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TRACING TEACHER DEVELOPMENT WITHIN A SOCIOCULTURAL PERSPECTIVE: MICROTEACHING COMPONENT IN A PRE-SERVICE ENGLISH TEACHING PROGRAM.

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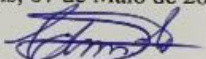
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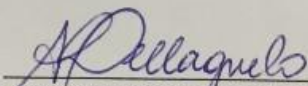
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To my beloved family.

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Through others, we become ourselves.
(Lev Vygotsky, 1987)

ABSTRACT

In the area of teacher education, special attention must be given not only for novice teachers but also for those who already have experience in the profession, so that they are able to bridge theory and practice learned in pre-service programs whenever they face new working contexts. Informed by a sociocultural perspective on teacher learning (Johnson, 2009), this study aimed at tracing how a non-novice English teacher, without an academic education in TESOL, develops her understanding and consequent use of the pedagogical principles and tools of Communicative Language Teaching (Richards, 2006) as she engages in microteaching sessions of an pre-service English teaching program of a language institute, in Florianópolis, SC, Brazil. To achieve this goal, the aspects that were tackled by peers and teacher educators along the mediating sessions, the didactic-pedagogic aspects that changed from one class to the next, and the relationship that could be drawn between the aspects commented on by peers and teacher educators and the changes occurred in the classes were looked into. The data, collected through video recordings of three microteaching classes, were analyzed under the microgenetic scope (Vygotsky, 1987), and observed chronologically in light of the theoretical principles of Sociocultural Theory (Vygotsky, 1987), which include mediation, internalization, concept development and zone of proximal development. Results show that it is possible to state that the mediation provided by teacher educators and peers did not play a significant role in structuring the teacher's understanding and use of the pedagogical principles and tools of Communicative Approach, therefore, not promoting conceptual progress in the participating teacher's development. The study seems to signal that the mediation of the teacher educator should not focus on behavior evaluation; rather, it must be related to a practice that promotes conceptual thinking, intersubjectivity and interthinking.

Key-words: Teacher education; sociocultural theory; mediation; concept development; internalization; zone of proximal development; microteaching.

RESUMO

Na área de formação de professores, deve-se dar atenção especial não apenas aos professores novatos, mas também àqueles que já possuem experiência na profissão, para que estes também possam ser capazes de conectar a teoria com a prática aprendida em programas formação realizados em novos ambientes de trabalho. Conduzido através do viés da perspectiva sociocultural na formação de professores (Johnson, 2009), este estudo tem como objetivo investigar como uma professora de inglês, sem formação na área, desenvolveu seu entendimento e uso das ferramentas e princípios pedagógicos da Abordagem Comunicativa (Richards, 2006) ao longo de um programa de formação – especificamente nas sessões de *microteaching* – promovido por uma escola de idiomas na cidade de Florianópolis – SC. Para atingir o objetivo deste estudo, foram observados os aspectos mencionados pelos professores educadores e colegas ao longo das sessões de mediação, os aspectos didático-pedagógico que mudaram de uma aula para a outra, e a correlação que pode ser estabelecida entre os aspectos comentados e as mudanças que ocorreram em aula. Os dados, coletados através de gravação de vídeo, foram analisados na perspectiva microgenética (Vygotsky, 1987), e observados cronologicamente à luz dos princípios teóricos da Teoria Sociocultural (Vygotsky, 1987), os quais incluem mediação, internalização, desenvolvimento de conceitos e zona de desenvolvimento proximal. Os resultados mostram que é possível afirmar que a mediação proporcionada pelos professores educadores e colegas não desempenharam papel significativo na estruturação do entendimento e do uso da Abordagem Comunicativa, não promovendo portanto um progresso conceitual para o desenvolvimento da professora participante.O estudo parece sinalizar que a mediação do educador não deve se voltar para questões de comportamento, mas sim para uma prática que promova o pensamento em conjunto, a intersubjetividade e o pensamento em conceitos

Palavras-chave: Formação de professores, teoria sociocultural, mediação, desenvolvimento de conceitos, internalização, zona de desenvolvimento proximal, *microteaching*.

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CHAPTER 1

INTRODUCTION

1.1   CONTEXT OF INVESTIGATION

Research on L2 teacher education carried out until the late 1970s was conducted under the postulation that learning how to teach encompassed the knowledge of a content to be taught and the methodologies that could be used in order to teach these contents (Johnson, 2006). Research of this nature, according to Smyth (1987, as cited by Freeman & Johnson, 1998), "denied complexities of human interaction and reduced teaching to a quantifiable set of behaviors" (p. 399).

It was during the 1980s that a change in the perspective of L2 teacher education research occurred. Researchers became interested in how teachers learn to teach, how they carry out their work, and how their beliefs, thoughts and thinking processes shape the understanding of their practices, now known as teacher cognition (Richards, 2009). The results found during the more than 30 years of research on teacher cognition recognized that teacher's knowledge is socially negotiated, and that learning how to teach is a life-long process, built through participation in multiple social contexts: as learners at school during early childhood; as learners of teaching at universities; and after that as teachers in contexts of work and professional teacher education programs.

Johnson (2006) argues that these findings paved the way to the so-called "sociocultural turn", pointing out to research on teacher cognition within a sociocultural perspective, with particular attention to L2 teacher education. In this perspective, human learning is a dynamic social activity that is situated in physical and social contexts, and is distributed across persons, tools, and activities (Vygotsky, 1978). Teacher cognition, in the sociocultural perspective is formed through engagement in social activities that include not only teacher education programs but also the places where they work, which are mediated by culture, context, language and social interaction (Johnson, 2009).

A great number of recent studies on teacher cognition within the sociocultural perspective are concerned about understanding how teachers learn to become teachers. Most of these studies show that their developmental path is not a steady one, and that it may take some time

until teachers are fully capable of understanding the reasons behind their actions, for instance, how to transfer their idealized conceptions to their actual teaching (Johnson & Dellagnelo, 2013).

From my personal experience as an English teacher for over fifteen years and teacher educator for about two years, particularly in the Brazilian context, it is common for EFL (English as a Foreign Language) teachers, especially those who work in private language institutes (LI) to change from one LI to another in a short period, having to face new methodologies and approaches to English teaching. These teachers, and also the novice ones tend to present difficulties in bridging the gap between theory and practice of pedagogical principles and tools of the new approach. Furthermore, a great number of teachers who work in private language institutes do not have an academic education in teaching, for instance, do not hold a TESOL[1] degree, thus increasing this gap.

In order to help these teachers overcome the challenges presented by their professional context, be due to change of Language Institute (LI), to lack of academic education or to inexperience, most private language institutes offer pre-service English teaching programs, as part of the professional development of teachers, which sometimes is offered even during the process of selection. This context for L2 teacher education in Brazil aims not only to expose teacher candidates to the methodological approaches and pedagogical tools that will ground their teaching practice, but also to provide simulated teaching practices in order to allow them to connect theory and practice, i.e., to achieve praxis.

In this vein, one way of assisting teachers in developing confidence and awareness of the principles and pedagogical tools of the new methodology is through *microteaching sessions,* which, according to Richards and Farrell (2011), encompass a sequence of planning a lesson, teaching it to peers, and receiving feedback from peers and teacher educators. The cyclical nature of the microteaching enables teachers to engage in a process of systematic reflection that might be enhanced due to the *mediation* received from a more experienced peer (teacher educator) in the mediating sessions, who may play a significant role in scaffolding the developmental process of the teachers.

In this regard, the concept of *mediation[2],* according to Vygotsky's Sociocultural Theory (SCT), is the way through which the relationship

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[1] Teaching English to Speakers of Other Languages
[2] The main concepts of Sociocultural Theory will be further elaborated in Chapter 3.

between humans and the world is constructed. For the scope of this study, it refers to the process of engagement that teachers and teacher educators undertake during the *microteaching sessions*, with the goal of deepening the teachers' understanding of their teaching practice through a process of interaction and reflection.

Accordingly, in this study, the pedagogical principles and tools of *Communicative Language Teaching*[3] (CLT) under the regulatory agency (*mediation*) of a more experienced other (teacher educator) in a sustained social practice (*microteaching sessions*) are meant to move from the interpsychological plane (external or social) to the intrapsychological plane (internal or mental plane) (Lantolf & Thorne, 2006). This process, referred to as *internalization* in Vygotsky's Sociocultural Theory, aids the reorganization of the relationship between humans (cognitive plane) and the world (material plane), leading to transformation and development of new concepts.

Aware of the fact that the teachers belonging to the profile so far presented may not be able to move from an other-regulated to a self-regulated plane within such a short period of time, one way of tracing how much and whether the concepts will or will not develop during this process is by understanding the notion of the *zone of proximal development* (ZPD). Its most frequently definition states that the ZPD is "what a person can achieve independently and what he or she can achieve working in collaboration with others or with someone more expert" (Johnson, 2009, p. 19). In this sense, the more expert other – a teacher educator, for instance – has to be skillful enough in using the ZPD as a conceptual tool that assists in apprehending where the teacher learner is in their developmental path in order to provide strategic mediation that will lead to development.

In this way, *microteaching sessions* can be a prolific social practice that may inform teacher cognition, since the mediation provided by teacher educators may play a significant role in scaffolding the understanding and consequent use of the principles that underlie the teaching practice.

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[3] Some principles of CLT include: comprehensible, meaningful and elaborated input; promotion of cooperative and collaborative learning; use of language as in a real context; use of target language as a vehicle for class communication; establish situations likely to promote communication (Larsen-Freeman, 2000).

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Having presented the main concepts underlying this study, the next session will define its purpose.

1.2   STATEMENT OF THE PURPOSE

In light of the discussion previously presented, the purpose of this study is to investigate how a non-novice teacher without academic education in TESOL develops her understanding and consequent use of the pedagogical principles and tools of Communicative Language Teaching (CLT) as she engages in microteaching sessions of a pre-service English teaching program (ETP) in a renowned private language institute (LI) in Brazil.

The pre-service ETP, where this study was conducted, aims at instructing and qualifying new teachers to apply the LI's methodology by providing them with the opportunity of taking part in microteaching sessions mediated by teacher educators[4], where they are able to bridge the theory learned in the Theoretical and Observational Parts of the ETP to their practice during the Microteaching Part.

Hence, in order to achieve the purpose of this study, the extent to which the CLT principles and pedagogical tools are reverberated along the microteaching sessions of the pre-service English teaching program will be traced considering the quality and nature of the mediation provided by teacher educator and peers during the microteaching sessions.

1.3   RESEARCH QUESTIONS

In light of the aforementioned objective, the main research question that will guide this research is:

How does a non-novice teacher without academic education in TESOL develop her understanding and consequent use of the pedagogical principles and tools of Communicative Language Teaching as she engages in microteaching sessions of a pre-service English teaching program?

In order to answer the main question, the following specific research questions (SRQ) will be looked into:

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[4] For the scope of this study, the terms teacher educator and pedagogical coordinator will be used interchangeably

SRQ1: What aspects of the class have been addressed along the mediating sessions? How?

SRQ2: What didactic-pedagogic aspects have changed from one class to the next?

SRQ3: What relationship can be drawn between the changes occurred in the classes and the aspects commented on by peers and teacher educators along the mediating sessions?

1.4 SIGNIFICANCE OF RESEARCH

The literature about L2 teacher education has offered insights in regards to the development of teachers from numerous perspectives to learning to teach such as teachers' beliefs and perceptions (Borg, 2005; Clarke, 2008; Borg, 2011); teacher reflectivity (Amobi, 2005; Ismail, 2011; Anjos-Santos & Cristovão, 2015); the role of mediation (Yoshida, 2011; Golombek, 2011; Arshavskaya, 2014); the development of concepts (Johnson & Arshavskaya, 2011; Johnson & Dellagnelo, 2013; Biehl, 2016), to mention just a few.

Johnson (2006) presents challenges that have come to the forefront of L2 teacher education research as it came to understand L2 teacher cognition within the sociocultural perspective. One of these challenges is to "position teachers' way of knowing that lead to praxis as legitimate knowledge in L2 teacher education" (p. 241), for instance, to understand how teachers come to know what they know. In this sense, she states that a fruitful way to contribute to the understanding and possibly overcome the challenge presented by Johnson (2006) is by tracing teacher's development as they engage in social practices.

Johnson and Arshavskaya (2011) conducted a study in which they traced the development of a team of four novice teacher candidates as they participated in a microteaching simulation, which was re-conceptualized into a 15-week extended team-teaching project. This new design created opportunities for teachers to participate in authentic activities of learning to teach, as well as provide space for strategic mediation from peers and instructors in order for teachers to move toward greater self-regulation of theory and practice. Results of this study found that the extended team project was successful in creating space for *strategic mediation,* in addition to providing opportunities for teachers to materialize their emerging understanding of both the subject they had to teach and the pedagogical aspects of teaching. The authors also argue that although they do not have enough evidence to ensure that the concepts

introduced by the instructor have been fully internalized, through the microgenetic analysis it is possible to state that these concepts have become more salient in the discourse and instructional practice of these teachers.

Golombek (2011) conducted a study in which she used "Dynamic Assessment (DA) – mediation that integrates learning and assessment – in dialogic video protocols (DVPs)" (p. 122) to mediate a novice teacher with the goal of promoting expert thinking. The teacher educator attended and videotaped the class session of a teacher learner who was taking part on a microteaching simulation, and on the following day, both engaged in a dialogic video protocol that took around 90 minutes. During the DVP, both the educator and the teacher learner had the opportunity to stop the video at any point and discuss what was happening in the class. Golombek (2011) points out that "videotaping of a teacher's class and analyzing the video systematically through a DA procedure can be one way to deal with the dilemmas of learning to teach" (p. 123). Results of this study suggested that the use of DVP provided opportunities for the teacher educator to "use different mediation strategies that were contingent on the teacher learner's needs" (p. 133) and that these mediational strategies gave voice to the teacher learner contributing for the comprehension of her instructional practice.

In another study, Johnson and Dellagnelo (2013) traced the development of three novice teachers as they engaged in microteaching sessions of a pre-service English teaching program. In this study, the authors state that, by the time novice teachers come to teacher education programs, they usually have idealized conceptions of what language teaching is and how it should be carried out. They also mention that it is not until these teachers start their practice that they realize they may have not fully understood how to transfer their idealized conceptions to actual teaching. Hence, the microteaching practice, as an activity of teaching that allows space for goal-oriented and strategic mediation, was helpful in deconstructing idealized conceptions.

It is assumed in this study that due to teacher development being a life-long process (Johnson, 2009) mediated, among other aspects, by context, non-novice teachers might also have idealized conceptions of how to teach based on their previous experiences. As such, it is likely that when facing a new setting, they also engage in a developmental path in relation to the different approach to English teaching and all the specificities it entails.

In this regard, to the best of my knowledge, few studies have traced the development of teachers who already have teaching experience. Therefore, it is expected that this research will contribute to this gap by offering empirical and theoretical knowledge on this specificity of teacher education, more specifically on the impact mediation provided by a more experienced peer has in the developmental process of experienced teachers.

By tracing the development of a non-novice teacher as she engages in microteaching sessions - here understood as a goal-oriented activity of learning to teach - of a pre-service English teaching program, where she is meant to bridge everyday and scientific concepts while being mediated by teacher educators, it is expected that the participant becomes capable of understanding and using the pedagogical principles and tools from the Communicative Language Teaching approach in her teaching practice.

1.5   ORGANIZATION OF THE THESIS

In addition to the introductory chapter, which presents the context of investigation, the objectives of this study, and its significance, this master thesis is composed of four more chapters. Chapter 2 elucidates the theoretical framework that grounds this study: Vygotsky's Sociocultural Theory and the concepts that underlie his theory such as mediation, internalization, zone of proximal development, and concept development.

Chapter 3 presents the method used to collect data for the present study and encompasses the objectives, information about the context where data was collected including information about the pre-service English teaching program, the Microteaching Part, the approach to language teaching used by the LI, the teacher candidate, and the teacher educators, as well as the instruments and procedures of data collection. Chapter 4, on its turn, is devoted to the analysis of the data collected.

Finally, Chapter 5 summarizes the main findings of the study, specifies its limitations, points out its pedagogical implications, and provides suggestions for further research.

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CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

This study is based on the understanding that human cognition evolves through the individual's engagement in culturally organized social practices, and that it is both the relationships constructed within these practices and the use of tools and artifacts (including language) aimed at mediating these relationships that allow the development of human cognition. Thus, in Sociocultural Theory, language is viewed as a powerful mediational tool that serves communicative purposes, meaning-making processes, and cognitive development (Lantolf & Thorne, 2006; Johnson, 2009).

In L2 teacher education settings, cognition emerges out of the participation in the social activities aimed at preparing novice teachers for their profession, such as teacher education programs at universities. In Brazil, the context of L2 teaching and learning does not always take place in academic settings, often, teacher development occurs within the contexts where these teachers work through pre-service English Teaching programs such as the one where this study takes place.

In this scenario, in which human mental functioning is organized within social, historical, and culturally constructed practices, language is the mediational tool that allows individuals to interact, make sense of the world in which they live, and develop cognitively. Similarly, it is through language that individuals come to internalize concepts, as new skills and knowledge progressively move from the "external, socially mediated activity to internal mediational control by individual learners" (Johnson, 2009, p. 2).

Considering the aforementioned objective of this study, the goal of this chapter is to shed light on the theoretical framework that will support this research, namely, Sociocultural Theory, and it will permeate the concepts of mediation, internalization, zone of proximal development and concept development.

2.2 THE SOCIOCULTURAL THEORY

Best described as a *theory of mind* the content of what came to be recognized as the Sociocultural Theory in applied linguistics derives

heavily and expands from the work carried out by Lev Vygotsky throughout his brief but productive career. According to his theory, human cognition evolves through sustained participation in social activities, rooted in cultural and historical contexts. As Lantolf & Thorne (2006) explain,

> participation in culturally organized practices, life-long involvement in a variety of institutions, and human's ubiquitous use of tools and artifacts (including language) strongly and quantitatively impact cognitive development and functioning. (p.1)

Vygotsky (1981, 1984) claimed that the mediation provided by auxiliary means, either physical or psychological, plays a significant role in the development of what he named higher mental functions, such as planning, rational thinking, voluntary memory and attention. These higher mental functions are what makes us different from animals, and arise due to our involvement in culturally constructed activities.

Under this rationale, human cognition, seen as resulting from social exchanges, is a process that starts by being externally mediated by others and gradually moves from other/object-regulated to self-regulated as the person develops agency and starts acting in their socio-cultural-historical context.

The present section is dedicated to providing an account of the concepts that underlie SCT, such as *mediation*, *internalization*, *zone of proximal development*, and *concept development*, while connecting them to the context of teacher education and the purpose of this study.

2.2.1 Mediation

Mediation, according to Lantolf and Thorne (2006, p. 79) "is the process through which humans deploy culturally structured artifacts, concepts, and activities to regulate […] the material world or their own and other's social and mental activity". In other words, a mediated relation is the one in which humans make use of material and psychological tools in order to transform the world in which they live in and/or gain control over themselves and others.

This world is divided in two realms: one that is composed of signs and symbols – what Vygotsky also calls instrumental tools, and another

regulated by material objects. Our relationship with these two worlds, according to Vygotsky (1981), is not only direct; but mainly indirect or mediated, built out of the process of intervention from physical artifacts (such as a hammer) or symbolic artifacts (such as language). Vygotsky (1981) usually represented this relationship through the triadic model reproduced in Figure 1.

Figure 1 – Triadic Model of Mediated Relationship
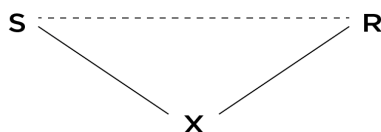
Source: Vygotsky (1981)

The direct relationship, illustrated by the dotted arrow, entails the elementary forms of behavior, such as the involuntary reflex of withdrawing our hand from the fire of a candle when we feel it is burning. The indirect relationship or mediated, illustrated by the solid arrows, represents the insertion of the culturally deployed mediational means between humans and objects (mental or physical) that allows us to represent the world in our minds and to act upon it, such as the memory of the pain caused by the burn that prevents us from doing it again.

For Vygotsky, the indirect relationship is not simply an additional link to the direct one; instead, it is the insertion of mediational artifacts that constitutes the ability of developing higher mental functions. This ability is typically human, and thus separates us from other animals (Vygotsky, 1984).

Lantolf and Thorne (2006) point out that there are two kinds of mediational artifacts: physical artifacts and symbolic artifacts. The first kind, physical artifacts, is used outwardly, with the purpose of changing the physical world around us, for instance, when a person uses a hammer in order to put a picture on the wall, or when a teacher uses a physical lesson plan in order to guide their teaching. The later kind, symbolic artifacts, for instance language, can be used both outwardly, with the intention of influencing other individuals or regulating our interlocutors, and inwardly, with the purpose of self-regulation. For example, when a

person mentally projects how the picture will be put on the wall, or when the teacher mentally plans how the class is going to occur.

Both physical and symbolic artifacts are socially and culturally constructed. As Lantolf and Thorne (2006) explain,

> for the individual, mediational means are at first mere objects. However, through repeated use and – particularly in the case of children – under the regulatory agency of others in social practice, the objects are organized into conceptual categories, or types. Thus, over time, they take on specific relevance for the individual. As this occurs, the individual begins to develop agency (i.e., self-regulation) – the capacity to mediate and regulate his or her own activity through culturally organized mediational means. (p. 69).

Wertsch (2007) states that it is possible to distinguish two views on mediation within Vygotsky's writings: explicit mediation and implicit mediation. Explicit mediation is the overt and intentional introduction of mediational means into the flow of action, by an external agent, with the goal of reorganizing the person's activity. For instance, when a teacher educator introduces a tool, such as a language game, that will increase students' engagement in class.

Implicit mediation, in contrast, involves the use of signs, for instance language, without the intention of provoking changes in the person's activity. According to Wertsch (2007),

> these signs are not purposefully introduced into human action, and they do not initially emerge for the purpose of organizing it. Instead, they are part of a preexisting, independent stream of communicative action that becomes integrated with other forms of goal-directed behavior. (p. 181).

Wertsch (1985) also proposed a third view on mediation named strategic mediation, in which the assistance provided involves the insertion of mediational tools both implicitly and explicitly with the goal

of provoking cognitive development instead of behavioral performance. For strategic mediation to be fruitful, Wertsch (1985) points out that there needs to be a balance between implicit and explicit mediation, as well as allowing the "mediatee" to exert control over the interaction so that learner agency is maintained.

Biehl (2016), on her turn, proposed another kind of mediation that has not been discussed by Wertsch and which is rather common in educational settings. She defines it as mediation "in which there is intentionality but not explicitness" (p. 29), meaning that the mediator, or more expert other, will intentionally guide the "mediatee", who is then expected to make meanings by themselves.

The importance of mediation in learning and development lies on the fact that it is through the mediation provided by a more knowledgeable other (a teacher educator) that the individual (for instance, teachers as learners of teaching) is able to move from object-regulation and/or other-regulation to self-regulation. This movement from the external to the internal is referred by Vygotsky as internalization, an important tenet from his Sociocultural Theory, as further explored in the next section.

2.2.2 Internalization

Internalization occupies a central position in Vygotsky's Sociocultural Theory as it is the process that leads to the origins of higher mental functions. Vygotsky believed that the biological endowment and sociocultural factors, or, to put it in other words, the internal and external lines of development, "were necessary for human thinking to emerge and develop" (Lantolf & Thorne, 2006, p. 153) thus could not be dissociated. Based on this assumption, he proposed the core concept of internalization as a way to solve the mind-body dualism that persisted on separating the mental (mind) and material (brain) sides of human existence (Lantolf & Throne, 2006).

In Vygotsky's understanding, internalization is a negotiated process of development that is co-constructed both intra- and interpsychologically. In other words, it is a transformative and reciprocal process that occurs from the outside (external, material world) to the inside (internal, mental world).

As aforementioned, the process of internalization can result from three kinds of mediation: i) object-regulation, exemplified by the physical lesson plans that teachers take to class in order to guide their teaching; ii) other-regulation, best illustrated by the intervention of a more

experienced other, as in the case of a teacher educator contributing and intervening on a lesson plan, for example; and iii) self-regulation, when the teacher has a well-organized internal plan, and the class can be taught regardless of the physical presence of the lesson plan properly.

This process of internalization, however, is not the unilateral movement from the external to the internal. It is a bi-directional process that also includes reverse moments, in which what is already inside comes to the outside: externalization. This reverse movement aids the individual in understanding and (re)organizing the introduced signs by reproducing them into social environments, leading to self-regulation. Thus, the process of internalization, according to Smagorinsky, Cook & Johnson (2003), follows a *twisting path*, which develops over time through prolonged and sustained participation in social activities embedded in culture and history. Moreover, this *twisting path* is not direct or linear in the sense that what today may seem learned and internalized can move backwards in future moments, can be back questioned or doubted or unclear.

In addition, Lantolf and Thorne (2006) explain that the nature of internalization is imitative, not in the behaviorist understanding of the concept, but as an intentional, complex, and transformative process through which socioculturally constructed artifacts are made sense of and become meaningful. In other words, imitation "involves goal directed cognitive activity that can result in transformations of the original model" (Lantolf & Throne, 2006, p. 203) meaning that the individual does not mindlessly copy the behavior or speech of more expert others, instead, they reproduce it with the intention of reorganizing and understanding new knowledge.

In this vein, "the process of internalization is not the transferal of an external activity to a preexisting internal 'plane of consciousness': it is the process in which the plane is formed" (Leont'ev, 1981, p. 57 as cited in Johnson, 2009, p. 18). In this sense formal instruction plays a very important role in order to develop higher mental functions in a way that humans are able to become more fluent users of sign systems (Wertsch, 2007).

In light of this, for the scope of this study, the process of internalization might be perceived or traced through teachers' transformative imitation of the instructional practice formally instructed by the teacher educator along the pre-service program.

Along with the idea of internalization, Vygotsky developed the notions about how concepts are developed within human learning, which is will be dealt with next.

2.2.3 Concept Development

In his theory of mind, Vygotsky emphasizes that one's active participation in culturally organized social activities can create opportunities for learning that may lead to the development of concepts. Although, as previously mentioned, the internalization of concepts does not happen in a straightforward manner; instead, the development of concepts is a dynamic activity that follows a twisting path, meaning that one can repeatedly go back and forward through the process while participating in activity and abstract reasoning (Johnson, 2009, p. 20).

Vygotsky (1986) distinguished between two types of concepts: everyday and scientific. The first type, everyday concepts, is fundamentally part of one's living experiences as human beings, meaning that they evolve from one's participation in daily activities and can be subdivided into two categories: spontaneous and non-spontaneous concepts. Spontaneous concepts arise out of one's active participation in concrete practical experience within one's community, based on empirical knowledge, requiring prolonged periods of participation in practical experience in order to develop (Lantolf, 2007).

Spontaneous concepts are developed when one is socialized into a culture, being to a great extent imperceptible to conscious inspection, thus "when someone tries to bring this type of knowledge into consciousness the result is usually a vague, incoherent, incomplete, and even inaccurate statement of the concept" (Johnson, 2009, p. 20). A child, for instance, can categorize a whale as a fish based on their observation of the whale's characteristics (lives by the water and has fins), whereas in L2 teacher education, a novice teacher can answer "group work" when asked to define cooperative learning on the basis of her experience as a learner. (Lantolf, 2007; Johnson, 2009).

Also arising from one's practical daily experiences within a community, non-spontaneous concepts differ from spontaneous concepts in the sense that they are intentionally taught and consciously acquired. In the development of non-spontaneous concepts, "the individual follows a set of behaviors on what to do under certain circumstances, grounded in directly observable empirical experience" (Lantolf, 2007, p. 40). Non-spontaneous concepts include activities such as baking a cake, where one

does not need a profound knowledge of chemistry in order to perform the task, or as cutting meat, where the butcher does not need to understand animal biology to do their job. In L2 teacher education, for instance, a teacher may conduct a "role-play" by grouping students, assigning them roles, and providing instructions as how to perform the task using the language learned in previous classes, without necessarily to deeply understanding the principles of meaningful communication or comprehensible input. What is clear, however, is that if they do, they will have students benefit much more than the pure activity of getting together in groups.

Both spontaneous and non-spontaneous concepts are learned informally during practical everyday activity situated in the social and cultural contexts in which they occur, thus everyday concepts become more difficult to be applied into new situations other than those in which they take place.

In contrast, scientific concepts, although similarly based on human experience, allow the individual to go beyond their everyday experiences and apply them properly into situations that are different to the ones they originally come from since they arise from theoretical knowledge. They "represent the generalizations of the experience of human kind that is fixed in science, understood in the broadest sense of the term to include both natural and social science as well as the humanities" (Karpov, 2003, p. 66). Moreover, scientific concepts are, contrary to their counterparts, explicit and open to conscious inspection, evolving through systematic instruction.

Vygotsky's (1987) investigation on concept formation brought out that the path to concept development is formed by three phases: individuals first develop complexes, that later turn into pseudoconcepts, which finally evolve into concepts. Complexes and pseudoconcepts are similar to what is found in the theoretical unity of a concept, however they present inconsistencies. A complex, as explained by Smagorinsky, Cook, and Johnson (2003), "lacks the unity of both scientific and spontaneous concepts and the formal, abstract logic that underlies a scientific concept" (p. 6). A complex, according to Vygotsky (1987) "is based on heterogeneous empirical connections that frequently have nothing in common with one another" (p. 117). On its turn, a pseudoconcept is "shadow of the concept" (Vygotsky, 1987, p. 122) in the sense that it presents all the appearances of a concept but the objects are still connected based on simple association, thus the internal contradictions of a

pseudoconcept presents prevent it from being a concept (Smagorinsky, Cook and Johnson, 2003, p. 7).

Vygotsky (1987) argues that throughout the path of concept development, systematic instruction plays a leading role but that without empirical knowledge it will not result in the development of concepts. He states that because concept development is embedded in social practice, it requires the interplay of both spontaneous and scientific knowledge in order to be comprehensive. Vygotsky maintains that knowledge without scientific concepts can be restricted and unsystematic; whereas learning only through scientific concepts, without recognizing the importance of empirical experience can result in "empty verbalism" (Vygotsky, 1987, p. 150). Thus, as Smagorinsky, Cook, and Johnson (2003) put, "while spontaneous concepts may be developed without formal instruction, scientific concepts require interplay with spontaneous concepts" (p.1).

It should be clear by now that instruction – or formal teaching – does not imply learning. Individuals have different social origins and interactions, and therefore present different levels of development while learning about different issues. It is these differences in development that the section that follows dedicates to.

2.2.4   Zone of Proximal Development

Vygotsky (1978) placed great importance in the social relations established through schooling, since it is through formal instruction that our everyday concepts are reconceptualized into scientific concepts, "introducing something fundamentally new into the child's development" (p. 36). He also stated that any child when begins to be formally instructed already possesses a learning history, meaning that there are a number of tasks that the child can perform independently, without the assistance of others, thus, any kind of formal instruction should take into consideration the developmental levels that have already been achieved by the child.

In light of this, Vygotsky (1978) developed the concept of the zone of proximal development. This concept establishes two developmental levels for the individual: actual development and potential development. The former is defined as "the level of development of a child's mental functions that has been established as a result of certain already completed developmental cycles" (Vygotsky, 1978, p. 37), which means the activities or tasks that the child is already capable of performing alone, without the assistance of others. The later stands for the potential, the next level of development to be achieved, referred to as the zone of proximal

development (ZPD). Vygotsky (1978) defines the ZPD as "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.38).

Figure 2 bellow exemplifies these two developmental levels:

Figure 2 – Developmental levels and zone of proximal development
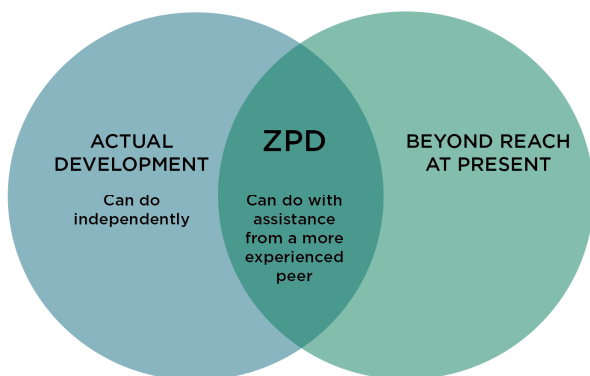
The notion of the ZPD was one of the latest concepts to emerge in Vygotsky's writings and has always caught the attention of researchers from different areas of study, especially within education. According to Swain et al. (2010), because Vygotsky did not seem to have had time to deepen his studies about this concept, many researchers have attempted to formulate a construct of the ZPD. The authors mention that "some researchers and teachers use the term ZPD along with other sociocultural concepts when referring to social interaction and cultural awareness, but do not take into account Vygotsky's theory of mind" (p. 16)

In this regard, Lantolf and Thorne (2006) state that

> though some extensions and applications of the ZPD may fall outside what can be linked to the work of Vygotsky [...] our view is that a number of constructs that SLA researchers and language educators seem to treat as nearly synonymous with the ZPD, such as assisted performance (Tharp and Gallimore, 1988),

> legitimate peripheral participation (Lave and Wenger, 1991), and scaffolding (Wood, Bruner, and Ross, 1976), may be more profitably kept distinct from the ZPD concept so that the benefits and constraints of their use do not become confused with those of the ZPD." (p. 288)

In spite of all the theoretical discussions over the ZPD and the broaden (mis)use of the concept, Vygotsky's work concerning the zone of proximal development contributes greatly to the field of education. In L2 teacher education settings, for instance, by recognizing what teachers (novice and non-novice) are able to perform by themselves, as well as what they are able to achieve when assisted by more experienced peers, teacher educators can create effective mediational strategies and "work with learners at the boundaries of their potential, or their ZPD" (Johnson & Golombek, 2016, p. 26).

Some mechanisms identified by Aljaafreh and Lantolf (1994), namely *graduation* and *contingency*, can aid the intervention within the ZPD.

> Assistance should be *graduated* – with no more help provided than is necessary because the assumption is that over-assistance decreased the student's ability to become fully self-regulated. At the same, a minimum level of guidance must be given so that the novice can successfully carry out the action at hand. Related to this is that help should be *contingent* on actual need and similarly removed when the person demonstrates the capacity to function independently. (Lantolf & Thorne, 2007, p. 211)

In other words, assistance focused on the ZPD, provided by a more knowledgeable other, has to be neither easy nor difficult, but challenging enough so that it enables the teachers to build on their current knowledge in order to advance in their development. Moreover, giving teachers constant and gradual release of feedback as well as opportunities for practice will also aid improving their development.

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CHAPTER 3

METHOD

3.1 INTRODUCTION

The objective of this chapter, divided into seven sections, is to present the method used for the development of this study. Section 3.2 deals with the goal and nature of the study; 3.3 provides information concerning the setting where the study was conducted; 3.4 describes the participants engaged in it: teacher and teacher educators; 3.5 displays the procedures for data collection; 3.6 presents information regarding the analysis of the data. Finally, 3.7 portrays information about the Ethics Review Board.

3.2 THE STUDY

The primary goal of this study is to investigate how a non-novice teacher develops her understanding and consequent use of the pedagogical principles and tools of Communicative Language Teaching as she engages in microteaching sessions of a pre-service English teaching program in a private language institute in Brazil. Therefore, in order to do so, the three microteaching sessions of the participant were video recorded, as well as the subsequent mediating sessions so as to: (a) identify the aspects of the class that have been addressed by peers and teacher educators along the mediating sessions, and how they have been addressed; (b) detect the didactic-pedagogic aspects that have changed from one class to the next; and (c) draw a relationship between the changes occurred in the classes and the aspects commented on by peers and teacher educators along the mediating sessions.

In pursuing to understand the cognitive developmental changes that may occur during microteaching sessions, a method that yields detailed data about the particular changes is necessary. Therefore, in order to achieve this purpose and to answer the research questions previously presented, this research, characterized as a case study, will be carried out under the scope of the microgenetic method (Vygotsky, 1981) since it attempts to investigate the process of change of the higher forms of mental behavior in the moment that they occur (Lantolf & Thorne, 2006).

Microgenesis, according to Wertsch (1985), is "a very short-term longitudinal study that traces the development of psychological process

that occur in learning and cognitive development", which, as Lantolf and Thorne (2006) point out, is a "consequence of Vygotsky's new way of theorizing humans and human psychological functions as they are mediated by social practices and cultural artifacts" (p. 25). Hence, by observing the participant throughout the period of change, a study conducted under the light of the microgenetic method can provide more detailed descriptions of particular changes that "reveal the steps and circumstances that precede a change, the change itself, and the generalization of the change beyond its initial context" (Crowley & Siegler, 1991).

In other words, microgenetic studies allow observations of specific changes related to specific aspects of teacher cognition in the very moment these changes take place, indicating the conditions under which these changes occur and yielding qualitative data that sheds light on the aspects of change.

In research that is conducted within the context of education under the scope of the microgenetic method, the qualitative approach appears to be an adequate method for data analysis. According to Dörnyei (2007), in a qualitative research method, participants' opinions, experiences and feelings are accounted for. Moreover, a qualitative approach, as the author states, is interpretative, subjective and reflexive, and tends to give rich description of the issue(s) in study as it occurs.

In addition to that, still referencing André (2000), qualitative studies can encompass a heterogeneous set of methods, techniques, and analysis that range from ethnographic and anthropological studies, case studies and action research to discourse analysis, narratives, and life stories.

A common strategy that has been used not only in educational research, but also in psychology, political sciences and sociology, case studies, as Yin (2001) argues, provide the understanding of complex social phenomena, and allow an investigation that preserves the holistic characteristics of the real life events. For the author, "a case study is an empirical investigation that looks into a contemporary phenomenon within its real life context" (p. 32).[5]

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[5] "Um estudo de caso é uma investigação empírica que investiga um fenômeno contemporâneo dentro do seu contexto da vida real" (Yin, 2001, p. 32)

Furthermore, André (1995) argues that "case studies are focused on the knowledge of the particular" (p. 31)[6], in other words, when a researcher selects a particular unit, their interest is to understand it as a unit, including the comprehension and the description of the process itself. Thus, knowledge generated from case studies is concrete, focused on the interpretation of the reader, and contextualized. Context is the focus of the next section.

3.3 SETTING

3.3.1 The Language Institute

Teacher development is a life-long process (Johnson, 2006) and teacher cognition develops across social interaction in multiple social contexts, including – and possibly more importantly – the places where teachers work. It is thus paramount that the setting of investigation of this research – a pre-service English teaching program held by a private language institute that provides English lessons to Brazilian students in the city of Florianópolis, Santa Catarina – is well described.

The first unit of this language institute opened in 1950 and since then it has expanded all over the country with an estimated number of 420 units in 2015. In Florianópolis, the first unit opened in 1977 and it has nowadays three units with an approximate number of 600 students and 13 teachers. My history with this language institute began in 2005 when I started working as an English monitor in Santa Maria – RS, becoming a teacher in 2007. In 2014, I moved to Florianópolis – SC and continued working for this language institute, in its branch in Santa Mônica neighborhood. Since 2015, besides being an English teacher I have become a pedagogical coordinator within the Florianópolis unit.

While being a pedagogical coordinator and having worked within the institute for more than 10 years influenced my decision of choosing this institution as the setting for this study, the primary reason for this choice lies on the fact that this language institute is pioneer in providing its pedagogical staff with a range of practices to foster their professional development and I had easy access to the place since I was part of the staff. Another reason for having chosen this LI is that the pedagogical

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[6] "Estudo de caso está focado no conhecimento do particular" (André, 1995, p.31)

staff was willing to participate in this study since they value academic research and were interested in seeing the results of a study carried out in their context. In addition, the pre-service English teaching program is carried out twice a year; therefore, I have more possibilities of finding newly hired teachers that would be willing to participate in the study and collecting data.

Among the main characteristics of this language institute is the development of textbooks and materials specifically for Brazilian learners. These resources are developed by teachers who are part of the pedagogical staff of the units around the country in conjunction with a group of linguists who work in the institute headquarters. This group of linguists is also responsible for developing courses for forming new teachers, such as the pre-service English teaching program, as well as courses aimed at the continuous education of the pedagogical staff.

Because the language institute provides a specific education program for new teachers, having a degree in languages is highly desired, but not mandatory, although those who do not have a degree in the area (Languages or Pedagogy) are motivated to pursue it. In addition, teachers are required to have an advanced level of English, and the institute offers them the possibility to participate in regular language classes in order to improve their language skills.

As part of the demands for teachers, they have to participate in group pedagogical meetings that occur twice a month, and in the in-service program that occurs twice a year before the beginning of the semester. In addition, during the school semester, teachers attend monthly individual meetings with a pedagogical coordinator in order to reinforce their teaching skills according to the methodology of the LI and work on self-development, besides taking part in classroom observations followed by feedback sessions and discussion groups.

Along with the aforementioned demands, teachers are also encouraged to carry out small research within the language institute and to develop teaching materials that can be presented in the National Teaching Seminar of the language institute that occurs every two years. Teachers whose presentations get accepted have their participation paid by the institute.

3.3.2 The Pre-service English Teaching Program

The pre-service English teaching program from which data were collected is part of the developing process for newly hired teachers held

by this language institute (LI). This program occurs twice a year, in January and July, before the school semester starts, and newly hired teachers engage in actual teaching after being presented with the guiding principles that frame the institutes' courses. It is a 60-hour program divided into three parts: Theoretical Part, Observational Part, and Microteaching Part, and it usually lasts three weeks, depending on the number of participants, which is around 15 in the January edition and 7 to 10 in the July edition.

The first part of the program is the theoretical part, which takes around 10 hours. In this part, teachers reflect about the profession of being a language teacher as well as engage in workshops and discussions about the theoretical aspects of language teaching and learning as well as the history of the LI and the approach that guides their practice. In order to actively participate in the workshops and discussions, teachers are previously assigned readings such as Nunan, 1991; Larsen-Freeman, 2000; Richards, 2006; Polifemi, 2009, where they approach concepts like student centeredness, negotiation of meaning and meaningful communication, as well as tools like pair work, modeling and links, for example.

Particularly, since the LI adopts a communicative language teaching approach, one of the aspects that are focused on during these 10 hours, are the "Ten Core Assumptions of Current Communicative Language Teaching" designed by Richards (2006, p.22-23) and presented in Figure 3 below:

Figure 3: Ten Core Assumptions of Current Communicative Language Teaching

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both in activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in language classroom is that of a facilitator, who creates a classroom climate conductive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

Source: (Richards, 2006, p. 22-23)

The second part of the pre-service is dedicated to relating the theoretical principles adopted by the language institute so far presented to practice. In this 25-hour part, called Observational Part, newly hired teachers have the opportunity to engage in activities in which they examine the LI materials in order to identify the underlying theoretical concepts discussed in the previous part. After that, teachers are instructed on how to prepare a lesson using the lesson plan model developed by the Language Institute. This model, named Task Analysis Framework (TAF, see Appendix A) was developed by Polifemi (2009) based on the notions of Communicative Task from Nunan (1989) and consists of seven components: objective of the task, input data, grouping, instructions, procedures, link to the next task, and related homework. The component named *Procedures* is divided into three phases called *Preparation*, *Performance*, and *Accountability*, which constitute the basis of a lesson, thus receiving special attention during the Observational Part.

Furthermore, newly hired teachers participate in classes taught by pedagogical coordinators and other teachers from the LI that aim at modeling the pedagogical practices adopted by the LI. These classes focus on each of the specific aspects: oral skills focusing on the learning of lexical and grammatical aspects, reading skills, and listening skills. In these classes, participants take turns in acting as students and observers, the latter being encouraged to take notes regarding the aspects of the class according to the instructions presented in the Task Analysis Framework and the theoretical framework previously discussed. After each class, the

pedagogical coordinators conduct a discussion concerning the class, the techniques and procedures used.

The final part of the pre-service English teaching program is the Microteaching Part that lasts about 25 hours, depending on the number of participants. On the last day of the observational part, participants receive four topics for the microteaching sessions focusing on oral skills (two lexical topics and two grammatical topics), although they may not be able to present all of them. The topics are assigned by the pedagogical coordinators, who choose them considering the probable levels these teachers will teach during the semester, as well as their linguistic level. The pedagogical coordinators also randomize the order of the participants for the microteaching sessions, besides dividing the group of teachers in case there are more than eight participants, which happens due to time constraints.

The topics assigned for the microteaching sessions focus on the development of oral skills and are elaborated by the pedagogical coordinators based on the materials used by the LI. The description of the topic given to each teacher contains information regarding the objective of the lesson as well as instructions for the preparation. The topics are divided into lexical and grammatical[7] so that the participating teachers know what the focus of the class is (vocabulary, in lexical topics; grammar in grammatical topics). In order to outline this information, I present Figure 4, which contains examples of lexical and grammatical topics.

Figure 4: Examples of lexical and grammatical topics assigned for microteaching

| Lexical topics | Your objective is to prepare a task in which students will learn to talk about appearances using "What does she look like?" and physical description vocabulary. Make sure you prepare a TAF and take to the microteaching session any extra material you will need. The school does have some flashcards, pictures, etc., that can be used. Talk to your coordinator. You should organize your microteaching to last 20 minutes. |
| | Your objective is to prepare a task in which students will learn to describe places in a city (bank, hospital, etc.). Make sure you prepare a TAF and take to the |

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[7] Even though the names used are lexical and grammatical, the topics assigned do consider the functions embedded.

	microteaching session any extra material you will need. The school does have some flashcards, pictures, etc., that can be used. Talk to your coordinator. You should organize your microteaching to last 20 minutes.
Grammatical topics	Your objective is to prepare a task in which students will learn to talk about events and their relationship through time (past perfect). Make sure you prepare a TAF and take to the microteaching session any extra material you will need. The school does have some flashcards, pictures, etc., that can be used. Talk to your coordinator. You should organize your microteaching to last 20 minutes.
	Your objective is to prepare a task in which students will learn to talk about the frequency in which they do certain things using "How often do you…" and frequency adverbs. Make sure you prepare a TAF and take to the microteaching session any extra material you will need. The school does have some flashcards, pictures, etc., that can be used. Talk to your coordinator. You should organize your microteaching to last 20 minutes.

Source: TEP Material (Polifemi, 2009)

For the microteaching sessions, teachers are supposed to plan the lessons on the assigned topics based on the pedagogical practices used by the language institute and the Task Analysis Framework. After that, following the order previously decided, the participant teaches the lesson for the group of peers who participate as students. During the class, the pedagogical coordinator takes notes regarding the didactic-pedagogical aspects of the class and the information contained on the lesson plan, and, if necessary, participates as a student as well.

The feedback session, named mediating session for the scope of this study, occurs immediately after the class finishes. In this session, the pedagogical coordinator recalls the steps of the class with the aid of the teacher and peers, making comments on the didactic-pedagogic aspects that were either present or lacked in the class. The pedagogical coordinator also encourages the teacher and peers to reflect upon the pedagogical practice and externalize what they consider alternative instructional strategies that might have been appropriate for the each step of the lesson.

After that, teachers are able to rethink the lesson and adjust their practice based on the feedback. However, instead of re-planning the same class, they plan the next lesson for the microteaching session of a different lexical or grammatical aspect of the language and attempt to incorporate the feedback given into the new lesson.

Finally, the design of the microteaching sessions from which data were collected for this study provides opportunity for teacher candidates to engage in activities related to teaching that create a great variety of opportunities for mediation from peers and teacher educators through the multiple sessions in which the same teacher candidate engages either as teacher or as student, and attempts to materialize and enact the teaching practices.

Having explored the context of investigation for the present study, I now move on to the participants.

3.4 PARTICIPANTS

The participant whose development is traced is a non-novice teachers of English without an academic education in TESOL taking part in the 25-hour microteaching component within the 60-hour English Teacher Program held by the private language institute previously described. Other participants include the two teacher educators who conducted the pre-service English teaching program and work in the Language Institute.

3.4.1 The teacher

The teacher participating in the pre-service English teaching program was selected for this research due to possessing previous teaching experience, lack of an academic education in TESOL, and willingness to participate in the research. The criteria for choosing the participant will be dealt with in the section dedicated for data collection. Following, there is a brief description of her

3.4.4.1 Mariana

Mariana, Brazilian, was 22 years old at the time of the study. She started studying English in 2006 in one of the units of this same language institute located in the southern part of Santa Catarina. In 2011, when she

finished the advanced course in the LI, her English teacher indicated her for a teaching position due to her great level of English and active involvement with the LI. After participating in a 30-day exchange program in Canada, she started teaching English at the LI. During a 3-year-period that she was a teacher there, she also pursued a degree in Journalism and graduated in the end of 2015. Then, she moved to Florianópolis – SC and decided to continue working as an English teacher, applying for a job at the Florianópolis unit of the language institute, where she was hired and participated in the pre-service English Teaching Program in the winter of 2016. Her level of English proficiency is advanced.

3.4.2   The teacher educators

The two teacher educators were responsible for conducting the pre-service English teaching program in which data for this research were collected, as well as hiring the teachers for the program. Both teacher educators have participated in training programs offered by the LI which are designed especially for pedagogical coordinators, in addition, they take part in meetings with pedagogical coordinators of other schools of the LI twice a year, as well as monthly individual meetings with the regional pedagogical coordinator. Finally, they participate in bi-annual national seminars for pedagogical coordinators of the LI. The teachers educators are briefly described below.

3.4.2.1 Márcia

Márcia, who was 47 at the time of the study, has been working as an English teacher since 1990 in the same language institute this study was conducted. Besides teaching, she has also worked as a pedagogical coordinator since 1994 in this language institute. As a teacher educator, she is responsible for attending teachers' classes, giving feedback, formulating and implementing pedagogical and linguistic developmental plans for teachers, preparing and giving pedagogical workshops, and conducting the pre-service English Teaching Program. She has a degree in English (Letras-Inglês) from UFSC and an M.A. degree in Teaching English as Foreign Language from FUNIBER (Fundação Universitária Iberoamericana) She has participated in a number of pedagogical workshops and seminars within the Language Institute of this study. In addition, she has also written a series of four textbooks for the language

institute aimed at Brazilian EFL learners from nine to 11 years old that focus on language learning.

3.4.2.2 Douglas

Douglas, who was 36 at the time of the study, has been working as an English teacher in language schools in Florianópolis since 2001, teaching children, teenagers, adults and private classes. Having started working as an English teacher in the LI in 2005, he has also worked as a pedagogical assistant for 6 years, and in 2014, he became a pedagogical coordinator. Like Márcia, his job as a pedagogical coordinator aims at assisting teachers in pedagogical matters. He has a degree in Business Administration, and has started a degree in French (Letras-Francês) and in Portuguese (Letras-Português) at UFSC, although he did not finish. During his career at the LI, he has taken part in a number of pedagogical workshops and seminars, where he has also presented workshops on teaching and pedagogical management.

3.5 PROCEDURES AND INSTRUMENTS FOR DATA COLLECTION

This study took place in a pre-service English teaching program of a language institute in the city of Florianópolis – SC over a two-week period, from July 18th to July 29th, 2016. During the time in which the study was conducted I was on my vacation period from the school, therefore, I did not participate in the pre-service English teaching program as a pedagogical coordinator, neither did I select teachers for the program, so as not to jeopardize the results of this study.

In the months of May and June, 2016 the two pedagogical coordinators previously described selected the eight teachers who would participate in the program. Then, in the second week of July 2016, I sent an e-mail to the teachers participating in the program and invited them to attend a meeting that took place on July 18th. In this meeting, I provided all the information and procedures for this study, as well as their rights involving studies on human beings, which are guaranteed and protected by UFSC ethic committee. In addition, those who wished to participate in the study were asked to read and sign the term of consent (Appendix B before I started collecting the data. All teachers decided to participate in the study and signed the consent form.

The microteaching part, from which data was collected, started in the end of the first week of the program and finished on July 29th, and the microteaching sessions of the eight participants were audio and video recorded with a camera positioned on one of the back corners of the classroom. The use of audio and video recording was rendered important due to the amount of interaction that occurred during the lessons and their subsequent feedback. As this is a key moment likely to foster development and change, video recording the lessons seemed to be the best way for the researcher – who was not present at data collection – to be able to observe these processes and recall them during the analysis of the data. The reason that motivated the decision not to have the researcher be present during the microteaching sessions was to avoid any kind of interference and to allow the sessions to occur as naturally as possible.

Besides audio and video recording the microteaching sessions, at the end of each session, I also collected data from the work produced by the participants, which included (a) the lesson plan produced by the participants, named Task Analysis Framework (TAF), and (b) the resources used to supplement the lesson such as handouts, pictures, games, images, and others. The participants produced these data as part of the program and not for purposes of this research, thus they originate from naturally occurring events that participants went throughout the program.

After the Microteaching Part was over, I narrowed down the scope of this study and selected the teacher whose classes were analyzed in this research based on the criteria of having previous teaching experience and lack of an academic education in TESOL. The reasons for choosing these criteria for the selection of the participants is due to the lack of studies in the context in which participants have teaching experience but lack academic instruction in TESOL, specially due to the fact that in Brazil, it is very common for language institutes to hire teachers belonging to this scenario since most of the times, teachers without academic education in TESOL have higher proficiency than those who come from universities.

Having explained how the data was collected, the next section is devoted to procedures for data analysis.

3.6   PROCEDURES FOR DATA ANALYSIS

The analysis of the data collected followed a qualitative paradigm (Dörnyei, 2007; André, 2000) under the light of the microgenetic scope (Vygotsky, 1987), since it is through microgenesis

that it is possible to notice developmental changes related to specific aspects of teacher cognition.

The microteaching sessions of the participant were observed chronologically and during the analysis I focused on the aspects the Communicative Language Teaching approach, observing and reflecting upon the data collected through the use of interpretative content analysis. In addition, I tried to find signs of the tenets presented in the sociocultural theory (mediation, internalization, zone of proximal development, and concept development).

In order to answer the specific research question 1 ("What aspects of the class have been addressed along the mediating sessions? How?") I transcribed and watched the mediating sessions in chronological order and made a chart with the aspects that were addressed besides highlighting the comments made on these aspects by teacher educators, peers and Mariana herself. For the specific research question 2 ("What didactic-pedagogic aspects changed from one class to the next?") I watched each class, also in chronological order. At this point, I used the notes and charts made during the analysis of the mediating sessions to check whether the didactic-aspects commented on had presented changes or not.

Finally, to answer specific research question 3 ("What relationship can be drawn between the changes occurred in the classes and the aspects commented on by peers and teacher educators along the mediating sessions?") I established a relationship between the aspects addressed and commented on during the mediating sessions and the moments where changes have emerged in the lessons referring to the theoretical foundations of my study.

For the transcriptions, I used the codes from Figure 5.

Figure 5: transcription conventions used in the transcription of the microteaching sessions and mediating sessions presented in this study.

Transcription Conventions	
T	Teacher
TE	Teacher Educator
P	Participant (other participating teachers)
Ps	Participants (used for moments in class when they all say the same word/sentence)
Italics	Text in English / with a grammar mistake / use of bad words / in Portuguese / showing emphasis
( )	Contextualization provided by the researcher

[ ]	Short hesitation / pause
(!)	Expression of counter-expression (e.g. surprise, amazement, etc.)
[…]	Long pause (3 seconds or more)

3.7 ETHICS REVIEW BOARD

Due to the involvement of human subjects in this research, this study was submitted to the Ethics Review Board (CEPSH – UFSC) and granted under the number 1.438.908. For consent forms, see Appendix B.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

The data collected from all the teachers participating in the pre-service English teaching program comprises about 10 hours of microteaching sessions and 15 hours of mediating sessions, therefore, making it too vast to be thoroughly analyzed in a master's thesis, due to its restriction in size and scope. Hence, as previously mentioned in Chapter 3, the analysis will consist of the three microteaching sessions and their subsequent mediating sessions of one non-novice teacher without an academic education in TESOL. The data collected from this teacher will be analyzed considering the most relevant features presented in accordance with the goal of this study, which is to trace how the non-novice teacher, Mariana, developed along the study, reminding that the research question guiding this study is: "How does a non-novice teacher without academic education in TESOL develop her understanding and consequent use of the pedagogical principles and tools of Communicative Language Teaching as she engages in microteaching sessions of a pre-service English teaching program?", and the specific research questions are (i) What aspects of the class have been addressed along the mediating sessions? How?; (ii) What didactic-pedagogic aspects have changed from one class to the next?; and (iii) What relationship can be drawn between the changes occurred in the classes and the aspects commented on by peers and teacher educators along the mediating sessions?

To answer the first specific question, I analyzed the mediating sessions. To answer the second specific question, I analyzed the lessons. And, finally, to answer the third specific questions, I took both the lessons and mediating sessions into consideration.

After a preliminary analysis of Mariana's microteaching and mediating sessions, the most prominent pedagogical principles and tools of Communicative Language Teaching that emerged both in her practice and in the mediating sessions were related to aspects of the concept of *student centeredness*, thus becoming the category of analysis of the present study. Further tools related to the concept of student centeredness

were identified and thus looked into, namely *use of pair work,* and *use of students as models for giving instructions.*

4.2 STUDENT CENTEREDNESS

A significant change in classroom brought by CLT in opposition to previous approaches to language teaching is the shift in the role of the teacher and the students in the process of teaching/learning a language. As Richards (2006) points out, in a communicative class one of the roles a teacher should take is

> that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning. (p. 23)

Learners, in their turn, engage into a more active role becoming "negotiators between the self, the learning process, and the object of learning" (Richards & Rodgers, 1986, p. 77). Hence, they are expected to rely less on the teacher as model and take greater responsibility for their own learning through cooperation activities, pair work, and group work. In other words, the class should be no longer centered on the teacher, rather, the focus is transferred to the student as the center of attention, where one of the teacher's new responsibilities is to encourage students to use the target language as much as possible.

Student centeredness is one of the concepts of CLT that teachers are exposed to during the Theoretical and Observational Parts of the pre-service of the language institute where the study was conducted. When discussing this concept, teachers are presented with an array of tools that aim at facilitating their instruction and which they should be able to put into practice, so that the activities carried out in class favor the interaction between student-student, again placing the learner as the center of attention.

Those tools include, among others, *the use of pair work* aimed at increasing student-student interaction, and *the use of students as models for giving instructions* as opposed to the teacher reading or telling students what they are supposed to do.

Observing Mariana's microteaching sessions and subsequent mediating sessions, it is possible to notice that a number of aspects related

to the aforementioned tools used in the LI for promoting a student-centered class have been regarded as something to be further developed.

The analysis of this category, which is presented below, follows a chronological order and there are excerpts[8] of classes and mediating sessions, as well as extracts from the lesson plans (Task Analysis Framework) Mariana produced. As follows the codes adopted in the transcriptions are reproduced in order to facilitate the comprehension of the analysis.

Figure 6: Transcription conventions used in the transcription of the microteaching sessions and mediating sessions presented in this study.

Transcription Conventions	
T	Teacher
TE	Teacher Educator
P	Participant (other participating teachers)
Ps	Participants (used for moments in class when they all say the same word/sentence)
Italics	Text in English / with a grammar mistake / use of bad words / in Portuguese / showing emphasis
( )	Contextualization provided by the researcher
[ ]	Short hesitation / pause
(!)	Expression of counter-expression (e.g. surprise, amazement, etc.)
[…]	Long pause (3 seconds or more)

Before going into the analysis of the tools that were introduced by the teacher educators with the aim of promoting a student centered learning environment, one aspect of relevance also worth looking into is the flexibility that teachers must have in relation to their planning so that they attend to their students' needs, which we may call *adaptation of the class plan according to students' needs*. The result of being flexible and responsive to students' needs will garner greater levels of student engagement and turn participation into as meaningful as possible.

In CLT approach, being capable of adapting the plan relates to the concept of student centeredness in the sense that, by doing so, the teacher

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[8] For this study, the word excerpt is used for illustrations of Mariana's classes and mediating sessions once these are transcriptions from video recordings. Extract, on the other hand, is used in this study for portions of text deriving from the plans written by Mariana.

is effectively promoting an atmosphere where students' interaction is "meaningful, relevant, purposeful, interesting, and engaging" (Richards, 2006, p. 23). In the pre-service, one way in which this aspect is demonstrated and discussed occurs with the intention that teachers become able to understand that whenever students show difficulty in expressing their thoughts, the teacher should provide the language items necessary - even if not planned - so that the student conveys a message that is as close as possible to their real intention.

In Mariana's practice, she avoided changing her class plan even though students presented difficulties in performing a task or providing their true opinion in discussions. This can be seen in Microteaching Class 1 (MC1) whose objective was to "allow students to talk about different levels of possibility in the future. Make them aware of the correct use of *will*, *may* and *might*. Create opportunity for them to think about and discuss about life in the future". The paper she received from the teacher educators containing the objective for her first microteaching class does not specifically mention the use of negatives (*will not, may not,* and *might not*), however it is understood that students may use negatives in case they need.

It is possible to notice that Mariana does not anticipate that need (use negatives) and plans her class with *will, may* and *might* only. In practice, she does exactly as planned as in one of the activities she performs, even though students show difficulties in expressing their real opinion about the topics being discussed - which is negative -, she still does not introduce the negative form of the modals. Instead, she insists that the student uses *will*, *may* or *might,* in the affirmative form, to express their thoughts. Excerpt 1 illustrates this moment.

Excerpt 1: Microteaching Class 1 (MC1) (time: 14'50" - 17'21")
P1: I think robots might have feelings.
T: Do you agree? (pointing to other students) May? Might?
P2: I disagree.
T: So, can you rephrase it?
P2: Ok, I think robots might… *aham*, don't might teacher? I don't think they are going to (have feelings).
T: It is a negative sentence?
P2: Yes, but I don't know the negative.
T: But you want to express a negative thought?
P2: Yes. I want to say a negative sentence.

T: Ok, but can you say it the way you know? With *will*, *may* or *might*? What you want to say.

P2: I think robots might not have feelings.

T: Ok, so now you know the negative one (speaking to all the students), but you weren't supposed to use the negative sentences. (…)

P3: I don't think that (robots having feelings) can happen.

T: So, you are saying that this is a low possibility…

P3: Well, I am saying that there is no possibility for that (robots having feelings)

T: Ok (to another student), how can you express what you think?

P3: *Ahm… eh… may… may?*

T: Low possibility guys, can you remember?

P2: Might.

T: Yes, she just said. So can you (P3) make a sentence using that?

P3: *Ahm… eh…* robots might love.

T: Perfect! Excellent! And you, P1?

P1: *Ahm…* I think there is a very low possibility… so, *ahm…* they… *hum…* they might think about loving.

T: Yes, that is it. Very good, might.

In order to follow the plan *ipsis literis,* Mariana ends up giving a wrong message: 'no possibility' can be expressed by the use of a modal of 'low possibility' as highlighted in bold in Excerpt 1. She thus chooses to follow the plan in opposition to responding to the need of the students.

Towards the very end of the mediating session 1 (MS1) the TE brings up the moment illustrated above, as exemplified in Excerpt 2.

Excerpt 2: Mediating Session 1 (MS1) (time: 18'27'' - 19'28'')

TE: There was one aspect that was very uncomfortable, the *won't*, it was uncomfortable.

T: Ah, that is true (!)

TE: She (the teacher) had used *won't*, but at the same time she did not tell students if they could use it, and then when people wanted to say that something was not going to happen they used what?

T: Yes, *might.*

P2: Yes, I tried to do that (use *won't*), but she changed the sentence and changed the explanation.

TE: *Might*, but it was not *might.* It was awkward.

T: Yes, but my objective was not to work on the negative forms.

P1: She did not want to work the negative, and we (teachers) end up doing it, running away from it to avoid getting lost in the plan.

T: Yes, I did not intend but the class led to that.

TE: But it ends up being a loss (not responding to students' needs), because they are so used to saying *will*, that (saying) *won't* would have been really easy. Because I noticed that every time someone wanted to say that something was not possible and they had to use *might*, even the intonation sounded weird, they had to use *might* and they quite did not know what to do.

T: I could have said: "it is not *might*, it is *won't*". Ok, I get it.

TE: Just do not forget to tell students that they can also use *won't* in that case.

In this moment of the mediating session, the TE attempts to mediate Mariana through the fact that it is important to attend to the necessities of the students so that the flow of the conversation in class becomes natural and meaningful. Unfortunately, he begins his mediation on the subject by evaluating Mariana's performance negatively while mentioning that what happened in class was "uncomfortable", and Mariana seems to agree with the TE's feeling saying "Ah, that is true". The TE seems to try to build up a reasoning behind his comment by recalling, with the aid of the participants, what had actually happened in class.

One of the teachers who participated as a student (P2) recalls Mariana's actions by stating that when she (P2) tried to use negative statements the teacher "changes the sentence" so that the student uses the language that was the objective in the plan Mariana prepared for this class. The TE complements P2's speech by negatively evaluating Mariana again while saying that using *might* instead of *won't* in that activity "was awkward". Mariana attempts to justify her actions in class by saying that using negative sentences was not the objective for that class and another participating teacher (P1) also builds up on Mariana's argument by explaining that teachers "end up doing it (…) to avoid getting lost in the plan".

At the same time Mariana agrees with P1, and claims that negatives were not her aim - "but my objective was not to work on the negative forms" - she also comments that "the class led to that". The contradiction that emerges between what the teacher had planned and what actually happened in the class appears to constitute a cognitive/emotional

dissonance in which the teacher is struggling to construct meanings out of the classroom situation itself and the TE's feedback. At this point, it is important to recognize that emotions mediate cognition, which means that instead of evaluating the teacher negatively, the TE could have promoted a supportive and trusting relationship with her. This orientation would hopefully render better results for Mariana's professionalism.

Yet, Mariana's reply to the TE's last comment – "Ok, I get it" – might be interpreted as a possible understanding of the concept. In this sense, the idea of changing the plan during class so that it converges with students' needs and favors them might be starting to function in her zone of proximal development (ZPD).

Indeed, in Microteaching Class 2, it looks like Mariana is more responsive to students' needs. In some moments of the class, when students are describing each other's clothes, whenever they seem to need a new vocabulary item that was not previously introduced by the teacher, Mariana promptly attends to their requests and provides them with the necessary lexical items so they can finish their description, as Excerpt 3 illustrates.

Excerpt 3: Microteaching Class 2 (MC2) (time: 8'07'' - 10'35'')
P3: He is wearing, *ahm*… a shirt, pants, shoes and ah, how do you say *meias?*
T: Socks, you can say socks.
P3: Yes, and socks.
[…]
P2: He is wearing, *ahm*, shoes… all kinds of shoes are shoes?
T: No! There are many kinds of shoes. Do you know any other kind of shoes?
P1: *Tênis*.
T: How can you say *tênis* in English? Sneakers!
P2: Ok, so he is wearing sneakers, pants, and a T-shirt.
T: And P1, can you describe what he (P4) is wearing?
P1: Ahm, I think it is a T-shirt, it is not a shirt…
T: This is a polo shirt.
P1: Right! So this is a red polo shirt, ahm, jeans and ahm, sneakers or shoes? Shoes! They are not for sports, so shoes. And what about the *roupa interior*? Do we mention that?
P2: He wants to know how to say *cueca* teacher!

T: Ah!!! Ok, how do we say *cueca, calcinha, sutiã* in English? Do you have an idea? […] We call them underwear. Repeat with me, underwear (writing the word on the board).
Ss: Underwear.

In Microteaching Class 3, the previous interpretation that Mariana showed to have changed due to a possible understanding of the need to be flexible so as to focus on students appears to have proved wrong. Her response to students in the previous class was possibly due to the nature of the activity, which presupposed the use of various pieces of clothes. In this sense, she had certainly anticipated that listing off clothes would be part of the class. In her plan for the last class, Mariana writes that the objective is to "allow students to talk about actions that were happening in the past when others took place". She then writes that in case students do not remember what they were actually doing, they can use the word "probably".

Extract 1: Microteaching Session 3 - TAF 3 - See Appendix A2.3 for the complete version of this TAF.
After that, the teacher shows on the board a picture with another important fact and has the students thinking about what they were doing when it happened. **If they are not sure, the word "probably" can be used.**

It seems that, at this point, Mariana's understanding of the TE's feedback in Excerpt 2 was actually related to anticipating students' needs as opposed to being flexible in her plan in favor of their real needs in actual classes.
On Mariana's actual teaching of the third session, when students are performing the activity planned above, she repeatedly reminds them they are able to use the word "probably" whenever they have difficulties remembering what they were actually doing when the moment they are discussing occurred. Mariana thus shows a more careful planning but still shows that she wants to control what students can or cannot say, as illustrated by the excerpt that follows.

Excerpt 4: Microteaching Class 3 (MC3)
T: If you are not sure about what you were doing at that point (pointing to the slide), you can use the word *probably,* ok? Because

you are not sure or you don't remember, so *I was probably…* what did you say? *I was probably…* (asking the student to repeat his previous sentence)
P4: I was probably eating barbecue when the accident with Senna happened.
(…)
T: Remember, if you are not sure about what you were doing, you can use the word *probably*, ok?"

What we can see from the data presented is that even though the TE's mediation in the first class aimed at teaching Mariana to be more flexible so that her decisions on the fly would converge with the students' needs, what Mariana picked from their interaction was that she needed to anticipate these needs and include them in planning.

The TE's mediation in this aspect was valid as it promoted in the teacher a major concern with possible needs students might have in class, making her more carefully plan classes and even anticipate what might happen and what other pieces of language apart from the ones aimed at might come up. However, she did not understand that, implied in that conversation, was also the need to be flexible in adapting the plan according to students' needs. What appears to be lacking in the TE's mediation is the association between flexibility and students' needs with the concept of student centeredness. It is likely that naming the concept could have helped the teacher to grasp its meaning and its complexity and thus enable her to apply it in a more appropriate way.

Having explored the concept of student centeredness in relation the *adaptation of the class plan according to students' needs,* the analysis now moves to the two tools introduced by the teacher educators so as to foster a class more centered on students.

4.2.1 Use of pair work

Use of pair work is a tool that relates to the concept of *student centeredness* in the sense that not only it increases students' talking time, but also, according to Brandl (2007), places students as "active conversational participants who interact and negotiate the input they receive" (p. 18). To put in other words, placing students in pairs when performing activities is a profitable way to maximize students' participation and exposure to L2 production, as well as allowing the teacher to get away from the center of class, which is in consonance with

the concept of student centeredness. In the Observational part of the pre-service the use of this tool is reinforced through the demonstrations in classes taught by teacher educators and other teachers in the LI, and the discussions carried out concerning the aspects of these classes.

In Mariana's practice, the *use of pair work* was regarded as something that needed to be further looked into on her first mediating session, in which the aspects of her first class were addressed. The fact that Mariana's teaching practice is centered on her, and not on the students, is mentioned regarding the way she organized the grouping during the third activity she had performed in her class. This activity is described in the Task Analysis Framework (TAF) she had prepared for this lesson (Appendix A2.1), and says: "Now she [the teacher] shows other aspects of life in the future on the board, and the students are supposed to give their opinion using will, may or might. The others can agree or disagree, using the modal that best represents their opinion".

In class, Mariana performed the activity exactly as she had planned, and previous to that, students had already seen some slides she had prepared and had given their opinion concerning the possibilities of the things portrayed happening in the future using the structures modeled by the teacher. Also, they had been guided by Mariana through the grammatical rules for using levels of uncertainty. The following excerpt portrays the moment from the mediating session where the third activity is discussed.

Excerpt 5: Mediating Session 1 (MS1) (time: 09'45'' - 10'52'')
TE: … I was wondering a lot about this in that moment (in the activity), "but aren't there too many slides?" I was anxious for us to talk in pairs.
P1: Talking in pairs?
TE: Yes, talking in pairs.
T: But it is because they talk too much. In a real situation it wouldn't take so long.
TE: Because I think, I think that after some, *ahm,* after you notice they are confident to use *may* and *might*, even during the slides, we could have put them in a less monitored environment.
T: *Uhum.* (nodding her head)
TE: Like,*"Okay guys, so now I want to show you some other images and then you're gonna talk to each other and see what you think about it."*

T: *Uhum.* (nodding her head)

TE: It would be a production in which we leave, a little bit, the? [ ] The scene. It could be done. Then, as far as possible, we would give the floor (to students), once we feel that everyone knows what they are doing, that everyone understands what they are using, what is going on, the student's pronunciation is good, then, *puff*, *"Let's go guys, now do it on your own"*.

P1: But the activity was very clear, for me it was very clear what we were doing.

TE: Yes, but this could be a tool to help her speak less too, depend less on her.

At the very beginning of this passage, the teacher educator implicitly alludes the concept of student centeredness and, more specifically, the tool of pair work by stating that he felt the need to have students discuss the topics that were being addressed with peers, in pairs, and not in open group with the teacher in control as actually happened.

> "TE: … I was wondering a lot about this in that moment, "but aren't there too many slides?" I was anxious for us to talk in pairs."

Mariana does not seem to acknowledge that the TE is trying to raise her awareness to the fact that, if she had placed students in pairs, she would have given the students more opportunities to increase their participation in class. In her reply to the TE's comment, Mariana implies that the TE was anxious "because they (participants of the microteaching role-playing as students) talk too much", and that time spent on each slide only took too long because they were not real students, thus, they were able to produce more ("in a real situation it wouldn't take so long"). This moment looks like an indication that, at that point, the mediation provided by the TE had not yet been enough to raise in Mariana the theoretical concept regarding the role students should take in a communicative class.

In the moments that follow, understanding that Mariana's scientific concept about the role of the student in a CLT learning environment had not yet been reached, the TE moves from what seems to be a more implicit form of mediation towards a more explicit one. Now, he implies that it is not the activity that is too long, it is actually the way the activity is carried out, because even using the slides and the images, she could have guided students towards a "less monitored environment",

as in pair work, once students showed to have enough familiarity with the structure, thus placing the focus on students and not on her. Furthermore, as the TE notices her vague reply - saying "*Uhum*" and nodding her head - his mediation becomes even more explicit by assuming the role of the teacher and exemplifying with a possible saying: "*Okay guys, so now I want to show you some other images and then you're gonna talk to each other…*".

Mariana's response to the TE can be interpreted in two ways: one that she was just being polite, but actually not following his reasoning due to not being ripe for that simply because she probably had no idea of where the TE was heading; i.e., teacher and TE were not attuned to each other. The other is that at the moment he shifted from a more implicit to a more explicit form of mediation, new zones of proximal development emerged and Mariana started to acknowledge the concept of student centeredness - even though, again, it is not named in the mediating session.

Towards the end of Excerpt 5 and after Mariana's response, the TE brings the concept of student centeredness to what appears to be an even more explicit form by saying that the tool, having students discuss the other slides in pairs, would work as a way for her "to leave the scene" and "give the floor (to students)", and even more, it would reduce the time she spoke in class - "this could be a tool that helps her speak less"- consequently shifting the focus to the student. Mariana does not respond to this last comment although in the video it is possible to notice that she is still nodding her head, which, again, can be interpreted in the two ways mentioned in the previous paragraph.

What appears to have lacked here was the opportunity for the teacher to externalize her understandings, giving room for a shared communicative space, or what Mercer (2000) calls intermental development zone. Actually, instead of opening this communicative space, the TE gave her interpretation of what had happened and provided her with the 'right' behavior.

After the first microteaching class and mediating session, Mariana's understanding of the concept of the role of the student in a communicative class seems to have showed signs of change, as in the TAF she prepared for her second microteaching class she showed an intention to use pair work in three of the four activities planned. The extract from her TAF where she plans the activities is reproduced below.

Extract 2: Microteaching Session 2 - TAF 2 - See Appendix A 2.2 for the complete version of this TAF.

The teacher tells students she is going to travel and ask their opinion about the clothes she is going to take (shoes, shorts, dress, skirt, jacket, T-shirt). After that the teacher asks one student to say what she is wearing today using "She is wearing…" and then students have to say what the others are wearing in open pairs. Help students to practice the sentence "He is wearing…".

Teacher divides students in pairs and explains that one of each pair will go outside and put on some clothing from the bag. The others will have to touch the clothing and guess and say the sentence "he is wearing". They will wear a blindfold.

After that, **the teacher changes pairs** and gives to one student of each pair a paper with pictures of people in it. The student will describe one person from the paper and the other has to guess who he is describing in the pictures.

In the end **the teacher makes a game in pairs** and ask a student from one pair to chooses a person from the image and describe to the other classmate to draw it on the paper on the wall. Teacher counts the time and then the other pair does the activity.

In class, observing the video-recording of Mariana's actual teaching, it is possible to notice that she indeed used pairs as she had planned, and that she asked students to change pairs from one activity to another, probably in an attempt to have them interact with different people and thus create a dynamic classroom environment. However, as Excerpt 6 illustrates, it is possible to notice that even though Mariana performs the use of pairs, it does not seem to be goal-oriented, as she does not do it with the aim of student centeredness. The transcription provided below portrays activity two in its totality.

Excerpt 6: Microteaching Class 2 (MC2) (time: 10'35'' - 14'36'')

T: Now we are going to describe some clothes that you cannot see, so for that I would like you to be in pairs, could be you two (P1 and P2) and you two (P3 and P4), and I'd like […] P1 and P3 to go outside, you two, are going outside, taking my bag, and there you are going to wear one of these clothes here, ok? I recommend you to wear the large ones, please. (participants laugh while she holds the bag and shows it to the students - who are still sitting down)

And when they come back, what you two (pointing to students P2 and P4) are going to do? You are going to close your eyes and you are going to touch your colleagues and say what he is wearing, ok? So you are going to say […] so when P3 comes back, P4 is going to say *P3 is wearing* or *he is wearing*. You are going to try to guess, ok?

P3 and P4: Ok.

T: Did you understand, guys? (participants nod their heads) Ok, so P1 and P3 come here (P1 and P3 stand up and teacher gives) One clothe each ok? (P1 and P3 leave the room and Mariana closes the door). Close your eyes (to the participants remaining in class. She opens the door slightly and talks to the students who are outside)

T: If you are not able to wear, you can just hold the clothing.

(She closes the door again, and while P1 and P3 are outside P2 and P4, who stay in class, remain silent. After a while, Mariana opens the door and asks P1 and P3 to come back)

T: Ok, close your eyes (to P2 and P4). You look very nice! Now, P3 you can sit for now and you (P2) are going to stand up.

(P2 stands up, with his eyes open)

T: Are your eyes open (P2)? Close your eyes!

(She turns him around and directs him toward P3)

T: Now we are going to have to change (pairs). Did you (P2) see him (P3)?

(P2 opens his eyes again)

T: Don't open your eyes! You're not supposed to open your eyes! Ok, now you (P3) are going to stand up and you (P2) are going to pretend that you didn't see, ok?

P2: Ok. Open my eyes?

P3: No!!!

T: Ok, you (P2) are going to touch him (P3) (P2 starts touching the clothe P3 was holding) and tell me what is he wearing?

P2: The.. *ahm*.. He is wearing the shirt.

T: Ok, he is wearing a shirt. Ok, don't open your eyes (to P4), you can sit down (to P2 and P3) Now P4, come here (teacher guides the student towards P1), touch your colleague (P1) here, what is he wearing?

P4: I think it is a jacket.

T: Ok, you think this is a jacket. You can go back and sit down. Now you can open your eyes. Were you correct guys? P3 was wearing a ..?

Ps: Shirt!
T: And P1 was wearing a…
Ps: Jacket.
T: Ok.

From the interaction that occurred in class, it seems that the reasons for which Mariana used pair work are not in consonance with the concept of student centeredness, due to the fact that even though students were placed in pairs, the way the activity was conducted by the teacher did not provide opportunities to maximize students' production in the target language. The same happened in the fourth activity Mariana did in class: students were placed in pairs, but their production was limited since while one pair was speaking, the other was silent.

Hence, a possible interpretation for Mariana's performance is that she placed students in pairs for the activities because she had been instructed by the TE during Mediating Session 1 to do so. But she still presented lack of knowledge of the scientific concept, and that led her to conceive the activity in a way that demonstrates that the benefits of using pair work as means for a class centered on students still has not made sense to her.

Reiterating what has been commented before, Mariana's use of pair work - in a way that does not contemplate the principles of the concept of student centeredness - might have happened due to the approach the TE used when trying to act upon Mariana's ZPD in Mediating Session 1. From Excerpt 5 it can be noticed that the TE does not provide appropriate mediation in at least two ways. First, he does not allow the teacher to externalize what she knows so as to see her potentialities and thus be responsive to them. Second, he does not name the concept of student centeredness, and appropriating new concepts is not possible without naming. As Vygotksy (1962) puts, "real concepts are impossible without words, and thinking in concepts does not exist beyond verbal thinking. This is why the central moment in concept formation, and its generative cause, is a specific use of words as functional tools" (p. 107).

In the mediating session that follows Microteaching Class 2, when discussing the activity illustrated by Excerpt 6, the TE tries to act upon Mariana's understanding of the concept. Excerpt 7 illustrates the interaction.

Excerpt 7: Mediating Session 2 (MS2) (time: 14'37'' - 15'42'')

TE: Maybe you could put them a bit further away from each other so that they cannot listen to the other pair, so that the can perform it more times, because we only did it once, we could have…

T: Changed the pairs, right?

TE: Yes, also, but all this task could be a competition, you know? The first pair who finishes first, who gets to wear five pieces of clothing gets 5 points.

T: So, I thought about it. I thought about doing a competition but then I would not be able to control, I would not be able to see who did it first and if they did it right, because everyone would be talking at the same time. So I would not be able to keep scores, or see who did it wrong.

TE: In our case, in which there are only four students, it would have worked. You just stay here (showing her the middle of the two pairs) and pay attention in the production they are doing, and they just go out, take a piece of clothing, come back, go out again, and the first pair to have five pieces of clothing scores. This would make them talk more, and it would be meaningful.

In the discussion, the TE tries to make her realize that the students could have produced more language had she arranged the setting in a way that the two pairs could perform at the same time without disturbing each other. She does not understand it that way, and interrupts him with the suggestion of changing pairs, as if this would be enough to increase students' speaking time. The TE then appears to be a bit less implicit as he understands that changing pairs would not guarantee larger production in case Mariana maintained the same arrangement of the setting. In this sense, he suggests a competition aiming that students would be given more prominence in the activity. Again, she does not understand that his idea is to take her out of scene and place the students in the center of the process. As Mariana seems to be reluctant of doing as the TE suggests, saying that she would not be able "to control" the students, the TE goes further by becoming more explicit in his mediation and telling her where she could have physically placed herself in the competition so as to "pay attention to the production". He finishes his mediation by telling her that doing so students would "talk more", and because it was competition, the production would gain meaning. Yet, as in the previous mediating sessions, the TE does not name the concept 'student centeredness'.

From the analysis of this interaction, we can interpret that Mariana has not fully developed her understanding that pair work is an inherent

part of student centeredness, to the point of realizing that being in control of the class may be at odds with pair work activities and a class centered on students.

Still in reference to Excerpt 7, there seems to be a mismatch between the TE and the teacher in that the TE is focusing on student talking time while the teacher is concerned with her (lack of) control of the class. It appears that the TE could have been more effective had he picked up on classroom control, asked her why it was a concern, and provided the teacher with ways of dealing with it. And from that discussion he could build on his arguments and make his point of the connection between student talking time, student centeredness and pair work.

On Mariana's third and final microteaching class, in the same way as her previous plan, she included the use of pair work (See Appendix A2.3 for the TAF). In her actual practice, Mariana indeed uses pairs, and this turn, observing her class, it seems that the way she conducts the activity provides students with more opportunities for interacting with each other using the target language. For instance, when she was conducting the second activity planned on her TAF - "Next, the students have to analyze other pictures related to facts and, in closed pairs, ask and answer what they were doing when the facts happened. Then, the teacher asks to the students to say what their classmates were doing when those things took place." - every time she changed the image on the board, she asked students to discuss the scene in pairs, at the same time, and then they were asked to share their ideas with the whole group. After that, again in pairs and at the same time, they were asked to discuss what they were doing when the scene that was shown took place. Mariana conducted the activity in this way for at least three more slides and also changed the pairs twice.

Considering her pedagogical practice in Microteaching Class 3 and her use of pair work in a way that fosters student participation, it is possible to infer that Mariana's activity of teaching created new zones of proximal development and she now appears to understand how to use the tool of pair work as a means of promoting a more student centered learning environment . This finding appears to corroborate the claim that 'performance proceeds competence' (Cazden, 1981), meaning that Mariana is able to use the tool even though she does not fully master it.

In the mediating session that follows Microteaching class 3, when analyzing the interaction among the TE, Mariana and peers, by repeating what happened in class, it looks as if the TE acknowledges and values the

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fact that Mariana used pair work in her class, although he does not name the concept again and does not mention how students might have profited from having worked in pairs. This is illustrated in Excerpt 8.

> **Excerpt 8: Mediating Sessions 3 (MS3) (time: 16'00'' - 18'55'')**
> TE: She made the student repeat and then she made the group repeat. And then, that was it?
> P1: Open pairs.
> TE: Open pairs to do what?
> P1: For students to practice the question and answer.
> TE: To deal with the question and the answer. So, we were asking "*What were you doing?*". So, we had open pairs for the question and answer.
> (…)
> TE: Because I said "*What were you doing?*", I said "*I was doing…*", and the I said "*He was…*". Ok? Alright, we had this open (pairs) for modeling, closed (pairs for practicing), open (pairs) for modeling, closed (pairs) and we worked with "*I was*", "*What were you*", and "*He was*". So we had open and closed, open and closed. We got different examples, everybody could give different things.

Overall, although it seems that there was a slight change in Mariana's teaching practice, in the sense that she was able to use pair work in the terms of the concept of student centeredness, it is not possible to state that she has developed the understanding of the concept to its fullest, as well as there is no guarantee that in her future professional activity she will be able to use it as competently as she did in her last microteaching class. As the path towards developing a true concept is twisting (Vygotsky, 1981), it requires one to have sustained opportunities for reflecting upon it and enacting it in practice, since "concepts are not fixed objects but develop dynamically through use, so they are learned over time and formed through the process of synthesis and analysis, while moving repeatedly between engagement in activity and abstract reasoning." (Johnson, 2009, p.20).

In the subsection that follows, the second tool focused on by teacher educators in Mariana's microteaching practice is analyzed.

4.2.2 Use of students as models for giving instructions

Another important tool teachers are instructed with is the *use of students as models for giving instructions*, so as to make instructions less explained and more practical. According to Biehl (2016), this tool usually entails interactions between T-Ss or Ss-Ss, conducted in open pair dialogues, in order for the whole class to listen to the pair who is practicing and understand what is expected from them in terms of the language to be used - vocabulary, intonation, pronunciation, and grammar.

Furthermore, demonstrating instructions using the students as a model, instead of just explaining what to do or reading it, is in consonance with the principle of student centeredness as it increases student participation in class, as well as makes it easier for them to comprehend "the degree of complexity in which they have to approach the task" (Biehl, 2016, p.101), thus preventing the teacher from interrupting student's practice in order to reorganize the activity.

In Microteaching 2, Mariana demonstrates to have problems with using the tool as perceived by the way she carries out the instruction, which is marked by explanation as opposed to demonstration. In the TAF Mariana prepared for MC2, she says she will "explain" the activity to students, and that is what indeed occurs in class, illustrated in Excerpt 9 below[9].

> **Excerpt 9: Microteaching Class 2 (MC2) (time: 10'35" - 14'36")**
> T: Now we are going to describe some clothes that you cannot see, so for that I would like you to be in pairs, could be you two (P1 and P2) and you two (P3 and P4), and I'd like […] P1 and P3 to go outside, you two, are going outside, taking my bag, and there you are going to wear one of these clothes here, ok? I recommend you to wear the large ones, please. (participants laugh while she holds the bag and shows it to the students - who are still sitting down) And when they come back, what you two (pointing to students P2

[9] The transcription from this activity has already been reproduced in its totality earlier in this thesis to exemplify the tool *use of pair work,* however, as it is important to contextualize the reader for the discussion provided for the tool *use of students as a models for giving instructions,* the transcription is reproduced again as Excerpt 9.

and P4) are going to do? You are going to close your eyes and you are going to touch your colleagues and say what he is wearing, ok? So you are going to say […] so when P3 comes back, P4 is going to say *P3 is wearing* or *he is wearing*. You are going to try to guess, ok?

P3 and P4: Ok.

T: Did you understand, guys? (participants nod their heads) Ok, so P1 and P3 come here (P1 and P3 stand up and teacher gives) One clothe each ok? (P1 and P3 leave the room and Mariana closes the door). Close your eyes (to the participants remaining in class. She opens the door slightly and talks to the students who are outside)

T: If you are not able to wear, you can just hold the clothing.

(She closes the door again, and while P1 and P3 are outside P2 and P4, who stay in class, remain silent. After a while, Mariana opens the door and asks P1 and P3 to come back)

T: Ok, close your eyes (to P2 and P4). You look very nice! Now, P3 you can sit for now and you (P2) are going to stand up.

(P2 stands up, with his eyes open)

T: Are your eyes open (P2)? Close your eyes!

(She turns him around and directs him toward P3)

T: Now we are going to have to change (pairs). Did you (P2) see him (P3)?

(P2 opens his eyes again)

T: Don't open your eyes! You're not supposed to open your eyes! Ok, now you (P3) are going to stand up and you (P2) are going to pretend that you didn't see, ok?

P2: Ok. Open my eyes?

P3: No!!!

T: Ok, you (P2) are going to touch him (P3) (P2 starts touching the clothe P3 was holding) and tell me what is he wearing?

P2: The.. ahm.. He is wearing the shirt.

T: Ok, he is wearing a shirt. Ok, don't open your eyes (to P4), you can sit down (to P2 and P3) Now P4, come here (teacher guides the student towards P1), touch your colleague (P1) here, what is he wearing?

P4: I think it is a jacket.

T: Ok, you think this is a jacket. You can go back and sit down. Now you can open your eyes. Were you correct guys? P3 was wearing a ..?

Ps: Shirt!

T: And P1 was wearing a…
Ps: Jacket.
T: Ok.

As it is possible to notice from the interaction in the previous page, when giving instructions Mariana does not use the tool as she was presented with earlier in the pre-service - use a student to model the activity as a way to have students at the center of the class - instead, she does as planned in her TAF and "explains" what students have to do and say to accomplish the task. Before students start performing, Mariana checks whether they understood her explanation or not, and from their nodding she assumes they are ready to start the actual practice. What happens is the opposite: her practice turns out to be confusing, and one of them, P2, a Spanish teacher whose level of English is similar to that of a "real student", even opens his eyes twice. Mariana, apparently noticing that students seem to be having difficulties performing the task, tries to help them by changing pairs, directing them to one another physically, verbally reinforcing that the student should keep his eyes closed, as well as repeating parts of the instructions she had previously given them. The students are apparently not acting consciously, as they are only following her instructions. As a result, practice is only carried out once, students' production is minimal, and the time Mariana spends talking is significantly higher.

A possible interpretation for the way Mariana gave instructions in this activity -explaining rather than demonstrating using students as model - is that since she was not in a "real class", with "real students" it would not be necessary. From what is presented above, this possible assumption clearly proved wrong, and showed that if not modeled, students will not perform according to the goals of the task, even in a an "unreal situation". This aspect is brought up by the TE in MS2, as he points out the way Mariana gave instructions as something lacking clarity, which might have caused the confusion in class. The interaction is illustrated in Excerpt 10 below.

Excerpt 10: MS2 (time: 12'05'' - 13'42'')
TE: Ok, so *how* did the activity go, guys? Describe the activity for me. How was it carried out? […] Instruction, how did she give instructions?
P1: This one (pointing to another activity)?
TE: No, the one with the purse.

P1: Well, I think it was really clear. Of course, I did not have any difficulties in understanding what she said, but if a student did not understand I do not know if it wouldn't be a problem, but for me she was clear, explained well, said we had to close our eyes.

[…]

TE: And Mariana, how do you feel, do you feel it was more of a demonstration, more of an explanation, how was it?

T: Actually, I do not remember. I remember I did not like it, when it happened, I did not like it, it was confusing, it was messy, but I do not remember exactly what I did.

TE: Yes, because it was explained, *you* had the purse on your hands, and *you* were saying that it was one piece of clothing to each one, that each one would get one piece, one would go outside, the other would touch. And we could have simply done on round (of the activity)…

T: Done an example (!)

TE: Exactly, right? It would cut the instructions to less than half, and the P2 would not have opened his eyes during the activity, because he would have understood that their eyes had to be closed.

In the excerpt from MS2, the TE's mediation appears to be implicit in his initial attempt to raise Mariana's awareness of the tool of using students as model when giving instructions. The TE begins the interaction in an implicit manner by recalling what happened in the activity asking the other teachers, who participated as students in the microteaching, to describe how instructions were given. One of the participants, P1, gives his impression saying that, at least for him, Mariana's explanation of the activity "was really clear", but at the same time he raises the issue that he might have understood what to do because he was not a "real student", and implies that maybe for a real student the way she gave instructions would be insufficient. From the answer given by P1, saying that "she explained well", the TE appears to become less implicit directing his focus to Mariana by asking directly to her whether she felt it was "more of a demonstration, or more of an explanation".

From Mariana's reply, saying that she does not remember, and stating that she "did not like it" and that this part of the class "was confusing, messy", it may be inferred that again Mariana is experiencing cognitive/emotional dissonance. The TE then, possibly interpreting that his previously, more implicit mediation, had not been enough to help Mariana create new zones of development, reasons about it in a more

explicit form, affirming that her feelings of confusion and messiness had to do with the fact that the instructions were explained - as opposed to demonstrated -, and he goes further by recalling the steps that were taken in class emphasizing that Mariana was at the center of the instruction - "*you* had the purse and *you* were saying…".

It is from the TE's apparently less implicit mediation that Mariana seems to be able to grasp what he has been trying to express, as she is capable of completing the TE's reasoning, saying, with an intonation of amazement, she could have "done an example". The TE then, in conformation with her apparent understanding of the concept, ends his mediation in an even more explicit manner by pointing out what would have been different in class - which is likely what might have made Mariana's activity feel "confusing and messy" - had she demonstrated the instructions: "It would cut the instructions to less than half and, P2 would not have opened his eyes during the activity, then he would have understood that their eyes had to be closed".

In the interaction discussed above, even though the TE moves from a more implicit to a more explicit form of mediation, he repeats the kind of mediation used when discussing the tool *use of pair work*, that is to say not explicit enough. He still does not explicitly link the tool to the concept of *student centeredness*. According to Vygotsky's (1989) theory

> concept formation is the result of such a complex activity, in which all basic intellectual functions take part. This process cannot, therefore, be reduced either to association, attention, imagery and judgment, or determining tendencies. All these moments are indispensable, but they are insufficient without the use of a sign, a word. Words and other signs are those means that direct our operations, control their course, and channel toward the solution of the problem confronting us. (p. 106-107)

In other words, the TE's mediation provides some of the important moments necessary to concept development, but the fact that he does not name the concept to which the tool belongs - student centeredness - might be preventing her from indeed grasping it. This association between tool and concept might provide her with the "*a-ha* moment" that she needs in

order to understand the effect that using the tool might have in creating a class more centered on students. Another aspect that is worth commenting is that the TE's comments and feedback apparently not always properly mediate the teacher's conceptual thinking. More often than not, in attempting to be very clear in his feedback, the TE ends up focusing on Mariana's behavior and thus performance, in opposition to focusing on her conceptual understanding and thus competence.

Interestingly, previous to that class, in Microteaching Class 1, Mariana was capable of using this same tool - *use students as models for giving instructions* - successfully in the final activity implemented, as Excerpt 7 illustrates.

> **Excerpt 11: MC 1 (time: 38'25" - 40'02")**
> T: Now guys, I'd like you to change pairs, ok, so you go there and you come here, please. And I am going to give you this plastic bag, and what we are going to do (…) take a look (…) inside of this bag you have some things that will, may or might happen to you ten years from now. I am going to pick one to show you. This one here says *have a girlfriend.* So, what am I going to do? I am going to discuss this possibility with my friend, so, I picked this one, so I am going to say to P4, about my life, have a girlfriend. **Ten years from now, I might have a girlfriend. What about you P4?**
> P4: **Ten years from now I won't have a girlfriend.**
> P2: **I may have a girlfriend.**
> T: Ok, all right, that is what you are going to do. You are going to pick the paper and then discuss the things with your classmate. Did you understand?
> Ps: Yes.
> T: Ok, so let's go.

As this final activity conducted during MC 1 was not written on Mariana's class plan (TAF), it is not possible to confirm whether she had actually planned to use the student as an example, or if she ended up doing it without realizing she was using the tool. In the mediating session of that class, the TE does not mention this aspect of Mariana's class possibly assuming she had already mastered the tool, which yielded inaccurate, as in MC2 Mariana is clearly unable to use the tool as expected, either in class or in her plan. This move back and forth in Mariana's use of the tool already signals that the development of the concept is functioning in her ZPD but following a twisting path as anticipated in the theory.

This movement between using and not using the tool can be illustrated again in Microteaching 3. The TAF Mariana prepared for this class has three activities, and she plans to use the tool in two of them as can be notice in Extract 3 that follows.

Extract 3: Microteaching 3 - Task Analysis Framework - See Appendix A 2.3 for the complete version of this TAF.
The teacher starts the class showing a short video related to the lost World Soccer Cup and then ask the students to talk about it. Sentences like "How did you feel?" and "What do you remember about it?" can be interesting. So, the teacher says what she was doing when Brazil lost to Germany, and asks the students: "What were you doing when Brazil lost to Germany?" Then she helps the students saying "I was _____ when Brazil lost to Germany".

After that, the teacher shows on the board a picture with another important fact and has the students thinking about what they were doing when it happened. If they are not sure, the word "probably"can be used. The teacher introduces the question "What were you doing when Ayrton Senna died?" and makes students repeat it. **So she uses the students as models for the questions and answers.** Next, the students have to analyze other pictures related to facts and, in closed pairs, ask and answer what they were doing when the facts happened. Then, the teacher asks to the students to say what their classmates were doing when those things took place.

The teacher *hand* a "find someone who" activity. The students have to interview each other using "What were you doing when…" and take notes of the results on the sheet of paper the teacher gives. **As a model, she asks one of the students to ask a question for another.** After the activity, she asks about the information they discovered.

Finally, the students are divided into two groups: the question group and the answer group. Each of them has a ball which they play with while they listen to a song. When the song stops, one person at each group is going to have the ball. The "question group" person is going to get a strip of paper from a box and ask a question to the "answer group". At any moment the teacher can say "switch" and then who was answering is going to have to ask.

Observing Mariana's third microteaching class and the comments made on the mediating session that follows, it is evident that she attempts, and indeed succeeds to use students as examples when giving instructions in some moments of the class, as illustrated in Excerpt 12.

Excerpt 12: MC3 (time: 31'02'' - 35'59'')
T: Ok, now guys I want you to think about yesterday and the things that you did yesterday. Take a moment to think. […] So now guys, I am going to give you a piece of paper that is basically the same as that which is on the board, and I am going to ask you a question: What were you guys doing when the sun rose yesterday?
P2: I was sleeping.
P1: I was cooking my lunch.
P4: I was doing my TAF.
T: Oh! A hardworking guys! And you P3?
P3: I was sleeping.
T: So guys, take a look here on the board, so, if I ask you *were you waking up when the sun rose*, what are you going to answer?
P2: No, I wasn't.
T: Right! *No, I wasn't* or *Yes I was*. And you P1, *were you waking up when the sun rose*?
P1: No, I wasn't.
T: So guys, what you are going to do in this activity here, we have some activities like *was watching TV when Jornal Nacional started,* and you are going to walk around and ask your classmates if they were doing these things at these times. So how are you going to do that? Do you have any idea? How do you ask the question?
P1: What were you…
P3: Was he watching TV when Jornal Nacional started?
T: Ok, so as you are going to talk to your friend, so it is *were you*, ok? Can you repeat P3?
P3: Were you watching TV when Jornal Nacional started?
T: Ok! So if you were, what can you say?
P2: Yes, I was.
T: And what are you going to do on your paper?
P2: Write the classmate's name?
T: Right! If they say no, you ask again until someone says yes, ok? Let's go!

In this moment of the class, it is possible to perceive that Mariana's use of the tool as instructed in the previous parts of the pre-service - eliciting the questions and answers from the students, conducting open pair interactions in both T-Ss and Ss-Ss types - is in accordance to the concept of student centeredness as it increased students' talking time. In MS 3, Mariana's successful use of the tool is commented on by the TE as he reinforces the fact that by being able to use the tool introduced previously, Mariana consequently created a more student centered class.

Excerpt 13: Mediating Session 3 (MS3) (time: 13'38" - 13'40")
TE: (…) The instruction for this (task) was really good, and the preparation was very good.

However, as an evident display of the development of a pseudoconcept rather than a concept properly said, in the same class, on the final activity performed, Mariana steps back on her practice and, once more, presents difficulty in using the tool effectively.

Excerpt 14: MC3 (time: 38'45" - 42'39")
T: Now guys I would like you to sit on the floor here, it can be you two here, and you two here (students move and sit on the floor in the pairs she assigned) and I'd like you to suppose that these objects are balls (she hands a dice to a group and a pencil case to another). This ball here (pointing to the dice) is the question ball and this ball here (pointing to the pencil case) is the answer ball, right? So, these guys here (with the dice) are going to make the questions for you guys (with the pencil case) to answer.
P3: Ah!
T: So, I am going to play a song and while the song is playing you will pass the balls to one another, in your groups. When I stop the song, the person who has the ball, for example, P1 has the question ball (she gives him the ball), and I am going to give him one piece of paper (she gets a paper, opens it and shows to the paper to students). Inside this piece of paper we have "*Totalmente Demais*" and the verb "start", so what is P1 supposed to do? He is supposed to ask the question "What was, the person who has the ball here (on the other group), was doing when *Totalmente Demais* started?". Can you do that for us P1? (she gives him the paper)
P1: Ah, sure. Ahm… what were you doing when Totalmente Demais started?

T: And you (pointing to a student in the answer group) are going to answer.

P4: I was going to my house on the bus.

T: When?

P4: When the soap opera started.

T: Ok? Understand? So let's play a song.

In Excerpt 14, despite Mariana's attempt of using students (P1 and P4) as examples for giving instructions, she was not able of using the tool in terms of creating a class more centered on the student since she is the one who gives P1the question he is supposed to ask, rather than eliciting it from him. This aspect is focalized by the TE towards the end of the mediating session and portrayed in Excerpt 15 below.

Excerpt 15: MS3 (time: 16'18'' - 18'26'')

TE: (…) But what about the instruction for this game (with the ball), how did she give instruction?

P1: She told us about the instructions.

P2: I think it was very clear.

TE: It was pretty clear, it was not confusing, it was clear.

P1: And she did an example.

T: It was you two (P2 and P4) who were the examples.

P1: Yes, it was.

TE: You did (use the examples), but *how* did you do it? *You* opened it (the box with papers in it), *you* got it (the paper from the box) (the TE is now standing up and demonstrating Mariana's previous actions) […] And then what did you do?

T: Ahm… I gave it to him.

TE: No.

T: Ah(!) I showed him.

TE: You didn't really *use* him.

P3: She showed everybody.

TE: (demonstrating with P1) You could open the paper, give it to him and ask *"What do you have there?"*

P1: *Totalmente Demais* and *Start*.

TE: *"Ok, so what is the question?"*. Instead, you gave it (the answer for how to ask the question). You increased teacher talking time, you have to share more with your students, don't give it (the answers) to them. This is the last activity, everybody should be ready for that. (the TE goes on with the demonstration) So, *"What*

is the question you were going to do if you have Totalmente Demais and Start? If you want to talk about the activities.".
P1: "*What were you doing…*"
TE: "*Sorry?*"
P1: "*What were you doing when Totalmente Demais started?*"
TE: "*Yes, so what would be the question if it were Jornal Nacional?*" (pointing to another participant)
P4: "*What were you doing when Jornal Nacional started?*"
TE: So, this a moment that, maybe, you can have again the repetition of the form, but instead of *you* giving the question, and yes, you tried to use him as an example, but *you* were still giving the answer. You don't have to give everything, you just let them go. Okay?
T: Okay.
TE: So that is it.

From the discussion presented above, in regards to the concept of student centeredness and the tool of using students as examples when giving instructions, it is possible to assume that Mariana is still struggling towards the full understanding of the concept. As Vygotsky would say, Mariana demonstrates a "twisting path" on the development of the concept, because she moves from using to not using the tool demonstrating that the concept is still in process of being formed, possibly now a pseudoconcept.

However, it is expected that she will soon develop and consolidate the concept due to the fact that she will be provided with sustained assistance as she teaches real lessons to real students. Hopefully, as time goes by, she will be systematically using these tools and being confronted with scientific concepts, thus allowing her to associate knowledge that is in the concrete level to the level of abstraction and vice-versa. In Vygotsky's words, "the greatest difficulty of all is the application of a concept, finally grasped and formulated on the abstract level to new concrete situations that must be viewed in these abstract terms." (1989, p.142)

Although there are no data from later stages of Mariana's practice that may confirm this supposition, it is assumed that the pseudoconcept will eventually become a real concept, considering previous research that trace the development of concepts and the claims of Sociocultural theory. One of these claims is that learning and development are socially determined and happen in two planes. As postulated by the author

> any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category. (Vygotsky, 1978, p. 57)

In the previous citation, Vygotsky refers to children but studies carried out under the light of his theory traditionally take children as learners, in this sense, Mariana is likely to, at some point, move from the interpsychological plane to the intrapsychological one. Summing to that, this interpsychological formation is an ongoing process in the language institute as they remain providing teachers with sustained opportunities for receiving feedback on their practice along their entire career in the language institute, as mentioned in the methodology chapter.

CHAPTER 5

FINAL REMARKS

5.1 INTRODUCTION

Using a sociocultural theoretical lens, the goal of this chapter is to summarize the main findings of the present study, which aimed at tracing the development of a non-novice English teacher who does not hold an academic education degree in TESOL as she takes part in a pre-service English teaching program of a language institute in Florianópolis, SC. Specifically, the data for the study comprise three microteaching sessions delivered by the teacher and the subsequent mediating sessions coordinated by a teacher educator, who, along with the other teachers participating in the pre-service teaching program, respond to her practice.

Apart from addressing the findings concerning the specific and the general research questions, which are held in Section 5.2, this chapter also aims at raising pedagogical implications in Section 5.3, as well as identifying the limitations of the study and suggesting possibilities for further research in Section 5.4.

5.2 MAIN FINDINGS

The purpose of this study was to investigate how a non-novice teacher without academic education in TESOL developed her understanding and consequent use of the pedagogical principles and tools of Communicative Language Teaching (CLT) as she engaged in microteaching sessions of a pre-service English teaching program (ETP) in a renowned private language institute (LI) in Florianópolis, SC, Brazil. In order to do so, three specific research questions were used so as to guide this study: (i) What aspects of the class have been addressed along the mediating sessions? How?; (ii) What didactic-pedagogic aspects have changed from one class to the next?; and (iii) What relationship can be drawn between the changes occurred in the classes and the aspects commented on by peers and teacher educators along the mediating sessions?.

The following sub-section is devoted to answering the general research question of this study as it comprises the specific questions that have actually worked as procedures of analysis.

5.2.1 General research question

How does a non-novice teacher without academic education in TESOL develop her understanding and consequent use of the pedagogical principles and tools of Communicative Language Teaching as she engages in microteaching sessions of a pre-service English teaching program?

One of the major changes that took place when Communicative Language Teaching boomed has to do with the roles teachers and students play in the process of teaching and learning a new language. Students are now supposed to engage more actively and collaboratively in the process of L2 learning, becoming "joint negotiators within the group and within the classroom, (…) contributing as much as they gain" (Breen & Candlin, 1980, p. 110). Teachers, on the other hand, cease being the sole transferee of knowledge and are required "to acquire less teacher-centered classroom skills" (Richards and Rodgers, 1986, p. 78) by becoming mediators of the learning process students undertake.

Given the importance of the concept of 'student centeredness' in communicative language teaching and thus within the framework adopted by the language institute where data have been collected and given the fact that Mariana failed to apply the concept in her practice teaching, 'student centeredness' has been the most relevant issue addressed in the mediating sessions that followed her microteaching classes. As such, this was the concept focused on in the present study. Particularly, the aspect of *adapting the class plan according to students' needs* plus the tools of using *pair work* and *students as model for giving instructions* have been given attention to.

From the analysis of the data, it is possible to perceive that Mariana struggles to master the concept, and its development shows to be rather twisting. She takes steps forth and backwards as she responds to the comments made by the TE and peers, and also as she plans her classes or as she uses (or not) the tools that foster student centeredness introduced earlier in the pre-service and reintroduced by the TE in the mediating sessions. Mariana plans her classes and tends not to change or adapt her plan. At the same time that she understands the point of the TE in mediating session 1, who seems to explicitly say to her that she should respond to students' needs and thus give to them the language they need to express themselves properly, she holds back from doing it possibly due to being the kind of person who likes to be in charge and/or in control of

the situations in which she is involved, or, at least in which she figures as a teacher.

Even though Mariana appears to understand that, by not responding to students' needs, she leaves them behind herself, she does not know how to deal with what may sound at odds to her, which is student centeredness 'versus' teacher control.

Unfortunately, the TE does not take advantage of what can be interpreted as a growth point (Johnson & Golombek, 2016). Apparently, this is a point in which there is cognitive/emotional dissonance, and, according to the authors, "cognitive/emotional dissonance acts as a catalyst that can, with the right mediation, create conditions that support the development of L2 teacher/teaching expertise" (p. 44). The TE thus loses the opportunity to reaffirm the importance of responding to students' needs, which could render teacher development. That being said, the TE could have supported the teacher by giving voice to her and allowing her to externalize her thoughts so as to get to know her ideas and her needs. At this point, it looks like the notion of *interthinking*, i.e., the act of "thinking creatively and productively together" (Littleton & Mercer, 2013, p. 1) would be rather beneficial. Bearing that in mind, the role of the TE would have been to assess the level of intersubjectivity between him and the teacher so as to be able to think collectively with her and negotiate meanings that would give her the means to properly understand the concept and tools she was introduced to. In Wertsch's words,

> when interlocutors enter into a communicative context, they may have different perspectives or only a vague interpretation of what is taken for granted and what the utterances are intended to convey. Through semiotically mediated "negotiation," however, they create a temporarily shared social world, a state of intersubjectivity. (Wertsch, 1985, p. 161).

By these means, the TE would probably have been able to provide the teacher with responsive mediation; as a consequence it is likely that the teacher would have developed.

As for the *use of pair work* it appears that Mariana was able to develop the understanding of the tool after teaching two classes. In Microteaching 3 the teacher uses pair work accordingly. However, as the

attempts of mediation made by the TE were not supportive of development, one cannot interpret that the teacher was pushed to broaden her understanding of the tool. On the contrary, it is likely that she is still working at the level of performance. She may have done the pair work, but not understood the concept behind the behavior, for example. Yet, it is not impossible that the TE's intentional references to the tool have played a role in helping Mariana to have a better grasp of the meaning of pair work.

In regards to the use of students as models for giving instructions, Mariana goes from demonstrating ability in using the tool appropriately to not using it at all, to using it back and not using it effectively. What can be noticed in the data is that Mariana is in fact being regulated by her planning. Whenever she includes the tool in her TAF, she applies it in class, if it is not in the plan she either uses it inappropriately or does not use it at all, which shows that she depends on the TAF to function properly thus not being ready to take in flight decisions that are in consonance to the concept of the tool.

This does not mean that Mariana's progression of teaching expertise is falling behind expectations. Actually, according to SCT, in the development of concepts, learners - in this case a teacher learner - are expected to exhibit this back and forth movement since the process of learning and development "is not linear, but dialogic, in that a person can move from being object-regulated, to self-regulated, and back to object regulated again" (Johnson & Golombek, 2003, p. 733).

Additionally, according to Vygotsky's notion of concept development, scientific concepts alone do not suffice, they need to be confronted to everyday concepts before the concept itself can be consolidated. It is only then that sign forms and moves into sign meanings (Johnson & Dellagnelo, 2013). That being said, it can be inferred that for the concept to stop functioning in her Zone of Proximal Development and begin functioning in her Zone of Real Development, Mariana may require more opportunities for sustained practice on the tool, and possibly mediation that is responsive to her needs and thus supportive of development in order to fully form the concept and be able to use it in her actual teaching.

Generally speaking, the comments made by the TE in relation to the aspects of Mariana's understanding and consequent use of the concept ranged from a very implicit (when the TE tries to elicit either the concept or the tool from Mariana or peers), to less implicit (when suggesting Mariana could transform an activity into a competition), and sometimes,

to a more explicit form (when impersonating the role of the teacher and exemplifying possible actions in class). However, along the mediating sessions, it was noted that even when the TE's comments are more explicit, he still does not name the concept of student centeredness, nor the tools - use of pair work and use of students as models for giving instructions - nor does he associate them to one another.

In failing to connect Mariana's practice (everyday knowledge) to related to the concept, can be regarded as a failure in the teacher educator's role as the more expert other in the process of teaching how to teach. As Vygotsky points out, it is in the word that thinking and speech merge. Naming is therefore paramount to the development of concepts since the "sensory material and the word are both indispensable parts of concept formation" (1986, p.97).

In failing to connect Mariana's practice (everyday knowledge) to the concept in its full form (scientific knowledge), the TE possibly delayed Mariana's movement from the abstract, general understanding of the concept to its concrete, situated way of knowing it. As Vygotsky affirms, knowing names precedes the awareness of the concepts underlying behind these names, but it is by using them and externalizing one's knowledge about them that they become open to discussion and to mediation, which is actually what makes it easier to have them assimilated and internalized. Added to this, it has to be considered that Mariana is a teacher without a formal academic education in TESOL.Thus the fact that the TE does not name concepts and tools may have been an additional hindrance to Mariana's development. It is possible that the pre-service English teaching program was the first time she was introduced to these sign forms, as such, it is licit to say that she might have a longer way to go if compared to peers for whom these sign forms were not new and for whom it would possibly have been easier to developed the meanings of these forms as well as have been able to further understand their functional uses.

In an analogy to Vygotsky's point that "not only do we operate on the world according to the categories offered by our cultures, we also perceive and therefore think about the world according to those same categories" (Lantolf & Poehner, 2014, p. 10), it appears legitimate to say that teachers engage in the activity of teaching according to the concepts granted in this same activity. Also, it can be inferred that teachers will perceive and think about the world of teaching according to such concepts. In the same vein, it is likely that Mariana needs to master the

discourse and the concepts of teaching so that she indeed masters the activity itself.

In what concerns externalization, the fact that the teacher did not externalize her understanding of her practice prevented her from making her own knowledge explicit both for the TE, who could take advantage of knowing her potential and mediating her according to it, and for herself, who could self-mediate and thus achieve major levels of self-awareness.

A final aspect to be raised concerning the fact that the teacher in this study appears not to have developed as expected along the Pre-Service English Teaching Program regards the fact that the TE's mediation looked very positivistic in that it focused mainly on behavior and performance as opposed to conceptual thinking and competence. This aspect in itself may have been one of the main reasons for the present findings, especially if one bears in mind that this study espouses a sociocultural perspective.

After discussing the research question that guided this study, the next section addresses the pedagogical implications.

5.3 PEDAGOGICAL IMPLICATIONS

This study presented the interactions of a teacher and a teacher educator along a pre-service English language teaching program while the latter provides assistance to the former as a means of promoting her professional development in Communicative Language Teaching, particularly in relation to the understanding and consequent use of the concept of student centeredness and two tools related to the concept, namely pair work and modeling.

Results indicate that, even though the teacher educator is an experienced and respected professional both in the area of English language teaching under a communicative perspective and in the language institute where the pre-service program took place, the teacher who received mediation from the TE appears not to have qualitatively developed her understanding and use of the concept and tools under investigation.

The reason for such results appears to be the approach adopted by the TE as he attempted to mediate the teacher. Briefly and basically speaking, the TE did not provide the teacher with opportunities for externalization and tended to focus his feedback on behavior and performance in opposition to conceptual thinking and competence.

By not opening communicative spaces for the teacher to externalize her understanding of her practice, the TE ended up not being able to determine where the teacher was in her learning and development or to help her create zones of proximal development where levels of intersubjectivity would be more easily developed.

Additionally, the focus on behavior led the TE to a more positivist stance, sounding as if knowledge were objective and represented generalizable truths. The way the TE evaluated the teacher's practice and provided her with the 'right' behavior did not offer her psychological tools for thinking or support for the development of teaching expertise.

Summing up, the TE wanted the teacher to be sensitive to her students' needs, but his work was not attuned to the needs of the teacher either, which shows that this attunement is not easily achieved.

This study, therefore, foregrounds the need for teacher educators to step back and reflect about the nature of teacher learning as a process that is unique to a given teaching context at a given place and time. In this vein, teacher educators must think critically about the activities they will engage teachers in, and thoughtfully consider their approach to mediate learners of teaching so as to be sure that the potentialities of the teachers are known and that conceptual mediation responsive to teachers' ZPD is offered in a trusting environment via interthinking.

Moreover, this study also suggests that those who work in the teacher education field should not disregard the beneficial aspect of providing teacher educators with opportunities to reflect on their own practice, so as to understand their roles and verify whether their practice is beneficial to the development of teacher learners.

5.4 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

One of the main limitations to this study, due to its restriction in size and scope, is that it only included one participant; therefore in-depth analysis of different teachers within the same context would be necessary to validate the findings encountered in this study. In addition, a follow up on Mariana's practice when she is already in real classes could have been beneficial for validating the findings.

A further setback is that, due to time constraints within the pre-service program, is that the micro teaching sessions were reduced to three instead of four, which is usually the number of micro teaching sessions that occur in the pre-service of the LI. This means that it would have been

possible that Mariana's development showed even more signs of development had she participated in more microteaching sessions.

Yet, another shortcoming is the fact that the constructs the analysis was based on were pre-established by the approach the language institute uses, which means that aspects that were not covered in the LI constructs, although having popped up during the mediating sessions, were not central to this discussion.

That being said, future research on the impact of the mediation between teacher educators and teachers, exploring the teacher educator´s role and perspectives would be an interesting way of following up with this study. Additionally, a study that conducts a follow-up on Mariana´s practice taking into consideration the mediation she will receive from teacher educators as she teachers real classes for real students would benefit the field and provide more insights on Mariana´s own development.

Finally, a study that would benefit the field of teacher education, mainly in the public education setting, would be to implement this in-the-moment feedback to larger groups of teachers, in practicum at universities, for instance.

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APPENDICES

APPENDIX A – TAFs

A.1 TASK ANALYSIS FRAMEWORK (TAF) MODEL

Task Analysis Framework	
OBJECTIVES What for? Why?	
INPUT DATA What to use?	
GROUPING What kind of arrangement?	
PROCEDURES & INSTRUCTIONS What to do?	
LINK TO THE NEXT TASK	
RELATED HOMEWORK	

A.2 TAFS PREPARED AND FILLED OUT BY THE TEACHER FOR THE MICROTEACHING CLASSES

Teacher's TAFs have been transcribed *ipsis literis*, regardless of possible mistakes.

A.2.1 Microteaching class 1 - TAF 1

Task Analysis Framework	
OBJECTIVES What for? Why?	Allow students to talk about different levels of possibility in the future. Make them aware of the correct use of will, may and might. Create opportunity for them to think about and discuss about life in the future.
INPUT DATA What to use?	Computer, pictures, video, paper, box, numbers, strips
GROUPING What kind of arrangement?	Open pairs, groups of three, pair work
PROCEDURES & INSTRUCTIONS What to do?	The teacher talks about a very famous futuristic movie and asks the students what they know about it. Then, she shows pictures that represent different aspects of life in the future and asks students what they think will happen in 2050. After that, she uses the students' answers to make them think of the level of possibility of those things to happen. So, she introduces "may" and "might". Now she shows other aspects of life in the future on the board, and the students are supposed to give their opinion using will, may or might. The others can agree or disagree, using the modal that best represents their opinion. Then, they watch a part of the movie and write down the things that they think will/may/might happen. In groups they discuss their opinions. In the end, the teacher motivates them to tell everybody what they think about the aspects observed.
LINK TO THE NEXT TASK	
RELATED HOMEWORK	

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A.2.2 Microteaching class 2 - TAF 2

Task Analysis Framework	
OBJECTIVES What for? Why?	Allow students to talk about vocabulary of clothes. Make them aware of the structure to use vocabulary of clothes.
INPUT DATA What to use?	Clothes, blindfold, pictures
GROUPING What kind of arrangement?	Open pairs, pair work
PROCEDURES & INSTRUCTIONS What to do?	The teacher tell students she is going to travel and ask their opinion about the clothes she is going to take (shoes, shorts, dress, skirt, jacket, T-shirt). After that the teacher asks one student to say what she is wearing today using "She is wearing…" and then students have to say what the others are wearing in open pairs. Help students to practice the sentence "He is wearing…". Teacher divides students in pairs and explains that one of each pair will go outside and put on some clothe from the bag. The others will have to touch the clothe and guess and say the sentence "he is wearing". They will wear a blindfold. After that, the teacher changes pairs and gives to one student of each pair a paper with pictures of people in it. The student will describe one person from the paper and the other has to guess who he is describing in the pictures. In the end the teacher makes a game in pairs and ask a student from one pair to choose a person from the image and describe to the other classmate to draw it on the paper on the wall. Teacher counts the time and then the other pair does the activity.
LINK TO THE NEXT TASK	
RELATED HOMEWORK	

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A.2.3 Microteaching class 3 – TAF 3

Task Analysis Framework	
OBJECTIVES What for? Why?	Allow students to talk about actions that were happening in the past when others took place. Make them think and discuss about important facts of the history.
INPUT DATA What to use?	Pictures, video, printed activity, strips, balls.
GROUPING What kind of arrangement?	Open pairs, closed pairs.
PROCEDURES & INSTRUCTIONS What to do?	The teacher starts the class showing a short video related to the lost World Soccer Cup and then ask the students to talk about it. Sentences like "How did you feel?" and "What do you remember about it?" can be interesting. So, the teacher says what she was doing when Brazil lost to Germany, and asks the students: "What were you doing when Brazil lost to Germany?" Then she helps the students saying "I was _____ when Brazil lost to Germany". After that, the teacher shows on the board a picture with another important fact and has the students thinking about what they were doing when it happened. If they are not sure, the word "probably"can be used. The teacher introduces the question "What were you doing when Ayrton Senna died?" and makes students repeat it. So she uses the students as models for the questions and answers. Next, the students have to analyze other pictures related to facts and, in closed pairs, ask and answer what they were doing when the facts happened. Then, the teacher asks to the students to say their classmates were doing when those things took place. The teacher hand a "find someone who" activity. The students have to interview each other using "What were you doing when…" and take notes of the results on the sheet of paper the teacher gives. As a model, she asks one of the students to ask a question for another. After the activity, she asks about the information they discovered. Finally, the students are divided into two groups: the question group and the answer group. Each of them has a ball which they play

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	with while they listen to a song. When the song stops, one person at each group is going to have the ball. The "question group" person is going to get a strip of paper from a box and ask a question to the "answer group". At any moment the teacher can say "switch" and then who was answering is going to have to ask.
LINK TO THE NEXT TASK	
RELATED HOMEWORK	

APPENDIX B - Consent Form

Termo de Consentimento Livre e Esclarecido
(Elaborado de acordo com a Resolução 466/12 – CNS/CONEP)

Você está sendo convidado a participar de uma pesquisa sobre formação de professores de língua inglesa entitulada *Formação de Professores na Perspectiva Sociocultural: análise de micro-aulas em um programa de pré-serviço de professores de inglês*. Este estudo esta sob a responsabilidade da pesquisadora e orientadora Adriana de Carvalho Kuerten Dellagnelo (Professora do Programa de Pós-graduação em Inglês da Universidade Federal de Santa Catarina) e de sua pesquisadora assistente Andréia Dalla Costa (aluna do Mestrado em Inglês: Estudos Linguísticos e Literários vinculado ao Programa de Pós-graduação em Inglês da Universidade Federal de Santa Catarina).

O objetivo deste estudo é investigar como professores não-iniciantes de inglês desenvolvem, cognitivamente, sua compreensão e uso dos princípios pedagógicos e ferramentas da Abordagem Comunicativa enquanto participam de sessões de micro-aulas de um programa pré-serviço em um instituto de idiomas na cidade de Florianópolis, Santa Catarina, Brasil. Muitos estudos mostram que professores novatos ou com pouca experiência começam sua prática de ensino com ideias pré-concebidas sobre o que significa ensinar e como fazê-lo, porém, ao participarem de atividades em contextos de ensino e aprendizagem, como por exemplo, programas de formação, através da mediação oferecida por pares mais experientes, apresentam mudanças consideráveis em suas concepções e formas de ensinar, e acredita-se que o mesmo possa ocorrer com professores mais experientes (Johnson, 2009; Johnson e Dellagnelo, 2013). Entretanto, mais pesquisas são necessárias para que melhor possamos entender as mudanças cognitivas que ocorrem em professores de ensino de línguas estrangeiras com mais experiência ao participarem de programas de formação.

Para a realização deste trabalho, você será solicitado a participar das seguintes tarefas: (1) após cada sessão de micro-aula, entregar cópias dos planos de aula, cópias dos materiais utilizados para preparação, cópias notas tomadas durante a sessão de feedback, e cópias recursos utilizados

para a aula. Você poderá optar por entregar os originais, porém, se optar por entregar cópias, o próprio pesquisador será responsável por fazê-las; (2) gravação em vídeo das sessões de micro-aulas que você participar; (3) participar de uma entrevista semi-estruturada que será gravada apenas em áudio. Os procedimentos serão realizados ao longo do programa de pré-serviço no local e horário agendado pelos responsáveis do programa, você não precisará deslocar-se para outro local a fim de participar desta pesquisa.

Os riscos de participar dessa pesquisa são ínfimos, e podem incluir cansaço, falta de motivação, desconforto, constrangimento ou alterações de comportamento durante gravações em áudio e vídeo, ou alguma outra questão de ordem pessoal que você venha a sentir por participar das atividades dessa pesquisa de pequena escala. É importante esclarecer que você não será avaliado pelo seu desempenho individual nas atividades. A pesquisadora analisará os resultados primeiramente de cada professor e depois do grupo de professores. Além disso, é importante ressaltar que as gravações em vídeo não serão divulgadas aos responsáveis pelo programa de Pré-serviço e à direção do instituto de idiomas, e não afetarão de forma alguma seu desempenho como profissional neste instituto.

Ao final da pesquisa, os resultados do estudo serão tornados públicos e compartilhados com os participantes, porém sua identidade será totalmente preservada e não será incluída nenhuma informação que possa identificá-lo(a). As imagens gravadas serão utilizadas apenas para fins de coleta de dados para posterior acesso ao conteúdo completo das micro-aulas e sessões de feedback para que a análise dos dados seja feita da forma mais precisa possível, além disso, nenhuma imagem será utilizada no relatório da pesquisa ou será divulgada por quaisquer outros meios e para quaisquer outros fins. O acesso aos dados coletados será confiado somente à pesquisadora e orientadora deste trabalho, mas sempre existe a remota possibilidade da quebra de sigilo, mesmo que involuntário e não intencional, cujas consequências serão tratadas nos termos da lei. Os resultados deste trabalho poderão ser apresentados em encontros ou revistas científicas, entretanto, eles mostrarão apenas os resultados obtidos como um todo, sem revelar seu nome, instituição ou qualquer informação relacionada à sua privacidade.

Esclarecemos também que após o término do estudo serão destruídos todo e qualquer tipo de mídia que possa vir a identificá-lo(a) tais como

filmagens, fotos, gravações em áudio, etc, não restando nada que venha a comprometer o anonimato da sua participação agora ou futuramente.

A legislação brasileira não permite que você tenha qualquer compensação financeira pela sua participação em pesquisa, porém, você terá os seguintes direitos assegurados: a garantia de esclarecimento e resposta a qualquer pergunta; a liberdade de abandonar a pesquisa a qualquer momento sem prejuízo para si ou para seu tratamento (se for o caso); a garantia de que em caso haja algum dano a sua pessoa (ou o dependente), os prejuízos serão assumidos pelos pesquisadores, inclusive acompanhamento médico e hospitalar (se for o caso). Em caso de gastos adicionais, os mesmos serão absorvidos pelos pesquisadores.

O pesquisador responsável, que também assina esse documento, compromete-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata dos preceitos éticos e da proteção aos participantes da pesquisa.

Após a coleta de dados, a pesquisadora escreverá um relatório de pesquisa que constitui a avaliação final do Programa de Mestrado em Inglês, que após as devidas correções da professora orientadora, e defesa perante a banca de avaliação, a pesquisadora enviará via e-mail a versão final da dissertação para todos os participantes, como forma de *feedback*.

A sua participação nesta pesquisa é de grande valor. Através dela buscaremos desenvolver estratégias que busquem contribuir com a formação de professores de língua inglesa no Brasil. Entretanto, a decisão de participar desse estudo é tão somente sua! Ademais, ainda que você tenha consentido em participar da pesquisa e por qualquer razão não queira mais fazê-lo, poderá desistir a qualquer momento, desde que informe as pesquisadoras.

Em caso de dúvidas e esclarecimentos, você deve procurar as pesquisadoras Adriana de Carvalho Kuerten Dellagnelo (adrianak@cce.ufsc.br) ou Andréia Dalla Costa (deia.dc87@gmail.com).

Caso suas dúvidas não sejam resolvidas pelas pesquisadoras ou seus direitos sejam negados, favor recorrer ao Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina pelo telefone (48) 3721-6094 ou nas instalações localizadas no Prédio

Reitoria II, 4º andar, sala 401, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis.

Assinando o consentimento pós-informação, você estará consentindo com o uso dos dados coletados para a pesquisa. Muito obrigada,

Consentimento Livre e Esclarecido

Eu,_____,
RG _____ li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. 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.

Florianópolis, _____/_____/_____.

_____
Assinatura do participante

_____
Assinatura do pesquisador