

Brazilian Student-Teachers Share their Concepts on
English Teaching/Learning During the *Estágio Supervisionado I* Course

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December, 2019

BRAZILIAN STUDENT-TEACHERS SHARE THEIR CONCEPTS

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Trabalho Conclusão do Curso de Graduação em Letras – Língua Inglesa e Literaturas do Centro de Comunicação e Expressão da Universidade Federal de Santa Catarina como requisito para a obtenção do título de Bacharel em Letras – Língua Inglesa e Literaturas.

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Florianópolis

2019

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DECLARAÇÃO DE AUTORIA DE PROJETO DE TRABALHO DE CONCLUSÃO DE CURSO (TCC)

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Título do TCC: Brazilian Student-Teachers Share their Concepts on English Teaching/Learning During the *Estágio Supervisionado I* Course

Data da Defesa do TCC: 02 de dezembro de 2019

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Morando, Luana
Brazilian student-teachers share their concepts on
English teaching/learning during the Estágio
Supervisionado I course / Luana Morando ; orientadora,
Nadia Karina Ruhmke-Ramos, coorientador, Hamilton de Godoy
Wielewicki, 2019.
65 p.

Trabalho de Conclusão de Curso (graduação) –
Universidade Federal de Santa Catarina, Centro de
Comunicação e Expressão, Graduação em Letras Inglês,
Florianópolis, 2019.

Inclui referências.

1. Letras Inglês. 2. Desenvolvimento de conceitos. 3.
Ensino e aprendizado de inglês. 4. Estágio supervisionado.
5. Formação inicial. I. Ruhmke-Ramos, Nadia Karina. II.
Wielewicki, Hamilton de Godoy. III. Universidade Federal
de Santa Catarina. Graduação em Letras Inglês. IV. Título.

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Luana Morando

**Brazilian Student-Teachers Share their Concepts on English Teaching/Learning During
the *Estágio Supervisionado I* Course**

Este Trabalho Conclusão de Curso foi julgado adequado para obtenção do Título de
“Bacharel” e aprovado em sua forma final pelo Curso Letras – Inglês

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This study is wholeheartedly dedicated to God and my mother.

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Acknowledgements

The first person that deserves all the gratitude, for my life, all the love I have received, and everything else I need to be here at this very moment writing these words is God. Thank You for being the one who is my strength and will support me and rely on me while I stay here and certainly after that. Mary, Our Lady, as well.

Besides them, I thank my parents, especially my mother, who gave me all the important things I needed to be here and even more and who did the best for me, this is one of the little accomplishments that I dedicate for you too. I could not forget to thank the rest of my family and my brothers, who taught me so much and are the best people I know, I could not ask for another family.

I appreciate each of my friends who carried with me our friendship: my 'siblings' from GOU-UFSC, my friends from Caçador and Rio do Sul's dioceses, Marilza's family, teacher Elis and the ones who I left in my hometown or are spread somewhere in the world. Ricardo, you deserve to have your name here and a special thanks as well; I hope you already know how important you were in these last years.

And finally, I thank the opportunity to study in a public university and all the UFSC workers and others who make their best every day. I wish the best to all my professors and CCE staff. In addition, thank you Nadia and Hamilton for letting me be part of your project, trust in me and help me so much not only as student, but as person as well, and the participants that took part of this research.

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We are perishing for want of wonder, not for want of wonders.

G. K. Chesterton

RESUMO

Tratando da dinamicidade dos contextos e perfil dos professores-alunos e da relação dialética que promove mudanças e pesquisas de forma a melhorar o ensino de línguas, o Trabalho de Conclusão de Curso *Alunos-professores brasileiros compartilham seus conceitos de Ensino/Aprendizado de Inglês durante o curso Estágio Supervisionado I* objetiva entender as conceitualizações dos alunos-professores do curso de Letras – Inglês acerca do ensino e aprendizagem de inglês como resultado de suas experiências pessoais e pelos cursos desenvolvidos na universidade para prepará-los, em última análise, para a prática docente e para construir suas próprias trajetórias profissionais. A partir da coleta de dados feita através de três tipos diferentes de instrumentos e a análise destes feita através da *Análise de Conteúdos*, os alunos do Estágio Supervisionado I revelaram que as conceitualizações identificadas são reverberações das teorias estudadas em forma de pseudoconceitos comuns para ensino e aprendizado. Buscando melhorar sua performance em sala de aula, os alunos-professores valorizam o aprendizado pela prática, de forma que esta trajetória os auxilia em seu processo de ensino. Além disso, considerando que os resultados revelaram que os participantes acreditam que suas atitudes refletem sua aprendizagem pela observação, a prática de ensino também dá a eles a oportunidade de aplicar teorias aprendizadas teóricas desenvolvidos ao longo do curso. Esta pesquisa faz parte do projeto de pesquisa *Trabalho colaborativo entre a Universidade e a Escola na Formação de professores de inglês* (Ruhmke-Ramos & Wielewicki, em andamento).

Keywords: ensino e aprendizado de inglês, formação inicial, estágio supervisionado, desenvolvimento de conceitos

ABSTRACT

Acknowledging the dialectic relationship among student-teachers' profiles and teaching contexts that promotes change and studies in order to improve English language teaching, the *Trabalho de Conclusão de Curso Brazilian student-teachers share their concepts on English Teaching/Learning during the Estágio Supervisionado I* course aims at understanding student-teachers of the *Letras – Inglês* undergraduate program's conceptualizations on English teaching and learning as a result of their personal experiences in the courses taught in the university to prepare them to the teaching practice and pave their own professional paths. Through the data collected by three types of instruments and analysis outlined by *Content Analysis*, the student-teachers enrolled in *Estágio Supervisionado I* revealed that the identified concepts are glimpses of theories they have assumedly been dealing with in form of pseudoconcepts which are common to teaching and learning. In order to improve their performance in the classroom, student-teachers value the learning-while-doing, since this path aids them in their teaching process. Moreover, considering the results revealed that the participants believe their actions mirror their apprenticeship of observation, teaching practice gives them the opportunity to apply theoretical learnings approached during the program as well. This study is part of the research project *Trabalho colaborativo entre a Universidade e a Escola na Formação de professores de inglês* (Ruhmke-Ramos & Wielewicki, in progress).

Keywords: English teaching and learning, pre-service teacher education, teaching practice, concept development

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Brazilian Student-Teachers: Sharing their Concepts on
English Teaching/Learning During the *Estágio Supervisionado I* Course

Introduction

Last year, during my practice in *Estágio Supervisionado I* and *II* courses as a student-teacher, I realized the importance of this teaching practice as it can be considered the most substantive teaching experience I had had so far. Nonetheless, during my time in the undergraduate program and as soon as I finished it, I thought about the real meanings I had on teaching and learning and how they were shaped and transposed, or not, in my practice, as concepts to be acquired during my developmental process.

Therefore, by acknowledging this reflection and the memorable experiences and learnings I had during my teaching practice, this exploration became a moment to reflect on this topic. Thus, this study is an attempt to find out how conceptualizations on *English teaching and learning* are related to how student-teachers (hereafter, STs) perceive themselves towards their own theoretical understanding on these concepts within their own teaching practice.

This *Trabalho de Conclusão de Curso (TCC)* is part of a piece of an ongoing research conducted by Dr. Nadia Karina Ruhmke-Ramos and Dr. Hamilton de Godoy Wielewicki entitled *Trabalho Colaborativo entre a Universidade e a Escola na Formação de Professores de Inglês*. Such research is concerned with the collaborative work between university and school involving a Methodology professor, an English school teacher and student-teachers conducting their teaching practice at Colégio de Aplicação-UFSC.

1.1 Statement of the Problem

Education changes from time to time (Gimenez & Mateus, 2009; Mateus, 2002) as new theories regarding teaching and learning are developed, programs at university are redesigned, society changes, and laws governing schools and teaching practices are created (Brasil, 1996;

Brasil, 2014; Brasil, 2017; Brasil, 2018). In these new educational ambiences, the profiles of teachers and student-teachers and their individual expectations towards their teaching practices are likely to be changed, as well as the theoretical constructs of teaching and learning are prone to receive new meanings in relation to second language/foreign language teaching approaches.

Therefore, contemporary theories on teaching have been investigating STs' learning-to-teach process, beginner teachers' performance, their communities of practice and construction of identity (Lortie, 2002; Luis, 2017; Ruhmke-Ramos, 2018). According to this idea, this study proposed to identify student-teachers' individual perceptions on *teaching* and *learning*, their expectations on the relationship between their preparation and practice, and the impacts of their teacher education in relation to their concepts on teaching. In addition, it aimed at shedding some light on the profile of the student-teachers of the educational context of a Federal university in the South of Brazil¹.

Yet, in this study, *English teaching* and *learning* are seen through the lenses of the several theories, such as the Postmethod (Kumaravadelu, 2001), the Communicative Approach (Richards & Rodgers, 2014), Critical Pedagogy (Freire, 2002) and other worldwide known approaches and methodologies (Leffa, 1988) that were studied along teaching courses curricula. The concepts the student-teachers present may reflect those theories, their *apprenticeship of observation* (Lortie, 2002), and their learning-to-teach by watching teachers performing, which has great impact on their practice given that the generalization the students had of their teachers may help, reflect and mirror their teaching practice.

In light of the above, this research investigated how the concepts of *teaching* and *learning* regarding second/foreign language developed as the 2019 student-teachers enrolled in the course *MEN7071 - Estágio Supervisionado I – Inglês*, at *Universidade Federal de Santa Catarina* (hereafter, *UFSC*) engaged in the activities developed to comprehend and navigate

1. See section 3.3 *Context of Investigation* in the chapter Method for its contextualization.

the teaching practice.

1.2 Significance of the Study

The significance of the study emerges from the opportunity to recognize what the conceptualizations on *teaching* and *learning* verbalized by student-teachers are and comprehend the relationship between those conceptualizations and the STs' period as learners and teachers so far. Additionally, it is possible to view how student-teachers face their own teaching practice as part of their teacher education after several years learning especially by theory and their experiences as students in school and university.

Also, taking into account the concern of the professors and the program regarding the promotion of critical thinking, it is an occasion to think about participants' development after three years enrolled in the program and also about other skills they may have acquired so far. Such concerns may be useful in future studies that intend to understand this particular context.

Furthermore, STs may see this study as helpful to have a view of the course and the teaching practice course on the *Letras – Inglês* program and find new perspectives about teaching and learning from their student-teacher peers.

1.3 Organization of the Study

This study is divided in five chapters: Introduction, Review of Literature, Method, Data Analysis and Discussion, and Final Remarks.

i) Introduction - it begins with the main motivations that led to this study and further information on the research, then it explores the statement of the problem, which sheds some light on the research context as well, and the section significance of the study points out how the study may be relevant.

ii) Review of Literature - this chapter presents the main concepts of this study on teacher

education, which are the three main learning paths proposed by Lortie (2002), namely *apprenticeship of observation*, *special schooling*, and *learning-while-doing*, along with the Vygotskian *Sociocultural theory* and the *Concept Development*;

iii) Method - it includes objectives of the study and research questions advocated by them, as well as the contextualization of *Letras – Inglês* undergraduate course, *Colégio de Aplicação*, *Estágio Supervisionado* and participants, and finally, instruments of data collection and procedures of data analysis;

iv) Data Analysis and Discussion - this chapter aims to answer the research questions pointed out in the previous chapter by discussing the data that was analyzed according to *Content Analysis* (Bardin, 2002).

v) Final remarks - as the final part, the findings of the study are revisited, along with pedagogical implications raised by the findings, limitations of the study and suggestions for further research.

Review of Literature

This chapter provides a brief explanation of the theory sustaining this study and other concepts that are here employed to understand the analysis to be developed in the next chapters. It is crucial for this study to recognize the influence and relevance of *special schooling*, *apprenticeship of observation*, and the *learning-while-doing* methods. To do so, the acquisition and development of the theoretical concepts by student-teachers is discussed through the lenses of the construct *Concept development* by Vygotsky (1962), hence from a *Sociocultural perspective*.

2.1 Teacher Education

Taking into account that the *Letras – Inglês* undergraduate program provides theory and

practice for its students during their teacher education, we need to understand how these concepts are related to student-teachers' process of learning to teach. Regarding teacher education, the main concepts discussed in this section are *special schooling*, the *apprenticeship of observation* and *learning-while doing*; which are contributions by Lortie (2002), whose studies focus on discussing teaching practice, teacher education and adjacent topics.

With respect to *special schooling*², it refers to the formal education in which professionals undergo in order to become specialists, for instance, undergraduate programs. In relation to it, Smagorinsky, Cook, and Johnson (2003) investigated the relationship between theory and practice, and conceptualizations by students from three different programs of two universities. The authors met their participants before and after the teaching practice, in interviews and group meetings, and asked them to map what they have learned or what they thought they have learned. Their research revealed two natures of programs: programs that were structured to have more connected courses, and programs that did not have courses highly related to each other. The former nature usually had students that presented similar answers to a given concept, while the latter had students likely to give different answers for the same concept. The authors recognized that many of the participants of their research were familiar with concepts, but commonly misinterpreted them or were not able to transfer them during their practice because of the disagreement on conceptualizations by the programs' faculty.

Based on the issue of not being able to relocate concepts, one may infer that the students that went through the process of apprenticeship during the *special schooling* do not have some concepts mastered yet to the point of transposing them. Some examples of these difficulties may be identified in the learning approaches and their theoretical foundation, such as the teacher's role, student's role, and other concepts related to the teaching life and personal assumptions about teaching and learning (Johnson & Golombek, 2011; Lortie, 2002; Lucena &

2. In this piece of research, *special schooling* it is also a synonym for learning from theory and specialized schooling.

Bazzo, 2009; Silva, 2009; Smagorinsky et al., 2003; Vieira-Abraão, 2012; Vygotsky, 1962). Therefore, education theorists are usually engaged on trying to show several approaches and assumptions on teaching, learning, the teaching practice and other aspects from different research perspectives.

On the other hand, considering the learning to teach path of student-teachers, Lortie (2002) coined the concept of *apprenticeship of observation*; he claimed that “what students learn about teaching, then, is intuitive and imitative rather than explicit and analytical” (p. 62). In other words, teachers’ actions are initially based on their experiences as students, not on critical thinking. Moreover, Lortie’s research elucidates the relationship the teachers had during their years as students with their own teachers and the way their practice seemed to be affected by those interactions and observations towards what they experienced and their teachers’ beliefs.

Furthermore, Barcelos and Andrade (2004) pointed out there is also a usefulness of observing their own teaching practices and reflecting about them according to past experiences. The authors tackled main beliefs, expectations and struggles of the students that are going through the *Letras* undergraduate program and highlighted Celani (2000)’s argument that student-teachers should recognize their learning process in order to be able to respond better to what they want to do as teachers. In this sense, the importance of past experiences emerges from how student-teachers view them and how STs think they should act towards their classrooms.

In addition, Lortie (2002) identified the *learning-while-doing* method, which signs the close relationship between experiencing and doing. The scholar argued that since the beginning of the working history, the appropriation of a doing was through doing itself, and this has been a usual way of learning how to work. The process is not different in the teaching field as Lortie claimed that “the closest thing to a genuine apprenticeship for teachers is the practice teaching

they normally experience as undergraduates or as part of a postbachelor's (sic) program" (p. 70). The researcher also stated that most of the times when the teachers enroll in courses, they usually criticize the fact that the courses are far different from the real context of a classroom and also revealed that most teachers believe that their years of teaching have a greater impact on their practice.

In sum, this section explained the three different paths the student-teachers are likely to go through during their education: learning from specialized schooling (theory), learning from observing their previous teachers' classes and learning from their own experiences as teachers. In view of these paths, they are meaningful to comprehend the different perceptions of teaching and learning and the effects on these perceptions. However, firstly, we need to understand the key conceptual construct upon which this research work is grounded: *Concept Development* within the Vygotskian *Sociocultural Theory*, discussed below.

2.2 Concept Development within a Vygostkian Sociocultural Perspective

The *Sociocultural Theory* (Vygotsky, 1962) proposes that cognitive development takes place through mediation. Usually, this development starts in the early age with the children interacting with an adult, who will be the first mediator. Later, the concept of development starts to take place as the children engage in other environments, which are likely to be the school, clubs, and confronted with what they already know, especially what is formally learned. Therefore, the intellectual development is part of the personal development. In this sense, mediation is crucial in the process of concept development so that these experiences connect to the intellectual formation.

In a study dealing with the development of concepts, Vygotsky (1962) found out that concepts do not come from any place of the mind, but instead through triggers that involve the brain to process and analyze information, and respond to a determined situation. Also, Vygotsky

argued that “the process of concept formation cannot be reduced to the processes of association, attention, representation, judgment, or determining tendencies, though all of these functions are indispensable for the complex synthetic process involved in concept formation” (Vygotsky, 1962, p. 125). This means that the development of concepts is much deeper and more complex than one may think.

It is worth to point out that all developmental processes take place in a spiral process within the *Zone of Proximal Development (ZPD)* and are shaped through the mediation the children and adults have. The mediation contributes to their intellectual development during their growth and impacts considerably in the concept meanings they will have. In Vygotsky (1962)’s words:

These processes do not participate as processes developing independently of one another in accordance with their own internal logic. They participate as processes that are mediated by the sign or word, as processes that are directed toward the solution of a given task and are thereby introduced into a new combination or synthesis. (p. 125)

The mediation process is more likely to effectively take place within the *ZPD*. According to Vygotsky (1978), the *ZPD* “is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). Accordingly, the new knowledge to be mastered needs to somewhere within the person’s *ZPD*, otherwise, the mediation is unlikely to take place. Hence, the mediation provided and the prospect of the new knowledge to be perceived influence the way learners internalize what is around them.

Regarding adults, throughout the developmental process, their life experiences and social practice, a certain concept may change throughout their lives and they are likely to be in a similar situation to the children when dealing with a new context. The processes that occur

are part of the *Concept Development*, a singular process that is flexible and dynamic and ends up, hopefully, in a true concept. Such concept development has three main stages³, namely, the *Complex*, *Pseudoconcept* and *Concept*.

The first stage is called *Complex*. It involves elements that have one characteristic alike and therefore are conceptualized as the same. Yet, as the stage alludes, the characteristic is not appropriated because it is not exactly the same, and then it is in conflict with the real meaning of the original concept. In Smagorinsky et al. (2003), an objective illustration of *Complex* is “learning to label a canine a dog and then labeling any other 4-legged creature a dog” (p. 4). Vygotsky (1962) stated that “the complex has its foundation in associative connections among the separate concrete elements that form it. Here, however, these connections will not necessarily connect each element with the model” (p. 134). In this case, any kind of linking element may be used because they seem to relate, but in fact they do not. One example in class would be calling all activities ‘in groups’ cooperative activities, even though the students do not engage or negotiate meanings.

On the other hand, a *Pseudoconcept*, explained by Vygotsky (1962), “[...] has strong external similarities to the concept that we find in the adult’s intellectual activity. However, [...] it is very different from the true concept” (p. 136). The theorist meant that it is exactly like a *Concept* in the surface, however, in the essence, it is a mistaken impression. Such situation is related to a representative characteristic and other elements put in relation to it, but the connector between these elements would be other than the proper connector of the representative characteristic. For example, the child learns what is ‘room’ and then calls all the other parts of a house ‘room’, or the word ‘waiter’ is mistakenly used for any attendant-like who is not in a restaurant environment. The classroom example given by Smagorinsky et al. (2003) is “[...] labeling any group activity cooperative learning even if it lacks some critical

3. The categorization of these three steps given in literature and here is only for pedagogical purposes.

element such as teamwork, a shared goal, individual and group accountability, and so on”.

The last stage proposed by Vygotsky (1962) is *Concept*. A concept is comparable to a holder of elements that have the same characteristics, in other words, all kinds of characteristics are equal and converge to the same concept, in this case, the holder. In addition, during the development of the concept, the elements that converge to the same holder cannot be seen separated because the common characteristic that prevails in all the elements is reproduced in the concept. For this reason, the universal characteristic for the elements, or the holder, is the concept itself. The classroom example would be that teaching practice is about constructing knowledge together; however, there is a lack of dialogue between teacher and students, or in another case there is only theoretical knowledge, lacking reflections and experiences by teacher and students in the process.

To sum up, as conveyed earlier, the concept development process is a spiral process. It is desirable to recognize the roles of each stage of the process, mainly on student-teachers' words, in order to appreciate the relation between the concepts and the theory studied, as it is suggested by the investigation proposed here.

In addition, this is not the first study in the area, there are others that have already investigated some aspects correlating *Concept Development* and/or teacher education, where the authors were able to understand through the *Sociocultural* lenses student-teachers' conceptualizations and reflections regarding their practices, such as: Agnoletto (2017) who considered solid illustrated examples of the relevance of reflecting on teaching practice and how the reasoning regarding practice by a novice teacher was constructed; Biehl (2016), in which the author, as a more experienced teacher, was able to mediate the teaching of a novice teacher in order to reflect and understand behaviors, along with strategies to be implemented to reach the methodology's objectives; and Ruhmke-Ramos (2018), who investigated STs' (re)conceptualizations on language as social practice and English language teaching along the

teaching practice process.

Thereby, in the next chapter of this study, the main objectives, research questions, procedures and analysis of the investigation will be presented.

Method

In this chapter, I explain the approaches used to carry out the research. To do so, I first define the general objective and the general research question that will unfold in two other ones. After that, I describe the context of investigation and present detailed information about the participants. Then, I present the instruments of data collection, and finally how data was analyzed.

3.1 Objectives of the Study

Regarding student-teacher's concepts of *English teaching* and *learning* inside the teaching practice, this research planned to trace those conceptualizations in order to map the adjacent concepts, which may portray theories previously studied and the learning paths the STs may be going through, as described by Lortie (2002). Furthermore, the investigation is devoted to analyze whether participants can establish a parallel between the studied theories, and their tasks and experiences in their teacher education. The studied theories taken into account are the ones that were viewed during the courses assigned to the teaching practice, which are supposed to be used in school daily life. Hence, the main objective is to inquire the student-teachers of the *Letras – Inglês* undergraduate program about their conceptualizations on *English teaching* and *learning* throughout their process of becoming teachers.

3.2 Research Questions

The general research question (RQ 1) of this study is: To what extent do the STs'

conceptualizations of English teaching and learning portray their learning path to become teachers? Such question will be answered with the support of the following specific research questions:

Research Question 1a (RQ 1a) - What are the concepts that seem to permeate participants' conceptualization of teaching and learning?

Research Question 1b (RQ 1b) - Which are the learning paths (Lortie, 2002) identified in STs' verbalization on their process of becoming teachers?

3.3 Context of Investigation

The *Letras – Inglês*⁴ undergraduate program at *UFSC* is a four-year program divided in eight semesters, whereof the last four ones are directed at obtaining a teaching degree or a bachelor's degree. Each student must choose in the fifth semester one of these options and enroll in the required courses. For a candidate to get the teaching degree, the courses required are i) *Didática D* (fifth semester), in which the students have theory and practice in planning and organizing curriculum and lessons and other pedagogical activities in the school context; ii) *Psicologia Educacional* (fifth semester) deals with psychology and its relation to education, the social interactions between teacher-students, and learning development; iii) *Organização Escolar* (sixth semester), where students are introduced to the school environment, the Brazilian history of education, educational documents and laws along with teacher and students laws and duties; and iv) *Metodologia do Ensino de Inglês* (sixth semester) that encompasses analysis and creation of lesson plans and assessment, teaching materials, technology in teaching, and teaching practices that would be useful for *MEN7071 - Estágio Supervisionado I* and *II* (seventh and eighth semesters, respectively).

4. *Letras – Inglês* is an undergraduate program that provides the license to teach formally anywhere in Brazil. The course is part of the *Departamento de Língua e Literaturas Estrangeiras (DLLE)* in the *Centro de Comunicação e Expressão (CCE)*, at *UFSC*.

MEN7071, the teaching practice course, is in the last year of the *Letras – Inglês* curriculum to obtain the teaching degree. The activities designed for the course encompass planning activities, and, critically, observing the school and classroom environments, and the actual practice as a teacher of record in a real classroom of a regular school. The course started during the first semester of 2019 and had *MEN7072 - Estágio Supervisionado II – Inglês* as its sequence. Although each course duration is one semester, they are two parts of a whole.

During 2019, in *MEN7071*, all the teaching practice with student-teachers happened in a real classroom at *Colégio de Aplicação* (hereafter, *CA*). *CA* is a public school inside *UFSC* and part of *Centro de Ciências da Educação* (hereafter, *CED*). The school assists students from elementary to high school and it was initially built as a field of teaching practice for students enrolled in the courses *Didática (Geral e Específica)* of the *Faculdade Catarinense de Filosofia (FCF)* ([*CA*], n.d.). Today, students are invited to get to know the school and its spaces since the sixth semester during activities proposed by several courses and programs related to teaching at *UFSC*, especially the *Práticas como Componente Curricular* (hereafter, *PCC*), in view of it is not only one more place inside the university but also a real-life teaching environment. However, this may be the first experience in a school for some participants of this research.⁵

The school operates during mornings and afternoons, and each foreign language group ranges from twelve to twenty-five students, who may meet one to two days a week for 45 minutes each English class (two classes a week in high school and three classes a week in Elementary school). For the teaching practice, student-teachers' class observations depended on the days there are English classes for the groups the STs choose to work; also, the classes were taught in pairs or groups of three student-teachers. The participants started attending English classes in the beginning of the year, in March, and followed the same group they were

5. For further references regarding the organization of the teaching practice at *CA*, see Luis (2017) and Ruhmke-Ramos (2018).

going to teach until the end of the year. As the STs' groups remained the same, the chosen groups remained as well, since there is *MEN7072* as the sequence of teaching practice. In dissonance to the other teaching practices of other programs, the student-teachers usually start to be inserted into the classroom as teachers of record at the end of the first semester of the school year, during of *MEN7071*, and keep teaching during most part of, or the whole, second semester as part of *MEN7072*⁶.

In addition, all the classes are supervised by the school teachers and the university professor, and each week all the STs gather to discuss their latest events/experiences of the teaching practice and important topics that may appear during their practice. Moreover, the group of student-teachers also meets the school teacher in charge of the class they are observing and the university professor to have support and help, since it is a collaborative work between teachers and students to mature and develop their ideas and practice.

3.3.1 Participants.

Sixteen student-teachers from the *Letras – Inglês* undergraduate program enrolled in *MEN7071* in 2019 were invited to take part in the study, however, only eight of them accepted the invitation. They were five women and three men aged from twenty-one to twenty-seven years old. Their real names were changed in order to avoid exposing them. Considering it is their last year to acquire the teaching degree in the program, it is expected that most of them started it in the first semester of 2016.

Regarding their background as English learners, the student-teachers mentioned they started learning English formally at their regular school in different ages and/or had taken private classes, however, some of the STs did not give full information on those aspects. In

6. During the second semester, 14 hours is the minimum time any student-teacher must teach to have the teaching practice made valid. In *MEN7071*, the professor and STs agree to have the first teaching practice experience for at least 3 hours.

Appendix A, information related to each of the participants is provided.

The motivation to start learning English or continue studying it were mainly because of their personal preferences, such as reading, listening to music, watching TV shows and movies, playing games and internet; yet, having good teachers, grades, or just for the sake of learning the language were reasons as well.

A few of them had already been working as English teachers in different contexts, such as language schools before their teaching practice, however, it is their first time acting inside a class at a school for most of them, as exposed on Appendix A.

3.4 Instruments

The data was collected by means of a questionnaire, written productions, and a memoir. Through the elaboration of a memoir and a questionnaire, these instruments should be resources to answer RQ1: RQ 1a and RQ 1b, while the written production's topics were relevant to answer RQ 1a. Detailed information of these instruments are presented below.

3.4.1 Questionnaire.

The Google Forms questionnaire (Appendix C) was designed in partnership with the course professor with the objective of collecting data to answer research questions posed for the study. Since this instrument aimed at understanding student-teachers' perceptions on topics related to teaching and learning that were relevant to a better comprehension of their conceptualizations and teaching practices, the questions led to discuss, to answer and to agree or not with topics present in the literature STs and me have read so far which are the ones referred to in the Statement of the Problem section, or STs' commentaries inside and outside classes, such as their beliefs and conceptualizations on teaching, learning, teacher education and teaching practice, and other relevant information to provide further material on those topics.

To do so, the content of the eighteen questions that should be preferably answered in English was: questions one to six were about the meanings, beliefs and conceptualizations on teaching and learning, teacher's role and struggles by teachers and STs, and the latter questions were about the learning paths to teach proposed by (Lortie, 2002) and adjacent matters: the questions seven to ten investigated impacts of specialized schooling, theory and its applicability in classroom; the questions eleven to seventeen proposed statements to complete and agree with on teaching practice, learning how to teach and topics such as students' motivation and interest, and stereotypes, and the last question approached the relevance of observing teacher to learn how to teach.

Therefore, one open question was developed to let STs reflect on a given topic, while the ten sentences to complete were proposed after a statement that guide respondents to answer their impressions, and finally, the six statements to be agreed or not were related to topics that I determined relevant to appear in STs' words. All the answers should be justified in order to be easier to interpret data.

3.4.2 Written productions.

This instrument, provided by the course professor as an assignment or just food for thought, is related to the investigation of the scientific concepts or discussions dealt with along the course. From all the written productions developed in *MEN7071*, two assignments were selected to be analyzed, one of them on student-teachers' thoughts and impressions on Freire's *Pedagogia da Autonomia* (2002), and the other one related to the use of technologies in the classroom, which was a topic covered during a class and left to be discussed on *Moodle*, the online forum used by the university, and from where the productions were retrieved. The written productions, written in English and Portuguese, were helpful to observe aspects that could not be identified in the other instruments; they were also important tools to observe students-

teachers' critical thinking development and trace how their dialogues converge or diverge from the other instruments.

3.4.3 Memoir.

The memoir (Appendix D) was developed by the professor and myself. The instrument presented similar statements to the questionnaire, in which STs answered resulting in their memoir. It collected data about their learning process, the relationship between theory and practice regarding English teaching and learning, and their decision to become teachers.

STs had two options to use the statements, on the one hand, by only giving the answer and connecting as text, and on the other hand, by using the statements as a guide and writing a text including the answers in the given version of the memoir; it was answered in English as well. The difference between the memoir and the questionnaire is that the memoir was proposed to answer questions that were not asked in the questionnaire, also, this kind of instrument is suitable to answer questions in a more reflexive way than a questionnaire, with freedom to make connections between different questions and so on.

Given those criteria, this instrument was divided in three sections: i) About yourself - student-teachers were inquired about their background such as age and relatives who were teachers and whether such relatives influenced in this choice; ii) Your career as a student - this section explored how their learning in English was, along with theories and techniques that boosted it, and STs' best and worst experiences at school; and iii) Your teaching career now and in the future - STs were questioned on whether they wanted to be teachers, when they first thought about it and why, and their plans of following this path after acquiring the teaching degree, in addition to their first teaching experience, something meaningful their teachers made that STs wish to do as well, and how their experiences as a student may have influenced their teaching practice.

The data, consisting of eight questionnaires and memoirs, and eleven written productions, were helpful to understand the general profile of the student-teachers, and to identify the contexts where they came from, how such contexts influenced their beliefs and actions, and their conceptualizations on *teaching* and *learning*.

3.5 Procedures for Data Analysis

As the final part of the Method, the procedures applied to filter and interpret student-teachers' conceptualizations are informed. The data⁷ was categorized and analyzed through the lenses of *Content Analysis* proposed by Bardin (2002). This type of analysis is organized in steps that involve organization, codification, categorization and interpretation.

The first step, as proposed by the author, was the analysis' organization, which is divided in pre-analysis, that involves the organization and planning along with hypothesis generation; the material exploration, which according to Bardin (2002), "consists essentially on codification operations, deduction or enumeration, in terms of the rules previously formulated" (p. 101). After having conducted these procedures, the results were interpreted. This step aims to gather information, select what is relevant, synthesize the results and propose assumptions as well as anticipate explanations in relation to the objectives of the study.

After that, the analysis followed with codification, a process that gathers pieces of data with similar meanings, recurrence, numbers or other similarity in groups. Bardin (2002) pointed out the content diversifies in consonance with the data and the different inferences that the researcher may have; therefore, it is essential to have the research objectives clear in this part. Moreover, the data was grouped in themes, words or phrases (i.e. the general theme or topic as verbalized through the words, or words and phrases repeatedly).

Bardin (2002) mentioned the next step as the categorization. Firstly, all the constituents

7. The data composed by questionnaires, memoirs and written production can be accessed on <https://tinyurl.com/sh7868c>

of a group must be highlighted and then regrouped in a larger category that represent them. In the author's example, the category is 'anxiety' and the themes that mean anxiety are grouped. The categories might be semantic, syntactic, lexical and expressive. Taking 'teacher's role', as an example, the semantic categories would be 'relationship' and 'teaching'; while the syntactic category would be related to adjectives and verbs: 'to teach', 'joyful'. Similarly, the lexical category would be composed by synonyms: 'get', 'comprehend', 'understand', while the expressive category would mean language perturbation, such as hesitation and perplexity.

Finally, the step that provides clearer findings is data interpretation. After all the categorization in different blocks, the analysis and the reasoning become more attentive in relation to where the concepts lead. By having these new categories, it is possible to understand the real meanings behind them and the information rooted in them, such as concepts.

This last step also provides viable forms to find the definition of the concepts on teaching theories that STs may have studied during the past years in the program, as well as on the pieces of research mentioned previously, and to have them compared. This research did not aspire to pinpoint the courses from which the mentioned theories originate, although it was desirable to understand better their academic preparation. Moreover, it is interested on participants' perceptions on the relationship between their learning to teach and other courses. Furthermore, it shed some light on whether the theoretical concepts studied throughout participants' academic life were internalized and displayed in their writings. Based on their conceptualizations, the *apprenticeship of observation* along with the conceptual development processes and other paths they might have taken during their careers might be identified.

Data Analysis and Discussion

The discussion conferred in this chapter comes from the data collected by the three types of instruments cited in the chapter above. To do so, after the student-teachers signed the Consent

Form, technical report n. 2.833.755 (Appendix B) and answered the memoir and questionnaire, I collected the written productions related to the topic of this research. Then, as *Content Analysis* follows, I selected what was useful to answer the RQs and grouped them in words and themes, such as ‘learning’, ‘teaching’, ‘teacher’s role’, ‘experiences’ and so on. Later, the categorization step grouped those themes in the concepts that will be presented and discussed in the following sections. The data was interpreted according to the conceptualizations and reflections on the answers and it follows in the next sections.

In each section, I report and analyze data according to the RQs used as titles in order to answer how some student-teachers of the *Letras – Inglês* undergraduate program conceptualize English *teaching* and *learning*. The first section approaches STs’ conceptualizations on *learning* and *teaching*, revealing that there are common concepts to both of them, such as dialogue, motivation and never-ending activity; along with concepts to *learning*, which were experimentation, and active and autonomous activity; and the concepts to *teaching* were risk taking and assisting activity. The second one focuses on their learning path to become teachers, which student-teachers shared their positive thoughts on learning-while-doing, special schooling and apprenticeship of observation, however, there were negative influences by the last path as well. And the third section presents the correlation between STs’ conceptualizations and their learning path to become teachers, which revealed pseudoconcepts that are in the STs’ developmental process to become concepts. As pointed out, the complete analysis is discussed below.

4.1 What are the concepts that seem to permeate participants’ conceptualization of teaching and learning?

The data analysis revealed that student-teachers may have similar conceptualizations for *teaching* and *learning*, along with singular conceptualizations for each of these processes

separately. The answers are organized into three categories according to the definitions: i) characteristics common to both *learning* and *teaching*; ii) similar conceptualizations on *learning*; iii) similar conceptualizations on *teaching*. The concepts found in each of the categories are illustrated below.

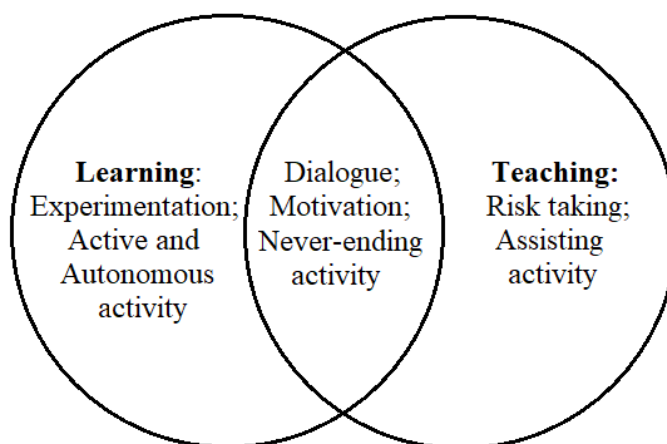


Figure 1. Chart of Concepts. This figure illustrates the concepts for *Learning* and *Teaching*.

The first common concept to *teaching* and *learning* to be illustrated is *dialogue*. It is related to the connection between knowledge⁸, students and teachers, in other words, how knowledge takes place in a class, as seen in “I believe that both teacher and student are constructors who share experiences and knowledge” (Ester, questionnaire). Therefore, in student-teachers’ view, both teacher and learner complement each other in teaching and learning, and for that to happen dialogue is needed.

In addition, there is a dialogue between student and teacher that does not happen strictly when it comes to knowledge that may be understood as school contents. A good relationship may be helpful in promoting a more comfortable way to share and construct knowledge. Many respondents expressed that a good relationship is built by both parts and takes place mainly when students and teachers get to know each other by sharing interests, tastes, etc. Ana tells her positive experience during her time in school by sharing that

8. It is worth pointing out that although it is mentioned knowledge, STs did not define what kind of knowledge they have in mind. Hence, the main definitions for knowledge in this research are school contents due to the regular school *curriculum*, and interpersonal knowledge, in view of further analysis.

At school, my best experiences were with teachers that were very caring, trustful and friendly. I have the best memories with this English teacher [...] because she not only helped me (sic) learn my favorite subject, but also helped me through a very difficult time of my life by simply talking to me. (Ana, memoir)

Other STs shared many important memories and experiences that described a good relationship between teachers and students as central to depict what *dialogue* would be. As students, some of them showed their teachers what they liked and the teachers heard them and took into account their audience's interests; they were ethical and respectful in student-teachers' opinion. By listening to their students, these teachers were there to support them and made difference. Then, it was students' role to say what they needed.⁹

Meanwhile, such dialogue happens with boundaries as well. STs mentioned that in the classroom there should be a form of control, notably when these student-teachers felt that unexpected situations could make them feel less confident. The kind of control mentioned had a few similarities with teachers' ideal school day in *Preoccupations, Beliefs, and Preferences*, in Lortie (2002), especially towards the relationship between STs and the students in consonance with teachers' words. Many of teachers' preoccupations were not mentioned by STs because they were experienced professionals after a longer time at school.

In addition to the concept *dialogue*, STs consider *motivation* to be another concept that makes learning and teaching easier and does not allow school to be considered tiresome. Regarding motivation, Gardner (2005) argued that a teacher should be compelling, proficient, with proper procedures and assessment to prompt students. Again, there is a dialogue that calls for motivation. Some of the referred characteristics, besides motivation, imply a myriad of

9. The stronger connection would happen when both teacher and students listen to each other and care about their relationship and the ones around themselves. Therefore, the students must voice their needs, such as discuss subjects in which they are interested, ask/give feedbacks, learn/share tools and strategies to learn, and the teachers' should consider all these needs in their practice. The wider range of the teacher's role will be discussed in the proper section.

obligations and beliefs on teachers, which were part of respondents' conceptualizations as well. Ana claims in her questionnaire that "Motivation is key to learning and to create that [motivation] teachers and learners need to focus on building a solid relationship". In other words, the student-teacher meant that dialogue, as an interpersonal relationship, is needed in order to build motivation. It is an important tool in teaching and learning (Johnson, 2009) since mediation requires this type of relationship where it is not merely about transferring knowledge, but caring and helping learners to be humane (Freire, 2002).

STs' writings suggest that despite the fact their school environment was perceived to adopt traditional learning methods, as it will be discussed later, they were places of/for kindness as well, as depicted so far. When inquired about their purposes on teaching, Lortie (2002)'s participants saw themselves as moral agents and students' companionship as their reward. However, the author argued that these feelings suggest taking teaching as a conforming and self-reliant career, in view of there is an autonomy from teacher to teacher in their job, along with seeing the task of schooling as doing what family was unsuccessful in doing¹⁰.

In conclusion, especially in learning, STs' report revealed that they believe motivation should be brought by the teacher and tasted by students through a good relationship, extracurricular activities that engage everyone, the concern teachers have in making material more appealing, etc, since it happens in different ways and circumstances not always well-defined or even identified¹¹, yet, it is likely to be the teacher's responsibility.

The last concept that was observed as common to learning and teaching is that both activities are *never-ending*. The same way society is continually thinking and evolving ideas on several topics of different natures, our minds look-alike, especially when it comes to the need of meditating, acquiring new knowledge and so on. Helena's questionnaire corroborates this

10. Yet, considering it is not the main topic of the research, it is favorable to read Lortie (2002) for further information.

11. For further information, see Gardner (2005)'s paper on integrative motivation and second language acquisition.

idea by reporting that “I never ‘know’ enough, always having something new to learn”. Her statement also shows the importance of improving oneself and learning new approaches, which are fundamental to teach, as it will be explored later. Therefore, both activities become complementary to each other and are never-ending. She also suggests that “The critical reflection about the practice is important because it is present in the teacher’s evolving process while the teacher always seeks to improve or change his actions in the classroom in order not to have stagnancy”¹² (Helena, written production). Through self-reflection and discipline, student-teachers believed they may be motivated and interested, preventing them to stop or get stagnant.

In conclusion, the concepts that were presented as common characteristics to both *learning* and *teaching* were *dialogue*, *motivation*, and *never-ending activities*. From the moment students and teachers are involved in a dialogue, there may be a motivation between them to teach and learn; since the teaching and learning progress with such characteristics, it is important that dialogue and motivation always exist and keep going on to promote conceptual development throughout people’s lives.

Next, I reveal the particular concepts of each activity, starting by *learning*. Taking that into account, the first conceptualization related to the concept is *experimentation*. Initially, most of the student-teachers shared their thoughts on what they call traditional methods¹³, the ones that focused on grammar and translation, according to them. STs described the usually poor

12. The original text is “A reflexão crítica sobre a prática é parte importante porque se faz presente no processo de evolução do professor, enquanto ele busca sempre melhorar ou mudar suas ações em sala de aula para assim não haver estagnação” (Helena, written production).

13. Even though the student-teachers often use the words ‘traditional method’, they do not explain exactly what that would be, however, when they mentioned it, the examples given are mainly related to the grammar-translation method, and sometimes approaches that involved teacher-centered, book-centered, or likewise orientations. Their reports hint that they may be referring to traditional methodologies that understand language as a system to be acquired.

experiences they had in school when teachers used alternative procedures very rarely¹⁴ and persist on the traditional methodologies.

Also, the answers addressed negatively such methods, by signaling that they would be tiring and sometimes even disappointing because they could be unreal and outdated. In other words, the lack of students' interest, motivation and the incompatibility between the methods and student-teachers' views of innovation and creativity could be partly relied on the ways those methods were applied. Therefore, the absence or deficit of interest, motivation and compatibility may have affected negatively STs and resulted in poor learning.

Since STs realized the approaches were not enough to fulfill their needs, they skipped to new ways. They recognized that learning would be materialized when they were open-minded to expose themselves, explore and experiment. As Gabriel states in his memoir "I think that personal experiences and the things that I enjoy doing and listening and watching were the best to learn vocabulary while the language schools helped me learn structure". Such sample shows the experimentation is needed in order to learn differently and improve the language learning in some cases, considering the several learning styles, means and methodologies, and motivations towards learning itself (Kumaravadivelu, 2001).

For this reason, STs did not have only one method to help them and the undergraduate program caught their attention to *CLIL* (Content and Language Integrated Learning) and communicative methods, as informed. By naming other methodologies and paths to be taken, participants' thoughts may share postmethod's features as well, due to the flexibility.

Moreover, regarding the use of methodologies, part of the negative opinions may emerge from the discussions that permeate the theorization of approaches and methodologies along the times, as Leffa (1988) described. The same author pointed out that sometimes the

14. By sticking to the traditional methodologies, the student-teachers show that the applied methodologies at school were not in consonance with the Brazilian official documents (Brasil, 1998, 2006), that is influenced by the sociocultural views.

approach is seen as more relevant than it actually is, letting us forget that regardless the method, the student may learn or not and also there are other ways to learn outside classroom.

Nevertheless, by using different styles and means and getting familiar with what they consider to be better for them, student-teachers understood that *learning* is an active task that cannot depend entirely on teachers or someone else. The memoirs reported that all the eight STs went through other approaches to improve their learning, especially by the ones they enjoyed and thought were suitable for them, given their particular circumstances and goals. For this reason, *learning* is referred as an *active* and *autonomous activity* as well, since student-teachers' reports bring to light such aspects during their paths as students.

The unsatisfactory circumstances led the respondents to acquire more autonomy and study by different means, which is the learner's desirable role in several approaches (Kumaravadivelu, 2001; Leffa, 1994; Richards & Rodgers, 2014). However, the path that drove student-teachers to autonomy was unusual, since it hints there might have been flaws in the method or even in teachers' application of those methods. Kumaravadivelu (2001) claimed that there should be a student and teacher relationship in order to build academic autonomy, since the teacher should give "learners a set of cognitive, metacognitive, and affective techniques that they can use for successful learning" (p. 545), in other words, autonomy is likely to be a tool to enhance the learning that already happens inside the classroom, consequently, it requires dialogue and help to develop learner's capability.

In conclusion, for the student-teachers who participated in the study, *learning* is considered an *active* and *autonomous* activity that relies on *experimentation* as well. Much of their autonomy is seen as taking responsibility for their learning, mainly by searching for other strategies to learn, not only relying on their teachers'. Therefore, they realized the value of autonomy and diligence in learning. In other words, when the student experiments other ways of learning, the principles of autonomy and on-going practice flourish and vice-versa.

Meanwhile, learners are not utterly alone in their learning path: the conceptualizations on *teaching* come next. Student-teachers considered that teaching itself is challenging, and because of that, it is crucial for teachers to commit themselves, accept the difficulties that are to come and not give up, in other words, take all the risks that teaching has¹⁵. Hence, *taking risks* is needed in order to make teaching happen.

The first challenges pointed out by STs that require teachers to take a risk is related to dealing with students in a way it would prevail kindness and dialogue, as discussed earlier, and be accepted (or not) by them. Fátima expresses in her questionnaire, “I think (sic) must treat students with empathy and affection, but teachers must set rules and limits with/on their students”. STs were assertive when they claimed that they want and need to have authority and set limits without being authoritarian, as well as teaching requires them to listen and be humble in this process. In addition, there was a concern on getting to know students’ preferences and goals to make teaching and learning effective.

Other challenges were STs’ thoughts on being prepared or not to teach and to overcome society’s idea that a teacher has to know everything. It was noticeable that having classroom situations under control would make student-teachers feel confident in their own teaching, for instance, in questions approaching their feelings towards an unexpected situation, seven of them would feel they were not prepared. By virtue of it, although the STs seem not to realize, their feeling of confidence is perceived as an impression of this society’s image.

Regarding *know-it-alls*, student-teachers suggested that teachers should remind themselves they are humans and accept they do not necessarily need to know everything, in addition to raising society awareness on the fact they do not necessarily need to know everything. Gabriel mentioned in his questionnaire that “[...] we don't need to have all the

15. Other risks that were disclosed by the student-teachers besides preparation and acceptance were related to feeling comfortable in front of the class, have authority, deal with unmotivated students, anxiety, preparing different class plans, and so on.

answers but we surely have the tools and sources to look up for answers”, which makes clear the dissonance showed sometimes by society when they agreed with this role as *know-it-alls*.

Lortie (2002), regarding recruitment and teacher education, revealed that teachers were usually compared to high figures in society during the first centuries of schooling, seeing that there were requirements to teach, such as being righteous and competent. In addition, from the last century on, the schools started to invest in training. It is worth to mention that teachers still have many hours of specialized courses along the year to accomplish nowadays at least in the South of Brazil. Therefore, although the ways to enter in a school are different, society still expect teachers to be outstanding. Some of these traces could be noticed by student-teachers' understanding of the major importance given to the teacher's role. The second concept on teaching is related to this matter.

When questioned about the teacher's role in *teaching*, the position is essentially concerned with being a *mediator*. Fátima illustrates such idea when she claims in her questionnaire that a teacher “Helps/Assists students to go from things they know to things they do not know yet”. Furthermore, they discussed about how teachers should inspire and motivate their students, and especially to teach, which is what is expected by society. Ana reinforces it in her questionnaire as well by adverting that “This knowledge is not just about books, but also about developing a strong sense of self through personal knowledge, of people's relations through interpersonal knowledge, as well as developing their critical perspectives. To teach is to raise humans”. The answers corroborate the relevance of the teacher's role as a mediator in a task that is not simply to teach contents. Yet, it also implies that the teachers' effort would be more strenuous than the students', once it actually involves learning to teach as an evolving process, while the students would not necessarily have responsibilities other than the ones expected from them.

Moreover, it was identified that the teacher should be empathic, considering empathy as

a key to teach and improve students' performance. The teacher, through different means, sees the possibility to improve students' participation and guide them to their best outcomes in the learning process and even in being better humans. Additionally, the concern with ethics and aesthetic, as Freire (2002) argued, were topics mentioned in their written production about what they agreed to be the primary aspects in *teaching* and they discussed how they believed it could be applied so as to make teaching joyful.

Therefore, in *teaching* it is essential to be inspired and to inspire by each other, engage and commit to the activity that is being done and do it joyfully and hopefully with ethics and respect. Because of all of these doings, it is noticeable that teachers have an active role in teaching. However, such engagement is commonly mistaken by society and even by the teachers themselves occasionally when they see it as an overloading role, and in virtue of it, the practice is enriched when teachers and students know objectively their roles and loads, according to the STs, and everyone is open to new views of those roles. One way to do it would be for teachers placing themselves as students and remembering their school times, which will be discussed in the next section.

To sum up, there are topics such as *dialogue*, *motivation* and *never-ending* task that are not exclusive to learning or teaching activities. These three topics relate to both *teaching* and *learning*, forasmuch as they complement each other and are constantly in action; consequently, self-reflection, exploring new strategies, caring about each other and motivation cannot be excluded from learning and teaching, regarding the relationships in a classroom and the practices themselves. In addition, STs see both teacher and students as the ones responsible for teaching and learning and that this responsibility materializes when they take part in it. However, their words suggested greater effort by teachers. Also, each of the concepts has their own traits reserved to themselves: it would be an *active* and *autonomous activity* that happens through *experimentation* in *learning*, while *teaching* is mainly about *assisting* and *taking risks*.

For this reason, there is a joint between teacher and student's role, as well as in *learning* and *teaching*.

4.2 Which are the learning paths (Lortie, 2002) identified in STs' verbalization on their process of becoming teachers?

On account of student-teachers' process of becoming teachers and constructing their own meanings on teaching and learning, this section deals with student-teachers' concepts and beliefs towards the three main paths to learn how to be teachers by Lortie (2002), namely, by *special schooling*, by the *apprenticeship of observation* and by *the learning-while-doing*. The data retrieved from the questionnaire and memoir will be presented according to what has been discussed and taken into consideration by STs in light of the roles and impacts each of the paths had in their learning to teach and how they perceive those paths in general during their experiences.

When asked about the theory¹⁶ studied at the university (*special schooling*) and the courses aimed at teaching, such as *Didática D*, *Psicologia Educacional*, *Organização Escolar* and *Metodologia do Ensino de Inglês*, the student-teachers stated that theory would have positive impacts. Although it was declared not to cover the reality altogether, it is believed to be eye-opening and a medium to ponder. It was helpful in providing a deeper understanding of teaching and learning as well as enabling the respondents to know themselves, as Ester reveals in her questionnaire "The impact this had on me was much more about understanding myself, why some things were easier for me than others, for example. I think as you begin to understand more about yourself, you can also begin to understand others". Consequently, in her own words, theory is important and needed, especially before starting to teach classes.

16. The theory brought in this research is mostly related to the one that would be useful in teaching, such as foreign language/second language acquisition approaches, teaching methodologies, the government's documents that concern with regulate the education in the different levels and so on.

It also presents different means to approach teaching. In Helena's questionnaire, theory was affirmed as "Extremely important, as a person who feels safe reading the theory before going into practice and experiencing for myself". The answer justifies its usefulness as a tool to rely on and implies theory gives more confidence and instruction.

According to STs, theory would be helpful when facing unexpected situations as well, and Camilo emphatically agrees with its role on preparing the teacher to take risks:

I think it is a theory that helps us think of different ways that we must follow, that is, it offers us a wide range of what to do and what to produce for the students, even in the different purposes that we have with our students. (questionnaire)

Moreover, Daniel claims that "Theory of teaching/learning can be very impactful on a teacher, but I believe that the impact is stronger *after* (sic) some experience as a teacher. However, starting to teach without any theory also sounds wrong [...]" (questionnaire). Lastly, it suggests theory should facilitate practice of teaching before and during the practice.

Along with theory, in form of *special schooling*, the *apprenticeship of observation* is identified in different ways. Firstly, the reports showed that in many occasions their university professors helped them to act as they thought a teacher should. For example, when Bianca states in her questionnaire that "Certainly the teacher I am today, or even the teacher I am pursuing (sic) to become, is a mix of the characteristics I've seen in my professors", such positive impression is mainly connected to their professors, who are usually perceived to be less traditional than the others according to student-teachers' answers.

Besides college, especially in respect to school during STs school time, positive and negative impacts were revealed. The positive ones were reflected on the feeling that the previous teachers were like mentors and inspirations for student-teachers' practice, as Ana pointed out in her memoir "I observed my teachers' choices and I knew what kind of classes my classmates and I were more prone to learning and enjoying, so I take inspiration in these

choices to plan my own classes as a teacher”. In some cases, the inspiration came from different methodologies, as reported previously, or even in testing new activities that worked or not with their previous teachers and may be improved and used in their practice, as mentioned in Bianca and Gabriel’s questionnaire too. Additionally, the way teachers made their students feel comfortable and created a good environment for learning prompted the STs’ urge to do the same.

On the other hand, the negative impressions produced bigger impacts as spotted in Fátima’s memoir “The period I lived at school totally affects me as a teacher nowadays. [...] I think the most difficult is to get rid of that school traditional way of teaching” and in her questionnaire “Sometimes the observations helps (sic) us, but when we give classes, it seems we forget everything [...]. And sometimes we see ourselves doing things we hate as students, because we have some beliefs from school period that we do not know”. In student-teacher’s words, despite the fact that observing is meaningful, her behaviors still mirror the past over her present ideas. Other STs pointed out that the same happens after being exposed to theory. In some way, it is noticeable that teachers may represent different role models to each of them and do not simply affect their perception on what a teacher may do, but in student-teachers’ practice during years as well.

Hence, it is comprehensible that STs use their *apprenticeship observation* to get a positive result, taking into account they aim at doing differently according to what they were exposed. The most visible impact is the one reported by Lortie (2002) that educators act according to their previous educators and their reactions to those. In other words, the student-teachers express those same reactions in their practice. In consonance with it, much of their learning to be a teacher was personified in the notion of teacher’s role they had.

Nevertheless, STs recognized that even when specialized schooling and observation of practices occur, the preferable way to learn how to teach is by being a teacher, that is, by

practicing and experiencing the position. Although only a few of the student-teachers had experienced teaching previously to the teaching practice, they expressed sometimes they would not feel fully ready/prepared to teach before they actually started to teach in the teaching practice.

Regarding the teaching practice along with professors' assistance, Camilo explains its impacts by writing that "I learned a lot of interesting things with the professors, things that I had never learned in undergraduate [program]" (questionnaire) as well as Daniel "things got more tangible and we started actually preparing classes and thinking about ways for them to be as amazing as we wanted it to be" (questionnaire). That is, the teaching practice was the first teaching experience for most of the student-teachers and by doing it, their learning was noticed to be materialized through their active participation, along with being a space to get new knowledge and to complete their goals.

Furthermore, the importance of practice was perceived by different points-of-view when Ester declares that "My first experience as teacher was last month during Estágio and my first impression was that this is not my path" (memoir). On the other hand, Helena argues that "I was very nervous but I enjoyed it a lot, which encouraged me to continue studying to be a teacher". The respondents' words imply that the teaching practice did not simply propose what teaching was about, but also helped them to understand whether it was exactly what they want to keep on doing, for example. Then, although there are opposite paths to be taken, *learning-while-doing* may be a landmark as well, taking into consideration that it would require confidence, risk taking and several features previously mentioned.

In consequence of the teacher education that may have started during the specialized schooling and apprenticeship of observation, and had its substantial experimentation during the practice, the responses revealed that their practice was also crucial to help them construct their own teacher identity. Camilo depicts it in his questionnaire by proposing that "I think every

teacher needs to seek their knowledge, and based on it, build their own identity, making themselves unique teachers, different from others, because being a good teacher depends on your work and daily commitment to your profession”. It means that although STs reported how theory and observation were important and that they wanted or not to do the same, the practice was a step to get to their own identity¹⁷.

To sum up, the three ways to learn how to be a teacher investigated in the present study were important to apprehend such role. The *special schooling* may be an initial step, and a tool to reflect and rely on sometimes, whereas the *apprenticeship of observation* is seen especially during the STs’ performance in positive and negative ways.

Yet, to be an authentic teacher, the respondents agreed that the *learning-while-doing* would be the main way to make the teaching practice solid¹⁸. Kumaravadivelu (2001) discussed that the *learning-while-doing* helps in order to end with the limiting theories and that personal knowledge cooperates with this process, while Lortie (2002) reminded us about the mirroring that happens in the process of practicing. Therefore, by opting to learn while they practice, student-teachers pursue their own paths to be taken, the achievement of new ways to teach, and their autonomy to take place instead of reproducing their behaviors acquired as students.

4.3 To what extent do the STs’ conceptualizations of English teaching and learning portray their learning path to become teachers?

The objective of this section is to map how STs’ conceptualizations of English *teaching* and *learning* portray their learning path to become teachers as they share their life experiences as students at the university during their *Estágio Supervisionado I* course. Notwithstanding, the

17. Since identity development is another process that involves time and reflection, and it is not part of this research due to space constraints, the topic was suggested as further research.

18. Lortie (2002) pointed out that “The value of practice teaching is attested to by many who have participated in it, but there is little indication that it is a powerful force away from traditionalism and individualism. It may be earthy and realistic when compared with education courses; but it is also short and parochial” (p. 71).

findings reported regarding the two specific RQs proposed are revisited.

The first research question explored the concepts (figure 1) that permeate the student-teachers' conceptualizations of *teaching* and *learning*. The findings suggested common concepts to *teaching* and *learning*, which were *dialogue*, *motivation* and *never-ending activity*; those concepts were mainly related to the interpersonal relationships between teachers and students and the constant reassurance for their renovation. Regarding the conceptualizations for *learning*, the study identified *experimentation*, and *active and autonomous activity*, which were strategies used by STs in their learning. And finally, some of the conceptualizations identified for *teaching* were *taking risks* and *assisting activity*, which are closely connected to the teacher's role.

The second research question focused on STs' verbalizations on their learning paths to become teachers (Lortie, 2002), that were *special schooling*, the *apprenticeship of observation* and the *learning-while-doing*. Regarding those paths, student-teachers acknowledged the theory in schooling as useful in order to give support to their teaching actions although they mentioned it did not portray reality altogether, while their learning by observation as students seemed to be helpful for them to follow (or not) their previous teachers' steps. Finally, the learning-while-doing was desirable, since they believed it was their opportunity to actually understand the teaching practice thoroughly, to develop confidence and be better equipped to perform their tasks.

Based on the conceptualizations presented in the first research question, the data analyzed earlier identified that STs' conceptualizations on *teaching* and *learning* portray characteristics of the latest theories on English language acquisition. Therefore, the concepts related to never-ending activity, experimentation and active activity may suggest student-teachers have internalized concepts, considering their reflections correspond to those theories. However, pseudoconcepts of *teaching* and *learning* were observed as well, as their arguments

may present lack of consistency, i.e. methodological procedures and teacher as the responsible for students' motivation, along with adjacent conceptualizations to dialogue, such as autonomy; those will be discussed later. Also, regarding methodological procedures, the study did not identify a solid answer for traditional methods and what they are, neither on how STs understand the teaching/learning methods indicated on their writings because the answers did not cover those topics in depth.

The student-teachers also shared their thoughts on the teacher's role in *teaching* and *learning*. According to them, the teacher has the main role in both activities. In their verbalizations, they explain that teachers manage the groups and in order to do it, they have further assignments than just teaching itself, such as building students' motivation and be concerned with dialogue, which are two issues discussed in the next paragraphs. This argument reflects the experience the STs have been having at the school as they are already in charge of the groups they are teaching and share many responsibilities with the school teacher.

Concerning motivation, the STs defend that it is the key to learning and the lack of it affects this process, so teachers need to deal with it. Yet, they claim their motivation was developed by themselves as a response for their goal, which was to learn the language, since they thought the methods applied in school were not enough.

Then, motivation's role was to conduct them to their new experiences in an individual journey that was far from the dialogue with the school teachers. This argument demonstrates the concept of motivation to be a pseudoconcept in STs verbalizations as they claim it should have naturally played a part in the dialogue between teacher and students, where one should not be entirely responsible for it, neither wait this element to develop alone and far from a mutual dialogue in which teaching and learning could be favored..

Another role had by teachers is the mediator one, or debate coordinator, according to Freire. Johnson (2009), and Allahyar and Nazari (2012) went further and suggested that there

is scaffolding in the classroom, which needs teachers' assistance in order to reach the class' objectives. Then, the teachers and their roles, along with dialogue, were largely pointed out, especially because of the wideness of teacher's role and the complexity of the job. Due to it, it is noticeable the overload on teachers, since they not simply mediate knowledge, but also seem to be in charge of students' motivation, dialogue and all the other mutual requirements that would improve teaching and learning. In view of it, both Freire's (2002) and Vygotsky's (1987) assumptions are misunderstood, considering that the teacher should assist students by providing tools and freedom so they could build their knowledge, as mediation suggest, but not to be totally dependent on teachers.

Student-teachers' notion of autonomy may also reflect a pseudoconcept. In theory, there is teacher's participation in developing and guiding students to construct it, however, in STs' words, they were more autonomous when they perceived the methodologies applied by their teachers as insufficient. For this reason, autonomy is misunderstood in the sense that it is considered to be an accessory rather than an important part in teaching and learning, especially because student-teachers' autonomous path lead them to see it detached from teaching. Yet, this matter demands deeper comprehension on the real causes of such learning autonomy and its relation with the different methodologies mentioned as insufficient.

Consequently, despite the fact that student-teachers had the theoretical background and were in the process of developing its meanings, we could notice that the exposition to certain theoretical concept had not prepared them completely to their practice teaching and the likely transposition of the concepts into practice. Because of it, STs' reflections on their actions towards their practice and beliefs are particularly important during their teaching practice course and play a greater role during their careers. Thus, many of their conceptualizations are prone to become concepts portrayed on their practices later on during their professional life.

Regarding learning from theory (*special schooling*), by observing their teachers or by

practicing, it was visible that the student-teachers benefit from the three paths to become teachers. From theory, STs were able to learn and to broaden their understanding of some of the concepts they experienced as students, such as *active activity*, *assisting role*, *autonomy*, *dialogue*, *motivation*, *never-ending activity*, in addition to learning new ones, for instance, the methodologies mentioned by them, and the fact that they apprehend more consistently mediation and how it should/is preferable to be.

Then, considering the several years in school and theories dealt with, the student-teachers had to reflect about what they had seen and studied so far, in order to experience it and continue to engage in the development of true concepts. Hence, the teaching practice, which is strongly valued by STs, results in three outcomes: the use and/or reflection of those concepts internalized; the handling of the conflicts regarding their undesirable behaviors learned as students and reproduced in their early practices; and the tryout of teaching as a risk-taking activity.

As a result of the research, the analysis indicates that STs' repertoire on *teaching* and *learning* are similar to the theorists (Freire, 2002; Kumaravadivelu 2001; Richards & Rodgers, 2014; Vygotsky, 1962) studied during the *Letras – Inglês* undergraduate program, such as the notions on assisting teaching, autonomy, dialogue, experimenting, motivation, never-ending activities, and teacher's role, discussed by those authors. For this reason, as their conceptualizations are close to the concepts but present some internal contradictions so they may be interpreted as pseudoconcepts.

Moreover, the analysis suggests that the student-teachers of the *Letras – Inglês* undergraduate program consider theory to be a fundamental part of teacher's education, and because of their interest in learning by *special schooling* and their concept developmental path, they are also likely to leave the program with pseudoconcepts. These findings are aligned with Smagorinsky et al.'s (2003) findings that showed that "In contrast to reaching the ideal of

helping prospective teachers develop concepts related to their instruction, it seems that university programs might more predictable graduate students who are likely to develop pseudoconcepts or complexes” (p. 32). For this reason, scientific concepts are dealt with during the first years of the program in order for student-teachers to be able to come across and overcome their apprenticeship of observation and beliefs, which mature during STs’ practice as part of their teacher education.

Taking into account that this undergraduate program gives support on the basics of teaching and the interest of STs for learning by practicing, a tailored-made professional development (Paesani, 2013) might provide better opportunities for student-teachers to overcome those complexes and pseudoconcepts reaching concepts that would show their expertise (Johnson, 2009) and keep developing new concepts aimed at teaching. It could be done by means of extracurricular courses or studies groups in which, with more experienced teachers, student-teachers and novice teachers could share their experiences and reflect on them by using different theories and concepts to enhance their expertise, develop actual concepts, and apply those new learnings in their teaching practice as well.

As a result, those changes might improve their teaching practice as they internalize that those concepts are relevant for their practice.

Final Remarks

In this last chapter, I will present the summary of the results, the pedagogical implications of the study, and the limitations and suggestions for further research.

5.1 Summary of the Results

The objective of this study was to investigate the extent to which STs’ conceptualizations of English teaching and learning portray their learning path to become

teachers by discussing their underlying conceptualizations on the topics. To do so, two specific RQs were posed to assist in this endeavor: RQ 1a - What are the concepts that seem to permeate participants' conceptualization of teaching and learning?; and RQ 1b - Which are the learning paths (Lortie, 2002) identified in STs' verbalization on their process of becoming teachers?.

The study mapped student-teachers' conceptualizations in comparison to the latest theories discussed in the *Letras – Inglês* undergraduate program, such as the Sociocultural theory, Paulo Freire's pedagogy, and the postmethod, for instance. Although it was identified that STs had many pseudoconcepts regarding *teaching* and *learning*, their repertoire indicated that many of the aspects brought to light by them do not reproduce the apprenticeship of observation, but theories dealt with during the program.

Moreover, the study revealed STs' attempts to understand the teaching practice period as part of their teacher education and the teaching practice itself. From the three learning paths advocated by Lortie, the *learning-while-doing* appears to be the most valued by the student-teachers as a moment to reflect and confront undesirable behaviors acquired by their apprenticeship of observation, along with understanding the teacher's role expectations and the teaching practice itself.

5.2 Pedagogical Implications

It was noticeable that the student-teachers evaluated the studied theories in the undergraduate program as important to their learning to teach. Considering their usefulness for the undergraduates to be better equipped during their classes and in the teaching, STs' conceptualizations show the *Letras – Inglês* undergraduate program and its courses, especially the ones related to teaching, are effective to the point of helping their students to understand basic concepts. However, in order to develop actual scientific concepts, a tailored-made professional development would be desired so as to give more support to student-teachers'

career.

In addition, STs' report that the course *Estágio Supervisionado I* had positive impacts in helping them to be more confident and prepared for the teaching practice. Moreover, the time they had employed in their practice is only the beginning of the teaching career for some of them, therefore, it was helpful in their discovery of teacher's role and the paths to be taken by the STs in the learning process. By doing so, the university, courses and professors are significant to their students' education by different means.

5.3 Limitations of the Study and Suggestions for Further Research

Within the limitations of the study, I can mention number of participants and time as the main ones. Some of the student-teachers invited to participate in this research argued lack of time while others simply did not reply to the invitation, and because of it, only half of the class responded the instruments. Considering there was a lack of solid answers to some of the topics mentioned, such as methodologies, more answers could have provided more hints on those conceptualizations, since they were frequently present on the collected data.

Regarding time, although this research is concerned with student-teachers' teaching practice moment, a chance to identify those theories they alluded as relevant would be welcomed in order to understand their concept development. To do so, the investigation could have been done with more/different instruments and the questions and reflections proposed could be more directed to studied theory as well. Furthermore, taking into account this research took only the first semester of the STs' teaching practice, it would have been worth to continue this exploration during the second semester as well to verify their development on new conceptualizations in different questions, for example, teacher's role and methodologies.

Therefore, as suggestion for further research, it would be desirable to trace the courses that were meaningful for student-teachers besides *Estágio Supervisionado I* and *II* and their

direct contribution to student-teachers' activities in a classroom. Along with other *Letras – Inglêss* undergraduate programs that deal with other perspectives and theorists on their syllabuses and how those conceptualizations were developed.

Another suggestion would be to use other instruments such as interviews, field notes and diaries would be useful in order to map participants' concepts more thoroughly providing different means of support for data analysis.

In addition, since they see practice as the most helpful to learn how to teach, to assess their experiences and investigate how their *learning-while-doing* takes place would be relevant to the teacher education field. Also, how their identities as teachers are being built during their practice.

Finally, to investigate whether their practice affects the conceptualization of the identified concepts and the extent to which they portray their beliefs in the classroom revealing their *apprenticeship of observation*, and whether they acknowledge it during their practice.

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Appendix A - Participants' Background

Name	Information regarding taking classes	1 st teaching experience
Ana (22 y.o)	Started: 9 years old At: language school For: - Started: 5 th grade on At: public school For ¹ : -	In the teaching practice course
Bianca ²¹ (26 y.o)	Started: 14 years old At: language school For: - [She claims she has been studying for over ten years now]	In a bilingual school for toddlers
Camilo ³ (27 y.o)	Started: - At: regular school For ¹ : - Started: 18 years old At: language school For: eight months Started: 2014 At: UFSC [<i>Letras</i> program] For ¹ : -	-
Daniel (22 y.o)	Started: 7 years old At: regular school For ¹ : -	In an optional course [giving a 40-minute class]
Ester (21 y.o)	Started: 11 years old At: regular school For ¹ : - Started: high school At: language school For: -	In the teaching practice course
Fátima ² (22 y.o)	Started: - At: language school For: 4-5 years [She claims she stopped studying for a time and then came back, but does not say when] Started: - At: UFSC [<i>Letras</i> program] For ¹ : - [She claims she has been studying for over thirteen years now and mastered the language only last year during the 5 th semester]	At 16 as a monitor in the same language school 'Officially', as mentioned by her, during the teaching practice course
Gabriel (26 y.o)	Started: 1 st grade on At: regular school For ¹ : - Started: 6 years old At: language school I For: 6 years Started: 14 years old At: language school II For: 2 years	Giving private classes In Extra, at UFSC, for a year
Helena (21 y.o)	Started: 11 years old, 5 th grade on At: regular school For ¹ : - Started: 14 years old At: language school For: 2 years	In an optional course [giving a Portuguese class for foreigners]

¹ The participant is likely to have finished the English classes in high school/the undergraduate program.

² The participant is likely to have had classes in a regular school.

³ The participant is likely to have had the first teaching experience in *MEN7071*.

Appendix B - Consent Form

Universidade Federal de Santa Catarina

Centro de Educação - Colégio de Aplicação

Pesquisadores: Prof^ª. Dr^ª Nadia Karina Ruhmke Ramos, Prof. Dr. Hamilton de Godoy Wielewicki e acadêmica Luana Morando

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO (Elaborado de acordo com a Resolução CNS 466/2012)

Você está convidada(o) a participar do projeto de pesquisa “Trabalho colaborativo entre a Universidade e a Escola na Formação de professores de inglês” que busca estudar o desenvolvimento de conceitos por meio do trabalho colaborativo entre os futuros-professores de inglês e os professores formadores ao longo do estágio curricular obrigatório realizado no Colégio de Aplicação - UFSC sob supervisão dos professores do departamento de Metodologia de Ensino da mesma universidade e uma estudante universitária. Este estudo se justifica na necessidade de buscarmos novas ferramentas que possam proporcionar o desenvolvimento cognitivo e profissional dos futuros-professores para que estes possam estar melhores preparados para assumir suas salas de aula depois de formados.

Dentro desse projeto, se insere o Trabalho de Conclusão de Curso intitulado “Professores-alunos brasileiros: compartilhando seus conceitos de *Ensino/Aprendizado de Inglês* durante o curso Estágio Supervisionado I” e todas as informações disponibilizadas por você farão parte desse. Se aceitar participar da pesquisa, você (i) responderá a um questionário no início do estudo e escreverá um breve memorial relacionado a sua visão sobre ensino e aprendizado de inglês; (ii) você permitirá que possamos utilizar informações de seus relatórios semanais de estágio. Ao ser concluída, os resultados alcançados nessa pesquisa serão divulgados por meio de relatório final de pesquisa em dezembro de 2019 quando o estudo tornar-se-á público.

As informações fornecidas e o material coletado serão absolutamente confidenciais e não haverá identificação nominal dos participantes, nem divulgação de quaisquer informações que podem revelar sua identidade. Neste tipo de pesquisa qualitativa não há riscos físicos, entretanto, o participante poderá se sentir desconfortável em compartilhar informações pessoais ou falar sobre algum tópico que lhe cause incômodo ou sentir-se pouco à vontade ao ter seus dados analisados. Portanto, é importante salientar que você não precisa responder a nenhuma questão ao longo da pesquisa que lhe cause desconforto ou qualquer tipo de constrangimento ou ansiedade.

É garantido ao participante esclarecimentos de quaisquer dúvidas referentes ao desenvolvimento da pesquisa, assim como pode, a qualquer momento, deixar de participar da pesquisa, retirando seu consentimento e informando aos pesquisadores de sua decisão, a fim de que seus dados não sejam utilizados. Além do mais, asseguramos que esta pesquisa está submetida aos critérios da Resolução CNS 466/12 e suas complementares assim como os pesquisadores cumprirão as exigências estabelecidas pela Resolução CNS 466/12, incluindo o acompanhamento nos termos dos itens II.3.1 e II.3.2, a partir da manifestação ou solicitação implícita ou explícita do participante durante e após a realização da atividade de coleta de dados da pesquisa, garantida a possibilidade de interrupção ou cancelamento da participação na pesquisa a qualquer momento. A participação nesta pesquisa não acarreta, de forma alguma, prejuízos ou privilégios no curso em andamento. É importante ressaltar que não haverá nenhuma despesa para os participantes uma vez que a pesquisa acontecerá durante o horário das aulas, assim como também não haverá nenhum benefício financeiro que posteriormente possa vir a incorrer em solicitação de reembolso. Caso circunstâncias demandem permanência em horário diferente do das aulas e, somente com o assentimento dos participantes, os pesquisadores assumem explicitamente responsabilidade sobre despesas de transporte e alimentação decorrentes, a serem pagas em espécie e

no ato. Entretanto, caso o participante se sinta lesado, os proponentes da pesquisa explicitamente reconhecem sua responsabilidade sobre a pesquisa e resguardam aos participantes seu direito de procurar obter indenização por danos eventuais.

Se tiver qualquer dúvida os pesquisadores estarão à disposição para esclarecimentos através do e-mail luh_morando@hotmail.com, telefone 49 9-9931-0962, ou através do seguinte endereço: Rua Protenor Vidal, 107, bairro Pantanal; nadia.ramos@ufsc.br, telefone: 48 3721-2418, ou através do seguinte endereço: Universidade Federal de Santa Catarina, Colégio de Aplicação - CED, Sala de professores de línguas adicionais/estrangeiras, 3º andar, bloco D; h.g.wielewicky@ufsc.br, telefone: 48 3721-4503 ou através do seguinte endereço: Universidade Federal de Santa Catarina, Centro de Educação, sala 308. Ambos os endereços dos docentes ficam no Campus Universitário, Trindade, Florianópolis - SC, CEP 88040-900. Ao ser concluída, os resultados alcançados nessa pesquisa serão divulgados por meio de relatório final de pesquisa em dezembro de 2019 quando o estudo tornar-se-á público, ficando os dados da pesquisa arquivados na Sala de professores de línguas adicionais/estrangeiras, 3º andar, Bloco D, do Colégio de Aplicação por um período de cinco anos, conforme preconiza o item XI.2.f da Resolução 466/12 do CNS.

E caso suas dúvidas não sejam resolvidas pelos pesquisadores ou seus direitos sejam negados, favor recorrer ao Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina, localizado No Prédio Reitoria II, 4º andar, sala 401, na Rua Desembargador Vitor Lima, nº222, Trindade, Florianópolis. Telefone para contato: (48) 3721-6094. E-mail: cep.propesq@contato.ufsc.br.

Esse documento deverá ser assinado em duas vias, todas as páginas rubricadas, ficando uma via com você e uma com os pesquisadores. A assinatura desse documento nos permite usar os dados coletadas.

Desde já agradecemos pela sua compreensão e colaboração.

DECLARAÇÃO DE CONSENTIMENTO PÓS-INFORMAÇÃO

Eu, _____ (nome completo), fui esclarecida(o) sobre a pesquisa “Trabalho colaborativo entre a Universidade e a Escola na Formação de professores de inglês” e após ter recebido todos os esclarecimentos e ciente dos meus direitos, concordo em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida, exceto dados pessoais, em publicações e eventos de caráter científico. Desta forma, assino este termo, juntamente com os pesquisadores, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

ASSINATURA DOS PESQUISADORES RESPONSÁVEIS

Nadia Karina Ruhmke Ramos

Hamilton de Godoy Wielewicky

Luana Morando

Florianópolis, ____ de _____ de 2019.

Appendix C - Questionnaire

The instrument to gather information on the student-teachers' conceptualization is the following:

Dear participant,

All the questions below aim at understanding how you conceptualize *English teaching* and *learning*. Keep in mind that we are interested in YOUR beliefs, experiences, and ideas.

1. As far as teaching and learning in the classroom are concerned, what kind of relationship is there between teachers and students towards the paths taken by them to achieve their objectives?
2. Complete: *Teaching*, from a teacher's point-of-view, means...
3. Complete: *Learning*, from a teacher's point-of-view, means...
4. Complete with verbs and full sentences: The *teacher's* main role in a classroom is to...
5. Complete with verbs and full sentences: The main *struggles of student-teachers* during their first times in a classroom are...
6. Complete with examples: The main *struggles of an experienced teacher* faces along their career are...
7. Complete with one or more adjectives and explain why: Regarding the *university and its professors*, the impacts they have in my 'learning on how to be a teacher' is/are...
8. Complete with one or more adjectives and explain why: Regarding the *theory studied so far*, the impacts it has in my 'learning of how to be a teacher' is/are...
9. To what extent do you agree (or disagree) with the sentence "At least most of the theory I have seen are applicable in a regular classroom"? Justify your answer.

10. To what extent do you agree (or disagree) with the sentence “The students portrayed in theory are way different from real students.”? Justify your answer.
11. Complete with one or more adjectives and justify your answer: Regarding *MEN7071 - Estágio Supervisionado I – Inglês*, the impacts it has in my ‘learning of how to be a teacher’ is/are...
12. To what extent do you agree (or disagree) with the sentence “The best class is the one the students are motivated and engaged to learn. The environment is provided with all the materials needed. There is a solid relationship between teacher and students and their roles are well defined.”? Justify your answer.
13. Complete with full sentences: The best way to learn how to be a teacher is by...
14. To what extent do you agree (or disagree) with the sentence “When I get surprised by an unexpected event during a class, I feel like I am not well prepared.”? Justify your answer.
15. To what extent do you agree (or disagree) with the sentence “I feel my students are engaged in the activities when they come up with new questions on the topic studied.”? Justify your answer.
16. To what extent do you agree (or disagree) with the sentence “Teachers are seen in the society as know-it-alls, authority inside the classroom.”? Justify your answer.
17. Complete with full sentences: I see myself (not) included in the stereotypes disseminated by our society regarding teachers because... (The stereotypes mentioned are the ones proposed by the sentence above)
18. To what extent do you agree (or disagree) with the sentence “In order to be a good teacher, it is enough to observe other teachers.”? Justify your answer.

Appendix D - Memoir

The instrument to gather information on the student-teachers' background is the following:

Dear participant,

Now you will write a memoir. The topics below aim at understanding YOUR experiences as an English language student and as a student-teacher. Keep in mind that we are interested in YOUR experiences and ideas.

In order to compose the memoir, you should answer the questions as a TEXT. Use the next pages of THIS DOCUMENT to write it. Do not forget to identify yourself (only for organizational purposes; your name will not be revealed) and send it to the researcher's e-mail (luh_morando@hotmail.com).

Write it in the way you consider to be the clear to the reader.

1. About yourself:
 - How old are you?
 - Do you have any relative who is a teacher? Is s/he involved in language teaching? If so, do you think it may have influenced you to become a teacher as well?
2. Your career as a student. Obs.: Some of the topics are sentences to be completed, therefore, add the statements and the answer to your text, please:
 - How did you learn the English language? How long have you been studying the English language?
 - What was the best way/methodology(ies) you learned the language?
 - At school, my best experiences/memories I have were... (give examples and explain why)

- At school, my worst experiences/memories I have were... (give examples and explain why)
3. Your teaching career now and in the future. Obs.: Some of the topics are sentences to be completed, therefore, add the statements and the answer to your text, please:
- The first time I considered becoming a teacher was... because...
 - I decided to be a teacher/get the license to teach because...
 - My first experience as teacher was when (if the Estágio is the first, mention it)...
 - After you get your teacher license, do you intend to be in the teaching career? One of the things that I liked the most about my teachers and I try to do in my practice is...
 - Regarding all your memories on studying at school, how do you think your experiences as a student may influence your actions as a teacher today?