions she had was to replicate what she was used to: grammar. Regardless of the (in)adequacies in her pedagogical practice, the point is that her conception of language has been influenced by the kind of teaching she was faced with; likewise her own conception of language as reflected in her practice will also impact the conceptions of her students.

These struggles are seen when the future-teachers initiate designing and planning their lessons for the practice teaching. It is common to identify different understandings on what and how they should approach language in the classroom, they struggle with their everyday concepts. This pseudoconcept of language may be a result of the complaint found in Rosa (2016). The researcher argues that a very common complaint future-teachers have regarding teacher education programs is that the theory they study is disconnected from the classrooms they are going to teach. Therefore, future-teachers may not be able to design activities that present the intertwined view of theory and the reality they find at the school. They present a strong belief that language is used for communicative purposes (Freeman, 2004), but fail to see English as Discourses, to put in Gee's (2004) terms[24].

In some cases, this difficulty in moving beyond this mindless behavior might impact on how the future-teachers see knowledge. They

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[24] Gee (1999) defines discourse with a capital D as "different ways in which we humans integrate language with non-language "stuff," such as different ways of thinking, acting, interacting, valuing, feeling, believing, and using symbols, tools, and objects in the right places and at the right times so as to enact and recognize different identities and activities, give the material world certain meanings, distribute social goods in a certain way, make certain sorts of meaningful connections in our experience, and privilege certain symbol systems and ways of knowing over others" (p. 13).

might end up reproducing learning techniques that date decades back (Gimenez & Mateus, 2009) to which knowledge was seen as "objective, and identifiable, and represented generalizable truths" (Johnson, 2009, p.07). The future-teachers might see learning as a linear process of knowledge transmission, and decide to reproduce techniques in their own classrooms portraying a *banking education* learning model (Freire, 1970) that was probably related to the techniques they learned as school students.

Johnson (2009) argues that despite the fact language is not aimed at in SCT, it is a relevant concept within the theory. Lantolf and Thorne (2006) explain that since SCT is a theory of mediated mental development, it is aligned with theories of language whose focus lies on communication, cognition, and meaning. In this vein, from a Vygotskian perspective, language is crucial for development as it presents "dialogical tensions between the stable meaning of linguistic signs" (p.18). This tension becomes more evident when children begin to emancipate from the concrete world moving from an outwardly direction of the sign (unit of social interaction) towards a conceptual basis in an inwardly direction (unit of thinking) which is possible through language. Nonetheless, the depth and theories grounding the different conceptions of language are beyond the scope of the present study. Hence, only the concept *per se* will be addressed from a SCT perspective.

Freeman (2004) mentions various approaches and descriptions of language that have emerged since the 1960's, such as notional-functional syllabuses (Wilkins, 1976), language genres (Hyon, 1996), systemic linguistics (Halliday, 1978) and multiliteracies (News London Group, 1996). According to him, these different approaches and descriptions of language performed by different scholars have tried to connect the idea of language as a system in the communities of users. He claims, however, that even the notion of "*who* is using the language and *how* it is being used as a more central understanding of *what* a language is" (p. 176) has not been enough to remove the focus on language as a system. Moreover, he states that this focus is still the driving force behind classroom instruction, curricula, materials, assessments and teacher courses. The idea that the content of the subject matter is stable disregards the alternative view of fluidity that emphasizes learning as "interaction, and creation among learners, of new personae as competent practitioners" (p. 177). When English is seen as a unique stable subject matter it is subjected to be seen in the

classroom in the package "content plus method equals teaching" (p. 178).

The author explains that teachers are the architects of instruction, their perceptions and understanding (Freeman, 1996) are central to how they understand and represent the content to the students. He criticizes how English can be viewed as a singular subject matter in standardized curricula or tests to be administered across the globe disregarding the diverse settings. He continues by stating that "this is both because of and in spite of what language is: a group of social understandings, positions, and identities that can be portrayed as a set of forms and structures" (p. 182). He makes the point that there is no language; there are diverse social languages instead. That is why teacher education courses also need to change, and it is not possible to continue teaching pieces of the language as it were stable and definite. It is necessary to take into account the Discourses that are into play.

Freeman (2004) presents the innovations the Communicative language teaching (CLT, hereafter) has brought to language teaching, such as recognition that language has a socially-constructed nature. The learners-users, to use the author's words, are instructed to accomplish purposes through language. To do so, the content is organized in a "hub-and-spoke design" (p. 183). Freeman calls the basics of the language as the hub, because departing from that learners-users will "elaborate for their 'own purposes' through the spokes of activities, specific lexicon, and register" (p. 183). The idea of the hub allows students to personalize the content by inserting their experiences and context to the class. In contrast to the advances the CLT has brought into teaching, Freeman points out that the fragility of this approach is in its ingenuity. Despite the possibility for teachers to tailor the activities for their contexts and therefore, create localized materials and curricula, the scholar argues that it is a quite unrealistic goal to set. The reasons are many, such as teachers' time constraints, lack of resources and interests of school, to mention a few. He states, however, that this approach seems to maintain the stability of the content, but at the same time encourage flexibility and localization.

Besides, Freeman weighs that if English is not a singular subject matter, contents are not simply packaged and then, unpacked in the classroom; if English is not a stable entity that guides the materials, curricula and testing, teacher educators need to change how they prepare people to teach. He recognizes the difficulty at changing education and its practices and mentions the swing in the Education pendulum from old practices to new ones and back again. Despite the fact that we never

go really back, we transform what we had before. He claims that the first step to promoting changes in Education is by *changing words* (p. 195). It is related to how we change our thinking and talking about a role or a concept, for example. After that, the changes shall move to the level of practice. He recognizes, however, that changing words is not enough because it takes time and effort from all the parties involved to really change practices. This means that if English is to be considered as social Discourses, it may take a while and lots of effort to happen.

In his turn, Gee (2004) argues that language from an SCP has two key claims. First, that learners do not learn English, they learn a variety of English, or to use the scholar's words: social languages. He defends that "teaching and learning language and literacy is […] about the teaching and learning specific social languages" (p.15). Second, that meaning, in social languages is tailored towards specific circumstances of use. There is not A meaning, there are situated meanings instead that "don't simply reside in individual minds. Very often they are negotiated between people in and through communicative social interaction" (p. 19).

To make his point, the author uses throughout his text the example of a Korean PhD candidate who despite having impeccable English fails to get her Discourse right by addressing a prospect future advisor with the following utterance: "It is your job to help me, I need to learn" (p. 21). Gee explains that this utterance has a wrong design. The word wrong is used on purpose to make clear that there are consequences of being within a wrong cultural model by presenting a wrong identity, a wrong social language, a wrong activity, and wrong situated meanings.

According to the author, the student's understanding of the academic cultural model was the one in which the professor was morally obliged to devote as much time as necessary for students' learning and in return students would work hard and respect the professor, for example. Gee clarifies, however, that the cultural model many doctoral advisors operate is quite different; the doctoral students have to show they can produce good work in conducting research close to the advisor area of interest, and therefore be worthy of the time the faculty member is willing to give.

By producing such utterance, the student also portrayed a wrong socially-situated identity, "the identity of a needy, problem-plagued, suppliant" (p. 22). This identity, according to the author, is different from what is expected in many doctoral programs in US research universities: the identity of an advanced self-motivated graduate student

with goals and interests that are beyond what the previous advisor could offer. In addition, when she tries to persuade the faculty member to accept her, she is also depicting a wrong activity. She reveals herself as a supplicant while demanding that the supervisor does his job, which is the opposite an advisor looks in doctoral candidates. Gee argues that these activities are not appropriate in this context. He also explains that the word *help* in this context takes the situated-meaning of "charitable assistance" (p. 23) when a possible situated meaning for the situation would be a "professional guidance" (p. 23), such as "with your help, I believe I can write a really good thesis" (p. 23), for example.

He uses this example to make the case that we need to learn more than English, that we need to learn to produce utterances within a specific social language that in turn will generate a specific identity, activity, situated meanings and the cultural model associated to it. However, he states that getting a social language right does not guarantee a socially-situated identity and activity; he claims that we need to get "the other stuff right" (p. 24). To do so, he uses the concept of Discourse to explain the combination of

> specific social language with specific ways of acting-interacting-thinking-believing-valuing-feeling, as well as ways of coordinating, and getting coordinated by, other people, various tools, technologies, objects, and artifacts, and various 'appropriate' times and places in order to be recognized as enacting a socially-situated identity and an appropriately-related activity (p. 24).

This example also helps us understand that a person may be mistaken and has no idea of what they are doing wrong because they have not learned a specific Discourse, and it may bring serious consequences. Gee explains that Discourses are political as well as are the process of acquiring them. In the hierarchy of acquisition, the scholar also presents two important concepts to be taken into account in classrooms, both when dealing with children and adults: *false beginners* and *authentic beginners*. The first concept has to do with what the schools resonate and is aligned with the values and practices of certain types of homes, usually middle class ones from dominant groups. Such groups decide what is valued as literate knowledge (Miller, 2004). When children from such homes initiate their formal schooling, they look like quick learners. For this reason, Gee calls them false beginners; the latter,

on the other hand, represents children from some minority and lower-socioeconomic homes who may come to school with complex values that do not correspond to the early schooling. They are often labeled as slow learners. He explains that authentic beginners have a hard time acquiring Discourses because of their lack of early preparation. They commonly end up marginalized by the Discourses they intend to acquire because they did not have the advantage, or the head start, the false beginners had. Gee makes a strong point by stating that

> It is necessary that they [authentic beginners] come to understand how Discourses work to help and harm people, to include and exclude, to support and oppose other Discourses. It is necessary that authentic beginners develop strategies to deflect the gate-keepers of discourses when their newly-won and hard-fought-for mastery may be challenged or begin to fail" (p. 30).

As mediators, teachers may help students fight the inequality by making them aware of social languages and their Discourses in order not to sustain the social inequalities that such discrepancies in access and learning expertise may cause (Freeman, 2004). Miller (2004) states that she cannot convey language that is not social practice and in this regard, she claims that there is a shift towards "discourse acquisition rather than language learning, insights into the political nature of the conditions of production, and the importance of socially-situated identities in all linguistic interactions" (p. 114). The researcher makes a distinction between Primary and Secondary Discourses. She explains that the first is acquired in informal contexts and the basis of one's first identity while the latter is acquired more consciously in formal contexts. The author states that "knowing 'about' the language is therefore not knowing how to 'do' the language" (p. 119). She claims, however, that teachers in the classroom can create the necessary conditions for the apprenticeship to take place in "natural, meaningful and functional settings" (p. 119) and can make connections between students' first and second language so as to inflect new Discourses departing from the knowledge students already have.

Working with language as social practice in teacher education from this perspective is a two-way road. First, teacher educators must reflect upon their own practices, and also develop as they interact with

the future-teachers and mediate their practices. Then, they have to encourage the (future) teachers[25] to embrace it in their practices. Johnson (2009) claims that what is different about *Language as social practice* is that teaching no longer departs from disconnected linguistic aspects or communicative function, but from conceptual meaning. From this perspective, meaning lies in the everyday activities students engage in. The researcher explains that "the grammar does not signal the meaning of an utterance; instead, it is the shared cultural models and discourses in which the language is used that define what the utterance means" (p.45). Thus, meaning depends on context since it has its own social and cultural practices.

Johnson (2009) corroborates the idea by stating that "when language is conceptualized as social practice, the focus of L2 teaching shifts towards helping L2 learners develop the capacity to interpret and generate meanings that are appropriate within the relevant *languaculture*[26]" (p.46). SCT and the concept *language as social practice* demand sensibility to students' realities. Activities should be developed to meet students' needs. In this sense, it is not because an utterance is grammatically correct that understanding is granted (Freeman, 2004; Negueruela, 2003). Teachers need to provide students with the underlying concepts of such utterance, which is related to the *languaculture*. Johnson (2009) argues that "they [teachers] must come to understand the *languaculture* as fluid, dynamic, and unstable, and thus difficult to package into the type of curricular content (activities and books) that tends to dominate L2 pedagogy" (p. 47).

In addition to the concept of language, the future-teachers' practice is also influenced by the National Official documents that regulate teaching in Brazil, such as Law of Directives and Bases for National Education (*Lei de Diretrizes e Bases da Educação Nacional* – LDB, 1996), the National Curricular Parameters (PCN – *Parâmetros Curriculares Nacionais*, 1998, 2000, 2002a; the Curricular Orientations for Midlevel Education (OCNEM - *Orientações Curriculares Nacionais para o Ensino Médio*, 2006), and more recently the ADD/FL National

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[25] *Future* is represented between parentheses because the teacher education programs may include pre-service and in-service teachers as well.

[26] Johnson (2009) explains that this term was coined by Agar (1994). This term reunites the concept of language and culture. The author suggests checking Lantolf & Johnson, 2007 for further information.

Program of Didactic Books (PNLD – *Plano Nacional do Livro Didático*, 2011; 2012a; 2014a; 2015b; 2017; 2018). These documents are also aligned with an SCP, in general. Simply put, the documents aforementioned recommend that teachers adopt a critical approach to language. Teachers should make use of socially and culturally relevant texts and themes that are connected to the contexts where they work at, including cross-cutting themes, such as ethnicity, diversity, equality, social (in)justice, values, among others.

From this perspective, learning an ADD/FL encompasses a dialogical relationship between one's first language and the target one (Miller, 2004) as both focus on social interactions that are relevant for the students. Besides, when students begin studying an ADD/FL at school, usually at the sixth grade, they have already mastered their first language. This knowledge will allow them to build relations with the target language. In order to facilitate and maximize this process, PCNs recommend that different types of knowledge are used, namely systemic knowledge; world knowledge and textual organization knowledge.

At the systemic knowledge level are the lexical-semantic, morphological, syntactic, phonetic and phonological features which comprise the linguistic dimension. This type of knowledge is used to express students' ideas into the system of their language. World knowledge is built through their life experiences and does not require formal studying, it has a direct relationship to students' cultural capital (Bordieu, 1998), and through the knowledge gained in formal education. Finally, the textual organization knowledge comprises the genres we use to function in our society, such as the reading of an electricity bill, the writing of an academic article or the delivering of a speech at a convention. These three types of knowledge are to be brought into classrooms and are supposed to work along the socially relevant topics that vary according to each community. Presumably, the future-teachers are expected to study these documents and position themselves critically about them at their undergraduate teacher education programs.

Barreiros (2013) explains that the National Documents recognize the role English has on people's lives, and the necessity of learning this language ever since the end of the World War II when the country began to be influenced economically and culturally on the United States of America. The documents also point out to the influence of globalization and technological advances. Furthermore, they also highlight the use of the language in the business world and as being the official language in some universities around the globe. According to her, the documents also highlight the importance of the role of the

teacher as a mediator in the learning process by including meaningful activities, broadening affective bounds and developing research attitudes and reflections regarding discoveries aiming at students' autonomy.

All arguments concerned, the development of concepts, such as *language as social practice* and English language *teaching*, emerges out of a series of activities design to create opportunities for mediation in a collaborative learning context – or of interpsychological exchanges, to put it in Vygotsky's terms. This mediation that will commence externally – other-regulated – may promote significant changes as one moves back and forth on the formation of concepts – self-regulated. It is fundamental to be aware that concepts are unstable, fluid and in constant transformation, which is also the case of the concepts under investigation in the present study.

2.7 SUMMARY OF THE CHAPTER

The objective of this chapter was to introduce the theory grounding this Doctoral dissertation and its relationship to the teacher education area. To do so, I introduced the inseparable constructs that encompass "the Theory of Mind" proposed by Vygotsky, such as, mediation, zone of proximal development, internalization, and concept development.

Then, I devoted a section to concept development that is the main tenet of the study. There, I presented the definitions of everyday concepts and scientific concepts, the role of schooling in the process of concept development, and the definitions of complexes and pseudoconcepts as first attempts one makes to formulate a concept.

Next, I provided a glimpse on the epistemological changes the teacher education area has been through in the movement from positivist epistemologies towards interpretative epistemologies, in which the SCT is part. Finally, I included a section in which I presented the relationship between concept development and teacher education and the importance of the teacher education programs' role in guiding teachers to move beyond their everyday knowledge as well as the concept language from an SCP.

As discussed above, teacher concept development begins by being externally and socially regulated while the teacher engages in activities and simultaneously learns about it (Johnson, 2009), until they become self-regulated. In our context of investigation, I will look at the way that three future-teachers from the *Letras* – English undergraduate program (seventh and eight semesters) from a federal university in south

of Brazil conceptualize, verbalize the concepts of *Language as social practice* and *English Language teaching* and transpose the concepts into practice throughout an academic year. In order to understand how I intend to do so I turn my attention to the research Method.

3. METHOD

In this chapter I present and explain the methodological aspects of the present study. First, I introduce the type of research I am proposing. Then, I present the research objectives and questions one more time. Next, I describe the nature of the study and the context of investigation in detail which includes the school where the practice teaching took place, the *Letras* – English undergraduate program curriculum and its relationship to the concepts in the present study, the partnership between the university and the school, the profile of the teacher educators involved in the process, and the participants' profile. After that, I provide a detailed description of the instruments of the research and each phase of data collection as well as procedures for data analysis and feedback.

3.1 INTRODUCTION

In order to investigate future-teachers' concept development, I adopted a study from an SCP (Vygotsky, 1987; Johnson, 2009; Johnson & Dellagnelo, 2013; Lantolf & Thorne, 2006). According to Wertsch (1985) this genetic domain is defined as a "very short-term longitudinal study" (p.55) that requires "observations of subjects' repeated trials in a task setting" (p.55). In this vein, *repeated trials* in the present study refers to the planning and teaching process, and *task setting* to the classroom. The present research is longitudinal because it took place over an academic year and it is also considered very short because by the end of study I had only a sample of the future-teachers' careers span. Moreover, the focus of this type of study is on the process of development and not on the product (Vygotsky, 1987), especially because of the nature of the investigation: concept development, a higher mental function that will develop throughout a person's life. Carrying out research on concept development is neither straightforward nor simple.

Swain et al. (2011) share this point of view by stating that "Examining the development of concepts creates similar dilemmas for researchers. We too often study the end product, the definition of a concept that a learner can produce but not the thinking that produced that definition" (p.69). In this line of thought, Vygotsky (1987) argues that the way a person defines a concept can differ from what they can do with the actual concept. For this reason, investigating the end product does not portray the entire picture and is likely to yield inaccurate and

limited results. Therefore, not only did the present study investigate future-teachers' conceptualization and verbalization of concepts, but also aimed at tracing how those concepts were translated into practice along the 2014-academic year.

Another important variable to take into consideration concerns the role of the researcher in the study. Following Oliveira (1999b, p.63), the researcher intervenes by proposing activities that challenge the participants and lead them to question their answers, as well as to observe the influence and interference of other people in their behavior. The researcher is thus not a neutral observer; they are part of the process being investigated. Moreover, the researcher's main objective is to trace the psychological process that participants go as they move towards professional transformation and not only the static result of their performance.

3.2 OBJECTIVES OF THE STUDY AND RESEARCH QUESTIONS

Considering that concept development is a higher mental function which, from a Vygotskian SCP, develops through instruction (Van der Veer in Vygotsky, 1997), the objective of this Doctoral dissertation is to investigate how practice teaching may be a tool to promote concept development as regards *Language as social practice* and *English language teaching* both at the verbalization level and at the future-teachers' pedagogical practices.

This perspective considers language to be the psychological tool that mediates human cognition and aids in its development (Childs, 2011; Rosa, 2016). Vygotsky sees language as "the germ of science" (1997, p.250), in this sense "Language, scientific language in particular, is a tool of thought, an instrument of analysis, and it suffices to examine which instruments a science utilizes to understand the character of its operations" (p.283). This perspective is extended for the present study inasmuch as this psychological tool is the means by which mediation among the supervising professors as well as the school teacher (who is also the researcher of this study) and the participants take place.

On this subject, Vygotsky concludes that "The language reveals as it were the molecular changes that the science goes through. It reflects the internal processes that take shape – the tendencies of development, reform, and growth" (p. 282). In this sense, mediation proposed through language in this study aims at promoting the confrontation between spontaneous concepts, which are already part of teachers' repertoire, and scientific concepts, (re)introduced throughout

the academic year of practice teaching. This confrontation focuses on creating opportunities for participants to re-conceptualize their understandings of concepts in a movement that goes from the inter-psychological / intermental plane to the intra-psychological / intramental plane of development (Cerutti-Rizzati & Dellagnelo, 2016; Dellagnelo & Moritz, 2017; Rosa, 2016).

In order to attain the aforementioned objective, supporting objectives were designed as follows.

- To trace future-teachers' initial conceptions of *Language as social practice* and *English language teaching*;

- To trace how the conceptualizations of *Language as social practice* and *English language teaching* are verbalized in the future-teachers' language use throughout the period of data collection;

- To trace the extent to which the conceptions of *Language as social practice* and *English language teaching* change in the future-teachers' performance.

The main research question guiding this study is:

To what extent is practice teaching a tool to promote concept development as regards *Language as social practice* and *English language teaching* both at the verbalization level and at the future-teachers' pedagogical practices?

The specific research questions (RQ, henceforth) posed in order to answer the main research question above are:

RQ 1: What are the future-teachers' initial conceptions of *Language as social practice* and *English language teaching*?

RQ 2: How are the conceptualizations of *Language as social practice* and *English language teaching* verbalized in the future-teachers' language use throughout the period of the data collection?

RQ 3: To what extent do the conceptions of *Language as social practice* and *English language teaching* change in the future-teachers' performance?

3.3 THE NATURE OF THE STUDY

This study emerged from my engagement as a public school teacher who receives future-teachers from a *Letras* – English undergraduate program and witnesses their *struggles* (Ayers, 2003; Januzzi, 2010; Johnson, 1999; Viçoso, 2010; Xavier, 2010) as they start a career as a language teacher. One of these struggles is to understand the concept of *language as social practice* and *English language teaching* at the public school context. Furthermore, considering the vastness and complexity of this context of investigation, which is further explored in the next section, the present study was conducted from the perspective of the school teacher as the researcher interested in investigating concept development.

I designed an *in loco* research that was developed in an ethnographic collaborative fashion (Bortoni-Ricardo, 2009) from a Vygotskian SCP in the year of 2014. The study comprised the following instruments administered in three different phases: (phase I) a consent form, a questionnaire, memoirs, classroom observation reports, one-teaching class, and group meetings; (phase II) an intervention meeting, lesson plans, teaching, teaching critical reports, and recall sessions; (phase III) individual meetings, final group meeting, and final report. It is import to highlight that the core of this research lied on the requirements future-teachers need to meet for the practice teaching courses within the *Letras* – English undergraduate program from a federal university in south of Brazil. They were also subjected to other criteria established by the professors supervising their practice.

3.4 CONTEXT OF INVESTIGATION

Explaining the dialogical relationship of the context of investigation in the present study is not an easy task inasmuch as there are many parties involved in an organic relationship in which organisms co-influence one another. My strategy is to describe the physical space where the practice teaching was designed to be developed. Thus, I highlight some aspects of the curriculum that provide the future-teachers the theoretical knowledge prior to the practice teaching and its relationship to the present study. Next, I explain the partnership between

the university and school and last but not least, I provide information on the participants of the present study.
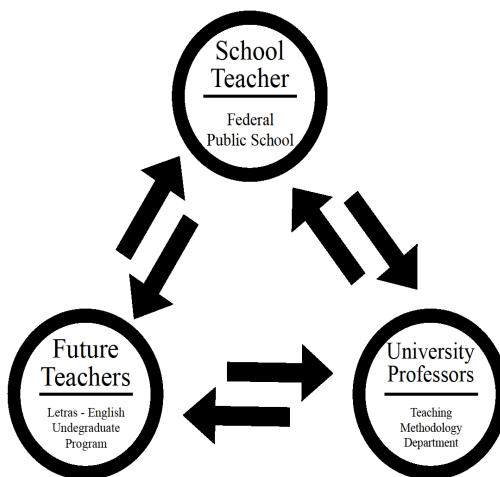
Fig. 2. The organic relationship among the parties involved in the Practice Teaching.

3.4.1   Going into action: The federal school

The practice teaching may take place in any public school that is willing to receive future-teachers. In the case of the present study, the *Locus* of the practice teaching is the federal public school that functions within the federal university campus. The school was created in 1961, one year after the inauguration of the federal university, and it is part of Center of Educational Sciences (CED)[27] to which the Teaching Methodology Department (MEN)[28] is also a part. Since its creation, the school has gone under many changes in perspective and has expanded the number of students as well as the number of staff members[29]. Today, the school comprises the Brazilian Educational curriculum, which means students can commence studying from Elementary school (9

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[27] Centro de Ciências da Educação (CED).

[28] Departamento de Metodologia de Ensino (MEN).

[29] For the historical changes in the school perspective check Campos (2008).

years – 1st to 9th grade) until they graduate in High School (3 years – 10th to 12th grades), performing 12 years of mandatory education. To enroll at the school, students submit an application and receive a number that will be drawn randomly according to the vacancies available in each grade. For example, in the first year of Elementary school, 60 students are drawn to form three groups of 20 students each. This number reduces drastically in the following grades because once a student is enrolled their place is guaranteed until they finish high school or drop out for any reason. Today, there is an average of 950 students enrolled at the school, about 100 teachers from different areas of knowledge, and many other professionals from different areas assisting the students, such as psychologists, special education professionals, occupational therapists, a nutritionist, a nurse, to mention a few[30].

Regarding ADD/FL teaching, there are four different languages offered at this school. At first, from 1961 to 1988, only English and French were offered to students from 6th grade on. In 1987, two university professors began a project to implement German in the curriculum on the basis of the German colonization in the State. Due to the project success, in 1988, German was officially implemented in the curriculum. In 1996, because of the changes in the Brazilian context (Mercosul), Spanish also began being taught as a project and was later implemented in the curriculum. Since then, students have had the opportunity to study all four languages in the sixth grade and then, choose one of them to study from the seventh grade on. Today, there are new proposals for the curriculum reform; one of them is to offer more than one language to students depending on the demand and staff possibilities.

The teachers at this school are encouraged to develop research and outreach projects, and the school itself has been field for the development of research, such as this one. Future-teachers from different licensure programs are welcome to carry out their practice teachings in any of school grades. Their acceptance will only depend on the availability and projects already under development in the groups. In addition, students from other programs, such as Psychology, Nutrition, Dentistry, Nursing, Pedagogy (also specialized in Special Education), and Computing can also develop their projects at the school under the supervision of one of the professionals working there.

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[30] For detailed information on the school infrastructure and the school PPP check Luis (2017).

After years of teachers' engagement, hard work and requests, teacher development is one of the main objectives of this federal public school nowadays. The school teachers are seen as supervisors from the school administration perspective, which in turn assigns working hours to the supervision in the teachers' weekly working schedule; one hour per future-teacher the school teacher receives in one of their groups. Therefore, teachers have some time to devote to future-teachers and in turn to their own development. The format of the practice teaching varies, though, depending on the licensure programs.

In the case of the English future-teachers' practice teaching, they are organized in pairs or trios in the beginning of the academic year and are assigned to one of the three English school teachers; the criteria are the future-teachers' timetable availability, equal number of future-teachers per school teacher as well as some affinity with the school teacher. The participants in this study were designated to be under my supervision and for this reason they could choose one among the five (2 from Elementary school and 3 from High School) groups I taught[31]. The criterion used for selection was a common timetable. The group they chose, 10th grade, had two English classes a week; one on Monday from 09h to 09h45 am, and the other on Tuesday from 07h30 to 08h10 am. They also had an English remedial class on Mondays afternoons. Students would be invited to attend those remedial classes when a difficulty was spotted, to clarify doubts, or for remedial activities due to low grades.

This particular group was composed of 15 students (08 boys and 07 girls) with ages varying from 14 to 18 years old. Most of them had been studying English since sixth grade, and had been my students in more than one grade. The students had a very good understanding of the language despite the resistance of few to use the target language. They believe that English is part of their daily lives, that it makes communication easier and that it may be an asset when looking for a job, but they tend to think it is difficult to understand[32]. In this group,

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[31] Only this trio of future-teachers was investigated because the other future-teachers working under my supervision were doing the practice teaching either alone or began in pairs and finished alone due to personal reasons.

[32] Information yielded by the students in the group the future-teachers taught is beyond the scope of this study.

there was also a student diagnosed with Asperger Syndrome[33] that was looked after by the Special Education department.

3.4.2 Preparing for action: The concepts under investigation within the *Letras* – English undergraduate program curriculum

      The *Letras* – English undergraduate program at this federal university in South of Brazil is comprised of eight semesters[34]. The courses offered at the first four semesters involve linguistic, translation, literary studies or courses that aim at developing students' communicative and linguistic skills in the target language. At the fifth semester, students can choose which degree they are going to pursue, whether teaching or research[35]. In addition, students need to take elective courses that vary each semester as well as to perform cultural scientific academic activities whose objective is to enrich their education[36].

      Table a below portrays the contents/theories/activities retrieved from the course plans of this specific English undergraduate program that are relevant to the present study and the semesters the future-teachers study them.

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[33] Further information on this syndrome can be found at <http://www.autism.org.uk/about/what-is/asperger.aspx>, or at <https://nova escola.org.br/conteudo/279/o-que-e-a-sindrome-de-asperger>, for instance. Acessed on Jan 30th, 2018.

[34] As explained in Luis (2017) the curriculum is under reform at the present time, but the data was collected in 2014 under the 2007.1 curriculum.

[35] For further information on the curriculum, vacancies, validating courses, duration of the course, applicants per vacancy, students' profile, hours required to graduate and PPP check Carazzai (2013) and Luis (2017).

[36] As explained on the program official website <http://www.lle.cce.ufsc.br/ cursos/ingles/#>. Accessed on Dec 01st, 2017.

SEM	COURSE	CONTENT/ACTIVITY
Table a. *Letras* – English undergraduate program courses and their relation to the concepts/context in the present study	
1st	Introduction to language studies – LLE 7040 (72h – 04 credits)	Introduction to the concept of language within different perspectives.
1st	Introduction to Applied Linguistics – LLE 7050 (36h – 02 credits)	Different language conceptions and implications to the FL classroom.
2nd	Applied Linguistics I – LLE 7051 (72h - 04 credits)	Teaching approaches to FL teaching, FL learning theories, Brazilian National Official documents.
4th	Applied Linguistics II – LLE 7052 (36h – 02 credits)	Teacher education theories.
5th	English V: Written comprehension and production — LLE 5015 (72h – 04 credits)	Activity: PCC (practice as curricular component) 36h: Critical observation reports about English language classes.
5th	Didactics D – MEN 5604 (72h – 04 credits)	Activity PCC (12h): Elaboration of teaching projects and lesson plans for elementary and secondary school.
5th	Educational Psychology: development and learning – PSI 5137 (72h – 04 credits)	Content: Children and adolescent development; PCC (12h): Practicing teaching activity – questionnaire, interview or direct observation to investigate the studied psychological phenomena and reports.
6th	School Organization – EED 5187 (72h – 04 credits)	School Curriculum; Brazilian National Official Documents; PPP[37]; Brazilian educational system;
6th	English Teaching Methodology – MEN 7070 (108h – 06 credits)	Teaching methodologies and approaches. PCC (36 h) – Production of lesson plans,

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[37] PPP stand for school Political Pedagogical Project.

		tasks, and communicative activities.
7th	English VII: Academic Writing – LLE 7497 (36h – 02 credits)	Reports on FL classroom experiences.
7th	Practice Teaching I – MEN 7071 (234h – 13 credits)	Teaching experiences (meetings, planning, teaching) at the school in collaboration with the school teacher.
8th	English VIII: Oral and Written Discourse Analysis – LLE 7418 (72h – 04 credits)	Language as social practice.
8th	Practice Teaching II – MEN 7072 (252h – 14 credits)	Teaching experience – from planning to assessment.

The future-teachers are expected to have appropriated such concepts before initiating their practice teaching in order to be equipped to deal with school complexities/adversities

Among the courses that approach the school context or deal with Language as social practice and English language teaching in the classroom, the ones that focus on them the most are *English Teaching Methodology* and *Practice Teaching I* and *II*. The future-teachers' experience at the moment they enroll for those courses may vary, though. In addition, due to English proficiency, some of them begin teaching before they officially have formal contact with any English methodological procedures or sometimes even before enrolling in the *Letras* – English undergraduate program.

The participants in the present study attended the *English Teaching Methodology* course in the second semester of 2013. The course required them to not only read theoretical texts on the methodological approaches to English teaching but also to analyze textbooks, and develop materials to be used individually or in groups in the classroom (see Appendix A). Among the assessment criteria set for the teaching and learning activities, such as lesson plans to be developed by the future-teachers, the view of language as social practice is the first one in the list.

After successfully concluding the *English Methodology* course, the future-teacher enrolled in the *Practice Teaching* in 2014 which is divided into two semesters with a 480 hour-credit in total (see Appendices B and C). In the first semester, the future-teachers read and discuss theoretical texts and dedicate their time at the school to observe the English classes of the group they are going to teach[38], to assist the school teacher, to teach a few classes and to engage in other school activities, i.e. meetings and events, so as to get to know the context where they are going to teach (Bazzo et al., 2010). In the second semester, they usually continue observing the group they are going to teach for about one more month until they get ready to officially take over the teacher's place. Each future-teacher must teach 14 classes.

3.4.3   University and school joint work

There is a long-term partnership (over 20 years) between this university and its federal school, not only because of the spatial relationship, the school and the Methodology department are part of the Center of Educational Sciences (CED) and are located on the university headquarters, but especially because of the theoretical alignment among the teacher educators involved in the process. This alignment may provide important opportunities and space for teacher education practice for the future-teachers (Lucena et al., 2014). Moreover, Lucena (2011) and Lucena et al. (2014) explain that this partnership does not have a hierarchical relationship, but a relationship that considers the political, cultural and social reality of the context where the process takes place.

The teacher education project designed follows a reflective approach (Bazzo et al., 2010; Schön, 1983, 1987, 1988; Silva & Bazzo, 2011; Zeichner, 1993). Lucena et al. (2014) claim that in order to increase the future-teachers' interest in taking over what is part of their job, not only the good part but also the adversities, it is important that they actively observe and engage in the concrete educational scenarios, realities as well as necessities. Moreover, the project and the space the practice teaching occupies claim to move forward in lessening the void between the university and the school (Lucena & Bazzo, 2009).

In this regard, the participants in the present study had more chances in engaging in the school activities since the beginning inasmuch as they attended their *Practice Teaching I* classes inside the

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[38] They might also attend classes from different school subjects in order to have a better sense of the group.

school, as described in Luis (2017). As explained in the syllabus (see Appendix B), the future-teachers were instigated to read and discuss the school PPP, the theoretical texts introduced in the course, confronting their everyday knowledge to the scientific concepts introduced by their professors, here also named expert others. The concepts discussed in texts included language as social practice, critical education, teaching approach and reflection, for instance. In addition to the texts, they talked about the situations they witnessed in the classes observed, and conducted a questionnaire to better understand the needs of the group to which they were going to teach. Then, they shared the results with the other future-teachers enrolled in the course and designed a project to be carryout in the *Practice Teaching II*. In that particular year, they attended lectures of respected scholars in the teacher education that discussed different topics such as in public educational policies[39].

They also wrote observation critical reports about the classes observed, sent them to the supervising professor and the school teacher in order to reflect upon the rationale behind the classes. In addition, they assisted the school teacher contributing to the elaboration of activities to be administered by the school teacher and by them eventually. They also accompanied and assisted students during the activities (Bazzo et al., 2010). Because the future-teachers work in pairs or trios along with the school teacher, they became a team that offered the students more opportunities for support and closer attention during the classes.

This gradual insertion of the future-teachers in the teaching process aided in the transition from the observer position to the teacher position that fully took place during the *Practice Teaching II* in the second semester. During the observation period, they met with the school teacher to discuss the classes and predicaments faced by the teacher and to think of solutions/suggestions to overcome the problems. Later, during their practice teaching, their lesson plans were discussed by all members involved in the process. Their classes were attended by the other future-teachers in the group, the supervising professor and the school teacher. Afterwards, all the members sat together whenever it was possible to discuss and reflect on the class, the procedures, activities, teacher-student and student-student interactions among other topics that were relevant to that particular group of students. They also

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[39] Luis (2017) also investigated future-teachers' in the same context and in the same year the present study was conducted. In her dissertation she writes a lengthy description of the *Practice Teaching I* classes as well as the school context and supervising professors.

wrote critical teaching reports from the observer perspective and the teacher's perspective that were also sent to the supervisor professor and school teacher for later discussion.

This was a continuous process that took place until the end of the academic year inasmuch as the future-teachers remained attending classes of the group they taught even after they officially fulfilled their 14 obligatory classes. The objective was that they were able to accompany those students for a year in order to follow their development throughout this period having a more complex and complete view of the learning process. At the end, all their work was compiled and handed in in a format of a final report that was later made available for the future-teachers to come for further reference.

Despite the fact the supervisor professors are the ones officially assessing the future-teachers, their work was developed along with the school teacher who participated in all the phases of the study and activities designed. From this perspective the school teacher is seen as part of the process as she interacts with the supervising professors and future-teachers and also reflects upon her own practice which is in constant development. Furthermore, this project is aligned with the reflective and critical education project that considers the teacher to be under development throughout their lives (Lucena et al., 2014).

This dialogical process includes many actors in mutual development despite the different positions played in the process and different stages in their professional careers, increasing the possibility of in-service teacher development within the teacher's own context of work. Besides, teacher education from this point of view may establish the possibility of conducting pre-service and in-service teacher education at the same time.

3.4.4   The teacher educators involved

The three teacher educators that participated in the study have different teaching experiences, but are aligned in their theoretical orientation in which language is seen as social practice. In addition, they worked in consonance when dealing with the future-teachers (as seen in Appendices B and C and the classes observed and reported in chapter 4). I present a brief description of their career and experiences below.

There were two professors with vast experience working with teacher education teaching the *Practice Teaching I* course. Vanda has a Doctoral degree in Education from Universidade Federal do Rio Grande do Sul, a Master's degree as well as a licensure degree in Portuguese

and English from Universidade Federal de Santa Catarina. In over 40 years dedicated to education, working at a federal university, she has worked in different fronts, such as teaching, developing research and outreach projects as well as taking administrative positions. Regarding teaching, she has been working with the future-teachers at the practice teaching for all this time, and has taught courses, such as *English Teaching Methodology*. In addition, she has supervised Master's theses at the Education graduate program at the same university. The projects she is interested in are related to continuing education programs and the strengthening of the licensure degree programs and Elementary and Secondary school teaching in the State. Concerning the administrative area, she has been the head of the Education department several times, and member of editorial boards.

The other supervising professor, Wellington, who worked with the participants both in the first and in the second semester of the practice teaching, has a Doctoral degree in Education from Universidade Federal do Rio Grande do Sul, a Master's degree in *Letras* and a bachelor degree in Social Communication from Universidade Federal de Santa Maria. He has been working with the future-teachers at the practice teaching for almost 20 years, and has taught several different courses related to *Assessment*, *Curriculum*: *Theory*, *History*, *Didactic Transposition*; *Information and Communication Technologies Applied to Education*; *Didactics; Practice Teaching*, *English Teaching Methodology*, *Academic Writing*, *Didactic Material Production*, *Reading Processes*, and *English* at different levels. Besides, he has been developing outreach and research projects in the area of teacher education both with pre-service and in-service teachers. He has also taken different administrative positions at the universities, such as head of *Letras* department, head of the practice teaching at the methodology department, member of journals and PIBID coordinator in the State.

There was also a supervising school teacher, Nadia, who welcomed the future-teachers in the students' class where they observed and taught their lessons. In this particular case, the supervising teacher is also the researcher proposing this study. She is one of the three English teachers working at this federal public school where future-teachers carry out their practice teaching. She was a Doctoral candidate enrolled in the English graduate program from Universidade Federal de Santa Catarina. She has a Master's degree in English from the same university and a licensure degree in Portuguese and English from Universidade Estadual do Oeste do Paraná. She has taught English in different contexts, such as language institutes and public schools, for over 10

years. Besides, she has been working at this Federal public school for seven years teaching from 6th to 12th grades and has received future-teachers since her first year there. She has been developing research and outreach projects regarding language and culture, interdisciplinary work, and more recently, research framed within a sociocultural perspective. She was a consultant for the national program of textbooks for two editions (PNLD 2014 and 2015), and has participated in the creation of a continuing education course in digital culture that has been offered by federal universities throughout Brazil. Her practice is aligned to Lucena et al. (2014) principles that understand the teaching of an ADD/FL goes beyond the learning of the system but considers the critical thinking development within the social actions as the pillar of the learning.

3.4.5 Who are the future-teachers in the study?

The three future-teachers participating in this study, *Emily*, *Rebecca*, and *Aiden*[40] met each other in their first semester of the English *Letras* Undergraduate Program at Universidade Federal de Santa Catarina, in 2011. It was their first contact with the University. They did the entire undergraduate program together and intended to graduate in four years (eight semesters) as expected.

In the beginning of the last year (seventh and then, eighth semester) they decided to work as a trio in order to carry out their practice teaching. They enrolled in the *Practice Teaching I* course, under the supervision of the two university professors described above. They were then, introduced to the federal public school as well as the school teacher they would accompany along the year. The participants were supposed to support each other and work collaboratively throughout their practice teaching, i.e., helping each other during the elaboration of the lesson plans, revising observation and teaching reports, providing any assistance to each other during the classes taught.

In the second semester, they enrolled in *Practice Teaching II* under the supervision of one of the university professors aforementioned and the school teacher. It was time then, to step into the classroom and take over the role of a teacher. Participants had also to balance their practice teaching with other undergraduate courses such as *English Literature* and *LIBRAS*, for example, in addition to their current jobs, and daily commuting distances. Their busy schedule made it more

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[40] Names and identifying details have been changed to protect the identity of the participants.

difficult for them to engage in all the assigned activities designed for their practice teaching.

Regardless of the difficulties in their daily lives, they were very excited to go back to the public school. All of them reported having studied at public schools their entire education, with the exception of Aiden who did his first years of formal education (until the third grade of Elementary school) at a private school. They had vivid memories of their time as students, and it was clear in their memoirs how their teachers influenced what they consider to be a bad and good teacher today. Their memoirs also revealed how different their contact with English classes was. These experiences influence a great deal on how they perceive and deal with the target language today.

For example, Rebecca was 23 years old and it was clear in her memoir that teaching was a vocation since she was quite young. English was not her first choice, though. She explained that she never liked the English teachers she had and would cheat in all the tests. She only decided what teaching career she would follow after spending nine months in New Zealand, studying English for a couple of months, and traveling to Australia. As she returned to Brazil, she decided that teaching English would be her choice. At the time of the practice teaching she had already had some teaching experience at a public school as part of the requirements of a two-year PIBID scholarship.

In PIBID, she used to work in pairs or trios. The group would attend classes, assist the school teacher, produce and implement activities in a high school classroom. Before planning and implementing the activities, they would get to know the needs of that particular group by means of a questionnaire. After that, under the supervision of a university professor responsible for PIBID, they elaborated and submitted the activities for analysis and evaluation before administering them in the classroom. The procedures for creating/conducting the activities followed the same criteria: (i) introduction of a theme/activity; (ii) discussion of previous knowledge; (iii) implementation of activities; (iv) correction and discussion [of the results yielded from the activities].

Emily, who was 35 at the time of the study, explained that English was distant from her reality, but still decided to pursue the *Letras* – English undergraduate program because of her passion for the language, music and cinematographic culture. Her husband, a History teacher, played a role in her choice to become a teacher. At the time of the research, she reported working as a 30h-week proofreader after leaving a two-month teaching experience due to low salary.

Aiden was 22 years old and is critical about his school experience. He also considers he had friends and not only teachers. He decided to study *Letras* – English undergraduate program because of the affinity he had had with the language since Elementary school. At the time of the research, he was a musician and had no previous teaching; it was the first time he stepped into a classroom in a teaching role.

3.5 INSTRUMENTS AND PROCEDURES

This research was submitted to the University Human Research Ethics committee and was approved according to the technical report n. 746.578. Moreover, prior to the beginning of the study, the consent form was presented to the participants so the objectives and risks were explained to them. Once they agreed, they signed the document (Appendix D) and participated in all the phases of the research.

In addition to the recommendations of the resolution CNS 466/12 (2012b), the participants in this study are considered as "research participants" (Fidalgo, 2011). According to the author "[the participants] learn from and teach the researcher as well as the 'researched' and, many times, others involved – even if not directly – with the research being developed"[41] (p.213). In this vein, the data collected by means of audio recordings, after transcribed, were sent to the participants for analysis and approval. They could change or add information. This procedure has already been reported in other studies (i.e. Carazzai, 2013; Fidalgo, 2005, for example).

In order to account for the whole set of instruments involved in the continuous data gathering in the present study, the design comprised three different phases that took place chronologically as displayed in Figure 3.

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[41] This quotation was rendered from the original in Portuguese "[os participantes] aprendem e ensinam tanto o pesquisador quanto o 'pesquisado' e, muitas vezes, diversos outros, envolvidos talvez de forma secundária, com a pesquisa desenvolvida" (Fidalgo, 2011, p.213).
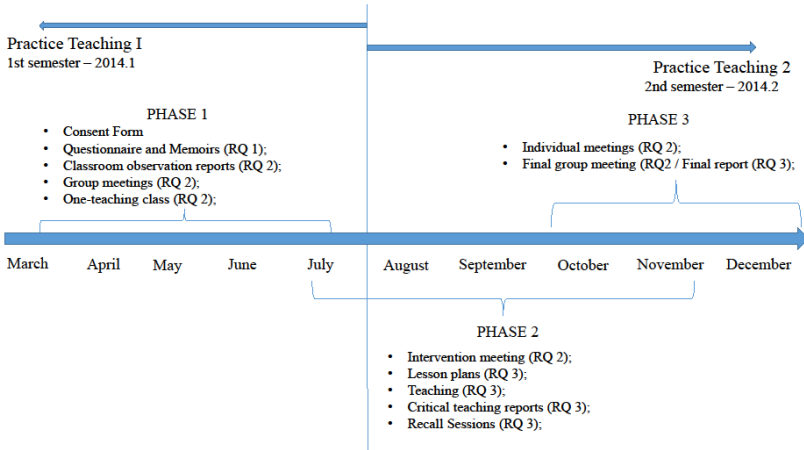
Fig. 3. Data collection organization

In phase I, I gathered the material from the activities used in the first semester of the practice teaching in order to trace participants' background knowledge and previous experience regarding their conception of *Language as social practice* and *English language teaching*. In this phase, participants were introduced to the school context, got acquainted to the activities they were supposed to engage during the observation period, and began the interaction with other peers, such as supervisors, school teacher and teammates initiating then, their process of teacher development. I also investigated their previous knowledge on the concepts under investigation.

In phase II, I investigated future-teachers' (re)conceptualization of the concepts during their practice teaching. In this phase their theoretical positions as well as their pedagogical practices were analyzed as they confronted their previous knowledge to the scientific concepts and took turns teaching and reflecting about their practice and their peers' teaching approaches.

In phase III, I accompanied their verbalizations throughout their practice teaching reflections. This phase involved individual and collective assessments regarding the teaching process and the results of this experience in their points of view.

Despite the fact the phases of the study are organized chronologically, the analysis of the data yielded by the instruments within each phase overlapped. The reason for that is twofold: (i) to answer the specific research questions posed it was necessary to compile

and contrast some of the data from different instruments within different phases and; (ii) to take into account participants' different stages in development.

3.5.1 Phase I

The first phase of the study was designed to investigate participants' background knowledge prior to the beginning of the study, and their first conceptualizations regarding the concepts *Language as social practice* and *English language teaching*. This phase took place during the *Practice Teaching I* (2014.1), and the data were collected by means of (a) a questionnaire and memoirs; (b) classroom observation reports; (c) group meetings and; (d) one-teaching class.

3.5.1.1 Questionnaire and memoirs

The objective of administrating the questionnaire (Appendix E) was to gather participants' life experiences, especially regarding working conditions and their teaching experiences. The questions posed in the questionnaire were also developed aiming at collecting information on how participants conceptualize and verbalize (Gal'perin, 1992) *Language as social practice* and *English language teaching*.

The questionnaire was answered in Portuguese, participants' first language, so they could express themselves freely inasmuch as the variable ADD/FL was controlled in order to avoid any embarrassment or misunderstandings.

During the data analysis, it was pointed by the supervisor professor that the participants' memoirs could be included in the study in order to provide more details about their schooling (Boyd, Goham, Justice and Anderson, 2013) and their *apprenticeship of observation* (Lortie, 2002). Although the memoirs were produced for the *Practice Teaching I* course there was sufficient convergence of joint use. After I contacted the participants and received their approvals, the supervisor professor sent me the files.

In the memoirs (Appendix F), participants should describe their impressions regarding the school years, teachers who were important to them, examples they consider to be followed or to be avoided in the future, and reflections regarding their English classes (Vieira-Abraão, 2014). Johnson (1999) argues that asking students to write about their prior experiences is an important tool to help them organize their conceptualizations.

3.5.1.2 Classroom observation reports

The observation period is an important part in the process of becoming a teacher as it provides the future-teachers opportunities to interact with the students and prepare them for the transition between the lessons taught by the school supervising teacher and those taught by them. One of the requirements for the observation period is that the future-teachers write a classroom observation report after each class observed. To be included in their reports are their reflections about the methodological procedures adopted by the school supervising teacher, as well as their reflections about the flow of interaction between teacher-students, future-teachers-students and students-students, for instance.

For the purpose of the present research, the future-teachers were oriented by me to divide their reports into two separate parts; in the first, they should describe the class as a group as they saw fit and, in the second, they should include their own perceptions and reflections of what they observed individually. Regarding the critical reflection section of the report, they should add two other topics in the discussion:

(i) The relationship between theory/practice; in this item the future-teachers should reflect on how the theoretical texts introduced in the *English Teaching Methodology* (Appendix A) and *Practice Teaching I* (Appendix B) courses permeated the reflections and the observations of both the classes they attended and the activities they engaged in the school, i.e., teachers' meetings, students' recess, etc. They were encouraged to include their reactions and perceptions of the activities proposed in the classroom, teacher's and students' reactions, interactions, and classroom situations in their reports. In addition, I asked them to write their reflections individually and compare the information they have because they were located in different places in the class, which might have provided different angles for observation.

(ii) Activities developed in the classroom; they should reflect upon the types of activities developed in the classroom and the extent to what they believed such activities to be in agreement to the learning/teaching theories they understand to be more adequate to that specific context. They should also think about alternative approaches to the activities whenever they considered necessary.

Those requirements aimed at including the principles leading to a critical-reflective teaching education model argued by Liberali (2010) (See Appendix G) based on Smyth (1992): to describe, to inform, to reflect and to rebuild. Bazzo et al. (2010, p.03) explain the function of each one of those steps in the production of the critical observation

reports. According to them (i) to describe the observation of a class aims at providing an opportunity to observe the theoretical questions underlying the practice; (ii) to inform is connected to the meaning of the pedagogical practice; (iii) to reflect upon/confront the contribution of what is done in the classroom to the education of citizens and to the society and; (iv) to rebuild the practice of a certain observed situation.

The reports were sent to the supervising professors and me by e-mail. The interaction took place mostly via e-mail exchanges. The supervisors and the school teacher posed questions for clarification whenever necessary aiming at raising the future-teachers' awareness and critical position regarding their observations.

I also attended to participants' *Practice Teaching I* classes taught by the university supervising professors, only as an observer. The objective of the observations was to trace the theoretical orientation of the texts introduced to the participants, and the participants' interaction with their peers and professors. I logged field notes, and the data collected were used as a secondary source in the process of tracing how participants developed their rationale.

3.5.1.3 Group meetings

I met the participants together twice during the first semester to discuss the activities developed in the classes they observed. The participants also clarified doubts during these meetings. This way, I had the opportunity to collect information about the participants' understanding of the theories grounding the activities in the classroom as well as their perception of the concepts under investigation.

In addition, the concepts under investigation were implicitly introduced along the meetings stemming from concrete examples, in order to raise participants' awareness regarding the main objective of the school classes. To guide the meetings, I analyzed the classroom observation reports produced during that period to trace participants' foci, recurrent comments, analysis, and jotted down questions so they could reflect upon the activities proposed and the rationale behind them (Appendix H).

3.5.1.4 One-teaching class

I also met the participants individually after their *one-teaching class* – The future-teachers are supposed to plan a lesson to be taught at the end of the semester as a first real teaching activity aiming at

empowering them to function as a teacher of that particular group in the following semester. In that semester, they planned the classes (one class per teacher) and sent them to the university professors and school teacher by e-mail. Suggestions and questions regarding the planning took place virtually – to discuss and compare the lesson plans to what actually happened in the classroom. The objective of meeting the future-teachers after the class was to pinpoint the issues and concepts that emerged during this practice. All the meetings were recorded in audio, then transcribed, sent to participants for verification and were then, analyzed.

3.5.2 Phase II

The second phase of the study was designed to investigate changes in participants' pedagogical practices. This phase took place during the *Practice Teaching II* (2014.2) (Appendix C), and the data were collected by means of (a) an intervention meeting; (b) lesson plans; (c) participants' teaching; (d) critical teaching reports and; (e) recall sessions.

It is very important to highlight that some procedures, despite their chronological organization, from phases II and III overlap as the future-teachers took turns in teaching and observing classes. As a result of this arrangement, the participants had different experiences along their practice teaching that may reflect on differences in their cognitive development as represented in the figure below.
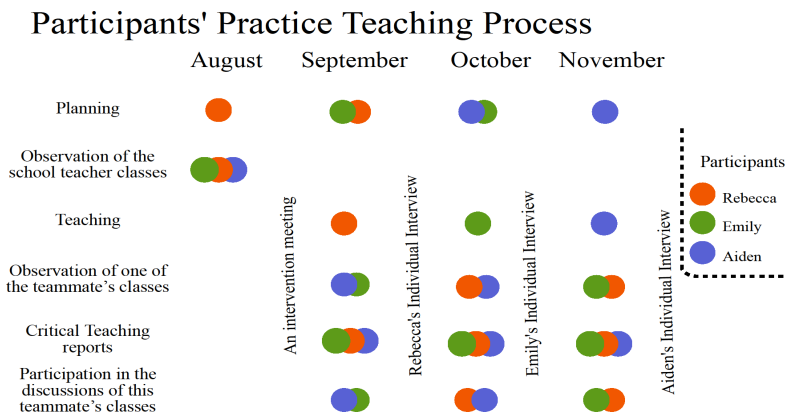
Fig. 4. Participants' practice teaching experiences.

This means that although they were physically in the same classroom as the classes took place, they were virtually in different places. For example, while Rebecca was teaching and writing the critical teaching reports regarding her practice, Emily, who was going to be the next to teach, was developing her project, planning her classes and meeting with the teacher educators, and at the same time observing Rebecca's classes, writing critical teaching reports about Rebecca's classes and participating in the recall sessions. And Aiden, who was going to be the last to teach, was still in a stand by position participating in Rebecca's classes and recall sessions in addition to writing the critical teaching reports.

The teaching wheel would move then towards Emily after Rebecca fulfilled her task. Rebecca would then observe Emily's classes, write critical teaching reports with the advantage of having her own practice to ground her reflections, and participate in the recall sessions from the perspective of a teacher now. In turn, Aiden would start planning the classes for his project, meet with the teacher educators, observe Emily's classes, write the critical teaching reports and participate in the recall sessions. And finally, in the last movement of the wheel after the conclusion of Emily's practice teaching, Aiden would take over the teacher's place while the other two teachers would observe the classes and write the critical teaching reports being able to reflect upon their own practices as well as thinking about Aiden's.

3.5.2.1 An intervention meeting

The researcher proposed situations for participants to deal with different conceptions of *language* and *English language teaching* more explicitly in the intervention meeting that took place prior to the beginning of the practice teaching (*Practice Teaching II*). Up to that point, mediation was carried out more implicitly (Wertsch, 2007). The objective of the meeting was to enable participants to confront their understanding of those concepts (spontaneous concept) to the SCT grounding the present study and its alignment to the scientific concepts under investigation.

To do so, they were presented with different classroom situations and questioned about the procedures and possible theoretical orientations grounding the classes. The videos chosen for this meeting were selected after a thorough research on the classroom videos available online. The criteria guiding the choices were classes: (a) developed under the flag communicative language teaching or that

claimed to be real life learning; (b) dealing with vocabulary teaching; (c) presenting different conceptualizations of language and teaching; (d) using different resources. Since I could not find videos recorded in Brazil, I used videos recorded in contexts where English is learned as a second language (the descriptions of the videos are available on Appendix I).

After watching each video the participants had 10 minutes to reflect on the strategies used by the teacher to promote students' learning and write some comments to be used in the discussion later. The participants were also required to describe either how those examples were related to the teacher they wanted to be and/or to what they considered to be an ideal class (The form is available as Appendix J).

The intervention meeting was originally designed to take place once a month during phase II of the project. However, due to time constraints and changes in the school schedule, it was not possible. The alternative, then, was to include the discussion on the scientific concepts whenever there was the opportunity to do it. The meeting was recorded in audio and then, transcribed and sent to participants for confirmation.

3.5.2.2 Lesson plans

The lesson plans were used in the present study to trace how the mediation provided by the TEs reflected on the reorganization of the approach the future-teachers gave to language as well as classroom procedures that were most adequate for that context.

Prior to the beginning of the practice teaching, the future-teachers were supposed to present their first lesson plans, the number varies from 08 to 14 depending on the criteria established by the supervising professor. However, even after the lesson plans are approved they might change as the classes actually take place. In addition, the supervising professor highly recommends that the future-teachers send the plans not only to them, but also to the school teacher for feedback and improvement.

In the semester the study was developed, the lessons plans were, in fact, exchanged and commented by email by the university professor and the school teacher. There were also meetings to assist the future-teachers whenever they felt the need to discuss their ideas or problems regarding their lesson plans.

3.5.2.3 Teaching

Aligned to the lesson plans, the teaching itself provided information on how the future-teachers interpreted their plans and dealt with unpredicted situations. In this stage the future-teachers got into the classroom to perform the role of a teacher and taught an average of 14 classes. Although the future-teachers worked in trios along their practice teachings, they did their teaching individually. Teammates assisted the teacher in charge and were then, expected to provide feedback about the lesson taught.

In addition, the supervising professor wrote a description of each class taught, posed questions for reflection when he felt it was necessary, and sent the files to everyone involved in the process right after each class. I logged field notes that also helped orient the discussions of the classes afterwards.

3.5.2.4 Critical teaching reports

The future-teachers were supposed to write a critical report regarding the activities developed after each class taught by them. Since the members of the group take turns in teaching, the reports have two foci: (i) the teacher in charge focuses on their perception of how the class went according to the objectives set and unforeseen events; (ii) while the other two, who are observing the classes, reflect about the class they have observed. These reflections along with the recall sessions were expected to help the future-teacher in charge to adjust / improve the next lessons; to assist the next future-teacher to take over the classes to have ideas or improve their lesson plans or to promote reflection upon their own practices (if they have already finished their practice teaching). In the semester the study took place, the reports were compiled and sent to the supervising professor and the school supervising teacher by e-mail once a week.

3.5.2.5 Recall sessions

The mediation provided by the TE(s) during the recall sessions aimed at raising future-teachers' awareness regarding discrepancies between their planning and their actual teaching. All the members involved in the process would pose questions in order assist them in solving any issue they might be having or suggest improvements regarding their teaching. Ultimately, the idea underlying the recall

sessions aimed at promoting critical thinking regarding their planning and practice on the concepts under investigation.

The recall sessions were supposed to take place right after each class taught by each one of the participants. In these meetings the future-teacher in charge, the other member(s) of the group, the supervising professor and the school teacher sat together to discuss the class. For the purposes of the present study, I requested other meetings with the participants eventually in order to either get further information / clarification regarding a certain class or a procedure that had not had been cleared by the time they met, or due to the impossibility of the researcher to attend the meeting after the class taught. I used the field notes and the lesson plans to pose questions during the meetings and foster discussion.

3.5.3 Phase III

The third phase of the study comprehended the assessment of the process. This phase took place in different periods of the second semester of 2014, and the data were collected by means of (a) individual meetings; (b) a final group meeting and; (c) a final report. The data collected assisted in the analysis of the participants' changes on their understanding and pedagogical practices regarding the concepts under investigation.

3.5.3.1 Individual meetings and Final group meeting

At the end of each participant's practice teaching, the researcher met him or her individually to reflect about his or her own development. The questions guiding this conversation were retrieved from different fronts (see Appendix K), such as (i) the field notes produced by the researcher during the observation of future-teachers' classes; (ii) observations from the recall sessions; (iii) questions retrieved from Liberali's (2010) framework (see Apendix G); (iv) questions/problems raised in previous meetings and; (v) questions/topics raised by the participants. The meeting aimed at comparing their theoretical knowledge to the practice they had during their classes, and to trace changes in their conceptualizations. The meetings were recorded in audio, transcribed and sent to participants for verification.

Similar to the individual meetings, the final group meeting reunited the supervising professor, the school teacher and the three

future-teachers to reflect not only about their development, but the whole process of the practice teaching. In that specific meeting, the supervisor and school teacher had the opportunity to pose questions to participants so they could share their experiences during the year, describe their perception of their own development, as well as their difficulties and other information they judged to be relevant for the moment. They were also expected to assess the organization of the practice teaching proposed by both the curriculum and the supervising professors, and, in this particular case, also by the school supervising teacher. The meeting was recorded in audio, transcribed and sent to participants for analysis.

3.5.3.2 A Final Report

At the end of the practice teaching, the future-teachers must revise and compile their lessons plans and (observation and teaching) critical reports written throughout the year as a final assessment. In addition, they are supposed to include the following information in the document: i) their profile, ii) the school supervising teacher's profile, iii) the school context, iv) the classroom context, v) the group they taught profile, vi) the practice teaching context, vii) the school PPP, viii) the school ADD/FL curriculum, ix) the theoretical background grounding their actions, x) reflections about the practice teaching and xi) the course (*Practice teaching I*) in their professional education, and references. The report is the outcome, their materialized experience resulting from a year process[42]. It is expected that the mediation provided throughout this period to be reflected in their writing.

3.6   DATA COLLECTION AND DATA ANALYSIS

As reported above the data were collected during the three phases of the research within the 2014-academic year period. Despite the fact the data are organized chronologically, this type of study cannot entitle a Cartesian analysis to explain participants' concept development. In this Method, the process is important to understand how changes in participants' development occur, inasmuch as

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[42] The Final report is not included in the appendices because it contains participants' personal information that cannot be changed due to its documental and legal nature.

development does not straightforwardly take place, it happens in cycles. That is why the phases of the present study may overlap.

Each procedure within the phases of the data collection was designed to answer one or more RQ posed for this study, as described in the Table below.

Table b: Phases vs. RQ	
Phases vs. Research Questions	
Phase I	
• Questionnaire • Memoirs	RQ 1
• Classroom observation reports • Group meetings	RQ 2
Phase II	
• Intervention meeting	RQ 2
• Lesson plans • Teaching • Critical Teaching reports (practice teaching) • Recall sessions	RQ 3
Phase III	
• Individual meeting	RQ 2
• Final group meeting	RQ 2
• Final report	RQ 3

Content analysis (Bardin, 2011) was employed in the data triangulation. For example: a careful reading of the written data was conducted in order to identify patterns and discrepancies; the data for each participant were analyzed individually and then, confronted (Vieira-Abrahão, 2014).

The data analysis is divided into four main sections within the Data Analysis chapter. First, the data yielded regarding Participants' initial conceptualizations of *Language as social practice* and *English language teaching* as well as their own learning experiences are described to serve as basis for the development of mediation (RQ 1). Then, changes in participants' conceptualizations are verbalized along the year as they engage in socially situated activities aiming at promoting the confrontation between their everyday concepts to the scientific concepts under investigation (RQ 2).

Next, the results from the analysis of future-teachers' performance (RQ 3) are discussed. And finally, the summary of results yielded are presented in order to discuss the extent to which practice teaching may be a tool to promote concept development as seen in the future-teachers' pedagogical practices (main research question). As explained in the *objectives* section, *pedagogical practices* in this study encompass the dialect relationship between theory and practice, and changes in participants' reasoning and practice regarding the concepts under investigation.

One aspect to take into consideration is that longitudinal studies may present changes during their course, demanding modifications and adaptations as they are put into practice along with the participants of the study (Fidalgo, 2011; Magalhães, 2011). In the case of the present study, the number of intervention meetings and recall sessions were affected due to changes in the school, participants' and researcher/school teacher's schedules.

Since all the data collected were in participants' first language – Portuguese, only the excerpts in which paraphrasing did not suffice were rendered into English. Otherwise, the original quotes were included as footnotes when necessary. The reason for that is grounded on Content Analysis. It is important to maintain the participant's voice so the researcher, and reader as well, may be able to make inferences, analyze frequency of occurrences in vocabulary, phrasing of ideas, paralinguistic elements, and more importantly, the situated meanings produced in that particular context (Freeman, 2004), to mention a few variables that may influence the analysis. To reinforce the importance of maintaining the meaning, some codes based on Biel (2016) are adopted in the transcription as displayed in Table c below.

Table c. Transcription conventions	
[text written in English]	Information added in order to make a certain quote clearer.
[…]	Text omission
Uhum	Expression used to show agreement
…	Expression used to show pause or any break in the flow of communication
… (hesitation)	Expression used showing a long pause, hesitating to develop their thinking or opinion
(laughter)	Expression used to describe paralinguistic information
Italics (emphasis)	Expression used to express emphasis in an expression

Italics	Expression used to express an English word was used in a Portuguese language context
<u>*Underlined and italics*</u>	Expression used to emphasize a sentence used during the future-teachers' class
<u>**Ah**</u>	Expression used to show surprise, understanding.
<u>**!**</u>	Emphasis
' '	Expression used within a quotation to indicate thought or passage report
" "	Expression used to indicate that only one future-teacher is being reported
Oh	Expression used to introduce an explanation

An account of the results of this Doctoral Dissertation as well as the Dissertation will be made available at the school after the Defense. Since the school is a rich field for research, it should receive the results of the studies carried out there. The participants and supervising professors will also receive a copy of the Dissertation and I will be available to clarify any information or doubts they may have. This commitment between researcher and school may straighten the ties between the university and the school and the possibilities for future joint work.

4. DATA ANALYSIS

4.1 INTRODUCTION

In this chapter, I describe and interpret the data collected throughout the 2014-academic year in order to answer the RQs posed for the present study. The first RQ (section 4.2) aims at investigating the three future-teachers' initial conceptions of *Language as social practice* and *English language teaching*. The analysis includes: (i) the future-teachers' memoirs written for the *Practice Teaching I* course and; (ii) a questionnaire.

The second RQ (section 4.3) investigates how the conceptualizations of *language as social practice* and *English language teaching* are verbalized in the future-teachers' language use throughout the period of data collection. The data collected in different phases of the study comprise: (i) classroom observation reports, (ii) group meetings, (iii) one-teaching class; (iv) an intervention meeting, (v) individual meetings and; (vi) a final group meeting.

Then, the third RQ (section 4.4) explores the extent to which the conceptions of *language* and *English language teaching* (by means of the most recurrent topics) change at the level of future-teachers' performance bearing in mind the mediating sessions that occurred in the moments prior to their planning and teaching. The analysis consists of (i) lesson plans, (ii) teaching, (iii) critical teaching reports; (iv) recall sessions and; (v) final report.

Finally, the results yielded from the analyses of the RQs above are (re)interpreted in order to answer the main RQ of the study (section 4.5): To what extent is the practice teaching a tool to promote concept development as regards *Language as social practice* and *English language teaching* both at the verbalization level and at the future-teachers' pedagogical practices?

As explained above, in the sections that follow I begin by scrutinizing the future-teachers' initial understandings on the concepts under investigation. Then, I trace how they verbalize the concepts in different phases of the study as evidenced by their language use. And finally, I focus on their (un)changed pedagogical practices as a possible outcome of mediation that fostered the confrontation between spontaneous concepts and scientific concepts throughout the one-academic year practice teaching.

4.2 WHO WANTS TO BE A TEACHER?: FUTURE-TEACHERS' INITIAL CONCEPTIONS OF *LANGUAGE AS SOCIAL PRACTICE* AND *ENGLISH LANGUAGE TEACHING*

As discussed in the *Review of literature* chapter, the future-teachers are very likely to come to school with complexes and pseudoconcepts (Childs, 2011; Johnson, 2009; Smagorinsky et al., 2003), as in the case of *Language as social practice* and *English language teaching*. If we are to create opportunities for the future-teachers to move beyond their *apprenticeship of observation* (Lortie, 2002) it is important to access what they consider to be good/bad teaching. The reason is that such beliefs are prone to be present in their practices. Hence, once the future-teachers verbalized their understandings of the concepts under investigation (Johnson, 2009; Vieira-Abraão, 2014), mediation could be placed in order to mediate the participants' learning, hopefully favoring concept development.

However, before looking into the future teachers' first conceptualizations, it is important to have a little background of their memories so as to understand how they came to conceptualize language and teaching the way they did. For this reason, I present a sub-section which accounts for these memories and signals the models the future teachers have had and, by implication, the points of departure of their rationalizations about language and teaching.

4.2.1 The first models: following (or not) former teachers' steps

The future-teachers wrote about their formal education in their memoirs. They described their first steps into schooling, talked about their feelings and impressions, about teachers they considered important and the influence those teachers had on their choice to become teachers. Lortie (op cit.) explains that writing about their experiences as students and about their former teachers may help or even enlighten the future-teachers in the process of becoming aware of their actions as actual teachers.

This orientation is also aligned with Boyd et al.'s (2013) study that investigated how future-teachers expressed themselves regarding their formal education. The participants in that study were also required to reflect on their educational background, in addition to mediating their ideas with the academic readings and an array of pedagogical practices they were exposed to, all done in an online community of practice: a blog.

The recollections written in the memoirs may present meanings attached to the memories that are filled with emotion. In Rebecca's case for example, she remembers details from her school years. There are recollections from the very first day of school, when she was 3 years old, until the last day at 17 years old. She recalls the teachers' names and the moments or events that impacted her the most.

Rebecca decided to be a teacher at an early age. She mentions it for the first time when she describes the sweetness of a second grade teacher. Lortie (op cit.) explains that early deciders tend to observe teachers differently. The next teacher Rebecca describes is the fourth grade teacher who was young, spirited, creative, a true role model despite the *bubble gum rule*. If the teacher caught anyone chewing gum in class, she would glue it at the tip of the student's hair. She reflects, however, upon how a teacher can be good, and at the same time can have attitudes that would totally contradict or discredit her good actions. Perhaps, Rebecca still fails to see that things are not black or white, that there are many gray areas that may be hard to explain. Rebecca thinks that such attitude is absurd today, but no one would tell the parents about the teacher's rule when they were kids. Rebecca wonders why a teacher would act that way, whether it is related to power, hierarchy, immaturity, recklessness or their own understanding of what an educator really is. She concludes it is a mixture of all[43].

When Rebecca went to fifth grade, it was a milestone to her, she went to a new school, made new friends. She also met teacher Elizabete, who was her History teacher for 7 years in a row, and who she very

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[43] Rebecca: "Professora Letícia, quarta série, um encanto de professora, criativa, bem humorada, apesar de impor uma regrinha de quem mascar chiclete durante as aulas teria que grudá-los na ponta do cabelo. Nem preciso dizer o que aconteceu. Enfim, mesmo assim eu a achava o modelo ideal de professora. Era nova, tinha ideias inovadoras, fizemos muitos projetos legais em sala de aula. Claro, a postura quanto aos chicletes é indiscutível e hoje fico pensando no absurdo, que com certeza se eu e os outros colegas que burlamos a regra do chiclete ao menos contássemos para nossos pais, a história da professora Letícia, seria bem diferente. Hoje ainda não entendo o que leva um professor a essa postura, não sei se a posição de poder e domínio que o mesmo se coloca diante dos alunos, imaturidade, inconsequência ou dúvidas do que é ser educador. Acho que é um pouco de tudo".

much admired[44]. Rebecca reveals that she wanted to be a teacher like Elizabete. She does not give details, but throughout the other parts of her memoir Rebecca mentions teacher Elizabete twice. The first time, when she explains why she chose a teaching education program, English was not her first choice at that time, and the role the teacher played by planting the seed of teaching in her life[45]. And second, in the closing lines of her text, Rebecca wonders whether one day she will be able to show the memoir to teacher Elizabete and tell her the influence she had on her professional career choice[46]. She also expects to plant the teaching seed in her students' lives.

Emily's memoir, another future-teacher in this study, is also full of emotions. She explains that she has always expressed herself better in writing, and that is why she used to love Portuguese language classes. She liked writing especially because she could express her thoughts better; and since she was an introvert, she would always be in charge of the written parts of the school works[47].

The first time Emily describes a teacher is when she was in fifth grade and took Biology remedial classes. The Biology teacher was very strict and used to pick on students' handwriting and organization of answers in tests. Emily complains she would get outraged because she

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[44] Rebecca: "especialmente a professora Elizabete, de história. Desde que a conheci na quinta série pensava em seguir no mesmo caminho, adorava história, queria ser professora".

[45] Rebecca: "Não foi o amor pela língua inglesa nessa época de escola que me inspirou a mais tarde pensar em fazer faculdade de Letras Inglês, e sim as oportunidades que a vida me proporcionou e é claro, a sementinha que foi plantada sem saber pela professora Elizabete anos atrás, na minha escola tão querida".

[46] Rebecca: "Quem sabe eu não encontre a professora Elizabete um dia e tenha o prazer de mostrar esse memorial pra ela. Se não for possível, ao menos plantar a semente "Elizabete" em algum dos meus futuros alunos".

[47] Emily: "Sempre me expressei melhor escrevendo do que falando, adorava as aulas de português porque escrevíamos bastante e eu podia expressar meus pensamentos. Eu era uma aluna um pouco fechada e não gostava de apresentar trabalhos, então, sempre que podia me responsabilizava pela parte escrita para não apresentar".

would lose points because of her poor handwriting[48]. Lortie (op cit.) explains that students are not likely to perceive that the teacher makes choices among teaching strategies. Students are affected by affective responses. In Emily's case, she disliked and rejected the teacher's actions because she felt it was unfair to her. This attitude reinforces Lortie's (op. cit.) argument that "Students have no reliable basis for assessing the difficulty or demands of various teaching acts and thus may attribute teachers' actions to differences in personality or moods" (p.63).

Interestingly, she does not feel the same about her Portuguese teacher who had a similar behavior. The teacher was a perfectionist and used to emphasize the importance of being organized, meeting deadlines, and being responsible with school works and tests. She does not describe this particular teacher as being strict, but as being passionate about the classes she taught and how students were positively influenced by her actions[49]. She also highlights that the teachers' beliefs would be reflected in how she dressed, spoke and in her attitudes[50]. This example supports Lortie's (op cit.) argument that "there seems relatively little basis for assuming that students make cognitive differentiations and thoughtful assessments of the quality of teaching performances" (p.63).

In the beginning of her memoirs Emily explains that she used to express herself better through writing. This personality trait may have facilitated her identification with the Portuguese teacher. She uses the word *passionate* to describe the Portuguese teacher and *strict* to identify the Biology teacher despite the use of similar criteria for assessment.

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[48] Emily: "Quando estava na quinta série fiquei em recuperação pela primeira vez, foi na disciplina de biologia. A professora era extremamente rígida e avaliava desde a letra (que ela dizia que tinha que ser caprichada) até a organização das respostas nas provas. Como minha letra nunca foi bonita, ela sempre me descontava pontos por isso, o que me deixava indignada".

[49] Emily: "A professora Denise era tão apaixonada pela Língua Portuguesa, que tal paixão exalava naturalmente nas suas aulas e todos se sentiam contagiados por essa paixão".

[50] Emily: "Lembro-me também que ela era perfeccionista e sempre enfatizava a importância de ser organizado, pontual e responsável com os trabalhos e provas, aliás, essa característica ficava evidente na sua forma de vestir, de falar e na sua postura".

Emily's interpretation is purely grounded on who she identifies most with: it is a matter of affection as discussed above.

Another characteristic Emily highlights in a former teacher is the communication difficulties her Chemistry teacher had. She concludes it was a result of personal difficulties in addition to lack of experience. She explains the Chemistry teacher *had* the knowledge but could not *transmit* it to the students[51]. This explanation reveals that she considers communication and pedagogical skills an important trait for a teacher. Moreover, her choice of the word *transmit* may suggest she might consider knowledge as being subject to transmission, which in turn might suggest an understanding that the teacher detains the knowledge, still reproducing the traditional and positivist teaching view (Vieira-Abraão, 2014), in which knowledge goes only in one direction, from teacher to students. This view is also in consonance with Freire's (1970) *banking education* concept to which people are simply spectators passively waiting for the teacher to tell them what to do or to deposit knowledge into them. Hence, the teacher's job from that perspective is "to *fill in* the students with content" (p.69).

Regarding the English classes, Emily devotes a great deal of her memoirs to describe them. She explains that the English teachers she had were inaccessible. They were usually the *fanciest*, well dressed, had the most expensive cars and had a quite superficial relationship with the students[52]. Emily points out she was frustrated with the English classes because she felt she wanted to learn more, such as pronunciation, but at the same time she was afraid to ask because her classmates might bully her[53]. The only thing that connected Emily to the English class was

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[51] Emily: "o <u>professor detinha o conhecimento científico da matéria</u>, porém, <u>tinha muita dificuldade para transmiti-lo aos alunos</u>. As <u>aulas eram monótonas</u> e <u>ninguém levava muito a sério</u>. Na verdade <u>acho</u> que o <u>principal problema desse professor era a falta de experiência mesmo</u>, ele não tinha controle nenhum da turma e <u>apresentava muita dificuldade de comunicação</u>".

[52] Emily: "[...] a lembrança que tenho é que <u>sempre vi as professoras de inglês como uma realidade muito distante da minha. Geralmente eram as professoras mais 'chiques' e bem arrumadas da escola, tinham os carros mais caros da época e o relacionamento com os alunos era um tanto superficial</u>".

[53] Emily: "Eu me <u>lembro de ter muita vontade de aprender a pronúncia das palavras, mas, ao mesmo tempo, não tinha coragem de pedir isso aos professores por medo da reação dos meus colegas, que não pareciam muito confortáveis nessa aula</u>".

music, and that was the kind of activity that was rarely done in class. The classes were mainly based on the grammar translation method[54].

This disconnected and hostile environment had a profound impact on her. She became afraid of speaking, and saw no way out of that due to financial unavailability to take English classes in a private institute[55]. She concludes this piece of reflection by highlighting that in order to learn she needs to be in a friendly environment[56].

Emily's testimonial also reveals that she understands that listening and speaking are important abilities to be dealt in the classroom[57]. She considers that the English classes she had at school were limiting and not challenging at all. In her point of view, the teachers would limit themselves to follow the program, the contents without proposing anything different. Those statements reflect Lortie's (op cit.) point that the [future-teacher's] interpretation is deeply rooted in her feelings, and her personal identification or rejection of teachers' actions.

Emily also explains that she recognizes that planning an interesting class is not an easy task and it requires time and dedication, which may not depend solely on the teacher's will or wish. However, she believes that teachers need to take into account their students' aspirations in order to succeed[58]. This observation is filled with non-

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[54] Emily: "As <u>aulas se restringiam a tradução e gramática</u>, e <u>raramente falávamos ou ouvíamos alguma coisa</u>. Lembro-me de uma professora da primeira série do segundo grau que trabalhou com música e levou a música *Spending My Time,* da banda Roxette. <u>Escutamos a música na aula e tivemos como tarefa levar pra casa e tentar traduzi-la. Eu gostei muito da experiência</u> porque <u>sempre ouvi muitas músicas em inglês, entretanto, essa foi a única vez que trabalhamos com música na aula de inglês</u>".

[55] Emily: "<u>Essa situação</u> <u>fez com que eu me fechasse muito nas aulas e acabei desenvolvendo certo 'medo' de falar inglês.</u> <u>Nunca pensei na possibilidade de fazer um curso particular, simplesmente porque não tinha condições financeiras para isso</u>".

[56] Emily: "<u>Hoje consigo entender</u> que, <u>para aprender</u>, eu <u>preciso ser estimulada dentro de um ambiente amigável</u>".

[57] Emily: "As <u>aulas eram monótonas e um tanto repetitivas. Os professores não estimulavam a *conversation* e não trabalhavam o *listening* nas aulas</u>".

[58] Emily: "<u>Analisando essas aulas hoje, consigo perceber que os professores se limitaram a seguir o programa, sem arriscar nenhum tipo de inovação. Reconheço</u> também, que <u>elaborar uma aula interessante não é fácil e requer</u>

spontaneous concepts she has probably acquired throughout her academic life (Smagorinsky et al., 2003) and that help her, to a certain extent, make sense of the experiences she had during her school years.

Next, differently from the other participants in this study, Aiden tries to include some theory in his reflection while describing his school years. He is the only participant with some experience at a private school – Elementary school. He complains that up to 80% of the teachers at the elementary school were *traditionalist*. Based on his comments, one can infer that *traditionalist* represents a class that is also carried out by a set of activities always presented in the same fashion, the teacher would probably explicitly provide information on the topic being discussed, students would answer some questions, and then the teacher would correct students' answers. Aiden also explains that when those teachers tried to do something different there was not enough room for students to act like *agents of knowledge*[59].

By the use of the expression *agents of knowledge*, Aiden makes his first attempt to connect what he lived to the scientific concepts he has been exposed to at the university. By *agent* (Freire, 1970) Aiden probably refers to the responsibility students have about their learning, and to the understanding that learning involves taking active action and engagement in the activities proposed. In turn, *knowledge* might be connected to students' active participation in the construction of knowledge and the Discourses involved in this practice (Bernstein, 2003; Heberle, 2011).

Aiden claims that the other 20% of teachers he had tried to do something different – they used new *approaches*. In his point of view, the difference in the teaching and learning process, including differences in the teacher themselves, were connected to the role given to students[60].

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tempo e dedicação, o que muitas vezes, não depende somente da vontade ou desejo do professor, mas acredito que levar em consideração o anseio dos alunos é fundamental para ter sucesso nas aulas de língua estrangeira".

[59] Aiden: "Infelizmente, diria que 80% deles eram do tipo tradicionalista, pois sempre vinham com um mesmo modelo de atividade para todos e quando vinham com algo diferente não era nos dado tempo suficiente para a realização da mesma. Além disso, não davam espaço para o aluno como um suposto agente do conhecimento".

[60] Aiden: "Os outros 20%, acredito eu que tentavam aplicar algumas das novas didáticas, pois podíamos claramente observar uma grande mudança por parte do

For him, the difference lay in the fact students were considered active and collaborative. The topics discussed in the class were chosen based on students' interest as opposed to the other school courses whose syllabuses were previously set by the school[61].

Aiden includes his English classes during his school years into the 20% of *non-traditionalist* classes. He explains that students would select the topic and the teacher would consult them on how to develop it. For example, after the teacher explained that the new topic was *simple past*, students would choose how they were going to study, whether by means of movies, songs or texts[62]. Aiden's testimony is aligned to an SCP, inasmuch as involving students in the classroom decisions may open up space for students to feel part of that environment, to engage in the activities being more open for learning to take place. Notwithstanding, it is important to highlight that despite the fact students participated in the discussion of how the activities were going to be developed in the English classroom, the view of language adopted, based on his report, did not portray language as social practice inasmuch as the point of departure was a grammatical feature.

A sociocultural approach is mentioned by Aiden when he describes the teachers he had at a secondary public school. He explains that the teachers were highly qualified and equipped with new teaching approaches. He argues that in that school, students were seen as *active beings*, *agents* that were as important as the teacher in the pursuit of knowledge[63]. He also sees it as a positive fact that most teachers

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processo de ensino e aprendizagem e do próprio professor. Um ponto muito importante era a valorização que eles davam ao aluno".

[61] Aiden: "O aluno era considerado um ser ativo, participativo. E diferente da visão tradicionalista, onde os conteúdos programados já são selecionados pela escola, os assuntos a serem abordados eram dados a partir do interesse dos alunos".

[62] Aiden: "Para cada assunto novo o professor selecionava um tema para aplicá-lo, escolhido por nós. Por exemplo: O professor anunciava que iríamos trabalhar com o simple past e a partir daí nós dizíamos como queríamos trabalhar. Fosse por meio de filmes, músicas, textos, etc".

[63] Aiden: "Naquele colégio o aluno era realmente visto como um ser ativo, um agente tão importante quanto o professor na questão da aquisição do conhecimento".

accompanied him throughout the secondary school years. He considers some of the teachers to be friends. And he believes that this closeness is a very important factor for learning inasmuch as he believes students learn from where there is consonance as opposed to lack of intimacy[64].

He concludes his memoir by stating that the last school was the one he felt most comfortable at. He felt the teachers were well prepared *because* they made students feel as important as the teachers themselves in the process of knowledge acquisition[65]. He justifies this behavior by stating that teachers' practices were grounded in an SCP. He claims that as a result of teaching from this approach the students were gifted with critical views because they were exposed to real daily situations[66]. In addition, he gives examples of the activities they used to develop in class; the teachers were open to dialogue with the students, and to open up opportunities for group discussions too.

Aiden believes those opportunities allowed students to reflect even more about the topics brought to their attention as well as to the possibility of complementing or even challenging their classmates' points of view[67]. In his closing sentence, he highlights the importance and influence those teachers had on his education and development. He believes that he will be able to use many of the *techniques* his teachers had in his future career as an education professional[68]. His final remarks

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[64] Aiden: "Alguns deles vejo não como colegas, mas sim realmente como amigos. Acredito que essa proximidade entre professor e aluno é um fator muito importante também para o aprendizado, visto que aprender com quem fazemos e onde há sintonia é bem melhor do que com alguém que não temos 'intimidade'.

[65] Aiden: "Eu sentia que os professores estavam realmente preparados, pois eles faziam com que os alunos se sentissem tão importantes quanto eles mesmos no processo de aquisição do conhecimento".

[66] Aiden: "A partir da abordagem sociocultural, fomos presenteados com visões críticas, pois éramos expostos a situações reais do cotidiano".

[67] Aiden: "Além disso, todos prezavam e muito pelo diálogo e por discussões em grupo, uma vez que essas nos faziam refletir ainda mais, além de podermos complementar ou até mesmo mudar o ponto de vista de nossos colegas de classe".

[68] Aiden: "Acredito que muitos daqueles professores me influenciaram bastante e que poderei usar muitas de suas "técnicas" como base na minha futura atuação como um profissional da educação".

fit perfectly with Lortie's (op cit.) claim about teachers reproducing former teachers' practices: "teachers of both sexes and at both elementary and secondary levels connect their current practices with their mentors" (p.63).

The information depicted in their texts is also in conformity with the *apprenticeship of observation* Lortie (op cit.) proposed decades ago:

> In summary, the apprenticeship of observation undergone by all who enter teaching begins the process of socialization in a particular way; it acquaints students with the tasks of the teacher and fosters the development or identifications with teachers. It does not, however, lay the basis for informed assessment of teaching technique or encourage the development of analytic orientations toward the work. (p.67)

As explained earlier, identifying participants' understandings of what they considered to be good/bad teaching is important to further comprehend how they see language in the classroom and what they consider to be an appropriate English class. In this vein, Vieira-Abraão (2014) argues the knowledge the teacher has seems to exert a great influence over the teachers' professional development both at the theoretical and practical levels. Therefore, having these findings in mind, I now narrow the investigation to how they conceptualize the concepts under investigation prior to the beginning of the practice teaching.

4.2.2 What is Language as social practice to me?

The participants were inquired to reflect about and explain their rationale (Gal'Perin, 1992) on how they conceptualize language, more specifically *Language as social practice*.

Rebecca states that the teacher's objective when stemming from *Language as a social practice* perspective is to create conditions for the student to have the opportunity to critically react to texts, discussions and topics approached in the classroom. Besides, she claims it is important to understand that there is a subject, a story, an identity with values behind everything. She also explains that from this perspective language has a broader role; that interaction takes place through

Discourse and, that students must be incited to look for answers and solutions for their questionings and needs by themselves.

According to her, one example of this practice can be found in activities that lead students to use what they know of the target language. Students' objective is to solve real problems in activities that encourage students to look for solutions, and to share doubts or opinions about a topic, hence raising students' perceptions as human beings as well as citizens. She also argues that using language as social practice means encouraging the discussion of topics such as prejudice, inclusion and domestic violence. These examples were retrieved from the topics suggested by the textbook adopted in the school in that year.

Similarly, Emily believes that language as social practice presupposes that one considers the historical social context in which the students are inserted. She argues that language is a tool used by people to interact among them and with the environment they live in. Therefore, if the teacher takes these aspects into account when planning a class, they are prioritizing the conception of *Language as social practice.*

Emily affirms that the teacher's objective from this perspective is to link their teaching to social interaction and to using the language in a real context where students somehow recognize themselves as they go about mastering it. She also provides one example: When the teacher is going to work with a certain topic in the class, this topic needs to be as close as possible to the students' realities so they can give meaning to what they are learning thus enabling them to connect this learning with their reality. In turn, it may foster students' interest and motivation in class. In other words, Emily considers that one form to reach the objective of teaching/learning an ADD/FL as social practice is to bring the topics of students' daily lives into the classroom.

Aiden explains that a teacher who adopts *Language as social practice* has the main objective of promoting opportunities for the students to be able to interact and discuss the topics approached in the classroom. Those discussions may be carried out both in the ADD/FL or in the mother language because it is important students achieve a certain level of understanding of what is being proposed in the classroom in his opinion. He grounds his observations on the examples of the discussions and debates carried out in the classes they were observing during their *Practice Teaching I*. However, he does not elaborate on the fact that all the discussions are carried out in English, and students' contributions/questions in Portuguese are rendered into English, and redirected to the whole group.

The findings in the initial stage of the present study suggest that the future-teachers started their practice teaching with a pseudoconcept of what *language as social practice* is. The evidence lies on the fact that the concept is already part of the future-teachers' repertoire as they externalize their understandings. They even try to anchor their understanding to the examples they have seen in the classes observed up to that point. Nevertheless, there seem to be an overlap or misunderstanding between critical pedagogy (Crookes, 2013) and language as social practice (Johnson, 2009). They seem to place both concepts in the same realm. They believe that approaching socially relevant topics to promote social justice in the classroom suffices to meet the criterion for language as social practice to take place. They fail to see the importance of developing students' Discourses (Gee, 2004) and of making students aware that language is also a tool for thinking and that they can do things with language, aspects that are crucial features from this perspective, for example.

Similar results were found in the first phase of Vieira-Abraão's study (2014). The scholar identified that language was commonly defined by the future-teachers as a communication tool and a product of social interaction. She established that in the second phase of her study – after a year of discussions on the Applied Linguist course, these definitions were still present at participants' speech, but the discursive perspective was more emphasized. This evidence may indicate that significant changes require agency and time for concept development to take place. In the case of the present study, in addition to the discussions and meetings there will be the teaching itself which might increase the possibilities for future-teachers' concept development inasmuch as they will not only verbalize the concept, but should effectively use it on a daily basis.

4.2.3 What is an English Language teaching to me?

The participants were asked to rate from 1 to 5 (1 being the most important and 5 the least important) the elements they considered to be important in an English language classroom (Appendix E). They were also encouraged to comment on their answers. The elements chosen to compose the questionnaire were aligned to the *English Teaching Methodology* and the P*ractice Teaching I* course plans (Appendices A and B) that depicted the latest approaches to ADD/FL teaching taught at the university (Johnson & Dellagnelo, 2013), and guidelines from the National Official Documents.

Their answers are displayed in Table d below[69]:

TEACHING ELEMENTS IN THE CLASSROOM	Rebecca's rate	Emily's rates	Aiden's rates
Table d – Rating teaching elements in the classroom			
1. **Experience as an ADD/FL teacher**	3	3	3
2. **Teacher's fluency in the ADD/FL**	2	2	3
3. **Students' age**	3	3	5
4. **Group profile**	1	2	1
5. **Students' context**	1	1	1
6. **School context**	2	2	1
7. **Students working individually**	2	2	5
8. **Students working in pairs or small groups**	2	2	1
9. **Kinds/nature of activities**	1	2	3
10. **Students' internal motivation**	2	1	2
11. **Students' individual material**	4	2	3

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[69] Despite the fact some of the participants commented on most of the topics, I will only include the information that is pertinent to the concept development discussion and were recurrent in the three phases of the study.

12. Technological resources, such as projectors, sound system, Internet	2	2	1
13. Teacher's exclusive use of the ADD/FL in the classroom	2	3	2
14. Students' use of the L2 during the whole class or in a big portion of it	2	2	3
15. Teachers' usage of both students' L1 as well as the L2 in the classroom	3	1	4
16. Students' answers to questions asked in the ADD/FL in which their world knowledge is presented in the L2	2	1	3
17. Students' answers to questions asked in ADD/FL in which their world knowledge is presented in their L1	2	1	3
18. Realia (objects)	4	3	3
19. Images	3	2	3
20. Repetition of syntactic structures and vocabulary presented in the classroom (Drills)	3	2	4

Regardless of the future-teachers' rating of the aspects in Table d, this section will account for their perceptions concerning four items only, namely *context*, *vocabulary*, *use of L1 and/or L2*, and *group work*. The reason for this decision is the recurrence of these aspects along the phases of data collection. The other elements are not addressed due to space limitations.

Rebecca pays special attention to the *group profile*, *students' context* and *school context*[70]. She argues that these three elements should be considered the most important ones. She claims that these three elements are the starting point for a teacher to recognize and plan the themes, approaches and teaching strategies. This planning that stems from students' context and the group profile is believed to fit the teacher's classroom better and thus promote meaningful and satisfactory learning. She explains that planning a lesson that takes into account the context of the class is crucial to trigger students' interest and motivation to learn. Rebecca recognizes, however, that most teachers do not have the opportunity to do this planning; she does not explain why, though. She suggests that mapping the classroom might be done in the first moments of intervention a teacher has in the group, helping this situated planning become more real and resulting in a *wonderful* learning process[71].

Rebecca also discusses *students working individually*, *in pairs* or *small groups*. She explains that individual work is important because the teacher can assess the students' knowledge and difficulties. On the other hand, she considers that group work in an ADD/FL classroom is indispensable inasmuch as practice is the *X factor*[72] for language learning.

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[70] Rebecca organizes her text following the order of the items on the table; this decision explains why *school context*, rated as 2, is in the same paragraph of the other items rated as 1.

[71] Rebecca: "Talvez trabalhar nessas questões nos primeiros momentos de intervenção na turma ajudaria tornar isso mais real resultando num processo de aprendizagem maravilhoso".

[72] Rebecca: "Bom, o trabalho individual é importante porque é a partir dele que o professor consegue ter uma ideia do nível de dificuldade e conhecimento de cada aluno. Já o trabalho em grupo quando se trata de língua estrangeira é indispensável, levando em conta que prática é o fator X para aprendizagem de língua".

She also believes that the more the *teacher uses the target language* in class the better. She considers it to be a real opportunity for students to have a more direct contact with the language. In her point of view, the fact students can comprehend what is being *transmitted* by the teacher and to transpose this knowledge to their mother language even though they are not able to produce utterances in the target language demonstrates that learning has been taking place[73]. Intriguingly, at the same time she recognizes that in some cases the mother language is necessary; she reinforces the idea that it should be avoided. This argument is not clear, though.

In Emily's point of view, all the topics included in the assessment are of relevance and should be given attention to. However, she decided to discuss only the topics she considered to be the most important in her opinion; she claims that *social context* is extremely important for any FL teacher. The place where a student comes from, their life experiences and life stories present a *baggage* that indirectly influences their attitudes, their way to think and see the world[74].

Regarding *language use*, Emily considers both the L2 and the L1 to be important in the classroom because they enrich the class. She believes that the use of both languages is perfectly possible to establish good communication in an environment that is favorable to second language learning. She also claims that this strategy offers safety for students and allows teachers to get to know their students deeper because once they can express themselves in their own language (L1) they are able to show their authentic and spontaneous self. She does not really see the use of the mother language in the classroom as a problem; on the contrary, she believes it is a tool to be used efficiently to facilitate the learning process.

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[73] Rebecca "se os alunos <u>puderem</u> e <u>tiverem conhecimento para usar a língua estrangeira seria tudo de bom, mas o fato de eles entenderem o que está sendo transmitido na língua estrangeira e conseguirem trazer esse conhecimento para a língua materna, no meu ponto de vista, já mostra consideravelmente os conhecimentos obtidos por eles diante da aprendizagem que foram expostos</u>".

[74] Emily: "O <u>lugar de onde esse aluno vem, o que ele traz de experiência de vida, qual a sua estória de vida, são aspectos que não devem ser ignorados em uma sala de aula</u>, afinal, estamos lidando com seres humanos, e <u>cada um de nós traz consigo uma 'bagagem' que influencia diretamente as nossas atitudes, a nossa forma de pensar e de ver o mundo</u>".

Aiden's comments were organized mostly about the items he rated as 1. He believes that the three fundamental elements that should be taken into account in a classroom are: *group profile, students' context* and *school context*. He also explains that it is only by working with those elements that students will not feel misplaced, out of reality[75]. Regarding *students working in pairs* or *small groups*, he claims he likes to stimulate group work because he believes two heads are better than one[76]. This statement reflects Aiden's comments regarding his school years. He has always valued the power of group discussions.

He also thinks that the use of the L1 during the interactions student-teacher and student-student in the classroom is not a problem. Aiden believes that when students discuss and interact along with the topic that is being approached, they are absorbing and learning about the subject. He concludes his narrative by stating that a FL classroom does not simply refer to the language per se, but to what people can reach/do with the use of language. It is not clear, however, what language he is referring to – whether the target language or the mother language.

In attempting to draw a synthesis of the three teachers' points of view bearing in mind the content of their narratives, it seems that they all agree that the context of the students plays an important role in the classroom, being necessarily the point of departure for planning. Their reasoning refers to aspects such as to promote interest and motivation, to have satisfactory and meaningful learning, and to consider previous knowledge and life experiences, but not in an elaborate way; their reasoning was marked by lack of depth since they stuck to using jargons, but not to explain them (Johnson & Golombek, 2011; Johnson, 2009; Smagorinsky, 2003).

Also, they have not been able to develop their ideas thoroughly and explain that students' engagement largely depends on a personal connection to the content of their learning, be it related to previous experiences and thus more emotional, or simply related to previous knowledge (Johnson & Golombek, 2011; Lantolf, 2003; Miller, 2004; Oliveira, 2001). In other words, they have not related meaningful

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[75] Aiden: "Creio que os três fatores fundamentais, os quais devemos levar em conta em sala de aula são: o perfil da turma, o contexto dos alunos e o contexto da escola, uma vez que somente trabalhando esses, os alunos não se sentirão tão deslocados, fora da realidade".

[76] Aiden: "Gosto de apostar nos trabalhos em grupos, pois acredito que duas cabeças pensam melhor do que uma".

learning to relevance – the students' perception that something is interesting and worth knowing – nor did they illustrate that relevance is established by getting to know students and relating content to everyday applications in relation to their real-world (Barreiros, 2013; Crookes, 2013; Fontana, 2010; Gadioli, 2013).

The teachers appear to have slightly different perspectives when it comes to the use of language in the classroom. Regarding the teachers' use of the L2, Rebecca argues that the teacher's use of the L2 in the classroom may promote opportunities for implicit and explicit learning whereas Emily claims that teachers can use both languages in the classroom, especially to establish a balance and to provide safety for students. Rebecca considers that the mother language should be used as a last resource when negotiating in the target language was not enough to guarantee students' comprehension. Aiden does not refer to the teacher's use of language. When it comes to students' use of language, their opinions are more aligned. Rebecca believes that if students are able to answer the questions posed by the teacher in their mother language, this is enough evidence of learning taking place. Similarly, in Emily's opinion, the students answering the questions in their mother language allows them to reveal their authentic and spontaneous self. And Aiden states that it is more important that students discuss and learn a certain topic than that they use the target language. It is not clear from Aiden's statement whether the input students received would be in the target language or in the mother language.

It looks like Rebecca and Emily understand the importance of the use of the target language in the classroom to promote learning. The difference may lie in the fact that Rebecca is more concerned with students' abilities to understand the language, even if not able to produce it while Emily and Aiden appear to put language in second plan, as their main concern is said to be respectively students' identities and emotions, and students' learning of something. Again, their reasoning for giving more or less importance to language is not anchored in any theoretical support (Lortie, 2002). Yet, it is my interpretation that despite the differences in the future-teachers' positioning at that time, they seem to be influenced by the notion of language as social practice and thus the discussion that language is more than just communication or expression (Gee, 2004), but a way of becoming, being and acting upon the world and others (Gadioli, 2013; Pessoa & Urzêda-Freitas, 2016). As such, a language classroom should be developed around a critical stance and basically aim at helping students take charge of their own thinking and

achieve understanding of a given content and Discourse (Crookes, 2013; Freeman, 2004).

There were no comments on the topic *Repetition of syntactic structures and vocabulary presented in the classroom (Drills)*. The reason for that may be explained on the basis of the answers discussed above or teaching perspective from a more behavioral approach. Their foci lie on understanding and on building identities. Those elements superpose the teaching of grammar and vocabulary. It is not clear, at this point, whether and how linguistic aspects will be addressed in future-teachers' classes since they should not be suppressed at all. For this reason, I decided to include in the second phase of the study, during the intervention meeting, some classes whose focus lied on vocabulary taught from different perspectives.

All things concerned, the evidence presented thus far supports the idea that the future-teachers started their practice teaching with a fuzzy conceptualization of English language teaching somehow aligned with an SCP. They consider that the students are not empty vessels, as they bring knowledge and experience to the class and they believe that this knowledge should be the starting point for lesson plans. However, they do not seem to take into consideration other aspects that are inherent to an English language teaching, such as teaching of the linguistic aspects, criteria for establishing group work or the importance of balance between the use of the target language and mother language, for instance. We will return to these views as we move towards the end of the practice teaching so as to see if there is a major level of intersubjectivity among the teachers. By the same token, by now it is not possible to verify how the teachers' verbalizations will be translated into lesson plans. These aspects will be made clearer as they perform goal-directed activities (Johnson & Dellagnelo, 2013) and interact along the process.

4.2.4 Summary of the results

The data analyzed in this section addressed the first RQ that aimed at investigating the future-teachers' initial conceptions of *Language as social practice* and *English language teaching*. To do so, the future-teachers' memoirs written for the *Practice Teaching I* course and a questionnaire were analyzed. The future-teachers' memoirs revealed some personality traits, school time impressions and memories permeated by emotions that may directly reflect on how they

conceptualize *language as social practice* and *English language teaching*.

The conceptualization of these two aspects revealed that the future-teachers to a certain extent present similar definitions. These definitions in turn are apparently influenced by their apprenticeship of observation and non-spontaneous concepts as can be seen in their memoirs. Nonetheless, identifying future-teachers' conceptualizations is a hard task. Vieira-Abraão (2014) argues that mapping the origin of someone's beliefs, and knowledge is almost impossible. The scholar claims that we can only generate hypotheses to work with.

Having this claim in mind, based on the information gathered regarding language, the analysis identified that the concept *language as social practice* is already part of the future-teachers' repertoire. At this point, their definitions vary and indicate some internal contradictions which lead us to interpret them as a pseudoconcept. Language, in their opinion, serves a communicative and interactionist purpose towards social practice. They also believe that by approaching socially relevant topics they will guarantee that language as social practice is implemented in the classroom. It is my interpretation that since participants attempt to connect their previous knowledge to the events and procedures witnessed in the classes they observed, they are engaged in making sense of the theory they had studied, and for this reason, there is room for improvement.

Regarding English language teaching, the analysis revealed that from the twenty items available for discussion *Students' context* was rated as 1 by the three participants. These results suggest that despite studying at the same teacher education program, the future-teachers appear to have different views (Smagorinsky et al., 2003) on the English classroom. These differences may be connected to their apprenticeship of observation (Lortie, 2002) inasmuch as their individual experiences are still too strong.

Their narratives also suggest a fuzzy understanding of ADD/FL teaching. Even though their definitions appear to be aligned to an SCP to the extent in which they agree that students' context should be the starting point for planning, for instance, they are not able to elaborate on the jargons they used throughout their texts. For some of them language may appear in the second plan whereas emotions and students' identity would play a central role. They do not consider the Discourses and linguistic aspects of teaching a language. Moreover, their understanding of teaching is not grounded in any theoretical support, but on personal experiences.

By conceptualizing language as well as teaching, the future-teachers' understanding becomes explicit and therefore, there may be more chances for reorganization and refinement of the concepts (Johnson, 2009) later on the process. This refinement is aimed to move towards the ultimate level of *thinking in concepts* (Vygotsky, 1987) regarding their professional area.

I now turn my attention to the data analysis regarding the second RQ that investigates how the conceptualizations of *language as social practice* and *English language teaching* are verbalized in the future-teachers' language use along the practice teaching.

4.3 LET THE TRANSFORMATION BEGIN!: HOW THE CONCEPTUALIZATIONS OF LANGUAGE AS SOCIAL PRACTICE AND ENGLISH LANGUAGE TEACHING ARE VERBALIZED IN THE FUTURE-TEACHERS' LANGUAGE USE THROUGHOUT THE PERIOD OF DATA COLLECTION

Identifying the future-teachers' first conceptualizations in the beginning of the practice teaching was crucial to plan the mediation aiming at promoting opportunities for concept development to take place. Once I knew where they stood I began to design strategies to investigate how the conceptualizations of *Language as social practice* and *English language teaching* were verbalized in the future-teachers' language use (RQ 2) along the period we worked together in the practice teaching.

To do so, the data yielded throughout the academic year as a result of 74 attendances – the 29 classes taught by me and observed by the future-teachers (throughout a 20-week period and reported in classroom observation reports and two group meetings), the one-teaching class each participant was in charge in the first semester, the intervention meeting in the beginning of the second semester as well as reflections about the 14 classes taught individually in the second semester[77] (individual meetings [IM, hereafter] and a final group meeting [FGM, henceforth]) at the end of the practice teaching were organized and discussed according to the concepts under investigation.

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[77] Their practice teaching was affected by the 2014 World Cup and unpredictable changes in the school schedule. For this reason, the planned lessons encompassed the classes they taught individually and remedial classes in order to accomplish the pre-requisite of 14 classes.

As explained in the *Method* chapter, although the data were collected chronologically, the analysis encompassed more than one phase of the study in order to answer this specific RQ. Figure 5 below displays the data collection as it took place chronologically within the three phases of the study.
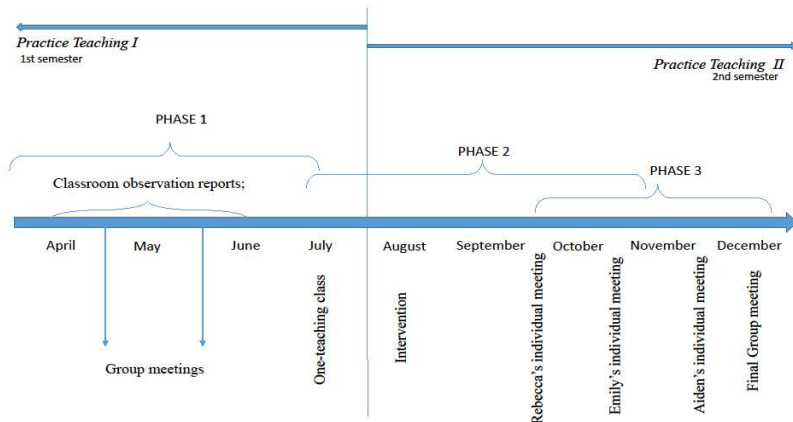
Figure 5. Data collected throughout the three phases of the study to answer RQ 2.

4.3.1 Concepts at play

To organize this section, I divided the information yielded from the group meetings and from the intervention meeting in two sub-sections that correspond to the concepts under investigation.

In what regards the group meetings[78], before the future-teachers and I could meet, I compiled their classroom observation reports to identify the most recurrent topics and include questions (Liberali, 2010, p.35 based on Smyth, 1992)[79] to foster reflection about the actions and decisions that happened in the observed classes. In this sense, the

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[78] As described in the *Method* chapter, section 3.5.1.3.

[79] I could meet them twice, once after a two-week period, then after a six-week period. Unfortunately, due to the unpredictability of the school schedule, I could no longer meet with the future-teachers to discuss the classroom observation reports from weeks 8 through 20. Instead, I was only able to meet them after their one-teaching class that took place at the end of the first semester. We exchanged e-mails regarding their lesson planning, though.

implicit mediation that took place was aimed at leading them to develop critical thinking about the pedagogical practices that took place so they could analyze whether such practices would be valid during the development of their own classes.

Then, the next step in the practice teaching was the one-teaching class. The future-teachers were supposed to plan and teach their very first class. They chose a topic that was relevant for that particular historical moment in the country: the 2014 World Cup, and developed activities exploring different aspects of the event. At that point, it was possible to trace a growing concern regarding the relevance of the topics approached in the classroom. In general, they saw the classroom as a space for developing different skills especially in what concerns the development of critical thinking.

After that, in the beginning of the second semester I met with the future-teachers for one intervention meeting. The meeting was designed to explicitly introduce the concepts under investigation. The focus lied on the aspects that presented to be challenges or difficulties for the future-teachers in the first semester whether in their first conceptualizations, classroom observations or one-teaching class. For example, regarding *Language as social practice* their initial conceptualizations were general and only considered critical aspects of teaching a language, nothing was said regarding the linguistic aspects, for instance. To what concerns *English language teaching*, they consider context to be the main focus when planning a class, but nothing was said about how it could be developed in practice. Also, they do not see any problem in using the mother language in the classroom, but do not offer any critical reflection on this matter. And finally, students' interaction by means of group work was a challenge for them as well.

4.3.1.1 English language teaching

4.3.1.1.1 Group Meetings

In the first meeting, Emily explains that everything is connected; everything she had observed in the school classes appeared during her *Practice Teaching I* classes[80]. She explains that classroom

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[80] Emily: "Por exemplo, quando eu chego na aula, sento, começo a pensar, observar, tudo isso que eu tô passando ali, que eu tô analisando, observando, me questionando, a gente conversa sobre depois no encontro [Practice Teaching classes] [...] mas tá tudo relacionado porque é tudo sobre aula, sobre

procedures, content, students' behavior and my attitude towards them were topics that had emerged during the discussions in the university classes. Emily also explains that everything is too new for her. For this reason, she claims she can grasp what is happening in the classroom, but has some difficulty in assessing or even writing critical reports of the classes. For this reason she believes discussing more theoretical texts prior to coming to school would be more profitable[81].

  Similar difficulties were reported in Bazzo et al. (2010). The researchers explain that the future-teachers had difficulty in observing and describing the teacher's pedagogical actions despite their excellent academic level and prior work with theories. Their struggles were seen during the implementation of micro-teachings and observation of real classrooms. Another factor that may have played a major role in the study was participants' lack of commitment in meeting deadlines which prevented them from profiting from the comments made by the teacher educators (the supervising professor and the school teacher).

  Rebecca reports difficulty in determining the *focus* of the observations. She mentions language as a criterion along with focus on the teacher, lesson planning, among others. These criteria emerged based on the texts they have read[82]. Rebecca's comment on her

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comportamento, sobre conteúdo, sobre a atitude dos alunos, sobre a tua [Nadia] atitude como professora. Eu acho que tudo tá relacionado. Eu vejo muita ligação no que eu discuto na quarta [that was the day they had classes] com o que eu vejo na aula, com que eu vejo na aula com que eu escuto na quarta".

[81] Emily: "[...] Tudo é muito novo [...]. Então, eu acho que tudo que tu vai observando, assim, tu vai tirar alguma coisa dessa experiência. [...] 'Tá, e como é que eu posso colocar isto [student's complain about the need to speak English] no papel agora?' Porque é uma situação atípica, mas pra ti filtrar isto e colocar de uma forma interessante, analisando criticamente, tu tem que ter elementos também pra fazer isto... (Nadia – Uhum) e às vezes tu coloca a situação, mas tu não sabe como tornar isto profundamente, né? Então, se de repente a gente já tivesse discutido este texto, quando a gente se deparasse como uma situação como esta, ia saber fundamentar teoricamente".

[82] Rebecca: "A gente conversou se a gente vai focar na linguagem [...] É, a gente não sabe como focar, entendeu? Acho que tá faltando isto, a ensinar a gente a focar, ensinar a focar. [...] É, a gente foca na linguagem, a gente foca no professor, outra aula a gente foca como que a aula fluiu, seguiu o plano, o que saiu, porque tudo isto tem um texto, mas a gente não sabe como fazer né? Se eu botar tudo numa aula tu não vai focar nada direito".

difficulty may lead us to the conclusion that the future-teachers are seeking mediation (Childs, 2011); they are not yet able to perceive that mediation has actually been taking place implicitly (Wertsch, 2007), inasmuch as the texts provided by the professors present the scientific concepts they need in order to reflect critically about the classes observed. At that point, they could not see that the texts are regulating their learning and so are the supervising professors and the school teacher (and researcher).

Rebecca also explains that her experience at PIBID was a milestone in her teacher education process as she is now able to understand that the orientation she received by the PIBID university supervisor is aligned to the English teaching practice at the school of the practice teaching. She reports that during the classes observed in the period of her PIBID scholarship, she felt that the students were lost during their English classes because they could not make sense of the activities proposed by the textbook and the High School educational project (*Ensino Médio Inovador*) adopted by that school. It was a problematic relationship to which the future-teachers were assigned the role to intervene and mediate the contradictions found as well as to think of strategies and activities to overcome the predicaments[83].

In the second group meeting, the most recurrent topic was related to students' participation. In their reports, the three future teachers mentioned my negotiation with the students on whether to get together with another group of English students for one class. I then questioned them about the possible reasons behind my actions.

In Emily's point of view, it was to stimulate students' autonomy as well as value their opinion. She develops her thesis by explaining that if I wanted I could have said that the class would be with the other group of students, but instead I chose a more democratic path. In her opinion, this attitude strengthens my relationship with the students by valuing their opinions[84]. Rebecca believes that when students are engaged in the

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[83] Rebecca: "porque assim, nossa... tinha hora que era assim <u>tão fora da realidade</u>, assim, que os alunos mesmo assim se questionavam, sabe? '<u>mas o que é essa atividade</u>? Meu Deus! <u>Que que é isto</u>?' tipo, '<u>esta frase não tem nada a ver, não existe isto</u>' ".

[84] Emily: Qual é a tua <u>intenção</u>?
Nadia: <u>Isso</u>. O que que vocês acham disso?
Emily: Eu acho... Eu acho que é justamente o que eu coloquei na minha... (hesitation). É <u>estimular a autonomia e valorizar a opinião dos alunos também</u>. Porque <u>tu tem escolha, né?</u> Nadia, <u>se</u> tu <u>quiser</u> tu pode <u>simplesmente dizer</u>:

choices that take place within the classroom, they produce more because their participation is related to their interests[85]. Likewise, in Aiden's opinion, by having students participate in the decision making of the class, the students will engage more in the activities they chose or helped choose[86].

Regarding the rationale behind my attitude of mediating the decision along with the students (which is teaching from a sociocultural perspective), Rebecca explains she had heard something about giving students' voice, giving them options, just like I had done. Aiden argues about the existence of texts about giving students' voice so they would be the agents of knowledge. And Emily mentions a text from the *Didactics* class that also verse on the topic. However, their arguments indicate non-spontaneous concepts in action since they were most likely acquired during the university time but cannot be consciously accessed and verbalized. Once more, they use jargons, but are unable to develop their rationale.

It looks like the future-teachers understand the importance of giving voice to students so as to engage them in their learning, which could be interpreted as non-spontaneous concepts. However, they had difficulty in naming or organizing their ideas[87] which indicates a pseudoconcept in action.

'gente, na nossa próxima aula vai ser na outra turma, eu quero que vocês assistam'. Tu tem opção de fazer isso, mas eu acho que tu quer ir por um caminho mais democrático porque, por esse caminho, tu vai estar fortalecendo a tua relação com eles, tu vai tá dando autonomia pra eles, e tu vai tá *valorizando* (emphasis) a opinião deles".

[85] Rebecca: "quando os alunos tão envolvidos nas escolhas que acontecem na sala, acho que as coisas rendem mais, né, porque tá voltado pro interesse deles também, né?".

[86] Aiden: "Eu também acho que é até uma questão de interesse do aluno, assim... (hesitation) O aluno saber... o que ele prefere, e a partir disso aí ele vai... vai, assim, sei lá, empenhar mais...".

[87] Aiden: Acho que tem em bastante texto. Que eu já vi, assim, não lembro, mas... Acho que a gente já viu essa questão de... (hesitation). De dar voz ao aluno e... (hesitation). Assim, tu dá ao aluno..., é, assim... (hesitation), como é que eu posso dizer?... Mais participativo nas aulas, e ... não sei.
Emily: Eu me lembrei agora de um texto de didática, de que fala que quando tu dá voz ao aluno, quando, numa situação mais ou menos como essa que tu dá voz ao aluno, valoriza a participação, era como se tu tivesse dando a oportunidade

4.3.1.1.2 One-teaching class

Aiden was the first one, he was eager to start, and planned a trivia quiz about the past World Cups. After his class, he complains he ended up performing a teacher-oriented class because he did not know how to deal with students' participation. For this reason, he decided to strictly follow the plan. He recognizes, however, he skipped a few procedures, did not give voice to students and could not *mediate* the interaction between the students and him[88]. Aiden also did not deal with the vocabulary that was part of the lesson and that was presented in English. Instead, he accepted students' answers in Portuguese for the

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pra ele dele construir, fazer construção do aprendizado. Aquela pessoa, o aluno participa no que tá ali só pra... 'Não, eu também tomo decisões, eu também faço escolhas, eu também tenho papel nessa minha... (hesitation) nessa minha aprendizagem, né, na minha posição como aluno'. 'Não tenho que ser só passivo, receber ordem, e obedecer, fazer tudo que me mandam, tudo que me sugerem. Eu também posso escolher'.
Aiden: Acho até que o tempo que é usado nessa situação é o agente de saber, né? É o aluno como... (hesitation) agente do saber, uma coisa assim.
Rebecca: E eu acho que eu também acho que ouvi alguma coisa sobre que tu tem que dar a voz, mas tem que dar opção, igual tu fez, assim, não pode deixar muito aberto, porque senão já vira... né? E... (hesitation) tipo, dá, igual tu fez lá, dá opção, a gente fica aqui ou ir lá pra outra sala. Não perguntar 'o que que vocês querem fazer?', assim, não deixar muito aberto, assim, meio que dá uma direção, assim, eu dou opção mas, eu, tipo, eu deixo vocês escolher, mas tem a opção.

[88] Aiden: O plano estava ali, [...] a questão de seguir o plano e de ficar naquela assim: 'ah eles [students] falaram isso, mas eu vou ignorar pra continuar'. Eu acho que dei continuidade à aula só que eu podia ter… acho que o plano estava mais elaborado do que eu...
Nadia: Da forma como você *setou*.
Aiden: É. Assim, eu não li nenhuma frase ali com eles [the students]. [...] 'ah, read the rubrics tá rá rá'. Só que acabou pulando, acabei pulando e acabei fazendo o papel todo, e que eu podia ter feito pra eles inventando alguma coisa ou ter dado voz pra eles, né?
Nadia: Uhum.
Aiden: Acho que foi essa a questão.
Nadia: Então você acha que você centrou muito em ti e esqueceu de...
Aiden: É, de dar voz aos alunos, né? [...] assim, não explorei as respostas do aluno, não… acho que não soube, acho que mediar essa interação entre eu e eles.

questions posed. In the end, he did not confirm/explain the vocabulary so students would reinforce or expand their knowledge and thus transform the activity in a learning opportunity.

My strategy then was to point out the occurrences of vocabulary he could have approached and rendered into English as well as situations he could have used English to confirm students' understanding[89]. He agrees with all my comments, but at this point, it was not possible to assess whether he did not make this exercise of encouraging students to answer in English because he was too nervous or whether it was related to his view of English classroom discussed in the previous section (4.2.3), in which he argues he does not see students engaging in discussions or answering questions in their mother tongue as a problem.

Emily was the second future-teacher to teach. Despite the difficulties she claims to have had, her lesson plan was well developed and she entered the classroom knowing exactly what she had planned to do. Emily explains that she included activities expecting students' engagement, and when it did not happen she asked students the questions and when they did not try to answer and were quiet for a while, she provided the answers. She decided to use *instinct* to deal with the situation since she did not have time or experience to think of a plan B[90].

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[89] Nadia: Outra coisa, na pergunta, né? Quem foi o último campeão? Aí 'ah, a Espanha'. Alí eu percebi que faltou um pouquinho de trazer pro inglês 'ah, Spain', sabe? Faltou esse feedback de trazer do português pro inglês.
Aiden: Uhum.
Nadia: Então, a resposta que eles [the students] davam, você mostrava, lá estava escrito Spain, mas faltou, talvez, o teu reforço.
Aiden: De confirmar, só que...
Nadia: 'Espanha? Ah, Spain!'. Então, aos pouquinhos eles vão internalizando o vocabulário.
Aiden: Uhum.
Nadia: Que todas as respostas foram mostradas em inglês, mas não teve ênfase no vocabulário em si. É como você falou, né? Então, por exemplo, você foi fazendo as atividades, foi dando as instruções, mas dependia da vontade dos alunos, da motivação própria deles no engajamento.

[90] Nadia: Como é que você acha que você incluiu ou não essas interações dos alunos ao longo do teu plano assim, ao longo da tua aula?
Emily: Como que eu lidei com isso? [...] Então, assim, eu acho que eu não sei se eu consegui lidar bem com isso, porque como eu tô te dizendo, não tava preparada, né? Tu sempre acha que tu vai perguntar e vai ter resposta, né? Tu

This situation led the activities planned for the class to be concluded earlier than expected. Emily thus had to deal with improvisation. She came to me during the class and explained she was going to extend the questions she had elaborated. At this point, her in-flight decisions led her to focus on grammar: simple past and adjectives. She focused on the form, and was not able to go beyond that. Language was dealt as a system and in a decontextualized form[91]. This behavior

espera isso, mas não aconteceu várias vezes. [...] Eu tive a segurança de 'ah, ele não respondeu como eu queria, então o que eu posso fazer, vamos tentar um plano B'. Eu não tive todo esse tempo pra pensar nisso, pra organizar e dizer 'não, já que ele não soube vamos fazer...'. Foi meio que instintivo assim 'tá, eles não sabem e agora? O que eu faço?' Daí eu pensava na hora, né? Então assim, não foi nada planejado, eu tive que lidar na hora com que me foi apresentado assim, também não sei avaliar se eu fiz corretamente, se eu poderia ter feito diferente, poderia ter feito diferente? Com certeza poderia, mas não sei avaliar assim mais profundamente, fui seguindo o instinto.

[91] Nadia: você foi conversar comigo explicando que teve uma ideia na hora pra tentar desenvolver porque iam sobrar só dez minutos da aula...
Emily: Uhum.
Nadia: Aí eu comentei: 'lembra que a gente comentou que isso poderia acontecer?', que aí vocês deveriam estar preparados pra fazer a transição no momento que fosse necessário, se! fosse necessário. Mas aí você teve a ideia de então estender um pouquinho mais e fazer perguntas mais específicas, né?...
Emily: Uhum.
Nadia: Então, fazer questões sobre adjetivos, porque afinal a bola tá sendo descrita, né? E eles tão enfatizando as qualidades da bola.
[...]
Nadia: Mas você foi lá e fez perguntas, né? 'W*here is verb in the sentence? W*hat is the tense?'
Emily: Ah, então, aí eu percebi que todos tavam no passado, né? Eu falei 'é, vou pontuar isso, então'.
[...]
Nadia: aí você foi colocando os adjetivos que foi o que você veio conversar comigo...
Emily: Isso!
Nadia: [...] Mas é só a questão da forma como você elaborou a pergunta e o processo...
Emily: É, eu não fui clara, depois eu fiquei pensando que tipo, que sentido, né? É eu já falei partindo do meu conhecimento, né? Eu já sei que uma palavra pode ser pronome, pode ser um, eu até pensei de botar no quadro daí, sabe? *pronoun, noun*, mas aí eu disse assim [say to herself] 'vai ficar muito óbvio, né?' "

reinforces Correia et al.'s (2014) argument that a teacher will reproduce what they believe to be the best, and that the conceptualizations portrayed in the class may be reflected in the students' behavior. In this case, the future-teacher is the student reproducing the English language class she had, her apprenticeship of observation led her actions. It is clear that the *instinct* Emily refers to during her reflection is her apprenticeship of observation in play.

As to vocabulary, Emily could not think of strategies to cope with new words that emerged during the class. Still, she was able to formulate some ideas on how to explore vocabulary during our conversation, such as to write the expressions or new words on the board and associate them with an explanation. In her point of view, an explanation associated with visual cues might help confirm students' understanding[92].

Rebecca was the last one to teach. She approached the posters created to advertise each one of the 12 Brazilian host cities to the 2014 World Cup[93]. To do so, she started the class by introducing the official TV opening video[94] and the students immediately engaged in the discussion about the video and argued that the images of the stadiums and the host cities would reinforce to some extent the stereotypes about Brazil (country of soccer and samba). After that, she presented the official poster and explored the images and possible meaning as an example. Finally, she distributed the other posters within the students so

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[92] Nadia: E quanto, por exemplo, ao uso do quadro na hora da correção, você acha que poderia ser um recurso?
Emily: Acho, acho que poderia ter usado mais, por exemplo, naquela parte do.., das perguntas iniciais sobre a bola, qual o significado e tal, eu poderia ter botado o *pride* por exemplo, porque a menina sabia o significado mesmo, mas não era todo mundo que sabia. Eu podia ter explicado melhor o *Brazilian pride,* por exemplo, podia ter botado que nem eu botei o *slang*, podia ter explorado mais eu acho, porque quando tu vê a palavra assim é, e tu junta com uma explicação, fica bem mais claro né?

[93] The posters are available on <http://www.copa2014.gov.br/pt-br/noticia/doze-sedes-da-copa-do-mundo-lancam-cartazes-do-evento>. Accessed on Jan 06th, 2018.

[94] The video is available on <https://youtu.be/JP67IM1LX-M>. Accessed on April, 19th, 2018.

they could work in small groups identifying the elements that represented a certain city and culture.

Despite the fact the students were not aware of the posters; overall, they were aware of the semiotics in the images and analyze the posters and the event itself from a critical stand. They could answer the questions proposed in the activity without Rebecca's mediation. She was able then, to change the directions originally planned and move forward[95]. The discussion she conducted, however, was rather superficial. Her arguments are that she recognizes her limitations regarding the political aspects (such as economic impact and unnecessary investments, in students' opinion) as well as stereotypes. For these reasons, she decided to end the discussion instead of engaging in an area she had little *input* as she realized students had gone beyond her expectations[96].

Rebecca used one of the strategies I use in the classroom that is to redirect a question to the group instead of promptly answering it (Gal'perin, 1992; Johnson, 2009). This procedure encourages students to develop critical thinking and participate in the class because they do not receive the answers for the questions posed, they are supposed to build meaning together, and their voices are heard and considered as part of the class. In Rebecca's case, the strategy was also important since she did not feel ready to deepen the discussion and conducted it up to the point she felt comfortable with.

To sum up, one characteristic that caught my attention is that they commonly think of activities that involved discussion in a teaching *through* communication fashion (Prabhu, 1994 apud Xavier, 2012). It was almost a pre-requisite in their lesson plans, but they are not usually prepared for conducting the discussions they propose especially because

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[95] Rebecca: "É. Então, eu não explorei porque assim, eles já foram respondendo antes, [...] já começaram a responder bastante coisa sem eu fazer as perguntas que eu tinha pensado, né? Ai eu já pulei".

[96] "Nadia: Por que você acha que foi [the discussion] rasa? Você acha que contemplou os teus objetivos? Eles responderam o que você queria? O que você acha?
Rebecca: Não, eu acho que eles falaram mais do que eu queria, sabe? Por isso que, talvez, eu não fui tão a fundo. Eu acho que eu não estava preparada pra ir tão a fundo como eles foram. Eu acho que assim, mais superficial, assim, e eles foram bem críticos, falaram bastante coisa política. Aí eu achei que eu não estava com tanto *input* assim, pra ficar rebatendo, discutindo. Então eu já falei: 'não, eu vou até onde eu acho que eu consigo levar'.

they cannot predict the path the conversation will take, and when they realize students are going beyond what they had proposed, they commonly change the topic.

Despite their efforts to promote students' participation, they were not completely able to mediate the activities nor to explore the vocabulary or the language in a significant way for the students. The first attempts were either to ignore the contributions brought by the students, or to keep them in Portuguese. Accepting students' answers in Portuguese is also aligned to their position reported in the previous section (4.2.3) to which the future-teachers do not see the use of the mother tongue as a problem, they even encourage students to use it because they believe that using the mother language to answer a question, for example, is enough evidence of learning taking place.

4.3.1.1.3 Intervention Meeting

Based on the future-teachers' first conceptualizations as well as their one-teaching classes that happened at the end of the first semester, I chose vocabulary which is an inseparable construct of language as well as English language teaching to be at the center of the intervention meeting. For this reason, I presented them five different classes from different parts of the globe in which there were vocabulary and unfolding procedures related to it that also depicted a certain view of language and teaching. The classes portrayed a communicative and/or a sociocultural approach or the total physical response method[97].

My objective was to raise the future-teachers' awareness regarding the activities involving vocabulary, as opposed to judging methodologies. I also intended to show/remind them of different teaching possibilities to broaden their views. This procedure is justified both by the fact that meaning emerges in the interaction with the *other* (Vygotsky, 1987), and in Johnson and Dellagnelo's (2013) arguments that

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[97] The videos descriptions and links are available on Appendix I. After watching each video, the future-teachers wrote down comments highlighting positive and negative aspects of the videos from their point of view. The positive aspects should be related to what they consider to be part of an ideal class. And the negative aspects, on the other hand, should be related to what they did not consider to be effective in the classroom.

what teacher educators try to do is to explicitly mediate in novice teachers' processes of learning to teach. They intentionally insert new tools or signs into the activities that constitute teacher education with the goal of qualitative transformation in how novice teachers think as well as how they teach (p.410).

First, the future-teachers watched a video about an elementary school teacher who uses the blackboard to create a Super Mario game to deal with fruit vocabulary with a group of children.

Rebecca argues that the teacher's strategy to present the Super Mario game to the class was positive because it involved the children's world since they play games and know that particular one. Therefore, it was a contextualized activity. She also sees the interaction between the teacher and the students as positive. In that sense, she thinks it was a *very nice* activity[98]. On the other hand, she points out that he used a lot of drills by asking the children to repeat the sentences and the grammatical structures. The teacher would ask the exact same questions to every student and they would repeat the same things. She thinks it turned out to be a little repetitive and mechanic.

Rebecca explains she did not see any *function*. The teacher used a game that is close to children to deal with fruit vocabulary, but she claims she did not see any outcome, a purpose for learning the fruit vocabulary[99]. Rebecca's reflection suggests that she understands that

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[98] Rebecca: "[...] o tema que ele estava usando, o videogame do Mário, acho que tem tudo a ver com as crianças, eu acho que elas estão na fase de jogar videogame, o Mário tá super presente na vida da criança assim. Ah, eu acho que foi um ponto positivo que faz as crianças se interessarem sobre o que está acontecendo, e a partir disso ele usa pra trazer pra sala de aula e ensinar em cima disso. E eu achei assim que a interação deles com os alunos estavam bem legal, não sei se é devido a questão da atividade, mas eu achei bem legal. Só que assim, tem uma questão que ele usou bastante *drills* ali, né? Que ele fazia, eles repetirem bastante as mesmas frases, as mesmas construções gramaticais, mas eu achei que a atividade foi bem legal".

[99] Nadia: Por exemplo, você [Rebecca] fala da questão do *drill*, da questão da repetição, questão de vocabulário, que eram frutas, por meio do joguinho do Super Mário, mas qual é o objetivo final dessa aula além de memorizar vocabulário? Memorizar o *drill*? '*There are strawberries*', '*It's a peach*'.
Emily: Eu não sei... eu acho que ele tentou trazer pro cotidiano das crianças porque ele pergunta de uma forma bem natural. Como a Rebecca falou, todos os

children could do more with the language and that she did not find a purpose for learning that specific vocabulary. In this vein, despite the fact she does not explicitly mention that she understands language as social practice her verbalization indicates she is going towards this view of language.

Emily points out that the teacher tried to bring the children's daily lives into class despite the repetition. She also argues that the teacher knows the group, he is confident about the content and sequence, and only moves forward in the dynamics when he is sure students are following.

Emily includes the review of previous content as an additional objective, such as greetings as *how are you*? Because every student that went to the front of the class answered that question. In her opinion, it is an opportunity to revisit what students have learned before[100].

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painéizinhos, as fotos que ele pega ele pergunta: '*What is it*?' Então eu acho que quando ele repete tudo isso, várias vezes, eu acho que ele acaba naturalizando.
Nadia: Mas você acha que traz pro contexto da criança?
Emily: É, porque é assim, que nem ele pergunta sobre cada figura, cada criança que vai lá na frente antes da criança responder a pergunta da atividade ele pergunta: '*How are you*?'. Então acho que é uma tentativa de... como é que eu posso dizer... De tornar o ambiente natural, sabe? tirar aquela coisa mecânica: 'agora você vai responder'. Sabe? Eu acho que ele tenta deixar o ambiente mais natural possível, mesmo repetindo várias as perguntas, mas tentando naturalizar.
Aiden: Eu já acho que essa questão de naturalizar é parte do jogo de contextualizar e tal. Eu acho que ele aproveita o jogo pra aproximar os alunos. Acho que não é nesse lado.
Nadia: Então você acha que não, que não...?
Aiden: Eu acho que não.
Nadia: Ok, tudo bem...
Rebecca: Eu achei que função, função, assim, não vi. Não que eu não vi..., mas assim oh, ele usou... é isso que se fala, ele usou o joguinho, que é uma coisa mais próxima das crianças, pra fazer essa questão de vocabulário, tudo, mas eu não vi um *outcome*, Sabe?
Nadia: Além de lá falar: '*There are strawberries*'.
Rebecca: É, eu não vi um 'tá e daí?'. Tipo, qual que é a função daquilo? Para quê que ele está fazendo aquilo? Tá, pro vocabulário, mas eu não vi um *outcome* assim depois, sabe? Acho que falta.

[100] Nadia: E qual era o objetivo linguístico dele ao trazer essa atividade?
Rebecca: Acho que era os vocabulários, né? que ele estava...
Emily: Ele repete sempre essa...
Rebecca: É, repetição de vocabulário e de sentenças.

Aiden also agrees with Rebecca; he thinks the game was a good strategy vis-à-vis the age group of the students. As an activity convergent with the students' interests, he totally supported it and did not see any *problem* in the class[101]. He also considers that the game is a strategy the teacher used to make the content accessible to the students.

Since the follow-up class is not available online, it is not possible to determine the following objectives for studying that specific word group. Therefore, it is not questionable that the future-teachers missed a contextualization and a display of how, when and why that set of words would be used in real life. That is why only generalizations are possible at this point. The class was taught under the communicative flag, since the teacher provides a notional function to which students comprehend and are able to interact in the communicative situation as in *how are you*? On the other hand, the class portrayed a structural focus with contextualized teaching at the syntactic level as seen in *what are they?* or *what is that?*: *They are strawberries* or *It is a peach*. In this case, the teacher's objective is to raise students' awareness and comprehension regarding the structure being studied (Xavier, 2012).

The future-teachers' perceptions are mostly connected to their impressions of the class by immediately establishing connections to their apprenticeship of observation as opposed to the pedagogical goals behind the teacher' actions. Rebecca is the only one to raise doubts about the objectives and outcome of the class.

Emily: Sentenças, né? E eu acho que ele aproveita pra reforçar vocabulários anteriores que ele já trabalhou. Por exemplo, cada um que vai ler ele pergunta: '*How are you*?'. Todos que vão ali no quadro ele pergunta, e ele faz todos responderem. Claro, não tem a ver com o contexto naquela aula, mas ele já aproveita pra reforçar coisas que provavelmente já deve ter passado em [classes] anteriores, né?

Rebecca: É..., eu acho que apesar da dinâmica que ele estava fazendo na aula, eu achei que teve um pouco desse negócio de *drills* assim, eu achei que... sei lá, todas as perguntas que ele fazia pros alunos... ele fazia pra todos os alunos a mesma pergunta assim, fazia todos ficarem repetindo a mesma coisa todas as vezes. Eu achei que ficou um pouco repetitivo, meio mecânico. Essa foi uma coisa que me chamou a atenção.

[101] Aiden: "Não, eu concordo também. Eu coloquei aqui que a questão do jogo relacionada à criança também é o ponto positivo. [...] Eu não achei defeito na aula, acho que foi uma proposta legal".

The second video the future-teachers watched portrays an example of a total physical response method class.

In this case, the three future-teachers report that the class was repetitive and provided no context to students. In this method, language is seen from a more structuralist or grammar-based view (Richards & Rodgers, 1999). It is important to highlight that both classes deal with vocabulary; the first with a game that associates speech and image, and the second, speech and action. Emily is the future-teacher to lead the reflections about this class.

Emily explains that it seems that the teacher's idea was to make students memorize, associate words and gestures. However, she thinks it is a risky strategy since students are prone to forgetting it due to lack of contextualization. Her arguments go in the exact opposite direction of the method claims. Richards and Rodgers (1999) explain that the method is linked to the *trace theory* of memory in psychology which

> Hold that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled […] combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall (p.87).

Interestingly, Emily places learning and memorization in opposite sides. She explains that if students memorize a certain content it will be for a determined period of time as opposed to providing contextualization that may increase the *chances for learning*. In other words, she is trying to explain that the more contextualization is provided for students the better the chances for meaningful learning inasmuch as mimicking does not lead to internalization, as described in the *Review of Literature* chapter. Therefore, she argues that the strategy used by the teacher in the video is the opposite they learn at the university as being the *ideal* English class since contextualization plays a central role in learning[102].

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[102] Emily: Eu achei que ficou muita repetição sem contexto, sabe? Tipo, parece que a ideia dele é que os alunos memorizem, associem, a palavra e gesto, a palavra e gesto, que isso... Sabe? Mas isso é uma coisa muito arriscada porque tu pode memorizar, mas eu acho que também pode facilmente esquecer, porque, como não foi contextualizado [...] A ideia dele parece que é memorizar, memorizar, jogar o vocabulário, mas sem contexto, que é totalmente contrário

The future-teachers comment that in both videos the teachers deal with decontextualized vocabulary. In Emily's perspective, the difference between the first and the second video is that in the first, the teacher could extract children's attention and information; he was not limited to question/answer. She believes the children were interacting with him in English and were not aware of that.

Emily believes that the first class is still more appropriate because it focuses on students' reactions and promotes more possibilities for learning than the second one because of the atmosphere. She argues that when the teacher deals with the monsters, laughs, runs, he creates a natural, spontaneous and fun way to learn. On the other hand, to describe the second video, she uses expressions such as *blithely transmit the content* and *make the children memorize*, arguing that the teacher is not worried about students' learning. Moreover, she concludes that from the pedagogical point of view, the first class presents 80% higher chances for students to learn in comparison to the ones exposed to the *repetition* from the second video[103].

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do que a gente aprende na faculdade que é o ideal do ensino de língua, né? Quanto mais tu contextualizar mais chance tu tem de o aluno aprender, não de memorizar, porque memorizar pode ser um tempo determinado também, tu aprende um tempo e enquanto tu consegue associar aquilo ali, mas tu corre o risco facilmente de esquecer também. [...] Tudo que teve na primeira [class/video], por exemplo, de contexto, de naturalidade, nessa aí não teve nada.

[103] Emily: É. Eu acho que na segunda tá claro que o que ele quer é passar o conteúdo, jogar o conteúdo e fazer com que a criança memorize. A preocupação dele ali não é aprendizagem, é que ela memorize. [...] Já o outro vídeo não [the first one], quando ele [the teacher] faz a brincadeira, quando ele mexe com os monstros, quando ele ri, quando corre, sabe, quando ele deixa aquele ambiente leve fica claro que o objetivo dele é que a criança assimile o que ele está passando. Porque a forma que ele está passando é uma forma natural, uma forma espontânea, uma forma divertida. [...] Ele conseguiu, de uma forma divertida, envolver todas as crianças na aula sem elas se darem conta que estão numa aula, por exemplo. Então, claro, a primeira aula é muito mais interessante pra criança.
Nadia: Mas do ponto de vista pedagógico, não só da reação da criança?
Emily: Principalmente do pedagógico. Essas crianças da primeira aula, com certeza, elas vão... as chances delas assimilarem o que ele passou ali, eu diria, sei lá, 80% maior do que aquelas que estão ali na repetição, porque aquelas da repetição têm a chance de esquecer muita coisa.

In the same line of thought, Aiden also agrees that the first class was better because the game was able to catch students' attention and put them together by using the children's interests[104].

The third video portrays a typical communicative class in any English private course today. The teacher creates a board race game to revisit grammar (comparative adjectives) with a group of English as second language learners. The future-teachers confidently reported being familiar with this type of class. According to them, the class portrays dynamicity and contextualization in revising what students have studied[105].

They also believe this class provided a good contextualization. They think that asking students to create sentences (even though they are disconnected from any topic/context) using the adjectives written on the board was a good strategy to contextualize the linguistic aspects being revisited. According to them, the teacher did not only ask students to complete the activity, but to use the outcome in a context in order to make sense of them[106].

The only comment different from the above is Rebecca's, who identifies the class with a *focus on form* approach. She does not elaborate on it, but it is my understanding it is justified by the fact

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[104] Aiden: "Mas também <u>não gostei da aula</u>. Acho que assim também <u>faltou a questão de aproximação que no outro ele usou o game pra aproximar</u> e assim, questão de, sei lá, <u>buscar o interesse da criança</u>".

[105] Nadia: <u>Conheciam esse tipo de aula</u> já?
Rebecca: Eu achei legal. <u>Eu achei legal a fórmula como ela fez pra colocar o conteúdo</u>. Acho que ela estava <u>revisando</u>, não sei. [...] Mas assim, eu achei a forma da dinâmica legal. <u>Achei bem dinâmica</u>.
Aiden: <u>Esse vídeo lembrou as aulas que eu tinha no cursinho de inglês, porque é uma coisa mais dinâmica</u> e tal.

[106] Aiden: [...] Eu coloquei assim também que ali trabalha com a gramática e tal. <u>E achei legal quando ela pede pra contextualizar, dar o exemplo</u>... assim faltou a palavra agora....
Rebecca: Pede pra <u>dar um exemplo com o adjetivo</u>, a...
Aiden: Com o que foi trabalhado. <u>Achei legal</u>.
Nadia: Que aí <u>eles tendem a usar exemplos</u>...
Aiden: <u>Não fica tão fora da realidade, uma coisa solta</u>.
Rebecca: É, ela usou a questão gramatical <u>e ela deu um propósito depois</u>, que depois seria construir as frases, eles construíram as frases. [...] <u>Então, eu acho que teve um propósito</u>.

students are paying attention to linguistic structures that codify the input they comprehend or produce in the target language (Xavier, 2012, p.145)[107]. Although Rebecca is not able to explain this, her positioning demonstrates she has mastered this theoretical knowledge to a certain extent. All in all, despite the communicative flag in this class, language is approached from a structuralist perspective.

The fourth video proposes a game to revisit *directions* in a secondary school class in South Korea. The future-teachers agree that the teacher was the only one in charge of the class, the students did not interact, and did not have an active participation.

Rebecca thinks that the strategy the teacher used to teaching the vocabulary necessary for giving directions was at times distracting[108]. She also believes the interaction could be changed if the teacher was a *mediator* in the class instead of the only responsible for it[109].

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[107] Excerpt adapted and rendered from the Portuguese "Qualquer forma é aprendida em decorrência da atenção dos alunos sobre as estruturas linguísticas que codificam o insumo que eles compreendem ou produzem na L2/LE (foco espontâneo sobre a forma)".

[108] Rebecca: "Mas a questão das piadinhas que ele colocou no meio, se a intenção dele era chamar a atenção dos alunos, eu não entendi porquê, não sei, fica meio confuso também e acaba que... Não sei, eu acho que dispersa mais do que chama a atenção também e não sei qual que... Eu achei esquisito".

[109] Nadia: Tá, entendi. Mas, no caso, o aluno basicamente recebe [the information], né?
[...]
Nadia: E vocês [looking at the other future-teachers], o que vocês acham?
Rebecca: É, eu acho que na... isso que tu falou, que o aluno recebeu mais, né? Eu acho que o professor fez o papel principal da aula, não os alunos, sabe? Os alunos foram só os coadjuvantes ali. Eu acho que o professor, o papel dele foi... Acho que ele levou a aula, a aula aconteceu porque ele foi fazendo tudo, não os alunos. Eu acho que não teve participação ativa dos alunos. Eu achei que, talvez, se ele fizesse uma outra... sei lá, se fosse de outro jeito onde ele pudesse ser mais mediador do que, tipo, o principal da... o responsável principal pela aprendizagem ali. Não sei, acho que os alunos ficaram com o segundo plano em questão de aprendizagem.
Nadia: Uhum.
Aiden: É, porque, pelo que a gente viu ali, os alunos só falaram na hora da apresentação, né? Na questão de vá, vá reto, vire a direita, vire a esquerda. Só isso também, porque em outro momento não teve voz do aluno ali.

Emily argues that the teacher was the actor of the class, because he conducted the whole class, the teacher would ask a question and the students were limited to giving short answers[110]. Emily points out that the teacher wanted to play with the students, and that the choices he made of including distracting information also made sense for her. She also thinks it was funny because students were curious to see what was behind each place after students gave the directions to get there. The students are likely to learn because they are involved in the game[111].

Aiden agrees with the other future-teachers that the teacher was the main actor, and argues that the students did not have any voice in the class; they were limited to answering the questions directed at them when they were in front of the class.

The fourth and the first videos portray games using different resources in the classes as learning strategies. Both videos deal with vocabulary from a notional function perspective so students comprehend and are able to interact in the communicative situation as in *Where is the _____?: turn right*, *walk three blocks*, etc., raising students' awareness on the structure they are supposed to use. However, the future-teachers perceive that the students' participation differed[112]. They

[110] Emily: "Quando ele [the teacher] começou [...] eu achei que eles [the student] fossem lá na frente, fossem falar as direções e tal. Eu achei que, pra toda preparação da aula que ele fez, eu acho que ele foi muito mais o ator na aula do que os próprios alunos. Porque ele fazia só uma pergunta, o aluno respondia uma frase, sei lá, escolhia lá uma figura e falava uma frase, mas o resto da aula quem dominava, quem só falava era ele. Eu acho que ele acabou sendo muito mais ativo na aula do que o próprio aluno. No começo da aula, a proposta parece que o aluno vai ter que participar mais, e depois quando tu vê assim, acho que a participação do aluno foi muito pouca".

[111] Emily: "[...] Eu acho que ele quis, tipo, brincar mesmo, mas mesmo assim... mas tudo que ele mostrou são coisas que faz sentido, por exemplo, lá na montanha 'tu prefere o topo ou prefere... ah, tu prefere o topo, então lá tu vai encontrar um urso e tal'. Não é uma coisa mentirosa, é verdade, né? Tu sabe que lá tu pode encontrar. E ficou engraçado porque eles ficavam na expectativa de ver 'ah, agora nessa o que vai ter', né? Eu achei legal, foi uma forma dele finalizar de uma forma divertida. Assim, porque todas as figuras que ele botava no final, relacionadas com a direção, fazia sentido, né? [...] E desta forma, eu acho, mais uma vez, que é uma forma eficiente de o aluno assimilar, quando ele está ali envolvido na brincadeira, sabe?".

[112] Nadia: E como é que vocês acham que essa aula difere da primeira aula que a gente assistiu?

explained that in the first video every student had the chance to go to the board and answer the questions while in the latter the class was divided in groups because it was a large group and only one member of each group would go to the board and answer a question. The members of the groups did not interact among them to negotiate the answers; one of the members would be called to go to the board and would respond a question individually.

The last video was a math class[113] grounded on an SCP portraying pair work, group work, and the teacher scaffolding the activities.

Rebecca compares the class to a language class; the teacher introduces the topic, scaffolds the activities until students are able to perform by themselves, or in Rebecca's words, to reach the *final product*. She also claims it was the most structured class regarding teaching approach.

Emily strongly disagrees. In her opinion, this was the worst class, the most discouraging one; despite the fact the teacher encouraged the students to participate. She believes if she were the student she would not be engaged the activities proposed because the class was boring, not stimulating, not dynamic, and the teacher spoke slowly and not loudly enough. She thinks the class involving directions was the best, and *would only include* students' participation to improve it. This point of view may be related to the fact that she saw herself in the

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Aiden: Acho que a participação.
Nadia: Acha que a participação? Que os alunos participaram mais da primeira aula? Que embora também tenha foco no professor, porque afinal ele é o ator, né? Fazendo toda a questão do jogo.
Emily: É.
Nadia: Os alunos iam pra frente e todos falavam, né?
Aiden: É.
Emily: Todos.
Nadia: Nesse caso a gente tem só por grupos e coisas bem curtas, né? *short directions.*
Emily: É, bem pontuais, é. Que só responde e pronto.

[113] I did not find any example on English being taught from a sociocultural perspective on the Internet up to that point. All in all, the video is valid because it presents the tenets of the theory of the present study.

example, as according to her, she also speaks slowly and quietly, which are features of her teaching that she dislikes[114].

Rebecca tries then to walk Emily through the rationale behind the class from her point of view. She argues that everything the teacher taught had a purpose; she (the teachers) explained step by step, then the students worked in groups to solve a problem. Rebecca recognizes, however, that the dynamicity could have been different. Emily counters argument that dynamicity and learning strategies need to be dealt together in an ideal class[115]. At this point, Rebecca is also able to

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[114] Aiden: [...] o aluno também foi o agente do aprendizado, não foi somente o... não foi o ouvinte só.

Rebecca: Igual a opção da língua, tipo, tu dá o tema, introduz o tema, depois, dependendo de qual é o teu objetivo final, tu vai dando subsídios, fazendo o *scaffolding* pra eles poderem ter base pra poder chegar, né? Até o produto final. Então eu achei que foi a melhor, a mais estruturada.

Nadia: Entendi. E você Emily?

Emily: Ah, eu vou discordar, que eu achei a pior de todas.

Nadia: Entendi.

Emily: Eu achei a mais chata, a mais desestimulante pro aluno. Claro, ela [the teacher] fez tudo que ela tinha que fazer, ela avançou, ela estimulou o aluno a participar e tal, mas se fosse pra eu escolher eu escolheria a do cara [vídeo 4: Directions], por exemplo. [...] Só que eu incluiria uma participação mais ativa dos alunos e menos ativa da parte dele. Mas a aula dela [video 5], eu achei muito chata, achei muito desestimulante pro aluno, muito parada, muito... O tom de voz dela é baixo, ela anda devagar, ela... sabe? Até me vi assim, meu Deus, deve ter sido a minha aula aquilo ali. Porque eu achei bem... pro aluno, totalmente, desestimulante. Se eu estivesse sentada ali eu não estaria engajada a participar daquela aula, por exemplo.

Rebecca: o que ela está falando assim, do estilo do aluno tal, podia ser melhor, podia ser mais... a aula mais viva. Mas eu achei que na questão da abordagem de ensino que foi a melhor...

Aiden: Ficou mais fechadinha.

Rebecca: É. Acho que teve um propósito, sabe?

Emily: Sim.

[115] Rebecca: Tudo que ela [the teacher] ensinou ali teve um propósito. No final ela ensinou, explicou passo a passo, depois no final eles [the students] fizeram aquele trabalho em grupo ali pra resolver aquele problema.

Emily: Da estrutura, tu fala, as etapas?

Rebecca: É, eu acho que no sentido da abordagem de ensino acho que foi mais estruturada, agora, claro, que essa questão de interação na aula ou a forma como ela foi feita, a dinâmica, tudo, podia ser diferente, mas usando essa estratégia, o jeito que ensina.

critically analyze and separate teaching style from teaching approach inasmuch as she agrees with Emily that the teacher was too calm and spoke too slow, for instance, but could understand and analyze the steps and the rationale behind the teacher's actions.

Similar to Rebecca, Aiden states that in this class the students were the *agents of their learning* and not only listened to the teacher, he also believes it was a structured class with clear steps.

The future-teachers' understanding of *interaction* may also present some discrepancies. This was a criticism raised about the other classes they watched, but they also think that interaction did not occur in this class. From their point of view, interaction takes place whenever there is a game or lively activities developed in the class. The future-teachers, in general, do not seem to see pair work or group work in which students are negotiating meaning in order to solve a problem as clear evidence of interaction and learning opportunities. This fact may present some indication of pseudoconcepts in action.

Regarding pseudoconcepts in action, Aiden classifies this class as a *traditional class* at the same time that he argues students are *agents of their learning* and that this is a *well-structured class*. In an earlier section (4.2.1), he criticizes the traditional classes that always present a set of activities in the same order, and that students are not given the opportunity to act like agents of knowledge.

Such innovative approaches are in accordance to the tenets presented in the video they watched because students actively engaged in all the activities proposed. Perhaps, his contradictory point of view might be connected to the fact the future-teachers only have access to students doing activities, there is no mention of them having "voice" in choosing the topic. Therefore, he might perceive this action as not involving students in the decision as he claimed he did during school, especially concerning the English classes.

At the end of the intervention meeting, I also expressed my opinion on the importance of forming groups in which students can interact and learn, developing their ZPDs. This discussion also made me

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Emily: Mas <u>então</u>, pois é, mas <u>eu acho que essas duas coisas têm que caminhar juntas, sabe?</u> Eu acho que não dá pra ti optar por uma coisa... Claro, tu nunca vai perfeita, né? <u>Mas eu acho que a abordagem de ensino, a forma que tu vai conduzir a aula, eu acho que o ideal é que tudo caminhasse junto, que uma coisa tivesse ligada à outra.</u>

think about my own development. I shared that in my practice teaching, in a city in the west of Paraná State, (in the years of 2005 and 2006) the biggest novelty was to speak English in the classroom.

I also pointed out that the activities I developed reflected language as a system and no observance to any direction from the National Official documents was effectively considered. At that moment, I could see my own development throughout these last twelve years, from a traditional grammar oriented teacher to one guided by an SCP.

All the videos functioned as a symbolic tool portraying some characteristics of English language classrooms from different perspectives. Moreover, underlying the content being presented (vocabulary in most cases) was the concept of language which focused on language as a system. Interestingly, their concern also lies on contextualization and students' interaction as previously introduced/discussed.

4.3.1.2 Language as social practice

4.3.1.2.1 Group Meetings

In the first group meeting I explained that in our context, the topics studied were chosen by the students from an array of possibilities presented in the PNLD textbook chosen for that period (2012-2014). Then, I walked the future-teachers through my rationale in the organization of the classes until I made clear my objective for the topic *Internet and technology*. By working with students' previous knowledge and experiences – regarding online dating, web search, vocabulary and expressions used online, my objective was to verify how language in the form of Internet expressions, situated vocabulary, and abbreviations are socially used and their impact on people's communication and identities (Fontana, 2010; Freeman, 2004; Gee, 2004). This way, I took the opportunity to provide an example of *language as social practice* in the classroom without drawing their attention explicitly to the concept.

Another example of language as social practice was discussed in the second group meeting, *domestic violence*. Rebecca mentions that her report on one of the classes also regarded the topic of the class itself – *domestic violence*. She mentions that doing some research about the

topic enabled her to write arguments about the class[116]. Their reports indicate the importance they consider the relevance of the topic discussed to the students' lives and the development of critical thinking. However, in this sense, their interpretation of what language as social practice is has not changed to the extent they do not make any mention to the features of language being addressed so students can interact through language.

4.3.1.2.2 Intervention meeting

In the second part of the intervention meeting I addressed the concept of language. I explained that Language is seen (or should be seen) as social practice in the guidelines from the National Official documents seen in the topics included in the textbook from the PNLD (2012) used at the school of the practice teaching. The topics the future-teachers chose for their practice teaching were retrieved from the textbook, that encourages planning from this perspective. However, their reactions indicate that planning from that perspective may pose a more complex task than they had previously thought. The future-teachers' first movements in trying to verbalize their understandings during our conversation involved their experiential knowledge as students, their apprenticeship of observation (Lortie, 2002).

In the first phase of the study, Rebecca explained that language as social practice was related to the development of critical thinking, citizenship and interaction. Now, she builds her argument on the National Official directions, and notices that in her opinion the practice seen at schools does not reflect the documents. She gives the example of her English classes at high school, claiming they were precarious, to the point she *hated* them. She did not understand anything or what she was supposed to do. In other words, her classes were meaningless for her and totally disconnected from her interests or context. This example of English class contradicts the social practice perspective promoted in the documents, in Rebecca's opinion.

She also points out that previously to dealing with the concept one needs to understand what language as social practice is[117]. In order

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[116] Rebecca: "[...] eu pesquisei um monte sobre violência doméstica, daí eu tirei ali uns artigos e tirei algumas coisas dos artigos assim, né?".

[117] Rebecca: "Eu assim, que primeiro tem que entender o que é a língua pela prática social, que é isso?"

to foment the discussion, I posed questions related to the extent to which they are able to deal with Portuguese in class without changing the focus of the class – that was to work with vocabulary and grammar as well as with students' characteristics and context which in turn are also part of English language teaching.

Emily engages in the discussion and provides insightful comments. In the beginning of the study she had argued that language as social practice was related to the historical social context of students and the interaction between people and the environment. She adds now that what the future-teachers study at the university and what they see at the school lie in different realms, a complaint also reported in Rosa (2016). Emily explains that they have seen many videos, read many books and theory, identified theory, explained it, agreed with the theory, but it is only when they need to step into the classroom that they will have the whole picture of the complexity of teaching. This argument corroborates Smagorinsky et al.'s (2003) position that schools and universities should recognize the dialectic relationship between them in order to promote robust practices.

Interestingly, Aiden believes that he had classes from a language as a social practice perspective in subjects such as Geography and Math, but he believes this perspective is difficult to be dealt with in a foreign language classroom[118]. In this sense, language may be understood as a *complex* as he is placing teaching procedures and language perspective as tenets of the same realm. His understanding of the concept reinforces the evidence that an everyday concept is "unsystematic, not conscious, and often wrong" Karvop (2003, p.65).

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[118] Nadia: O que, de uma certa forma, determinam ou influenciam diretamente, né? E que são documentos usados tanto nas escolas privadas quanto públicas.
Rebecca: O que eles dizem é que a segunda língua como uma prática social.
Nadia: Uhum.
Rebecca: Não é o que acontece.
Aiden: É, a língua já não vejo como na quinta [vídeo 5], mas assim, em outras aulas eu consigo ver essa questão. Até que eu falei que no meu contexto, tive aulas assim, geografia, matemática. Ia no quadro, trabalhava, o professor auxiliava assim, mas em línguas assim, eu acho difícil.
Rebecca: É, na verdade, o ensino de línguas, na escola pública, é muito precário. Eu fui péssima, eu mesma odiava as minhas aulas de inglês na escola. Eu não sabia, eu não entendia nada, eu não sabia nem o que eu estava fazendo, o que eu tinha fazer.

The discussion was also fruitful to understand more about the *verbalism* of the scientific concepts Vygotsky (1987) reflects on. Emily continues explaining that she is able to write a *beautiful* text defining the concept, but she is not able to fulfill five minutes of the theory in the classroom. As discussed in Johnson and Golombek (2011), empty verbalism is common in teacher education. The concepts the teachers are able to name and define have not become psychological tools for thinking. In addition, Emily claims that even when a concept is absorbed, internalized, understood, it is not possible to be simply put into practice because of the array of variables at play, such as personality traits, attitude, language experience, how you learned, self-confidence in using the language and how to teach[119].

These arguments reinforce Karpov's (2003) claims that verbal scientific knowledge has not been proved sufficient for students to deal with real life situations, or as he puts "for solving subject domains problems" (p.67), but recognizes it as "being a powerful mediator of students' subject-domain thinking and problem solving" (p.69). In the case of the present study, the future-teachers had formally studied the concept under investigation but had not had the opportunity to see it in real life, with the exception of the lesson plan created during the *English Teaching Methodology* classes, which explains their struggle in considering the possibility of conducting their classes from this

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[119] Emily: "Então eu pensava bastante nisso sim. Só que isso é uma coisa muito distante, né? Nadia, porque tu só tem, só cai a tua ficha e tu só é... sabe..., tipo..., só tem esse alerta quando tu cai na sala de aula, né? Porque tu vê muito vídeo, tu lê muito livro, tu lê teoria, tu consegue se identificar com a teoria, tu consegue explicar, tu consegue concordar, mas tudo isso é muito longe da prática. Tu só consegue ter isso mesmo, de uma forma consistente, quando tu tem que lá estar 'agora tu já teve bastante teoria, tu já tem noção do que é, agora vai lá e faz'. E aí quando tu tem que ir lá e fazer aí é que tu tem noção da complexidade da coisa. Porque se for pra mim, ficar te falando aqui ou escrever um texto, eu posso escrever um texto lindo sobre isso. Mas eu vou lá na sala e não consigo fazer 5 minutos disso. [...] Porque mesmo tu tendo isso absorvido, internalizado, entendido tu não consegue chegar lá e colocar na prática. Por quê? Porque envolve muitas questões. Porque não é só tu, não é só a tua atitude, é a tua interação, aí vem a questão da tua personalidade, da tua postura, da tua experiência com a língua, como que tu aprendeu, da tua segurança em usar a língua, sabe? Acho que tudo isso é envolvido. Então com uma aula de inglês, como ensinar inglês?".

perspective. They were able to identify and reflect upon it, but felt incapable of doing so.

Regardless the fact the future-teachers see theory and practice as having a binary relationship and therefore claim they are not able to transpose theory into practice, they are able to make connections. From Emily's point of view, I adopt language as a social practice perspective because similar to a Portuguese teacher in a mother language class, I create the environment and conduct all my classes as naturally as possible in the target language. She argues I do it even when a student does not want to answer in English. She claims I encourage them by rendering their answers from Portuguese to English bringing students' daily lives into the class[120]. In other words, a natural, meaningful and functional environment (Miller, 2004) is created. In addition, Rebecca explains that language as social practice should encourage students' critical awareness[121]. Aiden reinforces her point by using the well-

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[120] Nadia: Tá. E <u>quando vocês observaram as minhas aulas</u> durante o primeiro semestre, <u>vocês conseguiram perceber alguma coisa em relação a isso, dessa linguagem enquanto prática social nas minhas aulas?</u>
Emily: <u>Eu consegui.</u> Pra começar, eu acho que <u>a partir do momento que tu chega na sala de aula e sai da sala de aula falando inglês, eu já considero isso um primeiro passo pra ser uma prática social. Por quê?</u> Porque o aluno pede pra ir no banheiro em português, tu vai lá e 'não, fala inglês'. <u>Tu fala sobre o fim de semana, pergunta como foi o fim de semana, fala sobre Copa, fala sobre algum acontecimento importante, tu está falando inglês.</u> E eles conseguem entender tudo que tu fala. Então tu está de vários assuntos usando a língua. Então isso, pra mim, é prática social, tu lida com eles da mesma forma que a professora de português chega 'oi, bom dia, como foi o fim de semana?'. Só que tu faz tudo isso em inglês. Então tu está praticando o inglês de uma forma social, tu está lidando com o dia-a-dia do aluno, com as questões da vida dele, com o fim de semana dele, tu está se aproximando dele usando a língua inglesa. Mesmo que ele não queira te responder em inglês, <u>mas ele está recebendo, ele está ouvindo em inglês</u> e <u>está entendendo tudo que tu está falando. Mesmo que ele não queira produzir, mas ele está entendendo. Isso também é uma forma de tu praticar socialmente o inglês.</u> Então eu posso dizer que em vários momentos da tua aula eu vi essa prática da língua enquanto social. <u>Pelo menos segundo o que eu entendo, né?</u>

[121] Rebecca: "Usar a língua <u>como prática social no sentido de fazer o aluno refletir e ser crítico</u>".

known expression *I think therefore I am* (Cogito, ergo sum) by Descartes (1637)[122].

Yet, in Rebecca's rationale a class departing from conceptual meaning necessarily refutes the linguistic aspects of the language. For her, they are incommensurable[123]. This point of view depicts a struggle between the scientific concept and her apprenticeship of observation which still poses an expressive amount of influence on her conceptualizations.

Most importantly, by being explicitly introduced to the concept and by verbalizing it, the development process starts. Karpov (2003) reminds that Vygotsky did not explain what should be next after the scientific concepts are presented, since they started the development and did not conclude it. In the case of the present study, after the participants first conceptualized the concept (RQ1), verbalized their understanding on the concept (RQ2) along the process, they are challenged to create classes that draw on this concept (RQ 3).

4.3.2 Self-assessing the practice teaching: The concepts at play

At the end of the practice teaching I met the future-teachers individually so as to inquire them about *Language as social practice* in their projects and the most recurrent topics regarding *English language teaching*, namely group work, context, use of target language and mother language as well as linguistic aspects.

The three projects departed from a language as social practice perspective as it demands sensibility to students' realities. And most

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[122] Aiden: <u>Tem que pensar.</u>
Nadia: Tem que <u>fazer pensar</u>. <u>Faça sempre pensar.</u>
[...]
João: <u>Penso, logo existo.</u> Tem gente que não pensa, né?
[...]
João: E não deixa de existir. (laughter)
Descartes, R. (1637). Discourse on Method.

[123] Rebecca: "Só que é assim, a gente ainda tem, <u>mesmo estudando, sempre debatendo nessa mesma tecla, a gente fica muito nessa questão de não ter aprendizado de língua se não tem fórmula, sabe?</u> Ainda tem isso, tem isso internalizado na gente. Então por isso que às vezes a gente fica <u>pensando 'pô, não teve língua, faltou língua'</u> ".

importantly, the future-teachers claim they could freely experiment developing their lesson plans.

Rebecca chose the topic *Inclusion* for her practice teaching. This topic was directly related to the school context inasmuch as the school has a quota of vacancies reserved for students with disabilities or learning impairments. She argues that all her ideas were maintained along the development of the project. She sees the mediation provided by the teacher educators as enriching suggestions[124]. She points out that the comments we provided aimed at improving the lesson plans, she felt encouraged with the feedback that posed questions for reflection instead of simply censuring the activities that were analyzed to be inadequate[125].

This response demonstrates that our mediation was contingent to her needs and her ZPD, i.e., she did not need extended or explicit mediation; asking questions instead of providing answers (Johnson, 2009) was enough to lead her into reflection and development. Moreover, Rebecca was able to pinpoint the importance of this kind of mediation in her planning.

Evidence of growth in her planning could be spotted in the visually-impairment dynamic. The activity aimed at expanding/challenging students' previous understanding that the school was totally adapted to any disability. In the dynamics, the students could experience what it would be like to be visually-impaired at the school. They had to deal with trusting issues to get around the school, and use English for giving directions. Afterwards, Rebecca also used videos and

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[124] Rebecca: "Assim, todos os planos que eu fiz eu tive assim a minha ideia inicial, todas elas foram mantidas, assim, né? As únicas intervenções que, que teve tua e do professor foi no sentido de... (hesitation) melhorar alguma coisa, assim, não 'ah não, isso aqui não tá bom, acho que vai ter que tirar isso aqui, procurar outra coisa', sabe? Acho que tudo que eu pensei desde o começo, assim, que eu tinha, né, em mente, eu consegui usar, assim. Todos os planos que eu enviei só vieram com sugestões de melhora [...]". [IM, Oct 14th, 2014]

[125] Rebecca: "[...] é diferente tu... Eu mandar um plano e vocês falarem assim: Oh, o que que tu acha de fazer desse, é... (hesitation) fazer dessa maneira, fazer...'. Sabe assim num sentido de mudar pra melhor, assim, não mudar completamente assim: 'não, não vai ser legal usar esse texto! Não vai ser legal fazer isso!'. Tipo, vocês não falaram nunca isso, né? Sempre falaram assim: 'ah, faz assim, eu acho que fazendo dessa maneira é legal, o que que tu pensa sobre isso?' Sabe, assim, sempre refletindo em cima do que eu fiz [...]. [IM, Oct 14th, 2014]

texts to expand their knowledge and promote critical thinking. She evaluates that at the end she was also convinced of the importance of bringing this topic to the school[126].

She reckons, however, that language was left aside in her classes. In her opinion, the classes had a social focus and did not deal with the English language properly. She recognizes that the students were using the language in the questions, but she externalizes her frustration for not approaching it more specifically being under the impression something was missing. Despite the fact Rebecca recognizes that an English language classroom is more than dealing with linguistic aspects, she is not able to balance the equation yet. For her, at that moment, not dealing with language explicitly left the idea that her classes were incomplete. She had already manifested this struggle in the beginning of the practice teaching and still feels the same at the end[127].

This point of view might suggest that Rebecca does not fully understand that her project was built from the perspective of language as social practice within a communicative approach. Teaching from this perspective focuses on the pragmatic and social meaning of language as Xavier (2012) explains

> "in communicative teaching, a foreign language is a socialization means and communication of ideas, information and feelings among individuals. Language assumes, therefore, a

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[126] Rebecca: "Eu também consegui ver a partir daquela aula o real sentido, assim, do tema, que foi acho que quando eles abriram bem a mente deles, assim, falaram: 'Pô, né'... Começaram a pensar realmente sobre a situação e tudo assim, tudo que havia sido colocado nas outras aulas. [...] E depois disso [the dynamics] eles [the students] mudaram completamente a visão deles, né?". [IM, Oct 14th, 2014]

[127] Rebecca: "[...] eu achei que as minhas aulas foram mais voltadas pra questão social do que da língua, acho que faltou língua. Daí eu acho que tu pensa assim, né? É difícil conciliar o social com a língua porque às vezes tu está... tipo, eu achei que essa questão social, falar de inclusão, ter trazido várias discussões foi legal pro social, mas aí eu senti a falta da língua. Aí, como eu posso usar a língua? Porque às vezes tu está usando a língua nas questões, tu acha que assim, que usar a língua é questão mais gramática, mas na forma... E aí quando tu deixa isso de lado tu acha que tu não está tendo aprendizagem. Então acho aí é que fica a dúvida do que é a língua como prática social e como tu pode conciliar isso". [IM, Oct 14th, 2014]

> social, functional, ideological and interaction oriented role. Its use does only make sense within a context, being part of a discourse, inasmuch as language is characterized as a social practice" (p.23)[128]

The activities developed and the conduction of classes demanded that students brought their previous knowledge, expanded it and interacted in the target language in natural, meaningful and functional classroom activities (Miller, 2004). Nevertheless, it is important to highlight that in this type of class students need to be encouraged to use the target language, otherwise, the teacher runs the risk of having a class conducted entirely in the mother language. There is a dialectical relationship between the students' first language and the target language (Miller, 2004), and it can be used as an asset since students have already internalized their mother tongue (PCN, 1998) and are developing different Discourses within it. However, finding a balance between them was found to be difficult for Rebecca.

To what concerns Emily's planning process, her project was about *sports* as a tool for social inclusion besides the practice and health matter[129]. She explains that the theory behind her classes was *language as social practice* as studied in the *English Teaching Methodology* course. She states that she did not want her classes to be grammar-oriented, learning the language per se. In her opinion, this intention of not working with language as a system is aligned to the social aspect of the sports justifying her claim that her classes followed a language as social practice perspective[130].

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[128] Rendered from the Portuguese excerpt: "No ensino comunicativo, a LE é um meio de socialização e comunicação de ideias, informações e sentimentos entre os indivíduos. A língua assume, portanto, papel social, funcional, ideológico e propositado na interação. O seu uso só faz sentido dentro de um contexto, fazendo parte de um discurso, já que a linguagem se caracteriza como uma pratica social".

[129] Emily: "questão do esporte como uma ferramenta de inclusão social, além da questão da prática do esporte em si, da saúde e tal, né?". [IM, Nov 05th, 2014]

[130] Emily: Se fosse pra mim apontar uma teoria, seria a da língua enquanto prática social. Por quê? Porque eu não queria trazer questões, atividades, eu não queria que a minha aula ficasse focada só em gramática, por exemplo, ou aprendizagem da língua em si, das regras e tal. [...] Então, quando eu quis trazer esse lado, da questão social do esporte e do poder de transformação, tentando

Nevertheless, her classes were not completely absent from a grammar-oriented perspective (to be seen in the section 4.4.2.2). In addition, approaching social aspects in the classroom does not strictly mean language will be dealt from a social perspective inasmuch as it depends on other factors, such as the objectives of the activities to be developed, and students' engagement, just to mention a few examples.

She points out that the questions posed by the teacher educators in the beginning of her lesson planning supported her to improve, polish and refine her initial ideas because she felt encouraged to reflect upon her choices[131]. She claims she is able to identify and question the problems from her first plans, such as the objective or superficiality of a certain activity, for instance[132]. Moreover, she claims that aspects that were pointed out in the beginning, such as *Are you going to conduct the discussion in Portuguese or English?* were no longer an issue for her. She states that once a problem was spotted it would not be repeated[133].

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fazer eles refletirem e verem esse outro lado, eu acredito que isso se encaixa na teoria do ensino da língua enquanto prática social. Porque tu vai estar tentando aprofundar um tema, tentando despertar o senso crítico do aluno pra ele ver questões que normalmente no dia-a-dia ele não veria, por exemplo.
Nadia: Essa questão da linguagem enquanto prática social.
Emily: Eu vi na teoria de metodologia, na disciplina de Metodologia de Ensino [...]. A gente viu muito isso. [...]
Nadia: Então, as tuas escolhas estavam pautadas no teu conhecimento prévio ao estágio.
Emily: Sim. [IM, Nov 05th, 2014]

[131] Emily: "Vocês só me apoiaram no sentido de eu melhorar, aperfeiçoar o que eu já tinha como ideia inicialmente. Daí tinha aquelas perguntas, né? 'mas você não acha que funcionaria melhor assim?' 'Você não acha que se tu fizer assim?' 'Como é que tu vai falar isso?' 'Tu vai discutir o quê?' Coisas que, pra gente que não tem muita experiência, passa despercebida [...]". [IM, Nov 05th, 2014]

[132] Emily: "Eu vejo assim uma das minhas primeiras atividades 'Meu deus do céu gente, *que que eu queria*?' (laughter). Acho que nem eu sei o que que eu queria, superficial assim, sem sentido nenhum, sabe? uma coisa boba assim, que aí que tu vai claro, tu vai refinando, tu vai aperfeiçoando e, com as orientações de vocês tu cons.... hoje tu vê coisas, se tu pegar uma atividade dessas, pra ti é gritante assim, tá! 'Mas qual o objetivo disso?' E antes tu fazia aquilo e achava que era uma atividade, né?". [FGM, Dec 09th, 2014]

[133] Emily: "[...] quando eu estava fazendo os próximos planos, eu já me atentava a todos os detalhes. Por exemplo, antes eu colocava e discutia as questões para

Her report suggests that at the verbalization level, there is evidence that once a scientific concept (i.e., the theoretical/pedagogical implication of the use of Portuguese in class) is introduced and confronted with the counterpart everyday concept (indiscriminate use of mother language), the new knowledge will be anchored and will modify the previous knowledge. Therefore, misunderstandings are unlikely to be repeated ultimately favoring development. Nevertheless, verbalizing a certain concept is the first step towards development, there is a long path ahead until one internalizes it and is able to effectively use it as seen in the contradictions between what she said and did during her practice.

Emily considers contextualization to play a major role in the classroom. However, she claims she could not contextualize her classes properly. In this sense, being aware of the importance of contextualization did not guarantee the conduction of the classes the way she had planned. Such lack of contextualization prevented her from fulfilling the activities proposed which in turn also affected the depth of the discussions carried out in the classroom (to be seen in section 4.4.1.2). Additionally, the lack of contextualization might have prevented students from engaging in meaningful activities inasmuch as they would do what was required from them without understanding the relationship between what was proposed and the reasoning behind them.

In addition, similar to Rebecca's report, the balance between the use of L1 and L2 posed a great difficulty for Emily to cope with. She decides, however, that it was worth listening to what students had to say regardless the language used. This argument shows that Emily did not change her position from the beginning of the practice teaching (as reported in the section 4.2.3) in which she believes that the mother language may be a tool to diminish students' anxiety, show their authentic and spontaneous self as well as facilitate the learning process. This situation reinforces the fact that being able to verbalize a certain concept does not guarantee internalization. In other words, despite the

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aprofundar o tema, por exemplo. Pronto. Mas tá, mas eu vou discutir isso em inglês ou em português? Eu não pensava nisso antes, daí quando vocês faziam as observações 'tá, Emily, mas tu vai fazer isso em inglês ou em português?' Era uma coisa básica, né? Mas, pra mim, passava despercebida. Então, várias toques que vocês foram dando nos planos anteriores, nos seguintes eu já consegui fazer meio automático, aquilo ali já ficou internalizado. Então eu já não precisava mais esperar vocês me direcionar pra essas coisas básicas, sabe?". [IM, Nov 05th, 2014]

mediation provided regarding the balance between using both languages in the classroom and Emily's argument that once a problem was identified it would never be repeated, her practice indicated otherwise.

The future-teachers' strategy to encourage students to express their opinions and learn to react respectfully to the classmates' different points of view revealed to be an interesting Discourse development practice, despite the fact it was mostly done in the mother language. This attitude reinforces Miller (2004)'s arguments that the shift towards languages as social practice includes "the notions of discourse acquisition rather than language learning, insights into the political nature of the conditions of production, and the importance of socially-situated identities in all linguistic interactions" (p.114). In other words, promoting Discourse acquisition in students' first language is as important as doing so in the ADD/FL.

Aiden chose the topic *health* for his practice teaching. His objective was to stimulate students' critical thinking about their health habits: what they eat, whether they exercise or not, if they are healthy or unhealthy[134]. Similarly to the other projects, his classes were also organized around students' active participation. Unfortunately, the outcome was also similar to the other future-teachers' classes: the discussions proposed in class were also at the superficial level (to be seen in the section 4.4.1.3)

Regarding the creation and development of the project, he claims the ideas were all his, and that there were only a few adaptations to the activities due to the questions posed by the teacher educators[135]. Aiden credits his lesson plans to his *beliefs*. According to him, everything will depend on what a person believes is going to work or not, he considers experience to play the major role[136]. It is not clear,

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[134] Aiden: "[...] fazer os alunos se <u>tornarem mais críticos</u> em relação à <u>saúde deles</u> mesmos, no caso, <u>no que eles comem</u>, <u>como eles se exercitam ou não</u>, <u>assim</u>, questão de ter <u>consciência se eles estão sendo uma pessoa saudável ou não</u>". [IM, Dec 09th, 2014]

[135] Aiden: "Assim, no caso, <u>teve algumas questões que eu adaptei assim</u>, mas eu digo de <u>criação assim</u>, <u>de envolvimento com o plano, foi meu só</u>". [IM, Dec 09th, 2014]

[136] Aiden: "Eu acho que <u>mais do que a teoria em si</u>, acho que vai da crença de cada um assim, tudo depende, <u>cada um acredita que vai dar certo que não vai</u>, eu, assim além de teoria <u>acho que de experiência</u>, de..." [FGM, Dec 09th, 2014]

however, what he means by experience, whether he refers to life experience or teaching experience.

In addition, he believes the supervisors did not interfere much. He considers we have worked together in developing the general lines of the project: how the classes were going to be developed the teaching period, and the recommendation of a semantic map. Unlike the other future-teachers, he sees our mediation as *correction*. He says that he would send us a lesson plan; we would *correct* it and send it back to him[137].

In addition, he points out that the procedure he commonly adopted in class was to propose an activity and open it to discussion because he believes this way he may present opportunities for students to become *agents of knowledge*. He does only what he believes will work and mentions communicative approach as basis for his classes[138]. However, by limiting the discussion to students' previous knowledge he does not promote opportunities for expanding students' knowledge inasmuch as the discussions were prone to being shallow. Finally, he explains that the practice teaching was a filter; he states that they had

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[137] Aiden: "Acho que pouca. É que assim, como a gente trabalhou, né? Eu mandava pra vocês, vocês corrigiam e eu mandava de volta. Acho que assim só chegou a versão dois de cada plano. [...] Eu acho que a maior [intervention] foi a questão de como trabalhar ao longo do mês, tipo, eu estava com uma ideia, daqui a pouco o Wellington falou 'ah, trabalha com mapa semântico'. Aí, foi essa ideia que eu levei até o final. Então acho foi a que mais pegou". [IM, Dec 9th, 2014]

[138] Aiden: eu acho que eu não tentei focar muito em teoria e foi mais na questão de ah, no que eu acredito. E assim, o que eu tentei fazer foi exercício e depois de cada exercício tentar abrir discussões que eu acredito que… eu não lembro agora qual pessoa falou isso, mas acredito que também o aluno é o agente do conhecimento, então a gente tem que fazer essa troca, essa intermediação e tal. Então, eu acho que a questão das discussões e tal, debates eu acho que foi legal, na minha visão.
Nadia: E quando você fala que você fez com base no que você acredita, da onde vem essa crença?
Aiden: Ah, do interior, assim, acho de coisa que eu já vi, porque não estou lembrando aqui agora, mas assim, da abordagem comunicativa e tal assim. Acredito bastante na comunicação. [IM, Dec 9th, 2014]

theory prior to coming to school, and now they have the practice, and arguably know what works in a classroom[139].

To sum up, in Rebecca's case she was too critical regarding her planning and performance. Notably, her verbalizations tend to deny the work done towards language as social practice. Conversely, Emily argues that her project encompassed a language as social practice perspective. In this vein, she did her best to move beyond a grammar-oriented perspective that grounded her English language learning. In contrast, Aiden was likely to reproduce the techniques he learned as a student, as he reported in the first part of the analysis (section 4.2.1) and confirmed in his language use at the end of his practice teaching.

Nevertheless, these results might indicate that concept development as a result of long-term mediation is in motion. Similar results of change were found in the second phase of the research proposed by Vieira-Abraão (2014). The scholar carried out a study with 6 future-teachers along a year, in which they met once a week during the *Applied Linguistic* course to discuss and reflect on theories regarding language, teachers' role, and learning. After a year, she identified that participants had changed their views towards a more social and constructivist approach regarding learning differently from the initial traditional and positivist approach identified in the beginning of the study.

The results from Vieira-Abraão (2014) and from the present study corroborate the potential for concept development to take place within tailored made teacher education programs. Notwithstanding, they require time and agency of the participants to increase the chances.

4.3.3 Summary of the results

The analysis above provides enough information to answer the second specific RQ regarding how the conceptualizations of *Language as social practice* and *English language teaching* are verbalized in the future-teachers' language use along the practice teaching. The data were collected throughout the first semester of the practice teaching (phase I); in the beginning of the second semester of the practice teaching (phase II) and; at the end of their teaching (phase III).

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[139] Aiden: "Acho que foi como se <u>fosse um filtro, né?</u> <u>A gente tinha a teoria</u>, e <u>aqui a prática</u>, [...] apresentando e aquilo que a gente realmente, <u>ah isso funciona</u>". [FGM, Dec 09th, 2014]

The data analysis supports the different levels of development the future-teachers have gone through along the year. Despite the reorganization of their conceptualizations as evidenced by the verbalizations of the future-teachers' language use, there are some elements regarding the concepts *Language as social practice* and *English language teaching* that still present struggles, such as the extent and depth of students' discussions in a teaching through communication approach, and teaching approach and language as being part of the same realm.

To what concerns language, Rebecca believed in the beginning of the study that language as a social practice was related to promoting critical thinking as students reacted to the texts, discussions and topics presented in the classroom. Then, her conceptualization in the second phase of the study indicates that to create lessons within this perspective one needs to understand what it really means and that the view of language portrayed in the National official documents is different from the one seen at schools. She also manifests her concern regarding the conundrum between language teaching and its linguistics aspects. At the end of her practice teaching, her verbalization points that her project had a social impact but left "language" aside. She commented that not dealing with "language" explicitly left the idea that her classes were incomplete. It seems thus that her own conceptualization of language tends towards system and not social practice.

In Emily's first conceptualization she explains language is a tool for social interaction related to students' reality. Then, she manifests her concerns between the contradictions between what they study, their ability to talk about the concept but inability to develop classes that encompasses this perspectives. Conversely, at the end of the practice teaching, she is able to verbalize that her projected drew from a language as social perspective.

And finally, in Aiden's initial conception, he claims that language is used for social interaction regardless the use of L2 or L1 and to what people can reach/do with the use of language. Then, he believes he had classes from a language as social practice in Geography and Math classes and claims it to be too difficult to develop an ADD/FL from this perspective. And at the end, he credits the development of his project to his beliefs and the arguments of agents of knowledge used during his memoir and techniques he learned during his school years.

All arguments concerned, Rebecca is inclined not to see theory into practice during her classes; Emily credits her classes to follow a language as social practice perspective and; Aiden followed his beliefs

and the communicative approach. The future-teachers reflections indicate that they are not able to see the dialectic process involved in their practice teachings.

In regards to the future-teachers' conceptualizations on English language teaching, in the beginning of the study there was a consensus that students' context was the main point for departure when planning a class. They presented slightly different perspectives regarding the use of L1 and L2 in the classroom, but in general considered both to be important. They did not comment on the linguistic aspects that are part of teaching and Rebecca and Aiden considered group work to be important in the classroom.

Then, in the second phase of the study, they still claimed context to be crucial for teaching, considered vocabulary to be taught in a contextualized way, but had difficulty dealing with it during their first teaching experiences. They also comprehended that students' participation make all the difference, and were not able to balance the use of L1 and L2 yet.

Their claims differ at the end of the practice teaching. Rebecca considers her classes did not approach language per se, she also claims to have difficulty balancing L1 and L2. She does not comment on group work and contextualization. Emily explains that contextualization was her biggest difficulty during the practice teaching, which in turn affected the conductions of the discussions that ended up happening in the mother language. In this vein, the balance between L1 and L2 was also problem for her. She does not comment on changes regarding group work or linguistic aspects.

And Aiden makes reference to his school classes as he claims to present activities that encouraged students to speak and be agents of knowledge. He appears satisfied with his performance. Also, he does not provide information regarding the work with linguistic aspects, use of L1 and L2, and contextualization, for instance.

Their agency as evidenced in the changes, resistance in changing, or silence regarding the topics may be foreseeable as TEs should also not expect the future-teachers to learn linearly. The learning process takes place, as Vygotsky points out, in spiral. Similar to what happens in children development, adults going through concept development may face the challenges of the steps. According to Vygotsky (1995) each new step denies the properties of the previous one. On the other hand, the following exists within the next (p.158). In the case of the future-teachers dealing with the concept *Language as social practice*, the definition of the concept (RQ 1), how they verbalize

it (RQ 2) and how they put it into practice (RQ 3) lie in different steps of development.

Vygotsky (1987, 1995) argues that the higher mental functions per se should not be studied in isolation as "a definition is always narrower in scope than the concept itself" (Blunden, 2012, p.33). Therefore, concept development is only said to be profitable when participants can make sense of what has been investigated in their own terms, and see that in their context of use. And in order to enhance this higher mental function, stimulus may be needed. Therefore, praxis might increase the chances of development in this particular case.

Their verbalizations indicate a reorganization of the future-teachers' conceptualizations that are in accordance to Oliveira's (1999b) argument that "conceptual reorganization is a flexible set of meanings open to constant restructuring based on interpersonal situations that promote reflection" (p.62). Our meetings encouraged them to constantly reconstruct their conceptualizations and stimulated their process of thinking regarding the concepts *Language* and *English language teaching*. Moreover, it is not possible to think of a definite conceptual network of concepts, they are always prone to transformation as a result of social interaction (Oliveira, 1999b, p.62).

The participants in the present study are able to verbalize and reflect about the concepts under investigation, but are not close to reaching a conceptual thinking level yet as identified in their language use. Explaining this discrepancy may be shady since it is difficult to pinpoint where the difficulty lies as it also reflects their differences in cognitive development. Some arguments to take into consideration were posed by Vieira-Abraão (2014) and Smagorinsky et al. (2003). The first points out the resistance of the apprenticeship of observation despite the increase of hours in teacher education programs while the latter claim that there is too little concept and not too much theory in teacher education programs. Perhaps, these two variables allied may be playing a major role in preventing the future-teachers to move beyond their experiential knowledge despite the tailored-made activities. In this vein, the role of not only TEs but also the curriculum is to propose socially situated activities that make sense for our future-teachers in order to enhance the changes of development and internalization, moving from inter to intra psychological processes.

4.4 BECOMING A TEACHER: THE EXTENT TO WHICH THE CONCEPTIONS OF LANGUAGE AS SOCIAL PRACTICE AND ENGLISH LANGUAGE TEACHING CHANGE IN THE FUTURE-TEACHERS' PERFORMANCE

Investigating changes in the future-teachers' pedagogical practices may shed some light on the extent to which the concepts investigated in the present study change as they are transposed into practice. At this phase of the study, the participants' verbalizations are confronted to their practice as they plan and teach the lessons for their practice teaching. To do so, I collected and interpreted data from different instruments from the teaching process; from planning to teaching to reflection: (i) lesson plans[140] (LP, henceforth), (ii) teaching, (iii) critical teaching reports (CTR, hereafter); (iv) recall sessions (RS, henceforth) and; (v) a final report (FR, henceforth)[141]. Notwithstanding, despite the amount and the richness of the data collected, I narrow the analysis down to the most recurrent occurrences related to the two concepts under investigation: *Language as social practice* and *English Language Teaching*.

The participants elaborated a total of 22 LPs[142] throughout their practice teachings. The planning process encompassed the following steps: (i) the future-teachers sent their first version of their plans to the supervising professor and the school teacher (also researcher of the present study); (ii) the teacher educators gave them feedback. This process continued until the future-teachers did not have any more

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[140] The interactions took place by e-mail mostly, and there were usually two versions of each LP.

[141] E-mail exchanges, field notes, lesson plan feedback (LPF, henceforth), practice teaching feedback (PTF, hereafter) that posed questions for reflection were also used as supporting data. All the collected materials were used to foster reflection during the RS. Besides, the teacher educators also posed questions for further reflection on the CTR sent on a weekly basis.

[142] The plans were taught throughout the second semester and included remedial classes (RE, henceforth) so the future-teachers would be able to complete the minimum teaching requirement of 14 classes.

questions or doubts about the activities to be proposed and classroom procedures[143].

It is also important to highlight that while there was one future-teacher in charge, the other two were also part of the practice teaching as support; that is why their interactions, reflections and contributions are also included whenever relevant.

Prior to the beginning of the practice teaching, the future-teachers wrote an intention project summarizing their planning for their practices (FR, p.12-14). Their choices were mediated by at least three aspects: i) the textbook syllabus; ii) the school language teaching perspective, whose linguistic objectives aim at the development of students' critical thinking by means of activities that portray socially-situated practices (Lucena et al., 2014) and whose linguistic rationale calls for the communicative approach – focus on meaning and interaction via the use of language within communicative contexts by means of authentic material (FR, p. 14); and iii) the students' context. As regards this last item, the future-teachers chose to work with i) diversity and respect; (ii) values and cooperation; (iii) health habits and responsibilities towards health. These choices are aligned with Crookes (2013) who claims that

> "one central feature is that the elements of the language curriculum should relate to the issues of the students' life and the things in their life that are problematic, which they might be able to change and improve through the tool of literacy or an additional language, and the changed consciousness that would come from that" (p.02).

Once the rationale and objectives were defined, the intersubjectivity (Cerutti-Rizzatti & Dellagnelo, 2016; Wertsch, 1985; 2007) to which mediation would be provided was established. I now turn my attention to the future-teachers' practice regarding the most recurrent aspects within *Language as social practice* and *English language teaching*.

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[143] The planning process of each LP will not be addressed because it goes beyond the scope of the present study.

4.4.1 Language as social practice in the practice teaching

In this section, I present and discuss how the participants deal with the concept of *Language as social practice* during their practice teaching. As explained in the *Introduction* chapter, language spans English language teaching. For this reason, there may be more than one interpretation to where the occurrences reported here should be placed as the aspects may overlap. This is why I have included in this section the constructs related to the superficiality of discussions that are permeated by the use of L2 and L1.

4.4.1.1 Rebecca

As previously reported (section 4.3.2) Rebecca considers that her practice teaching project left language aside, she felt frustrated for not being able to balance the linguistic aspects, Discourses, and social aspects of the classroom. Interestingly, the focus on the type of language to be approached in the classroom had been spotted since the beginning by the supervisor professor[144]. Her frustration may indicate cognitive/emotional dissonance, because even though she reflected upon language throughout her practice and took the concept under consideration whenever she was planning her classes, the classes rarely included the linguistic aspects pointed out by the TEs.

Prior to the introduction of Rebecca's project: *Inclusion*, She began her class by proposing socially-situated activities to set the atmosphere: establishing criteria for students' assessment (portfolio and final projects), and engaging students in the decision making process. Making decisions with students was an important aspect of Rebecca's project and was part of her initial conceptualizations as presented earlier. She made it clear from the beginning that she was bringing this strategy from the observed classes in the first semester in which students had participated in a similar procedure.

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[144] Wellington: "Minha impressão é de que o tema está bem encadeado, mas sinto que o foco de linguagem, para além das questões mais pontuais (uso de preposições, por exemplo) pode ficar mais evidente. Nas aulas de RE [remedial classes], por exemplo, conforme assinalei lá, não seria o caso de dar mais 'chão' para eles entenderem a linguagem e seu funcionamento? Podemos conversar mais sobre isso amanhã ou depois". [E-mail exchange, Aug. 31st, 2014; one day before the beginning of Rebecca's practice teaching]

As Rebecca began teaching her classes on Inclusion, it became evident students' lack of awareness regarding their school context on inclusion. In a class before the visually-impaired dynamic, when Rebecca first posed questions regarding the relationship between inclusion and the school context, she did not explore the students' answers. Examples can be found in the questions *Is there inclusion at the school?* the answer was *Yes*; *Can a person move around* [the school] *in a wheelchair?* the answer was *Yes, they can*. These answers did not portray the whole picture and the class did not promote opportunities for students to go beyond common sense. This occurrence demonstrates that even though a class is planned stemming from students' context, which was one of her main concerns since her initial conceptualizations, it may be superficial and not promote critical thinking if not properly conducted.

In this sense, I pointed out the necessity to propose activities that encouraged students to see further the given information, for example to verify whether it is true that any person can get around the school in a wheelchair they should have the opportunity to try it out. In the same reasoning, the supervising professor observed that one example would be the blindfold activity Rebecca was going to propose in the following classes and maybe expand it to an experiential remedial class project. Hence, it would be a significant socially-situated activity to assist them in perceiving the difficulties a person with special needs, in that case, a blind person, may face in moving around the school[145].

After the RS, Rebecca adapted the next LP and modified some procedures in order to deepen the discussion to be carried out with the students. Ultimately, she proposed a real inclusion situation – a visually-impaired dynamic – in which students were supposed to work in pairs;

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[145] Nadia: Achei umas respostas deles muito senso comum. Por exemplo, quando você perguntou assim: 'ah, então tem inclusão aqui na escola?' 'Tem'. 'A pessoa consegue ir de cadeira de rodas pra todos os lugares?' 'Consegue'. Não, não consegue! Então assim, eu acho que seria o máximo se a gente conseguisse arrumar uma cadeira de rodas e colocar lá na porta da escola e falar: 'agora vai, vai lá na sala de aula de cadeira de rodas, vê se você consegue'. [...]
Wellington: [...] quando tu coloca lá a dinâmica da venda, né? Entender a perspectiva da inclusão do ponto de vista experiencial. Não precisa entrevistar alguém, mas eles experimentarem como é se deslocar. [...] Então, talvez, na hora da RE seja o caso de propor assim, projeto de trabalho [...]. [RS, Sept. 08th, 2014].

while one of them was blindfolded, the other would give directions to get around the school.

After doing the dynamic students realized that there are still problems to be solved. The students' reactions and comments suggested changes in their perception as spotted in some students' comments regarding the lack of structure for the blind at the school. As a result, the TEs suggested that Rebecca included further discussion on the following class[146].

As can be noticed, this set of classes, whose topic was inclusion, indeed regarded language as social practice. Students are actually doing something with language; they are using language to get around the school, to find out things that were not clear to them, as well as are using it to point out necessary changes in the school reality.

Emily credits the success of the class to bringing topics that are of students' interest which reinforces Emily's initial conceptualizations of language as social practice. Moreover, she points out that despite the relevance of the information being presented by the students, sometimes the teacher (the future-teacher in this case) ends up ignoring some important elements that could deepen the discussion because of lack of confidence in the use of the language[147].

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[146] Wellington: [...] Claro, o foco era a questão do *visual impairment*, mas tem outras coisas que ficaram evidentes, a dificuldade… tem escadas, tem uma série de outras barreiras. [...]
Nadia: [...] Eu anotei duas falas, uma do R. [student] que ele falou… 'Acho que falta estrutura pro cego'. Aí o C. [student]: 'na rampa não tem os bagulhinhos do chão'. Ou seja, de repente, seria legal anotar essas frases pra depois contrapor com o que eles disseram lá na primeira aula 'não, que estava tudo ok na escola'. Sabe?
Wellington: Uhum.
Nadia: <u>Eles mesmos estão mudando essa concepção e entendendo que não, que não está tudo ok</u>. [...]
Rebecca: <u>É</u>. Eu acho que amanhã <u>eles vão conseguir estar mais sensíveis pra ver isso, né?</u> Onde que tem…
Nadia: Exato, <u>você conseguiu ampliar o olhar assim</u>. Agora eles conseguem focar. Outra coisa que o R. [student] falou assim: 'nossa, como a gente presta atenção'. <u>Porque toda a tua percepção muda, amplia</u>. O caminho que passa todo dia na escola, mas <u>agora com uma visão completamente diferente</u>. [RS, Sept. 15th, 2014]

[147] Emily's comments: "Penso que <u>levar em consideração o interesse deles</u> na hora de preparar uma aula, <u>pode garantir o sucesso da mesma, entretanto, nem sempre isso é possível.</u> Outro aspecto importante que pude perceber essa

Rebecca believes that all the students enjoyed the visually-impaired dynamic in the sense it broadened their view as they became sensitive to the situations people with special needs face on a daily basis at the school. Despite the fact she considers that language was left aside because students engaged in the discussion by presenting their opinions in their native language[148], Rebecca did not include in her assessment the fact students used the target language during the whole dynamic, and only resorted to Portuguese when requested to position themselves and that language was mediating their actions.

As identified in the first phases of the study, Rebecca's understanding on the concept was broad, but during the development of the project she could think of classes that departed from a language as social practice perspective. We noticed then, that it was necessary to narrow down the focus so she could think of clear criteria and directions for the activities proposed thus moving forward towards concept development. In this vein, prior to the development of the final project,

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semana se refere à necessidade de <u>estarmos preparados para trazer questões relevantes na tentativa de enriquecer a discussão sobre os temas que pretendemos abordar, pois, quando foi proposta a discussão</u> sobre o <u>tema Inclusion, os alunos se posicionaram de forma bastante significativa,</u> e o que pude perceber é que, às vezes, <u>por insegurança ou até mesmo falta de preparo, acabamos por deixar passar excelentes oportunidades de se aprofundar no tema</u>". [CTR, FR, p.57]

[148] Rebecca's comments*:* "Achei que a <u>dinâmica</u> foi muito <u>importante</u> para que <u>os alunos se interessassem ainda mais pelo tema</u> e também para que eles <u>tivessem a oportunidade de vivenciar na prática</u> um pouco mais sobre os assuntos que nós havíamos comentado nas aulas anteriores. <u>Foi possível notar que todos os alunos gostaram bastante do desafio e que a experiência foi muito importante para que eles mudassem as opiniões sobre aspectos relacionados à acessibilidade disponíveis na escola, antes apontados por eles como suficiente, mas que através da dinâmica foi possível que ampliassem os olhares para as dificuldades diárias enfrentadas pelos deficientes que acabavam por passar despercebidas.</u> A <u>forma</u> como os alunos <u>compartilharam as experiências individuais da atividade mostrou o quanto eles ficaram tocados e até chocados por poderem estar tão perto da realidade de um deficiente visual,</u> e eu acredito que isso <u>ficou muito evidente no depoimento deles e na forma como eles se portaram durante a discussão. Eu fiquei muito contente com o resultado, apesar de a língua ter ficado um pouco de lado, mas o objetivo principal que era a reflexão sobre o tema inclusão, sobre as dificuldades e necessidades de um deficiente visual ficou bem evidentes</u> [...]". [CTR, FR, p.64]

the mediation provided focused on establishing clear directions for the elaboration of the advertising campaign so students could understand the steps of the class better.

> LP 1: "Class, you are going to receive different advertisings [sic] then you are going to work on that. I'm going to give you some questions to discuss about the advertising [sic] you have. After that you have to present it to your collegues, ok?"

> Nadia: "What exactly? Are they going to discuss? To write something? Rebecca, don't you think there is too much information here?"[149] (LPF, Sept. 26th, 2014)

> LP 1"Class, you have to think about a strategy to use in your campaign to promote (what?) and draw attention to the needs and attitudes that should be made to have more inclusion in our school, ok?"

> Nadia: "Rebecca, the way you are organizing the directions creates long and embedded sentences. It is necessary to reorganize them in more simple, short, direct sentences"[150]. (LPF, Sept. 26th, 2014)

Along with the discussions during the elaboration of this plan, I posed questions for reflection, such as

> Nadia: "Why do you think that one of the objectives of the lesson should be to *practice written comprehension* instead of *to develop written comprehension* of the advertisements?" (LPF, Sept. 27th, 2014).

Her answer was

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[149] Rendered from "O que exatamente? Eles irão discutir? Escrever? Rebecca, você não acha que tem muita informação?"

[150] Rendered from "Rebecca, a forma como você está organizando as instruções cria sentenças *embedded* e muito longas. É preciso reorganizá-las em frases mais simples, curtas e diretas".

"you practice something you may end up mastering" (LPF, Sept. 27th, 2014).

From this perspective, Rebecca believes students are able to engage in the discourse activities she planned, and by actively engaging in them, the chances for mastering the concept *advertisement* are increased.

In the class, Rebecca uses questions regarding the genre and its objectives to involve students to develop critical thinking.

> **Activity 1A.** In trios, discuss the main issues and objectives of the advertising [sic] you have received. Then, explain them to the big group.
> I. What is the theme of the advertising [sic]?
> II. What is the purpose?
> III. Who is the target audience?
> IV. How does the advertisement try to convince you? What are the ways in which the advertising [sic] tries to appeal to the target audience?
> V. Do you think the strategies used in the advertising [sic] calls the target audience attention? Why? (FR, app., p.24).

After conducting the activity on the genre characteristics, she proposed the advertising campaign. To do so, students would need to meet some criteria: (i) establish the theme of the campaign; (ii) produce a text in English; (iii) include images; (iv) use creativity. It is possible to observe changes in the criteria in comparison to the portfolio organization proposed in the beginning of the practice teaching, such as: (i) organization; (ii) neatness; (iii) punctuality and; (iv) content. No linguistic input was provided, though, despite the reinforcement made[151].

In this situation, the implicit mediation provided during the planning did not suffice to establish an intersubjectivity level in which Rebecca's knowledge on the topic could be accessed. For this reason, explicit mediation might have helped her verbalize her understanding on

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[151] Wellington: "Acho que a ideia é boa do tema e da atividade é boa. Será, no entanto, que eles não precisariam de mais suporte e acompanhamento do ponto de vista instrucional no campo da linguagem? [...] [LPF, plan 7, Aug 31st, 2014]

the topic. And stemming from her previous knowledge, more specific directions or explanations could have been provided by the teacher educators in order to help her select the linguistic aspects necessary to develop the final project.

To sum up, Rebecca's project departed form a language as social practice perspective, the activities indicated students were able to do things with the language. She could also propose questions and activities aimed at developing critical thinking, but was not able to develop the linguistics aspects related to it.

4.4.1.2 Emily

Prior to the beginning of Emily's practice teaching, I sat with her to assist on the design of her project about sports. One of her objectives was to establish a link between Rebecca's project and hers. Her idea was to depart from the fact that sports can be an important inclusion tool. To do so, she planned to propose discussions that went beyond superficiality which was in her opinion to study more than the rules to play certain sports, but to focus on the transformative power of sports in people's lives[152].

At this point, it is very clear that Emily's idea for her classes converges with the conception of language as social practice. She wants to work with language as a means to bring into light a discussion that is socially relevant, that happens in real life and that students should see sports from this perspective and able to position themselves as regards the transformative power of sports.

The next step in the planning process was to define specific objectives for the classes. She knew what she wanted to do, but did not know how she was going to do that. In face of the situation, I posed many questions to raise her awareness, such as how she was going to develop her classes, how she was going to assess students, what she intended to have them produce, whether her classes were going to be developed in the format of a mini-project or tasks. For the time being it

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[152] Emily: "Então o que eu queria sair Nadia era da superficialidade, sabe? [...] 'Não, ah no vôlei, as regras são essas, no basquete são essas. E pra ti ganhar tem que fazer isso...' Sabe? Mas sair um pouco disso, das regras, do esporte em si, mas ir mais por lado humano, sabe? Do resultado que o esporte, da transformação que o esporte pode fazer na vida das pessoas, de diferentes formas, né?" [Meeting, Sept. 24th, 2014]

was important to elucidate, methodologically and linguistically speaking, how she would go about her ultimate objective[153].

Emily's reaction was to say that I was giving her too many ideas and that I was in this sense confusing her. She did not mean the comment to be negative; she was just manifesting her confusion at the moment. Perhaps, I was going beyond her ZPD. This behavior reinforces Johnson and Golombek's (2011) claim that mediation does not necessarily take place smoothly and enjoyably. It commonly requires effort and even struggle to move forward. My strategy then was to rephrase the comments and pose the following questions "considering that you will start with this…. What do you expect your students to have developed by the end of your practice teaching?" "What will have I taught them by the end?"[154].

The final question "What will have I taught them by the end?" triggered an interesting reaction. Despite the fact she was proposing a project in which language was seen from a social practice perspective, after I asked the questions, Emily made an instantaneous connection to the teaching of linguistic aspects.

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[153] Nadia: Então o que você espera? Como é que você vai desenvolver as aulas? Como que você vai avaliar os alunos? Você vai querer que eles produzam alguma coisa? Você vai fazer as tuas aulas em forma de um miniprojeto? Você vai fazer a tua aula com tarefas? Como é que você pensa em fazer?
Emily: Então...
Nadia: Colocando tópicos assim, o que é que você espera em cada uma delas [each class], assim, pra gente poder ver o desenvolvimento do ciclo.
Emily: Oh Nadia, mas eu consigo te dizer de uma forma… como é que eu posso dizer? No geral, mas eu não consigo detalhar em cada aula, por exemplo. [Meeting, Sept. 24th, 2014]

[154] Emily: Ai, Nadia, mas tu fica me enchendo de ideia já não mais pra onde que eu vou agora.
Nadia: Por isso é que eu te pedi pra ver o que você quer, da onde você vai sair, pra onde você vai. Porque se você tem o teu objetivo claro, a gente começa a delimitar. 'Tá, então tá, eu vou começar a trabalhar com isso tá rá tá rá'. No final, o que você quer que os alunos tenham desenvolvido na tua última aula? Então você vai terminar o teu estágio com a sensação de que 'ok, eu ensinei o quê pra eles?'
Emily: Tu não está falando em questões linguísticas somente, né?
Nadia: Também, mas não é só a questão linguística não. [Meeting, Sept. 24th, 2014]

Emily: You are not talking about linguistic aspects only, are you?

Nadia: Also, but not only. [Meeting, Sept. 24th, 2014][155]

Maybe she was expecting me to mediate on how to proceduralize the lesson as a whole, including what linguistic aspects she would have to deal with, how, when, etc. She still expresses her concern in designing a clear logic connecting the activities. In this aspect, I did not provide explicit mediation so I could access her difficulties in developing clear procedures for her classes. She was expecting me to tell her what to do. At that moment, I did not realize that requiring her to think of procedures was beyond her ZPD, she was able to think of objectives, the focus of her project, but did not have enough knowledge to design it[156].

One of her first concerns was on how to relate an activity whose aim was to access students' previous knowledge and the vocabulary related to the topic. My function as a temporary other was to assist her on clarifying and confirming her hypothesis. She created a hypothesis, asked for confirmation and then, requested an explanation that grounded the answer. As in

Emily: In the first class, I want to know their previous knowledge about sports, it is not… can't I include this as an objective in my LP, right?

Nadia: Of course, you can.

Emily: Can I?

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[155] Rendered from the following excerpt: Emily: <u>Tu não está falando em questões linguísticas somente, né</u>?

Nadia: <u>Também, mas não é só a questão linguística não</u>. [Meeting, Sept. 24th, 2014]

[156] Emily: <u>Eu queria sair daqui com, pelo menos, a sequência das minhas coisas definidas, sabe</u>?

Nadia: <u>Uhum</u>.

Emily: Então, <u>eu fico tendo um monte de ideia assim</u>, daí eu acho que eu estou… <u>não estou conseguindo uma sequência lógica das coisas, sabe</u>?

Nadia: Então, <u>por isso que é importante esses objetivos</u> [...].

Emily: <u>Uhum</u> [Meeting, Sept. 24th, 2014]

> Nadia: Your objective is to bring up student's previous knowledge about what they know about sports and the vocabulary they already know.
> Emily: I can say that at the same time I want to bring up their previous knowledge and from that knowledge I can work with vocabulary, right?
> Nadia: Uhum, that you will access and expand vocabulary[157].

Emily's project was aligned to the perspective of language as social practice. The development of the activities that required her to use specific vocabulary as in the questions posed to foster discussion was a predicament for her. For example, when she posed introductory questions about sports, the students soon engaged in a disagreement on the benefits and harmful effects of going to the gym. At this occasion, Emily decided to ignore the discussion and moved on to the first activity. The reason for ignoring students' answer was related to their lack of knowledge regarding the necessary vocabulary to discuss the arguments brought by the students. And at the moment of doubt between conducting the discussion in Portuguese, as an alternative, or giving it up, she decided to give it up.

I reassured her she did not need to feel responsible for having all the answers. I also suggested that one alternative for this predicament would be to ask students to look up pros and cons arguments and present them in the following class, reinforcing the supervisor's suggestion to encourage students to look up the information. However, I also indicated that if students were in the middle of a relevant discussion and she was not confident enough, she could conduct it in Portuguese to make a certain point. Moreover, I

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[157] Emily: Tá, o fato de que, por exemplo, da primeira aula eu querer saber o que eles vão me trazer de conhecimento sobre esporte, isso não é… não posso colocar isso como um objetivo da minha aula, né?
Nadia: Claro que sim.
Emily: Posso?
Nadia: O teu objetivo é levantar conhecimento prévio sobre o que é que eles conhecem de esportes e vocabulário que eles já sabem.
Emily: Eu posso dizer que ao mesmo tempo que eu quero levantar o conhecimento prévio, a partir desse conhecimento eu já posso trabalhar vocabulário, né?
Nadia: Uhum. Que você vai levantar e expandir vocabulário (Meeting, Sept. 24th, 2014).

warned her to be careful about this strategy so her classes did not turn into Portuguese full time[158].

From what I could observe in the following classes, perhaps the information that it was acceptable to use the L1 made Emily relax. She still prepared her classes in English, including anticipating the vocabulary she thought would be necessary for the class, but instead of using Portuguese as a negotiation strategy it was used deliberately from that time on (check section 4.4.2.2 for more discussions on the use of Portuguese in the classroom). In turn, this action also affected the depth of the discussions carried in the classes. Despite the fact the activities presented new information to confront students' previous knowledge aiming at expanding it, the level of discussions did not go beyond common sense when carried out in the target language.

To sum up, the findings corroborate the conundrum posed between proposing socially-situated practices that may impact students'

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[158] Emily: Só que também tem um problema que, <u>às vezes, falta vocabulário também, sabe</u>? Tu quer falar uma coisa, mas, por exemplo, <u>várias vezes ali eu queria falar uma coisa</u>, <u>mas eu não sabia como falar aquilo no inglês</u>, por exemplo.
Nadia: <u>Uhum</u> [...]
Nadia: E, por exemplo, <u>digamos que eles entrassem numa discussão homérica 'Tá, então vocês vão pra casa, vão procurar argumentos contra e a favor e a aula que vem vocês trazem e a gente conversa'. Também dá pra resolver assim quando eles entram num conflito muito difícil.</u>
Emily: <u>Sim</u>.
Nadia: <u>Você também não é responsável por tudo</u>, <u>você não tem que saber tudo</u>, <u>você não tem que, naquele momento, resolver tudo também</u>.
Emily: E é problema, por exemplo, <u>se numa hora que tiver no fervor de uma discussão, por exemplo, tu quer te posicionar, mas tu não consegue fazer aquilo em inglês, tem problema se tu discutir isso em português</u>?
Nadia: <u>Não, eu acho que não</u>.
Emily: <u>Não</u>?
Nadia: <u>Se é relevante, se é o momento, se é uma questão que vai fazer diferença, não. Tem que cuidar pra depois a tua aula não virar nisso, né</u>?
Emily: <u>Sim</u>.
Nadia: Mas <u>no momento</u>, <u>não vejo problema não</u>.
Emily: [...] <u>eu queria ter argumentado mais com ele</u>, mas eu não me senti segura pra argumentar com ele em inglês, aí em vez de... <u>Eu pensei: 'uso o português ou desisto?' Aí eu desisti. Poderia ter ido no português e poderia ter argumentado com ele</u>. Seria uma deixa bem legal, né? <u>Mas aí como eu pensei que não posso fazer um português, aí eu acabei desistindo</u>. [RS, Oct. 06th, 2014]

lives and balancing the use of both languages to promote learning opportunities. Emily relied on Portuguese to promote critical thinking. On the one hand, students may have developed the sense that sports are more than making money and competition, but on the other hand, it is not clear that the linguistic aspects of the target language were developed successfully.

4.4.1.3 Aiden

The mediation provided prior to the beginning of his practice teaching was fundamental for the successful unfolding of the activities planned. Aiden's project departed from a language as social practice perspective as well as considered linguistic aspects needed to foster students' positioning in the in the L2. In this sense, this positioning reinforces his initial conceptualization that students do things with the language, and is used for social interaction.

To organize his ideas he established sub-topics for each plan, and from then on he developed the objectives, procedures and activities to deal with language within the main topic health: plan 1 – discussion on health and stereotypes; plan 2 – semantic map on previous knowledge about health; plan 3 – bad health habits; plan 4 – diet; plan 5 – exercise; plan 6 – stress; plan 7 and 8 – construction of the semantic map on the sub-topics: bad habits, stress, diet and exercise (Aiden's E-mail exchange, Sept. 13th, 2014). His main objective was to develop critical positioning regarding their health. A fact that caught my attention is the fact that in Aiden's planning, contextualization and language come side by side. The first occurrence is presented here, the following ones will be done in the next section when contextualization will be discussed.

During the elaboration of the LP 1 that would introduce the topic 'health', I posed questions regarding the relationship between stereotypes and health, how he planned to conduct the class, the discussion, the closure and the unfolding of the activity[159]. As our interaction continued, he developed detailed activities as well as some procedures.

For example, in the first version of the first activity, he was going to hand out a semantic map of health and explain what students

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[159] Nadia's E-mail exchange: Como será feita a discussão? Como será a conclusão dessa aula? Qual será o desdobramento dessa atividade? (Sept. 09th, 2014).

were supposed to do. In the second version of the activity, the LP became more robust as the teacher educators provided feedback and questions for reflections. Then, he contextualized the activity and walked students through his rationale in order to complete the task:

1st version: Entregar o mapa e explicar o que os alunos devem fazer [Hand out the map and explain what the students should do]. (Okay, as you can observe, there are some sections that are incomplete. So, in this activity you just need to complete the semantic map with more ideas, okay? After that, we are going to discuss your answers. So, think about your decisions!).

2nd version: Passar a primeira tarefa [Begin the first task]. (So, as you could observe in the map, there are some points missing/there are some sections that are incomplete.). Mostrar os pontos [show the points]. (What you have to do is to complete the missing points with your own ideas, okay? I'll give you 10 minutes for you to complete and to think about your decisions because we are going to discuss it later.).

The mediation provided via e-mail exchanges and in previous versions of the LP made it possible for the TEs to accompany the development of his reasoning along the lessons, and the semantic maps students would receive already completed was changed to a four-branch semantic map to be distributed and discussed among the students.

Voltar para o tema saúde [Go back to the topic health]. (*So, let's switch back to Health!*) – (*Okay, class. Following the same idea of the examples that I showed you. You are going to create a semantic map about Health.*) – (*For this dynamic, you are going to work in groups of 3 or 4, okay? So, before I explain better to you what you are supposed to do, get together in groups as you wish!*).

Desenhar a maçã no centro do quadro e explicar brevemente a sua escolha pela maçã [Draw an apple in the center of the board and briefly explain the choice for the apple]. (*So, since our*

topic is about Health, I've chosen an apple. Okay, curiosity time! Did you know that eating apple is good for many things, one of the benefits of eating apple is that it decreases the risk of diabetes, it is also good for the voice, and that's the reason I've chosen the apple.) – (There are four branches growing out of the apple. These branches represent 4 different subtopics, which are: Diet, Bad Habits, Exercise, and Stress. Okay?). Explicar como os alunos podem desenvolver cada um deles [Explain how students can develop each one of them]. (*So, as we have seen in the previous examples, I want you to think about the subtopic you have and write words related to it, okay? If you want to, you can also create some categories. Give examples contemplating each of them.*) (LP 1, FR, p.98).

Aiden walked students through the contextualized activities and focused on the production regarding the content, on what students could do with the language in a natural and friendly environment.

As discussed previously, Aiden, as much as Rebecca and Emily, was concerned about carrying out discussions that went beyond common sense. However, as seen in his plans, it was common to identify simple yes/no answers or short definite answers and the contextualization provided was not explored in depth during the correction or discussions proposed. For example, the contextualization Aiden provided during the development of written and oral comprehension activities allowed students to perform more autonomously and make connections between what was being proposed and their opinions. For the written comprehension activity, Aiden introduced the key words, explored them in order to contextualize the topic and gave students the directions as explained in the rubrics.

Introduzir a primeira atividade [Introduce the first activity]. (Right guys! So, in this first activity you are going to work with the Top 5 Tips for a Safe Workout. Escrever a frase no quadro e perguntar se eles entenderam o significado [Write the sentence on the board and ask if students understand the meaning]. Do you understand this sentence? Do you know the meaning of the words "tips" and "workout"? Tip is "dica" and Workout

> is the same as exercise. Okay? So, for this activity
> you are going to read the 5 tips and after that you
> are going to number the tip to the correspondent
> sentence (LP 5, FR, p.107).

Then, he was able to propose an activity connecting students previous knowledge that began to emerge during Emily's class when students disagreed about the benefits and harmful effects of going to the gym, to the new information on tips for safe workout to expand students' knowledge and perhaps change some of their positions since they were supposed to react to the tips and write their opinions.

> After doing that you are going to answer letter b.
> In letter b you just need to answer if the tips you
> read in the text correspond to the things you said
> and/or thought about before. If not, write the
> different one(s) down. Okay? (LP 5, FR, p.107).

However, the activity was not developed the way it was planned. Regardless of the previous conversations with Aiden about the superficiality of the discussions proposed, once again, he asked students a question, students answered it, and then, he moved to the next one. There was still no reflection or further questions to deepen the discussion, raise awareness, expand/explore vocabulary or develop critical thinking.

His agency in resisting to changing the procedures might demonstrate the view of language he has. He learned to a certain point that his classes should include discussions with students and the objectives should aim at developing students' critical position, but during the actual classes he did not think he should focus on students' answer to expand and deepen the discussion to actually move students beyond common sense. During the correction of the activities proposed in one of the classes, reproduced below,

> Introduzir a atividade [introduce the activity]. (*So,
> guys! As a first activity, I brought you 10 different
> Bad Habits and their effects in our bodies. Okay?
> What are you going to do? You are just going to
> match the Bad Habits with their corresponding
> effects. After that we are going to discuss them in
> the big group. Right?*) (LP 6, final report, p.109).

Aiden neither explored students' answers nor used English to discuss the ideas. His original plan was to carry out a discussion to promote reflection concerning bad habits. To do so, he would depart from the written comprehension activity. However, he conducted the correction/discussion in Portuguese and did not explore students' answers as planned.

Unfortunately, despite the contextualization and the links he proposed, he still did not explore students' answers and for this class he decided to use Portuguese as the main mediational mean. These actions contradicted his position that the teacher should avoid the use of the mother tongue in order not to run the risk to have a Philosophy or Sociology class. Nonetheless, it was a strategy he made use of whenever it was convenient for him. These findings pose more questions than provide answers since dealing with human behavior may present unpredictable outcomes. It is my interpretation that the findings reinforce the possible contradictions between what one verbalizes about a concept and what they actually do with it since in the beginning of the study he claims not see as problematic the use of L1 in the classroom, but criticized his teammate for doing so.

From what I could observe, Aiden's concern was to develop activities that were significant for students as well as approached linguistic aspects so they could profit from the English classes even though they required students to provide short answers in order to avoid the use of L1. The evidence was seen in the LPs in which he provided contextualization of the activities by including students' previous knowledge and always connecting the content and activities. However, the discussions did not go beyond common sense.

4.4.1.4 Summary of the results: Language as social practice

In this section, I compiled and discussed some occurrences connected to the concept of *Language as social practice* that emerged throughout the participants' practice teaching. The participants' initial conceptions indicated that the concept was part of their repertoire despite some contradictions. In this sense, the analysis indicates that this perspective permeated their planning and actions, especially to what concerns the inclusion of socially-situated activities that take students' context into consideration.

The participants' difficulties lied in promoting and deepening group discussions in the target language to promote critical thinking, relying to Portuguese to do so as demonstrated in the examples within

each participant's section (and to be approached in details in the next section). What thus appears to be a discussion worth entering the agenda of teacher education is how to cope with these two apparently incompatible aspects: language as social practice and the use of the target language in the classroom. It looks like the point of departure for this discussion may be how to proceduralize a lesson in terms of language as social practice and language as a system, an aspect that was not focused on in this study.

Therefore, it is my understanding that there was development as the future-teachers were able to elaborate and implement lessons that departed from language as social practice. The findings support the claim that performance proceeds competence as they had claimed not to be capable of doing so in the previous phases of the study.

4.4.2 English language teaching in the practice teaching

In this section, aligned to what has so far been explored, I proceed discussing how the participants deal with: (a) group work; (b) vocabulary; (c) contextualization and; (d) L1 use in the classroom during their practice teaching. These aspects were retrieved from the most recurrent aspects of the previous phases of the study.

4.4.2.1 Rebecca

The recurrent topics in Rebecca's practice teaching demonstrate her openness to learn.

Proposing group work was still a shady procedure for Rebecca at the end of her practice teaching. In the first phase of the study Rebecca explained that individual work is important because the teacher can assess the students' knowledge and difficulties, but also considers group work to be indispensable. In the second phase, during the intervention meeting, her colleagues and her saw the interaction that took place during the Math class presented in the video as problematic, they could not see that students negotiating meaning was evidence of interaction as they believed interaction takes place by means of games, for instance.

Her positioning on group work becomes evident when she explains that according to her original plans students were going to work by themselves. However, after the lack of students' participation in the first class and the TEs' mediation on the matter, she realized students

would participate more if they were working in pairs or groups[160]. Then, she decided to organize the groups randomly, but after facing students' reluctance in working with colleagues that they did not feel at ease with, she let the students organize themselves in groups[161]. Later, she regretted that decision because students would not always focus on the activities they were supposed to carry out, but rather on talking about things they had in common[162].

Intervening in the groups' dynamics made Rebecca uneasy especially because it was not a shared value among the participants. In the first group work activity, Rebecca designed it so the groups should be organized randomly by her. At first, she was afraid to change the dynamics students had already established among them. However, after explaining the class dynamics, students accepted the changes and

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[160] Rebecca: "Porque assim, a primeira aula... (hesitation) que não teve, que eles não trabalharam em grupo foi... Meu deus, foi tudo estranho (laughter). Ninguém respondia nada, tal. E aí eu acho que depois, daí assim que eu conversei com o Wellington e tal, contigo [the researcher] também assim de fazer os alunos... (hesitation) fazerem uma coisa mais assim... Que eles interagissem [...] Eu acho que... (hesitation) a partir disso, aí eu comecei a pensar, sabe? Porque eu mudei várias coisas nesse sentido, assim, né? Porque a maioria dos planos eles não, tipo, não trabalhavam em grupo, nada, tavam sozinho. E eu mudei, toda mudança que eu fiz foi nesse sentido. De trabalhar em grupo, de discussão". [IM, Oct 14th, 2014]

[161] Rebecca: "Daí já não deu certo, porque eles falaram. Que foi na dinâmica do deficiente visual. Eles falaram: 'É, eu não vou... (hesitation) confiar, né? em outra pessoa', tal. Aí depois daí eu não fiz mais, eu não... (hesitation) dividi mais os grupos, eles que acabaram escolhendo, né?". [IM, Oct 14th, 2014]

[162] Nadia: E você acha que assim... Em termos de aprendizado, né, de... (hesitação) Você fomentar essa coisa de, realmente, deles terem um objetivo pra negociarem, trabalharem juntos... Você acha que é mais interessante eles estarem com pessoas que eles escolhem, ou que você escolha dependendo do conhecimento de cada um, da habilidade de cada um?
Rebecca: Mas na questão, assim, de aprendizagem, talvez se eu escolhesse o grupo, acho que influenciaria, sabe? Que o assunto ia ser mais direcionado! à atividade, não a outras coisas, não ia fugir muito. Porque nesse trabalho do... (hesitation) do texto que eu escolhi grupo, nossa, eles trabalharam super bem, né? Discutiram super bem com pessoas que eles não... (hesitation) não trabalham direto. E já no... (hesitação) no outro eu tive que chamar atenção, pedir mais foco... [IM, Oct 14th, 2014]

worked without any problems[163]. Interestingly, in Aiden's opinion, students did not *have the right to choose*. This word choice reveals the importance he addresses to students' autonomy in working with whoever they like. His comments demonstrate a certain surprise to the fact the activity was developed without any resistance inasmuch as students worked just fine with people they were not very used to[164].

Another important and relevant aspect in Rebecca's practice had to do with the vocabulary the teachers needed to prepare in advance for their classes. During the RS (after the third class), the supervising professor pointed out the necessity for the future-teachers to foresee the possible outcomes for the questions they design in the LPs. They usually think of links between the activities and the questions, but commonly forget to think about the kind of language students will need to use to perform the tasks. Rebecca does not understand at first and the supervisor professor explains that the teacher's advantage is not to know more than the student, but to have more time to prepare them to guide students throughout the activities they propose[165].

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[163] Rebecca's comments: "No começo fiquei meio insegura já que eles não escolheriam o grupo que iriam trabalhar, ou seja, as 'panelinhas' iriam se separar, o que não é nada fácil. No entanto ocorreu tudo muito tranquilamente, claro que no primeiro momento alguns alunos questionaram o fato de não poderem escolher os grupos, mas assim que expliquei que hoje seria diferente, os alunos prontamente entenderam e aceitaram a proposta [...]". [CTR, FR, p.58]

[164] Aiden's comments: "os alunos não tiveram o 'direito' de escolher seus respectivos grupos, uma vez que deveriam se juntar de acordo com a numeração que cada um deles pegou. O fato é que não houve nenhum tipo de conflito/bloqueio por parte deles em se juntar com aqueles que não estão habituados a trabalhar". [CTR, FR, p.57]

[165] Wellington: [...] a gente olha a atividade e às vezes não se dá conta de que ela vai ser respondida de um determinado jeito com os recursos que eles [the students] têm.
Rebecca: Uhum.
Wellington: Os recursos que eles [the students] têm, produziram respostas que sintaticamente, talvez, não fossem as mais adequadas. Aí, tem que dar uma olhada, que eu acho que o *feedback* nesse aspecto tem que ser... a pergunta gerou um determinado tipo de resposta e esse determinado tipo de resposta exigia um determinado tipo de consciência sintática que, talvez, eles não tenham naquele nível. Eu não sei Nadia se foi essa impressão ali do... a pergunta colocada ali no plano é: *Inclusion associated with...*

The importance of providing students with vocabulary and language input emerged later in the practice teaching during the RS after the visually-impaired activity in which students were supposed to express their opinion on it. The TEs questioned the future-teachers about the importance of providing directions on the linguistic aspects they expect students to use[166].

Rebecca: É.
Wellington: Só pra lembrar o plano.
Aiden: Acho que foi isso. [...]
Wellington: Então eu acho que é esse mapeamento assim de... esse mapeamento semântico tem que ser bem-feito na preparação das aulas. Inclusive, pra vocês se prepararem...
Rebecca: Mas como assim professor?
Wellington: Quando tu está lidando com o tema, qual é o possível vocabulário que vai surgir, que pode surgir, que direção as dúvidas vão ter e como é que tu vai resolver quando aparecer? Que sempre vai aparecer uma pergunta que está para além do que foi pensado, quer dizer, a possibilidade de que alguém traz uma pergunta adicional, fora do que a gente preparou, ela existe.
Rebecca: Uhum.
Wellington: […] a vantagem do professor não é saber mais que o aluno, é ter tempo pra se preparar antes pra ajudá-los a procurar. [...] Como eu te disse, tem que fazer esse mapeamento semântico, talvez ensiná-los a fazer isso pra pensar quê vocabulário eles vão precisar, o grupo que vai trabalhar com a questão da mobilidade vai trabalhar com que tipo de vocabulário. [RS, Sept 08th, 2014]

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[166] Wellington: E a mesma coisa válida pros escritos assim, fiquei vendo agora, alguns itens de vocabulário do tipo: *it is very difficult; the main difficulty*, talvez algumas coisas assim ajudassem a produção escrita deles. [...] esse também seria um elemento que facilitaria a vida deles e que ampliaria o escopo de linguagem.
Nadia: Uhum.
Wellington: Isso vale pra [classes] de vocês [the other future-teachers], quando vocês forem fazer atividade escrita, por exemplo, tem alguma coisa mais ou menos aberta.
Emily: É, fiquei pensando, né? O que seria uma boa opção pra ajudar eles na escrita, né? [...]
Wellington: os *bubbles* assim oh, os *bubbles*, uma figura, vocês podem fazer uns *bubbles* do tipo: *it was difficult, there are too many barriers*. Várias expressões que poderiam colocar aqui.
Nadia: Pra ampliar o vocabulário, é. [...] e também a questão de escrever. Eu pedi pra você escrever ali no quadro porque assim: "escreva sobre sua experiência". "Tá, mas escrever o quê?" "Focar em quê?" Então, é sempre importante direcionar o que você quer que apareça no teu texto.
Wellington: Uhum.

During the development of the sixth plan, the issues regarding vocabulary emerged one more time. Rebecca makes reference to the mediation provided by the teacher educators on the importance of being prepared for the possible words that may appear in the class. She explained that she was not very prepared because she had to improvise since students did not do their share of the work[167]. And that her lack of preparation prevented her from providing a clear explanation to the students.

The same situation took place in the following class, as she had to think of a plan B, a comic strip activity that involved the topic inclusion. She believes that due to her lack of preparation, the discussion based on the genre comic strip did not yield positive results. She considers her *gaffe* regarding vocabulary and pronunciation as one of the reasons for the negative outcome of the class[168]. What caught my attention in this comment is the reference she makes to the importance

Nadia: Por isso que te chamei: "Vai, Rebecca, coloca no quadro o que você quer que eles escrevam". Então, sempre direcionar, esmiuçar ao máximo possível o que vocês quer deles, né?
Rebecca: Uhum.
Wellington: Pode fazer *models* do tipo: *I like this experience because... I did not like this experience because, I like this experience, but I think*...[...]. [RS, Sept. 15th, 2014]

[167] Rebecca's comments: "Como combinado, os alunos teriam que me enviar as fotos [about accessibility in their neighborhoods] até sexta-feira, no entanto como apenas dois alunos assim fizeram, precisei modificar os planos e fazer outra atividade para essa aula. [...] Acredito, assim como o professor Wellington comentou, que é sempre muito importante fazer um levantamento dos vocabulários que possivelmente aparecerão durante a aula, no entanto como a minha intenção não era trabalhar com esse texto acabei por não me preparar tanto, o que resultou na falta de clareza e de convicção na hora de esclarecer a dúvida da aluna". [CTR, FR, p. 68]

[168] Rebecca's comments: "A discussão não foi muito rica porque os alunos estavam com um pouco de dificuldade de entender as *comics,* mas até que foi tranquilo. [...] Enfim, o resultado dessa aula foi realmente 'negativa', tanto pelas minhas gafes, como pelo fato de que quase todos os alunos não fazerem a atividade de apresentação proposta. Apesar de tudo, valeu para eu aprender que sempre temos que ter planos A, B, C e quantos forem necessários, para estar sempre bem amparada e prevenida, já que imprevistos sempre podem acontecer" [CTR, FR, p. 68]

of having different plans in hand in case she needs. She is probably making reference to a RS in which I questioned her about not having reviewed the specific vocabulary for the visually-impaired activity using the board to revisit the vocabulary and make sure students understand how to use them and the importance of having different plans[169].

One more time, the supervising professor makes comments regarding her performance and preparation regarding vocabulary and pronunciation.

> Please pay attention to what, how and when things have been said. I insist that you should do a thorough preparation of the vocabulary you are going to work with within the classroom. When in doubt, check for pronunciation by using Google or any other resources. If still in doubt, ask. (W's PTF, FR, p.141, app. II, p. 07).

Rebecca is aware of her limitations; and regardless of her difficulties, she did not stop trying to improve her performance even though the outcomes might not be the way she expected.

Notwithstanding, despite the mediation provided by means of RS, LP, e-mail exchanges and PTF she was not able to get prepared enough to deal with all the unpredictable situations that took place in the class. This difficulty also reflected in the discussions carried out with students. As discussed before (section 4.3.1), the future-teachers are always worried about including discussion in their classes because they believe it to be part of the communicative approach, but cannot predict all language features that may appear. In addition, for not being fluent enough or for confidence reasons, they end up carrying out the discussions in students' native language, as criticized by Lucena and

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[169] Nadia: Por exemplo, aqui no teu plano você disse que ia revisar as preposições, as *directions*.
Rebecca: Uhum.
Nadia: Aí, você fez oralmente com eles, mas não foi nenhuma vez pro quadro, né? Lembra que a gente tinha comentado de colocar no quadro ou trazer a projeção?
Rebecca: Então... Eu trouxe, mas não abriu, não rodou nada no computador hoje.
[...]
Nadia: É, então, é isso, a gente tem que estar preparada, plano A, plano B, plano *whatever*... [...]. [RS, Sept. 15th, 2014]

Clemente (2011), and ignore the linguistic objectives for the class. It is my interpretation that a teacher has no obligation to know everything, but as argued by the supervisor professor earlier in the chapter, the teacher has the advantage of choosing what they are going to present in the class, and in this sense, may increase the chances of being prepared with the minimum vocabulary expected regarding the topic being studied.

On the other hand, one of the highlights of Rebecca's practice teaching was the contextualization provided in each class. She was able to situate students every time she was going to start a new activity so they could follow the directions and perform well. For example, she reintroduced the domestic violence leaflet whose criteria I built with students in the first semester to contextualize why she had brought the portfolio criteria to discuss with them.

Her focus on contextualizing the activities may be a reverberation of the mediation provided by the TEs who would always pose questions for her regarding the steps of the class, the contextualization and also on the importance of students understanding the steps. For example, after questions rose during the elaboration of the first LP[170] and during the RS, Rebecca demonstrated sensibility to the information that emerged during the classes as seen below.

> Explicar aos alunos que hoje falaremos um pouco sobre acessibilidade, que também é uma forma de inclusão [Explain to students that today we are going to talk about accessibility which is also a form of inclusion].

> Encerre a tarefa questionando os alunos sobre a experiência e a opinião sobre o que lhes foram apresentados [Conclude the task by questioning students about their opinion and experience on what has been presented to them].

> Class, do you think the accessibilities that you see in your paths are enough or it needs [sic] be improved? (LP1, version 1)

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[170] Nadia: "O legal é sempre contextualizar antes de apresentar o ponto. Por exemplo, nas aulas passadas trabalhos com inclusão pelo viés bla bla, hoje iremos focar em outra forma de inclusão que é a acessibilidade....". [LPF 1, v.1]

In order to increase the chances for students to follow the classes, Rebecca reorganized the plans as the classes took place by including information that contextualized previous classes and information provided by the students. One example can be found after the visually-impaired dynamic. She also proposed a contextualization of all the information raised to that point in order to include a new variable into the discussion: accessibility. She took into consideration all the points raised during the RS (Sept. 15th, 2014) and e-mail exchanges in which the teacher educators and the future-teachers had summarized and discussed the main concerns raised by the students during the visually-impaired activity, such as the fact that the school ramp is not signaled to the blind, and that there is not an elevator for the ones who use a wheelchair, for instance.

Her preparation suggests she is open to learning which in turn suggests more room for improvement.

> *"As* [sic] *yesterday we could feel the difficulties that a disability* [sic] *person has to walk around, today we are going to focus in other* [sic] *form of inclusion which is the accessibility."*
>
> Fazer um paralelo com o que eles disseram no primeiro dia de aula e após a dinâmica sobre acessibilidade na escola [establish a parallel between the first class and after the dynamics on the accessibility at the school].
>
> *"Class, did you remember that in our first class when I have asked* [sic] *you about the accessibilities here in the school and you said it was right and good enough. Yesterday after the dynamic, some of you said there is no accessibility to blind people, there is no adapted way in the ramp… did you remember that? So, why do you think you have changed your opinion? What made you think different? Do you think the dynamic made you thinking* [sic] *better about that? Why?"*
> […]
> I. What examples of accessibility are there in your school?
> II. Do you think the examples you named are enough?

III. What should be done to improve accessibility in your school?
IV. How do you think accessibility helps improve or promote inclusion? (LP 6, FR, p.61).

The direction Rebecca gives may be linked to the mediation provided by the TEs. This may be evidence that Rebecca is reflecting and willing to confront her beliefs to the new situations that she has been facing.

Another example was found in the last plan. Her first idea was to ask students to develop a campaign in which students exposed their wishes and improvements regarding inclusion in the school context. The first question raised by one of the TEs was about the tone of the campaign, whether it was going to have a diagnostic or propositional one[171]. In order to make the activity more meaningful, the supervisor suggests more support and follow-up from the instructional field of language and suggests a book to ground her choices[172].

The questions asked mediated Rebecca's reasoning while developing and adjusting the plan. The final result suggests she is willing to confront her concepts to the new ones thus moving towards development. The contextualization of the final project regarding advertisements was carried out as follows

Iniciar a aula contextualizando sobre o que pretende ser feito nas próximas 3 aulas. [Begin the class by contextualizing the objectives for the next 3 classes] *"Class, in these four weeks we have discussed about concepts of inclusion, different types* [of inclusion]*, we had the opportunity to experience the difficulties of a disability people* [sic]. *We had also discussed about accessibility, examples, needs and lacks of it. So, in the next three classes we are supposed to*

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[171] Wellington: "Essa campanha teria um tom de diagnóstico? De proposição? Como ela seria feita? [...]" [LPF, Aug. 31st, 2014]

[172] *Wellington's comments:* "[...] Vou sugerir, como subsídio, um livro chamado *The Language of Advertising*, de Angela Goddard, que pode te municiar de elementos mais pontuais sobre o uso da publicidade e, quem sabe, ajudar a dar mais 'suporte' para eles. Vou levar o livro amanhã na aula pra ti". [LPF, Aug. 31st, 2014]

work on a campaign about inclusion here, in the school."

Explique aos alunos que antes de começarmos a desenvolver a campanha iremos trabalhar um pouco com questões ligadas a advertisements [Explain that before we start developing the campaign we are going to work with some questions related to advertisements].

"Class, as we are going to develop a campaign we need to know about the mains issue [sic] *of advertisements, right? So, first of all we are going to work on different type of advertising, then we can discuss together about that. So, in that way you can have some ideas on how you can develop your own advertising* [sic] *to the campaign, ok?"*

Explique aos alunos como irá funcionar a atividade sobre advertisements [Explain how the activity about the advertisements is going to work]. (LP 7-8, FR, p.70)

The contextualization was the climax of the class in the future-teachers' opinions. Students' previous knowledge of the genre – resulting from the development of the topic *domestic violence* from the previous semester – plus the activities on advertisement Rebecca proposed before introducing the final assignment, yielded positive results in Aiden's opinion[173].

Emily explains that contextualization must be a constant practice in teachers' lives. She believes that when the teacher manages to engage students in the topic to be studied the result is spontaneous engagement in the class. She points out, however, that it is necessary to

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[173] Aiden's comments: "Achei bem importante e ao mesmo tempo eficiente à contextualizada que a Rebecca deu sobre *Advertising* [...]. A dinâmica feita proporcionou aos alunos uma boa base do que exatamente ela queria para a campanha em questão. Acredito que por se tratar de uma tarefa próxima à que eles já haviam feito no semestre anterior, os mesmos tiveram mais facilidade em compreender o que estava sendo proposto" [CTR, FR, p.72]

prepare the selection of materials to be used as well as the sequence to which those materials are to be presented to the students[174].

Rebecca credits the success of the class to the suggestions, or as she calls *intervention,* provided by the supervising professor. In the first version of her plan there was not any input prior to the production of the campaign, such as the characteristics of the genre, for example. After discussing the plans, the fourth version included input and previous discussion and activities on the topic before students were required to produce their own campaigns[175].

Regarding L2 use, Rebecca began experiencing some resistance from students who did not want to speak English right in the second class. Her strategy was to initiate the conversation in Portuguese, then she replied in English to a question posed by a student as well as made comments in English, as reported by the supervising professor

> Wellington: "Rebecca starts using Portuguese. One student answers in PT and she replies in English. From then on, some more interactions go on, sometimes in English, sometimes in Portuguese" (PTF, FR, app. II, p.04).

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[174] Emily's comments: "Quero destacar a importância da contextualização para alcançar o sucesso nas aulas. Quando foi proposta a atividade dos advertisements, os alunos se engajaram nas análises dos anúncios e contribuíram de forma significativa durante a aula. Acredito que muito desse envolvimento se deve ao trabalho de Rebecca que se preocupou em contextualizar bem o assunto trazendo imagens e informações relevantes sobre o mesmo. Percebi que a contextualização deve ser uma prática constante na vida dos professores [...]. No entanto, é necessária uma preparação sobre a seleção dos materiais que serão utilizados, bem como, a forma e sequência como esses materiais serão apresentados aos alunos". [CTR, FR, p.72]

[175] Rebecca's comments: "Foi importante para colocar os alunos mais próximos de questões relacionadas a anúncios e também para dar um *input*, não deixando o assunto solto e a atividade de confecção dos anúncios de inclusão sem contexto ou subsídios necessários. Achei que as intervenções do professor foram bem importantes para eu conseguir chegar ao plano final, já que na primeira versão do plano da campanha eu não apresentava nenhum *input* para que os alunos tivessem um pouco de informação sobre o que é um *advertisement*, como funciona e características, e essa mudança fez toda a diferença e deu sentido a atividade final" [CTR, FR, p.73]

In another class, she reorganized the plan after the TEs questioning on the classroom dynamics, and instead of having a group discussion she organized the students in pairs (in this case they were able to choose their partners) so they would discuss, in Portuguese, the questions projected on the board.

> I. What is the relation [sic] between love and inclusion?
> II. Do you think loving [sic] or be respecting [sic] or being tolerant with different kind of people is an attitude of inclusion? Why?
> III. If you think love is an attitude/demonstration of inclusion, where is the "love" in your school? Where is the respect we are all told to have for each other?
> IV. Look around you. Think about the relationship people have to which [sic] other. Is it really love or it has [sic] interest in relationship? (LP 3-4, FR, p.55)

Here, she opted to let students discuss the topic in their native language. This procedure corroborates Lucena and Clemente's (2011) argument that the future-teachers have difficulty in balancing the L1 and the L2 when conducting classes that involve critical positioning, leaving the linguistic aspects and objectives of the target language aside. On the one hand, her objective to develop students' critical thinking was in motion. On the other hand, one of the main objectives of her project, that was to use English as the language to express opinion, was ignored.

Interestingly, next in Rebecca's planning, she was able, through language, not only to raise students' awareness but to engage them in activities that stemmed from real life situations. To introduce a video portraying a blind girl's life, Rebecca uses the visually-impaired dynamic to contextualize and situate students in the act.

> Iniciar a aula com o vídeo "Out of sight", para fazer uma breve discussão sobre a relação do vídeo com a experiência da dinâmica feita na aula anterior. [Start the class with the video "out of sight" to initiate a brief discussion between the relationship between the video and the dynamics done in the previous class][176]

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[176] [the information between brackets was rendered by me]

> *"Class, first of all we are going to watching* [sic] *a video about a blind girl. The video shows about her perception and idea about the world that she can't see. Yesterday during the dynamic, you couldn't see, how do you feel about that? Did you try to imagine how the things were? What did have in front of you?"* (LP 6, FR, p.61).

In this example, Rebecca was able to balance the use of Portuguese and English. She listened to students' answers in Portuguese, but only replied in English. Despite the fact students were not able or willing to interact in the L2 she could present opportunities for oral comprehension development. In addition, dealing with Portuguese and English in the class presented conflicts to her beliefs that an ADD/FL classroom should be carried out in the target language as also seen previously (section 4.3.3).

The findings in Rebecca's practice teaching confirm the hypothesis (Johnson, 2009) that more the teachers are open for mediation and engage in the learning process; the higher the chances for development to take place.

4.4.2.2 Emily

Emily did not talk about group work in the beginning of the study, but during the other phases it is possible to verify she considers situations in which students lively interact to yield positive results. However, establishing group work showed to be a predicament during Emily's practice teaching as well. Despite the mediation that took place along the year, when Emily planned a group work for the final project the procedure was not clear. First, Emily explained she was going to raffle the groups, and then due to the low attendance on that day she scheduled for the activity to happen, she decided to let the students choose. But after a while, other students arrived and she decided to go back and organize the groups[177]. The students were supposed to sit

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[177] General comments: "Ela [Emily] diz que vai dividir a turma em pequenos grupos, C. pergunta se ela irá sortear os grupos, como mencionado na aula passada. Emily diz que como tem apenas sete alunos ela não irá sortear. Neste momento, chegam mais três alunos e ela decide fazer o sorteio". [CTR, FR, p.90]

together based on a raffle, but at the end they manipulated the cards and sat in the same old groups.

This attitude is commented by Aiden who believes that Emily should have been firmer with the students[178]. Their complaints about group work made Emily think about the educational role of the teacher and the difficulty to stand up for their word and not to be manipulated by the students' seductive requests. In this vein, she reinforces the importance of grounding decisions in pedagogical educational purposes[179].

Another relevant element worth discussing from Emily's practice teaching concerns linguistic aspects. Once the objective of her project was defined - the transformative power of sports - I pointed out she needed to think of strategies to do so through English. For this reason, I questioned her on the linguistic objectives to be dealt with. She explained that, besides vocabulary about sports she was going to deal with the linguistic feature proposed by the textbook, abilities – can / can't, could / couldn't along with the verbs associated with sports. And then, give the explanation of the use of this linguistic aspect. She explains that when a person wants to explain she is capable of doing something she uses *can* and when she cannot she uses *can't*. Up to this point, it was not clear how she was going to approach grammar in the classroom. I insisted that in some point she needed to introduce the topic, and that it was necessary to reflect upon it[180].

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[178] Aiden's comments: "Acredito que o que tenha faltado por parte da Emily essa semana foi um posicionamento mais firme diante dos alunos". [CTR, FR, p.91]

[179] Emily's comments: "Quero destacar a importância de ter firmeza nas decisões e não se deixar influenciar (pelo menos não sempre) pelas reclamações dos alunos [...] Essa situação me fez refletir sobre como nós professores, temos que ter consciência de que nosso papel é, antes de tudo, de educadores, e como tal devemos ser firmes em nossas decisões mesmo que isso signifique desagradar ou contrariar um aluno. Percebi que essa não é uma função fácil, pois, é muito mais cômodo você ceder à "pressão" e acatar os pedidos dos alunos, entretanto, sabemos que educar não é tarefa fácil e exige dedicação, firmeza e convicção daquilo que você acredita ser certo, afinal, suas decisões têm uma razão de ser, não é simplesmente uma escolha sua, é mais do que isso (ou pelo menos deveria ser), é uma atitude que deve ser baseada em um propósito educacional, pedagógico". [CTR, FR, p.91]

[180] Nadia: [...] o que é que o aluno vai, também, desenvolver em termos de língua?

The approach took place during the development of the third LP. Defining its objectives and how to approach *abilities* (Can / Could) proved to be a challenge, as identified and discussed in the four versions of the plan[181]. She came up with the following procedure at the end:

> Cumprimentar os alunos e informá-los que hoje iremos trabalhar com os verbos modais [greet students and inform them that today we are going to work with modal verbs] *Can* and *Could* e perguntá-los se sabem quando usar esses verbos (*Do you know when to use these verbs*?) Fazer uma breve introdução sobre o que são os verbos modais apresentando suas características. [make a brief introduction about what modal verbs are and their main characteristics] (LP 3, Oct. 02nd, 2014).

After I questioned her about the objective of starting the class by presenting explicit information on modal verbs, and suggested she used sports as a starting point, as discussed in the meeting prior to the practice teaching, she adapted the procedures, but still left the explicit information on modal verbs.

> "Today, we are going to work with the modal verbs Can and Could" (LP 3, FR, p.80).

In this occurrence the linguistic features were not explored in depth being limited to their superficial aspects. This fact demonstrates the difficulty some future-teachers face in moving beyond their apprenticeship of observation, since their initial planning probably

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Emily: <u>Além do vocabulário?</u> Essa parte da linguística, <u>eu pensei de usar o livro na parte do *can* e *can't*, *could* e *couldn't* e tentar relacionar essa parte da gramática junto com</u>… [...] <u>os verbos de movimento.</u>
Nadia: <u>Uhum</u>.
Emily: Eles entenderem que <u>quando tu quer expressar que tu é capaz, que tu está apto a desenvolver, a agir de alguma forma, quando tu é competente pra fazer isso ou aquilo tu pode usar o *can*, e quando tu não pode o *can't*</u>.
Nadia: <u>Tá. Então em alguma aula tua você vai ter que começar a fazer essa apresentação, essa discussão com eles, né?</u> [Meeting, Sept. 24th, 2014]

[181] E-mail exchanges on Sept. 22nd and 24th, Oct. 02nd and 06th, 2014.

portrays how she learned the language and the internalized view she has on the language.

Emily always highlighted the importance of contextualization as seen in Rebecca's RSs and elsewhere. During the RS after Emily's first class, she believed to have followed the lesson planned and provided the proper orientation to all the activities designed. When her colleagues and the supervising professor questioned her attitudes, she demonstrated some discontent. But then, the professor continued explaining the importance of creating the scenario, establishing clear steps and transitions from one activity to another. The questioning appears to have destabilized her regarding her beliefs on the procedures she thought she had done. Her perception of the actions revealed to contradict her actions. And at the end, she appeared to have understood that there was a discrepancy between what she believed she did and what actually happened in the class[182].

The reflections that followed the second class also demonstrate that despite the importance she addressed to contextualization she was

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[182] Emily: Eu segui o plano, né? Foi muito metódico assim, muito...
Wellington: Tu seguiu o plano? Olha bem. Qual era o plano?
Emily: Era pra...
Wellington: Representatividade, contextualiza, conversa. Então... A minha impressão... quando eu cheguei, quando tu entregou... Entenderam o que era pra fazer e tal, eu imaginei 'já foi explicado o que é pra fazer'. Foi explicado?
Emily: Sim.
Aiden: Só chegasse e falasse assim: 'tem que fazer'. Mas não falaste, tipo, sabe...?
Emily: **Essa última atividade? A primeira**?
Aiden: **Todas, todas**.
Emily: **Gente, claro que eu expliquei**!
Wellington: Aquela coisa de criar o cenário, que eu acho que assim, tá presente no teu plano. Qual é o cenário? Ok, '*now, you are going*...' A história de demarcar atividade. Em alguns momentos... quando eu percebi já tinha um *handout* novo entrando. A sensação... estou olhando aqui de trás, a sensação é: entrou um novo momento. Mas o que demarca esse momento? A passagem pra uma outra atividade? Qual é o *assessment* que é feito disso? Qual é a avaliação? Avaliação não no sentido de atividade avaliativa, mas, tá, antes de passar... Que é aquela coisa, antes de passar adiante, vamos ver se está tudo claro. Tu tem essa clareza do que ficou e que não ficou?
Emily: Não [RS, Oct. 06th, 2014]

not able to develop it due to her emotional state[183]. She believes that a well-contextualized activity makes all the difference because it is the moment in which students understand what and how to do what they need to do. As a result, she thinks, the objectives for the class were not met[184]. Towards the situation, the supervising professor described the scenario of the class and posed questions for reflection.

> Wellington: "At 8:05 Emily hands them a piece of paper with no context provided, only the mention that there would be a third activity. So, as soon as they received the reading passages they went quickly through the texts and in a few seconds they were talking about something else". (PTF, FR, p.142, app. II, p. 09).

> Wellington: "Getting back to what we talked yesterday, wouldn't you say that those few minutes spent creating a context for the activity is worth the effort?" (PTF, FR, p.142, app. II, p. 10).

At this point, there was not any evidence of changes in contextualization from the previous classes up to this activity. The teacher continued to propose the activities but students made their own interpretation. There was some evidence that she was aware of the difficulty in her verbalization, but it had not resonated in her practice yet.

The Teacher Educators intervened during the development of the third LP. They asked Emily about the direction and also inquired students about their understanding because the students had answered

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[183] Emotions are a critical variable that could not be isolated or controlled in the present study. Regrettably, it is beyond the scope of this piece of research and is addressed properly.

[184] Emily's comments: "Vou iniciar minha reflexão sobre as duas aulas dessa semana falando sobre a importância da contextualização nas aulas. Acredito que esse é um ponto muito importante e que pode fazer toda diferença no andamento das aulas, afinal, o entendimento dos alunos sobre o que será trabalhado, de que maneira, e o que deve ser feito de fato, é o que vai guiar a aula e garantir o que os objetivos iniciais sejam alcançados, ou pelo menos, parte dele. Confesso que não fui muito competente nesse aspecto devido ao nervosismo [...]". [CTR, FR, p.79]

they did not understand. However, what happened in fact was that they knew they were supposed to answer the questions, but had not understood what they were supposed to do with answers afterwards. The solution she found to check students' comprehension was to use Portuguese to negotiate meaning[185].

Issues regarding contextualization also took place during the fifth LP. There was the orientation that during the correction of an activity, the teacher would select a student to give the answer, and that would be a moment to foster reflection[186]. As the class actually took place she gave the students time to read the text, but many of them were distracted and talking about other topics. She did not contextualize the activity or asked for students' attention to try to engage them in understanding what they needed to do. After the time was up, she handed out an activity related to the text and gave them five more minutes. Her strategy was to assist students who asked for help individually[187]. As a result, no discussion was carried out and the objective proposed for the activities was not accomplished.

After that, the contextualization prior to the proposal of the final project was not clear established. The students received two testimonials that they needed to read and answer a few questions about. No explanation was provided, the transition between one activity to another

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[185] General comments: "Emily pergunta se os alunos entenderam as questões e eles dizem que não. Com isso professor Wellington menciona para Emily que ele acha que os alunos não entenderam o que eles têm que fazer com as questões, e que esse é o problema, não o fato de eles não entenderem as perguntas [...] Emily então pergunta novamente, em português, se os alunos entenderam e eles explicam o que acreditam que deve ser feito. Ela confirma". [CTR, FR, p. 84]

[186] Retrieved from the LP: "Terminado esse tempo [five minutes], iniciar a correção escolhendo um aluno para que exponha sua resposta. Aproveitar esse momento para, partindo de suas respostas, estimular a reflexão". [LP 5, FR, p. 87]

[187] General comments: "Emily então permite que eles olhem o texto e estipula 5 minutos para que façam a leitura. Alguns alunos até tentam ler, mas muitos estão distraídos e falando sobre outros assuntos. Após os 5 minutos, Emily entrega a atividade relacionada com o texto e estipula mais 5 minutos para a realização. Alguns alunos pedem a Emily ajuda para esclarecer dúvidas e ela passa pelas carteiras esclarecendo". [CTR, FR, p. 89]

was not done and the objectives of the project were also not clarified. Students worked intuitively as seen in the supervisor professor's report.

> "When she mentions that they are going to do the next activity, the handouts are still in their hands. She refers to the 2 testimonies they are going to read and answer about. She starts to ask what they understand about the activity. At the beginning it seems she is going to explain it all, but then she tries to involve them with understanding that there is to be done. As they go through the activity, some ask for help. Most of them are working as they usually do" (W's PTF, FR, p. 145, app. II, p.11).

Prior to the teaching of the last LP, the supervisor professor met with Emily to suggest some closure for her project. To do so, he recommended she proposed some systematization on the information researched by the groups showing differences, similarities and possible impacts of the projects investigated in the local community. In addition, in the final version of the plan she included a students' assessment on her practice teaching[188]. I also suggested that to conclude her role in the practice teaching it would be a good idea to propose a review of what students learned with her to show them the starting and ending points which was a concern of hers in the beginning of her practice[189]. Emily accepted the suggestions and did her best to build a plan that would mirror the contents of her lessons and to transpose the plan to the actual class.

During the teaching of the last class, Emily outlined the topics studied. This action led Rebecca's to the reflection that this last class was important for students to have some closure. Rebecca speaks from

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[188] Wellington's E-mail exchange: "Pelo que vejo o plano corresponde ao que conversamos na quarta, ou seja, fazes o fechamento da atividade anterior, propões e conduzes uma sistematização do que foi estudado por cada grupo e uma síntese das diferenças, similaridades e possíveis impactos desses projetos e, por fim, fazes uma avaliação da tua atuação". [Oct. 30th, 2014]

[189] Nadia's E-mail Exchange: "Como aqui você encerra a atividade e faz a transição para o momento final da aula. Cabe uma fala de conclusão do tema, fazendo uma espécie de review, dizendo de onde eles partiram e onde eles chegaram. O que acha?". [Oct. 31st, 2014]

the perspective of the teacher who had already concluded her practice and who has ever since spent her time assisting and attending Emily's class. She brings up the importance of constructing the review of the content along with the students by listening to their opinion on what they studied and remembered from the classes instead of displaying the information ready for them[190]. The experience of going back to the class as an observer may have favored Rebecca's cognitive development since she continues to engage in the practices and is always willing to assist or to think of alternative procedures.

In regards to L2 use, Emily saw no problem in using Internet links in Portuguese that might not be directly related to the English class when she first started designing her classes. The suggestion from the supervising professor was to inquire her about the reasons for not using links in English or even asking students to look up the information needed.

> Wellington: "Why not in English? Why not some kind of research work to let them go after information? A good idea would be something like USA Today Snapshots" (E-mail exchange on Sept. 22nd, 2014).

After this questioning, Emily did not include links in Portuguese anymore unless there was not any other alternative. However, the use of Portuguese in class was one of the struggles that accompanied her throughout her practice. In this sense, Emily appears to maintain her first conceptualization in which she claims that the use of both languages may enrich the class and facilitate the learning process.

Lucena and Clemente (2011) criticize the indiscriminate use of Portuguese when English would be more appropriate, but recognize that the use of both languages aids in favor of a more comprehensive lesson and diminishes students' anxiety levels. They recognize, however, that the use of Portuguese may be misunderstood. The scholars report that

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[190] Rebecca's comments: "A ideia de fazer um levantamento sobre os assuntos que foram trabalhados durante o mês foi bem interessante. [...] No entanto, no meu ponto de vista, esse levantamento ficaria mais proveitoso se fosse construído em sala de aula junto com os alunos, ouvindo o que eles tinham a dizer sobre o que aprenderam e também sobre o que lembravam as aulas". [CTR, FR, p.94]

future-teachers observing one of the author's classes, in a similar context of investigation of the present study, commonly complained about the teacher's bilingual approach. The future-teachers commonly fail to see that both languages can enhance the quality of the class, they either think English should be the only language to be used, or resort to Portuguese to conduct any discussion.

Students' L1 has been reported to aid not only students' English learning but also as a terrain of knowledge and a field of possibilities that linked students' experiences to collective action, as demonstrated in Rivera (1999, p.485). In the program reported in the study, students, mostly adult women, learned to transit (read and write) between both languages, Spanish and English which allowed them to question different issues, validate their own knowledge, and produce knowledge that was made available to their community.

However, it is also necessary to take into consideration the different contexts; in Rivera's study, English is learned as a second language while in our context English is learned as an ADD/FL. Therefore, teachers need to find balance and encourage their students to produce texts in the L1 inasmuch as language use might not be directly related to students' daily lives yet.

One example of activity deliberately conducted in Portuguese under the argument that the objective was to deepen students' opinion because she believed it was worth the practice

> Start the correction by naming a student to answer the first question. While the correction is done, provoke discussion in Portuguese to deepen students' opinion about the topic. Follow these steps until all the questions are answered[191] (LP 4, FR, p.81).

Once again, Emily's attitude corroborates Lucena and Clemente's (2011) arguments that it is common for the future-teachers to believe that to carry out a discussion to promote critical thinking it needs to be done in Portuguese. According to the authors, at the same time the future-teachers in their study criticized their use of Portuguese

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[191] The excerpt was rendered from the LP: Iniciar a correção nomeando um aluno para responder a primeira questão. Enquanto a correção é feita, provocar discussões em Português para aprofundar a visão sobre o tema. Seguir esses passos até que todas as questões sejam respondidas. [LP 4, FR, p.81]

in order to create a friendly atmosphere, they tended to do the same when conducting critical discussion regarding daily life problems. The future-teachers in their study commonly conducted discussions completely in the students' mother language.

The scholars credit this misconception of the English class to their lack of knowledge of alternative teaching practices that are aligned to the school objectives, as well as their difficulty in leaving old models behind. In this sense, their apprenticeship of observation still leads their actions.

In the same vein, Emily appears to have lacked teaching practices that would allow the students to carry out at least part of the discussions in the L2. Thus, she might be reproducing her own English classes back at school that were in Portuguese. Therefore, she may be perpetuating a misconception (probably a complex) of bilingual classes. The positive side is that she does not reproduce decontextualized lessons, she is now working with socially relevant aspects that are related to students' realities.

Rebecca's and Aiden's opinions are aligned to Lucena and Clemente's (2011). Rebecca recognizes their linguistic limitation since they are teaching a language they are still mastering, but she believes that the teacher needs to use English despite their lack of confidence to express their opinion[192]. Aiden also sees Emily's constant use of Portuguese as problematic inasmuch as the students run the risk of having a Sociology/Philosophy class instead of an English class[193].

All aspects concerned, Emily's practice teaching revealed to be very challenging for her. Nevertheless, she faced the challenge and did

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[192] Rebecca's comments: "sei por experiência própria, que em alguns momentos é difícil e nos sentimos inseguros para expressar alguma opinião em inglês quando não temos certeza de como usar a língua. Sei também que apesar de estarmos ali para ensinar a língua ainda estamos em processo de aprendizado, e por mais que nos preparamos para a aula sempre haverá duvida, mas precisamos nos esforçar ao máximo para não deixar o objetivo principal passar batido, o uso da língua inglesa". [CTR, FR, p.86]

[193] Aiden's comments: "Outra coisa que me chamou atenção, novamente, na aula da Emily essa semana foi o constante uso do Português para a mediação das discussões. Devemos tomar muito cuidado com o uso da língua, uma vez que nossas propostas estão em cima de discussões e a falta do uso da mesma poderia levar os alunos a ter, em vez de aulas de Inglês, aulas de "sociologia/filosofia". [CTR, FR, p.85]

her best. Along the academic year, Emily always demonstrated the importance she gave to contextualizing the activities before asking students to perform or even to introduce new topics. However, her verbalization and her practice demonstrated to be in collision. This was one of the most recurrent topics in her practice, and despite the mediation provided, little can be said about her development in this regard or on group work and linguistic aspects for that matter.

To sum up, Emily's example demonstrates that despite the agency of the future-teacher during the practice teaching, the results may not turn out to be as rewarding as expected. As Dellagnelo and Moritz (2017) explain, cognitive development is not linear but rather complex. In this example, appropriate supervision and mediation may increase the chances for learning to take place. Besides, the setbacks Emily experienced in some classes may not happen again in another context in a near future as she actively engages in different practices that will require her to confront her knowledge thus expanding her ZPD.

4.4.2.3 Aiden

Group work was an issue that emerged right in the first class and proved to be the most difficult element to be dealt with in the classroom regarding mediation. In the first phase of the study, Aiden claims that he believes "two heads are better than one", argument that is also directly related to his school years as reported in his memoir. However, during his classes the idea that students could freely choose their pairs or group got in the way of interaction and learning.

In one of his classes, Aiden oriented students to sit together, as they wished, no further orientation was provided. Rebecca reflects that the teachers need to be careful in this regard. According to her, it is necessary to reflect upon the objectives of conducting group work so to organize students in the way they will profit the most, not only separating the ones that sit together to talk, but also creating an environment students will work productively and collaboratively[194].

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[194] Rebecca's comments: "Outra coisa que também gostaria de destacar, foi que precisamos prestar mais atenção quando o assunto é trabalho em grupo. É preciso refletir sobre quais o objetivo de fazer tarefas/trabalhos em grupo para assim dividi-los da melhor forma possível, separando não só as panelinhas, mas também visando a melhor formação para que todo o grupo trabalhe de forma conjunta e produtiva". [CTR, FR, p.100]

Aiden discussed group formation with the supervising professor after my questions about his choice. From his point of view, it was a good option to let students choose their groups especially because it was the end of the year, students were under pressure and should not work with a person they were not fond of. He remembered our conversation during the intervention meeting about pairing students up so they could learn from each other, but decided to let them choose.

In another opportunity, Aiden approached me to say that despite my mediation on how groups should/could be organized, he decided to let them choose the pairs. The reason for that is because the students would feel more comfortable, and being with their friends is more important than choosing the pair based on their knowledge/difficulties inasmuch as he believes students can profit more this way. The results, however, show otherwise, students did not engage in the group productions regardless of their freedom to choose their pairs[195].

In another occurrence, Aiden posed many questions for students to reflect about possible causes and solutions for stress. However, he did not give any time for students to work among them, instead he asked questions to the whole group. In this regard, the supervisor professor posed some questions about teacher-students' interaction during the discussion of this activity.

> Wellington: "When they shared their responses with the large group, however, they did not behave as good listeners, which did not allow for

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[195] Nadia: E aí com <u>relação a formação de grupos, o que você pensa com...</u>
Aiden: Eu falei que só grupo com... O Wellington ... Eu falei assim 'ah... que <u>tu tinha falado, né, que o porquê de eu escolher, que eles fizessem do jeito que eles quisessem'.</u> Aí eu falei assim... <u>'eu penso que está nessa época do ano, a galera está naquela correria e pressão e pô, está fazendo trabalho com a pessoa que tu não quer. É ruim, trabalha sem vontade'. E eu acho que assim, eu fui mais por deixar eles à vontade</u> e assim, tipo 'não, faz assim que eu acho que vai ser melhor pra vocês' no sentido de... sabe, ter mais assim, <u>ser mais tranquilo.</u> Não sei, acho que foi só por isso. <u>E a gente falou em certa reunião [the intervention meeting] tu falou 'ah, tem que estar em grupo diferente, não sei o quê'.</u>
Nadia: <u>Uhum.</u>
Aiden: <u>Só que eu fui mais pela amizade,</u> tipo, 'pô, faz assim que...'
Nadia: <u>Entendi. Pra ver se rende, pra ver se conseguem produzir.</u>
Aiden: <u>Por ser mais tranquilo.</u>
Nadia: <u>Mas a gente está vendo que nem assim eles produzem</u>... [RS, Nov. 11th, 2014]

too much sharing. The next step, once more within the smaller groups, was also somewhat effective and very interesting insights could be seen there. How do you see yourself before the group. What role can be played by you? To what extent has it been played?" (PTF, FR, p.147, app. II, p.13).

Conducting this kind of discussion with the whole group before they had done it individually or in small groups diminished the chances for students to engage in the activity since they had not planned anything before hand to say. In turn, when Aiden conducted the open group discussion on the questions, students were not paying attention to him or respecting their colleagues' turn, but when working in small groups they might have behaved differently. The questions posed by the TEs were meant to foster Aiden's reflection about his actions since the teacher educators' position was not to interfere during a class unless they were requested or there was a predicament the future-teachers could not handle by themselves.

Regarding linguistic aspects, such as vocabulary, in the first class Aiden wrote the new words and important concepts on the board drawing students' attention to the content discussed. The same did not happen in the next one. During the discussion of the students' answers regarding the quiz, whether they had gotten mostly A's, B's or C's as answers, a student who had the question directed at said he had not understood the text describing the 'mostly A' answers. Aiden redirected the question to another student who gives his interpretation of the results. However, the specific vocabulary shown to be difficult to the first student, and probably to others, was not explored. So, despite the fact the first student, who had not answered, said he understood, it is likely that his doubt was not clarified[196].

Opposite to the previous class in which he wrote the new vocabulary, such as eating disorder on the board, he explained he did not

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[196] Nadia: "E aí quando foi feita a leitura do A [mostly answers A], aí o R. disse que não tinha entendido e aí você jogou a pergunta de volta pro L. 'Can you explain?' Aí o L. foi lá e deu a interpretação do resultado. Só que o texto, que era o que o R. não tinha entendido, ele continuou sem entender. Ele pegou a ideia, pegou o que o L. falou, mas aquele monte de vocabulário bem específico, assim, que estava explicando, o R. não entendeu. Aí, você perguntou pra ele novo 'você entendeu R.?' Ele falou assim 'uhum' ". [RS, Nov. 11th, 2014]

know how to deal with the situation, he did not think that translating the sentences would be a good option. His strategy to redirect the question was an attempt to unburden him from the responsibility of translating, because if the other student explained or translated it would have been the student who said that and not the teacher[197].

I reinforced Aiden's attitude of redirecting questions to the other students. This was a strategy the future-teachers observed during the first semester as well as in Rebecca's classes. I also added that this strategy could allow him to explore the information from the text in depth, so students would have more opportunities to expand their vocabulary and confirm their understanding. Interestingly, he presented another argument for using this strategy in addition to involving students or developing critical thinking, he wanted to avoid the use of Portuguese. This fact is related to his criticism about Emily's use of Portuguese in class. In his opinion, the use of Portuguese jeopardizes the fulfillment of the objectives of an English teaching class.

As explained previously (section 4.4.1.3) – language, contextualization was an important element in Aiden's class, and differences in planning were spotted along the planning process. To explore the topic 'stress', Aiden provided a brief review about the topics students had already studied during his practice teaching: health, unhealthy and heathy diet and made a correlation between stress and the end of the year which was the phase students were facing at the time. This procedure aided in the contextualization of the class so the activities made sense for students increasing their chances of engagement and learning[198].

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[197] Aiden: Eu senti que ele [the student who did not know the answers] ficou meio assim, mas eu também fiquei meio assim [uncomfortable] de não conseguir lidar com essa situação assim. Não sei, assim, porque se fosse falar, eu fiquei com medo de traduzir e ficar meio assim, não sei. Eu não soube como explicar, por isso que eu joguei pra ele pra ver se ele tentava falar com as palavras dele e tentar meio que... Porque a opção que eu faria era a tradução e... não sei. Pra mim é natural assim, sabe? Tipo 'ah, estou lendo'. Mas não sei assim.
Nadia: É, quando você jogou a pergunta pro L. foi excelente, é isso mesmo, você não dá a resposta, joga pra eles e eles respondam, né? Até pra ver o quanto que eles estão entendendo, pra você ter uma... conseguir medir como é que está a turma. [RS, Nov. 11th, 2014]

[198] General comments: "Aiden relembra que nas aulas anteriores eles discutiram sobre *health*, *unhealth* e *diet*, e que hoje o assunto será *stress*. Aiden menciona

Then, after realizing it was a good contextualization strategy, he establishes a pattern for the next plans. In the next one – about exercises – for example, Aiden started the topic by inquiring students whether they exercised, practiced any sports, frequency, feelings about practicing sports and contribution to their health. He contextualized the topic and proposed a parallel with students' habits.

> Introduzir o tema *Exercise* [Introduce the topic Exercise]. "*Right! For this class, we are going to take a look at the third branch, which is related to exercise. Okay? So, guys! Do you exercise? Is there anyone here who practices any kind of exercise? Any kind of sports? For example: Football, volleyball, basketball, or maybe a running, jogging or a simply walking? How often do you exercise? How do you feel? Do you feel good or bad after exercising? Do you think it contributes for your health? In which way?*". (LP 5, FR, p.106).

He started by introducing the topic, gave students an activity, students usually figured out what they were supposed to do by themselves, they usually worked in pairs, or in groups. And finally, Aiden corrected the activity and moved to the next one. At this point, however, he was able to conduct students through his rationale. First, he dealt with general comprehension, then he walked students through finding specific information in the video.

The contextualization he provided for the conduction of the first oral comprehension activity allowed all the students regardless they proficiency level to be able to grasp the general idea of the video.

> Introduzir a questão do vídeo [introduce the video activity]. "*Okay, guys! Now, I'm going to show you a video about an exercise that is one of most common to be practiced, which is running. Okay? The video consists in showing some running tips for beginners. Right? What do I want from you, at first? First of all, you are just going to pay attention to the general idea. Okay? After that I'm*

que stress é muito comum durante a vida, principalmente no final do ano, onde há muitas provas e trabalhos". [CTR, FR, p. 103]

going to explain to you the activity". Passar o vídeo [play the video] (LP 5, FR, p.107).

Then, before introducing the activity that aimed at identifying specific information about the video he assessed students' comprehension.

Introduzir a segunda atividade [introduce the second activity]. "*Right, class! What's the general idea of the video? What's the video showing? Okay! For the next activity you are going to answer if these statements (Mostrar na folha) [show on the sheet] are True of False AND correct the ones that are incorrect. For example: Let's suppose letter A is incorrect, you are going to listen to what is said on the video and then put it in the correct form. Okay? Extremely easy!"* (LP 5, FR, p.107).

For the correction of the second video activity he decided to do it in parts, so students could effectively understand the purpose and meaning, identify the sentences that were false, and find the correct pieces of information.

Wellington: "When you proposed a step-by-step checking of the activity, they seem to have liked the approach and joined the interaction so as to accomplish what was done" (PTF, FR, p.147, app. II, p.14).

Rebecca highlights that the feedback strategy was successful as he stopped the video to correct each sentence. This way, students comprehended the sentences and the video itself especially because the video was complex[199].

Nonetheless, the use of Portuguese in class was also a predicament for Aiden. During the development of LP about diet

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[199] Rebecca's comments: "*Achei <u>muito boa a forma como o Aiden corrigiu a atividade de check</u> relacionada ao vídeo. Acredito que ir corrigindo as sentenças pausando o vídeo foi uma boa estratégia para ajudar na <u>compressão das frases e também do próprio vídeo</u>. Acho que isso enriqueceu bastante a atividade, já que o vídeo tinha um grau de dificuldade maior*". [CTR, FR, p.106]

(healthy/unhealthy food), there was an activity in which students should answer the questions about a text in Portuguese. Aiden believes that the good participation of students during the correction was due to the fact they used Portuguese[200]. This argument is corroborated by the comments and questions posed by the supervising professor

> Wellington: "At 8:00 they start to check their answers. He asks for volunteers and in a second there is someone reading. Would you say that both the questions and the answers in Portuguese favor such level of participation in checking the answer?" (PTF, FR, p.147, app. II, p.13).

Despite the criticism Aiden made about the use of Portuguese in Emily's classes, he could notice that students might profit from some interactions in their mother language. Regardless his effort to avoid students' native language, there were moments in this class that Aiden proposed questions in Portuguese when he could have conducted them in English, such as in students' eating habits, the most common types of food in their daily lives and the reason for their choices[201].

At this point it was not clear whether the L1 was used as in the first phase of the study in which Aiden claimed not to see a problem in using it in class or because Aiden was cognitively tired by the end of his practice in late November. Another argument might be related to the fact he also had difficulty in balancing the use of both languages when students brought some vocabulary he was not used to and resorting to Portuguese might guarantee students would learn the content regardless the target language and would not put students in any stressful situations.

Regarding the most recurrent elements in Aiden's practice teaching, the analysis suggests that there are significant improvements concerning the contextualization provided in the classes, there was also

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[200] Aiden's comments: "Na hora da correção até aqueles que não costumam participar, leram suas respostas. Acredito que por se tratar de respostas em Português, os alunos tenham se sentido mais à vontade para expressar as suas opiniões". [CTR, FR, p.100]

[201] Retrieved from the LP: "Em relação ao SEU hábito alimentar, quais tipos de alimentos estão mais presentes? Quais razões te levam a essas escolhas?" [LP 3, FR, app., p.39]

some development regarding the work with vocabulary and the maintenance of classroom procedures that go back to the first conceptualizations regarding group work. Nonetheless, evidence also suggests that he was open to mediation as long as his beliefs were not confronted, especially to what involved the students directly. His apprenticeship of observation may have stood in the way of his cognitive development as he still projected himself onto students.

Also, Aiden's attitudes, reported in different sections of the chapter, reflect that he believes he self-regulated himself inasmuch as he appears to have ignored mostly all of the mediation provided along the academic-year. He ended up doing only what he believed to be the best regardless of the external information he had access to.

Moreover, the improvements pinpointed in some areas of the English language teaching do not suggest the mediation was beyond his ZPD, because some areas improved while others appear to have been reinforced by his beliefs. This fact drives to the conclusion he was simply not open to reconceptualize his thinking (in all aspects), reinforcing Karpov's (2003) argument that our first conceptualizations based on our experiential knowledge are often inaccurate. And his resistance, as a result of his agency (Vygotsky, 1987; Lantolf, 2003; Luis, 2017), to verify his conceptualizations increases the chances of him to perpetuate his beliefs, having the practice teaching little effect on his development as a whole.

4.4.2.4 Summary of the results: English language teaching

In this section I narrowed down the episodes that comprised the most recurrent occurrences, namely group work, contextualization, linguistic aspects and use and balance between L1 and L2. Interestingly, the intersubjectivity states (Dellagnelo & Moritz, 2017) established among the participants along the process assisted them in challenging their ZPDs as they engaged and confronted their beliefs and everyday concepts to the new ones introduced or questioned. Nonetheless, it is important to find out that in some occurrences some of the participants consciously opted to function within their comfortable zones and no development was identified.

Regarding group work, this concept had been addressed since the beginning of the study and the importance of pairing students that were functioning within different ZPDs was crucial to promote learning. However, at the end of their practice teaching only a few attempts were made in this direction. Most of the time, the future-teachers decided to

let students choose their pairs under the argument students should have the right to choose who to work with, work with people they are familiar with, or because they were not confident enough to interfere in the classroom dynamics established by the students.

Another important aspect in their classes was vocabulary. All participants struggled to deal with both the words that would emerge during the class and the expected vocabulary they were supposed to deal with in class. In most cases, their struggles had to do with the types of activities they proposed to students; open group discussions. They demonstrated since the first semester of the practice teaching a concern to listen to students' opinions, but they could not be prepared enough to meet this objective in their teaching. Moreover, this piece of evidence indicates that there were difficulties mastering not only the content knowledge but also the pedagogical knowledge to conduct the classes.

Finally, contextualization was a concept that varied within participants' ZPDs as it proved to be easier said than done. All of the participants understood the importance of orienting students as well as connecting the activities among them, so students were able to perform on the activities. However, how they planned and executed varied among them. Notwithstanding, the individual analysis demonstrated the improvement in their learning as mediation took place and they had new opportunities to teach.

Moreover, involving all their practice was the use of L1 that on the one hand, contributed to the promotion of critical thinking, but on the other hand, prevented students from learning linguistic aspects regarding the topics under discussions. Their actions suggest that they began their practice teaching with the understanding that the use of both languages may aid learning, but also did not reach an agreement on the extent the L1 should or could be used in the classroom.

It is my understanding that there was learning during the future-teachers' practice teaching, but some factors as agency and the apprenticeship of observation prevented some of the future-teachers from moving forward in the process. For this reason, their conceptualization suggests they are thinking in pseudoconcepts of the elements investigated regarding English language teaching.

4.4.3 Discussion of the results: Language as Social Practice and English Language Teaching

The analyses above provide enough information to answer the specific RQ regarding the extent to which the conceptions of *Language*

as social practice and *English language teaching* change at the level of future-teachers' performance. The three future-teachers were accompanied in the whole process of their practice teachings and the mediation took place by means of e-mail exchanges discussing their LPs and classes taught (PTF), meetings prior practice and RSs. Their actions, reactions and reflections varied, as expected. In some situations it is possible to identify the construction of mutual or shared meanings as explained by Dellagnelo and Moritz (2017, p.298), in others it seems there was not any intersubjectivity level or the participants' agency and apprenticeship of observation got in the way of the developmental process.

However, the attempts to build new development zones with potential to become real zones of development had different outcomes. Since there are different results among the participants, we might argue that agency played an important role in the maintenance of behavior. Another aspect to take into consideration is whether the results from the mediation provided came from participants' self-regulation regarding the teacher's behavior from the observation period or whether they were in the process of imitation and internalization. To argue the latter, one needs to claim their agency is in action (Vygotsky, 1987; Lantolf, 2003; Luis, 2017), inasmuch as it is the key factor in the process of gradually transposing the observations and intermental interactions to the person's intramental functioning.

Regarding Rebecca's practice teaching, her concept development may be observed throughout the interactions during her time as a teacher and after as an observer. Her comments are aligned with her practice. Despite her struggles to balance her role as an L2 teacher and learner (Childs, 2011) she managed not to leave her difficulties on the way of her practice. Moreover, the mediation and feedback received after the development of each LP or class taught (PTF) resonated in her following LPs as she confronted her everyday concepts to the scientific concepts being discussed (Dellagnelo & Moritz, 2017).

Emily was constantly moved from her comfort zone as her LPs presented to be on a different plane from the actual classes. Emily functioned albeit uncomfortably in her ZPD (Childs, 2011) as the mediation provided put her in the position of questioning and reflecting about her actions. In this vein, her practice triggered a not smooth nor enjoyable process when dealing with the unstable maturing cognitive functions of the ZPD (Johnson & Golombek, 2011, p.13). Nevertheless, Emily was determined to learn which is a *sine qua non* condition for

development to take place. Her agency corroborates Smagorinsky et al. (2003) argument that "without extending one's engagement with a community of practice, a teacher's ability to refine a concept toward maturity is greatly compromised" (p.28). The same engagement is seen only to a certain extent in Aiden's case.

Agency was also in play in Aiden's case. It had an opposite effect, though. Similar to Mark, a participant in Child's (2011) study, Aiden carried out his practice teaching with his beliefs and apprenticeship of observation driving his lesson planning. For this reason, the construction of mutual understanding was possible only to the actions that did not confront his beliefs. In other words, the intersubjectivity took place only to the extent he was willing to negotiate. Besides, his apprenticeship of observation that in Johnson's (1999) opinion can be both a blessing or a curse, may have turned out to being a curse in this case. The evidence is that it prevented him from expanding his ZPD regarding some aspects that are part of the concept English language teaching.

Moreover, in this never ending dynamic process Ayres (2003) nicely summarizes it: "learning is dynamic and explosive and a lot of it is informal, much of it builds up over time and connects suddenly" (p.15). This way, the knowledge that is within participants' ZPDs and had not provided evidence to have been integrated to the real zones of developments (Dellagnelo & Moritz, 2017, p.289) may suddenly make sense for them in a near future as they complete the transition from being a future-teacher to being a teacher.

4.5 PRACTICE TEACHING AS A TOOL TO PROMOTE CONCEPT DEVELOPMENT

The objective of this chapter was to analyze how practice teaching may be a tool to promote concept development as regards *Language as social practice* and *English language teaching* both at the verbalization level and at the future-teachers' pedagogical practices. To do so three specific RQs were posed: RQ 1 aimed at investigating the future-teachers' initial conceptions of *Language as social practice* and *English language teaching*; while RQ 2 investigated how the conceptualizations of *Language as social practice* and *English language teaching* are verbalized in the future-teachers' language use along the academic year and; RQ 3 explored the extent to which the conceptions of *Language as social practice* and *English language teaching* changed at the level of future-teachers' performance.

Carrying out research in concept development may be arduous for the researcher as the boundaries separating pseudoconcepts from true concepts may be difficult to identify. Vygotsky (1987) explains that the masking of "complexive thinking that arises from the external similarity between pseudoconcepts and true concepts is a serious obstacle for the genetic analysis of thinking" (p.144). The scholar also elucidates that even adults fail to think in concepts, as their thinking is commonly carried out by pseudoconcepts or even in the form of complexes. This fact reinforces the importance of teacher education programs to offer opportunities for the development of thinking in concepts so the future-teachers may move beyond their experiential concrete knowledge towards abstract thinking that is detached from any context.

For this reason, proposing socially-situated activities in which the future-teachers engage and have the possibility to create within the concepts under investigation may open more opportunities for the researcher to pinpoint the nature of their thinking. Furthermore, those future-teachers may soon have their own classrooms and if they do not move out of their apprenticeship of observation they will be likely to reproduce *what* and *how* they have learned English without any awareness of their actions and reasoning.

Regarding RQ 1, the future-teachers were requested to reflect about the teachers they had during their school life, their experience with the English language and externalize their understandings about the concepts under investigation. This was important inasmuch as future-teachers develop conceptions based on their experiences as learners (Childs, 2011; Lortie, 2002), and the information collected was the starting point for the mediation to be tailored made afterwards.

The future-teachers report positive and negative examples that probably helped them build the image of what a good teacher is. Their definitions are similar to those found in Vieira-Abraão (2014, p.177) who identified that a good teacher is a fair and devoted person, with good knowledge of the content, that is worried about the students' individualities and needs, that stimulates critical thinking and talents. Besides, the participants in the present study also reported they had bad experiences regarding the study of English, such as teachers who were not proficient enough, taught grammar and translation, and conducted dull and uninteresting classes.

Concerning the concept *Language as social practice* the future-teachers presented slightly different definitions. Basically, however, they all believe language serves a communicative and interactional purpose towards social practice. Yet, they confused the critical

pedagogy approach (Crookes, 2013) and language as social practice (Johnson, 2009) as being the same. For this reason, it was established the future-teachers started their practice teaching with a pseuconcept of what language as social practice is. Fortunately, the concept was already part of their repertoire though.

In regards to *English language teaching*, the future-teachers did not present a unified view of what they consider to be the most/least important aspects of when they started their practice teaching. They all agreed students were not empty vessels, as they bring knowledge and experience to the class and they believed that their classes should depart from that knowledge, but nothing was said concerning linguistic aspect which are a fundamental part of teaching, for instance.

Tracing future-teachers' initial conceptualization was crucial to accompany their concept development. Vieira-Abraão (2014, p.162) explains that the beliefs and knowledge acquired prior to the entrance in the teacher educator programs mediate, or filter, the input and knowledge to what they are exposed. For this reason, an important variable to take into consideration is each participant's idiosyncratic trajectories (Smagorinsky et al., 2003) and the nature of individual cognitive development (Johnson & Dellagnelo, 2013, p.428). They begin their education process together but come from different cultural-historical backgrounds, engage in the activities differently from one another as a result of individual prior experiences (Johnson & Arshavskaya, 2011), have individual cognitive characteristics and personalities. Therefore, their development levels vary.

Once their conceptualizations were traced, there was space for mediation that might have the potential to promote reorganization, refinement, and reconceptualization (Johnson & Golombek, p.15) of concepts. Stemming from the fact the teacher's knowledge is largely experiential, and that it is continually reconstructed through real-life experiences (Johnson, 1999), the analysis of data collected referring to RQ 2 that investigated concept development regarding future-teachers' verbalizations presented different results for each participant.

Regarding *Language as social practice*, the future-teachers reported that studying the concept was different from implementing it in a real class, and not all of them were able to realize that the projects developed for their practice teaching drew from this perspective. In what concerns *English language teaching* aspects such as group work, vocabulary, contextualization and use of L1 and L2 were addressed as they posed difficulties for the future-teachers. At the end of this phase, the participants were able to verbalize and reflect about the concepts

albeit not being close to reaching a conceptual thinking level yet. There was still evidence that they understood teaching and language as part of the same realm. The reasons may be connected to the strength of their apprenticeship of observation (Vieira-Abraão, 2014) or the claim that the problem with teacher education programs is that they provide too little concept (Smagorinsky et al., 2003).

Next, the RQ 3 that explored concept development in future-teachers' practices revealed that although the struggles faced by the participants were the same, such as group work, linguistic aspects (lack of) contextualization, use of Portuguese, superficiality in discussions, as well as their language view, the way they dealt with them were different.

The future-teachers' verbalization and practice were in constant conflict and the reasons for that varied. Rebecca constantly reflected about her planning and practice and was willing to challenge her beliefs even though there were some internal conflicts, such as the use of Portuguese in class. Emily sought for external mediation and the way she planned the classes and procedures differed from the way she actually performed in the classes which may be a result of discrepancies in the intersubjectivity level established or developed between the mediators and her. Her struggles demonstrated how challenging and demanding learning to teach may be. And finally, Aiden was willing to question his practice as long as it did not conflict with his beliefs.

In regards to the concept *Language as social practice*, the future-teachers were able to think of projects that stemmed from students daily life situations – Inclusion, sports and health, and included students' voice in the LPs. In this line of thinking, there was evidence that may suggest the future-teachers were able to recreate their social and historical usage in the activities proposed (Johnson, 2009) "while simultaneously creating a space for one's own voice to express itself" (p.49), especially in the final projects through the genres approached within their practice teaching context. At the same time, they were not able most of the times to prepare themselves with the necessary vocabulary that was part of the discussions within the shared cultural models and Discourses (Johnson, 2009; Gee, 2004) approached in their specific classes yet. For this reason, the discussions carried out in their classroom did not leave common sense or were conducted in Portuguese.

With the aspects concerning *English language teaching*, the three participants struggled with group work, linguistic aspects, such as vocabulary and contextualization. The first, group work activities demonstrated clear evidence of participants' lack of understanding on

the purpose of pairing students up. Despite the discussions (RQ 2), and the mediation provided along their practice, they did not seem to understand the cooperative process involved in the development of students' ZPDs. The second aspect, vocabulary, was a recurrent issue in the three participants' practice – they did not feel prepared enough to conduct all the discussions proposed for their classes, and for this reason relied onto Portuguese. This evidence may indicate the concept the future-teachers have about the types of language classes they learned to develop as they always include students' discussions, ever since the one-teaching class, but have not been able to carry out the classes the way they planned.

And finally, contextualization proved to be one of the most important aspects in their teaching. The extent to which they were able to conduct the classes and orient students along the activities varied depending on their cognitive development process. Nevertheless, the concern was constant as well as the attempts to overcome the problems regarding this issue. Therefore, these actions led to the conclusion the future-teachers still held a pseudoconcept of language towards a social practice at the end of their practice teaching. Nonetheless, despite the struggles and some contradictory decisions, the future-teachers have given an important step towards using language as social practice, recognizing meaning as situated and bound to its constantly transformed social and cultural practices (Johnson, 2009).

The analysis of the Final Report also presents some elements for reflection. Evidence suggests that all the questions posed throughout the future-teachers' practice teaching either on the feedbacks (LPF and PTF), e-mails exchange or weekly CTR were ignored. There seems not be any allusion to comments made by the supervisor or me in their Final Reports. Similar results were found in Bazzo et al. (2014). The researchers report that the observations and discussions proposed based on the first versions of their reports were never included or argued in the final version. One possible interpretation may be connected to the fact that the future-teachers in the present study chose to try to change their actions instead of writing their attempts or ideas on paper. The meetings with them and their reflections on the final report support this hypothesis.

The present study indicates that the mediation provided and the signs and tools introduced (explicitly and implicitly) throughout the process were more likely to result in changes at the verbalization level of the future-teachers' and less at the practice level. It may be connected to the fact changes are easier said than done (Gee, 2004). The

generalization of the results cannot be extended to the three participants, since they responded differently to the mediation and to the activities proposed throughout the practice teaching. The results corroborate Johnson and Dellagnelo's (2013) findings that mediation provided to a group with different individuals that in turn function within different ZPDs and have different sociocultural histories should be cautioned. For this reason, the future-teachers received mediation tailored to their individual necessities while carrying out their practice teachings as a strategy to respect their individual development process.

Their initial different levels in their intersubjectivities may have played an important role in the different levels of development the future-teachers reached throughout the process. In addition, Dellagnelo and Moritz (2017) remind us that for learning and development to take place the new knowledge needs to be within the learner's ZPD. This way, the interaction, mediation, between the teacher educators, future-teachers and peers may trigger the intersubjectivity states that will allow the movement of this knowledge from the interpsychological / intermental plane to the intrapsychological / intramental plane of a high mental function, that in this case is concept development. Moreover, once the new knowledge has been internalized, it becomes part of the individual (Dellagnelo & Moritz, p.287) and will continue in the developmental process as this individual engage in new activities that require them to confront their existing knowledge to new knowledge.

The results also endorse Johnson and Arshavskaya's (2011) findings that there is evidence of concept development, but the robustness of their understandings, and in the case of the present study, their practice, differs "from conceptual and more expert-like, to concrete and framed solely within the context of practical activity" (p.283). The authors claim that such unevenness can be useful in designing specific kinds of assistance for teacher depending on their level of development. However, developing robust reasoning also does not happen suddenly, it requires engagement in critical reflection on teaching inquiry as a lifelong process (Johnson, 1999).

Similar to Childs (2011), the present study "illustrates that developing a conceptualization of L2 teaching based on sound theory and pedagogy involves a psychological struggle mediated by time, consistency of concepts, and supportive, open relationships" (p.84). It may have not yielded immediate results, but it has certainly created a network of trustworthy relationships and the unquiet thought of always questioning and reflecting about their own practice. Furthermore, after

being through this kind of experience, one is unlikely to settle down and not think of alternatives to transform their environment as they work.

Perhaps, one of the major contributions of the present study for the area is the fact the future-teachers could understand that their professional development from an inquiry-based approach comes from a dialogic transformative process that reconsiders and reorganizes "lived experiences through the theoretical constructs and discourses that are publicly recognized and valued within their professional discourse community" (Johnson, 2009, p.98). Moreover, that the knowledge resides in the experiences they engage in and are not restricted to the theory and codified in textbooks (p.98). In other words, new ZPDs were created along the process and from now on the future-teachers may be able to self-mediate their actions as they are able to understand that the theoretical and practical knowledge mutually influence each other.

Finally, I would like to comment about the development of the present research from the perspective of the researcher who was also the school teacher. During the future-teachers' practice teaching there were moments that I could see my own practice in their actions. I can mention two examples: the first was the domestic violence leaflet students created in the first semester; the future-teachers used the example to present the importance of establishing the criteria with the students; the second were some classroom procedure strategies I adopt, such as redirecting questions instead of giving answers, for example. This may be a reflection of the work the previous school teachers started doing with the supervising professors a few years ago, as reported in Lucena and Clemente (2011) as a trusting and collaborative atmosphere were established. The researchers report the movement that began with the focus to integrate the work proposed by the practice teaching course and its professors, the school and the school teachers aiming at developing a more organic work and integration among the parties involved since there were many conflicts in play.

Interestingly, the present research yielded different results from Lucena and Clemente (2011). To sum up, they report the future-teachers' systemic view of language and their judgmental comments regarding the school teacher. In the present study, the future-teachers came to school with the understanding that *Language as social practice* and *English language teaching* adopted at the school was different from teaching at a private institute. They also understand that teaching an ADD/FL goes way beyond teaching the structure of the language. However, their understanding did not mean they did not struggle to propose communicative and meaningful activities. And finally, I did not

feel even once I was being judged by them, I believe we developed an organic relationship in a trusting environment with openness for discussion in a collaborative approach (Johnson, 2009).

Most importantly, I could identify my own development regarding the two concepts under investigation not only along the period the research was conducted, but also during the data analysis and cross-reference to the theoretical background available on the concepts. Furthermore, I am quite optimistic that my development as an in-service teacher will continue as I receive new future-teachers every year and we engage in new practices and challenges, as learning to teach is a never ending process with a finite start and end event (Johnson, 1999).

5. FINAL REMARKS

Using a sociocultural theoretical approach, this study traced the learning and development of three English as ADD/FL future-teachers as they engaged in the activity of teaching and learning to teach while pursuing the mandatory practice teaching in the last year of university undergraduate program in English language teaching.

Despite the fact that the teachers worked together along the whole period of the practice teaching and were basically offered the same opportunities for learning and development to occur, the findings signaled slight differences in their processes. These differences were mainly mediated by their particular language learning histories, and by their own agency, meaning the individual involvement and interaction with the context and social participants of the practice teaching that each individual teacher developed throughout the whole period.

This chapter is organized in three parts: First, I present the summary of the study; then, I discuss the limitations of the study and suggestions for future research, and finally, I reflect about the pedagogical implications and contributions of the study for the teacher education area.

5.1 SUMMARY OF THE RESULTS

This study aimed to investigate the practice teaching as a tool to promote concept development. To do so, three future English teachers taking the mandatory practice teaching had their conceptualizations of *Language as social practice* and *English language teaching* assessed as a means of externalization of their knowledge about the topics. This assessment had a twofold objective: to serve as a tool for teachers to be cognizant about their own knowledge and to serve as a way to support the TEs to determine where the teachers were in their learning and development.

On the basis of the information gathered in this initial moment, and thus aware of the vagueness and fuzziness of the teachers' conceptualizations of *language as social practice* and *English language teaching*, the idea that permeated the research was to assist teachers to think and better express their thinking as well as their planning and teaching as regards the two target conceptualizations.

At this point and throughout a whole academic year, the three future-teachers were provided with a range of opportunities for

mediation, as they engaged in observations, group meetings with TEs and peers, an intervention meeting, individual meetings with either or both the Teacher Educators, planning, Teacher Educators' feedback to planning, recall sessions, teaching, critical teaching reports and Teacher Educators' feedback to teaching and a final group meeting.

To assist me in this endeavor of understanding and making meanings out of this huge amount of data, I posed specific RQs to support the findings:

RQ 1) What are the future-teachers' initial conceptualizations of *Language as social practice* and *English language teaching*?

RQ 2) How are the conceptualizations of *Language as social practice* and *English language teaching* verbalized in the future-teachers' language use throughout the period of data collection?

RQ 3) To what extent do the conceptualizations of *Language as social practice* and *English language teaching* change in the future-teachers' performance?

To answer RQ 1, I relied on the data collected in the beginning of their practice teaching. The first instrument was a memoir written with the objective of recollecting their memories on their first steps into schooling, their feelings and impressions, and teachers they considered to have influenced them the most. And the second one was a questionnaire whose questions aimed at accessing their first conceptualizations regarding *language as social practice* and *English language teaching* as well as personal information that might assist in the interpretation of the data.

The information collected in the memoirs was crucial to understanding the future-teachers' rationale as they talked over the conceptualizations of the target issues along the year (RQ 2) as well as designed and performed their teaching (RQ 3). It became evident that their apprenticeship of observation (Lortie, 2002) weighed in their planning and continued to influence their decisions despite the mediation provided along the academic year. This finding appears to evidence the crucial role of both one's language learning history and agency (Vygotsky, 1987; Lantolf, 2003; Luis, 2017) in mediating professional development and cognition.

Apart from some struggles experienced by the future-teachers – to a greater or lesser extent – that somehow challenged their convictions, it looks like the pre-existing beliefs that have emerged through their individual language learning histories still mediate how they think about and verbalize their teaching. This influence, in turn, may indicate that the teachers' agency worked against themselves inasmuch as they

tended to resist to mediation that was in disagreement with their own perceptions. At this point, it is important to raise one of sociocultural theory's claim that mediation is contingent (Lantolf & Thorne, 2006; Johnson, 2009; Childs, 2011). In the case of the present study, it appears to be contingent upon a pair's (mediator and mediate) ability to think together, each undergoing some give and take. Teacher receptivity to mediation speaks to individual agency, meaning that a teacher's particular agency determines his/her willingness and motivation to learn in a professional development context (Childs, 2011).

The answers from the questionnaire revealed that the concept of *Language as social practice* was already part of the future-teachers' repertoire. Nevertheless, the lack of a clear thinking and expression of ideas presented in their first conceptualizations indicated pseudoconcepts in action as they tried to categorize language as social practice (Gee, 2004; Johnson, 2009) and Critical pedagogy (Crookes, 2013) in the same realm. Interestingly enough, their reports revealed attempts to connect their previous knowledge (non-spontaneous concept) to their everyday experiences which may indicate prospection of change.

To what concerns *English language teaching*, the results suggest that despite studying at the same teacher education program, the future-teachers seem to have different interpretations of the elements that should be part of their English classroom. In turn, this may be evidence of the influence of the apprenticeship of observation in their conceptualizations. Their conceptualizations also indicate pseudoconcepts in action inasmuch as they make use of jargons, but are unable to develop their ideas throughout their narratives.

As for RQ 2, the analysis of their verbalizations regarding the concepts under investigation suggests different levels of cognitive development as the future-teachers were able to reconceptualize the concepts to a certain extent. It was also found evidence of a twisting path (Smagorinsky et al., 2003; Vygotsky, 1987) as they moved back and forth in their reconceptualizations.

Also, the meetings encouraged them to constantly reconstruct their conceptualizations and stimulated their process of thinking regarding the conceptions of *Language as social practice* and *English language teaching* (especially concerning group work; vocabulary learning; use of L1 and L2 in the classroom). Nevertheless, there were still struggles verbalized at the end of the practice teaching, particularly in regards to how to balance the depth of students' discussions and the use of both languages. It was also evidenced that agency (Vygotsky,

1987; Lantolf, 2003; Luis, 2017) aligned to their apprenticeship of observation (Lortie, 2002) played a major role at promoting chances or resisting to them along the academic year as some of them reported having changed or not their practice grounded on their beliefs.

Finally, to answer RQ 3, the analysis suggests that their actions and reactions varied within the intersubjectivity states established by the participants (Dellagnelo & Moritz, 2017). Once again, agency along with the apprenticeship of observation drove the participants' actions. The analysis also revealed that the concept of *Language as social practice* permeated the three projects developed. The participants were able to plan classes that stemmed from students' context and included their voices. Nonetheless, corroborating their verbalizations, the future-teachers had conflicts on how to balance the use of Portuguese and English in class as they were not able to conduct the discussions proposed in the target language and commonly relied on the mother tongue to do so.

In this sense, it is my interpretation that they concluded the practice teaching without understanding how to proceduralize a class that would approach language as social practice within the linguistic limitations/proficiency of the students. The future-teachers were able to come up with socially relevant themes as well as to propose discussions that would trigger the students to think with the language and do things with the language, but they were not able to develop the linguistic aspects within the Discourses being developed or group interactions in which students would profit to move through the topics within the target language.

5.2 REFLECTIONS ON THE LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FUTURE RESEARCH

Learning to teach is a life-long process, not a singular event, and not limited to a particular context (Johnson, 1999). Having this premise in mind, the present study investigated a fraction of this life-long journey – the practice teaching.

It is my understanding that the changes in the future-teachers' verbalizations, planning and actions present signs of learning, and hopefully development to have taken place. Notwithstanding, the present study may not pinpoint whether the changes will be residual indicating transformation or whether they reflect a need for acceptance as the future-teachers were also assessed during the *Practice Teaching I* and *II* as a pre-requisite for being granted a university diploma.

In this vein, further investigation might be done with longitudinal studies that would accompany future-teachers after they graduated and began having their own groups. Furthermore, it would be interesting to accompany the same teachers today, to check whether or not they pursued the teaching career, and to what extent their current practices in their own contexts align with their practice teaching. It would also be interesting to trace the continuous development as time goes by.

The scope of the present study was limited in the sense it did not contemplate the analysis and construction of the activities designed for each lesson plan. In this regard, further analysis might provide a better understanding on the rationale behind the elaboration of the activities about the concept language as social practice, for instance. This might corroborate the idea that planning reveals more about how they organize their rationale than the general objectives of the class and how they conduct it.

Also, a suggestion as an alternative procedure might be to offer the future-teachers opportunities to begin their teaching within the practice teaching earlier in the process instead of only in the second semester. This way they may have more chances to experience with the language and teaching approaches, confront their previous knowledge before they take charge of the classes, and therefore enhance the chances for development to take place.

In addition, future research might be designed to provide the future-teachers with more opportunities for reflection, such as the ones proposed in the intervention meeting, in which a situation is presented to the future-teachers, they reflect about it and their rationale and conceptualizations would be made accessible for inspection and thus transformation, hopefully.

In this vein, I deeply regret for not being able to carry out more intervention meetings as first designed. The meetings were meant to encourage the future-teachers to read and react to more academic texts and situations that encompassed the concepts under investigation. The conflicts to emerge might have put their everyday concepts in check and with the conflicts to be created more chances for development might have surfaced. Unfortunately, carrying out research in such a live and dynamic organism as a school context is very likely to require the researcher to adapt the study in the middle of the development.

Likewise, as reported in Lortie (2002), Vieira-Abraão (2014) and corroborated by the present study, changing future-teachers' beliefs and actions may prove to be even more difficult than first thought. Their

agency that took place in the form of engaging in the activities or resisting to them is likely to reflect on their professional development within the teacher education programs. That is why teachers educators must use every chance they have to provoke conflicts within individuals, to propose socially-situated activities that may lead them to reflection.

Otherwise, they are very likely to graduate and still reproduce what they learned as students. And teacher education programs may fail to move them beyond their apprenticeship of observation. Furthermore, Smagorinsky et al.'s (2003) statement that our problem lays in the realms of too much theory and too little concept continues to be relevant. Despite the movement towards concept development identified in the present study, the data still suggest participants are far from operating within true concepts.

Another limitation of the present study regards collaborative work among the future-teachers. A thorough investigation on how they negotiate and plan (or not) collaboratively their projects might shade some lights on their interaction and assistance during the practice teaching and their own concept of group work. This is important as they work in pairs or trios and should also function as a support system and temporary others encouraging each other in the process.

Unfortunately, the present study could not embody the depth in development a future-teacher may attain at the end of their practice teaching because there were variables, such as emotions and identity, just to mention a few identified in the present study which that were not accounted for. These variables, emotions (Rosa, 2016) and identity (Luis, 2017), might also aid in the composition of a broader scenario to trace development inasmuch as it is virtually impossible to study concept development detached from the person's cultural-historical context, but due to space and time constraints, such investigation has proven to be unlikely to be carried out successfully in the present study of investigation.

There is another aspect worth mentioning that is beyond the scope of the present study due to its complexity, and for this reason is not discussed here. The *Letras* – English undergraduate program curriculum introduces the concept *Language as social language* throughout the program, for example. However, a further investigation might be conducted to assess the extent to which the curriculum and/or faculty is contributing for the future-teachers' concept development in this regard.

Research could be done in different fronts, such as whether the faculty presents a unified view of the concept (Smagorinsky et al.,

2003), whether future-teachers are presented with too much theory and too little concept (Cook et al., 2002), whether the practices at the university are aligned to the school practice in order to contribute to the education of critical-reflexive, autonomous and collaborative professionals, whether the future-teachers arrive at the school without the necessary understanding of what is expected from them and for this reason they focus on the final product and forget about the process, just to mention a few. The results might insert broader lenses to the results found in this present research, for example.

5.3 PEDAGOGICAL IMPLICATIONS AND CONTRIBUTIONS OF THE STUDY FOR THE TEACHER EDUCATION AREA

I strongly believe that the practice teaching is an important tool to promote concept development. I recognize, however, the difficulties that implementing such practices may pose considering the Brazilian school realities. Most of the times, the future-teachers cannot count on the school teachers because of the load of work these teachers have, and because the curriculum of teacher education programs change from one university to another. These variations may implicate on the amount of time the supervising professors spend with the future-teachers and the activities they propose, just to mention a few examples.

Notwithstanding, it is fundamental to point out that this study was conducted within a certain micro context inserted in a very complex socio, cultural and political network. In this sense, it is my understanding that the practice teaching at this university is concerned about Vieira-Abraão's (2014) claim that the future-teachers still reproduce their apprenticeship of observation despite the increase of hours they spent at schools. For this reason, the TEs try to develop activities to challenge the future-teachers' beliefs.

However, the present study still identified that all the effort put through the academic year the study took place appeared not to be enough to move them beyond their experiential knowledge, but contributed to putting (most of) their beliefs in check. That is why investigating the curriculum and faculty context might shed some lights to reinterpret the results found here. Nevertheless, these results may be used to corroborate or contrast findings from different studies within different micro contexts and different theoretical perspectives in order to have a deeper understanding of the teacher education programs available throughout the country.

Also, if teachers educators are to promote changes in the teacher education area, such as the view that the future-teachers go to school and play the role of a *parasite*, as mentioned by Rebecca in this research as well as moving them beyond their apprenticeship of observation, it is necessary to think of alternative strategies. For this reason, I do believe that bringing the future-teachers to school as early as possible under supervision of more experienced peers may be a crucial tool for professional development.

As explained in the introductory chapter, the present study has some similarities with the PIBID program[202] that has been under development in the last decade in Brazil. In this vein, with the appropriate mediation, the future-teachers may have better chances for conceptual development to take place thus becoming better and well-equipped teachers. It is important to point out, though, that the teacher educators may not carry the burden of promoting development opportunities by themselves. As Aiden explained in his practice teaching assessment, students need to meet the teacher half way. In this sense, I extend this agency to the school teachers as well. It is unfortunate, however, that school teachers cannot engage in the process most of the times due to their busy schedules. From my experience, participating in the future-teachers' learning process also guides my own professional

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[202] Another program that has been under debate in Brazil and that involves not pre-service but in-service teachers is the idea of *teaching residence* that has already been approved as a law project (Brasil, 2014b) in which Brazilian in-service teachers working in public schools have the opportunity to spend up to nine months developing pedagogical projects along with more experience peers from another public school. This practice has been happening since 2012 at a public Federal school in Rio de Janeiro, and has been shown to be an interesting project to promote continuing education for teachers. This project involves different areas of knowledge. English is just one of them. For further information check <http://www.cp2.g12.br/ultimas_publicacoes/223-noticiaas 2017/6211-programa-de-resid%C3%AAncia-docente-oferece-150-vag as-para-professores-darede-p%C3%BAblica.html>. Accessed on December 30th, 2017. Nonetheless, this *teaching residence* has now been extended to pre-service teachers as a replacement for the PIBID program <http://portal.mec.gov.br/ult imas-noticias/211-218175739/55921-mec-lanca-politica-nacional-de-formacao-de-professores-com-80-mil-vagas-para-residencia-pedagogica-em-2018>. Acessed on December 30th, 2017. And <http://www.capes.gov.br/educacao-basica/programa-residencia-pedagogica> Accessed on March 30th, 2018.

development without the need for formal continuing education courses. Perhaps, a real partnership between the school and the university involving the school teachers – future-teachers – and supervising professors would be an effective learning mediation tool. I would like to add that my own practice has been under constant change since I began working with the future-teachers as they observe my classes, we discuss about positive and negative aspects of them, they assist me in planning and dealing with all sorts of unexpected events that are possible to take place at the school. Therefore, we are constantly engaged in socially-situated activities that propose a never end learning cycle.

The results of the present study also reveal the importance of the school teacher and the supervising professors to be theoretically aligned as their joint mediation may diminish the chances for contradictory information to take place thus strengthening the ties among the participants and inspiring self-confidence in a trusting environment.

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APPENDICES

APPENDIX A

Serviço Público Federal
UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE CIÊNCIAS DA EDUCAÇÃO
Campus Universitário - Caixa Postal 476
88040-900 - Florianópolis - SC - Brasil
Fone: (048) 3721-9243 - Fax: (048) 3721-8703

PLANO DE ENSINO 2013/2

Disciplina: MEN7070 - Metodologia do Ensino de Inglês
Carga horária total: 108 horas-aula (6 créditos)   **PCC:** 36 horas

Horário das aulas: 2ª feira 13:30 – 14:20 (1)   6ª feira 13:30 – 16:00 (3)
4ª feira 16:20 - 18:00 (2)

Horário de atendimento: a combinar
Local de atendimento:

Objetivos

• Discutir a escola e seus determinantes sócio-econômicos e culturais com vistas a compreender o papel do professor no contexto da Educação Básica.
• Conscientizar-se do papel do professor de inglês na formação de alunos críticos e reflexivos.
• Analisar, discutir e avaliar os vários componentes do fazer pedagógico, refletindo crítica e sistematicamente sobre o seu conhecimento implícito e suas tomadas de decisão em trabalhos práticos.
• Aprofundar conhecimentos teórico-metodológicos relativos às abordagens comunicativas de ensino de línguas estrangeiras.
• Compreender os princípios teóricos que norteiam os fazeres pedagógicos.
• Planejar aulas e criar atividades de ensino aprendizagem e de avaliação a partir de abordagens voltadas para os significados pragmático, social e comunicativo da língua estrangeira.

Conteúdo

• Diferenciação entre método, metodologia e abordagem;
• Abordagens estruturalistas e comunicativas;
• Práticas de ensino comunicativo;
• Objetivos e conteúdo de ensino de língua inglesa;
• Concepções teóricas e metodológicas para o desenvolvimento da compreensão em leitura, da compreensão da linguagem oral, da produção oral e escrita;
• Concepções teóricas e metodológicas para o foco na forma gramatical;
• Planejamento de curso, de aulas e de sequências didáticas.

Metodologia

Aulas expositivas e dialogadas; discussão em grupos; análise de textos e de materiais didático-pedagógicos, atividades práticas e de desenvolvimento de materiais instrucionais, individuais e/ou em grupo

1

Descrição das atividades de PCC (36 horas)

(a) Produção de um plano de aula temática para alunos iniciantes da língua inglesa (10 horas). Cada equipe, formada por 3 membros, deverá escolher um tema para um dos contextos de ensino listados abaixo e produzir uma aula introdutória sobre esse tema.

1) Alunos do ensino fundamental (4o ou 5o ano)
2) Alunos do ensino fundamental (5o, 6o, 7o ou 9 ano)
3) Alunos do ensino médio (1o, 2o ou 3o ano)

(b) Produção de tarefa(s) de ensino e aprendizagem de inglês relacionada(s) ao tema escolhido (16 horas). O objetivo é que cada trio desenvolva uma unidade temática de ensino, formada por uma aula introdutória (aula temática) e um conjunto de atividades comunicativas. Cada integrante do grupo deverá produzir sua(s) própria(s) atividade(s), porém em sintonia com as tarefas dos colegas de equipe para formar uma unidade de ensino harmônica e coerente. A equipe deverá definir a habilidade prioritária que cada um deverá trabalhar por meio de tarefa(s). Ao final, a ordem de apresentação das tarefas, na unidade temática, deverá ser definida pela equipe.

(c) Elaboração de um plano de aula em inglês envolvendo a(s) atividade(s) comunicativa(s) realizada(s) (10 horas). Cada integrante do grupo deverá redigir um plano de aula considerando a(s) atividade(s) que desenhou. Neste plano, deverão constar: os objetivos de aprendizagem, o conteúdo, os recursos necessários, os procedimentos de condução da(s) atividade(s), o gabarito e a avaliação.

É importante que a equipe atue de forma colaborativa e articulada na proposição dos conteúdos/ atividades.

Avaliação

(a) Plano de aula temática (peso 2)

(b) Tarefa(s) relacionada(s) ao tema proposto (peso 4)

(c) Plano de aula envolvendo a(s) tarefa(s) realizada(s) (peso 3)

(d) Apresentação final da unidade temática: layout e sequência das tarefas (peso 1)

Os trabalhos de elaboração da aula temática, das tarefas e dos planos de aula deverão passar por uma ou mais versões até serem **aprovados** definitivamente pela professora da disciplina, que deverá considerar as escolhas de natureza pedagógica e linguístico-comunicativa para o público-alvo (i.e. alunos iniciantes da língua inglesa, independente do contexto escolhido)

Critérios básicos para a avaliação das atividades de ensino e aprendizagem e dos planos de aula

► Visão de linguagem como prática social (foco no significado pragmático para um propósito comunicativo);
► Relevância do tema para o público-alvo;
► Sequência metodológica e escolhas calibradas de linguagem para a condução da aula, verificadas nos planos de aulas.
► Gerenciamento de elementos que dão maior ou menor complexidade/ dificuldade na elaboração das tarefas de ensino e aprendizagem.

Cronograma

MÉSES	DIA(S)	CONTEÚDO
	12	Apresentação e discussão do plano de ensino
agosto	14, 16, 19, 21 (8 aulas)	Método, metodologia e abordagem: Abordagens estruturalistas e comunicativas Xavier, 2011a (Chapter 1); Salomão, 2011
	23, 26, 28, 30 (9 aulas)	Práticas de ensino comunicativo I Xavier, 2011a (Chapter 2)
	2, 4, 6, 9, 11 (9 aulas)	Práticas de ensino comunicativo II Xavier, 2011a (Chapter 3); Alves et al, 2007
setembro	13, 16, 18 (6 aulas)	Objetivos de aprendizagem, análise de necessidades. Vian, 2008; Kassim & Ali, 2010
	20 (3 aulas)	Willis & Willis, 2007 (Capítulo 3)
	23, 25, 27	Período de trabalhos práticos (*design* de tarefas)
	30 (3 aulas)	Abordagens metodológicas para o ensino leitura Xavier, 2011a (Chapter 4)
	2, 4, 7 (6 aulas)	Abordagens metodológicas para o ensino leitura
outubro	9, 11, 14, 16 (8 aulas)	Abordagens metodológicas para o ensino da **compreensão oral** Xavier, 2011a (Chapter 5)
	18, 21, 23, 25 (9 aulas)	Abordagens metodológicas para o ensino da **produção escrita** Xavier, 2011a (Chapter 6)
	28, 30 (3 aulas)	Abordagens metodológicas para o ensino da **produção oral** Xavier, 2011a (Chapter 7)
	1, 4, 6 (6 aulas)	Abordagens metodológicas para o ensino da produção oral Richards, 2006a
novembro	8, 11, 13, 18, 20, 22, 25, 27 (13 aulas)	Abordagens metodológicas para o foco na forma Xavier, 2011a (Chapter 8) Ellis et al, 2002
	29 (3 aulas)	Práticas avaliativas Xavier, 2011a (Chapter 9)
dezembro	2, 4, 6 (6 aulas)	Práticas avaliativas
	9, 11	Avaliação de disciplina e entrega das notas finais

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APPENDIX B

Universidade Federal de Santa Catarina
Centro de Ciências da Educação
Departamento de Metodologia de Ensino

MEN 7071 – Estágio Supervisionado de Inglês I – 2014/1

Plano de Ensino

Disciplina:	MEN 7071 – Estágio Supervisionado de Inglês I
Curso:	Licenciatura em Língua Inglesa e Literatura Correspondente
Carga Horária:	234 horas-aula (13 créditos)
Pré-requisitos:	LLE 7416 – Inglês VI: Ensino e Aprendizagem de Língua Estrangeira LLE 7496 – Compreensão e Produção Escrita em Língua Inglesa VI MEN 7070 – Metodologia de Ensino de Inglês
Ementa:	Vivências docentes na escola básica na forma de colaboração junto aos professores de Inglês. Participação em reuniões pedagógicas e conselhos de classe. Docência esporádica para a implantação e avaliação de atividades complementares e diferenciadas de aprendizagem. Elaboração de materiais didáticos. Desenvolvimento de atividades de ensino-aprendizagem com a utilização de TICs. Delineamento de um projeto de ensino.
Objetivos:	► Familiarizar-se com o trabalho pedagógico do professor de inglês no ensino fundamental e médio. ► Identificar características dos processos de ensino e de aprendizagem e propor estratégias para lidar com a diversidade de tais processos em termos do projeto pedagógico da escola. ► Contribuir com atividades de aprendizagem que possam enriquecer, complementar e solicitar o processo de aprendizagem de língua inglesa dos alunos. ► Analisar criticamente a docência de língua inglesa à partir de uma perspectiva dialógica, com base nas observações e reflexões realizadas e compartilhadas. ► Elaborar e defender um projeto de ensino a ser desenvolvido no Estágio Supervisionado II, levando em consideração o PPP da escola escolhida.
Conteúdos:	► Observação (crítica, participativa e proativa) do contexto escolar, incluindo a sala de aula, os espaços de atuação docente, os espaços de interação intersubjetiva, as atividades de preparação de aulas, as reuniões pedagógicas e conselhos de classe e todos aspectos da vida escolar pertinentes à adequada inserção na profissão docente. ► Acompanhamento, colaboração e apoio à professora de inglês, em sala de aula e nos demais espaços de sua atuação profissional. ► Acompanhamento, orientação e apoio pedagógico a estudantes. ► Elaboração e implementação de atividades de ensino e de aprendizagem de língua inglesa. ► Elaboração de mapeamento detalhado do contexto educativo no qual atuarão nos estágios I e II ao longo de 2014, a partir de uma base etnográfica compreendendo o entorno da escola, o contexto escolar, as séries e turmas, as práticas culturais no contexto da escola e da sala de aula e as culturas de ensino e aprendizagem de estudantes e professores.

Universidade Federal de Santa Catarina
Centro de Ciências da Educação
Departamento de Metodologia de Ensino

MEN 7071 – Estágio Supervisionado de Inglês I – 2014/1

Metodologia:	As 13 horas-aula semanais da disciplina serão equacionadas através de:

- Aulas expositivas
- Apresentações orais e discussões das experiências vividas, bem como de leituras realizadas
- Participação em projetos da/na escola
- Observação participativa e trabalhos práticos na escola
- Elaboração de atividades de ensino-aprendizagem
- Apoio a atividades de ensino e de aprendizagem referidas à escola
- Elaboração e compartilhamento de reflexões críticas pautadas na experiência de inserção no campo da docência

Avaliação:	A avaliação será pautada em **processo** e **produto** das aprendizagens realizadas.

A dimensão **processo** se refere ao empenho e envolvimento com as atividades de estágio. A dimensão **produto** se refere ao desempenho observável nas atividades de estágios, o que inclui documentos, relatos e apresentações, dentre outras. Cada atividade realizada, será avaliada levando em conta as duas dimensões na elaboração dos conceitos a serem atribuídos. Todas as atividades descritas são obrigatórias, sendo que a não realização de qualquer delas dentro do período letivo implica o registro I no sistema CAGR, indicado que a avaliação está incompleta, o que só será modificado mediante realização com entrega das atividades previstas. As atividades que compõem a avaliação, com seus respectivos pesos, estão sintetizadas no quadro a seguir.

Período	Atividade	Resultado	Peso
Março – Abril	Estudo e descrição de contexto da escola e da turma de estágio (documentos, contexto – base etnográfica) (março e abril) – em grupos	Apresentação (em PPT ou equivalente, com documento síntese) **28 ou 30/04/2014**	,0
Abril	Pesquisa sobre uso, hábitos de estudo e modos de aprendizagem de inglês dos estudantes da turma (escopo pode ser ampliado – em grupos	Apresentação (em PPT ou equivalente, com informações editadas para compor relatório semestral) **28 ou 30/04/2014**	1,0
Abril – Maio	Estudo detalhado do material didático do PNLD disponível na escola (foco central no nível em que estiver estagiando) – em grupos	Resenha crítica contextualizada sobre as coleções analisadas (referência: planilha de avaliação usada pelo PNLD, levando em conta as questões específicas do contexto de uso das coleções no Colégio e na turma. **28/05/2014**	1,0
Abril – Maio	Estudo e proposição de alternativas, substituições e/ou complementações de atividades (para a turma em que estagiar) – em grupos e com avaliação entre pares, com vistas ao refinamento da proposta.	Workshop de apresentação de atividades, com explanação da proposta, de seu conteúdo e de sua eventual forma de implementação. **28/05/2014 e 04/06/2014**	1,0

Universidade Federal de Santa Catarina
Centro de Ciências da Educação
Departamento de Metodologia de Ensino

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MEN 7071 – Estágio Supervisionado de Inglês I – 2014/1

Bibliografia básica:

BURANT, Terry et al. (Eds) (2010) **The New Teacher Book**. Finding purpose, balance and hope during your first years in the classroom. Miwaukee, WI: Rethinking Schools.

FREIRE, Paulo (1996). **Pedagogia da Autonomia**: saberes necessários à prática educativa. São Paulo: Paz e Terra.

TARDIF, Maurice; LESSARD, Claude. (2005) **O trabalho docente**: elementos para uma teoria da docência como profissão de interações humanas. 2. ed. Petrópolis, RJ, Brasil: Vozes.

WAJNRYB, Ruth (1992) **Classroom observation tasks**. Cambridge: Cambridge University Press.

WIELEWICKI, Hamilton de Godoy. Estágio curricular supervisionado: concepções de supervisão. In: FREITAS, Deisi S. et al. **Enfrentando desafios formativos**: Caderno do II Seminário sobre estágios curriculares supervisionados. Santa Maria: UFSM, CE, PPGE, 2005.

ZEICHNER, Kenneth; LISTON, Daniel P. (1996) **Reflective teaching**: An introduction. Mahwah, NJ: Lawrence Erlbaum Associates.

Bibliografia complementar: | | Tópico |
|---|---|
| Almeida Filho, J.C.P. (1993a). Dimensões comunicativas no ensino de línguas. (4ª edição) Campinas: Pontes. | Abordagem de ensino |
| Celani, M.A.A. (2001). Ensino de línguas estrangeiras: ocupação ou profissão? In: V.J. Leffa (Org.), O professor de línguas estrangeiras: construindo a profissão (pp. 21-40). Pelotas: EDUCAT. | Concepção de educação crítica |
| Celani, M.A.A. (Org.). (2002). Professores e Formadores em Mudança: Relato de um processo de reflexão e transformação da prática docente. Campinas, SP: Mercado de Letras. | Conceito de reflexão |
| Celani, M.A.A. (2004). Culturas de aprendizagem: risco, incerteza e educação. In: Magalhães, M.C.C. (Org.). A formação do professor como um profissional crítico – Linguagem e reflexão (pp. 17-56). Campinas, SP: Mercado de Letras. | Concepção de educação crítica/campo da linguagem |
| Cruz, A. & Reis, S. (2002). O diário como instrumento de apoio na socialização de uma professora de inglês. In: Gimenez, T. (Org.). Trajetórias na formação de professores de línguas (pp. 95-107). Londrina: Universidade Estadual de Londrina Editora. | Conceito de reflexão |
| Freire, P. (1996). Pedagogia da Autonomia: saberes necessários à prática educativa. São Paulo: Paz e Terra. | Concepção de educação crítica |
| Gimenez, T & Cristóvão, V.L.L. (2004). Derrubando paredes e construindo pontes: formação de professores de língua inglesa na atualidade. Revista Brasileira de Linguística Aplicada, 4(2), 85-95. | Linguagem como prática social |
| Giroux, H.A. (1997). Os Professores como Intelectuais: rumo a uma pedagogia crítica da aprendizagem. Porto Alegre: Artes Médicas. | Concepção de educação crítica |
| Moita Lopes, L.P. (1996b). A formação teórico-crítica do professor de línguas: O professor pesquisador. In: Oficina de Linguística Aplicada. (pp. 179-190). Campinas: Mercado de Letras. | Linguagem como prática social |
| Moita Lopes, L.P. (1996c). "Yes, nós temos banana" ou "Paraíba não é Chicago não": Um estudo sobre a afirmação e o ensino de inglês como língua estrangeira no Brasil. In: Oficina de Linguística Aplicada (pp. 37-62). Campinas: Mercado de Letras. | Linguagem como prática social |
| Pimenta, S.G. & Ghedin, E. (Orgs.). (2005). Professor reflexivo no Brasil: gênese e crítica de um conceito (3ª Ed.). São Paulo: Cortez. | Conceito de reflexão |
| Zeichner, K.M. (2003). Educating reflective teachers for learner-centered education: possibilities and contradictions. In: T. Gimenez (Org.), Ensinando e aprendendo inglês na universidade: formação de professores em tempos de mudança. Londrina: ABRAPUI, pp. 3-19. | Conceito de reflexão |

APPENDIX C

Universidade Federal de Santa Catarina
Centro de Ciências da Educação
Departamento de Metodologia de Ensino

MEN 7072 – Estágio Supervisionado de Inglês II – 2014.2

Plano de Ensino

Disciplina:	MEN 7072 – Estágio Supervisionado de Inglês II (turmas 08425 / 08425B)
Curso:	Licenciatura em Língua Inglesa e Literatura Correspondente
Carga Horária:	252 horas aula (14 créditos)
Pré-requisitos:	LLE 7417 – Inglês VII – Descrição Linguística LLE 7497 – Inglês VII – Produção Textual Acadêmica MEN 7071 – Estágio Supervisionado de Inglês I
Ementa:	Experiência integral de docência – do planejamento à avaliação – em salas de aula de inglês em escola básica. Estruturação de projeto de ensino. Elaboração de planos de aula, de atividades de ensino-aprendizagem e de avaliação.

Objetivos:
- Vivenciar o cotidiano de uma escola de Educação Básica.
- Assumir uma, ou mais turmas do ensino básico para desenvolver atividades regulares de ensino e aprendizagem.
- Reconhecer que a ação pedagógica requer planejamento e ajustes constantes ao longo do processo como forma de assegurar a aprendizagem.
- Refletir sobre sua abordagem de ensinar e de avaliar, de modo a compreender o porquê de suas decisões metodológicas e da sua forma de interação com os alunos.
- Desenvolver postura crítica com relação ao seu trabalho pedagógico e ao da escola.
- Trabalhar com alunos de vários níveis de desenvolvimento linguístico (na língua inglesa), cognitivo e afetivo, caracterizando essa diferenciação como fator a ser considerado nas decisões pedagógicas.

Conteúdos:
- Participação das atividades que compõem o cotidiano da escola, inclusive as extraclasse, administrativas, de estudo e de avaliação, dentre outras.
- Elaboração de planos de aula, sequências didáticas e material instrucional.
- Participação na avaliação da aprendizagem (incluindo, dentre outras, elaboração de instrumentos, informação aos estudantes e atribuição de notas e médias).
- Acompanhamento, orientação e apoio pedagógico a estudantes.
- Elaboração e implementação de atividades de ensino, de aprendizagem e de avaliação de língua inglesa.
- Reflexão e compartilhamento de aprendizagens docentes realizadas.

Metodologia
As 14 horas aula semanais da disciplina serão equacionadas através de:
- Encontros de socialização das experiências /vivências docentes nos grupos (nas quartas-feiras à tarde) e sessões de orientação individuais ou em grupo (mediante agendamento, preferencialmente por equipe e na sequência das aulas ministradas).
- Apresentações orais e discussões das vivências de estágio e de leituras realizadas.
- Participação em projetos da/na escola.
- Elaboração de atividades de ensino e de aprendizagem.
- Apoio a atividades de ensino e de aprendizagem desenvolvidas na escola.
- Elaboração e compartilhamento de reflexões críticas pautadas na experiência de inserção no campo da docência.

Universidade Federal de Santa Catarina
Centro de Ciências da Educação
Departamento de Metodologia de Ensino

MEN 7072 – Estágio Supervisionado de Inglês II – 2014.2

Avaliação:	►A avaliação será pautada em processo e produto das aprendizagens realizadas.	
	Da dimensão processo fazem parte os seguintes componentes, a serem avaliados pel@s professor@s orientador@s e supervisoras:	peso
	Atividades de docência, compreendendo:	5,0
	• Planejamento e replanejamento de aulas. • Participação nas orientações e atividades individuais e/ou coletivas da disciplina. • Aulas ministradas e acompanhamento integral das aulas constantes dos planos de intenções (projetos) de estágio. • Participação nas reuniões e encontros de planejamento, estudos, avaliação e demais compromissos agendados com os supervisores e a escola. • Engajamento em atividades de apoio pedagógico, inclusive nos contra-turnos, quando necessário.	
	Autoavaliação do estágio a partir de instrumento específico que resulte em texto crítico-reflexivo individual a ser agregado ao relatório final do grupo. Este texto deve evidenciar aprendizagens realizadas ao longo dessa etapa de construção de sua profissionalidade docente, sem descurar da identificação de lacunas e problemas de percurso da experiência, ao mesmo tempo em que indique possíveis espaços de melhoria e inovação não apenas nas disciplinas de Estágio (MEN7071 e MEN7072), mas também no programa de formação do Curso de Letras – Inglês como um todo.	1,0
	Da dimensão produto farão parte os seguintes componentes:	peso
	Elaboração do Relatório de Estágio da equipe, completo e fundamentado, conforme orientações, consubstanciando as aprendizagens construídas e todas as etapas do trabalho pedagógico realizado (entrega até 04/12/2014)	4,0
	OBS : Estimulamos que a tarefa de autoavaliação conforme descrita acima possa ter a forma de um ensaio crítico e reflexivo, visando a uma possível publicação em eventos ou veículos de divulgação da área.	

Bibliografia básica:

ABRAÃO, Maria Helena Vieira (Org.). **Prática de Ensino de Língua Estrangeira: Experiências e Reflexões.** Campinas: Pontes Editores e ArteLíngua, 2004.

ALMEIDA FILHO, José Carlos Paes de. Escolha e Produção de Material Didático para um Ensino Comunicativo de Línguas. **Contexturas.** Vol 2, p.43-52, 1994.

NUNAN, D. **Designing Tasks for the Communicative Classroom.** Cambridge: CUP, 1988.

ROCHA, Cláudia H. e BASSO, Edcleia A. **Ensinar e Aprender língua estrangeira nas diferentes idades.** São Carlos: Editora Claraluz Ltda. 2008.

BURANT, Terry et al. (Eds) (2010) **The New Teacher Book:** Finding purpose, balance and hope during your first years in the classroom. Milwaukee, WI: Rethinking Schools.

FREIRE, Paulo (1996). **Pedagogia da Autonomia:** saberes necessários à prática educativa. São Paulo: Paz e Terra.

TARDIF, Maurice; LESSARD, Claude. (2005) **O trabalho docente:** elementos para uma teoria da docência como profissão de interações humanas. 2. ed. Petrópolis, RJ, Brasil: Vozes.

WAJNRYB, Ruth (1992) **Classroom observation tasks.** Cambridge: Cambridge University Press.

WIELEWICKI, Hamilton de Godoy. Estágio curricular supervisionado: concepções de supervisão. In: FREITAS, Deisi S. et al. **Enfrentando desafios formativos:** Caderno do II Seminário sobre estágios curriculares supervisionados. Santa Maria: UFSM, CE, PPGE, 2005.

ZEICHNER, Kenneth; LISTON, Daniel P. (1996) **Reflective teaching:** An introduction. Mahwah, NJ: Lawrence Erlbaum Associates.

APPENDIX D

Universidade Federal de Santa Catarina
Centro de Comunição e Expressão
Programa de Pós-Graduação em Inglês e Literatura correspondente
Aluna: Nadia Karina Ruhmke Ramos   Nível: Doutorado
Professora Orientadora: Dra. Adriana de Carvalho Kuerten Dellagnelo

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO
(Elaborado de acordo com a Resolução 466/2012-CNS/CONEP)

Você está convidado a participar do projeto de pesquisa "O Desenvolvimento de Conceitos de novos professores: Teoria e Prática" que busca estudar o desenvolvimento de conceitos por meio da interação entre alunos-alunos e aluno-professor ao longo do desenvolvimento do estágio curricular obrigatório realizado no Colégio de Aplicação – UFSC sob supervisão dos professores do departamento de Metodologia de Ensino da mesma universidade. Este estudo visa contribuir à área de formação de professores e ao ensino de línguas estrangeiras, uma vez que os dados coletados podem fomentar a discussão e elaboração de novas ferramentas para o desenvolvimento cognitivo tanto do professor quanto dos alunos.

Se aceitar participar da pesquisa, você (i) responderá a um questionário no início da pesquisa durante a primeira fase do estágio que é a observação/assessoramento; (ii) participará de sessões de discussão sobre as aulas observadas e ministradas por você ao longo do ano; (iii) produzirá relatos semanais de observação e posteriormente de regência. As sessões de discussão serão gravados, em áudio, e os dados transcritos, depois de submetidos a sua aprovação, integrarão o corpus de análise da pesquisa. Ao ser concluída, esta tese será defendida até fevereiro de 2017, e o estudo tornar-se-á público.

As informações fornecidas e o material coletado serão absolutamente confidenciais e não haverá identificação nominal dos participantes, nem divulgação de quaisquer informações que podem revelar sua identidade. Informamos também que após o término da pesquisa, todos os dados coletados em áudio ou qualquer outra mídia que venha a ser utilizada serão destruídos, com exceção dos relatórios de observação e regência que fazem parte da avaliação anual do estágio. Neste tipo de pesquisa qualitativa não há riscos físicos, entretanto o participante poderá se sentir desconfortável em compartilhar informações pessoais ou falar sobre algum tópico que lhe cause

incômodo ou sentir-se pouco a vontade ao serem gravados ou terem seus dados analisados. Portanto, é importante salientar que você não precisa responder a nenhuma questão ao longo da pesquisa que lhe cause desconforto ou qualquer tipo de constrangimento.

É garantido ao participante esclarecimentos de quaisquer dúvidas referentes ao desenvolvimento da pesquisa, assim como pode, a qualquer momento, deixar de participar da pesquisa, informando a pesquisadora de sua decisão, a fim de que seus dados não sejam utilizados. Além do mais, asseguramos que esta pesquisa está submetida aos critérios da Resolução 196/96 e suas complementares.

A participação nesta pesquisa não acarreta, de forma alguma, prejuízos ou privilégios no curso em andamento, os pesquisadores estão à disposição para esclarecimentos através dos contatos dispostos abaixo. E caso suas dúvidas não sejam resolvidas pelos pesquisadores ou seus direitos sejam negados, favor recorrer ao Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina, localizado no setor de periódicos da Biblioteca Universitária Central ou estabelecer contato eletrônico através do endereço: http://cep.ufsc.br/contato/.

Se você estiver de acordo em participar desta pesquisa, assine no espaço abaixo.

Eu,_____, após ter recebido todos os esclarecimentos e ciente dos meus direitos, concordo em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida, exceto dados pessoais, em publicações e eventos de caráter científico. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Assinatura da Doutoranda   Assinatura da Orientadora

Florianópolis, ____ / ____/ _____

Contatos: Nadia Karina Ruhmke Ramos: nadia.ramos@ufsc.br (48 – 8431 4405)
Adriana de Carvalho Kuerten Dellagnelo: adrianak@cce.ufsc.br (48 – 9188 0453)

APPENDIX E

Universidade Federal de Santa Catarina
Centro de Comunição e Expressão
Programa de Pós-Graduação em Inglês e Literatura correspondente
Aluna: Nadia Karina Ruhmke Ramos   Nível: Doutorado
Professora Orientadora: Dra. Adriana de Carvalho Kuerten Dellagnelo

QUESTIONÁRIO

Por favor, responda às perguntas abaixo. Este questionário, divido em 3 partes, visa somente obter informações que serão utilizadas para direcionar a análise dos dados da pesquisa conduzida pela aluna acima citada. Em nenhuma hipótese os nomes dos participantes serão divulgados. Solicito informar nome, e-mail e telefone somente para, no caso de necessitar alguma informação adicional, poder entrar em contato com você posteriormente.

Parte 1 – INFORMAÇÕES PESSOAIS

Nome:	Idade:
E-mail:	

Formação:
Curso de graduação em andamento:
Fase:

Já fez outra graduação?	( ) sim	( ) não.
Em caso afirmativo:		
Curso:		
Data do término:		
Universidade:		

Experiência profissional:

Já trabalhou na Educação básica, em instituições privadas ou públicas?	( ) sim	( ) não
Em caso afirmativo,		
Onde:		
Quando:		
Por quanto tempo:		
Motivo da saída:		

Área de Atuação
Está trabalhando na área da Educação?   (   ) sim   (   ) não
Em caso afirmativo, escreva sobre seu contexto de trabalho.

Se você já é professor(a) de língua inglesa, descreva os procedimentos que
você geralmente segue ao ministrar sua aula.
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NOME:_____

Parte 2 – PRÁTICA PEDAGÓGICA

1) Quais elementos são fundamentais em uma sala de aula para promover a aprendizagem dos alunos? Numere cada item, de 1 a 5, de acordo com o que você considera importante, sendo 1 mais importante.

[1] [2] [3] [4] [5] Professor experiente no ensino da língua estrangeira
[1] [2] [3] [4] [5] Professor fluente na língua estrangeira;
[1] [2] [3] [4] [5] Idade dos alunos;
[1] [2] [3] [4] [5] Perfil da turma;
[1] [2] [3] [4] [5] Contexto dos alunos;
[1] [2] [3] [4] [5] Contexto da escola;
[1] [2] [3] [4] [5] Alunos trabalham individualmente;
[1] [2] [3] [4] [5] Alunos trabalham em pares ou pequenos grupos;
[1] [2] [3] [4] [5] Tipo de atividades;
[1] [2] [3] [4] [5] Motivação interna de cada aluno;
[1] [2] [3] [4] [5] Material didático individual para cada aluno;
[1] [2] [3] [4] [5] Recursos tecnológicos, tais como, projetor, som, internet;
[1] [2] [3] [4] [5] Professor que só utiliza a língua estrangeira em sala;
[1] [2] [3] [4] [5] Alunos utilizam a língua estrangeira durante a aula toda, ou grande parte dela;
[1] [2] [3] [4] [5] Professor que utiliza tanto a língua materna dos alunos quanto a língua estrangeira em sala de aula;
[1] [2] [3] [4] [5] Alunos respondem as questões feitas na língua estrangeira trazendo seu conhecimento de mundo utilizando a língua estrangeira;
[1] [2] [3] [4] [5] Alunos respondem as questões feitas na língua estrangeira trazendo seu conhecimento de mundo utilizando a língua materna;
[1] [2] [3] [4] [5] Realia (objetos)
[1] [2] [3] [4] [5] Imagens
[1] [2] [3] [4] [5] Repetição das estruturas sintáticas e vocabulário apresentados em sala (drills).

Comente suas escolhas acima.

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Parte 3 – CONCEPÇÃO DE LÍNGUA

Para um professor que concebe linguagem enquanto prática social, qual deve ser seu(s) objetivo(s) de ensino/aprendizagem na aula de Língua Estrangeira? Você pode dar algum exemplo?

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APPENDIX F

Universidade Federal de Santa Catarina
Centro de Ciências da Educação
Departamento de Metodologia de Ensino

MEN 7071 – Estágio Supervisionado de Inglês I – 2014/1

Activity / Atividade 2 – Memorial

As you probably may have noticed, the movement I intend to invite you to engage with along the teaching practice period assumes a shift from the role of a learner to the one of a teacher. To do so, the suggested path may go through closely examining learning processes, including your own. That´s why I am asking you to write a memorial bearing in mind the specific goal of constructing or identifying connections which may allow for identifying time and space references upon which the perceptions you have of what learning and teaching have been shaped.

To make a long story short, I want you to write a memorial through which your learning process can be realized and, at the proper time, critically analyzed. It is clear enough that this is not exactly the easiest kind of text to be written, once it tends to go deep into our memories, thoughts and recollections of facts. I insist, however, that the farther and deeper you go, the more you may be enabled to gather elements to understand how the learners you will be dealing with interact (or not) with whatever is taught to them.

Once this task I am proposing is closely related – not too far ahead, it is good to say – to the teaching proposal you will develop, I strongly suggest that your foreign/additional language learning process is kept as the focus of your analysis, although your learning experience related to other fields, school subjects and contexts may also be helpful. I do recognize that many factors are involved and whatever suggestions given here should not be seen as mandatory or reductionist. Feel free to incorporate any element you might consider relevant to strengthen your analytic and reflective process.

If necessary I am available to support you. Just get in touch to make an appointment. As for the issue of privacy, you can be sure that at this stage of the work, everything you may say or write belongs to you and

otherwise expressed by you, shall not be seen by anyone else other than me. There will be two paths within Moodle for you to hand in the memorial: a private one, which can just be accessed by the two of us; and a public one, in case you are in the mood of sharing your text. I am insisting on that, because the memorial is a genre that frequently 'invades' personal and private spaces, sometimes more painfully or hardly than one might expect. I understand, therefore, that much of the difficulty you may face in the writing of your piece has to do, to a great extent, with how complex it is to face ourselves.

Last, but not least, remember that your first drafts are simply steps towards understanding yourself. You will probably feel the need (re)write a lot, adding and/or deleting things. That's part of the process and adds colors to it. You are also encouraged to add images, pictures, and any other elements that may aid in the search for yourself. There are no word or page limits, but it is hard to believe that this task can be done at ease in fewer than three pages (A4, borders of no more than 3 cm, Times New Roman 12 font, single spacing). If you prefer, you may write your memorial in Portuguese. No one needs to expose oneself, but if you want to, we can manage to provide room within our meeting for that. You don´t need to print the text, and your first version for the text should be submitted by Monday, March 31, 11:55 PM, via Moodle.

Have fun (and I really mean it!)!

<div align="right">Wellington</div>

APPENDIX G

English version of the questions retrieved from the framework
developed by Liberali (2010)

To describe (p.44-45)	To inform (p.50-51)	To confront (p.62-63)	To rebuild (p.67)
• How did the presentation of the content take place? How was the item of the class introduced in the class? • What activities were developed in the class? • What kind of arrangements were used in the class: group work, pair work, individual work, etc.? • How did the students answer the questions asked during the class? • How did the teacher deal with the students' answers in the activity?	• What was the focus of the content presentation? • What objectives/contents were developed in that class? • What was the student's role in this activity? Why? • What was the teacher's role in this activity? • How was knowledge dealt with in the classroom? Was it transmitted, built, co-built, why? • What was the objective of the interactions that	• How has this class contributed to students' formal education? • What is the relationship between the knowledge and the reality of that particular context? • How have the knowledge and interaction used in the classroom	• How would you reorganize the class? Why? • What other attitude would you adopt for this class/activity?

	took place in the classroom?	promoted the development of students' identities?	
		• What interests has this particular kind of work or content approach privileged?	
		• What is the class social role?	

Questions retrieved from the framework developed by Liberali (2010)

Descrever (p.44-45)	Informar (p.50-51)	confrontar (p.62-63)	Reconstruir (p.67)
• Como a apresentação do conteúdo ocorreu? Como foi apresentado o item da aula? • Que atividades foram desenvolvidas? • Que tipo de trabalho foi desenvolvido: grupo, dupla, individual, etc? • Como os alunos responderam às questões? • Como o professor trabalhou com as respostas dos alunos na atividade?	• Qual foi o foco da apresentação do conteúdo? • Que objetos/conteúdos foram trabalhados? • Qual foi o papel do aluno nesta atividade? Por quê? • Qual foi o papel do professor nesta atividade? • Como o conhecimento foi trabalhado? Foi transmitido, construído, co-construído, por quê?	• Como essa aula contribuiu para a formação do aluno? • Qual a relação entre o conhecimento e a realidade particular do contexto de ensino? • Como o tipo de conhecimento e interação usado propiciou o desenvolvimento da identidade do aluno? • Que interesses a forma de trabalhar ou o	• Como você organizaria essa aula de outra maneira? Por quê? • Que outra postura você adotaria nessa aula/atividade

		conteúdo abordado privilegiou?	
	• Qual foi o objetivo das interações?	• Qual é o papel social da aula?	

APPENDIX H

Guiding questions for the group meetings:

- General Questions:

1) How do you feel when you receive the professors' feedback?
2) Is the theory you mentioned in your reports related to the texts you have been discussing in the *Practice Teaching I* classes? How so?
3) If not, where does the theory come from?
4) How did you decide to use theory while you were writing your reports? Do you remember having read it or was it previously mentioned in another text you had written/read before?

- Specific questions:
5) What about the objectives of the classes. Are they clear(er)?
6) I've noticed you are quite optimist about the activities that I have been developing. There is only one comment on the side effects of the lack of video subtitles on their comprehension. Don't you think your filter is too low?
7) How would you reorganize this activity? Why?
8) What other attitude would you adopt?
9) What roles would you work between your students and you?
10) When you say that the teacher listens to students, why do you think she does that? What does her attitude portray, in your opinion?
11) You explain in your report that you, future-teachers, invade the students' territory to put in practice what you learn at the university. The students play a supporting role. You also wonder whether the students are there so you can benefit from the school, or whether you are ready to make them take over the acting roles in the process. My question is: Do you have any idea on how to answer your questions?

APPENDIX I

INTERVENTION MEETING VIDEOS DESCRIPTIONS

Video 1: In this video, there is a classroom of Asian kids and a white teacher. We may assume that it is a school where English is taught as a second language. The teacher uses the black board to create a story. He has cards with the characters from the Super Mario Bros game. He uses the game to set the setting so kids could practice fruit vocabulary. As the children get the vocabulary right, he includes the card of a brick on the board. On the other side of the brick card there is a fruit or fruits (practice singular and plural). When the board is complete, he asks student by student to go to the board to turn the card and ask the classmates "what are they?" or "what is that?" depending on whether the image depicted one or more fruits. The class repeats the vocabulary they see. The teacher is an entertainer. Once all the cards are revealed and the children repeat the fruits they see, Mario is able to go through the enemies to safe the princess. At the end of the class, the kids are agitated and then, he plays a video/song "what is the color of the sky?" as the question pops up on the screen the color light blue emerges, followed by the answer "The sky is blue" and the video is finished. Based on the comments on the background, we may also assume that the videographer is Asian. Due to my lack of knowledge of Asian languages, it was not possible to determine the country of origin, though. The video is available on https://youtu.be/CVmK5rqnXeo.

Video 2: This video is promoted by a publishing house and focuses on Action stories. It starts by explaining how the method works, by showing short contextualized sentences in the Total Physical Response method. The justification is that this method resembles the way children acquire the first language; They listen, watch and imitate, that it takes places through the simultaneous activation of the child visual, auditory and kinesthetic, that it is learning by doing. The teacher is in a room with a small group of 10 kids, all of them, including the teacher, are sitting in kids chairs when the class begins. He introduces the first words, the key words. He shows the picture and repeat what it is in the image three times; plane, car, teddy, dool. As he introduces the new words, he repeats the word and goes back to the previous ones. After that, he moves to understating sentences. Everybody stands up and the teacher introduces the sentences. As he shows the sentences, everybody follows his gestures and sounds: Fly your plane; Drive your car; Fly your plane; Drive your car; Hug your teddy; Kiss your doll; Fly

your plane; Drive your car; Hug your teddy; Kiss your doll. The video instructs the teacher to adapt the pace of the class according to the students' pace of learning by introducing the sentences gradually one after the other. Repeat the previous sentences before introducing the new one. Keep the order the sentences as presented. In the second phase, the teacher gives the instruction, but students do not have the model, they need to perform as they listen. The previous order is maintained. In the third phase, students listen and perform, but the instructions are changed order. This procedure is justified by the argument that action stories are fun and that they help children feel that they understand the language from the beginning. The video is available on https://youtu.be/aJne2y8Elxc.

Video 3: In this video, the teacher created a Comparative board race to practice the comparative adjectives. In the beginning of the video the teacher explains how her class will be organized: 1. List adjectives on board; 2. Make columns for "-er" and "more"; 3. Break students into two teams. She also displays a list of adjectives, the ones they have probably studied in the classroom. One person from each team will need to run to the board and write the word under the correct column depending on the form is requested (short –er or long adjectives more… than). Then, they will go back to the team and will hand the marker to the next person in line who will run into the board and will do the same. The team that finishes writing down the words wins provided that the answers are correct. After they correct the words, the teacher will ask students to create sentences for each example so she can assess that they know how to use the structure correctly. The teacher also points out that she is worried students would walk instead of running. That is why she is going to offer chocolate to encourage competition and to keep them motivate. In the class, she starts by explaining how the game will take place and gives one example with the adjective *small* by writing *smaller* on the correct column. It is a class of 7 adult students in a context where English is learned as second language, they are Latin and Asian probably immigrants in the United States of America. During the actual class, after students finished completing the columns they were required to give examples; when they missed a preposition, for example, the teacher would correct them. She finished the classes by explaining that this kind of activity could be used for others of grammatical items, but not only grammar. She also recommends the use of realia or cards, for instance. The video is available on https://youtu.be/Ts5i4OcXjAs.

Video 4: The context presented in the video is a Korean middle school classroom. It is a big group of 40 teenagers. There are two

teachers in the classroom, one is probably a South Korean teacher and the other he is from a country where English is spoken as first language. There are technological resources in the classroom. The objective of the class is to show a "fun" way to teach "giving directions". Prior to the beginning of the class, the teacher explains that he created a map on Powerpoint with localized pictures and shapes. He suggests that in the link between the slides you should put a review question or something unrelated. He also advises to mix both things to set a fun mood. His objective is to advertise the activity and inspire teachers to have other ideas. The teacher's role is of an entertainer. Prior to the beginning of the class, the female teacher revises the language students will need to use during the activity. Then, the male teacher takes over the class. He divides the class into three teams, according to their sitting dispositions. In that particular class, students are sitting in desks of 4 places. The city map he created included places from the students' city, and Korean icons, such as a famous Korean singer, the Korean Godzila and Hines Ward, for example. In a team's turn, they would choose where they wanted to go. They always departed from the same starting point. Every sentence in students' direction was worth a point (up to 5 points per turn). If students used a preposition (landmark) they would get an extra point. After giving the directions to a get to a certain location, students would need to answer a question. If students answered the question properly they might get the points, but if they missed the question the other group could "steal" the question and answer it. The teacher always made sure students understood and asked them for confirmation in a spirited way. The teacher would ask "Where do you want to go?" Students would answer "I want to go to…..". For example, after arriving at a famous Korean singer's house, there was a question: Would you run away or would you try to kiss her? Students answered they would try to kiss here. After that, another images popped up saying that Mr.X (the teacher) was angry that they tried to kiss his girlfriend and retrieved two points from the group score. Sometimes after reaching the destination in the surprise question students would be granted to erase points from the other teams too. Students are noisy during the whole activity. It is not possible to determine, whether this is a result from the game or just normal behavior. The teacher placed his voice during the entire game so all students could hear him. During the class, there are clips of a student crazy dancing…The female teacher assisted the activity by writing down the groups' scores. The video is available on https://youtu.be/7PXGhl8R4eQ.

Video 5: This video entitled *Social Cognitivist Theory* was created for educational purposes and is grounded in Vygotsky's theory. In the video there is a class with four adults playing the role of middle school students, and a teacher. In the class, they are sitting in pairs, and the orientation of the desks is opposite the camera while the board and the teacher are on the left side facing students' right side of their bodies. In the very first scene, they proposed that the solution for this combination of school, teacher and teenagers would be to take a look at Mrs. X's use of Vygotsky's tenets. First suggestion was peer to peer interaction (tutoring). As they showed the scene of two students working together, the narrator explained that one student would help the other understand what he/she is learning but is having difficulty in understanding. Second, students hitting mental block (zone of proximal development), they are given an algebra equation. If a student did not understand, the teacher would approach him/her (teacher-student interaction) to provide assistance, she helped the students unveil the problem until he/she was able to understand and perform the task by him/herself. Third, releasing responsibility to students (scaffolding). Teacher walked students through the steps to solve the equation proposed earlier. The argument is that when the teacher works the problem out in class, students better understand how to solve it. And finally, the teacher asked a student to go to the board to do the problem, this way the teacher may step back inasmuch as students have already understand how to solve the problems and are able to function by themselves. Fourth, group work (cooperative learning and social interaction). The teacher proposed a problem to which students would need to discuss and use the algebra equation studied before as a group work. To do so, students would need to interact with their peers. The video is available on https://youtu.be/0L5BgNurCa4.

APPENDIX J

SOBRE A SALA DE AULA (Portuguese version)

Nome:_____

Nos exemplos abaixo, há diferentes situações de sala de aula. Após assistir aos exemplos de aulas e refletir sobre as estratégias utilizadas pelos professores para promover a aprendizagem dos alunos:

    (a) descreva como esses exemplos estão relacionados com o professor que você quer ser; OU

    (b) descreva como esses exemplos estão relacionados ao que você consideraria uma aula ideal)

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ABOUT THE CLASSROOM (English version)

Name:_____

There are different situations in the examples below. After watching
each classroom example and reflecting about the strategies used by the
teachers to promote students' learning describe how those examples are:

(a) Related to the teacher you wanted to be; or
(b) Related to what you consider to be an ideal class

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Questions guiding the discussion after participants watched and reflected about the classroom videos:

Different types of classrooms and approaches:
1) Do you like the class?
2) Would you teach this way?
3) What are the teacher's objective(s) with this activity?
4) What is the theoretical orientation of the teacher? Can you identify?
5) Can you relate the activity proposed by that teacher to the classes you have observed and taught at the school?

APPENDIX K

QUESTIONS TO GUIDE THE MEETING AFTER THE PRACTICE
TEACHING IS FINISHED – English version

1) Do you think the objectives set for your classes were accomplished?
2) Do you consider you had autonomy to develop your lesson plans?
3) Can you identify whether there were many interventions from the teacher educators during the elaboration of your lesson plans?
4) What were the interventions [from the teacher educators] that influenced your choices the most?
5) Do you think your classes would have been different if there were not two supervisors observing them? How so?
6) By comparing your performance from the beginning of the year up to this point, do you perceive any changes? If so, what kind of changes?
7) In the first semester you observed classes and tried to create a parallel between what you observed and what you studied before the practice teaching. How was the relationship between theory and practice during the practice teaching? Can you identify the choices you made? If they were based on any theory you studied or if they were created based on other observations and/or examples of activities?
8) Did you listen to the recording of your classes?

Considering the whole Project developed, how do you analyze the following questions?

9) What is the social role of your Project?
10) How does your Project aids in supporting active citizens to act in the society?
11) What was the Project designed for?
12) Would you change anything in your Project? What would you do differently? How would you reorganize it?
13) What other attitudes (if any) would you adopt along the classes you taught?
14) Do you consider that there was any collaborative work between you and your teammates along the elaboration of your project?

QUESTIONS TO GUIDE THE MEETING AFTER THE PRACTICE
TEACHING IS FINISHED – Portuguese version

1) Você acha que os objetivos traçados para as suas aulas foram alcançados?
2) Você acha que teve autonomia no desenvolvimento dos planos de aula?
3) Você consegue identificar se houve muitas intervenções por parte dos professores orientadores?
4) Quais foram as intervenções feitas que mais influenciaram as suas escolhas?
5) Você acha que se não tivesse dois professores supervisionando e observando as suas elas, elas teriam sido diferentes?
6) Fazendo uma comparação de sua performance desde o início do ano até agora, você percebe mudanças? Se sim, que tipo de mudanças?
7) No primeiro semestre você observou as aulas e tentou criar um paralelo entre o que você observou e o que você estudou antes do estágio. Como foi essa relação teoria/prática durante a realização do estágio? Você consegue identificar as escolhas que você fez com base na teoria estudada ou as aulas foram elaboradas com base em outras observações e/ou exemplos de atividades?
8) Você ouviu a gravação das suas aulas?

Considerando todo o projeto que você desenvolveu, como você analisa as seguintes perguntas?

9) Qual é o papel social do seu projeto?
10) Como o projeto colabora para a construção de cidadãos atuantes na sociedade na qual vivemos?
11) Para que serviu o projeto?
12) Você mudaria o projeto desenvolvido? O que você faria diferente? Como você reorganizaria o projeto de outra maneira?
13) Que outra postura você adotaria ao longo das aulas ministradas?
14) Você considera que teve trabalho colaborativo na elaboração do projeto entre você e os seus colegas de estágio?