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**THE PROFESSIONAL DEVELOPMENT OF AN EFL  
TEACHER:  
A SOCIOCULTURAL APPROACH**

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TEACHER: A SOCIOCULTURAL APPROACH**

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## ABSTRACT

Almost four decades have been devoted to the understanding of how teachers learn to teach. The studies along this period have been influenced by different epistemologies related to the conceptions of human learning, one of which being Vygotskyan sociocultural theory (Johnson, 2009). However, there is an ongoing discussion of how to best support teacher professional development (Johnson, 2009), with a lack of studies that focus on the process of the same development instead of the content (Borg, 2015). Based on that, the present study follows the main tenets of Vygotsky's (1987) Sociocultural theory (SCT), which conceives that the contexts of teacher learning or any professional development experience, and the interactions inherent to them are of extreme importance to the understanding of why teachers do what they do. Therefore, this study aims at tracing the development of an EFL teacher as he is mediated by a more experienced other and questioned about the reasons lying behind his planning and teaching activities. In order to do so, the methodological procedures consist of pedagogical conferences, in which the teacher presented his class plan and had the opportunity to reason his teaching with the help of a more experienced other; and the observation and recording of the teacher putting such class plan into practice in a real classroom setting. The data collection happened in three months, and the data analysis followed a qualitative approach. The results showed that the pedagogical conferences did impact the teacher, with evidences of changes in both teacher's discourse and practice, as well as in his self-analysis. These findings support the importance of dialogical and goal-directed mediation provided by an experienced other for teachers' professional development. Additionally, the results also confirmed the imperative role of reflective teaching (Richards, 1995), reasoning teaching (Johnson, 1999), and corroborated Vygotsky's (1987) claim about the twisting path to internalization (Smagorinsky, Cook & Johnson, 2003; Johnson and Golombek, 2003).

**Key words:** Teacher education, Sociocultural Theory, Collaborative learning.

## RESUMO

Quase quatro décadas têm sido dedicadas ao estudo de como professores aprendem a lecionar. Durante este período, tais estudos têm sido influenciados por diferentes epistemologias relacionadas aos conceitos de aprendizagem humana, uma delas sendo a teoria sociocultural de Vygostky (JOHNSON, 2009). Entretanto, ainda há uma discussão em andamento sobre como melhor auxiliar no desenvolvimento profissional de professores (JOHNSON, 2009), com poucos estudos com foco no processo de tal desenvolvimento, ao invés do conteúdo do mesmo (BORG, 2015). Baseado nestes fatos, o presente estudo segue os princípios da teoria sociocultural de Vygotsky (1987), a qual concebe que os contextos de aprendizagem do professor, ou qualquer experiência que contribua para o seu desenvolvimento profissional, e as interações que estão inerentes a esses momentos, são de extrema importância no entendimento das ações dos professores. Portanto, este estudo tem como objetivo traçar o desenvolvimento de um professor de inglês como LE, a medida em que ele é mediado por um colega mais experiente e questionado sobre as razões por trás de seu planejamento e prática docente. Para tal, os procedimentos metodológicos consistem em reuniões pedagógicas, nas quais o professor apresentava o seu plano de aula e tinha a oportunidade de refletir sobre suas práticas com a ajuda do colega mais experiente; e a observação e gravação do professor colocando seu plano de aula em prática em real contexto de sala de aula. A coleta de dados aconteceu em 3 meses e a análise dos dados seguiu a abordagem qualitativa. Os resultados mostraram que as reuniões pedagógicas de fato impactaram o professor, com evidências de mudanças no seu discurso, na sua prática, e na sua auto avaliação. Tais conclusões reiteram a importância da mediação dialógica e situada fornecida por um colega mais experiente no desenvolvimento profissional de professores. Além disso, os resultados também confirmaram o papel importante do ensino reflexivo (*reflective teaching*) (RICHARDS, 1995), do raciocínio do professor (*reasoning teaching*) (JOHNSON, 1999), e corroboram a proposta de Vygostky (1987) em relação à trajetória sinuosa (*twisting-path*) na internalização de conceitos (SMAGORINSKY, COOK & JOHNSON, 2003; JOHNSON AND GOLOMBEK, 2003).

**Palavras-chaves:** Formação de professores, Teoria sociocultural, Aprendizagem colaborativa.



**LIST OF FIGURES**

<b>Figure 1:</b> Harvey's development in relation to changes in his practices.....	99
<b>Figure 2:</b> Harvey's development in relation to changes in his reasoning.....	103

## LIST OF TABLES

<b>Table 1:</b> Course observed to data collection.....	28
<b>Table 2:</b> Henry’s experience with English as a student.....	29
<b>Table 3:</b> Henry’s experience with English as a teacher.....	29
<b>Table 4:</b> The teacher educator’s experience with English as a student.....	30
<b>Table 5:</b> The teacher educator’s experience with English as a teacher and teacher educator.....	30
<b>Table 6:</b> The researcher’s experience with English as a student.....	31
<b>Table 7:</b> The researcher’s experience with English as a teacher.....	32
<b>Table 8:</b> Data collection schedule.....	33
<b>Table 9:</b> Transcriptions conventions.....	41

## TABLE OF CONTENTS

<b>CHAPTER1: INTRODUCTION .....</b>	<b>1</b>
1.1 Context of Investigation .....	1
1.2 Statement of the purpose .....	3
1.3 Research questions.....	3
1.4 Significance of the Research.....	4
1.5 Organization of the Thesis .....	4
 <b>CHAPTER 2: REVIEW OF LITERATURE.....</b>	 <b>6</b>
<b>2.1 Sociocultural Theory .....</b>	<b>6</b>
2.1.1 Mediation .....	7
2.1.2 Internalization .....	11
2.1.3 Concept development.....	14
2.1.4 Zone of Proximal Development and Teacher Professional Development.....	16
2.1.5 Inquiry-based approaches.....	18
<b>2.2 Teacher Cognition .....</b>	<b>19</b>
2.2.1 Apprenticeship of Observation .....	20
2.2.2 Beliefs .....	22
2.2.3 Reflective teaching and Reasoning teaching.....	23
 <b>CHAPTER 3: METHOD.....</b>	 <b>25</b>
<b>3.1 The study .....</b>	<b>25</b>
3.2 Setting and participants.....	26
3.2.1 Setting .....	26
3.2.2 Participants.....	28
3.2.2.1 The teacher: Harvey .....	28
3.2.2.2 Teacher Educator.....	29
3.2.2.3 Researcher .....	31
<b>3.3 Data collection.....</b>	<b>32</b>
3.3.1 Moment 1 - Pedagogical Conferences (PC).....	32
3.3.2 Moment 2 - Class Observation (C) .....	32
3.3.3 Moment 3 – Focused Stimulated Recall (FSR).....	33
3.3.4 Moment 4 – Final Structured Interview .....	34
<b>3.4 Pilot Study .....</b>	<b>35</b>

3.5 Data Analysis .....	36
3.6 Ethical Procedures .....	37
<b>CHAPTER 4: DATA ANALYSIS .....</b>	<b>39</b>
4.1 Implicit and Explicit instructions.....	39
4.2 Analysis of pedagogical conferences and classes.....	41
4.3 Analysis of the final structured interview .....	84
<b>CHAPTER 5: FINAL REMARKS .....</b>	<b>94</b>
5.1 Main Findings .....	94
5.1.1 General Research Question.....	94
5.1.2 Specific Research Question 1 .....	95
5.1.2 Specific Research Question 2 .....	96
5.1.3 Specific Research Question 3 .....	99
5.1.4 Specific Research Question 4 .....	103
5.2 Pedagogical Implications .....	105
5.3 Limitations of the study and suggestions for further research .....	106
<b>REFERENCES.....</b>	<b>107</b>
<b>APPENDICES .....</b>	<b>113</b>
Appendix A – Class plans .....	113
A.1- Class plan 1.....	113
A.2 – Class plan 3.....	114
A.3 – Class plan 4.....	116
A.4 – Class plan 5.....	117
A.5 – Class plan 6.....	118
A.6 – Class plan 7.....	120
Appendix B – Final structured interview .....	121
Appendix C – Consent Form.....	122

## CHAPTER 1 INTRODUCTION

### 1.1 Context of Investigation

Almost four decades have been devoted to the understanding of how teachers learn to teach. The studies along this period have been influenced by different epistemologies related to the conceptions of human learning, one of which being Vygotskyan sociocultural theory (Johnson, 2009; Johnson & Golombek, 2016). This perspective conceives that the contexts of teacher learning, such as education programs and classrooms or any professional development experience, and the interactions inherent to them are of extreme importance to the understanding of how teachers' knowledge can be (re)constructed so as to account for eventual misconceptions gathered along their previous experiences.

According to Johnson (2009), the influence of the sociocultural theory on the educational scenario led to the emergence of a body of research with growing interest in who teachers are, what they know and believe, how they learn to teach and how they carry out their work in different contexts, now known as *teacher cognition* (Borg, 2006). Following this trend, some studies have been referring to teachers' development (Boshel, 2002; Tasker, Johnson & Davis, 2010; Tasker, 2011; Poehner, 2011; Biel, 2016; Rosa, 2016; Agnoletto, 2017; DallaCosta, 2018; Ruhmke-Ramos, 2018) which, according to Richards and Farrell (2005), can be defined as teachers' long-term growth and their process of understanding teaching and themselves as teachers (p. 5). Although such investigations have been helping to uncover central issues to the teacher education field of study, teacher professional development is still considered a "complicated, prolonged and highly situated, and deeply personal process that has no start or end point" (Johnson & Golombek, 2011, p. xi).

In order to reduce such complexities, the cognitive process of pedagogical reflection can be seen as an alternative to stimulate the developmental process. As Richard and Lockhart state:

It can help achieve a better understanding of one's own assumptions about teaching as well as one's own teaching practices; it can lead to a richer conceptualization of teaching and a better understanding of teaching and learning processes; and it can serve as a basis for self-evaluation and is therefore an important component of professional development." (Richards & Lockhart, 1996, p.2)

In addition to this perspective, Richards and Farrel (2005) argue that, although many things can be learned about teaching through self-observation and critical reflection, many cannot, which is the case of subject-matter knowledge and pedagogical expertise. It often happens because teachers have difficulty in recognizing their pedagogical flaws and possible improvements by themselves. Following this idea, the authors suggest that teacher development should go beyond personal and individual reflection.

On this vein, a sociocultural perspective on second language teacher education supports *mediation* as a way of helping the developmental process of teachers. According to sociocultural theory, all human learning is mediated by the use of specific tools, such as cultural artifacts, concepts and social relations. In a teaching context, mediational tools should envision that “teachers externalize their current understanding of concepts and then reconceptualize and recontextualize them and develop alternative ways of engaging the activities associated with those concepts” (Johnson, 2009, p. 15).

Some studies have already been exploring the effects of mediation to the teaching context (Golombek & Johnson, 2004; Tasker, Johnson & Davis, 2010; Biel, 2016; Rosa, 2016; DallaCosta, 2018; Ruhmke-Ramos, 2018). Rosa (2016) investigated the extent to which strategic mediation contribute to teacher development. The author used a blog as a mediational tool to foster teachers’ reflection, awareness and, eventually, concept development. The results showed that mediation helped teachers to become aware of their misconceptualizations inasmuch as the content of these mediations reflected on their teaching practices. Similarly, Biehl (2016) traced the development of a novice teacher by providing mediation via stimulated recall and reflection about classroom behavior as a way to motivate the teacher to reason upon her practice and to reflect upon what constitutes the teaching she does. Biehl (2016) affirms that the interaction that occurred in this setting was fundamental to help the teacher to achieve some positive results, such as concept development and internalization.

Taking such advantages of mediation to the teaching context into account, Johnson (2009) supports the use of *inquiry based approaches* to foster teachers’ development. As the author states, they are collaborative models that “create the potential for sustained dialogic mediation among teachers as they engage in goal-directed activity” (p. 95). By doing so, teachers have the opportunity to engage in ongoing, in-depth, and reflective examination of their own teaching practices.

In short, considering that teacher development is a highly situated and personal process, and that teachers' reflection alone cannot fulfill the gaps to such development, there is a call for studies that cover different teachers in different contexts, with different strategies, such as inquiry-based approaches, in order to investigate the extent to which such approaches foster teacher development. As Borg (2015) posits, many studies have focused on the content of professional development, but not on the processes. That is why there is the need of studies focused on the "content, structure, and development processes involved in language teacher trainees' cognitive changes" (p.83)

## **1.2 Statement of the purpose**

Based on the discussion previously presented, this study seeks to trace the development of a teacher of English as a foreign language (EFL)<sup>1</sup> as he is mediated by a more experienced other and questioned about the reasons lying behind his planning and teaching activities. In order to do so, the present study consists of pedagogical conferences, in which the teacher presented his class plan and had the opportunity to reason his teaching with the help of a more experienced other; and the observation and recording of the very same class as the teacher puts it into practice in a real classroom setting.

The investigation aims at contributing to the understanding of how the process of planning classes and reflecting upon one's choice via reasoning upon it – with the mediation of a more experienced teacher – enhances professional development.

## **1.3 Research questions**

Considering the aforementioned objective, the research question for this study is:

How does the teacher develop as he is mediated by a more experienced other and questioned about the reasons lying behind his planning and teaching activities?

In order to answer this research question, the following specific questions are asked:

- What aspect has emerged as more outstanding along the pedagogical conferences? Why?

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<sup>1</sup> Second language, additional language and foreign language are used interchangeably in this work.

- Does the teacher change his practices (performance level) in response to the mediation occurred during the pedagogical conferences? If so, what changes?
- How does the teacher reason his teaching (discourse level) as regards changes from planning to execution?
- What is the impact of his participation in this study to his self-development according to his own perspective?

#### **1.4 Significance of the Research**

This study adds to existing research on second language teacher professional development as well as on the impact that mediation via reasoning planning/teaching may cause in such development. First, as previously mentioned, teachers' professional development is a highly situated and personal process, which brings the necessity of studies that cover different teachers' populations in different contexts. Second, the investigation of the impact of mediation through reasoning planning/teaching can add to the ongoing discussion of how to best support teacher professional development, and also to the discussion about the influence of the cultural, institutional, and historical situations in which that development occurs (Johnson, 2009). Third, the discussion on teacher professional development is key to improve the quality of students learning, since it is the ultimate goal of teachers' effort to develop as professionals.

Hopefully, results will inform new empirical and theoretical studies on teacher education and teacher cognition, more specifically on the impact of mediation through reasoning planning/teaching provided by a more experience other in teachers' developmental processes.

#### **1.5 Organization of the Thesis**

In order to report on the research proposal, the present thesis is organized in 5 chapters, the first one being the present Introduction. Chapter 2 reviews theoretical and empirical work on Sociocultural Theory, and its application to the area of second language teacher education. In order to do so, some important concepts are discussed, such as mediation, internalization, and zone of proximal development. Additionally, the chapter also discusses theoretical and empirical work on the area of Teacher Cognition and its main constructs, such as apprenticeship of observation, beliefs, and reflective teaching. Chapter 3



describes the methodological decisions and procedures adopted in the present study. It includes information about setting and participants, a description of data collection and details about a brief pilot study conducted before the data collection. Chapter 4 reports and discusses the results obtained in the present study. Finally, in Chapter 5, the main findings are summarized and organized according to the research questions. Also, the limitations of the study, as well its pedagogical implications and suggestions for further research are presented and discussed.

## CHAPTER 2 REVIEW OF LITERATURE

The focus of this section is to present some theoretical background on sociocultural theory and teacher cognition, the main tenets of this study. In the first part, the sociocultural view of second language teacher education taken by this study is presented; in the second, teacher cognition and its specificities are explored.

### **2.1 Sociocultural Theory**

As a theory that conceives human cognition as having its origins in social life, sociocultural theory claims that human learning originates from engagement in social activities and is mediated by social relations and culturally constructed artifacts, signs being the most powerful ones (Vygotsky, 1986). The goal of research in SCT is to understand the relationship between human mental functioning, on the one hand, and cultural, historical, and institutional setting, on the other (Wertsch, 1995, p.56).

The sociocultural theory has its origins in the work of the Russian psychologist L.S. Vygotsky and his colleagues. Vygotsky's main objective was to offer a framework through which cognition could be systematically investigated without isolating it from the social context. The author highlighted the central role of social relationships and the use of culturally constructed artifacts in organizing uniquely human forms of thinking, called higher mental functions. Some examples of higher mental functions are memory, attention, rational thinking, emotion, and learning. In opposition to them, there are elementary mental functions, such as sensation or perception, and even involuntary memory or attention, which are common to humans and other species.

Wertsch (1985) outlines some criteria to distinguish higher mental functions from elementary mental functions. His first argument is that elementary functions are heavily influenced by the environmental circumstances, while the higher functions are influenced by voluntary control. To illustrate these two ideas, Lantolf and Thorne (2006) mention that, for example, when a loud noise is heard, people non-reflectively turn their attention to that, as an involuntary action. On the other hand, when we are told by a teacher to pay attention to a specific aspect in a language classroom, we do that consciously, with voluntary control. The second criterion mentioned by Wertsch (1985) is that higher functions are subject to intellectualization, that is, we become consciously aware of what these

functions are, being able to not only use but also control them. The third criteria states that elementary functions are biological in origin, while higher functions are historical in origin, that is, they develop from one's participation in socioculturally organized activities.

Vygotsky's theorization about sociocultural theory led him to the proposition of a research methodology that supports his understanding that humans and human psychological functions as mediated by social practices and cultural artifacts. This methodology, referred as the *genetic method*, seeks to uncover the dynamic relations at work in the development of higher mental functions (Lantolf & Thorne, 2006). The genetic method encompasses four distinct domains of human cultural formation. The first one, phylogenesis, focuses on the development of a group or organisms, more specifically, primates. The second, sociocultural history, deals with the history of human culture in general and human cultures in particular. The third, ontogenesis, analyses the merge of the phylogenetic and sociocultural domains, that is, the interaction between biological and cultural inheritances. Finally, microgenesis is also concerned with the biological and cultural domains but in a very short-term longitudinal study. By considering the four domains of human cultural formation, Vygotsky attempted to overcome the previous product-based methodologies, focusing on the process of development instead of the product.

The field of Second Language Teacher Education has been using the tenets of SCT in the argument that teachers' knowledge about teaching is constructed socially within the situational settings of teaching. Additionally, the understanding that lies behind this work is that learning is not a straightforward process, but rather a twisted one, which means that learners of teaching, as any other kind of learners, go through a twisting path as they develop as professionals while appropriating new concepts and (re)transforming their understandings of Second Language Teacher Education (SLTE). SCT, therefore, presents a new perspective to investigate and trace teachers' learning.

In order to trace such learning, some important concepts of SCT need to be mobilized, such as mediation, internalization, concept development and Zone of Proximal Development. These concepts are discussed below and connected to the purposes of this study.

### **2.1.1 Mediation**

Mediation, according to Vygotsky, is the process of intervention of a tool that intermediates our relationship to the world. Oliveira (1993)

asserts that our relation to the world is a mediated one, involving a stimulus, a response, and a mediational tool that links both. The author illustrates this understanding by citing the heat of a candle as being the stimulus, the action of withdrawing our hand as being the response, and the act of burning our hand as the mediational tool that links the stimulus with the response.

Within SCT, Vygotsky's fundamental claim is that our relationship to the world is fundamentally mediated, but more important than that, the author argues that the higher forms of human mental activity are mediated by culturally constructed auxiliary means (Lantolf & Thorne, 2006). Such auxiliary means are of two kinds: physical tools and psychological tools. Physical tools, such as hammers, shape the material environment, and therefore change the material circumstance in which we live. Psychological tools, also known as symbolic artifacts, are responsible for organizing and gaining voluntary control of mental functions, controlling processes such as memory, attention, rational thinking, and learning. Examples of psychological tools are well-known human cultural constructions, such as numbers, charts, music, and the most powerful artifact of all: language.

Lantolf and Thorne (2006) raise two important aspects of mediational means. The first one has to do with its fundamentally social nature, that is, they have their origins in the cultural and social activities and connect "multiple purposes and multiple participants" (Scollon, 2001, p. 121) during their use. The second aspect is related to their dynamic nature. Even though mediational means are historical, this does not mean that they must necessarily be used as they were originally intended. As humans use and reuse mediational means, they introduce new and more complex uses. A cell phone, for example, was meant to be used as a tool for mobile communication. Nowadays, however, is not even called 'cell phone', but rather 'smart phone' due to its new purposes.

Along his years of research, Vygotsky (1986) and subsequently his followers – Luria (1982) and Wertsch (1985) – devoted a great deal of time studying one specific mediational mean: language. As the authors state, both children and adults use language as a mediation mean, but they do it in different ways. The central notion is that what originates as social speech aimed at regulating others - the language used to communicate to other people - develops into psychological speech aimed at regulating our own mental behavior (Lantolf & Thorne, 2006). Such psychological speech, at times, can take the form of inner speech, an internal form of language addressed to the subject himself/herself and not to an external interlocutor. This kind of language has no vocalization and is thought-

oriented aiming to assist one's psychological activities. As Oliveira (2001) illustrates, one would be using inner speech when deciding which route to get in order to reach a specific place by car. In this case, the person would internally deliberate which the better route is, taking into account the possible options, the traffic at that time, etc. To do so, one would be using his/her own reasoning without any verbalization or conversation with someone else, but instead, would use some kind of dialogue with itself, the inner speech.

In order to better explain the transition between the social speech and the inner speech, Vygotsky (1987) relied upon a different phenomenon called egocentric speech. Based on the author, egocentric speech is the ontogenic phase in which children develop the ability to use social speech as a means of regulating their own mental functioning. For example, when playing, even without the presence of an interlocutor, children verbalize their thoughts, as a manner to support the planning of the following actions when solving a problem. Therefore, "while egocentric speech appears in social form, it increasingly takes on a psychological orientation" (Lantolf & Thorne, 2006, p. 72). As children internalize egocentric speech, it begins to lose its social form and starts its development trajectory towards inner speech. Through inner speech, humans gain voluntary control over the brain process. Here, there is no actual verbalization, what remains is pure meaning.

Mediational means, mainly language, is also seen as a valuable learning tool to the SCT perspective to second language teacher education. According to this perspective, mediational tools should envision that teacher "externalize their current understanding of concepts and then reconceptualize and recontextualize them and develop alternative ways of engaging in the activities associated with those concepts" (Johnson, 2009, p.15), aiming teacher learning and professional development. Therefore, Johnson (2009) argues that "it is possible to investigate teacher learning by looking at the progressive movement from externally, socially mediated activities to internal mediation controlled by the individual teacher" (p.17).

Some studies have already been dealing with this methodology (Golombek & Johnson, 2004; Tasker, Johnson & Davis, 2010; Biel, 2016; Rosa, 2016; DallaCosta, 2018; Ruhmke-Ramos, 2018). Golombek and Johnson (2004), for example, used teachers-authored narratives as a mediational space in which the same teachers inquiry into their own experiences as learners of English teaching. The authors state that the mediational tool supported teachers' development in the sense that they "allowed them to reconceptualize and reinternalize their new

understandings of themselves and their instructional practices” (p.324). Similarly, Tasker, Johnson and Davis (2010) analyzed the talk that emerged in a cooperative development group of teachers that aimed at reflecting, focusing, challenging and thematizing their work. The authors point out that the talk in the cooperative group created a mediational space that pushed teachers’ development and led to changes in teachers’ beliefs and practices.

Considering then that teacher leaning and development can be investigated using language as a mediational mean, this study works with the mediation provided by a more experienced other, who questions teachers’ choices and helps them verbalize and reflect upon their own practices. In relation to that, Wertsch (2007) states that:

When encountering a new cultural tool, this means that the first stages of acquaintance typically involve social interaction and negotiation between experts and novices or among novices. It is precisely by means of participating in this social interaction that interpretations are first proposed and worked out and, therefore, become available to be taken over by individuals. (p. 187).

Such interaction and negotiation between experts and novices is possible when a state of *intersubjectivity* (Wertsch, 1985) is build, that is, when it is established a common ground for the learners and the experienced peers to interact. Wertsch (1985) explains that the intersubjectivity state commonly puts learners in a position they would say and do things they only partially understand as a result of socialization, learning and instruction. Considering that, the interaction between learners and more experienced peers can help to build a great level of intersubjectivity, which eventually will lead to the learner’s understanding of the task situation and his independent thinking (Wertsch, 1985; Cerutti-Rizatti & Dellagnelo, 2016; Dellagnelo and Moritz, 2017).

Therefore, through the mediation provided by a more knowledgeable other (an expert) in this study, it is expected that a state of *intersubjectivity* is established and the teacher then reconceptualizes his current instructional practices and moves into internalizing new understandings.

As was previously stated, it is through mediation that internalization of knowledge happens. This concept – internalization – is also a core concept of SCT and will be discussed in the following section.

## 2.1.2 Internalization

Vygotsky (1984) stated that human development occurs through constant interactions with the social environment. Such development happens by “bringing externally (socioculturally) formed mediating artifacts into thinking activities” (Lantolf & Thorne, 2006, p.153), that is, by joining both the natural (internal) and cultural (external) lines of development. This development, known as internalization, is addressed as the essential element in the formation of higher mental functions (Kozulin, 1990). It encompasses both social (external) and psychological (internal) spheres, meaning that the knowledge to be acquired appears first between people on the interpsychological plane (when one engages in interactions with others) and then within the individual on the intrapsychological plane (when one assimilates and makes sense of the knowledge generated in social exchanges) (Dellagnelo & Moritz, 2017). Internalization, therefore, can be defined as “a process in which a person’s activity is initially mediated by other people or cultural artifacts but later comes to be controlled by the person as he or she appropriates resources to regulate his or her own activities.” (Johnson & Golombek, 2003).

According to Johnson and Golombek (2003), the process of internalization involves three kinds of mediation. First, object-regulated, in which individuals seek help from cultural artifacts in their environment to interpose between man and the object of knowledge. An example of that would be a teacher seeking help of a lesson-plan to teach a class, that is, he/she needs the lesson-plan to guide his actions. Second, other-regulated mediation, when a more knowledgeable other interposes between men and their object of knowledge. As an example, we have the discussion between teachers about a specific concept of teaching. And last, self-regulation (or subjectivity), in which individuals gain control over both their cognition and activity, and do not seek help of objects or individuals.

Johnson and Golombek (2003) also mention an important characteristic of the process of internalization: it “is not linear, but dialogic, in that a person can move from being object-regulated to self-regulated and back to object-regulated again” (p. 733). Vygotsky (1987) and subsequently other authors (Smagorinsky, Cook & Johnson, 2003) have been referring to this process as a “twisting path”, due to its non-static and non-linear features.

Such “twisting path” of the internalization process has already been addressed in some studies concerning teacher professional development (Biehl, 2016; DallaCosta, 2018; Ruhmke-Ramos, 2018).

DallaCosta's (2018) study, for example, aimed at tracing how a non-novice English teacher develops her understanding and consequent use of the pedagogical principles and tools of Communicative Language Teaching. The results showed that the participant struggled to master the concept, but its development shows to be rather twisting. She takes steps forth and backwards as she responds to the comments made by the TE and peers, and also as she plans her classes or as she uses (or not) the tools introduced and reintroduced by the TE in the mediating sessions. Despite the twisting path faced by the participant, the conclusions indicate that the strategic mediation provided by teacher educators and peers played a significant role in helping the participant's understanding and use of Communicative Language Teaching, fostering her progress and creating mediational spaces for her development as a teacher.

Considering this twisting path to internalization, Vygotsky acknowledged the concept of imitation as being the mechanism and precedent of internalization. According to him, imitation is the process through which socioculturally constructed forms or mediation are internalized (1987). Just like internalization, Vygotsky also understood imitation as cognitive development, since it is "the source or instruction's influence on development" (1987, p.211) and because something new is created out of saying or doing the same thing. As Lantolf and Thorne (2006) add, "central to imitation is understanding the goal and the means through which the activity is carried out" (p. 167), that is why it is not considered a mindless copying activity, but "an intentional, complex, and potentially transformative process" (p. 176). Imitation, therefore, would be observed during the process of internalization, when the individuals have not gained control over their cognition and activity yet.

Similarly to the idea of imitation, Cazden (1981) states the idea that performance precedes competence, meaning that in the initial stages of development, the learner can be able to perform in accordance to the new acquired knowledge, but it does not necessarily mean his fully understanding (competence). Learner's performance in the initial stages of development, therefore, can be understood as a sign of imitation, that already carries some understanding of the activity that is carried out (Lantof & Thorne, 2006) and can lead to a greater cognitive development.

Although these concepts being discussed are considered core ideas of SCT, internalization has been receiving many critiques throughout the years (see Matusov, 1998 and Wertsch, 1993). The main critique is related to the claim that internalization is too static, as something that is taken across a boundary from external to internal, and therefore converts the individual into a passive recipient of cultural



meaning. In relation to that, the sociocultural response argues that internalization is not an ‘individual acting alone’. On the contrary, the whole point of internalization is that the person progressively gains independence from specific concrete circumstances, but continues to rely on the mediational means made available in concrete social circumstances. In Lantolf and Thorne’s (2006) words: “individuals never engage in solo performances, even when they are alone, because psychological tools are genetically derived from socioculturally organized concepts, artifacts, and activities. Thus, our performances always retain traces of their social origins” (p. 159).

Applying this concept to the area of SLTE, some studies have been investigating how teachers internalize new concepts and practices (Ball, 2000; Biel, 2016; Rosa, 2016; DallaCosta, 2018; Ruhmke-Ramos, 2018). Ball’s (2000) study, for example, fairly investigates the concept of internalization in a teaching context. The author explores the origin and nature of teachers’ developing philosophies concerning literacy and its strategic use to enhance their teaching practices. The participants engaged in class discussions of course readings and reflective writing, which created a social space for teachers to externalize their understanding of literacy and then reinternalize and recontextualize those understandings in relation to what they were reading, talking, and writing about in the course. The meetings were mediated by an expert other, who helped the teachers to articulate the cultural artifacts (in this case, the cultural artifacts were the theories and concepts of the course). By doing so, Ball’s teachers began to internalize alternative conceptions of literacy and literacy instruction. The results showed that process of internalization was not simply the straightforward acceptance of the new information from the outside in, confirming the twisting-path of internalization. Instead, these teachers demonstrated evidence of internal cognitive shifts in their beliefs and philosophies about literacy instruction, but no evidence of changes in these teachers’ actual literacy practices were documented.

In the present study, internalization shall be perceived, on a longitudinal basis, when the teachers are able to verbalize their pedagogical choices and attitudes, as well as put them in practice without the need of the mediation of the experienced peer anymore. Considering the ‘twisting path’, episodes of imitation shall happen as well.

The process of internalization can be observed, for example, when one is on the way of developing a new concept. The next sections deals with this topic.

### 2.1.3 Concept development

Vygotsky's seminal work also brought into light a new perspective to understand *concepts*. The author rejected the traditional view of concept as a word label; instead, he defined concepts as acts of thinking, that is, a sign that can be used in various mental operations. Because they are used in various mental operations, Vygotsky (1986) also pointed out that thinking in concepts, that is, naming, is an invaluable technical aid for thinking: "Real concepts are impossible without words, and thinking in concepts does not exist beyond verbal thinking. That is why the central moment in concept formation, and its generative cause, is a specific use of words as functional "tools." (Vygotsky, 1968, p. 107).

Bearing in mind the importance of thinking in concepts, Vygotsky (1986) distinguishes two types of concepts, namely spontaneous concepts and scientific concepts. Spontaneous concepts are the ones we acquire through observation and participation in cultural practices, grounded in tacit knowledge. For this same reason, some of these concepts often carry unsystematic and mistaken meanings, which allows limited applications to new situations. Scientific concepts, in turn, are learned through formal instruction and are based on general principles. They are possible to be applied to new context and situations, different from the ones they were originated from. Vygotsky (1986) also stated the dialectic relationship between spontaneous and scientific concepts, that is, each is acquired in relation to the other:

In the case of scientific thinking, the primary role is played by initial verbal definition, which being applied systematically, gradually comes down to concrete phenomena. The development of spontaneous concepts knows no systematicity and goes from the phenomena upward toward generalizations. (Vygotsky, 1986, p.148).

Still according to SCT, the development of a concept is always related to the historical and cultural processes the individual is inserted in (Rego, 2014). It means that the individual may have to go through several meaningful social experiences (interpersonal plane), where this developing concept is introduced, modified through new experiences and reapplied in new contexts, until it is fully internalized (intrapersonal plane).

When applying this knowledge to teacher education, the main claim is that one of the field's goals is to provide teachers opportunities to move beyond their spontaneous concepts by introducing them to scientific concepts (Johnson, 2009). Johnson (2009) posits that this should be done by first assisting teachers to reach *verbalization*

(Gal'perin, 1992), that is, making explicit their current understandings as well as misunderstandings of the spontaneous concepts. By doing so, it opens up opportunities to dialogic mediation that can promote reorganization and refinement of the same concepts as well as exposure to the scientific concepts. Therefore, building a bridge between the spontaneous and scientific concepts may help teachers to have the latter work in favor of the former, thus enabling internalization to occur.

Some studies have been using this methodology to trace the concept development of teachers (Nauman, 2011; Worden, 2015; Biehl, 2016; DallaCosta, 2018; Ruhmke-Ramos, 2018). Ruhmke-Ramos (2018), for example, investigated to what extent practice teaching as dialogic mediation may be a tool to promote concept development as regards language and English language teaching both at the verbalization level and at the future-teachers' pedagogical practices. In order to do so, the researcher first accessed the three participants' first conceptualizations regarding *language as social practice* and *English language teaching*, as well as the rationale behind their conceptualizations. Afterwards, the researcher provided participants with a range of opportunities for mediation, encouraging them to reconstruct their conceptualizations and stimulating their process of thinking regarding the conceptions, though group meetings with TEs and peers, individual meetings, TEs' feedback to planning, recall sessions, critical self-teaching reports and TEs' feedback to teaching. The methodology showed to be effective, considering that the results confirmed some cognitive development, as the future-teachers were able to reconceptualize the concepts to a certain extent. However, in the end of one academic year, there were still signs of struggle in both participants' verbalization and participants' practices in relation to some aspects related to the concepts, such as the use of target language in classroom and classroom interaction.

Similarly, Worden (2015) investigated a teacher's conceptual development of *points of analysis* as it emerged in her teaching activities and as she was mediated by the researcher within a period of one semester. The study showed that the process of teaching and reflecting on her teaching enabled the teacher to "unpack and systematize this spontaneous concept into a more explicit scientific concept" (p. 117). In a similar manner, Nauman's (2011) study traced the conceptual development of *literacy* by a Chinese teacher, as she was mediated by the researcher in weekly seminars. The results pointed out that after having the opportunity to apply the same concept to casual instructional discourse and different teaching activities, the participant started to link

the scientific concept with her everyday concepts and experiences, which resulted in the emergence of a solid scientific concept that positively affected her teaching practices.

Just like the studies presented above, the present research seeks to trace teacher's developmental process, also taking into account his conceptual development. In order to do so, the researcher and teacher educator will attempt to recognize spontaneous concepts carried by the participant, give him opportunities to verbalize them, and expose him to scientific concepts, as a manner to link the two and, on a longitudinal basis, help him to reorganize and refine the same concepts thus seeking internalization to occur.

Lastly, in order to a concept be internalized and serve as a cognitive tool, it needs to fit the learner' level of development, also known as the Zone of Proximal Development.

#### **2.1.4 Zone of Proximal Development and Teacher Professional Development**

Vygotsky's work also approached a controversial discussion at that time: the relationship between learning and development. After rejecting the previous theories for which development is a pre-condition for learning, Vygotsky (1978) formulated that learning through participation in social exchanges precedes and shapes development. As argued by Vygotsky (1978), "the only good kind of instruction is that which marches ahead of development and leads it; it must be aimed not so much at the ripe as at the ripening functions" (p. 188). Equally important is the fact that "learning should be matched in some manner with the child's developmental level" (p. 85). That is why, in learning contexts, at least two developmental levels must be determined: the actual developmental level, that is, "the level of development of a child's mental functions that has been established as a result of certain already completed developmental cycles" (p. 85), and the potential level of development they can attain when helped by others.

Based on that, the Zone of Proximal Development (ZPD) is defined as: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p.86). Important aspects about ZPD are that it is transitional, process-bound and revolutionary, that is, it is in constant reorganization, therefore,

the amount of mediation provided to foster development has to be adapted to the person's dynamic ZPD.

Clearly, Vygotsky acknowledged the importance of collaboration with more capable peers in order to foster development. As Lantolf and Thorne (2007) mention: "One of Vygotsky's most important findings is that learning collaboratively with others, particularly in instructional settings, precedes and shapes development" (p. 207). In relation to that, Lantolf and Thorne (2007) - referring to the conclusions of Aljaafreh and Lantolf's (1994) study - call the attention to the kind of assistance that must be provided:

Assistance should be graduated— with no more help provided than is necessary because the assumption is that over-assistance decreases the student's ability to become fully self-regulated. At the same time, a minimum level of guidance must be given so that the novice can successfully carry out the action at hand. Related to this is that help should be contingent on actual need and similarly removed when the person demonstrates the capacity to function independently. Graduation and contingency are critical elements of developmental productive joint activity. This process is dialogic and entails continuous assessment of the learner's ZPD and subsequent tailoring of help to best facilitate developmental progression from other-regulation to self-regulation (p. 215).

Bringing such evidences to the scope of this study indicates that the more experienced other, responsible for the mediation, must notice the participants' actual ZPD and help them to create new ones, to both acknowledge teachers' actual level of development, and enable them to reach their potential level of development. The mediation, therefore, should support the teachers' needs and develop as the new ZPDs arise. In relation to that, some studies have confirmed that teachers' development only occurs once the teachers' ZPD is accessed (Biel, 2016; Rosa, 2016; Dellagnelo and Moritz, 2017; DallaCosta, 2018; Ruhmke-Ramos, 2018).

From a sociocultural perspective to second language teacher education, the concept of ZPD is essential when aiming to investigate teachers' cognitive development. As mentioned in the previous section, teachers' development can be defined as teachers' long-term growth and their process of understanding teaching and themselves as teachers (Richards & Farrel, 2005, p.4). Johnson and Golombek (2011) affirm that much remain hidden about how to best support teacher professional development. On the other hand, Richard and Farrel (2005) suggest that some strategies can be used to enhance development, such as "documenting different kinds of teaching practices, reflective analysis of

teaching practices, examining beliefs, values and principles; conversation with peers on core issues; and collaboration with peers on classroom projects” (p.4).

Johnson (2009) claims that it is possible to trace teacher cognitive development by examining how mediation develops – in relation to the process of moving from being other-regulated to self-regulated – captured by the vygotskian concept of Zone of Proximal Development. Therefore, with the guidance of a more experienced one, it would be possible to help teachers to develop professionally by addressing their ZPD and using strategic mediation to gradually foster the internalization of concepts and pedagogical subjects.

Such strategic mediation is a key concept to *inquiry-based approaches*, the topic of the next section.

### **2.1.5 Inquiry-based approaches**

In the 80’s, the reflective teaching movement started to gain visibility in the area of second language teacher education research. This movement defended teachers’ self-observation, that is, teachers investigating and evaluating their own classrooms and their roles with them in order to create a basis to change and hence professional growth (Richards & Lockhart, 1996). Such contributions recognized the importance of teachers’ accounts of their experiences as well as the reflection on and inquiry into those experiences as a mechanism to change. Based on that, there has been a growing body of research interested in professional development that is “practitioner driven, self-directed, and often collaborative, with the purpose of answering questions posed by teachers themselves, improving practice, and reshaping their understanding of their professional lives” (Johnson & Davis, 2010, p.1-2), now known as inquiry-based approaches to professional development.

Inquiry based approaches are grounded in the fundamental principle that participation and context are essential to teacher learning, that is, teachers’ workplaces, such as classrooms, can function as powerful sites for professional learning (Johnson, 2009). They also have a unique structural arrangement with two main characteristics: (1) they create the potential for sustained dialogic mediation among teachers as they engage in goal-directed activities, and (2) provide assisted performance to those struggling through issues that are directly relevant to their classrooms lives (Johnson, 2009). Therefore, “it is assumed that the talk or social interaction that goes on in inquiry-based approaches

functions as mediational means that support teacher learning, creating the potential for improvement in instruction” (Johnson, 2009, p.99).

Such mediation created by these approaches allows the investigation of how mediation develops inside the ZPD, which, in turn, allows us to trace teachers’ professional development. In this study, the inquiry-based approach used creates a mediational space in which the participants have the opportunity to verbalize their class plans and the reasoning behind them with the support of more experienced others who, through the nature of their talk, create as much space as possible for the participants articulate their own thoughts, ideas and concerns.

## **2.2 Teacher Cognition**

The study of teacher cognition is concerned with understanding what teachers think, know and believe, that is, teacher’s mental lives. Such interest was first approached after the recognition that teachers are active decision-makers who play a central role in shaping classroom events (Borg, 2015). Borg (2009) affirms that research on teacher cognition is based on the idea that we “cannot properly understand teachers and teaching without understanding the thoughts, knowledge, and beliefs that influence what teachers do” (p.163). Therefore, the research field seeks to contribute to the understandings of the process of becoming, being and developing professionally as a teacher, which consequently leads to a better understanding of teaching itself.

Teacher cognition research today is aligned particularly closely with work in teacher education: a key role for such research is to support teacher learning at both pre-service and in-service level. In relation to that, Borg (2015) raises an interesting discussion on the possibilities of cognitive change in teacher education. The author cites Sendan and Roberts’ (1998) study, which among other objectives aimed at understanding the nature of the changes in the student teacher’s personal theories at different stages of a training program. The results showed that, although there were no major changes in the content of the participant personal theories, there were clear developments in the organization of this content. It means that the student teacher added new constructs, reorganized the existing structures and formed a more stable overall structure. According to the author, such result can be seen as an evidence of a change in the trainee’s thinking, at least at the structural level, which is also part of the process of professional development: “new information and new experiences lead student teachers to add to, reflect upon and restructure their ideas in a progressive, complex and non-linear way,

leading towards clearer organization of their personal theories into thematically distinct clusters of ideas.” (p. 241).

Also seeking to understand cognitive changes, Freeman (1993) examined the changes in practice and thinking of four teacher over a period of almost two years. The results showed the development of a professional discourse, that is, the teachers started to use a professional discourse of education instead of the local language used before. According to the author, by combining this new language, the teachers were able to reflect on and analyze their practice, which enabled cognitive change. However, while some practices changed as a result of this process of articulation, some others endured. Freeman (1993) therefore states that it is no longer possible to simply use behavior as the criterion by which to assess change, considering that teacher thinking is a more complex picture.

Following this same line of thought, Borg (2015) calls the attention to the distinction between behavioral change and cognitive change. According to him, behavioral change does not imply cognitive change, and the latter (because of contextual influences on what teachers do) does not guarantee changes in behavior (p. 83). This idea goes in line with the sociocultural concepts of internalization and imitation, considering that, during the developmental process, imitation (change in the behavior) does not imply internalization (cognitive change).

From a sociocultural perspective, teacher cognition originates in and is fundamentally shaped by the specific social activities in which teachers engage (Johnson, 2009, p.17). This implies the understanding that teacher learning is built culturally and socially, which, in turn, implies that previous experience – in this case the *apprenticeship of observation* – plays a significant role in learning and in the emergence of *beliefs*, concepts addressed in the next sections.

### **2.2.1 Apprenticeship of Observation**

The concept of apprenticeship of observation was defined by Lortie (1975) as the kind of learning that comes from one’s experiences as a student, from his/her own successes/failures in a classroom or from his/her observations regarding teachers’ methodology, attitude and didactics. These experiences tend to originate beliefs according to which future understandings will be based on and therefore influence one’s actions as a teacher. The reason for that, according to Borg (2015), is that prior language learning experiences establish cognitions about learning



and language learning which form the basis of teachers' initial conceptualizations of L2 teaching during teacher education.

Counting as evidence of these claims, in a study with pre-service teachers Johnson (1994) found that teachers' instructional decisions were based on images of teachers, materials, activities and classroom organization generated by their own experiences as L2 learners. As the author posits: "the most striking pattern that emerged from these data is the apparent power that images from prior experience within formal language classrooms had on these teachers' images of themselves as teachers" (p. 449). Similarly, Numrich (1996), also working with pre-service teacher, concluded that teachers decided to promote or to avoid specific instructional strategies based on their positive or negative experiences as learners, for example, the avoidance or error correction due to previous uncomfortable experiences.

Johnson (1999) argues that the apprenticeship of observation can be both a blessing and a curse. It may help teachers to enter a classroom and behave accordingly, but it may also make them behave in ways that simply reproduce – as opposed to adapt and/or transform – the teaching practices they have gone through as students. The major problem with this kind of teaching is that teachers often do not realize that their ideas and behavior contradict their theoretical understanding of teaching (Dellagnelo, 2003; Dellagnelo, 2007). However, as Borg (2015) mentions, although the apprenticeship of observation can damage teachers' behavior, it cannot be ignored by teacher education programs:

teacher learning takes place through the interaction between what trainees bring to a teacher education programme and the experiences and content they encounter on it; ignoring the former is likely to hinder the internalization by teachers of the new ideas they are exposed to and practices they are encouraged to adopt (p. 62).

In this study, *apprenticeship of observation* can play an important role by influencing the participant's actions when preparing and performing classes. If that is the case, identifying such influence can help to better understand and trace the participant's developmental process.

Assuming that one of the consequences of the apprenticeship of observation is the creation of beliefs, a concept that has long permeated the area of Teacher Education (Barcelos & Abrahão, 2006), the next section focuses on this topic.

### 2.2.2 Beliefs

As Pajares (1992) states, there has been difficulties to define the concept of beliefs. In this work, beliefs are understood as “views/ideas based on perceptions of specific experiences, in specific contexts, at a given period of time which influence one’s own understanding, decisions and actions”. (D’Ely & Gil, 2005, p.26). When applying the concept of beliefs to the teaching context, Pajares (1992) affirms that, consciously or not, beliefs strongly influence teachers’ teaching activities: “Research (...) findings suggest a strong relationship between teachers’ educational beliefs and their planning, instructional decisions, and classroom practices” (p. 326).

Richards and Lockhart (2007) point out that teachers’ belief systems are built up gradually over time and consist of both subjective and objective dimensions. The authors list six main sources to the creation of belief systems. The first one is teachers’ own experiences as language learners – the so called *apprenticeship of observation* discussed in the previous section. Second, teachers’ experience of what works best. Third, the established practices, that is, certain teaching styles and practices preferred within a school or institution. Fourth, teachers’ personality factors. Fifth, the educationally based or research-based principles, that is, teachers’ own understanding of a learning principle in psychology, second language acquisition, or education. Lastly, the principles derived from an approach or method followed by the teacher.

Just like the many sources of teachers’ beliefs creation, Richards and Lockhart (2007) cite the many kinds of beliefs that affect teachers’ classroom practices, such as: beliefs about English, beliefs about learning, beliefs about teaching, beliefs about the program and the curriculum in context, and beliefs about language teaching as a profession.

As well as the apprenticeship of observation, beliefs can bring disadvantages to teachers. As complex and resistant to change, beliefs work as “intuitive screens that act as a filter through which teachers make sense of new information about teaching” (Johnson, 1999, p. 30). Teachers thus tend to face and interpret new situations and new concepts using intuition rather than intellects. As a result, teachers also tend to base their explanations and reason their teaching around these imprinted beliefs.

In a review of studies regarding cognitive change in relation to beliefs, Borg (2015) cites some studies that indeed show cognitive change, but in an understated way. First, in MacDonald, Badger and

White's (2001) study on the impact on participants' beliefs of courses in second language acquisition, a questionnaire about second language acquisition was applied before and after the course. The results showed some evidences that the participant's cognitions had been affected by the course, but not all students' showed belief change promoted by the course. Second, Urmston's (2003) longitudinal investigation compared the beliefs and knowledge of trainees at the beginning and end of their program. The study provided some evidence of change in trainee's cognition over a three-years-period. The changes were mostly related to trainees' beliefs about the out-of-class activities they would have to do and their views about a definite philosophy of teaching.

In the present study, the participant as any other teacher carries his beliefs about teaching and reason his actions in relation to them. Therefore, identifying his beliefs will help us to better understand his actions and, in turn, investigating if there were any belief changes will help to better trace his professional development along the study.

In relation to the change of a belief, Dellagnelo (2003) points out that a potential form of going about breaking a belief is to question teachers' experience, planning, objectives and decisions. Reflective teaching, in this sense, offers enough potential for teachers to become more fully aware of their own beliefs and needs. The next section deals with this approach.

### **2.2.3 Reflective teaching and Reasoning teaching**

The growing interest in the teacher cognition field in the 70s led to the emergence of the "reflective teacher" approach to teaching, which in turn would help teachers to understand their thoughts and practices. Richards (1995) points out that reflection or "critical reflection" refers to "a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action" (p. 59). Becoming a reflective teacher, therefore, involves asking "what" and "why" questions in relation to instructions and techniques in order to better control our actions and open up possibilities of transforming teachers' everyday classroom life (Bartlett, 1990 as cited in Richards, 1995, p. 59).

Still according to Richards (1990), the process of becoming a reflective teacher involves three main stages. The first one is the event itself, that is, the actual teaching episode. The second stage is the recollection of the event, which is the reflective examination of the experience in account of what happened, without explanation or

evaluation. The third and last stage is the review and response to the event, when the most of the critical reflection takes place. Here, the teacher returns to the event and reviews it through questions that are asked about the experience.

Johnson (1999) goes further and defends *reasoning teaching*. In this approach, teachers not only reflect of what undergirds their practices and choices but also have the opportunity to justify their choices and behaviors based on solid theory and practice. Such reasoning goes beyond teachers' awareness of what, for whom and where to teach, encompassing how and why to teach and what they think while teaching. This cognitive activity enables teachers to become critical of their own teaching practices, and in this way be able to understand students' needs, prepare more effective classes and, eventually, foster students' learning.

Some studies have been investigating the reasons most commonly cited by language teachers in explaining their decisions. Borg (2015) reviewed some of them and concluded that they show quite different results. Breen (1991) concluded that the most common reason teachers gave when reasoning their instructional techniques was that they believed to facilitate L2 learning. Nunan's (1992) results showed that teachers' concerns were mostly related to the pacing and timing of lessons, the quantity of teacher-talk and the quality of their explanations and instructions. Woods (1991) added that teachers' professional lives as a whole, for example, their prior language-learning experiences, also influence their decision-making process and the reasons behind it.

In this study, both *reflective* and *reasoning teaching* are used as tools to improve the participant's professional development. First, *reflective teaching* takes place when the participant has the opportunity to consciously recall and examine his classes as a basis for evaluation and decision-making. Second, *reasoning teaching* happens when the teacher is asked to justify his choices and behaviors based on his own knowledge and the knowledge mediated by the teacher educator.

Having presented and briefly discussed the theories that to one extent or another base the present work, the next chapter focuses on the methodology used to account for the objectives of the study.

## CHAPTER 3 METHOD

This chapter describes the method used to investigate the professional development of an EFL teacher following the sociocultural approach. In order to do so, Section 3.1 brings back the research objectives and defines the nature of this study. After that, Section 3.2 describes the setting and participants. Section 3.3 deals with data collection, more specifically, procedures and instruments. Section 3.4 approaches the pilot study, which was conducted before the data collection. Section 3.5 presents the procedures for data analysis and its specifications. Lastly, section 3.6 explores the ethical procedures.

### 3.1 The study

This study aims at tracing the development of an EFL teacher as he is mediated by a more experienced other and questioned about the reasons lying behind his planning and teaching activities. The study consisted of pedagogical conferences, in which the teacher presented his class plans and had the opportunity to reason his teaching with the help of a more experienced other; and the observation and recording of the same teacher putting such class plans into practice in a real classroom setting.

In order to interpret and make sense of the teacher's developmental paths along the period of data collection, specific goals have been set up as a means to investigate (1) the aspect that has emerged as more outstanding along the pedagogical conferences and why; (2) whether the teacher changes his practices (at performance level) in response to the mediation occurred during the pedagogical conferences and, if so, what changes; (3) how the teacher reasons his teaching (at discourse level) regards changes from planning to execution; and (4) the impact of the teacher's participation in this study to his self-development according to his own perspective.

In order to cater for this, this study follows a qualitative paradigm of investigation. Put bluntly, qualitative studies are concerned with subjective opinions, experiences and feelings of individuals, with the ultimate goal of exploring the participants views' of the situation being studied (Dörnyei, 2007). As Bortoni-Ricardo (2008) explains, the qualitative researcher is interested in a process that takes place in a specific environment and wants to investigate how this very process is understood by the social actors involved.

Moreover, as a study designed to investigate foreign language teacher development aligned with the vygotskian sociocultural perspective, some aspects are considered crucial. First and foremost, language is here interpreted as the main psychological tool that mediates human interaction and cognition (Vygotsky, 1978). Accordingly, still following this principle, this study takes an inquiry-based approach with a unique arrangement. It deals with inquirers posing questions and/or problems to teachers with the aim of creating potential for sustained dialogic mediation while teachers engage in goal-directed activities. Such arrangement aims at supporting teachers' learning and opening room for improvement in instruction (Johnson, 2009).

Still following a vygotskian sociocultural perspective, this study employed a microgenetic analysis (Vygotsky, 1981) while tracing teachers' development of psychological processes as they unfold. Wertsch (1985) describes microgenesis as "a 'very short-term longitudinal study' that makes visible and explicit the moment-to-moment revolutionary shifts and leads to development of independent mental functioning." (p.55)

### **3.2 Setting and participants**

This study was situated in the context of the *English without Borders Program* and had three participants: a teacher of English as a Foreign Language (EFL), the teacher educator, and the researcher. Following, there is a brief description of the study's setting and participants.

#### **3.2.1 Setting**

The *English without Borders Program* was created by the Brazilian Ministry of Education (MEC) in 2012 with the aim of affording and motivating foreign language learning at Brazilian public universities, based on a project of internationalization of these same institutions (Abreu-e-Lima et al., 2016). In 2014, the program became part of a broader government project - *Idiomas sem Fronteiras* (IsF) – that works with five other foreign languages - French, Spanish, Italian, German, and Japanese - and Portuguese as a second language. Nowadays, each language center – here understood as each University - provides classroom lessons, online lessons or both. The classes are free and available to graduate and undergraduate students, professors, and public servers of the universities. Since the present study deals specifically with teachers of English as a foreign language, only the English language

program – namely the *English without Borders* - was the locus of this research.

Specifically, *English without Borders* has three main purposes: (1) teach English as a foreign language at Brazilian universities; (2) apply the English language proficiency test TOEFL-ITP at these same institutions; and (3) offer undergraduate students of English programs<sup>2</sup> the opportunity to start their careers and provide them with further and situated chances to expand, enlarge and connect their theoretical and practical knowledge.

The program was chosen as the locus of this study for two main reasons: first, the researcher worked there for 4 years, starting when the program was implemented at *Universidade Federal de Santa Catarina*. It created a personal attachment to the project and willingness to see both the program itself and its teachers develop. Second, it is a new government project, which represents a different context of investigation, and it has on its basis the goal of developing new teachers, which goes in line with the main purpose of this study.

At *Universidade Federal de Santa Catarina* and by the time this study was conducted, the English program functioned with nine English teachers - the great majority of them enrolled in the English undergraduate program and two in the graduate program. The program also had two coordinators, who are also professors at the university. The team meets once a week for conferences, being that such conferences deal with pedagogical issues in one week, and administrative issues in the next.

Also at *Universidade Federal de Santa Catarina*, the program adopts a communicative language teaching approach<sup>3</sup>, as determined by the pedagogical coordination of the program at the university. Several courses with different purposes and levels are offered, such as preparatory courses to proficiency tests – specifically TOEFL and IELTS - and courses focused on specific skills – listening & speaking and reading & writing. For the present study, only one course was observed. It is described on the table below:

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<sup>2</sup> By ‘English undergraduate program’, I mean ‘Curso de Letras-Inglês’ in Brazil.

<sup>3</sup> Communicative language teaching, as defined by Larsen-Freeman (2000), “aims broadly to apply the theoretical perspective of the Communicative Approach by making the communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication” (p.121).

Table I: Course observed to data collection.

Course Name	Frequency	Level	Teacher
Reading & Writing	Tuesdays and Thursdays – 6:30 p.m. to 8:30 p.m.	B1 <sup>4</sup>	Harvey

The textbook used to guide the course was *Skillful – Reading & Writing 2*, edited by *Macmillan*. This series is targeted at the academic environment, dealing with necessary English skills to the academic life, such specific techniques to reading and writing and critical thinking.

### 3.2.2 Participants

Among the nine teachers who work in the program, one of them – Harvey – was chosen and invited to take part in this study. The process of the participant selection happened during the pilot study, which is described in section 3.3.2. By the time that this study was conducted, Harvey had been working at *English without Borders* for less than two years, and before that, he had taught English for three years. The second participant, the teacher educator, helped the researcher to collect data and was responsible for the mediation during the pedagogical meetings. In a similar manner, the researcher of the present study attended all the classes and meetings, helping the teacher educator to collect and organize data, and for this reason, she is considered the third participant. The three participants' information is detailed below.

#### 3.2.2.1 The teacher: Harvey

Harvey has always been in love with the English language. He started to take classes at the age of ten, and his interest in the language just grew since then. When he was a teen, he was invited to a job interview in a language institute in a city close to his hometown. He ended up being hired, even though his initial plan was not to become an English teacher. After that, he was invited to teach at regular private and public schools,

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<sup>4</sup> Proficiency Level according to the Common European Framework of Reference for Languages. The level B1 stands for an Independent User of the language that “can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.” (Council of Europe, 2001).



and he enjoyed the profession very much. Such good experiences as an English teacher led him to the creation of a new life dream: teach English around the world. In order to pursue this dream, Henry decided to enroll in the English undergraduate program at *Universidade Federal de Santa Catarina*. By the time this study was conducted, he had been working at English without Borders for nearly two years and had taught different courses, such as Listening & Speaking and Reading & Writing.

Harvey was invited to take part of this study and kindly accepted. During the process of data collection, he showed openness and willingness to develop as a professional, always committed to his classes and students' needs. The tables below present Henry's experiences with English as a student and as a teacher respectively.

Table II: Henry's experience with English as a student.

Place	Period	Activity	Age
Elementary/High School	7 years	Student	10-17
Private English Institute I	3 years	Student	13-16
Private English Institute II	2 years	Student	21-22
Exchange Program – Canada	1 month	Student	22
UFSC	3 years	Undergraduate Student	22-25

Table III: Henry's experience with English as a teacher.

Place	Period	Activity	Age
Private English Institute I	2 years	Teacher	21-22
Regular School I	3 months	Teacher	22
Regular School II	3 months	Teacher	22
Private English Institute II	1 year	Teacher	23
English without Borders	2 years	Teacher	23-25

### 3.2.2.2 Teacher Educator

The teacher educator has been studying English since she was 6 years old. By the age of 15, she was invited to teach at a private English Institute by a friend of hers who believed she had the necessary skills to become a teacher. Because of this experience, she changed her aspiration of being a doctor and followed a different path. She started the English undergraduate program at *Universidade Federal de Santa Maria* (UFSM), but she was not very confident about her career as an English teacher. Following experiences as a monitor at a private Institute and as a teacher in the Language Laboratories at the university helped her to become more confident and realize that she had chosen the right path.

After some years teaching at a private Institute, she was invited to become a pedagogical coordinator at the same place. At that time, she was a master student at *Universidade Federal de Santa Catarina* with a piece of research focused on teacher education. She also took a course on teacher education funded by the Institute where she worked. Among her attributions as a teacher educator, besides the administrative part, she was responsible for attending teachers' classes and giving them feedback about their teaching and language skills, formulating and implementing pedagogical and linguistic developmental plans for teachers, preparing and giving pedagogical workshops, assisting teachers in class preparation, as well as accompanying students' development in the course. By the time this study was conducted, she had been working as a pedagogical coordinator for 2 years after more than ten years as an English teacher.

Although the teacher educator is not part of the English without Borders team, she was invited to take part in this study due to her experience as an English teacher and teacher educator, which legitimizes her to conduct the pedagogical conferences. The tables below present the teacher educator's experience with English as a student, as an English teacher and as a teacher educator.

Table IV: The teacher educator's experience with English as a student.

Place	Period	Activity	Age
Elementary/High school	10 years	Student	6-16
Private English Institute	11 years	Student	6 - 17
Universidade Federal de Santa Maria	6 years	Undergraduate student	18-24
Universidade Regional Integrada	2 years	Specialization course	24
Private English Institute – London	1 month	Student of a teacher training course	24
Penn State University	1 month	Auditory student	29
Universidade Federal de Santa Catarina	2 years	Master's student	27-29

Table V: The teacher educator's experience with English as a teacher and teacher educator.

Place	Period	Activity	Age
Private English Institute I	2 years	Teacher	15-16
Private English Institute II – Santa Maria	3 years	Monitor	17 - 20

Private English Institute II – Santa Maria	5 years	Teacher	19-24
Language Lab – Universidade Federal de Santa Maria	3 years	Teacher	19-21
Universidade Federal de Santa Maria	1 year	Teacher	20
Private English Institute III	2 years	Teacher	25-26
Private English Institute IV	2 years	Teacher	25-26
Private English Institute II - Florianópolis	3 years	Teacher	27-29
Private English Institute II - Florianópolis	2 years	Teacher Educator	28-29

### 3.2.2.3 Researcher

The researcher of this study has been studying English since the age of 10. She decided to become an English teacher still young because of her passion for the language and some great teachers she had met along her path as an English student. She enrolled and graduated in the English undergraduate program at *Universidade Federal de Santa Catarina* and right after that became a master student at the same university, focusing on studies related to second language teacher education.

In this study, the researcher was responsible for attending all the conferences and classes, preparing the topics to be discussed in the pedagogical conferences, developing interview questions, and interviewing the participants. Because of her little experience as an English teacher by the time this study was conducted – 2 years -, she invited a teacher educator to take part in this research and help her with the pedagogical conferences. However, both teacher educator and researcher were the brains behind this study. The tables below display the researcher's experience with English as a student and as a teacher respectively.

Table VI: The researcher's experience with English as a student.

Place	Period	Activity	Age
Elementary/High School	7 years	Student	10-17
Private English School	5 years	Student	10-15
Universidade Federal de Santa Catarina	4 years	Undergraduate Student	17-21
Universidade Federal de Santa Catarina	2 years	Master's Student	21-23

Table VII: The researcher's experience with English as a teacher.

Place	Period	Activity	Age
English without Borders	1 year	Teacher	20
Extension English Program – UFSC	2 years	Student	20-22

### 3.3 Data collection

The research data was collected through the following instruments: pedagogical conferences, classes, semi-structured and structured interviews, and note taking. The teacher's classes have been video recorded and the conferences and interviews have been audio recorded. The data collection had four main moments described below.

#### 3.3.1 Moment 1 - Pedagogical Conferences (PC)

Pedagogical conferences between the participants, the teacher educator and the researcher were scheduled every other week. The participant met individually with the researcher and the teacher educator. Before the conference, the participant emailed his class plan for the following class to the researcher and teacher educator. The researcher and teacher educator, then, had the chance to analyze and discuss about the participant's planning before the conference. Later, during the conferences, the participant described his planning for the following class (class plans – see appendix A) and was invited to discuss his teaching practices, verbalize the rationales behind his attitudes and decision-making processes, as well as his feelings, perceptions and doubts. Along the meetings, the teacher educator questioned the participant about his choices and used dialogic mediation as a way to help him to reflect upon his choices. It is important to mention that the pedagogical conferences dealt with prospective moments, that is, the following class that the teacher would teach. These moments were audio recorded.

#### 3.3.2 Moment 2 - Class Observation (C)

After the pedagogical conferences, the teacher's classes were attended by the researcher in order to verify eventual changes in the classes as compared to the plans presented earlier. The researcher verified whether the teacher's classes reverberated the pedagogical meetings in any ways. These classes were video recorded and the researcher also took notes. Afterwards, the researcher gave feedback on the class to the teacher educator as a manner to prepare the discussion for the following conference.

### 3.3.3 Moment 3 – Focused Stimulated Recall (FSR)

Lastly, as a manner to close the cycle, the first minutes of the following pedagogical conference were devoted to a semi-structured interview with the participants about the previous class observed. Here, the researcher focused on some specific pedagogical issues of the last class observed, and questioned the teacher about the reasoning behind his actions and choices. The questions of the focused stimulated recall sessions were prepared by the researcher and teacher educator together. However, the questions were open enough to allow changes according to the answers of the interviewee. It is also important to highlight that the focused stimulated recalls dealt with retrospective moments, that is, the previous class that was taught by the participant. These moments were audio recorded.

This process – pedagogical conference, class observation and focused stimulated recall – happened seven times with Henry along almost one entire academic semester (three months). That is, Henry participated in seven pedagogical conferences with focused stimulated recalls and the researcher attended seven of his classes. The pedagogical conference and the correspondent class took place in the same week, with an average interval of fifteen days to the next meeting/class. The next table specifies the design of data collection in relation to the pedagogical conferences (PC), focused stimulated recalls (FSR) and classes (C).

Table VIII: Data collection schedule.

September						
01 <sup>st</sup>	02 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
				<b>PC1</b>	<b>C1</b>	
8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>
15 <sup>th</sup>	16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup>
				<b>FSR1 + PC2</b>	<b>C2</b>	
22 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	25 <sup>th</sup>	26 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup>
29 <sup>th</sup>	30 <sup>th</sup>					
October						
01 <sup>st</sup>	02 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
		<b>FSR2 + PC3</b>	<b>C3</b>			
8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>

15 <sup>th</sup>	16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup>
		<b>FSR3 + PC4</b>	<b>C4</b>			
22 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	25 <sup>th</sup>	26 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup>
		<b>FSR4 + PC5</b>	<b>C5</b>			
29 <sup>th</sup>	30 <sup>th</sup>	31 <sup>st</sup>				
		<b>FSR5 + PC6</b>				
November						
01 <sup>st</sup>	02 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
<b>C6</b>						<b>FSR6 + PC7</b>
8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>
<b>C7</b>						
15 <sup>th</sup>	16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup>
22 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	25 <sup>th</sup>	26 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup>
29 <sup>th</sup>	30 <sup>th</sup>					

### 3.3.4 Moment 4 – Final Structured Interview

At the end of the semester and after three months accompanying the teacher, the researcher interviewed the participant in order to know his opinion about the experience, particularly on the extent to which it has brought about changes and development. The researcher also used this moment to better understand the participant's feelings and background regarding the English language (see appendix B), which could clarify some of his beliefs and therefore justify some of his reasoning and actions in the classroom. This interview was conducted 17 days after the end of the pedagogical conferences and observation of classes.

As mentioned in the previous chapter, teachers' professional development is a prolonged process that does not happen automatically, nor does it occur in a straightforward manner (Johnson, 2011), that is why such process is acknowledged as following a "twisting path" (Vygotsky, 1987) shaped and reshaped by context. Therefore, the researcher attempted to trace the teacher's developmental process over an extended period of time (three months) and by different means (pedagogical meetings, classes and interviews) to be able to capture and better understand the steps and characteristics of such development.

### 3.4 Pilot Study

A pilot study was conducted before the actual research, in order to test the data collection tools and procedures. Bailer, Tomich and D'Ely (2011) highlight the relevance of the pilot study to the research process, and such stage proved right in the present study.

The first method designed to the present study involved the pedagogical meetings held every two weeks by the English without Borders team at *Universidade Federal de Santa Catarina*, that is, the meetings hosted by the coordinators of the program together with the nine teachers. During these meetings, the participant of this study would present his class plan, and the interaction, differently from the current method design, would be made by coordinators and colleagues (experienced others) who would question the teacher's choices and help him verbalize the rationales behind his attitudes and decision-making processes.

The pilot study lasted two months. In this period, four meetings were attended by the researcher along with the corresponding classes, and all nine teachers had the opportunity to present their class plans. In the course of these meetings, the researcher perceived that the mediation, which is essential to reach the objectives of this study, was jeopardized by the presence of eleven people in the meeting. As Johnson (2009) points out, mediational tools in the teacher education field have the ultimate goal of helping teachers to “externalize their current understanding of concepts and then reconceptualize and recontextualize them and develop alternative ways of engaging in the activities associated with those concepts” (p.15). However, such goal was not being achieved because of the presence of too many people in the meeting, which changed the focus of the mediation. That is, instead of helping the teacher to verbalize the rationales behind their choices, attitudes and decision-making processes – which is the objective of this study -, the meetings ended up becoming a moment in which teachers gave tips (activities, games, teaching resources) for their colleagues' class plans. This scenario, therefore, changed the focus of the project and, consequently, the research questions of this study could not be answered nor the goals be achieved.

Considering this situation, the researcher opted for changing the design of the meetings and having individual meetings between the participants and the teacher educator. By doing so, the mediation could be guided and directed to the participant's needs. The two other moments of this study – class observation and focused stimulated recalls – proved to fit the research objectives.

Besides testing the instruments and procedures, the pilot study was also used to select the participants. The criteria used to choose the participants was: (1) teachers' performance in the meetings, that is, the ones who felt more comfortable to verbalize their class plans and the reasoning behind them, therefore creating more mediational spaces; (2) teachers who presented class plans with interesting pedagogical issues, that is, the ones who had difficulties in relation to some English teaching concepts or practices, and therefore had more potential for improvement in instruction. By taking these two aspects into account, Harvey was invited - and kindly accepted - to take part in this study.

### **3.5 Data Analysis**

Considering that the data collected to this study is too vast to be analyzed in a master's thesis, the researcher had to select the most relevant features that emerged in the data collection in accordance to the goal of this study. Bearing in mind that teachers' developmental process is acknowledged as following a "twisting path" (Vygotsky, 1987), that is, a prolonged process that does not happen automatically, nor does it occur in a straightforward manner (Johnson, 2011), the research and teacher educator tried to find prominent and recurrent issues in the participants' class plans and classes. By doing so, their actions could be strategic, contingent and consistent, i.e., they could direct their mediation at the teachers' needs and work on the same issues during the meetings and interviews along the three months. In this way, they could perceive the forwards and backwards moves that are part of the developmental process.

To answer research question 1 (What aspect has emerged as the more outstanding along the pedagogical conferences? Why?), the researcher and teacher educator read each lesson plan and heard the teachers' descriptions of the planned lessons and identified aspects that were apparently very important to the ongoing of the lesson or that apparently did not fit the lesson or yet that were not well explained, and had the teachers justify those choices and elaborate on them. The teachers' answers to those questions defined the focal points of each one of the conferences. As the teacher externalized the reasoning behind his choices, the teacher educator questioned him, had him think further and at times gave him informed instructions and/or suggestions as to eventual problems or misconceptions detected. These conferences were transcribed right after their occurrence in order to help the teacher educator and the researcher to focus on issues that appeared to be



recurrent. These recurrent issues were addressed in every opportunity that emerged in the conferences along the semester. This way, the researcher could trace how the teacher justified and dealt with this same issue from the first meeting/class to the last one.

Considering that the focus here was on the most outstanding aspect that emerged along the pedagogical conferences, the researcher only transcribed in this master thesis the parts of and pedagogical conferences / classes / focused stimulated recalls that dealt with the specific issue being discussed.

To answer research question 2 (Does the teacher change his practices – at performance level- in response to the mediation occurred during the pedagogical conferences? If so, what changes?), the researcher analyzed teachers' practices (what they did) during the classes in relation to the lesson plans and transcriptions from the pedagogical conferences so as to identify possible changes possibly motivated by the interactions between the teacher and the teacher educator. The researcher transcribed the classes and analyzed how the teacher's performance developed from the first class observed until the last one.

Research question 3 (How does the teacher reason his teaching – at discourse level -regards changes from planning to execution?) was answered based on the teacher's discourse and answers to the strategic mediation during the pedagogical conferences and focused stimulated recalls. The researcher transcribed all the pedagogical conferences and focused stimulated recalls and checked how the teacher's reasoning and justification of his choices developed from the first meeting until the last one possibly motivated by the interactions between the teacher and the teacher educator.

Finally, to answer research question 4 (What is the impact of his participation in this study to his self-development according to his own perspective?) the final structured interview was transcribed and analyzed with the goal of better understanding the teacher's perception regarding both changes in his practices and changes in his reasoning as a result of participating in this study.

### **3.6 Ethical Procedures**

Following the instructions given by the Brazilian Resolution no. 510, of April, 07<sup>th</sup>, 2016, which establishes parameters to studies with human beings, this study was submitted to the Ethics Committee at *Universidade Federal de Santa Catarina* before the data collection. The project was approved and granted under number 2.047.106. After that, the

participants received a consent form containing all details and possible risks of the present study (see appendix C for consent form) and signed it. These forms were also approved by the Committee.

Having established the methodological procedures that guided this study, the next chapter presents the data obtained from the data collection and its analysis.

## CHAPTER 4

### DATA ANALYSIS

The data collected for this study – about 4 hours of pedagogical conferences and 11 hours of classes – is too vast to be thoroughly analyzed in a master's thesis, due its restrictions of size and scope. Therefore, the analysis will consist of the most relevant features presented in accordance to the goal of this study, which is to trace the development of an EFL teacher as he is mediated by a more experienced other and questioned about the reasons lying behind his planning and teaching activities. The research question guiding this study is: (1) How does the teacher develop as he is mediated by a more experienced other and questioned about the reasons lying behind his planning and teaching activities?. Based on that, the specific research questions are: (1) What aspect has emerged as the most outstanding along the pedagogical conferences? Why?; (2) Does the teacher change his practices (at performance level) in response to the mediation occurred during the pedagogical conferences? If so, what changes?; (3) How does the teacher reason his teaching (at discourse level) regards changes from planning to execution?; and (4) What is the impact of his participation in this study to his self-development according to his own perspective?

Along the data collection, the most prominent and recurrent aspect that caught the attention of both researcher and teacher educator was the way that Harvey dealt with *implicit x explicit instruction*. The participant could not find a middle ground, sometimes sticking to one extreme and in other moments following the other extreme. When questioned about his choices, it was noticed that he could not explain or justify them based on solid grounds. For that reason, this aspect was deeply explored by the teacher educator and the researcher during the data collection. The next section, therefore, explores the *implicit* and *explicit* approaches to teaching regarding their definitions on the literature.

#### 4.1 Implicit and Explicit instructions

With the emergence of Communicative Language Teaching (CLT), teachers and students assumed new roles in the classroom. Students turned into the key agent of the learning process, therefore assuming a self-driven role. Similarly, language educators may pursue the objectives of producing autonomous learners though interdependent

means (Breen & Candlin, 1980) and value what learners' autonomy has to offer. Littlewood (1981) points out that, within CLT, classroom activities must be learner-directed, that is, the teacher sets the activity but the learners themselves are responsible for conducting the interaction to its conclusion. The teacher, in turn, is seen as the *facilitator* of learning and a source of *guidance* and *help* (Littlewood, 1981). The author states that the teacher can stimulate and present new language to be used, without taking the main initiative for learning away from the learners themselves. To put it simply, classes are to be student-centered, meaning that the student is the center of attention, and the teacher is the one to encourage him/her to use the target language as much as possible.

As mentioned earlier, the English without Borders program follows the CLT approach. Harvey, however, was having trouble to define his role as a teacher and understand the students' role. He sometimes used a very explicit approach, that is, not performing his role of guidance and help to students' learning, and consequently students were not performing their roles as agents of the learning process, considering that they were simply passive in the transfer of knowledge. These moments were characterized by Harvey giving students the explanations and answers in a straightforward manner, without students' participation or reasoning. In other moments, Harvey gave students the important autonomy, but failed in providing them with guidance and help. For example, he wanted students to come up with concepts to perform certain activities, but did not guide them through the construction of knowledge, which made students sometimes follow a different path from the objective of the activity.

Ellis (1994) defines *explicit instruction* as when learners are given a rule which they then practice using. *Implicit instruction*, on the other hand, is when learners are required to induce rules from examples given to them. This study follows Ellis' (1994) definition of explicit and implicit instruction, but adds some features in relation to students and teachers' roles. Therefore, *explicit instruction* is here understood as when learners are given a rule which they then practice using, ignoring students' autonomy and without any help or guidance by the teacher to the construction of knowledge. *Implicit instruction*, in its turn, is understood as when learners are required to induce rules from examples given to them, taking into account their autonomy and with the help and guidance of the teacher to accomplish the goal of the activity. Similar to the idea of *implicit instruction* taken by this study, there is the term *learning-by-doing*, conceived by John Dewey (1938) when proposing a new theory of education. Learning-by-doing also claims that learning should be relevant

and practical, not just passive and theoretical. That is, learners are active engaged in opportunities to learn through doing, and on reflecting about those activities, which enables them to construct the knowledge by themselves with the guidance of the teacher.

Taking into account these definitions, the next section describes Harvey's struggle between *explicit* and *implicit instruction* and his path of development in relation to these concepts with the help of the teacher educator's mediation. It is important to mention that, as the analysis focuses on Harvey's path of development in relation to the concepts of explicit and implicit instruction, the researcher only transcribed in this study the pedagogical conferences, classes, and focused stimulated recalls that dealt with these two pedagogical features.

#### 4.2 Analysis of pedagogical conferences and classes

In the first pedagogical conference, Harvey presented his class plan (appendix A1) and one specific activity caught the attention of the teacher educator and the researcher. In this activity, Harvey would explore some text structures, more specifically, topic sentences, supporting sentences and concluding sentences. To do so, he would divide students in groups and give them three texts related to the class topic (overcoming fears). In the following excerpt, Harvey explains his planning and presents the first issue related to his instruction approach. Before that, in order to make it easier for the reader to understand the transcriptions, the next table presents the codes adopted in the transcriptions.

Table IX – Transcriptions Conventions.

Sign	Meaning
T	Teacher – Harvey
TE	Teacher Educator
R	Researcher
S	Student or Students
Uhum	Expression used to show agreement
Hum	Expression used to show hesitation / pause
...	Short pause
[...]	Excerpt removed from the transcription (not relevant)
[ ]	Encloses non-verbal and/or paralinguistic information (e.g. [laugh]);
<b>Bold</b>	Relevant to the analysis

**Excerpt 1: Pedagogical conference 1 (PC1) – 09/05 - Time: 6:30 – 10:45**

T: Each group of students will have these three stories, and they will have to come with the structures [topic sentences, supporting sentences and concluding sentences], like “can you realize any kind of structure here or pattern that repeats itself?”. I know it's something very little for only three [texts] but I think it will be enough, otherwise we wouldn't have time to do that with more texts.

TE: Okay. Have you presented... before doing this activity, have you planned on working how to find the pattern in the text or you're just going to give them the text... and then they have to find the patterns?

**T: I'll just give them the texts... they have to find it.**

TE: Do you think they will be able to do that? To achieve the objective?

T: I think some...I think they have... I think they have worked with...most of my students like...they have worked with *Inglês sem Fronteiras* before and I know that in... in the writing course, like in B1 [course level] they are very... like straight and they really demand students to think about topic sentences and the other parts, so I guess they will. Hum...I mean, most of the students will.

TE: What about maybe... you should use like... you have three texts, and maybe why don't you use one of them as a modeling... you do one of the texts with everybody and then you put them into groups and give them the two other texts for them to work.... So they kind of have an instruction, a better model and instruction on how to do that.

T: I don't know... I'm taking methodology of English [class] this semester with [name of the teacher] and I'm trapped. Like everything I do seems like... it's wrong [laughs]. It's really weird because... **I thought of doing that and... we were discussing like last class, hum... that.... I don't know it's like... you're not... asking them to use their own knowledge to do that, you're just training them on one specific skill, which still like... when reading a text you have to be able to identify these parts... I don't know like... I got trapped in this like 'should I do that? Or should I don't?'**

TE: And why do you think that maybe using that one of the text as a model, and doing it with everybody would be training?

T: [silence] **Because... I don't know... because they wouldn't be reasoning themselves... I want to see if they know it.**

TE: Humm...I think that will depend on how you conduct the instruction. Because if you do that for them, if you show here is the topic sentence, here is the *blah blah*, here is *what else*, that would be training. But if you

try to use one of the texts as an example for everybody and then they all do together, but they come with the answers, you don't give them the answers. They have to come [with the answers] using one text, like on the board or maybe on a projector. You have to make them work in pairs with the text that is being displayed and then, okay, when they finish they can go to the pairs and talk together and then do these two texts... Because... for some students who may not be aware of what they need to do, when they see others doing they may realize 'oh, okay, that's what I have to do'. But you're not giving them the answer. They are coming with the answers by themselves.

T: Okay. So I should first give them the texts and have the... I want them to like.... I have these conversation questions... so they talk about the text and discuss if they identify with the stories and whatever, and then I use one of these as an example... to present the structures. Okay.

TE: Yes. Take it from them, take it from them. You do not give any answers.

T: Okay.

TE: You have them work on the text.

T: All right.

The transcription shows that Harvey was having trouble to relate theory and practice. Apparently, he was learning new concepts and theories in his methodology class, but did not know exactly how to put them in practice nor did he know how to verbalize the technical terms, which indicates that he was not acquainted with the concept of implicit and explicit instruction, for example. When he mentions that giving a model to students would prevent them to “use their own knowledge to do the activity”, and because of that students “wouldn’t be reasoning themselves” and would only be “trained” by the teacher, he appears to be familiar with the goal of implicit instruction, or at least he appears to aim at the same result that an implicit kind of instruction aims at, even if not aware of that. However, he is still not able to use any technical term or language to explain that, which indicates that he might not be familiar with the term itself. That is, Harvey was not familiar with the scientific concept of *implicit instruction*, but he had his own spontaneous concept regarding the topic, so much so that he wanted his students to come up with a pattern by themselves. However, as mentioned by Vygotsky, naming – that is, familiarity with the nomenclature – is inherently connected to the real understanding of a concept and an invaluable technical aid for thinking: “Real concepts are impossible without words,

and thinking in concepts does not exist beyond verbal thinking. That is why the central moment in concept formation, and its generative cause, is a specific use of words as functional "tools." (Vygotsky, 1986, p. 107). Therefore, there is need to help the participant to develop the scientific concept and link it to his spontaneous concept.

However, despite the issue of naming, the main problem was that Harvey wanted students to come to the structures without giving them any kind of instruction or guidance, which indicates that the participant is not only unfamiliar with implicit teaching in discourse, but also in practice. The lack of explanation and guidance to the activity presented in his class plan suggests that he did not know how to put his ideas into practice.

The teacher educator, then, guided Harvey through comments and questions to help him to reason his ideas. The mediation was both implicit – when questioning his choices and leading him to think about them – and explicit – when mediating him in relation to *modeling*. When doing so, the teacher educator was trying to act upon Harvey's zone of proximal development by first presenting him a new perspective of *implicit instruction* to be applied in both practice and discourse. Unfortunately, though, the teacher educator did not name "implicit" or "explicit" instruction.

The next excerpt describes Harvey's actions in the real classroom, after being mediated in the pedagogical conference:

**Excerpt 2: Class 1 (C1) – Recording 2 – 09/06 - Time: 8:39 – 17:07**

T: This paragraph [pointing to the text on the projector] I would like to ask you to tell me **where do you find here the main idea of this paragraph.**

S1: [reads a sentence at the end of the paragraph]

S2: [refers to the first sentence of the paragraph]

T: Can you read that out loud, please?

S2: [reads the sentence]

T: Okay. **What do you think guys? Do you think this is the sentence that has the main idea of the paragraph? Any other options?**

[silence]

T: So, as [name of the student 2] said, this is the main idea of our paragraph, okay? Humm... and this in English has a specific... like... when we talk about the structure of the text, this sentence here has... like a different... a special name, which is topic sentence. Have you ever heard of topic sentence?

S: No.



T: Okay. So, basically the topic sentence is the sentence with the main idea, okay?

(...)

T: Okay, after we have this main idea, we have to make it... like to prove to our readers that our main idea is true, okay. Imagine this as the roof of the house, okay. [drawing a house on the board] So, in order to have... This is weird [laughs] Okay, it's not flying [the house on the board], wait a minute. Hum... So, these are columns. Although they don't look like columns, they are like columns of a house or whatever this is. **And what do they do with the roof?**

S: Support.

T: Yes, they support. All these sentences [pointing to the text] we call them supporting sentences because they support our main idea, what you are sort of defending.

(...)

T: So, by the end you have to do something to close the topic, okay.

**Because it concludes the topic we call it...**

S: Conclusion

T: Concluding sentence.

As mentioned in the pedagogical conference, the transcription shows that Harvey indeed used one text as a model to help students perform the activity, and guided them with questions and drawing so they could build the concepts together. It demonstrates the participant's availability and openness to change. By doing so, it seems Harvey was being object-regulated, that is, regulated by his new class plan that was modified after the teacher educator's mediation. However, it is still early to affirm whether the implicit instruction practice was within Harvey's ZPD.

In the next meeting, before Harvey started describing his plan for the following class (class 2), the researcher asked some questions about Harvey's choices to understand how he felt in relation to the changes. It is important to inform the reader that Harvey was teaching two groups of the same topic and level, but each one had a different schedule (day and time). Harvey is being mediated in relation to one group only; therefore, the researcher attends only the classes that belong to the mediated group. Harvey decided that he would only change the class plan of the mediated group, leaving the other group with his initial planning<sup>5</sup>.

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<sup>5</sup> Despite the fact that this is not an experimental study and that Harvey has two groups by chance, and not for the sake of testing strategies or whatever changes

**Excerpt 3: Focused Stimulated Recall (FSR1) – 09/19 - Time: 0:30 – 17:07**

R: Why did you accept the suggestions?

T: I think the first thing was the model... I tried using modeling because the previous day [with the control group] I didn't... I let them try to find the things... and they sort of could but... of course... they didn't have the... the metalanguage to call “topic sentences” and “supporting sentences”. But then I wanted to try the difference. And I think that it worked as well, but there was not... like... **for this specific activity modeling was not so effective or different. Maybe in some other activities it might be more effective.**

R: So, the students [from the control group] were able to identify the main idea of the text, the supporting sentences without the modeling, is that it?

T: Yes.

According to Harvey's discourse, he did not seem to notice the importance of the changes implemented in his class. He mentions that both groups could perform the activity despite the way he conducted the class. It is, therefore, an indication that he was only imitating the suggestions given by the teacher educator, without any signs of changes in his ZPD. The imitation, however, is considered by Lantolf and Thorne (2006) as “an intentional, complex, and potentially transformative process” (p. 176), which can be interpreted as the initial sign of a long and twisting developmental process.

Still in the pedagogical conference 2, after the researcher asked some questions to Harvey in relation to his previous class, the participant presented his planning for class 2, as the method of this study prescribes. This class plan, however, did not present any issues related to the topic being investigated in the present data analysis, that is, *explicit* and *implicit instructions*. The class mostly dealt with discussions between the teacher and students and had a writing activity for students to accomplish. For the reason that these activities were not related to the scope being investigated in this study, the researcher opted for not transcribing this specific pedagogical conference here.

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may emerge from the interactions between him and the teacher educator, the terms ‘treatment group’ and ‘control group’ will be used here. “Treatment group” refers to the group to which Harvey applies changes motivated by the pedagogical conferences and “control group” refers to the one he does not apply any changes, thus following his original plan.

In the third pedagogical conference, Harvey presented a class plan (appendix A2) with the same issue related to *implicit* versus *explicit instruction*. Again, his class was based on implicit instruction without any guidance or explanation of the concepts and activities, regardless the mediation provided by the teacher educator in the first pedagogical conference. Such characteristics of the class plan reinforce the idea of imitation in the previous class, indicating that the interaction that occurred in the first pedagogical conference did not result in any cognitive changes in Harvey's reasoning that could support an adjustment in the current class plan.

In this class, Harvey would talk about the three parts of the introduction of a text: hook, transition and thesis. In his initial planning, he would "tell students that the introduction of an essay has usually 3 parts", without telling the definition of the structures nor practicing them with the students. After that, students would have to find the three parts (hook, transition and thesis) in the paragraphs that the teacher handed out in the previous class and in six other paragraphs that he would hand out in this class. Lastly, after analyzing all the paragraphs without being told what the three parts are, students would have to come up with a definition for hook, transition and thesis. Again, Harvey's class was based on implicit instruction, with lack of instruction and guidance to the activity. The teacher educator tried to mediate his reasoning, as the following excerpt describes.

**Excerpt 4: Pedagogical Conference 3 (PC3) – 10/03 - Time: 8:34 – 18:23**

TE: [...] Then, here [reading the class plan]... Teacher tells students the introduction of an essay has usually three parts: hook, transition and thesis. So, this is just you just telling them "there is hook, there is transition, there is theses"...

T: Uhum...

TE: Then, [reading the class plan] students underline each part according to their paragraphs... the paragraphs from these essays here?

T: Yeah, from the essays they already have.

TE: OK. Got it. From the previous class. Ok, then, [reading the class plan] students will analyze the structure of six other essays' introductions, which is... this activity here [pointing to the activity attached to the class plan] ...ok. So, how are they going to do the analysis of the introduction? They have to divide the introduction into hook, transition and thesis, ok. They will do that in the essay from the previous class?

T: Then I will check...

TE: Then you will check, and then they will do it here, ok. Have they ever done it before? Or is it going to be the first time?

T: First time.

TE: Ok. Don't you think you should do with them for the first time?

T: I thought of doing one of these [pointing to the activity] that they already have.

TE: Okay. From these? Or from the previous class?

T: From the previous class.

TE: Ok. That is good.

T: Showing one and they can do together the other one. **But also thinking about the other time I had... we talked about topic sentence... and they were able to identify, like, I just like... said the names and they could like... get it from the text with themselves, so I thought it would work again.**

TE: Ok. Hum... my questions is... (...) because if you say "there is hook, there is transition, there is thesis. Find them in the paragraphs... go". If I don't know what a hook is, what a transition is and what a thesis is, I have no idea where to find them in the paragraph. I will just underline whatever and I will be like "ah, maybe this is... but what is a hook? What is the transition? What is the thesis?"

T: Uhum... So, we have talked about hook already because this is the function of the topic sentence in the paragraph.

TE: Uhum, okay.

T: So they have this idea of what a hook is... how it works in writing... and the thesis is... I already told them it is another name for the topic sentence.

TE: OK. So you just told? They didn't work on it?

T: Yeah.

TE: Ok. Hum... I think Harvey it would be nice for you to...

T: Rearrange?

TE: Not rearrange, but to do once with them.

T: Okay.

TE: To model the activity. I think that just by telling maybe they won't remember when you told them. Hum... Maybe you told them "ah, thesis is another for... another name for... hum, topic sentence". Okay, maybe in that moment some student was like... in another world, or they were not in class, and they probably won't remember. So I think that just by telling students "ah, this is how you should do", it won't make them internalize things. They have to practice. They have to be guided and then practice and then they will be able to learn. To use it with their own words. This is how internalization works. (...) I sent [the name of the Researcher]

an interesting, hum... paper about second language acquisition... how people acquire second language and there is the... the U shape format of learning.

T: Hum... I sort of remember this.

TE: You are in class, and then for example, let's think... I was thinking about that in relation to the grammar topic but it can be in relation to any topic, anything, like vocabulary... whatever. Hum... you work with the students for... first you worked with the first conditional and then you had an activity and everybody used it perfectly, okay? So they used it very well... they were able to use it okay. And then...okay. As time goes by, you have worked with second conditional, okay? And then they use it perfectly as well. But then they started mixing both... so it seems like they have unlearned what they were able to do perfectly before... they're doing it wrong, okay? It's like when you teach past... you work with past... and then first they are able to say "ah, did you travel? Did you go? Did you fly? Did you blah blah blah?" And then... you introduce another topic like "were you at the party yesterday?" and then suddenly they're saying "did you were the party yesterday?". First they used it really well... now they're mixing everything up, okay? So it feels they are not... they are...

T: Going backwards [laughs].

TE: Going backwards, but that's how it goes... that's how you internalize. You go forward one step forward two steps backward and then you go one step forward again and then maybe you will go three steps backwards until you have to go 5 steps forward... and that happens with learning a language as well. So they will be down the U, the U-shape and then it will seem they have unlearned and that's... here's the moment where you have to go back and work with this structure again and then until they're able to do it again. This doesn't happen in two classes... it happens with time, okay? So maybe we'll see they are unlearning things... but then is the moment you have to reach their ZPD and be able to... okay, let's organize this and move forward. So it's always like two steps forward, one backward, three forward, five backwards (...) and that happens with teachers' learning, students' learning... so maybe when you tell me, you say... "ah... I have told them that thesis is the same as topic sentence"... you have to tell again, you have to work with that again. Because they may have been able to recognize that in the previous class, but maybe tomorrow there will not.

T: Got it. Okay.

TE: It's not that I'm saying that you have always to underestimate your students... but think of them as babies learning to walk and talk... they're not able to do everything by themselves yet... so you have to like take

them by the hand sometimes and guide them through the path of learning. Hum... So I think that maybe doing... modeling with them, doing one or two paragraphs all together and then letting them go and do by themselves... is the way of them to feel safe that they're doing something they know what they are doing.

[...]

T: Okay.

[...]

TE: Then here [reading the class plan] students define what each part of the introduction is responsible for...

**T: Yeah... because then in my head I wouldn't do the modeling... so after they like... see many times, they would... I believe they could say like "the hook is a part of like... calls attention to the text, the transition blah blah blah".**

TE: Okay. That is like inductive... it's really inductive. But again then I ask you... if I came here, I tried to divide everything... and then they had to define what is a hook and then you say "ah, the hook is [reading the class plan] description, illustration, narration that pulls the reader into your paper topic. This should be interesting and specific" then I say "oh, I did everything wrong". So if you guide them, they will come up with what the hook is because you did some examples... you let them do by themselves some other introductions... and then you come... then you can ask... you can get it from them.

T: Okay

TE: "So guys, you have done, you have underlined, you have discussed with your partner... what is the hook? What do you think is a transition? What do you think is the thesis? How... is that organized in the introduction paragraph?" This is inductive... you get it from them. You don't expect them to come up with all the answers. You start giving... you know... just like...

T: You direct them...

TE: You direct them to give you the answers. It's not like... loose. Do it, and now you will come up with the answers like magically, okay?

T: Right.

TE: So it's not explicit because you're not saying "this is this, this is that, that is that" okay? You're not being like... I don't know... This is Y, this is X, this is Z. You are giving them the path so they can tell you "ah, this is X, this is Y, this is Z". You induce them to that, okay? It's not very loose.

It seems that Harvey was reasoning his decisions based on his previous classes and experiences, as he mentions: “also thinking about the other time I had (...) I just like... said the names and they could like... get it from the text with themselves, so I thought it would work again”. So, the participant was still relying on his previous experience with the control group, which worked, even without clear guidance or modeling.

Regarding the mediation, the teacher educator identified his reasoning – in bold in Excerpt 4 – and then tried to act on his ZPD by presenting theory that challenged his reasoning around his planned practice and supported her arguments. This action goes in line with Johnson’s (1999) claim that reasoning teaching can only be developed with teachers’ awareness of both theory and practice. The teacher educator was also explicit in her mediation, giving specific suggestions that could be applied in his class. Once again, as displayed in Excerpt 4, Harvey’s shows availability and openness to change, which is essential to the process of learning and development.

In the class, Harvey modified his class plan after pedagogical conference, but he did not succeed.

**Excerpt 5: Class 3 (C3) – Recording 1 – 10/04 - Time: 17:38 – 23:48**

T: So, now...hum... let's talk more about the introduction of this one [pointing to the text on the projector], okay? So, there are three... usually there are three parts, hum... in the introductions. The first one we call the hook. Do you remember what a hook is? Like... when you go fishing? [drawing a hook on the board] This is a hook okay? Hum... we also have the transition...and finally we have the thesis, right? **So... the function of the hook is [audio not understandable] it has to be appealing or something... it has to call attention at some level, okay?** So... what is in this paragraph... in this argumentative introduction... where is our hook?

S: The question.

T: The question. What is the question?

S: [student reads the question]

T: Uhum [write the question on the board]. Right. That's it. What do you think the transition makes?

S: [silence]

T: So, think... we have the hook, the transition, and the thesis.

S: [answers the question]

T: That's it. So transition connects these two parts, okay? So you can have like... a smooth, like it gives... here's when you give some idea of contrast maybe... or something that is necessary to lead to our

thesis. And what does... here in this introduction... what is the transition?

S: [Silence]

T: So you know which one is the hook. Now, which one is transition?

S: [reads the text]

T: And how can you make it shorter? So I can write it on the board?

(...)

T: Okay. So this is our transition. Like... she [the author of the text] starts with the question to get to the reader, she shows that there are two opinions there, and what does she do on her thesis? What is her thesis?

S: [Silence]

**T: So thesis... you can also think as main idea of the paragraph. It has the same function as a topic sentence.**

S: [reads the sentence from the text]

T: Uhum... so... the author does not believe or disagree with wearing uniforms. Okay... so these are... like... this is how this introduction is organized.

The excerpt shows Harvey's modified class plan. He first brought one text as example to present the structures and not only asked students to do it without any support, as in his initial planning presented in the pedagogical conference 3. However, the teacher educator also mediated him in relation to guide students to come up with the definitions, that is, help and direct them to understand the structures. Harvey, on the other hand, ended up being too explicit and giving the definition of hook and thesis to the students. It again indicates that the practice of implicit instruction discussed in the pedagogical conferences was not within his ZPD, which led him to imitate the suggestions without having success due to lack of full comprehension. At this point, he was still being other-regulated by the teacher educator, and when the students did not follow the path he was expecting, he got lost in the situation and went back to his internalized practices. For that reason, he could not perform the activity in the way it was expected.

It is also important to highlight that up to this point, the teacher educator did not use any scientific concept to mediate the participant. She was only referring to the importance of *modeling*, a term that was used by her and by Harvey many times along the two pedagogical conferences. However, only mentioning and stating the importance of modeling did not seem to convince Henry about its effectiveness, which led him to use it simply as a response to the TE's suggestion, but up to this point, he did not even take the time to reason about it as he prepared classes.



In the next meeting, the researcher asked some questions regarding his behavior in the previous class.

**Excerpt 6: Focused Stimulated Recall 3 (FSR3) – 10/17 - Time: 00:21 - 03:25**

**R: I noticed that your class plan deals a lot with implicit teaching... in the sense that your objective here was only to present the name of the structures, and let the students figure the meaning out by themselves... so why have you decided to do that?**

T: Because... I don't know.... I think that... I just didn't want sound... like... I didn't want to be too explicit. **I like students like... to go discovering by themselves. I think it's more meaningful for them. I think that if they think and they...if... I don't know have like the rationale behind the thing then it would be more meaningful and they might like really learn the thing not just like... if I tell them is too obvious and they don't have like any thinking behind it. So I think that if they make all the thinking... they will be more... I don't know like... aware of that.**

R: Uhum...okay. And then in our last meeting, the TE suggested that you could model one paragraph first and then ask students to do the activity. How was it?

T: **It worked perfectly. It was very good.**

R: Did it help students?

T: Uhum... I think so.

R: Okay. And do you think hum... it was easy for them to... to identify [the structures]?

T: Hum... I guess, I guess so. But it's a lot of interpreting, so I think some of them got it like... right from the beginning and some of the other were like... sort of lost sometimes. And also because I think that those three parts, like transition... no, hook, transition and thesis... like specially the hook and the transition... the moment one starts and the other finishes, sometimes it's not so clear... so they might have sort of gotten lost. But I think that's fine, because the point is they don't have to find it like... they don't have to do it in every text they read, they only have to like...know how... these are parts and to make it later.

R: Uhum.. and then another suggestion was model one paragraph but get the explanations from the students, remember? So, from your example, they would help you to define the structures. I noticed that you didn't do that. So... before modeling, you explained each structure...

T: **Yeah... I got a little bit carried away [laughs].**

R: Like "this is the hook, and the hook has this function"... Why did you do that?

T: **I think I just got carried away like... I forgot what I had to do, just moved on like... oops.**

R: Uhum...

T: Yeah, because I remember after having the activity I was like "hum... I should have done it differently" then was like "okay, that is it" [laughs].

As the excerpt describes, this stimulated recall dealt with reflective teaching. With the help of the researcher, Harvey had the opportunity to consciously recall and to examine his class as a basis for evaluation. He answered "why" and "what" questions in relation to his instructions and techniques, just like the literature of reflective teaching points out (Richards, 1995).

Additionally, right in the beginning of the focused stimulated recall, the researcher asked a question to Harvey explicitly using the term "implicit teaching". This time, however, she did not explain about the concept. This can be seen as an implicit attempt to make him aware of the concept, testing whether he would react to it or not by connecting his spontaneous concept to the scientific terminology itself. Harvey one more time showed to be familiar with the goal of implicit instruction, by saying he prefers that the learning process involves students "discovering by themselves", because it is "more meaningful for them" and therefore it fosters the process of learning. At this point, it is worth commenting, however, that even though one can notice his attempt to use implicit teaching, his performance while using it still demands arrangements so that his instruction provides enough guidance.

Also, for the first time, Harvey acknowledged the benefits of the mediation provided by the teacher educator. One part of the teacher educator's mediation was in relation to the inclusion of a text to model what students would later have to do by themselves. Regarding that, Harvey affirmed that "it worked perfectly" and "it was very good". However, when attempting to put in practice some guidance for students by asking questions to help them understand the concepts being dealt with, Harvey affirmed that he "got carried away". By saying that, the participant confirmed that in this class he was being regulated by his own internalized practices, and not by the modified class plan. In other words, his attempts to change his original plan showed to be externally motivated by the suggestions of the TE; i.e. he was only trying to follow the suggestions and not really agreeing with or convinced that they made

more sense. By this point, it seems that the mediation provided in the conference has not reached Harvey's ZPD yet. And, according to Johnson (2009), teacher cognitive development can only be examined once the concepts and practices are already in teachers' ZPD.

In the fourth pedagogical conference, Harvey presented the same issue related to implicit versus explicit teaching in his class plan (appendix A-3). In this class, the participant would work with two reading techniques: scanning and skimming.

**Excerpt 7: Pedagogical Conference 4 (PC4) – 10/17 - Time: 07:35 – 17:31**

E: Okay, then you go to the Global reading and close reading...

T: Just basically scanning and skimming.

TE: Skimming and scanning...

T: Yes...

TE: Okay... I circled the words here and I have a question for you.

Hum... how are your students supposed to know what is skimming and scanning, because these are two very important... hum... concepts for reading. Like... hum... Strategic skills for reading. How do you know... how are they going to do it? Because to skim the text you don't need to read word by word... How do you know they're not going to read word by word in order to...

T: I usually set times so I say like "okay, you have 2 minutes to read the text" or like 3 minutes depending on the size. Hum... we have already... like worked with... in the beginning of the semester I explained them some of the reading strategies we have, and we use already in Portuguese and then we should give them the... give them some names.

Hum... skimming and scanning as the book brings every unit, like every unit we have this... I always say like "skim the text" like...

TE: Okay...

T: Every unit we have been talking about them. So they sort of know how to do it.

TE: Do you... Are you sure they know how to do it?

T: [silence] I'm not sure.

TE: Okay. How can you be sure they know or they don't know? Because ah... "you have 2 minutes to do it". But if I am a student and I'm really worried, I say "ah teacher, 2 minutes is not enough. I can't read the text in 2 minutes". She doesn't know what skimming is.

T: I usually tell them they have to... try to look for the... the topic sentences or the thesis of the test... to consider what is the... the gist.

TE: Okay. So, hum... if somebody asks you "teacher, what is skim?" How are you going to explain the concept of the word?

T: Hum... **Skimming is the strategy we use to get the gist of the text and we don't have to read the whole text, we just have to read... like... to go with our eyes through the text.**

TE: So this is very explicit...

T: Yeah.

TE: You are giving them the answer. How could you have the person understand the concept of skim or either scanning, hum... in a more implicit way?

T: Hum... skimming I could say that students could... like... if you open a newspaper and you have to choose what are the articles you want to read, you are going to skim... so you only read the headlines really quickly and then you "okay, this one is interesting, so...".

TE: Okay. And how would you explain scanning? You know in a more explicit way... implicit, sorry.

T: Implicit? Okay [silence]. Probably with like... recipes. Like, okay, you're cooking and then you have to find... like... specific like... because every time you cook you go to the recipe you look one ingredient and then get it, and then you look to the next one so... What is the temperature of the oven again? And then you go and look again. So this would be I guess skimming...

TE: Scanning.

T: Yes, scanning.

TE: Okay. To get more...

T: Specific information.

TE: Specific information. There are also the titles of the sections [pointing to the book], like... global reading and close reading. So you could relate that, hum... skimming is something broader, okay? And scanning narrows a little bit the information, narrows it down. It's a way you could explain... then I have... these two things bring me to question that I have (...) Harvey, what is implicit teaching?

T: [silence] **I don't know. I don't know how to answer this question. [silence] I think is to provide students with...hum... situations and... things or like... content that makes them reflect over either language or content or subject.**

TE: Just reflect?

T: **I mean, reflect and use it later... like put it on practice.**

TE: Okay. What is the role of the teacher in implicit teaching and learning? What's your role in this context?

T: **I think provide the correct sources... and manner. But also make them the right questions... and choose like, the appropriate task so they can perform...**

TE: Okay. And what is explicit? What would be explicit?

T: **Explicit I guess it would be more like... not giving them the chance to think about it. Only like... getting there and telling them, like "this is it, do it".**

TE: And what is the role of the teacher in this context?

T: It is sort of... **like the one who knows...** like...

TE: And what about the students? What is their role in implicit and also in explicit?

T: **I think in explicit they are just like a box that you can put things in it.**

TE: Okay.

T: That's it. **But then in implicit... they are the ones who are doing all the thinking, hum... and they are really important in this process.**

TE: Okay, okay. Hum... Do you see the positive aspects of each? Of implicit and explicit? What could be positive about implicit teaching and learning?

T: I think... **like giving the students the opportunity to think and ponder... if they agree, if they don't agree or...let them to come up with their own rules for the activities or for the grammar. Or, hum... make them reflect about (...) to formulate their own ideas, but also to put them on test, like discussing...**

TE: Okay. And what about the explicit? What would be the positive aspects or negative if there are?

T: Yeah, I think too... If classes are too explicit then students do not think but at the same time I think sometimes... there are some things students, hum... **they don't need to think about it, they just need to change something in a text or something like that,** so... something explicit would be more appropriate like "okay you just need to change this word here because of that" and that's it.

TE: Okay. If we go back to the class the researcher observed... remember the activity with paragraphs... hook, transition and... and... I forgot the other...

(...)

T: Thesis.

TE: [name of the researcher] Do we have that one [class plan] so I can remember the steps? So... in your plan you said... [reading the class plan] "students organize the thesis, okay. Teacher tells students that introduction of an essay usually has three parts... and then hook,

transition and thesis". They would underline the hook, the transition and the thesis in each paragraph and then they would analyze six of them and they define each part of the introduction and then you give them the... what it were. It was really implicit, right? Then I suggested you should do one paragraph as a modeling so they know what they are looking for. Then you did the paragraph as a modeling and then you explained what hook was, transition and thesis... then they went to the paragraphs by themselves. Do you think that this was explicit or implicit?

T: [silence] Explicit.

TE: Why?

T: [silence] Because I told them the parts, their function and where to find them... like in the first paragraph in the modeling... and in the next one they only had to repeat.

TE: To repeat... so do you think they reflected on it? They reflected like... when they went to their paragraphs, do you think they had the chance to reflect where to find a hook, where to find a transition, where to find a thesis? What language may be used in each of them? If they knew where it was, they just had to go there and underline...

T: I don't know...

TE: Okay, so thinking about this, do you agree that it was more explicit? In your plan it was implicit, remember? It was really implicit, it was totally implicit. Then I suggested that you modeled. And then you would leave the definition to the end. But then you changed it, you changed it to explicit completely.

T: Completely, yes.

TE: So, this is something I would like you to pay attention in your classes, okay?

As the excerpt shows, in his initial planning, Harvey would use a very implicit approach to work with skimming and scanning. He would introduce the activity in which the two techniques are required, but he would not give any explanation or propose any practice on the strategies. When asked about how he could introduce the two topics, he moved to a very explicit approach, giving the definition of skimming directly. That reaction is similar to the one he had in Class 3, moving from a very implicit practice straight to a very explicit one. As it appears, the previous pedagogical conferences have not influenced his reasoning to prepare classes yet.

After noticing the lack of changes in Harvey's class plans and therefore his lack of understanding throughout their interactions, the

teacher educator decided to be more explicit herself as she approached what for her constituted a shortcoming in Harvey's classes: implicit and explicit instruction. She thus tried to create in Harvey a new ZPD by explicitly naming "explicit" and "implicit" teaching, and asking him questions so he would verbalize his understandings concerning definitions, advantages and disadvantages of the two approaches, the teacher's and the students' roles in each type of instruction. By doing so, she was trying to help him to organize his own spontaneous concepts and reflect upon the way he was using the two approaches in his classes.

Still in relation to the teacher educator's questions, initially Harvey had some trouble to answer "what is implicit teaching". He even stated that he did not know how to answer it, which again shows his lack of scientific knowledge on this matter. Afterwards, it appears that he had already been functioning in the new ZPD, even being only at the discourse level, because for the first time he was able to link his own spontaneous concept to the scientific concept brought by the teacher educator. That is, he was able to use his own words to explain the concept when the teacher educator asked about the definition of the scientific concept of implicit instruction. His answer indicates that the goal of the concepts were clear, although he failed to perform them. Later, the teacher educator exposed Harvey's struggle between the two extremes: implicit and explicit. At this point, she was trying to act upon his newly created ZPD by making him aware of his flaws.

Such actions taken by the teacher educator are in accordance with Johnson's (2009) claim about how we should support concept development in the area of teacher education. That is, Harvey first had the chance to verbalize his spontaneous concept, which opened up the opportunity to dialogic mediation aiming at the reorganization of the same concept as well as exposure to the scientific concept. By doing so, the more expert other was trying to build that bridge to join theory and practice, which is essential to concept development (Vygotsky, 1986) and teacher cognitive development (Johnson, 1999). After clarifying Harvey's understandings of the concepts and making sure they were correct, the teacher educator mediated him in order to apply such concepts to the class that was being discussed so as they could connect the theory so far discussed with the practice itself. As Vygotsky affirms, it is only in situated activities that one starts building bridges that allow them to connect the scientific concepts to the spontaneous concepts.

Later, Harvey modified his class plan to put it in practice, as the next excerpt describes.

**Excerpt 8: Class 4 (C4) – Recording 3 - 10/18 - Time: 02:58 – 11:30**

T: Do you remember what skimming is? If I tell you... go to the text and skim the text. **What does that mean? What kind of information are you looking for?**

S: The main idea...

T: Okay, the main idea... **and where can you find it in your text?**

S: In the topic sentence.

T: We call it the topic sentence... In the first paragraph you should have like... the thesis, right? So you have an idea of the whole text. **Can you think of any moments when you would use skimming? Not here (...) or anything. When do you think you could... would use skimming?**

S: [answers the question]

(...)

T: When you're doing research and looking for a scientific article, you read the article usually... and choose the one that is best for you, okay. So, in this text they bring like this idea of global reading so it's something more general, right?

(...)

T: Now, I want you to scan the text... to find the definition of the words that are presented here on the close reading [pointing to the section in the book]. So, (...) **why do you think they call this part of the activity close reading?**

S: [answers the question]

T: Okay, you need more attention. **Why do you need more attention?**

S: [answers the question]

T: To find the specific information on the text. And there is another name for this action. It's like... it's the perfect marriage... skimming and...

S: [answers the question]

T: Scanning, uhum. So, when you skim you look for... it's like global reading, the general idea. When you scan... specific information [writing on the board]. Can you think of any situation in real life... I mean, this is real life, right? **But another situation in your life that you would use scanning?**

S: [answers the question]

As the excerpt shows, Harvey succeeded in guiding students with questions to help them understand the concepts by themselves. In this class, he was able to do that in a more natural way, following the students' pace and asking pertinent questions. It is the first indication that he was



engaging in a reflective process and actually making sense of what the TE was trying to teach him.

In the next pedagogical conference, the focused stimulated recall dealt with issues not related to the scope of the present data analysis; therefore, it was neither transcribed nor analyzed here.

The beginning of a reflective process was confirmed when Harvey presented his next class plan (appendix A.4). He planned a consistent implicit activity with guiding questions and explanations, but failed when organizing the order of the activities in class. The topic of this class was dependent and independent sentences, and he prepared three different activities for this class. The first activity (1) was a Power Point presentation about conjunctions. The book did not mention the topic *conjunctions*, but Harvey decided to bring this topic as an extra information to link with the dependent and independent clauses. After the Power Point presentation on conjunctions, Harvey prepared an activity (2) in which students would receive sentences split in half and had to find and join the two corresponding parts. First, they would receive only the first part of the sentences. When they realized they could not match, they would receive the second parts. This activity would work with the main topic of the class: dependent and independent sentences. The third activity (3) was the grammar explanation and some exercises on dependent and independent clauses on the textbook. As follows, the part of the pedagogical conference that is related to these activities is transcribed.

**Excerpt 9: Pedagogical conference 5 (PC5) – 10/24 - Time: 15:20 – 29:03**

TE: After this you go to the review of conjunctions, which is on the slides [presentation on the computer]. Guide me through the slides. How are they going to work?

T: Okay. Hum... So first of all... it's difficult for students to understand the difference, hum... I mean... difference between independent and dependent sentences... hum, so I'm going to show them independent clauses... so I will give them some examples and ask them if they can notice why they are considered independent. Then the next slide... if they can... either if they can or they cannot... I will tell them why they are considered [independent clauses] and show them the examples.

TE: Uhum.

T: And then I will show them examples of not independent clauses... hum... and tell them that there are some words that we use to link dependent clauses... and then the words are, hum... these ones and.... they have to... yeah. And they have to link, link the...

TE: The clauses?

T: Sorry... the... conjunctions with the meaning.

TE: So, [pointing to the slide] *for*, they have to see where *for* would go, *so...* in each one.

T: Uhum

TE: Okay...

(...)

TE: And then you have something else here, which is complex sentences. [Reading the class plan] Give students a pair of sentences... this one here [pointing to the activity sheet]. Which part of the sentence will you give them?

T: The first part.

TE: Only the beginning.

T: Yeah, only the beginning. I'll ask them to... to try to match the sentences and they will realize they cannot, cause they won't make sense, right?

TE: Okay.

T: When they complain, I'll say "oh, okay, I thought you would never ask" and then I give them... the rest of the sentences, then they will be able to finish them. Hum... then **I'll ask "why couldn't you match the sentences?" and "why did you need the other half?"**[the questions were in the class plan]. So they will say they are incomplete and... I think... maybe they could say they are dependent clauses because they depend on the sentence that is going after that.

TE: Uhum.

T: Then I ask them to go to page 43 [book], which is unit 4, here. And then I ask them... I guide them through the box. "So you guys... take a look at the box and then you will see what we discussed before. So complex sentences they're made of one dependent clause and one independent clause". And then I'll give them some examples... I will use the examples they have here... as things or conjunctions that show that the dependent clause is the beginning.

(...)

TE: First question (...) How implicit or explicit are your activities... in the way you have told me you're going to do?

T: Uhum... [silence]. **I think they begin implicit...**

TE: Why?

T: **Because I ask them, like... questions in the beginning... in the conjunctions** [PowerPoint activity]. Like in the first when I ask them, if they noticed any difference... or anything that makes them think that these are independent clauses.

TE: Hum... **But you already give them the name that they are independent clauses.**

T: Uhum.

TE: So they don't have to guess... that they are independent.

T: No.

TE: **You are already telling them they are independent. Do you think that this is implicit?**

T: **No, but... [silence]. It's...I don't know, because they couldn't name.**

TE: What do you mean by they couldn't name?

T: They couldn't come... because this is like metalanguage, and they couldn't... they can't guess metalanguage.

TE: Yes, they won't be able to say "this is independent and this is dependent", okay. How can you make them aware that there are clauses that can go along, but there are others that they need another clause to make sense? Not using "independent" or "dependent", because they may not be able to... to get there, but how would you make them aware that some clauses need another one?

T: Putting them together?

TE: Who? The clauses?

T: Like... the [examples of] independent causes with the examples of dependent clauses.

TE: Could be... one possibility.

T: And then they could like... "can you tell me any difference between these sentences here?"

TE: **Because, what is the objective of this PowerPoint activity? What do you want students to be aware of or to produce by doing the activity with the PowerPoint?**

T: **I want them to be aware of... independent and dependent.**

TE: **And what is the objective of (...) giving the pair of sentences, asking them to match them, then they realize they can't because they need another sentence. What is the objective of this one?**

T: [silence] **Sort of the same.**

TE: Sort of the same, okay. **Which one is more implicit? Which one is more explicit?**

T: **This one. This one is implicit [pointing to the activity of joining the two parts of a sentence].**

TE: Why?

T: **Because I'm giving them just half... like just the part they can match and then they will come by themselves that they need another part.**

TE: Okay, then what do you think should be the order of these activities?

T: **This one first** [pointing to the activity of joining the two parts of a sentence]. But at the same time, here [pointing to the PowerPoint activity about the conjunctions] there is... the conjunctions that...

TE: But do you think they will really need the conjunctions, to know the conjunctions in order to be able to put the sentences together?

T: Yes, I know because there are different ways of putting sentences together.

TE: Uhum... you can... you have these ones...

T: Because in these ones [pointing to the sentences in the PowerPoint activity] you have to use two independent sentences while...

TE: Okay, for these ones [pointing to the sentences in the PowerPoint activity] you have two independent, joined by a conjunction, okay? And the other ones [pointing to the sentences in the activity of joining the two parts of a sentence] you have a dependent plus independent, which you will need an independent in order for the dependent clause to make sense. So they are two different things...

T: Uhum...

TE: Okay? This is [sentences in the PowerPoint activity] joining, combining sentences together using conjunctions, and the other one [sentences in the activity of joining the two parts of a sentence] is not combining with conjunctions. It's two different clauses that one depends on the other in order for everything to make sense. So these are different... things, okay? So your objective with the class, is it going to be working with the complex sentences, the independent and dependent, or joining them with conjunctions?

T: No. Working with dependent...

TE: Working with dependent. Then maybe you can save this [PowerPoint activity] for a different class.

T: Okay.

(...)

TE: Let's go back again. You would start by giving them the first part of sentences [activity of joining the two parts of a sentence], they have to try to match, they will notice they can't because they need another sentence. Then you have two questions [reading the class plan] "why couldn't match?", "why did you need the other half?", okay. What do you want them to answer? To get? Where do you want them to get from these two questions?

T: [reading the first question] "Why couldn't match the sentences?" because they're not part of the same... they don't have the same meaning.

And [reading the second question] "why did you need the other half?" for the sentences to make sense.

TE: For the sentence to make sense. So you want them to notice that one sentence without the other will not make sense, okay. Hum... How could you use those sentences in order to get to the... the things they have here [explanation on the book]? Because then, okay, I need this one because of that one and they cannot go alone. And then you will just read this [explanation on the book] ... here they have all the conclusions, and they have the explanations and they have here common subordinating conjunctions include this, this and that. **How can you make them get to these answers, to this explanation here without reading the explanation?**

T: Okay. Hmm... [silence]

TE: Without you telling "oh, these are complex sentences". How can you make them... "oh, because there's a conjunction here, that's why the sentence needs another one". Because I cannot say "when my grandma visited me" it's not... alone it doesn't make sense, but I can say "my grandma visited me" and it makes sense. So they have to notice that it doesn't make sense alone because they have "when" and "when" is a conjunction. So... how can you make them get aware of this, without reading this part [explanation on the book]?

T: **Maybe if I ask them "how could you make the first sentence to make sense?"**

TE: Okay... "what can you take out of the first sentence for it to make sense?"

T: Uhum.

TE: Okay, that's a possibility.

(...)

TE: How can you make them? Can you go again?

T: Uhum. Hmm... the question?

TE: Uhum.

T: What can you take off the sentence to make the sentences make sense... the first sentence to make sense? So they would go like "Oh, if you don't have 'when' you have 'my grandma came to visit'.

TE: "Does it make sense alone?" "Yes, teacher". So, and then ask them to underline or circle in the other ones [sentences in the activity of joining the two parts of the sentence] the parts that are there to connect. The parts they could take out in order for the sentence to make sense by itself, okay? Because then by circling *when, though, after, because, until* they will get to this part [explanation on the book], here. Then they will read, they will have more examples, but they will have got into the

conclusion that a dependent clause is dependent because it has a conjunction... by themselves, without reading this. Then this reading will be just a wrap up of what they have discussed, okay? It would be a language awareness part. But they have to come to the answers by themselves... okay? So you started really implicit in this complex sentences activity [activity of joining the two parts of the sentence], and then you moved to explicit, read and get to the conclusion [explanation on the book]. So try to... "desmembrar"...

T: Open the...

TE: To open the sentences more, to make them aware.

For the first time, Harvey presented one activity following a more implicit and guided approach to teaching, although he still “failed” when planning the first activity (PowerPoint presentation) which somehow spoiled the explanation of the second one. This planning indicates that the concept and practice of implicit teaching was already within Harvey’s ZPD, which is the first step to the long process of internalization. The teacher educator’s mediation was again helping Harvey to organize his ideas and reflect on his planning. Harvey’s answers to some strategic questions asked by the teacher educator are also indicative of his cognitive development. First, when asked which activity was more implicit and more explicit, the participant was able to identify the activity and justify his answer: “Because I’m giving them just half... like just the part they can match and then they will come by themselves that they need another part”. Second, he was also able to indicate which activity should come first with the help of the teacher educator’s mediation. Lastly, he could spontaneously come up with questions that would help students to understand the content: “Maybe if I ask them “how could you make the first sentence to make sense?”. Although many signs of cognitive development can be perceived, Harvey still needed the mediation of the teacher educator to come up with certain conclusions, which indicates that at this point he is still being other-regulated.

However, it is worth emphasizing that only after the teacher educator explicitly stated the scientific concepts of implicit and explicit instructions (transcription 7 of pedagogical conference 4) the participant was able to reason it and add it to his new class plan (excerpt 9 of pedagogical conference 5). That is, while only mentioning *modeling* (pedagogical conferences 1 and 3), the participant was not making sense of the mediation provided and therefore the teacher educator could not reach his ZPD. When the teacher educator started to work on scientific concepts, the new ZPD was finally created and Harvey started to plan his class vis-a-vis the new concepts. This fact corroborates Vygotsky’s claim

about the importance of naming, that is, a concept becomes an aid for thinking once there is familiarity with the nomenclature (Vygotsky, 1986, p. 107). According to the author, this happens because “speech combines the function of social interaction and the function of thinking” (p. 45), and it is particularly in the word that thinking and speech merge, word meaning being “the unity of speech and thinking” (p. 48). The scholar adds that true understanding only occurs when people are able to generalize and name what they are experiencing.

Afterwards, Harvey succeeded when conducting his class.

**Excerpt 10: Class 5 (C5) – Recording 4 - 10/25 - Time: 0:08 - 14:33**

T: I want everybody to stand around this table, here. And I want you to match these sentences that are on the paper.

S: [doing the activity]

[students complain that they can't match]

T: You can't match? Oops [show the other part of the sentences and hand out to students]

S: [laugh]

T: Sorry, I have a bad memory.

(...)

T: **So, why couldn't you match the sentences in the first time?**

S: [answers the question]

T: **Okay, yeah, they were not complete. Is there another reason?**

S: [answers the question]

T: Because they were all in capital? That's why you couldn't match? Maybe... but that's not the answer I'm looking for.

S: [give some more possibilities]

T: **What about the meaning? What about the meaning of the sentences? The first group...**

S: [answers the question]

T: So you had two sets of sentences, right? Only the first set. **What about the meaning of the sentences?**

S: [answers the question]

T: **Incomplete, right?**

(...)

T: **So, the meaning was not complete, right? So thinking about the first sentence you have, what could you change in the sentence so the first sentence makes sense?**

S: [answers the question]

T: You would take off "when". **So circle the words you would take off the sentences.** (...) Can you read your sentence to me without "when"?

S: [reads the sentence]

T: Okay, "when my grandmother came to visit". This is the first sentence, right? And if we take off "when", how does this sentence sound?

S: "My grandmother came to visit".

T: Is there any difference?

S: [silence]

**T: What do you expect when you read "when my grandmother came to visit"?**

S: [answers the question]

T: It's like... what's happening?

(...)

T: Like in this sentence, in this first sentence "when my grandmother came to visit", you said it was incomplete, but when you don't have "when"...?

S: [silence]

**T: Is it complete... the sentence?**

S: [answers the question]

(...)

T: Complete sentence, okay. **So, guys, in your sentence, what word would you take off?**

S: [each student reads one sentence and the teacher writes the words they say they would take off on the board]

T: So... what is, like, the thing behind the two sentences? Like... in the first one, he said if he only uses... if he uses these words [pointing to the list of words made by the teacher on the board] in a sentence, you need something else.

S: You need to complement.

T: You need to complement... complement what?

S: One phrase needs to complement the other.

T: Yes, one sentence is needed to complement the other.

(...)

**T: And what is the difference between the first sentence and the second? Again... the first sentence is...**

S: [answers the question]

T: So the meaning is incomplete. Can you read your sentence?

S: [reads the sentence and the teacher writes it on the board]

(...)

T: So the first one is incomplete...you have to give like "what happened?", okay. If a sentence works by itself... because the meaning here is not complete [pointing to a dependent sentence on the board], so



it doesn't work alone. **How do you call the sentence that works alone? That has like... full meaning?**

S: Complete?

T: Yes, complete. I think you won't get it (...) it's independent [writing on the board]

(...)

T: **If this one is independent** [pointing to the board] **because it works by itself, this one is...**

S: Dependent.

T: Dependent [writing on the board]. And what makes this sentence dependent of this sentence [pointing to the board]?

S: [answers the question]

T: Yes, the "after" and all these words that you have circled in your sentences.

(...)

T: Okay, we have only one minute and I'm going to use this minute to give you homework, okay? (...) The homework is on page... 43. Go to page 43. So here on page 43, when you go home you read this box. You have like... an explanation about these two types of sentences, okay?

Oh! One thing... here it says that the name of this kind of sentences is complex sentences, okay? Because they need an independent sentence with a dependent. So, you have here more explanation of that, and also these words [pointing to the list of conjunctions on the board] here in the beginning they are called subordinating conjunctions, and then you have more examples here, okay? Homework... activities 1 and 2, okay?

The excerpt shows Harvey successfully applying an implicit approach to his teaching in his the class. He not only changed the order of the activities, but also managed to introduce the topic in an implicit way. However, the interesting part is that Harvey used the questions prepared on his class plan, but also followed students' pace and added some other questions when needed, for example: "What about the meaning of the sentences?, What do you expect when you read "when my grandmother came to visit"?, What is the difference between the first sentence and the second?, How do you call the sentence that works alone?". . These inclusions mean he started the activity with the help of the class plan to guide his actions, but he was comfortable enough to perceive his students and be attentive to their needs, thus being able to further explore the activity on the benefit of his students. It seems that, at that point, Harvey was on the path between object-regulation to self-regulation, i.e., he still needed to formulate the idea explicitly in his class

plan, but he did not need to solely resort to it *ipsis litteris*. According to Johnson and Golombek (2003) such path is crucial in the process of internalization, but it is not necessarily linear: “a person can move from being object-regulated to self-regulated and back to object-regulated again”.

In the next meeting, the researcher asked Harvey some questions about his previous class.

**Excerpt 11: Focused Stimulated Recall 5 (FSR5) – 10/31 - Time: 0:07 - 02:32**

R: How was the suggestion of starting the explanation of dependent and independent clauses by the matching activity? Was it easy? Hard?

T: **I think it was really easy.**

R: Easy?

T: Uhum. **They got it really quickly.**

R: Why?

T: Because they couldn't match the sentences... and then they were like "no, we can't do that", and I was like "ah, so... I have extra sentences". And then they could match...

R: And for you as a teacher?

T: In what sense? For me was like... okay. Like any other activity.

R: Was it better for you to start by doing this [matching activity]? Or it was harder for you?

T: **Very easy.**

R: And how did students profit from this kind of teaching?

T: Hum... like, besides... they having to match the sentence, I think the questions helped them a lot. Because I planned also like... I did, **I guess I did in this one** [pointing to class plan 6, which would be discussed in this pedagogical conference] or tried to... **I planned the questions. So, like... I wrote all of them down, imagining the possible answers they could have said, they could give me. Hum... and I think the questions were like... well arranged and leading to... sometimes I even skipped some questions because they were like... guessing things.**

(...)

T: They [students] are processing all the information and as a group, I guess they are... of course not all of them will get the same exact thing, but they will go to get the answer. I think that's it, like... **their thinking is what really matters.**

R: And have you tried to use this [implicit instruction] here in this plan?

T: **I tried.**

R: Okay.

Once again, this focused stimulated recall dealt with reflective teaching. The participant had the chance to recall his class and reflect on it (Richards, 1995). Additionally, Harvey acknowledges the effectiveness of the revised lesson plan. He states that it was easy both for students to understand the topic and for him to teach it. He mentions that he had prepared the questions before the class, which highlights the interpretation of him being object-regulated, but he also affirmed that he was ready to deal with unexpected situations, such as students guessing the answers before his questions. It corroborates the interpretation that, at this point, he might be in the path between object to self-regulation. The participant mentions that he tried to prepare the next class plan following the teaching practice that has been discussed in the pedagogical conferences, which indicates that the concept is already in his ZPD and he is reasoning himself upon this new concept. More importantly, this shows that Harvey is indeed making sense of the discussions carried out in the pedagogical conferences, otherwise his lenses would not allow him to reason upon what he disagrees with. The next excerpt, in which Harvey describes his next class plan, specifies that.

In the sixth class, Harvey would talk about *reporting verbs* (appendix A.5). He would also explain about the collocation of these verbs in sentences, for example: verbs followed by a preposition (such as *challenge to, warn of*), verbs followed by *that* (such as *agree that, decide that*) and verbs followed by a *noun* or an *-ing verb* (such as *support the idea and prohibit smoking*).

**Excerpt 12: Pedagogical Conferences 6 (PC6) – 10/31 - Time: 8:45 - 20:55**

**T: I'll write on the board *say, tell and ask* and then I'll ask students to give examples of how we can use these words.** So, as they give me the examples I want to hear, like... "she asked me to do that" or "my mom told me she's going somewhere", I write them on the board, because they are reporting. When they are working... I mean, they always work as reported verbs...

TE: So the examples you want students to come up with would be using *say, tell and ask*, already on the reporting form... okay.

T: Uhum.

TE: Do you plan... what do you plan to do if they can't come up with examples of "my mom told me to wash the dishes"?

T: I'll ask... like another student, then I'll say "what did she say?" and then he's going to report.

TE: Okay.

T: She said she...

TE: Okay. Then you put the examples on the board [reading the class plan].

T: Uhum. Hum... and then I'm gonna, like... **I'm going to ask them these questions** [pointing to the class plan] **"when are these verbs used?", "what function do they have in a text?", "can you find examples of these verbs in the text?"** [the text was on the book and students read it before doing this activity]. I guess there is only one or two examples of these three verbs, uhum. **"What other verbs are used to report things other people said?"** and then I just wait and like... write them on the board as they come with...

TE: As they come up with something...

T: If they don't, I have like myself a list [of reporting verbs]

TE: Okay. Then you finish this discussion and then what do you do?

T: I ask them to go back to the text and then write down all the examples they find. I think I found like... nine or eight examples in the text.

TE: And then you ask them to rewrite the sentences on the notebook [reading the class plan]

(...)

T: So, I'm going to ask them if the reporting verbs (...) if they mean the same thing. **"Are they reporting things in the same way?"** Like... and then I'm going to give them the example.

TE: If I say *point out, suggest...*

T: ***Think, believe, suggest, conclude.* "Am I reporting the same way?" And... of course not. And then "how sure are they talking about what they are talking about?"**

(...)

T: So, they will say that is different and everything... and then they have this activity [pointing to the book].

TE: On reporting verbs?

T: Yeah (...). And then I wanted to work with them a little more about like... different structures of verbs and then they have... I'll write some, I'll put examples of reporting verbs all around the room. Hum... they won't have like this form here [pointing to the form with the verb structures written on the class plan]. I won't give them. And... I'll just make these sentences here [pointing to some examples of sentences on the class plan] and they will have to look, copy and try to match them,

like write them in the same... like, find the patterns for these verbs. I think they will take like 10 to 15 minutes...

TE: They will have to divide these sentences [pointing to the class plan] into these three topics here but without having the topics, okay.

T: Yeah. Hmm... and also because the important parts [of the sentences] are bold, so I guess it wouldn't be so difficult. Then, I put them together and try to organize a list of, try to... "listen, what is common between them?". And then, just to finish the class, I'll just highlight... So, later we'll discuss the differences among them [sentences] then I have to come up with questions... yeah.

R: Now I have a question. By only asking them to divide [the sentences] into three big groups, are they going to be able to understand what they need to do? Because, okay... "you have all these sentences here, now divide them into three big groups."

TE: "There are three different categories, where you can put these sentences. What are the categories?" Like.. "divide them into categories". I think that in the beginning you can...

T: Write one example?

TE: (...). But I think that you can like, give them two to three minutes to try to divide into three big groups, okay. Then you come... you ask them "what where the big groups?", what was the pattern they found? Then... to see if they're going to the way you want or if they are completely lost and finding patterns where the patterns do not exist, okay? And then you can guide them a little bit better. Then you can give these... these... patterns here. Put the patterns on the board, "okay guys, you have a group of verbs... a group of sentences in which the verbs are followed by prepositions. Can you give me one example, on the sentences you have, of a verb that is followed by a preposition?". They will say [reading the sentences on the class plan] "ah, (...) there were signs of warning of fog". Then you say "oh, yes. Put all the other examples here". Do not ask for the other ones. "Okay, then have another group with verbs plus *that*. Can you give me one example?". They will give you one example, and they have to find the others. Then it will be easier. But, like... give them some time to try by themselves, check what kind of patterns are they finding to see... and then you... if they found the patterns, because sometimes they will (...). And then you can "okay, guys, you are in the right way, okay."

T: Uhum.

(...)

TE: Harvey, another question I have. Why did you make changes on your plan from previous classes to this one?

T: Which changes?

TE: Which changes you think you have made?

T: Oh, I added the questions.

TE: Okay. And how do you see that? Why did you add the question to this plan here?

T: Because I am... **I am considering them more now. Probably because, like... they worked in the other things we did with questions and then... now I'm trying to plan the questions with the class, like... so I guess that's it.**

TE: Okay. How much do you think these questions you have planned helped you in the previous classes?

T: Oh, I think they were really useful because, like... if I hadn't planned them...coming up... for me at least... because I think... **I see everything as a process, so right now I have to stop and plan all the questions or, I mean, most of them, so I can guide students to what I want. Maybe in the future I won't have to plan all of them. But right now, maybe if I don't have the questions planned, I end up like telling them right away, and it's not what I want.**

TE: Okay. What is the difference between telling them right away and asking the questions?

T: Yeah, like... **this implicit and explicit teaching.** That is it.

The excerpt shows that Harvey presented a class plan based on implicit teaching, but this time the activities were guided and connected. He planned the questions to help students to understand the content, which indicates that *implicit instruction* was within his ZPD when planning the class, helping him to reason his ideas. The teacher educator helped Harvey to reflect on his choices, but also gave him the opportunity to justify the same choices based on solid theory and practice, which goes in line with the practice of reasoning teaching (Johnson, 1999). Also, when asked by the teacher educator, he acknowledges the fact that his class plans have changed and even named the reason he did that – “implicit and explicit teaching”, which indicates that at this moment the concepts are now at the level of discourse and performance. However, it is worth commenting that it is early to affirm whether the concept is internalized or not, considering the twisting path of internalization and its non-linear features (Smagorinsky, Cook & Johnson, 2003; Vygotsky 1987) and also some previous studies (Ball, 2000) that demonstrated evidence of internal cognitive shifts in teachers' reasoning, but no evidence of changes in actual practices.

It is also interesting to notice that Harvey described his own process towards internalization. In his words: “right now I have to stop and plan all the questions or, I mean, most of them, so I can guide students to what I want. Maybe in the future I won't have to plan all of them. But right now, maybe if I don't have the questions planned, I end up like telling them right away, and it's not what I want”. He affirms that he is currently being regulated by the class plan during his practice, but moving towards self-regulation and therefore internalization.

In the class, he easily put his planning into practice.

**Excerpt 13: Class 6 (C6) – 11/01 - Time: Recording 5: 4:32 - 12:42 / Recording 7: 3:44 -12:38 / Recording 7: 0:00- 1:50**

T: I'm going to write three words here on the board and I want you to give examples of how we use these words.

S: [silence]

T: Okay. For example, *say*. Give me examples of the use of the word *say*.

S: Like... speaking.

T: Okay. But in a sentence.

S: I'll say that...[inaudible]

T: Okay. [point to another student] What did he say?

S: [repeats the same sentence without reporting]

T: No, how do we use these words to report or to say that somebody else said something?

S: [answers the questions and the teacher writes the sentence on the board].

(...)

T: What about *tell*?

S: [answers the question and the teacher writes the sentence on the board]

(...)

T: Okay. What about *ask*? How can we use *ask* to report what somebody said?

S: [answers the question and the teacher writes the sentence on the board]

(...)

T: Okay. So, all these... I mean, these are the main verbs. **What are they doing here? What do we use these verbs for? What is the function that these verbs have?**

(...)

T: What are these verbs doing? I mean, when you organize the sentence like this...

S: Passing information?

T: Yes, passing information. **What other words can we use for passing information?**

S: Report?

T: Reporting. Yes, that is what they are doing here. Reporting [the teacher writes reporting on the board]. Okay, these are the three most common reporting verbs that we have and we use in English, okay? But we have lots of them. **Can you think of any other verbs that we use to say something that somebody said?**

S: Written by...

T: Yes, we can say that Galileo wrote or said. What else?

S: [silence]

T: No? You can't remember? (...) Okay, some others. You know the word *claim*?

(...) [the teacher writes a list on the board and give some examples of their use in sentences]

T: Now, I want to go to the text [on the book] because it is scientific and everything that was said or mentioned, told by someone else you have to underline or write on your notebook, okay? Take notes of all the sentences that you find reporting verbs. You have four minutes for this. There are eight, I mean... I found eight sentences in the text.

(...)

T: But now, if I write something like this, for example... [writing on the board] "Researchers... claim / say / suggest / think / and believe / and conclude". **Do they all have the same meaning?** Of course not, of course not, teacher. Concluding is different from thinking. **But how do they change the text? Or how do you interpret the text if you use concluding or if you use believe, for example? What kind of difference we have in the text?**

S: [answers the question]

(...)

T: **Very good. Which one do you think is the strongest... position?**

S: Conclude.

T: Conclude, right? So, we did all the experiments and this is, like... sure. And the weakest?

S: Believe.

T: Believe, suggest. Yes, suggest is also like... maybe. Okay, very good. Right, in your textbook, you have... on page 12, hum... a list, a yellow box with reporting verbs. Briefly, what they explain here is exact the



same thing we discussed here [pointing to the board] (...) [the teacher explains the activity in the book].

(...)

[the teacher corrects the activity]

T: You see that in the beginning of the class I stick many slips of paper around the room. So they have many different sentences... actually there a lot of sentences and they are reporting, they use reporting verbs, okay? So, I want you to go and read all the sentences and try to divide these sentences in 3 different categories, like... because they have some similarities in the structure, okay?

(...)

T: So guys, I'm going to write here on the board (...) I'm putting on the top here [on the board] numbers. So you as a group, as a class you get the papers and you try to organize them here [on the board] in three different groups, okay? You can get them from the wall and bring them... and stick them on the board.

(...)

[after noticing that the students were having difficulties]

T: I'll try to help you. The first group is *reporting verb + preposition*. Try to find the others.

[students figured out the second group by themselves]

(...)

T: If this one [pointing to the second group on the board] is *reporting verb + that*, which one is this one [pointing to the third group on the board]?

S: ING verbs.

T: Yes, ING verbs.

The excerpt describes how Harvey easily explained the content using an implicit approach to teaching, that is, he guided students to understand the content by themselves. Some of the questions he used to guide students were in his class plan, but he also created new ones when he felt it was necessary: "How do they change the text? How do you interpret the text if you use concluding or if you use believe, for example? What kind of difference we have in the text? Which one do you think is the strongest position?". Again, this leads to the interpretation that Harvey is becoming autonomous and does not need the class plan all the time to guide his practice anymore.

In the next meeting, the researcher asked him some questions about his performance.

**Excerpt 14: Focused Stimulated Recall 6 (FSR6) – 11/07 - Time: 0:04 – 1:48**

R: You wrote *say*, *tell* and *ask* on the board, do you remember? And you wanted your students to come up with reporting sentences... and it was somehow difficult [for students], right?

T: Yes!

R: But I noticed that you insisted, and you didn't give up [laughs], you tried really hard. And... like... suddenly someone said "oh, she said...". So, I have two questions. Why did you do that? Why did you insist so hard? And how was it? How was the experience?

T: Okay. I insisted because I know what it's like to be... like being a student, because sometimes the teacher asks and the question is too general and then... they were giving, like... they were using the sentences, like in a very funny way. **They were using the sentences but they were not saying exactly what I wanted to listen. So I had to try to find a way to narrow down, and like... ask the questions again until they answered.** That's it. But why? Yeah, I think that's just

because... I thought they... I knew they could make it. I just wanted to show that they can make it. That's it. It was something... like possible.

R: And how was the experience? Was it difficult? Boring?

T: I don't know. I didn't feel it boring. For me was like fun, or like... I mean more fun and funny, because they were like coming with weird questions and everybody was like laughing and stuff. So it was sort of fun before the hard part, like... before grammar and stuff. So it was good.

R: Okay.

Here, once again the researcher used reflective teaching (Richards, 1995) by helping Harvey to recall his class and reflect on it. Harvey's discourse made clear his own development, mainly when he says: "They were using the sentences but they were not saying exactly what I wanted to listen. So I had to try to find a way to narrow down, and like... ask the questions again until they answered". At this point, it is worth reminding the reader that he went through this same difficulty in the third class the researcher observed; he had the same issue of students not saying exactly what he wanted to listen, and he ended up being very explicit and giving the answer to them. He said he "got carried away". Now, in the sixth class, he was already able to insist on implicit instruction, self-regulate himself as he changed the questions so as to get the necessary answers that would tell him that the students are learning. This appears to indicate a great development, and maybe even suggest that the concept and practice of *implicit teaching* are moving beyond his

ZPD towards a zone of real development, in which he will be able to regulate and reason himself during the class.

In his next class, Harvey again presented activities following an implicit approach to teaching (appendix A.6). The class would be about *defining relative clauses* and the *relative pronouns* (who, why, which, when, where, whose) used to describe the item in question. In order to introduce the topic, Harvey would write parts of sentences on the board, and ask students to join the two parts of a sentence, adding new words when necessary. The following excerpt shows that Harvey succeeded in planning the way he would conduct the activity, that is, in an implicit way; but was not so fortunate when choosing the sentences to perform it.

**Excerpt 15: Pedagogical Conference 7 (PC7) - 11/07 - Time: 05:02 – 10:33**

T: I'll show... some sentences to students. **I'll write them like... separately on the board and I'll ask them to join sentences to check like... how far they get it and if they already can use the structure.**

And I'll ask questions like [reading the class plan]: **"Are these complex sentences? Why/ why not?"** So they had to remember the previous class, I hope they remember and they say they are not complex sentences. **"What kind of words do we need to join then?"** They need to come with WH questions and *that*. **"What are these words replacing?"** I hope they answer, like... the subject or...

TE: Okay... try doing this with me and the researcher. Like... we are your students, these are the sentences on the board [pointing the class plan], what do we have to do?

T: Okay, right. Guys... so, I want you to try to join the first sentence... the first two sentences. So, [reading the sentences on the class plan] "the boy is tired" and "the boy is carrying a heavy bag". So, how could you join these sentences? So, I will ask them to do that, like... in pairs, like...

TE: Okay... and then they will share, like... the answers.

T: Like three, five minutes... and then they would answer that, yeah.

TE: Okay. So, we did it. And then my answer is "Ah, teacher. The boy is tired *because* the boy is carrying a heavy backpack".

(...)

TE: Okay. So you would like them to join these sentences using *when, where, who, what*. So, I think maybe you have to rewrite the sentences.

T: **Okay... I mean... what if I give them the [WH] words?**

TE: That would be possible.

(...)

TE: What answers do you want from these three questions [questions on the class plan]?

T: Okay... I want them to say that it's... [Question 1: Are these complex sentences?] They're not complex sentences, because both sentences are independent. [Question 2] "What words do they need to join [the sentences]?" WH questions. But then... depending on how I'm going to show [the sentences], this question will not be necessary. [Question 3] "What are the words replacing?" This also wouldn't be necessary.

TE: No, this one is okay. You use the *wh questions* for the relative clauses, that one is okay. [reading the question] What are they replacing?

T: The subject.

TE: Because in the first one [reading the sentence on the class plan] "the boy who is tired is carrying a heavy backpack", okay (...). Maybe Harvey... because here you have three [sentences] with *who* and one with *when*. Maybe you could put sentences with *which*, *what*... yes, more options.

T: Okay.

The excerpt describes how Harvey would conduct the activity. He planned to guide students to understand the specific content with strategic questions, with a more implicit kind of teaching, thus signaling that the interactions between him and the TE started to reasoning him. Additionally, when he realized his sentences were not supporting his main goal, which happened implicitly – via questioning from the teacher educator and also via role playing in which she and the researcher joined two sentences without using the relative pronouns the teacher was willing to teach – , he was able to come up with a different strategy (what if I give them the [WH] words?). A sign of the acquisition of a scientific concept is the fact that one can generalize it and then apply it in any context, and Harvey was able to do it here. It indicates that he did not need the other-regulation regarding the implicit teaching approach anymore; he was starting to self-regulate himself in relation to the planning of the class.

Later, Harvey succeeded when teaching his class:

**Excerpt 16: Class 7 (C7) – 11/08 - Time: 07:05 – 32:14**

**T: I'm going to write on the board, hum... sets, like... sets of sentences and you have to try to combine the sentences on your notebooks.**

[the teacher writes the sentences on the board and students start doing the activity]

(...)

T: Guys, you can change the sentences. Like... you can cut out words, you can add words...

S: Change the order?

T: Change the order. As you wish...

[teacher goes around the class and checks students' productions]

**T: So, okay. I saw that some of you... you are kind of lost, some others have an idea, are going the right way. So just to make sure everybody goes to the same direction, I would like you to use these words I'm going to write here.** [The teacher writes *whose*, *where*, *why*, *which* and *who* on the board]

(...)

T: Can we check it all together? (...) So, the first sentence: [reading the sentence on the board] "They live in a house", "the roof of the house is full of holes". So how did you join these sentences?

S: *That*.

T: So, can you read your sentence?

T: They live in a house *that* the roof of the house is full of holes.

T: Yeah, you can use *that* in your sentence... no problem. But there is something not right there. How did you join the two sentences?

[pointing to another student]

S: They live in a house *where* the roof is full of holes.

T: Yeah, great. "They live in a house where the roof is full of holes".

T: Can you read your sentence? [pointing to another student]

S: The roof of the house *in which* they live is full of holes.

T: Okay, good.

(...)

T: Okay. So here you could say "they live in a house *where* the roof is full of holes" or like you said "the roof of the house *in which* they live in is full of holes". The second one... [reading the sentence on the board] "let's go to a country", "in this country the sun always shines". Can you try [pointing to a student]?

S: Let's go to a country *where* the sun always shines.

T: Perfect, yes. *Where* the sun always shines. [Reading the next sentence] "this is the reason I came here", "the reason is not important".

S: [silence]

T: Which words do you think you can use here?

S: That?

T: That? No...

S: Why?

T: Why. Why do you think you can use *why*?

S: To connect the reason...

T: Yes... Whenever you have, like... reason, motive or something like that, we use *why*. Because it's about reasons. How did you connect [pointing to a student]?

S: This is the reason *why* is not important.

T: Okay. What if you change the sentence?

S: The reason *why* I came here is not important.

T: Perfect, that's it. So, "the reason *why* I came here is not important". (...) Next one. [Reading the sentence on the board] "Elephants are animals", "elephants live in hot countries".

S: Whose?

T: Whose?

S: Like... elephants are animals *whose* lives in hot countries.

T: No.

S: Who?

T: Who? No.

S: Which?

T: You could use *which* and *that*.

S: Whose is just for people?

T: No. Whose is for something that belongs to something. And I have to correct one sentence [on the board], but let's finish first. [Looking at one student] Go ahead! You know the answer...

S: *That*.

T: That's right, but how would you connect the sentences?

S: Elephants are animals *that* live in hot countries.

T: Uhul! okay. Guys, let's correct that one [pointing to the first sentence on the board]. "They live in a house", and "the roof of the house is full of holes". You could use *which* or *that*, but I wanted you to use the word *whose*. Can you read the whole sentence?

S: They live in a house *whose* roof is full of holes.

T: Very good. So... *whose* is always something that belongs to something. How would you say that in Portuguese? It's a very fancy word...

[silence]

T: *Cujo*. So that is the translation. Right, the next one. [Reading the sentence on the board] "the boy is tired", "the boys carrying a heavy backpack".

S: The boy *who* is carrying a heavy backpack is tired.

T: Very good. The boy *who* is carrying a backpack is tired. Next one... "2011 was the year..."

S: *When*.

T: Uhul! Go ahead... How did you connect?

S: 2011 was the year *when* the USA suffered its first terrorist attack.

(...)

T: Just something, guys. What do you think? Like... **why do you think we need to use these words here?** [pointing to the WH words on the board]

S: To connect.

T: Of course, to connect the sentences.

S: To explain?

T: Okay, to explain something. **What else are they doing? What did you cross out when we use those words?**

S: We don't need to repeat the first... subject.

T: The subject, very good. So we could use these words to replace the subject, okay?

As the excerpt shows, Harvey introduced the topic using an implicit approach and did it in a guided manner. He first let students try to answer the questions with their own words, and when he noticed students were not using relative pronouns, he introduced the WH words. Notice that even though the teacher educator had already commented in the previous pedagogical conference that he might not have students use relative clauses immediately, he was not yet convinced that this could happen. He then decided to test it. As the response was what the teacher educator had predicted, he soon provided them with the WH words.

Similarly, he changed the sentences he would use to explain the topic. It is interesting to notice that this is the third class that Henry teaches using the implicit teaching approach in a more natural way, that is, without being regulated by the class plan all the time, and able to create new questions and regulate himself when needed.

After 4 months in the process of data collection, attending classes and pedagogical conferences, it seems that Harvey developed a lot in relation to *implicit instruction*, moving from the lack of discourse and practice, to acknowledgment in discourse and finally in practice. It was also noticeable his development in relation to the move from being object

related – by his modified class plans – and other regulated – by the teacher educator – in direction to self-regulation, when he showed signs that he started to reason his thinking and practice in relation to this new concept.

It is early to affirm whether Harvey has fully internalized this concept or not, mainly considering the twisting path of development that may make him give steps back again before new signs of evolution, and Cazden's (1981) claim about performance preceding competence. Hopefully, however, he has now the resources to engage in reflective teaching himself and continue his path of development as a serious and committed professional.

After the process of having pedagogical meetings and attending the participant's classes, the next methodological step of the present study was a final structured interview with the participant. The analysis of this interview is detailed in the next section.

### 4.3 Analysis of the final structured interview

As stated in the method chapter, the last part of the data collection involved a structured interview with two main objectives. First, the interview aimed at getting to know Harvey's opinion about the experience of being a participant in the study, particularly concerning the extent to which, in his opinion, it has brought about changes and development. Second, it also had the objective of understanding the participant's feelings and background regarding the English language, which could clarify some of his beliefs and therefore justify some of his reasoning and actions in the classroom. Some of Harvey's answers in the interview were directly linked to the pedagogical conferences and classes, which confirmed some interpretations and therefore helped to trace his professional development along the study.

The first part of the interview was related to Harvey's conceptualization of language, his opinions about good English teachers and classes, and the teaching methods/approaches that he follows in his classes. This first part is detailed below.

#### **Excerpt 17: Final Structured Interview (FSI) – 11/24 - Time: 00:01 – 02:39**

R: How do you conceptualize language?

T: Okay, hum... language is like... **it's a means of communication, of making meaning** and, like... (...) it's a way of **expressing yourself** and expressing the things that you have to, the things that you want. I think that's it.



R: Okay. What is a good English teacher for you?

T: I think that a good English teacher is the one that, like... **engage the students in the activities** but also **make them think** about what is going on in each of the activities. It is a teacher who chooses the texts, or try to work... try to work with the text **in the most critical way possible**.

(...)

R: And what is a good English class for you?

T: A good English class is the one that students, like... that you see that **students are engaged**. An English class where... I'm trying to remember, like... one really good class I had with my groups. And they were like... **all excited discussing the topic**, and **showing their opinions**, and the ones that weren't saying things, they wrote really well, so you could see that they were in class.

R: Do you follow a specific teaching method/approach? Which one?

T: Yeah... I think... I try to follow the communicative approach.

Regarding the first question, related to Harvey's conceptualization of language, it is noticeable that the participant understands it in accordance with the perspective of the communicative teaching approach, that is, language as a means of communication. Similarly, when questioned about his opinion of a good English teacher and a good English class, the participant emphasizes students' engagement to communicate, showing his understanding that students need to have an active role in the classroom as they express themselves and reflect about the activities brought by teacher. Such opinions also go along with the role of the students in the communicative approach, because, as already mentioned in section 4.1, they are seen as key agents of the learning process and one of the teacher's roles is to promote ways of engaging students in the activities and value their autonomy.

These four first questions confirmed that Harvey's understandings of language and students' roles were indeed in accordance with the communicative approach, which he affirms to follow. However, as reported in the previous section, his practices at times lacked guidance. He tended not to provide students with clear explanations as to what to do in the activities proposed, perhaps due to a misunderstanding of the principle *learning-by-doing* (Dewey, 1938). As he pretty much values students' engagement and the learner centeredness favored in communicative language teaching, he appeared to forget that it is the teacher's role to help, advise and guide the learners and leaves them adrift without proper instructions. What he apparently did not realize is that this

same principle of ‘learning by doing’ is exactly what led the TE in this study to suggest that he should have students model what they would later do without the help of the teacher. Implicit instruction, for him, allegedly meant that the students would carry a responsibility for their learning that goes beyond their capabilities. In other words, the importance of providing clear instructions and modeling was exactly to have students actually do things under the teacher’s guidance so as they could do them autonomously. Therefore, the mediation provided in the pedagogical conferences was necessary to help Harvey to bring discourse and practice together, and develop other concepts connected to the communicative approach, such as *implicit instruction*.

The next question was related to Harvey’s experience as an English student, which also seemed to influence his practices.

**Excerpt 18: Final Structured Interview (FSI) – 11/24 - Time: 03:14 – 04:41**

R: How was your experience as an English student?

T: As an English student? Well... so, most of the time when I was learning English, I was... it was when I was a teenager. So, I wasn't... I wasn't like the best student, because I always interrupted in classes, although I liked English, I thought it was like, yeah... okay (...). But, on the other hand, **I was sort of autonomous** in the idea that I spoke English outside the classroom, because I had a classmate and we had like sort of the same level of English, so we would like speak English after the class. I also used English to do like... to research things for school and personal questions I had. Like... I don't know like... the hobbies I had, I always researched them in English, so I used and like read a lot, and I listened to lots of music. And, I don't know... I think it was like a good balance between going to school and **outside work**.

Harvey’s answer to this question is quite interesting when compared to his actions in class as a teacher. He mentions about his autonomous role when learning English, that is, teacher’s guidance and support were not placed in his speech as very essential to him as a student, possibly because his outside work could help him to fulfill his needs. Bering in mind the concept of beliefs (Pajares, 1992) and the fact that they tend to be formed empirically and thus to be meaningful and resistant, Harvey’s experience as an autonomous student was interpreted as a possible reason why he created the belief that his students would assume the same autonomous role, and therefore would not need his guidance or

instruction when performing the activities. Such belief, then, arises as a possible justification to Harvey's practices in relation to the lack of instruction and guidance in his class plan activities.

Still in relation to Harvey's beliefs, the next questions dealt with Harvey's opinion about changes in his practices and changes in his beliefs system.

**Excerpt 19: Final Structured Interview (FSI) – 11/24 - Time: 15:04 – 16:55**

R: So, I want you to think about your practices. Do you think something changed?

T: Yeah, definitely. Starting by the way that I plan the classes. (...) **The thing of the questions**, and in class... try to notice when students really don't know something and then I really have to tell them, or they just need more questions. Because sometimes, I give them, like... I asked them too many questions and they just didn't really know the answer. And thinking of better questions... also made me... **it was like an insight that I had to change in my teaching practices.**

R: And what about beliefs? Any changes?

T: No, I can't remember any now.

R: What about this thing of asking questions to students to better guide them?

T: Oh! I think it was something that I just thought... maybe it was a belief. **I thought I was doing right, but I wasn't. So, realizing that I wasn't doing it right made me change my practices.**

Harvey acknowledged that the experience as a participant in this study resulted in changes in his practices, which is an indicative that the mediation provided was meaningful and he could develop as a professional. The researcher also questioned him about changes in beliefs, but initially he could not name any. The researcher then tried to be more specific and cited the practice of *asking questions*, because that was the term he was using to refer to the guidance he started to implement in his classes to accomplish the practice of implicit instruction. Harvey, then, assumed that at first he had the belief that his practice was appropriate with the lack of questions to guide his students were accurate; but throughout the pedagogical conferences, he realized that he could provide students with more guidance without jeopardizing the principle of learner centeredness. Harvey's discourse corroborates two important theoretical claims mentioned in this study. First, that beliefs strongly influence

teachers' practices and are resistant to change (Pajares, 1992; Richards and Lockhart, 1996; Borg, 2015). It is noticeable that Harvey's beliefs played a significant role in his pedagogical action, such as planning, instructional decisions, and classroom practices. Likewise, it is clear that, regardless of the TE's mediation, Harvey maintained the same behavior for quite some time. The second theoretical claim that this study reinforces is that mediation has to be contingent on learners' ZPDs (Vygotsky, 1978; Lantof & Thorne, 2007; Johnson, 2009), meaning that the most powerful forms of learning and development take place when attuned to students' Zone of Proximal Development. As argued by Vygotsky (1986, p. 188), "the only good kind of instruction is that which marches ahead of development and leads it; it must be aimed not so much at the ripe as at the ripening functions". Indeed, it appears that Harvey was more responsive to the TE's mediation when he could in fact understand what the TE meant, i.e., when he could anchor the TE's comments in previous knowledge, thus showing his readiness to learn. This shared knowledge between T and TE led them to a level of intersubjectivity (Wertsch, 1985; Cerutti-Rizzatti & Dellagnelo, 2016) that finally resulted in Harvey breaking free of his limiting belief that was somehow holding him back from developing.

However, another important aspect must be discussed. Throughout the interview, when relating to the practice of implicit instruction, Harvey was successful when commenting on the practice by mentioning that students need guidance through the questions, but he could not name the concept. Instead of mentioning *implicit instruction*, he was referring to *asking questions*, which indicates that he could not relate his practice to the concept, and therefore there was no true understanding and consequently no internalization of the concept. Along the pedagogical conferences and the observation of his classes, more specifically, in Pedagogical conferences 6 and 7, Harvey was able to join his spontaneous concept of *implicit instruction* to the scientific concept (pedagogical conference 6), and even fairly put that in practice in his class plan (pedagogical conference 7). Such evidences indicated that he was on the path to internalize the concept, considering that at that time he was able to reason the concept to prepare his classes and verbalize it, that is, it was both at the level of discourse and performance. However, 17 days after the end of the pedagogical conferences and observation of classes, when the final interview was conducted, Harvey was not able to relate his practice to the name of the concept anymore, which indicates that there was no fully internalization of the concept.

These facts corroborate what some authors (Vygotsky, 1987; Smagorinsky, Cook & Johnson, 2003; Johnson and Golombek, 2003) have been discussing about the twisting path of development. In Harvey's case, the non-linear internalization process of the concept of *implicit instruction* was evident, considering that he moved from being object-regulated in direction to self-regulation and back to object-regulation again, when he could not name the concept in the final interview. Also, still according to SCT, in order to develop a concept, the individual may have to go through several meaningful social experiences (interpersonal plane), where this developing concept is introduced, modified through new experiences and reapplied in new contexts, until it is fully internalized (intrapersonal plane). It is possible, therefore, that Harvey needed more meaningful experiences regarding the concept, that is, more pedagogical conferences and classes that dealt with this concept in order to fully internalize it.

The next questions of the interview also focused on Harvey's perception regarding the experience of being a participant in this study.

**Excerpt 20: Final Structured Interview (FSI) – 11/24 - Time: 08:44 – 18:57**

R: How was the experience of being a participant in this study?

T: I liked it very much. I miss like... having my plan, my class plan like... observed, and checked, and analyzed. **I think all the questions, they made me think and they made me sort of change the... the route of where I was going. Also, it changed the way I... I thought about... building some of the activities,** and how making the students realize what they were doing. Because sometimes students... they, like, worked right with, let's say the grammar, or the vocabulary thing, but then, sometimes you just... **you need them to understand what is going on.** So, it was easier, like... **after the help from you and the teacher educator, it was easier to think of the questions to make students realize by themselves what was going on.** (...) Also, because... I think you never said, like... "oh, this activity is not right". Like... you got... because I think if you had done that, I would feel, like... sort of bad in the sense that I was not evolving in my teaching skills. But then, **you always asked me to justify my answers and this is what made me think, and then choose if the activity was right or not.**

R: What about the meetings with the teacher educator? Were they helpful? Why/ why not?

T: Yeah, they were pretty cool. I think they were helpful, especially in this thing that **they were repeating over and over** [he meant the topics that were discussed during the meetings, that were repeated every meeting]. **I am always making questions, it was something... it was not something new, but it was something that I have never stopped to think about.** (...) I think that everything that was proposed during our meetings were like... **completely fit into what I wanted from my students**, so this is why I accept them.

R: And after our meetings, did our conversation influenced your decisions to plan next class?

T: Yeah, definitely. Because... I can see that very clear with the questions, because I thought about them before... like, when I was writing the plan I thought of them [the questions]. So, "here I'm going to ask them some questions about this", but I never planned the questions, and I saw that... if I didn't plan the questions then I would end up just giving them the answer I wanted to hear from them. So... like, planning the questions became something, like necessary in my class plan.

**Something that I brought in and I hope that it stays** [laughs].

R: Did the study help you to improve as a teacher?

T: Sure, yeah. I think that... always talking to other teachers, like.... help building your identity as a teacher and your practices as an English teacher as well.

R: Can you comment on the relation between this experience and your professional development as a teacher. What do you think? Is there a relation between the study and your professional development as a teacher?

T: Since I started working with teaching in the communicative approach, I always benefited a lot with mediation. So, either from mediation of peers, like teacher peers, or a coordinator, or something like the teacher educator. I think, like... I not only like... go forward, sometimes I even like... jump. **I think I learn faster**, because... of course, we learn, like... every class, everything we do, we are learning, but then if you have like mediation, **I think we go faster**. I think that... experience can show things that maybe I can't see or I couldn't see or I would take more time until I realized. So, **I think there's a lot of profit and evolution, let's say, during the study.**

As the transcript shows, Harvey acknowledges the change in his practices. As he mentions, the changes were related to the way he prepares his classes and builds his activities: "it changed the way I... I thought about... building some of the activities". It indicates that, although he could not name the concept in the final interview, the mediation provided

by the teacher educator indeed changed the way the teacher reasons his ideas to plan his classes, suggesting that he had some cognitive development, and the mediation could reach his ZPD. Unfortunately, as aforementioned, a shortcoming that does not allow us to interpret that Harvey has fully internalized the concept of implicit teaching is that he does not yet name it. Therefore, it looks like he has already understood it at the level of performance, but not at the level of competence. Such fact corroborates what Borg (2015) mentions about the difference of behavioral change and cognitive change. According to him, behavioral change does not imply cognitive change, and the latter (because of contextual influences on what teachers do) does not guarantee changes in behavior (p. 83).

A second indication that Harvey understood the concept of implicit instruction at least at the level of performance is his comments about the practice. When referring to that – “you need them to understand what is going on (...) after the help from you and the teacher educator, it was easier to think of the questions to make students realize by themselves what was going on” – Harvey seems to understand the reason why he needed to change his practices. Such understanding is the ultimate goal of the process of reasoning teaching, because as Johnson (1999) argues, reasoning teaching can help teachers to develop as professionals once they become critical of their own teaching practices, and this way, are able to justify their choices and behaviors. Harvey now seems to be able to coherently justify his changes, which is a positive indication that the practices he brought in as a result of being a participant in the study are working in his ZPD and, therefore, are influencing him when preparing his classes and making decisions in the classroom.

Another appealing aspect in Harvey’s answer is his comment on the practice of asking questions: “I am always making questions, it was something... it was not something new, but it was something that I have never stopped to think about”. The way he puts it corroborates the interpretation made in the previous section in relation to Harvey’s spontaneous concept on this matter. It seems that Harvey had his own understanding of implicit instruction, but as he had “never stopped to think about it”, such conceptualization, based on his own experiences, carried unsystematic and mistaken meanings. With the help of the teacher educator and the researcher, Harvey had the opportunity to reflect on his previous understandings and move towards the creation of the scientific concept, even though there was the indication that he has not fully internalized the concept.

Having that said, it is legitimate to say that the bridge between Harvey's spontaneous concept and the scientific concept was preliminarily built through the mediation provided by the teacher educator. In relation to that, Harvey praises the methodology used in the study by highlighting some important aspects of the use of mediation to foster teachers' leaning. First, he mentions that the teacher educator always asked him to justify his answers and that was what made him reflect and decide whether he needed to change his practices or not. That was exactly the purpose of mediation in this setting, that is, help the participant to externalize his understanding of concepts and then help him to (re)conceptualize them in order to develop alternative ways of engaging in the activities associated with those concepts (Johnson, 2009). Second, Harvey mentions that all the topics discussed during the meetings completely fit into what he wanted from his students. In other words, the mediation was related to the teacher's needs while he was engaged in a real classroom context and in goal-directed activities. Last, he mentions that the topics discussed in the pedagogical conferences were repeating over and over, that is, the teacher educator and the researcher were consistent in their feedback by always bringing the same issues throughout the meetings. The teacher educator and the researcher consciously decided to do that based on one specific feature of the process of internalization: its "twisting path" (Vygotsky, 1987; Smagorinsky, Cook & Johnson, 2003). That is, due to the non-static and non-linear features of the process of internalization. Therefore, discussing the same topic in every meeting helped not only to promote development but also to better trace the developmental process of the teacher, taking into account all the backwards and forwards movements that take part in this process.

In a nutshell, Harvey acknowledges the help of the study in his professional development in a positive way. He affirms that he profited and evolved a lot due to his participation, even declaring that the process helped him to learn faster than he would in ordinary situations. Such comment is interesting when considering that teachers indeed develop as professionals throughout their careers, by planning their classes and putting them in practice in real classroom settings. However, such development can take more time when the teacher has to discover his flaws and develop new practices by his own. On the other hand, through the dialogic mediation of a peer, teachers have the opportunity to verbalize their own understanding, recontextualize them with the help of the peer, and in that way develop new conceptualizations and practices. Therefore, such inquiry-based approaches (Johnson, 2009), that create the



potential for sustained dialogic mediation and provide assisted performance for teachers, can be a powerful tool to not only support teacher professional development, but also to accelerate the process.

After having detailed the data obtained in this study, the next chapter answers the research questions and states the main findings of this research.

## CHAPTER 5 FINAL REMARKS

The objective of this chapter is to summarize the main findings of this study. Additionally, this chapter also raises the pedagogical implications of this study, identifies its limitations and suggests possibilities for further research. In order to cover that, this chapter is divided into three sections. First, section 5.1 describes the major findings obtained in the data analysis. Second, section 5.2 highlights the pedagogical implications of these same findings. Finally, section 5.3 approaches the limitations of the study and suggestions for further research.

### 5.1 Main Findings

The objective of this study was to trace the developmental process of an EFL teacher as he is mediated by a more experienced other and questioned about the reasons lying behind his planning and teaching activities. In order to reach this objective, the general question that guided this study was: How does the teacher develop as he is mediated by a more experienced other and questioned about the reasons lying behind his planning and teaching activities?. Along with the general question, four specific questions have been formulated: (1) What aspect has emerged as more outstanding along the pedagogical conferences? Why?; (2) Does the teachers change his practices (performance level) in response to the mediation occurred during the pedagogical conferences? If so, what changes?; (3) How does the teacher reason his teaching (discourse level) as regards changes from planning to execution?. (4) What is the impact of his participation in this study to his self-development according to his own perspective?

The next subsections are devoted to answering the general research question and the specific research questions of this study based on the data analysis presented in the previous chapter.

#### 5.1.1 General Research Question

*How does the teacher develop as he is mediated by a more experienced other and questioned about the reasons lying behind his planning and teaching activities?*

The present study reached some interesting conclusions regarding teachers' professional development. In Harvey's case, it is

possible to mention that he gradually and considerably developed both in terms of practice and in terms of discourse. In relation to his practices, it was noticeable that he could develop new practices in the classroom regarding *implicit instruction*, showing some autonomous actions which can be interpreted as he being on the path to self-regulate himself in terms of the same practice. Regarding his discourse, Harvey also showed signs of development, being able to talk about the practice of *implicit instruction* and justify his class plan changes in accordance to the practice. However, Harvey apparently did not fully internalize the new concept, considering that in the end of data collection he was not able to name it.

In order to better understand how his development occurred, the following subsections address the specific research questions and approach the steps of his developmental processes.

### 5.1.2 Specific Research Question 1

*What aspect has emerged as the more outstanding along the pedagogical conferences? Why?*

Along the three months of data collection with Harvey, one specific aspect caught the attention of the teacher educator and the researcher in relation to his practices. When presenting his class plan and teaching his classes, Harvey had some troubles dealing with *implicit* and *explicit instructions*. Sometimes, the participant's choices when planning and performing the classes failed in providing students with guidance and help. That is, he did not guide students through the construction of knowledge, which made them sometimes follow a different path from the objective of the activity. Examples of this aspect have been described and detailed in the data analysis. When describing his planning in PC1, for example, Harvey wanted students to come to the text structures (topic sentences, supporting sentences and concluding sentences) by only giving them some texts to read and without any kind of instruction or guidance. Similarly, in PC3, Harvey was requiring students to give definitions of the three parts of the introduction of a text (hook, transition and thesis) without telling them what the three parts are and where to find them. A third example was in PC4 when the participant wanted students to work with two reading techniques (scanning and skimming), but he would not give any explanation about them or propose any practice on the strategies.

In other moments, however, Harvey moved from lack of guidance and help to very explicit explanations, ignoring students' role as agents of the learning process and removing their autonomy. As examples of that, there is Class 3, when Harvey, following the TE's mediation, tried

to guide students into the construction of the concepts of hook, transition and thesis, but got lost in the process and ended up being very explicit and simply giving the definition to students. In a similar manner, in PC4, when asked how he could explain the concept of scanning and skimming, Harvey moved to a very explicit approach, giving the definitions directly.

Such examples show how Harvey was struggling between the two kinds of instructions: implicit and explicit. It seems that he was having trouble to define his role as a teacher and understand the students' role. His actions, therefore, were not in accordance with the CLT approach, which was the approach required by the institution he was working at (English without Borders), and which praises for students' autonomy when learning, but also sees the teacher the *facilitator* of learning and a source of *guidance* and *help* (Littlewood, 1994).

The final interview brought into light a possible reason why Harvey had been struggling with implicit and explicit instructions. The participant talked about his autonomous role when learning English, that is, teacher's guidance and support were not placed in his speech as very essential to him as a student, possibly because his individual efforts into learning the language could help him to fulfill his needs. Taking into account the concept of beliefs (Pajares, 1992) and the fact that they tend to be formed empirically and thus to be meaningful and resistant, , Harvey's experience as an autonomous student was interpreted as a possible reason why he created the belief that his students would assume the same autonomous role, and therefore would not need his guidance or instruction when performing the activities.

After recognizing Harvey's struggle between *implicit* and *explicit instruction*, the teacher educator and the researcher opted for mediating Harvey towards the development of these practices, both in discourse and in practice.

### 5.1.2 Specific Research Question 2

*Does the teachers change his practices (at performance level) in response to the mediation occurred during the pedagogical conferences? If so, what changes?*

Harvey indeed changed his practices in response to the mediation occurred during the pedagogical conferences, but it happened gradually and in different ways. After being mediated in relation to implicit instruction in the first pedagogical conference, Harvey changed his class plan and implemented in his real class (C1) all the suggestions provided by the teacher educator. However, after presenting his next class plan in

PC3, Harvey still had the same issues related to implicit instruction that he had in PC1, which indicated that the changes implemented in C1 were only signs of imitation. That is, PC1 did not reach his ZPD and therefore did not result in any cognitive changes in Harvey's reasoning. In a nutshell, during C1 Harvey was being regulated by his new class plan with the modified activities. Such fact corroborates Cazden's (1981) claim about performance and cognition not always developing together, considering that, in this case, Harvey's performance preceded his competence.

Similarly, in C3, Harvey followed the teacher educator mediation and implemented many changes in his class plan in relation to implicit instruction. However, when trying to perform them, he got carried away and changed to an explicit instruction. It again indicates that the practice of implicit teaching discussed in the PC3 was not within his ZPD, which led him to imitate the suggestions without having success due to lack of full comprehension. At this point, he was being other-regulated by the teacher educator, and when the students did not follow the path he was expecting, he got lost in the situation and went back to his internalized practices. So far, the changes in Harvey's practices could only be attributed to imitation. In this study, however, as discussed in the review of literature chapter, imitation is not taken as a negative and parrot-like behavior. Rather, it is considered by Lantolf and Thorne (2006) as "an intentional, complex, and potentially transformative process" (p. 176), which can be interpreted as the initial sign of a long and twisting developmental process.

A turning point happened in PC4, when the teacher educator shifted her mediation from a discussion more based on practice solely to a discussion grounded on theory as well. At this point, she presented the scientific concepts of implicit and explicit instructions. By doing so, it seems that she finally could reach Harvey's ZPD, and the participant was able to start reasoning the concepts and to apply them to his class plan. After being mediated with scientific concepts in PC4, C4 was the first indication that Harvey was indeed starting a reflective process, considering that in this class he succeeded in guiding students with questions to help them understand the concepts by themselves. It indicated that he was actually making sense of what the TE was trying to teach him. Such fact corroborates Vygotsky's claim about the importance of naming, that is, a concept becomes an aid for thinking once there is familiarity with the nomenclature (Vygotsky, 1986, p. 107) and it also supports other studies that have reached similar conclusions regarding the

importance of naming scientific concepts (Nauman, 2011; Worden, 2015; Biehl, 2016; Rosa, 2016; DallaCosta, 2018; Ruhmke-Ramos, 2018).

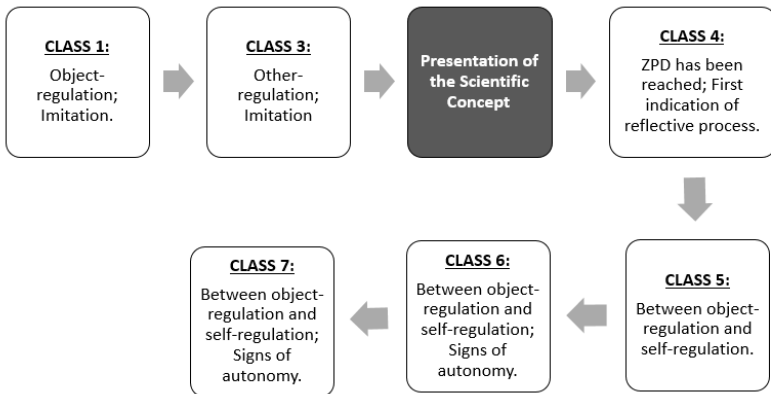
Later, this reflective and informed process was again confirmed when Harvey presented a class plan in PC5 with a consistent implicit activity with guiding questions and explanations. Still during this conference, Harvey was able to fairly answer to some strategic questions asked by the teacher educator, identify some flaws in his class plan and justify his answers in accordance to the practice of implicit instruction. It indicated that the practice of implicit instruction was already within Harvey's ZPD. However, at this point the participant still needed the mediation of the teacher educator to come up with certain conclusions, which indicates that even though he was developing, he still needed other-regulation. When putting his class plan into practice in C5, Harvey catered for the teacher educator's mediation, but also was able to perceive his students and be attentive to their needs, thus being able to further explore the activities on the benefit of his students. It seems that, at that point, Harvey was on the path between object-regulation to self-regulation, considering that he still needed to formulate the idea explicitly in his class plan, but he did not need to solely resort to it all the time.

In PC6, some other changes were identified. Harvey presented a class plan based on implicit instruction, with guided and connected activities. It is again an indication that *implicit teaching* was within his ZPD when planning the class, helping him to reason his ideas. Similarly, in C6 Harvey was able to easily put his planning into practice using an implicit approach to teaching, that is, he guided students to understand the content by themselves. Again, he followed the changes of his class plan, but also implemented some others in class when he felt it was necessary, which indicates that he was becoming autonomous and did not need the class plan all the time to guide his practice anymore.

Finally, in PC7 Harvey presented a class plan that guided students to understand the specific content with strategic questions, and with a more implicit kind of teaching, thus signaling that the interactions between him and the TE were resonating to him. In the following class (C7), Harvey successfully put his planning into practice and used the implicit teaching approach in a more natural way, that is, he was not being regulated by the class plan all the time, and was also able to create new questions and regulate himself when needed.

To put simply, the next flow chart describes Harvey's development along the three months of data collection in relation to changes in his practices:

Figure I: Harvey's development in relation to changes in his practices.



The flow chart illustrates how Harvey gradually changed his practices, from being object-regulated (by his class plan) and other-regulated (by the teacher educator) to being guided by self-regulation, when he started to reason his behavior and refer to implicit teaching and to present some signs of autonomy in relation to the class plan. It also points out and corroborates the literature that supports the importance of reaching the learners' ZPD (Vygotsky, 1978; Aljaafreh & Lantolf, 1994; Johnson, 2009; Biel, 2016; Rosa, 2016; Dellagnelo and Moritz, 2017; DallaCosta, 2018; Ruhmke-Ramos, 2018) and the relevance of presenting scientific concepts in this process (Vygostky, 1934).

### 5.1.3 Specific Research Question 3

*How does the teacher reason his teaching (at the discourse level) regards changes from planning to execution?*

Harvey's reasoning also changed along the three months of data collection, and it could be perceived by his discourse in the pedagogical conferences and focused stimulated recalls. In the first pedagogical conference (PC1), although Harvey was having some trouble with instructional practices in his class, he showed to have his own spontaneous concept of implicit instruction. First, he verbalized his own understanding of the concept, which was correct, and presented some activities that aimed at students coming up with a pattern by themselves. However, these same activities lacked instruction and guidance, which suggested that he did not know how to put his ideas into practice. After being mediated in PC1 and teaching his class (C1) - in which he put some

aspects that emerged in the pedagogical conferences into practice-, in FSR1 Harvey did not acknowledge the importance of the changes implemented in his class. It was interpreted as an indication that his ZPD had not been reached yet, and he was still reasoning in accordance with his own old internalized practices.

In PC3, Harvey again presented a class plan based on his spontaneous concept of implicit teaching, that is, with lack of instruction and guidance to the activities. When asked to justify his decisions, Harvey acknowledged his previous classes and experiences: “also thinking about the other time I had (...) I just like... said the names and they could like... get it from the text with themselves, so I thought it would work again”. So, the participant was still relying on his previous experiences, which worked, even if without clear guidance or modeling. Later, in C3, Harvey catered for the TE mediation, but did not succeed in guiding students to the construction of knowledge, considering that he ended up being very explicit and giving the answers to students. When questioned about that in FSR3, Harvey one more time showed to be familiar with the goal of implicit teaching, by saying he prefers that the learning process involves students in “discovering by themselves”, because it is “more meaningful for them” and therefore it fosters the process of learning. However, as could be perceived when observing his C3, his performance while using it still demands arrangements so that his instruction provides enough guidance. By this point, it seems that the mediation provided in the conference has not reached Harvey’s ZPD, considering that he was still reasoning his practice in relation to his own spontaneous concept of implicit teaching.

In PC4, when Harvey again presented a class plan with activities lacking instruction and guidance, the TE decided to be more explicit herself tried to create in Harvey a new ZPD by explicitly naming “explicit” and “implicit” instructions. She asked him questions so he would verbalize his own understandings concerning definitions, advantages and disadvantages of the two approaches, the teacher’s and the students’ roles in each type of instruction. By doing so, she was trying to help him to organize his own spontaneous concepts and reflect upon the way he was using the two approaches in his classes. These actions taken by the teacher educator were in accordance with the literature (Johnson, 2009), considering that her goal was to link Harvey’s own spontaneous concept of implicit instruction to the scientific concept stated by her in the conference.

Such actions had a positive impact in the participant, considering that he successfully implemented a more implicit approach in his C4 and



in the next class plan presented in PC5. In this same conference, Harvey was able to fairly answer some strategic questions asked by the TE about how he could change some of his activities to follow an implicit instruction in his class. It indicated that Harvey was already working on his new ZPD and the scientific concept presented by the teacher educator was starting to help him reason his teaching. However, it was still early to affirm whether Harvey had internalized the new concept of not. In FSR 5, Henry's discourse acknowledges the effectiveness of the changes in his class plan. He mentions that he had prepared the questions to guide his students in the activity before the class, but more interestingly, he also affirmed that he was ready to deal with unexpected situations, such as students guessing the answers before his questions. He also affirmed that he tried to prepare the next class plan following the teaching practice that had been discussed in the pedagogical conferences. It corroborates the interpretation that, at this point, the concept of implicit instruction is already in his ZPD and he is reasoning his teaching catering for this new concept.

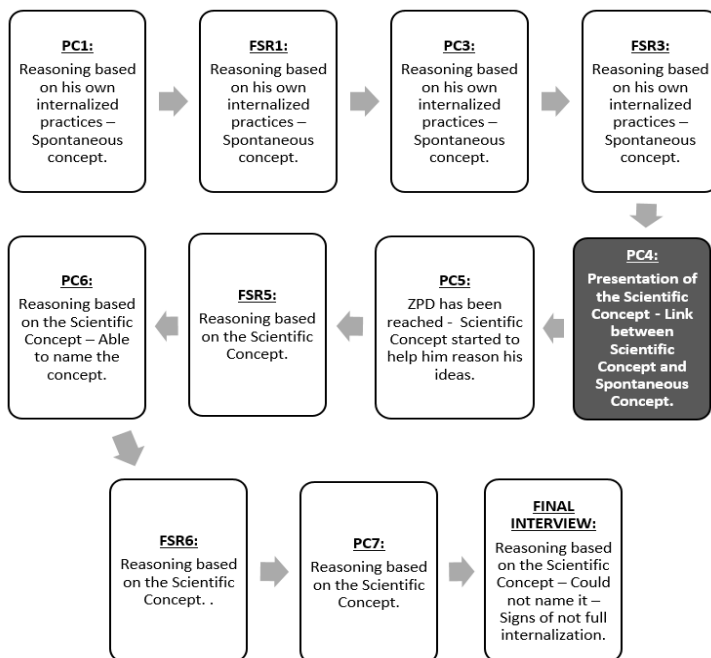
Later, in PC6 Harvey again presented a plan following the implicit teaching approach with guided activities. When asked by the teacher educator the reason of changes in the way he prepares his classes, Harvey not only acknowledges the changes, but even named the reason he did that – “implicit and explicit teaching”. It indicated that, at this moment, the concepts are now at the level of discourse and performance and they are also resonating in his classes and decisions. However, it is worth commenting that it was early to affirm whether the concept is internalized or not, considering the twisting path of internalization and its non-linear features (Vygotsky 1987; Smagorinsky, Cook & Johnson, 2003). In the following FSR6, Harvey's discourse legitimates the previous interpretation, mainly when he mentions that “they were using the sentences but they were not saying exactly what I wanted to listen. So I had to try to find a way to narrow down, and like... ask the questions again until they answered”. It shows that he was already able to insist on implicit teaching, self-regulate himself as he changed the questions so as to get the necessary answers that would tell him that the students are learning. It suggests that the concept and practice of *implicit teaching* are moving beyond his ZPD towards a zone of real development, in which he will be able to regulate himself during the class.

Finally, in the last pedagogical conference (PC7) Harvey again presented activities following an implicit approach to teaching. Additionally, when he realized that some of his activities were not supporting his main goal of the class, he was able to come up with a

different strategy still sticking to the implicit approach, which indicated that the new concept was resonating in his class, and he was able to apply it to different situations. Such generalization is seen by Vygotsky (1986) as a positive indication of a new concept's internalization. So far, Harvey presented a good development in terms of his reasoning, that is, he showed many indications that he was on the path to change his previous reasoning based on his spontaneous concept towards a reasoning based on a solid scientific concept. However, this interpretation changed because of the final interview when, 17 days after the end of the pedagogical conferences and observation of classes, Harvey could not name the scientific concept of implicit instruction. Along the interview, he was referring to the practice as *asking questions*, which indicates that he could not relate his practice to the concept, and therefore there was no true understanding and consequently no full internalization of the concept. As mentioned in the previous chapter, these facts corroborate what some authors (Vygotsky, 1987; Smagorinsky, Cook & Johnson, 2003; Johnson and Golombek, 2003; Biehl, 2016; DallaCosta, 2018; Ruhmke-Ramos, 2018) have been discussing about the twisting path of development. In Harvey's case, the non-linear internalization process of the concept of *implicit instruction* was evident, considering that he moved from being object-regulated in direction to self-regulation and back again, when he could not name the concept in the final interview.

The next flow chart describes Harvey's development along the three months of data collection in relation to changes in his reasoning in a concise manner.

Figure II: Harvey's development in relation to changes in his reasoning.



The flow chart illustrates how Harvey changed his reasoning from first relying on his own spontaneous concept of *implicit instruction* to the path of being regulated by the scientific concept of *implicit instruction* presented by the TE. It also points out and corroborates the literature that supports the importance of reaching the learners' ZDP (Vygotsky, 1978; Aljaafreh & Lantolf, 1994; Johnson, 2009; Biel, 2016; Rosa, 2016; Dellagnelo and Moritz, 2017; DallaCosta, 2018; Ruhmke-Ramos, 2018) and the presentation of the scientific concept in this process (Vygotsky, 1934). Equally important, it highlights the twisting path of internalization that the participant had been through when acquiring the scientific concept. He first moved forward, even being able to name the concept, and then moved backwards, when he could not name it anymore in the final interview.

#### 5.1.4 Specific Research Question 4

*What is the impact of his participation in this study to his self-development according to his own perspective?*

In the final interview Harvey acknowledges the help of the study in his professional development in a positive way. He affirms that he profited and evolved a lot due to his participation, even declaring that the process helped him to learn faster than he would in ordinary situations. Harvey acknowledged both changes in practices and changes in reasoning. First, in relation to his perception of changes in his practices, he refers to that by affirming that some of his practices were inaccurate, and after noticing it along the study, he changed them. It indicates that, according to his own perspective, the mediation provided by the teacher educator resulted in development at the level of performance.

Second, regarding changes in his reasoning, Harvey mentioned that the study helped him to change the way he prepares his classes and activities, which indicated that the mediation provided by the teacher educator indeed changed the way the teacher reasons his teaching, suggesting that he had also some cognitive development, and therefore the mediation could reach his ZPD. Additionally, he assumed that at first he had the belief that his practice was appropriate with the lack of questions to guide his students were accurate. However, throughout the pedagogical conferences, he realized that he could provide students with more guidance without jeopardizing the principle of learner centeredness. Therefore, the participant acknowledged not only changes in his practices, but also changes in his reasoning and beliefs.

More important than only acknowledging changes in his reasoning, the final interview showed that Harvey also understood why he needed to change his practices. The participant's discourse showed that he was able to coherently justify his changes, which is a positive indication that the practices he brought in as a result of being a participant in the study are working in his ZPD and, therefore, are guiding him when he is preparing his classes and making decisions in the classroom.

To conclude, the present study reached some interesting conclusions about teacher professional development and also corroborates some important claims of the literature. First, it highlighted the importance of linking spontaneous concepts to scientific concepts to develop new practices (Vygotsky, 1986). In addition, it exemplified the backwards and forwards moves of the twisting path of internalization (Vygotsky, 1987; Smagorinsky, Cook & Johnson, 2003; Johnson and Golombek, 2003). Finally, it showed that a possible way to support professional development of teacher is through the use of dialogic mediation in inquiry-based approaches (Johnson, 2009), reflective teaching (Richards, 1995) and reasoning teaching (Johnson, 1999).

## 5.2 Pedagogical Implications

The present study suggested a possible way that teacher's professional development can be supported. As mentioned by Johnson (2009) there is an ongoing discussion of how to best support teacher professional development, taking into account the cultural, institutional, and historical situations in which that development occurs. It is a fact that teachers develop as professionals throughout their careers for only be actually teaching. However, the help and assistance of an expert peer can accelerate this process, and even bring to the teacher new practices and possibilities that one hardly ever would learn by his own.

Through the use of dialogical mediation, teachers have the opportunity to externalize their own understandings, and reconceptualize them as a manner to develop alternative ways of engaging in the activities associated with those understandings (Johnson, 2009). Similarly, with reflective teaching teachers can consciously recall and examine their previous experiences as a basis for evaluation and decision-making and as a source for planning and action (Richards, 2005). Along with reflecting, teachers can also use reasoning teaching to justify their choices and behaviors based on solid theory and practice (Johnson, 1999). Finally, the SCT tenets can add to better understand how the process of professional development happens, considering that its main concepts, such as ZPD, internalization, concept development and mediation are valuable tools to trace the same development.

By mobilizing all these methodologies and concepts, and giving teachers the right support, they can not only develop as professionals but also improve their practices inside the classrooms. Of course, when teachers are continually learning and aware of the new methodologies and strategies to the classroom, their students' outcomes will also benefit, improving the teaching and learning of EFL in general.

Another aspect that is clear in this study is that the practices of teacher education cannot be circumscribed to pedagogical conferences or to class attendance, nor can be these two practices independent or dissociated. Rather, they have to be carried out in a dialectical form being that one informs the other. Having pedagogical conferences about certain classes in which a given aspect is worked with and not pursuing it in a systematic way does not account for developmental change in the teachers' practice. Likewise, such development is more likely to occur when different sources within a same context are used, as happened in the present study in which the pedagogical conferences were followed by class attendances that in turn were followed by stimulated recalls.

Systematicity and triangulation as key words for teacher professional development.

This study thus adds to the argument that:

It is inside the practices of L2 teacher education, the dialogic interactions between teacher educators and teachers, where teacher educators can see, support, and enhance the professional development of L2 teachers. Exploring these dialogic interactions, as they unfold and within the sociocultural contexts in which they occur, not only opens up the practices of L2 teacher education for closer scrutiny, but it also holds teacher educators accountable to the L2 teachers with whom they work and, of course, the L2 students their teachers teach. (Johnson, 2015, p. 515)

### **5.3 Limitations of the study and suggestions for further research**

One of the main limitations of this study, due to its restriction in size and scope, is that it only included one participant. Therefore, the analysis of different teachers and different contexts could be interesting to validate the findings encountered in this research, and also compare how different teachers react to the methodology chosen.

Second, also due to its restriction in size and scope, this study only accompanied the teacher for three months and seven pedagogical conferences / classes. More time of data collection with more pedagogical conferences and observation of classes would help to check whether the teacher internalized the practices or not.

Last, an interview - similar to the final one of the present data collection - could have been conducted with the participant before the pedagogical conferences and observation of classes. By doing so, the researcher could have better compared the participant's reasoning regarding methodologies and beliefs before the data collection and after it.

Regarding suggestions for future research, it would be interesting to have the same methodological procedures with a teacher that teaches two corresponding groups, being one the experimental group and the other the control group. In this way, the participant could apply the changes emerging from the pedagogical conferences only to the experimental group as a manner of comparing the two outcomes in the two classes and the teacher's response to it. Hopefully, by this means, the teacher would empirically experience the positive impact that classes planned and implemented according to an implicit but guided approach would have in students' behavior and understanding.

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## APPENDICES

### Appendix A – Class plans

#### A.1- Class plan 1

2<sup>nd</sup> class –

Check homework, fear they've overcome

Henrique and Aziza make 3 examples of humans of NY with people from ISF.

Sts in groups 'grasp' the structure of the text. Then teacher checks with the whole group.

Now you guys have seen a really well structured article, and also we talked about fears, I want you to write a very well structured article about fears, not your fears. Sbdy else's fears. What kind of language do you think you need to do that?

Go interview

Write it down – print and bring to class / post it on edmodo  
put them on the board / on Edmodo. – sts read them and then they'll have to choose the most touchy story.

t. retrieve the texts from humans of nY that he and azzia had written and they analyze the structure involved in it.

t. Uses a graphic to show them the difference between simple present and present perfect.

Sts check their own work to check if there's something they should change.

Reading 2 – Superhuman powers

Pre-reading tasks – as in the book

- 1) Identifying genre (skimming)
- 2) Identifying topic sentences (skimming)
- 3) Do it

Explain the use of these skills – skimming

Close reading – identifying supporting details – scanning

Explain – scanning

Developing Critical thinking

Never have I ever been afraid of – if there is time

## A.2 – Class plan 3

Unit 5 Essay Writing –

Objective:

Identifying parts of an essay to understand the structure.

Defining parts of an introduction to understand the structure.

Listening to a short movie to understand specific information.

Sts organize their essays again. – 5'

T. tell sts that the Introduction of an essay has usually 3 parts.

**Hook, Transition and thesis.**

Sts underline each part accordingly in their paragraphs,

Sts will analyse the structure of 6 other essay introductions. [appendix]

**10'**

Sts define what each part of the introduction is responsible for. **10'**

Answer key:

**1) Hook:** Description, illustration, narration or dialogue that pulls the reader into your paper topic. This should be interesting and specific.

**2) Transition:** Sentence that connects the hook with the thesis.

**3) Thesis:** Sentence (or two) that summarizes the overall main point of the paper. The thesis should answer the prompt question.

Students now watch a short video about success: 1'50''

Sts discuss questions in big group **10'**:

What is the main idea of the video?

Do you agree with the opinion brought by Alain Botton?

What are some examples of 'mainstream' success? What other examples are there?

Why can't someone be successful in everything?

What do you succeed in?

Do you follow the path that fulfills your idea of success?

With all of these in mind, students will write the introduction of their essay about success in class. Students start by answering the following question.

**“What is success for you? Are you successful according to your own terms?” [Tuesday/Thursday]**

**“Are success and happiness interchangeable ideas to you?” [Monday/Wednesday]**

Students have from 10’ to **15** minutes to come up with the first paragraph.

Students peer review their introduction paragraphs to exchange ideas. **10’**

Using the essays they received, students have to draw a ‘map’ of how the body paragraphs are organized.

Topic sentence – supporting sentences – concluding sentence

Now, they have to plan 3 body paragraphs – **15’**

Finally, sts will analyze the concluding paragraphs of essays. **10’**

Can you see any structure in the concluding paragraph?

There is no definite structure for the concluding sentence. Still, it has to have TS, SS and CS.

Some suggestions of what sts can do in their concluding paragraph:

- include a brief summary of the paper's main points.
- ask a provocative question.
- use a quotation.
- evoke a vivid image.
- call for some sort of action.
- end with a warning.
- universalize (compare to other situations).
- suggest results or consequences.

Homework: students have to finish writing their essays at home following the suggestions.

**A.3 – Class plan 4**

Class plan unt. 3 –

Considering all exposed about the universe on the first episode of COSMOS that we watched in class, discuss with your classmates the following questions:

**What do you think fascinates people the most about the universe?**

**Why is it so important to study the universe?**

**Some people think space exploration is a waste of money, and we should focus on solving problems on earth. What's your opinion?**

- Vocabulary Preview

Pre-reading questions:

Is astronomy a common hobby in Brazil? Why? Why not?

What makes people interested in astronomy?

- Global reading
- Close reading

Questions in Developing Critical Thinking

Writing skills, pg. 34.

T. asks students to discuss the following



#### **A.4 – Class plan 5**

Address the following questions to sts: 5’

Do you notice the difference between the two paragraphs?

How can you vary your type of sentence, besides having more or less words?

How do you change the type of sentences in pt?

Go to page 34, and read the box titled “using a variety of sentence types”. 15’

Do activities 1 and 2 with students.

Run on – passive voice activity 15’

In 2 groups.

Teacher picks up a card (cards attached), which is not completed. Sts run to their chairs and have to write down the sentence, then, each time one of the group runs to name the 3 things.

The score will be done, such as “stop” (Brazilian game).

(play with at least 6 of them, use one as a model)

Review of Conjunctions (PPP) (follow slides) (attached)

Complex sentences:

Give students part of sentences and ask them to match. They’ll realize they can’t match them, because all of them are half parts of sentences.

Then, when they complain, give them the ‘rest’ of the sentence. After that, ask them:

Why couldn’t you match the sentences?

Why did you need the other half?

Tell them, these type of sentences are called complex sentences, and ask them to go to page 43. Show in the examples the difference between the dependent and independent clause.

Ask them, to identify each in the examples given before.

Guy, this is what we had for our unit 3

Aziza 40’

## A.5 – Class plan 6

### UNIT 1

Open unit with questions from the book + this two questions on the board: 10'

**Does food play any important role in your family / social circle?  
What kind of feelings, emotions and memories do you have which are related to food?**

Vocabulary build up 7'

Discuss with students the questions from BEFORE YOU READ pg. 10. – in pairs, then, in Open group. Add question on the board:

**How will farms be in the future?**

What kind of food will we eat?

Show them the video:

<https://www.youtube.com/watch?v=qRZaou9QadM> 15'

Ask sts if all the paragraphs of a text are there for the same reason?

After a paragraph presenting the topic, what other kinds of topics there might be? (teacher writes sts answers on the board).

Sts read the box 'identifying the purpose of parts of a text' and guide students to actv. 1. 10'

Close reading – as in the book 7'

Developing critical thinking 7'

Questions 1 – only about the second reading.

Reporting verbs. 10'

Write the words say, tell, and ask on the board, and ask students to give examples of these words. Write some of them on the board. Address the following questions:

**When are these verbs used?**

**What function do they have in a text?**

**Can you find examples of these verbs in the text?**

**What other verbs are used to report things other people said? – write them on the board 5'**

Ask students to go to the text and find all the verbs which are used to report things and rewrite those sentences in a notebook. 5'

**Do they mean the same thing? Are they reporting things in the same way?**

**Does it mean the same thing, if you say (write on the board)**

Some researchers think that

Believe that

Suggest that

Conclude that

**How sure are they about what they're talking about? 10'**

Do act. About reporting verbs on pg. 12 5'

Put many examples of reporting sentences around the classroom who will be divided in 3 big groups:

Verbs followed by preposition

Verbs + that

Verbs + noun or -ing verb

Juliana **challenged** me **to** a game of tennis.

Urban Dictionary **defines** crush **as** a burning desire to be with someone.

There were signs **warning of** fog as soon as we got onto the motorway.]

My father **supported** the LabourDemocratic Party all his life.

*Francesco **denied** bumping my car.*

*They **prohibit** smoking in the museum.*

*Jill **suggested** going to the sauna.*

*Chris **agreed** that the film was great.*

*The student **complained** that he had to write a lot of essays.*

*The customer **decided** that he wouldn't buy the notebook.*

*Tom **mentioned** that he was going to take up swimming again.*

*Students take about 10~15 minutes to find the similarities and differences among the sentences and organizing a list of them.*

*T. highlights that there are many times when it is not necessary to use THAT after the verb, and give examples with, think, say, tell,*

## A.6 – Class plan 7

Unit 8 – 08/1116

Opening as in the book, talking about stories and heroes.

Divide the class in two groups.

Ask students to read the text, underline unknown words and structures. (10~15')

Also, ask them to highlight the most important information from the text, creating a summary of it. 10'

Ask students to use monolingual dictionary in case they need aid.

Solve any further question.

Give 10~15' to sts answer the questions by the end of the text in groups

Ask sts now to sit with someone which had a different text. Then, tell them to exchange main points, and reflections made after the questions.

Developing Critical Thinking –

Zumbi dos Palmares is one example of National Hero. Today, though, many heroes are famous artists, athletes, actors, singers... Why do you think the idea of who is a hero changes over time?

Do you know any 'hero' whose reputation changed over time? Why did these changes happen?

Write these 6 sentences on the board, and ask students if they can join these sentences:

- a) The boy is tired.      b) The boy is carrying a heavy backpack.
- a) I saw the book      b) The boy had the book
- a) Jostein Gaarder wrote *The Solitaire Mystery* b) *He is my favorite writer*
- a) 2011 was the year b) The USA suffered its first 'terrorist attack' in 2011

Ask students the following questions:

Are these complex sentences? Why/Why not?

What kind words do we need to join these sentences?

What are these words replacin

## Appendix B – Final structured interview

- 1) How do you conceptualize ‘language’?
- 2) What is a good English teacher for you?
- 3) What is a bad English teacher for you?
- 4) Do you follow a specific teaching method? Which one? Why?
- 5) How was your experience as an English student? How has your experience as an English teacher been?
- 6) How were your English teachers? Do you feel that these experiences influence your teaching?
  
- 7) How was the experience of being a participant in this study? Can you cite some positive aspects? Some negative aspects?
- 8) How were the meetings with the teacher educator and the researcher? Were they helpful? Why/why not?
- 9) Do you think that participating in this study help you to improve as a teacher? If yes, in which aspects? (Examples) If not, and supposing that reflecting about your professional activity is likely to help you evolve, why not?
- 10) Do you have any further comment(s) on the relation between the experience of being a participant in this study and your professional development as a teacher.

## Appendix C – Consent Form

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**Centro de Comunicação e Expressão**  
**Departamento de Língua e Literatura Estrangeiras**  
**Programa de Pós-Graduação em Inglês: Estudos Linguísticos e**  
**Literários**

**TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO**

Você está sendo convidado a participar de uma pesquisa sobre formação de professores de língua inglesa intitulada ***O desenvolvimento profissional de professores de inglês como língua estrangeira: uma abordagem sociocultural***. Este estudo está sob a responsabilidade da pesquisadora e orientadora Adriana de Carvalho Kuerten Dellagnelo (Professora do Programa de Pós-graduação em Inglês da Universidade Federal de Santa Catarina) e de sua pesquisadora assistente Carlla Dall’Igna (aluna do Mestrado em Inglês: Estudos Linguísticos e Literários vinculado ao Programa de Pós-graduação em Inglês da Universidade Federal de Santa Catarina).

O objetivo deste estudo é investigar o desenvolvimento profissional de professores de inglês conforme os mesmos são mediados por colegas mais experientes e questionados em relação às razões que justificam seu planejamento de aula e sua respectiva prática em sala de aula. Apesar do desenvolvimento profissional ser um tema bastante explorado recentemente na área de formação de professores de segunda língua, o mesmo ainda é considerado complexo, prolongado, altamente pessoal e sem ponto de inicial ou final (Johnson & Golombek, 2011, p. xi). Portanto, pesquisas em novos contextos de docência, com diferentes participantes são necessárias para que melhor possamos entender o desenvolvimento cognitivo que ocorre em professores de ensino de línguas estrangeiras conforme os mesmos são mediados e instigados à reflexão de seus planejamentos e práticas.

Ao final da pesquisa, pretende-se melhor entender qual é a maneira mais pertinente de suprir o desenvolvimento profissional de professores, sendo que o objetivo final de todo esse processo é também melhorar a qualidade da aprendizagem dos alunos.

Para a realização deste trabalho, você será solicitado a participar das seguintes tarefas:

(1) autorizar a gravação em vídeo de sete reuniões pedagógicas em que você participar.

(2) permitir a presença do pesquisador em sala de aula nas sete aulas que sucedem às reuniões pedagógicas durante o mesmo período.

(3) responder a entrevista do pesquisador depois de cada aula lecionada e assistida pelo pesquisador.

Os procedimentos serão realizados no seu local de trabalho; ou seja, você não precisará deslocar-se para outro local a fim de participar desta pesquisa.

Os riscos de participar dessa pesquisa são ínfimos, e podem incluir desconforto, constrangimento ou alterações de comportamento durante gravações em vídeo e durante as aulas ministradas, ou alguma outra questão de ordem pessoal que você venha a sentir por participar das atividades dessa pesquisa de pequena escala. É importante esclarecer que você não será avaliado pelo seu desempenho individual nas atividades.

As imagens gravadas serão utilizadas apenas para fins de coleta de dados para posterior acesso ao conteúdo completo das reuniões pedagógicas para que a análise dos dados seja feita da forma mais precisa possível. Além disso, nenhuma imagem será utilizada no relatório da pesquisa ou será divulgada por quaisquer outros meios e para quaisquer outros fins. O acesso aos dados coletados será confiado somente à pesquisadora e orientadora deste trabalho. Os resultados da pesquisa poderão ser apresentados em encontros ou revistas científicas, entretanto, eles mostrarão apenas os resultados obtidos como um todo, sem revelar seu nome ou qualquer informação relacionada à sua privacidade.

A legislação brasileira não permite que você tenha qualquer compensação financeira pela sua participação em pesquisa. Porém, você terá os seguintes direitos assegurados: a garantia de esclarecimento e resposta a qualquer pergunta; a liberdade de abandonar a pesquisa a qualquer momento sem prejuízo para si; a garantia de que, em caso haja algum dano a sua pessoa, os prejuízos serão assumidos pelos pesquisadores, isto é, você terá direito à indenização nas formas da lei. Em caso de gastos adicionais, os mesmos serão ressarcidos pelos pesquisadores.

O pesquisador responsável, que também assina esse documento, e a pesquisadora assistente comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

Após a coleta de dados, a pesquisadora escreverá um relatório de pesquisa que constitui a avaliação final do Programa de Mestrado em Inglês. Depois da defesa perante a banca de avaliação, a pesquisadora

enviará via e-mail a versão final da dissertação para todos os participantes, como forma de retorno sobre a pesquisa.

A sua participação nesta pesquisa é de grande valor. Através dela buscaremos desenvolver estratégias que busquem contribuir com a formação de professores de língua inglesa no Brasil. Entretanto, a decisão de participar desse estudo é somente sua!

Em caso de dúvidas e esclarecimentos, você deve procurar as pesquisadoras Adriana de Carvalho Kuerten Dellagnelo ([adrianak@cce.ufsc.br](mailto:adrianak@cce.ufsc.br)) ou Carlla Dall'igna ([carlla\\_dalligna@hotmail.com](mailto:carlla_dalligna@hotmail.com)) – (49) 9916-8056) na Universidade Federal de Santa Catarina, Centro de Comunicação e Expressão (CCE), Bloco B, sala 107.

Você pode também entrar em contato com o Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina pelo telefone (48) 3721-6094 ou nas instalações localizadas no Prédio Reitoria II, 4º andar, sala 401, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis.

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

Muito obrigada!

Eu,

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RG \_\_\_\_\_ li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, \_\_\_\_/\_\_\_\_/\_\_\_\_.

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Assinatura do Participante

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Assinatura do Pesquisador Responsável  
Adriana de Carvalho Kuerten Dellagnelo