

Leonardo da Silva

**TEACHING ENGLISH FOR CRITICAL LANGUAGE
DEVELOPMENT: INVESTIGATING THE IMPLEMENTATION
OF A CRITICAL CYCLE OF TASKS IN THE CONTEXT OF
BASIC AND TECHNOLOGICAL EDUCATION**

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Orientadora: Profa. Dra. Raquel Carolina Souza Ferraz D'Ely.

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I have been told several times that reaching my goals was only up to me – dedication, hard work and perseverance would suffice. However, as I grew older, I soon realized that such neoliberalist discourse of meritocracy failed in understanding the complexities of an unequal and unjust society. Thus, by looking at my academic trajectory from a critical perspective, I must recognize that I have not arrived at this point alone.

First and foremost, I would like to acknowledge the several educational policies that were implemented which allowed me to enter a public institution of higher education back in 2008. Having studied my whole life in the public system, I would not have been able to access the university at this time if it had not been for the quota system. Still, I recognize the importance of the education I had in public schools, which was – from my point of view – much more concerned with education in a holistic sense than with the preparation for a single university entrance exam. Moreover, my permanence in the university and my academic growth can also be seen as connected to several programs that involved conducting research and teaching English, such as in the case of the Scientific Initiation and the English Without Borders programs. At last, the investments in Basic and Technological Education that allowed for the creation of several Federal Institutes to take place worked so as to de-center the access to public and quality education. It is also thanks to such advances that I was able to become a teacher in a public institution of the federal system and conduct the present study.

I thank my parents who, despite their lack of formal education, always encouraged me to follow my dreams and pursue my goals. They have always believed in the power of education, and they have shown support even when studying and working meant being away from them. I hope being the first person in the family to pursue a Doctoral degree may bring some recognition to the importance they have had in my life.

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ways in which she encouraged me to develop solidarity as well as to become an avid reader and a good student. She is still a role model for me due to her commitment to human rights as a critical educator and citizen. The second one, Daiane Benedet Buss, was my first English teacher (in elementary school). Her dedication and her passion for teaching English encouraged me to deepen my knowledge in the language. She actually became a friend of mine – she was the person who invited me to become a volunteer together with her at a non-profit organization, she would lend me books and suggest series and movies, and she even motivated me to apply for the Youth Ambassadors Program (which was my first experience abroad, when I was still in High School). The third one, my advisor Raquel Carolina Souza Ferraz D'Ely, was my professor for the first time in the beginning of my undergraduate studies. I remember since then her commitment to our “academic sophistication” and the love and excitement she brought to our classes. My interest for Applied Linguistics started with her and I thank her for encouraging me, from very early on, to conduct research, participate in conferences and events, and be part of several programs she coordinated. More than that, I appreciate her belief in me and her act of embracing her advisees’ interests and concerns. Conducting research is a collaborative process, and I believe that this work is a result of contributions from her and from me that may hopefully enrich and bring a more encompassing perspective to the teaching of English as an additional language.

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A litany for survival

*For those of us who live at the shoreline
standing upon the constant edges of decision
crucial and alone
for those of us who cannot indulge
the passing dreams of choice
who love in doorways coming and going
in the hours between dawns
looking inward and outward
at once before and after
seeking a now that can breed
futures
like bread in our children's mouths
so their dreams will not reflect
the death of ours:*

*For those of us
who were imprinted with fear
like a faint line in the center of our foreheads
learning to be afraid with our mother's milk
for by this weapon
this illusion of some safety to be found
the heavy-footed hoped to silence us
For all of us
this instant and this triumph
We were never meant to survive.*

*And when the sun rises we are afraid
it might not remain
when the sun sets we are afraid
it might not rise in the morning
when our stomachs are full we are afraid
of indigestion
when our stomachs are empty we are afraid
we may never eat again
when we are loved we are afraid
love will vanish
when we are alone we are afraid
love will never return
and when we speak we are afraid*

*our words will not be heard
nor welcomed
but when we are silent
we are still afraid*

*So it is better to speak
remembering
we were never meant to survive.*

(Audre Lorde, 1978)

ABSTRACT

Bearing in mind the need for additional language teaching to focus on the promotion of social justice (Brasil, 1998; Crookes, 2013), this dissertation aims at investigating the effects of implementing a cycle of tasks (Ellis, 2003) for critical English language development in the context of basic and technological education. More specifically, the goal is to understand the students' and the teacher-researcher's perception of classes that contain both communicative and critical objectives. The study, inserted in the area of Critical Applied Linguistics (Pennycook, 2009), is of a qualitative interpretive nature (Davis, 1995) and follows the premises of critical and participatory action research (Cohen et al, 2000; MacDonald, 2012). It was conducted with a group of 20 high school students in their fourth curricular semester of the English subject in a federal school in the South of Brazil. Based on the results of a critical needs-analysis (Crookes, 2013) and on the theoretical principles of both task-based language teaching (Long, 2015) and Critical Pedagogy (Freire, 2005; Crookes, 2013), a critical task-cycle focusing on gender representation in the context of Mechanics and Engineering was designed and later implemented by the teacher-researcher. In order to gather data during task-cycle implementation, questionnaires about students' perceptions were administered and semi-structured interviews were conducted with the students. Besides carrying out reflection sessions with two students after each class, the teacher-researcher filmed the classes and kept self-report diaries. At last, students' written answers in some of the tasks also served as data for the present study. Data were transcribed and/or tabulated, and the recurrent themes that emerged from them were identified through a thematic analysis (Yukymenko et al, 2014). Data analysis suggests that tasks may indeed serve as a venue for the development of both communicative and critical skills due to their specific characteristics (Ellis, 2003). Moreover, the analysis points out to the pivotal role of the teacher in the implementation process of a critical task-cycle, who has to cater for contextual factors, deal with possible students' resistance, construct a collaborative and dialogical learning environment aiming at critical consciousness development (Freire, 2005), guarantee that the aims of the tasks will be met, and direct students' attention to specific topics of the class. From the perspective of the teacher-researcher, tasks seemed to have worked best when students were heard, when questions were posed to them, when different views were juxtaposed and when they could get to know facts

and data that allowed them to reconsider certain views or myths (Freire, 2005). Data analysis also points out to the usefulness of Skehan's (2009) framework for task-design and implementation in calibrating cognitive and linguistic complexities. Students, in turn, emphasized having learned to "do things with the language" (Long, 2015), implying that they could perceive their learning from a more holistic perspective. Their perceptions highlight that, in terms of critical content, they could better reflect on the issue of gender representation. The fact that the task-cycle dealt with a topic pertaining to the students' contexts, together with its promotion of collaborative work was also perceived as positive. Even though students expressed resistance regarding the critical theme of the task-cycle, this seems to have changed throughout the process of task implementation, possibly due to the fact that they were engaged in a process of critical dialogue and could conduct research in order to build elaborate arguments. The present study indicates, therefore, the feasibility of promoting critical language development through the use of tasks and offers insight on how to approach language teaching from a critical perspective. Thus, it may inform teaching practices and teacher education initiatives that have a focus on social justice.

Key-words: Task-based language teaching. Critical Pedagogy. Critical language development. Action research.

RESUMO

Tendo em vista a necessidade do ensino de língua adicional promover a justiça social (Brasil, 1998; Crookes, 2013), esta tese objetiva investigar os efeitos da implementação de um ciclo de tarefas (Ellis, 2003) visando o desenvolvimento linguístico crítico em inglês no contexto da educação básica e tecnológica. Mais especificamente, o propósito é entender as percepções dos alunos e do professor-pesquisador acerca de aulas que contêm objetivos comunicativos e críticos. O estudo, inserido na área da Linguística Aplicada Crítica (Pennycook, 2009), é de natureza qualitativa interpretativa (Davis, 1995) e segue as premissas da pesquisa-ação participatória e crítica (Cohen et al, 2000; MacDonald, 2012). O estudo foi realizado com um grupo de 20 alunos do ensino médio técnico cursando o quarto semestre da disciplina de inglês em uma escola federal no Sul do Brasil. Tendo em vista os resultados da análise de necessidades crítica (Crookes, 2013) e com base nos pressupostos teóricos da Abordagem Baseada em Tarefas (Long, 2015) e da Pedagogia Crítica (Freire, 2005; Crookes, 2013), um ciclo de tarefas crítico com foco na representação de gênero no contexto da área de Mecânica e Engenharia foi desenvolvido e então implementado pelo professor-pesquisador. De forma a coletar os dados durante a implementação do ciclo de tarefas, questionários sobre as percepções dos alunos foram aplicados e entrevistas semi-estruturadas foram realizadas com os alunos. Além de conduzir sessões de reflexão com duas alunas após cada aula, o professor-pesquisador filmou as aulas e manteve diários de autorrelato. Por fim, as respostas escritas dos alunos em algumas das tarefas também serviram como dados para a pesquisa. Após os dados serem transcritos e/ou tabulados, os temas emergentes puderam ser identificados por meio da análise temática (Yukymenko et al, 2014). A análise empreendida sugere que as tarefas, devido às suas características (Ellis, 2003), podem servir como uma ferramenta para o desenvolvimento comunicativo e crítico. Além disso, nota-se a importância central do professor no processo de implementação do ciclo de tarefas crítico, já que ele(a) deve atender aos fatores contextuais, lidar com a possível resistência discente, construir um ambiente dialógico e colaborativo propício ao desenvolvimento da consciência crítica (Freire, 2005), garantir que os objetivos das tarefas sejam alcançados, e direcionar a atenção dos alunos a tópicos específicos da aula. A partir da perspectiva do professor-pesquisador, as tarefas parecem ter melhor funcionamento quando os alunos foram ouvidos, quando perguntas foram

postas a eles, quando diferentes visões foram justapostas, e quando eles puderam acessar fatos e dados que permitiram a reconsideração de determinadas visões ou mitos (Freire, 2005). A análise demonstra, ainda, a utilidade dos parâmetros de Skehan (2009) para o desenvolvimento e implementação de tarefas de forma a calibrar as complexidades cognitivas e linguísticas. Os alunos, por sua vez, enfatizaram terem aprendido a “fazer coisas com a língua” (Long, 2015), o que sugere uma visão de aprendizado de uma perspectiva mais holística. Suas percepções destacam, em termos críticos, que eles puderam refletir sobre a questão da representação de gênero. O fato de o ciclo de tarefas abordar um tópico pertencente ao contexto dos alunos, bem como promover o trabalho colaborativo também foi percebido como positivo. Apesar de terem apresentado resistência ao tema crítico do ciclo de tarefas, isto parece ter mudado ao longo da implementação, possivelmente porque eles puderam se engajar em um processo de diálogo crítico e conduzir pesquisas de forma a construir argumentos fundamentados. O presente estudo indica, portanto, a viabilidade de promover o desenvolvimento linguístico crítico por meio do uso de tarefas e oferece possibilidades para a abordagem do ensino de línguas sob um viés crítico, podendo assim informar práticas pedagógicas e iniciativas de formação docente com foco na justiça social.

Palavras-chave: Ensino de línguas baseado em tarefas. Pedagogia Crítica. Desenvolvimento linguístico crítico. Pesquisa-ação.

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CHAPTER ONE

Introduction: The need for a Critical Perspective to Language Teaching and Learning

“I believe that education is the fundamental method of social progress and reform”.
(Dewey, 1897, p. 80).

“Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral”. (Freire, 1985, p. 122).

As a teacher and a researcher in the field of Language Learning and Teaching, I have encountered several instances of what I would like to call “critical” moments. According to Rocha, Maciel and Morgan (2017), “in a language class, critical moments or moments of ‘crises’ could occur when the student’s or the teacher’s interpretive hermeneutic *habitus* is interrupted by an unexpected point of view” (p. 66). In this sense, I draw on the authors and use the term “critical moments” here to refer to challenging or difficult instances in teaching and learning when a social issue could be approached and discussed from an informed and, therefore, critical perspective in the language classroom. A critical perspective is understood here as a standpoint that questions the ways in which power and oppression operate in society. Being critical implies, thus:

to engage in disruptive, sceptical and ‘other’ social and discourse relations than those dominant, conventionalised and extant in particular social fields and linguistic markets. To be critical is to call up for scrutiny, whether through embodied action or discourse practice, the rules of exchange within a social field. To do so requires an analytic move to self-position oneself as ‘other’ even in a market or field that might not necessarily construe or structurally position one as other (that is, on the basis of colour, gender, class etc.). This doubling and ‘othering’ of the self from dominant text and discourse can be cognate,

analytic, expository and hypothetical – or it can, indeed, be already lived and narrated, embodied and experienced (Luke, 2002, p. 6).

The first critical moment I remember was when I was teaching a beginner English class in which the students were presenting a final project that consisted in creating a series of creative images giving advice to people on a variety of topics. One of the groups created messages on how to be environmentally friendly and edited the image of a monkey with the face of a black student in the class. Even though I tried to intervene so as to point out how such an act was not only disrespectful but also racist (by explaining that the understanding of such image is problematic in the sense that it refers to a specific historical and social context of slavery and discrimination), the students insisted that it was only a joke and that the targeted student himself did not feel offended.

In another semester, a group of students had to create a creative dialogue between roommates imagining that they wanted to check whether all the housechores had been completed. To my surprise, one of the students asked his fictitious roommate whether “he had used all the gas to burn the Jews”, to which the roommate replied saying that “he had used wood instead since it was cheaper”. The students’ production was perfect linguistically – they could communicate well and they made themselves understood. However, I had to talk to them about the ideology behind what they considered to be only a joke. This time the Pedagogical Coordinator of this school helped me while talking to these students so as to make them understand the impact that language has in constructing and reinforcing relations in our society.

While observing classes in a training program, I also noticed other examples of what I call critical moments. During a beginner English writing class, the students were answering a series of questions about preference using the expression “I would rather”. One of the questions was “Would you rather be fat or ugly?”, which was regarded by the students as funny. Actually, most students ended up responding that they would rather be fat because in this case they would be able to lose weight, while changing their overall appearance would be more difficult. While this could be seen as an important moment to raise reflection about how society’s ideals of beauty are oppressive, the teacher’s only interest was in checking whether the students had used the correct grammatical form to express their ideas. The class continued

and the discourse that reproduces the idea that being fat or not fitting a specific standard of beauty are both negative was probably only reinforced through the activity.

In another class I observed, a student asked his classmate whether his female friend was beautiful. The teacher noticed a sexist connotation to that comment, but his intervention consisted in calling the student “a pig”. Even though the teacher-student relationship in that classroom was unfamiliar to me, I had the impression that the student not only felt offended by the teacher’s remark, but also did not understand why he said so. The student replied saying that “he was not a pig and that he did not have a girlfriend” and the teacher told him “he did not have a girlfriend because he was gay”. After a few moments, the teacher apologized saying that what the student had said was really sexist and he did not mean to upset him. From my perspective, the students did not even understand what had happened and the opportunity for a deeper reflection regarding gender inequality and sexism was lost. On top of that, other types of discrimination were put forth while trying to combat sexism.

Actually, there are endless examples of critical moments such as these. It is understandable that acting upon them is indeed a challenge. But I have always wondered why such issues are not the focus of the language classroom itself. These critical moments are an evidence of the need for language teaching to approach social justice – if language is ideological in nature (Moita Lopes, 1996), such a feature cannot be ignored at any level of the teaching process. At the same time, however, I have also felt that I lacked an understanding on how to approach such critical issues in the classroom. In other words, not only did I want such challenging moments to become critical in the sense of promoting reflection and raising awareness, but I also wanted teaching and learning to be inherently critical.

In fact, such a need is reflected in a number of documents that present the theoretical underpinnings of language teaching (as we shall see in the upcoming chapters). For instance, according to the United Nations Educational, Scientific and Cultural Organization (2014):

Education for tolerance should aim at countering influences that lead to fear and exclusion of others, and should help young people develop capacities for independent judgement, critical thinking and ethical reasoning. The diversity of our world's many religions, languages, cultures

and ethnicities is not a pretext for conflict, but is a treasure that enriches us all.

In this sense, educating for equality should be the aim of every discipline. This is even more crucial in language teaching if we understand that language plays a major role in constructing our reality – after all, it is through it that the hegemonic discourses may be challenged or even reinforced.

The need for language to be taught from a critical perspective seems even more urgent when one considers the current political and educational situation in Brazil. We have experienced critical moments in the political scenario worldwide and, more specifically, at the national level. By critical moments here I mean important changes that have an important impact in people's lives and human rights in general. With the pervasiveness and the ubiquity of technology, the population has had more access to different media context. However, there seems to lack an understanding of the interests that lie behind media messages – especially when one considers that the different media are usually part of big enterprises owned by a few family groups.

In addition to that, there has been a rise in the promotion of neoliberalist understandings of education: in Brazil, for instance, we have witnessed cuts in investments in public education and several changes in the High School curriculum (which have been done without the participation of educators, parents, and the students themselves). According to the Brazilian educator and philosopher Dermeval Saviani, the changes that have taken place in terms of educational policies have made us retrocede and is comparable to what education was like in the 40s (Grabois, 2017). For Saviani, the so-called High School reform, which divides this level of education in several itineraries, may impose a heavy burden on students at a young age, since they will have to make a choice regarding their field of study from very early on. Furthermore, these changes will most likely once again serve so as to prevent the working class from having more intellectual and higher-paying jobs. This is so because the student from an underprivileged background will tend to focus on the itinerary that may provide him/her with the quickest return, that is, the tendency is that the strong focus in high school will be on the professional education itinerary. This is comparable to the 1940s when education for the working-class was separate from the education for more privileged students (who would later attend the universities).

For Saviani, this is a project that aims at avoiding the development of critical citizens (Grabois, 2017).

Besides, attempts from religious organizations and conservative politicians to prevent organizations from being critical – including public schools - are also commonplace (Cowan, 2014). In 2011, for instance, an educational proposal aiming at promoting awareness and tolerance regarding the LGBT population was presented in the National Congress. Commonly referred to by the mass media as the “gay kit”, the project was designed for both teachers and students. However, it was banned with the argument it would “induce” homosexuality in schools. As the congresswoman Margarida Salomão argued during the debate regarding such project, education itself is ideological, and historically it has been sexist, racist, patriarchal and anti-feminist. In her view, any attempt to deconstruct such hegemonic discourses is therefore legitimate (Salomão, 2015).

Similarly, the new version of the Common Core Curriculum¹ (Brasil, 2017) – a document that had been initially built in collaboration with educators, parents and students – was edited top-down (that is, without any consultation with society) and erased different mentions to topics such as “gender identity” and “sexual orientation”. This demonstrates that, in the view of these people who are in charge of educational decisions, the school’s role is to transmit scientific knowledge from a neutral perspective, going against the very notion that teaching is inherently political (Freire, 1996). As regards such document, it is also important to mention that it establishes the English language as the mandatory additional language in the school curriculum – there is no longer a need to teach other additional languages, such as Spanish or any other language that is relevant for the specific educational context. Not only does this prevent schools from exercising their autonomy based on their needs, but it also reveals a neoliberalist understanding of education and of the importance of learning an additional language. Marsiglia et al (2017) claim that the Common Core Curriculum, by emphasizing skills, competencies, procedures and attitudes to be taught at school, presents an educational perspective aiming at preparing students for the work market. It highlights, in this sense, the concept of entrepreneurship and favors students’ development according to standardized testing (p. 119). Such analysis corroborates Saviani’s argument that such educational policies are actually a retrocess

¹ “Base Nacional Curricular Comum”, in Portuguese.

to the extent that they deny the critical (that is, the social, political and ideological) nature of education (Grabois, 2017). Once again, this signals the urgency of developing critical work in the classroom so as to resignify such top-down uncritical policies.

Within the same line, some politicians have also tried to pass a Law Project misleadingly entitled “School without a [political] Party²”. According to the project, which aims at forbidding teachers to express their views and promote critical thinking³, the educator should only transmit the content of the subject to be taught, as if knowledge itself was neutral. Even though the project has been defined as unconstitutional by the *Ministério Público Federal*, it is defended by a great number of people who mistake thinking critically for promoting specific and biased political views (Dickmann, 2017).

All these events seem to indicate a recurrent fear of anything that is indeed critical. My argument is that this is so because a critical understanding of society implies the possibility of challenging the long-established forces and the status quo. In times like these, with “critical” moments taking place both at the micro and the macro levels (that is, in the local level of classrooms and school policy but also in national educational policy through the passing of specific laws), it is paramount to devise strategies so as to teach for social justice. As we shall see in the following chapters, this study aims at acting locally – that is, at the micro level of the language classroom - so as to promote language education that encompasses both communicative and critical skills.

The focus of this study is then on approaching task-based language teaching (TBLT) from a Critical perspective. TBLT is defined as

an educational framework for the theory and practice of teaching second or foreign languages. Based on empirical research, TBLT adopts meaning-based, communicative tasks as the central unit for defining language learning needs, determining curriculum goals, designing activity

² “Escola sem Partido”, in Portuguese.

³ Critical thinking is understood here and throughout this dissertation from the perspective of Critical Pedagogy as “an opportunity and a challenge for students to examine social structure, with its inequalities and systems of power relations” (Gieve, pp. 124-125, 1998). It implies, in this sense, a questioning of one’s beliefs or commonsensical views through reflective examination and dialogical debate.

in the (language) classroom, and assessing language competencies (TBLT, 2018).

Critical Pedagogy will also play an important role in bringing a critical stance to the field of tasks. After all, according to Crookes (2013, p. 8):

Critical pedagogy is teaching for social justice, in ways that support the development of active, engaged citizens who will, as circumstances permit, critically inquire into why the lives of so many human beings, perhaps including their own, are materially, psychologically, socially, and spiritually inadequate – citizens who will be prepared to seek solutions to the problems they define and encounter, and take action accordingly.

As we shall see in the following chapter, I argue that tasks, due to their characteristics, may serve as the locus for the implementation of critical pedagogy. Besides, the philosophical underpinnings of TBLT (Long, 2015) go hand in hand with the premises of Critical Pedagogy (Crookes, 2013), signaling that the relation between tasks and critical pedagogy can be understood as being of a dialectic nature. Thus, bearing in mind the importance of bringing a critical perspective to task-based language teaching in addition to the need of acting locally so as to promote alternatives to non-critical discourses (that, as I have shown, have been perpetuated both locally and nationally), in this study I propose the use of tasks for a group of high school students in a technical school with the aim of developing both their communicative and their critical skills in relation to media messages.

More specifically, then, the objective is to investigate the students' and the teacher-researcher's perception of classes that contain both communicative and critical objectives and make use of different media. In this sense, this study focuses on the effects and on the process of promoting critical media literacy – or, in other words, in promoting the students' ability to critically access, analyze, create, reflect and act upon media messages (Hobbs, 2011, p. 12) in the language classroom. In this regard, I see this piece of study as a social enterprise - - as activism. It is with the hope that I can better account for critical

moments in my practice through pedagogical tasks that are actually inclusive and that promote equality that I write the following pages.

1.1 ORGANIZATION OF THE DISSERTATION

The present study, which aims at investigating the teacher-researcher's and the students' perceptions regarding the implementation of tasks for critical language development in the context of technical and technological education, is organized in six chapters. The present Chapter focuses on the need for English language teaching and learning to focus on "critical moments", be them at the micro-level of the classroom or in the macro-level of educational policies. In Chapter 2, I introduce the reader with the theoretical background of the study by not only signaling the feasibility of bringing a critical perspective to the field of task-based language teaching, but by also presenting the most important concepts from both TBLT and Critical Pedagogy. I also discuss the concept of critical media literacy and its alignment with critical language teaching and learning. Chapter 3 presents the methodology developed for conducting this study. In this sense, I define the type of study and present the reasons for conducting it as well as the main research questions. Besides, I describe the critical needs-analysis phase and, based on its results, present the task-cycle which was conceived along with its teaching procedures. Next, I present the instruments and procedures used for data collection and explain the procedures adopted for data analysis. The following two chapters focus on the data analysis itself. In Chapter 4, I discuss both the design and implementation of the critical task-cycle under investigation from the perspective of the teacher-researcher. Chapter 5 focuses on students' perceptions concerning critical and language aspects in the implementation of the cycle of tasks. At the end of both analysis chapters, a summary with the main findings is presented. Finally, Chapter 6 presents the final remarks of the study by summarizing its main findings, and stating its limitations, implications and suggestions for further research.

CHAPTER TWO

Communicative and Critical Development: promoting Media Literacy through a Task-based Approach to English Language Teaching

“Some would argue that emancipation is not the goal of the language teacher or the applied linguist. Our job is to teach the language, not to meddle in efforts for social change (...) By inaction and self-censorship, should teachers, applied linguists, textbook writers, and publishers help perpetuate ‘received values’ in many societies concerning, for example, the (oppressed) status of women or that of other groups defined by, and persecuted for, even executed for, their sexual orientation and political beliefs?” (Long, 2015, p. 73)

“O que se deseja como professor(a) de línguas é o engajamento do aluno no discurso com a esperança que possa usá-lo para fazer escolhas éticas sobre o mundo social que espelhem a possibilidade de refutar qualquer tipo de sofrimento humano” (Moita Lopes, 2012, p. 10)

Teaching (and also learning) is always a political act. As Paulo Freire (1996) states, “no one can be in the world, with the world and with others in a neutral way” (p. 77). Language teachers, more specifically, teach more than linguistic structures – even if they are not consciously choosing to do so. For the Brazilian *Parâmetros Curriculares Nacionais* (1998), the teaching-learning process of an additional⁴ language should focus on the development of the student as a human being and as a citizen, so as to prepare them to act on the social world (p. 15). Because of that, the document addresses the issues of citizenship, critical consciousness, and sociopolitical aspects of learning an additional language as being paramount in this context (p. 15). These topics are also directly related to the themes that should permeate the teaching of all disciplines in regular elementary and high schools: ethics,

⁴ Although the term “foreign” is commonly used in the field, I chose the term “additional language” to avoid the idea of exoticism and of “the language of the other” that is often associated with the term “foreign language”. In this sense, I draw on Schlatter and Garcez (2009) to conceive language teaching as extrapolating geographical borders. In this context, in alignment with critical perspectives to language teaching, English is seen as a language that belongs to everyone and, should not, therefore, be regarded as “foreign”.

health, environment, sexual orientation, cultural plurality, and work and consumerism (p. 44). An analysis of the document, more specifically in the section that states the objectives of primary school teaching, demonstrates a strong concern for the development of critical citizens, since it emphasizes the importance of: developing citizenship and adopting attitudes of solidarity, cooperation and rejection of injustice; adopting a critical stance with the use of dialogue to mediate conflicts; positioning oneself against any form of discrimination based on cultural differences, such as class, beliefs, sex, ethnicity or any other individual or social characteristic; understanding oneself as part of, dependent of, and a transformation agent of society, contributing to the preservation of the environment; questioning reality and proposing solutions for problems through the use of logics, creativity, intuition, and critical analysis; among others (Brasil, 1998, pp. 7-8).

Similarly, the guidelines for high school teaching in Brazil - *Orientações curriculares para o Ensino Médio* (2006) - emphasize the sociopolitical aspect of learning an additional language. The document highlights that learning a language should go beyond learning to communicate and focus on the development of citizenship (p. 91). Citizenship implies, in this perspective, the understanding of one's location in society, how such location is shaped and/or constrained by society's structures, and how one may work to change and improve one's position (p. 91). In this sense, the document stresses the relevance of discussing how exclusion operates so as to promote critical reflection that may foster citizenship in the language classroom.

For Moita Lopes (1996), when "the language classroom is neutral from a sociopolitical view, it ignores the essential traces of language: its social nature" (p. 183, my translation). In this sense, even when one claims to be neutral, the teaching process is mostly likely reproducing and perpetuating hegemony⁵. This seems to be the case of some contemporaneous practices, such as communicative language teaching – at least if we consider the way it has been applied in most teaching contexts (Pessoa; Freitas, 2012). From this perspective, the objective of language teaching is to develop the learners' communicative competence, that is, the ability to communicate effectively: it recognizes, therefore, the importance of using appropriate

⁵ Drawing on Hall (1992), the term "hegemony" is used here and throughout this dissertation to refer to predominant discourses, that is, representation and discourses that mostly occupy a dominant and powerful hierarchical position in society.

language for each communicative situation (Leffa, 1988, p. 226). In other words, language is part of a wider context. Thus, linguistic forms may be taught when necessary, but always with the objective of developing the communicative competence, which implies learning to use the language effectively in different communicative events.

Besides, Leffa (1988) highlights that the development of the strategic competence⁶ may be as important as (or even more important than) developing the grammatical competence (p. 226). Because of that, classes planned under the premises of the communicative approach make use of contextualized and authentic materials (including different textual genres) and they emphasize one or more of the four linguistic skills (Leffa, 1988, p. 227). While this approach seems to be very appropriate if we consider that teaching should have an impact on the students' real lives – since real language and communication itself are the focus of the process –, its operationalization often ignores sociopolitical issues that are embedded in any communicative event. Furthermore, “communicative approaches often seem to concern themselves with basically a middle-class, potentially internationally-mobile individual in mind” (Crookes, 2010, p. 9). It is not uncommon, for instance, to come across textbooks following a communicative approach that present a “perfect world” without questioning how power and oppression operate in our society. Actually, as Bernstein et al (2015) explain, language learning in general has “become both a target and an instrument of neoliberalization” (p. 6). Under neoliberalism, which can be understood as the discourse of the marketplace, language is a merely technicized skill, culture is a commodity to be sold through stereotyping and essentialization, language teachers are technical workers in the strict sense (who can be easily trained and replaced), and language learners are seen as consumers and entrepreneurs (Bernstein et al, 2015).

This can be considered problematic in the sense that, if we are to think of the teacher's role as being twofold – that is, developing communicative competence but also critical thinking –, there seems to be a need to question some of the current teaching practices and the ideologies behind them. In this sense, I side with Bernstein et al (2015), who claim that

⁶ Canale and Swain (1980) define strategic competence as the ability to use verbal and non-verbal communication strategies to compensate for gaps in other types of knowledge (such as grammatical knowledge). In this sense, the use of the strategic competence is important to guarantee that communication will take place effectively (p. 5).

learning a dominant language can be both oppressive and liberatory, empowering and threatening. Learning a language like English involves participation in the hegemonic discourses that circulate around and in that language, yet also contains the potential to speak back to those discourses and to use the language to counter them (p. 13).

Bearing this in mind, in this chapter I will discuss how state of the art theory on communicative language teaching – and, more specifically, the task-based approach – may serve as a locus for the development of teaching practices focusing both on linguistic skills and critical development so as to promote learning that may be empowering rather than threatening. In order to do so, I will first advocate for the need to recuperate the philosophical underpinnings of task-based language learning and describe its commonalities with critical teaching approaches. Then, I shall present a working definition for task that suits the objectives of this study, define a theoretical framework for the development of a task-cycle⁷, and also discuss the concept of media literary. In this sense, it is my intent to build the theoretical basis that will ground the present study.

2.1 BRINGING THE COGNITIVE AND THE SOCIAL TOGETHER: THE NEED FOR CRITICAL TASKS AND CRITICAL TEACHER-RESEARCHERS

“Ao educador crítico cabe a tarefa de estimular a visão crítica dos alunos, de implantar uma postura crítica, de constante questionamento das certezas que, com o passar do tempo, adquirem a aura e a ‘intocabilidade’ dos dogmas. É por este motivo que o educador crítico atrai, via de regra, a ira daqueles que estão plenamente satisfeitos com o *status quo* e interpretam qualquer forma de

⁷ The term “task-cycle” is used here and throughout this dissertation to refer to Skehan’s (2009) framework for task design and implementation. It implies, in this sense, a series of tasks in which one task is connected to the other so as to both 1) allow the student to revisit aspects that were previously addressed and 2) prepare the learner for the forthcoming tasks. Thus, the word cycle refers to the cyclical nature of learning itself, a view that seems to be appropriate for language and critical development while considering the perspectives adopted in this study.

questionamento das regras do jogo estabelecidas como uma grave ameaça a si e à sua situação confortável e privilegiada. (...) O educador crítico sempre foi e sempre será uma ameaça para os poderes constituídos” (Rajagopalan, 2003, p. 111)

In most studies in the Second Language Acquisition (henceforth SLA) area, communicative language teaching – including, then, task-based language teaching (TBLT) – is often seen from a cognitive perspective only⁸. Because of that, I find it necessary to present TBLT’s philosophical principles (Long, 2015) and advocate for a need to develop critical consciousness (Freire, 2005) in teacher education programs so as to build an understanding of SLA and language pedagogy that encompasses both cognitive and social aspects. Thus, the argument I put forth is that TBLT, due to its principles, can be regarded as appropriate for the development of not only linguistic skills, but also for the process of “learning to perceive social, political, and economic contradictions and to take action against their oppressive elements” (Freire, 2005, p. 35). In order for effective change to take place, teachers need to be able to develop such critical consciousness in their education process as well (Da Silva, da Silva & Rocha, 2017). Critical consciousness is understood in this study from a Freirean perspective in the context of problem-posing education, which encompasses being able to not only critically analyze one’s context, but also act upon it:

Whereas banking education anesthetizes and inhibits creative power, problem-posing education involves a constant unveiling of reality. The former attempts to maintain the *submersion* of consciousness; the latter strives for the *emergence* of consciousness and *critical intervention* in reality (Freire, 2005, p. 81).

According to Gass and Mackey (2007), the communicative approach and, more specifically, the task-based approach “draw heavily on the interaction hypothesis as part of their theoretical basis” (p. 190),

⁸ Such cognitive perspective, based on the rationale of the Information Processing Approach, understands language learning as the move from controlled to automatic processes, signaling, thus, the importance of language use and practice in the process of language acquisition (MacLaughlin & Heredia, 1996). For more on this, see the next section (2.2).

which argues for the fundamental role of language use – that is, of interaction – in the language learning process. Because language acquisition is explained from this cognitive perspective, one may end up erasing other important factors that should be taken into account while thinking about language teaching. This need to bring the cognitive and the social perspectives together seems to be part of VanPatten and Williams' (2014) argument that “SLA is a big elephant that researchers can easily look at from different perspectives” (p. vii). Thus, especially when thinking about SLA's influence in language pedagogy, it is necessary to consider “multiple theories that complement each other” (p. vii).

Task-based language teaching, which has a strong commitment to both theory and practice, can also be explained from a philosophical perspective. First of all, it is important to understand that it is based on the concept of “learning by doing”. According to Long (2015), one of the philosophical underpinnings of such approach is *l'education integrale* – that is, complete education –, in which it is believed that “people learn best through personal experience, through practical hands-on work with real-world tasks” (p. 67). In this sense, abstract concepts can be understood because they become meaningful once they are contextualized in activities from the real world. Again, as Long explains, “new knowledge is better integrated into long-term memory and more easily retrieved for use if tied to real-world events and activities” (p. 69). For the author, other philosophical underpinnings of TBLT include: individual freedom, rationality, emancipation, learner-centeredness, egalitarian teacher-student relationship, participatory democracy, and mutual aid cooperation. Long (2015) draws on the core principles of “learning by doing” adopted by educational theorists and philosophers like Dewey (1950) and Freire (1996). Thus, the author goes beyond the cognitive explanation by showing that these philosophical principles and “their implications for language learning for the most part sit well with those of TBLT's psycholinguistic underpinnings” (p. 66). Similarly, Ellis (2003) explains that a critical perspective on task-based research and teaching “forces us to go beyond the psycholinguistic rationale [...] in order to examine the social, cultural, political, and historical factors that contextualize teaching and how it takes place” (p. 333). This approximation of areas allows for an understanding of the social role of language learning, emphasizing that “those who oppose LT (of any kind, not just TBLT) having an emancipatory function need to recognize that a hands-off attitude is

itself as ‘political’ and just as interventionist, for it helps perpetuate the status quo” (Long, 2015, p. 73).

In order to understand the feasibility of approximating the two aforementioned perspectives (TBLT and a Critical perspective to language teaching), it is necessary to go back to TBLT origins and principles. For Van den Branden, Bygate and Norris (2009), TBLT encompasses a number of basic principles: learning is holistic rather than discrete, that is, “the student is expected to induce knowledge about smaller units from their actual performances and communication challenges in complex situations” (p. 2); education is learner-driven rather than teacher-centered; and instruction is communication-based rather than form-focused. Besides, the idea is that “people not only learn language *in order to* make functional use of it, but also *by making functional* use of it” (p. 6). In this sense, one can see that the communicative context (that is, what is being communicated) and the learners’ active role are fundamental principles in TBLT. As Crookes (2010) states, a similarity between TBLT and critical approaches “is the great importance placed on deriving the content to be taught from, as far as possible, identifiable needs of the students, and with a definite orientation to the kind of things they will need to do with the target language, in their life in the real world” (p. 9).

Candlin’s (2009) understanding of task is also of high importance: from a sociocultural perspective, the author highlights the educational goals behind such an approach to language teaching. According to him, the first important educational goal for tasks is awareness, that is, offering the opportunity for “learners to become more aware of their own personalities and social roles, and of those of their fellow learners, as they take part in communication” (p. 33). It is very clear here – even though the author does not explicitly say so – that what he means by awareness is indeed connected to being critical: “ways in which tasks can make us focus on how language is used to reflect and reinforce our value and belief systems, critically exploring how language can both act to unmask as well as obfuscate this process” (p. 33). The second goal of TBLT would be to develop responsibility and autonomy by promoting students’ abilities “to draw their own maps” (p. 33). Besides that, because tasks bring the “real world” to the classroom, “the viability and amelioration” (p. 33) of both the classroom context and the outside world should be worked on through the development of tolerance, the third goal of tasks brought by the author. In other words, tasks should “overcome the barriers raised by ideology and prejudice” by taking “a critical stance, both in terms of content choice and process

preference” (p. 34). The two last goals of TBLT would be self-realisation and fulfillment of the learner and the development of self-confidence. Once again, the focus on such approach is the learner.

Even though Candlin’s (2009) definition of task is not very practical for the development of tasks – due to its abstractness and broad-ranging nature, it emphasizes the fact that communication always takes place within a social context which cannot be ignored:

One of a set of differentiated, sequenceable, problem-posing activities involving learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu (p. 26).

With this in mind, it is important to emphasize, then, that the development of critical consciousness can be seen as aligned with the perspective of task-based language teaching. Even if tasks are seen from a more cognitive-oriented perspective, one cannot ignore their philosophical underpinnings, and educational principles and goals. That is why approximating the cognitive and the social perspectives is not only possible, but also necessary. After all, we have come to realize that language learning is a very complex process that involves both cognitive and social aspects.

In this context, it is possible to argue that the development of critical consciousness should be primordial in Teacher Education programs. Crookes and Lehner (1998) argue that the lack of a critical perspective in language teacher education (and, consequently, in language programs and courses) can be explained due to its often detachment from other academic disciplines:

Given the history of the field, with its strong attachment to language rather than to education, the moral and philosophical bases for teacher development have consequently not been strong. This characteristic, together with the dominant ethos in the social sciences and Western countries in the latter part of this century, has made possible a technocratic and individualistic orientation to teaching and learning as well as a tendency not to make the development of a teacher’s moral

philosophy a central part of teacher education in ESL/EFL. That is, ESL/EFL teachers commonly see themselves as contributing to general welfare simply by helping people to communicate with other people and as discharging their responsibilities if they attempt to teach as well as possible, meaning as efficiently and professionally as possible. In general, ESL/EFL teachers have not been encouraged to address sociopolitical issues that educators like Paulo Freire have placed within the very heart of educational purposes (p. 320).

If we want language teachers to be aware of the ideological nature of language and language teaching, a critical perspective (or Critical Pedagogy itself) needs to be part of the curriculum in teacher programs. Actually, critical development should not be seen as a component of a certain curriculum, but rather as a perspective that should permeate every action in and outside the classroom. According to Mattos (2014), “[i]f we want teachers to start using Critical Literacy⁹ perspectives and to become more responsive to social and cultural issues in their teaching, we need to start providing them with adequate space for devising socially responsive practices” (p. 134). By the same token, Hawkins and Norton (2009) claim that a “key focus of critical teacher educators is to promote critical awareness in their teacher-learners by raising awareness about the ways in which power relations are constructed and function in society, and the extent to which historical, social, and political practices structure educational inequity” (p. 33). For the authors, critical self-reflection would also be an important component, since it allows for the individual to understand his/her relationship with the social world (p. 34). This global understanding of society’s forms of power and oppression is often overlooked in teacher education, while reflection about the teacher’s techniques and practices in the classroom is foregrounded. In this sense, as Greggio and Gil

⁹ Even though I recognize that the concept of Critical Literacy differs from that of Critical Pedagogy, I am interested here in the ways in which such theories converse. I side with Crookes (2003) and argue that they can be seen as complementary due to their similar aims – that is the reason why I bring both Critical Pedagogy and critical media literacy as important concepts for this study.

(2010) postulate, reflection is understood in teacher education mostly at the technical and practical levels. At the technical level, the efficiency of the teacher's practice is the main concern; and at the practical level, the teaching and learning objectives and their results are the focus of the reflection process (p. 59). While the critical level does not negate the previous ones, it moves a step further in the reflection process by incorporating an understanding of the context and its structuring forces. Even though there has been an overuse of the term "critical" in Teacher Education, oftentimes it is used in contexts in which reflection does not include criticality in the sense it is understood here.

In line with the critical level of reflection, Cox & Assis-Peterson (1999) claim that the English teacher must:

1. doubt and be critical of the dominant discourse that represents the internationalization of English as good and as a passport to the dominant world;
2. consider the relationship of their work to the spread of the language, critically evaluating the implications of their practice in the production and reproduction of social inequalities;
3. question whether they are contributing to the perpetuation of domination (p. 439).

This entails a questioning of the very nature of the pedagogical relations: "if the goal of critical pedagogy is to empower learners, pedagogical relations between teacher educators and teacher-learners must be structured on equitable terms" (Hawkins & Norton, 2009, p. 35). In this sense, critical development is not to be regarded as a component of or a moment in language teaching; it is in fact a perspective from which language teaching must be seen, implying constant questioning and reflection. After all, critical reflection and critical teaching both require looking at the world with "critical lenses".

As Freire (1973) explains, it is not possible to develop critical consciousness in a traditional curriculum, which is "disconnected from life, centered on words emptied of the reality they are meant to represent, lacking in concrete activity (...)" (p. 37). The author criticizes, in this sense, the banking conception of education, in which students are perceived as receivers of knowledge, while the teachers are simply transmitters of it. This implies an educational perspective based on mere memorization and repetition. Since the educational context is also a reflection of power structures, it is not possible for a critical educator to

teach coherently (that is, critically) in a type of structure that denies dialogue (Freire, 2005). Thus the relevance of devising strategies – in methodological terms – for the development of both linguistic and critical skills. As I hope to make clear in this chapter, task-based language teaching is not only adequate for approaching language from a critical perspective, but it also may provide teachers with the necessary tools for developing and implementing tasks in their specific educational contexts.

In this sense, it is important that critical teaching in additional language education be the focus of research as well. Because there should be a dialectical relationship between SLA and Language Pedagogy (in which one informs the other), research needs to take into account social factors as well. As Pennycook states, a critical perspective should be adopted by SLA itself:

although critiquing work in second language acquisition (SLA), for example, might be important because it has tended to locate the process of learning solely in the psychological domain without taking into account the social, economic, cultural, political, or physical domains in which language learning takes place, these contexts of learning must also be dealt with critically (...) (1999, p. 331).

Very few studies have tried to bring both cognitive and social aspects together in order to understand language teaching. In the Brazilian context, a few classroom-oriented studies have been conducted from the perspective of Critical Language Pedagogy. Such is the case of Pessoa and Urzêda Freitas' (2012) study, which investigated teacher's and students' perceptions regarding the approach of critical themes in English classes at a language center of a federal university. Results highlighted that students perceived as positive the approach of critical themes in the classroom. They also indicated the importance of teachers learning to engage with students in the process of critical reflection and problematization. Urzêda Freitas (2012), for instance, investigated his own practice by critically reflecting on his experience as a critical teacher at a language center in a federal university. His analysis suggests that for language learning to be indeed critical (or transgressive, as he puts it), a series of conflicts will probably arise. Nevertheless, the author highlights the relevance of critical teaching and learning for both

teachers and students. Conducted in the context of a public elementary school, Silvestre's (2015) study focused on the analysis of pedagogical practices with critical English language learning and teaching. Her results signal the pivotal role of teachers' agency in approaching additional language teaching from a critical perspective. Besides, Pessoa and Urzêda Freitas' (2016) research tackled the ways in which critical reflection took place in undergraduate language classes in the English program. The authors evidenced that critical reflection happened mostly through critical dialogue among teacher and students, opening up the possibility for the participants' agency to be exercised.

However, the aforementioned studies do not focus on a specific methodological framework for critical language teaching and learning. Even though this makes sense to the extent that Critical Pedagogy does not foreclose a specific way of teaching, I argue that a critical analysis of language teaching approaches – such as a critical perspective towards the task-based approach – may contribute to the understanding of the challenges and effects of teaching from a critical perspective. Only recently Farias (2018) investigated how the implementation of tasks on feminism may bring about linguistic and critical gains in elementary school students. Through a mixed method study, the author could observe both linguistic and critical improvement in students' performance and in their perceptions after the implementation of a cycle of tasks. Her study makes a case, thus, for the important role of the task-cycle and of the critical language teacher in language instruction.

The present study, that is, mine, is intended to bring a contribution to the area by focusing on the use of task-cycles to develop media literacy¹⁰ – that is, the ability to understand media messages from a critical perspective – in high school students. Even though studies such as this one represent a challenge in the area (since in the international scenario Applied Linguistics has been traditionally dominated by a paradigm that values mostly quantitative research that aims at measuring learning¹¹), they also point out to the possibility and necessity of

¹⁰ For more on this, see Section 2.3. in this chapter.

¹¹ In spite of the growth that has been witnessed in qualitative studies in Applied Linguistics since the seventies (Cohen, 1989), there still seems to be an unbalance when we compare the number of studies whose focus lies on quantification to the number of published qualitative studies. Besides, most international journals have a preference for quantitative studies (or at least for studies that are of a mixed methodology, that is, both quantitative and

devising new forms of conducting research that can account in a more encompassing manner for the complexities of language learning.

It is also important to regard the relationship between SLA and Language Pedagogy from a critical perspective so as to bridge the gap between the areas, which are actually dialectic in the sense that one feeds the other. Such an inclusion of a critical stance in research itself will not only allow for the importance of critical aspects to be recognized from a “scientific perspective”, but will also help destabilize and de-center research and provide a more reciprocal relationship between theory and practice. This is not to say that theory is to be directly applied – the idea is that an understanding and an awareness regarding SLA theories may help teachers make more informed decisions. The other way around is also true, since teachers’ concerns, questions and interests should also be reflected in SLA research. It is my belief that, just like any science, SLA needs to be of social relevance. Unlike Ellis (1997), who sees “no obligation for SLA researchers to attend to pedagogic issues” (p. 88), I believe that SLA needs to constantly take into account pedagogical implications. Thus, one cannot ignore the relation of the field with the classroom. In spite of that, “much of SLA research takes place in settings other than the classroom [...] and even in research that purports to be relevant to teachers (i.e., classroom-oriented research) much of it is not located in actual classrooms” (p. 71). What we need perhaps is to have teacher-researchers or researcher-teachers so as to de-center knowledge and empower professionals that will be able to rely on and transit in two intricate and fruitful areas.

As we have seen, it is not uncommon for us to think of cognitive and social domains as being opposite. The argument I put forth is that there needs to be a more dialectical relationship between cognitive and social aspects. Language learning is indeed a complex process and, even though it is necessary to break it into smaller bits in order to conduct feasible and serious research, it is also extremely necessary to look at the bigger picture, especially when considering the language classroom. It is about time we recognized that the only way we can account for the complexities of language (and society) is to open

qualitative). As Cohen (1989) highlights, both the qualitative and the quantitative paradigms are important in the field of Applied Linguistics, specially if we consider that each paradigm has its specific advantages and pitfalls.

ourselves for different perspectives and ideas and consider them from a critical stance.

The present study can be understood as being inserted in the area of both Critical Pedagogy and Critical Applied Linguistics (CAL). According to Pennycook (2009), CAL lays an emphasis on language and its relation to “inequitable conditions”, such as

the frequent assumptions of privilege, authority, and superiority, from native speakers of English and the English language itself to particular approaches to teaching, cultural forms, or forms of social organization; and the constant denigration of other languages, other language speakers, and teachers and students from different backgrounds (p. xiii)

It is possible to extend such an understanding by looking at CAL as an area that deals with how language constructs and reproduces power relations and ideology in different social domains. From this perspective, CAL encompasses “critical approaches to text, language, literacy, research, language learning, teaching, and translation” (p. xiv). More specifically, then, since I am interested in understanding the role tasks assume as being the channel for embracing a critical approach to teaching and learning, this study is also grounded in critical pedagogy. Crookes (2012) draws on Crawford (1978, 1981, 1982) to list the main principles of Critical Pedagogy:

- a) the purpose of education is to develop critical thinking by presenting [students’] situation as a problem so that they perceive, reflect and act on it
- b) the content of curriculum derives from the life situation of the learners as expressed in the themes of their reality
- c) the learners produce their own learning materials
- d) the task of planning is first to organize generative themes and second to organize subject matter as it relates to those themes
- e) the teacher participates as a learner among learners

- f) the teacher contributes his/her ideas, experiences, opinions, and perceptions to the dialogical process [of the course]
- g) the teacher's function is one of posing problems
- h) the students possess the right to and power of decision-making (pp. 3-4).

According to Rajagopalan (2003), for pedagogy to be critical, the educator needs to work as a “catalyst of social change” (p. 106, my translation). The author adds that the critical pedagogue is “an activist” who “acts based on the firm belief that his/her action, no matter how limited or specifically located, may trigger social change of significant reach and consequences” (p. 106, my translation). In this sense, Rajagopalan (2003) sides with Freire (1996) by affirming that teaching is not a neutral activity. If the educator is sometimes seen as a threat, it is exactly due to his/her ability to question the established forces in society, that is, the *status quo* (Rajagopalan, 2003, p. 112).

Within the same line of thought, Rajagopalan (2003) also emphasizes that, in the context of Applied Linguistics, critical pedagogy needs to: 1) adopt a critical posture in relation to theoretical linguistics and 2) allow learners to develop their capacity to find ways of resisting [hegemony], of facing challenges, and deciding what is best for them (p. 112). In this sense, it is the job of language teachers to unveil the ways in which power relations are constructed through language. By recognizing how language shapes the world, it is also possible to destabilize the already established forces so as to promote new possibilities and new meanings.

As Crookes (2013) explains, critical pedagogy has a focus on action as well: learners should be able to critically understand how oppression and power operate in society, but also be able to bring about contributions so as to diminish social inequality. As we shall see later, this view is strictly connected to the idea of media literacy, which is one of the main foci of this study. At last, critical pedagogy also moves away from the binary understandings of social reality by assuming that we are (trans)formed by identities that are in constant change (Rajagopalan, 2003, p. 114).

2.2 TASK-BASED LANGUAGE TEACHING AS A LOCUS FOR THE DEVELOPMENT OF LINGUISTIC AND CRITICAL SKILLS

As I tried to make clear in the previous section, task-based language teaching presents many commonalities with critical perspectives for language teaching. Thus, I believe it may serve as an appropriate venue for the conceptualization of teaching practices that may account for the complex needs of our students. In this sense, it is of high importance to first understand the theoretical rationale in terms of cognition that lies behind the task-based approach. Then, I will also define what is meant by a task, especially because different scholars provide slightly different definitions for the term. Moreover, I will present important issues in task-based language teaching (a framework for the implementation of a task-cycle, for instance) that will serve as a theoretical basis for the study to be conducted.

The task-based approach for language teaching can be understood from the perspective of the Information Processing Approach. The basic premise of the Information Processing Approach to SLA is that human beings are limited in terms of their attentional resources. In this sense, some activities or tasks need more attention, while other ones require less. This is so because when we learn a complex cognitive skill, at first a lot of attention is necessary. As we develop more “efficient procedures” regarding such skill, less attention can be given to it. In this sense, we move from controlled processes (in which a lot of attention is involved) to more automatized processes (when less attention is necessary). As MacLaughlin & Heredia (1996) explain, “[w]hen one component of a task becomes automatized, attention can be devoted to other components of the task and what was previously a difficult or impossible task becomes possible” (p. 214). The researchers state that “most automatic processes require an appreciable amount of training to develop fully” (pp. 214-215). That is exactly where the importance of practice comes into play.

Based on that, in order to evolve from controlled to automatic processes, a lot of practice is required. In other words, “a skill must be practiced again and again, until no attention is required for its performance” (MacLaughlin & Heredia, 1996, p. 216). One example would be the learning of an additional language – by practicing the declarative knowledge and using it in different contexts, the learner will probably store such information and turn it into procedural knowledge. This implies that the knowledge will be more easily and more

automatically used for production, requiring less effort and attention. It is important to mention, however, that sometimes the process of moving from controlled to automatic processes is not as linear as it may seem. When new information is learned, there may occur a restructuring of the students' language knowledge. This is because learning itself is not linear. Students might forget basic structures, for instance, but this is to be seen as part of learning.

At last, then, it is possible to conclude that practice can lead to two different results: "improvement in performance as subskills become automated" (MacLaughlin & Heredia, 1996, p. 218) and "restructuring and attendant decrements in performance as learners reorganize their internal representation framework" (p. 218). In this sense, the relationship between practice and a skilled action is not so direct – the effects of practice "cumulate as learners develop more efficient procedures" (MacLaughlin & Heredia, 1996, p. 218).

Bearing in mind that the idea of practice is central to the Information Processing Approach to SLA, it is important to distinguish it from the construct of repetition derived from behaviorism (D'Ely, 2006; MacLaughlin & Heredia, 1996). Practice is a broader term in the sense that, if we think in practical terms, it involves "revisiting" and recapping the knowledge that has already been studied. This is totally different from the behaviorist notion of repetition. If we think of the audiolingual method (which was highly influenced by behaviorism), it is possible to observe that it makes use of repetition *per se*. This repetition is also decontextualized and happens in the exact same form for several times. The idea of practice, on the other hand, implies a kind of repetition which is accompanied by innovations as well (Bygate, 1996; Larsen-Freeman, 2012) – in terms of the English classroom, for instance, a certain structure which was taught can then be revisited and applied to other contexts. The idea is also of a more contextualized use of practice.

In this regard, it is possible to note that the information-processing approach can account for the understanding of the process of second language acquisition. Such claims help us understand the reasoning behind task-based language teaching and, thus, to understand the very definition of task.

Ellis (2003) explains that tasks "hold a central place in current SLA research and also in language pedagogy" (p. 1). In this sense, it is of fundamental importance to understand what a task is. For the author, independently of whether language learning is seen from an information-processing or a constructivist perspective, a task is regarded

“as a process that requires opportunities for learners to participate in communication where making meaning is primary” (p. 319). Tasks, therefore, come in handy since they serve as tools “for engaging learners in meaning-making and thereby for creating the conditions for language acquisition” (Ellis, 2003, p. 319). Besides having a primary focus on meaning, tasks allow for a focus on form to take place, since “without attention to form learners’ interlanguages may stabilize and fossilization set in” (Ellis, 2003, p. 319). In this sense, “focus on form, in the context of meaningful use of language, may be necessary to promote and guide selective attention to aspects of input which otherwise may go unnoticed, unprocessed and unlearned” (Robinson, 2003, p. 641). From a psycholinguistic perspective, then, tasks create the possibility for the integration between form and meaning, a combination that has found strong positive empirical support (Long, 1997; Ellis, 2003)

Tasks have two primordial characteristics: they provide an overriding focus on meaning and also allow for a focus on form (Long, 1997)¹² to take place. In this sense, the focus on form may emerge based on the students’ communicative need. As we have seen, the task-based approach can be understood as being derived from the communicative approach to language teaching. However, task-based language teaching breaks away from the dichotomy between the Grammar translation Approach and Communicative Language Teaching by recognizing the importance of the integration between form and meaning and of the different types of instruction in language acquisition (with an implicit or explicit focus on form, depending on the complexity of what is being taught or even on the students’ needs or difficulties)¹³.

For Candlin (2009), quoted previously in this chapter, who understands tasks from a more social-interactionist perspective, one important characteristic of a task is that it takes place within a social context. Even though he does not mention explicitly the issues of

¹² According to Long (1997), focus-on-form “refers to how attentional resources are allocated, and involves briefly drawing students’ attention to linguistic elements (words, collocations, grammatical structures, pragmatic patterns, and so on), in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication, the temporary shifts in focal attention being triggered by students’ comprehension or production problems” (p. 5). This is to be seen in contrast to focus-on-forms, that is, the traditional focus on language as a structure (without an overriding focus on meaning), which is typical of synthetic syllabi.

¹³ For more on this, see Ellis (2012).

ideology and power relations, one can conclude that such topics are implied in his definition since it is not possible to have neutrality in any social act.

However, Candlin's definition seems to lack in terms of practicality for those conducting studies such as this one – that is, studies focusing on the design of tasks. In this regard, Skehan (2009) provides a very useful and pragmatic definition of tasks that can better account for an information processing approach to language teaching. For him, “a task is taken to be an activity in which meaning is primary, there is some sort of relationship to the real world, task completion has some priority, and the assessment of task performance is in terms of task outcome” (p. 84). In this sense, in Skehan's definition, while conducting a task the student has a communicative objective that relates to real world activities. In order to achieve such objective, s/he has to focus on transmitting ideas in an adequate way (taking into consideration the context), and also make use of the strategic competence. The main focus is on meaning (and not on linguistic structures).

Table 1

Definition of task based on Ellis (2003)

A task (based on Ellis, 2003):

- 1) focuses on pragmatic meaning;
- 2) involves processes of language use that are related to the real world;
- 3) involves one or more linguistic skills;
- 4) is a workplan that requires different cognitive processes (for instance: selecting, comparing, classifying);
- 5) has a communicative outcome.

However, this definition does not make any explicit reference to the importance of critical consciousness mentioned above that is indeed at the heart of TBLT. Thus, I would like to reclaim the importance of recognizing the critical component as a necessary element of a task by adding a new element to Ellis' definition: 6) allows for the development of critical consciousness through contextualized language use.

Even though the criteria established by Ellis (2003) are very useful for the development of tasks, it is important to acknowledge that the implementation of task-based instruction also needs to take into account other important issues. In this sense, Skehan (2009) proposes a framework to not only help us understand what a task is, but also to account for sequencing and implementing a task-cycle, specially

focusing on calibrating the complexity and the cognitive demands of the tasks themselves. For him, one of the challenges in task-based instruction is to cater for the need to promote an overriding focus on meaning without leaving a focus on form aside (p. 87). This is because learner goals – in linguistic terms – involve a development in accuracy, complexity, and fluency:

The first of these, accuracy, is concerned with a learner's capacity to handle whatever level of interlanguage complexity s/he has currently attained. Complexity, and its attendant process, restructuring, relates to the stage and elaboration of the underlying interlanguage system. Fluency, finally, concerns the learner's capacity to mobilize an interlanguage system to communicate meanings in real time (p. 92).

As it is possible to note, Skehan's framework aims at providing task designers with criteria so as to be able to develop a balance between fluency and accuracy and the opportunity for restructuring to take place (p. 98). In this sense, because attentional resources are indeed limited, some tasks will focus on the development of fluency and, therefore, will have a main focus on meaning. In the same line, a task might focus on accuracy and provide a focus on form – however, such a focus on form will necessarily take place within a meaningful context. It is important, thus, to create the opportunity for different moments in a task cycle so as to allow learners to develop their linguistic skills in their different domains. In other words, a task should not create a burden that is too heavy for the learner – thus tasks should be neither too simple nor too difficult and allow for some attentional capacity to be devoted to restructuring of the language.

One of the ways in which such a balance can be achieved is through the sequencing of tasks. Skehan (2009) conceives a task cycle as having three different moments: pre-task activity, during task, and post-task activities. The objective of the pre-task activity is to promote restructuring of the language, that is, providing the necessary condition for new elements to be incorporated in the interlanguage or for existing elements to be improved or reorganized (p. 99). In this sense, a pre-task activity may serve as a way of preparing the learner for the main task by focusing on language or on a theme that will be necessary for the

completion of the task. A pre-task may reduce the cognitive load by making relevant language salient, giving the learner some time to plan, introducing the topic of the task to create a frame of mind, among other strategies.

As regards the task itself, that is, the during task phase, it is important to achieve a balance by using activities that “should not be so difficult that excessive mental processing is required simply to communicate any form of meaning” and that should not “be so easy that learners are bored, and do not engage seriously with the task requirements” (Skehan, 2009, p. 100). In this sense, a teacher’s choices for the during task phase may work so as to reduce or increase the cognitive load: the students might be given a specific structure to use in the completion of the task, visual support might be provided, surprise elements can be incorporated during the task, or students may be given some time pressure, just to name a few strategies. Depending on these choices, the students will probably end up focusing more predominantly either on fluency or accuracy.

Finally, the post-task phase would allow the students to revisit whatever language was used so as to restructure it or even stretch it: for instance, a post-task activity could aim at improving accuracy by telling learners to repeat a task (D’Ely 2006; Bygate, 1996) – even if with some slight changes or adaptations –, or to synthesize the language that was previously used in a more systematic fashion.

As we have seen, according to Skehan (2009), in all three phases of a task-cycle, a task designer/teacher should bear in mind and cater for an appropriate use of: 1) code complexity (neither too difficult nor too easy), 2) stress (taking into account matters such as time pressure), and 3) cognitive complexity (considering whether there is some level of familiarity with the task or there are surprise elements to it, for instance).

One might argue that implementing a task-cycle based on Skehan’s (2009) framework depends significantly on the teacher’s/designer’s intuition due to the level of subjectivity that there is in determining code complexity, stress, and cognitive complexity for students’ groups that are usually heterogeneous. In order to account for such a challenge, one important aspect of any task-based language learning proposal is the implementation of a needs analysis, that is, a careful study of the students’ needs, which would include their objectives, aspirations, interests, and also their current knowledge (Long, 2015).

Drawing on the author, I see the importance of needs analysis not only as closely aligned with the educational goals of task-based language teaching, but also of critical teaching approaches, as postulated by Crookes (2013)¹⁴. This is so because, from these perspectives, the learner is at the heart of the teaching and learning process – s/he is actually the most active participant of the process and his/her “personal, public, occupational and educational” (Avermaet & Gysen, 2009, p. 145) needs cannot go unnoticed. The process of conducting a needs analysis should have as a starting point the questioning of why a certain language is taught and then move on to: “*What* should language learners learn?”, and “*How* can language learners be stimulated to learn whatever they are supposed to learn?” (Avermaet & Gysen, 2009, p. 144). In this context, the understanding of language learning from a critical perspective allows us to think of some possible responses for such questions. It is clear, then, that for the purposes of this study, language learning is not a neutral activity and, therefore, cannot ignore sociopolitical issues such as power relations and ideology.

However, such an understanding is not enough: it is necessary to recognize our students’ needs at a deeper level so as to design tasks that are meaningful, motivational, and relevant for their contexts¹⁵. Because students in a class are very different from each other, a careful

¹⁴ For more on critical needs analysis (Crookes, 2013), see the Methodology chapter.

¹⁵ Investigating learners’ needs can also be helpful for the understanding of their motivation. This is important to the extent that, since students play a fundamental part in TBLT, their “motivation is reflected in concrete classroom events and processes” (Dornyei, 2009, p. 357). In this sense, any task-based proposal should not only take into account students’ preexisting motivation, but also aim at promoting motivation at its different stages. The first stage is the preactional one: “motivation needs to be generated – the motivational dimension related to this phase can be referred to as *choice motivation*, because the generated motivation leads to the selection of the goal or task that the individual will pursue” (p. 360). The second stage – the actional one – is when the “generated motivation needs to be actively *maintained* and *protected* while the particular action lasts” (p. 360). The third and last stage (called post actional stage) “concerns the learners’ *retrospective evaluation* of how things went” (p. 360). In this sense, any task-cycle should take into account the students’ needs and motivation so as to generate an interest or inclination towards completing the task and also sustain it throughout the process. Even though the present study does not focus on motivation per se, it is important to understand its relevance to tasks-as-process.

systematic needs analysis should be conducted. This can be done using different instruments: questionnaires, interviews, diaries, and so on. According to Avermaet & Gysen (2009), at first

[r]esearch on language needs can determine particular domains and situations of language use. The next step in the process is to derive tasks (what people have to be able to do with language) from the selected situations. These tasks can then be used as the basic units to describe language performance demands or goals, which can be the basis for curriculum design, language teaching and assessment (p. 165).

Moreover, because the student is at the center of the task-based approach to language teaching, it is important to go beyond needs analysis so as to recognize the learners' contributions to the implementation of tasks as well. A distinction between "task-as-workplan" and "task-as-process" needs to be made, then. As we have seen, Ellis (2003) lists different criteria for defining a task – one of them is the idea that a task is a "workplan". This means that the fact that the task was conceived so as to meet a specific goal and to elicit the use of specific language does not guarantee that this will happen during its implementation: "any language learning task will be reinterpreted by a learner in his or her own terms" (Breen, 2009, p. 334). Therefore, the task-as-workplan "will be changed the moment the learner acts upon it" (p. 334). In other words, a learner might use strategies other than the ones that the task designer had in mind in the first place in order to achieve the same objective.

This is not to be seen as negative, though: the fact that a task can be seen as a constructed process (in which both students and teachers have a very important role) is enriching in the sense that the outcomes generated may be diverse (Breen, 2009, p. 334), indicating multiple students' needs. At the same time, however, an understanding of the relation between the task-as-workplan and the task-as-process is important in the sense of providing task designers and teachers with the necessary tools to improve their practices. Breen (2009), for instance, indicates the importance of developing tasks-as-workplans that will be "amenable to the teaching-learning process within which they will be socially contextualized" (p. 346). Thus, not knowing the context where a task will be implemented will make the process of decision making a

very hard and complex one, possibly leading to misunderstandings of the students' wants and needs (p. 347). For that reason – as we shall see in the next chapters –, the present study involves the development of a task-cycle by the teacher-researcher (that is, by me) and investigates it both as a workplan and as a process from the the students' and from my perspectives.

As I have explained, even though task-based language teaching is student-centered, it is necessary to acknowledge the important role of the teacher as a mediator as well. According to Samuda (2009), “central to the role of the teacher in TBLT must be ways of working *with* tasks to guide learners towards types of language processing believed to support L2 development” (p. 380). One example of this mediation is the guidance regarding the relationship between form and meaning. This is even more crucial when one considers a critical approach to language teaching, in which the development of critical consciousness is paramount and will highly depend on the teacher's mediation skills so as to promote questioning and critical thinking. However, Samuda explains that “the role of the teacher as a mediating factor in task-based language teaching remains virtually unexamined” (p. 379). Samuda (2015) also describes the pedagogical task design as “a work in progress” (p. 280). She proposes a multidimensional workplan for understanding a pedagogical task, which would include different work-plans:

Workplan 0 is the designer's original workplan, typically represented in the form of the instructional materials that a teacher receives (or creates). [...] Workplan 1 is the teacher's prospective workplan, typically reflected as part of a lesson plan. [...] Workplan 2 – what I have termed the dynamic workplan – reflects on-line changes that the teacher may take as the task unfolds [...]. [...] Workplan 3 – the retrospective workplan – relates to the teacher's post-lesson reflections on what actually happened, and may involve further changes to be taken forward for use on other occasions. (pp. 281-282)

From this perspective, any pedagogical task needs to go beyond the task-as- workplan as defined by Ellis (2003), since the actual task only comes to life as it is reframed and reinterpreted – not only by

students but also by teachers, especially through their lesson plans, online-planning, and reflections for future reformulations. This suggests the relevance of developing systematic reflective research on how the teacher reinterprets the multidimensional workplan in the process of implementing a task-cycle. As we shall see, the perspective of the teacher is considered an important part of this study in the hope that it will bring a contribution to the understanding of such a process in a specific teaching context. In this sense, given the importance of the teacher's mediation and constant reformulation of a workplan, this study shall also focus on the teacher's perception¹⁶ of the implementation of a task-cycle so as to shed some light on some of the following questions as well: “[t]o what extent [...] is it possible to identify discursual and interactional features of teacher performance that might be said to constitute elements of ‘task-based’ teaching? And in what ways may these distinguish the role of the teacher in TBLT from the role of the teacher in more transmission-oriented approaches?” (p. 380).

For Bygate, Norris and Van den Branden (2009), “TBLT still has a long way to go” (p. 497). The authors argue for the inclusion of “antecedent work from educational philosophy” (p. 495), which means a recovery of TBLT's philosophical and educational principles. Besides, they claim that it is also important to study “the development of a rich base of task designs, their perception by teachers and by students, and their impact on language use and the quality of interaction in the classroom” (p. 498).

Few studies on task-based language teaching have looked at the actual classroom. In the Brazilian context, Pereira (2015) analyzed elderly students' perceptions on a task-cycle for this specific age group. The students' responses demonstrated not only that the use of tasks was regarded as positive, but also highlighted the importance of conducting needs analysis in the task-based approach. Additionally, Afonso (2016) has investigated the perceptions of 6th grade students in a public school on the implementation of a task-cycle focusing on the reading of the first chapter of the first book in the Harry Potter series. The students' perceptions evidenced many of the teaching principles of the task-based approach and the positive effects of designing and implementing tasks to account for the complexities of English language teaching. At last, as

¹⁶ Da Silva (2003) defines perception as “a physical and intellectual ability used in mental processes to recognize, interpret, and understand events, an intuitive cognition or judgment; a way to express a particular opinion or belief as a result of realizing or noticing things which may not be obvious to others” (p. 8).

mentioned previously, Farias (2018) has found positive evidence – both qualitatively and quantitatively – regarding the use of tasks for critical language development with elementary school students.

Bearing this in mind, the proposed study seems to be in line with TBLT's present state of affairs, since it shall contribute to bridge some of the gaps in the area by connecting theory and practice and, thus, by providing “a constructive, dialectic relationship with practitioners” (Bygate, Norris and Van den Branden, 2009, p. 498).

2.3. CRITICAL MEDIA LITERACY IN THE LANGUAGE CLASSROOM

“The media are symbolic (or sign) systems which need to be actively read, and are not unproblematic, self-explanatory reflections of external reality [...] The media are actively involved in processes of constructing or representing ‘reality’ rather than simply transmitting or reflecting it”. (Masterman, 1985, p. 20)

“Os professores de línguas precisam considerar a linguagem como um fenômeno essencialmente social se suas aulas devem ter qualquer relação com o modo como usamos a linguagem na sociedade, e isso inclui consciência de como, através do uso da linguagem, construímos nossas várias identidades sociais no discurso e de como essas afetam os significados que construímos na sociedade” (Moita Lopes, 2002, p. 326).

I have argued so far for the need to develop teaching practices that approach language from a communicative and also a critical perspective (Cox & Assis Peterson, 1999; Crookes, 2013; Freire, 1996; Hawkins and Norton, 2009; Long, 2015; Mattos, 2014; Moita Lopes, 1996, 2012; Rajagopalan, 2003). I have also emphasized the ways in which TBLT might be an appropriate venue for the development of both linguistic and critical skills due to its emphasis on pragmatic meaning, holistic learning, student-centeredness, and learning by doing. In this section, I present the concept of media literacy and advocate for the importance of approaching media texts in the English language classroom from a critical perspective. Thus, I present critical media

literacy as one of the types of critical work that should be part of language teaching practices¹⁷.

The development of literacy in language education becomes relevant when one considers that we are inserted in “multicultural societies where rapid linguistic, cultural, and political change is endemic” (Kern, 2000, p. 1). Moreover, “satellite television brings news, images, and entertainment from around the world”, and “[c]omputer networks provide new platforms for interpersonal communication, as well as novel means of publishing, linking, and accessing huge amounts of information from every corner of the globe” (Kern, 2000, p. 1). In this context, language literacy goes beyond learning to write and read as it has been traditionally understood (that is, as being able to decode a linguistic system), since students should develop “a broader discourse competence that involves the ability to interpret and critically evaluate a wide variety of written and spoken texts” (Kern, 2000, p. 2).

Taking into account that the view of literacy in this study is an expanded one that involves “not only the ability to produce and interpret texts, about also a critical awareness of the relationships between texts, discourse conventions, and social and cultural contexts” (Kern, 2000, p. 6), I would like to refer to it using the term “critical literacy”. As Kern explains, this view of literacy is connected to a series of relevant themes for the language teaching profession, namely: the role of literacy in language acquisition, the relationship between form and meaning in language learning, the importance of linguistic, cognitive, and social factors in literacy, the connection between culture and literacy, the development of coherent curricula, the relationship between linguistic and literary studies, and the role of technology in language/literacy development (Kern, 2000, pp. 7-8). In this sense, critical literacy seems

¹⁷ According to Crookes (2013), “several terms and traditions for the critical analysis of language either co-exist or have flowed one into another” (p. 28). Even though critical media literacy is under the over-arching term Critical Literacy, it seems to be congruent with the postulations of Critical Pedagogy. Crookes explains that Critical Literacy does not necessarily “invite an action response” (p. 28), that is, action upon reality is not a focus from this perspective, which tries to understand the ways in which “language has position, interests, power, and can act to disadvantage those on the lower rungs of a hierarchical society” (p. 28). However, as we shall see, the view I adopt here of critical media literacy does include action as an important step in the process of critical consciousness development. Thus, I see it as “complementary to or consistent with many of the aims of critical pedagogy” (Crookes, 2013, p. 28).

to be aligned with the proposal of this study, since it recognizes the importance of bringing cognitive and social aspects together and of approaching language (including media texts, as we shall see below) from a critical stance.

As we have seen, the communicative and, more specifically, the task-based approach seem to be appropriate for the context of language teaching in schools because they recognize the importance of conceiving language as a tool that mediates our activities in the world. While it is important to bring the “real world” to the classroom, it is also necessary to develop a critical stance towards it. The importance of incorporating technology in the classroom, for instance, has been largely recognized. It is common for teachers who follow a communicative or task-based approach to make use of different texts (or different media – such as videos, advertisements, and articles) to provide the students with examples of real language use. While these media texts are certainly rich sources for language teaching, the ability to develop a critical view in relation to them is also essential and should, therefore, be a concern of the language teacher. In this sense, I see second language instruction as a locus for the development of media literacy.

Media literacy can be understood as a branch of critical literacy since it “is a term used by a growing number of scholars and educators to refer to the process of critically analyzing and learning to create one’s own messages in print, audio, video, and multimedia” (Hobbs, 2011, p. 16). For Aufderheide (1993), media literacy has the following premises:

- (1) media messages are constructed; (2) media messages are produced within economic, social, political, historical and aesthetic contexts; (3) the interpretative meaning-making processes involved in message reception consist of an interaction between the reader, the text and the culture; (4) media have unique “languages,” characteristics which typify various forms, genres and symbol systems of communication; (5) media representations play a role in people’s understanding of social reality (p. 2).

In this sense, media literacy can be considered an important issue in such a multimodal world. Students nowadays need not only to be able to use technology, but also to learn to use it with a certain level of

awareness and criticism¹⁸. In a world that is shaped by the meanings constructed by different media, classroom practices cannot ignore how language in its various forms is used to perpetuate hegemony. Teaching a language politically and critically is being able to provide the students with the means to access knowledge, criticize it, and also reinvent or destabilize it. In this sense, I would like to add the term “critical” to media literacy so as to distinguish it from practices that regard media and technology as simply an instrument for language teaching. As Hobbs (2011) explains, “while plenty of teachers use digital media, mass media, and popular culture in the classroom, the instructional strategies they use may (or may not) support the development of students’ knowledge, critical thinking, and communication skills” (p. 5). The view of critical media literacy adopted here is one which “will empower individuals to become more autonomous agents, able to emancipate themselves from contemporary forms of domination and able to become more active citizens, eager and competent to engage in processes of social transformation” (Kellner, 1991, p. 63).

Besides, the use of media might cater for the need to incorporate meaningful and transformative content in the language classroom:

Educators can’t afford to ignore or trivialize the complex social, intellectual, and emotional functions of media and popular culture in the lives of young people. In order to reach today’s learners, educators need to be responsive to students’ experience with their culture – which is what they experience through television, movies, YouTube, the Internet, Facebook, music, and gaming (Hobbs, 2011, pp. 6-7).

It is important to understand that media literacy is usually linked to critical pedagogies in first language teaching, especially those dealing with the concept of discursive or textual genres (Baltar, 2010). However, the very concept has to do with a holistic view of education – in this sense, media literacy should be part of the curriculum of all disciplines, including the additional language. In fact, critical media literacy is rooted in the understanding of educators such as Paulo Freire

¹⁸ For more on approaching technology in the language classroom from a critical perspective, see Da Silva, Barreto and da Silva (2017).

(1996) and John Dewey (1950) who argue for an education that may promote students' citizenship and autonomy¹⁹. Because of that, "media literacy education includes a focus on pedagogy" and "has deep roots in *inquiry learning*" (Hobbs, 2011, p. 56).

Because the development of teaching practices that focus on critical media literacy is indeed a challenge, Hobbs (2011) presents a model for digital and media literacy comprised of five competencies that should be part of the project of developing literacy practices: accessing, analyzing, creating, reflecting, and acting (p. 12). The first one – access – is defined as "finding and sharing appropriate and relevant information and using media texts and technology tools as well" (p. 12). Analyzing has to do with understanding the objective of a message as well as its sociopolitical context from a critical perspective. Creating implies "composing or generating content using creativity and confidence in self-expression, with awareness of purpose, audience, and composition techniques" (Hobbs, 2011, p. 12). The next competency is "reflect", which includes pondering the effect of media in our daily lives and acting upon it responsibly and ethically. Finally, the fifth competence – "act" – has to do with "working individually and collaboratively to share knowledge and solve problems in the family, the workplace, and the community, and participating as a member of a community at local, regional, national, and international levels" (Hobbs, 2011, p. 12).

The competencies highlight, thus, a need to not only access the media texts and understand them critically, but also to be able to understand how they are constructed by taking an active role while manipulating them or even producing new texts. In this sense, it is possible to note many congruencies with the principles of task-based language learning, since critical media literacy also seems to lay emphasis on the importance of learning by doing and of having the student at the center of the teaching and learning process.

At the same time, critical media literacy depends strongly on the teacher's mediation as well. This is because the teacher's guidance is necessary for the development of a critical stance towards media, especially because it is not unusual for people to glamorize and incorporate media messages without really reflecting about issues of power and ideology. Buckingham and Sefton-Green (1991) explain that, while it is important to take into consideration students' perspectives and contributions, educators must be careful and "resist the temptation

¹⁹ Note that the same educators that inform the educational and philosophical principles of TBLT are at the heart of critical media literacy.

to glamorize student voices, and recognize that the multiple voices that the students bring to the classroom, while potentially possessing some elements of resistance and transformation, are likely to be imbued with status quo values” (p. 258). In this sense, any work on critical media literacy has to be critical of hegemonic discourses that permeate the media. Rajagopalan (2003) discusses, for instance, the power that the media exerts in naming and labeling: he explains that, by making specific lexical choices, the journalistic discourse imposes a specific point of view and creates a discursive binary, such as “good” and “evil” (p. 84). The author also highlights that, for the reader (or the consumer of any media text), the label used by the media becomes “natural” due to its constant repetition, and the so-called journalistic description becomes an individual judgement (p. 87). This is why it is possible to have different views on the same fact while going through different media texts. It is the educator’s role to bring such issues – that is, the “real world” – to the language classroom.

Last but not least, based on the need for classroom practices to approach language – and, more specifically, media – from a critical perspective, this study shall contribute in devising possibilities of pedagogical tasks that may promote both communicative competence and critical development. In the next chapter, I shall explain how this study was designed so as to bring about such contribution.

CHAPTER THREE

Developing a Methodology for Investigating Critical Language Development through a Cycle of Tasks for English Language Teaching

“If we ignore the social and cultural changes currently underway, and if we continue to conceive of literacy and pedagogy as narrowly print-defined and applicable only to a print culture of an earlier time, then educators will continue to teach generations of students conceptualized according to an outdated concept of the learner and the learning – one who has long ceased to sit in front of us in lecture halls” (Luke, 1994, p. 45)

“A major challenge in developing critical media literacy, however, results from the fact that it is not a pedagogy in the traditional sense with firmly-established principles, a canon of texts, and tried-and-true teaching procedures. It requires a democratic pedagogy that involves teachers sharing power with students as they join together in the process of unveiling myths and challenging hegemony” (Kellner & Share, 2007, p. 17).

The present study aims at developing a task-cycle for an English class at a technical school to develop learners’ media literacy. More specifically, then, the objective is to understand the students’ and the teacher-researcher’s perception of classes that contain both communicative and critical objectives and make use of different media. In this sense, the study focuses on the effects of promoting critical media literacy in the language classroom. In order to do so, the analysis will focus both on tasks as workplans and on tasks as processes to investigate whether and, if so, how tasks may serve as a venue for the development of language skills from a critical perspective. This piece of study is, therefore, of a qualitative interpretive nature and follows the premises of action research. According to Davis (1995), interpretive qualitative studies “focus on the construction or coconstruction of meaning within a particular social setting” and may utilize “interviews, observations, and other forms of data collection within the time frame necessary for gaining an understanding of the actors’ meanings for social actions (an emic perspective)” (p. 433). Action research, unlike more traditional methods to conducting research, gives more freedom for the researcher and recognizes that doing research, like anything else, is also political. Thus, action research seems to be in line with a critical approach to

language teaching in the sense that it is “a powerful tool for change and improvement at the local level” (Cohen et al, 2000, p. 226). Moreover, action research in education tries to bridge the gap between research and practice. Thus, such an approach seems to be appropriate for my context of investigation, in which my own practice as a teacher-researcher will be investigated through the lens of task-based language teaching and of critical approaches to language teaching by looking at the students’ and my own perspectives. However, the local focus of the study is not to be seen as too narrow – from the perspective of action research, the local “investigation is part of a broader agenda of changing education, changing schooling and changing society” (Cohen et al, 2000, p. 233). Therefore, it is hoped that the understanding of the complexities of a specific educational context may shed some light on how to teach an additional language from a critical perspective by taking into account the specificities of each teaching situation.

In fact, the present study can be understood from the perspective of participatory action research (PAR), which is “a qualitative research methodology that fosters collaboration among participants and researchers” (MacDonald, 2012, p. 46). This is because the students’ contexts and voices are paramount to the development of the study – even though the students may not be theoretically knowledgeable, their contexts and needs are investigated in the needs analysis phase and their perceptions will serve so as to understand the effects of the implemented task-cycle. Such perceptions shall also guide the teacher-researcher’s choices throughout the research process. This is to say that both the students’ and the teacher-researcher’s views have an important impact in devising strategies for the development of classes that contain both communicative and critical goals. At last, the fact that the researcher is not external to the teaching context is also very relevant for participatory action research: “PAR allows the researcher to be a committed participant, facilitator, and learner in the research process, which fosters militancy, rather than detachment” (MacDonald, 2012, p. 39). It is in this sense that PAR moves away from more traditional positivist understandings of science and research and is, therefore, more congruent with a critical approach to language teaching and with teaching practices in which the students are foregrounded rather than passive (such as in the case of task-based language teaching).

I would also like to claim that this piece of study is based on the concept of emancipatory and critical action research, especially because it is conducted from the perspective of Critical Pedagogy to language teaching. According to Zubber-Skerritt, critical action research

is comprised of a cyclical process: “(1) strategic planning, (2) implementing the plan (action), (3) observation, evaluation and self-evaluation, (4) critical and self-critical reflection on the results of (1)—(3) and making decisions for the next cycle of research” (1996, p. 84). In this chapter I shall focus on the first step of aforementioned action research cycle, that is, in explaining the design and method of the present study. More specifically, I will describe a) the reasons for conducting the present study, b) the research questions of the study, c) the context of investigation, d) the critical needs-analysis phase, e) the development of the task-cycle and its teaching procedures, f) the procedures and instruments to be used for data collection and data analysis.

3.1 REASONS FOR CONDUCTING THE PRESENT STUDY

Because this study deals with the investigation of my own teaching context, a personal tone is called for in explaining the motivation for conducting such piece of research. As a researcher and as a teacher, I have always felt the need to make informed decisions about language teaching that would better account for my students’ needs. During my Master’s research in Cultural Studies, I became even more aware of the ideological nature of language and of identity issues in general. Perhaps I learned more about myself than about my object of study: by discussing the ways in which our identities are constantly constructed under representational systems of oppression, I came to terms with my identity. Coming from a small town where my identity was (unconsciously) erased on a daily basis, this understanding of my own self was a very important step for me. The realization about the ways in which I was oppressed (and the ways in which I could fight against such oppression) made me develop empathy towards other minority groups as well.

I came to the understanding that teaching is always a political act – one may work in favor of the status quo by simply reproducing it or try to challenge the established forces in our society through critical reflection and dialogue. However, I felt that our discussions as graduate students interested in identity issues did not cover the language classroom. As a teacher, I felt the need to problematize the ways in which certain groups were (under)represented in textbooks, for instance. In other words, I felt the need to engage with discussions that dealt with pedagogical practices involving a critical understanding of power

relations, inequality, and oppression. It was with this aim that I proposed this piece of research, which focuses on investigating the ways in which the language class may promote the development of students' linguistic and critical skills. Such a need was intensified recently after I became an English teacher at the Federal Institute of Santa Catarina, where I teach students taking an Integrated course (that is, taking a technical course alongside their high school studies, both in the same institution). In this sense, my study also has a direct practical relevance.

3.2 RESEARCH QUESTIONS AND CONTEXT OF INVESTIGATION

Bearing in mind that the present study investigates the promotion of critical media literacy through a task-based approach to English language teaching, the following research questions arise:

- 1) How can tasks contribute to learners' English language development from a critical perspective and which features of a task seem to allow for the development of learners' critical media literacy?
- 2) What is the teacher-researcher's perception of the design and implementation (task-as-workplan and task-as-process) of a task-cycle on critical media literacy?
- 3) How do the students perceive the development of their communicative competence through the use of the task-cycle?
- 4) How do the students perceive their critical development through the use of the task-cycle?

The present study was conducted with a group of 20 high school students²⁰ at a technical public school in Santa Catarina. This is because the regular school is the main place where students should be

²⁰ Since this study involves human beings, its project was submitted for appreciation by the Ethics Committee at Universidade Federal de Santa Catarina (UFSC) through the online "Brasil" platform (www.plataformabrasil.saude.gov.br). Given that the study met all the ethical requirements, it was approved by the committee on April 26th, 2017 with the number 2.032.334 (see Appendix A). It was only after the project's approval that data collection took place.

prepared to use language to mediate their social practices. In this sense, it is usually the school that allows the development of the students' literacy. Besides, it is my belief that the context of teaching English in regular public schools deserves more attention from Academia.

More specifically, then, the study was conducted at the Federal Institute where I have been working for over two years. It is important to mention that, unlike regular public schools, the Federal Institutes are part of the Federal Network of Scientific, Technical and Technological Education. Such Network had its beginning in 1909 with the creation of 19 schools in different parts of Brazil. From that time on, the Federal Network has expanded exponentially, especially in the last decade: there are now 38 Federal Institutes in every state of Brazil, each one comprising several campi. Even though at its conception the so-called Federal Schools understood technical education as the place for teaching the working class a specific profession, such a view has now expanded so as to challenge the very dichotomy between technical and scientific education. The expansion of the Federal Network is, in this sense, an endeavor envisaging the articulation among science, work and culture from the perspective of human emancipation (Pacheco, 2011, p. 5). In this sense, the school is not meant to "feed the market" by teaching the students the skills necessary for the insertion into the capitalist system (p. 7). Rather, the type of education to be advocated for is one that is based on the promotion of inclusion in such an unequal society, and on a project to build a society that has political, economic and social equality as its foundation. In this sense, the work perspective adopted by the Federal Institutes is one that is directly connected to radical democracy and social justice (p. 8).

The Federal Institute of Santa Catarina (IFSC) states in its official documents that its mission is "to promote inclusion through the development of critical citizenship in professional, scientific and technological education" (Instituto Federal de Santa Catarina, 2015, p. 6). It is clear, then, that a critical approach to teaching is paramount in order to achieve such objectives of promoting inclusion and social justice through education.

However, even though such a concept of education was one of the motivating factors for me to become a teacher at the Federal Network, I ended up realizing that a more traditional understanding of technical education still pervades many of the schools that are part of this system. In other words, I realized that the Institute's mission is a work in progress that highly depends on our teaching practices and, ultimately, on our teaching principles.

In the campus where I work, different programs are offered every semester: there are two integrated high school programs (one in Mechanics and one in Natural/Fishery Resources), in which students take a technical degree alongside and integrated with their high school studies; several technical programs in the areas of Mechanics, Electrical Engineering and Natural Resources; an undergraduate program in Electrical Engineering; and a Specialization program in Marine Sciences Applied to Teaching.

So far I have worked mainly with the Integrated High School Program in Mechanics, in which I teach English in different levels. The students are required to take four semesters of English classes, comprising a total of 160 hours of study. Unlike regular high school programs, the integrated high school program intends to be transdisciplinary in the sense that the so-called traditional high school disciplines (such as in the case of English) should be in dialogue with the technical program, fostering the development of critical citizens who can act consciously on the world by applying, reflecting upon and resignifying knowledge. Bearing this in mind, since the campus and the courses are very recent and in development, I had the chance to participate in the process of writing the English course descriptions. In this sense, I tried to reflect about the institution's mission as well as the course specificities so as to come up with the following objectives for English language teaching in the Mechanics program:

- To develop the cognitive and cultural dimensions inherent to language teaching;
- To discuss intercultural and identity issues, fostering the development of critical citizenship;
- To develop the different linguistic skills from the perspective of Critical Literacy, Digital Literacy, and of the several Discursive Genres;
- To develop specific knowledge in the target language, especially in the technical area studied.

More specifically, it is expected that the students will be able to a) make use of the four linguistic skills in different communicative situations, b) develop communication and learning strategies in the target language, c) conceive language as an ideological instrument that may potentialize social transformation, d) develop, through the use of language, critical skills regarding emergent and socially relevant issues, and e) develop interculturality in order to understand “the other” so as to understand oneself (Instituto Federal de Santa Catarina, 2016, p. 18).

Taking into consideration these objectives of English language teaching in the Mechanics program, it is possible to see that the challenges of working in this context involve teaching from a critical perspective so as to develop the students' critical citizenship and, at the same time, contribute to their studies in Mechanics. What I have realized through my practice is that a traditional technical understanding of the English language and of Mechanics is still predominant in this context. For instance, it is not uncommon for educators to refer to the role of English in Mechanics as helping the students to understand manuals that are not available in Portuguese. While reading manuals is certainly an important skill for professionals in this area – and in many others –, it is necessary to extrapolate this instrumental conception of the English language. This piece of study shall also contribute to facing such challenges.

Another aspect that I found striking in my short experience as a teacher in the Mechanics program was the sexism that seems to be present in the popular understanding of the area. The coordination of the school often has parents asking whether courses that would be “more female appropriate” are not offered, for instance. On top of that, some female students have come to me reporting cases in which they were underestimated or said to be in the “wrong place” for studying in a Mechanics program. Moreover, all of the Mechanics teachers are male – the only female teachers the students have are the ones from the common-core high school disciplines²¹, such as Biology, Portuguese, Spanish, among others. The same is true for the Electrical Engineering undergraduate program on campus: there is only one female professor. Thus, there seems to be a lack of representativeness when it comes to women working in these so-called technical areas. In this sense, I could observe the need to address several topics – including gender stereotypes and sexism – in the educational context. As we shall see later, this is another challenge that has motivated this study.

²¹ By common-core disciplines I mean those subjects that are not from the area of Mechanics and pertain to any high school curriculum. It is important to highlight, however, that in spite of the fact that there is such a distinction between technical and common-core disciplines, the idea of an Integrated program is actually to have all these disciplines connected. In this sense, English should also converse with the technical subjects – likewise, the technical subjects should not be technical in the traditional sense but should rather allow for the critical and holistic development of the student.

At last but not least, several other challenges are part of the educational context of the Federal Institute where I work. Most classes have from 20 to 40 students with different levels of English proficiency. In this sense, the language classes are organized without taking into consideration the specificities of the discipline, making the teaching of the language more time-consuming and challenging for the teacher. Because there is no placement test and the students come from different schools and backgrounds – an aspect that may also be considered positive from the perspective of inclusion –, the teacher finds very beginning students in the same class as students who already master basic communication skills in the language. It is important to mention that the reason why there are many students in one class and that they are not grouped by level is that there is only one English teacher in the institution. Also, the teacher (that is, me) meets with each group only once a week for 2 hours – making up a total of 40 hours per semester.

3.3 THE CRITICAL NEEDS-ANALYSIS PHASE

As we have seen in the previous chapter, both from the perspective of task-based language teaching and from the perspective of Critical Pedagogy the student is at the center of the teaching and learning process. Therefore, it is necessary to investigate their wants and needs so as to develop activities that will make sense and be appropriate for their lives. In this sense, even though a lot can be identified in a more informal fashion through my practice and my interaction with the students, I came up with a needs-analysis questionnaire (see Appendix B) in order to gather information about the students I have been working with. I decided to investigate all the groups that I was teaching at the time (Modules 2, 3, and 4 – in the courses of English 1 and English 2) in order to have a more general understanding of the profile of the students taking the Mechanics program. It is important to highlight that the objective was to conduct such needs analysis from a critical perspective to go beyond identifying specific topics or functions that the students thought they should learn. Because of that, the questionnaire was divided in three parts: in the first one, the students answered questions about their relation with English language learning, in the second one they provided information about the role of technology in their lives and, finally, they answered questions regarding their relation with the school as a whole. I believe, in this sense, that my privileged position as their teacher who is inserted in the school context helped me in

analyzing and understanding the data that was gathered through the questionnaires. It is also worth mentioning that the purpose here is not to extensively quantify all of the students' responses, but rather to describe the most significant trends that were observed through their answers so as to shed some light on the development of the task-cycle to be implemented. As we shall see, the needs-analysis phase is an important step for the development of a critical task-cycle that is appropriate for the students' contexts and realities. In this sense, the main theoretical underpinnings of task-based language teaching and Critical Pedagogy, along with the results of the needs-analysis phase, serve as the basis for the development of the task-cycle (as we shall see in the next section).

In total, 65 students answered the questionnaire. However, some students left some questions unanswered (for the complete results, see Appendix C). The students' ages varied from 14 to 17, and most of them were 16 at the time. The majority of students (55) said that they had studied English before entering the Federal Institute. Thirty-two students reported having studied English only in Elementary or Middle School, while 23 took classes in a language school or had a private/personal tutor. Forty-one students mentioned that they learned English on their own (either as the only method of instruction or in addition to taking classes elsewhere). When they were asked how they learned on their own, most students said that they learned through the use of technology (42). A few students mentioned that they learned by interacting with people who speak the language (10) or through the use of a textbook (5). With the exception of one student, all the respondents mentioned that they considered the English language important in their lives (64). Out of these respondents, 58 said that English is important for their professional growth, while 37 mentioned that the language is important for their personal lives. The students also included other reasons for the importance of the language: to communicate with foreigners, to travel to other places in the world, to study abroad, and to develop one's logical reasoning. The students were also asked whether they use English outside the classroom: 52 answered yes, while 13 said no. Among the most frequent activities they engage in outside the classroom that involve using English are: playing games online (17), watching films, TV series or videos in English with subtitles in Portuguese (16), and listening to music (15). A few students also interact with English speakers (10), watch films, TV series or videos in English with subtitles in English (9), read blogs or websites (9) or even watch films, TV series and videos in English without subtitles (8). The least popular activities are reading books and magazines (4). This suggests

that their use of English is strictly connected to the use of technology, which may be more appealing for such generation.

In relation to the different activities that contributed to their learning, most students mentioned that they learned better with classroom activities involving videos and songs (18) or through interacting with the colleagues (11). They explained that studying becomes more interesting and motivating with materials (such as songs and videos) of their interest. Besides, some students mentioned learning better through interaction and use of the language. As regards the activities that contribute the least to their learning, they mentioned: in-class grammar activities (8), online grammar activities (9) and, paradoxically, activities involving interaction with colleagues (13). They said that grammar activities are neither appealing nor interesting and that they feel shy when interacting with their colleagues. In this sense, some students reported feeling anxious whenever interacting with colleagues. Thus, there seems to be two trends of views among students: a high number of students enjoys practicing oral skills through songs, videos and interaction, while a considerable number would rather not interact using the language. This could be explained due to the anxiety that this type of activity may produce, but also due to the different proficiency levels present in the same group (that is, a student with little background in the language might not feel comfortable in interacting with peers with more experience with the language). In general, most students find the use of technological tools very positive and appealing for classroom activities, such as in the case of videos and songs. A few students reported having some difficulty in dealing with online activities, probably in reference to the online platform used by me to provide them with out-of-class practice activities.

In the last questions of the first section of the questionnaire, the students were asked about the usefulness of English and about what they consider important to be taught in an English class. As regards the usefulness of the language in their professional and personal lives, most of them said that learning English can help you communicate while visiting other countries, studying or living abroad and communicating with foreigners (42). The other common answer was the importance of English for the world of work, that is, to get a good job, to be competitive in the job market, and so on (36). It is interesting to notice, then, that the students seem to easily be able to recognize the importance of learning English. However, the importance attributed to the language is still either associated with the idea of the language as “foreign” (in the sense that English would be the language of specific – powerful –

countries) or with the idea of English as an instrument or a tool that may give access to new opportunities in the job market. These views, which are probably shaped by the hegemonic discourses that are constantly reproduced in our society, regard language from a more utilitarian or instrumental perspective. In this sense, there seems to be a need to develop a more critical approach to language, that is, one that takes into consideration the power and the ideological nature of language.

As regards what the students considered important to be taught in the English classes, most of them mentioned that they should learn to speak the language and to communicate orally (31). It was interesting to see that many students also mentioned the importance of learning grammar (15), even if they do not like it. It seems from these answers that these students seem to regard the importance of using the language for communication, but also end up equating communication with oral skills only. At the same time, and maybe due to their exposure to more traditional forms of teaching, they point out grammar as a very important topic that should be taught. Interestingly, no one thought of a specific topic or theme that should be taught in the English classes – this might be explained by their instrumental or utilitarian understanding of the language (in other words, they seem to regard the English language as the teaching of a structure).

The second section of the questionnaire aimed at understanding the students' relation with technology. To start with, all of them reported having access to the Internet. Almost all of them said that they have Internet access at home, while one said that s/he uses the Internet in relatives' or friends' houses and another one only uses the internet on campus. Most students (57) use the Internet on a daily basis, while a few (5) reported using it often. Only one student uses it a few times a week. When it comes to the types of media that are part of the students' routines, most of them mentioned social media, websites, and television as being prevalent in their daily lives. Other less popular choices were blogs, vlogs, magazines and newspapers. Most students (57) also affirmed that they believe the media is a good source for learning about cultural, political, economic and social issues. Only two students said that some media texts may be good sources, and five students said that media texts are not good sources of information. It is interesting to notice that, when asked about the reasons why they considered media texts as good sources of information, most students focused on the access to different types of news and contexts that the media provides as well as on the ease in accessing information. Three students said that the media allows us to develop different opinions

about a certain topic because different perspectives are presented. One student said that not all media texts are trustworthy, while a few students reported that media texts are filled with opinions and personal views or try to manipulate people's understandings of information. One student also said s/he is not very interested in these matters.

Bearing in mind these responses, it is possible to observe that a few students have an anti-media discourse, that is, they seem to regard media from a negative point of view. This could be seen as the result of a protectionist approach to the media, which positions media texts as the "enemy to be avoided" altogether. As Kellner & Share (2007) explain, "one approach to media education emerges from fear of media and aims to protect or inoculate people against the dangers of media manipulation and addiction" (p. 6). This is, in this sense, a common discourse that posits people as being passive receivers of information and advises people to avoid media whatsoever. Such view can be seen as a generalizing one – after all, there is no focus in actually understanding media texts from a critical perspective since the idea is simply to go without them.

On the other hand, most students pointed out only positive media aspects arguing that media texts are a good source of information. Based on that – and also on how prevalent media texts are in the students' lives –, there seems to be a need to work with critical media literacy so as to "empower students and citizens to adequately read media messages and produce media themselves in order to be active participants in a democratic society" (Kellner & Share, 2007, p. 3). The authors also go on to explain that the students have an active role from the perspective of critical media literacy – and, therefore, will neither learn to embrace all media messages nor to avoid them altogether, but rather to carefully analyze which meanings are constructed, within which contexts and with which purposes:

(...) critical media literacy also engages students in exploring the depths of the iceberg with critical questions to challenge "commonsense" assumptions concerning the meaning of texts with negotiated and oppositional interpretations, as well as seeking alternative media with oppositional and counterhegemonic representations and messages, and, where feasible, teaching critical media literacy through production (p. 9).

Due to the need to approach media from a critical and empowering perspective, the last questions of this section of the questionnaire asked the students which topics connected to the media they would like to learn about. Because this was an open question, several different topics emerged, such as: current news, sustainability/ecology, respect, education, social difference, racism, poverty, (other countries') cultures, economy, religion, health, homophobia, sports, information manipulation, etc. Even though there was no consensus on a specific topic they were interested in or found relevant to be taught, the variety of answers suggests that there is a lot that can be approached by using media. Moreover, the students' answers reveal topics that are also linked to the objectives of the discipline, of the educational institution and also of basic and technological education. I would also like to point out that, interestingly, no one explicitly mentioned sexism or gender issues as one topic that should be worked with (even though they could be seen as related to topics such as "respect" and "social difference"). This may suggest that most students do not consider this a relevant topic or do not even realize that this is an issue in our society (in other words, such a problem may be invisible simply because it is common-place in our society).

It is in this sense that my knowledge regarding the institution and its context helped me in determining a focus for the task-cycle to be implemented. It is my intent, therefore, to contribute to the visibility of such an important issue in the school context. In fact, feminist theory has a lot to contribute to the field of critical media literacy. In this sense, according to Kellner & Share (2007), a feminist approach to critical media literacy can promote "transformation with recognition of media representation and stereotyping" (p. 10). According to the authors, "it is the teacher's responsibility within the classroom to make visible the power structure of knowledge and how it benefits some more than others" (p. 10). By looking at issues from the perspective of marginalized groups, it is possible to come to realizations that serve as alternatives to common sense and hegemonic discourses. In order for this to happen, and in line with Critical Pedagogy, "a student-centered, bottom-up approach is necessary for a standpoint analysis to come from each student's own culture, knowledge, and experiences" (Kellner & Share, 2007, p. 10).

Thus, in order to better understand the students' insertion in their school, the last section of the needs-analysis questionnaire focused on their relation with the Federal Institute where they study. When asked about their motivation to study in this specific institution, most students

(57) pointed out the quality of education as being the main reason. Other important reasons mentioned were: integrated technical education (41), free education (34), the institution's location (17) and available infrastructure (15). A couple of students mentioned that studying at the Institute was an obligation – that is, a decision made by their parents. One student mentioned studying at IFSC because s/he believes this will bring her/him opportunities in the future and another one mentioned that the people who work on campus are welcoming and nice. Besides, most students evaluated their experience in the institution as being good (41). Fourteen students said they have had a great experience as students, while 9 said they have an average experience. For the students who evaluated their experiences as average, they mentioned not studying a lot, not enjoying the school, having bad grades and the school being located far from their homes. Three students who said they had good experiences as students mentioned that their worldview changed in the institution. Other students mentioned that they have the opportunity to learn new things, which may open up new possibilities in the future. They also reported having good teachers and a good support from the Pedagogical Coordination. At the same time, these students who have a good experience stated that there should be more opportunities for scholarships and outreach programs, improvements in the infra-structure should be made, and that some disciplines are lacking (or do not have sufficient class time) in the curriculum. It is interesting to point out that a few students reported having bad grades and having difficulties in keeping up with the schoolwork. In a way, it seems that, from their perspective, the school is too difficult to follow. At last, those students who said they have a great experience in the school explained that they can interact with different people who share different views and experiences, that their perspectives for their future have broadened up, and that they believe they are in a privileged position in comparison to other public schools. One student mentioned that s/he has a great experience because the teaching method is very strict. In this sense, overall the students seem to have a positive experience in the institution in spite of having some criticism to the school's demands (that is, the fact that it is strict in the sense that it requires a lot of studying from the students), infra structure and curriculum organization.

The students were also asked in the questionnaire whether they missed something from their basic and technological education. Sixteen students criticized the curriculum, saying that some disciplines should be more present or should have more hours of study. The same number of students said they missed having discussions and

extracurricular activities. One student mentioned that they should have more opportunities of internships, for instance. Some students (6) mentioned the need to have more practical classes, others (3) mentioned the need to compensate for their lack of previous knowledge in certain disciplines (including English), and some (2) reported missing having classes that are more directly connected with real life (dealing with politics, religion, and health, for instance). In this sense, most of the students' concerns can be taken into account from the perspective of critical task-based teaching, since as we have seen, tasks should be student-centered, resemble real life, and take into account the students' levels by providing them with the right level of complexity. When tasks are developed and implemented from a critical perspective, they may also allow for the discussion and reflection regarding social issues that are pertinent for the students' lives.

In the final part of the questionnaire, the students had the opportunity to make comments or suggestions that were not covered by the previous questions. Only a few students included comments in this part, and most of the ones who responded mentioned the need to improve the institution's infrastructure (for instance, the need for air conditioning systems to be installed in the classrooms). One student suggested the use of songs, videos, and television series in the English classes with the purpose of learning new vocabulary and another one suggested the use of games. One student said that the way the English teacher approaches the classes is creative and interactive, but s/he believes the students do not really cooperate. For this student, the classroom should be split into smaller groups. Someone also mentioned the need for more practical classes or technical visits related to the area of Mechanics in several disciplines and a student suggested having more classes in places other than the regular classroom which, according to her/him, can make the learning process more dynamic. Such a view can be understood as expressing the necessity to have classes that are more connected to the students' contexts and that go beyond the traditional classroom space. At last, one student mentioned that her/his classmates are disrespectful and misogynistic and that they reproduce different types of prejudice. For this student, the classroom itself does not seem to be a safe place. Even though only one student verbalized this concern, it is my belief that this may actually influence the performance of other students as well who might feel underrepresented.

From the findings reported previously, it is possible to understand different factors that may impact the teaching context where the present study was conducted. Such an understanding is fundamental

in order for the development of the task-cycle to be implemented in the sense that it needs to be relevant for the students' realities. It is necessary, then, to bear in mind that the students' answers alone cannot serve so as to identify their wants and needs. In other words, it is important to go beyond the literal understanding of their answers keeping in mind that just because something is not mentioned by them does not mean that the topic/issue/concern is not relevant. As we will see, it is the combination of the answers to the needs-analysis questionnaire with my insertion in the context of investigation (and, of course, the theoretical understanding of both task-based language teaching and critical approaches to language teaching) that guided the development of the task-cycle.

3.4 THE DEVELOPMENT OF THE TASK-CYCLE AND ITS TEACHING PROCEDURES

The theoretical background presented in the previous chapter guided the entire process of developing a task-cycle for this study. Thus, Ellis' (2003) criteria for defining a task was used so as to create activities that would focus on pragmatic meaning, involve language processes connected to real life, involve one or more linguistic skills, serve as a workplan that would require the engagement in different cognitive processes, and that would have a communicative outcome. Besides, the tasks conceived here should also allow for the development of critical consciousness through the use of contextualized language.

The way the tasks were organized so as to avoid being too complex or too easy for the students' completion was based on Skehan's (2009) framework for task implementation. In this sense, the tasks were organized in a cycle – even though the distinctions between pre-task, mid-task and post-task are not always clear cut (since some of the tasks overlap), the framework was important in order to develop tasks in which the students would be provided with the necessary input and be prepared for task completion. Moreover, there should be different moments for the students to focus on different aspects of the language (accuracy, fluency, and complexity) as well as on critical aspects of the chosen topic.

The implementation of a critical needs analysis (Crookes, 2013) was also relevant in order to understand the specificities of the context of investigation, to identify the importance of working with media, and on defining a specific topic of study that would be relevant

for the students' context. Moreover, the understanding of the context made possible through the needs-analysis questionnaire guided my choices in the implementation process. At last, the notion of critical media literacy (Kellner & Share, 2007) and the premises of critical approaches to language teaching – or “Critical English Language Teaching”, in Crookes' (2013) terms – guided the entire process of task development. More specifically, the tasks were also designed from a feminist critical pedagogy perspective, which recognizes that “the projection of specific roles and identities with regard to gender unfairly constrains both men and women, and is particularly oppressive to women, since they are provided with roles that are defined as subordinate to those of men” (Ohara; Saft; Crookes, 2001, p. 106).

Bearing in mind that the students are inserted in a technological area (that is, Mechanics) and should also develop the critical skills in order to understand but also produce media texts, the task-cycle aimed at preparing them: 1) to reflect critically about the language used in media, specially when it comes to the representation of women in the world of work and 2) to develop their linguistic skills so as to produce language/take action avoiding gender-bias or stereotypes (see Table 2).

Table 2
Task-cycle

1. Pre-task	Task 1 – The world of work Task 2 – The world of media
2. Mid-task	Task 3 – Gender in the media Task 4 – Understanding the effect of media in women's lives Task 5 – Fighting against media stereotypes Task 6 – The mechanical technician profession
3. Post-task	Task 7 – Creating an infographic

In this sense, the idea was that in the pre-task phase the students would first reflect about different professions and the ways in which they are seen from a gender-biased perspective (Task 1). Because the idea was for them to be able to understand the ways in which the media constructs such stereotypical notions, in Task 2 they would gather information about the media texts they consume and reflect about the ways in which their favorite characters are presented. After that, in the

mid-task phase, they would present their conclusions about the representations of their favorite characters and, based on their colleagues' presentations, compare the ways in which women and men are represented – especially in the world of work (Task 3). Then, in Task 4 they would deepen their understanding regarding the representation of women in the media by looking at different statistics and analyzing them – in other words, their conclusions from the previous tasks would be confirmed (or not) based on scientific information about the topic. After having understood the problem of gender stereotypes and their influence on the role of women in the world of work, they would get acquainted with initiatives that aim at fighting against media stereotypes (Task 5). In order to look at the mechanic technician profession more closely, they would get to know a girl who is in the same area of study and also learn more about a similar Mechanics program from an institution abroad (Task 6). The objective was that, after understanding the ways in which the media portrays professions in stereotypical ways, they may reflect about how the mechanical technician profession has been portrayed by the media and also regarded socially.

Throughout the pre-task and mid-task phases, the students would understand and analyze different media texts in order to prepare them for the subsequent tasks. As they completed the tasks, they would be practicing both their receptive and productive skills. In the mid-task phase, more specifically, they would be presented with a specific language form – because they would discuss the ways in which women are represented in the media, the idea is that they would learn how to use the comparative form. In this sense, the need to use the comparative should emerge from the contextual communicative need, as we shall see in the teaching procedures.

In the post-task phase, the students would have to produce their own media text. After having learned and reflected about media representation of women and the world of work, as well as reflected about the status of the mechanical technician and the gender roles in their school, they would have to gather information regarding women in the area of Mechanics in order to build an infographic about gender and Mechanics. For that, they would have to review the topics and the language that were focused on in the previous tasks. In this sense, the post-task phase serves as an opportunity for restructuring the language and the content that was learned.

The task-cycle can be seen as resembling real life in the sense that the students are guided through a process of understanding and reflecting about media texts that are part of their daily lives. Not only

that, but they also become producers of media, being able to criticize and resignify already-established discourses. They should become critically media literate by engaging with these different tasks, which are all connected in the sense that one activity leads to the next one both in terms of language and content.

After having presented an overview of the task-cycle, I shall now focus on the teaching procedures for each task (see Appendix D to see the Task-cycle as presented for the students). As explained above, Task 1 serves to introduce the topic of professions and to instigate the students' reflections about media gender portrayal. It is important to point out that, since the students have been studying English for over a year at the Federal Institute with me, the teacher-researcher, some topics are presented in the tasks as a form of review. In Task 1, for instance, they will have to express opinions and reasons, which is something they have learned previously. Also, considering the students' different levels, their degree of ease with using the language and also the objective of the activity, some parts of the tasks allow them to use Portuguese.

Table 3
Task 1

Title	Task 1: The world of work
Description	In this task, the students will be presented with images of different professionals. After looking at the pictures, they will be asked to decide on each person's profession. The idea is that, by doing that, they will notice the ways in which our views regarding professions are gender-biased.
Objectives	To work with vocabulary related to professions and practice ways of expressing opinions To understand the ways in which our perceptions regarding the professional world are gender-biased

<p>Steps</p>	<ul style="list-style-type: none"> - At first present the topic of the Unit. Ask the students whether they know what they want to work with in the future (e.g. “Do they want to pursue the mechanical technician career?”). - Then, distribute to them the handout of Task 1 containing a series of pictures of professionals. Tell them to first guess the profession of each person in the pictures. Then, they need to work in pairs and discuss the professions of each person portrayed. They should also discuss why they think that person has that specific profession using the structures to express opinion presented in the task. - After they have finished, elicit the students’ answers. Then, for each person, present a power point slide containing the person’s real profession. - After the correction of the activity, tell them to discuss in pairs the third part of the task (they may do so in Portuguese). - Finally, tell the students to share with the class their analysis of the activity (e.g. “Why did they make such choices? What do they indicate?”, “Why do we make such associations between professions and people?”). Write their impressions on the board. - As a follow-up, tell the students they will watch the trailer for the documentary “Empowerment Project”. They should identify the different professions of the women in the video and also answer questions related to the purpose of the documentary. Then, explain that there will be a screening of the documentary in the school’s cinema club.
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In the sequence, the students will connect the previously discussed issue of the representation of professions in the media with the media texts that they consume. That is why they will conduct an interview in order to identify their media habits, and then compare and contrast the characteristics of their favorite characters. Once again, they will be reviewing language that they have learned previously (describing habits and describing people, for instance):

Table 4
Task 2

Title	Task 2: The world of media
Description	In this task, the students will be asked to interview their classmates in order to find out about the presence of media in their lives and reflect on the representation of the professional world in different media texts.
Objectives	To practice language used to talk about media habits and preferences To find out colleagues' media habits and reflect about the influence of media in our lives
Steps	<ul style="list-style-type: none"> - Explain the second task saying that they will investigate the presence of the media in their colleague's lives. - Tell the students to get together in pairs and explain that they should ask the questions from the questionnaire and take notes of their colleague's answers. Remind them that they should answer the questions orally. - When the students are finished, tell them to get together with other 3 peers to answer the second part of the task. - After they complete part 2, tell them to share their findings with the class. If necessary, ask them about the influence of the media in their lives and ask them if our view regarding professions could be connected to media images. - Explain that for the next task they will need to present a profile of a character from their favorite show/movie/video game.

Once they have gathered the characteristics of their favorite media characters in the last part of the task, they will have to present them to the class. An example of a character description is given in Task 3 so as to cope with the issue of students with different levels in the same class: in this sense, a student who has a more solid background in the English language may include other information than the one provided by the example, use other structures, and so on; while the ones with least experience in the language will not feel overwhelmed by the task since they can use specific chunks of language from the given example. The students need to take notes of their mates' presentations so as to analyze the different ways in which men and women are portrayed in fictional media. In this task, the students also have to use the

information gathered from the presentations in order to analyze statements comparing men and women. In this sense, they are exposed to the comparative form:

Table 5

Task 3

Title	Task 3: Gender in the media
Description	In this task, students will have to present to the class the profile of one of the main characters of a media text they enjoy and later reflect about gender representation in the media.
Objectives	To review and practice language related to people description. To reflect about how men and women are represented in the media.
Steps	<ul style="list-style-type: none"> - Tell the students that in the first part of this task they will have to choose one of the main characters of their favorite show, movie, or video game and present it to the class. They should use the example as a guide. - After creating the power point slides, they should present the profiles to the class. All the students should complete the second part of the task, which consists in taking notes of the characters' most important characteristics and their professions. - When the presentations are finished, the students should analyze their notes in pairs and then work on part 3. They should decide whether the statements given are true or false in light of the data they gathered. - Discuss with the students their conclusions. Ask them whether they think this is a trend in the media and explain that they will have a look at some data regarding media representation in the next task.

In task 4, the students understand and analyze an infographic (see Appendix D) presenting data about the effects of media in women's lives. At first, they reflect about the genre itself. Then, they need to look for general and specific information in the text so as to answer comprehension questions (this is done in Portuguese since the focus here is on making sure that they understand the infographic). After being exposed to more consistent information regarding the portrayal of women (and their professions) in the media, they need to reflect again about statements comparing men and women. In this sense, they are

exposed to the comparative form one more time. In the sequence, the task provides a focus-on-form by making students pay attention to the ways in which the comparative is formed. After that, they need to compare men and women in the media based on what they have learned so far:

Table 6
Task 4

Title	Task 4: Understanding the effects of media in women's lives
Description	In this task, the students will better understand the effect of the media representation on women's lives by looking at some statistics on media representation in the US and by comparing those data to the information that was discussed in the previous tasks.
Objectives	To identify specific information in an infographic text with statistics on representation of women in the U.S. media. To make comparisons in English to explain differences in gender representation in the media. To discuss similarities and differences between the statistics from the U.S. and the Brazilian situation.

<p>Steps</p>	<ul style="list-style-type: none"> - First tell the students that in order to get a deeper understanding of the sentences they discussed in the previous task they will have a look at some statistics from the effects of the media in the U.S. Discuss with them the genre and then explain that they should focus on the necessary information to complete the table in Part 1 (they may do so in Portuguese). Then, they should look at some media texts and write down the most important characteristics associated with the portrayal of women. - Discuss with them the answers and, after that, tell them to read again some of the sentences they had previously discussed. Now they should check whether their answers would change based on the new information they gathered. - Call the students' attention to the underlined structures in the sentences and ask them to answer the questions related to which expressions or words are used in order to express comparison in English. Ask them whether there are any differences among the sentences. They should create their own rules/hypotheses. Then, based on their answers, they write down the general rules first. If necessary, write on the board the general rules for forming a comparative sentence ("more + noun + than / more + adjective + than / adjective + er + than"). - Then, tell them they should use the information from the magazine covers presented in order to produce sentences comparing the representation of men and women in the media. Check and discuss with them the examples. - Finally, ask the students whether the statistics from the U.S. would also apply to the Brazilian context (Part 6).
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It is also worth noting that the tasks were thought so as to be student-centered. In this sense, with the teacher's guidance, the idea is that they will be able to reflect on the topic by engaging in a critical analysis of the media texts and of the language being used. Knowledge is, in this sense, to be constructed as the students engage in "doing things with the language", as postulated by task-based language teaching and by Critical Pedagogy. Most tasks focus on discussing the topics by first hearing the students' voices. The purpose is also to diminish the hierarchical structure of the classroom by valuing the students' contributions and giving them a very active role in the learning process.

In task 5, the students get to know initiatives that aim at fighting against stereotypical representations of women in the professional world. Once again, the students at first focus on

understanding the characteristics of the genre. Then, they practice their comprehension skills by identifying general and specific information in the texts. Finally, they need to use both their knowledge regarding gender representation in the media and the comparative form in order to express their views on how engineers are represented in the media. In this case, their use of language is still controlled (that is, they are given specific chunks of language) because they are still in the process of proceduralizing what they have been learning:

Table 7
Task 5

Title	Task 5: Fighting against media stereotypes
Description	In this task, the students will reflect about gender-biased media representation of the professional world and get to know a project fighting stereotypes associated with the engineering profession.
Objectives	To identify the ideological aspect behind certain media texts/images. To identify specific information in a piece of written news published online. To express and discuss differences between mainstream media texts and social media texts.

<p>Steps</p>	<ul style="list-style-type: none"> - First explain that the students should have a look at an advertisement. Then, they need to answer the questions and discuss the ideology behind such a text. - Then, tell the students to type the word “engineer” on Google images using their smartphones. They should make a list of the characteristics of the people who come up and then discuss whether the images are diverse. Mediate the discussion with the students asking questions when necessary. - Explain that some people have created initiatives to fight against such stereotypes. Tell them that they will read a text about one campaign. First, they should read the text and identify some general information about the genre. Then, they should look for specific information by making use of reading strategies. - After discussing the answers to the comprehension questions with the students, tell them to look for images/posts of the campaign “I Look Like an Engineer” online. They should write down the characteristics of the professionals in these posts and compare them to the images of engineers from Google images. Then, they should discuss the reason for such differences. Once again, mediate the discussion and ask questions when necessary.
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In task 6, the students reflect more specifically about the mechanical technician profession by practicing their listening skills as they watch a video of a student in a Mechanics program. Then, they analyze the characteristics of a Mechanics program abroad in order to see whether Mechanics is a course for both boys and girls. In this sense, they need to apply everything they have learned and discussed in the previous tasks. They also need to compare the Mechanics program description to their own program – at this time, however, the use of the language is less controlled since they are not given specific chunks for language production:

Table 8
Task 6

Title	Task 6: The mechanical technician profession
Description	In this task, the students will get to know more about mechanical technician programs through a girl's report and through the brochure from a U.S. North-American college in order to compare them to their own program.
Objectives	To practice listening skills on topics related to the mechanical technician profession. To practice reading skills on topics related to the mechanical technician profession. To compare different mechanical technician programs.
Steps	<ul style="list-style-type: none"> - First ask the students if people usually imagine women working as mechanical technicians. Ask them if the situation is similar to that of engineers. Then, tell them that they will watch a video from a mechanical technician program. They should watch the video and complete part 1 of the activity. Check the answers with them and call their attention to the technical vocabulary used. At the end of part 1, discuss with them whether there are many girls taking the mechanical technician program at IFSC. - Tell the students to answer the questions about the textual genre in Part 2. Then, tell the students to use reading strategies in order to identify specific information in the text. Highlight the importance of using different strategies in order to understand specific and technical vocabulary. - After checking the students' answers to part 2, tell them to write down differences between the mechanical technician program at IFSC and the one at St. Lawrence College. Then, they should write a paragraph comparing the mechanical technician program from the brochure to the one at IFSC. Remind them of the structure of a paragraph. - Finally, the students answer the question on why such programs are appropriate for both boys and girls. When they are done, they share their answers with the class.

The final task will serve as an opportunity for the students to review what they have learned both in terms of content and language, but also to produce a media text that provides a critical perspective of women in the mechanical technician profession. After deciding on a

specific topic to be researched regarding women in the mechanical technician profession, the students will collect data on campus or using the internet. The students will then create an infographic with the data collected. In order to do so, they will review the characteristics of the infographic genre as well as use online tools to create their own media text. Besides using appropriate images and colors, they will have to make use of language structures that they learned previously (e.g. the comparative form). The final task is actually a project that will be conducted in different stages with the teacher's mediation (since the teacher will be providing the students with feedback and correction of every step). The students shall also decide on the best way to publish their infographics so as to share their findings with the school community:

Table 9
Task 7

Title	Task 7: Creating an infographic
Description	In this task, the students will conduct research about women in the mechanical technician profession/program and then create an infographic to present the gathered data.
Objectives	To practice writing skills to describe data in the form of an infographic. To practice language related to comparison. To work collaboratively to produce and publish infographics that present a critical view of the role of women in the area of Mechanics.

<p>Steps</p>	<ul style="list-style-type: none"> - Explain to the students that they will collect data about the presence of women in the Mechanics profession. In order to do so, they will have to work in groups. Present to them the list of possible topics and tell them to choose one (they may also come up with a new research topic). Then, as homework, they will have to collect the information regarding their topic (either by interviewing people on campus or by conducting research on the internet). - Explain that they will have to present the information they collected in the form of an infographic. Present to them an example of an infographic (Part 2 of the Task) and work with the characteristics of the genre. - Ask the students to create a draft of their infographics (Part 3). Make sure to check their drafts and help them throughout the writing process. - Then, tell the students to use www.canva.com (or another website of their choice) to create their infographics. Then, they should send it by e-mail. Make sure to check their productions and give them feedback. - Finally, guide the students throughout the decision-making process regarding the publication of the infographics. Make sure they reach a decision based on everybody's ideas and arguments and share responsibilities for the publication process.
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As we have seen in the previous chapter, the tasks here are workplans. This means that in spite of the careful planning process, they may undergo changes and adaptations during task implementation. Thus, in the attempt to understand what happens when a cycle of tasks aiming at promoting critical media literacy is implemented, it is important to devise appropriate procedures and instruments for data collection, as explained in the following section.

3.5 INSTRUMENTS AND PROCEDURES FOR DATA COLLECTION

As previously mentioned, the present study was conducted with a group of 20 students taking the Integrated Mechanics program at the Federal Institute of Santa Catarina. These students, whose ages ranged from 16 to 18, were in their third school year (out of a total of four) and they had been studying English for the second consecutive

year in the institution with the same teacher²². Such a study finds relevance in the fact that public schools are under researched in the Brazilian context, and even fewer pieces of research have focused on the specificities of Technological programs. As a student who has always studied in the public system of education, I also hope to impact other students so that they become critical and active citizens in our society.

In order to answer the research questions proposed for the present study (see the Research Questions and Context of Investigation section), the following instruments were used for data collection: 1) a consent form to be filled in by parents/legally-responsible adults and by the students participating in the research (Appendix E); 2) a cycle of tasks aiming at developing the students' communicative and critical skills in relation to the media to be implemented in the English classes taught by me, the teacher-researcher (see Appendix D for the tasks and the previous section for the teaching procedures); 3) questionnaires about the students' perceptions regarding the task-cycle (Appendix F); and 4) semi-structured interviews conducted with the students by the teacher-researcher (Appendix G).

Besides using such instruments, we also had reflection sessions after each class in which two specific students were asked to share their views on the tasks and their implementation. As the teacher-researcher, I also filmed the classes and kept self-report diaries of each class in order to analyze my own perception of the effects of developing and implementing the task-cycle in my teaching context. At last, the students' written answers in some of the tasks also served as data for the present study. It is important to mention that, except for the cycle of tasks itself, all the data collection instruments were in Portuguese – the students' first language – in order to ensure their understanding and guarantee that they would be able to express their perceptions appropriately.

The use of various instruments for data collection – questionnaires, interviews, classes' transcriptions, reflective sessions' transcripts, self-report diaries and the tasks themselves – can be justified to the extent that it allows for a greater understanding of the specific context of study through triangulation. As Cohen, Manion and Morrison

²² The students received new names in the transcripts to ensure that their identities remained anonymous. Their voices (as well as the teacher-researcher's) are presented in the body of the text in English (that is, translated from Portuguese) in order to avoid interrupting the flow of the text. However, the original transcripts can be found in the footnotes and in the Appendices.

(2000) explain, “triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint” (p. 112). In this sense, not only does triangulation allow for different perspectives to arise, but it also permits the identification of recurrent and relevant themes through the juxtaposition of data. As Davis (1995) argues, “interpretive qualitative researchers most commonly combine observations, interviews, and the collection of documents (...) in an investigation” (p. 446) in order to ensure research credibility.

Data collection took place during the regular schedule for the students’ English classes (except for the interviews and reflection sessions, which were scheduled according to students’ availability). At first, the I presented to the possible participants all the important and legal information regarding the study contained in the consent forms. After the students’ parents or legal guardians and the students themselves signed the consent forms, the cycle of tasks – which is aligned with the course’s and the institution’s objectives – was implemented by me. All of the students were authorized to take part in the study. At the end of each class, the students completed a short questionnaire about the perception regarding the implemented tasks. They were given enough time to answer all questions (a total of 4), and the I instructed them to be as detailed as possible. However, due to the fact that the questionnaires were the same every class and had to be answered at the end of the class (when the students were about to leave the school to go home), some students might have provided very short or undetailed answers. The answers to the questionnaires were later tabulated for subsequent analysis (see Appendix H). Besides, throughout the task-cycle implementation, which lasted eleven classes of one hour and fifty minutes (see Table 10), the students were also interviewed by me. The interview was scheduled with each student and lasted from 5 to 15 minutes (depending on each student’s willingness to share their information). They were recorded and later transcribed for analysis.

The reflection sessions including two students who took part in this study was possible because, at the time, I was coordinating a research project entitled “Gender at school and in the world of work”,²³ which aimed at investigating gender relations in the school context and,

²³ The project, originally entitled “Gênero na escola e no mundo do trabalho: a pesquisa-ação como instrumento educacional emancipador”, was approved by PROPI/DAE at IFSC and received institutional financial support for its implementation.

more specifically, in the area of Mechanics. Four students were selected to take part in the project, in which we would meet on a weekly basis to 1) reflect upon the implementation of the task-cycle; 2) check on the progress of their pieces of research (which investigated gender relations in the world of work) and 3) discuss readings on gender and feminism. Since two of the four students taking part in the project were students from the same group in which the task-cycle was implemented, they were asked, at the beginning of every meeting, to explain to their peers what had been done in the last class. They were also asked to share their views on the tasks and their implementation and were free to comment on any other aspect they found relevant. Such reflective sessions were filmed and later transcribed.

As for the current research, I also wrote self-report diaries at the end of each class. Besides taking notes of noteworthy events or critical moments that took place during each class, I wrote about how I felt, and what worked or did not work from his perspective. Some entries to the diary also include notes about contextual aspects (that is, about what was taking place at the school or educational context) that I thought might influence the teaching and learning process or even thoughts about the data collection itself. Based on the notes of the self-report diary, critical moments were selected from the recordings, and later transcribed for analysis. The answers to the questionnaires were also taken into consideration by me during the implementation process since they could guide pedagogical choices.

Table 10
Task-cycle implementation

Date	Tasks implemented
September 25 th , 2017	Task 1: The world of work
October 2 nd , 2017	Task 2: The world of media
October 9 th , 2017	Task 3: Gender in the media
October 16 th , 2017	Task 3: Gender in the media
October 23 rd , 2017	Task 3: Gender in the media and Task 4: Understanding the effect of media in women's lives
November 6 th , 2017	Task 4: Understanding the effect on media in women's lives
November 13 th , 2017	Task 5: Fighting against media stereotypes
November 20 th , 2017	Task 5: Fighting against media stereotypes and Task 6: The mechanical technician profession
November 27 th , 2017	Task 6: The mechanical technician profession
December 4 th , 2017	Task 7: Creating an infographic
December 11 th , 2017	Task 7: Creating an infographic

3.6 PROCEDURES FOR DATA ANALYSIS

At the end of data collection and of the task-cycle implementation process, the answers to the questionnaires, the transcribed interviews and reflection sessions, as well as the self-report diaries were analyzed through a thematic analysis so as to understand the students' and the teacher-researcher's perceptions of the implementation of the task-cycle. According to Yukymenko et al (2014), "thematic analysis is the search for and extraction of general patterns found in the data through multiple readings of the data" (p. 96). Such

themes that are identified in the data become the categories for data analysis. More specifically, the thematic analysis was conducted mainly deductively, since it focused on understanding whether the students' perceptions emphasize their learning both in linguistic and critical terms. When it comes to the teacher-researcher's perceptions, the focus was on what happens when a task-cycle (task-as-a-workplan) aiming at fostering the students' linguistic and critical skills is implemented (task-as-a-process). This is not to say, however, that an inductive approach to thematic analysis was disregarded: actually, themes and subsequent categories may emerge from the data itself. In other words, the theoretical framework of this study guided the analytical process of identifying recurrent themes in the data; however, other themes that were not covered theoretically may also be significant for the understanding of the context of investigation.

The themes and categories gathered in the students' questionnaires, interviews, and reflection sessions were compared and contrasted among the different participants so as to identify the most recurrent and relevant topics present in the data. A sample of the thematic analysis for each instrument was reviewed by a rater – who has a teaching degree in English language and literatures, experience in teaching English and is acquainted with the areas of TBLT and Critical Pedagogy – in order to ensure the data thematic analysis credibility. The rater read the samples and gave feedback on the themes that were identified, at times suggesting new ones or even refining the definition provided for each one of them. Finally, such themes were analyzed and discussed in light of the theory of both task-based language teaching and Critical Pedagogy, as we shall see in the next two chapters which analyze, respectively, my perspective as the teacher-researcher and the students' perceptions of the implementation of a critical task-cycle.

CHAPTER FOUR

Critical Tasks in Action from the teacher-researcher's perspective

“The restructured role of the researcher and teacher educator—one who sees her or his task as thinking as rigorously and critically as possible about the relations between the policies and practices that are taken for granted in education and the larger sets of dominant national and international economic, political, and cultural relations, and then connects this to action with and by social movements—is crucial to the task of a more invigorated and critical teacher education”.

(Apple, 2011, pp. 228-229)

“We are all subjects in history. We must return ourselves to a state of embodiment in order to deconstruct the way power has been traditionally orchestrated in the classroom, denying subjectivity to some groups and according it to others. By recognizing subjectivity and the limits of identity, we disrupt that objectification that is so necessary in a culture of domination. That is why the efforts to acknowledge our subjectivity and that of our students has generated both a fierce critique and backlash”.

(hooks, 1994, p. 139)

bell hooks (1994) argues that Critical Pedagogy, which has a focus on social justice, encompasses teaching different ways of thinking or of perceiving the world that may lead to different ways of living (p. 194). For her, in order for education to be a practice of transgression of the status quo and, thus, a practice of freedom, it is necessary to move away from the traditional understandings of classroom relations. She sides with Freire (2005) when he criticizes banking education, which is based on the transmission of knowledge from the “one who knows it all” to “empty subjects” who should simply receive information from an uncritical perspective. This traditional and outdated conception of education is also based on a division between body and mind. In such a view, the body – or the teacher’s and students’ subjectivity – has no place in the classroom. For hooks, “the erasure of the body encourages us to think that we are listening to neutral, objective facts, facts that are not particular to who is sharing the information” (p. 139). Behind this supposed neutrality is the assumption that there is only one type of body involved in the teaching-learning process, since identity differences are erased. In this sense, banking education favors the privileged body,

which is white, male, middle-class, and heterosexual. As hooks, who brings a feminist perspective to Critical Pedagogy, argues: “to call attention to the body is to betray the legacy of repression and denial that has been handed down to us by our professorial elders, who have been usually white and male” (p. 191).

Therefore, for education to be indeed liberatory, it is necessary to recognize the subjectivity of those involved in the teaching-learning process. If we ignore that our identities also shape our understanding of the world – or of the teaching-learning process itself -, we are actually reinforcing the already-established forces in society. Such a view is aligned with the perspective adopted in this study – that is, a critical perspective to task-based language teaching – since it recognizes the importance of all subjects of the teaching-learning process. That is why this dissertation analyzes both the teacher-researcher’s and the students’ perceptions of the implementation of a task-cycle. In this chapter, I focus on understanding the effects of critical tasks in terms of both linguistic and critical skills from my perspective as the teacher-researcher.

Van den Branden (2016) highlights that, even though the teacher has a major role in task-based language teaching, it has received little attention in the area of SLA and language pedagogy (p. 164). In this sense, in spite of the fact that TBLT is a learner-centered approach, it is necessary to recognize (and investigate, such as in the case of this study) the different roles the teacher takes:

Teachers bring TBLT to life. They have a pivotal role in planning and designing lesson activities that are tailored to their students’ internal syllabi. They are crucial when it comes to providing target language input and eliciting the kind of language use and form-focus that provides second language learners with optimal opportunities to practice and develop their language skills. By participating in task-based dialogue, they can model target language use and interactionally support their learners. By organizing classroom activity efficiently and motivating their students, they can increase the likelihood that every single student will approach the task in an active way and learn from it. In line with the available research on the impact of the teacher on instructed learning, it could be hypothesized, then, that the quality of

TBLT cannot exceed the quality of the teachers working with tasks (Van den Branden, 2016, p. 179).

As we have seen in Chapter 2, the teacher's mediation is fundamental so that, during implementation, task characteristics are maintained. In a similar fashion, there is no guarantee that a critical task will be really critical once it is implemented – once again the role of the teacher comes into play. Bearing this in mind, in this chapter I will consider both the design and the implementation of the critical task-cycle. The data analyzed in this chapter is comprised of my self-report diaries, of critical moments that took place in the filmed classes, and of students' written responses to some of the critical tasks.

4.1 GOING AGAINST THE GRAIN: A QUEER BODY

Since the focus of this chapter lies on the teacher-researcher's perception of the effects of a task-cycle aiming at developing critical media literacy, and since Critical Pedagogy as well as action-research recognize the importance of acknowledging the participants' subjectivities in the teaching-learning process and, consequently, in the data analysis, I will discuss briefly who I am (even knowing that since our identities are in constant transformation, this is always an incomplete/flawed task²⁴).

As I have outlined in the previous chapter while pointing out the reasons for conducting this study, I am not only a researcher in Applied Linguistics but also an English teacher. I started my undergraduate degree in 2008 and I can say that studying English language and literatures was an eye-opening experience for me. Not only did I learn about the ideological nature of language, but I could also better understand the ways in which power and inequality operate in our society. More specifically, I realized the ways in which we are constantly interpellated by hegemonic discourses that dictate who we are, how we should behave, and who we can possibly be. In this sense, pursuing a degree in English led me to come to terms with my own

²⁴ According to Hall (1990), identity is a production, “which is never complete, always in process, and always constituted within, not outside, representation” (p. 222).

identity, which was never in conformity with the structures of the society I was inserted in. Furthermore, I learned more about others, since I could realize the ways in which I was privileged (as a white male from a working-class family) in comparison to other identities. In this sense, I see my undergraduate classes as having allowed me to develop my critical consciousness. Even though my high school years taught me a lot, I never recall learning about issues of class, gender, race, or sexuality. Coming from a small town that imposes, at least from my point of view, very limited possibilities on who you can be in terms of identity (or who denies the body and, by doing that, considers only type of body to be worth existing), learning about social justice at school would have helped me to empower myself as an individual and as a critical citizen.

During my last undergraduate year, I started teaching English. In my first experiences with teaching, I was mostly concerned about creating the conditions for students' communicative development. As I entered the Master's program in the field of Cultural Studies and started doing research on identity and agency, I deepened my knowledge regarding critical theory. As I continued teaching, I started questioning textbooks' representations and I felt the need to incorporate critical thinking in the classroom. In spite of the fact that my work on Cultural Studies shed some light – in critical terms – on my practice as a teacher, I felt the need to work with research on pedagogical issues as well. To bridge this gap, I applied for the PhD program in the area of Applied Linguistics. After that, in my second year as a PhD candidate, I applied for a teaching position at the Federal Institute of Santa Catarina, which became the place where the present study was conducted.

Having been accepted for a permanent position at such institution, I felt really excited to work full time for the first time with basic education. Having studied in the public system of education throughout my entire life, I felt that working in basic education would allow me to give some type of return to society. Teaching in this new context was a challenge for me. As I have explained in the previous chapter, the current institutional mission is to promote inclusion – therefore, it has a strong concern for social justice. However, one cannot forget that it started with the objective of providing the working class with a profession only; creating, therefore, a social division between those who had access to higher education and, consequently, to higher-paying jobs and those who would pursue less intellectual professions for low salaries. From my experience, I can say that this transition from an uncritical perspective of education to a critical one is still in course.

Thus, developing critical work in a system in which banking education still seems to be predominant is indeed a challenge.

In a way, I feel like I am a queer body at school. What I mean by that is that my body is marked since it deviates from what is expected traditionally in this context. I see my work as going against the grain in the sense that I try to be critical of oppression and hegemony. After all, not only does my work, my theoretical background, and my beliefs deviate from the traditional system of education (or banking education, in Freire's [2005] terms), but I also try to approach issues that from the banking perspective are not the focus of the school curriculum. I have coordinated, for instance, a research project on gender relations at school and in the world of work and helped design and implement a project on gender in the school context for teachers in the municipal public system of education. Besides, I deviate from the expectations of traditional language teaching, with a focus on task-based language teaching principles. At last, my very identity does not comply with what is expected from a teacher, be it the way I talk or move (which is not in accordance with the heterossexual norm) or the way I relate to students (once a student, who felt discontent about the fact that the English classes did not focus solely and explicitly on grammar, told me my main problem was that "I cared too much [about the students]"). For Louro (2016), several investments are repeated and reiterated in order to guarantee the coherence, the solidification and the permanence of the norm. This is done through different levels and through different organizations/institutions in society, such as the media, the church, the family, and even the school. Because of that, "those who escape or cross these boundaries are marked as illegitimate, immoral and pathological bodies and subjects" (p. 84, my translation).

In this sense, as we shall see later, who I am as an individual/as a teacher and how that relates to the school context as a whole is important for the understanding of my practices in the classroom. After all, as we have seen, one of the principles in critical pedagogy is that "the teacher contributes his/her ideas, opinions, and perceptions to the dialogical process" (2012, p. 3). Not only that, but the teacher's task is to act as a learner among learners and to pose problems that may foster critical thinking (which, in turn, should lead to ethical and responsible action on the world). Because of that, in this context doing critical work is indeed defying the norms.

4.2 DATA ANALYSIS: EMERGENT THEMES

The thematic analysis of the self-report diaries allowed me to identify recurrent themes in the data (see Appendix I). The identified themes, which were also reviewed by a rater, were defined as follows:

- 1) Difficulties faced by the teacher and/or the students:
 - a. Interpersonal issues: how one relates to other people in the classroom;
 - b. Class management: teacher's and students' contribution to the class functioning (engagement, focus, listening to others, etc);
 - c. Linguistic level: one's knowledge of the target language;
 - d. Time: duration of the class;
 - e. Material conditions: class size; availability, access and quality of sound, internet, etc;
 - f. Resistance to the topic: action that shows discontent with the focus/topic of the class;
- 2) Strategies: actions undertaken by a student or by the teacher aiming at overcoming a difficulty / facilitating the teaching-learning process / achieving the objective of a task;
- 3) Critical moment: a moment of "crisis" in which a commonsensical worldview is brought up and possibly reinforced or problematized or a moment in which critical reflection takes place/is encouraged (by the teacher or by the students);
- 4) Reflection on the critical moment: critical reflection regarding what took place during the critical moment and why / what could have been done differently / what worked out;
- 5) Critical reflection on the class: critical reflection regarding what took place in the class and why / what could have been done differently / what worked out;
- 6) Contextual comments: reflections on the broader school context / what happened outside the classroom.

Since one of the identified themes was "critical moment", I could also locate such moments in the filmed classes so as to have a better understanding of what took place in the classroom. These selected moments were transcribed for analysis (see Appendix J). At last, I also

analyzed students' written responses or productions in some of the implemented tasks. As we shall see in the next sections, both the transcriptions of the critical moments and the students' responses served so as to better understand issues brought up by the teacher-researcher's self-report diaries.

4.2.1 Critical tasks in action: when the task-as-a-workplan becomes the task-as-a process

According to Long (2016), from a task-based perspective the whole approach needs to follow certain premises. This means that needs analysis, task design, methodological principles and pedagogic procedures need to be in line with the task-based approach. In this sense, it is not enough to design a task (task-as-a-workplan) and expect it to continue being a task during its implementation with one who does not keep in mind a few principles. For the author, a task syllabus (or a task-cycle) should be implemented according to ten methodological principles (MPs):

- MP1: Use task, not text, as the unit of analysis
- MP2: Promote learning by doing
- MP3: Elaborate input
- MP4: Provide rich input
- MP5: Encourage inductive “chunk” learning
- MP6: Focus on form
- MP7: Provide negative feedback
- MP8: Respect learner syllabi and developmental processes
- MP9: Promote cooperative collaborative learning
- MP10: Individualize instruction (Long, 2016, p. 7).

Based on such principles, a teacher should select the appropriate pedagogic procedures (PPs) for task implementation: “selection of appropriate PPs from the many available in each case is best left to the teacher, who is usually the expert on local circumstances, assuming that he or she is well trained and experienced” (Long, 2016, pp. 7-8). In this sense, a teacher should also take into consideration “individual learner differences (age, level of first or second language [L1 or L2] literacy, working memory, aptitudes for implicit or explicit

learning, etc.), type of linguistic feature (salient or nonsalient, marked or unmarked, fragile or robust, etc.), and so on” (p. 8). In the case of this study, it is important to highlight that one’s methodological principles and pedagogical procedures should also take into consideration Critical Pedagogy, since the focus is not only on linguistic development, but rather on critical language development.

From the analysis of the self-report diaries, it was possible to identify different difficulties faced. Those were related to interpersonal issues, class management, linguistic level, time, material conditions and resistance to the topic. These themes, termed as “difficulties faced by teacher and/or the student”, refer to challenges that emerged from the teaching-learning context that could not be predicted by the task-as-a-workplan. Because such difficulties required different decisions to be made, the diary also presents actions undertaken by the teacher-researcher in order to overcome a difficulty, facilitate the teaching-learning process or the achievement of the goal of a task. These were termed as “strategies” in the thematic analysis.

In relation to the difficulties caused by interpersonal issues, the diary presents the case of one student who was excluded from a group activity and ended up completing it alone. The same issue appears later on in the diary when the teacher talks to the student about the situation and she asks him not to insist that her peers should work with her if they do not want to do so. Such difficulty influenced decisions regarding group work: in order for students to feel more comfortable in the classroom, they could decide who they should work with. The idea for the teacher to assign groups every now and then had the purpose of having students interacting with different peers in the class. However, I thought that interpersonal relations should be a priority in this context in the sense that students should feel comfortable to work together. Thus, I was concerned with the methodological principle of promoting cooperative or collaborative learning.

The diary presents many instances of difficulties involving class management. Most of them have to do with students who discuss with their peers topics other than the focus of the class or who make jokes excessively. The teacher-researcher notes that “students never seem to be focused/immersed in the topic of the class²⁵” (translated from Portuguese). For the teacher, when they are talking about the topic, they usually transform it into a joke – in this sense, it seems that they avoid

²⁵ “*Noto que eles nunca estão focados/imersos no tema.*”

taking the issues that are being discussed seriously. According to the diary, most of the teacher's interventions had to do with directing the students' focus to the task or topic of the class. According to Urzêda-Freitas (2012), critical teaching should not be a site of jokes or laughter that undermine important topics – when we open the space for that, we run the risk of banalizing issues that should be approached with seriousness (p. 88). This is not to say, however, that humor cannot serve as an important component for promoting critical learning. At the same time, it is important to bear in mind that the students who participated in this study are teenagers and that this careful look at critical aspects is something that they are starting to learn about or that they still need to develop.

Some problems involving class dispersion were considered by the teacher as a result of technical problems or material conditions – once the class is disrupted by a technological problem, for instance, the students tend to focus on something other than the task at hand. The problem of class management also influenced another difficulty: time, that is, the duration of the class. Because of students' lack of focus in some tasks (and also technical difficulties), they would tend to take much longer than planned. Due to that, as we shall see, I made different adjustments to the lesson plans, adopting different strategies to ensure the continuity of the tasks and of the classes.

There is just one instance in the diary that signals a difficulty caused by “linguistic level”. Even so, it is important to acknowledge that I mention that for some students the tasks are much easier. Thus, they spend much less time working on them, while other students need more time (and possibly assistance from the teacher). When it comes to material conditions, I reported having problems with the functioning of the sound system and/or projector, internet connection, among others. This made me choose to move to a different room in one of the classes, for instance.

While reporting on a reflective session (for more on the reflective sessions, see the next chapter), I mention that one of the students said that the students complained about the classes because, according to them, the teacher would only “present one side of the story”. This occurrence in the diary was termed “resistance to the topic”, and as we shall see in the next sections and in the next chapter, this was a recurrent topic in critical moments and in the interviews conducted with the students.

Having understood some of the difficulties that emerged during the implementation of the critical task-cycle from the teacher-

researcher's perspective, let us now focus on the theme "strategies", that is, on the actions undertaken by me as the teacher during the task-cycle. The following table contains all samples of the diary that were termed as "strategies" and brings a classification to each one based on its aim²⁶.

Table 11

Teacher's strategies from the self-report diaries

Strategy description	Aim
1 - [Nesta Task 1 os alunos puderam praticar/revisar vocabulário relacionado a profissões (vários perguntaram "How do you say... in English?") e fui colocando no quadro. Ao compararmos as profissões ao que as pessoas fazem, os alunos puderam notar como associam profissões aos estereótipos. Ao discutir as suas respostas com os pares, alguns alunos quiseram primeiramente escrever suas respostas.]	Strategy used to facilitate the learning process (vocabulary learning)
2 - [então tive que ajudá-los de forma a repetir algumas das falas.]	Strategy used to facilitate the learning process (understanding of the audio/oral comprehension task)
3 - [Como não haveria tempo suficiente para a Task 3, mas havia sobrado tempo ao final da Task 2, decidi pedir para que eles escolhessem seu personagem favorito, e anotassem no caderno suas características e profissão. Estas informações serão utilizadas na atividade que será desenvolvida na próxima aula.]	Strategy used to facilitate task continuity / progression (in-between classes)
4 - [Fiz o questionamento e anotei a situação para refletir sobre suas implicações, consequências e sobre possíveis ações futuras.]	Strategy used to facilitate critical development
5 - [Tive inclusive que utilizar o plano B de levar a turma para a sala de informática para que fizessem a apresentação em um local com internet com fio (já que a sem fio não estava funcionando na sala de	Strategy used to overcome a technical difficulty

²⁶ The table presents the data samples as they can be found in the original, that is, in Portuguese, which is the teacher-researcher's first language. However, in the body of the text they are explained and analyzed in English.

aula). Como nem todos apresentaram, tive que fazer um novo combinado de dar continuidade à atividade na próxima aula.]

6 - [Eu tentei mediar o processo apenas “wrapping up” as conclusões trazidas pelos alunos. (verificar este diálogo na aula sobre a correção da atividade, em que os alunos justificam suas respostas).]

Strategy used to facilitate critical development

7 - [Tenho notado que não devo atuar como “fiscal”, mas que tenho que observar o momento adequado para fazer intervenções que não sejam recebidas com resistência.]

Strategy used to facilitate critical development

8 - [Estratégia: retomar a atividade lembrando as estratégias de leitura - lembrando que eles devem focar nas perguntas - que devem sublinhar ou destacar as palavras que os ajudaram a chegar às conclusões (palavras que conhecem, palavras similares ao português, etc). Também falar sobre a importância de compreender um texto em inglês.]

Planning of a strategy used to facilitate the achievement of the task goal

9 - [Outra reflexão importante: a falta de tempo para realização das atividades. Caso não haja tempo suficiente, pedir para que na próxima semana levem o que faltar do Task 6 como tarefa para casa (atividade avaliativa).]

Planning of a strategy to overcome a technical difficulty

10 - [Hoje usei a estratégia de explicar a importância de ler um texto em inglês usando as diferentes estratégias. Recapitulei com eles estratégias de leitura que podem ser usadas e auxiliei alunos individualmente.]

Strategy used to facilitate the achievement of the task goal

11 - [Na atividade em que deveriam comparar as imagens de engenheiros no google com as imagens de engenheiros com a hashtag “I look like an engineer”, entreguei a atividade anterior em que eles usaram o comparativo para que pudessem se basear nela. Coloquei exemplos no quadro e recapitulei com eles as regras para uso do comparativo.]

Strategy used to facilitate the learning process (focus on form)

12 - [Então acabei limitando um pouco o tempo de duração das atividades, uma vez que os alunos parecem levar muito mais tempo do que o necessário (não há foco).]

Strategy used to overcome a difficulty

13 - [Mudei um pouco a ordem das atividades (primeiro eles fizeram a parte 2 - de compreender um infográfico) para depois fazer a parte 1 (de

Strategy used to facilitate the learning process

<p>coletar as informações). Os alunos tiveram que sair da sala para coletar as informações, e eu auxiliei os grupos de forma mais individual.]</p> <p>14 - [Durante a atividade, notei que o foco estava em apresentar os dados, e não em refletir sobre eles. Por conta disso, tentei trazer uma discussão sobre o tema, fazendo com que alguns alunos apontassem a falta de representatividade para meninas na área de mecânica, a semelhança com relação à profissão de engenharia (apresentada por um dos grupos), etc.]</p>	<p>Strategy used to facilitate critical development</p>
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As we can see, I made use of different strategies during task implementation with different objectives. These were all actions that could not be foreseen by the task-as-a-workplan and required reflection during the task-as-a-process. For instance, it is possible to observe strategies used in order to facilitate the learning process, such as when the I ask students to name the professions of the people in different images (see Task 1 in Appendix D) and decides to write the names of professions on the board so that all students get to know the vocabulary (strategy 1). Another example of learning facilitating happens when there is a problem with the sound in an oral comprehension task (see Task 1 in Appendix D) and I decide to repeat the narration of the video so that the students can hear it better (strategy 2).

When there was a task in which the students had to compare the representation of engineers on Google to the representation of engineers on social media (see Appendix D), I opted for providing the students with the handout from the previous class in which the students had learned about the comparative form. Besides, I decided to include a few examples on the board and recapitulate the rules for the use of the comparative form (strategy 11). Even though this was not part of the lesson plan, I decided it would be necessary to make students focus on form again so that they could perform the task successfully.

Besides directing students' attention to form, I changed some of the tasks in terms of order of completion. In Task 7, for instance, I decided to have students complete first Part 2 and then Part 1 of the task (strategy 13). This is so because Part 1 involved data collection, that is, it required that students got together in groups and then collected information at school. Part 2, on the other hand, consisted in the analysis of different infographics so as to prepare the students for the final part of the task. In this sense, the strategy used was to first make the students

focus on the more analytical (and perhaps individual) part of the task and then only later work collaboratively.

Some strategies adopted relate to class-continuity or task progression. This is so because, even though the task-cycle was planned keeping in mind the time frame for each class, contextual factors (such as in the case of the aforementioned difficulties) impacted the implementation process. In order to make sure that the tasks were all connected and maintained such connection and progression throughout the task-cycle, the teacher had sometimes to recapitulate what was previously seen (as in the aforementioned strategy in which the teacher directs students' attention to form). Another strategy was to prepare the students, at the end of a class, for a forthcoming task, such as when they had to make a list of the main characteristics of their main character, who would be described and presented in the subsequent classes (strategy 3).

A similar action was undertaken in strategy 10, when I initiated the class asking the students about which strategies they could use for comprehending a text in English. This is so because the I observed that, while completing Task 5, the students had presented difficulties or had even given up on completing parts of the task. Because they seem to have found the task too difficult, some students might have felt discouraged to complete it. After reflecting and planning on what to do in the following class (strategy 8), when they would have to continue completing Task 5, I decided to focus on recapitulating reading strategies (strategy 10) in order to help students achieve the goal of the task. In this sense, the my understanding of the students' needs and difficulties, along with after-class critical reflection were important for the development of such strategy.

As we have seen, one of the difficulties pointed out by me in the diary has to do with the duration of the tasks and of the class itself. For various reasons – including lack of focus, technical problems, interpersonal issues –, the students tended to take much longer than expected to complete the tasks. One of the strategies I adopted was to be stricter regarding the time devoted for the completion of each task (strategy 12). Another example of a strategy planned in case there was not enough in-class time – which did not end up being necessary and, thus, was not implemented – was to have students complete a part of task 6 as homework and bring it in the following class (strategy 9).

When there was a technical problem with the internet that prevented students from presenting their favorite characters (using the slides they had saved in their online clouds), I decided to move the class

to the computer room. Because this affected the duration of the task itself, I had to inform that a few students would have to present in the following class (strategy 5).

I also adopted a few strategies that were related to critical development during the task-cycle. When a student presented his favorite character using an image that made a reference to Hitler, I adopted the strategy of questioning the student why he had done so (strategy 4). I wrote in my self-report diary that I decided to reflect further on the topic so as to avoid confrontation, since the students had expressed discontent and resistance in the previous classes when I disapproved some of their comments (for more on this, see the critical moments analyses and the next chapter on students' perspectives). This is because I realized that lecturing the student at that moment would not be effective in critical terms because that would probably create further resistance. Later on, during the task-cycle, during a critical discussion, I decided to act more as a mediator during the reflection, posing questions, wrapping up the students' answers, and allowing them to reflect for themselves (strategy 6). Strategy 7 is similar in the sense that I decide not to act as someone who is there to correct the students' views, but more as a mediator of the reflection process. In this sense, I devised a strategy that was more aligned with a critical perspective to language learning, since one of its main objectives is to promote students' questioning of the status quo through dialogue and problematization (Freire, 2005). As we shall see in more detail later, the objective is not to convince students into believing that our views are politically correct, but rather to allow them to inquire – by themselves – on the reasons for social inequality (Urzêda-Freitas, 2012, pp. 90-91).

The last strategy, number 14, concerns directing students' attention for critical reflection. When students were presenting their infographics on gender in the school context and in the world of work, they seemed to be only focused on reporting the information they had compiled. In this sense, they did not present their views on the implications of such reality. Because of that, I adopted the strategy of asking them questions regarding the causes and consequences of the lack of female representativity in the profession of mechanics and in the engineering profession.

What both the difficulties and the strategies that were reported by the teacher-researcher seem to suggest is that, as Van den Branden (2009) states, "tasks on papers (...) are not blueprints for activity in authentic classrooms" (p. 271). Tasks provide, in this sense, a "pedagogical space" (Samuda, 2015), in which teachers and students

move (and make decisions) so as to bring about language learning. As we have seen, I as the teacher-researcher had to engage in a process of online planning in order to take actions that would fit the contextual needs that emerged from task implementation. In this sense, it may be argued that the teacher has a fundamental role, since it may take the role of

motivator (i.e. launching the students into action by constructing joint projects), organizer (making sure that students know what they are expected to do and organizing temporal and spatial aspects of task performance), and, last but not least, conversational partner and supporter, as the more proficient, knowledgeable interlocutor who can feed the language-learning needs of different students in a wide variety of ways.

In the context of this study, and based on the strategies adopted by me, it is possible to say that the critical task-based teacher also needs to work in accordance with the methodological principles of TBLT and with the premises of Critical Pedagogy in order to: guarantee that the task goals will be met, make sure that students will pay attention to a specific aspect (be it form, meaning or critical thinking), overcome technical and material difficulties, and facilitate students' learning process by taking into consideration their specificities.

One should not forget, though, that students may also devise strategies during the implementation process of a task-cycle. Thus, it is not only the teacher who reinterprets the task-as-a-workplan. The implementation is actually an interplay of actions taken by teacher and students. In the self-report diary, the strategies taken by students and noticed by me included: using a previously learned language chunk ("How do you say... in English?") in order to overcome lexical difficulties, and writing down their responses to a question before sharing their views with the class. Even though this was not the focus of the present analysis, understanding students' strategies for language learning is important for teachers who might then design tasks that are suitable for students' needs.

4.2.2 Critical tasks in action: “Critical moments”

“Without dialogue there is no communication, and without communication there can be no true education” (Freire, 2005, pp. 92-93)

Besides difficulties and strategies, another important theme that emerged from the thematic analysis was “critical moment”, that is, a moment in which the teacher and/or the students come across an unexpected point of view that may open up space for critical reflection. According to Rocha, Maciel and Morgan (2017), a critical moment “could happen in a moment of interaction when students come up with different views/perspectives that may break the student’s previous assumption” (p. 67). The authors argue, in this sense, that these moments of ‘crises’ should serve as an opportunity to change or expand one’s point of view. According to Freire (2005), the development of critical consciousness requires dialogical action. In this sense, education that is indeed transgressive cannot disregard dialogue, which “cannot be reduced to the act of one person’s ‘depositing’ ideas in another, nor can it become a simple exchange of ideas to be ‘consumed’ by the discussants” (p. 89). Freire (2005) adds:

Nor yet is it a hostile, polemical argument between those who are committed neither to the naming of the world, nor to the search for truth, but rather to the imposition of their own truth. Because dialogue is an encounter among women and men who name the world, it must not be a situation where some name on behalf of others. It is an act of creation; it must not serve as a crafty instrument for the domination of one person by another. The domination implicit in dialogue is that of the world by the dialogues; it is conquest of the world for the liberation of humankind (p. 89).

In this sense, the notion of dialogue in Critical Pedagogy differs from the so-called dialogue in more traditional educational approaches. In banking education, for instance, one could say that there is dialogue to the extent that the expert communicates with the students, who would be the ‘receivers’ of knowledge. However, this is not truly dialogical because such one-way communication relies on power

relations and hierarchy. Thus, this cannot be regarded as dialogue in Freire's terms (2005).

In order to better comprehend the critical moments that took place in the classroom, this section analyzes the data from the self-report diaries (and more, specifically, the themes "critical moment" and "reflection on the critical moment") and the transcription of selected moments from class recordings (see Appendix J). The analysis will follow the classes' chronological order in order to emphasize the ways in which critical moments changed throughout the task-cycle. It is relevant to note that, as the transcriptions of such moments demonstrate, the students and I make use of both Portuguese and English in the class. I encourage, in this sense, the use of English and tries to maximize the students' learning opportunities by providing them with comprehensible input for language learning. At the same time, at specific moments of the class he may use Portuguese in order to ensure the students' understanding, reflect on / discuss a specific topic or call the students' attention. Likewise, the students are encouraged to use English to interact, but at specific moments of the class they may use Portuguese (e.g. to give an opinion on a discussion) if they do not know how to express their ideas in the target language. Such use of the students' first language is in line with a perspective that recognizes the use of the mother tongue as fruitful in the language classroom (Atkinson, 1987; Mello, 2005), since it may be used strategically so as to help students in their language development (they may use their first language while trying to better understand a concept in the target language, checking whether they have really understood a concept, or even while developing a more complex thought). From a critical perspective, "another important role of the mother tongue is to allow students to say what they really want to say" (Atkinson, 1987, p. 242), recognizing thus that respecting the learners' languages – rather than adopting an "English-Only" perspective that denies the students' linguistic backgrounds – "has powerful social implications" (Auerbach, 1993, p. 30).

The first critical moment that could be identified was in the very first class of task implementation. After I had asked the students whether they knew what they wanted to do in the future, a few students made facetious remarks. By that I mean that they were trying to make jokes and were not taking the question seriously. In this sense, one student said "Michel's dream is to have a McDonald's". I replied: "To be a restaurant owner?" and the same student asked the following question: "How do you say *fritador de hambúrguer* [hamburguer frier]

in English?”. I explained that he could use the word “cook”. What seems to lie behind the student’s contributions to the class is a disregard for certain professions. Because of that, at first I gave the students the answers implying that those were important professions like any other. However, when a student asked me how to say *gari* (that is, street cleaner) in English, I asked the students whether they thought there was a problem in being a street cleaner (“Do you think there is a problem in being a picker? It’s a profession, right?”). The same student replied: “It’s a very important profession”.

What can be observed from this first moment is that I questioned the students’ implied assumption that some professions were less important or even less dignifying than others. In this sense, I tried to carefully problematize the issue that was raised by the students’ contributions to the class. Later on, however, while correcting Task 1 with the students, I explained the term “documentary film crew”. The video in this task had presented several women in the US in different professions who were part of a documentary directed by women. The same student who had made facetious remarks previously asked me how to say “cavala” (that is, female horse) in English. This was probably said in reference to one of the women who appeared in the video, who was a very strong athlete. The students laughed and told him it was “horse”. At this point, I asked the student why he was saying that (“*Por que tu tá tentando dizer isso?*”). The student replied saying he was saying that because he wanted to and that it was simply an expression. Other students said that it was just a joke, just like when they call a friend “ugly”. I decided, then, to explain to the class that the utterances one makes are his/her own responsibilities and that they bring consequences. I also questioned whether this would be a nice way of referring to a person and then continued the activity. As we shall see in the next chapter, which focuses on the students’ perceptions, this was not received well by some students, who felt the teacher took a moralizing stance in the class.

The moments from this first class exemplify the ways in which critical moments may emerge from class interaction. Sometimes they may even diverge from the objectives of the task – however, I would like to advocate for the importance of opening up space for discussing students’ views in such moments of crises. Moreover, because some of the students’ contributions differed from the teacher-researcher’s expectations (since they were not aligned with his view of social justice) and did not take important matters seriously, I felt that I needed to explain to the class the problem implied in their utterances.

However, such a decision may not have been the best to be made in this context, since it caused some resistance from the part of the students (as can be seen through the analysis of their perceptions). While it is important to problematize commonsensical views raised by students, one needs to reflect carefully on how to do that so as to avoid going back to the banking system of education. As Freire (2005) explains, the students' views are a reflection of the position they occupy in society, that is, their experiences in the world:

It is not our role to speak to the people about our own view of the world, nor to attempt to impose that view on them, but rather to dialogue with the people about their view and ours. We must realize that their view of the world, manifested variously in their action, reflects their *situation* in the world. Educational and political action which is not critically aware of this situation runs the risk either of "banking" or of preaching in the desert (p. 96).

It is in this sense that getting to know the students' opinions is fundamental in order for critical development to occur. After all, they should have the opportunity to develop the ability to think for themselves, and that can only be done if the starting-point of teaching is what they think – and if they feel comfortable to express themselves.

In the second class we could identify another relevant critical moment. After interviewing their colleagues about their media habits and comparing them to their own, the students had to reflect about whether media creates similar people and why. After writing down their answers, which could be done either in English or in Portuguese²⁷, I asked the students to share their answers with the class. Some of the conclusions that the students arrived at included: everybody uses social media, people have similar habits when it comes to media usage and

²⁷ This is so because the focus of this particular section of the Task was on critical reflection. Moreover, not all students in the class had the necessary knowledge to express a complex opinion in the additional language. Still, students were encouraged to answer in English if they felt comfortable to do so. This can be seen as a strategy used to cope with the different linguistic levels in the class, which was one difficulty that was identified in the analysis of the self-report diaries.

media influences people. One of the students read his answer, which said “I don’t think so [that the media creates similar people] because each person has your (sic) own values”. I asked him, then: “And you don’t think media influence values? You are immune...”, to which the student replied “Yes...”. Even though I continued posing questions for the student in order to instigate reflection (for instance, asking him whether he thought values were not influenced by the media too), he continued saying that the influence people have comes only from their parents. Then, another student said that the media influence the parents as well and somebody mentioned that “it is all Dilma’s [the president] fault²⁸”. I tried to direct the students’ attention to the discussion, explaining that they were not taking it seriously. A student said he would cry, then.

It is possible to note, thus, that there is some level of critical discussion, but it is intertwined with – and maybe even interrupted by – jokes that seem to disperse the students’ attention from the critical focus. The teacher’s role, in this sense, seems to be to direct students’ attention back to the discussion. I asked, then, other students to share their answers with the class. As the students read their answers, I asked further questions in order to better understand the idea or to check whether other students agreed. A student mentioned that media influence people who do not have critical thinking, shaping their behavior. Then, I asked them whether ideas that come from the media are similar so as to make the student elaborate on his answer. From that, the student noted that different media channels have different perspectives. Another student said that the media manipulate information. I also called the students’ attention to the fact that we use media all the time, so we are influenced by specific stories and point of views. Another student also decided to read her answer, which said “Yes, because the media presents one side of the story”. Then, I tried to establish a connection to a topic they had discussed in their Level 1 classes: the representation of Africa in the media and the “danger of a

²⁸ “É tudo culpa da Dilma” (in Portuguese) is a saying that became popular through the internet because of its uncritical overuse – because whenever a problem occurred people would say it was the president’s fault (which suggests an uncritical perspective towards politics and a strong influence of media on people), internet users started using it as a joke in the most absurd situations, blaming the president for every politically-unrelated problem.

single story²⁹”. I asked the students questions to see if they remembered that, emphasizing the power of the media in constructing certain perspectives/stereotypes.

From this critical moment, one can observe that the teacher’s role consisted in mediating the discussion so as to allow the students to reflect on their views in light of their colleagues’ views too. Instead of simply opposing a view brought up by a student, the teacher posed questions and allowed other students to reflect and share their views on that opinion. However, and possibly due to the fact that the students might not be used to learning through dialogue, there were many jokes in the process – once again, the teacher had to intervene so as to make them follow the thread of thought. At the same time, based on my comments in the self-report diaries, it seems that such critical moment did not receive much resistance from the part of the students since it approached the theme of media, which was not regarded by them as controversial. This was very different from the critical moment in class 1, when the students showed resistance in Task 1 possibly due to the fact that its focus was on gender empowerment (for more on this, see the section 4.2.4. “Who is afraid of Gender?” in this chapter). As Urzêda-Freitas (2012) explains, hearing students’ opinions is not sufficient: it is necessary to help them rethink their values, beliefs and practices from a transgressive and critical perspective. In this sense, the author advocates that the teacher needs to be theoretically-knowledgeable of social issues and be able to work transdisciplinarily (p. 92).

In the third class of task implementation, students worked on the description of their characters and on preparing their presentations for the following class. In this class, I took notes of a few comments made by the students which could also be considered critical moments. These included some possibly sexist and homophobic comments (in reference to a Brazilian actress and a Brazilian singer). Since these were comments that I heard partially, I decided to take notes of them and reflect on how to engage students in critical reflection – in this sense, I

²⁹ “The danger of a single story” is a video available online through the *TED Talk* platform, in which the Nigerian writer Chimamanda Adichie discusses the pitfalls of presenting only one perspective to a fact. A passage from the transcript of this video was used in a Task which was implemented with the students in their first English semester with the same teacher. The tasks-as-workplans and the reflection on the development of the critical task-cycle aiming at fosterical critical media literacy can be found in an article published by Da Silva, Farias and D’Ely (2017).

decided that intervening at that moment would not be effective. I adopted a similar attitude in the following class, in which a student presented his favorite character dressed as a Nazi. It is important to note that the choice of his favorite character seemed to be guided by a desire to be funny for his peers, since he chose the symbol of a popular soft drink in Brazil (“Dollynho”) as his favorite character – that is, that was probably not his real favorite character – and then chose a picture of it dressed in what resembled a Hitler/Nazi costume to use in his presentation. At the end of the presentation, my attitude was to question why his character was dressed that way. The student explained that the image he used was originally like that and he could not explain why he had chosen that particular one. He also said he had another version of it and commented that his friend – who had helped him create the slides – had chosen that image. The student’s answers suggest, once again, an attempt to be funny (possibly for his peers’ appreciation) and a lack of understanding of the implications of the image that was used. In this sense, the student’s presentation banalized a serious issue, that is, Nazism and its historical context. Even though I tried to question the student so as to make him reflect about his choices, it seems that this was not enough to promote critical reflection. Since I experienced some resistance in previous classes, I once again decided to reflect on the topic later and continue the class. In this sense, it is possible to observe that the teacher seems to be trying to understand the best way and the right time to promote critical reflection in the class. Based on the diaries, one can understand that at this moment the teacher had to “hold back” so as to gain students’ confidence once again and avoid the attribution of the “moralizing teacher” label. At the same time, one might ask: when the teacher does not problematize an important issue (even though he tried to by posing questions for the student), isn’t he/she reproducing the status quo? What I would like to argue, then, is that critical development is a process, and instantaneous intervention may not always be the best solution. As we have seen, “depositing a view of the world on the students” is actually a way of oppressing them. This is actually the strategy adopted by the oppressors, who perpetuate different myths to be accepted by the oppressed (Freire, 2005). It is important, thus, to look at critical development as a complex long-term process and avoid going back to the traditional banking education.

It is interesting to notice that my reflections on the diary bring a different perspective to the critical moments in Class 5. At this point of task implementation, the students had to analyze the notes they had taken about their peers’ favorite characters and then reflect on the ways

male and female characters were represented (in terms of personal, psychological and professional characteristics) – see Task 3. In this sense, they had to use the information they had gathered from their colleagues and look at them from a critical stance. In order to help them in this critical thinking process, the activity contained a few sentences comparing men and women – based on the collected data, the students would have to decide (and then justify) whether the sentences could be considered true or false. Interestingly, the students were able to identify gender inequality in the characters’ representations: they noticed, for instance, that most characters were male. They also realized that most female characters’ descriptions emphasized their beauty, while the male ones focused on power and/or strength. The same student who had shown resistance in previous classes ended up reflecting on the issue and justifying his responses based on the information he had collected and then analyzed. One possible reason for this change of behavior is the fact that, in this part of the task-cycle, the students could examine for themselves the characters’ presentations. Even though there was guidance – through the task itself and the teacher’s mediation -, the characters were chosen by the students themselves (based on their use of the media), and the presentations and data collection were also done by them. In a way, they were able to bring their realities to the class and then reflect upon them. This can be contrasted to Task 1, in which the trailer of a documentary featuring different female professionals was presented for the students. Underlying the discourse presented by the video was the idea that women can work in any area (just like men) and that it is important to give voice for women in order to show the wide range of professional possibilities they have. It seems that, because this argument was presented in the video (rather than built with and by the students), the students could not engage in a deeper reflection (so as to think for themselves), which may have caused some resistance from some of them. As Freire (2005, p. 93) explains, “authentic education is not carried on by ‘A’ for ‘B’ or by ‘A’ about ‘B’, but rather by ‘A’ with ‘B’, mediated by the world—a world which impresses and challenges both parties, giving rise to views or opinions about it”.

Even though a few students still made sexist comments (one of them referred to a woman in an ad as “hot”, for instance), it seems that they were able to reflect more deeply about gender representation in the media. Again, I acted as a mediator, posing questions and maintaining the thread of thought during the discussion (by wrapping up the students’ views and instigating students’ participation, for instance). This change of behavior by the students is related, in this sense, to a

change in the way the critical task was structured and also to the change in the teacher-researcher's interventions.

Up to this moment, data analysis also indicates that, as previously mentioned, the learners' views represent their "situation in the world" (Freire, 2005, p. 96). Such situations (in the plural, since the students have different backgrounds) often relate to an oppressive system of education and an oppressive society as a whole which try to keep people passive through subjugation. Within this line of thought, Giroux (1992) argues that it is necessary to recognize the students' subjectivities in the teaching-learning process:

You can't deny that students have experiences and you can't deny that these experiences are relevant to the learning process even though you might say these experiences are limited, raw, unfruitful or whatever. Students have memories, families, religions, feelings, languages and cultures that give them a distinctive voice. We can critically engage that experience and we can move beyond it. But we can't deny it (p. 23).

As Freire (2005) explains, the oppressors (such as mass media) provide people with the illusion that communication is taking place, when they are actually depositing different myths (which are to be accepted and taken for granted) that help maintain the status quo. These myths are actually the uncritical views (which may be limited, raw, and unfruitful) that the students bring to class:

for example, the myth that the oppressive order is a "free society"; the myth that all persons are free to work where they wish, that if they don't like their boss they can leave him and look for another job; the myth that this order respects human rights and is therefore worthy of esteem; the myth that anyone who is industrious can become an entrepreneur—worse yet, the myth that the street vendor is as much an entrepreneur as the owner of a large factory; the myth of the universal right of education, when of all the Brazilian children who enter primary schools only a tiny fraction ever reach the university; the myth of the equality of all individuals, when the question: "Do you know

who you're talking to?" is still current among us; the myth of the heroism of the oppressor classes as defenders of "Western Christian civilization" against "materialist barbarism"; the myth of the charity and generosity of the elites, when what they really do as a class is to foster selective "good deeds" (subsequently elaborated into the myth of "disinterested aid," which on the international level was severely criticized by Pope John XXIII); the myth that the dominant elites, "recognizing their duties," promote the advancement of the people, so that the people, in a gesture of gratitude, should accept the words of the elites and be conformed to them; the myth that rebellion is a sin against God; the myth of private property as fundamental to personal human development (so long as oppressors are the only true human beings); the myth of the industriousness of the oppressors and the laziness and dishonesty of the oppressed, as well as the myth of the natural inferiority of the latter and the superiority of the former (Freire, 2005, pp. 139-140)

Thus, it is clear that such myths, together with other ones that pervade people's imaginary (such as the myth that there is no such thing as gender inequality or that it is only up to the individual to conquer his/her space in society and that everybody has equal opportunities³⁰), may shape our students' understanding of the world. However, since they were not built on the basis of true communication (but rather through the act of depositing), they can be debunked through critical reflection. This is what seems to have occurred in the critical moments in Class 5, in which the students actually checked the facts by looking critically at media representation of different characters.

³⁰ According to a study conducted with high school students from the public system of education in São Paulo, gender stereotypes are strongly present at school: out of the one thousand students who participated in the study, 45,7% affirmed there are jobs that should be performed by men only, 35,6% believe that women are more skilled for housework, and 3 in each 10 students believed that a woman is not likely to be successful when working at a traditionally male-dominated profession/environment (Bedinelli, 2018).

At the same time, it is possible to observe that the teacher's mediation happens very often – thus, it seems that, at least for this level of critical development, the students still need more assistance from the teacher. Such is the case of the critical moment that could be identified in Class 6, in which the students worked on a task analyzing different commercials from the 1950s and 60s. While checking the students' answers to the task, I asked them several questions, including when the ads were published (and why they thought so), which products were being sold and by whom and what the women in the ads were wearing. The group analyzed the ads and shared their answers amongst themselves (for instance, one student said that the ads do not sell a product only, but an image – an image that implies the idea of happiness). They also mentioned that the women in the ads were beautiful, slim, and that they wore make up and old clothes and had their nails done. I then tried to wrap up their answers and instigate further reflection by saying: “So the clothes they are wearing are clothes to clean or to cook. Do you understand? How do you say 'apron' in English? (...) Apron. Any other characteristic? No? So do you think the commercials in the present are different from the commercials from the 1960s or 50s?” The students say, then, that the commercials nowadays are different but they still try to sell a certain image of happiness. Even though the students sometimes provide very brief or non-elaborate answers, I tried to create connections and guide them through their reasoning process. From the perspective of Critical Pedagogy, it is important that students are able to express their views with more autonomy – however, it is important to recognize that one also needs to learn to do that, and the students in this study seem to be in that process (as we have seen, they rely excessively on jokes and often comment on topics that are unrelated to the class).

Another aspect that could be noted from the interactions in this particular class was that whenever a task required a student to write down their answers first and then share it with the class – that is, when they were given planning time for the task – more students were likely to participate in class discussion³¹. When I asked them to share their answers on whether commercials in Brazil were similar to the ones they had analyzed, a student – who is very shy and does not usually take part

³¹ Several studies have been carried out in the area of Task-Based Language Teaching discussing the positive impact of different types of planning in students' linguistic performance – see, for example, Foster & Skehan (1996), D'Ely (2006, 2011), Specht (2014, 2017), and Zaccaron (2018).

in class discussion – read her answer in Portuguese saying that the ads are similar because in television commercials, for example, there are women in bikinis selling beer and men in suits selling apartments or other properties.

Moving on to class 7, the students worked on Task 5 and analyzed an ad from 1968 that contained the image of a female astronaut and the sentence “Women of the future will make the moon a cleaner place to live”. With the teacher’s guidance, the students could realize that the ad associates women with the act of cleaning, which is still present in contemporaneity. A few students replied, though, saying that commercials were not the same anymore, since they feature men as well. It is interesting because at this moment a female student mentioned that the commercial for “Mr. Músculo” (that is, “Mr. Muscle”, a cleaning product that uses the idea of strenght and effectiveness in its commercial) contains a male character in it. Another female student said, then, that this is so because in this commercial they are selling the idea of strength of the product – so once again strength is associated with men. Even so, some students seemed to disagree, since they emphasized that other commercials portray men too. I tried to question them on whether this ad would be published in current Brazil, to which the students replied saying that it would not make sense and it would probably lead to legal problems. Then, I tried to refer to the students’ views so as to establish connections among them: “[so in the ad we have] Women connected to cleaning. We still have this. But there are changes, right Robson? It's not this (shows the ad). So there were some changes.” By doing this, I tried to value the students’ responses by acknowledging that there have been changes in commercials and in the way women and men are represented, but that the association of women with cleaning is still very common.

Moreover, the students seemed to feel more comfortable in sharing their views, which is very important for critical development to occur. In this sense, a student shared his point of view, saying that he believes these commercials use women as the cleaners as a type of social pressure. For him, it is more common to see women in this position and people are used to that. Due to that, he argues that the producer of a commercial is simply trying to sell a product, so s/he has its target audience in mind. Since the student’s view was heard and not interrupted, another student felt comfortable to share a similar view, saying that people in general are used to having some chores being attributed to men and others to women, and that any commercial basically seeks to sell a product. The students’ views that commercials

have the objective of selling a specific product show an understanding of the intentions of media messages. However, they failed to acknowledge that promoting stereotypical views of men and women is indeed a problem. In this sense, instead of contradicting them, I tried to stimulate reflection: at first I said that we need to keep in mind media interests (reinforcing what the students had already mentioned), and then I talked about how gender roles are constructed socially and may differ from culture to culture. I explained, then, that because such gender roles are constructed, they are not static and can therefore be changed. Some students argued, then, that men are stronger and this comes from pre-historical times and that there is a “tendency” for roles to be the way they are. Based on that, I said that it is necessary to avoid justifying gender roles in biological terms, since they are actually socially constructed. In this sense, I tried to move deeper in the discussion by wrapping it up, saying that men and women should be able to perform the activities they want to (such as in the area of Mechanics), and that the problem with these commercials is that they reinforce the idea of gender division and superiority. As Louro (2017) states, the argument that men and women are distinct biologically and that their unequal relations are a result of that is simplistic because it ignores that gender inequality is actually produced based on how such differences are overemphasized, represented and signified. This means that what is said or thought about men and women is constructed; thus, it varies and is dependent upon each society and historical moment (pp. 24-25).

I also asked them how many girls there are in the Mechanics program and emphasized that the reason for that is not biological, but rather social and cultural. This seemed to be effective, since the same student who did not see a problem in the commercial appeared to understand my argument – he contributed to the discussion by saying that he had seen on the news a tribe whose culture had other roles for men and women. However, later on, this student said that he agrees with the idea that there are generalizations and stereotypes, but he still thinks that the producer is not “doing anything wrong” since s/he is trying to reach his/her objectives, which consists in selling a product to a specific audience/consumer. The student, in this sense, is engaged in a process of critical reflection, but one can observe that his views are still guided by a neoliberalist understanding of society – or by the “myth of free market”, as pointed out by Freire (2005). I then tried to bring the view that it is important to reflect about the influences and the impact that these commercials have on society, since they do not only reflect reality but also construct it. Even though students’ thinking still seems to be

pervaded by certain “myths”, I see these critical moments in which the students engaged in the discussion, expressed their points of view and were open to listen to others as a very important step for critical development.

Another critical moment worth mentioning in this class happened when the students had to type the word “engineer” on Google in order to analyze the ways in which the profession was represented. When the students were asked about what types of images they could see, someone observed that there were no black engineers. Then, a student asked the class whether they had already considered how many black teachers they had at the institution. Since there is not any black teacher on campus, the students seemed to be surprised at realizing that. Then, I told them about a study that investigated such an aspect and that identified only six black female teachers on the 22 campuses of the institution. Even though race was not a previously-planned topic for the class, a student’s critical reflection led others to reflect on the topic as well. In this sense, it seems that, even though the critical tasks are planned to guide the students in their critical and linguistic development, they also allow them to go beyond what was initially intended in task design.

Continuing on with the discussion, in Class 9 we can find another critical moment that emerged from students’ contributions. While exploring the question “Why is the Mechanics program appropriate for both boys and girls?”, a few students started to make questions that seemed to be intended as jokes. They asked, for instance, why women did not work in construction sites. A student also asked why men could not dance ballet, to which a student replied: “You can, but...”, probably implying that this would be a threat to his masculinity. Even though the students were not making these questions with seriousness, I decided they were worthy discussing. I then said that one of the most famous ballet pieces, Swan Lake, featured both male and female ballet dancers, for instance. The students continued asking questions and laughing: “why can’t a man sell Mary Kay³²?, why can’t men dance too at Faustão?”³³ Then, I told them these were very good questions, and that they could relate this to the discussion on gender

³² Mary Kay is an American company that sells cosmetic products and is very popular in Brazil.

³³ *Domingão do Faustão* is a Brazilian talk show aired by *TV Globo* on Sunday evenings. The student’s comment refers to the female dancers who stand in the background dancing throughout the show.

stereotypes: because oftentimes women are associated with gentleness and beauty, it is believed that having them in the show or as the product seller will attract more consumers. A student said that this is probably done uncsciously, which suggests that he was capable to understand that such meanings are created and repeated until they become the norm, and thus taken for granted. I then shared a personal story, saying that my parents went to a talk show hosted by Silvio Santos³⁴ but my father had to hide in the audience since his shows only allow women in the audience. As we can see, the students' jokes could be problematized in such a way that they could reflect about them. This requires a lot of preparation and knowledge from the teacher, who needs to be critical enough so as to be able to guide the students' critical reflection. Such requirement points out to the importance of devising strategies for teachers, in initial and continued education, to develop critical skills (Da Silva et al, 2017).

Along the tasks, there were also critical moments which took place as I interacted with a group or a pair of students. In class 10, for instance, the students were working on the construction of their infographics. For that, they would have to choose a specific topic to research about (all related to gender in the area of engineering or mechanics). One group asked me, then, if the difference in the number of girls and boys attending the Mechanics Program could not be related to people's preferences and interests only. Thus, I elaborated on the idea that interests are also socially constructed – so the idea that Mechanics is not for girls, which is widely-spread socially, could also influence many girls not to enroll in the program.

The same group also argued that women in sports made less money than men because female sports are less profitable. Once again, I tried to make them reflect by asking them why that happened (that is, why most people watch sports played by men, for instance). Such interaction indicates that critical development does not take place instantaneously or at a specific moment. In this sense, I do not see the students' questions regarding issues that had been discussed previously as negative; in fact, they demonstrate their willingness to consider and even rethink their beliefs. In other words, it seems that they are in the process of restructuring “myths” that had already been consolidated in their minds, since these are discourses that pervade many social spheres. In the case of this study, the school (and, more specifically, the

³⁴ Silvio Santos is the owner of *SBT*, a popular Brazilian TV channel, in which he hosts several TV shows.

additional language class) is possibly one of the few places where the student gets to be exposed to a counter-hegemonic discourse (that is, a discourse that “goes against the grain” or that is not commonsensical).

Moreover, what can be observed so far is the pivotal role of the teacher-researcher in critical development. This is because, in case the teacher had not taken action bearing in mind the objective of critical development, there was no guarantee that critical reflection would emerge from the tasks “naturally”. In other words, one may say that a task is potentially critical – since critical consciousness is a process, the task can only become critical during its implementation.

In the last class (number 11), for example, while students were presenting the infographics regarding gender in the area of engineering (or, more specifically, in Mechanics), there was no focus on reflecting critically about the data they had collected (possibly because they were concerned about performing the task itself, that is, in presenting their work in English for their peers). I asked them questions, such as why there were so many male teachers in the Mechanics program. A student replied: “Because we have inequality”. Then, I asked about the consequences of this inequality. The students explained, then, that there were few women working in the area and there was a lack of representativity. It seems, in this sense, that they could connect previously discussed issues to their own reality. One student even mentioned that girls in her class were a minority (there were only six girls), and that this would be reflected later in the world of work.

Bearing this in mind, it is worth mentioning that it is not my intent here to identify whether the students have actually become critical or not through the task-cycle implementation. However, it is possible to affirm that critical moments have emerged possibly due to the planned critical task-cycle and also due to my work as a mediator. As clearly stated, the focus of the study is in understanding the ways in which tasks-as-workplans and task-as-processes may foster the development of critical language learning. One should keep in mind, though, that critical development cannot be confined to a task-cycle – this means that the students’ development is not concluded once the task-cycle ends. The students might, in this sense, need to go back to this topic later on, reflect on similar issues, confront their beliefs, and so on.

This critical development is indeed challenging. As Freire (2005, p. 155) notes: “the atmosphere of the home is prolonged in the school, where the students soon discover that (as in the home) in order to achieve some satisfaction they must adapt to the precepts which have been set from above. One of these precepts is not to think”. Actually, it

is not only the expectations built by the school system that differ from the aims of Critical Pedagogy, but also the ones reinforced by many other social spheres that may alienate individuals. This would include the media, the state, the church and even the family. Because bringing this new perspective is indeed a challenge, critical development might be a difficult process for the students themselves: with realization or consciousness might come pain in encountering counter-discourses to one's established 'truths' (hooks, 1994, p. 154). Due to the fact that developing critical consciousness is such a difficult process, one can argue that a critical approach should be part of every class and pervade the entire curriculum.

4.2.3 Critical tasks in action: “Critical reflection on the classes”

Having discussed different critical moments that took place during task implementation, I shall now focus on what was termed in the thematic analysis as 'critical reflection on the class'. These excerpts mentioned in this section refer to more general reflections made by me as the teacher-researcher in the sense that they relate to the class as a whole and not only to specific class moments (as in the previous section). However, as we shall see, such reflections will be connected to moments of the class that were discussed previously and will, thus, shed some light on the understanding of my perception of the critical task-cycle implementation.

In relation to task design, my reflections demonstrate that some of the tasks could have been shorter. Because they were long (and took even longer to be completed by the students), it seems that some students felt unmotivated by them. This might be due to the students' fast-paced dynamics – in this sense, it might have been a good idea to divide some longer tasks (such as the reading ones) into shorter tasks or even have small different sections to give the students a sense of completion. I have also noted that the students had difficulty in following a thread of thought (be it in a longer reading task or even during a class discussion). As we have seen in the Methodology chapter, they are used to manipulating different media texts, and this traditional linearity is no longer a characteristic of these genres: according to a study by Liu (2005), with the advent of new technologies people in general (and especially younger audiences) have developed a “screen-based reading behavior”, which is characterized by non-linear reading, less in-depth reading, and decreased sustained attention. Because of that,

and as I have discussed previously, the teacher's mediation is highly important so as to help students maintain their focus.

From my perspective, some tasks were particularly interesting in the sense that students felt engaged and worked collaboratively. This was the case of the task in which they had to walk around the class and analyze an infographic (see Task 4). I decided to put copies of the infographic on the walls and have the students walk around the class in order to complete the comprehension task. What happened is that they interacted with their peers so as to try to complete the task successfully – this would not be the case if the teacher had decided to print a copy of the infographic for each student to complete it individually. I also considered the final presentations as “positive”, since all the students presented in English (in spite of their difficulties and different levels) and planned³⁵ their group presentation so that everyone would have a turn to talk. As we shall see in the next chapter, the students seem to have had a positive attitude towards those tasks that involved interaction with peers or bringing their own perspectives to class (such as presenting about their favorite characters). The very nature of the tasks – that is, the fact that they are learner-centered, they focus on pragmatic meaning, and they have a communicative outcome – seems to have contributed to that.

However, at the same time that the teacher-researcher's reflections on the classes point out moments that promoted a positive attitude from the students, they also discuss resistance from them. In this sense, I argue in my notes that the school is traditionally thought as a very normative space. Such norms would include the division of disciplines, the roles of teachers and students, the arrangement of chairs in a classroom, among other aspects. In this sense, creating a rupture from a transmission-based system (Freire, 2005) and, even further, bringing a critical perspective to school, is very challenging. hooks (1994) discusses such a challenge by reflecting on her experience as a critical teacher:

Teaching in a traditional discipline from the perspective of critical pedagogy means that I often encounter students who make complaints like, 'I thought this was supposed to be an English class, why are we talking so much about feminism?'

³⁵ Once again, and following previous studies, the analysis suggests the importance of appropriate planning time in a task-cycle.

(Or, they might add, race or class.) In the transformed classroom there is often a much greater need to explain philosophy, strategy, intent than in the "norm" setting. I have found through the years that many of my students who bitch endlessly while they are taking my classes contact me at a later date to talk about how much that experience meant to them, how much they learned (p. 42).

Thus, not only should a teacher be aware of the fact that the students have their own perceptions or expectations of what an English class is like (because they are used to the school "norms" that dictate that), but s/he should also bear in mind that critical development happens through time and that resistance might be an initial and important step of such process. At the same time, the data analysis seems to indicate the importance of explaining for the students the reasons why classes are structured in a certain way (as we shall see in the next chapter, some interviews with the students contained moments in which they could better understand – or at least discuss – the teacher-researcher's intentions). As hooks (1994) states, "to educate for freedom, then, we have to challenge and change the way everyone thinks about pedagogical process. This is especially true for students. Before we try to engage them in a dialectical discussion of ideas that is mutual, we have to teach about process" (p. 144). Moreover, because the students do not seem to be used to learner-centered teaching and learning, they need to receive guidance on how to perform their role as subjects of their own learning process. In this sense, the role of students needs to be resignified. I write, for instance, that the students seem to be too much concerned about completing activities in order to receive grades and be approved, which might hamper their ability to actually engage in the real-life characteristic of the task. I see, thus, the importance of resignifying the students' perspective towards teaching and learning as fundamental so as to guarantee that a task will not be reinterpreted by the student as just another activity that needs to be completed, corrected, and graded.

Another feature that I have acknowledged in my self-report diaries was that time was a limitation for the task-cycle implementation – because it took longer than what had been planned, some steps had to be done in less time, such as the final task (that is, the students' presentations). Even though I noted that a few issues emerged from the

contextual use of the language (for instance, most students did not know how to use ‘there is/there are’ in order to describe existence, using ‘have’ instead), there was not enough time to focus on that. Had I had time for that, this would be ideal for a focus on form emerging from a communicative context (and from students’ needs) to take place. Besides, it would have been best to have more time to provide the students with more detailed feedback and perhaps allow them to reflect on their performance. In this sense, it is possible to argue that task-implementation, which is influenced by and dependent on a series of factors (including the students’ motivation and their linguistic skills), might be time-consuming.

At last, I also reflected on the critical discussions that took place in the classroom. For me, the discussions in general were not very deep, which seems to indicate the need for the students to develop such skills regarding critical thinking. Because critical reflection does not seem to be the norm in their educational context, it is important to advocate institutionally for the need to approach education from a critical perspective – and this is something that I reflect upon in the self-report diaries.

Changes in the students’ behavior towards critical reflection were also noted by me throughout the implementation, corroborating the analysis of the critical moments from the previous section. As students started being heard – and as they became more accustomed to critical teaching as well as with task-based teaching –, they seem to have adopted a more open attitude towards the classes. As Crookes (2013) explains, it is not possible to adopt a critical perspective instantaneously in a traditional teaching context – in this sense, based on the analyzed data, my thoughts are in line with the author when he says that “baby steps are needed” (p. 46).

4.2.4 Critical tasks in action: the influence of context (or “Who is afraid of Gender?”)

In order to understand any educational context from a critical perspective, it is necessary to go beyond what happens in the actual classroom. This is so because the classroom is not disconnected or immune from the wider educational, social, political and economic contexts. As I have argued so far, one of the challenges of critical language teaching is being able to promote critical consciousness in a context where doing so is “going against the grain”. It is not enough to

think of strategies to be adopted by the teacher in the classroom, since we should also understand our students' thinking and their background. Because of that, the theme “contextual comments” that emerged from the thematic analysis was helpful for the understanding of the influence of context in the implementation of a critical task-cycle.

The first “contextual comments” refer to events observed by me that took place in the context of the institute in which this study was carried out. During the process of task implementation, the school organized an event to celebrate the library week with the theme “gender issues”. The event consisted of different activities in the library aiming at fostering students' reflection regarding gender inequality: there were lectures, roundtables, movie screenings, posters featuring books on gender, among other activities. The participants of my research project on gender at school and in the world of work were invited to create posters with sentences that would instigate reflection regarding gender relations, for instance. The students came up with the idea of including posters in the restroom mirrors about gender inequality so that everyone would notice them. One of the posters said, for example, that “a woman's place is where she wants to be”³⁶. On the same day the posters were displayed, we noticed that some had disappeared while others had been written on. In this specific poster, for instance, someone (in the men's restroom) wrote that “a woman's place is thus at the toilet (seat)”³⁷. Similarly, on the campus page on *Facebook*, people – including parents – left comments questioning the relevance of discussing gender during library week. From these facts alone we can observe a resistance regarding approaching the theme of gender that is not exclusive to the class or the students that took part in this study.

In addition to that, a councilman from the city where the school is located proposed – at the time of task implementation – a law project that had the objective of prohibiting the so-called “gender ideology” at school³⁸. As Reis and Eggert (2017) explain, the idea of “gender ideology” is actually a fallacy that has been reproduced by

³⁶ “Lugar de mulher é onde ela quiser”, in the original version.

³⁷ “Lugar de mulher é no vaso então”, in the original version.

³⁸ It is interesting to notice that the city council, which is where the discussions regarding such project took place, is located next to the school campus. This physical proximity also demonstrates how this wider context was not distant (literally and metaphorically) from what took place in the classroom. Fortunately, the project was later rejected by the city council, but there were cities in other parts of the country that actually implemented it.

conservative sectors of society that fail at understanding that promoting gender and sexual equality is indeed necessary to overcome educational inequalities. Among the arguments from those who defend such uncritical view is that discussing gender at school is an attempt to end with the idea of the traditional family, to promote pedophilia and to “induce” homosexuality. In this sense, the lack of knowledge regarding what gender actually is as well as regarding its conceptual importance for the understanding of social relations seems to have created a panic crisis, in which people who defend or study gender were demonized (p. 20). I believe this is potentialized by several traditional religious beliefs and by the lack of critical media literacy at a time characterized by the ubiquity of unreliable information³⁹.

On top of the project proposed by the councilman trying to prohibit gender discussions at school, the school was contacted by the Guardianship Council⁴⁰ due to a denouncement made by a parent who argued that the content of the library week events was not appropriate for teenagers. Since I helped organize the events, I also had to help the other organizers answer the organization in a document explaining the content of each activity and justifying them based on the law (such as the principles of Human Rights and in the Constitution itself) and on the school’s mission.

As Seffner (2017) explains, the school is part of the public sphere (unlike the home) – and it is its role to provide the students with different perspectives:

The public space is not an extension of the private household environment, and it is unthinkable that it would be governed by a domestic logic. In the home environment, we can choose who to associate with and set out our own ways of proceeding, within the limits of the law, of course. In the public space, we come across individuals who are different from us, and we from them, in many attributes. This is an important mark of life in society. In Brazil, we are accustomed to saying

³⁹ The term “fake news” has even become part of several dictionaries in the last few years referring to false information that is disseminated as if it belonged to actual news reporting. Such pieces of news are constantly shared among people through social media.

⁴⁰ The Guardianship Council (“Conselho Tutelar”, in Portuguese) oversees the rights of children and teenagers.

that the family is the base of society. On the contrary, the base of society is the public space, a place of negotiation and respect for diversity, where we learn to live with differences by perceiving that our political opinions and preferences may be very different from those of others (p. 4).

From this perspective, when a parent believes diversity should not be part of the curriculum, s/he is in fact relying on the idea that education is about transmitting “neutral” and “objective” facts. Just like the students, parents’ beliefs are also an important factor that may influence the teaching-learning process. What this suggests, in this sense, is that a critical project for teaching cannot be the endeavor of only one teacher. Moreover, it should also involve parents (especially when it comes to basic education), since they should also understand the pedagogical practices that their children are engaging in.

All of these events affected me not only as the teacher-researcher, but also on a personal level, since I felt threatened as a professional and as an individual. I even wrote: “I feel oppressed as an individual and as a professional”. In this sense, even though I was aware that his pedagogical practices were morally and ethically grounded (and followed national educational documents), the fact that conservative sectors were given voice in society made him feel as a target. As Pennycook (2009) says, “critical work is dangerous work” (p. 138), in the sense that it defies the already-established forces in society.

According to the self-report diaries, such feeling of threat seems to have been intensified by many other examples of schools which had projects on gender and sexuality censored because of the pressure of conservative religious and political groups. There was even a law project at the national level proposing that Paulo Freire should no longer be considered the “patron” of Brazilian education. After witnessing all these events, I decided not to exhibit a documentary on gender equality as an extracurricular activity. Even though I continued promoting discussion on gender in the classroom, I felt like I had to do so with caution.

In one of the classes during task implementation, a student decided to ask me what I thought about one of the activities from the library week. This activity was a lecture by a university professor specialized in Gender studies, and the student thought it was strange that a renowned school such as the institute would invite a professor who was

being sued to give a lecture. Interestingly enough, this professor was being sued exactly because of and by such conservative voices who demonize gender studies. What could be noticed from the student's view was that she did not like the lecture but she could not justify why. It seems that the students, surrounded by such anti-gender discourses, also felt threatened. In this sense, the strategy of some students was to stand against such activities. Besides, it is my belief that the format of a lecture does not seem to work so as to allow students to rethink their own conceptions, since it is a transmission-based perspective. It seems that the critical task-cycle allowed them to bring their own perspectives and to work with gender issues in simple terms. Thus, unlike in a lecture, there was dialogue that promoted critical thinking.

As we have seen in the introduction, the federal government actually excluded the terms "gender" and "sexuality" from the document that establishes the national common core curriculum for regular schools. The Institute where the study was carried out, on the other hand, released a document acknowledging the importance of promoting education for social justice that is, therefore, based on Human Rights' principles. As Seffner (2017) argues, "education is a task that has obvious political implications and the dispute over the acceptance or not of gender and sexuality issues on the curriculum reflects this exactly" (p. 4). Thus, the context in which the study was carried out is a polarized one, in which hegemonic discourses have gained strength and power, promoting alienation and reinforcing certain myths (Freire, 2005). This is, once again, an evidence for the need of Critical Pedagogy in this context.

4.2.5 Critical tasks in action: students' written responses

Besides analyzing my self-report diaries and the critical moments in the classes, it is important to consider the students' written responses to the critical tasks (see Appendix K). Even though not all students might have felt comfortable in sharing their views orally in the class, they did have the opportunity to write down their views in reflexive questions that were part of a few tasks. Such questions also served as a way for me to understand their critical thinking development throughout the task-cycle implementation. In this sense, they also guided me in the decision-making process, influencing the choice for specific pedagogical strategies.

In the first class, for instance, when students watched the trailer of a documentary about women in different professions, they were asked whether such a project (entitled “Empowerment Project”) was important and why (see Task 1 in Appendix D). Even though the use of such a video seemed to have caused some resistance from the students (as we shall see in more detail in the next chapter), the students in general answered the question saying that the project was indeed important for various reasons: to promote equality, to show that women can work in any area, to break stereotypes, and so on. Only one student said “No”, arguing that it was “only a documentary”. As we have seen previously, it seems that the student is showing resistance in spite of the fact that he cannot really justify his point of view. This could be explained by the fact that he was not able to engage in a process of analyzing the message of the video critically (possibly due to the format of the task itself, which had an “already-made argument”, as I have argued previously), and the idea put forth in it seems to have collapsed with his world view.

At the end of Task 2, after getting to know their peers’ media habits, the students had to answer the following question “Do you think the media create ‘similar’ people? Why?”. Most students realized that the media have an influence on people’s habits, creating then similar people. They mentioned, for instance: that the media have an influence on what we like and on what we do, they brainwash us by repeating certain ideas, they create similar (but not equal) people, among others. In this sense, it seems that most students could understand the effect of media in our daily lives. Only 4 students said that people have their own values or that they can think for themselves – such views were discussed orally when shared with the class, so as to allow for the development of critical thinking (see the section 4.2.2 for the Critical Moments).

The question to be answered in Task 2 was abstract in the sense that they had to use the data they had collected from their peers in order to make a general argument regarding the influence of media. In Task 4, however, after analyzing an infographic containing statistics about the influence of media on women, students had to explain whether such numbers were similar to the situation in Brazil and why. As we can see, in this question learners had to talk about the influence of the media on a specific topic (gender roles). At this moment all the students seemed to notice the effect that media has on people. Here are a few examples, translated from Portuguese:

Students' written answers to reflexive question in Task 4 (translated from Portuguese)

Sample responses

“Men have always been more valued than women” (Fabiola).⁴¹

“It’s similar. In Brazil we have the stereotype of the ‘Brazilian women’, which refers only to physical attributes. We can see that in magazines” (Priscila).⁴²

“It’s similar because we have the same inequality” (Israel).⁴³

“It’s similar because it’s common to show the beauty of women and the power of men” (Yhan).⁴⁴

“The situation is similar because men are represented as rich and intelligent, while women are seen as beautiful bodies” (Robson).⁴⁵

“It’s similar because the jobs of men are more valued than the jobs of women, and even if they have the same job, men’s salaries are higher” (Michel).⁴⁶

“In Brazil it’s not different. We have the television ads as an example, in which women with almost no clothes sell beer and men in suits sell apartments/properties” (Gabriela).⁴⁷

Therefore, it seems that once the students were given more data and after they had engaged in a more complex process of analyzing the influence of media on gender roles (with the guidance of the tasks themselves and of the teacher), they could better understand media influence and also justify their answers. It is interesting to note that some answers even refer to situations the students themselves have

⁴¹ “Os homens são mais valorizados do que as mulheres.”

⁴² “Similares. No Brasil existe o estereótipo de ‘mulher brasileira’, falando somente de seu físico. Podemos ver isto em revistas.”

⁴³ “Similares pois tem a mesma desigualdade.”

⁴⁴ “É bastante similar, pois isso acaba se tornando comum, mostrando as belezas das mulheres e o poder dos homens.”

⁴⁵ “A situação é parecida, pois os homens representados mais ricos e inteligentes, já as mulheres são vistas como um corpo bonito.”

⁴⁶ “Similar, pois os cargos dos homens no Brasil são mais valorizados do que os das mulheres, por mais que eles sejam os mesmos, o salário do homem é maior.”

⁴⁷ “No Brasil não é diferente. Temos as propagandas televisivas como exemplo como aquelas que mostram mulheres com pouca roupa vendendo cerveja e homens de terno vendendo imóveis.”

noticed, such as in the case of TV ads featuring men and women. Thus, the students seemed to be making some connections to their own realities.

In Task 5, when asked about the ways in which engineers were represented in the media, the students also noticed the lack of diversity. For that, they analyzed the images that came up when they typed “engineer” on Google images. A student said, for instance, that “there still exists a stereotype regarding the engineering profession – when you type the word on Google, most images are men, reinforcing the stereotype⁴⁸” (Roberto, translated from Portuguese). Other students mentioned the lack of female representativity and one student wrote that there were no black people represented. Three male students provided the same answer, saying that diversity was well represented because there were men and women in the images”. In this sense, in their view, because there were a few women in some of the images there was diversity. This view seems to be related to the myth that there has been progress when it comes to gender inequality and that this is no longer a problem. As hooks (1994) explains, this is the example of a lie that is often perpetuated by media messages:

Lying takes the form of mass media creating the myth that feminist movement has completely transformed society, so much so that the politics of patriarchal power have been inverted and that men, particularly white men, just like emasculated black men, have become the victims of dominating women (p. 29).

Interestingly enough, in the same task the students were also asked to look for the results of a hashtag named “I look like an engineer”, which was discussed by the text they worked with. By doing that, they could see a series of pictures of different people (with different identity categories) who were claiming that they also looked like engineers. After that, they had to explain why there were differences between the results that came up on Google and the results that came up from the search using the hashtag. At this time, all of their answers demonstrate that they could realize that in the hashtag search there was

⁴⁸ “*Ainda rola um estereótipo acerca da profissão de engenheiro / engenheira (...) Quando se procura no Google o que aparece são homens, relacionando, e enraizando este estereótipo de gênero.*”

more diversity. According to them, the reasons for that included: the fact that Google presents stereotypes while social media contains images of real life, the images in social media do not define a specific standard of what an engineer looks like, the fact that Facebook allows for the contribution of regular people (while the standard media do not), among others. It seems that, after juxtaposing the representation of engineers on Google Images to the one of engineers on social media, the students could actually better understand the issue of representativity and/or the presence of stereotypes.

In the first reflexive question of Task 6, the students were asked whether there were many girls taking the mechanical technician program in their school. They should also explain why. Their answers diverged: while some students could explain that there were few girls due to the stereotype associated with the profession (which is seen socially as male profession) and the lack of representativity in the area (even mentioning that there were no female teachers of Mechanics on campus), other students explained that there were few girls simply because they do not seem to be interested in the area. A student even said that “in general, the area is more targeted for men”⁴⁹ (Joana, translated from Portuguese). Some students also mentioned that there were many girls enrolled in the program. It seems that some students do recognize that there is a gender bias in terms of the way the profession is represented and conceived socially, but they do not necessarily see that as a problem. For other students, the fact that there are girls in every class seems to indicate that there is diversity (which is similar to what happened in their answers in Task 5).

After analyzing a Mechanical technician program from another institution through the eyes of a female student, they were also asked to explain why that program and the program in which they were enrolled were appropriate for both boys and girls. Here all the students agreed that there should be no separation in terms of gender in the profession, since both men and women are capable of performing the same tasks and study the same subjects. One student mentioned that “maybe mechanics is a brutal/hard work, but that does not mean it is impossible (for women)”⁵⁰ (Yhan, translated from Portuguese). His view recognizes the importance of promoting gender equality in the area, but it is still based on the stereotypical notion of men as being strong and women as being weak.

⁴⁹ “*Não, porque geralmente mecânica é mais voltada para homens.*”

⁵⁰ “*Talvez seja um trabalho mais bruto mas não que seja impossível.*”

What can be observed from the students' answers is that their critical thinking develops in a non-linear way, that is, they seem to be engaged in a complex process in which their beliefs (or myths) are juxtaposed with different ways of looking at reality. It seems that, when they are able to analyze media representation by themselves, comparing and evaluating the different images, they are able to better reflect about the topic. As we have seen, from the perspective of critical media literacy they should not only be able to manipulate and critically reflect about media messages, but also produce them (Hobbs, 2011). I believe that the last task, in which they had to conduct research on their own reality and then build infographics based on the collected information, allowed them to deepen their understanding of gender roles in the school context. In other words, by actually checking the number of girls enrolled in the program or the number of female teachers in the area of mechanics, they could better understand the issue of representativity/diversity. At the same time, as we have seen in the critical moments section, the development of critical consciousness is an ongoing process that does not end with the task-cycle. The critical tasks, in this sense, serve as instruments to provide the students with different opportunities to manipulate, critically analyze and produce media messages – but since each student is unique, their critical language development will also vary.

4.3 SUMMARY

This chapter, which deals with the teacher-researcher's perspective on the implementation of a critical task-cycle in a regular federal school, raises important issues regarding approaching TBLT from the perspective of Critical Pedagogy. At first, and as the review of literature in Chapter 2 suggests, the very nature of the tasks – that is, their characteristics – allow for critical development. More specifically, the fact that tasks are student-centered, involve processes of language use that are related to the real world, focus on pragmatic meaning and have a communicative outcome (Ellis, 2003) makes it a fruitful site for the promotion of students' critical consciousness. Thus, because TBLT is also based on the psycholinguistic rationale that investigates language learning processes, it may account for both linguistic and critical development.

However, as the data analyzed so far suggests, teaching and learning a language from a critical perspective is not an easy endeavor.

A task is a workplan that is always reinterpreted once it is implemented, and the analysis of the task-as-a-process (Samuda, 2015) demonstrates the pivotal role of the teacher in the implementation process. As we have seen, different difficulties emerge in a real teaching-learning context, and several strategies may be adopted to overcome them. Because such strategies I adopted have different aims (e.g. maintain class continuity or task progression, provide a focus on form, overcome a technical or linguistic difficulty, among others), one can argue that the teacher needs to work keeping in mind various issues simultaneously in order to account for the classes' linguistic and critical objectives. Based on the strategies adopted by me as the teacher-researcher, it was possible to identify that my mediating role mainly worked so as to: 1) guarantee that the critical task goal would be met, 2) direct students' attention to a specific aspect (e.g. focusing on a critical discussion or focusing on form), 3) overcome technical and material difficulties, and 4) facilitate the students' learning process. Such complexity involved in the implementation of the critical task-cycle by the teacher-researcher points out the need for the teacher to be a knowledgeable professional, who can understand the principles of TBLT and of Critical Pedagogy in order to constantly reflect about his/her pedagogical practices.

Several critical moments, which could not be foreseen by the tasks as workplans, emerged during the implementation process. The instances analyzed suggest that critical development is a continuous process that can only take place through dialogue (Freire, 2005). Thus, it is necessary to acknowledge the students' views and get to know their perspectives first in order to allow for critical consciousness to develop. In other words, critical development cannot happen through a transmission-based system that focuses on depositing ideas since such a view of education actually promotes oppression rather than emancipation (Freire, 2005). It is also necessary to guide students into the development of their critical skills, since this is not the norm in the traditional educational system. Actually, as I have discussed, the very role of the students needs to be resignified – after all, from the perspective of critical task-based language teaching they are at the heart of learning process, and their engagement is thus paramount in the teaching and learning process.

Critical thinking also depends on the development of rationality – which is, according to Long (2015) also one of the philosophical principles of TBLT, since it “emphasizes the power of reason, rational thinking, and science to bring about positive social change” (p. 71). Tasks seem to allow for students to rethink their own

perspectives and beliefs once their views are brought to class and then problematized through careful analysis. Such a process provides them with the opportunity to restructure myths that are consolidated in common sense and reproduced by the mass media (Freire, 2005). Data analysis suggests that tasks work best for the promotion of critical development when they depart from students' views and provide them with the necessary data to reexamine their realities. At the same time, teacher's mediation is fundamental in order to promote dialogue and create an egalitarian student-teacher relationship, which is also a philosophical principal in TBLT (Long, 2015). In the case of this study, my mediations seemed to have worked best when I listened to students' opinions, posed questions and/or problems, and juxtaposed or elaborated on their views.

I also observed that some tasks could have been arranged differently (in a different order) or could have been divided in shorter sections so as to maintain students' attention and interest. Another issue pointed out in the data analysis was related to the lack of available time for the completion of the task-cycle. Actually, the thematic analysis also demonstrated a level of frustration by me due to the fact that tasks could not always be implemented as intended. What all of this suggests is that tasks-as-workplans will always have to be reorganized based on each educational context – in this sense, the teacher's objective should not be to stick to the original plan, but rather to devise strategies (keeping in mind the principles of TBLT and Critical Pedagogy) that will allow for critical language learning.

At last, the implementation of a critical task-cycle is influenced by issues that go beyond the actual classroom. In this sense, the critical teacher needs to keep in mind the wider social, political, economic, and educational contexts. The implementation of the critical task-cycle on gender in the world of work/the area of mechanics took place at a time when the very term "gender" was demonized by conservative social sectors. This resulted in resistance not only from the part of the students, but also from parents. Actually, even the teacher reported having felt threatened after getting to know different accounts of schools that had been censored due to their work on gender and sexuality. Teaching critically is indeed a challenge – but this suggests that approaching language learning from a critical task-based perspective requires the involvement of more than a teacher. As Crookes (2013) argues, "critical (language) pedagogy needs critical administrations and administrators" (p. 151). I would like to add that it is also necessary that students and their parents understand why the

teaching-learning process occurs that way so that they might – hopefully – comprehend that language learning is never neutral and that it will always have political implications that may either maintain or question the status quo (Long, 2015).

CHAPTER FIVE

Critical Tasks in Action from the students' perspectives

Questions of difference, identity, and culture are not merely issues to discuss but pertain to how people have come to be as they are, how discourses have structured people's lives. (...) From this point of view, taking a critical approach to TESOL does not entail introducing a "critical element" into a classroom but rather involves an attitude, a way of thinking and teaching. And change in our students is not about the predictable results of awareness or mastery but about the unpredictable effects of a changed relationship to our histories and desires. (Pennycook, 1999, p. 340)

Student-centeredness is an important principle of both task-based language teaching and Critical Pedagogy. As we have seen previously, in TBLT, "course content is determined by learners' present and/or future communicative needs" (Long, 2015, p. 76). Not only that, but students learn "through practical hands-on work with real-world tasks" (Long, 2015, p. 67). Moreover, because from such a perspective egalitarian student-teacher relationships are encouraged, students are to bring their views to class, initiate topics and negotiate for meaning (Long, 2015, p. 77). In a similar fashion, Critical Pedagogy creates a non-hierarchical context for teaching and learning and recognizes the importance of dialogue in the development of critical consciousness (Freire, 2005). For that, students' subjectivities need to be recognized: "if professors take seriously, respectfully, the student body, we are compelled to acknowledge that we are addressing folks who are part of history" (hooks, 1994, pp. 139-140). In other words, critical thinking can only be developed if the starting point is students' ways of viewing the world. This means, thus, that students have an active role in the development of both their critical and linguistic skills – after all, neither language nor critical thinking can be passively learned or transmitted.

In coherence with such perspectives, this study also investigates the effects of a critical task-cycle by taking into consideration the students' perspectives. Therefore, I highlight the need for a critical teacher-researcher to understand the students' views so as to better account for their learning process:

It is not an exaggeration to say that before critical pedagogical research can work, teachers must understand what is happening in the minds of their

students. Advocates of various forms of critical teaching recognize the importance of understanding the social construction of student consciousness, focusing on motives, values, and emotions. Operating within this critical context, the teacher-researcher studies students as living texts to be deciphered. The teacher-researcher approaches them with an active imagination and a willingness to view students as socially constructed beings. When critical teachers have approached research on students from this perspective, they have uncovered some interesting information. (Kincheloe, McLaren, & Steinberg, 2011, p. 166).

In this sense, it is essential to understand the students' backgrounds. In Chapter 3, through a critical needs-analysis, it was possible to better understand the profile of students enrolled in the Mechanics program when it comes to their relation with the media, with the English language and also with the Institution where they study. However, I find it relevant to point out a few other aspects concerning the group of students who were part of this study as well. Such group consisted of 20 students who were in their fifth module of the Mechanics program (out of a total of 8). Most of them had taken three previous semesters of English (Levels 1 through 3) with me and this piece of study was conducted in their last curricular semester of English classes (Level 4).

Due to the characteristics of the institution (a public Federal Institute that aims at promoting inclusion), it is possible to say that the students possess very diverse backgrounds. On this campus, the entrance for the Integrated program (that is, the program in which the student takes their high school studies alongside a technical degree) happens through a type of raffle. In this way, instead of proctoring an exam to select only the so-called "best students" – who are usually the ones who have had access to good educational opportunities previously -, the idea is to give everybody a chance to enter a free quality-program. The decision for the raffle-type of selection was taken by the campus itself, since autonomy is a principle in the institutions that compose the federal system. It is important to mention, however, that this type of selection is not a consensus in the institution, since a group of educators believes that an exam would be the best form of giving access to the institution

and guaranteeing the students' permanence in it. I disagree with such group inasmuch as I defend that, in order to actually promote inclusion, the institution needs to cater for the needs of those who have been marginalized socially. Still, I recognize that this brings another challenge for the educator, who usually has students from varied backgrounds (and perhaps levels of knowledge) in the same classroom.

Actually, the need to compensate for the inequality in terms of educational access has also been guaranteed through the Brazilian law number 12.712 from August 29th, 2012, which establishes the quota system that reserves a percentage of vacancies for financially-underprivileged, indigenous, black, and disabled populations.

Even though the students' backgrounds can be seen as very varied and in spite of the raffle-type of selection and the quota system, in a few aspects our student body still lacks diversity. The group who took part in this study was composed of six girls and fourteen boys. Out of the 20 students, only one identified as black. There were no disabled or indigenous students.

In general, the students live either in the city where the Institute is located or in nearby towns (and, as some have mentioned in the needs-analysis, the access to the campus is difficult for some students due to the lack of public transportation from where they live). Some students work part-time (that is, in the afternoon or even in the evening) and, depending on their family's financial conditions, they may receive a scholarship which aims at guaranteeing the permanence in the school of those who are in a social state of vulnerability⁵¹. From my experience in the institution, and based on my interaction with the students and with their parents, I have observed that family and religion play an important role in the construction of their subjectivities.

In this sense, I believe that these general understandings of the students' identities (including class, race, and gender) which were not covered by the needs-analysis are also relevant for the investigation of their perspectives. Bearing this in mind, this chapter focuses on the students' perspectives regarding the implementation of a critical task-cycle by investigating 1) their responses to the questionnaires (applied at the end of each class during the task-cycle implementation), 2) the

⁵¹ This program is entitled "Programa de Atendimento aos Estudantes em Vulnerabilidade Social" (PAEVS). According to the institution's Student Assistance Sector, 58 students taking the Mechanics program benefit from these scholarships. Out of the 20 students who participated in this study, 9 are scholarship recipients.

transcribed interviews conducted individually with each student throughout the task-cycle and 3) the transcribed reflection sessions with the participation of two students from the group (conducted after each class during the task-cycle implementation). More specifically, the aim is to understand their perceptions regarding their critical and linguistic development. For that, a thematic analysis was used in order to identify emergent themes in the data. The identified themes were reviewed by a rater – who analyzed a sample of the three aforementioned types of data – in order to ensure data analysis' credibility. The rater, who was knowledgeable of the areas of TBLT and Critical Pedagogy, analyzed the emergent themes, their definitions, and made suggestions when necessary.

5.1 DATA ANALYSIS: QUESTIONNAIRES

The questionnaires applied at the end of each class contained four open questions:

- 1) What did you learn in today's class?
- 2) Did you experience any type of difficulty in today's class?
- 3) What did you think about the theme of the class? Was it relevant? Why?
- 4) Do you have any other comment or suggestion about today's class?

Because the objective was for the students to feel free to share their views on each class, they were given enough in-class time to answer each questionnaire. However, probably because the class was the last one in the morning, at times they provided very short and undetailed answers.

Nevertheless, important findings could be identified from the analysis of the questionnaires. In terms of what the students reported having learned in the classes – that is, in question 1 – three major themes could be identified: 1) linguistic aspects, 2) critical reflection, and 3) interpersonal aspects (to see the thematic analysis of the tabulated data, go to Appendix H). Concerning linguistic aspects, the students mentioned having learned vocabulary or language chunks, pronunciation, and language skills (with a focus on reading and listening). Besides, they made reference to having learned to do things with the language, such as describing characters, making comparisons,

conducting an interview, understanding an infographic, presenting a poster/infographic, and writing a paragraph. In this sense, their answers seem to be congruent with the task-based premise that language learning should be contextualized and must focus on how language can be used to act upon the world (in other words, to do things with language) rather than on learning about the language only in a decontextualized way (Ellis, 2003). This does not mean, however, that the students did not learn about grammar: by comparing the representation of men and women, they could learn about the comparative form, for instance. Such result goes in line with previous studies (Pereira, 2015; Afonso, 2016) which investigated students' perceptions of the implementation of a task-cycle, since they perceived their learning as extrapolating language per se: they learned to do things with language and could, therefore, relate what they learned to real life activities, such as "dealing with computers, finding information in sites, to mention but a few" (Afonso, 2016, p. 121).

The very fact that language learning from a task-based perspective provides an overriding focus on meaning (i.e. it focuses on pragmatic meaning) can be used to explain the reason why some students may not have commented on specific linguistic aspects that they learned. In this sense, even though several students explicitly stated having learned the aforementioned linguistic aspects, some seemed to be more aware of the critical content of the class. This suggests that these learners might have been so much focused on meaning-making or in the theme of the class itself that they might not have noticed the linguistic aspects that were learned or practiced in the process. This is so because in order for them to learn, for instance, about the influence of media messages on women in the U.S., it was necessary to comprehend an infographic in English. In this specific case, by using reading strategies and working collaboratively, they could understand such textual genre in English. It is in this sense that language learning can be regarded as permeating the entire critical learning. Thus, even though here I categorize the students' answers separately in linguistic and critical aspects, I do not mean that there should be separate moments for learning linguistic and critical aspects, since that would go against the very postulations of both TBLT and Critical Pedagogy. Actually, as the table containing examples of students' answers to question 1 demonstrates (see Table 13), many students mentioned having learned critical and linguistic aspects altogether:

Table 13

Examples of answers to the question “What did you learn in today’s class?” – translated from Portuguese

“(I learned) about different professions and how they should not be connected to gender stereotypes. I also learned different professions in English” (Roberto).⁵²

“I learned vocabulary in English (professions), with the documentary I could practice my listening and we also created sentences about it; besides, we learned about female empowerment” (Priscila).⁵³

“Professions, women in the work market, the use of ‘I think, I believe and In my opinion’” (Alvaro).⁵⁴

“I learned adjectives to describe personal characteristics. We saw different media and realized how we are conditioned by them and how different we are” (Priscila).⁵⁵

“About how women’s roles are not recognized in our society, and the influence media has on us” (Aparecida).⁵⁶

“About the percentage of female representativity in several professional areas and in the media” (Gabriela).⁵⁷

“We could verify what we had learned in the presentations by interpreting an infographic totally in English. And we learned more about stereotypes” (Priscila).⁵⁸

“Comparison, diversity, social influence, the exploration of media that aims at profiting only, etc” (Pedro).⁵⁹

⁵² “*Sobre diferentes profissões e de como elas não estão ligadas a estereótipos de gênero. Também aprendi diferentes profissões em inglês.*”

⁵³ “*Aprendi mais vocabulário da língua inglesa (profissões), com o documentário deu para treinar mais audição da língua e formamos frases para exercitar, além disso, aprendemos sobre empoderamento feminino.*”

⁵⁴ “*Profissões, espaço da mulher no mercado de trabalho, uso do I think, I believe e In my opinion, etc.*”

⁵⁵ “*Aprendi alguns adjetivos para dar características pessoais. E vimos algumas mídias e vimos como somos atingidos por ela e como somos diferentes.*”

⁵⁶ “*Sobre como as mulheres têm um papel não reconhecido na sociedade, e de como a mídia tem tanta influência em nós.*”

⁵⁷ “*Sobre a porcentagem da representatividade feminina em diversas áreas profissionais e na mídia.*”

⁵⁸ “*Comprovamos o que havíamos visto nas apresentações, interpretando um infográfico totalmente em inglês. E aprendemos mais sobre estereótipo.*”

⁵⁹ “*Comparação, diversidade, influência social, mídias exploradoras que visam somente o lucro, etc.*”

“About how advertisements can be sexist” (Fabiola).⁶⁰

“About the inequality between men and women in the technological areas” (Joana).⁶¹

“I learned about how engineers are represented, we wrote many answers in English and we interpreted a text” (Priscila).⁶²

“We could recall how to compare, we discussed about the representation of men and women and about stereotypes” (Aparecida).⁶³

“About women, and how they are seen in the job market” (Michel).⁶⁴

“We could recall the use of comparisons. We saw technical vocabulary. We interpreted a text. We deepened our knowledge regarding stereotypes in the job market” (Priscila).⁶⁵

“About the characteristics of people in relation to their professions and the representativity of women and LGBT in the world of work” (Gabriela).⁶⁶

“More about comparisons, about the area of the mechanical technician profession, infographics” (Robson).⁶⁷

“About infographics and the number of boys and girls at IFSC” (Roberto).⁶⁸

“Infographics, differences between men and women, comparison” (Robson).⁶⁹

“Comparison and that the number of men in mechanical industries is higher than the number of women” (Gabriela).⁷⁰

“We learned more about gender at school and in the world of work in the areas of mechanics and engineering” (Priscila).⁷¹

⁶⁰ “*Sobre como as propagandas podem ser machistas.*”

⁶¹ “*Sobre a desigualdade entre homens e mulheres nas áreas da tecnologia.*”

⁶² “*Aprendi sobre engenheiras (os), como são representados e escrevemos muitas respostas em inglês e interpretamos um texto.*”

⁶³ “*Relembramos como comparar, discutimos sobre representações feminina e masculina e também os estereótipos.*”

⁶⁴ “*Sobre a mulher, de como ela é vista no mercado de emprego.*”

⁶⁵ “*Relembramos o uso de comparações. Vimos vocabulário técnico. Interpretamos texto. Aprofundamentos conhecimentos sobre estereótipos no mercado de trabalho.*”

⁶⁶ “*Sobre as características de pessoas em relação às suas profissões e a representatividade de mulheres ou LGBT na área de trabalho.*”

⁶⁷ “*Um pouco mais sobre comparações, sobre a área do técnico em mecânica, infográficos.*”

⁶⁸ “*Sobre infográficos e quantos alunos e alunas têm no IFSC.*”

⁶⁹ “*Infográficos, diferenças entre homens e mulheres, comparação.*”

⁷⁰ “*Comparações e que o número de homens nas indústrias mecânicas são maiores do que de mulheres.*”

As one can observe in Table 13, the students mentioned several aspects that they learned which can be categorized under “critical reflection”, which was the second theme that emerged from the data analysis. Their answers emphasized that they could reflect about stereotypes concerning gender in the world or work. Not only that, but by dealing with different texts (such as advertisements), they could reflect about the representation of women in the media. Moreover, some students emphasized having learned about data regarding women in the world of work and, more specifically, about gender inequality in the area of technology and engineering. In the last class, which was when the students presented the infographics they had produced, they also reported that they had learned about inequality on their campus. It is possible to note, therefore, that in critical terms the students seem to have moved from a broader understanding of gender stereotypes in the world of work (and how they are reinforced by media messages) to analyzing the context of engineering and, more specifically, the context of the Mechanical technician program. Therefore, the students’ perspectives regarding their learning seem to be aligned with the objectives of the critical task-cycle. As Kellner (1991) suggests, critical (media) literacy should allow individuals to reflect about their own realities:

Following Freire’s model of an emancipatory pedagogy, developing critical literacy should empower individuals through enabling them to learn to see through the mystifications of their environment, to see how it is constructed and operates, and to see how they can free themselves from dominating and oppressive aspects and learn to remake society as a mode of self and social activity. Dialogue is important in this process and I suggest that teaching critical media literacy is an excellent means of getting students to talk about their culture and experience, to articulate and discuss cultural oppression and domination (p. 80).

⁷¹ “*Aprendemos mais sobre gênero na escola e no trabalho na área de mecânica / engenharia.*”

The author also points out that looking at advertising from a critical perspective allows for the understanding of how such texts shape our realities (p. 66). In this sense, I argue that approaching gender stereotypes in the media can help in critically understanding gender roles in the spheres of work, school and even the home.

It is noteworthy that in the questionnaires to classes 3 and 4 none of the students reported having learned critical aspects. This might be so because these were the classes in which the students had to work on the presentation of their favorite character. In this sense, at first they did not perceive the connection between such a task and the theme of gender stereotypes in the world or work. Later on, in the subsequent class, when they had to reflect upon and analyze the information they had collected through their peers' presentations, they pointed out critical aspects they had learned from that task. From that, one can conclude that the process of critical thinking development is not always straightforward, requiring, thus, careful planning and implementation of the task. In other words, the students could have presented about their favorite characters and not reflected about the gender stereotypes contained in them (or rather reinforced them) if the teacher-researcher had not guided them – through the task itself and through the mediation during implementation – to do so.

Even though the intent of question 1 in the questionnaire was to identify linguistic and critical aspects that were learned from the students' perspectives, a third theme emerged from the data, which was entitled "interpersonal aspects". A few students mentioned, in this sense, having learned more about their peers, such as their interests and their points of view. As we shall see in the sections analyzing the students' interviews and the reflection sessions, the students seem to have found positive to have the opportunity to get to know their classmates better and to be able to express themselves. I see this as very important for critical development to occur since, as I have tried to make clear, it is of fundamental importance to recognize the subjectivity of all those involved in the teaching-learning process (hooks, 1994). Another interpersonal aspect concerned learning about the area of Mechanics – some students seem to have found positive the fact that the classes approached the students' area of study (which, according to some of their interviews, is not commonly done by other common-core disciplines).

A couple of students answered in some of the questionnaires that they did not learn anything in specific classes. This could be due to different reasons: for these students the fact that the class was not

transmission-based meant that it had “no content”. In this sense, the task-based approach, which focuses on meaning rather than on isolated structure and which is student-centered rather than teacher-centered, might have diverged drastically from these students’ previous educational experiences. This could be observed in the questionnaire of the last class, which was when the different groups presented their infographics. It seems that because there was no explicit “content” transmitted by the teacher in this class, one student seems to have felt that nothing was learned. Another possible explanation is that students might have answered so as a form of opposition against the critical approach in the class. This seems to be the case of one student who, at least in the beginning of the task-cycle, presented discontent regarding my questioning of one of his comments (see the critical moments’ analysis in section 4.2.2. in the previous chapter).

Concerning question 2 (i.e. “Did you experience any type of difficulty in today’s class?”), the majority of students stated that they did not experience difficulties in most of the classes. A few students reported difficulties that were grouped under the following themes: 1) linguistic aspects, 2) technical aspects, and 3) interpersonal aspects. Difficulties related to linguistic aspects involved lack of vocabulary, difficulty in understanding a text/a video/the task as a whole, and difficulty related to oral production or pronunciation. This seems to suggest that the students had different linguistic levels – so much so that while for some the tasks seemed to be appropriate for their linguistic level (in the sense that they did not create a burden in the language learning process), for others they were quite challenging. At the same time, it is important to mention that some of these students who reported having linguistic difficulties also emphasized that they could overcome them with the teacher’s or even the classmates’ assistance. In this sense, these students seem to have developed different strategies to cope with the difficulties they encountered. Not only that, but the tasks themselves and the teacher seem to have catered for the proficiency differences in the class. The only class in which most students reported difficulties concerning linguistic aspects was class number 7, in which they had to read a longer text: a news report about women in the area of engineering. As we have seen in the previous chapter, I identified such difficulty and devised strategies to help students recapitulate the use of reading strategies, since this was a longer text that probably contained new vocabulary for the students. The analysis of such difficulties concerning linguistic aspects suggests that the task-based teacher needs to consider code complexity, level of stress, and cognitive complexity –

as suggested by Skehan's (2009) framework – while conceiving a task. The challenge in the specific case of this study – and I believe in the case of most regular high schools in Brazil – is to design tasks that will be appropriate for students with various linguistic levels who are part of the same group. This points out, once again, to the importance of not only designing appropriate tasks, but also in developing strategies for task-implementation that may alleviate the burden caused by the complexity or the level of stress produced by the task. One strategy I used was to have students with more experience with the language answer opinion or comprehension questions using English, while the ones with less experience could express their views or their understanding in Portuguese (after trying to comprehend a text, for example). Other examples of strategies adopted by me as the teacher-researcher relate to preparing learners for the task at hand, providing them with planning time, or even asking them to be strategic (as in the case of a reading task).

Actually, one should take into consideration in task design and implementation not only linguistic difficulties, but also technical and interpersonal ones. A few students reported experiencing difficulties regarding the sound system (in an oral comprehension task) or other infra-structure problems (e.g. internet access) and regarding students' dispersion during the class (making it difficult to concentrate). One student mentioned nervousness as a difficulty experienced in those classes in which she had to make a presentation. The importance of considering these difficulties lies on the fact that they might hamper both the development of linguistic and critical aspects. In the specific case of the critical task-cycle, for example, several strategies were adopted in order to better account for the students' contexts.

In question 3 – “What did you think about the theme of the class? Was it relevant? Why?” -, the students' answers were classified in three major themes, namely 1) relevant theme 2) irrelevant theme, and 3) other aspects. This is so because the answers either described the relevance of the theme of the class or mentioned other aspects that were not related to the theme itself. For instance, a few students mentioned that describing, comparing and pronouncing made the class relevant. This might be due to the fact that they could not really understand what was meant by the term “theme”. In spite of that, the majority of students pointed out the relevance of approaching the specific theme of gender in the world of work and gender in the media during the task-cycle. More specifically, they mentioned that the classes, due to their focus on this specific theme, provided a reflection regarding the presence of women

in certain professions (including the areas of engineering and mechanics), and regarding the influence of media messages in the construction of gender stereotypes about professions. Additionally, some students stated that the themes approached in class allowed them to get to know their classmates better and to get in touch with different points of view. Instances of such answers can be seen in the table below:

Table 14

Examples of answers to the question “What did you think about the theme of the class? Was it relevant? Why?” – translated from Portuguese

“Yes, in this program this type of discussion is important because mechanics is still considered a male area” (Priscila).⁷²

“I found it relevant because this is a topic that should be debated among people, and women should have more space in the work market” (Marcos).⁷³

“I liked it because we use media all the time” (Aparecida).⁷⁴

“I liked the theme, because this way we get to know our classmates better (things they like to do)” (Joana).⁷⁵

“Very nice because we talked about topics that we like and that are of our interest. Yes, because besides learning, we will be sharing our likes” (Aparecida).⁷⁶

“It’s relevant. It’s important to know what my classmates think, points of view different from mine and also the data we learned about is important” (Fernanda).⁷⁷

“Yes, sometimes we don’t see something wrong because it is already solidified in our society. With the information we obtained, we could understand more about stereotypes” (Priscila).⁷⁸

⁷² “Sim, neste curso é importante esse tipo de discussão, pois mecânica é considerada uma área muito masculina ainda.”

⁷³ “Achei relevante pois é um assunto que tem que ser mais discutido entre as pessoas e as mulheres tem que ganhar mais espaço no mercado de trabalho.”

⁷⁴ “Achei bem legal, pois usamos a mídia todo tempo.”

⁷⁵ “Achei a temática legal, porque assim conhecemos um pouco melhor nossos colegas de classe (coisas que gostam de fazer).”

⁷⁶ “Muito legal pois falamos de assuntos que gostamos e do nosso interesse, sim, porque todos nós além de aprender, iremos compartilhar nossos gostos.”

⁷⁷ “Relevante, importante saber o que meus colegas pensam, pontos de vista que são diferentes do meu e ver dados.”

⁷⁸ “Sim, às vezes não vemos algo errado por já estar tão ‘concretizado’ na sociedade. Com as informações obtidas hoje, podemos entender mais sobre estereótipos.”

“I liked the class. It’s important to see the influence of the media so as to be careful and avoid that it shapes us” (Aparecida).⁷⁹

“It’s relevant because we can reflect about the theme that in general is not often debated” (Gabriela).⁸⁰

“Controversial. But it’s a good topic to be debated in the classroom” (Fabiola).⁸¹

“It was nice, in the debate we approached the two sides of the theme” (Joana).⁸²

“People don’t talk about this in the other classes. It has a lot to do with our program” (Priscila).⁸³

“It’s important to see how women ‘suffer’ in a profession that is considered for men by society” (Aparecida).⁸⁴

“Yes, we started talking about our program and about stereotypes in social media” (Priscila).⁸⁵

“We talked about discrimination in the area of engineering” (Clovis).⁸⁶

“It was relevant because it helps to understand infographics and also the reality of the campus” (Joana).⁸⁷

“I liked it because it showed a little bit more about how women are portrayed in the area of technologies” (Joana).⁸⁸

Similarly to the data in question 1, a couple of students described the theme of the classes as not relevant in the first classes of the task-cycle. These students mentioned that the classes showed only one perspective and commented that it should be impartial or that it had

⁷⁹ “Gostei da aula. Sim, pois é muito importante ver como a mídia tem influência, para assim cuidarmos para ela não nos moldar.”

⁸⁰ “Relevante porque podemos refletir sobre o tema que no geral é pouco discutido.”

⁸¹ “Polêmica. Mas é um bom assunto para ser debatido na sala de aula.”

⁸² “Foi legal, no debate abordamos os dois lados do tema.”

⁸³ “Sim, há poucas falas sobre isso nas outras aulas. Tem muito a ver com nosso curso.”

⁸⁴ “Sim, pois é importante ver o quanto as mulheres ‘sofrem’ em uma profissão que a sociedade considera de homem.”

⁸⁵ “Sim, começamos a falar sobre nosso curso e sobre estereótipos nas mídias sociais.”

⁸⁶ “Legal, vimos discriminação no meio da engenharia.”

⁸⁷ “Foi relevante, porque ajuda a fazer e entender infográficos e entender um pouco a realidade do câmpus.”

⁸⁸ “Achei legal porque mostrou um pouco mais sobre como as mulheres são mostradas na área das tecnologias.”

“no content”. Such views, which were taken into consideration by me during task-implementation, influenced the adoption of certain strategies for his mediation (as we have seen in Chapter 4). This resistance to the topic of the class seems to have changed throughout the task-cycle, since by the end of it some students actually emphasized that the classes presented different points of view or allowed them to get to know perspectives that were different from their own.

In question 4, students were asked to leave additional comments or suggestions about the classes. Some students left comments complimenting the classes or specific activities they found engaging or interesting. Among them was Task 1 – according to one student, this activity was “fun” because it worked like a game in which the students had to guess the profession of the people in the images. Besides, some students mentioned that they liked those classes in which they had to work on the presentation of their favorite character or work in the computer room. This points out to the fact that bringing students’ interests to class as a point of departure for critical development as well as changing the usual classroom organization (such as using different environments for the learning process) might work in favor of students’ motivation.

It is interesting to note that one student mentioned in his answers that the teacher should prepare quizzes, probably in reference to the use of an online application that creates quizzes to be answered by the students while organized in groups.⁸⁹ While this suggests that students find motivating activities that are similar to games, this also points out that they seem to enjoy competitive tasks. In the case of this application, for instance, even though the students work collaboratively within their group, they compete with other groups of students. Because I believe promoting competitiveness goes against the very premise of Critical Pedagogy (which is, from a Freirean perspective, based on solidarity and dialogue), I see the attempt of having students feel challenged without resorting necessarily to competition (such as in the case of Task 1, in which they had to guess the professions of different people) as more appropriate for the context of critical language teaching.

Some students also mentioned that the class was productive due to its critical focus. One student wrote: “Today’s class was very elucidating because it approached a theme that is often talked about but

⁸⁹ This online application – *Quizlet* – was used by me in previous semesters.

not often debated among teenagers and that needs to be reflected upon"⁹⁰ (Gabriela, my translation).

One specific student (Israel) mentioned in every questionnaire that classes should require students to speak more English. Such a view can be seen as a result of the students' beliefs and expectations regarding the learning of an additional language. For instance, he mentions at one point that there should be fewer activities on reading and more activities on speaking. However, it is important to take into consideration the specificities of the teaching context under investigation (i.e. a federal public school). Because the students have various linguistic backgrounds when it comes to learning English, tasks are planned so as to provide the students with the necessary tools to reach a communicative outcome. This means that, just to give an example, before actually presenting about their favorite characters, the students prepare for that through a series of activities within the task and with the teacher's guidance. Also, the task-cycle contains more input-based tasks than output ones in order to account for the students' linguistic levels:

Input-based tasks are needed for beginners, who lack the resources to produce in the L2; they provide learners with the comprehensible input that helps get them started in learning an L2. Input-based tasks are also useful for introducing task-based teaching to learners who are accustomed to a more traditional, structural approach and who may be resistant to a mode of teaching that requires them to treat language as a tool rather than as an object (Ellis, 2017, p. 510).

At the same time, the task-cycle presents opportunities for students to produce language (in the oral and written forms); however, as we have seen, this is done by taking into consideration Skehan's (2009) framework. As the analysis in the previous chapter demonstrated, accounting for prior preparation of the tasks – that is, giving the students planning time – seemed to have had a positive impact on students' performance, since as the teacher-researcher, I observed they performed

⁹⁰ *"A aula de hoje foi bem explicativa pois abordou um tema bem falado mas pouco discutido entre adolescentes e que precisa ser refletido."*

with more confidence and they were willing to participate when they were given the chance to elaborate the answers prior to sharing them with the teacher and classmates.

Question 4 also contained instances of discontent regarding the critical theme of the classes or the way critical discussion was approached. This was observed specifically in the questionnaires for classes 1 and 2:

Table 15

Students' answers to the question "Do you have any other comment or suggestion about today's class?" – translated from Portuguese

"I didn't like it. It's relevant, but I think it was badly applied in class. I think the class should be more impartial regarding the topics that are presented, since the teacher insists on approaching these topics" (Cristian).⁹¹

"Don't approach controversial issues (politics, sexuality, inequality, etc) if you don't open for discussion. We as students feel that you are trying to push an 'ideology' (an opinion or something like that) into the students" (Cristian).⁹²

"Maybe it would be good to get a better speaker and also to be more impartial regarding the choice of videos, showing the theme in general and not only a 'social cause' in it" (Robson).⁹³

"The teacher should not give moral lessons and impose his ideology" (Ray).⁹⁴

"More impartiality, please" (Alisson).⁹⁵

The students' answers indicate that, from their perspective, classes should not approach social/critical themes or at least should be "impartial" and neutral. As I have argued previously, this can be explained based on the students' experiences with a more traditional type of education, which considers knowledge as neutral. They seem to

⁹¹ "*Não gostei. Relevante, mas acho que foi mal aplicada na aula. Acho que a aula deveria ser mais imparcial sobre os assuntos, já que o professor insiste em abordar assuntos do tipo.*"

⁹² "*Não aborde assuntos 'polêmicos' (política, sexualidade, desigualdade, etc.) se não for para abrir discussão. Nós alunos sentimos que o senhor está tentando 'empurrar' uma ideologia (opinião ou algo do tipo) para os alunos.*"

⁹³ "*Talvez conseguir uma caixa de som melhor e ser mais imparcial nas escolhas de vídeos, mostrando sempre o tema em geral e não apenas uma 'causa social' inclusa.*"

⁹⁴ "*O professor não ficar dando lição de moral e impor sua ideologia.*"

⁹⁵ "*Mais imparcialidade, por favor.*"

believe, in this sense, that certain topics should not pertain to the school sphere – which could also be associated to the fact that it might be uncomfortable for them to approach them, since they will probably encounter views that are different from their own and that contradict their ways of living (hooks, 1994). Moreover, they also seem to have felt that there was not actually discussion in the classroom, since they mention “imposition” by the teacher. While this discourse on “imposition” can also be seen as a result of the broader political and social context in which they were inserted (see the section 4.2.4. “Who’s afraid of Gender?” in the previous chapter), the students’ answers also made me reflect about strategies on how to approach a critical theme and promote the development of critical consciousness through dialogue. Except for one comment in the questionnaire for class 10 (in which a student states that there should be more space for “opening up discussions” about the topics approached in class), this resistance regarding the critical theme of the class was no longer present in their answers after class 2. However, as we shall see, such resistance appears in other moments, be it in the critical moments analyzed previously, or in the interviews themselves. hooks (1994) explains, in this regard, that changing paradigms in terms of the teaching and learning process is not immediately accepted by students, since “it takes time for students to experience that challenge as positive” (p. 42).

Based on the students’ answers in the questionnaires, one can observe not only that they have perceived learning linguistic and critical aspects, but also interpersonal ones. Furthermore, data suggest that they seemed to have perceived the critical learning aspects more explicitly, which might be due to the very nature of the tasks (since they have an overriding focus on meaning). The analysis also points out that critical and linguistic learning were not presented as separate by most students, which is in line with the idea that language learning is always political and that critical and language development should happen simultaneously. The linguistic, technical and interpersonal difficulties faced by students during task implementation indicate the importance of balancing tasks’ difficulty in terms of Skehan’s (2009) framework and of adopting strategies during task implementation that may account for different students’ needs (such as allowing the students to prepare themselves prior to the moment of classroom participation). We have also observed that, in general, students have perceived as positive the critical themes of the task-cycle. In addition, they reported to have had the opportunity to understand the broader context of gender representation in the media and in their specific context of study.

Similarly to the data analyzed in the previous chapter, the questionnaires also contain some instances of resistance to the critical themes approached in the classes, which also raises important questions regarding strategies that may allow for the development of critical consciousness. Moreover, understanding students' perspectives through the questionnaires was important not only for task implementation (since they informed some of the teacher-researcher's decisions), but also for reflection upon the challenges of critical language teaching. At last, answering the questionnaires after each class may also serve as a way of triggering students' metacognition (Ellis, 2006), which is in line with the "rationality" tenet of TBLT, as postulated by Long (2015). As we shall see in more detail in the forthcoming sections of this chapter, the analysis of students' perspectives indicates the importance of devising moments in the critical task-based class for the students to raise their voices – in terms of promoting dialogue and also reflecting upon their learning process (which may also serve as a guide for the teachers' future plans).

5.2 DATA ANALYSIS: SEMI-STRUCTURED INTERVIEWS

In order to reach a better understanding regarding students' perspectives on the implementation of the critical task-cycle, I conducted semi-structured interviews with the twenty learners who were part of the study. These interviews took place during the period of task-implementation since the focus was on the students' perspective regarding the teaching and learning process (rather than on a final product only). Before the beginning of each interview, I presented the participant with the tasks that had been implemented so far and reminded him/her that the questions should be answered taking into consideration these specific classes. However, as we shall see, at times participants make references to classes other than the ones pertaining to the task-cycle (or even to classes from previous semesters).

During the interview, the participants were asked the following questions:

- 1) How do you feel in the English classes up to this moment?
Are the classes different from what you were used to?
Why?
- 2) What do you think you learned in the classes? Have you noticed any improvement? If so, in what ways?

- 3) What did you think of the topic/theme of the classes? Do you consider it relevant? Why?
- 4) Do you think English classes have contributed to your education in the Integrated program of Mechanical Technician?
- 5) Have you experienced any type of difficulty throughout the classes? If so, why?
- 6) Do you have any other comment, suggestion or criticism about the classes?

Since these questions were part of semi-structured interviews, other questions were added depending on the students' contributions. Besides, I also made sure the students fully understood the questions by paraphrasing them when necessary.

The transcription of the interviews allowed for the identification of specific themes, which were defined as follows (see Appendix L for the thematic analysis of the transcribed interviews):

- 1) Linguistic learning: the interviewee mentions linguistic aspects that s/he learned.
- 2) Critical learning: the interviewee mentions critical aspects that s/he was exposed to/reflected about.
- 3) Critical moment / Critical reflection: the interviewer or the interviewee reflects critically about the classes or about an aspect of the classes / critical reflection takes place during the interview itself.
- 4) Theme: the interviewee comments on whether the thematic of the classes was relevant.
- 5) Difficulties faced by the teacher and/or the students:
 - a. Interpersonal issues: how one relates to other people in the classroom.
 - b. Class management: teacher's and students' contribution to the class functioning (engagement, focus, listening to others, etc).
 - c. Linguistic level: one's knowledge of the target language (difficulty with vocabulary, difficulty in oral comprehension, etc).
 - d. Material conditions: class size; availability, access and quality of sound, internet, copies of activities, etc.
 - e. Resistance to the topic: action that shows discontent with the focus/topic of the class.

- 6) Strategies: the interviewee mentions strategies used to cope with difficulties.
- 7) Personal feelings: relates to how the teacher or the students felt in relation to the class; to whether the interviewee believes classes were different from what s/he was used to.
- 8) Importance of English: the interviewee discusses whether s/he believes learning English is important in the context of technical and technological education or for their personal and professional future.
- 9) Suggestions: the interviewee gives suggestions about the classes.

It is worth mentioning that some of these themes do not necessarily emerge separately in the students' answers – due to that, the following sections are to be seen as complementary since they overlap or converse with one another.

5.2.1 “*Sabe quando tu ouve e já sabe o que é?*”⁹⁶: Linguistic learning

The majority of students mentioned that they learned several linguistic aspects during task implementation, namely “new vocabulary”, “characteristics”, and “comparison”. Actually, almost every participant mentioned having learned how to compare things or people - which was the form that was focused on during the task-cycle:

Table 16

Samples of students' interviews categorized under the theme of “linguistic learning” – translated from Portuguese

“[I learned about] People’s characteristics, how to talk about someone, how to compare, comparisons...” (Gabriela).⁹⁷

“I learned how to compare, which was difficult for me at first. And also describing people, characters... Writing texts too” (Yhan).⁹⁸

⁹⁶ “Like when you hear something and you know what it means. Do you know what I mean?”.

⁹⁷ “*As características das pessoas, como falar de uma pessoa, como comparar, comparações...*”.

⁹⁸ “*Aprendi muito a comparar, que eu tinha dificuldade. E também descrever pessoas, os personagens... Escrever texto também.*”

“Yes, [I learned about] vocabulary. I think I learned words to use on a daily basis, and that helped me with things I watch in English, with the Internet... It helps” (Fernanda).⁹⁹

Even though most of the students’ answers regarding the linguistic aspects they learned are not very specific, they suggest that learning might have occurred more holistically. In other words, instead of presenting a list of formal linguistic aspects that were learned, the learners focused mostly on 1) what they learned to do with language (e.g. comparing and describing things or people) and 2) the improvement they made in terms of their linguistic skills (as we can see in table 17):

Table 17

Samples of students’ interviews categorized under the theme of “linguistic learning” – translated from Portuguese

“I think [I improved] in pronunciation a little, a little in writing too, a few words I didn’t know, some sentences, how to fit words better. I think I learned well this semester” (Alisson).¹⁰⁰

“There are things I can watch now in English and I can understand something” (Cristian).¹⁰¹

“I could understand more and I learned the pronunciation of new words, vocabulary, and I learned how to listen to English better... Like when you hear something and you know what it means. Do you know what I mean?” (Fabiola).¹⁰²

Some students also mentioned that what they learned was different from their previous experiences with English classes, such as in the example below:

⁹⁹ “*Sim, com relação ao vocabulário. Eu acho que algumas palavras do dia a dia mesmo, que eu consegui aprender, e isso me ajudou porque tanto em filme quanto em coisas que eu assisto, internet, me ajuda.*”

¹⁰⁰ “*Ah, assim, acho que até na pronúncia um pouco, na escrita um pouquinho também, algumas palavras que eu não sabia, algumas frases talvez, encaixar melhor as palavras. Acho que isso aprendi legal esse semestre.*”

¹⁰¹ “*Tem coisa que eu consigo assistir agora em inglês que eu consigo até entender alguma coisa.*”

¹⁰² “*Eu consegui entender mais e eu aprendi algumas pronúncias de palavras novas, o vocabulário, e aprendi mesmo a escutar mais o inglês... Sabe quanto tu ouve e tu já sabe o que é?*”.

I think all knowledge is valid, even if it's something you already know, since you might interpret it again and re-learn it. What I mean is that all knowledge is valid to improve your language. But in terms of content, the comparative is different from what is learned in [other] public schools. Because I went to a public school and there people did not go beyond verb 'to be', colors and fruits, so this type of content is different, and this way we end up absorbing more, because it's something new, it's easier to learn (Pedro, translated from Portuguese).¹⁰³

Even though the student from the excerpt above mentions that learning the comparative form made the class more effective (since he could learn more easily), perhaps what he means by that is that the comparative form was taught differently from the way other linguistic topics were approached in his experience as a learner (such as “verb to be” and vocabulary regarding “colors and fruits”). In this sense, it seems that he found the linguistic aspects learned relevant and “easier to learn” because they were approached in a contextualized and meaningful fashion. Other students mentioned, for instance, the importance of learning linguistic aspects within a context:

What do I think I learned? I learned a lot of new words, because of the texts and from listening a lot; pronunciation too, I heard you speak English all the time, so we can hear better the pronunciation; [about] texts, which had a lot of new words that I was always looking up; and sometimes *should*, *must*, that you taught us... the future of *going*, *will*, all these things that were within the text. So what we saw in the text we could grasp easier. It's easier when it's within a text (Israel, translated from Portuguese)¹⁰⁴.

¹⁰³ “*Eu acho que todo conhecimento é válido, então mesmo que seja uma coisa que você já saiba, você pode ter uma segunda interpretação e acabar reaprendendo. Assim, o que eu quero dizer é que todo conhecimento é válido pra aprimorar a tua língua. Mas, de conteúdo, assim, o comparativo é uma coisa que é diferente do que se aprende no colégio público, né. Porque eu já fiz o primeiro grau no colégio público e lá as pessoas não fugiam muito do 'to be', das cores e das frutas, então esse tipo de conteúdo é diferente, assim, e a gente acaba absorvendo mais, porque é uma coisa nova, é mais fácil pra você aprender.*”

¹⁰⁴ “*O que eu acho que aprendi? Eu aprendi bastante palavra nova, por causa dos textos e de ouvir bastante; a pronúncia, também, eu ouvi bastante tu falar o*

We learned about professions, which is something I had never learned about, neither in my private English classes nor anywhere else... The activities are very... we have to write, read questions, analyze graphics, and then everything starts entering our minds. This way, we grasp grammar too, and when we answer a question we also practice writing (Priscila, translated from Portuguese)¹⁰⁵.

In this sense, the students' answers seem to suggest that for them linguistic learning took place in a contextualized way, which is seen from their perspective as a facilitator aspect for language learning.¹⁰⁶ This is in line with the perspective of TBLT and, more specifically, with the concept of focus on form, in which attention is drawn to a specific linguistic aspect while the overriding focus is still on meaning (Long, 1997). This is so because "experience with real-world tasks brings abstract concepts and theories to life and, because fully contextualized, makes the language involved more understandable and memorable" (Long, 2015, p. 69).

Moreover, learners seem to have learned or practiced different linguistic aspects depending on their linguistic level or previous knowledge. One student mentioned, for example, that during classes he could compare some linguistic aspects of English and Portuguese that he had never thought about (such as gender-neutrality in adjectives in

tempo todo em inglês, então a pronúncia a gente acaba ouvindo melhor; o texto, de ter bastante palavra nova e eu tava o tempo todo tentando pesquisar; e às vezes o should, o must, que tu ensinou, o futuro do going, o will, essas coisas que tavam tudo dentro do texto, que a gente ia vendo no texto e ia pegando mais fácil do que ficar só na matéria. É mais fácil pegar dentro de um texto e tal."

¹⁰⁵ "A gente viu sobre profissões, que eu nunca tinha visto, nem no curso nem em lugar nenhum. As atividades são bastante... a gente tem que escrever e ler as questões, analisar o gráfico, e isso tudo vai entrando na nossa cabeça, dessa forma, e a parte gramatical também porque quando a gente responde uma pergunta a gente já vai treinando escritas, mesmo."

¹⁰⁶ It is interesting to note that one of the students mentioned linguistic aspects (such as the future tenses) that were not learned in the task-cycle itself. It seems that he is referring to classes which took place in previous semesters. Some students seem to have difficulty in distinguishing between classes that pertained to the study and classes prior to it, what might be explained based on their similarities. In other words, I believe that because the teacher-researcher, who is acquainted with TBLT premises, tried to teach from a contextualized fashion even before the present study, the students mention having learned aspects that were not part of the task-cycle.

English). Other students, who took private English classes outside the school, mentioned that even though they had already learned about the comparative form, they could either review it/ learn it better or get to know other aspects of the English language:

I had learned a lot of things when I took private English classes, so what I learn in class are different words, which are used commonly, like today I learned “fewer”. Or when to use something... I see that I learn these ‘practical’ stuff¹⁰⁷. (Fernanda, translated from Portuguese)

What I learned... I liked the method of comparison. I had already learned it, but I didn’t remember it well. I took an English course and then I finished it, but I never went back to the book to study it.¹⁰⁸ (Joana, translated from Portuguese)

The students’ perspectives above point out, thus, the feasibility of working from a task-based perspective in classes that are heterogeneous in terms of linguistic levels. This is so because, from this perspective, learning is approached more holistically and is understood as a process rather than as the teaching of discrete items in a linear fashion. Also, because it is learner-centered, it allows for students to focus on their difficulties and to improve their linguistic skills by developing different strategies, such as in the case of the student from the excerpt below:

I could [learn] about listening, such as in the video from last class, in which I had to pay a lot of attention. So the part of hearing English [in the classes] helped a little too. [I learned about] understanding a text in English, without translating everything. Trying to look for the key words. So this knowledge came back

¹⁰⁷ “É que eu já tinha aprendido muita coisa quando eu fiz inglês particularmente, então o que eu aprendo nas aulas são palavras diferentes, que são usadas normalmente, tipo hoje com “fewer”, ou quando que usa isso e quando usa aquilo... São mais coisas na prática assim que eu vejo.”

¹⁰⁸ “Hmm, o que eu aprendi... eu gostei dos métodos de comparação. Eu já tinha estudado isso só que eu não lembrava direito, porque eu fiz um curso mas eu terminei e aí eu não peguei o livro mais pra estudar, essas coisas. Então, acho que é isso.”

and it refreshed my memory on how to do these things.¹⁰⁹ (Robson, translated from Portuguese)

As we have seen in Chapter 3, one of the aims of the task-cycle was to review linguistic aspects that the students had been exposed to previously. This is so due to the importance of revisiting one's knowledge so as to promote automatization (MacLaughlin & Heredia, 1996). From the perspective of TBLT, it is important, thus, to provide the students with opportunities for a contextualized practice of language (Bygate, 1996; Larsen-Freeman, 2012).

In spite of the fact that the students' answers are sometimes too abstract or lack clarity because they do not possess the technical knowledge to describe their learning, are not acquainted with doing it or because they are not actually conscious of it, their perceptions regarding their linguistic learning points to converging points with TBLT. More specifically, they mention having learned "to do things with language", "being exposed to a contextualized focus on form", and having been able "to improve their linguistic skills", which are all congruent with Ellis' (2003) definition of task.

5.2.2 “*Às vezes até a gente, menina, não se enxergava, né?*”¹¹⁰: Critical learning

Besides linguistic aspects, the majority of students mentioned having learned about (or having had the opportunity to reflect about) critical aspects. As we can see in the samples from the table below, they mentioned that the classes allowed them to reflect about gender roles in the world of work and, more specifically, in the area of Engineering. They also mentioned that they could realize the influence of media messages in the construction of stereotypical gender representations in the world of work:

¹⁰⁹ “*Sim, eu consegui a parte de audição, por questões da vídeo da última aula, como teve que prestar bastante atenção a parte da escuta do inglês ajudou um pouco também. A parte de entender o texto em inglês, não sair traduzindo tudo de qualquer jeito. Tentar buscar as palavras chaves... Voltou e ajudou a refrescar a memória de como se faz essa parte.*”

¹¹⁰ “*Sometimes even us, girls, do not see ourselves, right?*”.

Table 18

Samples of students' interviews categorized under the theme of "critical learning" – translated from Portuguese

"The teacher showed some videos that talked about women in different professions just like men, but there is a lot of discrimination against this and we need to absorb more these professions, which are the same for everyone, there should be no differentiation" (Paulo).¹¹¹

"From what the teacher approached, it is visible the presence of sexism in the media. Media influencing people. It's very clear, it's not a matter of opinion. Everybody sees that women are explored in terms of beauty, their bodies. And the man is the guy who works as an engineer, while the woman can be no more than an actress" (Michel).¹¹²

"I liked the themes because they are not commonly discussed. The teacher used images and things that are always in the media. Things we always see but we don't think about the details. Like when everybody chose their favorite characters, we could notice there were very few women. Or the magazine covers, the comparisons. So even though these things are in our daily lives, we don't see the details. So that's what we could learn" (Gabriela).¹¹³

"[I learned] that there is not a profession for a specific gender. [There are] stereotypes in professions, making them connected to men or women. So it depends, if the profession is more important in society, it is connected to men" (Roberto).¹¹⁴

¹¹¹ "O professor mostrou alguns vídeos que falavam que as mulheres têm alguns tipos de profissões igual ao que tem a dos homens só que tem muita discriminação com isso e a gente tem que absorver mais essas profissões, que é igual pra todo mundo, não tem diferença."

¹¹² "O que o professor abordou é bastante visível a presença de machismo na mídia. A mídia influenciando no homem. É bastante visível, não é da opinião de cada um, todo mundo vê isso que a mulher é mais explorada na beleza, no corpo. E o homem é aquele cara que tem um trabalho de engenheiro, enquanto a mulher é apenas uma atriz no máximo."

¹¹³ "Eu gostei dos temas porque são temas que são pouco discutidos... Porque o professor usou imagens e coisas que estão na mídia sempre. Que a gente sempre vê mas nunca para pensar nos detalhes. Como quando todo mundo escolheu seus personagens favoritos, deu para notar que tinha muita pouca mulher. Ou as capas de revista, as comparações. Então mesmo que tenha sido coisas que estão no dia a dia, a gente não percebe os detalhes. Então foi isso que deu pra aprender."

¹¹⁴ "Que não existe profissão para um gênero específico. Estereótipos que existem nas profissões, mais ligadas a homens e mulheres. Depende né, se for profissão mais destacada na sociedade, é mais ligada a homens."

“[I learned] that there is not a specific profession for gender. Many people in society today believe that women should stay home and that they cannot work as engineers, that they are less qualified...” (Roberto).¹¹⁵

“Sometimes we only see one side on TV. On television or on social media, but we can also see the other side... We could open more our minds” (Ray).¹¹⁶

It is possible to observe, therefore, that the students seem to have been able not only to understand how sexism operates in different professions, but they could also reflect about how such sexism is reproduced on a daily basis (through media messages, for instance). As one student pointed out, they could reflect about topics that were already present in their daily lives from a critical perspective (since before the classes they did not perceive the “details” of media messages). Another learner provides an example of that while commenting on how Task 1 (in which the students had to guess the professions of different people) made her reflect about how strongly stereotypes were present in her view of the world:

In that class in which we saw [images of] people and we had to say their profession... Sometimes even us, girls, do not see ourselves, right? When we see the image of a woman with safety equipment, from the area of Mechanics, sometimes we tend to imagine a different outfit, we don't see ourselves, you know? Without realizing it, I also stereotyped. So I think this relation with stereotypes is connected to our daily lives. We know that for us... in the factory we wear working shoes, and then to go to the school break we change clothes because ‘it is ugly’ and all... So there [in the activity] I could see that even though it was not my intention I stereotyped too¹¹⁷. (Priscila, translated from Portuguese)

¹¹⁵ “*Que não existe uma profissão específica para gênero. Que tem gente na sociedade hoje que acredita que mulher serve para ficar em casa ou que não pode ser engenheira, que é menos qualificada...*”

¹¹⁶ “*Às vezes a gente só vê na televisão um lado. Na televisão ou nas mídias sociais, mas também dá pra ver o outro lado... Deu pra abrir mais a mente.*”

¹¹⁷ “*Naquela aula onde a gente via pessoas e tinha que dizer a profissão delas, né? Às vezes até a gente, menina, não se enxergava né? Quando a gente vê uma foto assim de uma mulher com equipamento de segurança, assim, da mecânica, às vezes a gente põe uma roupa diferente, a gente não se enxerga, sabe? Eu, até sem perceber, eu meio que estereotipava, sabe? Então, acho que essa ligação de estereotipo tem muito a ver com nosso dia-a-dia. A gente sabe que... pra*

Thus, for this latter student the tasks promoted critical learning in terms of her own identity as a student in the area of Mechanics. The understanding of stereotypical constructions of gender roles can be seen as empowering in the sense that the development of critical consciousness (Freire, 1973) regarding sexism allowed her to understand the ways in which oppression operates on her identity as a female student in the technological area. From the perspectives of Critical Pedagogy and critical media literacy, such process of unveiling media messages is necessary for critical action to take place (Freire, 2005; Aufderheide, 1993).

One student also mentioned that by critically analyzing advertisements, they could understand that in spite of the fact that there have been changes when it comes to gender representation and women in the world of work, sexism still pervades society:

[I learned about] appearances, that we should not judge [based on them]... About stereotypes, that we are more than one image, we cannot judge based on appearance, about how much we evolved, not like “wow”, but we have evolved... When we compare the advertisements from the past to the ones from today there are big changes, even though it is not so... We are also learning that we can be whoever we want to be, that our gender does not define us, these are [the topics] the teacher approaches a lot.¹¹⁸ (Fabiola, translated from Portuguese)

It seems that by approaching media texts from a critical perspective, the students could better understand their realities, even going beyond the critical aims of the task-cycle. Some of them mentioned that the classes allowed them to understand how different types of oppression are actually connected, such as can be observed in the following excerpt: “First we see something, like, for example,

gente, lá na fábrica a gente tá de sapatão, e pra ir no recreio a gente troca porque é feio, não sei o quê... Então ali a gente pode ver até sem querer eu estereotipava, sabe?.”

¹¹⁸ “*Das aparências, que a gente não pode julgar... Dos estereótipos, de que a gente é mais do que uma imagem, de que a gente não pode julgar só pela aparência, de como a gente evoluiu, não assim “uau”, mas a gente já evoluiu... Ao comparar as propagandas de antigamente com as de hoje em dia já é uma coisa bem grande, apesar de ainda não ser tão... A gente também tá aprendendo que a gente pode ser o que a gente quer, que o nosso sexo não nos define, esses são os que o professor aborda bastante.”*

gender diversity, then we talk about racism. I have noticed this from the beginning of the activities¹¹⁹” (Fabio, translated from Portuguese). In this sense, even though racism was not the focus of the tasks-as-workplans, the student sees these issues that emerged in the class as interrelated: “One [class] is connected to the other, that’s what I said. One is about racism, another about gender diversity, another about respect, bullying, but everything fits under ‘respecting others’¹²⁰” (Fabio, translated from Portuguese).

In fact, it seems that the idea of respect was an important aspect regarding critical learning, since some students mentioned as positive the opportunity to listen to others and engage in dialogue (Freire, 2005). In the following excerpts, for instance, a student mentions having learned to value other people’s views and to understand how other people (in this case women) are oppressed socially:

[I learned to] value people’s opinions, who are sometimes criticized by their actions, and also that there is inequality in salaries in some professions, between men and women¹²¹ (Paulo, translated from Portuguese).

About the topic, well, since I am taking the Mechanical technician program, many people have this prejudice against women and with the profession they are following. I think this should not exist, everybody can, anybody can take the Mechanical technician program¹²² (Paulo, translated from Portuguese).

¹¹⁹ “*Primeiro a gente vê uma coisa, tipo, por exemplo, diversidade dos gêneros, depois sobre racismo, e vai indo, entendeu? Acho que eu percebi isso desde o começo das atividades.*”

¹²⁰ “*Sim, uma ta conectada com a outra, foi o que eu disse. Uma é racismo, outra é diversidade dos gêneros, outra é respeito, bullying, mas tudo se encaixa no respeito de um ao outro.*”

¹²¹ “*Valorizar mais também as opiniões das pessoas, que às vezes as pessoas são criticadas por algumas ações e também que tem muita desigualdade de salários em algumas profissões, entre homens e mulheres.*”

¹²² “*Sobre o tema, eu acho que, bom, como eu tô fazendo técnico em mecânica, muita gente tem preconceito com mulheres e com a profissão que elas tão seguindo. Acho que não tem que ter isso, todo mundo pode, qualquer um pode fazer curso técnico de mecânica e, é isso.*”

The students' perspectives gathered from the semi-structured interviews suggest that the implementation of the task-cycle promoted critical reflection that confronted hegemonic media messages so as to allow for a more encompassing understanding of their realities. As Freire (1973) suggests, this should be the endeavor of an educational project that aims at fostering critical consciousness:

Excluded from the sphere of decisions being made by fewer and fewer people, man is maneuvered by the mass media to the point where he believes nothing he has not heard on the radio, seen on television, or read in the newspapers. He comes to accept mythical explanations of his reality. Like a man who has lost his address, he is "uprooted". Our new education would have to offer man the means to resist the "uprooting" tendencies of our industrial civilization which accompany its capacity to improve living standards (p. 34).

5.2.3 ***“O muro do Trump”***¹²³: **Resistance to the topic(s) and Critical moments**

Besides reporting on linguistic and critical aspects that were learned, students also engaged with me in critical moments during the interview. These were instances in which critical reflection regarding the classes was instigated by the teacher or student. Most of these moments took place after a student presented some type of criticism either to a topic approached in class or to the way it was approached. Due to that, this section analyzes both the themes of “Resistance to the topic” and “Critical moments”.

One example of a critical moment took place when a student was asked whether he had further comments or suggestions regarding the classes. He commented on one activity from the previous semester in which the students read a news report discussing Donald Trump's decision to build a wall to prevent immigrants from entering the United States. According to this student, the activity did not allow for the students to express their views, since he felt that they had to agree on the negative aspects of the construction of the wall:

¹²³ “Trump's wall.”

the teacher, for example, gave us a news report about Trump's wall, then in the activity you asked us to describe the negative aspects of Trump's wall. Of course there are negative aspects, but in my opinion, in my idea, just like in my friends' too, there are constructive aspects, good aspects... Since the question asked us to number the negative things, we had the impression that the entire class was against him, but many people are in favor. So we could not express ourselves in relation to that activity. For example, it is bad that many family members cannot visit people there... What will people's minds be like when they cannot see their people, they will miss them and everything, the emotional part, right? But I would rather not see a family member of mine than see my entire nation dying. Because there is a lot of influence of terrorism. It's my opinion, of course, and I respect the teacher's too...¹²⁴ (Michel, translated from Portuguese)

Another student also commented on the same activity:

I am going to be sincere with the teacher, I even included this in the first questionnaire, I think I even expressed it in a bad way, I might have been rude, so I apologize for the teacher... I am going to use as an example what you said once about Trump, you talked about immigration, and you said bad things about Trump. I don't agree with Trump, with almost anything [he says], but this is a controversial topic and the teacher approached one side of it, and it would be interesting to approach both sides of controversial issues, even when you don't agree with it. This is best for the class, otherwise we end up creating an influence on opinions and this may frustrate some students. But it was nothing serious. Just leave

¹²⁴ “O professor, por exemplo passou uma reportagem do muro do Trump, daí no trabalho do professor o professor pediu pra descrever os pontos negativos do muro do Trump. Claro que tem pontos negativos, mas na minha opinião, na minha ideia, como na de amigos meus, tem também opiniões construtivas, coisas boas... Daí como a questão pedia pra colocar as coisas negativas, a gente passou como se toda a sala fosse contra a opinião dele, mas muita gente é a favor. Daí não deu para muito gente se expressar em relação aquela atividade. Daí, por exemplo, é ruim claro porque muitos familiares não podem vir visitar as pessoas lá, como é que vai ficar a cabeça das pessoas, não poder ver mais as pessoas, saudades e tudo mais, o emocional... Mas eu prefiro não ver um familiar meu do que ver minha nação inteira morrendo. Porque já tem uma influência de terrorismo. É minha opinião, claro, assim como eu respeito a do professor...”

the discussions open in these subjects...¹²⁵ (Cristian, translated from Portuguese).

In spite of the fact that in the excerpts above the students reflect on an activity that was not part of the critical task-cycle, they raise important aspects of their perspectives on the classes in general. The fact that they still remember this activity – implemented several months prior to critical task-cycle implementation – suggests that the activity had an impact on them. Both students felt like the activity did not allow students to express their different views and, therefore, expressed some resistance to it. Even though the reading activity was part of a series of activities with the theme of immigration, it seems that, at least for these students, critical reflection through dialogue did not really take place¹²⁶. This points out to the necessity of first understanding students' views in order to present them with the opportunity to juxtapose them with other ways of viewing the world that may promote social justice (hooks, 1994). In other words, it seems that the activity did not allow the students to engage in their own reflexive process, since the arguments were “already-made” for them. This is similar to what happened in the video activity from Task 1: as we have seen previously, students expressed resistance possibly due to the fact that they were not capable of building an argument based on evidence, but were rather presented with one to be either “accepted” or “rejected”.

Furthermore, in both interviews I tried to explain to the students that the text about Trump's wall presented a point of view and, just like any other text, was not neutral. I also argued that this should not

¹²⁵ “*Sendo bem sincero com o professor, eu botei até na primeira folha uma vez, eu acho que botei até de um jeito meio ruim, posso ter sido grosso, peço até desculpas pro professor... É que, eu vou usar como exemplo o que o professor falou uma vez do Trump, falou sobre imigração, e o professor falou muito mal do Trump. Eu não concordo com o Trump, com quase nada, mas isso é um tema meio polêmico e o professor abordou meio que só de um lado e seria interessante em assuntos polêmicos como esse abordar ambos os lados, mesmo que não concorde, porque é melhor pra sala, senão acaba criando uma influência de opinião e pode acabar frustrando algum aluno. Mas não foi nada grave. E deixar essas discussões abertas, de assunto assim.*”

¹²⁶ The Unit was entitled “We are all immigrants” and it aimed at discussing the negative stereotypes concerning immigrants. I thought of the Unit as an opportunity to reflect on how immigration is part of human history and on immigration laws in the U.S. and in Brazil (a hot topic at the time).

prevent them from expressing their own views and from questioning the “truths” contained in each text, but this should be done with arguments and evidence. The interview served, in this sense, as a moment for me to elaborate on the issue of immigration, promoting reflection regarding unresolved issues and, ultimately, to bring students and myself closer:

This topic of immigration can be connected to something we learned in the first semester when we worked with magazine covers that represented Africa. And we worked with a magazine cover that showed the image the media constructs of terrorists. So it’s nice to think of why we have this image. Who are the bad people [in this image]? They are the people who come from another country... And we generalize, right? We think that everybody... And we need to be careful with this association of immigrants with terrorism... We cannot generalize. One question we can make is: stopping people – which is a human right that everybody should have – from coming and going... If I want to go to another country I have this right, of course there are laws, some countries require a visa, but people have this freedom. As we have seen, in the history of humanity people have migrated. People were not born in one place and stayed there forever. Otherwise we would not have people all over the world. So if we think about this, and we reflect about the wall, we have more tools to understand it. So who can decide where people can go? Does a wall end with the problems? I don’t know, these are questions that I am making for us to think. It is in this sense that I think we need to reflect. My objective when we discussed immigration was the following: is immigration bad? How do we welcome those who come from other countries? We have immigrants here, for example. And to show how immigration is a part of life. My family has immigrants. And this was present in your presentations, in the people you interviewed. So we need to be careful not to reproduce this idea created by the media that the immigrant is a bad person, a terrorist. Terrorists are specific people, of course we need to think of actions to prevent [terrorism], since it kills people and everything, but what is the best way? I don’t know, I don’t have the answer either. It’s difficult to work with this topic¹²⁷. (Teacher-researcher, translated from Portuguese)

¹²⁷ “*Isso que tu falou dos imigrantes dá pra conectar com algo que vimos no primeiro semestre quando trabalhamos com capas de revista que mostravam a África. E trabalhamos com uma capa de revista que mostrava a imagem que a*

While such critical moments can be seen as positive to the extent that they allowed me to get to know students' perspectives and also promote further critical reflection, they also indicate the importance of conceiving tasks that may engage students in analyzing their own assumptions by accessing different evidence regarding a topic. The connections I made between media representation and the stereotype of the immigration were probably not part of the students' understanding of immigration. Thus, when presented with a view that diverged from their established "myths" (Freire, 2005), students resisted. The resistance from some students to the topics approached in class can be seen, in this sense, as originating prior to the present study.

I have also asked one of the students whether he also had the impression that there was not space for "open discussion" in the critical task-cycle and he stated that he felt that different opinions were being heard in the classroom in the more recent activities. On the other hand, another student stated that the fact that the classes considered different opinions was negative since it may give rise to conflict:

mídia constrói dos terroristas. Então isso é legal pra pensar porque a gente tem essa imagem. Quem são as pessoas ruins? São as pessoas que vem de fora, de outro país... E a gente generaliza, né? A gente acha que todo mundo... Então essa associação dos imigrantes com o terrorismo a gente tem que cuidar... Não podemos generalizar. Então um dos questionamentos que a gente pode fazer é: será que impedir, inclusive este é um direito humano que todos tem, direito de ir e vir, direito de você se locomover, se eu quiser ir para outro país eu tenho que ter esse direito, claro que existem leis, em alguns países precisa de visto, mas assim, as pessoas tem essa liberdade. Como a gente viu, a história da humanidade foi essa, os povos foram migrando. As pessoas não nasceram num lugar e ficaram lá pra sempre. Se não a gente não teria pessoas no mundo inteiro. Então, se a gente pensar nisso, e refletir sobre a questão do muro, já nos dá mais subsídio para entender. Então quem vai decidir para onde as pessoas podem ir? Será que o muro acaba com os problemas? Não sei, são perguntas que estou fazendo pra pensar. É nesse sentido que acho que a gente precisa refletir. O meu objetivo quando a gente trabalhou isso dos imigrantes era assim: será que imigração é ruim? Como será que recebemos os imigrantes de fora? Temos imigrantes aqui, por exemplo. E mostrar como que imigração faz parte da vida. A minha família tem imigrantes. E isso tava nas apresentações de vocês, nas pessoas que vocês entrevistaram. Então a gente tem que cuidar um pouco pra não fazer essa ideia que a mídia constrói de que o imigrante é uma pessoa ruim, um terrorista. Terroristas são pessoas específicas, claro que temos que pensar em ações de prevenir, de evitar ações como essas que matam pessoas e tudo mais, mas qual será a melhor forma? Não sei, não tenho a resposta também. É difícil trabalhar com esse tema."

The student gives an opinion and it's okay, maybe it's not right, but sometimes [someone] disagrees, and this person may even be right, then someone else disagrees and we have a discussion about a certain topic. And then we are studying another subject, someone says something, and someone else gives their opinion... And then a third person gives another opinion and this creates a conflict, and I believe this disturbs the class¹²⁸. (Alisson, translated from Portuguese)

For this student, listening to people's opinions distracts from the aims of the class. Thus, in his view, knowledge is neutral and learning cannot occur from critical reflection promoted through dialogue. First, this indicates that students might still be learning how to engage in critical discussion and critical reflection. Second, it demonstrates the importance of developing the students' awareness regarding the teaching and learning process – that is, they need to understand why dialogue is an important part of the class. It is with this last intent in mind that the I tried to explain for this student the importance of listening to other people's views in the class:

Don't you think that people can, based on discussion... Like, I have never thought the way that person thinks, and that person has never thought the way I think... So there needs to be a dialogue. It can't just be like "I think this, you think that, and that's okay", because this way there is no reflection. But if a person has an opinion and I can understand that opinion, and I need to have arguments too, to understand it that makes sense or not and why. So if it's just a matter of "I think this, you think that" and we get angry at each other... (...) Then there is no purpose, but if it's a process of construction, of reflexion...¹²⁹ (Teacher-researcher, translated from Portuguese)

¹²⁸ *"Tipo, o aluno dá opinião, tudo bem, pode até não tá certo, mas às vezes discorda, e tipo, ele pode até tá certo, aí alguém discorda e já começa uma discussão sobre tal coisa. Tipo, vai em outra matéria falar sobre qualquer coisinha e um já dá opinião, aí outro já dá a opinião dele, aí já fica um choque assim, e eu acredito que isso atrapalha a aula."*

¹²⁹ *"Tu não acha que as pessoas podem, a partir da discussão, né... Porque eu nunca pensei como aquela pessoa pensou, e ela nunca pensou como eu pensei, né, porque tem que ter um diálogo, né. Não pode ser só assim "eu acho isso, você acha isso, OK", porque daí não tem nenhuma reflexão, né, mas se a*

One last critical moment took place when a student stated having learned about the difference in salaries for men and women with sports careers:

In our last class we had the example that showed the salary of people in sports, which is what I recall now... I never imagined they would make so little money, I mean... women would make so little money. I still believe that it's because they don't participate a lot in these sports, and that these sports emerged in a male context, but it's still very little [money]. They are not valued¹³⁰ (Cristian, translated from Portuguese).

The student in the previous excerpt recognizes gender inequality while comparing men's and women's salaries in sports, but he still sees this as a consequence of the lack of individual participation. It is possible to note that he seems to be in the process of developing his critical understanding of gender inequality. Because of that, I used this opportunity to promote a deeper reflection, explaining that the "lack of participation" of women in sports was not a mere individual decision, but actually a result of an unequal social structure in which girls are not associated with sports:

So we need to think what people associate sports with, right? Like, who is more encouraged to play sports? Who is more encouraged or motivated and who receives more incentive? So it's actually a cycle, right? You see fewer people... fewer women playing soccer, for example, so girls think they should not play soccer, they don't play it, they think it's not an activity for them... so it's a cycle,

pessoa tem uma opinião e eu consigo entender aquela opinião, e aí eu tenho que ter argumentos também, porque se aquilo faz sentido ou não faz e porquê. Então realmente se fica só assim "ah eu acho isso e tu acha aquilo" e a gente fica bravo um com o outro (...) Daí não serve pra nada, assim, né, mas se for um processo de construção, de reflexão, em conjunto, né?"

¹³⁰ *"Usando o exemplo dessa última que a gente teve agora que mostrou o salário do pessoal nos esportes, que o melhor que eu me lembro agora, ... eu nunca imaginei que eles ganhassem tão pouco, que as mulheres ganhassem tão pouco. Eu ainda acredito que seja porque elas não participam muito desses esportes, que esses esportes nasceram no meio masculino, né, mas ainda assim é bem pouco. Não é valorizado."*

right? It's structural, we call it structural, something that is created by society¹³¹. (Teacher-researcher, translated from Portuguese)

The student seems to have understood my argument, since he agreed by saying: “So women are born in a context where there is a lack of female participation [in sports] so...¹³²” (Cristian, translated from Portuguese). It is possible to observe, thus, that due to the complexity of critical development, it is necessary to provide different opportunities for examining one's views regarding a specific topic. Even though this student had already completed a series of tasks that aimed at fostering critical reflection regarding gender inequality, he had the opportunity to move one step further while considering the wider context of “structural inequality” mentioned by the teacher-researcher.

In this sense, the semi-structured interviews seem to have extrapolated their role as an instrument for data collection – by allowing students to express their views in a safe environment, I could get to know their impressions better so as to try to engage them in critical reflection. This can be seen as very productive, specially when one considers that during the interview the students do not feel the peer pressure they might feel in class – in this sense, they take the discussion more seriously and do not rely so much on jokes (as in the case of in-classroom practices, as we have seen in the previous chapter).

5.2.4 “*Em uma aula de inglês normal você não vê isso*”¹³³: Theme

The semi-structured interviews also served as a moment to identify whether the students found the theme(s) of the critical task-cycle relevant. The majority of students mentioned that the themes were

¹³¹ “É, tem toda a questão de pensar assim como que socialmente as pessoas associam os esportes, né? Tipo, quem é mais incentivado a jogar o esporte, né? Quem é mais motivado e quem recebe mais incentivo, né? Então é na verdade um ciclo, né? Porque daí tu vê menos pessoas jogando... Menos mulheres jogam futebol, por exemplo, daí as meninas acham que elas não devem jogar futebol, não jogam, acham que não é atividade delas, então... é um ciclo, né? É uma coisa estrutural, a gente chama, estrutural, uma coisa que é criada pela sociedade, assim.”

¹³² “A pessoa já nasce naquele meio em que a mulher tem pouca participação, então ela não...”

¹³³ “In a typical English class you don't see that.”

relevant (in spite of the fact that they seem to have different understandings of what the themes were). They also stated that the topics approached were interesting and that they dealt with their reality, as we can observe in the excerpts in Table 19:

Table 19

Samples of students' interviews categorized under "theme" – translated from Portuguese

"I liked the themes because they deal with contemporaneous topics; when we analyzed those pictures, that made the classes more dynamic and the themes were not tiring. We started talking about professions and then we talked about our favorite characters. This is nice, it's something we like to talk about" (Priscila).¹³⁴

"[The themes] are close [to us], because in the hallways and everywhere we talk about it; about our profession, about what we are going to do in the future, what were are not going to do, so it's nice for us to discuss about that" (Priscila).¹³⁵

"I think it was relevant because these are things nobody stops to think about. So I think it's important" (Gabriela).¹³⁶

"It's very good because that's what being discussed nowadays: equal rights... these things. [There is] a lot of inequality. And women really deserve more, specially at work, where there is a lot of this [inequality]" (Yhan).¹³⁷

"Very [relevant]. Because it opened up a discussion, a healthier one. It opened up the students' minds" (Yhan).¹³⁸

"I think this type of theme is important in our age because after you are an adult people cannot develop awareness the same way when they were young. So I

¹³⁴ "Eu achei os temas legais porque todos trazem assuntos da atualidade; quando a gente analisava aquelas fotos, isso tudo dinamiza mais as aulas e os temas não são cansativos. A gente começou falando sobre profissões e logo em seguida a gente já falou sobre nossos personagens favoritos. Isso é legal, é uma coisa que a gente gosta de falar."

¹³⁵ "Sim, tá perto, porque nos corredores, em tudo a gente fala sobre isso; sobre nossa profissão, sobre o que a gente vai ser, o que não vai, então isso é legal a gente discutir."

¹³⁶ "Eu acho que foi relevante porque as coisas assim ninguém pára para pensar. Então acho que é importante."

¹³⁷ "Muito bom porque é o que tá sendo atualmente julgado sobre direitos iguais... essas coisas... Muita desigualdade. Porque realmente a mulher merece mais, principalmente no meio de trabalho, que tem muito disso..."

¹³⁸ "Bastante. Porque abriu uma discussão, mas uma discussão mais saudável. Abriu mais a mente do pessoal da sala."

think it's better to approach this when you are young, for example 14 or 15 years old to develop this awareness, since it's no use to teach an adult, an elderly man who won't be able to change his mind to see it all, it's difficult..." (Israel).¹³⁹

"I find it relevant. It's nice to approach it with the students, specially if you consider IFSC where there are few girls studying Mechanics, and it's a nice area. And it may lead you to [pursue a career in] Engineering, it's important" (Cristian).¹⁴⁰

"Yes, it [the theme] is very relevant. I think it's important to talk about it, because it's something that happens in our daily lives and even though we have the media people don't stop to talk about it. They comment, they read, but it's not something that everybody stops to reflect about" (Aparecida).¹⁴¹

It is possible to observe that for most students the topics – being them “the professional world” or “gender inequality in the world of work” – were not only interesting and relevant, but actually appropriate for their contexts. In this sense, even though some students might have expressed resistance to the topics approached in the classes, in the interviews they did not deny the importance of promoting discussions about them. Two students, while commenting on the relevance of the theme, also pointed out that there should be more opportunities for the students to express their views (that is, to have “open discussions”, in their own words).

Some students also reported that the classes were different from other language classes they had been exposed to and also different from other disciplines due to its focus on critical issues:

¹³⁹ “*Esse tipo de tema eu acho importante na nossa idade, porque depois de uma idade mais adulta às vezes as pessoas não tem mais tanta consciência quanto conseguem ter quando é jovem. Então acho que o melhor é a gente abordar isso quando é jovem, até antes da nossa idade, tipo com uns 14/15 anos já começar a abordar pra pessoa a consciência, porque não adianta tu tentar ensinar um adulto, um senhor de idade que ele não vai conseguir mudar a cabeça dele pra ver isso tudo, fica difícil.*”

¹⁴⁰ “*Considero, considero relevante. É legal abordar com os alunos, ainda mais que se olhar pelo próprio IFSC tem muito poucas alunas fazendo Mecânica, e é uma área legal. Leva a Engenharia, é importante.*”

¹⁴¹ “*É, ele é bem relevante. Eu acho importante a gente conversar sobre ele, falar sobre ele, porque é uma coisa que acontece no dia-a-dia e mesmo tendo em mídia as pessoas não chegam e param pra falar sobre isso. Elas comentam, lêem, mas não é uma coisa que todo mundo para e começa a refletir sobre esse assunto.*”

Table 20

Samples of students' interviews categorized under "theme" – translated from Portuguese

"The teacher always shows things that are happening nowadays, like political problems, this type of things. I think it's relevant because besides practicing the English language you also... IFSC is a school that approaches a lot the technical part, so philosophy and sociology are the only subjects left in the fourth year that still deal with culture, politics, ethics, and so on. And it's good, besides practicing English you are learning another content. By approaching different contents, we don't stick just to English, the teacher approaches English through other contents. It's interesting" (Pedro).¹⁴²

"I thought it was interesting. The teacher already used to do that before, right, I mean before your PhD project, but it's interesting because in a typical English class you don't see that, you only learn how to form a sentence, a text" (Alvaro).¹⁴³

"It's very important because, as I said, it's not in every subject that this theme is approached. And sometimes the person has a certain thought and because of lack of information s/he doesn't change it. So the person thinks 'there shouldn't be gender equality, and it should always be like that'. And through this type of class s/he can open his/her mind" (Marcos).¹⁴⁴

"I liked the themes because there are many things, like women who are oppressed... I thought it was nice to show that, so that we can have more awareness of it, so that we can improve too, and not stick to just English, grammar and such, and choose different themes to approach" (Israel).¹⁴⁵

¹⁴² *"E o professor sempre mostra coisas que tão acontecendo na atualidade, tipo, problema político, esse tipo de coisa, eu acho relevante porque além de tu praticar a língua inglesa tu também... Assim, é que o IFSC é um colégio que aborda muito a matéria técnica, então assim, filosofia e sociologia basicamente são as únicas matérias que sobraram, no quinto ano, que ainda falam de cultura, política, ética e tudo o mais. E é bom, tu além de tá aprendendo inglês tá aprendendo um outro conteúdo né. Abordando conteúdos diversos, não fica só naquele do inglês, o professor aborda o inglês utilizando outros conteúdos. É interessante."*

¹⁴³ *"Achei interessante. Tipo, o professor já fazia isso, né, antes do projeto do doutorado, mas é bem interessante porque em uma aula de inglês normal você não vê isso, só vê como fazer uma frase, como fazer um texto."*

¹⁴⁴ *"É bem importante porque, como eu disse, não é toda matéria que aborda esse tipo de tema. E as vezes a pessoa tem um pensamento e por falta de informação ela não muda esse pensamento. A pessoa pensa 'não se deve ter igualdade de gênero, deve ser sempre assim' e através de uma aula assim ela pode abrir a mente."*

¹⁴⁵ *"Ah, os temas eu achei legal porque tem bastante coisa, tipo das mulheres que são às vezes reprimidas, a gente tava vendo... Achei legal a gente mostrar*

“In relation to what is worked with in the classroom it is very different from the technical classes, but even from other subjects such as philosophy, sociology, which are the ones in which there is more space. We also work with themes chosen by you which are related to the content we need to learn, so there is a lot of space for us to learn in a different way” (Fernanda).¹⁴⁶

From the students’ perspectives, then, teaching English from a critical perspective is not only relevant, but actually necessary. They refer to the lack of opportunities they have for critical reflection regarding social issues (according to them, such reflection is usually exclusive to specific disciplines). One student mentioned, for instance, that they had never learned about “women empowerment”. This points out to the need of providing them with opportunities for the development of critical consciousness regarding several issues. Even though attempts of critical teaching might have some resistance, I argue that understanding such resistance is a necessary and important step in every critical project.

At the same time, a few students also mentioned as positive the fact that the classes contained activities related to their area of study (i.e. Mechanics). A student explained that learning technical vocabulary would be important in case he decided to work abroad:

if it’s a technical course, we should learn more about the technical area. Because if one day I become a technician, if I follow the profession, if I work in the United States, I will have to know English and technical English. I will have to work with people who speak English. So I think it’s important to know technical vocabulary and not just daily vocabulary¹⁴⁷ (Ray, translated from Portuguese).

isso, pra gente poder ter até uma consciência melhor sobre isso, pra gente poder melhorar também, não só ficar fazendo inglês, gramática e tal, pegar uns temas diferentes pra poder abordar.”

¹⁴⁶ *“Com relação ao que é trabalhado em sala de aula é bem diferente das aulas técnicas, até das outras matérias como filosofia, sociologia, que são assim onde você tem mais espaço, mas também são trabalhados temas que são escolhidos por ti, já relacionado com a matéria que a gente precisa aprender, então isso dá bastante espaço para a gente aprender de uma forma diferente.”*

¹⁴⁷ *“Se é um curso técnico, a gente deveria aprender mais sobre a área técnica. Porque se eu for um técnico, for seguir nessa profissão, se eu for trabalhar nos Estados Unidos tem que saber o inglês e o inglês técnico. Vou ter que trabalhar*

Even though this student holds a hegemonic view of the English language – in the sense that he associates it with a specific nation and with its native speakers –, from his perspective, besides promoting the development of critical consciousness, it is important that classes relate to the area of Mechanics as well. Such a view is not only aligned with the objective of the critical task-cycle – which tried to bring a critical perspective to the representation of the mechanics profession in the media and in society in general -, but also with the mission of the Federal Institute and, more specifically, its Integrated programs (Pacheco, 2011).

Only one student (Aparecida) mentioned that even though the topic of gender inequality was relevant and necessary for the students' contexts, it was a bit “tiring” since the task-cycle comprised many activities. For her, there could have been more variation regarding the themes in order to keep the students' interest. Even though this was reported by only one student, I believe it suggests that task duration should be considered during both planning and implementation. As we have seen in the previous Chapter, the task-cycle lasted longer than expected, and some tasks could have been divided into shorter ones.

5.2.5 “*Não me afetou muito*”¹⁴⁸: Difficulties

Another theme that emerged from the thematic data analysis concerned the difficulties faced by the teacher or students during the task-cycle implementation. One female student mentioned a difficulty related to interpersonal issues – according to her, some of the students' sexist attitudes in the classes made her feel uncomfortable:

I like the topics a lot. What makes me feel bad sometimes is the boys' attitude, when they are sort of sexist in relation to women's images, they keep drawing things on them, or sometimes also in the men's. The contents are nice, I like them a lot...¹⁴⁹ (Joana, translated from Portuguese)

com pessoas que falam inglês. Ai eu acho que é importante para eu saber o vocabulário técnico e não só o vocabulário do dia a dia.”

¹⁴⁸ “It didn't affect me much.”

¹⁴⁹ “*Eu tô gostando bastante do conteúdo, assim. O que eu me sinto mal às vezes é por causa dos meninos, que eles ficam sendo meio machistas em relação às*

In spite of the fact that this was the only occurrence of a difficulty related to interpersonal issues in all interviews, it is relevant to the extent that it highlights the experience of a girl in the school context. In this sense, not only is her area of study a male-dominated one, but her own classmates reproduce sexist attitudes that are probably naturalized for them. Thus the importance of discussing gender inequality so as to create a less oppressive school environment where all students (of all identity categories) can develop their potentialities (Louro, 2016).

Another student mentioned a difficulty categorized under the theme of “class management”. For this student, one difficulty faced during task implementation was students’ dispersion or excessive reliance on jokes. This would hamper students’ ability to maintain focus on the objectives of the classes. Such a perception corroborates with the analysis from the previous chapter, in which I observed the difficulty in maintaining the students’ focus and in bringing a more committed and serious stance to critical discussions. As we have seen, the teacher’s mediation is important to direct students’ attention to the topic at hand. Besides, it is necessary to bear in mind that students seem to be developing their ability to have critical discussions (or to take matters more seriously), so it is important to guide them throughout this process.

Most difficulties mentioned by the students were categorized under the label of “linguistic level”. Among such difficulties, they mentioned that: 1) there was a lot of “new vocabulary”, 2) in some videos people spoke too fast, making it hard to understand them, and 3) some texts were difficult to comprehend (either too long or with too many unfamiliar words). Many students related their difficulties to their lack of prior exposure to the English language, saying that they had not studied the language before entering the institution (or had not learned much in their previous English language learning experiences). Even though they recognized having had difficulties, they all mentioned that such difficulties did not hamper their learning process, such as in the following excerpt: “these were not difficulties that affected me a lot¹⁵⁰,” (Gabriela, translated from Portuguese). The difficulties pointed out by the students suggest the relevance of preparing students to be able to carry out a task through design and implementation. Besides, they seem to indicate that even though some tasks were challenging for some students, they were not an obstacle for the learning process. Actually,

fotos das mulheres, elas ficam desenhando umas coisas nelas, ou até nos homens mesmo. Aí, os conteúdos tão sendo legais, to gostando bastante...”

¹⁵⁰ “Mas não foram dificuldades que me afetou muito.”

the students mentioned that whenever they had these types of difficulties they would ask either the teacher or a classmate for help.

One student mentioned that he had a difficulty (categorized under the theme of “material condition”) in reading some texts because the layout was not attractive, since words were too small and the texts were too long. In this sense, keeping in mind that students nowadays are more used to screen-based behavior and non-linear types of reading (Liu, 2005), it is important to design tasks that will allow them to maintain their focus or interest. This does not mean that texts in print should not be the focus of tasks – rather, it is important that images, font size and style, and other text characteristics are considered during task design, since they should not discourage the students from completing the task. In the case of some texts of the critical task-cycle, the fact that some texts seemed too long might have worked as a demotivating factor (as we have seen, for instance, the teacher-researcher had to develop specific strategies – such as recapitulating the notion of reading strategies – in order to help the students complete a specific reading task).

5.2.6 “*A gente se ajudava, eu ajudava os colegas e os colegas me ajudavam*”¹⁵¹: Strategies

Based on the transcripts of the interviews, it was also possible to identify strategies that the students used in order to cope with the difficulties they faced or simply to complete the tasks. Some students mentioned, for instance, that they would work collaboratively with their peers. Because of the students’ varied linguistic levels, they would help each other: “I could overcome the difficulties because we did the activities basically in groups, so we helped each other; I helped my classmates and my classmates helped me¹⁵²” (Priscila, translated from Portuguese). Therefore, the heterogeneity of the class can be seen as fruitful to the extent that the tasks encourage students to work collaboratively. Besides, from the perspective of Critical Pedagogy, getting to know the views of someone who thinks differently or who has

¹⁵¹ “We helped each other, I helped my classmates and my classmates helped me.”

¹⁵² “*Sim, consegui superar as dificuldades porque quando tinha as atividades a gente fazia em grupo praticamente todas as atividades, então a gente se ajudava; eu ajudava os colegas e os colegas me ajudavam.*”

a very different background may allow for different views to be juxtaposed and reflected upon. I argue, in this sense, that heterogeneity may work in favor of critical task-based perspective to English language teaching.

Besides working together with peers, the students mentioned using the strategies of asking the teacher for help, checking the meaning of words by using tools such as Google Translate, trying to relate what they had learned in class with something of their interest (a song or a video game, for example) or even using specific reading strategies for comprehension. In the excerpt below, a student describes the strategies used while reading and writing a text:

I get the text and I divide it, for example, when I am going to read it I divide it in parts, otherwise it's too long and it gets tiring. I also see the words I know and I connect them with the subject we are talking about. And when I have to write I use words that complement [ideas], words that I know well, such as "is", "and", which mean "é", "e", and I form short sentences, not long ones¹⁵³ (Aparecida, translated from Portuguese).

The student seems to have had the opportunity to develop the strategic competence (Canale; Swain, 1980) in order to communicate (be it through reading or writing, as in the case of the excerpt above). In spite of the limited knowledge in the target language, the student seems to have adopted strategies that aim at promoting effective communication, since he mentions trying to infer the ideas of a text by focusing on words he already knows and on writing simple sentences (instead of more complex ones) in the target language.

The students' perspectives on the strategies employed during task-implementation suggest not only that a critical task-cycle may allow for the development of the strategic competence, but they also point out to the importance of providing different moments for learners to actually reflect about (and learn about) being strategic. In this sense, tasks may also give learners the chance to improve their strategies – such as in the case of Task 5, in which the teacher used the students'

¹⁵³ “Quando eu vou ler um texto eu divido ele em partes pra não ficar muito longo se não cansa, e ver as palavras que eu conheço e conectá-las com o assunto que a gente tá vendo. E quando é pra escrever eu pego coisas assim que complementem, que eu sei bem, tipo 'is', 'and', que são palavras 'e', 'é', e colocar uma pequena frase, não frases longas.”

alleged difficulty in completing the task as an opportunity to recapitulate reading strategies (see previous chapter).

5.2.7 “*Igualdade de gênero era pra ser abordado em outras matérias também*”¹⁵⁴: Personal feelings

Because the students were asked about how they felt in relation to the English classes in which the critical task-cycle was implemented, the theme “personal feelings” also emerged from the data analysis. In spite of the resistance to some of the themes approached in class (which has been discussed previously), most students emphasized that they felt engaged in the classes because the different tasks demanded their active participation. In this sense, students mentioned not only that classes were different from traditional transmission-based lectures – in the sense that they had to “do things with language” through student-centered activities, as postulated by TBLT (Long, 2015) –, but also that learning happened in a contextualized way by approaching/discussing social issues. Thus, as we can observe in the excerpts below, it seems that most students perceived as positive both the perspectives of TBLT and Critical Pedagogy adopted in the classes:

Classes so far were really nice because we did not stick so much to grammar; we would introduce a topic first and then get to grammar, just like the teacher showed us the comparison [form]. Classes are more dynamic because of their activities, for me at least the activities are nice because they are not something for you “to sit down and complete”. In that activity with the graphic we had to get up, discuss it with our classmates, we would solve each other’s doubts... It seems that people participate more¹⁵⁵. (Priscila, translated from Portuguese)

¹⁵⁴ “Gender equality should be focused on in other subjects too.”

¹⁵⁵ “*As aulas até agora foram bem legais porque a gente não ficou tanto na gramática; a gente meio que introduzia um assunto pra chegar na gramática, ali como o professor mostrou da comparação né. E as aulas tão sendo mais dinâmicas pelas atividades, assim, que eu pelo menos gosto das atividades que não são tão “senta e faz”. Aquela do gráfico a gente levantava e discutia com os colegas, tirava as próprias dúvidas com os colegas ... e parece que as pessoas estão mais participativas.*”

It was a new experience because it's not every subject that approaches this theme, and because it's English, I didn't expect that, I expected things more focused on the English language, not things pertaining to our daily life or to something that could be our future profession. It was really interesting. Especially because it brought the theme of gender equality, which should be more focused on in other subjects too. And it's not. We are approaching this mainly in English, it's the subject that approaches this topic the most...¹⁵⁶ (Marcos, translated from Portuguese).

Some students also emphasized the fact that the classes were different from what they were used to – not only in the sense that they approached topics that were not covered in other subjects, but also due to the fact that they were different from their other experiences with learning English:

Table 21

Samples of students' interviews categorized under the theme "Personal feelings" – translated from Portuguese

"I thought it was different. I was not used to this way. I study [English] at Wizard and there we always have first grammar, then conversation, listening, interaction with the teacher, but we never approach a text the way you did it. It's the first time" (Israel).¹⁵⁷

¹⁵⁶ "Foi uma experiência nova porque não é toda matéria que aborda esse tema, e por ser em inglês, eu não esperava isso, eu esperava coisas mais focadas no inglês mesmo, não coisas do dia a dia ou o que pode ser uma profissão futura nossa. Foi bem interessante. E ainda mais porque trouxe igualdade de gênero que era pra ser bem mais abordado em outras matérias também. E não é. A gente tá abordando isso principalmente em inglês, e a matéria que mais aborda essa questão...".

¹⁵⁷ "Eu achei diferente. Eu não estava acostumado com esse jeito. Eu faço Wizard e aí é sempre a parte gramatical, depois conversação, áudio, interação com o professor, mas nunca de pegar um texto e fazer do jeito que tu fez. É a primeira vez."

“I felt well, I learned more easily. It was different. Classes with other teachers were very different. I was used to a lot of grammar and personal reading... And these dynamic classes, even though I thought it was a little strange, they are cool. They help me a lot” (Cristian).¹⁵⁸

In my English course we learned verbs, expressions, these things, how to write a text... The teacher does that in [another] way, by approaching current topics/subjects, and I like that’ (Joana).¹⁵⁹

It is interesting to notice that a few students also mentioned as positive the fact that the classes were conducted in English. For one specific student, for instance, even though this might have been challenging in the beginning due to his limited background with English learning, he could feel comfortable as he started to understand better the classes:

The teacher speaks in English constantly and explains in Portuguese when necessary, this was the first time for me. In my previous schools the teachers did not care to speak English. They explained things in English but did not develop the language, you know? [Here] it’s always, even to go to the restroom, drink water, all in English. It was here at IFSC that I had this first experience, and this caused a strange sensation at first because I did not know much English [...] In the beginning I felt uncomfortable because you are among many people, of course they don’t all understand everything perfectly, but the majority has some idea of the language (...) but later I got used to it and we end up absorbing the content and we adapt ourselves and it becomes a routine. We get used to it. But in the beginning it was frightening and then it gets comfortable.¹⁶⁰ (Pedro, translated from Portuguese)

¹⁵⁸ “*Eu me senti bem, eu aprendi mais facilmente. Foi diferente. As aulas gerais com outro professor era bem diferente. Eu tava acostumado bastante com gramática e leitura pessoal e as aulas dinâmicas apesar de estranhar um pouco, é legal. Me ajuda, bastante.*”

¹⁵⁹ “*São, porque no meu curso de inglês a gente aprendia tipo verbo, expressões, essas coisas assim, como escrever um texto... O professor faz isso só que de um jeito, abordando assuntos atuais, e eu gosto disso.*”

¹⁶⁰ “*O professor fala constantemente em inglês e explica em português quando você precisa, acho que a primeira vez mesmo foi aqui no IFSC. Nos meus colégios antigos os professores não se preocupavam em falar em inglês. Eles*

In this sense, such a perspective seems to suggest the feasibility of implementing critical task-cycles with heterogenous classes, including students who have less experience with the language. Another student also mentioned that she could notice improvement in her language skills:

I can grasp better because these are topics that arise [my interest]. Like today, I could complete the activity about the girl just by listening to it... Ah, what is she saying? I could circle what I had understood. I also think classes are very communicative and everybody is participating more¹⁶¹. (Fabiola, translated from Portuguese)

Moreover, other students also mentioned that even though classes were different from other previous experiences with learning English, they felt that the critical task-cycle followed a similar trend when compared to the teacher's classes in previous units or semesters. This seems to indicate that the teacher-researcher, who was acquainted with the areas of TBLT and Critical Pedagogy, followed at least some of the premises of these perspectives in the classes prior to the study. One student, for example, mentioned the following: "I don't think it was different from what were are used to because the teacher always brings themes for us to discuss, so it was not different..."¹⁶² (Gabriela, translated from Portuguese). At last, a few students mentioned as

explicavam as coisas em inglês mas não tinha o desenvolver da língua, sabe? Direto, até pra ir no banheiro, pedir água, tudo assim, em inglês. Foi aqui no IFSC que eu tive essa primeira experiência e, tipo, no início, quando eu entrei até me causou um pouco de espanto porque eu não sabia muito de inglês (...) No início eu me sentia desconfortável porque tu tá no meio de pessoas que, claro, nem todo mundo entende perfeitamente, mas a grande maioria já tinha noção de inglês (...) Mas depois fui acostumando e a gente vai absorvendo o conteúdo e daí vai se adaptando e vai se tornando rotineiro e costumeiro. A gente se acostuma. Só de início que foi espantoso e depois fica confortável."

¹⁶¹ "Eu já consegui pegar melhor porque eu acho que são assuntos que me despertam mais. Igual hoje, eu consegui fazer a atividade da menina lá escutando, sem olhar... Ah, o que ela tá dizendo? Eu consegui circular o que eu entendi. E daí eu acho que as aulas foram bem comunicativas e todo mundo tá participando mais."

¹⁶² "Não acho que tenha sido diferente do que a gente tá acostumado porque o professor sempre traz temas para a gente poder discutir, então não acho que foi diferente..."

positive the fact that the classes also discussed issues related to their area of study and commented that this should receive more attention in the future.

Overall, it seems that students regarded as positive not only the fact that classes were communicative, but also that they were student-centered and approached topics of social relevance for their realities. Besides, their perspectives demonstrate an understanding of the very nature of the classes, since they emphasize – even if in their own terms - important notions of both TBLT and Critical Pedagogy.

5.2.8 “*Eu penso muito no inglês com relação a sair do país*”¹⁶³: Importance of English

During the semi-structured interviews students were also asked about the importance of English for their integrated formation, which encompasses not only the common-core high school disciplines, but also Mechanical technician ones. In this regard, it was interesting to note that only two students mentioned the importance of the subject for their citizenship and for their growth as human beings:

English, just like every other subject, educates you as a citizen, as the professional you are going to be in the future, as a person¹⁶⁴ (Roberto, translated from Portuguese).

[It contributes] to our general education, not just general but also personal, any information is valid, and when it comes to the technician aspects, not so much in technical mechanics matters, but it opens our minds, for instance, to understand that just because we are women we have to do this or we cannot do that, enroll or not enroll in this program¹⁶⁵ (Aparecida, translated from Portuguese).

¹⁶³ “I think a lot about English in relation to leaving the country.”

¹⁶⁴ “*Sim, porque o inglês, assim como todas as matérias, te formam como cidadão, como profissional que você vai ser no futuro, como pessoa.*”

¹⁶⁵ “*Formação geral acredito que sim, não geral mas também pessoal nossa, né, porque qualquer informação eu acho que é válida, e técnica, eu acredito, não tanto na questão da mecânica ou técnica, mas sobre nossa mente, assim, tipo, ver que só porque a gente é mulher não quer dizer que a gente tem que fazer isso ou não fazer isso, participar ou não participar do curso.*”

The students in the previous excerpts seem to understand English language learning from the perspective of holistic learning and with the political intent of promoting social justice (Crookes, 2013). In the second excerpt the student even recognizes that English learning is important for their education in Mechanics as well, not just in the sense of instrumentalizing the students to understand technical terms, but also – and mainly – to be able to perceive their area of study critically. Their perspectives seem to be aligned, thus, with a critical perspective to education and, more specifically, to English language teaching.

In spite of that, most of the students' remarks brought a more instrumental importance to the subject. The students mentioned, for instance, that it is important to learn technical terms pertaining to Mechanics since many textbooks or manuals in the area are only available in English. They also mentioned the subject's relevance concerning the job market (that is, in order to get a good job), to be able to communicate with foreigners or to leave the country:

Both in high school and in the integrated program, I think everybody dreams of leaving Brazil. Going on a trip, something like that... And English is fundamental for that. In the perspective of integrated high school, when it comes to work, ah "I'm going to be an engineer, I'll do business with a foreign company". How am I going to communicate if I don't know the basics of English? How am I going to compare something, say that something is cheaper than something else if I can't compare? So it's very important¹⁶⁶ (Marcos, translated from Portuguese).

I think a lot about English in relation to leaving the country. I see that as very important for you to communicate in other places, for you to grow in your professional career..., I don't think it's just here but also everywhere in the world. Because you never know, you can't foresee your profession, so I need to know more and more about this and learn because I think of something big for the

¹⁶⁶ “Com certeza. Porque tanto no ensino médio quando no integrado, acho que todo mundo sonha em um dia sair do Brasil. Fazer uma viagem, alguma coisa... E o inglês vai ser fundamental para isso. Nessa visão do ensino médio agora com o integrado, na questão do trabalho, ah ‘vou virar um engenheiro, vou fazer negócio com uma empresa estrangeira’. Como é que vou me comunicar com eles sendo que eu não sei o básico do inglês? Como vou comparar algo, dizer que um negócio é mais barato que o outro se eu não sei comparar? Então é bem importante.”

future. Which may or may not happen¹⁶⁷ (Fernanda, translated from Portuguese).

In this sense, these students' views seem to follow a neoliberalist understanding of English language learning. From this perspective, "[l]anguage learners see English as a key to a better life and imagine that by learning English they will gain social mobility and greater opportunities. Here English is framed in largely instrumental terms, as a technical skill that can 'open doors'" (Bernstein et al, 2015, p. 8). While these views seem to bring a positive perspective to language learning (in the sense that the students seem to regard English as relevant for their future), they fail in understanding the power structures imbricated in the hegemonic discourses regarding the English language. In other words, English is seen as the language of the "other" (since the reference is always the so-called English-speaking countries or the native speakers) and as an instrument of access into the market. Bernstein et al point out (2015), however, that there is an "ambiguous or two-sided nature of learning a hegemonic language: students might come to use that language to speak back to the very ideas and institutions that pushed them to learn it in the first place" (p. 12). From the perspective of Critical Pedagogy, it is expected that by understanding hegemonic discourses students can create counter-discourses so as to destabilish the status quo. Even though the focus of the critical task-cycle was not on the neoliberalist agenda of English language, the students' perspectives point out to the importance of raising awareness regarding the role of English in their lives. This is so because neoliberalist thinking ignores the sociopolitical aspects that form/shape/restrict our identities by individualizing responsibility:

Within neoliberal and meritocratic thinking, individuals also "deserve" what they have, since they have made the choices that brought them there. Yet, by focusing only on individuals, this

¹⁶⁷ *"Eu penso muito no inglês com relação a sair do país. Eu vejo isso como muito importante para você se comunicar em outros lugares porque para você crescer com a sua carreira profissional eu não penso que seja só aqui, mas deve ser pelo mundo inteiro. Porque você nunca sabe, não tem como prever a sua profissão, então eu preciso cada vez mais me informar mais sobre isso e aprender porque eu penso em algo maior futuramente. Que pode ou não acontecer."*

thinking ignores the drastic differences in the choices available to begin with for, say, a white, upper class child of a multinational corporate executive versus a child of an uneducated immigrant to South Korea or to a black man growing up in Baltimore, Maryland (Bernstein et al, 2015, p. 5).

Thus, any pedagogical proposal that is indeed critical must tackle such issues. After all, from textbooks to advertising, the discourses on English as a “neutral” language which allows people to travel, to make money and to be happy are innumerable. The critical language classroom should also be the place for such “myths” to be questioned and counter-discourses to be produced.

5.2.9 “*Esse tema foi bem abordado, devia abordar ele mais*”¹⁶⁸: Suggestions

The last theme that emerged from the analysis of the semi-structured interviews’ transcriptions was “suggestions”. These were varied, since some students provided very personal interests that could be approached in class (such as “nerd culture”, specific television shows, among others). One student said that it was positive that the English classes in general were very varied thematically, and that he got to know different movies, series and other media texts through the classes that he ended up enjoying. One student also mentioned that there should be more Quizlet games in the classes, which is an online quiz game that the I had used in class prior to this study.

Interestingly, one student mentioned that some of the tasks had questions that were “too open”. For her, sometimes the questions were not clear enough. While this may signal the importance of appropriately phrasing instructions for tasks – so that they are comprehensible, clear and appropriate for the students’ context –, it seems that the student may have found it difficult to answer questions that dealt with critical reflection. This might be due to the lack of practice with this type of critical exercise, since there is not one right or wrong answer and arguments need to be put forth. Students also mentioned the importance of having even more space for discussion:

¹⁶⁸ “This theme was well approached, we should approach it more.”

“sometimes people agree, disagree, but sometimes agree or disagree because they are ignorant on that topic, so it’s nice to present that [discussion]¹⁶⁹” (Cristian, translated from Portuguese).

At last, students suggested that classes established an even closer relationship with the area of Mechanics and that the theme of gender inequality in the world of work were approached even more and with other groups of students as well:

This theme was well approached, we should approach it more. I don’t know if the teacher wants to follow it with other classes or if it’s just for us. I think you should show this to everybody, whether taking less or more time, but I think everybody should get informed about this (Marcos, translated from Portuguese)¹⁷⁰.

5.3 DATA ANALYSIS: REFLECTION SESSIONS

In order to gather a more encompassing perspective regarding students’ perceptions and triangulate data, reflection sessions were also held after each class. Such sessions took place as part of the meetings of the Research Project entitled “Gender at school and in the world of work”, in which participants would read and discuss academic and media texts on Gender and Feminism so as to be able to investigate gender relations in their context of study and in their possible future profession. Among the four scholarship holders who were part of the project were two female students who were also part of the group in which the critical task-cycle was implemented. In each meeting, these two students were asked to describe what had happened in their last English class and share their views on that. Unlike in the semi-structured interviews, at this time I did not make specific questions so as to allow more freedom for the students to mention aspects that were relevant/emergent for them. However, at times I would ask questions so as to encourage students to elaborate on their answers – such was the

¹⁶⁹ “*Isso. Porque algumas vezes as pessoas concordam, discordam, mas algumas vezes concordam ou discordam porque são ignorantes no assunto, então aí é legal apresentar isso.*”

¹⁷⁰ “*Esse tema foi bem abordado, devia abordar ele mais. Não sei se o professor quer seguir abordando ele com as outras turmas ou se é só pra nossa. Acho que deveria mostrar pra todo mundo, pode até ser por um tempo menor ou maior, mas acho que todo mundo deveria se informar sobre isso.*”

case of instances in which the students would rely more on describing the classes itself than on reflecting upon them.

After transcribing the reflection sessions, the following themes were identified (see Appendix M for the thematic analysis of the transcribed reflection sessions):

- 1) Linguistic learning: the interviewee mentions linguistic aspects that s/he learned.
- 2) Critical learning: the interviewee mentions critical aspects that s/he reflected about during the classes.
- 3) Critical moment / Critical reflection: the interviewer or the interviewee reflects critically about the classes or about an aspect of the classes / critical reflection takes place during the interview itself.
- 4) Difficulties faced by the teacher and/or the students:
 - a. Class management: teacher's and students' contribution to the class functioning (engagement, focus, listening to others, etc).
 - b. Linguistic level: one's knowledge of the target language (difficulty with vocabulary, difficulty in oral comprehension, etc).
 - c. Material conditions: class size; availability, access and quality of sound, internet, copies of activities, etc.
- 5) Strategies: the interviewee or the interviewer mentions strategies used to cope with difficulties.
- 6) Personal feelings: relates to how the teacher or the students felt in relation to the class; to whether the interviewee believes classes were different from what s/he was used to.

It is worth noting that all themes which could be identified in the transcription of the reflection sessions also emerged in the other sets of data, which suggests a trend not only in the students' perspectives, but also in the teacher-researcher's perspective as compared to the students'.

5.3.1. “Cada um é o que quiser ser, não tem isso de trabalho pra menino e trabalho pra menina”¹⁷¹: Linguistic and Critical Learning

Among the themes that emerged from the thematic analysis of the reflection sessions were “Linguistic and Critical Learning”. Such themes were very similar to the instances identified in the semi-structured interviews. Concerning linguistic aspects, for instance, the two students mentioned having learned vocabulary (adjectives to describe characters, for example), the comparative form, and having practiced or even improved different skills, specially listening and reading. One relevant aspect that one of the students mentioned is related to the importance of providing the students with chunks of language. For her, the tasks which presented different examples or suggestions on how to go about structuring a sentence allowed her to express her ideas more easily:

I think those sentences in the beginning (...) ‘I think’ something, those sentences help me a lot. When I am going to answer something I always go back to answer in that way, because it is already there, and you just need to add what you need, so if every question has this sort of example, even without the [complete] ideas, just the “I think” part with a bracket and then ‘because’, it helps. (...) For the students who do not even know how to start, because it’s difficult to start a sentence in English, which is different from Portuguese. So if you already have that idea you can go back and answer all the questions. It’s very important¹⁷² (Priscila, translated from Portuguese).

¹⁷¹ “Each person is what s/he wants to be, there is such thing as work for boys and work for girls.”

¹⁷² “*Eu acho que aquelas frases foram no início (...) ‘I think’ não sei o quê, então aquelas frases me ajudam muito, tá. Quando eu vou responder alguma coisa eu sempre volto pra responder daquela maneira ali, porque já tá ali, então é só tu adicionar ali o que tu precisa, então se cada questão tiver assim ‘exemplo’, né, mesmo sem as ideias, só aquele ali ‘I think’ espaço ‘because’, já ajuda. (...) Aquele, meu, eu vejo assim pelos alunos, né, que não sabem nem como começar, porque é difícil começar uma frase em inglês, é diferente do português. Então se já tem aquela ideia ali tu pode voltar e responder todas as outras perguntas. É bem importante aquele...*”.

As the excerpt suggests, providing ready-made chunks of language for the students can serve to help them achieve the objective of the task, specially in order to compensate for their little or no previous knowledge on the topic being covered. In this sense, this can be considered another possibility for developing tasks for heterogeneous classes. Moreover, the use of chunks in language learning finds justification in the claim that learning proceeds by two means, a rule-based and an exemplar-based one. According to Skehan (2003), the former assumes that what is learned “consists of underlying rules which have been induced from the stimulus material and then become the basis for generalization and transfer” (p. 53), while in the latter “learning is interpreted as the accumulation of chunks” (p. 53). Since evidence suggests that these two systems coexist and that “language users can move between these systems” (Skehan, 2003, p. 54), developing tasks that will allow for the development of both rules and chunks can be regarded as important for language development.

The students also mentioned several critical aspects that were reflected upon/discussed in the classes. Since the reflection sessions followed the classes’ chronological order, the students’ views mention most of the classes’ critical objectives, which demonstrates that the tasks seem to have fostered the reflections intended in their design. The students mention, in this sense, having learned about: 1) female empowerment, 2) stereotypical representations of professions and their relation with gender, 3) the presence and influence of the media in our lives, 4) gender stereotypes in the area of Engineering and Mechanics, among others. It is also interesting to highlight that the students perceived both critical and linguistic aspects in the same classes, and not as separate moments of the class:

We answered many things in English. We could practice that and also [text] interpretation, at least for me. In relation to content, we learned about engineers... We looked for engineers on Google, we typed “engineer” and did a search on Google images. And we could realize, we could think a bit, since in the initial part of the page all the images were basically the same. We could find one or two women. I also notice that there were no black people in the images. No one. That’s all¹⁷³ (Priscila, translated from Portuguese).

¹⁷³ “A gente respondeu bastante coisas em inglês. Deu pra treinar essa parte e a parte de interpretar, pelo menos para mim. E na parte do conteúdo, a gente viu

At last, the students seem to have been able to reflect about gender relations in their own context of study, which can be considered as the ultimate critical goal of the task-cycle. In this sense, not only have they realized the ways in which gender stereotypes are constructed mediatically (specially in the world of work), but they could also perceive the ways in which such stereotypes operate in the dynamics of the Mechanics program context. Such a view can be exemplified with the following excerpt:

I answered that it [the Mechanics program] was appropriate both for boys and girls because in this profession thing there is no gender. Each person is what s/he wants to be, there is no such thing as work for boys and work for girls. So I answered that there was no gender, that anyone interested could participate. If the person likes it and feels well in the area¹⁷⁴... (Gabriela, translated from Portuguese).

5.3.2 ***“Então como a gente nunca viu, nunca soube de mulheres que estavam nessa área, a gente não tem o gosto por isso, sabe?”***¹⁷⁵: **Critical reflection**

During the reflection sessions, the students were also able to examine critically what took place in the classroom. In this sense, they served not only as a moment for the students to report what had been learned, but also to reflect critically about aspects related to the classes. Such moments in which critical reflection took place – be it through the students’ initiative, the teacher’s mediation or triggered by the teacher-researcher himself – were termed as “Critical reflection”.

sobre engenheiros né... A gente procurou engenheiros no google, a gente colocou "engineer" e pesquisou no Google imagens. E deu pra perceber, deu pra pensar um pouco, da parte inicial ali as imagens eram praticamente todas iguais. Mas a gente encontrava uma mulher ou outra. Eu notei que não tinha pessoas negras nas imagens. Nenhuma. É é isso.”

¹⁷⁴ *“Eu respondi que era apropriado tanto para meninos quanto para meninas porque essa coisa de profissão não tem gênero. Cada um é o que quiser ser, não tem isso de trabalho pra menino e trabalho pra menina. Aí eu respondi que não tinha gênero, que quem quisesse poderia participar. Se gostasse e se se sentisse bem na área...”*

¹⁷⁵ *“So since we never saw it, we never heard of women in this area, we end up not having an interest in it, you know?”*

One instance of critical reflection was when the two students who were taking part in the research reflected about students' answers in Task 1, when they had to guess the profession of different people based on their pictures. These students reflected during the session about the fact that most students associated certain professions to a specific gender:

Priscila: And then, for example, we could notice how they associated professions, like, professions for women and professions for men.

Gabriela: We could also notice... the way, like, the way they judged people...

Priscila: Not so much when they wrote, but they talked a lot about it...

Gabriela: About judging by the looks.

Priscila: Uhum.

Teacher-researcher: Based on the clothes, on the appearance...

Gabriela: Yes, appearance, clothes... Because this one wore earrings they said she was a stylist... because her earrings matched her blouse in the picture.

Teacher-researcher: And what was her profession?

Priscila: Engineer. I got it right¹⁷⁶ (translated from Portuguese).

¹⁷⁶ Priscila: “E daí, por exemplo, deu pra perceber bastante, assim, como eles relacionavam as profissões, tipo, as profissões de mulheres e profissões de homem.”

Gabriela: “Deu pra perceber também como... é... o jeito, tipo, eles falaram o jeito que eles julgavam as pessoas, assim.”

Besides reflecting about gender stereotypes based on the classroom interaction they had experienced, the students also discussed the importance of the task and of the teacher's mediation in guiding critical reflection regarding the theme. For them, had not the task itself required the students to reflect about their choices of professions, the activity would have been fun and entertaining but would lose its critical focus:

I thought it was a class about professions, like about learning vocabulary about professions, like teacher, nurse, doctor... Then the teacher started asking questions and I was like: "ah, now I got it". But in the second part of the task I think they got it, you know?¹⁷⁷ (Priscila, translated from Portuguese).

The students' perspectives above also seem to corroborate the idea that a task is not inherently critical: rather, both its design and implementation need to be considered carefully in order to promote critical reflection.

Some critical moments were initiated by the students themselves. While reporting on the class in which the students presented their favorite characters, they were faced with the following question (made by a student participating in the meeting but who was not a participant in the research itself): "Were there more male or female characters [in the presentations]?". The students, who had not reflected about this previously, engaged in a reflection about gender representativity in the students' presentations:

Priscila: "É, tipo, nem tanto eles escreveram, mas eles falavam bastante sobre, sei lá..."

Gabriela: "Sobre o fato de julgar pela aparência."

Priscila: "Uhum."

Professor-pesquisador: "Uhum. Pela roupa, né, aparência..."

Gabriela: "É, aparência, roupa... Tipo, essa aqui porque ela usava brincos eles falaram que ela era estilista porque o brinco dela tava combinando com a blusa na foto."

Professor-pesquisador: "E qual era a profissão dela?"

Priscila: "Engenheira. Eu acertei."

¹⁷⁷ "Não, eu achei que era uma aula sobre profissões, mesmo, sobre a gente aprender o vocabulário de profissões, teacher, nurse, doctor. Daí depois que o professor começou a perguntar, daí 'ah, tá, entendi'. Mas na segunda pergunta que eu acho que eles se tocaram, sabe?"

Gabriela: I see... There were more men.

Priscila: More men, right?

Gabriela: There were few women.

Priscila: I didn't notice this. I hadn't realized it.

Gabriela: There were only about three women.

Teacher-researcher: I'm not sure, I didn't count it.

Gabriela: I think it was only three. Four, but one of them was repeated, so there were three. No, I think there were four. There was Joana... All the girls in the class presented about women¹⁷⁸ (translated from Portuguese).

It is possible to note that the students, who had just been exposed to their peers' presentations, still had not reflected about the issue of gender in the characters' descriptions. It was only when a peer in the research group brought up a question that they could start reflecting back on the class and looking at gender representation from a critical perspective. By doing that, they started reflecting on the topic in advance, since it was only in the following class – when the second part of the task would be implemented – that they would be guided to do so. Nevertheless, this instance points out to the fact that critical reflection may emerge from peer interaction itself, suggesting thus the importance of promoting collaborative dialogue in the critical language classroom.

¹⁷⁸ Gabriela: “Ah tá... Tinha mais homens.”

Priscila: “Mais homens, né?”

Gabriela: “Tinha muita pouca mulher.”

Priscila: “Não percebi isso. Não notei.”

Gabriela: “Tinha umas três mulheres só.”

Professor-pesquisador: “Não sei, eu não contei também.”

Gabriela: “Acho que foi umas três só. Quatro, mas uma era repetida então foram três. Não, acho que foram quatro. Teve a Joana... Todas as meninas que tinham na sala apresentaram sobre mulheres.”

Another aspect that the students reflected upon concerns the importance of presenting them with data that will ground their critical analysis. For them, the students could understand the problem with gender stereotyping in the media due to the fact that the task itself contained an infographic with statistics on the topic:

Priscila: I think that when we see it visually, in numbers, we trust it. Much more than an article, which seems like an opinion. And we had information of all kinds. From cosmetics to women in congress... I think it's because of that [that people could agree/understand]...

Teacher-researcher: So it brings concrete data...

Priscila: Exact percentages. I think because of that nobody disagreed.

Teacher-researcher: Or maybe they did not manifest. There is no problem in disagreeing, but since this was a set of data, it was not a mere opinion...

Priscila: There wasn't anyone who did not share their opinion. And everybody understood what was going on¹⁷⁹ (translated from Portuguese).

At last, I also encouraged the students to reflect about situations that had taken place in the classroom. I explained, for instance, that in that particular class (in which the students were working on the final task of creating their own infographics) a group had told me

¹⁷⁹ Priscila: “Eu acho que quando a gente vê assim visualmente, em números, a gente confia. Muito mais do que um artigo, que parece uma coisa de opinião. E ali tinha informação de todo tipo. Desde cosméticos até as mulheres no congresso. Acho que por isso...”

Professor-pesquisador: “Então traz dados concretos...”

Priscila: Porcentagens exatas. “Acho que foi por isso que ninguém discordou.”

Professor-pesquisador: “Ou não se manifestou... Não tem problema a pessoa discordar, mas como tinha dados mostra que não é uma opinião...”

Priscila: “Não teve ninguém que não falou a sua opinião. Todo mundo tava ali entendendo o que tava acontecendo.”

that they believed that the reason for having very few girls studying Mechanics was their lack of personal interest in the subject. In the reflection session, I asked the two students what they thought about such argument. Such moment served as an opportunity for these students to deepen and elaborate on their arguments regarding gender in the world of work:

Priscila: Maybe they don't like it because it [Mechanics] is not presented to us. We were born, we are girls and this is not considered a profession [for us]. "Oh, what are you going to do when you grow up?" and no girl is going to say "Mechanic" because it's not a profession we mention to kids. For girls. So it creates a type of prejudice inside our heads. So since we never saw it, we never heard of women in this area, we end up not having an interest in it, you know?

Teacher-researcher: Taste is also constructed.

Priscila: We learn to like something. So it's because of that, we don't see it... There is no woman... Doctors, for example, there are many...

Gabriela: It's not presented to us. Since we are little, for example, the boys get little cars. So mechanics is always present somehow. And it's not present for us, we get dolls, we comb their hair... So I think it's something that is not presented to us. So we end up not developing an interest for it. I think that's it.

Priscila: It's far from our reality.

Gabriela: So it's possible that girls are not interested in it. But it's because of this pattern, because it's not presented to them.

Priscila: Yes, the lack of interest exists. But it's not a matter of "oh, I simply don't like it". Taste goes much beyond that¹⁸⁰ (translated from Portuguese).

The reflection sessions seem to have worked as a moment for these students to further their critical reflection development through collaborative dialogue: by reflecting on the classes, on their learning and on the performance of their peers, they had the opportunity to reconsider the topics that had been discussed/approached in class. Thus, one can argue that, similar to the semi-structured interviews, such reflection sessions were not mere instruments for data collection, but actually a venue for the students' learning process. This points out to the necessity of promoting reflective moments for all students involved in the learning process. As Ellis (2006) advocates, "a task-based lesson needs to engage and help to foster metacognitive awareness in the students" (p. 99). Thus, the instruments used in this study – that is, questionnaires, interviews and reflection sessions – may serve as a possibility for the development of metacognition in terms of critical language development.

One of the students even decided to share her own experience as a student in the Mechanics technician program. She explained that,

¹⁸⁰ Priscila: "Talvez elas não gostem porque isso não é meio que apresentado para a gente. A gente nasceu menina e não é considerado uma profissão. 'Ah, o que tu vai ser quando crescer?' e nenhuma criança vai falar 'mecânica' porque não é uma profissão que a gente fala pras crianças. Tipo para as meninas mesmo. Então meio que gera um preconceito dentro da cabeça da gente. Então como a gente nunca viu, nunca soube de mulheres que estavam nessa área, a gente não tem o gosto por isso, sabe?"

Professor-pesquisador: "Porque o gosto também é construído."

Priscila: "A gente aprende a gostar de alguma coisa. Então acho que é por isso, a gente não vê, não tem uma pessoa... Ah, médicas, tem várias..."

Gabriela: "Não é apresentado para a gente. Desde pequeno, por exemplo, o menino ganha carrinho. Então pra ele mecânica tá sempre presente. E pra gente não, a gente sempre ganha uma boneca, ah vou pentear o cabelo dela... Então acho que é uma coisa que não foi apresentado pra gente. Daí a gente acaba não se interessando. Eu acho que é por isso..."

Priscila: "É uma coisa meio longe da nossa realidade".

Gabriela: "Aí pode até ser que as meninas não se interessem. Mas por um padrão mesmo, por não ter sido mostrado."

Priscila: "Realmente, a falta de interesse existe. Só que não veio disso: ah, eu simplesmente não gosto. A questão de gosto vai muito além."

because when she entered the institution she started taking the technician degree only (that is, without the high school curriculum), she was the only girl in the class. For her, even though people were welcoming and treated her with respect, the way classes were approached did not take into consideration her limited background with the area. For her, it seems that due to the way men are socialized (since from early on mechanics is somehow part of their reality), they could grasp better what was being taught:

When it came to the teachers it was clear that they only explained for men. Not like: “ah, he doesn’t explain to you because you are a girl”. There were other teenagers with me but the teachers gave examples, explained in such a way, that only men would understand. Because they already worked with that. But apart from that, I was the only girl. There was a big difference between teaching for me and teaching for them. The way they treated me, their care was very different. Like, in the oven... When we had to use the [industrial] oven, I remember the teacher would not let me do it. Because he said I was too short and I wouldn’t be able to get the tool inside it. So I think there is some sort of prejudice¹⁸¹ (Gabriela, translated from Portuguese)

For this student, the reflection prompted by the task-cycle allowed her to better consider her own experience as a student in the Mechanics program. It is my belief that such understanding is an important step towards social transformation – after all, her understanding regarding her identity may bring about change in how she perceives and acts in the school environment.

As the aforementioned instances of critical reflection demonstrate, the reflection sessions served to 1) help students and teachers reflect on the implementation process of the critical task cycle, 2) deepen the students’ critical development through collaborative

¹⁸¹ “E por parte dos professores era nítido que eles explicavam só para os homens. Não “ah, não explica pra ti porque é menina”. Tinha adolescentes comigo mas eles davam exemplos, explicavam de um jeito, que só homens fossem entender. Porque trabalhavam com aquilo. Mas fora isso, só tinha eu de menina. Tinha uma diferença bem grande em ensinar para mim e ensinar para eles. O jeito que eles me tratavam, o cuidado era bem diferente. Tipo, no forno... Quando a gente foi mexer no forno, eu lembro que o professor não deixava eu mexer no forno. Porque eu era muito baixinha e não ia conseguir tirar a peça de lá de dentro. Então acho que tem assim um preconceito.”

dialogue and 3) reflect about their own context in connection to the topics discussed in class, thus developing students' metacognition. I argue, thus, that there should be more instances of critical reflection in language classes – even if in the students' first language – in order to create more opportunities for (self) reflection that may promote critical language development and students' metacognition.

5.3.3 “*O texto estava um pouco difícil de entender, mas tinha que prestar atenção mesmo*”¹⁸²: Difficulties faced by the teacher and/or the students

From the thematic analysis it was possible to identify a few difficulties faced by the teacher and/or the students. Such difficulties were subdivided in three sections: class management, linguistic level, and material conditions. Concerning class management, there were two moments in which students reported that the students talked too much, which might be unfavorable for class functioning or progression. Nevertheless, they emphasized that in spite of the moments in which students talked to their peers about other issues, they were able to participate in the class and complete the tasks that were proposed successfully. This seems to be in line with what was observed by me in the previous chapter. Moreover, the fact that students often distract from the focus of the class also indicates 1) the importance of developing strategies of mediation that may assist students in achieving the objectives of the class and 2) the need to take into account issues such as task duration/length and students' interest while designing and implementing a task-cycle.

When it comes to the theme “linguistic level”, students mentioned having a few difficulties with vocabulary they did not know in certain tasks and in understanding instructions of specific tasks (for instance, when they had to interact with three different peers in order to compare and contrast their media habits). The two students also noted that students in the class had different levels of knowledge in the English language and, because of that, presented varied difficulties. However, according to them, they were able to complete the tasks due to the fact that students worked collaboratively, helping each other whenever questions emerged. At last, the students also reflected on the

¹⁸² “The text was a little difficult to understand, but we had to pay attention.”

fact that different tasks required more or less engagement from the part of the students due to their different levels of complexity: “I think the text was a little difficult to understand, but we had to pay attention. We had to read it calmly. In fact, we were not so used to read and interpret in English, but it’s a very important activity”¹⁸³ (Gabriela, translated from Portuguese). From the students’ perspective on their difficulties, it is possible to note that the tasks provided them with different levels of difficulty, making a few activities more challenging but without hampering their language development, as proposed by Skehan’s (2009) framework. As we shall see in the next section, the students also employed different strategies in order to cope with the difficulties they faced (such as in the case of working collaboratively).

Regarding material conditions, it was possible to identify one instance in the transcriptions in which students reported having problems with the use of technological devices: because the internet did not work in the last class, I had to take the students to another classroom. As presented in the previous chapter, such material conditions should also be considered when designing and implementing a task so as to devise strategies that may work in order to overcome problems that may emerge in a particular teaching context.

5.3.4 “*Todo mundo se ajudou*”¹⁸⁴: Strategies

Both the students and I described strategies that were used during the implementation of the task-cycle. For example, I explained that, due to technical difficulties related to a video activity (in which the sound was not adequate for the students’ understanding), he decided to stop the video at different moments and even repeat what the people had said. The two students regarded such a strategy as a positive one, since it helped them in completing the task. In this sense, strategies can be used both by teachers and students in order to overcome difficulties that emerge during class.

One of the students who was reflecting upon the classes during the sessions explained that one strategy she used in some tasks to

¹⁸³ “*Eu acho que o texto estava um pouco difícil de entender, mas tinha que prestar atenção mesmo. Tinha que ler com bastante calma. Realmente, a gente não estava tão acostumado a fazer a leitura em inglês e interpretar, mas é uma atividade bem importante.*”

¹⁸⁴ “Everybody helped each other.”

boost her learning was to use English to answer questions even when they did not have to be necessarily completed in the target language. For her, it was possible to answer them in English because instead of trying to write longer and complex sentences she decided to use key words. She also explained that it was important to have more complex questions answered in Portuguese – otherwise, she might not have been able to complete them. In this sense, the perception of this student regarding the use of the target language and of her first language suggests that there is a time and place for both languages in the learning process. While it is important to cater for the students' different linguistic levels and follow Skehan's (2009) framework, it is also necessary to help students devise strategies to use the target language (taking into account their current linguistic level). One idea, in line with perspectives that recognize the importance of the mother tongue in the classroom (Atkinson, 1987; Mello, 2005) is to encourage students who feel more comfortable with the language to try to complete questions in English, while others might choose to do so in Portuguese first and then, little by little, start using key words in the target language.

In line with the aforementioned strategy, a student mentioned during the sessions that another strategy was to give simple answers while completing a task that consisted of an oral interview. She explained that, because students could not express very complex ideas in the language, they would ask the questions in English (which were already available in the task itself) and then answer them directly (e.g. "Yes", "no", "never"...). In this sense, students seem to have made use of the strategic competence (Canale; Swain, 1980) in order to compensate for the gaps in their interlanguages. At the same time, it is important to mention that they did not search for what they wanted to say and thus, might have lost the opportunity to elaborate, notice gaps in their interlanguage or even test hypotheses. Nevertheless, for that moment, they were able to communicate.

As we have seen in the previous section, students also reported that one strategy used to cope with the different difficulties that emerged during task completion was collaboration. Because they had questions that their peers could help them with, the students seem to have found positive the fact that most tasks required students to work together. When asked if the task on the infographic, for example, had been too difficult, a student replied saying that it was not because "everybody helped each other" (translated from Portuguese). It is important to mention that the design of the task itself may promote collaborative work – in the case of the infographic, for instance, the

students had to walk around the class in order to analyze the infographics. Since they were reading them together (instead of having each student with their own copy of the infographic), they ended up helping each other.

The students' views on the strategies they adopted go in line with the importance of devising tasks that may 1) help students develop ways of using the target language (based on their linguistic level) – as we have seen, Skehan's (2009) framework proposes ways of designing tasks that cope for linguistic and cognitive complexity – and 2) foster collaborative work, since “mutual aid and cooperation” is also a philosophical principle of TBLT (Long, 2015). When it comes to task implementation itself, the students' views also corroborate the importance of the strategic use of the students' first language in the classroom (Mello, 2005). Understanding the adopted strategies can be helpful, thus, for both designing and implementing a task-cycle.

5.3.5 “Todo mundo participou. Mesmo a Fernanda, por exemplo, ela teve uma opinião diferente em uma das questões”¹⁸⁵: Personal feelings

The last theme that emerged from the thematic analysis of the transcribed reflection sessions concerns the students' personal feelings regarding the classes. In general, the students expressed a positive attitude towards the classes: for them, classes (or the tasks themselves) were fun and engaging, specially when they dealt with topics that were of their interest and promoted interaction among peers:

I think they [the students] had a lot of fun, because we like to work with professions, and when the teacher showed us [the person's] real profession, everybody was like “wow” [interjection of surprise], so this activity was really nice¹⁸⁶ (Priscila, translated from Portuguese).

¹⁸⁵ “Everybody participated. Even Fernanda, for example, who had a different opinion in one of the questions.”

¹⁸⁶ “*Ah, eu achei que eles se divertiram bastante, porque a gente gosta, tipo, de trabalhar com profissões, e quando o professor ia lá e mostrava qual era a verdadeira profissão todo mundo ficava ‘hã’ (interjeição de surpresa), então foi bem legal essa atividade.*”

Today they did that... They participated a lot in the discussion. And I think they like that... For example, in the previous class they really liked it... Because it was not something so formal, like having to simply answer or complete something... There was a sort of game, of analysing... And today we had an interview. We like that¹⁸⁷ (Gabriela, translated from Portuguese).

In the last excerpt, the student also highlights that the tasks that were implemented, due to their own characteristics, were engaging. In this sense, instead of simply answering an activity with an end in itself, the students had an objective that resembled real-life, which was defined by the student as activities that were a “sort of game”. It seems, thus, that the use of tasks was important in the sense that they allowed the students to engage in different types of interaction among peers in order to achieve real-life objectives, which is in line with Ellis’ (2003) definition of a task (see Chapter 2).

Besides, the students highlighted the fact that everyone seemed to participate in the classes, as when they described the task in which they had to present their favorite character:

Everybody did it, nobody decided not to do it... The problem is that not everyone had a flashdrive. And that delayed things a little. Otherwise everybody would have presented [in one class]. But everything else worked out right. Everybody tried to speak English, tried to present [in English]...¹⁸⁸ (Gabriela, translated from Portuguese).

The fact that the classes promoted critical reflection and critical discussion was also perceived as positive by the two students. Similarly to what was observed in the students’ interviews, the promotion of critical dialogue was conceived as fruitful. Moreover, the

¹⁸⁷ “*Hoje eles fizeram isso, né... Hoje eles participaram bastante da discussão. E eu acho que eles gostam... Por exemplo, na outra aula eles acharam bem legal... Tipo, porque não era uma coisa tão formal, pegar algo e responder... Tinha brincadeira, de olhar... Hoje também tinha uma entrevista. A gente gosta disso.*”

¹⁸⁸ “*Todo mundo fez, ninguém ficou sem fazer... O problema foi que nem todo mundo tinha o pendrive. E isso atrasa um pouco. Se não ia ter dado para apresentar todo mundo. Mas de resto assim eu acho que deu certo. Todo mundo tentou falar em inglês, tentou apresentar...*”.

students seem to recognize the ways in which the classes allowed them to reflect critically about gender issues, specially because classes approached such issues in connection with their area of study:

I think the discussion was really nice. Everybody participated. Even Fernanda, for example, who had a different opinion in one of the questions. And everybody understood her. I understood what she meant. So it was really nice...¹⁸⁹ (Priscila, translated from Portuguese).

Priscila: I thought it was a nice theme to be discussed. In relation to the way people look, how people judge each other... Like, when you see it: oh, he is not an engineer. It was nice to reflect about that. And I think everybody arrived at a similar conclusion. I think that's it.

Gabriela: And it was nice to see another Mechanics program. And another girl talking [about it]... I don't know, it looked so similar. Even the teacher... It was nice to see it, I don't know, I had never seen it...

Priscila: Even in the video we could notice... I only saw that one girl. And they filmed everybody. There were many men. Just like it is here.

Gabriela: We thought it was interesting... It was very similar. And it's nice to talk about our program. We never see that in other subjects (translated from Portuguese).¹⁹⁰

¹⁸⁹ “*Achei bem legal a discussão. Todo mundo participou. Mesmo a Fernanda, por exemplo, ela teve uma opinião diferente em uma das questões. E todo mundo entendeu. Eu entendi o que ela quis dizer. Então foi bem legal...*”.

¹⁹⁰ Priscila: “*Eu achei um tema bem legal de ser discutido. Em relação ao modo que a pessoa olha, ao julgamento que as pessoas fazem... Tipo, tu olha: ah, ele não é um engenheiro. E eu achei legal refletir sobre isso. E eu achei que todo mundo chegou a uma conclusão bem parecida. Acho que foi isso.*”

As the excerpts above demonstrate, from the students' perspectives the classes allowed them to engage in their development of critical dialogue (by listening to others and learning to reflect based on other people's contributions). They also indicate that tasks allowed them to get in touch with other realities (such as in the case of a Mechanics program in another institution) and then reflect about their own context, such as postulated by Critical Pedagogy itself.

At last, it is noteworthy that the two students who were part of the reflection sessions seemed to have developed even deeper levels of reflection (in relation to the classes but also in terms of their critical language development). This suggests, once again, the significance and relevance of devoting time for (self) reflection (and for dialogue) in a critical task-based lesson.

5.4 SUMMARY

This chapter, which aims at investigating students' perceptions regarding the implementation of a critical task-cycle, raises important issues about the feasibility and the challenges of using tasks in order to teach an additional language from a critical perspective. As we have seen, a closer analysis into students' perspectives finds justification in the fact that, both from the perspectives of TBLT and Critical Pedagogy, the student is at the heart of the learning process. I argue that in order for the students to be the subjects of their own learning, their subjectivities (hooks, 1994) need to be foregrounded in the teaching-learning process. In other words, any proposal that aims at focusing on students' needs (Long, 2015) and on developing their critical consciousness (Freire, 2015) should hear students' voices so as to examine the learning process from their perspective.

In order to have a more encompassing understanding of students' perspectives, different sets of data were analyzed. The analysis of the different data may at times sound repetitive – nevertheless, the use

Gabriela: “E foi legal ver outro curso de mecânica. E daí outra menina falando... Sei lá, parecia tão igual. Nossa, até o professor... Aí foi legal ver, eu não sei, eu nunca tinha visto...”

Priscila: “Até no vídeo deu pra perceber... Eu só vi ela de menina. E eles filmaram todo mundo... Tem bastante homem. E era bem como acontece aqui.”

Gabriela: “É, a gente achou interessante... Foi bem parecido. E é legal falar sobre o nosso curso. A gente nunca vê isso nas matérias.”

of these different instruments has allowed the identification of recurrent trends in data.

In relation to the language aspects that students reported having learned or practiced during the task-cycle, it was interesting to note that, in spite of the fact that they mentioned learning the “comparative form” (which was the focus on form in the task-cycle), most of them provided answers highlighting that they learned about “doing things with language”. In this sense, the students seem to have perceived their language learning from a more holistic perspective (rather than as the learning of discrete linguistic items). Actually, they also perceived the experience with the task-cycle as different from their previous language learning experiences, emphasizing that in the former learning took place in a contextualized fashion. This perception is directly related not only to the concept of “learning by doing” (Long, 2015) but also from the idea that tasks’ primary focus is on meaning-making (Ellis, 2003).

In fact, meaning seems to have been not only the primary intended focus of tasks, but also of students. This is so because many students would actually emphasize what they learned in terms of critical content or the ultimate goal of the tasks. This is not to say, however, that linguistic aspects were not a part of this process: after all, language was necessary in order for critical development to take place. This seems to indicate that these students really engaged in the process of achieving the outcomes (Ellis, 2003) of the proposed tasks.

At the same time, it was possible to observe several instances in which students described what they believed having learned without separating linguistic and critical aspects. Such finding is relevant to the extent that it reveals the feasibility (and actually the need) of approaching language learning from a critical perspective (rather than having different moments in class for language and for critical development).

Moreover, students stressed that tasks promoted reflection regarding the influence of the media, specially when it comes to gender representation in the world of work and, more specifically, in the context of Engineering and Mechanics. Therefore, students’ perspectives highlight the relevance of the topic for their contexts, since the fact that tasks dealt with issues related to their area of study was perceived as positive by several students.

Another trend in the analysis of students’ perspectives was their positive perception regarding the fact that tasks promoted interaction among their peers, allowing them to get to know each other

better in the classroom. Such interaction can also be seen to have worked in two other main ways: 1) to promote collaborative work (which was used as a strategy to overcome difficulties or challenges in completing the tasks) and 2) to promote critical dialogue (Freire, 2005), since students perceived as positive the fact that they could listen to others – even when they had different views – and learn from this type of interaction. In this sense, it is my belief that tasks which promote collaboration and dialogue (rather than competition) can better work so as to fulfill critical language learning objectives.

The implementation of the task-cycle was not received without resistance, though. As we could observe through students' perceptions, some students did not regard the critical content of the class (or even the promotion of critical dialogue) as productive. While this could be understood as aligned with their experiences with more traditional or transmission-based types of teaching, it was possible to note that such resistance seems to have changed throughout the task-cycle itself. As the previous chapter made clear, it was necessary for the teacher to devise strategies in order to work with students' resistance. One important finding that was corroborated through the students' perspectives related to the importance of first understanding students' views in order to engage them in a process of critical language development. In other words, critical issues should not be simply "presented" to them – it is important to allow students to engage in the development of critical consciousness. The students reported, for example, that the use of statistics or data (such as in the case of the infographic task) was important in order to give grounds for them to build their arguments regarding the influence of the media on/and gender inequality.

While a neoliberalist understanding of the English language could be identified in some of the students' voices, the different sets of data point out to the fact that critical development is not a linear or straight-forward process. Because of that, even though students had experienced different levels of reflection regarding critical issues through the tasks, the interviews and the reflection sessions were also moments for them to engage in deeper (or even revisit their) critical development. In this sense, I believe that not only is the teacher's mediation important in order to provide students with the opportunity to question their own "truths" (Freire, 2005), but it is also necessary to incorporate moments for (self) reflection and discussion – even if in the students' first language – in the learning process. Actually, one of the philosophical underpinnings of TBLT is rationality (Long, 2015), which

would encompass reflection about the learning process itself. Long (2015) explains that, from this perspective, “the rationale for the ways courses have been designed and will be delivered, and their results assessed, is explained to students at the outset so that they understand *why* they are learning the way they are and what is expected of them and of their teacher” (p. 72). Likewise, Ellis (2006) advocates for the need to engage students in the process of developing their metacognitive awareness so that they can become agents of their own learning.

Finally, the analysis points out to the possibility of using tasks in order to promote critical language development even when heterogeneity is the rule. That is so because, besides being learner-centered (thus focusing on students’ needs), tasks allow students (and teachers) to develop different strategies (such as the use of the first language or collaborative work) to cope with different difficulties that may emerge during task implementation. Skehan’s (2009) framework for task analysis and implementation can be seen as useful, thus, since it allows for controlling or diminishing the burden of performance by calibrating cognitive and linguistic complexities. Besides, heterogeneity can also be seen as positive from the perspective of Critical Pedagogy, since tasks allow students to engage in reflexive dialogue – after all, it is through the juxtaposition of other people’s views with their own that they may develop critical consciousness (Freire, 2005).

CHAPTER SIX

Final Considerations: a “Litany for Survival”

June 2016: “UK votes to leave EU after dramatic night divides nation”.
 September 2016: “High school reform proposal has reverberations in Brazil”.
 November 2016: “Donald Trump wins presidential election, plunging US into uncertain future”. January 2017: “Trump signs order to begin Mexico border wall in immigration crackdown”. February 2017: “Paint it grey: the controversial plan to ‘beautify’ São Paulo”. April 2017: “São Paulo Councilman Fernando Holiday to apply School Without Party project by force”. April 2017: “Brazil launches The National Common Core Curriculum”. May 2017: “Brazil’s president struggles to retain power as political crisis deepens”. May 2017: “São Paulo Ramps Up ‘War On Drugs’ - Police Raid Signals Crackdown Under New Mayor” (Duboc; Ferraz, 2018, p. 228).

In the Introduction to this dissertation, I have referred to “critical moments” that have permeated not only my experience with additional language teaching, but also the broader level of educational policies and political decisions. In this final chapter I return to them because, as Duboc and Ferraz (2018) explain, “any educational project aimed at a critical perspective must depart from the pain and complexities, regardless of the lack of prompt responses” (p. 229). In spite of the fact that such recurrent daunting news seems to suggest that researchers and educators are powerless in the sense that several changes are imposed on us without public consultation¹⁹¹, I see Critical Pedagogy as a venue for the development of counter-hegemonic pedagogical practices. In a context marked by social and political turmoil, I agree with the necessity of “a critical attitude between the gaps (or between the cracks) of the curriculum by deconstructing discursive practices which constantly arise in the classroom, be they in

¹⁹¹ Such is the case of the so-called High School Reform, in which a “neotechnicist orientation might be seen (...), for the reduction of the Humanities in the curriculum and the monolingual orientation as English has become the foreign language to be taught. Although the contents and skills to be covered in High School have not been established yet (to date, the Common Core curriculum covers Elementary Education), we might presume that a competence-based structure will be adopted, leading us to attest to its instrumental vein” (Duboc; Ferraz, 2018, p. 235).

textbooks, curricular guidelines, or the students' and the teacher's perceptions, ideas, and values" (Duboc; Ferraz, 2018, p. 241).

Even though Brazil is the home of Paulo Freire, who is considered the precursor the most influential name of Critical Pedagogy, our educational system has not really internalized and implemented the educator's ideas. This does not mean, however, that his ideas are outdated or lack practical relevance – rather, it is important to understand our current educational context taking into account the country's historical specificities:

Brazil has a long history of disrespect for human rights – from being one of the last countries to abolish slavery to the horrors of dictatorship in the second half of the 20th Century. Education, including language teaching, certainly has a role in promoting more critical perspectives on such issues as stereotypes, gender roles and several forms of violence in society, which may lead to less injustice (Mattos, 2014, 143).

Freire's ideas are born exactly because of the context of inequality and injustice he witnessed in Brazil. Even though much has changed, the current scenario is still marked by unequal and unfair relations. According to Giroux (2016),

At a time when institutions of public and higher education have become associated with market competition, conformity, disempowerment, and uncompromising modes of punishment, making known the significant contributions and legacy of Paulo Freire's work is now more important than ever before (p. 305).

In this sense, it is exactly because we live in a neoliberalist system which values commodities over people, constantly telling us that "we were never meant to survive" – to use Audre Lorde's (1978) words – that working towards social justice is urgent and necessary. Therefore, teaching "against the grain" or counter-hegemonically aiming at critical development that will allow for conscious and ethical action to take place is our "litany for survival".

Bearing in mind the necessity of approaching language teaching from a critical perspective, this study has set out to investigate the feasibility and the challenges in promoting critical language development in the teaching of English as an additional language. Thus, it is in line with the view that it is indeed possible and important to develop both critical thinking and communicative competence in the language classroom, in which “language teaching becomes a means through which to achieve both goals: learners’ communicative competence development and citizenship education” (Valério; Mattos, 2018, p. 333). The greatest challenge is perhaps how to do so. According to Mattos (2014), it is necessary “to provide language teachers with new models and spaces where they may develop critical thinking skills and transnational awareness, so that they can be able to devise their own context-specific ways of teaching” (p. 127). In spite of the fact that from the perspective of Critical Pedagogy there is no specific recipe for teaching and for designing teaching materials (since the teaching-learning context should guide the process of design and implementation), Crookes (2013) advocates for the need of developing sample materials and of producing accounts of experiences of critical language teaching (p. 9). After all, it is important that teachers and educators in general understand how critical language teaching may function in the real classroom. Siqueira (2016), for instance, in a study conducted with Brazilian teachers, found out that

teachers seem to be more critical in theory than in practice, they commonly engage in reflection, but this is turned into little action, they are totally in favor of enforcing a relationship between critical pedagogy and FL teaching, but feel they lack the theoretical background, and that they are underqualified to carry out such a task (p. 202).

This study can be understood, thus, as an attempt to bring theory and practice together through the development of a task-cycle aiming at critical language development in the context of basic and technological education. More specifically, based on the premises of action research, it proposed investigating the implementation of a critical task-cycle in a real classroom from the perspective of the students and of the teacher-researcher. This piece of study is an example of what Freire has termed *praxis*, a perspective in which theory and practice cannot be dichotomized. As Tagata (2018) explains, “the

symbiosis of theory and practice implicit in the Freirean concept of praxis suggests that practice without theory is thoughtless activism; on the other hand, theory without practice may lead to idealistic and empty verbalism” (p. 257).

By bringing together task-based language teaching and Critical Pedagogy, it is my hope to contribute to teachers’ and researchers’ critical reflection regarding critical perspectives to additional language teaching. As I have tried to make clear, the objective is by no means to advocate for what neoliberalist discourse refers to as “the best method”, but actually to reflect upon a teaching-learning context that is indeed situated and specific, which may in turn shed some light on the understanding of other specific contexts. This is the perspective that should be adopted while understanding the main findings of this study, which I summarize in the following section.

6.1 SUMMARY OF MAIN FINDINGS

With the attempt of investigating the implementation of a critical task-cycle in the context of basic and technological education, four main research questions were proposed. In this section, I turn to each of them in order to present an overview of the main results.

Research Question # 1: *How can tasks contribute to learners’ English language development from a critical perspective and which features of a task seem to allow for the development of learners’ critical media literacy?*

The data analysis in this study suggests that task-based language learning serves as the locus for critical language development, that is, for developing both students’ communicative and critical competences. This is so due to the very nature of tasks, since they are student-centered, they involve processes of language use related to the real world, they focus on pragmatic meaning, and they have a communicative outcome (Ellis, 2003). In other words, because the starting point of a task-based lesson should be the students’ themselves, tasks allow for students to voice their concerns and to reflect on issues pertaining to their reality (and, thus, of social relevance). Moreover, because the idea being communicated is of major concern, tasks may work as a venue for the development of critical consciousness (Freire, 2005). This does not mean, however, that tasks per se are sufficient for critical development: as we have seen, it is important to adopt a critical perspective to language teaching (and as the findings to Research

Question #2 indicate, the teacher has a fundamental role in this aspect). This is one of the reasons why I advocate for the need to recuperate TBLT's philosophical underpinnings which, as Long (2015) states, for the most part go hand in hand with the postulations of Critical Pedagogy.

If we consider that learning by doing, individual freedom, rationality, emancipation, learner-centeredness, egalitarian teacher-student relationships, participatory democracy, and mutual aid and cooperation (Long, 2015) are principles of TBLT, it is possible to note that it is a fruitful site for the development of critical consciousness (Freire, 2005). After all, for critical development to take place, it is necessary to recognize the students' subjectivities, to promote non-hierarchical classroom relations and to encourage critical dialogue (hooks, 1994). In the case of the implemented critical task-cycle, students were able to not only manipulate and reflect about media messages and media representation, but also to engage in producing new (counter) discourses, which is in line with the view of critical media literacy (Hobbs, 2011) and with the concept of learning by doing (Long, 2015).

Because TBLT is based on the psycholinguistic rationale for language learning, it is indeed helpful for both research and classroom practices. One of the difficulties presented in the context where the study was carried out concerned the students' different linguistic backgrounds. Skehan's (2009) framework for task analysis and implementation was important in the sense that it served so as to both design tasks and adopt implementation strategies that would alleviate students' burden of performance by calibrating cognitive and linguistic complexities. Thus, the critical task-cycle seemed to have been appropriate for a context marked by heterogeneity. Actually, heterogeneity can be perceived as positive for critical language development to the extent that students learn with one another in a collaborative process that involves listening to other people's views and juxtaposing them to their own's by making use of rationality.

Research Question #2: *What is the teacher-researcher's perception of the design and implementation (task-as-workplan and task-as-process) of a task-cycle on critical media literacy?*

As Samuda (2015) explains, a task is always a workplan that will be reinterpreted once it is implemented. In this sense, this piece of research indicates the pivotal role of the teacher in the implementation process of a critical task-cycle. After all, there is no guarantee that a task

will indeed be interpreted as a task or even be regarded from a critical perspective during its implementation. Hence the relevance of the teacher's mediation. In the case of this study, as the teacher-researcher, I adopted different strategies during the task-cycle so as to 1) guarantee that the critical task goal would be met, 2) direct students' attention to a specific topic (for example, to the form which the task focused on or to the critical discussion proposed by it), 3) overcome technical and material conditions presented by the teaching context and 4) facilitate students' learning. In this sense, many aspects that could not be foreseen during the design of the task-cycle emerged during task implementation, requiring the teacher to work "in tandem", that is, developing simultaneous strategies to cater for critical language development. This points out the complexity involved in the implementation of a critical task-cycle and suggests the necessity of developing teachers' critical reflection and knowledge regarding both TBLT and Critical Pedagogy.

My perceptions of the task-as-a-process also demonstrated that critical development – just like language development itself – is a continuous process that requires having students' contexts as the starting point of the teaching-learning process. In this sense, it is of great importance to resignify students' roles in the classroom so as to avoid falling back into transmission-based types of education (Freire, 2005). Actually, because students might not be accustomed to approaches that break away from more traditional views of education, some resistance might emerge from implementing a critical task-cycle. Such moments should not be regarded by the teacher as evidence of the uneffectiveness of his/her work, but rather as an important part of the process of critical language development. From my perspective as the teacher-researcher, tasks seemed to have worked best when students were heard, when questions were posed to them, when different views were juxtaposed and when they could get to know facts and data that allowed them to reconsider certain views or myths. In this sense, data analysis points out that the broader political, social and educational contexts (that is, the macro context) play a role in students' development (the micro context). Thus, any critical project would ideally involve not only teachers and students, but all those who are part of the teaching-learning process, including administrators, parents and policy makers.

Even though I reported having felt some level of frustration because at times tasks were not implemented as previously intended, the study suggests that "sticking to the original plan" should not be the aim of a proposal that highly depends on contextual factors and that is student-centered. I noted, for instance, that some tasks could have been

divided into shorter ones so as to give the students a sense of completion, since they seem to have felt that at some points tasks were too long. In this sense, the issue of time is an important one to be considered in task implementation: since in a task-cycle every part is connected so as to prepare students in order to achieve a certain goal, and since it highly depends on students' engagement, its completion may take longer than expected.

Research Questions #3 and #4: *How do the students perceive the development of their communicative competence through the use of the task-cycle? How do the students perceive their critical development through the use of the task-cycle?*

In spite of the fact that the students who took part in the study reported having learned the “comparative form”, which was the form that the task-cycle focused on, they also emphasized “doing things with the language” (Long, 2015), such as being able to understand different textual genres (news articles, videos, infographics) as well as conducting research in order to better understand the issue of gender in their context of study (and later produce an infographic based on the collected data). Their perceptions – in line with previous studies that investigated Brazilian students' perceptions of task implementation (Pereira, 2015; Afonso, 2016) – highlight, therefore, a more holistic view of learning, which differed from their previous language learning experiences. In this sense, it is possible to argue that not only did tasks have their primary focus on meaning, but students were engaged in the meaning-making process of the task-cycle.

The students also emphasized the critical content that they learned in the language classes: the critical task-cycle allowed them to reflect about the influence of the media and, more specifically, about gender representation in the context of Engineering and Mechanics. At times the students' views would mention linguistic and critical content learned altogether, which demonstrates that critical and linguistic development can happen simultaneously (and thus, that they should not be seen as separate aims of a class).

The fact that the critical task-cycle dealt with topics that pertained to the students' area of study was perceived as positive. Moreover, they mentioned the importance of promoting interaction with peers and being able to get to know their classmates better through collaboration and dialogue. Actually, at times the students would resort to their classmates in order to deal with difficulties that emerged during task completion. Besides, the fact that tasks promoted collaboration and

dialogue favored the development of critical consciousness (Freire, 2005), since the students engaged in the process of listening to other people's views and (re) thinking their own myths or consolidated truths (Freire, 2005).

The analysis of students' perceptions also suggests that, even though the topic of gender in the world of work was at first received with resistance – which needs to be understood based on the political and educational scenario in the country –, the students' attitudes changed throughout the task-cycle. This could be explained due to the fact that they were engaged in the process of critical consciousness development (Freire, 2005) – in other words, they had to think for themselves (with the teacher's and their peers' mediation) instead of having “truths” imposed on them in a top-down fashion. Some students mentioned, for instance, the importance of the use of statistics or data which, in their view, could enrich their repertoire on the issue of gender representation, allowing them to develop more elaborate and consistent arguments based on facts and evidence. At the same time, the work suggests that critical development is not linear and, thus, should be a continuous process that cannot be reduced or limited to one critical task-cycle.

At last, the questionnaires, the interviews and the reflection sessions, in my view, seem to have extrapolated their role as instruments for data collection, since they also served as moments for the students and the teacher-researcher to deepen their reflection regarding topics approached in class, as well as to reflect about the learning process itself and develop metacognitive awareness, in line with the rationale of TBLT (Ellis, 2006). This highlights the importance of devoting moments for students' (self) reflection during the teaching-learning process.

6.2 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

As I have tried to make clear in Chapter 3, this study is of a qualitative interpretive nature and follows the premises of action research, since it focuses “on the construction or coconstruction of meaning within a particular social setting” (Davis, 1995, p. 443). Because of that, it is necessary to acknowledge the situatedness and the specificities of the present study: it was conducted in the context of basic and technological education in a federal institute in the South of

Brazil with a group of 20 teenagers who were in their fourth curricular semester of the English subject. Besides, a specific perspective – TBLT – was adopted so as to cater for critical language development, and the critical task-cycle which was implemented focused on the specific topic of gender representation in the world of work. While these aspects might be regarded – from a positivist perspective – as limitations to the extent that they make the study non-generalizable, I see them as very aligned with a perspective that recognizes the complexities of teaching-learning an additional language, the importance of conducting research in real classrooms and the influence of context in teaching practices. Moreover, I advocate for the necessity of recognizing that conducting research is also a situated enterprise which is never neutral – for that, the subjectivities of those involved in the research process should also be recognized. In this line of thought, Jordão (2014) argues against the illusion of neutrality in research and provides a critical understanding of the role of the researcher in any investigation:

When I write, I hope to be consistent with my view of language as a contextualized social practice of meaning-making, a practice that is directly related to who I am, what I do and how I see myself and others being and doing things in the world, a practice constantly criss-crossed by ideologies of different orders, never neutral, never transparent (p. 425).

The very nature of the study – conducted in a real classroom by me as the teacher-researcher – brought a few challenges that could be perceived as limitations. Firstly, there was a time limitation in terms of the school schedule. Because of that, even though I might have found it fruitful to expand some tasks (or even to focus on students' needs that emerged from the task-cycle), it was not possible to extrapolate the calendar established by the institution. The study took place during the regular English class schedule, with meetings once a week lasting one hour and fifty minutes. Had I had more time for the classes, the study could have been expanded. Regarding data collection, also due to time limitations, it was only possible to interview each student once during task implementation. It is also important to note that because interviews had to be conducted with the students as an extracurricular activity (since there was not enough time to do that during class), finding an available time slot that would match the students' and the teacher's

schedule was challenging. Even though triangulation might have worked to compensate for this limitation (in the sense that different sets of data could be compared), perhaps it would have been interesting to have several interviews with each student in order to investigate students' perceptions in different moments of the critical task-cycle. Secondly, the fact that I was a full-time teacher at the time of data collection made the process challenging in the sense that there was little time for careful reflection throughout the process. After each class, for instance, I would have to write the self-reflection diaries in a limited amount of time before proceeding to the next teaching activity.

As regards future research, in accordance with the cyclical nature and the direct social impact of action research, I would advise to reflect on how this critical task-cycle could be implemented with students in a similar context (considering that alterations will certainly have to be made in light of the findings herein presented). It would also be interesting to conduct research with critical task-cycles focusing on other topics of social relevance and with different profiles of students in different teaching contexts. At last, a different approach to language teaching could also be investigated.

As I have argued throughout this study, in order for education to be critical we need to account for the education of critical teachers. Thus, I also believe that more research should be conducted in teacher education programs so as to investigate whether (and if so, how) critical development takes place in these contexts. It would be relevant to understand whether teacher-students are provided with the tools to become knowledgeable professionals in terms of TBLT and Critical Pedagogy, for instance. Actually, from a critical perspective, it would be important to move beyond the classroom and teacher education to also investigate the textbook industry, policy making, and educational planning in general so as to understand the perspectives underlying additional language teaching in these contexts (which have a strong influence in both teacher education and in classroom practices). I see, in this sense, that critical work has still a long way to go – and it is high time we, as researchers and educators, recognized its urgency and challenges.

6.3 PEDAGOGICAL IMPLICATIONS

Since the motivation and the justification for this study also derives from my experience as a teacher, it has direct implications for

my context of work. I believe it offers insight on how to promote critical language development in the context of basic and technological education, contributing to the promotion of inclusion, which is the main mission of the institution. Conducting this piece of study was a process of (self) reconstruction and deconstruction as a critical language teacher-researcher. Becoming a critical educator is a continuous process, and this study has offered me possibilities for bridging the gaps between theory and practice and for constantly questioning my practices.

In fact, the implications of this work go beyond my classroom, since this piece of research may provide other teachers with the necessary tools for them to be able to reflect upon their practices and pedagogical contexts and devise strategies that may account for students' critical language development. Even though the reality of public schools in our country is not favorable for teachers' continued development – the context of investigation of this study may be considered privileged when compared to other public schools, which usually lack infrastructure and investments in general –, I argue that this piece of study may work so as to help educators in the endeavor of investigating their own practice aiming towards social transformation. In this sense, I see the theoretical discussions, the critical task-cycle and the discussion chapters as being of special use for teachers. In spite of the fact that teachers might not have the available resources for systematic research, the fact that they can be in contact with different studies and understand their underlying theories (especially those focusing on pedagogical practices) might help them reflect about their own practices and make informed pedagogical decisions. Even though they might not be able to conduct research in its traditional way, they may develop ways of looking at the teaching-learning process with critical eyes. I see that critical action research has a positive contribution in this regard. The instruments used for data collection in this study, for instance, might be adapted and used so as to better identify students' needs and perceptions, to (co) construct knowledge and to promote (self) reflection and metacognitive awareness. At last, this piece of study may also inform teacher education initiatives, contributing to change the scenario identified by Siqueira (2016) in which teachers recognize the importance of critical language teaching, but do not know how to go about implementing it.

6.4 FINAL WORDS: “IT IS BETTER TO SPEAK / REMEMBERING WE WERE NEVER MEANT TO SURVIVE”

“Depois de tudo até chegar neste momento
Me negar conhecimento é me negar o que é meu
Não venha agora fazer furo em meu futuro,
Me trancar num quarto escuro e fingir que me esqueceu
Vocês vão ter que acostumar porque...

Ninguém tira o trono do estudar
Ninguém é o dono do que a vida dá

E nem me colocando numa jaula
Porque sala de aula
Essa jaula vai virar”
(Dani Black, 2015)

As already mentioned, doing Critical Language Teaching is, for me, a litany for survival. I see it as a type of activism that is much needed at a time when the development of critical consciousness is regarded as dangerous by several conservative groups. On a very personal note, conducting this piece of study was challenging for me because it required a great commitment to my values and beliefs as an educator. If I believe education should be emancipatory, I cannot surrender to the daunting news of projects aiming at prohibiting gender discussion at schools and of lawsuits against teachers who were accused of ideological indoctrination due to their critical work. It is exactly at these times of fragility that a critical perspective and, most importantly, critical action is called for. Audre Lorde (1978) reminds us, thus, that being afraid is a constant feeling for those “who live at the shoreline”. Nevertheless, “it is better to speak” even knowing that we live under a system in which “we were never meant to survive”.

This does not mean, however, that critical work is doomed to failure. For me, knowing that “we were never meant to survive” means understanding the ways in which society is oppressive and devising strategies for creating ruptures and breaking away from forms of exploitation and exclusion. I have learned, for instance, that I need to exercise empathy while trying to understand my students’ “problematic”

views. In other words, I have reflected extensively on how to promote critical reflection without promoting oppression. For that, I had to understand that students' views were a result of their position in the world. More than that, I could see that education can indeed transform one's context by presenting alternative ways of conceiving society.

In the Brazilian context, the students who occupied their schools in the last few years are perhaps the ones who could better put into practice Freire's understanding of Critical Pedagogy. In light of governmental decisions to close several public state schools in São Paulo (as part of an attempt to "reorganize" its educational system) and to reduce federal investments in education, several students occupied their schools in different parts of Brazil, claiming that the educational territory belonged to them and that they could not be deprived from the access to knowledge. Not only did they organize themselves in order to defend their rights, but they were also able to resignify the school hierarchy and to question the system bureaucracy: they worked cooperatively, strengthened democratic relations through collaborative dialogue and decision-making, and promoted learning moments with one another based on their needs and focusing on topics of social relevance. As Piolli, Pereira and Mesko (2016) explain, the schools' occupations were an example of radical democracy. I believe that, inspired by and together with students, it is the critical educator's task to transform the "jails" provided by the educational system into real classrooms, in which social justice (and thus, democracy) might be exercised on a daily basis.

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APPENDIX A – Approval by the Ethics Committee

UNIVERSIDADE FEDERAL DE
SANTA CATARINA - UFSC



PARECER CONSUBSTANCIADO DO CEP

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: Competência Comunicativa e Pensamento Crítico: Promovendo o Letramento Midiático através da Abordagem Baseada em Tarefas para o Ensino de Língua Inglesa

Pesquisador: Raquel Carolina

Área Temática:

Versão: 1

CAAE: 63846217.0.0000.0121

Instituição Proponente: Centro de comunicação e expressão

Patrocinador Principal: Financiamento Próprio

DADOS DO PARECER

Número do Parecer: 2.032.334

Apresentação do Projeto:

O estudo intitulado “Competência Comunicativa e Pensamento Crítico: Promovendo o Letramento Midiático através da Abordagem Baseada em Tarefas para o Ensino de Língua Inglesa”, é natureza qualitativa e será conduzido com um grupo de alunos de ensino médio (que têm entre 15 e 17 anos) em uma escola pública de ensino técnico em Santa Catarina. A coleta de dados acontecerá durante o horário de aulas regular da disciplina de inglês ministrada pelo professor-pesquisador. Primeiramente, o professor-pesquisador apresentará todas as informações necessárias sobre a pesquisa aos participantes e entregará os termos de consentimento e assentimento. Depois disso, aplicará os questionários referente aos perfis dos alunos. Em seguida, implementará o ciclo de tarefas, que deverá ir ao encontro dos objetivos da disciplina e das necessidades dos alunos. Ao final de cada aula, os alunos completarão um pequeno questionário sobre sua percepção acerca das tarefas implementadas naquele dia. Já ao final do ciclo de tarefas, os alunos serão entrevistados pelo professor-pesquisador.

Objetivo da Pesquisa:

Objetivo Primário:

Endereço: Universidade Federal de Santa Catarina, Prédio Reitoria II, R. Desembargador Vitor Lima, nº 222, sala 401
Bairro: Trindade **CEP:** 88.040-400
UF: SC **Município:** FLORIANOPOLIS
Telefone: (48)3721-6094 **E-mail:** cep.propesq@contato.ufsc.br

Continuação do Parecer: 2.032.334

O presente estudo, de ordem qualitativa, tem como objetivo desenvolver um ciclo de tarefas para um grupo de alunos de inglês do ensino regular. Mais especificamente, o objetivo é investigar a percepção dos alunos e do professor-pesquisador sobre aulas contendo tanto objetivos comunicativos quanto críticos e fazendo uso de diferentes mídias.

Avaliação dos Riscos e Benefícios:**Riscos:**

Durante a pesquisa, aspectos desagradáveis como cansaço, constrangimento, falha no funcionamento do equipamento tecnológico, problemas de relacionamento com outros participantes, dentre outros, podem ser comuns, mas serão mediados pelo professor-pesquisador com o fim de resolvê-los e proporcionar as condições necessárias de conforto na participação da pesquisa.

Benefícios:

A participação no estudo implicará no desenvolvimento das habilidades linguísticas em língua inglesa do aluno, uma vez que o ciclo de tarefas será implementado durante as aulas regulares de língua inglesa e irá ao encontro dos objetivos da disciplina e do currículo do curso.

Comentários e Considerações sobre a Pesquisa:

A pesquisa apresenta fundamentação bibliográfica, clareza em seus objetivos e uma vez obtido os dados conclusivos, poderá contribuir para a produção de novos conhecimentos sobre a temática proposta.

Considerações sobre os Termos de apresentação obrigatória:

Documentos de acordo com as solicitações do CEP/SH.

Recomendações:

Não se aplica.

Conclusões ou Pendências e Lista de Inadequações:

A pesquisa está de acordo com o preconizado na Resolução 466/2012 não apresentando inadequações, ou impedimentos a sua realização.

Considerações Finais a critério do CEP:

Este parecer foi elaborado baseado nos documentos abaixo relacionados:

Endereço: Universidade Federal de Santa Catarina, Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401	
Bairro: Trindade	CEP: 88.040-400
UF: SC	Município: FLORIANOPOLIS
Telefone: (48)3721-6094	E-mail: cep.propesq@contato.ufsc.br

UNIVERSIDADE FEDERAL DE
SANTA CATARINA - UFSC



Continuação do Parecer: 2.032.334

Tipo Documento	Arquivo	Postagem	Autor	Situação
Informações Básicas do Projeto	PB_INFORMAÇÕES_BASICAS_DO_PROJETO_848734.pdf	17/01/2017 22:06:13		Aceito
Folha de Rosto	image20170117123601.pdf	17/01/2017 22:03:38	LEONARDO DA SILVA	Aceito
Declaração de Instituição e Infraestrutura	autorizacaoUFSC.pdf	10/01/2017 11:03:15	LEONARDO DA SILVA	Aceito
Outros	atividades_pedagogicas_ciclo_de_tarefas.docx	29/12/2016 16:35:51	LEONARDO DA SILVA	Aceito
Outros	Questionario_perfil_alunos.docx	29/12/2016 16:32:55	LEONARDO DA SILVA	Aceito
Outros	roteiro_de_entrevista.docx	29/12/2016 16:32:28	LEONARDO DA SILVA	Aceito
Outros	Questionario_sobre_percepcao_da_aula.docx	29/12/2016 16:30:58	LEONARDO DA SILVA	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	Termos_de_Consentimento_eAssentimento.docx	29/12/2016 16:29:06	LEONARDO DA SILVA	Aceito
Projeto Detalhado / Brochura Investigador	Projeto_de_pesquisa_completo.docx	29/12/2016 16:28:06	LEONARDO DA SILVA	Aceito

Situação do Parecer:

Aprovado

Necessita Apreciação da CONEP:

Não

FLORIANOPOLIS, 26 de Abril de 2017

Assinado por:
Yimar Correa Neto
(Coordenador)

Endereço: Universidade Federal de Santa Catarina, Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401
Bairro: Trindade **CEP:** 88.040-400
UF: SC **Município:** FLORIANOPOLIS
Telefone: (48)3721-6094 **E-mail:** cep.propesq@contato.ufsc.br

APPENDIX B – Needs analysis questionnaire

Universidade Federal de Santa Catarina

Centro de Comunicação e Expressão

Programa de Pós-Graduação em Inglês

Aluno: Leonardo da Silva **Nível:** Doutorado

Professora Orientadora: Raquel Carolina Souza Ferraz D'Ely

Needs Analysis Questionnaire – Students



Image retrieved from: <http://www.dealerscope.com/webinar/standing-social-media-heard-facebook-twitter-control-microphone/>

Informações pessoais:

Nome: _____ . Idade: _____. Módulo: ()2 ()3 ()4

PRIMEIRA PARTE – VOCÊ E O INGLÊS

1) Você estudou Inglês antes de entrar no Instituto? () SIM () NÃO

1.1 Se você respondeu SIM:

Onde você estudou e por quanto tempo?

- () Estudei Inglês no Ensino Fundamental durante ____ ano(s).
 () Estudei Inglês em uma escola de línguas durante ____ ano(s).
 () Fiz aulas particulares de Inglês durante ____ mese(s).
 () Fiz um intercâmbio no exterior em que estudei Inglês durante ____ mese(s).

2) Você aprendeu/aprende inglês informalmente/por conta própria? () SIM () NÃO

2.1. Se você respondeu SIM:

De que forma você aprendeu/aprende? Assinale quantas alternativas forem necessárias.

- () Estudo materiais didáticos.
 () Tenho contato com a língua inglesa por meio da tecnologia (por exemplo: filmes, séries, internet, jogos, etc).
 () Interaço com outras pessoas falantes de inglês (nativas ou não nativas).
 () Outra: _____.

3) Você considera a língua inglesa importante em sua vida? () SIM () NÃO

3.1 Se você respondeu SIM:

Por que considera a língua inglesa importante em sua vida? Assinale quantas alternativas forem necessárias.

- () É importante para o meu crescimento profissional.
 () É importante para o meu crescimento pessoal.
 () Outro: _____.

4) Você costuma usar o inglês fora da sala de aula? () SIM () NÃO.

4.1 Se você respondeu SIM:

Com que frequência você faz as seguintes atividades usando a língua inglesa?

- Ler blogs ou sites () Nunca () Raramente () Às vezes () Frequentemente () Diariamente
 Ler livros e revistas () Nunca () Raramente () Às vezes () Frequentemente () Diariamente
 Jogar online () Nunca () Raramente () Às vezes () Frequentemente () Diariamente
 Ouvir músicas () Nunca () Raramente () Às vezes () Frequentemente () Diariamente

Assistir vídeos/filmes/seriados em inglês com legendas em português ()
 Nunca () Raramente () Às vezes () Frequentemente () Diariamente
 Assistir vídeos/filmes/seriados em inglês com legendas em inglês () Nunca ()
 Raramente () Às vezes () Frequentemente () Diariamente
 Assistir vídeos/filmes/seriados em inglês (sem legendas) () Nunca ()
 Raramente () Às vezes () Frequentemente () Diariamente
 Interagir com falantes de inglês () Nunca () Raramente () Às vezes ()
 Frequentemente () Diariamente

4) Que atividades na sala de aula mais contribuem para o seu aprendizado de língua inglesa? Numere os tipos de atividade em uma escala de 1 a 8, sendo que 1 é a atividade que mais contribui para o seu aprendizado e 8 é a atividade que menos contribui para o seu aprendizado.

- () Atividades em sala de aula fazendo uso de vídeos e músicas
- () Atividades em sala de aula fazendo uso de textos escritos diversos
- () Atividades em sala de aula em que você deve falar inglês interagindo com os colegas ou expondo sua opinião à turma
- () Atividades em sala de aula em que você deve se expressar de forma escrita em inglês
- () Atividades em sala de aula de prática gramatical
- () Atividades no ambiente virtual fazendo uso de vídeos e músicas
- () Atividades no ambiente virtual fazendo uso de textos escritos diversos
- () Atividades no ambiente virtual de prática gramatical

Justifique sua escolha da atividade que mais contribui para o seu aprendizado (1) e da que menos contribui para o seu aprendizado (8).

5) Como o Inglês pode ser útil na sua vida pessoal ou profissional? Como você acha que pode usar o Inglês em sua vida? Dê detalhes.

6) Com base na pergunta anterior, o que você considera importante aprender nas aulas de inglês?

SEGUNDA PARTE – VOCÊ E A MÍDIA

1) Você tem acesso à internet? () SIM () NÃO.

1.1 Se sim, onde?

() Tenho acesso à internet em casa.

() Tenho acesso à internet na casa de familiares e/ou amigos.

() Tenho acesso à internet somente no IFSC.

2) Com que frequência você usa a internet?

() Raramente () Algumas vezes na semana () Frequentemente ()
Diariamente

3) Que tipos de mídia fazem parte do seu dia-a-dia? Assinale quantas alternativas forem necessárias.

() Rádio () Jornal () Televisão () Revistas () Mídias sociais ()

Websites () Blogs () Vlogs

() Outros _____.

4) Você acha que as mídias que você utiliza são uma boa maneira de se informar sobre questões culturais, econômicas, políticas e sociais? Por quê?

5) Que temas relacionados à mídia você acha importante abordar em sala de aula?

TERCEIRA PARTE – VOCÊ E O IFSC

1) Qual é a sua motivação para estudar no Instituto Federal de Santa Catarina? Assinale quantas alternativas forem necessárias.

- localização
- ensino gratuito
- qualidade de ensino
- ensino técnico integrado
- infra estrutura da instituição
- outra: _____.

2) Como você avalia a sua experiência enquanto aluno no IFSC?

- Ruim Média Boa Ótima

Justifique.

3) Você sente falta de algo na sua formação básica e técnica? (por exemplo: conteúdos, disciplinas, atividades extracurriculares, organizações estudantis, discussões, etc). Explique.

COMENTÁRIOS/SUGESTÕES/PERGUNTAS? Use este espaço para abordar questões não mencionadas nas perguntas anteriores.



Image retrieved from: <http://freegoogleslides templates.com/modern-presentation-pitch-free-presentation-template/thank-you-your-attention-google-slides-templates/>

APPENDIX C – Summary of results of the needs-analysis questionnaire

* Os números entre parênteses correspondem ao número de alunos que assinalaram a alternativa em questão.

** Os resultados estão divididos por módulos para que seja possível comparar as diferenças entre as turmas.

QUESTION	MODULE 2	MODULE 3	MODULE 4
Idade	14 anos (2) 15 anos (13) 16 anos (16) 17 anos (2)	16 anos (11) 17 anos (4)	15 anos (5) 16 anos (11) 17 anos (1)
1. Você estudou Inglês antes de entrar no Instituto?	Sim (29) Não (4)	Sim (11) Não (4)	Sim (15) Não (2)
1.1 Onde você estudou e por quanto tempo?	Ensino Fundamental – 2 anos (4) Ensino Fundamental – 3 anos (4) Ensino Fundamental – 4 anos (3) Ensino Fundamental – 5 anos (3) Ensino Fundamental – 9 anos (1) Escola de Línguas – 1 ano (7) Escola de Línguas – 2 anos (1) Escola de Línguas – 3 anos (1) Escola de Línguas – 4 anos (1) Escola de Línguas – 5 anos (1) Aulas particulares – 1 mês (1) Aulas particulares – 6 meses (1) Aulas particulares – 10 meses (1)	Ensino Fundamenta l – sem especificar tempo (1) Ensino Fundamenta l – 1 ano (3) Ensino Fundamenta l – 2 anos (1) Ensino Fundamenta l – 4 anos (1) Ensino Fundamenta l – 9 anos (2) Escola de Línguas – 5 meses (1) Escola de Línguas – 1 ano (2) Escola de	Escola de Línguas – 1 ano (1) Escola de Línguas – 2 anos (2) Escola de línguas – 5 anos (1) Escola de Línguas – 6 anos (1) Escola de Línguas – 7 anos (1) Ensino Fundamental – 5 anos (2) Ensino Fundamental – 4 anos (6) Ensino Fundamental – 8 anos (1)

		Línguas – 2 anos (1) Escola de Línguas – 4 anos (1) Escola de Línguas – 6 anos (1)	
2. Você aprendeu/aprende inglês informalmente/por conta própria?	Sim (17) Não (15) Não respondeu (1)	Sim (11) Não (4)	Sim (13) Não (4)
2.1 De que forma aprendeu/aprende ? Estudo materiais didáticos	3	1	1
Tenho contato com a língua inglesa por meio da tecnologia	19	11	12
Interaço com outras pessoas falantes de inglês	4	1	5
Outro	Faço um curso livre de línguas (1) Minha mãe é professora de inglês (1)		
3. Você considera a língua inglesa importante em sua vida?	Sim (32) Não (1)	Sim (15)	Sim (17)
3.1 Por que considera a língua inglesa importante? Importante para o crescimento profissional	29	14	15
Importante para o	14	9	14

crescimento pessoal			
Outro	Facilitar comunicação com estrangeiros (1) Viajar para outros lugares do mundo falando inglês (1) Quero fazer intercâmbio (1) Inglês é uma língua mundial, é essencial aprendê-lo (1) Tudo que gosto é em inglês (10)	Conhecer novos lugares (1)	Globalização (1) Desenvolver o raciocínio lógico (1)
4. Você costuma usar o inglês fora da sala de aula?	Sim (25) Não (8)	Sim (14) Não (1)	Sim (13) Não (4)
4.1 Com que frequência faz as seguintes atividades usando a língua inglesa? Ler blogs ou sites (9)	Nunca (4) Raramente (6) Às vezes (10) Frequentemente (3) Diariamente (1)	Nunca (2) Raramente (5) Às vezes (3) Frequentemente (2) Diariamente (1)	Nunca Raramente (3) Às vezes (4) Frequentemente (4) Diariamente (2)
Ler livros e revistas (4)	Nunca (7) Raramente (11) Às vezes (4) Frequentemente (1) Diariamente	Nunca (4) Raramente (5) Às vezes (2) Frequentemente (1) Diariamente (1)	Nunca Raramente (6) Às vezes (3) Frequentemente (2) Diariamente (1)
Jogar online (17)	Nunca (4) Raramente (2) Às vezes (5) Frequentemente (7) Diariamente (6)	Nunca Raramente (3) Às vezes (4) Frequentemente (5) Diariamente (1)	Nunca (1) Raramente (1) Às vezes (5) Frequentemente (5) Diariamente
Ouvir músicas (15)	Nunca (1) Raramente Às vezes Frequentemente (8)	Nunca (1) Raramente Às vezes (2) Frequentem	Nunca Raramente Às vezes (3) Frequentemente

	Diariamente (16)	ente (4) Diariamente (7)	(3) Diariamente (7)
Assistir vídeos/filmes/seriados em inglês com legendas em português (16)	Nunca (2) Raramente (4) Às vezes (8) Frequentemente (6) Diariamente (5)	Nunca (1) Raramente (3) Às vezes (2) Frequentemente (5) Diariamente (3)	Nunca (1) Raramente (5) Frequentemente (5) Diariamente (3)
Assistir vídeos/filmes/seriados em inglês com legendas em inglês (9)	Nunca (7) Raramente (8) Às vezes (4) Frequentemente (5) Diariamente (1)	Nunca (4) Raramente (4) Às vezes (4) Frequentemente (1) Diariamente (1)	Nunca (2) Raramente (1) Às vezes (3) Frequentemente (3) Diariamente (2)
Assistir vídeos/filmes/seriados em inglês (sem legendas) (8)	Nunca (15) Raramente (10) Às vezes (2) Frequentemente (3) Diariamente	Nunca (6) Raramente (5) Às vezes (1) Frequentemente (2) Diariamente	Nunca (1) Raramente (4) Às vezes (3) Frequentemente (3) Diariamente (1)
Interagir com falantes de inglês (10)	Nunca (8) Raramente (3) Às vezes (6) Frequentemente (5) Diariamente (2)	Nunca (2) Raramente (4) Às vezes (3) Frequentemente (4) Diariamente	Nunca (1) Raramente (6) Às vezes (4) Frequentemente (1) Diariamente
4) Que atividades mais contribuem para o seu aprendizado de língua inglesa? atv com vídeos e músicas (18) atv com textos (7) interagindo com colegas (11)	a) Ativ em sala com vídeos e músicas (9) b) Ativ em sala com textos (5) c) Ativ virtuais de prática gramatical (2) d) Ativ interagindo com colegas (4) e) Ativ virtuais com músicas e vídeos (5) f) Ativ em sala de prática grammatical (1)	a) Ativ em sala com vídeos e músicas (3) b) Ativ em sala com textos (1) d) Ativ interagindo com colegas (6) e) Ativ	a) Ativ em sala com vídeos e músicas (6) b) Ativ em sala com textos (1) e) Ativ virtuais com músicas e vídeos (6) d) Ativ interagindo com colegas (1) f) Ativ em sala

virtuais com músicas e vídeos (13) prática grammatical (3)		virtuais com músicas e vídeos (2) f) Ativ em sala de prática grammatical (1)	de prática grammatical (1) g) Ativ de expressão escrita (1)
Justificativa	<p>a) forma muito boa, chama a atenção, aprendo mais / é mais fácil entender com música</p> <p>b) o aluno escreve e também lê nestas atividades, ajuda a conhecer a escrita das palavras / consigo entender melhor lendo</p> <p>c) alunos ficam mais focados virtualmente / todos usam a tecnologia e é bom uni-la com a gramática</p> <p>d) aprendo melhor dessa forma / prática da pronúncia</p> <p>e) aprendo mais falando e interagindo</p> <p>f) Quando aprendemos gramática, aprendemos a pronunciar e o significado da palavra.</p>	<p>a) mais vantajoso e menos massante</p> <p>b) escrever nos ajuda a gravar as palavras</p> <p>d) aprendo melhor me comunicando / conversação é a melhor maneira para aprender / as pessoas aprendem falando</p> <p>e) coisas do dia a dia despertam interesse / por estar mais no meu controle, desfruto mais</p> <p>f) aprendo melhor fazendo exercícios e escrevendo.</p>	<p>a) Quanto mais vídeos assisto, mais fácil fica compreender. / gosto de filmes e músicas</p> <p>b) aprender a escrita e entender a palavra no contexto é importante</p> <p>d) Para ter maior aproximação com a língua</p> <p>e) Sempre há palavras que desconheço</p> <p>f) Gramática é essencial</p> <p>g) Tenho dificuldade para escrever</p>
4) Que atividades menos contribuem para o seu	<p>a) Ativ interagindo com os colegas (8)</p> <p>b) Ativ virtuais de</p>	a) Ativ interagindo com os	a) Ativ interagindo com os colegas (4)

aprendizado de língua inglesa?	<p>gramática (2)</p> <p>c) Ativ em sala com textos (1)</p> <p>d) Ativ virtuais com textos (4)</p> <p>e) Ativ virtuais com vídeos e músicas (5)</p> <p>f) Ativ em sala em que você se expressa de forma escrita (1)</p> <p>g) Ativ em sala de gramática (2)</p>	<p>colegas (1)</p> <p>b) Ativ virtuais de gramática (1)</p> <p>c) Ativ em sala com textos (2)</p> <p>e) Ativ virtuais com vídeos e músicas (3)</p> <p>f) Ativ em sala em que você se expressa de forma escrita (1)</p> <p>g) Ativ em sala de gramática (3)</p> <p>h) Ativ em sala com vídeos e músicas (2)</p>	<p>b) Ativ virtuais de gramática (6)</p> <p>d) Ativ virtuais com textos (2)</p> <p>g) Ativ em sala de gramática (3)</p>
Justificativa	<p>a) aluno não se sente a vontade</p> <p>b) é desinteressante, porém importante</p> <p>c) aula se torna chata com textos</p> <p>d) acho chato ficar escrevendo</p> <p>e) se não tenho conhecimento, não entendo. / é diversão / não entendo muito e não tenho o professor por perto / músicas são informais e resumidas, não são boas para o aprendiz / não entendo muito bem.</p> <p>f) modo ultrapassado</p>	<p>a) minha ansiedade não me deixa interagir</p> <p>b) difícil porque não tenho computador.</p> <p>c) não faz parte do dia a dia / não me adequo muito ao uso de textos</p> <p>e) são de difícil compreensão / muito</p>	<p>a) acredito que a fala é um produto / sou envergonhada e não gosto de interagir</p> <p>b) não gosto de gramática / repetitivo e maçante</p> <p>d) não aprendo lendo nem sozinha</p> <p>g) Tornam a aula maçante. / o que menos me estimula a aprender.</p>

	de dar aula. g) aprendo mais interagindo. / não me identifico	complexa f) repetitivo e enjoativo g) inútil porque se eu for fazer um intercâmbio precisaria mais falar do que escrever / não obtém os mesmos resultados que aulas dinâmicas, diferentes meios são importantes. h) difícil aprender por vídeo-aula	
Comments/conclusions	Two trends: alunos que parecem gostar mais da parte oral e outros que preferem evitá-la (interação) pela timidez ou mesmo pela falta de conhecimento linguístico. Questão da tecnologia: em geral, acham positivo (mas alguns apontam a falta do professor para ajudar)	De novo, aparece a dificuldade com os gêneros autênticos e mais complexos (talvez eles se frustram por não entender tudo). Similar ao anterior.	Em geral, preferem atividades mais atrativas com recursos audiovisuais a atividades/exercícios mais tradicionais.
5) Como o inglês pode ser útil na sua vida pessoal ou profissional? Como você acha que pode usar o inglês em sua vida? De detalhes.	Trabalhar no exterior (4) Morar fora do país ou viajar (17) Mercado de trabalho (12) Fazer coisas com o inglês (1)	Crescer no mundo do trabalho (10) Ter oportunidade no exterior (4)	Trabalho / Currículo (10) Manuais de mecânica em inglês (2) Visitar outros países (6) Comunicação

	<p>Comunicar-se com falantes de ingles (7) Ler manuais (2) Acesso a informacao / entretenimento (8) Gosto pessoal (2)</p>	<p>Conhecer lugares e pessoas novas / viajar (8) Morar no exterior / fazer intercambio (4) Acesso a informacao / entretenimento (3)</p>	<p>com pessoas de outros paises (3) Aproximacao com culturas (1) Acesso a informacao (2) Acesso a midias de interesse / entretenimento (2) Para viver em outro pais (4)</p>
<p>6) O que voce considera importante aprender nas aulas de ingles?</p>	<p>Conversacao (9) Gramatica (9) Conhecer objetos em ingles (1) Vocabulario (4) Cultura de outros paises (1) Comunicacao com outras pessoas (3) Escrita (3) Pronuncia (3) Fala (4) Audicao (2) Leitura (1) Compreensao (1) Gurias (3) Funcoes (1) Aprender com videos e musicas / oralidade (3) Interpretar textos (1) Aprender de forma dinamica / com jogos (1)</p>	<p>Gramatica (5) Expressoes (4) Comunicacao escrita (2) Funcoes (1) Conversacao (1) Pratica do ingles (1) Montar frases (1) Traduzir textos ou frases (1) Pronuncia (4) Gurias (1) Comunicacao / dia a dia (3) Questoes atuais (1) Objetos usados rotineiramente (1) Diferencas em relacao ao portugues</p>	<p>Gramatica (1) Linguagem diaria (1) Significado das palavras e pronuncia (3) Termos tecnicos (1) Conteudo relacionado a mecanica (1) Ouvir, entender, e falar (1) Escrita e pratica (1) Funcoes (se apresentar, dar informacoes, etc) (3) Fala (3) Como aprender (1)</p>

		(1) Como agir com as pessoas fora do Brasil (1) Fluência (1)	
Comments	Foco no mundo do trabalho e nas viagens/experiências no exterior, todos reconhecem a importância da língua, Inglês para comunicação... Visão utilitarista		
PARTE 2	Sim (33)	Sim (15)	Sim (17)
1) Você tem acesso à internet?			
1.1 Onde?	Em casa (30) Na casa de familiares e/ou amigos (1) Somente no IFSC (1)	Em casa (15) Na casa de familiares e/ou amigos Somente no IFSC	Em casa (17) Na casa de familiares e/ou amigos Somente no IFSC
2) Com que frequência você usa a internet?	Raramente Algumas vezes na semana (3) Frequentemente (1) Diariamente (29)	Raramente Algumas vezes na semana Frequentemente (4) Diariamente (11)	Raramente Algumas vezes na semana Frequentemente Diariamente (17)
3) Que tipos de mídia fazem parte do seu dia-a-dia?	Rádio (5) Jornal (7) Televisão (22) Revistas (2) Mídias Sociais (30) Websites (17) Blogs (10) Vlogs (13) Jogos (4) Youtube (2)	Rádio (4) Jornal (6) Televisão (11) Revistas (2) Mídias Sociais (15) Websites (7) Blogs (4) Vlogs (4) Jogos online	Rádio (4) Jornal (5) Televisão (11) Revistas (6) Mídias Sociais (16) Websites (16) Blogs (6) Vlogs (5) Vídeos (1) Jogos (1)

		/ videogame (2) Entretenimento (1) Vídeos (1) Fóruns (1)	Séries (1)
4) Você acha que as mídias são uma boa maneira de se informar sobre questões culturais, políticas, econômicas e sociais?	Sim (27) Algumas são (2) Não (3)	Sim (15)	Sim (15) Não (2)
4) Por quê?	SIM: Acesso a vários conteúdos e notícias (13) Maneira rápida e remota de se obter informação (3)) Acesso a várias perspectivas (3) Acesso a questões culturais (1) Vídeos são muito interessantes para estudar/praticar inglês (2) Mídias são manipuladoras (1) ALGUMAS: Não são todas confiáveis (1) NÃO: A mídia modela as informações veiculadas (1) Não procuro saber muito sobre essas questões (1) Há muita mentira (1)	Acesso a vários conteúdos e notícias (3) Maneira rápida e remota de se obter informação/ se atualizar (7) Possibilitam formar diferentes opiniões / pensamento crítico sobre assuntos diversos (3) Interagimos com outras pessoas sobre o assunto (2)	SIM: Acesso a várias perspectivas (6) Acesso a vários conteúdos e notícias (5) É parte do cotidiano (3) Contribuem para o aprendizado da língua (1) NÃO: Fatos cheios de opiniões próprias não vinculadas com a verdade (2)

<p>5) Que temas relacionados à mídia você acha importante abordar em sala de aula?</p>	<p>Atualidades (1) Sustentabilidade (2) Respeito com o próximo (3) Educação (1) Racismo (2) Diferenças sociais (2) Temas sociais (2) Temas mundiais (1) Política (8) Pobreza (1) Culturas de outros países (2) Jogos (1) Curiosidades/acontecimentos interessantes (1) Histórias (1) Música e filmes (4) Abuso virtual (1) Manipulação (1) A mente humana (1) Valorização de outras línguas (1) Economia (2) Religião (1) Temas polêmicos (1) Esporte (1) Jornais, blogs (1)</p>	<p>Política (2) Economia (1) Saúde (1) Racismo (2) Atualidades (3) Esportes (4) Notícias americanas (1) Assuntos polêmicos (1) Ferramentas para aprender línguas (1) Culturas (2) Preconceito (1) Homofobia (1)</p>	<p>Educação (1) Economia (2) Esportes (1) Atualidades (4) Política (2) Saúde (1) Ecologia (1) Manipulação da informação (2) Algo que interesse os jovens (2) Algo relacionado a vida social e profissional (1) Uso adequado (1)</p>
<p>PARTE 3</p> <p>1. Qual é a sua motivação para estudar no IFSC?</p>	<p>Localização (7) Ensino gratuito (13) Qualidade de ensino (26) Ensino Técnico Integrado (15) Infra estrutura (5) Outra: obrigação (2) Outra: oportunidades para o futuro (1) Outro: gosto de estar no IFSC às vezes (1) Outra: mecânica (1) Outra: pessoas que trabalham no IFSC são</p>	<p>Localização (1) Ensino gratuito (9) Qualidade de ensino (15) Ensino Técnico Integrado (14) Infra estrutura (6) Outra: decisão dos</p>	<p>Localização (9) Ensino gratuito (12) Qualidade de ensino (16) Ensino Técnico Integrado (12) Infra estrutura (4)</p>

	legais (1)	pais (1)	
2. Como você avalia a sua experiência enquanto aluno do IFSC?	Ruim (0) Média (8) Boa (19) Ótima (5)	Ruim (0) Média (0) Boa (10) Ótima (5)	Ruim (0) Média (1) Boa (12) Ótima (4)
Justifique.	<p>Média:</p> <ul style="list-style-type: none"> - Poderia amadurecer e me dedicar aos estudos (1) - Não gosto muito do colégio em si (1) - Não me sinto motivado (1) - Poucos recursos (1) - Longe de casa e tiro notas ruins (1) <p>Boa:</p> <ul style="list-style-type: none"> - Não tive contato com todas as atividades do IFSC (1) - Aprendemos muitas coisas novas (3) - Abre muitas portas (2) - Gosto de estudar, mas esperava mais (1) - Todos me tratam bem / tenho um bom relacionamento (2) - Gosto do lugar (1) - Sempre pode melhorar (1) - Procuo dar o meu melhor para aprender (1) - Não venho aproveitando totalmente o que o IFSC oferece. - Bons professores e coordenadoria (2) - Estudo, me esforço e me envolvo em 	<p>B</p> <p>oa:</p> <ul style="list-style-type: none"> - Mudei minha visão sobre o mundo e sobre mim (3) - Tento me dedicar com todas as atividades (1) - Bom ensino e boa estrutura (1) - Professores explicam bem e disponibilizam tempo para tirar dúvidas (1) - Sou dedicado (4) - Localização ruim (1) - Ótimo instituto, 	<p>Média:</p> <ul style="list-style-type: none"> - O campus tem pontos bons e horríveis (1) <p>Boa:</p> <ul style="list-style-type: none"> - Não tive nenhum problema (1) - Esperava mais cursos de profissionalização, bolsas de extensão... (1) - Tiro um bom proveito (1) - Falta infraestrutura (cortinas, ar condicionado) (1) - Esperava algo mais técnico (1) - Os professores são compreensivos (1) - O ensino é muito bom (2) - O ensino é difícil/exigente (1) <p>Ótima:</p> <ul style="list-style-type: none"> - Aprendo muitas coisas e viajo representando o IFSC (1)

	<p>atividades extracurriculares sobre política e educação (1)</p> <ul style="list-style-type: none"> - Sou um bom aluno, mas converso e mexo no celular (1) - Faltam algumas matérias no currículo (1) - Infra-estrutura deve melhorar (1) <p>Ótima:</p> <ul style="list-style-type: none"> - Trocas de experiências com diferentes pessoas e professores (1) - Me sinto feliz e completo estudando em um colégio com bons professores e um curso técnico integrado (1) - Ensino de qualidade gratuito e perto de casa (1) - O ensino é mais rígido (1) 	<p>mas deixa a desejar (1)</p> <p>Ótima:</p> <ul style="list-style-type: none"> - Grande mudança pessoal: visões para o futuro ampliaram (1) - Ótimos professores, boa interação com a maioria dos alunos, estrutura agradável (1) - Adquiri muito respeito pelos profissionais da rede (1) 	<ul style="list-style-type: none"> - Me vejo a frente de colegas de outras instituições públicas (1) - Me distraio nas aulas, mas participo bastante (1) - Tenho algumas dificuldades, esqueço algumas coisas, mas sou uma boa aluna (1)
3. Você sente falta de algo na sua formação básica e técnica?	<p>Algumas disciplinas têm pouca carga horária (1)</p> <p>Matérias como geografia e história (6)</p> <p>Laboratório de biologia (1)</p> <p>Mais discussões (1)</p> <p>Atividades extracurriculares (1)</p> <p>Falta um pouco de prática para o desenvolvimento dos alunos (2)</p> <p>Pouco tempo para</p>	<p>Odeio a questão de haver possíveis greves (1)</p> <p>Mais carga horária na formação básica (por exemplo, Biologia) (3)</p> <p>Viagens técnicas das matérias</p>	<p>Interpretação – não tive no ensino fundamental (1)</p> <p>Atividades extracurriculares (2)</p> <p>Aulas de História e Geografia (2)</p> <p>Discussões (12)</p> <p>Artes e biologia (1)</p> <p>Mais aulas de biologia e</p>

	<p>algumas matérias (1) Sinto falta do inglês, pois não tive o contato necessário, mas pretendo me esforçar pois o inglês abre portas (1) Quase nada me agrada (1) Não tenho tudo que preciso no IFSC (1) Sinto falta de materias que não vi antes do IFSC (ex: inglês, portugues) (2) Acho que nas aulas de inglês deveríamos aprender como Americanos e ingleses falam diariamente (1)</p>	<p>técnicas (4) Sinto falta de ciência política, religiosa e econômica (1) Mais aulas de informática (1)</p>	<p>matemática (1) Mais conteúdo técnico (1) Pouca carga horária de disciplinas para o vestibular (1) Aulas mais criativas de Filosofia (1) Organizações estudantis (1) Aulas relacionadas com a vida em geral: política, religião, saúde, etc (1) Repetição em algumas matérias e outras com pouco tempo (1) Bolsas na área de mecânica (1) Poderia ter aprendido e não me interessei (1)</p>
<p>Comentários e sugestões</p>	<p>Necessidade de ventilador (1) Ar condicionado (1) Conselho de classe avaliando os alunos (1) Passar filmes, músicas, séries e pedir resumos ou para anotar palavras novas (1) Fazer jogos (1) Acho muito legal o jeito que professor aborda nossas aulas, de forma organizada e dinâmica, pena que a</p>	<p>Diário de bordo não é legal porque temos pouco tempo (2) Quando chegarão os ar-condicionados? (1) Passeios técnicos e ar-condicionado (1)</p>	<p>Você se sente bem confortável na sala? Não, a turma é desrespeitosa, preconceituosa e misógena. Aceitação, respeito e compreensão são quase inexistentes. (1)</p>

	turma é grande e não colabora (1) Sugestão: divisão da turma (1)	Mais aulas for a da sala de aula, para um aprendizado mais dinâmico e amplo (1)	
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APPENDIX D – Task-cycle as presented for the students**TASK 1.**

The world of work – Do you know what you want to do in the future?

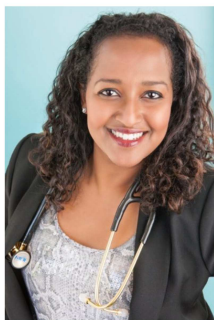
Part I. Can you guess what the professions of these different people are? Write down the people's professions next to their pictures.



Picture A _____



Picture B _____



Picture C _____



Picture D _____



Picture E _____



Picture F _____



Picture G _____



Picture H _____

Part II. Now share with a classmate your opinion about the possible professions for each person below. Then, explain why you think this is the person's profession.

For example:

I think the woman in Picture A is a/an _____ because

_____.

In my opinion the man in Picture D is a/an _____ because

_____.

I believe the women in Picture H are _____ because

_____.

Part III. Why do you think you made the associations of certain professions with specific people? What does this indicate? You may answer this in Portuguese.

Part IV. Watch the trailer (<https://www.youtube.com/watch?v=JTlogIwn8U0>) for the documentary "Empowerment Project". Then, answer the following questions:

a) What are the professions of the women in the video?

b) What is the objective of the documentary?

c) Is this project important? Why?

IndieFlix presents

The Empowerment Project

(retrieved from
<https://static1.squarespace.com/static/577ec899e58c628f5b89a844/t/58473fd9ebb1a1d6345310d/1481064416057/>)

TASK 2.



Retrieved from <http://www.highlandsministriesonline.org/wp-content/uploads/2015/04/5-habits-to-avoid-on-social-media-and-in-the-real-world.jpg>

Part 1. Interview a colleague to find out about his/her media habits. Take notes of his/her answers.

Interviewer: _____

Interviewee: _____

1 – What types of media do you use everyday?

() television () newspaper () magazines () social media

2 – How often do you watch movies or television series?

() never () sometimes () usually () always / every day

3 - How many hours per week do you spend watching movies or television series?

I spend _____ hours per week watching movies/television series.

4 – How often do you play video games?

() never () sometimes () usually () always / every day

5 - How many hours per week do you spend playing games?

I spend _____ hours per week playing games.

6 – What is your favorite movie / television show / video game? Why?

My favorite movie/television show/video game is _____
because _____.

7 – Who are the main characters in this movie / television show / video game?
What are their professions?

<u>MAIN CHARACTERS</u>	<u>PROFESSIONS</u>

Part 2. Now get together with other 3 colleagues. Then, compare the answers you collected and answer the following questions.

- a) What are the similarities and differences among the different students' media habits?

<u>Similarities</u>	<u>Differences</u>

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b) Do the students in your class watch similar television shows or movies or play similar games? Mark down the similarities and differences.

Similarities	Differences

c) Do you think the media “creates” similar people? Why?

TASK 3.

Part I. Now choose one of the main characters from your favorite television show / movie / video game to present his/her profile to your class.

a) What is your favorite characters' name?

b) What are his/her characteristics? Complete the table below. If necessary, you may use the Internet in class to gather information about your favorite character.

PROFESSION	
PHYSICAL CHARACTERISTICS	
PERSONAL CHARACTERISTICS	
LIKES AND DISLIKES	
OTHER CURIOSITIES	

c) Now you are going to write a short paragraph describing your favorite character. Here's an example:



My favorite television show is the comedy Modern Family. The woman in the picture is Sofia Vergara. She plays Gloria in the show. Gloria is a beautiful latina. She is tall, thin and she has long dark hair and brown eyes. She has a beautiful smile. She is very funny in the show – she is a little hysterical and exaggerated, but she also has a beautiful soul and a warm heart. For her, family is really important. She is a housewife and she has a son called Manny.

Part II.

a) Now create a slide with an image of your character and his/her description. Then, present it for the class.

b) During the presentations of your classmates, take notes of the most important characteristics of each profile presented:

NAME OF THE CHARACTER	PROFESSION	CHARACTERISTICS
1.		

2.		
3.		
4.		
5.		
6.		
7.		
8.		

9.		
10.		
11.		
12.		
13.		
14.		
15.		

a) Now, based on the previous presentations, read the following statements and decide if they are true (T) or false (F).

() Male characters are more common in main roles than female characters.

() Male characters usually have more important job positions than female characters.

() Female characters are usually represented as stronger and more intelligent than male characters.

() Male characters are usually represented as more beautiful than women.

() Some shows have many stereotypes in relation to men and women.

() Some shows present few stereotypes in relation to men and women.

b) Compare your answers with your classmates'. Are they similar or different?

Why?

TASK 4.

Part 1. a) Now let's look at the following infographic. Answer the following questions in Portuguese.

I) Where can this text be found?

_____.

II) What is its objective?

_____.

III) Do you think infographics are an interesting way of presenting information?

 _____.

b) Now read the text below in more detail and complete the table with the appropriate information.

De acordo com o infográfico...

Qual é o foco dos comerciais feitos para mulheres?	
Quantas horas por dia um adolescente americano passa exposto a diferentes	

mídias?	
Qual é a porcentagem de personagens mulheres em filmes que têm emprego? Quais são os seus empregos?	
Quais são os efeitos das imagens da mídia na auto-imagem das meninas adolescentes?	
Qual é a relação entre o aumento de procedimentos cosméticos entre 1997 e 2007 e a mídia?	
Qual é a situação da representatividade feminina na política? Dê exemplos.	



CAUSE AND EFFECT

HOW THE MEDIA
YOU CONSUME
CAN CHANGE
YOUR LIFE

THE REPRESENTATION OF WOMEN IN THE MEDIA HAS SERIOUS LONG-TERM EFFECTS. HERE, WE EXPLORE HOW THE MEDIA INFLUENCES YOUNG WOMEN'S SELF-IMAGE, THE DIRECT EFFECT THIS HAS ON THE NUMBER OF WOMEN IN LEADERSHIP POSITIONS AND HOW WE CAN ALL MAKE CHOICES TO START CHANGING THE FUTURE.

MEDIA INFLUENCE

77,546

ESTIMATED NUMBER OF
COMMERCIALS
THE AVERAGE U.S. GIRL
HAS SEEN BY THE AGE OF 12

56%

OF TV COMMERCIALS AIMED AT
FEMALE VIEWERS
USE BEAUTY
AS A PRODUCT APPEAL

80%

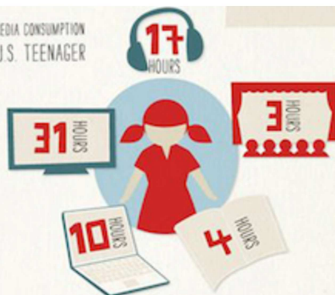
OF CHARACTERS
WITH JOBS
IN G-RATED FILMS
ARE MALE

OF THE 20%
THAT ARE FEMALE,
ALMOST NONE ARE CEOs,
LAWYERS OR POLITICIANS

TWENTY YEARS AGO, THE AVERAGE FASHION MODEL WEIGHED **8%** LESS THAN THE AVERAGE WOMAN

TODAY THAT NUMBER IS **23% LESS**

WEEKLY MEDIA CONSUMPTION FOR A U.S. TEENAGER



THAT'S **10 HOURS & 45 MINUTES** EVERY DAY

SELF-IMAGE



3 OUT OF 4

TEENAGE GIRLS FEEL DEPRESSED, GUILTY & SHAMEFUL AFTER SPENDING

3 MINUTES LEAVING THROUGH A FASHION MAGAZINE

48%

WISH THEY WERE AS SKINNY AS MODELS



INCREASE IN COSMETIC PROCEDURES AGE 18 AND YOUNGER



CLINICALLY DEPRESSED GIRLS **2:1** BOYS

LEADERSHIP

ONLY 21% OF GIRLS BELIEVE THEY HAVE WHAT IT TAKES TO BE A LEADER

44% OF 8-YEAR-OLD GIRLS WANT TO BE LEADERS.

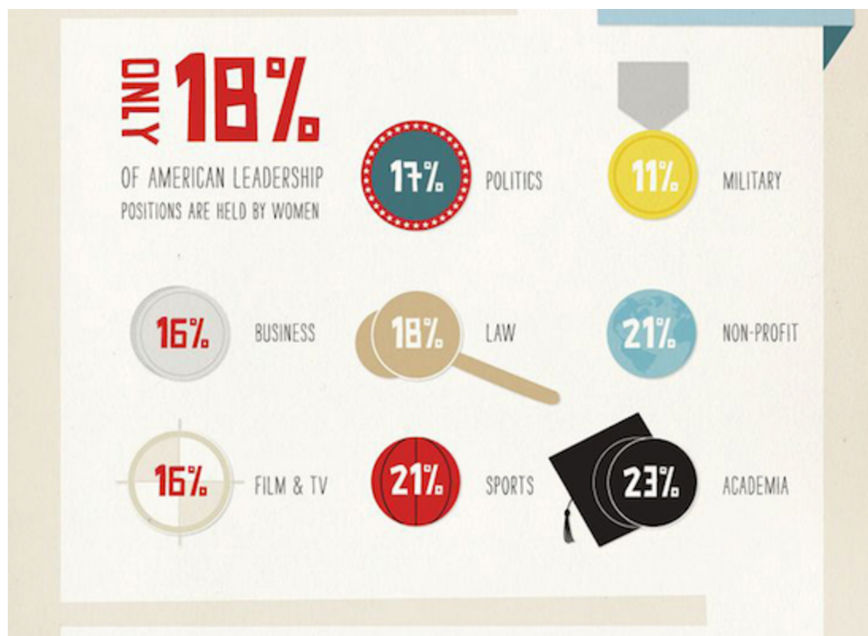
8 IS THE PEAK AGE FOR GIRLS' LEADERSHIP AMBITIONS.

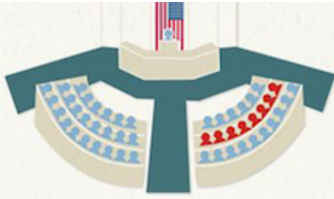
COSMETIC PROCEDURES
AGE 18 AND YOUNGER
FROM 1997 TO 2007

300%
COSMETIC SURGERY

400%
LIPOSUCTIONS

600%
BREAST AUGMENTATIONS





ONLY 17% OF CONGRESS IS FEMALE

64%

OF BUSINESS WOMEN SEE THE ABSENCE OF FEMALE ROLE MODELS AS A BARRIER TO THEIR DEVELOPMENT

DESPITE THIS...

9 OUT OF 10 TEENAGE GIRLS HAVE NOT REJECTED THE IDEA OF BEING LEADERS

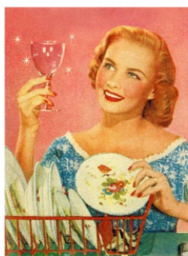
Retrieved from <http://therepresentationproject.org/cause-and-effect-why-we-need-to-tell-herstory/>

Part 2. Based on the information from the infographic, decide if the statements below are true or false.

- () Male characters usually have more important job positions than female characters.
- () Female characters are usually represented as stronger and more intelligent than male characters.
- () Male characters are usually represented as more beautiful than women.
- () Some shows have many stereotypes in relation to men and women.

Part 3. Now have a look at some examples of media texts representing women.

Then, answer the questions below:



Retrieved from: <http://pt.slideshare.net/smcmediastudies/the-representation-of-women-in-the-media>

a) What type of texts are these?

b) Where can you find them?

c) What are their objectives?

d) When do you think they were published?

e) Write down the characteristics of the women represented in the advertisements.

Part 4. Read the sentences below and pay attention to how we can make comparisons in English:

Male characters usually have more important job positions than female characters.

Male characters are usually represented as stronger and more intelligent than female characters.

Women's roles tend to be smaller and fewer than their male counterparts.

Women are less likely to be the source of news stories (politics, business, law, and religious stories).

Their roles in these areas tend to be fewer in number.

a) What do these sentences have in common? You may answer in Portuguese.

b) What are the words that we use in order to compare people or things? You may answer in Portuguese.

c) There are two different forms of comparison in English. Can you explain how they are formed? You may answer in Portuguese.

Part 5. Now compare men and women in the media based on the magazine covers. Use the words or expressions below:



(retrieved from: <https://s-media-cache-ak0.pinimg.com/736x/33/c7/68/33c768f622c2a578f665b5b6ef48641a--gender-stereotypes-gender-roles.jpg>)

In the media...

a) important job positions

b) superfluous

c) powerful

d) rich

Part 6. The text we read in Task 4 is about statistics on media representation of women in the United States. Do you think the statistics on the same topic presented are similar or different from the situation in Brazil? Why? You may answer this in Portuguese.

TASK 5.

Part 1. Have a look at the text below and then discuss the questions in pairs.



“Women of the future will make the Moon a cleaner place to live”.

Retrieved from: <http://io9.gizmodo.com/5880196/sexist-ads-claim-women-will-clean-everything-even-on-the-moon>

1 – What type of text is this? Where can it be found?

2 – When do you think this text was produced?

3 – What is the objective of this text?

4 – What do you see in the image? What are the characteristics of this woman?

5 – According to the text, why do women go to the Moon?

6 – In your opinion, is this type of representation still common today?

Part 2.

1. Using your cell phone, type the word “engineer” on Google images. What do the images presented have in common? What are the characteristics of the people in the images?

2. What do you think about the way engineers are represented? Do you think there is diversity in the images?

Part 3.

As a response to the representation of the engineering profession, different engineers organized an online campaign called #ILookLikeAnEngineer.

a) Read the text about the campaign and identify:

- where it was published:

_____.

- who wrote it:

_____.

- why the person wrote this text:

_____.

b) Now read the text again and identify the information to complete the table below. Remember to highlight the most important information and to make use of reading strategies:

1. Qual foi o objetivo da campanha/do movimento “I Look Like an Engineer”?	
2. Quais foram algumas situações experienciadas pela engenheira Isis Wenger no trabalho?	
3. Como Isis Wenger se define?	
4. Por que ela diz que sua foto no cartaz da empresa gerou controvérsia?	
5. O que Wenger pensa sobre a relação da aparência com a vida profissional?	
6. Para ela, o que um bom profissional deve fazer?	
7. O que aconteceu depois do post de Isis?	

Badass female engineers are shutting down sexist trolls



By Andrea Romeno Aug 04, 2015

Sometimes it can be difficult to see the brighter side of the tech industry, especially for women. But there are quite a few individuals who are willing to take on the task of highlighting diversity in their field.

On August 1, engineer [Isis Wenger](#) wrote a [short essay for Medium](#) about her experience as a woman in working in the technology industry.

In Wenger's post, she highlights some of the examples of systemic sexism that happens as a female in the industry, writing, "I've had men throw dollar bills at me in a professional office (by an employee who works at that company, during work hours)," and, "I've had an engineer on salary at a bootcamp message me to explicitly 'be friends with benefits' while I was in the interview process at the school he worked for."

Wenger is featured in an ad at her current job at OneLogin

where she works as a full-stack engineer. Her picture in the ad has garnered some attention both online and off — and not all of it has been good. Some commenters online have attacked Wenger for being "too sexy" and criticized the ad for just trying to attract women.

Wenger posted a screenshot of the Facebook post in her essay on *Medium*.



"I'm just a human and I prefer to keep my life simple/reserved, but it blows my mind that my fully-clothed smiling face with unbrushed hair and minimal makeup on a white wall is seemingly more controversial in some communities than this simply because of my gender," Wenger writes in the essay.

Wenger notes that she is just one engineer and is not a representation of all women in her company. Just like her male coworkers, she does not think the way she looks should factor into whether she looks right for the job or not. Instead, she thinks more emphasis should be put on how well

she does her job and how much she cares for her team.

In response to her essay, other cis gendered female and LGBTQ engineers have been tweeting their impressive credentials with her hashtag — shutting down stereotypes and showing how widespread and diverse the population of engineers really can be.

Retrieved from: http://mashable.com/2015/08/04/i-look-like-an-engineer/#yrn_f3irmkqG

Part 4.

1. Now type “#ILookLikeanEngineer” on social media. Then, make a list of the characteristics of the professionals that appear.

2. Are the characteristics you listed above different or similar to the ones you identified when you typed “engineer” on Google images?

3. Complete the sentences below comparing the images from Google to the images of engineers on social media. Remember to use **comparisons**.

a) The images of engineers on Google images

..... the images of engineers on social media.

b) The images of engineers on social media

..... the images of engineers on Google images.

4. In your opinion, why are there such differences?

TASK 6.

Part 1. Do people usually imagine women working as mechanical technicians? Have a look at the video below with a student from Gateway Technical College. Then, answer the following questions.

<https://www.youtube.com/watch?v=O1i0SH6P2R8>

1. According to the teacher, an “industrial mechanical technician is someone who...”
 - a) fixes broken machines in the industry
 - b) designs modern machines in the industry
 - c) mixes machines that are broken in industry

2. How does the girl express what she likes about her studies in industrial mechanics?
 - a) “The aspect of learning more than just one field”
 - b) “The aspect of learning more than just one theory”
 - c) “The respect and the learning of more than a few”

3. What are the different topics that she learns in the course/program?

() electrical () eclectic () Welding () Melting

() Lubrication () AutoCad () AutoCat () Pipe-fitting

4. What does the girl say about her future in the area?

- a) "I can start as a mechanical or an intern and build my way up"
- b) "I can start as a technician or a maintenance person and work my way up"
- c) "I can start as a technician or a countenance person and work my way up"

5. Do you think your program at IFSC is similar to hers? Why? You may answer in Portuguese.

6. Are there many girls studying in the mechanical technician program at IFSC? Why? You may answer this in Portuguese.

Part 2.

I. Now let's have a look at the description of the mechanical technician program at St. Lawrence College. Read the text and then answer:

a) What is the text's objective?

_____.

b) What is the target audience of this text?

_____.

II. Now try to identify the specific information to complete the table below.

Tip: The text contains many technical words. Underline them and look for them on Google images to help you understand their meaning.

1. De acordo com esse programa, quais são as principais funções de um(a) técnico(a) em mecânica? Liste ao menos 4.	
2. Tempo de duração do programa em St. Lawrence College.	
3. Onde técnicos(as) mecânicos(as) podem trabalhar	
4. Que atividades podem desempenhar	
5. Como se inscrever no programa	

St. Lawrence College



[St. Lawrence College](#) → [Programs & Courses](#) → [Full Time](#) → [Programs](#) → [Mechanical Technician](#) → Kingston

Mechanical Technician

Available at: Kingston

Overview

The Mechanical Technician program is designed to provide students with the knowledge and skills required to pursue a career as a Mechanical Technician or as an Industrial Mechanic (Millwright). Upon completion graduates will receive an Ontario College Diploma as a Mechanical Technician.

Industrial Mechanic (Millwrights) perform some or all of the following duties:

- Read blueprints, diagrams and schematic drawings to determine work procedures.
- Install, align, dismantle and move stationary industrial machinery and mechanical equipment, such as pumps, fans, tanks, conveyors, furnaces and generators according to layout plans using hand and power tools.
- Operate hoisting and lifting devices to position machinery and parts during the installation, set-up and repair of machinery.
- Inspect and examine machinery and equipment to detect and investigate irregularities and malfunctions.
- Install, troubleshoot and maintain power transmission, vacuum, hydraulic and pneumatic systems.
- Adjust machinery and repair or replace defective parts.
- Operate machine tools such as lathes, mills and grinders to fabricate parts required during overhaul, maintenance or set-up of machinery.
- Clean, lubricate and perform other routine maintenance work on machinery.

Highlights

Graduates will also have completed the equivalent of all levels of in-school training required for the Industrial Mechanic (Millwright) Apprenticeship Program and are well-prepared to write the exemption exams required for this trade. Completing the in-school training is attractive to employers who may wish to register you in an apprenticeship program.

Skilled Trades at St. Lawrence College

[Watch our video on YouTube](#) to learn more about Skilled Trades programs at St. Lawrence College

Career Opportunities

Graduates of this two-year program will work in a broad range of automated manufacturing facilities. Mechanical engineering technicians perform some or all of the following duties:

- Assist in preparing conventional and computer-assisted designs, drawings and specifications.
- Carry out a limited range of mechanical tests and analyses of machines, components and materials.
- Assist in inspection of mechanical installations and construction projects.
- Participate in the installation, repair and maintenance of machinery and equipment.

Apply now at www.ontariocolleges.ca.

With this program you'll be career ready. Discover your career options at <https://stlawrence.emsicareercoach.ca>

Part 3.

a) What are the differences between the technical program at IFSC and the one from St. Lawrence College? Discuss with a classmate and make a list of topics in the table below.

DIFFERENCES

Mechanical Technician program at IFSC	Mechanical Technician program at St. Lawrence College

b) Now write a short paragraph comparing the two programs.

Part 4. Why are these programs appropriate for both boys and girls?

TASK 7.

Now you are journalists!

Part 1. First, you are going to collect information about women in the profession of Mechanics and in the mechanical technician program at IFSC. For this activity, you are going to work in groups. Write down the name of your group members below.

Group members:

_____.

Here are some suggestions of topics:

- COMPARE THE SALARIES OF MEN AND WOMEN IN THE AREA OF MECHANICS
- COMPARE THE NUMBER OF STUDENTS (MEN AND WOMEN) IN THE MECHANICS PROGRAM AT IFSC
- COMPARE THE NUMBER OF TEACHERS (MEN AND WOMEN) IN THE MECHANICS PROGRAM AT IFSC
- COMPARE THE NUMBER OF WOMEN AND MEN IN THE AREA OF MECHANICS REPRESENTED IN THE MEDIA

a) Choose a topic of your preference and write it down.

Topic chosen:

_____.

b) Now collect the information and then write down the results in the table below.

<u>Results</u>

Part 2. Now it's time to present the information you collected in the form of an infographic. First have a look at the infographic below and answer the following questions.

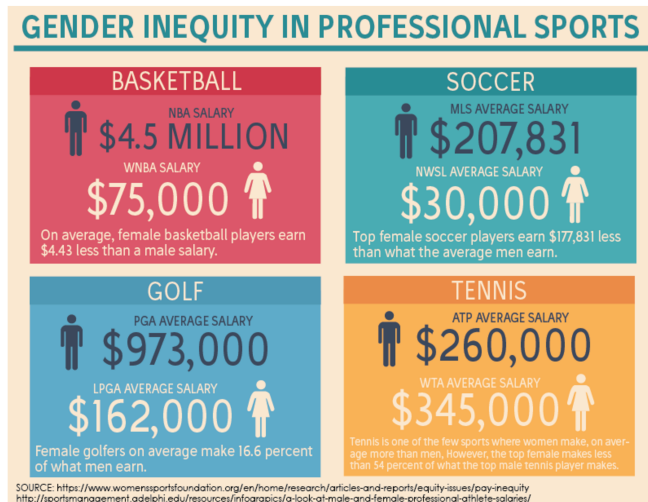
a) What is the objective of this infographic?

b) Where can this infographic be found?

c) How is information presented in this infographic?

d) Are images and colors important in this infographic? Why?

- e) Does the infographic make use of comparisons? Highlight or mark the examples you can identify.



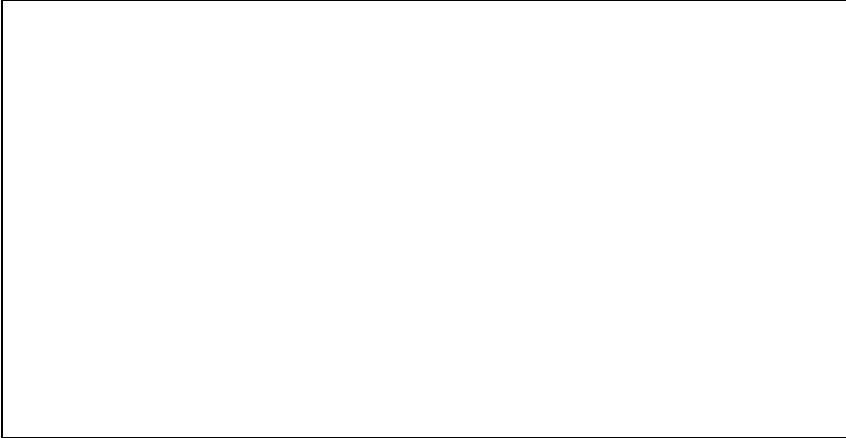
(Retrieved from: <http://www.thepantheronline.com/site/wp-content/uploads/2016/04/SPORTSPAYGAP2.png>)

Part 3. Use the information you collected (from Part 1) to create an infographic about gender and the area of Mechanics. Use the table below to create a draft.

Make sure to:

- use good images and colors
- write short sentences
- make comparisons
- create a title

TITLE: _____



Part 4. a) Using the information from your draft, go to www.canva.com to create your infographic. You may use your Facebook account to log in.

b) When you are done, save the infographic and send it by e-mail to your teacher (leonardo.silva@ifsc.edu.br).

Part 5. a) Now it's time to publish your infographics. With your group, decide on the best form to publish your data. Here are some suggestions: a webpage, a facebook page, a newsletter, a poster presentation, etc. Also explain why this is the best form to publish your work.

How are we going to publish the infographic?	Explain why

b) Present to your class your suggestion and explain the reason why you chose it. Then, considering the arguments of all groups, decide on the best way to publish all the infographics. Also decide who is going to be responsible for each activity.

<p>Como vamos publicar os infográficos? Toda a turma deverá chegar a um consenso.</p>	
<p>Tarefas que precisam ser feitas para a publicação</p>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. ...
<p>Quem ficará responsável por cada tarefa?</p>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. ...

APPENDIX E – Consent forms

Universidade Federal de Santa Catarina

Centro de Comunicação e Expressão

Programa de Pós-Graduação em Inglês

Aluno: Leonardo da Silva **Nível:** Doutorado

Professora Orientadora: Raquel Carolina Souza Ferraz D'Ely

Termo de Consentimento Livre e Esclarecido para Responsáveis Legais de Menores

O(a)

aluno(a) _____

(nome completo), RG _____, sob sua responsabilidade, está sendo convidado(a) a participar de uma pesquisa sobre letramento midiático crítico no aprendizado de línguas. Esta pesquisa está associada ao projeto de doutorado do professor de Inglês, Leonardo da Silva, estudante do programa de Pós-Graduação em Inglês (PPGI), da Universidade Federal de Santa Catarina (UFSC).

Durante a pesquisa, os participantes farão atividades didáticas de Inglês fazendo uso de diferentes textos midiáticos (textos escritos, vídeos, anúncios, etc), no horário regular da disciplina de Língua Estrangeira Inglês. Os participantes também responderão dois questionários: o primeiro trata de informações pessoais e o segundo diz respeito às percepções do aluno sobre as atividades conduzidas a cada dia da pesquisa. Finalmente, os participantes serão entrevistados pelo professor-pesquisador. Todos os dados serão registrados para análise de como os participantes percebem o desenvolvimento de suas habilidades linguísticas e críticas durante as aulas de inglês.

Durante os procedimentos de coleta de dados, os participantes estarão sempre acompanhados pelo professor-pesquisador, responsável pelo estudo, que lhes prestará toda assistência necessária ou acionará pessoal competente, se necessário. Durante a pesquisa, aspectos desagradáveis como cansaço, constrangimento, falha no funcionamento do equipamento tecnológico, problemas de relacionamento com outros participantes, dentre outros, podem ser comuns, mas serão mediados pelo professor-pesquisador com o fim de resolvê-los e proporcionar as condições necessárias de conforto na participação da pesquisa.

Caso tenha alguma dúvida sobre os procedimentos ou sobre o projeto, você poderá entrar em contato com o professor-pesquisador a qualquer momento pelos telefones 48 91481133, através do e-mail leosilva3@gmail.com, ou no endereço Rua Itapoá, 130. 88307280. Itajaí, SC. A professora orientadora do professor-pesquisador na UFSC, Raquel Carolina Souza Ferraz D'Ely, também poderá ajudar com esclarecimentos sobre o objetivo e a validade do estudo no contexto do Instituto Federal de Santa Catarina (IFSC). O contato deve ser feito pelo

telefone 48 3721 9288 ou e-mail raqueldely@gmail.com, ou no endereço profissional na UFSC Campus Reitor João David Ferreira Lima, s/n - Trindade, Florianópolis - SC, 88040-900.

Qualquer participante pode se sentir absolutamente a vontade para deixar de participar da pesquisa a qualquer momento, sem ter que apresentar qualquer justificativa. Ao decidir deixar de participar da pesquisa, o participante não terá qualquer prejuízo no restante das atividades.

Os pesquisadores, ou seja, o professor-pesquisador e sua orientadora na UFSC, serão os únicos a ter acesso aos dados. Todas as providências necessárias serão tomadas para manter o sigilo, mas sempre existe a remota possibilidade da quebra do sigilo, mesmo que involuntário e não intencional, cujas consequências serão tratadas nos termos da lei.

Os resultados deste trabalho poderão ser apresentados em encontros ou revistas científicas. Mostrarão apenas os resultados obtidos como um todo, sem revelar nome, instituição ou qualquer informação relacionada à privacidade dos participantes.

Dois vias deste documento estão sendo rubricadas e assinadas por você e pelo professor-pesquisador. Guarde cuidadosamente a sua via, pois é um documento que traz importantes informações de contato e garante os direitos dos participantes da pesquisa.

A legislação brasileira não permite que participantes de pesquisa tenham qualquer compensação financeira. Como a coleta de dados deste estudo acontecerá no horário regular de aula, com materiais já previstos e comumente utilizados pelos alunos, não haverá ressarcimento de gastos. Os participantes não terão nenhuma despesa advinda particularmente da sua participação na pesquisa. Caso alguma despesa extraordinária associada à pesquisa venha a ocorrer, os participantes serão ressarcidos nos termos da lei.

Caso os participantes tenham algum prejuízo material ou imaterial em decorrência da pesquisa, poderão solicitar indenização, de acordo com a legislação vigente e amplamente consubstanciada.

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

O endereço profissional do pesquisador é Avenida Vereador João Abrahão Francisco 3899, Ressacada Itajaí, SC. CEP 88307303. O telefone do endereço profissional é 47 3390 12 00. Você também poderá entrar em contato com o Comitê de Ética em Pesquisa com Seres Humanos da UFSC pelo telefone 48 3721 6094, e-mail cep.propesq@contato.ufsc.br ou pessoalmente no endereço Rua Desembargador Vitor Lima, 222, sala 401, Trindade, Florianópolis, SC.

Campo para assinatura do pai/mãe/responsável legal:

Eu, _____, RG _____, no dia ____ de _____ (mês) _____, de 2017, li este documento (ou tive este documento lido para mim por uma

pessoa de confiança) e obtive dos pesquisadores todas as informações que julguei necessárias para me sentir esclarecido e optar por livre e espontânea vontade permitir o menor sob minha responsabilidade participar da pesquisa.

_____ (cidade), ____ de _____ de 2016.

_____ (assinatura)

Campo para assinatura do professor-pesquisador:

Eu, Leonardo da Silva, RG 5131566, no dia ____ de _____ (mês), de 2017, comprometo-me a conduzir a pesquisa de acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata dos preceitos éticos e da proteção aos participantes da pesquisa. Dato, carimbo e assino abaixo. Itajaí, ____ de _____ de 2016.

_____ (assinatura)

Termo de Assentimento para Menores de Idade

Você está sendo convidado(a) a participar de uma pesquisa sobre letramento midiático crítico no aprendizado de línguas. Esta pesquisa está associada ao projeto de doutorado do professor de Inglês, Leonardo da Silva, estudante do programa de Pós-Graduação em Inglês (PPGI), da Universidade Federal de Santa Catarina (UFSC).

Durante a pesquisa, os participantes farão atividades didáticas de Inglês fazendo uso de diferentes textos midiáticos (textos escritos, vídeos, anúncios, etc), no horário regular da disciplina de Língua Estrangeira Inglês. Os participantes também responderão dois questionários: o primeiro trata de informações pessoais e o segundo diz respeito às percepções do aluno sobre as atividades conduzidas a cada dia da pesquisa. Finalmente, os participantes serão entrevistados pelo professor-pesquisador. Todos os dados serão registrados para análise de como os participantes percebem o desenvolvimento de suas habilidades linguísticas e críticas durante as aulas de inglês.

Durante os procedimentos de coleta de dados, os participantes estarão sempre acompanhados pelo professor-pesquisador, responsável pelo estudo, que lhes prestará toda a assistência necessária ou acionará pessoal competente para isso. Todos os dados da pesquisa são sigilosos e serão usados apenas para fins científicos, como publicação da tese de doutorado e de artigos em periódicos. Caso tenha alguma dúvida sobre os procedimentos, os participantes poderão entrar em contato com o pesquisador a qualquer momento pelo telefone 48 91481133 ou através do e-mail leosilva3@gmail.com

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

Campo para assinatura do participante menor de idade:

Eu, _____, RG _____, no dia ____ de _____ (mês), de 2017, li este documento (ou tive este documento lido para mim por uma pessoa de confiança) e obtive do pesquisador todas as informações que julguei necessárias para me sentir esclarecido(a) e optar por livre e espontânea vontade participar da pesquisa.

_____ (cidade), ____ de _____ de 2017.

_____ (assinatura)

Campo para assinatura do professor-pesquisador:

Eu, Leonardo da Silva, RG 5131566 no dia ____ de _____ (mês), de 2017, comprometo-me a conduzir a pesquisa de acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata dos preceitos éticos e da proteção aos participantes da pesquisa. Dato, carimbo e assino abaixo.

_____ (cidade), ____ de _____ de 2017.

_____ (assinatura)

**APPENDIX F – Questionnaires about the students' perceptions
regarding
the task-cycle**



Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês
Aluno: Leonardo da Silva **Nível:** Doutorado
Professora Orientadora: Raquel Carolina Souza Ferraz D'Ely

Questionário sobre percepção da aula

Aluno: _____.

1. O que você aprendeu na aula de hoje?

2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?

3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?

4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?

APPENDIX G – Semi-structured interviews



Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão
Programa de Pós-Graduação em Inglês

Aluno: Leonardo da Silva **Nível:** Doutorado

Professora Orientadora: Raquel Carolina Souza Ferraz D'Ely

Roteiro de Entrevista Semi-estruturada

1 – Como você se sentiu durante as aulas de inglês conduzidas até o momento? Você acha que as aulas foram diferentes do que você estava acostumado? Por quê?

2 – O que você acha que aprendeu durante as aulas de inglês? Você conseguiu perceber um crescimento? Em que aspectos?

3 – O que você achou do tema abordado durante as aulas de inglês? O que você aprendeu? Considerou o tema relevante?

4 – Você acha que as aulas de inglês contribuíram para a sua formação integrada de Técnico em Mecânica?

5 – Você sentiu alguma dificuldade ao longo das aulas de inglês? Se sim, por quê?

6 – Você tem algum comentário, sugestão ou crítica sobre as aulas?

APPENDIX H – Thematic analysis of students' answers to the questionnaires

Aula 1 - 25 de Setembro (19 questionários)

Pergunta	Respostas	Exemplos
1. O que você aprendeu na aula de hoje?	<p><u>Aspectos linguísticos:</u> a) Profissões em inglês (13) b) Novas palavras (1) c) Uso do "I think, I believe, In my opinion..." (1) d) Entender a pronúncia (1) e) Treinar a audição (1)</p> <p><u>Reflexão crítica:</u> a) Como associamos a imagem de uma pessoa ao emprego (5) b) Sobre mulheres que exercem profissões de "homens" / profissões que as mulheres exercem (3) c) Que as mulheres são independentes e estão ganhando espaço no mercado de trabalho / A valorização da mulher no mercado de trabalho (4)</p> <p><u>Não aprendi:</u> Nada (1)</p>	<p>"Sobre diferentes profissões e de como elas não estão ligadas a estereótipos de gênero. Também aprendi diferentes profissões em inglês".</p> <p>"Aprendi mais vocabulário da língua inglesa (profissões), com o documentário deu para treinar mais audição da língua e formamos frases para exercitar, além disso, aprendemos sobre empoderamento feminino".</p> <p>"Profissões, espaço da mulher no mercado de trabalho, uso do I think, I believe e In my opinion, etc".</p> <p>"Nomes das profissões em inglês. Variedades</p>

		<p>de profissões que as mulheres estão no mercado de trabalho".</p> <p>"Não desistir dos meus sonhos. Aprendi sobre algumas mulheres que exercem profissões de 'homens'".</p> <p>"Que não se pode julgar uma pessoa pela aparência".</p>
<p>2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?</p>	<p><u>Aspectos linguísticos:</u></p> <p>a) Para entender o vídeo (4)</p> <p>b) Sim, meu inglês não é avançado (1)</p> <p>c) Algumas profissões eu não sabia em inglês (4)</p> <p><u>Aspectos técnicos:</u></p> <p>a) Para ouvir por conta da bagunça e o som do vídeo parecia baixo (1)</p> <p><u>Não:</u></p> <p>a) Não (9)</p>	
<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática como relevante:</u></p> <p>a) Legal (5)</p> <p>b) Ótima, aula dinâmica (3)</p> <p>c) É relevante pois colabora no cotidiano (3)</p> <p>d) Interessante; assunto que não tinha sido abordado (3)</p> <p>e) É importante este tipo de discussão (2)</p> <p>f) Mostrou como as mulheres são fortes e estão quebrando barreiras (1)</p>	<p>"Sim, neste curso é importante esse tipo de discussão, pois mecânica é considerada uma área muito masculina ainda".</p> <p>"Achei bem legal pois o professor trouxe uma dinâmica de acertar</p>

	<p>g) Importante; é mais fácil aprender com essas atividades (1)</p> <p><u>Outros aspectos:</u> a) Deveríamos ter mais conversação e menos áudios e vídeos (1)</p> <p><u>Temática não relevante:</u> a) Não gostei. A aula deveria ser mais imparcial (1)</p>	<p>as profissões e isso traz uma 'competição' na sala e é muito interessante".</p> <p>"Considererei relevante porque ajuda a refletir sobre como julgamos as pessoas só de olhar".</p> <p>"Achei relevante pois é um assunto que tem que ser mais discutido entre as pessoas e as mulheres tem que ganhar mais espaço no mercado de trabalho."</p> <p>"Achei a aula interessante porque algumas mulheres ainda tem medo de exercer alguma profissão por causa do que os outros pensam".</p> <p>"Não gostei. Relevante, mas acho que foi mal aplicada na aula. Acho que a aula deveria ser mais imparcial sobre os assuntos, já que o professor insiste em abordar assuntos do tipo".</p>
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<p>4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?</p>		<p>"Teacher, quando um dos meus colegas dizer que não quer fazer o trabalho comigo, está tudo bem! Não precisa insistir que ele o faça".</p> <p>"Não aborde assuntos 'polêmicos' (política, sexualidade, desigualdade, etc) se não for para abrir discussão. Nós alunos sentimos que o senhor está tentando 'empurrar' uma ideologia (opinião ou algo do tipo) para os alunos".</p> <p>"Talvez conseguir uma caixa de som melhor e ser mais imparcial nas escolhas de vídeos, mostrando sempre o tema em geral e não apenas uma 'causa social' inclusa".</p> <p>"Eu achei bem explicativa e foi legal saber os comentários e modo que meus colegas pensam".</p>
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		<p>"O professor não ficar dando lição de moral e impor sua ideologia".</p> <p>"Faltou só fazer um quiz, acho que ia ser legal".</p> <p>"Foi legal, os alunos em sua maioria gostam de trabalhar com profissões e 'adivinhar' as profissões foi divertido".</p> <p>"Apenas o volume do vídeo estava baixo".</p>
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Aula 2 - 02 de Outubro (19 questionários)

Pergunta	Respostas	Exemplos
1. O que você aprendeu na aula de hoje?	<p><u>Aspectos linguísticos:</u></p> <p>a) Sobre entrevistas (1)</p> <p>b) Diferenças e similaridades (1)</p> <p>c) Profissões (1)</p> <p>d) Vocabulário (8)</p> <p>e) Nomes de personagens</p>	<p>"Aprendi novas palavras e como a mídia tem uma influência tão grande em nossas personalidades".</p> <p>"Sobre entrevistas e o que meus colegas fazem, gostam e quanto tempo fazem essas coisas".</p> <p>"Que as mídias influenciam as pessoas (jornais, revistas), porém, com relação a filmes e séries, na minha opinião, não influenciam".</p>

	<p>(1)</p> <p><u>Aspectos interpessoais:</u> a) O que meus colegas gostam e por quanto tempo fazem estas coisas (2)</p> <p><u>Reflexão crítica:</u> a) Sobre mídias sociais / influência da mídia (8)</p> <p><u>Não aprendi:</u> f) Nada (1)</p>	<p>"Aprendi alguns adjetivos para dar características pessoais. E vimos algumas mídias e vimos como somos atingidos por ela e como somos diferentes".</p>
<p>2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?</p>	<p><u>Aspectos linguísticos:</u> a) Sim, tive dificuldade em entender uma atividade (1)</p> <p><u>Não:</u> b) Não (18)</p>	
<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática relevante:</u> a) Legal (11) b) Importante esse tipo de conteúdo (1) c) Muito boa (3) d) Interessante (1) e) Sim, ainda não tínhamos visto esta</p>	<p>"Achei bem legal, pois usamos a mídia todo tempo".</p> <p>"Bem legal, pois é um assunto que interessa".</p> <p>"Achei a temática legal, porque assim conhecemos um pouco melhor nossos colegas de classe (coisas que gostam de fazer)".</p> <p>"Legal, porque trata um pouco da nossa realidade".</p>

	<p>matéria (1)</p> <p>f) Sim, pois trouxe uma reflexão sobre a mídia (2)</p>	<p>"Legal, sim, pela aula dinâmica".</p> <p>"Achei bom, mas acho que deveríamos tentar falar mais em inglês".</p> <p>"Sim, a mídia é muito importante atualmente pelo uso excessivo delas em nossas vidas".</p> <p>"Aula foi legal, temática show, além que um momento da aula nos levou a refletir".</p>
<p>4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?</p>		<p>"Ainda acho que o teacher está insistindo que meus colegas façam os trabalhos comigo. Não vai funcionar, mas obrigada".</p> <p>"Frases orientadoras para chegarmos às respostas".</p> <p>"A atividade foi legal".</p> <p>"Trabalhar mais com filmes e séries".</p> <p>"Mais imparcialidade, por favor". (Guilherme)</p>

Aula 3 - 9 de Outubro (17 questionários)

Pergunta	Respostas	Exemplos
<p>1. O que você aprendeu na aula de hoje?</p>	<p><u>Aspectos linguísticos:</u></p> <p>a) Descrição de personagens,</p>	<p>"Eu relembrei como descrever as pessoas e aprendi algumas novas características que eu não sabia".</p>

	<p>características (10)</p> <p>b) Montar uma história (1)</p> <p>c) Palavras novas (4)</p> <p>d) Profissões (1)</p> <p>e) A escrever de jeitos diferentes em inglês (1)</p>	<p>"Boa. Novamente consegui aprender mais por causa que é um assunto leve e como é sobre algo que gostamos, é interessante".</p>
<p>2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?</p>	<p><u>Aspectos linguísticos:</u></p> <p>a) Sim (3)</p> <p><u>Não:</u></p> <p>a) Não (14)</p>	<p>"Algumas, mas logo o professor me auxiliou".</p> <p>"Sim, pois não sabia de algumas palavras para descrever minha personagem preferida".</p> <p>"Não, porque o professor ajudou nas dúvidas".</p> <p>"Não, pois era um assunto interessante e que tenho mais facilidade".</p> <p>"Sim, pois tenho grande dificuldade em aprender línguas diferentes, então fico meio perdida".</p>
<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática relevante:</u></p> <p>a) Relevante (5)</p> <p>b) Boa (8)</p> <p>c) Divertida (1)</p> <p>d) Muito legal (3)</p>	<p>"Relevante. É importante saber descrever".</p> <p>"Eu achei a temática divertida, pois assim todos podemos compartilhar do que gostamos".</p> <p>"Muito legal pois falamos de assuntos que gostamos e do nosso interesse, sim, porque todos nós além de aprender, iremos compartilhar nossos gostos".</p>

		<p>"Boa; sim pois a aula dinâmica deixa a aula melhor".</p> <p>"Adorei. Acho que consigo me concentrar mais porque é um assunto que gosto".</p> <p>"Bem bacana, porque é um assunto que chama a atenção e dá vontade de fazer".</p> <p>"Aham, porque aprendemos novas palavras para características. Ex: ruiva, noivo, simpática."</p> <p>"Comum, boa e importante porque eu consegui absorver as informações e isso é importante".</p>
<p>4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?</p>		<p>"Mais aulas assim".</p> <p>"Deveríamos vir mais na informática".</p> <p>"Passar algum episódio de HIMYM".</p> <p>"Mais aulas assim, mais aulas no laboratório de informática para fazer as pesquisas".</p> <p>"Acho que os alunos deveriam tentar falar mais em inglês".</p>

Pergunta	Respostas	Exemplos
<p>1. O que você aprendeu na aula de hoje?</p>	<p><u>Aspectos interpessoais:</u> a) Séries e filmes que posso assistir (1) b) Gostos dos colegas em inglês (1)</p> <p><u>Aspectos linguísticos:</u> a) Vocabulário (4) b) Características físicas e pessoais, descrição (8) c) Sobre personagens (8) d) A observar os outros apresentarem / listening (1)</p>	<p>"Aprendi sobre características físicas e pessoais de personagens que podem ser utilizadas no dia-a-dia."</p>
<p>2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?</p>	<p><u>Aspectos interpessoais:</u> a) Sim: nervosismo (1)</p> <p><u>Aspectos linguísticos:</u> a) Sim: dificuldade na oralidade, pronúncia (6)</p> <p><u>Aspectos técnicos:</u> a) Sim: faltei na aula anterior (1)</p>	<p>"Sim, estava muito nervosa para a apresentação, por isso a pronúncia não saiu corretamente".</p> <p>"Sim, na hora de apresentar, pois não sei explicar as coisas em inglês".</p> <p>"Na pronúncia das palavras pelos alunos, na atenção por parte dos alunos. E a internet também foi um problema".</p> <p>"Sim, pois tenho dificuldade para aprender inglês. Minha dificuldade hoje foi a</p>

	<p><u>Não:</u> a) Não (12)</p>	<p>pronúncia". "Sim, me atrapalhei um pouco na hora de apresentar o trabalho, na pronúncia de algumas palavras".</p>
<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática relevante:</u> a) Relevante por tratar de séries e filmes (1) b) Relevante aprender características (1) c) Relevante conhecer os colegas (2) d) Gostamos de falar sobre isso, o que gostamos (4) e) Relevante porque envolve o dia a dia de cada um (1) f) Legal, boa (9)</p> <p><u>Temática não relevante:</u> a) Não: nenhum conteúdo (1)</p> <p><u>Outros aspectos:</u> g) Relevante porque escutamos a pronúncia, listening (1)</p>	<p>"Sim, porque se eu for assistir alguma série/filme já vou conhecer um pouco os personagens". "Foi só apresentação (...) Apesar de ter aprendido algumas palavras novas, não, pois foi só apresentação e nenhum conteúdo". "Boa, sim. Achei bem liberal". "Achei legal. É um assunto que todo mundo gosta e interage". "Boa, pois aprendemos várias coisas além de praticar a fala em inglês (pronúncia)".</p>

<p>4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?</p>		<p>"Sim, para tentarmos falar mais em inglês".</p> <p>"Mais trabalhos como esse".</p> <p>"Sim, tem que fazer STOP em inglês".</p> <p>"Mais aulas assim".</p> <p>"Os alunos devem trazer no pen drive as apresentações".</p> <p>"Sim, não ter mais apresentações em inglês".</p> <p>"Não, foi muito legal a aula".</p>
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Aula 5 - 23 de Outubro (19 questionários)

Pergunta	Respostas	Exemplos
<p>1. O que você aprendeu na aula de hoje?</p>	<p><u>Aspectos linguísticos:</u> a) Novos personagens (5) b) Vocabulário (3) c) Técnicas de entender um infográfico (1) d) Pronúncia (1)</p> <p><u>Reflexão crítica:</u> a) Sobre diferenças nas representações de gênero com relação a profissões (1) b) Influência da mídia (5) c) Sobre a mídia (2) d) Estatísticas da mulher no mercado de trabalho e na política (3)</p>	<p>"Que personagens masculinas têm profissões mais importantes que as mulheres, e que as mulheres são usadas como apelo em comerciais".</p> <p>"Sobre a mídia influenciar em relação às mulheres e um pouco mais sobre os personagens".</p> <p>"Um pouco mais sobre os personagens</p>

	<p>e) Valorização da mulher (4) f) Estereótipos (1)</p>	<p>favoritos dos colegas, vimos algumas informações sobre a mídia e as mulheres".</p> <p>"Sobre como as mulheres têm um papel não reconhecido na sociedade, e de como a mídia tem tanta influência em nós."</p> <p>"Sobre a porcentagem da representatividade feminina em diversas áreas profissionais e na mídia".</p> <p>"Comprovamos o que havíamos visto nas apresentações, interpretando um infográfico totalmente em inglês. E aprendemos mais sobre estereótipo."</p>
<p>2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?</p>	<p><u>Aspectos linguísticos:</u> a) Sim: dificuldade em entender o infográfico (2) b) Sim: mas o professor sanou as dúvidas (1) c) Sim: resolução do infográfico (1) d) Sim: dificuldade em extrair informações dos personagens (1) e) Sim: vocabulário novo (3)</p> <p><u>Não:</u> f) Não (11)</p>	

<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática relevante:</u> a) Legal (6) b) É importante, relevante nos dias de hoje (9) c) Relevante discutir e compartilhar o que se pensa (2) d) Importante ver dados (1)</p> <p><u>Temática não relevante:</u> a) Apenas uma perspectiva foi apresentada (1)</p> <p><u>Outros aspectos:</u> a) Aula diferente (1)</p>	<p>"Bacana, sim porque é importante" (Guilherme).</p> <p>"Acho que vimos apenas um lado".</p> <p>"Legal, o professor trouxe formas diferentes".</p> <p>"Tema legal, é bom ver as coisas que acontecem no mundo".</p> <p>"Gostei da aula. Sim, pois é muito importante ver como a mídia tem influência, para assim cuidarmos para ela não nos moldar".</p> <p>"Considerarei relevante assim todos podemos discutir sobre nossa própria opinião e compartilhar o que pensa".</p> <p>"Sim, às vezes não vemos algo errado por já estar tão 'concretizado' na sociedade. Com as informações obtidas hoje, podemos entender mais sobre estereótipos".</p> <p>"Sim, importante para ficarmos cientes do</p>
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		<p>que elas sofrem".</p> <p>"Relevante, importante saber o que meus colegas pensam, pontos de vista que são diferentes do meu e ver dados".</p>
<p>4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?</p>		<p>"Temática boa".</p> <p>"A aula de hoje foi bem explicativa pois abordou um tema bem falado mas pouco discutido entre adolescentes e que precisa ser refletido".</p> <p>"Acho que deveríamos tentar falar mais em inglês".</p> <p>"Sim, fazer mais quizzes".</p>

Aula 6 - 06 de Novembro (17 questionários)

Pergunta	Respostas	Exemplos
<p>1. O que você aprendeu na aula de hoje?</p>	<p><u>Aspectos linguísticos:</u> b) Sobre o comparativo (15) c) Vocabulário (1)</p> <p><u>Reflexão crítica:</u></p>	<p>"Foi produtiva e conscientizadora".</p>

	<p>a) Sobre a mídia (1) b) Diferença de tratamento de homem e mulher na mídia (2)</p>	
<p>2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?</p>	<p><u>Aspectos linguísticos:</u> a) Sim: em compreender questões e responder em inglês (1) b) Sim: para entender as comparações (1) c) Sim: com vocabulário novo (2)</p> <p><u>Não:</u> a) Não (13)</p>	
<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática relevante:</u> a) Relevante (7) b) Legal: analisamos os dois lados (3) c) Importante saber como cada um é tratado na mídia (1) d) Interessante: questão presente no dia a dia (3) e) Relevante:</p>	<p>"Relevante sim, é mais fácil compreender o conteúdo dessa forma mais didática".</p> <p>"Legal, pois podemos analisar ambos os lados".</p> <p>"É, bacana, para conscientizar".</p> <p>"Foi legal mostrar como eram as propagandas antigamente e como é agora".</p> <p>"Boa, é relevante, pois é bom saber comparar as coisas e ver/pensar em como cada um é tratado na mídia".</p>

	<p>tema pouco discutido (1)</p> <p><u>Outros aspectos:</u> c) Importante saber comparar (4)</p>	<p>"Sim, a forma que foi abordada com exemplos e depois a prática".</p> <p>"Interessante, sim, pois é uma questão muito presente nos dias de hoje".</p> <p>"Relevante porque podemos refletir sobre o tema que no geral é pouco discutido".</p>
4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?		<p>"Minha sugestão é fazer mais quizlet".</p> <p>"Acho que os alunos deveriam tentar falar mais em inglês".</p>

Aula 7 - 13 de Novembro (17 questionários)

Pergunta	Respostas	Exemplos
1. O que você aprendeu na aula de hoje?	<p><u>Aspectos linguísticos:</u> a) Comparação (2) b) Vocabulário (6) c) Interpretação de texto (3)</p> <p><u>Reflexão crítica:</u> a) Diversidade (1) b) Mídia que explora visando o lucro (1) c) Sobre propagandas machistas (3) d) Desigualdade de gênero na área de tecnologia (3) e) Representação de engenheiras/os (2) f) Interpretação de texto (3)</p>	<p>"Comparação, diversidade, influência social, mídias exploradoras que visam somente o lucro, etc."</p> <p>"Sobre como as propagandas podem ser machistas".</p> <p>"Sobre a desigualdade entre homens e mulheres nas áreas da tecnologia".</p> <p>"Aprendi sobre engenheiras (os), como são representados e escrevemos muitas respostas em inglês e interpretamos um texto".</p> <p>"Sobre o caso da mulher que</p>

	<p>g) Representatividade feminina (1)</p> <p><u>Não aprendi:</u> a) Nada (1)</p>	<p>não é aceita como engenheira".</p>
<p>2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?</p>	<p><u>Aspectos linguísticos:</u> a) Sim: para ler o texto (7) b) Sim: vocabulário (3)</p> <p><u>Não:</u> a) Não (6)</p>	<p>"Não. Hoje a aula pareceu fluir melhor, só que não me concentrei como deveria, mas mesmo assim absorvi bem o conteúdo".</p> <p>"Sim, tenho dificuldades com o inglês e não achei esse texto tão claro quanto o da aula passada".</p>
<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática relevante:</u> a) Muito boa (4) b) Polêmica (1) c) Legal: abordamos os dois lados do tema (1) d) Relevante (6) e) Tema necessário para o debate (3) f) Legal: fala da área (1) g) Legal: aprendemos palavras novas (1)</p>	<p>"Muito boa. Sim. Acho interessante a forma com que se aborda o conteúdo".</p> <p>"Polêmica. Mas é um bom assunto para ser debatido na sala de aula".</p> <p>"Foi legal, no debate abordamos os dois lados do tema".</p> <p>"Sim, há poucas falas sobre isso nas outras aulas. Tem muito a ver com nosso curso".</p> <p>"Sim, pois é importante ver o quanto as mulheres 'sofrem' em uma profissão que a sociedade considera de homem".</p> <p>"Boa, sim, porque ajuda a procurar certas coisas nos textos".</p> <p>"Sim, porque é importante refletir sobre como se deve agir em certos lugares e focar nos detalhes do dia a dia."</p>

		<p>"Legal porque fala em pequena parte da nossa área".</p> <p>"Gostei, sim, debatemos em grupo".</p>
4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?		<p>"Deixarmos os textos um pouco de lado e tentarmos falar em inglês (alunos)".</p> <p>"Mais assim".</p> <p>"Quiz".</p> <p>"Sim. Fazer mais quizlet".</p>

Aula 8 - 20 de Novembro (19 questionários)

Pergunta	Respostas	Exemplos
1. O que você aprendeu na aula de hoje?	<p><u>Aspectos linguísticos:</u></p> <p>a) Como comparar (8)</p> <p>b) Pronúncia (1)</p> <p>c) Vocabulário, vocabulário técnico (9)</p> <p>d) Interpretação de texto (1)</p> <p><u>Reflexão crítica:</u></p> <p>a) Representação de gênero / estereótipos (5)</p> <p>b) Sobre a mulher no mercado de trabalho (3)</p> <p>c) Áreas da mecânica, sobre o</p>	<p>"Relembramos como comparar, discutimos sobre representações feminina e masculina e também os estereótipos".</p> <p>"Sobre a mulher, de como ela é vista no mercado de emprego".</p> <p>"Relembramos o uso de comparações. Vimos vocabulário técnico. Interpretamos texto. Aprofundamentos conhecimentos sobre estereótipos no mercado de trabalho".</p> <p>"Sobre as características de pessoas em relação às suas profissões e a representatividade de mulheres ou LGBT na área de trabalho".</p>

	<p>técnico em mecânica (2) d) Diversidades (1) e) Características do engenheiro (1)</p>	
<p>2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?</p>	<p><u>Aspectos linguísticos:</u> a) Sim: vocabulário (2) b) Sim: para entender o vídeo (1) c) Sim: para responder as perguntas em inglês (1) d) Sim: em procurar informações no texto ou entendê-lo (3)</p> <p><u>Aspectos técnicos:</u> a) Sim: barulho na sala (1)</p> <p><u>Não:</u> a) Não (10)</p>	
<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática relevante:</u> a) Interessante por falar das mulheres na mecânica (2) b) Boa, muito boa (7) c) Relevante: nova visão da mecânica (1) d) Legal: abordou o curso (6) f) Importante discutir sobre aparência e representatividade (1) g) Relevante e</p>	<p>"Interessante, mostra porque não tem tantas mulheres na área de mecânica".</p> <p>"Sim, trouxe uma nova visão da área de mecânica".</p> <p>"Sim, gostei pois mostra a área que estamos estudando".</p> <p>"Sim, começamos a falar sobre nosso curso e sobre estereótipos nas mídias sociais".</p> <p>"Legal, vimos discriminação no meio da engenharia".</p> <p>"Sim, relevante e interessante, porque é</p>

	interessante (1) <u>Outros aspectos:</u> e) Importante saber comparar, descrever (1)	mais fácil fixar o conteúdo)."
4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?		"Sim. Fazer mais quizlet". "Para que os alunos tentem falar em inglês". "Não, gostei da aula".

Aula 9 - 27 de Novembro (17 questionários)

Pergunta	Respostas	Exemplos
1. O que você aprendeu na aula de hoje?	<u>Aspectos linguísticos:</u> a) Escrever parágrafos/textos em inglês (3) b) Compreensão de texto (3) c) Comparativo (7) d) Vocabulário (4) <u>Aspectos interpessoais:</u> a) Sobre o técnico em mecânica (7)	"Reforcei a minha técnica na hora de escrever textos e comparações. Além de melhorar a leitura". "Comparação do IFSC com o colégio do Canadá".
2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?	<u>Aspectos linguísticos:</u> a) Sim: tenho dificuldade em inglês (1) b) Sim: para escrever o texto (2) c) Sim, mas colegas ajudaram (1) d) Sim: vocabulário (1)	

	<p><u>Não:</u> a) Não (12)</p>	
<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática relevante</u> a) Legal, bom, muito bom (8) b) Bom saber sobre o curso de mecânica (5) c) Relevante (3) d) Relacionada ao cotidiano (1)</p>	<p>"Sim, bom saber sobre como é nosso curso em outro país".</p> <p>"Boa, pois o texto estava mais simples de entender".</p> <p>"Sim. Aprendemos a comparar, achar as informações".</p> <p>"Sim, é bom conhecer outros programas similares do nosso".</p> <p>"Boa; sim, pois assim podemos treinar o inglês".</p>
<p>4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?</p>		<p>"Sim, faltou o quizlet".</p> <p>"Gostei de fazer o texto".</p> <p>"Sim, acho que deveríamos incentivar os alunos a falar em inglês".</p> <p>"Não, poderia continuar assim".</p>

Aula 10 - 04 de Dezembro (18 questionários)

Pergunta	Respostas	Exemplos
1. O que você aprendeu na aula de hoje?	<p><u>Aspectos linguísticos:</u> a) Vocabulário (5) b) Comparação (11) c) Interpretação de infográficos, como fazê-los (10) d) Descrição (1)</p> <p><u>Aspectos interpessoais:</u> a) Área do técnico em mecânica (1)</p> <p><u>Reflexão crítica:</u> a) Diferenças entre número de meninos e meninas no câmpus (1)</p> <p><u>Não aprendi:</u> a) Nada (1)</p>	"Um pouco mais sobre comparações, sobre a área do técnico em mecânica, infográficos".
2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?	<p><u>Aspectos linguísticos:</u> a) Sim: não consegui compreender o exercício (1)</p> <p><u>Não:</u> b) Não (17)</p>	
3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?	<p><u>Temática relevante:</u> a) Importante: abordou desigualdade de gênero (3) d) Relevante, legal (7) e) Importante para a reflexão (1) f) Curiosa (1)</p> <p><u>Outros aspectos:</u> g) Relevante comparar (1) b) Interessante/importante abordar infográficos (4) b) Um pouco massante (1)</p>	<p>"Importante, sim, mostrou a desigualdade de gênero (salário)".</p> <p>"Vimos sobre infográficos e pesquisamos informações para colocar nele. Achei interessante pois é uma</p>

		<p>ferramenta informativa legal".</p> <p>"Foi relevante, porque ajuda a fazer e entender infográficos e entender um pouco a realidade do câmpus".</p> <p>"Um pouco massante, sim porque aborda assuntos relevantes".</p> <p>"Foi boa, gostei de fazer frases em inglês".</p> <p>"Sim, para sabermos as desigualdades na mecânica".</p> <p>"Curiosa, sim, mostrou como as mulheres ganham pouco".</p>
<p>4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?</p>		<p>"Sim, fazer quizlet".</p> <p>"Acho que deveríamos tentar falar em inglês".</p> <p>"Pode continuar assim".</p>

		<p>"Abrir discussão sobre os temas" (Ogê).</p> <p>"Mais sobre esportes e mecânica".</p>
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Aula 11 - 12 de Dezembro (18 questionários)

Pergunta	Respostas	Exemplos
<p>1. O que você aprendeu na aula de hoje?</p>	<p><u>Aspectos linguísticos:</u> a) Apresentação de um pôster em inglês (2) b) Sobre infográficos (6) e) Vocabulário (2) g) Comparações (2)</p> <p><u>Reflexão crítica:</u> a) Sobre mulheres no IFSC (5) b) Vocabulário (2) c) Diferenças entre homens e mulheres no mercado de trabalho (6) d) Comparações (2)</p> <p><u>Não aprendi:</u> a) Nada (2)</p>	<p>"Sobre infográficos e quantos alunos e alunas têm no IFSC".</p> <p>"Infográficos, diferenças entre homens e mulheres, comparação".</p> <p>"Comparações e que o número de homens nas indústrias mecânicas são maiores do que de mulheres".</p> <p>"Aprendemos mais sobre gênero na escola e no trabalho na área de mecânica / engenharia".</p> <p>"Desigualdade de gênero na mecânica e infográficos".</p> <p>"Sobre a desigualdade de gênero na escola e na mecânica".</p> <p>"Sobre a</p>

		<p>desigualdade de gênero".</p> <p>"Sobre a desigualdade de gênero no câmpus".</p>
<p>2. Você sentiu alguma dificuldade na aula de hoje? Se sim, por quê?</p>	<p><u>Aspectos técnicos:</u> a) Sim: com a infraestrutura (1)</p> <p><u>Aspectos interpessoais:</u> a) Sim: nervosismo para apresentar (1)</p> <p><u>Não:</u> a) Não (16)</p>	<p>"Não, não teve matéria".</p> <p>"Com a infraestrutura, por conta da Wi-Fi que nos fez trocar de sala para fazer a atividade".</p>
<p>3. O que você achou da temática da aula de hoje? Considerou relevante? Por quê?</p>	<p><u>Temática relevante:</u> a) Muito legal, boa (13) b) Relevante falar de igualdade (3) c) Relevante a revisão de conteúdo (2)</p>	<p>"Sim, pois traz a igualdade para todos".</p> <p>"Boa a dinâmica".</p> <p>"Sim, legal fazer atividade de quiz".</p> <p>"Achei boa, as atividades ajudam a fixar o conteúdo".</p> <p>"Sim, porque revisamos o conteúdo do semestre e aprendemos sobre infográfico".</p> <p>"Sim, sempre</p>

		<p>acho o conhecimento relevante porque essa temática é mais fácil de fixar o conteúdo".</p> <p>"Interessante já que é um assunto bem atual".</p> <p>"Achei legal porque mostrou um pouco mais sobre como as mulheres são mostradas na área das tecnologias."</p>
<p>4. Você tem mais algum comentário, dica ou sugestão sobre a aula de hoje?</p>		<p>"Não depender tanto da internet da escola".</p> <p>"Deveríamos falar mais em inglês".</p> <p>"Fazer mais quiz".</p> <p>"Mais quiz".</p> <p>"Deveria ter mais aulas como a de hoje".</p> <p>"Fazer mais quizlet".</p>

APPENDIX I – Thematic analysis of the self-report diaries

THEMES

1. **Critical moment:** a moment of "crisis" in which a commonsensical worldview is brought up and possibly reinforced or problematized or a moment in which critical reflection takes place/is encouraged (by the teacher or by the students).
 2. **Reflection on the critical moment:** critical reflection regarding what took place during the critical moment and why / what could have been done differently / what worked out.
 3. **Critical reflection on the class:** critical reflection regarding what took place in the class and why / what could have been done differently / what worked out.
- 4) **Difficulties faced by the teacher and/or the students:**
- a. **Interpersonal issues:** how one relates to other people in the classroom.
 - b. **Class management:** teacher's and students' contribution to the class functioning (engagement, focus, listening to others, etc).
 - c. **Linguistic level:** one's knowledge of the target language.
 - d. **Time:** duration of the class.
 - e. **Material conditions:** class size; availability, access and quality of sound, internet, etc.
 - f. **Resistance to the topic:** action that shows discontent with the focus/topic of the class.
- 5) **Strategies:** action undertaken by a student or by the teacher aiming at overcoming a difficulty / facilitating the teaching-learning process / achieving the objective of a task.
- 6) **Personal feelings:** relates to how the teacher or the students felt in relation to the class.
- 7) **Contextual comments:** reflections on the broader school context / what happened outside the classroom.

SELF-REPORT DIARY

Aula 1 - 25 de Setembro

Task 1 - *Class management* [Hoje tive um pouco de dificuldade de trabalhar com a turma em função do barulho e agitação. A turma gosta muito de fazer piadas, brincar...] *Personal feelings* [Se empolgaram muito na atividade em que tinham que adivinhar as profissões (eles costumam levar as coisas muito “na piada”).] *Critical reflection on the class* [No entanto, acredito que os objetivos da aula foram atingidos.]

Critical moment [Foi interessante notar que um aluno, ao ser perguntado sobre que profissões gostaria de ter no futuro, mencionou “gari”, objetivando fazer com que os colegas rissem. Eu questioneei se há algum problema em ser gari, e os alunos disseram que não.]

Interpersonal issues [Ao trabalhar em grupos, uma das alunas foi excluída e acabou solicitando ir ao banheiro. Ela realizou a atividade sozinha e escreveu no questionário que gostaria que eu não insistisse para que os colegas fizessem trabalhos com ela.]

Critical moment [Ao assistir ao vídeo do documentário, um aluno usou a palavra “cavala” ao se referir a uma das garotas. Eu busquei questionar o porquê de se usar tal palavra e ele disse que era uma forma de se referir às pessoas, assim como “feio”. Atentei, então, ao efeito que as palavras têm sobre a realidade e sobre as pessoas.] *Reflection on the critical moment* [Isso mostra que, apesar de o vídeo focar exatamente no empoderamento feminino e na não discriminação, ele acabou reproduzindo estereótipos de discriminação de gênero (associou a mulher ao animal forte, à beleza, etc).]

Comparar isso com as respostas dos questionários.

Strategies [Neste Task 1 os alunos puderam praticar/revisar vocabulário relacionado a profissões (vários perguntaram “How do you say... in English?”) e fui colocando no quadro. Ao compararmos as profissões ao que as pessoas fazem, os alunos puderam notar como associam profissões aos estereótipos. Ao discutir as suas respostas com os pares, alguns alunos quiseram primeiramente escrever suas respostas por escrito.] *Critical reflection on the class* [Além disso, alguns tiveram dificuldade de justificar suas escolhas.] *Material conditions* [Na atividade do vídeo, o som ficou um pouco baixo], *Strategies* [então tive que ajudá-los de forma a repetir algumas das falas.]

Critical reflection on the class [Talvez essa ideia de que “não precisa falar disso na aula” venha de um histórico escolar / educational background em que não há discussão e reflexão (a língua como instrumento de comunicação).]

Aula 2 - 2 de Outubro

Time [A atividade durou muito mais tempo do que deveria.] *Class management* [Em geral, leva-se muito tempo porque precisa-se lidar com conversas, assuntos paralelos, recados pedagógicos, etc.] *Linguistic level* [Além disso, alguns alunos fazem a atividade com mais rapidez (para alguns há muita facilidade na língua, enquanto que para os outros há uma grande dificuldade).]

Critical reflection on the class [Foi positivo os alunos formarem os próprios grupos na parte 2, uma vez que tiveram que trabalhar com outras pessoas da turma com as quais não haviam trabalhado na parte 1.]

Critical moment [Em termos de discussão, foi interessante que um aluno respondeu que a mídia não cria pessoas similares porque “cada um tem seus valores”. Tentei questionar, então, se não havia influência nenhuma da mídia sobre os valores. Questionei a turma, então, se todos concordavam com o aluno e partir disso pudemos discutir sobre a influência da mídia na vida social (manipulação, um lado da história, etc).] *Personal feelings* [Os alunos parecem ter gostado de falar sobre seus hábitos midiáticos.] *Strategies* [Eles também fizeram várias perguntas sobre vocabulário.]

Critical reflection on the class [Imagino que esta aula não tenha gerado tantos “conflitos” por abordar um tema que, do ponto de vista dos alunos, não é “controverso”.]

Strategies [Como não haveria tempo suficiente para a Task 3, mas havia sobrado tempo ao final da Task 2, decidi pedir para que eles escolhessem seu personagem favorito, e anotassem no caderno suas características e profissão. Estas informações serão utilizadas na atividade que será desenvolvida na próxima aula.]

Critical reflection on the class [As discussões parecem não ser muito aprofundadas ou longas - penso que ainda está se criando o hábito da reflexão (mais uma vez, isto pode estar conectado à experiência educacional mais tradicional a que tem sido expostos).]

Aula 3 - 9 de Outubro

Nesta aula, os alunos tiveram que descrever seus personagens favoritos. *Strategies* [Por conta disso, foi uma aula em que eles perguntaram muito sobre vocabulário (e eu anotava no quadro).] *Class management* [Eles conversaram bastante] mas

também fizeram a atividade. Após criarem seus parágrafos, fomos à sala de informática para criarem seus slides.

Critical moment [Apesar de não haver nenhum momento específico de discussão para esta aula, notei alguns comentários machistas durante a aula.

Pablo Vittar: um aluno perguntou se deveria colocar as características do ator ou do personagem. Expliquei que eles apresentariam os personagens, e não os atores. Um aluno falou que não deveria falar sobre “Pablo Vittar”. Acho que, de certa forma, o aluno tenta trazer comentários que podem me “provocar”. Também ouvi comentários relacionados a meninas “gostosas”, Bruna Marquezine (em relação a Neymar), etc.] *Reflection on the critical moment* [Como são conversas que ouvi entre os alunos, não interferei (já que acho que a maneira mais efetiva é engajá-los no processo de reflexão ou discussão - e não de trazer uma ideia formulada/pronta).]

Interpersonal issues [Ao final da aula, conversei com a Fabíola sobre sua relação com os colegas (trabalho em grupo). Me disse que não quer trabalhar com colegas que não querem trabalhar com ela.]

Critical reflection on the class [Refletir sobre como a escola é um espaço pensado para o ensino tradicional e como é difícil romper com isso. Estas próprias características (turmas com muitos alunos, carteiras dispostas em fileiras, etc fazem o trabalho com tarefas - que depende da interação e etc - mais difícil).]

Personal feelings [Reflection session (after class in the research group): Júlia falou sobre como a atividade foi interessante por se tratar de algo que os alunos se interessam (que parte de seu contexto).] *Resistance to the topic* [No entanto, mencionou ocasionalmente que os alunos reclamaram durante a reunião do conselho que o professor apresenta apenas “um lado da história”.] *Critical moment* [Por conta disso, questionei aos alunos o que seria um lado da história. A aluna Helena disse não entender qual seria “o outro lado da história” do machismo e da violência contra a mulher.] *Reflection on the critical moment* [Me pergunto, desta forma, por que tal tópico/tema é incômodo para os alunos. Vejo que isto evidencia a necessidade de discutir o tema. Além disso, não é como se eles discutissem este tema o tempo todo (parece haver um estranhamento ao fato da sala de aula abordar este tópico).]

AULA 4 - 16 de Outubro

Hoje os alunos fizeram suas apresentações dos personagens favoritos. *Critical moment* [Um dos alunos apresentou um personagem favorito (o Dollynho)]

fantasiado de Hitler. Questionei ao fim da apresentação por que o personagem foi apresentado desta forma e os próprios alunos que assistiam à apresentação disseram que era engraçado.] *Reflection on the critical moment* [Noto, neste sentido, uma grande vontade por parte dos alunos desta turma em “serem engraçados”, “fazer piadas”, etc. Não há reflexão sobre o que dizem/fazem. Neste momento da aula, eu não soube exatamente como abordar tal questão, já que quis evitar a associação com o professor “moralista” (como já apareceu nos questionários anteriores).] *Strategies* [Fiz o questionamento e anotei a situação para refletir sobre suas implicações, consequências e sobre possíveis ações futuras.]

Os alunos realizaram a atividade proposta de forma produtiva. *Time/Material conditions/Class management* [No entanto, a atividade levou muito mais tempo do que o previsto, principalmente em função de problemas técnicos e da conversa/dispersão (uma coisa alimenta a outra).] *Strategies* [Tive inclusive que utilizar o plano B de levar a turma para a sala de informática para que fizessem a apresentação em um local com internet com fio (já que a sem fio não estava funcionando na sala de aula). Como nem todos apresentaram, tive que fazer um novo combinado de dar continuidade à atividade na próxima aula.]

Critical reflection on the class [Reflexão: atividade talvez seja longa demais - talvez fosse mais produtivo ter produções menores de forma a manter a atenção e o interesse. Isso também está relacionado ao número de alunos.]

Aula 5 - 23 de Outubro

Hoje os alunos terminaram suas apresentações. *Material conditions* [Alguns alunos fizeram apresentações sem usar seus slides porque não trouxeram a apresentação salva em pendrive. Mesmo assim, achei melhor que apresentassem...]

Após as apresentações, os alunos tiveram que avaliar as sentenças que falavam sobre a representação de homens e mulheres na mídia (com base nos dados coletados). *Critical moment* [Foi interessante notar que a maioria dos alunos conseguiu refletir sobre o tópico, inclusive um dos alunos mais “brincalhões” (o mesmo que utilizou o termo “cavala” em uma aula anterior) conseguiu justificar as suas visões e impressões.] *Strategies* [Eu tentei mediar o processo apenas “wrapping up” as conclusões trazidas pelos alunos. (verificar este diálogo na aula sobre a correção da atividade, em que os alunos justificam suas respostas).]

Em seguida, os alunos tiveram que olhar para os dados apresentados pelo infográfico. *Critical reflection on the class* [Esta atividade foi interessante porque fez com que eles se ajudassem (tirando dúvidas dos colegas, buscando entender o

texto de forma conjunta...) e que caminhassem pela sala.] Fizemos a reflexão sobre o gênero infográfico e eles tiveram que identificar informações específicas deste texto. Pudemos, então, confirmar as visões/opiniões que eles haviam levantado anteriormente com base nos dados trazidos pelas estatísticas. *Critical moment* [Os alunos conseguiram refletir por si mesmos e chegarem ao objetivo da atividade, embora ainda façam muitas piadas relacionadas ao tema. Um aluno perguntou por exemplo, fazendo referência à palavra “appeal” se o apelo dos comerciais estava relacionado ao uso da imagem e do corpo para vender um produto. Ao falar com os colegas, no entanto, usou a palavra “gostosa”.] *Strategies* [Tenho notado que não devo atuar como “fiscal”, mas que tenho que observar o momento adequado para fazer intervenções que não sejam recebidas com resistência.] *Personal feelings* [Esse processo de mediação é complexo e sinto que ainda estou aprendendo com ele.]

Critical reflection on the class [Com relação ao aspecto do “aprender fazendo”, sinto que a dinamicidade da aula fez com que os alunos se engajassem nas atividades.] *Class management* [Ainda assim, tenho dificuldades quanto à concentração deles (são muito dispersos) e fazem muitas piadas / conversam muito paralelamente. Minha voz está cansada e acabo por utilizar muito a língua portuguesa em sala de aula (para chamar a atenção, para pedir que mantenham o foco, etc), uma vez que quando o faço em inglês não parece ter o mesmo efeito.]

Contextual comments [24/10 - Semana da Biblioteca -> tema gênero -> alunos interferem nos pôsteres / fotos no whatsapp]

Aluno pergunta por que trabalhar gênero (facebook do câmpus)]

Critical reflection on the class [Como trabalhar de maneira que não crie resistência? As estratégias discursivas precisam ser pensadas com cuidado...]

- *Personal feelings* [Frustração por se partir deste princípio de que tudo deve ser implementado conforme planejado]
- *Critical reflection on the class* [Necessidade de se advogar institucionalmente pela reflexão crítica (exemplo dos conselhos de classe)]
- Um ciclo de tarefas não é suficiente para dar conta destas questões (necessidade de articulações com outras atividades do câmpus)
- Trabalhar com os pais também (papel da religião e da família)]

Contextual comments [Contexto: projeto de lei buscando revogar o Paulo Freire como patrono da educação brasileira.]

Caso de Lages - na escola não se ensina sobre gênero, LGBTfobia, etc...]

Personal feelings [I feel oppressed as an individual and as a professional -- tendo em vista o contexto em que estamos inseridos.]

(ver texto da Rosane Pessoa sobre racismo)

Contextual comments [Semana da biblioteca e da livro: atividades sobre gênero na escola, que geraram repercussão negativa (pais descontentes, denúncia)... O que mostra falta de conhecimento sobre o assunto.

Vereador de Itajaí propõe projeto de lei proibindo a chamada “ideologia de gênero” nas escolas: <http://m.sbt.com.br/tv/sbtsc/sbtnews/noticias/99026/Em-Itajai-projeto-de-lei-quer-proibir-qualquer-manifestacao-de-ideologia-de-genero-nas-escolas.html>

Dentro deste contexto, criou-se certa tensão com relação ao tema. Alunos reproduzem discursos que ouvem da família e da igreja e ficam “suspicious” com relação à escola.

Tem-se tirado, desta forma, a credibilidade da instituição escola.

dia 30/10 - Palestra com a profa Marlene de Fáveri (Gênero no cotidiano: onde vemos os preconceitos?)

Levei os alunos e, pela repercussão que a palestra parece ter tido, noto que muitos alunos ou não compreenderam a palestra ou não prestaram a devida atenção.]

Aula 6 - 06 de Novembro de 2017

Hoje terminamos a Task 4 - os alunos tiveram que responder as atividades, analisando anúncios e trabalhar também com foco na forma para aprender a fazer comparações.

Class management [Tenho que chamar a atenção dos alunos repetidas vezes, pedindo para que retornem o foco à atividade.] *Reflection on the class* [Me parece que eles ainda estão acostumados com um paradigma em que recebem o conhecimento, em que são passivos na sala de aula... Este tipo de postura não é

eficiente para a abordagem baseada em tarefas e tampouco para a pedagogia crítica. Daí a importância de ressignificar o papel do aluno...

Apesar da dispersão e das conversas sobre outros assuntos, os alunos conseguiram realizar as atividades de maneira adequada. *Strategies* [Foi interessante notar que eu trouxe, novamente, a voz dos alunos, pedindo para que eles chegassem às conclusões e trouxessem suas opiniões. O aspecto crítico ficou mais implícito nesta aula, e acredito que todos puderam compreendê-lo.]

Critical moment [Ao mesmo tempo, uma das alunas me questionou com relação à palestra da Profª Marlene de Fáveri sobre gênero. De acordo com ela, a palestra teve uma repercussão negativa e as pessoas associaram o fato de a profª estar sofrendo um processo com uma possível falta de capacidade ou ética para trabalhar com o assunto. Tentei questionar a aluna para entender sua visão sobre a palestra. Ela disse que não gostou de algumas coisas pontuadas pela palestrante. No entanto, parece haver uma falta de argumentos. Os alunos parecem ter medo desse discurso que tem sido reproduzido socialmente de que a escola está querendo doutrinar seus alunos. E isso faz com que não queiram discutir determinados assuntos.] *Critical reflection on the class* [Desta forma, me parece que a melhor maneira de abordar tal assunto talvez seja de forma contextualizada e mais implícita.]

- Procurar texto de professor da [UFRGS](#) que apresentou durante o fazendo gênero (falou sobre como a grande ameaça hoje em dia é vista como as questões de gênero, assim como os comunistas eram a ameaça durante o período da Ditadura Militar)

Utilizar respostas dos alunos da última questão para exemplificar suas reflexões sobre a representação de gênero na mídia.

Aula 7 - 13 de Novembro de 2017

Hoje na aula os alunos iniciaram o Task 5. *Class management* [Como sempre, tive muita dificuldade com a dispersão dos alunos durante a aula. Noto que eles nunca estão focados/imersos no tema (ou quando estão, fogem dele em tom de brincadeira). Me parece difícil fazer com que se concentrem na atividade.]

Critical moment [Foi interessante o diálogo que surgiu durante a correção da atividade. O aluno Pedro trouxe um discurso de que não haveria problema ter a representação das mulheres associadas à limpeza, por exemplo. Busquei chamar

atenção para o fato de que essas divisões são uma construção social e, como tal, podem mudar. O próprio aluno trouxe exemplo de uma tribo em que as configurações sociais são diferentes. Vejo este diálogo como produtivo - o que busquei fazer foi, ao invés de apontar o erro do aluno, partir do que ele disse e provocar a reflexão (evitando, assim, a usual resistência que surge na sala de aula).]

Critical reflection on the class [Me parece que os alunos têm abordado o tema agora com mais naturalidade ao invés de ter tanta resistência com os tópicos abordados.

Noto que muitos alunos ficaram desestimulados durante as atividades de compreensão de texto, que considero muito importantes para o seu aprendizado. Eles acreditam não saber inglês e, embora eu tenha trabalhado extensivamente o uso de estratégias de leitura, acabam por não realizar as atividades.

Ainda impera a visão tradicional do ensino: faço porque devo, para ter uma nota, para ser aprovado (então, posso copiar dos meus colegas, já que o objetivo principal não é a aprendizagem).]

Dia 19 de Novembro de 2017

Critical reflection on the class [Reflexões sobre planejamento de aula: os alunos parecem ter tido dificuldade com a atividade de leitura (parecem desmotivados frente a ler um texto, o que pode ser explicado com relação à língua, mas também com seu hábito de leitura). Noto a dificuldade em manter uma sequência lógica, já que tudo parece ser muito imediatista e fragmentado (a exemplo da internet). Um exemplo disso foi a aluna Sara que mencionou estar cansada do tema que tem sido trabalhado nas aulas (ela gostaria de algo novo...)]

Strategies [Estratégia: retomar a atividade lembrando as estratégias de leitura - lembrando que eles devem focar nas perguntas - que devem sublinhar ou destacar as palavras que os ajudaram a chegar às conclusões (palavras que conhecem, palavras similares ao português, etc). Também falar sobre a importância de compreender um texto em inglês.]

Critical reflection on the class / Time / Strategies [Outra reflexão importante: a falta de tempo para realização das atividades. Caso não haja tempo suficiente, pedir para que na próxima semana levem o que faltar do Task 6 como tarefa para casa (atividade avaliativa).]

Aula 8 - 20 de Novembro de 2017

Strategies [Hoje usei a estratégia de explicar a importância de ler um texto em inglês usando as diferentes estratégias. Recapitulei com eles estratégias de leitura que podem ser usadas e auxiliei alunos individualmente.] *Reflection on the class* [Nota, ainda, que alguns alunos tentam “get away with it”, sem fazer a atividade ou copiando de alguém (entendo que há questões além da própria aula, que talvez eu desconheça, que os faça agir assim)].

Na atividade em que deveriam comparar as imagens de engenheiros no google com as imagens de engenheiros com a hashtag “I look like an engineer”, entreguei a atividade anterior em que eles usaram o comparativo para que pudessem se basear nela. Coloquei exemplos no quadro e recapitulei com eles as regras para uso do comparativo.]

Class management [Tive que chamar muita atenção dos alunos para que fizessem as atividades.]

Personal feelings [Confesso que fiquei um pouco ansioso com o andamento das aulas - pouco tempo para fazer todo o ciclo de tarefas.] *Class management / Strategies* [Então acabei limitando um pouco o tempo de duração das atividades, uma vez que os alunos parecem levar muito mais tempo do que o necessário (não há foco).]

Para a próxima aula: retomar o que foi discutido nesta aula: com base nas respostas trazidas por eles (atividades e questionários).

Contextual comments [Caso parecido na UFBA (cerceamento e ameaças a professores): <http://www.correio24horas.com.br/noticia/nid/professora-da-ufba-e-ameacada-de-morte-por-cao-de-pesquisa/>]

Minha decisão de não fazer uma exibição de documentário “Pelo fim da violência contra a mulher” no Câmpus Itajaí.]

Critical reflection on the class [Reflexão sobre planejamento: necessidade de dividir as tarefas em etapas e guiar os alunos (essa expertise é muito importante para que as atividades sejam cumpridas de forma satisfatória). Caso contrário, a tarefa pode não se tornar uma tarefa...]

A mediação do professor também é fundamental para tornar a tarefa crítica: se eu só perguntar a opinião dos alunos, mas não discuti-las ou não fazê-los refletir, cria-se a ideia de que opiniões não são construídas.]

AULA 9 - 27 DE NOVEMBRO DE 2017

Class management [Hoje, mais uma vez, tive bastante dificuldade em fazer a turma se concentrar e prestar atenção. Há muitas brincadeiras durante a aula. Um dos alunos (Iury) estava se desentendendo com um colega por conta de uma bola de papel (estas questões tiram o foco deles das atividades a serem desenvolvidas).]

Critical moment [Os alunos fazem várias brincadeiras, mas que podem gerar algum tipo de reflexão (por que só há mulheres na plateia do Silvio Santos? Por que só há dançarinas no Faustão? Um homem pode ser bailarino?). Tentei trazer o exemplo do Lago dos Cisnes, dizendo que há bailarinos e bailarinas (questionando, dessa forma, o estereótipo da bailarina mulher). Relembrei a questão dos estereótipos de gênero (Yago mencionou que algumas dessas questões subjazem ao inconsciente). Neste sentido, acredito que a reflexão foi produtiva (LER AS RESPOSTAS DA PERGUNTA “Why are the programs appropriate for both boys and girls?”). LER TAMBÉM AS RESPOSTAS DE COMPARAÇÃO.]

- *Critical reflection on the class* [Tenho observado uma outra postura dos alunos com o tema “igualdade de gênero” (é o que parece, ao menos).]

Aula 10 - 4 de Dezembro de 2017

Hoje expliquei aos alunos o projeto final. *Strategies* [Mudei um pouco a ordem das atividades (primeiro eles fizeram a parte 2 - de compreender um infográfico) para depois fazer a parte 1 (de coletar as informações). Os alunos tiveram que sair da sala para coletar as informações, e eu auxiliei os grupos de forma mais individual.] *Class management* [Isso deixou a aula um pouco mais caótica para mim (mas vejo como positivo, já que tiveram que trabalhar em grupos e sem ter o professor como “speaker” o tempo todo).]

Critical moment [Foi interessante notar que, enquanto eu conversava com um grupo, dois alunos (Israel e Marcos) falaram que, com relação ao infográfico das desigualdades nos esportes, não se tratava de desigualdade em si. Também falaram que a diferença de alunas no curso de Mecânica poderia ser uma questão de gosto apenas. Questionei, então, se o gosto não era uma questão construída socialmente (a ideia de que o curso é para meninos, por exemplo). Falei, por exemplo, por que meninas são menos prestigiadas nos esportes (já que eles disseram que elas ganham menos porque é menos rentável), explicando que esportes também são mais associados com meninos e menos prestigiados quando praticados por meninas (os esportes na televisão, por exemplo).] *Reflection on the critical moment* [Acredito

que, ao aceitar a visão do aluno, consegui estabelecer um diálogo construtivo uma vez que eles pareceram compreender a questão tratada. Este diálogo não ocorreu com toda a turma, mas pode ser retomado durante as apresentações dos alunos.]

Personal feelings. [Entrevista com Ogê: disse que eu apresento um lado da história. Este aluno falou sobre a importância de ter mais discussões (sente que os alunos precisam ser mais ouvidos), mas parece estar mais aberto neste momento (ao final das atividades).] *Strategies* [Tentei explicar que ele também pode ser ouvido, que é importante que as opiniões sejam dadas, que estamos em um projeto de construção, etc.]

Contextual comments [Em 6 de Dezembro: gênero é retirado do ensino de ciências e posto no ensino religioso em BNCC.]

Personal feelings [Entrevista com Barbatto: aponta como negativa a discussão em sala de aula (os colegas com pontos de vistas diferentes - acredita que isso “atrapalha” a aula, fala do professor como trazendo sua “opinião”) e não traz o tema de gênero ao falar sobre o que aprendeu nas aulas]

Aula 11 - 11 de Dezembro de 2017

Hoje na aula os alunos apresentaram os infográficos. também decidiram onde os publicariam. Os alunos fizeram as apresentações em inglês e também sugeriram onde eles seriam publicados. *Critical reflection on the class* [As apresentações foram boas - os alunos dividiram as falas e conseguiram se expressar na língua apesar de suas limitações.] *Strategies* [Durante a atividade, notei que o foco estava em apresentar os dados, e não em refletir sobre eles. Por conta disso, tentei trazer uma discussão sobre o tema, fazendo com que alguns alunos apontassem a falta de representatividade para meninas na área de mecânica, a semelhança com relação à profissão de engenharia (apresentada por um dos grupos), etc.] *Critical reflection on the class* [Percebo que os alunos não estão acostumados a promoção da reflexão, mas sim com “cumprir tarefas”. Por conta disso, talvez nem todos tenham refletido sobre o aspecto crítico da aula (embora eu ache que essa reflexão tenha acontecido em diferentes doses e em diferentes momentos das aulas).]

Ao discutir sobre a publicação dos infográficos, os alunos apontaram a ideia de publicar os trabalhos na página do próprio IFSC e de colocá-los no mural do inglês. Também dividimos as tarefas para realização das atividades.

Material conditions [Tivemos problema com a tecnologia: nem todos alunos

trouxeram o arquivo do infográfico salvo para apresentar. Além disso, tivemos que sair da sala e ir para a sala de informática de forma a poder usar o computador para o jogo quizlet, que tinha como objetivo revisar vocabulário trabalhado durante o semestre.] *Class management* [Embora os alunos tenham solicitado ao longo do ciclo de tarefas que um jogo fosse realizado, dois ou três alunos se mantiveram alheios a ele. Tive que solicitar, então, que eles participassem.]

Critical reflection on the class [Talvez teria sido interessante ter tido mais tempo para o fechamento do semestre e do ciclo de tarefas.]

Entrevista com Gabriel

- *Material conditions* [falou do layout dos textos (dificulta a compreensão - me pergunto se não é um problema de visão), - também comentou sobre o áudio dos vídeos (muito rápido para entender e é necessário legenda)]
- *Personal feelings* [ele acha que os alunos precisam falar mais inglês na aula e sugeriu que os textos fossem lidos em voz alta por cada aluno (o que parece estar relacionado a sua vivência - acredita que praticar a fala é ler o texto em voz alta).]

Critical reflection on the class [Refletir mais sobre a avaliação - notas]

Contextual comments [<https://www.nexojournal.com.br/grafico/2017/12/13/Gênero-e-raça-de-estudantes-do-ensino-superior-no-Brasil-por-curso-e-área>]

Itajaí e contra o projeto que busca vedar gênero na escola

Ifsc se posiciona através do pacto dos direitos humanos (contra escola sem partido)]

APPENDIX J – Transcriptions of critical moments from the filmed classes

CRITICAL MOMENTS

(...) pausa ou trecho excluído por irrelevância
(inaudível) não foi possível entender a fala do aluno ou do professor/pesquisador
Comentários em parênteses - informações contextuais

Transcrições feitas com base no que foi identificado como “critical moment”.
Notar que: muitas falas dos alunos não podem ser identificadas uma vez que eles interagem em grupo, dupla, falam baixo, etc. O que é possível identificar são os momentos de interação com o professor – turma toda.

T - Teacher

Aula 1

T – How do you say “engenheiro” in English? (...) Any other example?

RAY – Michel’s dream is to have a McDonald’s.

T – To be a restaurant owner?

RAY – How do you say “fritador de hamburguer”?

T – Cook (...) Any other example of professions? Maybe you’re not sure... but oh, this is something I like...

STUDENTS: teacher... player... soccer player...

PAULO: Como se diz (?)

T – Do you remember? We talked about this...

STUDENT - Trash... é... Não é...

T – Or picker (...) Do you think there is a problem in being a picker?

(inaudível)

T – It’s a profession, right? It’s a profession.

RAY – It’s a very important profession.

T - It’s a very important profession.

RAY – How do you say “gari”?

T – It’s similar to picker but it’s the person who cleans, right? So I’d say cleaner.

RAY – Like the cleaners, Arthur. Very important.

T – On the streets, yes? So I’m going to give you guys a series of images...

(Ao corrigir a pergunta aberta da Task 1)

T – Gente, vocês estão ouvindo aqui? Ele falou que a sociedade julga muito pelo modo de vestir. Vocês concordam?

STUDENTS – Sim...

T – Isso ajudou vocês a chegar na conclusão?

STUDENTS – Sim...

T – Tá, o que mais? Other examples of answers?

(Aluno lê sua resposta – inaudível)

T – É, o que a gente pode fazer pela imagem é pensar na aparência, né? Não tinha nenhuma outra dica para vocês.

FÁBIO – O tipo de roupas que a gente vê... Por exemplo, o médico usando...

T – Aonde que a gente vê essas...?

APARECIDA: Na televisão...

RAY: Na foto...

T – Na televisão, Grey’s Anatomy... Yuri, can you read your answer for us?

(MICHEL lê...)

T – Então o Yuri (?) que a sociedade impõe rótulos. Vocês concordam com ele?

STUDENTS - Yes...

T – Vocês acham que tem rótulo com relação a profissões?

STUDENTS - Yes...

T – Quando a gente pensa em profissão, a gente pensa em características né... associadas. Quem mais gostaria de ler a sua resposta? Roberto, can you read yours?

ROBERTO – Não.

T – Ok guys. Então uma coisa que a Sara falou é importante. Sara talks about the fact that we see this in the media. These images. So now we are going to work with a trailer of a documentary. This documentary is about professions...

(corrigindo a atividade do documentário / Task 1)

T – Documentary film crew. So it's the team that makes the documentary.

STUDENTS – Documentary...

T – Documentary film crew. Então são elas que tão fazendo esse documentário.

RAY – How do you say “cavala”?

STUDENTS – horse.

T – Ray, por que tu tá tentando dizer isso?

RAY – Que?

T – Por que tu tá tentando dizer isso?

RAY – Porque eu quero.

T – Por que? Não entendi. O contexto...

STUDENTS – É uma expressão. “Cavala”...

RAY – Fala pra tudo... Não posso falar agora?

PAULO – Pode, pode falar.

T – Não. Vocês acham que é uma maneira legal de se referir a uma pessoa?

RAY – A gente fala pra todo mundo.

PAULO – Não liga. É só brincadeira.

STUDENT – É que nem chamar as pessoas de feio... Feio, cavalo...

PAULO – É, eu me acho feio...

T – A gente só tem que tomar cuidado porque algumas coisas elas têm outros significados além daqueles que a gente pretende... que a gente pretende passar. Então a gente tem que cuidar com qual é a consequência que aquilo pode trazer. Tudo que a gente fala... A gente é responsável por tudo que a gente diz. É nossa responsabilidade.

(continua a atividade...)

comments: dificuldade para conduzir uma discussão (os alunos levam muito na brincadeira e tem dificuldade com essa dinâmica na sala de aula, o professor precisa atuar como mediador o tempo todo, recapitulando o que eles dizem, ajudando-os no processo de reflexão...)

Aula 2

T - A que conclusão vocês conseguiram chegar depois de entrevistar os colegas?
O que vocês perceberam?

PAULO - Que muita gente faz a mesma coisa na mídia social...

T - Hã? Mídia social e a gente faz a mesma coisa...

PRISCILA - Everybody uses social media.

T - So the habits are different but everybody has a strong connection with media. Everybody is connected. Então pensando nisso... no que vocês identificaram com os colegas, eu quero que vocês respondam a letra c. This is your opinion, ok? So in your opinion, what do you think? In your opinion, does the media create similar people? Yes or no? Why? Do you understand the question? Can you explain the question?

FÁBIO - É pra ver se a gente acha que as similaridades criam pessoas parecidas.

T - Não, não é isso...

PRISCILA - Se a mídia...

RAY - Se ela faz as pessoas pensarem iguais.

FÁBIO - É, não tinha visto. Você acha que a mídia cria pessoas similares?

T - So you can answer this individually. If you can answer in English, it's better. But if you don't feel comfortable, you can use Portuguese.

(alunos fazem a atividade)

T - Guys, I'd like some volunteers to read the answer. Volunteers to read the answer?

STUDENT - Yes, because media influences people.

T - So you think the media has an influence? Yes? Couceiro?

FÁBIO - I don't think so because each person has your own values.

T - And you don't think media influences values? You are immune...

FÁBIO - Yes...

T - There is no connection?

FÁBIO - No.

T - Are you sure?

FÁBIO - Yes. É o que eu acho, né?

T - Mas tu acha que faz sentido? Tipo, os valores são criados independente...

FÁBIO - Não, não... Cada pessoa tem seu valor que vem do pai, da mãe... Daí a mídia não influencia...

ROBERTO - Mas a mídia influencia o pai e a mãe...

STUDENT - Eu acho que é culpa da Dilma...

T - Gente, é pra gente refletir, tá? Vocês geralmente levam as coisas muito na brincadeira.

STUDENT - Vou começar a chorar aqui na sala.

T - Não, não é pra chorar... Other volunteers to read the answer? (...) O que vocês acharam? O Couceiro falou que cada um tem seu valor e que a mídia não tem influência...

RAY - Eu acho que tem influência porque tem pessoas que não tem pensamento crítico, e as pessoas precisam de alguma coisa para se basear... Não tem personalidade própria. E como tem muitas pessoas assim, a mídia molda esse caráter e as pessoas são iguais.

T - Tu acha que as ideias da mídia são semelhantes? Tipo, o que tu vê na mídia... Geralmente é parecido? Ou tem assim diferentes versões?

RAY - Cada jornal tem uma opinião. Cada rede de televisão tem uma opinião. Aí depende do que a pessoa vê.

T - Mas vocês assistem alguns específicos, né? Que são mais populares...

STUDENT - Depende em que sentido a mídia vai influenciar. Tipo em geral ou...

APARECIDA - Por exemplo, ela pode não te influenciar a gostar ou não gostar. Mas pode te influenciar a ver.

CRISTIAN - Ela manipula as notícias para que as pessoas conformadas só leiam (...) e tenham uma opinião que a própria mídia quer.

T - E é legal a gente pensar sobre como a mídia faz muito parte da nossa vida,

né? Quem nem vocês responderam... We use media every day, social media... Daí a gente acaba tendo contato com algumas histórias, algumas versões, alguns jeitos de contar uma notícia. Bia, did you want to read yours?

PRISCILA - Yes, because the media presents one side of the story.

T - One perspective. Do you remember from our English 1 "The Danger of a single story"? "The Danger of a single story", from Chimamanda? Remember, Chimamanda? A gente trabalhou com um texto dela que era "The danger of a single story". O que é "Danger of a single story"?

PRISCILA - O perigo de uma história só.

T - O perigo de uma única história. É sobre isso também, né? A gente falou sobre a representação da África, lembra? We were talking about how Africa is represented in the media. So Ogê, for example... What is the representation of Africa in the media?

CRISTIAN - Não entendi.

T - Africa in the media. What are the characteristics?

RAY - hungry people.

T - No water, diseases... So I think this is connected. Lá a gente tava falando de estereótipo e tem a ver com isso de a gente refletir sobre o poder da mídia, né? Como que a gente tem acesso ao que acontece na África?

APARECIDA - Pela mídia.

STUDENT- Ou se tem algum parente lá.

PAULO - Ou alguém manda um jornal de lá, né?

T - Ok, very good. (...)

Aula 4

(após aluno fazer apresentação do seu personagem, Dollynho)

T - Do you have questions for them?

STUDENT - Por que o Dollynho?

(conversas paralelas)

T - So Cadmiel, can you explain to us? I don't understand why... because the image from the bottom is edited. You edited the image. Why?

PEDRO - Eu peguei na internet e tava assim já...

T - Why? Why is he a Nazi?

PEDRO - O meu editor... Já que eu tava sem pc. Daí eu falei: pode por qualquer uma... Aí ele colocou essa.

T - I don't understand why Dollynho is a Nazi.

Couceiro - Anaxi? (professor de Física)

STUDENT - Ah, o cabelo tá parecido...

PEDRO - Tem uma versão sem nazista.

T - Ok, why?

PEDRO - Não sei, achei legal... Na verdade eu não achei legal, eu mandei várias imagens e ...

FÁBIO - Pra entreter a galera, né...

T - Other questions?

Aula 6

T - Quais são os produtos que vocês veem sendo vendidos aqui? (...) O que é esse último aqui?

STUDENT - É um produto. De limpeza, eu acho.

T - This one. What about this one?

STUDENT - Vitamina para bebê.

T - Vitamins. And here, I don't know if this is a soda, a soft drink... It's a bottle. And this one, it's a glass... So the objective is to sell a product. Do you guys agree with Aparecida?

FÁBIO - O que ela falou?

T - O que a Aparecida falou? Que o comercial vende produtos...

APARECIDA - Que não vende só o produto, mas a imagem.

PEDRO - E a ideia da felicidade com aquele produto.

APARECIDA - Isso.

T - Yes, if you have this glass you are going to be happy.

FÁBIO - Porque daí tu pode botar um vinho ali...

T - When do you think these ads were published?

CRISTIAN - Anos 50.

T - Why?

CRISTIAN - Por causa das características das propagandas.

T - Quais são as características aqui?

CRISTIAN - Preto e branco, as fontes, como eles seguram.... como eles apresentam as coisas. A vestimenta.

STUDENT - A fonte...

FÁBIO - O cabelo.

T - I'd say it's from the 50s or 60s.

APARECIDA - Se fosse hoje em dia... (inaudível)

T - Ok, what are the characteristics of the women in these ads?

APARECIDA - Beautiful...

T - Beautiful, what else?

APARECIDA - Slim.

T - Slim...

APARECIDA - Happy.

T - Happy, what else? Old? What else?

FÁBIO - Old clothes.

FABÍOLA - Make up.

T - Make up. What else?

FERNANDA - (pergunta inaudível).

T - Nails done. Anything else?

PRISCILA - (inaudível).

T - So the clothes they are wearing are clothes to clean or to cook. Do you understand? How do you say 'avental' in English? (...) Apron. (escreve no quadro). Any other characteristic? No? So do you think the commercials in the present are different from the commercials from the 60s or 50s?

FÁBIO - A little bit.

T - A little bit... Can you explain why?

FÁBIO - Não sei explicar por que, mas dá pra perceber que os comerciais são antigos...

T - And are there similarities?

APARECIDA - inaudível.

T - Porque ainda tentam usar a imagem para vender o produto, né Sara? Então talvez as noções de estilo, roupa, muda né? (...) And what is the profession of these women?

FÁBIO - Engenheiro.

(risos)

STUDENT - Dona de casa.

T - Models, they are models.

STUDENT - Dona de casa é uma profissão, né?

T - Yes. And do you say 'dona de casa' in English? Housekeeper.

APARECIDA - Mas ali acho que querem vender a imagem.

T - You can say housekeeper because it can be a man or a woman. Keeper quer dizer que cuida, toma conta.

STUDENT - Keep calm.

T - Any other question? Comments? So the commercials today, they are different but there are similarities. For example, do you have housekeepers in the commercials today?

FÁBIO - Yes.

T - What kind of commercial? Can you give me an example? (...) What kind of product?

ROBSON - (...) Carnes.

T - So it's related to cooking or cleaning. So this is similar. So this is interesting for us to compare because the infographics are about the present, and here we have some images from the 50s and 60s. So how different is this? Why the differences? So there are some differences and some similarities. Yes? Can you explain?

(...) So I'm going to give you the next part of the activity...

(...)

(correção da atividade)

T - Couceiro, tu tá dizendo que os homens são representados como mais importantes do que as mulheres? Se vocês olharem pras roupas... Quais são as roupas que os homens tão usando?

STUDENT - Terno.

T - Dá um ar de seriedade... (...) O interessante aqui é ver que essas pessoas elas tem as mesmas profissões. Os homens e as mulheres. A gente pegou as capas da mesma revista, da mesma época. Todos eles são atrizes, atores... Mas olha a diferença das roupas...

(...)

T - So can I have a volunteer to read the answer for Part VI?

STUDENT - Pode ser eu.

T - Yes, go ahead.

STUDENT - Similar, pois no Brasil os homens também são tratados com "maior cargo".

T - In the media? So you think the Brazilian magazine covers are similar. Or the statistics as well?

STUDENT - Yes...

T - Litiane, can you read yours?

LITIANE - Eu botei que é similar no Brasil porque o exemplo que eu dei foi das propagandas de televisão. Tipo, nas de cerveja tem mulheres com poucas roupas. E tem as dos homens de terno vendendo imóveis.

T - So you think it's similar... Couceiro, do you wanna read yours?

FÁBIO - Acho que é o mesmo, pois sempre valorizam mais os homens do que as mulheres.

T - Valorizam no sentido de se pensar nessas características, né? De tipo, mais importante... Victor, do you wanna read yours?

ROBSON - São parecidas pois os homens geralmente são tratados como mais ricos e inteligentes, enquanto as mulheres como um corpo bonito apenas.

T - Does anybody have a different opinion? A different answer? No? (...) Ok, this is important for us to reflect about this information about the United States and think about our context. So that's why I asked your opinion. To conclude the class today (...)

Aula 7

(correção da atividade)

T - A gente pode pensar primeiro assim: ah, ela tá vestida como uma astronauta. Nossa, parece uma propaganda bem... olhando para o futuro, né... Mas e se a gente olha pro resto? (...) O restante da propaganda...

PEDRO - O resto da propaganda tá insinuando que mulher tem que usar produto de limpeza.

T - Então vejam só... se por um lado ela fala do futuro, assim...

PEDRO - Ao mesmo tempo ela retrocede.

T - Ela faz esse jogo, brinca com essa ideia... Uma propaganda do futuro, trazendo uma ideia de que há um progresso, mas na verdade... So, according to the text, why do women go to the Moon?

ROBSON - To clean.

T - To clean up. In your opinion, is this type of representation... this connection between women and cleaning still common today?

STUDENTS - Yes...

STUDENTS - No...

T - No? Why? Yes? Why?

PRISCILA - Sim, porque os comerciais de produtos de limpeza só aparecem mulheres.

APARECIDA - Não... Tem o Mr. Músculo.

PRISCILA - Mas o Mr. Músculo é porque ele tem força, por isso que ele vai limpar.

ROBSON - Bia, não é todos não. Muitos comerciais aparecem mais mulheres, mas tem homem também.

T - Mas vocês acham que ainda publicariam esse comercial?

STUDENTS - Não.

ROBSON - O tema já não faz sentido. O processo ia vir queimando...

(conversas paralelas)

PRISCILA - É esse tipo de comercial, não esse específico.

T - Vocês acham que na época ele tenha ajudado a vender o produto?

STUDENTS - Claro.

T - Hoje vocês acham que ele atingiria o objetivo?

CRISTIAN - Se o objetivo fosse levar processo nas costas...

T - Então a gente pode dizer que os comerciais... Esse não é um comercial do Brasil, né gente. É um comercial estrangeiro, mas poderia ser no contexto brasileiro também. A Bia falou que ainda acha que tem uma conexão...

PRISCILA - Esse tipo.

T - Women connected to cleaning. We still have this. But there are changes, right Robson? It's not this (aponta para o anúncio da atividade). So there were some changes.

STUDENT - Maybe.

T - Você falou maybe. Por quê?

STUDENT - Porque talvez sim, talvez não. É diferente de antigamente.

T - Então teve mudanças né.

PEDRO - Nem tudo nas propagandas... Não quer dizer que tá falando para a mulher limpar. Acontece, é uma pressão social. Só que assim ó... Tu vê lá a propaganda de ferramenta ou de step de pneu... É porque é mais comum tu ver no ambiente social, é mais comum tu ver mulher. É como se elas já estivessem acostumadas a isso. (...) Não que seja correto. (...) Tu vai vender... (professor chama a atenção da turma) O cara que vai fazer a propaganda para vender um brinquedo não é só estereótipo... Ele tá vendendo um produto para o público alvo. E eu acho que (inaudível).

CRISTIAN - Na nossa cultura atual a gente já tá acostumado com a mulher mais esses papeis e o homem (?). Sempre teve uma divisão de papeis na sociedade. Se você tem um público alvo, você quer vender o produto.

PEDRO - Eles não pensam na questão social, eles querem vender o deles.

T - Sim, isso a gente tem que pensar... Quais são os interesses, né. Agora o que é legal de pensar nos papeis sociais é que eles nunca, eles não nasceram assim... Eles foram criados pela sociedade. E eles mudam, mudam de cultura pra cultura. De lugar pra lugar. E a gente também pode pensar como que a gente pode mudar os papeis para que as coisas sejam mais justas para todos. Essas reflexões são importantes.

PEDRO - Não tô dizendo que a sociedade é justa, ela é bem injusta. Mas eu acho que é cultura isso, a questão da mulher... É uma questão cultural e se a mulher quiser usar um produto de limpeza para limpar, ela limpa. Se ela não quiser...

MARCOS - Mas isso já mudou bastante comparado com (?)

T - Sim...

ROBSON - O homem mais forte vem desde a Pré-História. O homem sempre teve um papel...

FÁBIO - O homem tem uma tendência...

T - A gente tem que cuidar um pouco quando a gente faz esse tipo de reflexão pra não trazer a justificativa... Porque a gente sempre usa a justificativa biológica. Só que como o Pedro falou, são questões culturais, que são construídas... Isso mostra como as coisas podem ser diferentes também. Isso que tu falou é bem importante: a pessoa deve ser capaz de fazer o que ela quiser. Homem e mulher. Se o homem quer ...

STUDENT - Lavar roupa.

T - Se ele quer trabalhar com limpeza, não tem problema nenhum. E se a mulher quiser trabalhar na área de mecânica, por exemplo... Não tem problema nenhum. Agora, o que acontece quando a gente tem esses comerciais com essas divisões? Sempre repetindo, né? A gente cria a ideia, desde criança que o homem faz isso e a mulher faz aquilo. E isso acaba limitando, né? Se vocês olharem, por exemplo, quantas meninas temos fazendo o curso de mecânica. Poucas... Não é só uma questão biológica. Mas é social, cultural...

PEDRO - Eu acho que é cultural porque eu vi uma tribo que se organizava de uma forma bem diferente. Os homens cuidavam das hortas e das crianças e (...) as mulheres tinham a mesma capacidade que os homens.

T - E a divisão poderia ser de outra maneira. Poderia ser pessoas altas caçam, porque tem que alcançar... E pessoas baixas... Poderia ser outro tipo...

PEDRO - Eu acredito que existe tudo isso. Da generalização, do estereótipo, mas nem tudo é isso. As pessoas veem qualquer coisinha e já acham que... E eu acho que não, eu acho que assim ó... Na questão da propaganda... Influencia a sociedade a pensar dessa forma. É prejudicial. Mas o cara que fez a propaganda ele não fez nada errado, ele tá só visando o dele.

T - Mas a gente que consome tem que ter esse olhar crítico, né?

PEDRO - Mas olha só... Ele sabe que muito mais mulheres usam o produto dele do que homens.

MARCOS - Eu acho que a sociedade atrasa a sua própria evolução.

T - O que a gente precisa entender do comercial é isso: quais são as influências dele? Qual é o impacto que ele tem na sociedade? Quando a gente pensa na língua também... A linguagem, ou a mídia não só reflete a realidade, mas também constrói a realidade. Então é um movimento... Uma via de mão dupla. (...) Ok, very good...

(depois de pesquisar a palavra "engineer" no Google imagens)

T - So what's your opinion about the way engineers are represented?

PRISCILA - Poderia ter mais pessoas negras e mais mulheres (?) para serem incentivadas.

T - So you think there is not diversity. Not much diversity.

PEDRO - Você já parou pra pensar quantos professores negros a gente tem?

T - Do you know how many black female teachers we have at IFSC? (...) Six. 22 campuses.

PRISCILA - Todo o IFSC.

Aula 9

(quando respondem a pergunta "Why is this program appropriate for both boys and girls?", alunos conversam:)

FÁBIO - Por que as mulheres não trabalham de pedreiro? Só homem de pedreiro.

STUDENT - Preconceito...

STUDENT - Igual a gente... por que a gente não pode ser bailarino?

RAY - Não pode ser o que?

STUDENT - Bailarino.

(risadas)

RAY - Poder tu pode, mas assim...

T - Vocês não conhecem bailarinos? Tem muitos bailarinos...

RAY - Tem muitos bailarinos aqui?

T - Por exemplo, umas das peças de ballet mais importantes e mais conhecidas, que é o Lago dos Cisnes, tem homens e tem mulheres. Tem história, tem teatro.

(inaudível)

FÁBIO - É um preconceito com os homens... Por que homem não pode vender Mary Kay?

(inaudível)

FÁBIO - Por que não fica homem também dançando no lugar das mulheres? (no Faustão)

(inaudível)

T - São ótimas perguntas. (chama a atenção da turma e pede silêncio). São perguntas que vocês estão fazendo em tom de brincadeira mas elas são perguntas importantes para refletir. Tem muita conexão com o que a gente falou dos estereótipos. Lembra que a gente discutiu os estereótipos? Então por que só tem mulher? Ah, provavelmente porque eles acham que a mulher é simpática, vai atrair mais atenção, ...

RAY - Se tu pensar nisso, não. Mas no subconsciente.

T - Mas vocês sabiam...? Minha mãe já foi num programa do Silvio Santos. Porque meus pais trabalharam em São Paulo por um tempo. Trabalhavam na casa de uma família. E daí era uma casa de uma família rica. Minha mãe trabalhava como cozinheira e meu pai como motorista. E daí eles recebiam pessoas famosas na casa. Uma vez minha mãe teve que cozinhar pra Hebe. E daí uma vez eles foram no programa do Silvio Santos. Só que meu pai teve que ficar escondido porque a plateia eram só mulheres. Ele tinha que ficar lá no fundo bem escondido pra...

RAY - Ah, então teu pai foi...

T - Foi. Era aquele, um de namoro, sabe? Que não existe mais. Era tipo um Tinder... (risos).

Aula 11

T - So the groups had similar information about the data.

STUDENT - So so.

T - What was not so similar?

STUDENT - Ah, porque a gente trouxe do projeto...

T - But I mean, the comparison is similar... So why does this happen? What can we conclude about this data? In your opinion, why do you have this? For example, one of the groups said that the number of teachers... Mechanics teachers... They are all men. But then when you have the total number of teachers, you have fourteen women and forty something men. Why? (...) What do you think about these numbers?

STUDENT - Por que tem quarenta professores?

T - What do you think about this number?

FÁBIO - Because we have inequality.

T - And what are the consequences of this?

FÁBIO - Good question.

T - What are the consequences?

PRISCILA - Não ter mulheres trabalhando na área da mecânica.

ROBERTO - E talvez as meninas não se sintam representadas.

(alunos pedem ajuda para usar o computador/projetor)

(...)

(ao final de outra apresentação)

T - The girls presented about civil engineers, right? So if we compare this to the situation of Mechanics, do you think this is similar or not?

PRISCILA - It's similar.

T - If you look, for example, at the number of contracts. And if you look at the number of women in the area, it's very similar.

PRISCILA - Se tem, por exemplo, seis meninas nessa sala e treze meninos... É normal que o número de contratações seja menor mesmo. No meio profissional.

APPENDIX K – Students' written responses to tasks

<p>Task 1</p>
<p>Part IV. c) Is this project important? Why?</p>
<p>"Sim porque é um 'tabu' (assunto). É importante mostrar que as pessoas são mais do que vemos". "Yes. Pois ajuda a quebrar estereótipos de gênero nas profissões". "Para mostrar e incentivar outras mulheres que elas podem ser o que quiserem independente da área ou profissão". "Sim, para conscientizar as pessoas sobre esse assunto". "Sim, para acabar com o preconceito de mulher ser dona de casa e etc..." "Para não termos medos de seguirmos correndo atrás dos nossos sonhos". "Yes, valorizar mais as profissões das mulheres". "Sim, porque mostra que todos são iguais, em quase todos os aspectos". "Sim. Para mostrar que você deve lutar pelos seus sonhos, sendo homem ou mulher". "Sim, porque mostra que as mulheres podem seguir seus sonhos, independente do que as pessoas dizem". "Sim porque as mulheres se sentem mais confiantes para ser o que quiserem". "Sim". "Sim, pois as mulheres têm seus direitos de trabalhar no que quiser". "Sim, pois antigamente praticamente metade das mulheres não trabalhavam nessas profissões". "Sim, acho que ele mostra a outras pessoas para não desistir dos seus sonhos". "Não, é só um documentário". "Sim, porque mostra a realidade". "Sim, porque com esse tipo de atitude elas podem influenciar outras mulheres". "Muito importante, uma forma de valorizar as mulheres".</p>
<p>Task 2</p>
<p>Part 2. c) Do you think the media "creates" similar people? Why?</p>
<p>"Não! Cada um tem sua opinião e pensa diferente, apesar de podermos ser facilmente manipulados, ainda sim pensamos e agimos diferentes". "Yes, because media influences people".</p>

"Yes, because media influence people".

"Sim, pois as pessoas são influenciável (sic), e a mídia como está o tempo todo com nós, acaba nos influenciando".

"Sim, porque nos influencia a achar algo legal ou a fazer algo".

"Yes, because the media presents one side of the story".

"Yes, pois mesmo tendo mídias diferentes, a temática é sempre a mesma como uma lavagem cerebral camuflada".

"I don't think so, because each person has your own values".

"Yes, social media is big and transform people similar but not equal".

"Não porque cada um tem seu jeito de pensar, e isso também depende da personalidade de cada pessoa".

"Sim, porque ela influenciam as pessoas a pensarem igual por expor as mesmas ideias".

"Não, porque cada pessoa faz o que gosta, podendo ter algumas similaridades, mas cada um faz o que gosta".

"Yes, because social media influence people".

"Yes, because media influence people".

"Sim, pois une pessoas que tem o mesmo gosto".

"Sim, pois ela incentiva as pessoas a terem gostos iguais".

"Sim, pois na mídia contém informações que muitas pessoas lêem ela mesma fazendo com que muitas pessoas tenham ideias parecidas".

"So so because people can think by themselves".

"Yes, because the media influences many people".

Task 4

Part 6. The text we read in Task 4 is about statistics on media representation of women in the United States. Do you think the statistics on the same topic presented are similar or different from the situation in Brazil? Why? You may answer this in Portuguese.

"Porque desde sempre, em todos os lugares os homens são mais valorizados do que as mulheres".

"Similares. No Brasil existe o estereótipo de 'mulher brasileira', falando somente de seu físico. Podemos ver isto em revistas".

"Similar because the statistics are similar (the same inequality)".

"Similares pois tem a mesma desigualdade".

"É bastante similar, pois isso acaba se tornando comum, mostrando as belezas das mulheres e o poder dos homens".

"A situação é parecida, pois os homens representados mais ricos e inteligentes, já as mulheres são vistas como um corpo bonito".

"Em questão às estatísticas, eu não tenho certeza. Mas no Brasil o tratamento é bem parecido com o americano".

"Parecido".

"Similar, pois os cargos dos homens no Brasil são mais valorizados do que os das mulheres, por mais que eles sejam os mesmos, o salário do homem é maior".

"Acho que é o mesmo, pois sempre valorizam mais os homens do que as mulheres".

"É similar, pois os homens são representados como mais poderosos e importantes, enquanto as mulheres mais vaidosas".

"No Brasil não é diferente. Temos as propagandas televisivas como exemplo como aquelas que mostram mulheres com pouca roupa vendendo cerveja e homens de terno vendendo imóveis".

"Similar, pois a imagem está associada a imagem mulher".

"Similares. Pois no Brasil eles também querem 'meio' que vender a imagem e mostrar que os homens tem papéis mais importantes do que as mulheres".

"Sim, porque os homens são representados com maior poder do que as mulheres".

"A mídia tenta representar a mulher pela beleza e não pela seriedade, tanto aqui quanto fora, usam mulheres semi-nuas e homens bem vestidos."

"Tem diferenças e similaridades porém existe mais similaridades pois também tratam os homens com superioridade em relação a imagem da mulher".

Task 5

Part 2.

2. What do you think about the way engineers are represented? Do you think there is diversity in the images?

"Most engineers are represented smiling and working. Not much".

"Unfair to women, yes".

"Unfair to woman, yes".

"Ainda rola um estereótipo acerca da profissão de engenheiro / engenheira.

Geralmente por isso vai ser um pouco mais difícil se comparado ao homem. Quando se procura no Google o que aparece são homens, relacionando, e enraizando este estereótipo de gênero".

"He is represented as very intelligent".

"Well represented; yes here are women and men society".

"Well represented; yes here are women and men society".

"Well represented; yes there are women and men society".

"Não há muita diversidade".

"Poderia ter mais mulheres para as mulheres verem mais representatividade".

"Deveria ter mais imagens de mulheres, para elas se sentirem mais representadas e pessoas negras".

"Most are men. No".

"Tranquila".

"Don't have many diversity".

"A representatividade dos engenheiros é focada basicamente em homens se encontra poucas mulheres no meio de vários".

"Should have more diversity. No".

"Unfair to woman's".

Task 5

Part 4.

4. In your opinion, why are there such differences?

"Because have stereotypes".

"Because Google shows stereotypes. On social medias, hashtag shows situations of real people, facts".

"Because have stereotypes. The most people acham que os homens devem ser engenheiros".

"Porque no Google rola toda uma manipulação midiática e capital. Quando fica nas redes sociais é uma coisa mais social e popular".

"Because the image of a engineer in the world ever will be represented as men, intelligent and wearing social clothes".

"As imagens das redes sociais mostram todo tipo de engenheiro tanto homem quanto mulher sem definir um padrão no modo de se vestir ou agir como o Google representa".

"O Google mostra mais os estereótipos e a mídia social mais cada pessoa".

"Porque no Google mostra os estereótipos e nas redes sociais mostram eles de verdade".

"Nas redes sociais podemos ver fotos mais reais, do que as do Google".

"Pois no Facebook todos contribuem, já no Google images já é algo feito por um algoritmo de pesquisa por programador".

"Porque estes estereótipos foram impostos pela sociedade há muito tempo".

"Por questão que a sociedade já 'delimita' ou já tem o costume de colocar o homem como o engenheiro e com roupas mais finas. E nas redes sociais todos podem colocar suas coisas, sua vida".

"Because here is a stereotype that the most part of the people guess that only men can be engineer, but we have to broke down this".

"Porque a rede social traz uma 'realidade' diferente do Google".

"No Google as imagens são mais ilustrativas, as roupas mudam, com estereótipos e na internet mostram como realmente são".

"Há uma ideia errada criado (estereótipo)".

Task 6

Part 1.

6. Are there many girls studying in the mechanical technician program at IFSC? Why? You may answer this in Portuguese.

"Yes, but has many boys. I think that the girls in general doesn't like to study mechanical technician".

"Não, são poucas, provavelmente por não gostar da área".

"Sim, tem bastante garotas mas não tem tantas garotas quanto garotos porque não é um área tão procurada por mulheres".

"Sim".

"Não, por vários motivos, um deles por ainda existir o pensamento que tem profissão para a mulher e para o homem. E profissões mais 'brutais' como a mecânica seriam para os homens".

"Sim, tem muitas garotas sendo/tentando a mecânica".

"Sim, porque as mulheres estão se interessando pela área".

"Não. Pois ainda existe este estereótipo de gênero na profissão de mecânica".

"Não, em comparação a meninos são muito poucas acho que por causa do curso pois técnico em mecânica na mente de muita gente é para homens e não para mulheres".

"Sim mas poucas".

"Yes".

"Não, porque geralmente mecânica é mais voltada para homens".

"Não tem muitas meninas, creio que seja pelo estereótipo já enraizado nesta área. Não temos professoras mulheres na área e nem representação".

"Não, porque as pessoas tem uma influência em dizer que mecânica é para homens".

"Mais ou menos, tem poucas, mas até que tem um número razoável".

"Não é muito comum, muitas não se interessam".

"Não são poucas, talvez pelo estereótipo de que isso é para homem".

"Sim, because anyone can study this subject".

Task 6

Part 4. Why are these programs appropriate for both boys and girls? You may answer this question in Portuguese.

"Os dois são adequados para meninos e meninas. Não deve existir separação por gênero"
"Meninos e meninas tem a capacidade de seguir essa carreira".

"Sim, tanto os meninos quanto as meninas podem fazer essas tarefas, parte prática e teórica ambos tem capacidade".

"Para acabar com esses estereótipos de que as profissões são divididas. Ex: Mecânica é coisa de homem".

"Para ambos, pois todos deveriam ter direitos iguais".

"Because all are able to work/study the same subjects".

"Pois não tem discriminação no gênero da pessoa".

"Porque não existe essa distinção no programa, quem tiver interesse pode participar".

"Because in the Canada doesn't have the problem with the preconception between boys and girls".

"Porque não é um campo só de homens ou só de mulheres. É um espaço para todos."

"Sim, pois ambos os sexos tem capacidade de realizar as funções determinadas".

"O programa técnico em mecânica é apropriado para ambos, tanto para meninos quanto para meninas pois não existe profissão para um tipo de gênero".

"O curso pode ser para ambos, não existe especificação e se encaixa perfeitamente, igualdade para todos. Talvez seja um trabalho mais bruto mas não que seja impossível".

"Não existe uma profissão para um gênero específico".

"Sim, pois ambos tem capacidade para seguir essa área".

"Porque qualquer um pode fazer as coisas que são relacionados a mecânica. Todos tem capacidade de fazer as peças, desenhos, etc".

APPENDIX L – Thematic analysis of the transcribed interviews

ENTREVISTAS

- 1) **Linguistic learning:** the interviewee mentions linguistic aspects that s/he learned.
- 2) **Critical learning:** the interviewee mentions critical aspects that s/he was exposed to/reflected about.
- 3) **Critical moment / Critical reflection:** the interviewer or the interviewee reflects critically about the classes or about an aspect of the classes / critical reflection takes place during the interview itself.
- 4) **Theme:** the interviewee comments on whether the thematic of the classes was relevant.
- 5) **Difficulties faced by the teacher and/or the students:**
 - a. **Interpersonal issues:** how one relates to other people in the classroom.
 - b. **Class management:** teacher's and students' contribution to the class functioning (engagement, focus, listening to others, etc).
 - c. **Linguistic level:** one's knowledge of the target language (difficulty with vocabulary, difficulty in oral comprehension, etc).
 - d. **Material conditions:** class size; availability, access and quality of sound, internet, copies of activities, etc.
 - e. **Resistance to the topic:** action that shows discontent with the focus/topic of the class.
- 6) **Strategies:** the interviewee mentions strategies used to cope with difficulties.
- 7) **Personal feelings:** relates to how the teacher or the students felt in relation to the class; to whether the interviewee believes classes were different from what s/he was used to.
- 8) **Importance of English:** the interviewee discusses whether s/he believes learning English is important in the context of technical and technological education or for their personal and professional future.
- 9) **Suggestions:** the interviewee gives suggestions about the classes.

Entrevista com Paulo - 05 de dezembro de 2017

T - [...] Paulo dia cinco de dezembro.

Tá, a primeira pergunta é como tu se sentiu ou tá se sentindo nas aulas e se tu (...) Não, primeiro como tu se sentiu. Tipo, como você tá se sentindo nas aulas em geral, assim.

Personal feelings [- Ah, eu tô me sentindo bem. Acho que o professor tá fazendo bastante atividades diversificadas que ajuda muito no ensino. E é isso, eu não tive nenhum problema, [??] dúvidas, é isso.]

T - Beleza. E tu acha que as aulas foram diferentes do que tu tava acostumado ou não muito?

Personal feelings [- Ah, ficou um pouco diferente algumas coisas, só que ainda continua com o mesmo pensamento de passar atividades e o professor tirar as dúvidas, fazendo quizz, e isso ajuda bastante.]

T - E o que tu acha que aprendeu durante essas atividades que a gente fez?

Linguistic learning [- Ah eu aprendi a comparar uma pessoa com a outra] [??]
Critical learning [e a gente aprendeu que muitas profissões tem alguns tipos de gêneros diferentes das outras e algumas são iguais... e aprendemos sobre... e o primeiro lá qual foi?... era dos produtos de limpeza, né? A gente aprendeu a olhar uma imagem e ver se era uma imagem antiga, tentar descobrir alguma coisa pra saber a data daquela...]

T - E tu pode comentar um pouco mais do que tu falou do comparativo, falou com relação às profissões e gênero e falou dos comerciais. O que tu quer dizer com profissões e gênero, pode explicar melhor?

Critical learning [- O professor mostrou alguns vídeos que falavam que as mulheres tem alguns tipos de profissões igual ao que tem a dos homens só que tem muita discriminação com isso e a gente tem que absorver mais essas profissões, que é igual pra todo mundo, não tem diferença.]

T - E tu conseguiu, pensando no teu aprendizado durante as aulas, tu conseguiu perceber um crescimento?

Linguistic learning [- Sim, antes eu não sabia nem comparar uma pessoa a outra, saber buscar em um pôster uma porcentagem de alguma coisa. Aprendi algumas coisas.]

T - E o que tu achou dos temas que as atividades abordaram? Porque as atividades estavam meio conectadas, né? A gente partiu do tema das profissões, né? O que tu achou dos temas que a gente trabalhou?

Theme/Personal feelings [- Achei legal, achei diferente. Não é como o que a gente tá vendo normalmente e é sempre legal diferenciar os temas.]

T - E o que tu aprendeu com os temas?

Critical learning [- Aprendi a valorizar mais as profissões de todo mundo] (...) Deu branco, agora. Qual a pergunta mesmo?

T - A pergunta é o que tu aprendeu com os temas, daí tu falou a valorizar as profissões...

Critical learning [- Valorizar mais também as opiniões das pessoas, que às vezes as pessoas são criticadas por algumas ações e também que tem muita desigualdade de salários em algumas profissões, entre homens e mulheres.]

T - E tu considera que esses temas que a gente estudou são relevantes, são importantes?

Theme [- Acho que sim, acho que as pessoas tem que saber mais a importância de respeitar a opinião das pessoas, mesmo querendo aquela profissão tem que respeitar, não tem que discordar. A pessoa que manda no que ela quer.]

T - Aqui no IFSC a gente tem a formação integrada, né, então tem a formação geral e tem o técnico. Tu acha que as aulas de inglês, essas atividades, contribuíram pra tua formação dupla, técnica e geral?

Importance of English [- Ajudou, sim. Sempre ajuda. Inglês é sempre bom saber e... acho que não tanto, mas sempre ajuda algumas coisas.]

T - O que tu acha que ajuda e o que poderia ajudar mais?

Critical learning [- Sobre o tema, eu acho que, bom, como eu tô fazendo técnico em mecânica, muita gente tem preconceito com mulheres e com a profissão que elas tão seguindo. Acho que não tem que ter isso, todo mundo pode, qualquer um pode fazer curso técnico de mecânica e, é isso.]

T - E como tu acha que as aulas de inglês poderiam ajudar na formação técnica e também na geral?

- Não sei.

T - Tudo bem. Tu sentiu alguma dificuldade ao longo das aulas?

- Dificuldade não. O professor sempre tirou todas as minhas dúvidas. De boa.

T - Conseguiu acompanhar, né? Tem algum comentário, sugestão, crítica? Pode ser positivo ou negativo, pode ser bem honesto.

Suggestions [- Alguma crítica? Não tenho. Acho que o professor deveria fazer mais quizzes, que é bem legal, e é só.]

T - Mais alguma coisa que não deu de falar nas outras perguntas, que tu gostaria de falar?

- Não.

Entrevista com Priscila 07 de novembro de 2017

T - Então, a primeira pergunta é como você se sentiu nas aulas de inglês até o momento e se você acha que as aulas foram diferentes do que você tava acostumada ou não e por quê.

Personal feelings - [As aulas até agora foram bem legais porque a gente não ficou tanto na gramática; a gente meio que introduzia um assunto pra chegar na gramática, ali como o professor mostrou da comparação né. E as aulas tão sendo mais dinâmicas pelas atividades, assim, que eu pelo menos gosto das atividades que não são tão “senta e faz”. Aquela do gráfico a gente levantava e discutia com os colegas, tirava as próprias dúvidas com os colegas ... e parece que as pessoas estão mais participativas]

T - E o que tu acha que aprendeu nas aulas de inglês até o momento? Nessas aulas, tu conseguiu perceber algum crescimento, ou não?

- Nas aulas de inglês em si, ou em geral?

T - O que tu aprendeu naquelas aulas?

Critical and linguistic learning - [Ah, eu aprendi mais sobre gênero, né? Mas não gênero em si, parece, até o momento. A gente viu sobre profissões, que eu nunca tinha visto, nem no curso nem em lugar nenhum. As atividades são bastante... a gente tem que escrever e ler as questões, analisar o gráfico, e isso tudo vai entrando na nossa cabeça, dessa forma, e a parte gramatical também porque quando a gente responde uma pergunta a gente já vai treinando escritas, mesmo. Só a parte de gênero que ainda não tá tão claro, tipo, a gente tá aprendendo sobre gênero... não tá claro isso pra mim, só o conteúdo de inglês, pra mim, até o momento.]

T - E o que você achou dos temas que foram abordados até agora, o que deu pra aprender com relação aos temas?

Theme/Personal feelings- [Eu achei os temas legais porque todos trazem assuntos da atualidade; quando a gente analisava aquelas fotos, isso tudo dinamiza mais as aulas e os temas não são cansativos. A gente começou falando sobre profissões e logo em seguida a gente já falou sobre nossos personagens favoritos. Isso é legal, é uma coisa que a gente gosta de falar.]

T - Tá perto da realidade de vocês, então.

Theme - [Sim, tá perto, porque nos corredores, em tudo a gente fala sobre isso; sobre nossa profissão, sobre o que a gente vai ser, o que não vai, então isso é legal a gente discutir.]

T - Então, você acha que as aulas tem alguma contribuição pra formação integrada do técnico em mecânica, pensando no curso integrado, que tem ensino médio mais ensino técnico. Você acha que as aulas contribuem pra essa formação?

Critical learning - [Sim, eu acho. Naquela aula onde a gente via pessoas e tinha que dizer a profissão delas, né? Às vezes até a gente, menina, não se enxergava né? Quando a gente vê uma foto assim de uma mulher com equipamento de segurança, assim, da mecânica, às vezes a gente põe uma roupa diferente, a gente não se enxerga, sabe? Eu, até sem perceber, eu meio que estereotipava, sabe? Então, acho que essa ligação de estereotipo tem muito a ver com nosso dia-a-dia. A gente sabe que... pra gente, lá na fábrica a gente tá de sapatão, e pra ir no recreio a gente troca porque é feio, não sei o quê... Então ali a gente pode ver até sem querer eu estereotipava, sabe? E tem muita ligação.]

T - Porque essa construção já vem da mídia, por exemplo.

Critical learning - [Sim, muito da mídia, assim. A roupa, a idade, até a idade eu olhava. Então por isso eu acho que tem muito a ver, sabe? A gente sabe como a gente é, na sala, sabe o que a gente ouve dos professores e dos colegas, então a gente meio que cai na realidade quando faz uma atividade desse tipo, sabe?

“Nossa, por que eu faço tal coisa? Por que escolhi essa profissão pra essa pessoa?” É o meu reflexo, sabe? Eu também posso ser essa pessoa.]

T - Legal. E tu teve alguma dificuldade ao longo das aulas?

Linguistic level - [Às vezes eu tinha dificuldade em responder as perguntas, mas na maioria não] porque tinha bastante questão de assinalar, e discutir mesmo.

Personal feelings [As nossas aulas não era assim tipo “respondam essa folha”, sabe? Eram discutidas, às vezes a gente entrava num assunto que não tava escrito ali, mas a gente conversava sobre isso e a gente treinava. A gente falava uma coisa, o professor já ia lá e corrigia, já tentava explicar pra gente...]

T - Então tu acha que as dificuldades tu conseguiu superar?

Strategies - [Sim, consegui superar as dificuldades porque quando tinha as atividades a gente fazia em grupo praticamente todas as atividades, então a gente se ajudava; eu ajudava os colegas e os colegas me ajudavam] *Personal feelings* [e também eu não tive tanta dificuldade porque a aula não era expositiva, sabe? Era mais dialogada, era uma conversa que a gente tinha. Toda aula tá sendo isso.]

T - É, a gente não terminou, a gente ainda vai continuar, mas eu já tô entrevistando pra saber como foi até o momento. E tu tem algum comentário, sugestão, crítica? Pode ser positivo, pode ser negativo.

Suggestions - [Em alguns daqueles questionários da aula eu coloquei que eu queria um exemplo pra poder responder porque às vezes eu não entendia em que sentido se tava falando daquilo, se era no geral, sabe? Perguntas que eu não sabia se eu tinha que responder diretamente ou indiretamente.]

T - Isso nas atividades ou no questionário do final da aula?

Suggestions - [Nas atividades mesmo. Eu falei no questionário isso. Em algumas atividades, de alguns dias, acho que de uns dois dias eu coloquei isso, que eu queria que tivesse exemplos pra eu conseguir seguir, porque eu não sabia em que sentido tu tava falando aquilo. Às vezes as perguntas eram muito abertas, aí eu te perguntava “tá, professor, mas em que sentido?”. Acho que foi a única sugestão que eu dei até agora, nos questionários de final de aula.]

Entrevista com Pedro 14 de dezembro de 2017

T - A primeira pergunta, Pedro, é como tu se sentiu nessas aulas e se tu achou que as aulas tavam diferentes do que tu tava acostumado ou não.

- Diferentes em relação a outras aulas ou a outras aulas de inglês?

T - Os dois.

Personal feelings - [É, em relação a outras aulas é diferente, sim. Acho que o professor aborda atividades de uma maneira diferente e em relação a outras aulas de inglês que eu já tive na minha vida a diferença é bem maior. Assim, o professor fala constantemente em inglês e explica em português quando você precisa, acho que a primeira vez mesmo foi aqui no IFSC. Nos meus colégios antigos os professores não se preocupavam em falar em inglês. Eles explicavam as coisas em inglês mas não tinha o desenvolver da língua, sabe? Direto, até pra ir no banheiro, pedir água, tudo assim, em inglês. Foi aqui no IFSC que eu tive

essa primeira experiência e, tipo, no início, quando eu entrei até me causou um pouco de espanto porque eu não sabia muito de inglês...

T – Tu entrou depois né, Pedro? Tu entrou a frente.

- É, eu pulei o segundo módulo, mas depois a gente vai se acostumando e fica bem tranquilo.

T - E como tu se sentiu nessas aulas?

Personal feelings - [No início eu me sentia desconfortável porque tu tá no meio de pessoas que, claro, nem todo mundo entende perfeitamente, mas a grande maioria já tinha noção de inglês e eu vim de um colégio público muito ruim onde a gente, quando tinha professor de inglês, raramente, as aulas não era tão, assim, boas. Mas geralmente faltava professor, tipo, contratação mesmo. O colégio não tinha professor de inglês e aí a gente acaba não tendo toda essa experiência e de repente tu recebe assim toda essa informação, então no início foi um pouco de espanto. Mas depois fui acostumando e a gente vai absorvendo o conteúdo e daí vai se adaptando e vai se tornando rotineiro e costumeiro. A gente se acostuma. Só de início que foi espantoso e depois fica confortável.]

T - E o que tu acha que aprendeu nessas atividades, nessas aulas de inglês?

- Em relação ao meu inglês ou...?

T - Tudo. Tudo que tu aprendeu.

Linguistic learning - [Eu acho que todo conhecimento é válido, então mesmo que seja uma coisa que você já saiba, você pode ter uma segunda interpretação e acabar reaprendendo. Assim, o que eu quero dizer é que todo conhecimento é válido pra aprimorar a tua língua. Mas, de conteúdo, assim, o comparativo é uma coisa que é diferente do que se aprende no colégio público, né. Porque eu já fiz o primeiro grau no colégio público e lá as pessoas não fugiam muito do “to be”, das cores e das frutas, então esse tipo de conteúdo é diferente, assim, e a gente acaba absorvendo mais, porque é uma coisa nova, é mais fácil pra você aprender.]

T - E tu percebeu um crescimento nas aulas? Tu conseguiu entender mais, ou não?

- Sim, sim, com certeza. Não só coisas novas, mas coisas que a gente interpretava ou entendia errado. Tu aprende [???] Acredito que sim.

T - E o que tu achou dos temas abordados nas atividades?

Theme - [Acho interessante. Assim, tem temas que a gente não tem um grande conhecimento daí a gente acaba passando um pouquinho mais de trabalho, mas o professor sempre... Eu gosto muito disso, o professor sempre aborda coisas da cultura nerd, assim, Harry Potter, como aconteceu. Eu passei a conhecer mais sobre Harry Potter depois da atividade porque eu nunca fui um grande fã. Agora eu posso dizer que eu gosto. Antes eu não podia dizer porque eu não sabia direito sobre as coisas. E o professor sempre mostra coisas que tão acontecendo na atualidade, tipo, problema político, esse tipo de coisa, eu acho relevante porque além de tu praticar a língua inglesa tu também... Assim, é que o IFSC é um colégio que aborda muito a matéria técnica, então assim, filosofia e sociologia basicamente são as únicas matérias que sobraram, no quinto ano, que ainda falam de cultura, política, ética e tudo o mais. E é bom, tu além de tá

aprendendo inglês tá aprendendo um outro conteúdo né. Abordando conteúdos diversos, não fica só naquele [???] do inglês, o professor aborda o inglês utilizando outros conteúdos. É interessante.]

T - E o que tu acha que aprendeu com relação ao tema dessas atividades?

Linguistic learning - [Olha, de novidade, assim, o comparativo eu nunca tinha ouvido falar. (interrupção de aluno entrando na sala durante a entrevista) Eu me perdi.]

T - Tu falou que aprendeu o comparativo, outras coisas.

Linguistic learning - [É, as coisas menores. Por exemplo, o fato que ainda me espanta um pouquinho, não que me espanta mas que eu acho interessante é o fato de eles não terem masculino e feminino pra objeto, sabe? Então, essas coisas pequenas que a gente assim, no dia-a-dia-, assistindo uma série em inglês, um filme, a gente não vai aprender esse tipo de coisa diretamente, sabe? Por percepção, tu pode perceber isso, mas acho legal essas pequenas coisas que tu acaba absorvendo em aula.]

T - Todas as atividades que a gente fez, que eu te mostrei, elas tinham uma sequência, tavam conectadas, né? Trabalhavam temas, né? O que tu acha desses temas que a gente abordou?

Theme [- É, como eu falei, sobre abordar diversos temas que ocorrem na atualidade, né? Hoje é uma coisa muito recente todo esse preconceito [???]. O professor abordou isso da mulher no serviço, no trabalho, tal, que dizem entre aspas que tem trabalho que é mais especificamente pra homem e pra mulher. Essa coisa tá inserida diretamente na sociedade, é uma coisa muito atual. Já vem de antigamente, mas é uma coisa que não tem que ficar crescendo, pelo contrário, pode ser que venha até aumentando e a gente tem que combater esse tipo de coisa. Eu acho que abordar essas coisas na época, na fase escolar é importante pra formação da pessoa na sociedade.]

T - Aqui no IFSC vocês tem a formação integrada, né, o curso integrado. Então vocês tem o técnico e a formação geral. Tu acha que as aulas de inglês contribuem pra formação integrada, do técnico e da formação geral?

Importance of English - [Sim, porque eventualmente tu vai entrar numa empresa... Nem todo mundo lá na sala vai seguir a mecânica, mas tem pessoas que entraram aqui pelo curso. E se essas pessoas, eu por exemplo, a gente vai se inserir numa empresa eventualmente, e, tipo, sem falar que ajuda no currículo, né, o fato de você falar inglês. Mas você vai crescer numa empresa, você pode ir subindo de cargo e de repente alcançar um cargo onde o inglês vai ser necessário. Às vezes você vai se comunicar com outra empresa ou com alguma filial em outro país. Eu acho que, inglês, eles dizem que é a língua do futuro né, e realmente é, o que a pessoa mais se adapta a falar. Se você fala inglês você pode ir em qualquer lugar do mundo que vai ter alguém lá, você vai conseguir se comunicar falando inglês. Então, essa realidade não foge do âmbito da mecânica. Assim como é importante em todo lugar eu acho que é essencial o inglês na mecânica também.]

T - Tu falou um pouco que no início tu sentiu um pouco de dificuldade, mas tem alguma coisa que tu queria falar sobre alguma dificuldade que tu sentiu nas aulas?

Class management [- Bom, as dificuldades partem da minha parte e dos colegas. Às vezes a gente se distrai, às vezes a gente dispersa. Eu não sei se há uma maneira de controlar isso, mas eu acho que parte da turma o problema de dificuldade, de distração, de brincadeira e tudo o mais. Não vou dizer que é só eles, porque às vezes a gente também acaba dispersando e brincando, mas eu acho que os problemas mais sérios que eu tive foi de distração mesmo. Eu quero dizer que em relação ao conteúdo não tive problema, é fácil de absorver.]

T - Tu tem algum outro comentário, sugestão? Pode ser positivo, negativo, pode ficar bem a vontade de falar.

Suggestions - [Bom, a única reclamação que eu já tive, em relação às aulas de inglês, que hoje não tenho mais porque o professor mudou isso, foi em relação ao horário. O professor começou a liberar a gente mais cedo, porque na época [???]. Mas em relação a isso, eu acho as aulas bem tranquilas, se o professor puder assim abordar temas em relação a cultura nerd, eu acho interessante o professor abordar outros tipos de filme, outras coisas assim. Porque o Harry Potter foi uma dessas coisas que eu acabei conhecendo mais por conta disso. Então de repente um filme que o professor gosta e a gente não sabe. Como aquele filme, que eu nunca tinha assistido e gostei bastante, esqueci o nome agora, acho que é “Fragmentado”, mas isso foi em outro módulo, que o professor trouxe um trechinho dele. A série da família moderna, que [???] mas eu achei interessante e cheguei em casa e fui ver. Achei legal isso, o que tu vê na aula tu acaba se interessando na tua vida pessoal, então acho que se o professor pudesse abordar seria legal.]

T - Tu lembra, que daí, né, tu fez uma conexão?

Entrevista com Álvaro 28 de novembro de 2017

T - Queria saber como tu se sentiu nessas aulas até o momento e se tu achou as aulas diferentes do que tu tava acostumado, ou não, e porquê.

Personal feelings - [Eu acho que continua normal, não deu muita diferença porque a gente só respondia um questionário no final, pra gente tentar lembrar o que a gente aprendeu e a importância do assunto.]

T - E como você se sentiu nas aulas até agora?

Personal feelings [- Bem, bem.]

T - O que você acha que aprendeu durante essas aulas, essas atividades que nós fizemos?

Critical and linguistic learning - [A gente aprendeu vocabulário novo, né, que em toda aula a gente aprende; as formas de formar frase, tipo comparativo e outros tipos; e também sobre os assuntos, assim, tipo preconceito, machismo, essas coisas assim, que as aulas comum não passam pra gente.]

T - E tu percebeu algum crescimento nessas aulas, no teu aprendizado?

- Não acompanho muito, não sei dizer.

T - E o que você achou dos temas abordados pelas atividades?

Theme - [Achei interessante. Tipo, o professor já fazia isso, né, antes do projeto do doutorado, mas é bem interessante porque em uma aula de inglês normal você não vê isso, só vê como fazer uma frase, como fazer um texto.]

T - E o que você acha que aprendeu com relação aos temas das aulas?

Critical learning - [Bastante coisa. Tem coisa que a gente não tem conhecimento, tipo alguns acontecimentos que a gente não vê na TV. Tipo, eu não assisto muito, mas daí o professor traz, a gente ouve e discute.]

T - E tu considera relevante falar desses tópicos que a gente tá falando nessas aulas?

[*Theme*] - Sim, se tiver uma coisa que a pessoa, sei lá, não fala muito porque tem medo de ofender, sei lá, tipo, falar sobre machismo e a outra pessoa não gosta...

T - Aqui no IFSC vocês tem o integrado, né, que é a formação geral mais o técnico. Tu acha que as aulas de inglês contribuem pra essa formação dupla, geral e técnica?

Importance of English [- Eu acho que sim, porque o inglês é muito usado na carreira. Acho que contribui sim.]

T - Então tu acha que é importante. E tu sentiu alguma dificuldade ao longo das aulas?

- Não. Sempre que a gente tem dúvida, pergunta e resolve.

T - Tu tem algum outro comentário, dúvida, sugestão? Pode ser positivo, negativo, crítica.

- Não, agora não me vem nada na cabeça.

Entrevista com Fábio 13 de novembro de 2017

T - Então, a primeira pergunta é como que tu tem se sentido nas aulas de inglês até o momento, nessas aulas que eu te mostrei, e se elas foram diferentes do que tu tava acostumado ou não.

Personal feelings - [Eu to me sentindo bem na real. Foi diferente, não pela questão da câmera, mas porque tavas falando/fazendo coisas diferentes daí ta bem irado. E to me sentindo bem, tipo, meu comportamento essas coisas, não tenho sentido nada de diferente, só as aulas mesmo.]

T - E o que tu acha que aprendeu durante essas aulas?

Critical learning - [Ah, sobre gênero e tal, sobre a diversidade das pessoas, por exemplo dos homens e das mulheres que trabalham, que profissão que homem faz e mulher faz, essas coisas.]

T - E tu percebeu algum crescimento nas aulas, ou não muito?

- Em que sentido?

T - Pode ser com relação ao tema trabalhado, que tu pensou mais sobre o

assunto, pode ser com relação à língua...

Critical learning - [Na real eu acho que tem crescido em questão, primeiro a gente vê uma coisa, tipo, por exemplo, diversidade dos gêneros, depois sobre racismo, e vai indo, entendeu? Acho que eu percebi isso desde o começo das atividades.]

T - É, algumas coisas são os alunos que trazem, nem planejei, mas, né? E o que tu achou do tema dessas atividades? Porque elas são diferentes mas elas tem uma ligação, uma ta conectada com a outra.

Critical learning - [Sim, uma ta conectada com a outra, foi o que eu disse. Uma é racismo, outra é diversidade dos gêneros, outra é respeito, bullying, mas tudo se encaixa no respeito de um ao outro.]

T - Aqui vocês tão numa formação integrada, tem o ensino médio junto com o ensino técnico e a ideia é que seja integrado, né? Tu acha que as aulas de inglês contribuem pra essa formação dupla, técnica e geral?

Importance of English - [Eu acho que sim porque, por exemplo, é tudo em inglês, as peças e essas coisas. Polegadas, milímetros, é tudo em inglês, e daí eu sei pelo inglês (???) pelo curso. Além do curso que eu faço em outra escola, por aqui também tu aprendendo bastante, a questão técnica do curso.]

T - E tu sentiu alguma dificuldade ao longo das aulas?

Linguistic level - [Não. Algumas coisas, palavras só, que eu não sabia mas a dúvida era sanada logo.]

T - Daí tu pergunta?

- É, logo eu pergunto e deu.

T - E tu tem algum comentário, alguma sugestão, alguma crítica? Pode ser bom, pode ser ruim.

- Agora pensando assim eu não tenho nada. Tá ótima a aula, bem de boa, bem massa.

T - Também não tem dificuldade...?

- Não tenho dificuldade, não me incomodo com nada, tá bem de boa.

T - Então, tá. É só isso, então. Obrigado.

Entrevista com Marcos - 27 de Novembro de 2017

T - A primeira pergunta é como tu tens se sentido nas aulas até agora. Antes disso, deixa eu te mostrar (mostra as atividades para o aluno relembrar as aulas referentes ao ciclo de tarefas). (...) Pensando nisso, como tu te sentiu nas aulas até o momento? Tu achas que essas aulas foram diferentes do que tu tava acostumado?

Personal feelings - [Foi uma experiência nova porque não é toda matéria que aborda esse tema, e por ser em inglês, eu não esperava isso, eu esperava coisas mais focadas no inglês mesmo, não coisas do dia a dia ou o que pode ser uma

profissão futura nossa. Foi bem interessante. E ainda mais porque trouxe igualdade de gênero que era pra ser bem mais abordado em outras matérias também. E não é. A gente tá abordando isso principalmente em inglês, e a matéria que mais aborda essa questão...

T - Então tu achou diferente neste sentido...

Personal feelings - [Interessante também né.]

T - O que tu acha que tu aprendeu nestas aulas? Nestas atividades que a gente fez?

- Em relação ao inglês ou...

T - Os dois...

Linguistic and critical learning - [Em relação ao inglês, aprendi a comparar pessoas e coisas. Palavras novas, pronúncias... Em relação ao tema, mostrou que é preciso ter igualdade de gênero. Não é uma coisa que pode querer relevar sempre, ou achar que como a gente tá vivendo hoje tá certo.]

T - Tu percebeu um crescimento nestas aulas?

Linguistic learning - [Coisas que eu ficava procurando umas cinco vezes, passava cinco aulas e eu procurava a mesma palavra, a partir dessas aulas eu já comecei a gravar.]

T - A outra pergunta é o que tu achou do tema. Tu já falou um pouco. Tu acha que é relevante abordar este tema? É importante?

Theme - [É bem importante porque, como eu disse, não é toda matéria que aborda esse tipo de tema. E as vezes a pessoa tem um pensamento e por falta de informação ela não muda esse pensamento. A pessoa pensa "não se deve ter igualdade de gênero, deve ser sempre assim" e através de uma aula assim ela pode abrir a mente.]

T - Às vezes as pessoas nem sabem o que é...

Theme/Critical learning- [Acham que tá certo, que vai ser pra sempre assim... Ou que devia... No momento que a gente tá já houve uma grande evolução. E capaz de a pessoa achar que deve retroceder, mas na verdade deve cada vez mais evoluir.]

T - E aqui vocês têm o técnico e a formação geral, então e integrado. Tu acha que as aulas de inglês ajudam nessa dupla formação?

Importance of English - [Com certeza. Porque tanto no ensino médio quando no integrado, acho que todo mundo sonha em um dia sair do Brasil. Fazer uma viagem, alguma coisa... E o inglês vai ser fundamental para isso. Nessa visão do ensino médio agora com o integrado, na questão do trabalho, ah "vou virar um engenheiro, vou fazer negocio com uma empresa estrangeira". Como é que vou me comunicar com eles sendo que eu nao sei o básico do inglês? Como vou comparar algo, dizer que um negócio e mais barato que o outro se eu não sei comparar? Então é bem importante.]

T - E tu sentiu alguma dificuldade nas aulas?

Linguistic Level / Strategies - [Ah, na pronúncia. E muita informação nova. Não tá acostumado. Ainda mais eu, que nunca fiz inglês fora da escola. Mas se eu pegar, se eu focar, eu tenho dois livros da Wizard em casa, Teens 2 e 4, daí as vezes eu vou lá e faço algumas atividades, daí com isso evoluiu bastante. Já dá pra perceber que quando o professor traz alguma atividade, eu vou ver "ah, foi de lá que eu aprendi". Uma coisa que eu tirei uma hora do meu dia já mostrou uma grande evolução. (...)]

T - E tu tem algum comentário, sugestão? Crítica? Pode ser positivo ou negativo.

Suggestions - [Esse tema foi bem abordado, devia abordar ele mais. Não sei se o professor quer seguir abordando ele com as outras turmas ou se é só pra nossa. Acho que deveria mostrar pra todo mundo, pode até ser por um tempo menor ou maior, mas acho que todo mundo deveria se informar sobre isso. E não tenho nenhuma crítica.]

T - Muito obrigado.

ENTREVISTA COM MICHEL - 8 DE NOVEMBRO DE 2017

T - Como tu te sentiu nas aulas de inglês até o momento? E tu acha que as aulas foram diferentes do que tu tava acostumado?

Personal feelings / Critical and linguistic learning - [Eu achei bastante diferença pois antigamente a minha cabeça ainda era muito fechada, não conseguia abrir a minha mente sobre muitos assuntos que o professor passava em sala, hoje eu tenho uma cabeça mais aberta, consigo entender mais outras ideias, consigo compreender mais, e ter uma compreensão melhor do inglês que o professor fala.]

T - O que tu acha que conseguiu aprender nestas atividades de inglês?

Linguistic learning / Strategies - [O que eu consegui aprender não sei dizer muito mas meu rendimento melhorou. Pois acho que grande parte, aprendi a fazer uma coisa que é assimilar com alguma coisa que eu gosto, que é a brincadeira com inglês. Por exemplo, no final da aula eu fico falando "finishED", "finished", agora já sei como fala como acaba alguma coisa. Agora já to aprendendo bastante coisa. Se eu estivesse em uma entrevista de emprego, se tivesse falando em inglês, eu saberia mais ou menos como encerrar. E por uma brincadeira eu consegui aprender.]

T - E se tu pensar nas atividades, o que tu conseguiu aprender através delas?

- *Linguistic learning* [Consegui aprender a passar para o passado por causa da brincadeira e tudo mais, consegui aprender descrição, consegui aprender bastante. Sempre perguntava para alguém como se escreve assim, como se fala tal coisa, e assim vai... E também as semelhanças que o professor passou na última aula.]

T - O que tu achou dos temas abordados nestas atividades?

- *Theme* [Eu achei bastante bom, foi bom pois é um tema que não é abordado nas outras aulas, e é uma coisa que é interessante a gente aprender.]

T - Por exemplo...

Theme - [Por exemplo, eu não sou uma pessoa que fica direto assistindo televisão. E o professor traz bastante assunto que acontece no dia a dia, de hoje, atualidade. E por incrível que pareça atualidade já é um tema do ENEM. Então ajuda bastante, eu gosto.]

T - Então tu acha que é importante trabalhar com estes temas?

Theme - [Bastante importante.]

T - E tu acha que as aulas contribuíram para a formação integrada?

- *Importance of English* [Conhecimento nunca é demais, mas o inglês na mecânica é bastante fundamental. Primordial. Primordial não, mas é bastante importante ali na nossa área. Ao menos uma base dele, que é o que a gente aprende no ensino médio, ao menos uma base a gente tem no ensino médio. E eu acho bastante interessante na formação profissional a gente ter ao menos uma base dele.]

T - E você teve alguma dificuldade ao realizar as atividades?

- *Linguistic level* [Dificuldade eu sempre tive em inglês, desde pequeno. Mas ela reduziu bastante.]

T - Conseguiu fazer as atividades?

Strategies - [Consegui fazer sem pedir aquela ajuda. Só algumas coisas do enunciado que eu pesquisei no Google Tradutor, daí eu pesquisei uma questão ou outra pra saber alguma palavra que eu não sei pra responder a questão.]

T - Claro, não pode ser muito difícil nem muito fácil.

- Claro.

T - Você tem algum comentário ou sugestão?

- *Critical moment/Personal feelings/Resistance to the topic* [Vou ser bem sincero e vou fazer uma crítica que é bastante particular e bastante coletiva. Muitas vezes o professor, por exemplo passou uma reportagem do muro do Trump, daí no trabalho do professor o professor pediu pra descrever os pontos negativos do muro do Trump. Claro que tem pontos negativos, mas na minha opinião, na minha ideia, como na de amigos meus, tem também opiniões construtivas, coisas boas... Daí como a questão pedia pra colocar as coisas negativas, a gente passou como se toda a sala fosse contra a opinião dele, mas muita gente é a favor. Daí não deu para muito gente se expressar em relação aquela atividade. Daí, por exemplo, é ruim claro porque muitos familiares não podem vir visitar as pessoas lá, como é que vai ficar a cabeça das pessoas, não poder ver mais as pessoas, saudades e tudo mais, o emocional... Mas eu prefiro não ver um familiar meu do que ver minha nação inteira morrendo. Porque já tem uma influência de terrorismo. É minha opinião, claro, assim como eu respeito a do professor...]

Critical reflection T - [Na verdade, a atividade era uma reportagem, isso foi no semestre passado, era um texto, uma notícia que falava sobre isso e a gente tava analisando o que a notícia dizia. Não é o que eu acho, não é a minha opinião. Era o que a notícia dizia. Não é o que eu acho. E a notícia dizia por que algumas pessoas eram contra, mas também trazia qual era a defesa do Trump, o que ele usava para defender. Assim como posso expressar a minha opinião, vocês também podem. O que tentei fazer nestas atividades, todas as atividades, em nenhuma delas digo para vocês que uma coisa é certa e outra errada. Pergunto para vocês refletirem. Só que essa reflexão não pode ser só assim: Eu penso, eu

acho... E é isso. Esse pensar tem que ser justificado, tem que ter argumento. Se tu perceber nestas atividades que a gente fez, por exemplo, primeiro vocês trabalharam lá com os personagens, lembra que vocês apresentaram? Daí eu pedi para vocês analisarem com os dados que vocês coletaram. Não fui eu que disse. Vocês que me disseram como era a representação dos personagens, como eram representados os homens e as mulheres. Depois a gente olhou para as estatísticas, não sou eu que to dizendo, foi uma pesquisa. E eu sempre pergunto a opinião de vocês. Então a minha visão é que existe espaço para discutir sim. E eh assim que a gente aprende, a gente trazendo as visões e refletindo. Não eh assim: eu acho isso, você acha aquilo e é isso. A nossa opinião também muda quando a gente tem mais informação, mais acesso, vai desenvolvendo argumentos. Então isso é bem importante. Com relação a estas atividades que te mostrei, tu sentiu a mesma coisa da atividade do Trump?]

Critical learning - [Não senti a mesma coisa. O que o professor abordou é bastante visível a presença de machismo na mídia. A mídia influenciando no homem. É bastante visível, não é da opinião de cada um, todo mundo vê isso que a mulher é mais explorada na beleza, no corpo. E o homem é aquele cara que tem um trabalho de engenheiro, enquanto a mulher é apenas uma atriz no máximo.]

Critical reflection T - [É bem importante vocês trazerem a opinião de vocês. Tem que ter espaço na sala de aula. A sala de aula é um lugar democrático, e é um lugar onde a gente vai construir conhecimento. Então não quero que vocês tenham essa impressão e nem sintam que não tenha espaço. E da maneira como eu trabalho, sempre tem espaço para dar opinião, depois de refletir é claro, não pode ser uma opinião infundada. Isso que tu falou dos imigrantes dá pra conectar com algo que vimos no primeiro semestre quando trabalhamos com capas de revista que mostravam a África. E trabalhamos com uma capa de revista que mostrava a imagem que a mídia constrói dos terroristas. Então isso é legal pra pensar porque a gente tem essa imagem. Quem são as pessoas ruins? São as pessoas que vem de fora, de outro país... E a gente generaliza, né? A gente acha que todo mundo... Então essa associação dos imigrantes com o terrorismo a gente tem que cuidar... Não podemos generalizar. Então um dos questionamentos que a gente pode fazer é: será que impedir, inclusive este é um direito humano que todos tem, direito de ir e vir, direito de você se locomover, se eu quiser ir para outro país eu tenho que ter esse direito, claro que existem leis, em alguns países precisa de visto, mas assim, as pessoas tem essa liberdade. Como a gente viu, a história da humanidade foi essa, os povos foram migrando. As pessoas não nasceram num lugar e ficaram lá pra sempre. Se não a gente não teria pessoas no mundo inteiro. Então, se a gente pensar nisso, e refletir sobre a questão do muro, já nos dá mais subsídio para entender. Então quem vai decidir para onde as pessoas podem ir? Será que o muro acaba com os problemas? Não sei, são perguntas que estou fazendo pra pensar. É nesse sentido que acho que a gente precisa refletir. O meu objetivo quando a gente

trabalhou isso dos imigrantes era assim: será que imigração é ruim? Como será que recebemos os imigrantes de fora? Temos imigrantes aqui, por exemplo. E mostrar como que imigração faz parte da vida. A minha família tem imigrantes. E isso tava nas apresentações de vocês, nas pessoas que vocês entrevistaram. Então a gente tem que cuidar um pouco pra não fazer essa ideia que a mídia constrói de que o imigrante é uma pessoa ruim, um terrorista. Terroristas são pessoas específicas, claro que temos que pensar em ações de prevenir, de evitar ações como essas que matam pessoas e tudo mais, mas qual será a melhor forma? Não sei, não tenho a resposta também. É difícil trabalhar com esse tema.

Você tem mais algum comentário, sugestão? É sempre importante você trazer suas opiniões... Na aula a gente constrói conhecimento. O que tu traz de casa, da tua vivência é muito importante.... Obrigado, Michel.]

- De nada...

Entrevista com Clóvis 29 de novembro de 2017

T – Como tu se sentiu nessas aulas, nessas atividades, e tu acha que as aulas foram diferentes do que tu tava acostumado ou não foi diferente do que tu tava acostumado?

Personal feelings - [As aulas seguiram o padrão do professor mais ou menos de sempre, já desde o segundo semestre; já tava acostumado ao estilo do professor, aos exercícios e tal.]

T – E como tu se sentiu nas aulas?

Personal feelings - [Normal.]

T – A segunda pergunta é o que você acha que aprendeu nessas aulas, nessas diferentes atividades?

Linguistic and critical learning - [(???) de reforçar a parte do inglês, ver os diferentes níveis de homem e mulher na sociedade, seja numa revista seja no trabalho, em diferentes aspectos da sociedade, como se dá essa comparação.]

T – E tu conseguiu perceber um crescimento teu, durante as aulas?

Linguistic level/Strategies - [Sim, eu consegui, tipo, na primeira aula tinha um pouco mais de dificuldade, mas daí quando já dá aquela recapitulada da outra aula você já pega e continua, sempre crescendo, evoluindo.]

T – E o que tu achou do tema que foi abordado durante essas atividades?

Theme - [Achei interessante.]

T – Tu acha que é um tema importante?

Theme - [Sim, é legal abordar isso nas escolas.]

T – E tu acha que é relevante, então trabalhar... e no contexto do integrado em mecânica?

Importance of English - [Sim, eu acredito que toda matéria, que bem, não que por exemplo vai chegar alguém na tua frente e abordar “o que é isso?”, não. Mas vai ajudar a tua lógica futura, seja na matemática “por que eu vou usar essa

equação?” ou seja no inglês, por exemplo, isso vai me ajudar na lógica no futuro; pra problemas futuros eu posso utilizar essa lógica que eu fui adquirindo agora pro futuro.]

T – E tu acha que o inglês ajuda nessa tua formação que é uma formação geral mas também a formação técnica? Tu acha que o inglês contribui pra essa formação integrada?

Importance of English - [Sim. O inglês, por exemplo, se eu vou comprar uma camisa, eu sei o que tá escrito na camisa; se eu vou ouvir uma música, eu sei o que tá na música. Eu consigo entender não só o português, eu consigo ver outras coisas ali que eu não conseguiria, estaria escondido ali, alguma coisa assim, eu consigo entender.]

T – E tu sentiu alguma dificuldade ao longo das aulas?

- Não, não (???) Conseguindo prestar atenção na explicação, na estrutura, seguindo a atividade, aí eu conseguia fazer tudo certinho.

T – E tem algum outro comentário, sugestão, crítica? Pode ser positivo, negativo.

- Não.

T – Alguma outra coisa sobre as aulas que te chamou atenção...

- Não.

T – Não? Beleza, então, é isso. Muito obrigado.

Entrevista com Gabriela - 7 de Novembro de 2017

T - A primeira pergunta é como você se sentiu nas aulas de inglês até o momento, pode ser bem honesta... e se tu acha que as aulas foram muito diferentes do que tu tava acostumado ou não.

- *Personal feelings* [Não acho que tenha sido diferente do que a gente tá acostumado porque o professor sempre traz temas para a gente poder discutir, então não acho que foi diferente... dificuldade?]

LEO - Como você se sentiu nas aulas?

- *Personal feelings* [Ah, bem, não tive muita dificuldade de conteúdo. Com algumas palavras, claro. Não sei muito bem por que. Mas as atividades foram bem fáceis de responder. Deu para entender tudo o que o professor queria.]

T - Não teve muita dificuldade, então. Foi fácil demais ou não?

- *Personal feelings* [Foi fácil de entender o que o professor queria. Não foi uns textos grandes ou muito complicados, foi bem claro. Que tava escrito o que eu precisava fazer.]

T - E o que tu acha que aprendeu? Deu pra aprender alguma coisa nas aulas até agora? Conseguiu perceber algum crescimento, uma evolução?

- Deu pra aprender... Em relação aos temas ou às aulas?

LEO - Os dois.

- *Linguistic learning* [Deu pra aprender porque, como eu disse antes, foi muito claro... O jeito que o professor ensina também ... como eu posso dizer... eu consigo substituir as palavras e formar as frases com maior facilidade. E como era um tema que a gente está acostumado, assim coisas do dia a dia, era mais fácil pensar em frases ou as coisas que estavam acontecendo...]

T - Tu consegue me dar algum exemplo de algo que tu aprendeu?

- *Linguistic learning* [As características das pessoas, como falar de uma pessoa, como comparar, comparações...]

T - E o que tu achou do tema abordado? Porque todas as atividades tem um tema gerador... Então o que você acha que aprendeu com relação aos temas nas aulas até agora?

- *Critical learning* [Eu gostei dos temas porque são temas que são pouco discutidos... Porque o professor usou imagens e coisas que estão na mídia sempre. Que a gente sempre vê mas nunca para pensar nos detalhes. Como quando todo mundo escolheu seus personagens favoritos, deu para notar que tinha muita pouca mulher. Ou as capas de revista, as comparações. Então mesmo que tenha sido coisas que estão no dia a dia, a gente não percebe os detalhes. Então foi isso que deu pra aprender.]

T - Então você achou o tema relevante?

- *Theme* [Eu acho que foi relevante porque as coisas assim ninguém pára para pensar. Então acho que é importante.]

T - E você acha que as aulas de inglês contribuem para a formação integrada?

- *Importance of English* [Eu acho que contribui porque os temas abordados dá para, como tem discussão, todo mundo pode saber o que o outro tá pensando... Então ajuda bastante. E também é porque aula de inglês, então é importante. Muitas coisas que aprendemos na aula

técnica envolvem muito essa parte de inglês, mesmo que muito pouco. Então acho que a aula de inglês sempre tanto para isso quanto para te ajudar a entender a cabeça de outras pessoas.]

T - E tu teve alguma dificuldade nas atividades?

- *Linguistic level / Strategies* [Eu não tive dificuldade porque foi tudo bem claro de entender. Como eu disse antes, só com algumas palavras porque eu não sei tanto inglês assim... Mas não foram dificuldades que me afetou muito.]

T - E tens algum comentário, sugestão, alguma crítica?

- Não, eu não tenho nenhum comentário, nenhuma crítica, nada... Acho que foi tudo bem elaborado. *Personal feelings* [Eu gostei bastante dos temas, que deu pra entender bastante sobre o dia a dia...]

T - Tem mais alguma coisa que tu gostaria de falar?

- Não...

Entrevista com Yhan - 14 de Dezembro de 2017

T - Então a primeira pergunta é como tu te sentiu nas aulas que a gente teve e se tu achou que essas aulas foram diferentes do que tu tava acostumado.

- *Personal feelings/Theme* [Foram diferentes mas foram melhores porque a gente nunca teve nada sobre a valorização da mulher, ninguém fez mais ênfase sobre isso. Foi diferente mas foi bom porque a gente não tinha nada parecido.]

T - E como você se sentiu nessas aulas?

- *Personal feelings/Critical learning* [Foi legal, teve muita coisa que eu não sabia. Preconceito, ganhar dinheiro, essas coisas...]

T - E o que tu aprendeu durante estas atividades?

- *Linguistic learning* [Aprendi muito a comparar, que eu tinha dificuldade. E também descrever pessoas, os personagens... Escrever texto também.]

T - E tu conseguiu perceber algum crescimento ao longo das aulas?

- *Personal feelings* [Muito. Porque eu até comecei a fazer curso fora. Deu vontade de fazer curso fora e eu comecei.]

T - Aonde que você faz?

- No Fisk.

T - Ah, que legal. E o que tu achou do tema que foi abordado durante as aulas?

- *Theme* [Muito bom porque é o que tá sendo atualmente julgado sobre direitos iguais... essas coisas... Muita desigualdade. Porque realmente a mulher merece mais, principalmente no meio de trabalho, que tem muito disso...]

T - E tu acha que é importante trabalhar este tema na escola?

- *Theme* [Bastante. Porque abriu uma discussão, mas uma discussão mais saudável. Abriu mais a mente do pessoal da sala.]

T - Tu acha que teve discussão, das pessoas darem opinião...?

- *Personal feelings* [Sim. Foi bom.]

T - E aqui no IFSC a gente tem formação integral, técnico junto com a formação geral. Tu acha que as aulas de inglês ajudaram nessa formação dupla?

- *Importance of English* [Sim, porque a maioria das peças, se tu for ver as instruções é tudo em inglês. Se tu for pra fora também...tudo é em inglês, tudo moderno...]

T - E tu tá gostando da área da mecânica?

- Sim, me identifiquei mais. Porque eu era do IFC, da área da Agropecuária.

T - Qual campus?

- Camboriu. Daí eu vim pra cá pra ver como ia ser e me identifiquei bem mais.

T - Lá não tem Mecânica, né? Lá tem o que?

- Agropecuária, Informática, Hotelaria...

T - Tudo integrado?

- É. Só que lá é bem mais puxado. É o dia inteiro, de manhã e de tarde.

T - E tu sentiu alguma dificuldade nas aulas de inglês?

- *Strategies* [Um pouco no começo. Mas quando abriu o interesse de fazer o curso ficou bem melhor. Um ajudava o outro.]

T - Tu conseguiu acompanhar as atividades?

- Até quando eu cheguei no curso eu acompanhei bem mais fácil, não cheguei do zero, cheguei mais avançado...

LEO - Quando tu começou o curso?

- Acho que foi setembro.

T - Quando tu começou inglês, tu não começou no inglês 1.

- Sim, comecei no terceiro módulo.

T - E tu tem alguma sugestão ou crítica? Poder ser positiva ou negativa...

Suggestions - [Eu acho que inglês que deveria continuar. É importante para a gente. Se fosse uma coisa que não fosse tão útil. No nosso meio tá tudo em inglês.]

T - Então tá. Mais alguma coisa que gostarias de falar? Não? Então muito obrigado...

Entrevista com Roberto - 29 de Novembro de 2017

T - A primeira pergunta é como se sentiu nessas aulas, nessas atividades e se elas foram diferentes do que tu estava acostumado e por que.

- *Personal feelings* [Acho que teve uma abordagem diferente durante a tua pesquisa, mas tu sempre enfatiza isso, essas coisas de gênero e de estereótipo e de preconceito, (...) então não teve muita diferença. Só a abordagem mesmo que tu fez...]

T - Como assim a abordagem? O que foi diferente?

- O que tu falou isso, do doutorado a tua pesquisa, que estamos participando.

T - Mas nas aulas, o que foi diferente?

- (...)

T - Então tu achou que manteve o mesmo jeito de trabalhar?

- *Personal feelings* [Sim.]

T - E o que tu acha que aprendeu nas aulas de inglês?

- *Critical learning* [Que não existe profissão para um gênero específico. Estereótipos que existem nas profissões, mais ligadas a homens e mulheres. Depende né, se for profissão mais destacada na sociedade, é mais ligada a homens.]

T - Tá, então sobre essa relação de gênero e profissões...

- É isso.

T - E com relação à língua inglesa? Tu aprendeu alguma coisa? O que?

Linguistic learning - [Características. Comparação não, porque eu faltei...]

T - Tu faltou na parte de comparação. Então tu acha que aprendeu mais a descrever, então? Mais alguma coisa pensando nas atividades que nós fizemos?

- Acho que não.

T - E tu percebeu uma evolução ao longo das aulas?

- Sim, porque traz uma reflexão.

T - E o teu aprendizado?

- Do inglês?

T - Dos dois.

- Acho que também.

T - Mas o que tu percebeu de crescimento?

- Não sei.

T - Então tu não percebeu?

- Percebi, mas não sei falar em palavras.

T - Tu acha que conseguiu entender melhor os textos, ou não? Conseguiu acompanhar a aula melhor ou não?

- *Personal feelings* [Sim sim, isso sim. Teve um texto só que eu não entendi muito, mas o resto sim.]

T - E o que tu achou do tema que foi abordado durante estas aulas?

- *Theme* [Bem legal. Importante também.]

T - E o que tu aprendeu com relação ao tema? Tu já falou um pouco, mas eu queria que tu falasse mais com relação a isso?

- *Critical learning* [Que não existe uma profissão específica para gênero. Que tem gente na sociedade hoje que acredita que mulher serve para ficar em casa ou que não pode ser engenheira, que é menos qualificada...] ???

T - Tu considera essa tema relevante para trabalhar na aula? Por quê?

- *Critical learning* [Porque talvez ajude a diminuir a desigualdade que tem. Se as pessoas estiverem pensando nisso... talvez ajude a diminuir. Não diminuir, mas as pessoas vão perceber aquilo e se ligar que acontece mesmo.]

T - E tu acha que as aulas de inglês contribuem para essa formação integrada?

- *Importance of English* [Sim, porque o inglês, assim como todas as matérias, te formam como cidadão, como profissional que você vai ser no futuro, como pessoa.]

T - E mais especificamente o inglês. Como que o inglês pode ajudar? Como que ele pode te ajudar na tua vida enquanto Luiz e também enquanto técnico em mecânica?

- *Importance of English* [Comunicação.] ???

T - Tu sentiu alguma dificuldade ao longo das aulas de inglês?

- *Linguistic level* [Pra ver os vídeos. Eles falam muito rápido.]

T - E você focou nos objetivos das atividades? Por que você acha que teve essa dificuldade?

- *Linguistic level* [Não sei. Falta de atenção. Não domínio da língua.]

T - Então tens algum comentário, alguma sugestão? Algo que as perguntas anteriores não cobriram?

- Não.

T - Então tá, Roberto. Muito obrigado...

Entrevista com Israel 14 de dezembro de 2017

T – Então, a primeira pergunta é como tu se sentiu nessas aulas de inglês, dessas atividades todas, e se tu achou as aulas diferentes do que tu tava acostumado, ou não, e por quê.

- Acostumado com as aulas do terceiro e segundo de inglês?

T – É, com as outras aulas. Pode ser das outras antes ou as outras da tua vida, também, de outros lugares, da escola.

- *Personal feelings* [Eu gostei, achei legal o jeito que tu fez com a gente, toda vida uma matéria nova, um conteúdo novo, uma coisa desse tipo; tu pega texto pra gente trabalhar o conteúdo gramatical que precisa, às vezes passado, futuro, tu pegou os textos e tentou colocar tudo junto.] *Material conditions* [Eu acho que... na minha opinião, às vezes quando vou ler o texto, eu consigo ler só que não consigo entender quando as palavras são muito grudadas; as palavras muito juntas eu não consigo entender, aí começo a ler tantas palavras e começa a fugir, pra mim. Quando eu pego um texto com as letras maiores, mais separadas, uma coisa mais distinta uma da outra, eu consigo ler e consigo já assimilar as palavras e consigo entender mais rápido o texto. Eu acho isso.] *Personal feelings* [E também que tu tenta falar o tempo todo em inglês com a gente, isso é bom, pra gente tentar ouvir mais inglês.] *Suggestions* [Só que fazer a gente também falar mais em inglês talvez dentro da sala de aula, que eu escrevi também naquele... todos os que eu fiz ali do teu eu escrevi que os alunos talvez deveriam tentar falar inglês.]

T – E tu achou que essas aulas, dessas atividades, eram parecidas com o que tu tava acostumado, foi diferente? O que tu sentiu?

- *Personal feelings* [Eu achei diferente. (???) acostumado com esse jeito. Eu faço Wizard e aí é sempre a parte gramatical, depois conversação, áudio, interação com o professor, mas nunca de pegar um texto e fazer do jeito que tu fez. É a primeira vez.]

T – E como tu se sentiu nas aulas? Tu comentou que às vezes o texto dificulta um pouco a compreensão, o jeito que ele é apresentado né? Mas na aula em geral como tu se sentiu?

- *Personal feelings/Linguistic level* [Eu me senti bem, a única coisa foi mesmo essa parte do texto que às vezes eu ficava meio devagar; e às vezes quando tu mostrava vídeo, as pessoas falam muito rápido, quando elas falam só inglês, elas falam muito rápido inglês, e pra gente que tá começando a aprender inglês fica mais difícil pra pegar. Às vezes pega só uma palavra pra lá e pra cá e demora um pouco pra associar as coisas.]

T – Beleza. E o que tu acha que aprendeu durante essas aulas, dessas atividades que eu te mostrei?

- *Linguistic learning* [O que eu acho que aprendi? Eu aprendi bastante palavra nova, por causa dos textos e de ouvir bastante; a pronúncia, também, eu ouvi bastante tu falar o tempo todo em inglês, então a pronúncia a gente acaba ouvindo melhor; o texto, de ter bastante palavra nova e eu tava o tempo todo tentando pesquisar; e às vezes o *should*, o *must*, que tu ensinou, o futuro do *going*, o *will*, essas coisas que tavam tudo dentro do texto, que a gente ia vendo no texto e ia pegando mais fácil do que ficar só na matéria. É mais fácil pegar dentro de um texto e tal.]

T – E tu conseguiu perceber algum crescimento durante as aulas?

- *Linguistic learning* [Sim, eu percebi que ano passado eu tentava falar mas não era bom pra escrever em inglês; só conseguia escrever (???) em inglês. Depois que comecei a pegar os textos, e como tu fazia a gente escrever o tempo todo, falar sobre a gente, aqueles textos que a gente fazia antes, eu comecei a escrever melhor, comecei a formular melhor na minha cabeça e escrever melhor os texto.]

T – E o que tu achou do tema que foi abordado durante essas atividades, durante as aulas?

- *Theme* [Ah, os temas eu achei legal porque tem bastante coisa, tipo das mulheres que são às vezes reprimidas, a gente tava vendo... Achei legal a gente mostrar isso, pra gente poder ter até uma consciência melhor sobre isso, pra gente poder melhorar também, não só ficar fazendo inglês, gramática e tal, pegar uns temas diferentes pra poder abordar.]

T – E o que tu acha que aprendeu com relação aos temas que a gente trabalhou?

- Deixa eu ver... tema tipo matéria ou tema das mulheres sendo reprimidas, esses temas assim?

T – Uhum.

- *Critical learning* [Ah, eu aprendi bastante coisa que eu não tinha visto ainda. Eu não sabia, tipo, o número de pessoas que eram reprimidas, essas coisas todas eu não sabia então aprendi bastante coisa com a aula.]

T – Teve mais dados?

- Isso, teve mais dados e eu consegui associar melhor isso.

T - E tu acha que é importante trabalhar com esse tema?

- *Theme* [Esse tipo de tema eu acho importante na nossa idade, porque depois de uma idade mais adulta às vezes as pessoas não tem mais tanta consciência quanto conseguem ter quando é jovem. Então acho que o melhor é a gente abordar isso quando é jovem, até antes da nossa idade, tipo com uns 14/15 anos já começar a abordar pra pessoa (???) a consciência, porque não adianta tu tentar ensinar um adulto, um senhor de idade que ele não vai conseguir mudar a cabeça dele pra ver isso tudo, fica difícil.]

T – E aqui a gente tem o integrado, né, então vocês tem o ensino técnico e a formação geral, mas a ideia é que seja integrado. Tu acha que as aulas de inglês contribuíram pra tua formação integrada, que é pro técnico mas também geral?

- Se ajudou no técnico?

T – Nos dois.

- Técnico e ensino médio, tu diz.

T – Uhum.

- *Importance of English* [Eu acho que ajudou bastante, porque provavelmente se eu for fazer Engenharia Mecânica numa Federal, ou onde quer que eu for fazer, provavelmente vou precisar fazer texto em inglês, e é bom a gente começar a fazer esse tipo de texto, começar a aprender palavras novas, e a última parte ali que a gente fez sobre o San... Como era?]

T – Saint Lawrence.

- *Linguistic learning* [Isso. Eu aprendi bastante palavras novas também. Agora não lembro mais, mas aprendi bastante coisa nova.]

T – Se tu ver de novo tu vai...

- É, se eu ver de novo eu associo.

T – E tu sentiu alguma dificuldade? Tu comentou um pouco dos textos. Teve alguma outra dificuldade que tu sentiu nas aulas?

- *Material conditions/Linguistic level* [Foi o texto, né, mais separado, melhor colocado, que a gente entenda melhor; e os áudios das pessoas falando, áudio ou vídeo, porque às vezes eu acho que tá muito corrido. Como a gente é iniciante, não sei, acho que depende do nível da pessoa, mas pra mim ficou um pouco corrido esse tipo de áudio, eles falam muito rápido. Também colocar legenda embaixo, que ajuda bastante, se tu não entende o que a pessoa tá falando às vezes tu lê embaixo a legenda e já consegue associar e aí tu vai indo com a legenda. Acho que a legenda é bem importante na hora dos vídeos.]

T – Legal. E tu tem alguma outra sugestão, algum outro comentário? Pode ser uma crítica, pode ser positivo ou negativo, pode ser bem honesto. Tu comentou de usar mais inglês, né, de os alunos falarem mais inglês.

- *Suggestions* [É, eu acho que é isso, que eu sempre coloquei naqueles questionários que tu perguntava pra gente, todos eu coloquei que eu acho que os alunos tem que tentar falar um pouco mais de inglês. Às vezes a gente só fala inglês pra pedir pra falar alguma coisa, como que fala alguma coisa, pedir pra ir no banheiro, essas coisas. Eu acho que os alunos tem que tentar falar inglês. Ler, também. Acho que, tipo, como a gente tem muito texto, às vezes o aluno vai

lendo e vendo qual palavra que é, só que ele não sabe às vezes qual a pronúncia daquela palavra; entende a palavra só que não sabe a pronúncia. Então, às vezes, todos os alunos lendo o texto, ou (???) , pegar por ponto; cada ponto dá pra um aluno ler, até um ponto um aluno lê, o outro vai ler, pra tentar pegar a pronúncia, e tu vai ajudando a gente a falar essas palavras em inglês.]

T – Ótimo, então. Mais alguma coisa que tu queria falar?

- Não, só isso.

T – Então tá. É só isso então.

Entrevista com Alisson - 6 de dezembro de 2017

T – A primeira pergunta é como tu se sentiu nas aulas até agora e se tu acha que elas são diferentes do que tu tava acostumado ou não.

- É, qual que é a primeira pergunta?

T – Como tu se sentiu nas aulas até o momento?

- É, assim, bem ou mal?

T – Aham.

- *Personal feelings* [Me senti bem, como nas outras aulas normais. E a segunda era...?]

T – Se tu achou que as aulas foram diferentes do que tu tava acostumado.

- *Personal feelings* [É, diferente assim, acho que a matéria, né, normal, mas acho que as aulas continuaram boas, assim. Sobre o conteúdo, de diferente, acho que era legal colocar essa parte mais da Engenharia, né? Até buscando a outra escola, fizemos a comparação. Acho que é um tema legal, assim, de fazer.]

T – Uhum. E o que tu acha que aprendeu durante essas aulas?

- *Linguistic learning/Personal feelings/Linguistic level* [Ah, eu aprendi mais sobre comparações, eu falei do meu personagem preferido... (???) mais sobre comparações, né? Daí no começo, como que era? Eu não lembro [rs] mas, tipo, eu aprendi até bastante esse semestre. Assim todo semestre de inglês, como eu tinha aula de espanhol, eu acho que eu to evoluindo até razoavelmente mesmo tendo um pouco de dificuldade por nunca ter tido inglês e (???) espanhol, mas eu achei a matéria bem legal.]

T – Então tu conseguiu perceber um crescimento nessas aulas?

- *Personal feelings* [Acredito que sim.]

T – Uhum. Em que aspectos tu acha que progrediu?

- *Linguistic learning* [Ah, assim, acho que até na pronúncia um pouco, na escrita um pouquinho também, algumas palavras que eu não sabia, algumas frases talvez, encaixar melhor as palavras. Acho que isso aprendi legal esse semestre.]

T – E o que tu achou do tema que foi abordado nessas atividades, nessas aulas?

- Por exemplo...

T – É que as atividades tinham temas, né, que tavam conectados.

- *Theme* [Assim, por exemplo, da Engenharia, que eu tinha falado, eu acho um tema legal porque querendo ou não a gente faz Mecânica e como é um curso

técnico a gente já vai sair daqui pra ou trabalhar, e como já tem (???) vai ser com alguma coisa desse tipo, ou já vai daqui direto pra uma faculdade ou tentar fazer ENEM e sucessivamente uma faculdade. Então falar sobre Engenharia, falar sobre Mecânica, até a outra escola, St Lawrence, que até seria uma ... vou dizer uma oportunidade de ir pra lá, porque agora tem o intercâmbio. Então, agora a gente já sabe que é uma escola que trabalha com Mecânica, daí como a gente já faz o curso, seria uma oportunidade, né. Então acho legal abordar alguns temas como esse, por exemplo, que é algo que a gente tá nesse meio, né.]

T – E o que tu acha que aprendeu sobre os temas que a gente trabalhou?

- *Linguistic learning* [Tá. Dos personagens acho que eu aprendi... bom, a gente teve a apresentação, né, a gente apresentou o personagem, então falar sobre o personagem... ver a diferença entre os personagens... comparações, né, que mais no final a gente comparou também os personagens do começo antes de fazer a apresentação. Bom, como eu já tinha dito, montar algumas frases, né? Acredito que isso.]

T – E tu acha que os temas trabalhados são temas relevantes?

- Acredito que sim.

T – E, aqui a gente tem essa formação integrada, né, tem o técnico e tem a formação geral. Tu acha que as aulas de inglês contribuíram pra essa formação integrada?

- Você diz entre aula normal e mecânica?

T – É, porque a gente tem o objetivo dessa coisa dupla, né? Então tu acha que as aulas contribuíram pra essa formação dupla?

- *Importance of English* [Sim, na parte da escola normal tem coisas que a gente tem inglês, né? Às vezes, tipo, vai ler um texto, às vezes... na Mecânica, mesmo, você vai ler um formulário, assim, é em inglês, ou às vezes pega um (???)].

Geralmente a língua falada é o inglês, então é necessário. Tem pessoas que não gostam. Eu, por exemplo, não sou muito fã de inglês, mas é necessário, então com certeza ajuda.]

T – E tu sentiu alguma dificuldade ao longo das aulas?

- *Linguistic level / Strategies* [Não, é, dificuldade acho que todos tem, né? Por exemplo, tipo, vocabulário mesmo eu tenho dificuldades, mas eu vou tirando as dúvidas mesmo com o professor ou mesmo com a minha amiga Joana, que ela faz curso de inglês, né, ou com alguns colegas que entendem um pouco mais e aí vou tirando dúvidas e (???)].

T – E tu tem algum outro comentário, sugestão, crítica? Pode ser positivo, negativo... Pode ser bem honesto, não tem problema.

- *Theme/Personal feelings* [Ah, assim eu não vejo um ponto negativo assim... como que eu posso dizer, assim, algo chato, da aula. Eu acho que a aula tá bacana assim, acho que pode continuar. Eu sei que teve muita gente que reclamou que a aula era muito... como que eu posso dizer, assim,... era muito voltada à sua opinião, entende? Tipo, tinha gente que respondia pensando na sua opinião. Daí... isso não é de mim, eu sempre respondi como acho que é, mas eu vi bastantes comentários sobre isso, e eu acho que é isso. Acho que ver um pouco mais o lado dos outros porque já teve até discussão entre outros alunos que

expuseram a opinião, aí você dava sua opinião, aí outro começa, aí vai todo mundo, aí já começa a falação daí, assim, não vai pra frente, entende? E essa é uma opinião minha, daí acho que tentando entender um pouco o lado de cada um, eu acho que isso é o normal.]

T – Uhum. E como tu sentiu isso durante essas aulas que a gente teve, essas atividades? Como que tu percebeu essa questão que tu falou, das opiniões, das pessoas?

- *Theme* [É, até pela discussão que já teve. Tipo, o aluno dá opinião, tudo bem, pode até não tá certo, mas às vezes discorda, e tipo, ele pode até tá certo, aí alguém discorda e já começa uma discussão sobre tal coisa. Tipo, vai em outra matéria falar sobre qualquer coisinha e um já dá opinião, aí outro já dá a opinião dele, aí já fica um choque assim, e eu acredito que isso atrapalha a aula.]

T – Mas e nessas aulas, tu percebeu isso também?

- Percebi.

T – E tu percebeu essas opiniões como algo negativo ou como algo positivo?

- *Theme/Personal feelings* [Eu acho que isso vem de cada um. Cada um tem seu pensamento, então pode não ser o mais correto hoje em dia, o mais seguido hoje em dia, mas cada um tem seu pensamento, então...]

T – *Critical moment* [Tu não acha que as pessoas podem, a partir da discussão, né... Porque eu nunca pensei como aquela pessoa pensou, e ela nunca pensou como eu pensei, né, porque tem que ter um diálogo, né. Não pode ser só assim “eu acho isso, você acha isso, OK”, porque daí não tem nenhuma reflexão, né, mas se a pessoa tem uma opinião e eu consigo entender aquela opinião, e aí eu tenho que ter argumentos também, porque se aquilo faz sentido ou não faz e porquê. Então realmente se fica só assim “ah eu acho isso e tu acha aquilo” e a gente fica bravo um com o outro...]

- *Personal feelings* [É, não, foi esse negócio de ficar bravo, é mais ou menos isso que acontece na sala.]

T – Daí não serve pra nada, assim, né, mas se for um processo de construção, de reflexão, em conjunto, né?

- É, acho que mais é isso.

T – Algum outro comentário?

- Acho que não.

T – Não? Então, tá, é isso.

Entrevista com Fernanda - 20 de Novembro de 2018

T - Então a primeira pergunta é como você se sentiu até o momento nas aulas de inglês e se elas foram diferentes do que estavas acostumada ou não...

- *Personal feelings / Theme* [Com relação ao que é trabalhado em sala de aula é bem diferente das aulas técnicas, até das outras matérias como filosofia, sociologia, que são assim onde você tem mais espaço,

mas também são trabalhados temas que são escolhidos por ti, já relacionado com a matéria que a gente precisa aprender, então isso dá bastante espaço para a gente aprender de uma forma diferente. Que seja o melhor pra gente.]

T - E como tu te sentiu durante as aulas?

- *Personal feelings* [Eu tenho facilidade em fazer essas atividades, então pra mim é bem tranquilo.]

T - Não tem muitas dificuldades... E tu acha que tu consegue aprender coisas novas?

- *Linguistic learning* [É que eu já tinha aprendido muita coisa quando eu fiz inglês particularmente, então o que eu aprendo nas aulas são palavras diferentes, que são usadas normalmente, tipo hoje com "fewer", ou quando que usa isso e quando usa aquilo... São mais coisas na prática assim que eu vejo.]

T - O que você acha que aprendeu nas aulas de inglês e você percebeu algum crescimento?

- *Linguistic learning* [Sim, com relação ao vocabulário. Eu acho que algumas palavras do dia a dia mesmo, que eu consegui aprender, e isso me ajudou porque tanto em filme quanto em coisas que eu assisto, internet, me ajuda..].

T - Tu costuma usar o inglês fora da sala de aula?

- Muito. Muito filme e também não sei, acho que pra gente é muito presente.

T - E o que tu achou dos temas que estas atividades abordaram? São temas diferentes, mas eles estão relacionados. Uma atividade está conectada com a outra. O que você acha que aprendeu com relação ao tema? Considerou o tema relevante?

- *Theme* [São temas mais sociais, mais da consciência e da comunicação com as pessoas. Isso eu acho importante pra comunicação e eu acho relevante sim para outras pessoas. Vejo mais relevância para os outros do que pra mim. É só por causa disso, porque eu já tinha estudado.]

T - E tu acha que as aulas de inglês estão contribuindo para a sua formação integrada? Porque aqui vocês fazem o ensino médio e o técnico. Será que a aula de inglês contribui para essa formação integrada do técnico e da formação geral?

- *Importance of English* [Eu penso muito no inglês com relação a sair do país. Eu vejo isso como muito importante para você se comunicar em outros lugares porque para você crescer com a sua carreira profissional eu não penso que seja só aqui, mas deve ser pelo mundo inteiro. Porque você nunca sabe, não tem como prever a sua profissão, então eu preciso cada vez mais me informar mais sobre isso e aprender porque eu penso em algo maior futuramente. Que pode ou não acontecer.]

T - *Critical reflection* [E mesmo nas carreiras no Brasil o inglês é importante. Nas diferentes empresas...]

- *Importance of English* [E por exemplo, tem algumas matérias técnicas que eu vou procurar material para estudar e tem o manual de uma máquina em inglês, ou alemão, outras línguas... Tem assim palavras-chaves que se você não souber você acaba não pegando o jeito da matéria ou daquele assunto.]

T - E tu sentiu alguma dificuldade ao longo das aulas?

- *Linguistic level / Strategies* [Não... O que eu tenho de dúvidas são mais na hora... Frases, formar frases... Mas aí eu faço pergunta para ti...]

T - Tem alguma sugestão, crítica ou comentário? Algo a mais que gostaria de falar?

- Por enquanto não...

Entrevista com Cristian - 4 de dezembro de 2017

T – Então, a primeira pergunta é como você se sentiu nessas aulas e se tu achou que as aulas são diferentes do que tu tava acostumado ou não.

- *Personal feelings* [Eu me senti bem, eu aprendi mais facilmente (???) . Foi diferente. As aulas gerais com outro professor era bem diferente. Eu tava acostumado bastante com gramática e leitura pessoal e as aulas dinâmicas apesar de (???) estranhar um pouco, é legal. Me ajuda, bastante.]

T – E tu estuda inglês fora do IFSC?

- Não, nunca estudei inglês fora.

T – Tu tem acompanhado bem, assim, eu percebo, né?

- Acho que não...

T – Bom, enfim, é a tua opinião, não a minha [rs]

- *Personal feelings/Linguistic learning* [Não, mas eu melhorei, eu consegui ver isso. Tem coisa que eu consigo assistir agora em inglês que eu consigo até entender alguma coisa.]

T – Uhum, tá, legal. Então, o que você acha que aprendeu durante essas aulas, dessas atividades que eu te mostrei?

- *Linguistic learning* [Talvez eu não lembre de tudo, né, por causa do (???) , mas eu sei comparação e bastante palavra nova, profissão e outras coisas.]

T – E tu percebeu algum crescimento ao longo dessas aulas, ou não consegue perceber?

- Um crescimento...

T – Do aprendizado.

- *Personal feelings* [Sim, bastante].

T – Uhum, você consegue dizer do quê?

- *Linguistic learning* [Eu sempre tive dificuldade pra formar a frase na minha cabeça, essas coisas assim. E, agora, por exemplo, frases de comparação, ou por causa de algumas palavras que eu aprendo, profissão, alguns adjetivos, eu consigo já formar alguma coisa na minha cabeça. Ou então se eu to lendo uma frase já consigo entender ela melhor.]

T – E as atividades tinham temas que tavam conectados, né? O que tu achou da temática abordada pelas atividades?

- *Theme/Suggestions* [Achei legal, só achei que podia ser mais discutido em aberto com os alunos, né. Não sei se isso ia fugir um pouco da matéria, mesmo, que daí talvez não falassem em inglês e falassem em português, mas seria legal discutir.]

T – Uhum. Tu acha que seria importante ter mais discussão?

- *Suggestions* [Isso. Porque algumas vezes as pessoas concordam, discordam, mas algumas vezes concordam ou discordam porque são ignorantes no assunto, então aí é legal apresentar isso.]

T – E o que tu acha que aprendeu com relação aos temas que a gente trabalhou?

- *Critical learning* [

]

T – *Critical moment* [É, tem toda a questão de pensar assim como que socialmente as pessoas associam os esportes, né? Tipo, quem é mais incentivado a jogar o esporte, né? Quem é mais motivado e quem recebe mais incentivo, né? Então é na verdade um ciclo, né? Porque daí tu vê menos pessoas jogando...

Menos mulheres jogam futebol, por exemplo, daí as meninas acham que elas não devem jogar futebol, não jogam, acham que não é atividade delas, então... é um ciclo, né? É uma coisa estrutural, a gente chama, estrutural, uma coisa que é criada pela sociedade, assim.]

- *Critical reflection* [A pessoa já nasce naquele meio em que a mulher tem pouca participação, então ela não...]

T – *Critical reflection* [Isso, é, e isso é reproduzido, né? Aí, claro, essas desigualdades de salário tem a ver com isso, né? A gente tava comentando, eu comentei com outro grupo hoje, tipo, quando que a gente assiste futebol feminino na TV, né? Muito pouco, né?

- É...]

T – Tá. E tu considera esse tema relevante?

- *Theme* [Considero, considero relevante. É legal abordar com os alunos, ainda mais que se olhar pelo próprio IFSC tem muito poucas alunas fazendo Mecânica, e é uma área legal. Leva a Engenharia, é importante.]

T – E aqui vocês tem a formação integrada, né, tem a formação geral mais o técnico. Tu acha que as aulas de inglês contribuem pra essa formação integrada?

- *Importance of English* [Bastante, porque, por exemplo, eu quero seguir Engenharia e muitas vezes pra ter um bom dinheiro eu vou precisar fazer trabalho externo ou até fazer um intercâmbio e pra isso eu preciso do inglês. É meio que obrigatório, é uma língua universal.]

T – E tu sentiu alguma dificuldade ao longo das aulas, dessas atividades?

- *Linguistic level* [Dificuldade de entender as coisas, mas isso foi diminuindo.]

T – Uhum. Tu tem conseguido usar estratégias pra entender ou tem vezes que tu não entende e não consegue fazer?

- *Strategies* [Que nem o professor falou, pegar umas palavras que eu já sei, isolada, daí supor o significado de outras. Geralmente tenho mais problemas com palavra pequena, tipo conectivos e adjetivos, essas coisas assim, que eu não consigo captar direito, mas daí pelo contexto eu vou...]

T – Uhum, legal. E tu tem algum comentário, alguma sugestão, alguma crítica? Pode ser positivo, negativo, o que tu pensa mesmo.

- *Personal feelings/Suggestions/Resistance to the topic* [Sendo bem sincero com o professor, eu botei até na primeira folha uma vez, eu acho que botei até de um jeito meio ruim, posso ter sido grosso, peço até desculpas pro professor... É que, eu vou usar como exemplo o que o professor falou uma vez do Trump, falou sobre imigração, e o professor falou muito mal do Trump. Eu não concordo com o Trump, com quase nada, mas isso é um tema meio polêmico e o professor abordou meio que só de um lado e seria interessante em assuntos polêmicos como esse abordar ambos os lados, mesmo que não concorde, porque é melhor pra sala, senão acaba criando uma influência de opinião e pode acabar frustrando algum aluno. Mas não foi nada grave. E deixar essas discussões abertas, de assunto assim.]

T – *Critical moment* [É, na verdade, assim, o texto que a gente trabalhou, foi no semestre passado, né, era um texto... Todo texto tem uma posição, por mais que ele mostre dois lados, mas assim, o autor tem uma posição, né, nada é neutro, a informação não é neutra. As perguntas que a gente trabalhou eram com relação ao texto, tipo, a opinião do autor. Claro que eu também posso trazer a minha opinião, assim como vocês podem trazer a de vocês, né? Então talvez não tenha ficado claro que vocês poderiam se posicionar, enfim, porque às vezes as pessoas não se posicionam, né? Mas na minha aula tento construir isso, assim, é importante vocês trazerem o que vocês pensam, se concordam, se não concordam, assim como eu também posso me posicionar. Não quer dizer que a minha opinião é mais importante que a de vocês. Às vezes a gente tá muito acostumado, acha que o professor é a pessoa que sabe, o aluno não sabe e o professor vai transmitir. Eu acredito na construção, no diálogo. Claro que o

professor tem mais vivência, o que eu trago pra aula eu me informo, eu estudo, eu leio sobre. Não é só uma opinião infundada, então eu tenho os argumentos, mas é importante ter esse diálogo, que nem tu falou, ter esses momentos de discutir. Então eu acho que é importante trabalhar vários assuntos, mas trabalhar assim, como que a gente pode refletir de forma fundada sobre isso. Porque hoje em dia é muito comum na internet as pessoas só compartilham, reproduzem, e não sabem defender um argumento, né. Então acho que é nesse sentido que eu tento trazer esses temas. A ideia também das nossas aulas é que vocês também consigam olhar, a gente trabalhou muito com propaganda, mídia, né, e olhar e a gente interpretar, né, porque às vezes as coisas vem todas prontas, né, então nesse sentido assim. Não sei se deu pra entender [rs]. Tem mais algum comentário?]

- Não, só isso.

T – É? Eu acho que eu cobri tudo também. Então é isso, muito obrigado.

Entrevista com Fabíola - 20 de Novembro de 2017

T - A primeira pergunta é como tu se sentiu nas aulas de inglês até o momento e se tu achou que elas foram diferentes do que tu tava acostumada e por que.

- *Personal feelings* [Até agora, do que eu já consegui falar, entender... Eu já consegui pegar melhor porque eu acho que são assuntos que me despertam mais. Igual hoje, eu consegui fazer a atividade da menina lá escutando, sem olhar... Ah, o que ela tá dizendo? Eu consegui circular o que eu entendi. E daí eu acho que as aulas foram bem comunicativas e todo mundo tá participando mais.]

T - E como tu te sente nas aulas?

- *Personal feelings* [Eu me sinto bem].

T - E o que você aprendeu nestas aulas? Pensando nestas atividades que a gente fez?

- *Linguistic learning* [Eu consegui entender mais e eu aprendi algumas pronúncias de palavras novas, o vocabulário, e aprendi mesmo a escutar mais o inglês... Sabe quanto tu ouve e tu já sabe o que é?]

T - Então tu conseguiu perceber algum crescimento?

- Sim

T - E o que tu achou do tema que foi abordado nestas atividades?

- *Theme* [Eu adorei os temas. São bem polêmicos e também são divertidos de tratar. Os nossos personagens favoritos, das profissões, e os mais recentes foram da engenharia, das capas de revista, das publicidades antigas... Eu achei bem bacana. Porque a gente não tá abordando só um tema, a gente tá abordando todos... Por exemplo, eu gosto mais do de personagens, e eu tenho um colega que tá gostando mais desse de Mecânica, e isso tá fazendo com que a turma toda se empenhe ali.]

T - E o que você aprendeu com relação aos temas?

- *Theme/Critical learning* [Das aparências, que a gente não pode julgar... Dos estereótipos, de que a gente é mais do que uma imagem, de que a gente não pode julgar só pela aparência, de como a gente evoluiu, não assim "uau", mas a gente já evoluiu... Ao comparar as propagandas de antigamente com as de hoje em dia já é uma coisa bem grande, apesar de ainda não ser tão... A gente também tá aprendendo que a gente pode ser o que a gente quer, que o nosso sexo não nos define, esses são os que o professor aborda bastante.]

T - Tu considera esse tema relevante?

- *Theme* [Muito.]

T - Pro contexto do IFSC, da tua turma?

- *Theme* [Da turma, pra tudo. Pra gente também como pessoa.]

T - E tu acha que as aulas de inglês ajudam na formação integrada?

- *Importance of English/Personal feelings* [Sim, porque tem gente que não vai ter oportunidade de um dia fazer um curso. E o professor dá uma excelente aula. O professor realmente se aplica em fazer a gente entender as aulas. E eu acho que isso é bom porque a gente vai sair sabendo alguma coisa de inglês.]

T - E tu sentiu alguma dificuldade ao longo das aulas?

- *Linguistic level* [Eu sinto em pronunciar as palavras, e de entender assim... Agora eu tô até entendendo mais, mas algumas palavras eu

tenho dificuldade de pronunciar. Na escrita as vezes eu também me embabaco um pouquinho. Mas agora quando o professor fala uma palavra e eu sei como escreve... Melhorei bastante nisso.]

T - Você tem algum comentário, alguma crítica, sugestão?

- *Suggestions* [Uma sugestão é que o professor poderia fazer algo sobre Glee.]

T - Mais alguma coisa que você gostaria de adicionar?

- Não.

T - Então tá, muito obrigado pelo seu tempo...

Entrevista com Robson - 22 de Novembro de 2017

T - Então a primeira pergunta é como tu te sentiu nas aulas até o momento e se as aulas foram diferentes do que tu tava acostumado ou não.

- *Personal feelings/Linguistic level* [Eu me senti tranquilo, em partes assim... As aulas tem continuado sempre da mesma maneira, como sempre teve. Eu senti um pouco mais de dificuldade por conta desses textos serem do dia a dia, então acaba vindo mais com uma linguagem um pouco diferente, então para entender fica um pouco mais difícil. E também no tema, lá no começo do tema, na questão de comparação das propagandas e tal eu senti um pouco mais de dificuldade. Não sei exatamente por que, mas senti mais dificuldade lá. Essa parte final que trata mais da Engenharia eu gostei mais, consegui fazer mais tranquilo.]

T - Então tu acha que as aulas foram mais ou menos do jeito que tu tava acostumado, mas algumas atividades foram mais difíceis do que outras. E o que você acha que deu para aprender com estas atividades na aula de inglês? Tu percebeu algum crescimento?

- *Linguistic learning* [Sim, eu consegui a parte de audição, por questões da vídeo da última aula, como teve que prestar bastante atenção a parte da escuta do inglês ajudou um pouco também. A parte de entender o texto em inglês, não sair traduzindo tudo de qualquer jeito. Tentar buscar as palavras chaves... Voltou e ajudou a refrescar a memória de como se faz essa parte.]

T - E o que tu achou dos temas das atividades que trabalhamos?

- *Theme* [Os temas foram interessantes porque seguiu uma linha. Uma cronologia, digamos. Começou com as propagandas mais antigas, e depois veio evoluindo. Aí mostrou as profissões, e agora mais a parte da Engenharia e o técnico em mecânica que é a parte que a gente estuda.]

T - E o que tu acha que tu aprendeu com relação aos temas?

- *Linguistic and critical learning* [Os temas foram mais sobre a comparação entre um e outro, tipo os homens, as mulheres, comparar a profissão... E das profissões mostrou um pouquinho de cada área sobre como é... Como é visto às vezes na sociedade. Acho que eu aprendi essa parte de como a sociedade vê aquilo e me fez pensar também como eu vejo essa parte.]

T - E tu acha que os temas trabalhados são relevantes?

- *Theme* [Sim, todos eles são relevantes. Alguns mais, outros menos na minha visão... Mas todos eles são relevantes.]

T - E tu acha que as aulas contribuem para essa formação integrada?

- *Personal feelings/Suggestions* [Na minha visão é pouco ainda, ainda precisa tratar mais das questões integradas com o curso mesmo. Claro que é bom a gente ter essa parte de fora, de ver a sociedade, mas ainda falta um pouco sobre as questões do curso. De todos os semestres que eu tive aula, agora que a gente tá começando a ver esta parte. Tudo bem que as profissões vieram agora, mas agora que a gente tá começando a ver as coisas mais focadas na mecânica. Então acho que precisa integrar ainda um pouco mais.]

T - *Critical reflection* [E tu acha que é possível usar o que vocês aprenderam em todos estes semestres (Inglês 1, 2, 3...) na área da mecânica?]

- *Personal feelings / Importance of English / Critical reflection* [Sim, porque na minha visão um técnico em mecânica ou um engenheiro em mecânica precisa muito do inglês, e ele precisa muitas vezes comparar alguma coisa, e ele precisa como foi isso, como foi aquilo, e às vezes precisa do inglês por conta da empresa, etc. Então acho válido sim, a gente poderia aplicar tudo que a gente aprendeu na parte de mecânica.]

T - Entender um texto, escrever um e-mail... E tu sentiu alguma dificuldade ao longo das aulas?

- *Linguistic level* [Só a parte de entender mesmo, como é coisas mais do dia a dia, que usa as vezes uma linguagem não tão formal. Não tão que segue tanto as regras... Foi mais essa parte, de resto foi bem tranquilo.]

T - E quando tu teve alguma dificuldade, tu conseguiu resolver, conseguiu fazer as atividades?

- *Linguistic level* [Sim, algumas demorava um pouco mais porque eu não entendia completamente. O professor vinha, explicava e mesmo assim eu não conseguia entender, mas todas elas depois eu consegui resolver...]

T - Então algumas eram mais desafiadoras, mas...

- Isso.

T - E tu tem alguma comentário, sugestão, crítica? Pode ser positiva ou negativa...

- *Suggestions* [Não, só a questão do tema mesmo. De abordar a parte da mecânica e mostrar o dia a dia em geral, das mulheres, dos homens... Fazer a comparação, já que a gente tá falando disso. Como é a vida das mulheres na área da mecânica, dos homens... E comparar essa parte.]

T - Ter esse foco na área da mecânica.

- Isso.

T - É, a gente não terminou. A gente vai dar continuidade. A ideia é que agora a gente vai dar mais esse foco na mecânica. Na próxima aula vamos olhar com mais detalhe como é um outro curso de mecânica num país de língua inglesa. Vamos comparar o que eles estudam... Então vai ter comparação e depois o projeto final também vai estar relacionado. Mas é isso, Robson... Muito obrigado.

T - Minha primeira pergunta é como você se sentiu nas aulas de inglês até o momento, e se tu acha que as aulas tem sido diferentes do que você estava acostumado.

- *Personal feelings* [Eu acho que os assuntos abordados foram diferentes. São debates de questões sociais, como preconceito, estereótipos, essas coisas...]

T - E como tu tem te sentido nas aulas?

- *Personal feelings* [Não tenho problema nenhum em debater, eu tenho uma opinião formada e não tenho dificuldade de expor a minha opinião, e também não tenho dificuldade em ouvir a opinião do outro.]

T - E em acompanhar a aula?

- Também não. Tudo certo.

T - E o que você acha que aprendeu durante essas aulas, nessas atividades que a gente fez? Conseguiu perceber algum crescimento?

- *Linguistic and critical learning* [Eu acho que mais no vocabulário e também assim em conhecimento... De ver o lado... Às vezes a gente só vê na televisão um lado. Na televisão ou nas mídias sociais, mas também dá pra ver o outro lado... Deu pra abrir mais a mente.]

T - Nesse exercício de dar a opinião, ouvir o colega... E o que tu achou dos temas das atividades que foram abordados? Tu considerou relevante ou não?

- *Theme* [Eu achei relevante, como aquele do lixo... Eu achei bem interessante porque mostrou uma história que eu não conhecia. Eu acho que o tema ajuda a dar uma base. É um tema legal, que dá bastante discussão e a gente consegue interagir bastante porque cada um tem uma opinião formada e com a discussão a gente consegue aprender mais vocabulário.]

T - A ideia é que quando tu usa a língua dentro de um contexto ela tem mais sentido.

- *Personal feelings* [Uma coisa é eu pegar um livro, pegar um monte de palavra e ir traduzindo. Outra é tu pegar um contexto, uma história... Tu já sabe onde usar a palavra, fica até mais fácil. Tu aprende melhor.]

T - E o tema dessas atividades que eu te mostrei? Que trabalhamos com profissões, com a representação do engenheiro e agora mais especificamente com o técnico em mecânica, tu acha que esse tópico é relevante? Falamos da representatividade, quando olhamos pro infográfico... Essa questão da mídia... Os temas variam um pouco, mas estão conectados. Esse tema tu achou importante, relevante?

- *Theme/Importance of English* [Esse do técnico acho que vai ser mais importante por causa do nosso curso. Porque em espanhol a gente não aprendeu nada sobre o técnico. Se é um curso técnico, a gente deveria aprender mais sobre a área técnica. Porque se eu for um técnico, for seguir nessa profissão, se eu for trabalhar nos Estados Unidos tem que saber o inglês e o inglês técnico. Vou ter que trabalhar com pessoas que falam inglês. Aí eu acho que é importante para eu saber o vocabulário técnico e não só o vocabulário do dia a dia.]

T - E tu acha que as aulas tem contribuído pra formação integrada?

- *Personal feelings* [Acho que não muito. Talvez agora com esse tema talvez possa ajudar mais. Eu até gostaria que ajudasse mais no técnico porque eu fiz dois anos de inglês e eu não aprendi nada de solda.]

T - E tu sentiu alguma dificuldade ao longo das aulas?

- Não. Os temas, apesar de serem diferentes, eles eram fáceis de abordar com vocabulário fácil, e eu já fiz inglês então já tenho uma base. E também se não entende nada o professor ajuda.

T - E tu tem alguma sugestão, algum comentário, alguma crítica?

- Não, acho que não.

T - É isso então, muito obrigado...

Entrevista com Joana - 27 de novembro de 2017 (antes da aula)

T - A primeira pergunta é como tu tem se sentido nas aulas até agora e se tu acha que as aulas são diferentes do que tu tava acostumada, ou não, e por quê.
- *Personal feelings/Interpersonal issues* [Eu to gostando bastante do conteúdo, assim. O que eu me sinto mal às vezes é por causa dos meninos, que eles ficam sendo meio machistas em relação às fotos das mulheres, eles ficam desenhando

umas coisas nelas, ou até nos homens mesmo. Aí, os conteúdos tão sendo legais, to gostando bastante... é isso, eu acho.]

T – E tu acha que as aulas são diferentes do que tu tava acostumada ou não?

Personal feelings - [São, porque no meu curso de inglês a gente aprendia tipo verbo, expressões, essas coisas assim, como escrever um texto... O professor faz isso só que de um jeito, abordando assuntos atuais, e eu gosto disso.]

T – A segunda é o que você acha que aprendeu durantes essas aulas, né, durante essas atividades, e se tu percebeu algum crescimento.

- *Linguistic learning* [Ahm, o que eu aprendi... eu gostei dos métodos de comparação. Eu já tinha estudado isso só que eu não lembrava direito, porque eu fiz um curso mas eu terminei e aí eu não peguei o livro mais pra estudar, essas coisas. Então, acho que é isso.]

T – Uhum. E tu percebeu algum crescimento, alguma evolução nas aulas, ficou mais fácil, ou não?

- *Personal feelings* [É, um pouco, assim.]

T – E o que tu achou do tema que a gente tá abordando nas diferentes atividades?

- *Theme* [Ah, então, eu gostei bastante também.]

T – Tu acha que esse tema é relevante? O que tu aprendeu sobre esse tema?

- *Critical learning* [Ah, que... sobre o mundo de trabalho, como na aula passada, que as mulheres sofrem bastante assédio e as pessoas são muito machistas por causa da área tecnológica, engenharia, essas coisas.]

T – E aqui no Instituto vocês tem essa formação que é integrada, né, que tem a formação geral e o técnico. A ideia é que seja integrado, né. Tu acha que as aulas de inglês contribuem pra essa formação dupla?

- *Personal feelings* [Ahm, agora que o professor tá abordando mais esse tema do curso na matéria, sim, mas antes não tinha muito...]

T – Uhum, mas tu acha que é possível usar algumas coisas que a gente aprende, na área técnica? Tipo, coisas que vocês aprendem do inglês.

- Não to entendendo a pergunta.

T – Por exemplo, você aprendeu várias coisas de comunicação em inglês, né? Tu acha que isso é relevante também pra profissão ou não?

- *Importance of English* [Sim, porque, por exemplo, se eu for trabalhar em uma multinacional, alguma coisa assim, aí se for precisar viajar pra outro lugar, vai precisar do inglês, que é a língua mãe, né? Então acho que vai usar sim.]

T – E tu sentiu alguma dificuldade ao longo das aulas?

- *Linguistic level* [Pra entender os textos, senti bastante dificuldade.]

T – E daí como tu conseguiu lidar com essa dificuldade? Ou não conseguiu?

- *Strategies* [Ah, pesquisando as palavras e perguntando pro professor.]

T – E tu tem algum outro comentário, sugestão, crítica? Pode ser positivo, negativo... Alguma outra coisa que tu gostaria de falar, que não foi contemplada?

- Não. Tá sendo bem legal as aulas.

T – Então tá, muito obrigado. É isso.

Entrevista com Aparecida - 13 de novembro de 2017

T – A entrevista é sobre as aulas que a gente teve. A primeira aula foi quando a gente fez aquela coisa do... lembra que eu mostrei umas fotos e vocês tinham que adivinhar as profissões...?

- Ah, sei.

T – Então essa foi a primeira atividade, até vou abrir aqui pra te mostrar melhor...

- Ah, eu sei qual é.

(...)

T – Então a gente começou com aquela primeira atividade, depois vocês tiveram que entrevistar os colegas, lembra, sobre a mídia? E depois vocês entrevistaram ‘quanto você usa, quantas horas?’,...

- Ah, tá.

T – ... ‘Qual seu personagem favorito?’, aí vocês preparam as apresentações sobre o personagem favorito, lembra?

- Do nosso.

T – É. E daí depois vocês tinham que analisar o que vocês tinham coletado de informações, lembra, botar verdadeiro ou falso, se tinha mais homens, mais mulheres, como que eram os homens, como que eram as mulheres. Depois a gente trabalhou com esse infográfico, ali na parede, que daí vocês olharam as estatísticas da mídia.

- Uhum.

- Aí depois do infográfico, na aula passada, a gente trabalhou com aquelas capas de revista, trabalhamos com comparação...

- Aquela que eu desenhei roupas.

T – Isso. E hoje a gente trabalhou com esse texto e com aquela propaganda, né, comercial. Então, pensando nessas atividades, que começou lá com a “um”, que foi a de adivinhar as profissões, até hoje, a primeira pergunta é assim: como você se sentiu durante as aulas de inglês até esse momento, pensando nessas aulas, e se as aulas foram diferente do que tu tava acostumada.

- Como eu me senti referente... vendo essas coisas...?

T – Durante as aulas

- *Personal feelings* [Me senti normal [rs]. Mas acho que tu quis dizer referente eu vendo essas coisas, tipo se eu me senti injustiçada... É isso que tu quis dizer?]

T – Pode ser também.

- *Personal feelings* [Eu particularmente me senti normal, assim, ... são coisas que a gente já tá sabendo por causa das mídias, das pessoas lutando contra isso, não tem nada assim de diferente, de grande ou pouco... é o que a gente já sabe, só que tá retratando, debatendo aqui na escola, na sala de aula.]

T – E tu acha que foi diferente do que tu tava acostumada nas aulas?

- *Personal feelings* [Não. Era mais ou menos isso, tu sempre retratava mais esse contexto.]

T – O jeito que a gente trabalhava, tá. E o que tu acha que aprendeu nessas aulas?

- Aprendeu em inglês ou aprendeu em...?

T – Os dois.

- *Linguistic learning* [Tá. Em inglês a gente tá aprendendo e aprendeu sobre as características, como colocar características, é... aquele negocinho lá que eu esqueci... que quando é palavra pequena a gente coloca o ‘er’ e quando é palavra grande... são adjetivos, né?]

T – Uhum. Pra fazer o quê?

- *Linguistic learning* [Pra dar características, adjetivos pras pessoas, por exemplo... ai, é isso, não é? Não lembro direito agora.]

T – Aham, de comparar, né?

- *Linguistic and critical learning* [De comparação, isso, adjetivos pra comparação. Ahm, deixa eu ver... é, é isso. E a gente tá tendo bastante estatística de como era antes ou de como é agora, a mídia, a evolução ou regressão da mídia.]

T – Então tu percebeu algum crescimento ao longo dessas aulas?

- Meu?

T – Teu, uhum.

- *Personal feelings* [É, podemos dizer que sim, a questão de colocar adjetivos e essas coisas.]

T – E o que tu achou do tema que tá sendo abordado nessas aulas de inglês?

- *Theme* [É que tá chato. Tipo, no começo era legal porque era novo, só que a gente é adolescente e a gente vai se enjoando de alguns temas. Acho que tem que dar uma modificada e depois voltar, porque senão ficar num tema só é chato, né. Qualquer coisa que for o tempo todo é chato.]

T – Uhum. Tu não acha que é diferente a cada aula?

- *Theme* [Não, tipo, é diferente as coisas, só que eu digo o tema, assim, por exemplo mulheres ou essas coisas, eu digo, por exemplo, a gente poderia falar sobre outros assuntos também que pudessem encaixar nisso.]

T – Uhum, entendi. E o que tu aprendeu com relação ao tema? Tu acha que esse tema é relevante, ou não?

- *Theme* [É, ele é bem relevante. Eu acho importante a gente conversar sobre ele, falar sobre ele, porque é uma coisa que acontece no dia-a-dia e mesmo tendo em mídia as pessoas não chegam e param pra falar sobre isso. Elas comentam, lêem, mas não é uma coisa que todo mundo para e começa a refletir sobre esse assunto.]

T – Uhum. E tu acha que essas aulas ajudam pra formação integral de vocês?

Porque aqui é o ensino médio junto com o técnico, né? Tu acha que as aulas de inglês tem contribuído pra tua formação, tanto técnica quanto formação geral?

- *Importance of English/Critical learning* [Formação geral acredito que sim, não geral mas também pessoal nossa, né, porque qualquer informação eu acho que é válida, e técnica, eu acredito, não tanto na questão da mecânica ou técnica, mas sobre nossa mente, assim, tipo, ver que só porque a gente é mulher não quer dizer que a gente tem que fazer isso ou não fazer isso, participar ou não participar do curso.]

T – E tu sentiu alguma dificuldade nas aulas?

- *Linguistic level* [Ah, só pra ler texto em inglês, eu não gosto muito, ainda mais textos grandes. E escrever. Na verdade eu não gosto muito de inglês, desculpa professor (risos).]

T – Mas tu consegue fazer as atividades? Como que tem sido?

- *Strategies* [Consigo. Deixa eu pensar em uma atividade que eu fiz... Ah, é, pegar textos e dividir, por exemplo, quando eu vou ler um texto eu divido ele em partes pra não ficar muito longo se não cansa, e ver as palavras que eu conheço e conectá-las com o assunto que a gente tá vendo. E quando é pra escrever eu pego coisas assim que complementem, que eu sei bem, tipo ‘is’, ‘and’, que são palavras ‘e’, ‘é’, e colocar uma pequena frase, não frases longas.]

T – De um jeito mais simples, assim, né?

- Isso, bem simples, assim, de preferência.

T – E tu tem algum comentário, alguma sugestão, alguma crítica? Pode ser uma coisa boa, uma coisa ruim.

- Não, particularmente, não.

T – Alguma sugestão?

- *Suggestions* [Ah, a única sugestão é tentar mudar, assim, o tema. Por exemplo, não falar só de mulheres, mas por que a gente não fala de homens também? É importante. Ou outras coisas também, mas que também junto entra nesse tema, porque é o do seu trabalho, do seu doutorado, então não tem como fugir.]

T – *Critical reflection* [Uhum. É, na verdade quando a gente fala de mulheres a gente tá falando de homens também, né? Não tem como falar de uma coisa sem falar da outra, né?

- Sim.]

T – É, a gente vai terminar, né, porque tem um projeto final relacionado a isso, que é também uma atividade avaliativa, e depois a gente começa um novo tema. Esse ficou um tema mais longo, mesmo, do que os outros. Antes as unidades eram um pouco menores, né?

- É, que daí não ficava tão cansativo.

T – No meu planejamento ia ser muito menos, só que acabou que levou muito mais tempo do que eu imaginava, né, porque, imagina, todo mundo apresenta seu personagem... Aí, até foi uma coisa que eu percebi depois, que tá levando muito mais tempo, né? Mas legal. Mais alguma coisa que tu gostaria de falar?

- Não.

APPENDIX M – Thematic analysis of the transcribed reflection sessions

REFLECTION SESSIONS

- 1) **Linguistic learning:** the interviewee mentions linguistic aspects that s/he learned.
- 2) **Critical learning:** the interviewee mentions critical aspects that s/he reflected about during the classes.
- 3) **Critical moment / Critical reflection:** the interviewer or the interviewee reflects critically about the classes or about an aspect of the classes / critical reflection takes place during the interview itself.
- 4) **Difficulties faced by the teacher and/or the students:**
 - a. **Class management:** teacher's and students' contribution to the class functioning (engagement, focus, listening to others, etc).
 - b. **Linguistic level:** one's knowledge of the target language (difficulty with vocabulary, difficulty in oral comprehension, etc).
 - c. **Material conditions:** class size; availability, access and quality of sound, internet, copies of activities, etc.
- 5) **Strategies:** the interviewee or the interviewer mentions strategies used to cope with difficulties.
- 6) **Personal feelings:** relates to how the students felt in relation to the class.

Reflection Session 1 – Task 1

T – Porque a ideia, como a gente falou, é que a cada aula a gente vai comentar o que aconteceu, como foi, e refletir também pra me ajudar no planejamento da próxima semana. Tá? Então quem quiser começar...

- Pode começar?

T – Uhum.

- A gente começou a aula fazendo uma atividade, né, sobre profissões. Primeiro o professor deu uma introdução sobre *introduções** e a gente viu umas

profissões em inglês, daí depois ele deu uma atividade onde a gente via, eram, oito imagens, né?

T – Uhum.

- Oito imagens e que tinha essas fotos, né, daí a gente dizia o que essas pessoas eram. Por exemplo, a primeira, teve gente que falou que era professora, teve gente que falou que era outra coisa. Aí depois ele foi falando pra gente quais eram as verdadeiras profissões dessas mulheres e desses homens também, e... depois, ele passou outra atividade...

T – E o que vocês perceberam nessa atividade, assim, o que as pessoas falaram, tal?

- *Personal feelings* [Ah, eu achei que eles se divertiram bastante, porque a gente gosta, tipo, de trabalhar com profissões, e quando o professor ia lá e mostrava qual era a verdadeira profissão todo mundo ficava ‘hã’ (interjeição de surpresa), então foi bem legal essa atividade.] *Critical reflection* [E daí, por exemplo, deu pra perceber bastante, assim, como eles relacionavam as profissões, tipo, as profissões de mulheres e profissões de homem.]

- *Critical reflection* [Deu pra perceber também como... é... o jeito, tipo, eles falaram o jeito que eles julgavam as pessoas, assim.

- É, tipo, nem tanto eles escreveram, mas eles falavam bastante sobre, sei lá...

- Sobre o fato de julgar pela aparência.

- Uhum.

T – Uhum. Pela roupa, né, aparência...

- É, aparência, roupa... Tipo, essa aqui porque ela usava brincos eles falaram que ela era estilista [rs] porque o brinco dela tava combinando com a blusa na foto.

T – E qual era a profissão dela?

- Engenheira. Eu acertei.] E a segunda atividade era referente ao...

T – Trailer.

- ...ao trailer, né? Ele passou um trailer sobre um documentário que era sobre empoderamento das mulheres, então tinha várias mulheres que diziam suas profissões e falavam... era tipo que meio... sei lá, uma expressão?

T – Uhum.

- Uma expressão, porque elas diziam ‘ah não tenha medo’, não sei o quê. E elas diziam ‘me pareço com uma... engenheira? Com uma arquiteta?’, sabe?

Personal feelings [Bem legal o trailer.] Aí ele fez três perguntinhas no final, dizendo qual era o objetivo do trailer, quais eram as profissões e se era importante esse tipo de ação.

T – Aham.

- Daí a gente respondeu e... só isso.

T – Uhum. E o que vocês acham que deu pra aprender nessa aula? Quais foram os focos? O que vocês acham que eram os objetivos, sei lá.

- Da aula?

T – É.

- *Linguistic and Critical learning* [Era introduzir esse tema de forma bem sutil, tipo, as mulheres, sabe? Porque no início, ‘ah, vamo ve as profissões’, não

parecia que tava falando assim tipo de empoderamento em si. Parecia que era um jogo legal. Mas... e... introduzir isso e também no aprendizado de inglês em si, né. Tipo, o áudio ajuda bastante a gente a treinar, né, o áudio, tipo, o vocabulário novo, né. Acho que esse era o objetivo da aula, introduzir bem sutilmente o tema pra depois ir aprofundando mais.]

T – E como vocês acham que foi essa interação, a participação, a opinião das pessoas, como que funcionou, assim, durante a aula?

- *Personal feelings/Class management* [Eu acho que todo mundo participou, né, apesar de todo mundo ter falado bastante todo mundo participou da aula.]

T – E acham que teve reflexão?

- *Personal feelings / Critical learning* [Eu acho que teve, porque mesmo quando a gente tava falando sobre julgar aparência, que eles tavam falando que tavam julgando o povo pela aparência, dava de perceber que eles tavam entendendo... não que era certo ou errado, mas que, tipo, não se pode julgar o outro pela aparência, (???) tipo, eles tavam entendendo mesmo...]

T – Tavam refletindo sobre como geralmente a gente pensa... olha o livro pela capa, digamos.

- É.]

- *Critical reflection / Critical learning* [Isso, ahm. Tipo, quando o professor falou que essa era uma ex-astronauta da NASA, assim, todo mundo ‘meu deus, mas por que então que eu achei que ela era uma recepcionista?’. Todo mundo falando ‘ah, porque ela é velha’...]

- Ainda falaram sobre lá a mídia, qualquer coisa que a gente vê na mídia, no caso acaba se tornando a nossa opinião e a gente acaba nem percebendo.

- É, por exemplo, aqui, os dois com o mesmo estetoscópio, que a gente falou que os dois eram médicos, primeiro né, eu falei, ou a gente falou. Mas esse aqui, daí depois, é cirurgião, eles falaram. Essa aqui era médica, esse aqui é cirurgião. Eles até falaram ‘ah é mais importante’, não sei o quê, ouvi uns comentários desse tipo. Aí quando o professor falou dessa aqui, que é a chefe da chefe da chefe da Pepsico.

- É, todo mundo achou que ela era, tipo, uma escritora... coisas menos importantes, digamos assim, e daí esse cara aqui era chefe. Sempre... não tinha... ou chefe, advogado...]

- E daí ele era recepcionista, secretário. Deu pra refletir bastante.]

T – E qual foi a impressão de vocês sobre a impressão dos outros colegas? O que vocês acharam que eles acharam das atividades? Eles conseguiram fazer, conseguiram entender?

- *Personal feelings* [Eu acho que eles conseguiram.

- Eu acho que eles conseguiram entender, mas...]

T – Algo incomodou ou não...?

- Incomodou?

T – Não sei, to só perguntando.

- Eu não acho que eles tenham ficado incomodados. Eu acho que eles conseguiram entender.]

- *Critical reflection* [Eu acho que eles foram refletir mais naquela segunda pergunta, que era o que levava a gente a ter essa ideia. Tipo, um homem de gravata, sorrindo, por que eu acho que ele é um advogado? Eu acho que essa foi a pergunta que mais... porque até então, isso aqui, até pra mim, antes do...]

T – Não tinha pensado, né? Tipo ‘tá, vou pensar qual é a profissão’...

- *Critical reflection/Critical learning* [Não, eu achei que era uma aula sobre profissões, mesmo, sobre a gente aprender o vocabulário de profissões, *teacher, nurse, doctor*. Daí depois que o professor começou a perguntar, daí ‘ah, tá, entendi’. Mas na segunda pergunta que eu acho que eles se tocaram, sabe?

T – Então vocês acharam que foi importante ter aquela pergunta pra refletir, se não podia só ter passado...?

- Com certeza. Em nenhum momento, aqui, eu acho que eles se tocaram, que nossa, as mulheres tão com papel legal, tão em lugares altos... Mas a segunda pergunta acho que foi a mais importante do trabalho todo. E aquela do ‘qual é o objetivo daquele trailer’, né? Era o quê? Era tornar as mulheres mais confiantes, era, né, que que era? Pra que servia aquilo ali? Então, também, mas acho que essa segunda pergunta foi bem importante.]

T – Legal. E alguma sugestão? O áudio não ficou muito bom na aula, né, mas é um problema que a gente tem aqui, ...

Class management [- Ah mas nessa aula também tavam falando bastante.]

T – *Strategies* [Daí a estratégia que eu usei foi tentar depois ir parando e ir ajudando vocês a entender, né?]

- É, foi bom essa parte.

T – O questionário vocês acharam tranquilo de responder?

- Uhum, bem tranquilo, as perguntas bem objetivas.

LEO – Porque a ideia é que seja o mesmo, né, de cada aula. Vocês acham que tá legal?

- Tá legal. O primeiro foi ‘o que você aprendeu?’, né, bem importante...

T – Depois, é...

- Se teve dificuldade.

T – Se teve alguma dificuldade, o que achou do tema, né, e se tem alguma sugestão.

- Mas tinha outra.

T – É?

- Tinha quatro perguntas.

T – É o que achou do tema, não é, a terceira?

- Sim.

- Ah, é, acho que é. Ah, é verdade.

T – Se achou que o tema é importante, ou não.

- É.

- Aham.

- É, as perguntas tão bem legais. Acho que não precisa acrescentar nada. São fáceis de responder, é opcional, a última por exemplo...

T – Ah, e outra dúvida que eu tenho: naquela parte que vocês tinham que dar o... lembra que vocês tinham que completar e depois vocês tinham que conversar com um colega. Tipo, vocês conversaram em inglês, ou não, trocaram as ideias?

- *Linguistic learning* [Eu acho que não foi conversado em inglês.

- Não, não foi em inglês.

- Tipo, a resposta que foi dada na folha foi, mas a discussão não.

T – Com o colega, tu diz?

- É.

- É, não foi. Por exemplo, eu escrevi todas as frases, né, com o coiso. Eu escrevi todas, aí eu fui falando as minhas, aí o Fábio falava ‘não concordo’, ‘concordo’, ‘ah porque essa aqui tem o cabelo assim, tem a roupa assim’, mas...

T – Ele falava isso em português?

- Em português.

T – Tá. Mas ele chegou a dar a opinião dele em inglês em algum momento?

- Sim, daí ele formava a frase junto comigo. Aí, tipo, eu falava a frase de um jeito e ele falava ‘no, in my opinion...’.

T – E daí isso também foi uma maneira de revisar como dar opinião? Vocês acham que foi bom?

- Sim, a gente já tinha aprendido, né, esse ‘in my opinion’, ‘because’...

T – Uhum.

- É, eu lembrei.

T – Porque, eu acho que ninguém percebeu, assim, mas é uma coisa que eu tento fazer, resgatar as coisas que a gente já viu, né, então aparece na atividade. Tipo, opinião, tinha o ‘because’, tinha ‘I think’, ‘in my opinion’. Então, eu não expliquei, porque assim, a gente já viu né, mas assim, uma maneira de você revisar e recapitular. Profissões a gente já tinha visto algumas, né, então tem um pouco disso também.]

- *Suggestion/ Strategies* [E... não ficou, tipo, aquelas frases eu acho que poderiam ser respondidas em inglês sabe?

T – Quais?

- Eu acho que a...

T – Essa da opinião?

- Não, não a segunda questão porque é uma questão mais, tipo, da onde que a gente tira isso, mas aquela do trailer, mesmo, assim, o objetivo. Tava ali no nome, já, *empowering* não sei o quê. Sabe? Eu acho que dava pra responder em inglês aquela ali.

T – É, inclusive elas tavam todas em inglês também, né.

- Elas tavam todas em inglês. Mas, tipo, não toda a aula em inglês, assim, as perguntas, né, mas, responder, porque às vezes a gente quer se expressar de uma forma só que a gente lembra de palavras que são mais fáceis e a gente acaba escrevendo aquilo. Eu, pelo menos, faço assim.

- Eu só acho que vai ser mais difícil pra outras pessoas, no caso, se aquela frase fosse em inglês, porque como o professor vai usar essas perguntas e o questionário pra tese do professor, e como ia aparecer a opinião deles, tem muita gente que vai ficar meio...

- Não o questionário.

- Qual que tu diz?

- As questões mesmo, a ‘dois’, a do trailer. A do questionário, não, porque senão vai confundir tudo.]

T – É, porque é sempre assim, a gente tem diferentes momentos, né? Às vezes quando eu quero saber, quando eu digo que pode ser em português geralmente o mais importante é que tu consiga expressar tua ideia, porque às vezes tu não consegue e daí a gente não atinge o objetivo, né? Então geralmente é quando é uma pergunta muito complexa pro que vocês sabem. Mas, realmente, ali poderia ser mais pontual, né?

- É, porque tava no...

T – Porque podia responder de forma simples, mas dando a resposta.

- *Strategies* [Sim, de forma simples, porque eu vi que as respostas eram bem pequenas naquela ali, entendeu? Eu, por exemplo, ‘o objetivo é o empoderamento das mulheres’, deu. Coloquei entre parênteses ‘profissões’. Entendeu? Uma coisa simples. Foi isso que eu notei.]

T – Uhum, legal.

- Mas a ‘dois’ eu já não concordo, a ‘dois’ já...

T – Sim, porque daí é uma ideia mais complexa pra vocês desenvolverem.

- Sim, porque, to até falando por mim, porque quando penso em uma resposta eu penso ‘ah, textão’, né, de um tamanho assim. Aí vou responder em inglês, aí meu deus, aí vem as palavras mais fáceis e eu vou reformulando e até mudo minha resposta [rs], entendeu? Então, aquela que é mais complexa em português ficou legal.

T – É legal que vocês observam isso porque a aula tem... às vezes as pessoas acham que não se pode usar português e, não, ele é usado com objetivos específicos, né, e eu não posso pedir mais do que eu dei a capacidade pra vocês desenvolverem, né? Então não vou dizer ‘escrevam agora um ensaio de trinta linhas, argumentativo’. A gente pode chegar lá, mas eu tenho que capacitar vocês pra que consigam chegar nesse patamar, né? Tá, legal. Helena, tem algum comentário, alguma pergunta?]

- Não.

T – Não?

- *Linguistic learning* [Ah, e outra coisa, eu acho que aquelas frases foram no início, até se fosse usar pra responder as outras, dava, sabe? ‘I think’ não sei o quê, então aquelas frases me ajudam muito, tá. Quando eu vou responder alguma coisa eu sempre volto pra responder daquela maneira ali, porque já tá ali, então é só tu adicionar ali o que tu precisa, então se cada questão tiver assim ‘exemplo’, né, mesmo sem as ideias, só aquele ali ‘I think’ espaço ‘because’, já ajuda.]

T – Aham, já ajuda bastante, né.

- Já ajuda, os alunos, assim, em geral.

T – E daí tu vai memorizando aquele, né, quando quiser dar opinião...

- Aham. Aquele, meu, eu vejo assim pelos alunos, né, que não sabem nem como começar, porque é difícil começar uma frase em inglês, é diferente do

português. Então se já tem aquela ideia ali tu pode voltar e responder todas as outras perguntas. É bem importante aquele...]

T – Aham, legal, ótimo. Gabriela, mais alguma coisa? No mais, acham que deu pra entender bem a aula?

- *Personal feelings* [Sim.]

T – Ai a ideia é que depois a gente organize um dia pra ver esse documentário todo, tá? Ai, claro, vai ser fora da aula pra quem puder assistir. Vai ser também uma oportunidade de praticar... ele é curto, são 50 minutos, não é um filme tão longo, né, é como se fosse um episódio, assim. E aí ele tem legendas em inglês, somente, então a ideia é que também seja um momento pra praticar mais a língua, né, além de refletir sobre isso. Como a gente trabalhou com o trailer acho que seria legal ter essa oportunidade. E a gente também, enquanto grupo, pode assistir e discutir, né? Aí a gente tem que pensar numa data, não sei se semana que vem ou se vocês acham melhor pensar com mais tempo...

- É porque a gente não sabe, tipo, a próxima aula vai ser focada nisso de novo, nas profissões...?

T – É, a gente vai continuar, vai ter uma sequência assim, as atividades, né, mas não vou mais falar desse vídeo, por exemplo.

- Não, eu to dizendo, tipo, profissões mesmo, igual mostra ali.

T – De profissões, sim, porque é o mundo do trabalho, as atividades.

Suggestion -[Aham... Acho que dava de ser, então, mas acho que tem que falar mais um pouquinho disso aí.]

T – Tá. Eu pensei assim, ó, deixar com vocês, pra vocês assistirem antes e quem sabe fazer perguntas, porque daí no dia que a gente assiste a gente pode pensar numa pergunta que a gente pode usar pra discutir no final. Sabe, de preparar, assim, alguns questionamentos, caso...

- Aham. É, acho que seria interessante.

T – Daí quem sabe vocês se organizam num dia, quem sabe se tiver algum horário comum de vocês que tão aqui pelo campus, vocês podem assistir juntas. Eu posso daí ver se tem alguma sala, empresto o computador...

- Não, eu trago o computador, não tem problema.

T – Né? Porque daí eu acho que seria interessante a gente fazer dessa maneira.

- É, porque eu acho que, assim, o documentário em si é fácil de entender, porque ele é bem visual, né?

T – Uhum.

- Quando elas falavam ali das profissões, aparecia as profissões atrás delas, depois que a gente...

T – É, a ideia é que vai ter a legenda também, né? Eu acho que assim, claro, o objetivo não é entender tudo, que vocês entendam todas as palavras, mas é um exercício importante. Eu lembro que quando eu comecei a ver coisas em inglês com legenda em inglês, foi um filme de terror, que o meu professor passou na aula, e eu falei ‘meu deus’, eu achava que eu tinha que entender tudo, assim.

Mas eu conseguia entender o filme, conseguia sentir medo, conseguia ter todas as emoções, mesmo sem saber todas as palavras, então assim, eu me senti muito mais seguro, assim ‘nossa, consigo ver um negócio em inglês’, sabe?

- Uhum.

T – Eu acho que é parte do processo, né? Talvez a primeira vez eu vou ficar mais ‘meu deus’, mas depois a gente vai... Tá, então vou deixar com vocês, e aí, vocês acham que conseguem trazer perguntas pra próxima reunião? Se não der pra assistir juntas, daí vocês se revezam, uma leva pra casa, assiste...

- Ah, é cinquenta minutinhos, né.

T – É, cinquenta minutos.

- A gente combina. A gente também tem horário comum segunda e terça.

- Tá, vou parar de gravar então, porque agora não precisa mais, né.

*acredito que a participante quis dizer *profissões* e não *introduções*

Reflection Session 2 - Task 2

T - Então Priscila, se tu puder começar contando o que fizemos na aula hoje, como foi...

- A gente fez uma atividade sobre mídias, o professor entregou uma folha com algumas atividades pra gente fazer em grupo, tipo uma entrevista. Pra perguntar com que frequência que usa a mídia, que usa a televisão, joga videogame, esse tipo de coisa... E a gente foi marcando do colega e o colega foi anotando o nosso. Depois disso... Ah, a gente também podia dizer qual era a nossa série preferida, filme preferido, personagens... Daí a segunda atividade tinha a ver com a primeira porque falava... Por exemplo, eu citei Grey's Anatomy como minha série favorita. Aí era pra eu citar os personagens e as profissões deles. Na terceira era pra gente deixar a dupla e procurar mais três colegas pra gente diferenciar as respostas. E daí era pra colocar quais respostas eram parecidas e quais respostas eram iguais.

T - Quais eram similares e quais eram diferentes, né...

- *Critical learning* [Depois, com essas respostas, a gente conseguiu fazer a última questão, que era se a mídia transformava a gente em pessoas iguais. Se fazia a gente ter pensamentos iguais. Se a mídia tinha influência sobre isso. Aí a maioria respondeu que sim porque a mídia consegue modelar, transformar a notícia do jeito que ela quer, e como a gente viu todo mundo usa bastante mídia. Redes sociais todos os dias, muitas horas por dia, então a gente conseguiu responder a última pergunta.]

T - Tu percebeu alguma conexão com a aula passada?

- *Critical reflection* [Sim, principalmente na questão que era pra falar as profissões dos nossos personagens favoritos das séries. E também dá pra ligar gênero com a mídia.]

T - *Critical reflection* [Porque na primeira aula a gente fez uma atividade em que era pra olhar para algumas imagens e identificar quais eram as profissões daquelas pessoas. E a gente discutiu: ah, por que eu acho que esse homem aqui é um engenheiro e essa mulher aqui é professora? E a gente discutiu sobre como a gente julga pela aparência, com alguns estereótipos e que isso também tá conectado com a mídia. Então a gente tá indo por essa linha de refletir sobre a influência da mídia em nossas vidas: como que ela tá presente em minha vida, quanto consumo... Depois a ideia é que vai conectar de novo com isso. Parece que mudou o tópico mas tá conectado.]

- *Personal feelings* [É, a maioria acho que não assimilou com a aula passada.]

T - Mas o que tu achou do andamento, da participação?

- *Personal feelings* [Todo mundo participa, né. Sempre. Eu só me atrapalhei ali na parte de achar três colegas, porque eu não sabia o que fazer. Mas o resto eu acho que foi bem.]

T - *Critical reflection* [Eu achei que foi uma boa estratégia eu não dizer com quais pessoas vocês tinham que trabalhar porque daí as pessoas se organizaram (...)]

- É sim, cada um definiu seus grupos.

T - E o que tu acha que deu pra aprender nessa aula?

- *Critical and linguistic learning* [Do vocabulário de inglês porque eu perguntei várias vezes, vários adjetivos... E de aprender acho que foi a gente se tocar o quanto que a mídia participa da nossa vida e do quanto ela influencia a gente. Várias pessoas ficaram falando: ah, a mídia faz o que ela quiser com a notícia, e a gente só ouve... E a gente vê a mesma notícia em várias fontes diferentes... Isso foi o que eu ouvi... O Ray e o Marcos estavam falando isso.]

T - Alguma sugestão? (...) Eu achei que demorou muito...

- *Linguistic Level* [Mas é que era difícil, né? Aquela questão de procurar três colegas... Daí, por exemplo, eu tava montando as frases... E não era pra montar as frases... Tive que começar tudo de novo. Se fosse

pra montar as frases, era legal ter as frases pra gente copiar... Aí depois que eu entendi... Eu me atrapalhei.]

T - Daí vocês fizeram a entrevista em inglês?

- *Strategies* [Sim, eu li as perguntas e o Luiz respondia: "nunca, não" em inglês. Mas aí eu obriguei ele a falar todas as perguntas em inglês pelo menos. Me perguntar...]

T - Eu tentei monitorar um pouco mas... Mais alguma coisa que tu achas importante?]

- Não...

T - Como ainda tá no início das atividades, parece que não está conectado com o projeto. Mas vocês vão ver que elas tem esse propósito. A gente tá introduzindo os temas, e depois acho que vai ser importante ter a contribuição dos demais participantes do projeto. Tipo: ah, como foi a discussão hoje sobre esse tema? O que a gente consegue observar?

- *Critical learning/Personal feelings* [Hoje eles fizeram isso, né... Hoje eles participaram bastante da discussão. E eu acho que eles gostam... Por exemplo, na outra aula eles acharam bem legal... Tipo, porque não era uma coisa tão formal, pegar algo e responder... Tinha brincadeira, de olhar... Hoje também tinha uma entrevista. A gente gosta disso.]

T - De interação, né.

- *Personal feelings* [Eu acho que ajuda na participação.]

T - E tu acha que é porque tu tá fazendo alguma coisa com o inglês? Não é uma atividade em que tu vai...

- *Personal feelings* [Escrever um texto. Ou com várias perguntas e tu tem que responder todas. Não foi assim... A gente fez uma atividade toda para responder a uma pergunta. Que foi a última. E eu acho que eles gostam. Eu gosto... Esses joguinhos assim...]

T - Legal, então tá...

- Na aula de hoje cada um apresentou o seu trabalho, o seu slide... sobre o seu personagem favorito e as características do personagem favorito. Aí falava como ele era, se era alta, baixa, magra... As características pessoais dele... E cada um foi contando sobre o seu personagem favorito.
- Só foi isso a aula né?

T - E aí, o que vocês acharam das apresentações, do andamento, do engajamento dos alunos?

- *Personal feelings* [Todo mundo fez, ninguém ficou sem fazer... O problema foi que nem todo mundo tinha o pendrive. E isso atrasa um pouco. Se não ia ter dado para apresentar todo mundo. Mas de resto assim eu acho que deu certo. Todo mundo tentou falar em inglês, tentou apresentar...]

T - E vocês perceberam alguma coisa sobre quais eram as características dos personagens? Teve algo que chamou a atenção?

- Em que sentido?

T - Se teve alguma coisa que vocês acharam interessante, relevante...? Sobre o que os colegas apresentaram.

- Cada um apresentou sobre o seu personagem que mais gostava.

Helena - E tinha mais personagens homens ou mulheres?

- *Critical reflection* [Ah tá... Tinha mais homens.
- Mais homens, né?
- Tinha muita pouca mulher.
- Não percebi isso. Não notei.
- Tinha umas três mulheres só.

T - Não sei, eu não contei também.

- Acho que foi umas três só. Quatro, mas uma era repetida então foram três. Não, acho que foram quatro. Teve a Joana... Todas as meninas que tinham na sala apresentaram sobre mulheres.
- Nenhum me chamou a atenção. O meu me chamou a atenção.]

T - Então na próxima aula a gente vai dar continuidade às apresentações, e a gente vai ter uma atividade de reflexão sobre essas apresentações. Aí a gente vai poder entender melhor o propósito disso. Mais alguma coisa? Vocês gostariam de perguntar alguma coisa para elas? E vocês acham que os alunos se

engajaram? Porque eles tinham que assistir, anotar as informações... Todo mundo anotou, prestou atenção nas informações?

- *Personal feelings* [Eu acho que sim. Todo mundo pedia pra voltar. Teve alguns que não colocaram no slide aquele textinho básico, colocaram em tópicos, ...]
- E também alguns não colocaram características físicas no slide. Mas acho que por falta de atenção.]

T - Porque tinha a tabela da outra vez para colocar. E tava separado, né... Características pessoais e características físicas. Então se seguisse lá, tu ia colocar todos os elementos.

Reflection Session 5 - Task 4

T - É bom explicar pro pessoal o que foi feito...

- Na aula passada cada um apresentou o seu personagem favorito e as características deles. *Critical learning* [Nessa aula a gente percebeu a diferença da quantidade que tinha de personagens homens e mulheres, que no caso acho que só tinha quatro mulheres. E daí a gente teve um questionário perguntando como que as mulheres eram colocadas nas apresentações que teve... Se elas eram mais fortes ou mais inteligentes que os homens.
- Aí tinha verdadeiro ou falso. Por exemplo: as mulheres são mais bonitas ou inteligentes do que os homens...]

T - E vocês tinham que analisar de acordo com as apresentações, com as informações que vocês coletaram...

- *Critical learning* [Daí todo mundo percebeu que os homens levavam características como fortes, e as mulheres como bonitas... Daí a gente discutiu sobre isso, sobre cada questão. Todo mundo participou dessa discussão, todo mundo conseguiu entender, ...]
- E com relação às profissões também...]

T - E foi difícil, Julia, entender as frases?

- *Linguistic level* [Tinha umas palavrinhas que eu não entendia, mas eu não achei difícil não.]

T - *Strategies* [Vocês foram se ajudando também...]

- Aham, todo mundo se ajudou.]

T - Aí depois teve o questionário...

- Teve aquilo na parede...

- *Critical learning* [Ah, o infográfico. Aí teve o questionário, e a gente teve que relacionar... O que a gente tinha visto nas apresentações e o que a gente tava vendo nos infográficos. Se eram as mesmas informações, as mesmas conclusões a que a gente tinha chego, ou se era diferente. E a gente percebeu que as informações que eram coisa pequena, só na nossa sala, 20 alunos, eram a mesma informação sobre as meninas jovens nos EUA. Então a gente percebeu que as questões de gênero estão em tudo... Essas conclusões que a gente chegou sobre estereótipo e tudo não está só aqui entre a gente... Está lá, tá em todo lugar...]

T - E tu acha que as pessoas conseguiram chegar nessa reflexão?

- Eu acho que sim porque eram as mesmas perguntas. Era o mesmo verdadeiro ou falso só que sobre coisas diferentes. Primeiro era sobre as apresentações e depois sobre o infográfico.

T - E todo mundo pôde dar a sua opinião... Podia ser verdadeiro ou falso. Era a sua opinião com base nos dados.

- Foi bem pouca opinião diferente.

T - Estranho, né? Mas é porque não é opinião tirada do nada, é opinião com base naquilo ali... Então tem que saber argumentar por que.]

- *Personal feelings / Critical learning* [Achei bem legal a discussão. Todo mundo participou. Mesmo a Fernanda, por exemplo, ela teve uma opinião diferente em uma das questões. E todo mundo entendeu. Eu entendi o que ela quis dizer. Então foi bem legal...]

T - E com relação ao inglês, foi difícil de entender o infográfico?

- *Linguistic level* / [Não. Porque todo mundo se ajudou também.]

T - Eu percebi que vocês estavam se ajudando.

- Foi bem legal ter vários assim na sala pra não ficar todo mundo... E a gente se dividiu sozinhos e a gente se ajudou...]

T - E acharam legal estar na parede?

- *Personal feelings / Strategies* [É, diferente... Porque daí todo mundo se ajuda. Se entregasse um pra cada...

T - Eu tinha impresso em partes. Mas olha só como que ia ser... Não iria parecer um infográfico.

- Se fosse individual, muita gente não iria entender e daí não iria falar nada. Não ia querer responder, ou ia ficar...
- Ou iria só copiar... Ali não, ali a gente... "Ah, onde fala sobre horas?". Ai tinha vários números e a gente tinha que realmente ler tudo, entender tudo o que tava falando... "Ah, eu acho que tá ali". Daí a gente lia... Foi bem legal.]

T - Mais alguma coisa que vocês gostariam de comentar? Tem algo que vocês gostariam de perguntar para as meninas? Vocês entenderam como que foi a aula? Então primeiro eles analisaram os personagens favoritos que eles apresentaram... Quais são as características deles. Depois olharam pros infográficos com as estatísticas sobre a mídia e a influência da mídia nas identidades das meninas dos EUA. Fala sobre cirurgia plástica...

Helena - Teve gente que falou que não, que não tem nada a ver?

- Não.

T - E por que vocês acham que não teve?

- *Critical reflection* [Eu acho que quando a gente vê assim visualmente, em números, a gente confia. Muito mais do que um artigo, que parece uma coisa de opinião. E ali tinha informação de todo tipo. Desde cosméticos até as mulheres no congresso. Acho que por isso...

T - Então traz dados concretos...

- Porcentagens exatas. Acho que foi por isso que ninguém discordou.

T - Ou não se manifestou... Não tem problema a pessoa discordar, mas como tinha dados mostra que não é uma opinião...

- Não teve ninguém que não falou a sua opinião. Todo mundo tava ali entendendo o que tava acontecendo.]

T - Participando, né... Mais alguma coisa que vocês gostariam de falar sobre a aula?

Reflection Session 6 - Aula 6

T - Se tu puder contar um pouco como foi a aula de hoje...

- Na aula de hoje a gente teve que fazer comparações... Não comparações, mas como é que eu vou explicar... O professor deu uma folha que tinha mulheres segurando objetos e fazendo propaganda, marketing... E todas elas estavam com objetos, com produtos pra casa... E elas estavam fazendo propaganda de produtos para vendas. Daí ele pediu pra gente fazer uma reflexão: qual era o objetivo, aquelas propagandas eram feitas onde, e o que tinha de similar naquelas propagandas. E o que tinha de similar era eles usarem a mulher como objeto para vender o produto. E daí depois ele pegou umas imagens de hoje, porque essas propagandas eram de 50, 60... de antigamente. E depois ele pegou uma revista, uma imagem de revista de hoje, moderna. Daí tinha três imagens de mulheres com pouca roupa, assim de biquini. E embaixo tinha três imagens de homens de terno, bem sérios. Daí ele pediu pra gente fazer uma reflexão: se antigamente era igual a hoje, se era o mesmo pensamento... E pediu pra gente olhar e ver como a mídia tava representando as mulheres e os homens. Os homens estavam ali bem vestidos, de terno, como se fosse sério... E as mulheres estavam com pouca roupa, mais artificial... E a gente teve que fazer frases sobre isso. Sobre o fato de ela estar superficial, mais superficial que o homem... Ou o fato de o homem ter mais poder que a mulher. E a aula foi sobre essas reflexões.

T - O que tu acha que deu pra aprender na aula de hoje?

- *Critical learning* [Eu acho que foi mais pra reflexão mesmo. Porque são coisas que tu tá ali folheando uma revista e tu não presta atenção, tu não pára para pensar... Esse homem parece inteligente... Essa mulher... Tu não pára pra... Quando tu tá vendo uma propaganda. Tu não pára pra pensar essas coisas... Então acho que foi mais para refletir mesmo.]

T - E como que tu vê isso na aula de inglês? Qual é a conexão?

- *Linguistic learning* [As características dos personagens que a gente já aprendeu. E palavras que tu usava não para dizer como a pessoa era, mas... Eu não lembro o nome da palavra certo...]

T - Comparação?

- Isso. De comparação. E também como a gente deve formar frases de comparação. Daí como a gente fez uma comparação com as imagens, a gente já aprendeu a como formar frases de comparação em inglês.]

T - E tu acha que deu pra fazer essa reflexão e também aprender sobre a comparação?

- *Linguistic and critical learning* [Sim, porque como o objetivo era formar frases com comparação, e como tinha um tema que dava de perceber mesmo, que dava de comparar... Então acho que foi bem fácil na hora de montar frases. Eu já tinha uma noção do que eu tinha que fazer, de um pensamento...]

T - E tu acha que em geral os alunos conseguiram acompanhar?

- *Personal feelings / Linguistic level* [Em geral todo mundo conseguiu acompanhar. Não vi ninguém que teve dificuldade. Só ali na hora que o professor pediu pra ver as frases que eram de comparação, como nem todo mundo tem muita noção de inglês, na hora de procurar ali a palavra de comparação, mas também teve gente que achou bem rapidinho...]

T - Alguma pergunta, alguma consideração?

Helena - Acho que foi um bom método de abordar esse tema.

T - Não sei se vocês conseguiram visualizar, mas eles partiram disso... das imagens para analisar os anúncios. Os anúncios eram em inglês e eles tinham que identificar as características e depois a gente trabalhou um pouco comparando as capas com homens e mulheres. Daí a gente trabalhou comparativo, e também fizemos essa reflexão: como são as capas de revistas quando elas apresentam os atores e quando apresentam as atrizes. Eram atores e atrizes, as mesmas profissões. Só que os homens, então era assim: homem do ano, então tava lá de terno, bem sério, e a mulher de biquíni, com um pirulito, na mesma revista. A mulher do ano e o homem do ano. E a gente também viu como isso mudou ou não com relação a representação dos anos 50, 60... Que é a mulher dona de casa, com os produtos de limpeza, ... E os alunos trouxeram

isso, né... O Robson falou, por exemplo, que os comerciais de limpeza ainda são muito com mulheres... Enfim, então a gente refletiu nesse sentido. Mais alguma coisa?

- Não...

Reflection Session 7 - Aula 7 - Task 5

- Na aula de hoje a gente iniciou com uma atividade sobre uma propaganda, que era uma mulher vestida de astronauta com um produto de limpeza.
- Do ENEM?
T - Aham
- ... dizendo que... estava escrito embaixo que ela ia limpar a lua. Aí tinha algumas perguntas sobre quando isso foi publicado, por que, qual era o objetivo... A gente foi respondendo em inglês. Aí depois a gente discutiu um tempo... Sobre isso. E depois a gente fez uma outra atividade. Uma atividade sobre um texto, de interpretação de texto. E o texto era sobre uma menina, uma mulher que... Contou a experiência dela trabalhando na área tecnológica. Ela era técnica... É, engenheira. Ela trabalhava numa empresa de tecnologia. Aí tinha uma tabela pra gente responder interpretando esse texto. Aí tinha perguntas como: quais eram as experiências dela, o que ela achava que a aparência tinha a ver com a parte profissional, coisas que aconteceram com ela,...
- *Personal feelings / Linguistic level* [Sobre as pessoas terem gostado ou não, eu acho que a primeira atividade tava bem clara, todo mundo conseguiu entender e discutir sobre o que tava falando. O que o anúncio, a publicidade tava falando... Daí deu pra saber o que todo mundo pensava, todo mundo achava... E teve muitas opiniões em comum, teve muito pouco que não fosse... Só a segunda atividade que eu achei um pouco mais complexa, mas eu tenho dificuldade com o inglês, então não sei como foi para o resto das pessoas.]
- *Linguistic level / Strategies* [Eu acho que o texto estava um pouco difícil de entender, mas tinha que prestar atenção mesmo. Tinha que ler com bastante calma. Realmente, a gente não estava tão acostumado a fazer a leitura em inglês e interpretar, mas é uma atividade bem importante.]

T - E o que vocês acham que deu para aprender na aula de hoje?

- *Linguistic and critical learning* [A gente respondeu bastante coisas em inglês. Deu pra treinar essa parte e a parte de interpretar, pelo menos

para mim. E na parte do conteúdo, a gente viu sobre engenheiros né... A gente procurou engenheiros no google, a gente colocou "engineer" e pesquisou no Google imagens. E deu pra perceber, deu pra pensar um pouco, da parte inicial ali as imagens eram praticamente todas iguais. Mas a gente encontrava uma mulher ou outra. Eu notei que não tinha pessoas negras nas imagens. Nenhuma. E é isso.]

T - Alguém tem algum comentário ou pergunta para fazer para elas?

- Não...

Reflection Session 8 - Aula 8

- Na aula de hoje o professor continuou... - A gente continuou a atividade...
- A gente comparou as respostas da aula passada sobre... não é uma propaganda...
- O texto.
- Sim, mas...
- Foi meio que uma campanha. Ela criou uma hashtag para falar das experiências dela.
- Ela criou uma hashtag para falar sobre as experiências dela no mercado de trabalho. E as comparações que ela tinha... A diferença entre os homens e mulheres, o que acontecia com ela dentro do ambiente de trabalho. E daí o professor fez algumas perguntas perguntando quais eram essas experiências e como ela achava que devia ser uma pessoa em um ambiente de trabalho.
- Era interpretação de texto mesmo. E daí depois a gente passou para outra...
- E daí nessa aula as respostas que a gente tinha respondido a gente tinha que procurar no texto de novo. Pra focar mais na interpretação, né... E daí depois a gente debateu essas respostas. Na verdade a gente não tinha corrigido na última aula. E daí a gente acabou essa atividade. Aí foi outra sobre...
- Engenheiros. Sobre a hashtag.
- Daí a gente tinha que procurar em alguma rede social essa hashtag.

T - Qual que era a hashtag?

- Era "I look like an engineer". Eu pareço um engenheiro...
- *Critical learning* [E daí tinha que comparar as pessoas que apareciam com essa hashtag com a palavra engenheiro no google. E daí eles

fizeram comparações: que as pessoas do google eram todas de terno no seu ambiente de trabalho e a maioria eram homens, era tudo bem padronizado... Todo mundo igual. E já as pessoas que apareceram nessa hashtag eram pessoas normais, pessoas diferentes... - E comuns. Tipo reais.

- Com aparência diferente. Personalidades diferentes. O modo de se vestir e o jeito... Daí a gente fez essa comparação.]
- *Linguistic learning* [Daí a gente lembrou como que fazia comparação em inglês. Que foi da penúltima aula.]
- E todo mundo deu a sua opinião sobre o porquê dele ser diferente.
- E depois a gente viu o vídeo. Sobre um curso técnico de mecânica... Não sei de onde era. Mas era em inglês o vídeo. E a gente tinha que escutar o vídeo e responder na folha.
- E depois a gente tinha que falar se aquele curso era parecido com o nosso.

T - E quem estava no vídeo?

- Era uma menina, uma aluna... E um professor, né. E o curso, pelo que eu notei, era bem parecido com o nosso. Eram questões mais de matéria mesmo. De conteúdo assim. Mais de aula. Da aula mesmo do curso. Então era bem parecido.

T - Vocês falaram um pouco sobre o que aconteceu na aula, e agora eu quero saber a percepção de vocês. O que vocês acharam das atividades de hoje?

- *Personal feelings / Critical learning* [Eu achei um tema bem legal de ser discutido. Em relação ao modo que a pessoa olha, ao julgamento que as pessoas fazem... Tipo, tu olha: ah, ele não é um engenheiro. E eu achei legal refletir sobre isso. E eu achei que todo mundo chegou a uma conclusão bem parecida. Acho que foi isso.
- E foi legal ver outro curso de mecânica. E daí outra menina falando... Sei lá, parecia tão igual. Nossa, até o professor... Aí foi legal ver, eu não sei, eu nunca tinha visto...
- Até no vídeo deu pra perceber... Eu só vi ela de menina. E eles filmaram todo mundo... Tem bastante homem. E era bem como acontece aqui.
- É, a gente achou interessante... Foi bem parecido. E é legal falar sobre o nosso curso. A gente nunca vê isso nas matérias.]

T - Então tá, na semana que vem vamos continuar com esse tópico.

Reflection Session 9 - Aula 9 - dia 27

- A gente fez comparações. Na aula passada a gente viu um vídeo. A gente fez comparações. O professor deu um texto sobre um programa

de técnico em mecânica de uma escola no Canadá, St Lawrence, era lá no Canadá... E daí ele deu um texto pra gente interpretar. Pra gente procurar lá quantos anos durava o curso, como funcionava, em que carreira a pessoa pudesse seguir se fizesse o curso, como que fazia pra se inscrever no programa... E depois que a gente interpretou o texto, a gente teve que comparar esse técnico em mecânica do Canadá aqui com o nosso do Instituto Federal. A gente teve que fazer comparações. A gente fez interpretação e comparação. Daí a gente teve que comparar como era no Canadá e como era no Instituto Federal. Aí a gente comparou o que era similar e o que era diferente, que no caso era a duração, que aqui é quatro anos porque tem integrado e lá é dois anos, mas lá eles têm aulas online, ... Não lembro, mas tinha uma diferença lá. Daí a gente teve que fazer essas comparações, essas diferenças... O que tinha de diferente, o que tinha de similar... *Personal feelings / Critical and linguistic learning* [E daí em relação à turma, eu acho que todo mundo conseguiu interpretar o texto porque tava tudo bem claro, em relação às comparações eu acho que todo mundo entendeu como fazer, todo mundo já pegou essa parte da matéria bem... E eu não acho que as pessoas tenham tido dificuldade. Com uma palavra ou outra as pessoas tiveram, mas em relação à matéria eu acho que ninguém teve dificuldade. Aí a gente teve que responder a uma pergunta no fim da aula que era se o curso, esse programa era apropriado pra meninas e pra meninos. Pros dois... E daí a gente teve que responder, mas ainda não foi discutido sobre isso. A aula de hoje foi isso...]

T - E o que tu acha que deu pra aprender então na aula?

- *Linguistic learning* [A gente aprendeu sobre como comparar, a gente aprendeu interpretação, ...]

T - Queres falar da tua resposta? Aquela que vocês fizeram por escrito... Então esses cursos, tanto do IFSC quanto da Universidade no Canadá, por que eles são apropriados para meninas e para meninos?

- *Critical learning* [Eu respondi que era apropriado tanto para meninos quanto para meninas porque essa coisa de profissão não tem gênero. Cada um é o que quiser ser, não tem isso de trabalho pra menino e trabalho pra menina. Aí eu respondi que não tinha gênero, que quem quisesse poderia participar. Se gostasse e se se sentisse bem na área...]

T - Você tem alguma pergunta pra Gabriela?

Helena - Não chegou a ser discutida a questão da qualidade do ensino técnico em um país mais desenvolvido em relação ao Brasil?

T - Não, até porque a gente não tinha subsídio para discutir isso... O objetivo era trabalhar com a profissão, porque a gente partiu dessa questão das profissões, do gênero, e a partir desse texto trabalhar um pouco com vocabulário técnico, ver que coisas são estudadas naquele curso... Ver o que o profissional faz, e ver se isso era muito diferente do nosso curso. Então não era assim... Porque a gente pegou um curso específico comparando com o IFSC, não falamos sobre a educação técnica no Brasil e a educação técnica lá. Foi mais específico. Daí a gente não tinha subsídio para debater isso.

Helena - Você poderia passar o vídeo para nós...

T - O vídeo que a gente usou na aula passada? É um vídeo explicando o que é o programa do técnico em mecânica, e é legal porque ele traz uma aluna falando da experiência dela. Que geralmente não é. Eu procurei vários... Mas é bem simples: fala do que aprende, quais são as áreas, do que pode trabalhar, ... Posso te passar depois. É isso então?

Reflection Session 10 - 4 de Dezembro

- Hoje a gente... o professor devolveu as atividades que foram feitas na última aula, corrigidas, e eu como não tinha feito fiz na sala... E daí era uma atividade sobre um texto de um curso técnico de mecânica do Canadá. Aí usando comparações em inglês, da gramática mesmo, falando sobre o nosso curso... O que tinha de diferente do deles. Daí a gente fez primeiro por tópicos e depois os tópicos ajudaram a gente a fazer o texto usando as comparações. Por último tinha que falar qual curso era para meninos e qual curso era para meninas. Era pra responder em português. Aí essa era a atividade.

T - E o que tu respondeu?

- *Critical learning* [Eu respondi que os dois cursos eram para meninos e para meninas porque não deveria ter essa diferença entre meninos e meninas, seja no meio profissional ou no meio, qualquer um né... Eu não sei o que os outros responderam...]

T - O que tu respondeu, Gabriela?

- *Critical learning* [Eu respondi que o curso técnico em mecânica poderia ser para meninos e para meninas porque não tem gênero. Essas áreas de emprego, qualquer um pode se especializar no que acha que gosta.]

- Aí depois a gente começou a falar de novo sobre os infográficos que é o nosso trabalho final desse semestre. Aí a gente fez a atividade de um infográfico que era a diferença salarial entre homens e mulheres nos esportes. Aí tinha basquete, tênis, golfe, e outra... Aí a única que a mulher tinha um salário maior que o do homem era no tênis, só que as mais "tops" do tênis que tinham salário maior, as melhores mesmo... E daí a gente olhou o gráfico, interpretamos... Qual era o objetivo dele, onde ele poderia ser encontrado, se as cores faziam diferença, as imagens... E isso tá ajudando a gente a fazer o nosso infográfico. Que daí cada um escolhia um tema, o professor deu vários temas... E a gente podia escolher... A gente tinha que fazer uma pesquisa. E começar a esboçar o infográfico. E é isso que a gente tá fazendo na aula.

T - E o teu grupo?

- A gente escolheu a diferença salarial nas engenharias. Daí acabou caindo também sobre o número de contratações, então o nosso vai se os dois... Aí a gente tá esboçando o infográfico. O meu grupo e o da Gabriela é o mesmo.
- *Personal feelings* [Eu acho que todo mundo gostou da atividade porque na hora de ler o infográfico tava bem explícito o que ele queria dizer, então acho que ninguém teve dificuldade nessa parte de ler o infográfico. Eu acho que todo mundo gostou do tema, da atividade...]

T - *Critical reflection* [Eu fui trabalhando com os grupos... Aí teve alguns alunos que me questionaram... Porque um dos temas era comparar o número de meninos e meninas no curso Integrado em Mecânica. Então eles poderiam fazer um infográfico, pesquisar isso... E fazer um infográfico sobre isso. Daí eles falaram "não sei professor, não acho que é uma questão de desigualdade. É uma questão de gosto. Não tem meninas porque as meninas não gostam muito da mecânica". O que vocês tem a dizer sobre isso?

- Talvez elas não gostem porque isso não é meio que apresentado para a gente. A gente nasceu menina e não é considerado uma profissão. "Ah, o que tu vai ser quando crescer?" e nenhuma criança vai falar "mecânica" porque não é uma profissão que a gente fala pras crianças. Tipo para as meninas mesmo. Então meio que gera um preconceito dentro da cabeça da gente. Então como a gente nunca viu, nunca soube de mulheres que estavam nessa área, a gente não tem o gosto por isso, sabe?

T - Porque o gosto também é construído.

- A gente aprende a gostar de alguma coisa. Então acho que é por isso, a gente não vê, não tem uma pessoa... Ah, médicas, tem várias...
- Não é apresentado para a gente. Desde pequeno, por exemplo, o menino ganha carrinho. Então pra ele mecânica tá sempre presente. E pra gente não, a gente sempre ganha uma boneca, ah vou pentear o cabelo dela... Então acho que é uma coisa que não foi apresentado pra gente. Daí a gente acaba não se interessando. Eu acho que é por isso...
- É uma coisa meio longe da nossa realidade.
- Aí pode até ser que as meninas não se interessem. Mas por um padrão mesmo, por não ter sido mostrado.
- Realmente, a falta de interesse existe. Só que não veio disso: ah, eu simplesmente não gosto. A questão de gosto vai muito além.

T - E outra coisa que eles falaram foi assim... Então esse infográfico que fala do quanto as mulheres ganham nos esportes, que as mulheres geralmente ganham menos... E tem muita diferença... Aí eles falaram: "não, mas era porque os esportes das mulheres, por exemplo o futebol feminino, gera menos lucro porque as pessoas se interessam menos, assistem menos... Então também não é uma questão de desigualdade."

- É uma questão de desigualdade. Por que as pessoas se interessam menos, né? Claro, isso existe de se interessar menos e ter menos lucro. É uma consequência. Só que as pessoas não gostam por uma questão...
- É essa mesma questão sobre ser apresentado. Por exemplo, menino... Desde pequeno a gente vê o que... Menino jogando futebol. Então é uma coisa que é apresentado para a gente desde pequeno como... Até na escola, como um esporte masculino. Então acho que vem disso mesmo.

T - Então a gente discutiu um pouco, né... Na TV, quais são os jogos que geralmente são transmitidos? A gente não vê... Então claro, o lucro é uma consequência. O dinheiro, o quanto que é valorizado. Mas de novo, é uma construção...

- Por exemplo, a copa do mundo, a feminina... a gente nem sabe. A copa do mundo que vai ter no ano que vem é um evento enorme, a TV fecha... Então por isso que gera mais lucro. A mídia tem papel bem grande nisso. Por exemplo, aos domingos, o que passa? Jogo de futebol masculino. Talvez se passassem mais jogos femininos as pessoas se interessariam mais. Então a mídia tem um papel bem importante.

T - E aí gente, o que vocês tem para dizer, comentar, perguntar? O que vocês tão achando das visões das meninas? (...) Na semana que vem eu gostaria que vocês tentassem participar no sentido de a gente tentar promover essa discussão na aula quando vocês apresentarem. É importante essas visões que eles trouxeram, que são perguntas que as pessoas tem mesmo. "Ah, mas não é desigualdade. Aqui no IFSC é sorteio...Então qualquer pessoa entra..." Mas quem se inscreve? Porque a gente viu que é bem diferente: a gente tem 30 meninas e 100 e tantos meninos.

- A noite quando eu fazia curso, fazia só técnico em mecânica, só tinha eu de menina. Então era bem diferente.

T - Porque ainda no Integrado tem essa noção de que é Ensino Médio...

- Até tinha entrado uma menina comigo, da mesma idade que eu e tudo, mas ela veio nos primeiros meses e depois ela desistiu. Porque não que ela se sentiu intimidada, mas ela não achava que era para ela. Ela achava muito difícil. Só que eu nunca tive esse problema. E não tinha piada dos homens, assim... Eles eram bem receptivos, bem educados... Se tu quisesse aprender eles te ensinavam. E por parte dos professores era nítido que eles explicavam só para os homens. Não "ah, não explica pra ti porque é menina". Tinha adolescentes comigo mas eles davam exemplos, explicavam de um jeito, que só homens fossem entender. Porque trabalhavam com aquilo. Mas fora isso, só tinha eu de menina. Tinha uma diferença bem grande em ensinar para mim e ensinar para eles. O jeito que eles me tratavam, o cuidado era bem diferente. Tipo, no forno... Quando a gente foi mexer no forno, eu lembro que o professor não deixava eu mexer no forno. Porque eu era muito baixinha e não ia conseguir tirar a peça de lá de dentro. Então acho que tem assim um preconceito.]

T - Tu fez aula no técnico a noite quando?

- Eu fiz o técnico a noite no começo do ano passado. Aí quando eu vi que tinha ensino médio, que eu podia passar e validar, aí eu fui direto para o terceiro módulo no fim do ano passado. Daí fim do ano passado eu consegui passar para o Integrado.

Reflection Session 11

- A gente teve que apresentar o nosso infográfico, que era pra entregar hoje... Aí o professor deu uma folha sobre onde que devia ser colocado, ou online ou pelo câmpus... Daí deu ideias e por que...

Quase todo mundo falou online ou aqui no câmpus mesmo. Que era porque passava muitas pessoas, circulava muitas pessoas... E daí cada um apresentou o seu infográfico e na sua grande maioria era sobre a quantidade de ... a diferença de meninos e meninas dentro do próprio câmpus. Teve alguns de professores também.

- O nosso era sobre engenharia civil, o número de contratações e... esqueci.

- Era o número de contratações...

T - E o salário.

- A diferença de salário. Enfim, a maioria preferiu expor aqui no câmpus porque era informações do câmpus. A gente, como era diferente, colocou no facebook. Depois a gente começou a fazer o quiz. *Material conditions* [E aí não deu certo. Aí depois a gente subiu.] Mas o quiz era meio que uma revisão do semestre. De tudo que a gente já tinha visto, de todos os textos. No texto lá do curso de outro lugar, do Canadá... Sobre as expressões que a gente falou: gender, inequality, essas coisas... Foi basicamente isso.

T - E o que vocês acharam dos infográficos que as pessoas fizeram?

- *Personal feelings* [Ficou tudo meio igual.
- Ficou tudo bem parecidinho. Ninguém teve muita criatividade.
- Mas é que pra expor no câmpus vai ser legal. Ficou bem explicativo.
- Ficou fácil de entender.
- É, fácil de entender.]

T - Só pras meninas entenderem, o que os infográficos mostravam?

- Quantidade de meninos e meninas no curso. Tanto nos módulos e também dos professores. Tipo, quantidade. Daí eles desenharam uma menina e o número. O menino e o número de quantos tinham. Daí por exemplo, na nossa sala: são seis meninas e treze meninos. Aí no câmpus, trinta meninas e trinta meninos. Eles falaram que não tinha nenhuma professora da área técnica, mulher... E esse tipo de informação. O Marcos fez no projeto dele quantas meninas tinham, quantos meninos... Aqui no câmpus mesmo.

T - Algum outro comentário? Alguma pergunta? Algum comentário? Entendeu Helena sobre o que elas estão falando? Porque hoje foi o projeto final, então os alunos tiveram que produzir um infográfico. Eles tiveram que pesquisar, tinha vários tópicos e a maioria escolheu trabalhar com o quantitativo de alunos e eles tinham que investigar a questão de gênero no contexto da mecânica aqui do câmpus. Aí eles produziram os infográficos e apresentaram hoje. E aí eles vão ser publicados.

- Aí a gente vai ver como que pode ser feito. O nosso a gente queria que publicasse na página do câmpus. E a gente ia falar para postar para a gente... E o resto vai ser aqui, no câmpus.

T - Então tá, muito bem.