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Teaching practices of public school EFL teachers: what mediates their pedagogical decisions

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O presente trabalho em nível de mestrado foi avaliado e aprovado por banca
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Certificamos que esta é a **versão original e final** do trabalho de conclusão que foi
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Literários.

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RESUMO

Este trabalho visa investigar os elementos que mediaram as práticas profissionais de professores de inglês de escolas públicas de Florianópolis, SC, em termos de seus comportamentos e práticas pedagógicas durante a pandemia de COVID-19. Nesta pesquisa, utiliza-se como framework para entender a cognição de professores a teoria sociocultural de base vygotskiana, especificamente por meio de alguns aspectos centrais à teoria: mediação, internalização, externalização e o método genético. Para atingir o objetivo supramencionado, foi conduzida uma pesquisa com procedimentos qualitativos envolvendo questionários, observações de atividades postadas online e entrevistas buscando entender o impacto de fatores como crenças, ambientes de trabalho e restrições impostas ao pela pandemia. Após a coleta de dados, que contou com a participação de três professores de inglês de escola pública, o corpus foi tratado através de uma análise interpretativa de conteúdo, que se calcou na teoria sociocultural de Vygotsky e por conseguinte no materialismo histórico-dialético. Com tal análise, busquei identificar como se caracterizam as práticas pedagógicas dos professores participantes, quais crenças estão possivelmente subjacentes a tais comportamentos, para, então, desvelar os elementos que mediaram as práticas profissionais dos professores. Procurei, ainda, analisar quais são as diferenças e semelhanças entre a prática profissional dos professores participantes e a base de conhecimentos que eles provavelmente adquiriram ao longo de seus programas de formação de professores. Os dados apontam para quatro elementos de mediação centrais: o ensino tradicional que os professores têm na sua memória da época em que foram estudantes, o livro didático, as suas crenças sobre ensino e o conhecimento acadêmico oriundo dos programas de formação de professores.

Palavras-chave: Cognição de professores. Mediação. Ensino de inglês. Formação de Professores. Escola Pública.

ABSTRACT

This work aims to investigate the elements that mediated the professional practices of English teachers from public schools in Florianópolis, SC, in terms of their behavior and pedagogical practices during the COVID-19 pandemic. In this research, the Vygotskian sociocultural theory is used as a framework to understand teachers' cognition, specifically through some central aspects of the theory: mediation, internalization, externalization and the genetic method. To achieve the aforementioned objective, research was conducted with qualitative procedures involving questionnaires, observations of activities posted online and interviews, seeking to understand the impact of factors such as beliefs, work environments and restrictions imposed by the pandemic. After data collection, which included the participation of three public school English teachers, the corpus was treated through an interpretive content analysis, which was based on Vygotsky's sociocultural theory and therefore on historical-dialectical materialism. With this analysis, I sought to identify how the pedagogical practices of the participating teachers are characterized, which beliefs are possibly underlying such behaviors, to then unveil the elements that mediated the professional practices of the teachers. I also tried to analyze what are the differences and similarities between the professional practice of the participating teachers and the knowledge base they are likely to have acquired throughout their teacher education programs. The data points to four central means of mediation: the traditional apprenticeship of observation. textbooks, beliefs about teaching. academic knowledge from teacher education programs.

Keywords: Teachers' cognition. Mediation. EFL teaching. Teacher education. Public schools.

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1 INTRODUCTION

1.1   CONTEXT OF INVESTIGATION

In a 2014 report, the British council states that due to lack of infrastructure, in most Brazilian schools "English teaching is reduced to the basic rules of grammar, reading short texts and learning to pass multiple choice exams for university admittance" (BRITISH COUNCIL, 2014, p. 12). In the same vein, Fragozo and Monawar (2012, p. 90), in a study about the differences between the English classes in language schools and in regular schools in Brazil, point out that "regular school teachers [...] seem to use more explicit methods than language school ones, especially when introducing a new, more complex grammar topic". For the authors, it is a "fact that heavier workloads, bigger groups, lack of resources and focus on reading and writing have made regular school teaching less effective than the experience students have when attending classes at language schools" (p. 82).

This tendency does not seem to be either exclusive from public schools or exclusively Brazilian. According to Ellis (2005, p. 2), "traditionally, language instruction has been directed at developing rule-based competence (i.e., knowledge of specific grammatical rules) through the systematic teaching of pre-selected structures – what Long (1991) has referred to as a focus-on-forms approach". Traditional teaching, with an emphasis on exposition, memorization, and repetition seems to be pervasive in Brazilian schools, in all school subjects, and throughout the fourteen years of mandatory education. As expected, this situation impacts EFL (English as a foreign language) teaching in schools, with the traditional teaching paradigm playing an important role in EFL teachers' activities (SOUSA; BADIM; OLIVEIRA, 2018; MENEZES, 2015; IFA, 2014).

This scenario seems to create a cycle that feeds back itself: teachers spend at least fourteen years in schools as students, attending classes. From this time as students, they create a powerful episodical memory that Lortie (1975) calls 'apprenticeship of observation': teachers tend to mimic practices they saw as students when entering the profession. They consider these practices as 'safe places' to rely on in times of difficulties, but fail to notice that these practices are limited, fragmented, and imitative since students do not analyze teachers' actions in a scientific way (BORG, 2004). This phenomenon leads to huge challenges to teacher education programs, that struggle to educate student-teachers to overcome these practices, as explained by Dellagnelo (2009, p. 5, in print):

It seems notorious, though, that recently graduated students of English and other Education Programs, when taking on their space in the work field, tend to incorporate stereotypical methodological procedures, which characterize, in thesis, the school reality, denying or relativizing, to a great extent, theoretical and methodological axes acquired during the undergraduate program.

In the last decades, teacher education has been reconceptualized in order to better address the variety of challenges that affect teaching. Positivist stances to teacher education, considered teacher learning something that could be generalizable in rules and patterns of 'good teaching' and therefore transmitted to teachers, who were supposed to be able to replicate these patterns with their students. Nowadays, more modern approaches to teacher education follow a "sociocultural turn" (JOHNSON, 2006) common in other areas such as social sciences, anthropology, psychology, and education. Teacher learning is now viewed as a life-long developmental process that is shaped by the social interactions that teachers engage in, the contexts where teachers are immersed and the experiences they have throughout their lives.

In order to understand how teachers develop their reasoning (why they act the way they do) and what affects their practices, Johnson and Golombek (2003) suggest that Vygotskian sociocultural theory is a powerful, comprehensive theory of mind that can be used to understand teachers' cognition. Sociocultural theory is based on the works of the Russian psychologist Lev Vygotsky for whom human cognitive development is neither innate nor determined solely by our biological base, but is shaped by our interactions and social experiences. The process through which we develop our cognition is called internalization (defined by Vygotsky as the movement from the external forms of social interaction into the mental plane as psychological tools for thinking). Therefore, for Vygotsky, all forms of cognition that are specifically human emerge first in social interaction and after may get internalized by the individual. However, internalization is not a direct process. It is mediated by symbolic artifacts (VYGOTSKY, 1987).

Mediation is a central construct in Vygotskian sociocultural theory. According to Lantolf and Thorne (2006, p. 19), "humans do not act directly on the world - rather their activities are mediated by symbolic artifacts (for example, language, literacy, numeracy, concepts, and institutions) and material artifacts and technologies". Mediation, in sociocultural theory, is "the process through which humans deploy culturally structured artifacts, concepts, and activities to regulate […] the material world or their own and other's social and mental activity" (LANTOLF; THORNE, 2006, p. 79). As a consequence of the mediated nature of human activities, human cognition is shaped by the social activities that we engage in throughout our lives.

This is to say that teachers are not empty vessels that can be 'filled' with good teaching patterns. Teaching is influenced by one's previous history, academic history, beliefs, the institutional context in which one teaches, the interactions teachers have with their peers (including teacher-educators, as studied by Johnson (2016), among other variables of sociocultural nature). So as to successfully act upon teachers' practices, empowering them to adapt their teaching in a theoretically sound way insofar as they need it, foreign language teacher education must consider the intricate and complex nature of how teachers come to act the way they do.

In this research, literature will be reviewed considering three axes of historical development that may have impacted the constitution of the foreign language teaching profession in Brazil: the methods for foreign language teaching, the legal documents that govern teaching (and more specifically foreign language teaching) in Brazilian public schools and the debates within Brazilian pedagogy about pedagogical theories (such as traditional school, constructivism/the New School movement[1], historical-critical pedagogy, etc.). Moreover, a review of the literature concerning foreign language[2] teacher education and Vygotskian sociocultural theory is also presented since these are the theoretical frameworks chosen to guide this research.

Another fundamental consideration about the context of this investigation is that it took place during COVID-19 pandemic, which was something completely unforeseen for teachers, students and even for me as a researcher and that was not completely assimilated by anyone during the time this research was occurring. The limitations COVID-19 brought to this research are described in depth in the last chapter of this thesis, but this scenario also brought interesting points to the investigation. Vygotskian sociocultural theory claims that cognitive development happens in social interactions. Therefore, the changes social interactions underwent during the pandemic affected teachers practices, and in the course of the data analysis the challenges of teaching in the pandemic context are clear.

Bearing in mind the scenario presented in the previous paragraphs, this research is going to investigate which artifacts of mediation drive the practices of three EFL teachers from public schools in Florianópolis, Brazil. In order to do so, their practices, beliefs, and academic history

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[1] In Portuguese: Escola Nova

[2] Even though there is a distinction between "foreign language" and "second language" in Applied Linguistics, in this thesis, the terms second and foreign language will be used interchangeably due to the fact that the literature presented in reference to second language contexts can be generalized to English teaching in Brazil.

will be explored through a questionnaire, observation of the activities they send to students in remote education, and interviews. Having described the context of investigation of this master thesis, I will now state the objectives and research questions.

1.2 OBJECTIVES AND RESEARCH QUESTIONS

Considering the context discussed in the previous section, the general objective of this study is to investigate what mediates EFL public school teachers' pedagogical moves in terms of their behaviors and beliefs as observed through questionnaires, classroom observations, and interviews. To accomplish this objective, three specific objectives are proposed:

a) To examine how the participating teachers' behaviors characterize as instantiated in their pedagogical moves;

b) To investigate what are the participating teachers' beliefs as instantiated in their texts and their practices;

c) To explore the differences and similarities between the practice of EFL teachers from public schools and the knowledge-base they are likely to have gained throughout their teacher education programs.

The objectives displayed above materialize in the following research questions, general and specific:

RQ: What mediates EFL public school teachers' pedagogical moves in terms of their behaviors and beliefs?

SRQ1: How do the participating teachers' behaviors characterize as instantiated in their pedagogical moves?

SRQ2: What are the participating teachers' beliefs as instantiated in their texts and their practices?

SRQ3: What are the differences and similarities between the practice of EFL teachers from public schools and the academic knowledge-base they are likely to have gained throughout their teacher education programs?

1.3   MOTIVATIONS AND SIGNIFICANCE OF THE RESEARCH

The motivation for this study comes from my academic and professional history. From elementary school to the master's program that resulted in this thesis, public education has made me the citizen I am now in every aspect: ethical, political, intellectual, etc. There are two institutions that I would like to highlight: Instituto Federal Catarinense (Campus Camboriú), where I studied in high school, and Universidade Federal de Santa Catarina, the institution where I conducted the master program that led to this thesis. The former was responsible for setting the basis for my future learning process. In line with Vygotsky's claims that cognition is mostly socially built, I feel that this institution helped to develop my cognition to a point in which I am capable of autonomously learning topics I dedicate to study. In turn, this path paved the way for the second institution, that is responsible for how I politically see myself in the world and for how I see teaching in general.

As for my professional history, I have been a public-school teacher since my second year in college. From 2015 to the beginning of 2019 (when I temporarily left school teaching to dedicate to the master's program), I have taught English classes for middle and high school students in Greater Florianópolis state-funded schools. In the nine institutions I taught along this period, I have seen very diverse scenarios: well-kept x abandoned school buildings, motivated x unmotivated teachers, democratic x authoritarian school directors, low-income x high-income students. All in all, it seems to me that public schools reflect the disparities of Brazilian society.

When it comes to EFL teaching in state-funded schools, the scenarios also vary a lot, but most state-funded schools in Florianópolis do not have multimedia infrastructure (like projectors or TVs to present videos and audios), a fair amount of them do not have internet connection available for students and teachers, and computers are obsolete, as the last time state-funded schools received this equipment was back in 2006. Textbooks and dictionaries are widespread. Regarding teaching procedures, I could perceive three general tendencies in my colleagues: i) teaching in a very traditional way, with a strong emphasis on the exposition of grammar rules, exercises about grammar rules, vocabulary, and translation of English texts into Portuguese; ii) a mixed-approach, that comprises grammar rules and exercises, vocabulary, cultural topics, texts, text comprehension, comprehension of videos in English etc.; iii) the extreme opposition of tendency i, with no grammar and vocabulary teaching and classes based almost only on the analysis of texts.

Something that always caught my attention about EFL teachers is the fact that sometimes the way they talk about English teaching is not similar to the way they act in their actual classes. My perception is that EFL teachers are almost always aware of what is desirable in an English class, but sometimes they do not use pedagogical moves that are coherent to their discourses about teaching. One of the possible causes for this phenomenon may be the scarcity of studies on EFL teacher education in Brazil, considering that this is a relatively new field of study in the country. Moreover, in foreign language studies, there seems to be a deeper emphasis on how people acquire a new language and less focus on how to educate foreign language teachers aiming to develop their understandings and making them able to analyze and transform their practices in line with more recent research in the area. Then, developing my understanding of the complex phenomenon of teaching motivated me to continue my studies in the area of foreign language teacher education.

Hence, when I decided to continue my studies in a master's program (Graduate program in English – Linguistic and Literary studies), I chose the area of foreign language teacher education. My advisor, Professor Adriana de Carvalho Kuerten Dellagnelo, coordinates a research group called "Learning to be a teacher: a sociocultural approach to teacher education"[3]. The group focuses on the study of foreign language teacher learning under a Vygotksian sociocultural approach. By participating in the study group meetings and attending professor Adriana's classes, I got a deeper understanding of Vygotsky's theories of learning, which were mentioned in the previous section, and will be explored in-depth in the review of literature chapter.

So, I had an area of study (foreign language teacher education), a theoretical framework (sociocultural theory), and an advisor. But the exact topic of my research was still to decide. I knew I would like to study something related to public school teachers because this is the context I came from and also it is a socially relevant topic considering the challenges of EFL teaching in public schools. In fact, there are few studies in public school contexts in the graduate program this thesis is being defended. From 2019 to July of 2021, thirty-three master thesis and twenty-one doctoral dissertations were defended in the master and doctoral programs in English. Among these, only one master thesis and three doctoral dissertations were conducted in public school settings. None of them was conducted in state-funded schools.

Bearing in mind that Vygotsky's sociocultural theory of mind would guide my research and that I wanted to carry out my research with public school teachers, I decided to investigate

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[3] In Portuguese: Aprendendo a ser professor: uma abordagem sociocultural à formação de professores

which factors were mediating (in a Vygotskian sense) the practices of EFL teachers in state-funded schools in Florianópolis, Brazil. For this purpose, I conducted questionnaires, observation of activities the teachers prepared to their students during the remote education period, and interviews. After I analyzed these data under the light of Vygotskian sociocultural theory (and, therefore, Marx's historical and dialectical materialism and its conception of science).

As Vygotskian sociocultural theory points out, cognition is socially constructed under a biological base. One of the points of relevance of this study is that it reinforces that teachers' practices are also historically and socially built (even if most of the times teachers are not aware of this fact). This supports the idea that when it comes to teacher education, there is no one-size-fits-all solution. Foreign language teacher education programs (especially in-service programs) must be contingent on teachers' needs. To understand which socially constructed means of mediation are acting as mediators between teachers' minds and their actions when teaching it is paramount to design teacher education programs that take into account teachers' realities.

Another relevant aspect of this study is that it is one more step into narrowing the gap between academia and public education. If universities aim at reaching public school teachers and contribute to their development, more studies that include them - both as participants and researchers - are needed.

Finally, it is always important to provide opportunities for teachers to reflect and talk about their practices, a process known as 'externalization' in Vygotskian sociocultural theory (this construct will receive deeper review in the following chapter). Agnoletto and Dellagnelo (2018, p. 20) explain that

> By externalizing thoughts, individuals become aware of their own beliefs, perceptions and understandings. This is to say that, as externalization comes into practice, knowledge that is abstract and too vague to define, yet constantly applied to concrete situations, enters the perceptual domain of the individual, allowing new knowledge to emerge.

Although I did not act as a teacher educator providing mediation for teachers at any time due to time constraints and constraints and the difficulties brought by the pandemic, it is my belief that having to think about their practices and beliefs and formulating answers to the questionnaire and interview may have fostered the participants' consciousness about their own thoughts on the topics discussed.

1.4   ORGANIZATION OF THE THESIS

This master thesis is divided into five chapters: in the introduction, a general introduction to the field of second/foreign language teacher education is presented, along with the objectives and research questions, the personal motivations for this study, and the significance of the research.

In the second chapter (Review of Literature), a review on the historical development of methods for EFL teaching, legal documents concerning English teaching in Brazil, and pedagogical theories that influenced national education is presented. Moreover, I also review the literature on second/foreign language teacher education and Vygotskian sociocultural theory.

In the method chapter, the method used in this investigation in order to answer the research questions is described along with the participants and the contexts of investigation. Furthermore, the procedures for data collection and analysis are explained.

The fourth chapter (Data Analysis) brings the results of the study analyzed under the light of the historical background of English teaching in Brazil and the theoretical foundations of the study (Sociocultural teacher education and Vygotskian sociocultural theory). The analysis is guided by the research questions presented in this chapter.

Finally, the last chapter (Final Remarks) answers the research questions, summarize the results of the study, discuss its pedagogical implications, limitations, and bring questions for further research.

2 REVIEW OF LITERATURE

In this chapter, I will review the literature on the historical development of English teaching in Brazil, discussing methods, legal documents, and pedagogical conceptions that have influenced it. After that, a review on foreign language teacher education under a sociocultural stance will be presented, along with some of the central tenets of Vygotskian sociocultural theory that are especially useful for the purposes of this study (mediation, internalization, externalization).

2.1   HISTORICAL DEVELOPMENT OF METHODS FOR ENGLISH AS A FOREIGN LANGUAGE TEACHING

Teaching is characterized by many factors, such as teachers' beliefs, preferences, personalities, and one of the factors that influence teaching to a large extent is the method, which holds systematic procedures prescribed to the teacher based on linguistic theory or legal documents (LEFFA, 2012). For Prabhu (1990, p. 175), "a method […] is not good or bad in any objective sense, but has more or less pedagogic power to influence teachers' subjective understanding of teaching". This consideration is especially important in this thesis. The goal of the present section is not to discuss which methods[4] are 'good' and which are not, but instead to present the historical development of these ideas and how they might have influenced the teaching of English as a Foreign Language (EFL) in Brazil.

According to Larsen-Freeman and Anderson (2011, p. 38), in a class based on the Grammar-Translation method, the "fundamental purpose of learning a language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language". When this method is applied, most of the class happens in the students' native language and translation activities are widespread. Grammar is taught "deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations" (LARSEN-FREEMAN; ANDERSON,

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[4] Another common distinction in applied linguistics is the difference between "method" and "approach" for foreign language teaching. The author is aware of this theoretical elaboration, but in this text, both terms are used interchangeably. The criteria for using "method" or "approach" is merely how the idea in question was more commonly called in the history of foreign language teaching.

2011, p. 38). The focus is on the written form of the language (reading and writing). The spoken form (listening and speaking) is almost ignored, as this is not the focus of the method. The teacher is the authority in the classroom, and students follow his/her directions, which can be perceived as a very traditional way of teaching a foreign language since language teachers have used it for a long time. In Brazil, it is still pervasive in regular schools. (SOUSA; BADIM; OLIVEIRA, 2018; MENEZES, 2015; IFA, 2014).

The Direct Method is also not new, being a reaction to the Grammar-Translation method that has its first pieces of evidence of use dating from the 16th century (LEFFA, 2016). The main difference between these two methods is that while learners who were taught using the Grammar-Translation method often could not use the target language communicatively, in the Direct Method the focus is on the use of the target language. Larsen-Freeman and Anderson (2011, p. 46) explain that, in this method, "no translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language". The syllabus is organized in situations (e.g., go shopping) or topics (e.g., history) and not in grammar topics anymore, as perceived in the Grammar-Translation method (e.g., Simple past). Grammar is taught "inductively; that is, the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given" (LARSEN-FREEMAN; ANDERSON, 2011, p. 46). The use of students' native language is forbidden. The focus is on the oral components of language, but written language is also used, especially in dialogues that prompt oral activities. Repetition is widely used as a means of having students master the language (JALIL; PROCAILO, 2009; GOMES, 2016).

The Direct Method "was introduced in Brazil in 1932 at Pedro II School, through a 'radical reform of the teaching method' (classes of 15 to 20 students, strict selection of teachers, selection of adequate teaching materials, etc.)" (LEFFA, 2016, p. 7, my translation)[5]. However, the author points out that most teachers returned to teach using the Grammar-Translation method after an initial enthusiasm with the Direct Method. The reasons for that are mostly lack of linguistic proficiency (proper pronunciation and speaking abilities) of teachers or lack of physical capacity to keep standing and speaking for several hours.

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[5] In Portuguese: "foi introduzida no Brasil em 1932 no Colégio Pedro II, através de uma "reforma radical no método de ensino" (turmas de 15 a 20 alunos, seleção rigorosa de professores, escolha de material adequado etc.)"

According to Leffa (2016), the United States was the only country where the Direct Method was not officially adopted as a standard for language teaching in the final decades of the nineteenth century. The American educational community thought then that the development of students' oral abilities should not be the focus of foreign language teaching in regular schools. The objective should be reading in the foreign language and being able to enjoy other cultures. This should be done by mixing principles of the Grammar-Translation method and the Direct Method into what became known as the 'Reading approach'[6]. From the former, the reading approach took the focus on written abilities. From the latter, it took the direct exposure of students to written texts. American education specialists defended that it was impossible to fully develop a language's four abilities (reading, writing, listening, and speaking) in regular schools and that most students needed only reading abilities. The reading approach was adopted in American regular schools until the end of the Second World War when it started to receive heavy criticism (LEFFA, 2016; CELCE-MURCIA, 2014)

In Brazil, this approach to language teaching was influential - many years later than in the US - in the construction of National Curricular Parameters for Foreign Language (1998)[7], a legal document that guided schools in constructing their curriculum. Let us see the excerpt below:

> To consider the development of oral skills as central to foreign language teaching in Brazil means not to take into account the social relevance for its learning. With the exception of specific situations of some tourist regions or some multilingual communities, the use of a foreign language seems, in general, to be more linked to the reading of technical or leisure literature. It should also be noted that the only formal exams in a foreign language (graduate and undergraduate admission exams in universities) require mastery of reading skills. Therefore, reading fulfills, on the one hand, the needs of formal education, and, on the other, it is the skill that the student can use in his/her immediate social context. In addition, learning to read in a foreign language can help the integral development of student literacy. Reading plays an essential role in school and learning to read in another language can contribute to the student's performance as a reader in his/her mother tongue (BRASIL, 1998, p. 20, my translation)[8].

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[6] Abordagem para a leitura

[7] Parâmetros curriculares nacionais: Língua Estrangeira

[8] In Portuguese: "Deste modo, considerar o desenvolvimento de habilidades orais como central no ensino de Língua Estrangeira no Brasil não leva em conta o critério de relevância social para a sua aprendizagem. Com exceção da situação específica de algumas regiões turísticas ou de algumas comunidades plurilíngües, o uso de uma língua estrangeira parece estar, em geral, mais vinculado à leitura de literatura técnica ou de lazer. Note-se também que os únicos exames formais em Língua Estrangeira (vestibular e admissão a cursos de pós-graduação) requerem o domínio da habilidade de leitura. Portanto, a leitura atende, por um lado, às necessidades da educação formal, e, por outro, é a habilidade que o aluno pode usar em seu contexto social imediato. Além disso, a aprendizagem de leitura em Língua Estrangeira pode ajudar o desenvolvimento integral do letramento do aluno. A leitura tem função primordial na escola e aprender a ler em outra língua pode colaborar no desempenho do aluno como leitor em sua língua materna."

Criticism to the reading approach led to what became known as the 'audio-lingual method'. Initially developed by the American Army, which needed fluent speakers of foreign languages and could not find them, the audio-lingual method is based on the Direct Method, with more stable principles. As linguists and psychologists designed such principles, the method acquired a 'scientific status'. Larsen-Freeman and Anderson (2011, p. 59) compare both methods, stating that the audio-lingual method "is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns". With a strong behaviorist base, in this method, learning a foreign language and using it communicatively is a matter of "conditioning— helping learners to respond correctly to stimuli through shaping and reinforcement, so that the learners could overcome the habits of their native language and form the new habits required to be target language speakers" (LARSEN-FREEMAN; ANDERSON, 2011, p. 59). New grammar and vocabulary are presented through dialogues provided by the teacher, which are imitated and repeated by students several times (CELCE-MURCIA, 2014; JALIL, PROCAILO, 2009).

The audio-lingual method started to be more emphatically criticized in the 1970s. On the theoretical aspect, generative linguists attacked the idea that language is a set of habits based on the fact that humans can create and understand sentences never heard before. Therefore, for them, learning a language should be a matter of learning the underlying rules that allow us to create infinite sentences. In the perspective of these linguists, linguistic competence is more important than linguistic performance (the immediate use of language). Moreover, written and oral forms are now considered equally important. On the practical aspect, they pointed out that people who learned languages using the audio-lingual method seemed unable to communicate in real situations and could only repeat sentences they had memorized (and sometimes did not even know the meaning). This rejection of the audio-lingual method led foreign language teaching to a crisis: no better method existed to replace the one that was being rejected. Then a transition phase in foreign language teaching started, and very unusual methods appeared (LEFFA, 2016; UPHOFF, 2008).

Some of these unusual methods are (LEFFA, 2016; LARSEN-FREEMAN; ANDERSON, 2011):

1. suggestopedia: the main idea is to focus on creating a positive environment that could overcome psychological barriers that hinder language learning;

2. community language learning: in this method, the classroom becomes a sort of therapy session and students sit in circles and confront each other, with the teacher counseling and also helping students to translate their sentences into the target language;

3. total physical response: teaching the language by using commands, from the simplest 'sit down' to more complex ones, such as 'Pedro, get up, go to Luiza's table, open her pencil case and find one blue pen';

4. Gattegno's silent way: the teacher is silent most of the time, and students learn the foreign language by manipulating colorful sticks and by reading colorful graphs.

According to Leffa (2016), while in the United States generative linguists were more interested in the language itself than in the social contexts where it circulated, in the 70s Europe, linguists had a more substantial interest in discourse studies, analyzing written and oral texts and their social contexts. The author explains that language was not seen as a set of sentences anymore but as a set of communicative events. Moreover, these European linguists had a more substantial interest in language teaching (something generative linguists almost ignored). This is the basis for the emergence of the Communicative Approach for Language Teaching.

The fundamental idea behind Communicative Language Teaching (henceforth CLT) is that "students may know the rules of linguistic usage, but be unable to use the language (WIDDOWSON, 1978). In short, being able to communicate required more than linguistic competence; it required communicative competence (HYMES, 1971)—knowing when and how to say what to whom" (LARSEN-FREEMAN; ANDERSON, 2011, p. 152). Furthermore, Canale and Swain (1980) propose that the concept of communicative competence encompasses four dimensions: linguistic competence (being able to create grammatically correct utterances), sociolinguistic competence (knowledge for making the right choices concerning language varieties), discourse competence (ability of being cohesive and coherent using the language), and strategic competence (being able to use strategies to solve communication problems). Thus, teaching a foreign language then became not a matter of teaching only linguistic forms, but teaching how to use the language to communicate in different situations effectively.

Instead of organizing the syllabus based on grammar topics (simple past, simple present, if clauses, etc.), the organization was focused on developing students' communicative competence. Many approaches within CLT try to do so in different ways: the notional-functional approach, for instance, focuses on language functions such as 'presenting yourself', 'buying food', 'talking about price', etc. CLT has had a tremendous impact on foreign language teaching around the world. In terms of classroom changes, classes that are based in CLT tend

to be more student-centered, with a greater emphasis on student-student interactions and situations where the language must be used by students for communicative purposes. Errors are viewed as part of development, and most of the time are not corrected immediately. The role of the teacher in CLT was to promote situations where students need to communicate in the target language. Another essential characteristic of this approach is that students must be exposed to authentic materials, that is, language as it is actually used for daily routines in the real world (LEFFA, 2016; LARSEN-FREEMAN; ANDERSON, 2011, p. 192; JALIL; PROCAILO, 2009; UPHOFF, 2008).

In Brazil, CLT has been very popular in language institutes, but in EFL classes in regular schools, it has not been nearly as pervasive. The possible reasons for that are the lack of infrastructure in schools (BRITISH COUNCIL, 2014), the lack of proper teacher education on CLT (ALEIXO, 2003), and the fact that the legal documents that guide Brazilian education do not preconize a communicative teaching. A more in-depth review of legal documents that guide Brazilian education will be made in the following section.

Some criticisms of the CLT approach to teaching are: i) the difficulties in defining which functions of language (or which tasks) should be presented to students (and in which sequence); ii) these divisions, in turn, bring the negative argument of teaching atomization, i.e., of breaking the language in small pieces that do not form a coherent whole (LEFFA, 2016); iii) the debate if it is possible to have "real-life communication" in a classroom setting; iv) the inability of CLT of adapting to the various contexts of language teaching, such as cultural contexts that posit a hierarchy between students and teachers (DIDENKO, PICHUGOVA, 2016).

To date, after so many attempts to find the best method, some linguists argue in favor of what is called the postmethod pedagogy. Kumaravadivelu (2001) proposes the reconceptualization of L2 language teaching as a postmethod pedagogy based on three parameters: particularity (teaching should be specific to each context), practicality (teachers should not be passive consumers of theories. Instead, they should theorize upon their practice), and possibility (teachers should acknowledge and problematize relations of power and dominance in students' social context). Simply put, the postmethod pedagogy points out to teachers' autonomy to choose the best methods for teaching based on the social context, the sociopolitical relations, and the power issues in which teachers and students are immersed.

All in all, this seems the most coherent stance when it comes to methods for language teaching, since teaching (viewed in a sociocultural perspective) is "local and dependent on

particular circumstances in particular classrooms with particular students" (JOHNSON, 1999). Thus, the assumption that one method will be able to account for all the complexities of teaching that come with each teaching context sounds problematic. In this vein, a post-method stance on EFL teaching appears to solve this problem since it empowers teachers to choose the best approaches to each classroom situation.

Having presented the historical development of foreign language teaching methods, I will now review the historical development of legal documents regarding English teaching in Brazil.

2.2   HISTORICAL DEVELOPMENT OF LEGAL DOCUMENTS REGARDING ENGLISH TEACHING IN BRAZIL

Since 2017, English is a mandatory subject in all Brazilian schools to students from age 11 (6th grade of *Ensino Fundamental* – what would be called "middle school" in the U.S) to 17 (3rd grade of *Ensino Médio* – what would be called "high school" in the U.S). Although it was not mandatory before the Act nº 13.415/2017, Brazil has a historical tradition of teaching this subject in regular schools. As commented by Chagas (1979, p. 103, my translation), which is the author of a seminal book on the history of English teaching in Brazil called Special Didactic of Modern Languages[9], "the evolution of language teaching matches with the history of secondary education in Brazil"[10]. Understanding the historical development of legal documents that concern English teaching in Brazil is the objective of this session.

According to Leffa (1999, p. 3), during Colonial Brazil (1534-1808), the main languages taught were Greek and Latin. Only in 1837, with the foundation of the Pedro II school, modern languages started to gain some status. As put by Nogueira (2007, p. 21, my translation)[11], "since its foundation, Pedro II school taught English, French, Latin, and Greek. However, at that time, the French language's importance was notably greater than that given to English". Despite the tradition previously mentioned, foreign language teaching during the Brazilian Empire was fragmented (each school would define its policy) and often discredited (LEFFA, 1999).

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[9] In Portuguese: Didática Especial das Línguas Modernas
[10] In Portuguese: "a evolução do ensino de línguas se confunde com a história da educação secundária no Brasil"
[11] In Portuguese: "este colégio teve, desde a sua fundação, o ensino da língua inglesa em seu currículo, juntamente com o francês, o latim e o grego. No entanto, naquela época, a importância atribuída à língua francesa era notavelmente maior do que à dada ao inglês."

In the first years of the Brazilian Republic (1889 – 1930), foreign language classes were mostly elective (NOGUEIRA, 2007). Attendance to secondary education (and, therefore, foreign language classes) was optional and could be replaced by a "summary, superficial and incomplete exam, as a mere formality for the beginning of higher education" (CHAGAS, 1979, p. 89, my translation)[12].

In 1931, Education and Health minister Francisco de Campos introduced what came to be known as 'Francisco de Campos reforms'. These measures structured Brazilian secondary and higher education. Optional attendance was abolished. Regarding language teaching, the reforms reduced the course load of Latin classes and increased the course load of modern foreign languages (such as English and French). The most significant change of these reforms to English classes was introducing the Direct Method, teaching the language using the target language, avoiding the native language, and focusing on developing oral skills. (LEFFA, 1999; NOGUEIRA, 2007; QUEVEDO-CAMARGO; SILVA, 2017). Although it represented a significant advance in legal terms, when it comes to language teaching in practical terms, Francisco de Campos reforms were not able to change the state of English teaching in Brazil due to lack of structure in schools and lack of teacher education programs to inform teachers' practices. Moreover, few teachers could express themselves using the target language in the levels that are necessary for Direct Method classes (MACHADO, 2014).

In 1942, education minister Gustavo Capanema introduced what became known as 'Capanema reforms'. With a strong nationalist inspiration, the main idea behind his proposals for national education was "to form in teenagers a solid general culture, marked by the cultivation of ancient and modern humanities at the same time, as well as to accentuate and elevate patriotic and humanistic consciousness" (CHAGAS, 1979, p. 94, my translation)[13]. Regarding the teaching of foreign languages, the reform included Latin, French, and English as mandatory courses in middle school. Secondary school had two possible curricula: scientific (with a sharper focus on natural sciences with English, French, and Spanish as mandatory foreign languages) and classic (with Latin and Greek as mandatory foreign languages). These reforms destined 35 hours per week for foreign language courses, representing 19.6% of the whole curriculum (QUEVEDO-CAMARGO; SILVA, 2017, p. 261).

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[12] In Portuguese: "um exame sumário, superficial e incompleto, como simples formalidade para o início do curso superior"

[13] In Portuguese: "formar nos adolescentes uma sólida cultura geral, marcada pelo cultivo a um tempo das humanidades antigas e das humanidades modernas e, bem assim, de neles acentuar e elevar a consciência patriótica e a consciência humanística"

Capanema reforms also covered the methodology for language teaching. Leffa (1999, p. 10, my translation)[14] explains that

> The use of the Direct Method was recommended, with an emphasis on "highly practical teaching", while making it clear that language teaching should be oriented not only towards instrumental objectives (listening comprehension, speaking, reading, and writing) but also towards educational objectives ('to contribute to the formation of the mentality, developing habits of observation and reflection') and cultural objectives ('knowledge of foreign civilization' and 'ability to understand traditions and ideals of other peoples, inculcating [in the student] notions of the very unity of the human spirit').

However, in practical terms, the Direct Method was gradually substituted for a version of the American reading approach. This may have happened due to the difficulties in applying the Direct Method in schools, such as the lack of teachers' adequate linguistic abilities and the lack of pedagogical resources. Nevertheless, Leffa (1999) points out that the 40s and 50s can be considered the 'golden years' of foreign language teaching in Brazil.

All the progress made with Francisco de Campos and Capanema reforms concerning foreign language teaching disappears with the promulgation of the Guidelines and Bases for National Education act (*Lei de Diretrizes e Bases da Educação Nacional*) in 1961. The teaching of modern foreign languages, up until now mandatory, became optional. Each Brazilian state could decide if it would offer foreign languages courses, and which language would be offered (MACHADO; CAMPOS; SAUNDERS, 2007).

In these lines, in 1971, a new Guidelines and Bases for National Education act was promulgated. Foreign languages remained optional and mandatory schooling was reduced from 12 to 11 years. Moreover, regular schools had now a more profound emphasis on professional education. Therefore, foreign language teaching became even more scarce in Brazilian public schools. In fact, several students in the 70s and 80s ended middle and secondary school without having contact with a foreign language (LEFFA, 1999).

Things started to change with the end of the Brazilian military dictatorship in 1985, which led to a new constitution in 1988, which, in turn, led to a new Guidelines and Bases for National Education act in 1996. This is the law that structured the Brazilian educational system as we know it today. Schools now had to offer at least one foreign language in middle school

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[14] In Portuguese: "Recomendava-se o uso do método direto, com ênfase em "um ensino pronunciadamente prático", embora deixando claro que o ensino de línguas deve ser orientado não só para objetivos instrumentais (compreender, falar, ler e escrever) mas também para objetivos educativos ("contribuir para a formação da mentalidade, desenvolvendo hábitos de observação e reflexão") e culturais ("conhecimento da civilização estrangeira" e "capacidade de compreender tradições e ideais de outros povos, inculcando [no aluno] noções da própria unidade do espírito humano")."

and secondary school, and the school community would choose which one. The idea of a 'right method' was abandoned since teaching should have as a principle the plurality of ideas and pedagogical theories (LEFFA, 1999).

Another important moment of Brazilian's history concerning foreign language education happened in 1998, when aiming to create standard national references for the curriculum of schools, the Brazilian education ministry released the National Curricular Parameters (PCNs) for middle school. According to Leffa (1999, p. 16, my translation), "the parameters do not go so far as to propose a specific methodology for teaching foreign languages, but suggest a socio-interactional approach, with an emphasis on the development of reading, justified, according to its authors, by the student needs and learning conditions"[15].

In 2017, the 1996 law was changed, and English was defined as the mandatory foreign language in both middle school and secondary school (students from ages 11 to 17). If the school had the necessary conditions, it could offer a second foreign language in secondary school, preferably Spanish (BRASIL, 2017).

In Santa Catarina state (where this research is being conducted), two documents stood out as essential guides for teaching a foreign language in regular schools: Santa Catarina's curricular proposal (1998) and its newest version, from 2014. The 1998 version of the document, as the PCNs, argues that "it is necessary to prioritize work with reading and writing in the foreign language" (SANTA CATARINA, 1998, p. 101, my translation)[16]. The document justifies this choice by pointing out the limited time and conditions in schools for foreign language teaching. Moreover, it emphasizes that the work in classrooms must be focused on the text in its social context, adopting a Bakhtinian stance to language teaching. Simply put, language must be taught through speech genres.

The newest form of Santa Catarina curricular proposal, from 2014, reinforces the teaching of languages through speech genres. According to this document

> [...] the work with speech genres in Foreign/Additional language teaching considers the historicity and cultural insertion of students. During the formative course, this work is oriented so that there is an actual experience of using the foreign/additional language under study through activities with speech genres that develop oral, written, or signed textual comprehension and production. In this perspective, activities with texts cannot be seen as a mere expansion of vocabulary in the language that is being studied or as mere work of translation. The language must be seen in the context of experiences that give rise to other geographical spaces, cultures, representations of the world, ways in which languages mediate human interactions. Studying a

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[15] In Portuguese: "Os Parâmetros não chegam a propor uma metodologia específica de ensino de línguas, mas sugerem uma abordagem sociointeracional, com ênfase no desenvolvimento da leitura, justificada, segundo seus autores, pelas necessidades do aluno e as condições de aprendizagem"

[16] In Portuguese: "é necessário priorizar o trabalho com a produção da leitura e escritura em LE"

foreign/additional language is an opportunity to get to know another culture through the language, in order to expand the repertoire of knowledge that involves not only the language but broader aspects, ways of life of the speakers of the language under study (SANTA CATARINA, 2014, p. 124, my translation)[17].

In this proposal, work with the grammar of the foreign language can never be done isolatedly. Grammar and vocabulary only exist due to socio interaction and should always be studied within the text. The document explains this kind of work "needs to be done in a way that students understand the implications of managing certain vocabulary and grammatical resources in their ways of saying/signaling/writing" (SANTA CATARINA, 2014, p. 132, my translation)[18].

Even though the 1996 version of Guidelines and Bases for National Education act established that "elementary, middle and high school curricula must have a common national base, to be complemented, in each educational system and each school, by a diversified part, required by the regional and local characteristics of the society, culture, economy, and students" (BRASIL, 1996, my translation)[19], this common curricular national base[20] (BNCC) was released only in 2017, after two years of stormy discussions in a very turbulent Brazilian political scenario. This document establishes the common contents every student must study in Brazilian schools.

For English teaching, which is the mandatory foreign language in Brazilian schools since 2017, BNCC establishes five axes of knowledge: orality, reading, writing, linguistic knowledge, and intercultural dimension. The pieces of knowledge in each of these axes must be taught aiming at developing 'competencies' in students (in the next section, I will provide a more in-depth review on the pedagogy of competencies, which is the pedagogical theory that

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[17] In Portuguese: "[...] o trabalho com tais gêneros do discurso nas Línguas Estrangeiras/Adicionais considera a historicidade e a inserção cultural dos estudantes. Durante o percurso formativo, esse trabalho orienta-se para que haja de fato a vivência da língua estrangeira/adicional em estudo, por meio de atividades com gêneros do discurso que desenvolvam a compreensão e a produção textuais orais, escritas e sinalizadas nessa mesma língua. As atividades com textos, nessa perspectiva, não podem ser sinônimo de mera ampliação de vocabulário no idioma em estudo ou no trabalho de tradução. É importante que o idioma seja tomado no âmbito de experiências que suscitem outros espaços geográficos, culturas, representações de mundo, modos por meio dos quais as línguas medeiam as interações humanas. Estudar uma língua estrangeiras/adicional é oportunidade de conhecer outra cultura por meio da língua, de modo a ampliar o repertório de conhecimentos que envolve não somente o idioma, mas aspectos mais amplos, modos de vida dos falantes da língua em estudo"

[18] In Portuguese: "precisa ser realizada de modo que os estudantes compreendam as implicações de agenciar determinados recursos de vocabulário e recursos gramaticais em seus modos de dizer/sinalizar/escrever"

[19] In Portuguese: "Os currículos da educação infantil, do ensino fundamental e do ensino médio devem ter base nacional comum, a ser complementada, em cada sistema de ensino e em cada estabelecimento escolar, por uma parte diversificada, exigida pelas características regionais e locais da sociedade, da cultura, da economia e dos educandos."

[20] In Portuguese: Base nacional comum curricular

bases this document). The idea that teaching must be focused on reading is abandoned in favor of a proposal that seeks to develop multiliteracies in students. Moreover, BNCC introduces the concept of English as a Lingua Franca (ELF), pointing to a more non-normative view of language teaching. English is not seen as the mother tongue of some countries (such as the U.S, United Kingdom, Australia, etc.) anymore. It is now seen as a common means of communication for different people around the world.

All these documents, with several different theoretical orientations, have impacted teaching in varied ways across the years, creating beliefs that sometimes are not mutually coherent. For example, the idea that EFL teaching must focus on reading (as recommended by the PCNs) is still prevalent in some EFL teachers in Brazil, even though more recent legal documents reject this idea in favour of sociointeracional approaches that integrate language abilities. Moreover, as Batista (2020) points out, these documents provide a theoretical framework on foreign language teaching, but most of the time do not provide methodological instructions for teaching the language abilities, limiting to "provide suggestions for teachers on how to adapt to the status quo", such as a large number of students per class or the lack of pedagogical resources.

Finally, it is paramount to discuss the role of a Brazilian public policy that has been shaping EFL teaching in Brazilian public schools since 2011: the distribution of EFL and Spanish as a foreign language textbooks free of charge to public school students. The distribution of textbooks of several school subjects is a well-stablished policy in the country, dating back to 1937. Since 1985, this program is officially called National Textbook Program[21] (PNLD), but it took some time to the program encompass the diversity of school subjects and modalities in Brazilian public education. Only in 2010 the school subjects of Art, English, Philosophy, Sociology, and Spanish started to be part of the program, after years of protests of teachers (SARMENTO, 2016).

According to its official website[22], the foundations of this program, that is currently ubiquitous in Brazilian public schools, are: i) the gratuity to students; ii) the books must be evaluated by a commission composed of academics, professors, schoolteachers and government officials to ensure the quality of the books according to preestablished criteria, such as adequation of the books to students; iii) among the approved textbooks, the choice of which of

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[21] In Portuguese: Programa Nacional do Livro Didático (PNLD)
[22] http://portal.mec.gov.br/pnld/apresentacao

them is going to be used in each course must be done by the schoolteacher; iv) the books must be renewed every three years.

Moreover, there are extra criteria in each discipline that each book must meet in order to be approved. For foreign language textbooks they are, briefly speaking, related to ethical and intercultural issues in the studies of language, such as respect for Brazilian culture and promotion of diversity, seeking to deconstructed stereotipes for long present in EFL textbooks. PNLD for foreign language also preconizes the integration of language four abilities and the use of multiple genres, with authentic texts immersed in a proposal that explicits language's social uses. To conclude, it is important to note that even though these textbooks are widespread, their effects in EFL teaching-learning varies intensely according to the interaction teachers and students have with these pedagogical tool, which certainly has been helping to shape Brazilian education (SARMENTO; SILVA, 2012; 2013; 2015).

In this section, I have presented the historical development of English teaching in Brazilian schools, from the situation in the Brazilian empire, going over the Francisco de Campos and Capanema reforms, the 1961 and 1971 Guidelines and Bases for National Education acts along with its present version from 1996. Considering the presented in this section, it is possible to point out that the structuring of the teaching of English as a foreign language in public schools has been a very troubled path, from the Brazilian empire until the present. To finish up this section it is paramount to reiterate that discussions about language teaching developed along with the history of secondary education in Brazil (CHAGAS, 1979).

Since EFL teaching is not isolated from the debates that brought Brazilian education to its current stage, the historical development of some pedagogical discussions that happened in Brazilian education in the last decades will be reviewed in the next section.

2.3   THE HISTORICAL DEVELOPMENT OF PEDAGOGICAL THEORIES: A DEBATE FROM WITHIN BRAZIL

The discussions about methods for teaching English as a foreign language and legal documents that have been guiding EFL teaching in Brazil presented in the previous sections are part of a broader debate in Brazilian education: the debate among pedagogical theories. In this section, I will present an overview of the debate in Brazilian pedagogy regarding fundamentally three main pedagogical theories: traditional teaching, progressive education that in Brazil was

called 'New School movement'[23], and the historical-critical pedagogy. Moreover, I will also provide a review on two pedagogical theories that may have had some impact on Brazilian education: the technicism and the pedagogy of competences[24], which may be seen as a contemporary guise of Brazilian new school. This review will follow the perspective of the historical-critical pedagogy since this is the stance that I follow in the course of this research on what concerns pedagogical matters and also because historical-critical pedagogy is the pedagogical theory that aligns the most with the Vygotskian principles that I adopt in this research.

Up until the moment in which Dermeval Saviani developed the historical-critical pedagogy, he claims pedagogical theories could be divided into two major types: non-critical pedagogies (traditional school, New School movement, technicism) and critical-reproductivist pedagogies (some examples are the theory of the educational system as symbolic violence by Bordieu and Passerot and the theory of school as an ideological apparatus of the state by Althusser). Roughly speaking, non-critical pedagogies understand education as a way of solving the problems of social marginality. On the other hand, critical-reproductivist pedagogies see the school as a reproducer of the society in which it is inserted, with all its problems. Such theories consider that in a capitalist society the school cannot be different from what it is since schools are institutions that exist to reinforce society's unequal relations.

Saviani (2018) also proposes a critical theory, but one that is not reproductivist. That is, a theory that considers that school is indeed conditioned by the society in which is immersed, but that it must articulate the interests and needs of the dominated classes in the construction of an educational project aimed at the establishment of an egalitarian society. In Saviani's early work, this theory was initially called 'revolutionary theory'. Currently, it is widely known as historical-critical pedagogy. But before going into its specificities, I will describe the main characteristics of the traditional school and the New School movement, in order to show in the end how historical-critical pedagogy surpasses both by incorporating them into a new pedagogical theory.

As pointed out by Saviani (2018), the traditional school is the product of the rise of the bourgeoisie to power, with the constitution of national educational systems in the 19th century. Ignorance was seen as the cause of marginality, and the school emerged as an antidote to it.

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[23] In this text, I will always refer to the Brazilian progressive education movement called in Portuguese 'Escola Nova' as 'New School movement'.
[24] Pedagogia das competências' in Portuguese.

Therefore, the school's role was to give "instruction, transmitting the knowledge accumulated and logically systematized by humanity" (SAVIANI, 2018, p. 05, my translation)[25], aiming at the consolidation of the bourgeois-democratic order. To achieve this objective, the traditional school focuses on the agency of the teacher, "who transmits, according to a logical gradation, the cultural heritage to all students. They must assimilate the knowledge passed on to them"[26]. This assimilation, according to Mizukami (1986, p.11 apud LEÃO, 1999, p. 190, my translation) must happen through the memorization of "definitions, statements of laws, syntheses, and summaries that are offered to the students in the formal education process in an atomistic schema"[27].

Thus, in the traditional school, teaching takes place "through the expository method, [...] whose theoretical background can be identified in the five formal steps of Herbart" (SAVIANI, 2018, p. 35, my translation)[28]: preparation (remembering previous lessons, recalling what is already known), presentation of new knowledge, assimilation by comparison with previous knowledge, generalization of new knowledge, and application (which at school generally coincides with exercises). In this vein, the next lesson usually starts with the correction of exercises to check if knowledge has been assimilated, and, in this regard, Leão (1999) points out that if students could reproduce the contents that were taught, traditional teachers would suppose learning was happening.

There were many criticisms of the traditional school over the years in Brazilian pedagogy. For the critics, this type of teaching is "characterized by passivity, content transmission, memorization, verbalism" (SAVIANI, 2018, p. 54, my translation)[29]. Besides, the traditional school failed to solve the problem of social marginality, and it was increasingly clear that this "pedagogical model did not allow the student, after the schooling process, to mobilize the knowledge learned at school for his/her daily life and professional practice" (PROTETTI, 2010, p. 81, my translation)[30]. The most vocal critics of the traditional school in Brazil named

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[25] In Portuguese: "difundir a instrução, transmitir os conhecimentos acumulados pela humanidade e sistematizados logicamente"

[26] In Portuguese: "o qual transmite, segundo uma gradação lógica, o acervo cultural aos alunos. A estes cabe assimilar os conhecimentos que lhes são transmitidos"

[27] In Portuguese: "definições, enunciados de leis, sínteses e resumos que lhe são oferecidos no processo de educação formal a partir de um esquema atomístico"

[28] In Portuguese: "através do método expositivo, [...] cuja matriz teórica pode ser identificada nos cinco passos formais de Herbart"

[29] In Portuguese: "caracterizado pela passividade, transmissão de conteúdos, memorização, verbalismo"

[30] In Portuguese: "modelo pedagógico não permitia ao aluno, depois do processo de escolarização, a mobilização dos conhecimentos aprendidos na escola para sua prática cotidiana e profissional"

their school model as 'New School movement', as opposed to the one that emerged in the previous century that had the aforementioned traditional characteristics.

Shedding light on the New School movement movement, it is possible to indicate that it emerged in Brazil in the 1930s mainly through Anísio Teixeira's writings and is consolidated in the Manifesto of the Pioneers of the New School movement (1932). The New School movement's proposal is based on criticism of traditional education and is strongly influenced by the ideas of the American philosopher John Dewey, who defended an "essentially empirical school, based on learning by doing, which means that it is based on experimentation. For him, the focus of teaching is the student and his/her needs. It is sharing experiences, and the school needs to create spaces that encourage creativity, leisure, and discoveries" (VASCONCELOS, 2012, p. 157, my translation)[31].

The New School movement also supports the idea of solving the problem of marginality through school. However, it changes the concept of social marginalization: now the marginalized are no longer the ignorant (as seen by the traditional school), but the rejected, the non-integrated to society. In this way, the role of the school is now social integration. As Saviani (2018, p. 7, my translation)[32] explains:

> Therefore, a pedagogy that advocates a differential treatment based on the 'discovery' of individual differences is molded. Here is the 'great discovery': men are essentially different; they do not repeat themselves; each individual is unique. Therefore, marginality cannot be explained by differences between men, whatever they may be: not only differences in color, race, creed or class, which was already defended by traditional pedagogy; but also differences in the domain of knowledge, in the participation of knowledge, in cognitive performance. [...] Education will be an instrument for correcting marginality insofar as it contributes to the constitution of society whose members, regardless of differences of any kind, accept each other and respect each other in their specific individuality.

Schools, in this new pedagogy, radically change their features and work dynamics. The main initiative in the school comes from the student and his/her interests. Teaching becomes a research activity, basically composed of five steps: an activity, which raises a research problem, which leads to data collection. With such data, hypotheses are formulated for

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[31] In Portuguese: "escola essencialmente empírica, do aprender fazendo, da experimentação. Para ele o foco do ensino é o aluno e suas necessidades, é o compartilhar de experiências e a escola precisa criar espaços que estimulem a criatividade, o lazer e as descobertas"

[32] In Portuguese: "Forja-se, então, uma pedagogia que advoga um tratamento diferencial a partir da "descoberta" das diferenças individuais. Eis a "grande descoberta": os homens são essencialmente diferentes; não se repetem; cada indivíduo é único. Portanto, a marginalidade não pode ser explicada pelas diferenças entre os homens, quaisquer que elas sejam: não apenas diferenças de cor, de raça, de credo ou de classe, o que já era defendido pela pedagogia tradicional; mas também diferenças no domínio do conhecimento, na participação do saber, no desempenho cognitivo. [...] A educação será um instrumento de correção da marginalidade na medida em que contribuir para a constituição de uma sociedade cujos membros, não importam as diferenças de quaisquer tipos, aceitem-se mutuamente e respeitem-se na sua individualidade específica."

the problem in question. Finally, teachers and students engage in experimentation to confirm or reject the hypotheses raised. In this dynamic, the teacher's role is to facilitate the processes. The work takes place in small groups, and the schools' physical structure needs to be radically remodeled, with plenty of didactic materials and cheerful and stimulating environments to motivate students' engagement. Saviani (2018, p. 8, my translation)[33] summarizes the proposed changes in relation to the traditional school, stating that the New School movement has shifted the axis

> from the pedagogical question of the intellect to the feeling; from the logical to the psychological aspect; from cognitive content to pedagogical methods or processes; from teacher to student; from effort to interest; from discipline to spontaneity; from directivism to non-directivism; from quantity to quality; from a philosophical-inspired pedagogy centered on the science of logic to an experimentally inspired pedagogy based mainly on the contributions of biology and psychology. In short, it is a pedagogical theory that considers that **the important thing is not to learn, but to learn how to learn**. (My emphasis)

The New School movement seems to have become common sense in Brazilian educators' minds as an ideal school model, even though, most of the time, the actual practice in the classroom occurs in a very traditional way (SAVIANI, 2018). The strongest criticisms of this pedagogy came from Dermeval Saviani, who developed in Brazil what later became known as historical-critical pedagogy. For him, the New School movement proposal depends on well-equipped schools, with infrastructure that most Brazilian public schools do not have, and very small groups of students. The author explains that

> taking place in a few schools, exactly those attended by the elites, the New School movement proposal contributed to the improvement of the educational level of the dominant class. However, by extending its influence in terms of pedagogical ideas to the schools of the official educational system, which continued to function according to traditional conditions, the New School movement contributed, by loosening the discipline and by making the transmission of knowledge secondary, to disorganize teaching in those schools. Hence, among other factors, the decrease of the level of education for the lower classes (SAVIANI, 2018, p. 54, my translation).[34]

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[33] In Portuguese: "da questão pedagógica do intelecto para o sentimento; do aspecto lógico para o psicológico; dos conteúdos cognitivos para os métodos ou processos pedagógicos; do professor para o aluno; do esforço para o interesse; da disciplina para a espontaneidade; do diretivismo para o não diretivismo; da quantidade para a qualidade; de uma pedagogia de inspiração filosófica centrada na ciência da lógica para uma pedagogia de inspiração experimental baseada principalmente nas contribuições da biologia e da psicologia. Em suma, trata-se de uma teoria pedagógica que considera que o importante não é aprender, mas aprender a aprender."

[34] In Portuguese: "realizando-se em algumas poucas escolas, exatamente naquelas frequentadas pelas elites, a proposta escolanovista contribuiu para o aprimoramento do nível educacional da classe dominante. Entretanto, ao estender sua influência em termos de ideário pedagógico às escolas da rede oficial, que continuaram funcionando de acordo com as condições tradicionais, a Escola Nova contribuiu, pelo afrouxamento da disciplina e pela secundarização da transmissão de conhecimentos, para desorganizar o ensino nas referidas escolas. Daí, entre outros fatores, o rebaixamento do nível da educação destinada às camadas populares."

Moreover, Saviani's most substantial criticism of the New School movement is related to the inequality implicit in this education model. Based on the idea that all men are fundamentally different in their pieces of knowledge and that this difference must be respected and it is the school's role to legitimize such differences, the New School movement pedagogy ends up "opposing the movement for the liberation of humanity as a whole, legitimizing inequalities, domination, subjection, and privileges" (SAVIANI, 2018, p. 34, my translation)[35]. Another criticism by Saviani (2018, p. 38) is that the new pedagogy dissolved the difference between research and teaching, as teaching became an activity of research. In so doing, at the same time teaching was impoverished and real research became impossible. For him, teaching was impoverished because the student will tend to research only what is within his immediate reality, without developing his/her potential cultural repertoire. In turn, research is not viable anymore because the unknown can only be revealed in opposition to the known. This is to say that it is only possible to do research with a solid background of previous knowledge. Thus, a kind of 'make-believe research' is established in the school, only for 'didactic' purposes and without generating new knowledge.

Saviani proposed the historical-critical pedagogy in the early 80s in a context in which the traditional pedagogy was theoretically very discredited, but extremely present in schools' daily lives and the New School movement was becoming common sense in the minds of educators regarding the ideal school model. He proposed then a pedagogy that focuses on the transmission[36] of knowledge historically constructed by humanity aiming to empower the working classes with knowledge in its most elaborated form so that they can act effectively in their social practice. Initially called revolutionary pedagogy, historical-critical pedagogy, "considers the diffusion of contents, updated and alive, one of the primary tasks of the educational process in general and of the school in particular" (SAVIANI, 2018, p. 52, my translation)[37].

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[35] In Portuguese: "contrapor-se ao movimento de libertação da humanidade em seu conjunto, legitimando as desigualdades, a dominação, a sujeição, os privilégios"

[36] Even though I am aware the expression 'transmission of knowledge' is charged with traditional teaching meanings (passivity in learning, memorization, etc.), it is being used in this text in the historical-critical pedagogy context, where it means "the act of teaching something the teacher already knows to a student that does not know it yet, but not in a passive way".

[37] In Portuguese: "longe de secundarizar os conhecimentos descuidando de sua transmissão, considera a difusão de conteúdos, vivos e atualizados, uma das tarefas primordiais do processo educativo em geral e da escola em particular"

The scholar (2018, p. 56, my translation)[38] further explains that the pedagogical methods of historical-critical pedagogy

> will stimulate students' activity and initiative without giving up the teacher's initiative; it will favor the students' dialogue among themselves and with the teacher, but without failing to value the dialogue with the culture accumulated historically; it will take into account students' interests, learning rhythms and psychological development, but without losing sight of the logical systematization of knowledge, its ordering and grading for the purposes of the transmission-assimilation process of cognitive content.

That is why historical-critical pedagogy surpasses traditional pedagogy and the New School movement by incorporating them: because it values positive aspects of both. However, one cannot think that historical-critical pedagogy is the sum of positive things in traditional and New School movement pedagogy. The pedagogy proposed by Saviani is critical, therefore, conditioned by the society in which it is inserted. Thus, teachers and students are not seen as individuals separated from social reality, but as social agents, and for this reason, the starting point of the educational activity is **social practice** (SAVIANI, 2018).

It is possible to summarize the educational practice in historical-critical pedagogy as follows: the starting point of education is the initial social practice, teachers and students having different degrees of understanding of this practice. While the student has knowledge that can be called syncretic (chaotic, poorly articulated), the teacher's knowledge is a precarious synthesis. The understanding is synthetic because the teacher has some articulation between knowledge and experiences related to social practice. However, it is precarious because, in the transposition of such articulation to the classroom, it is impossible to know precisely the degree of knowledge of the students beforehand.

The second moment is problematization, defined by Saviani (2018, p. 57, my translation)[39] as the identification of "what issues need to be resolved within the scope of social practice and, consequently, what knowledge is necessary to master". The third moment is the instrumentalization, defined by Saviani (2018, p. 57, my translation)[40] as the appropriation "of the theoretical and practical instruments necessary to solve the problems detected in social practice". The appropriation must occur through an intentional activity of transmitting

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[38] In Portuguese: "estimularão a atividade e a iniciativa dos alunos sem abrir mão, porém, da iniciativa do professor; favorecerão o diálogo dos alunos entre si e com o professor, mas sem deixar de valorizar o diálogo com a cultura acumulada historicamente; levarão em conta os interesses dos alunos, os ritmos de aprendizagem e o desenvolvimento psicológico, mas sem perder de vista a sistematização lógica dos conhecimentos, sua ordenação e gradação para efeitos do processo de transmissão-assimilação dos conteúdos cognitivos"

[39] In Portuguese: "que questões precisam ser resolvidas no âmbito da prática social e, em consequência, que conhecimento é necessário dominar"

[40] In Portuguese: "dos instrumentos teóricos e práticos necessários ao equacionamento dos problemas detectados na prática social".

knowledge from the teacher to the student. The fourth moment is called catharsis, the effective elaboration and mental incorporation "of cultural instruments, now transformed into active elements of social transformation" (SAVIANI, 2018, p. 57, my translation)[41].

The last moment, the arrival point, is the final social practice, which is no longer understood in the same way it was initially. Students no longer have a syncretic understanding but a synthetic one, as does the teacher, who reduces the precariousness of his/her synthesis. Teacher and students are at the same level of understanding, with students moving from **syncresis** (the chaotic, unarticulated view of the whole) to **synthesis** (an articulated view of the multiple relations that compose the whole phenomenon) through the mediation of **analysis** (conceptual development and abstract thinking). However, it is worth noting that this presentation in moments made by Saviani and reviewed in this dissertation is only a didactic impetus. The author explains that instead of linear moments, it is more appropriate to think of articulated moments in the same movement (SAVIANI, 2018, p. 60).

A criticism often made to historical-critical pedagogy is that, by defending the transmission of the contents accumulated in the history of humanity, such pedagogy is basically a traditional pedagogy with the purpose of the emancipation of the working class (LAVOURA; MARSIGLIA, 2015). However, this criticism may be considered unfounded when one examines the epistemological bases of the two pedagogical theories. While traditional pedagogy is based on the inductive scheme formulated by Francis Bacon (SAVIANI, 2018), historical-critical pedagogy is based on Marxist epistemology.

Duarte (2000, p. 101, my translation)[42] points out that for Marx "the analysis of the logic of a given phenomenon in its most developed form is the key to the analysis of the historical process of development of that phenomenon", which was pointed out by Marx in his famous analogy: the man anatomy is the key to the monkey anatomy. So, to understand a phenomenon, in a Marxist epistemology, one must start from its most developed form (a chaotic whole), through analysis to decompose the chaotic whole into increasingly simple categories and later make the way back, "this is to ascend from the simplest abstraction to the complexity of the whole that was initially represented in a chaotic way" (DUARTE, 2000, p. 92, my translation)[43]. Now the whole is no longer a chaotic representation, but "a rich totality of

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[41] In Portuguese: "dos instrumentos culturais, transformados agora em elementos ativos de transformação social"

[42] In Portuguese: "a análise da lógica de um determinado fenômeno na sua forma mais desenvolvida é a chave para a análise do processo histórico de desenvolvimento desse fenômeno"

[43] In Portuguese: "isto é ascender da abstração mais simples à complexidade do conjunto que foi representado, inicialmente, de forma caótica"

different determinations and relationships" (DUARTE, 2000, p. 92, my translation)[44], with the historical development of the whole now properly revealed. Then we have the concrete represented in thought as a synthesis.

This is precisely the path that historical-critical pedagogy proposes for schoolwork: starting from the social practice seen by students in a chaotic (syncretic) way, to unravel its simplest forms and its historical development through analysis and then make the way back, having as a point of arrival the same social practice, but now as a synthesis, as a concrete representation in thought. This process will result in the enrichment of students' theoretical thinking. Such conception of education is not similar to the one proposed by traditional pedagogy, which proposes teaching from the simplest to the most complex forms of knowledge, whereas historical-critical pedagogy proposes the opposite path (LAVOURA; MARSIGLIA, 2015).

Aligned with the historical-critical pedagogy due to its affiliation to Marxist epistemology is Vygotskian sociocultural theory, the theoretical foundation used to investigate teachers' learning (and it can also be used to explain students' learning) in this study. The principles of this theory of mind, due to theoretical cohesion, have also influenced the historical-critical pedagogy. I illustrate how Marxist epistemology, Vygotskian sociocultural theory, and Saviani's historical-critical pedagogy are related in the schema below:

Figure 1 - Relation between Marxist epistemology, Vygotsky's sociocultural theory, and Saviani's historical-critical pedagogy.
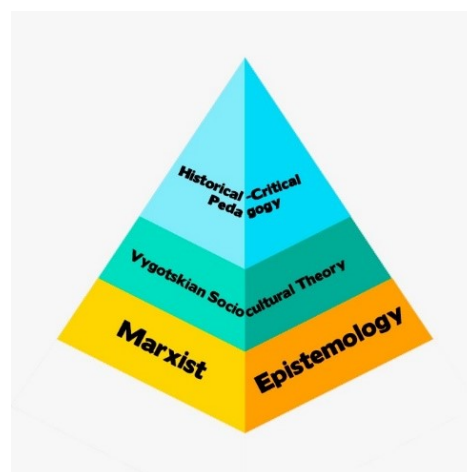
Source: the author

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[44] In Portuguese: "uma rica totalidade de determinações e relações diversas"

Historical-critical pedagogy is coherent with Vygotskian psychology principles insofar as both see the development of human cognition as a social process, without denying the biological base of human cognition. However, this base is not sufficient to fully develop the human psyche. Men have lower mental functions that are not subject to volitive control and are transmitted hereditarily. The higher mental functions (e.g., intentional attention, intentional logical thinking) that compose human cognition can only be developed through the appropriation of the culturally formed human social history. School, in both theories, is a fundamental space for important social interactions that will foster this process, leading to cognitive development.

Moreover, both emphasize the role of scientific concepts in school teaching. According to Vygotskian sociocultural theory, scientific concepts are the most elevated form of conceptual development. They lead to the formation of abstract thinking (the most developed form of thinking). In the same vein, historical-critical pedagogy supports that the school's role is to teach the most historically developed forms of science, arts and philosophy, aiming to overcome the students' spontaneous concepts (knowledge that comes from their empirical experiences). The goal of schoolwork in the historical-critical pedagogy is the appropriation of the most developed forms of knowledge humanity has built, enriching students' cultural repertoire and leading them to abstract thinking (MARTINS, 2013).

Finally, I shall mention in the next two paragraphs two other educational theories that also may have had an impact on the Brazilian educational scenario: the pedagogy of competencies and technicism.

The pedagogy of competencies is based on the work of French sociologist Philippe Perrenoud, which started to be discussed in Brazil in the early 90s. As in the New School movement pedagogy, the essence of this theory is to learn how to learn. As explained by Araujo (2004), the objective of the pedagogy of competencies is to provide students with flexible behaviors that are in the service of the most contemporary forms of capitalist society, where students' survival depends on their ability to 'adjust' to ever-changing conditions. What matters is not the integral formation of students, but the formation of a flexible individual capable of responding to the needs of a market society. Therefore, teaching must be based on competencies, which are defined by Perrenoud (1999, p. 7, my translation)[45] as the "ability to act effectively in a given type of situation, supported by knowledge, but not limited to it". Such

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[45] In Portuguese: "capacidade de agir eficazmente em um determinado tipo de situação, apoiada em conhecimentos, mas sem limitar-se a eles"

pedagogical conception is strongly present in contemporary Brazilian education, having as its maximum exponent the Common Curricular National Base[46], one of the most important guiding documents of Brazilian education, from 2017 (FERREIRA; SANTOS, 2018).

Another pedagogical theory that had an impact on national education was technicism, which doubles down on the pedagogical methods of the New School movement, seeking maximum efficiency in the pedagogical processes. This is how technicism emerged in Brazilian education: as an attempt to reorganize educational work 'in order to make it objective and operational', as it was inspired by the idea of 'factory production' and its principles such as rationality, efficiency, and productivity. While in traditional pedagogy the initiative in the classroom was up to the teacher and in the New School movement it was up to the student, in technicist pedagogy both play a secondary role, being mere executors of a process conceived by external specialists. This pedagogical theory, just like the previous ones, has also failed to solve the problem of marginality or significantly transform national education. However, it has brought heavy bureaucratization to the schools' routine, with the control of activities being exercised by filling out forms and the teaching profession being subjected to a suffocating monitoring ritual, with negative results in teachers' motivation (CAMPOS *et al*., 2011).

In this section, I have reviewed the development of the debate on some of the most important pedagogical theories in Brazilian education (traditional education, New School movement, pedagogy of competencies, technicism, and historical-critical pedagogy). The reason for that is that the EFL courses in basic education and the English teachers from public schools, the objects of this study, are not 'empty vessels'. Instead, they are immersed in these discussions, consciously or not. After reviewing these pedagogical theories, I will now review some essential concepts in foreign language teacher education under a sociocultural perspective, along with some of the central tenets of Vygotskian sociocultural theory that are especially important in teacher education (mediation, internalization, externalization).

2.4   THE SOCIOCULTURAL TURN IN TEACHER EDUCATION

In this section, I will summarize some studies on teacher education from a sociocultural perspective, presenting an overview of the field and some principles that will

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[46] Base Nacional Comum Curricular

guide this research in the process of studying the mediation of what mediates EFL regular school teachers' practices.

For Johnson and Dellagnello (2015, p. 11), the process of learning how to teach

> involves appropriating normative ways of acting and interacting that reflect the values, assumptions, and attitudes that are embedded in the classrooms where teachers were once students, in the teacher education programs where they receive their professional credentialing, and in the schools where they eventually work.

These "values, assumptions, and attitudes embedded in the classrooms where teachers were once students" compose a powerful mediational artifact called 'apprenticeship of observation', defined by Lortie (1975) as the several years people spend in classrooms as students before entering teacher education programs. All these years of experience attending classes create strong beliefs and assumptions about how classes should be taught and therefore weaken teacher education programs, that struggle to reconceptualize student-teachers' notions of teaching. Moreover, once these teachers enter the profession, they tend to resort to practices that come from their apprenticeship of observation. This is why this apprenticeship is a conservative phenomenon: it tends to reinforce traditional practices that teachers saw when they were students (SMAGORINSKY; BARNES, 2014).

How these past experiences interact with other previous and present experiences can be further explained using the Vygotskian concept of *perezhivanie*, which is "how that experience is interpreted and understood by the individual" (WORDEN; JOHNSON, 2014, p. 128). People who had almost the same experiences may have different *perezhivanie,* that is, different interpretations of that experience. Worden and Johnson (2014, p. 128) point out that "it is not merely what teachers saw and did as learners that influences their thinking about teaching and learning, it is the emotional experiences [*perezhivanie*] associated with their schooling histories that play a central role in understanding teaching activity". Therefore, assessing teachers' *perezhivanie* may be crucial to the success of teacher education programs.

Apprenticeship of observation and teachers' *perezhivanies* create powerful beliefs about teaching. According to Johnson (1999, p. 30), "our beliefs shape our representations of reality and guide both our thoughts and our behaviors". Beliefs are filters through which we interpret and act on our reality. Since they are formed by our experiences and are stored in our episodic memory, they are harder to scrutinize and therefore to change. Johnson (1999) points out that beliefs are "the rock[s] teachers stand on" when they need to make sense of their teaching realities.

The quote from Johnson and Dellagnelo and the concepts of 'apprenticeship of observation', '*perezhivanie*', and 'beliefs' presented in the previous paragraphs point out that teachers are not empty vessels, which can be freely molded by teacher education programs. Instead, they are products of their social interactions and their environments. This observation is paramount to teacher education, which must consider these factors. This presents challenges to the area, which led to changes in how teacher education is seen.

In the last 50 years, epistemological perspectives on teacher education have been changing. The positivist stance, which is based on the idea that reality exists outside people's minds and can be captured through scientific methods and then generalized to different contexts, was very influential in teacher education in the second half of the last century. In teacher education, positivist approaches have tried to identify patterns of "good teaching" (teaching that would lead to better grades in standardized tests) and "teach" these patterns to teachers, that were supposed to be able to replicate this with their students. This epistemological perspective on teacher education has attracted many critiques because of its decontextualized and too general findings and mainly because of the lack of practical results in improving education (JOHNSON, 2009).

According to Johnson (2009), in the mid-70s, there was a shift in teacher education to an interpretative epistemological stance based on ethnographic research from sociology and anthropology. This largely descriptive movement aimed at describing what teachers know and how they make sense of their work. At the beginning of the 80s, this epistemological stance started to be criticized in teacher education because it did not investigate teachers' mental lives, or in other words, teachers' cognition.

A growing body of research on teacher cognition in the 80s has started to reconceptualize how teachers learn to teach. This new stance for teacher education is rooted in the idea that the complex knowledge teachers have about teaching is constructed through interactions with students, parents, colleagues, and teacher educators. In other words, teachers develop their cognition in social practice (JOHNSON, 2009). The author adds that "learning to teach is conceptualized as a long-term, complex, developmental process that is the result of participation in the social practices and contexts associated with learning and teaching" (JOHNSON, 2009, p. 10).

This last epistemological shift led the teacher education field to a problem: if we see teachers learning as this social, life-long, developmental process, which learning theory could be used to explain the processes teachers go through when developing their cognition? Johnson

and Golombek (2003) argue that Vygotskian sociocultural theory is a powerful theoretical lens that can be used to study teachers' cognition development because it allows teacher educators to 'see' the development of teachers' knowledge through the theory's central constructs (mediation, internalization, zone of proximal development, concept development). Furthermore, it allows not only the description of the cognitive processes but also the reconceptualization of these processes, making teacher education really transformative to teachers.

Since sociocultural theory started to be seen as the dominant theoretical framework to study how teachers learn to teach (what Johnson (2006) calls "the sociocultural turn"), new challenges have emerged in the field. Johnson (2006) pointed out that the four main challenges that would reorient teacher education field are: 1. the dichotomy 'theory x practice' as opposed to the idea of praxis (should L2 teacher education focus on theory – SLA, linguistics – or on pedagogical knowledge?); 2. the legitimization of teachers' ways of knowing; 3. the professional development opportunities offered to teachers in order to encompass these 'ways of knowing'; 4. the different cultural, social and economic contexts that affect teachers activities.

These reconceptualizations and new challenges in the field led to changes in the knowledge-base of L2 teacher education, that is, what is the knowledge L2 teachers should be presented to in teacher education programs. In the past, Day (1993) points out that the mere linguistic knowledge of English would be considered sufficient for teaching English, however, this situation has changed. Bearing this in mind, he identified that the knowledge-base of L2 teacher education was now composed of four parts:

1. Content knowledge: knowledge of the subject matter, for example, linguistic knowledge (syntax, morphology, etc.), cultural knowledge;

2. Pedagogic knowledge: general knowledge on how to teach;

3. Pedagogic content knowledge: how to teach the specific content bits of knowledge in a way that students will be able to understand (e.g., the teaching of writing, teaching of listening, etc.);

4. Support knowledge: the knowledge of other disciplines that can support English teaching (e.g., psycholinguistics, second language acquisition, etc);

Oliveira (2015, p. 12-14) points out that, in addition to the knowledge that is general for all teachers, the knowledge-base of FL/L2 teacher education is composed of:

1. knowledge of teachers as learners of language teaching, as proposed by Freeman and Johnson (1998);

2. teacher practice and knowledge of self: exercises of teacher reflection about their own practice;

3: knowledge and understanding of language learning and assessment: knowledge about how students learn a foreign language;

4: procedural and declarative knowledge about language: knowledge of the language (being able to speak it) and about the language (being able to articulate an explanation about it).

Freeman and Johnson (1998) argued then that what constitutes the knowledge-base of language teachers' education, or in other words, the professional self-definition of language teacher education must be reconceptualized in order to better address changes in the knowledge about how teachers' cognition works. Since teaching is a very complex and context-dependent activity, the knowledge-base of L2 teacher education must account for such complexity, considering the sociocultural contexts where the teachers will work. Moreover, they proposed a new framework for research in language teacher education that accounts for three essential domains: 1. The teachers as learners of teaching as the subjects of research; 2. The social contexts where these teachers work, especially considering schools (the actual places where teaching happens) and schooling ("the sociocultural and historical processes that take place in schools" (p. 408); 3. The pedagogical process of teaching (and learning). Each of these three domains is fundamentally intertwined in the understanding of the others, which means that it is impossible to think about teaching without considering the teachers, the context, and pedagogical practices.

Figure 2 - Framework for the knowledge-base of Language Teacher Education
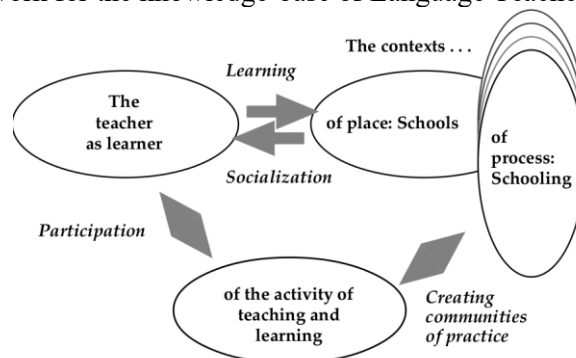
Source: FREEMAN; JOHNSON, 1998, p. 40

In the domain relative to the social contexts where teachers work, we have two foci to adequately describe these contexts: schools and schooling. "Schools" refer to the present "here and now" of schools (synchronic context). "Schooling", on the other hand, refers to the sociohistorical processes that take place in schools (diachronic context) (FREEMAN; JOHNSON, 1998). The authors add that teacher education cannot be seen as "politically neutral" as it "cannot be understood apart from the sociocultural environments in which it takes place and the processes of establishing and navigating social values in which it is embedded" (FREEMAN; JOHNSON, 1998, p. 409).

Freeman (2018) reexamined the stance presented in the seminal Freeman and Johnson (1998) paper, arguing that more than years later, the framework presented then remains valid and influencing the field of FL/L2 teacher education. However, new challenges in the field call for new concepts to be added in the discussion of what the field's knowledge-base is. Whereas the 1998 paper was essentially a 'work-driven' proposal for the knowledge-base (that is, "the actual work of classroom teaching ought to define what language teachers needed to know" (FREEMAN, 2018, p. 6)), now 'field-driven' changes are emerging: "English in the world – who is using it and how – is reshaping what English language teachers need to know" (ibid).

This research is focused on the domain relative to the social contexts where teachers work, as proposed by Freeman and Johnson (1998). This is not to say that the other domains will be ignored. It would be impossible to do that since these three domains for research in teacher education are interrelated. However, this project's primary focus is to investigate what mediates EFL teachers' practices. In order to do so, it is paramount to understand the sociocultural contexts that affect these teaching practices. And this is the very reason why the previous sections addressed questions concerning the historical development of pedagogical theories, methods for EFL teaching, and of legal documents that guide English teaching in Brazil.

Mediation is a central construct in sociocultural theory. Almost all actions humans undertake are mediated by symbolic (especially language and also culture) or physical artifacts (a shovel, for example). According to Lantolf and Thorne (2006, p. 58 - 60), through mediation, we control our higher mental functions (functions such as memory, attention, rational thinking, emotion, and learning that are voluntary, controlled by the individual). Lantolf, Thorne, and Poehner also explain that Vygotsky

> acknowledged that the human mind was comprised of lower mental processes, but the distinctive dimension of human consciousness was its capacity for voluntary control over biology through the use of higher-level symbolic artifacts (i.e., language, literacy, numeracy, categorization, rationality, logic, etc.). These artifacts, all of which

> derive from the historical accumulation of human cultural activity and development (Tomasello, 1999), serve as a buffer between the person and the environment and act to mediate the relationship between the individual and the social-material world. (LANTOLF; THORNE; POEHNER, 2015, p. 3)

The authors add that "language in all its forms is the most pervasive and powerful cultural artifact that humans possess to mediate their connection to the world, to each other, and to themselves" (p. 5). This is so because differently from a physical artifact like a shovel, the linguistic sign is bidirectional: it can go into the self (as a unit of thinking) and out (as a unit of social interaction). In other words, we use language both to regulate our thinking and to communicate with others in social practice.

Mediation is central to teacher education. Teaching, like almost every other human activity, is also mediated. Among some examples that may illustrate artifacts that mediate teaching practices are teaching manuals (AGNOLETTO; DELLAGNELO, 2018), beliefs (JOHNSON, 1992; BARCELOS, 2015), and also interactions between teacher educators and teachers (JOHNSON; GOLOMBEK, 2016). This latter is believed to be one of the most powerful mediational means in the process of learning how to teach (JOHNSON; GOLOMBEK, 2016).

How to provide this mediation to teachers in order to maximize cognitive development, and therefore teaching expertise, is also a crucial topic in studies on teacher education. Recent studies have shown that addressing cognitive/emotional dissonance moments may be fruitful to evolve teacher cognition (AGNOLETTO, 2019; AGNOLETTO; DELLAGNELO, 2018). For Vygotsky, there is a dialectic unity of cognition and emotion. In other words, they are the two sides of the same coin. It is not possible to understand one without considering the other. However, there will be moments in which cognition (how one reasons about something) and emotion (how one actually acts) will contradict. These moments are called cognitive/emotional dissonance. It is believed that raising awareness about these contradictions between actual practice and reasoning about the practice may be important for one's cognitive development (JOHNSON; WORDEN, 2014).

While teachers externalize their reasoning about their practices, not only do they become aware of eventual contradictions between what they mean to do and what they actually do but also open themselves to external mediation that is directed towards their needs and gaps. This externalization process, according to Vygotsky, is inherently related to the process of

internalization. Internalization and externalization are two sides of the same coin. Agnoletto and Dellagnelo (2018, p. 20) explain that

> A reciprocal and complementary process to internalization is externalization (Valsiner, 2001), as it serves as an opportunity to turn implicit meanings into explicit ones. By externalizing thoughts, individuals become aware of their own beliefs, perceptions and understandings. This is to say that, as externalization comes into practice, knowledge that is abstract and too vague to define, yet constantly applied to concrete situations, enters the perceptual domain of the individual, allowing new knowledge to emerge. The results of externalization therefore feed into further internalization processes.

It is, therefore, essential to create opportunities for teachers to externalize their thoughts. This can bring consciousness to beliefs that were unconscious before, promote internalization of pieces of knowledge that were fragmented and poorly articulated, create opportunities to identify and act upon moments of cognitive-emotional dissonance. Moreover, it can also create opportunities for teacher educators to access the zone of proximal development (ZPD) of teachers. According to Vygotsky (1978, p. 86), the ZPD is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". Cognitive development happens within the ZPD. Therefore, mediation is more effective when it focuses on teachers' ZPD.

As the previous concept, the internalization process is also central in human cognitive development. It is through internalization that we gain control of our thinking. Internalization establishes the relation between the social level and the mental activity of each person. Vygotsky (1978, p. 48) claims that:

> Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological).

The connection between the interpsychological and intrapsychological planes occurs through internalization. This is a bi-directional and active process, in which the individual transforms knowledge and is also transformed by it, "reorganizing person-environment relations" (LANTOLF; THORNE, 2006, p. 155). Through internalization, human beings gain the capacity for abstraction, being free to idealize activities that happen on the material plane. (LANTOLF; CENTENO-CORTÉS, 2007). As summarized by Lantolf and Centeno-Cortés (2007, p. 4), "the key to internalization is our ability to assign psychological status to external artifacts".

The mechanism through which cultural artifacts are internalized is called imitation. In sociocultural theory, this concept is not related to the behaviorist concept of imitation as a process of mere repetition (this is called mimicry in SCT). In fact, imitation as a stage of the process of internalization is a creative process in which the individual transforms the knowledge into something of his own (LANTOLF; THORNE, 2006, p. 166; LANTOLF, CENTENO-CORTÉS, 2007).

A simple example to illustrate this concept is to teach a class about a topic the teacher has never taught before. For the first time, the teacher will be mediated by mediational means such as a class plan, a textbook manual, his/her notes, etc. As the teacher gives the class more and more times, he/she will gradually internalize these mediational means, being able to teach without needing the external forms of the class plan, for example. After more practice, the teacher can notice some things that need to be changed and do these changes consciously, making it more and more something fully integrated into his/her mind.

Culture is also a symbolic artifact of mediation and, therefore, can be internalized by humans. Quoting Zittoun and Gillespie (2015, p. 1), internalization is the "process by which culture becomes mind". This is to say that culture is also an internalized mediational means that shapes teachers' practices, corroborating the affirmation made in the previous paragraphs that teachers are not empty vessels, but are products of their social relations and their environment.

Having reviewed the historical development of methods for English as a foreign language teaching, the historical development of legal documents that concern English teaching in Brazilian education, and the historical development of pedagogical theories debate in Brazil, followed by a review on some principles of teacher education oriented by a sociocultural perspective along with a review on some principles of Vygotskian sociocultural theory, I will now describe the method of this research in the following chapter.

3 METHOD

The objective of this chapter, divided into seven sections, is to present the method used for the development of this study. Section 3.1 deals with the method issue in Vygotsky's work; 3.2 also deals with the method, but now specifically in this work; 3.3 describes the schools and teaching contexts of the participants; 3.4 presents the participants; 3.5 describes the procedures for data collection; 3.6 presents information regarding the procedures for the analysis of the data. Finally, in Section 3.7, information about the Ethics Review Board is provided.

3.1   METHOD IN VYGOTSKY'S WORK

The works that base what we today call sociocultural theory (in Brazil also widely known as *teoria histórico-cultural*) were started by Vygotsky in an attempt "to overcome what at the time (early 20th century) he characterized as a "crisis in psychology" (LANTOLF; THORNE, 2007, p. 198). Psychology was basically confined to dualism: some approaches focused on the study of biological factors, using natural science principles, while others tended to emphasize the social aspects of the human psyche. Moreover, psychology at the time was deeply fragmented. On the one hand, there was a lot of empirical data available. On the other, all these data were analyzed based on different psychological theories, which, in turn, were based on unsound principles (DUARTE, 2000).

Vygotsky wanted to create a genuinely scientific psychology, which for him could only be done based on Marx's philosophy (historical and dialectical materialism), bearing this reason in mind, he wanted to create a psychological theory that played the same role the book *Das Kapital* had played in the scientific study of capitalism. Furthermore, Vygotsky was deeply critical of those who tried to unify Marxist theories and other psychological theories that were not based on Marxist principles. He was also critical of those who tried to read empirical data that was not collected using methods aligned with Marxist theory through the light of Marxist ideas. Vygotsky (1991, p. 296-297 apud DUARTE, 2000, my translation)[47] comments that

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[47] In Portuguese: "Se este primeiro procedimento de importação de idéias alheias de uma escola a outra lembra a anexação de um território alheio, o segundo procedimento de associação de idéias alheias se assemelha a um tratado de aliança entre dois países, mediante o qual nenhum dos dois perde sua independência, porém chegam ao acordo de atuarem conjuntamente, partindo da comunhão de interesses. Este procedimento é ao qual se costuma recorrer quando se quer associar o marxismo e a psicologia freudiana. Neste caso se utiliza o método que por analogia com a geometria poderíamos denominar "método de superposição lógica de conceitos". Define-se o sistema marxista como monista, materialista, dialético, etc. Depois se estabelece o monismo, o materialismo, etc. do sistema freudiano; ao superpor os conceitos, estes coincidem, e se declaram unidos os

Whereas the first method of transposition of foreign ideas from one school into another resembles the annexation of foreign territory, the second method of comparing foreign ideas is similar to a treaty between two allied countries in which both retain their independence, but agree to act together proceeding from their common interests. This method is usually applied in the merger of Marxism and Freudian Psychology. In so doing the method used by analogy with geometry might be called the method of the logical superposition of concepts. The system of Marxism is defined as being monistic, materialistic, dialectic etc. Then the monism, materialism etc. of Freud's system is established; the superimposed concepts coincide and the systems are declared to have fused. Very flagrant, sharp contradictions which strike the eye are removed in a very elementary way: they are simply excluded from the system, and declared to be exaggerations, etc. Thus, Freudian theory is de-sexualized as pansexualism obviously does not align with Marx's philosophy. "No problem, we are told – we will accept Freudian theory without the doctrine of sexuality". But this doctrine forms the very nerve, soul, center of the whole system. Can we accept a system without its center? Because Freudian theory without the doctrine of the sexual nature of the unconscious is like Christianity without Christ or Buddhism with Allah.

Thus, for Vygotsky, scientific psychology must adhere to Marxist principles in its totality. One specific aspect of the Marxist method that was extremely important for Vygotsky was the 'inverted method', that is, the study of the essence of a phenomenon through its most developed form. This idea is summarized in the famous Marx quotation: man's anatomy is the key to the monkey's anatomy. The idea here is that it is only possible to unravel the essence, the inner dynamics of a phenomenon having as a starting point the most developed form of such phenomenon and the observations made are valid for the least developed forms too. This essence always shows itself in its mediated form, however. Mediation is realized through the process of analysis. To unravel the essence of a phenomenon, it is necessary to analyze it beyond the mere description, looking at its inner dynamics, contradictions, nature, and origins. (DUARTE, 2000).

As Duarte (2000, my translation)[48] explains, "this is the dialectical method of appropriating the concrete by the scientific thought through the mediation of the abstract. The analysis would be a moment in the knowledge process, necessary to understand the reality investigated in its concrete whole". Furthermore, the abstract shows us rules that are valid for every concrete form of the phenomenon. That is the whole idea of a scientific concept: mediate

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sistemas. Mediante um procedimento elementar eliminam-se contradições gritantes, bruscas, que saltam à vista, excluindo-as simplesmente do sistema, considerando-as exageradas, etc. É assim que se dessexualiza o freudismo, porque o pansexualismo não concorda de modo algum com a filosofia de Marx. "Bom", dizem-nos, "admitamos o freudismo sem os postulados da sexualidade". Mas ocorre que esses postulados constituem precisamente o nervo, a alma, o centro de todo o sistema. É cabível aceitar um sistema sem seu centro? Porque a psicologia freudiana sem o postulado da natureza sexual do inconsciente é o mesmo que o cristianismo sem Cristo e o budismo com Alá."

[48] In Portuguese: "Trata-se do método dialético de apropriação do concreto pelo pensamento científico através da mediação do abstrato. A análise seria um momento do processo de conhecimento, necessário à compreensão da realidade investigada em seu todo concreto"

the concrete forms of reality through abstraction. Marx comments on that in his *Das Kapital* (1894): "all science would be superfluous if the outward appearance and the essence of things directly coincided".

Another important consideration is that Marxist theory states that "the process through which the human being got differentiated from other living beings is founded on labor as an activity in which man transforms nature and also transforms himself" (DUARTE, 1998, p. 6, my translation)[49]. This happens because, to satisfy their basic needs, humans not only consume nature, but they also transform it. Furthermore, by transforming it, they create a new human reality that must be appropriated by humans. So, by transforming nature, men also transform themselves. And by transforming themselves, humans generate new needs that lead to more transformation of nature, in a continuous process of appropriation of human culture through the incorporation of nature and its transformations to human's social history (DUARTE, 1998, p. 6-8).

This is fundamental to understand Vygotsky's sociocultural theory because the processes of production and diffusion of knowledge cannot be analyzed using frameworks that are specific to the biological interaction between organism and environment. The analysis of both new knowledge production process or appropriation of existing knowledge by individuals needs to characterize precisely the elements that configure the inevitable historicity of the relationship between subject (the individual) and object (knowledge) (DUARTE, 1998, p. 109). Therefore, sociocultural theory does not deny the influence of humans' biological base on cognition but considers primarily the role of historical and social processes in the development of the human mind. As summarized by Lantolf and Thorne (2007, p. 198), "Vygotsky developed a unified theory of human mental functioning".

To study human cognitive development, Vygotsky proposed a method of psychological studies that would overcome the dualisms of other psychology theories: the genetic method. This method is based on the idea that "human mental processes can be understood only by considering how and where they occur in growth" (WERTSCH, 1985, p. 17). This is to say that researchers who study human development must consider the process and not only the product of a human psychological phenomenon so as to understand its nature and whole dynamics. For Vygotsky, studies that are not based on the genetic method can only

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[49] In Portuguese: "o processo pelo qual o ser humano foi se diferenciando dos demais seres vivos tem seu fundamento objetivo no trabalho, enquanto atividade pela qual o homem transforma a natureza e a si próprio"

describe the current state of such a phenomenon, without unveiling its inner dynamics (WERTSCH, 1985).

Another important consideration about the genetic method is its principle that multiple factors must be considered when trying to explain human cognitive development in its different stages. For Vygotsky, "the critical issue is how to account for the changing relationships among multiple forms of development and their corresponding sets of explanatory principles" (WERTSCH, 1985, p. 17). Cognitive development is not linear. At some point, new developmental forces appear, and the former explanatory principles must be reconsidered in order to account for these new developmental forces (WERTSCH, 1985).

To account for such complexity, Vygotsky's genetic method comprises four 'lenses', called planes of development: phylogenesis, sociogenesis, ontogenesis, and microgenesis. Simply put, the first plane of development, phylogenesis, focuses on studying the biological development of human cognition. The second one, sociogenesis, studies the history of human social relations that led to society's current state, which, in turn, influences human cognition. In ontogenesis, phylogenesis (the biological base of human cognition) and sociogenesis (the social base) merge into the individual. Ontogenetic studies tend to focus on the cognitive development of one person over a long period. Finally, microgenesis is the study of one specific aspect of one's cognitive development in a very short period.

In this research, the consideration that human cognitive development can only be fully understood through historical (or 'genetic') investigation is essential, since teachers' practices and the schooling processes that shape them are built historically and culturally in our society. Therefore, under a Vygotskian perspective, it is essential to study these practices not only as a product, but mainly the processes that led to the current stage of development.

To conclude, the concept of 'word meaning' is paramount in Sociocultural Theory. For Vygotsky (1986), meaning is part of thought and also part of the word. A word without meaning is just an empty sound, it is no longer part of human speech. Moreover, it is in the word meaning that speech and thought merge. This concept is central to understand the method issue in Vygotsky's works, as explained by himself in the book Though and Language (1986, p. 06, my emphasis): "Since word meaning is both thought and speech, we find in it the unit of verbal thought we are looking for. Clearly, then, the method to follow in our exploration of the nature of the verbal thought is semantic analysis […]". This quote elucidates that semantic analysis (that is, drawing meaning from words and texts) is a core aspect of investigations that

are based on Vygotskian sociocultural theory. Having discussed the issue of method in Vygotsky's works, I will now discuss the same in this research context.

3.2   METHOD IN THIS RESEARCH

To answer the research questions (**General Research Question:** What mediates EFL public school teachers' pedagogical moves in terms of their behaviors and beliefs? **Specific Research Question 1:** How do the participating teachers' behaviors characterize as instantiated in their pedagogical moves? **Specific Research Question 2:** What are the participating teachers' beliefs as instantiated in their texts and their practices? **Specific Research Question 3:** What are the differences and similarities between the practice of EFL teachers from public schools and the academic knowledge-base they are likely to have gained throughout their teacher education programs?) qualitative research procedures were conducted. For Dörnyei (2007, p. 24), "qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods". It would be difficult to rely on quantitative procedures for describing things that are so particular as schools, teachers, and their contexts without losing their peculiarities. Dörnyei (2007, p. 27) adds that in qualitative research, "the real meaning lies with individual cases who make up our world".

At this point, it is essential to distinguish between the procedures for data collection (qualitative research procedures, that will base on interviews, questionnaires, descriptions of observed online activities) and for data analysis, and the interpretative framework that will guide the analysis of such data (the method itself). To keep the study theoretically sound, it is necessary to reinforce that this study bases on Vygotskian sociocultural theory, which is based on Marx's historical and dialectical materialism. As a consequence of this methodological orientation, the idea of this study is trying to unravel the essence, the inner dynamics of the mediation of traditional teaching in English teachers' professional practices rather than the mere description of the actual phenomenon provided by raw qualitative data.

In Marxist epistemology, "the understanding of the phenomena in their processuality and totality finds support only in the dialectics between singularity, particularity, and universality" (MARTINS, 2006, p. 11, my translation)[50]. I will now briefly explain each of

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[50] In Portuguese: "a compreensão dos fenômenos em sua processualidade e totalidade encontra respaldo apenas na dialética entre singularidade, particularidade e universalidade."

these dimensions. According to Lukács (1967, p. 203 apud PASQUALINI; MARTINS, 2015, p. 364, my translation), "all the external world offers as sensitive certainty is immediately and always something unique, or a unique connection of singularities. It is always *this* singular, one singular here and now"[51]. This is to say that empirical reality is always in the dimension of singularity, which is the starting point of the knowledge construction process. The universal dimension of the phenomenon, on the other hand, "reveals its complexity, its inner connections, the laws that govern its movements and evolution, its social and historical totality" (MARTINS; LAVOURA, 2018, p. 231, my translation[52]).

Universality and singularity form a dialectical unity. A phenomenon never expresses its complete universality or its singularity, but always is a tension between these two dimensions. In its particular dimension, according to Pasqualini and Martins (2015, p. 365, my translation)[53], the "phenomenon assumes the specificities through which the singularity is constituted in a given reality". Therefore, particularity mediates the relation between the specific (singular) and the general (universal). Furthermore, particularity brings a specific aspect of the universality to the singular existence of the phenomenon. To illustrate this concept, I present here the example brought by Pasqualini and Martins (2015): let us think about a woman called Maria, who is a singular human being. There is no one like her in the world. Maria lives in a capitalist society, and she does not own any means of production. Thus, Maria has to sell her work to live. This is a particularity that conditions her singularity. Several other singular human beings have the same particularity: being members of the working class. This particularity is the expression of one aspect of a universality: the capitalist society, where we have working classes and ruling classes, which own the means of production.

To sum up, the description of the immediate, singular aspects brought by the qualitative data is not sufficient to understand the essence of a phenomenon. In other words, an investigation that bases on Marxist principles must start in the current state of the phenomenon being investigated (that can be captured, for instance, through qualitative research procedures) and go in a direction that explores its relations with the social history of humans mediated by its particular aspects, unveiling its dialectical relations between singularity, particularity, and

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[51] In Portuguese: "tudo o que nos oferece o mundo externo como certeza sensível é imediatamente e sempre algo singular, ou uma conexão única de singularidades; é sempre isto singular, um aqui e agora singular"

[52] In Portuguese: "revela sua complexidade, suas conexões internas, as leis de seu movimento e evolução, enfim, a sua totalidade histórico-social"

[53] In Portuguese: "fenômeno assume as especificidades pelas quais a singularidade se constitui em dada realidade"

universality. This is theoretically coherent with Vygotsky's genetic method, which also bases on processuality ('to study the process instead of the product') and historicity.

In this research, the investigation will depart from the singular data brought by the qualitative instruments for data collection. Then, it will go towards an analysis that explains the connection between these singular aspects (e.g., the individual perceptions of the participant teachers) to their particular conditions (e.g., being Santa Catarina state schools' teachers) to their universal dimensions (e.g., being part of the Brazilian public education, which has a historical development process). In the following sections of this chapter, I will describe the schools and teaching contexts where the participant teachers work, the participants of this study, the procedures and instruments for data collection, and the procedures for data analysis. In the end, a comment about the ethics review board will be provided.

3.3   SCHOOLS AND TEACHING CONTEXTS

This study aims at analyzing EFL teachers' practices in public schools in Florianópolis, Brazil. Public schools in Brazil can be federally funded, state-funded (where this study was conducted) or city-funded.

Federally funded schools (*Institutos Federais* or *Escolas Federais*) are schools funded by Brazil's federal government. They usually have high-quality teaching, excellent infrastructure as well as good performance in standardized tests. Due to their high quality, these schools are really sought-after by students. Some of them use tests to admit new students, while others do a public raffle. They usually offer secondary education along with technical courses. Because of their excellent teaching conditions, selections to a teaching position in these schools are very disputed, and teachers usually have excellent academic qualifications and years of experience.

State-funded schools are schools funded by the Brazilian States. According to the Brazilian Constitution, states must focus their schooling on elementary school (*Ensino Fundamental I*), middle school (*Ensino Fundamental II*), and high school (*Ensino médio*). Conditions vary considerably across the country. In Santa Catarina State (the state in which this research was conducted), conditions are usually worse than those observed in federally funded or Florianópolis city-funded schools.   There are thirty-eight state-funded schools in Florianópolis, with 25402 students (2018). Moreover, Santa Catarina state also has programs of prison education, adult education, indigenous education, and *quilombola* education.

City-funded schools (*Escolas Municipais*) are schools funded by Brazilian cities. According to the Brazilian Constitution, cities must focus their schools on early childhood education (*Educação Infantil*), elementary school (*Ensino Fundamental I*), and middle school (*Ensino Fundamental II*). These schools' conditions vary sharply across Brazil since there are substantial social disparities across the country. In Florianópolis (the city where this research was conducted), these schools are usually well-kept. Teachers have a structured career, and the city's department of education has a program of in-service teacher education and a well-written curricular proposal.

In Santa Catarina state-funded schools (the context of this investigation), teachers' work contracts can be tenured or temporary. According to Brazilian educational laws, all teacher positions should be filled with tenured teachers. The temporary teachers should only substitute tenured teachers in case of temporary leaves. However, this is not the case in Santa Catarina. According to Santa Catarina Education Department, there are about twenty thousand temporary teachers and about fifteen thousand tenured teachers across the state[54]. While tenured teachers work every year in the same school, temporary teachers have to change every year. Thus, the high number of temporary teachers creates a considerable turnover of teachers in Santa Catarina state-funded schools. In turn, this can be a source of disruption for students who have to get used to a new teacher every year in some school subjects.

Career is also different between temporary teachers and tenured teachers. Temporary teachers always have the same salary regardless of teaching time or formal education. Every three years tenured teachers add 3% more to their salaries. Moreover, they can have their salaries raised if they have specialization courses, master degree, or doctoral degree, as can be seen in the table below:

Table 1 – State teachers' salary progressions through the career (40 hours/week)

Formal education qualifications	Beginning of the career	End of the career
No degree/ temporary	R$ 2886.24	R$ 2886.24
Undergraduate course	R$ 2886.24	R$ 3905.78
Specialization course	R$ 3291.78	R$ 4261.59
Master degree	R$ 3647.24	R$ 4751.77
Doctoral degree	R$ 4045.20	R$ 5209.35

Source: the author based on Santa Catarina State Act Nº 668/2015

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[54] https://g1.globo.com/sc/santa-catarina/noticia/2020/01/10/governo-de-sc-nomeia-novos-professores-para-ano-letivo-de-2020.ghtml

To establish a comparison, below are the same tables for city teachers in Florianópolis and subsequently for federal teachers:

Table 2 – City teachers' (Florianópolis) salary progressions through the career (40 hours/week – Exclusive dedication)

Formal education qualifications	Beginning of the career	End of the career
Undergraduate course	R$ 4329.36	R$ 6189.30
Specialization course	R$ 4380.24	R$ 7291.29
Master degree	R$ 4905.33	R$ 8229.81
Doctoral degree	R$ 6011.07	R$ 10203.54

Source: the author based on Florianópolis city Act Nº 10576/2019

Table 3 – Federal teachers' salary progressions through the career (40 hours/week – Exclusive dedication)

Formal education qualifications	Beginning of the career	End of the career
Undergraduate course	R$ 4472.64	R$ 9548.84
Specialization course	R$ 5367.17	R$ 11458.61
Master degree	R$ 6708.96	R$ 14323.26
Doctoral degree	R$ 9616.18	R$ 20530.01

Source: the author based on Federal Act nº 12772/2012

As it can be noticed from the tables above, Santa Catarina state teachers have the worst career as compared with Florianópolis city teachers or federal teachers. This can mean a lack of financial incentive for studying and excessive work hours (some state teachers work 60 hours per week), which may mean demotivation for teachers and students.

Regarding schools' physical structure, the conditions are also worse than those observed in city-funded or federally funded schools. Most state schools in Florianópolis do not have enough technological resources (computers, projectors, internet Wi-Fi signal) for students and teachers, show lack of pedagogical materials (such as dictionaries, books, etc.), and do not have adequate building maintenance.

Apart from the personal reasons presented in the introduction chapter, Santa Catarina state schools were also chosen for this research since this is the public-school context that presents the biggest challenges for teaching and also that presents the biggest heterogeneity both in terms of teachers and students. Therefore, studying these teachers and what mediates their practices can provide an important source of understanding concerning EFL teaching practices as they happen in public schools. I will now present the teachers that participated in this research.

As regards the COVID-19 pandemic, lockdown measures have interrupted conventional schooling with nationwide school closures in Brazil – be them city, state or federal-funded –, the majority lasting at least 10 weeks. After that, despite the limitations faced by the educational community – principals, teachers, students, parents – efforts to maintain learning continuity during this period have been made, such as replacing face-to-face lessons with online learning. In this context, while teachers had to adapt to new pedagogical concepts and modes of delivery of teaching for which they may not have been trained, students have had to rely more on their own resources to continue learning remotely. Needless to say, the pandemic has shaken the foundations of education, meaning that, due to the necessary immediacy of action and its novelty, this work may also have been impacted.

3.4   PARTICIPANTS

The participants were three public school teachers of English in Florianópolis, SC, Brazil. They all work at different schools. The criterion for selecting the participants was only the agreement on participating in the research. Other factors, such as years of experience in teaching, age, gender, were not considered for the participants' selection since the objective of this study is to investigate what mediates EFL public school teachers' pedagogical moves in terms of their behaviors and beliefs, and although these factors are relevant for data analysis, they are not so relevant for the selection of teachers.

Another important consideration is the difficulty of finding teachers willing to participate in the study. Thirty-two state-funded schools were contacted. Moreover, the call for participants was shared in Facebook and WhatsApp groups in which EFL teachers participate. Only four teachers answered. One of them answered the questionnaire but did not participate in the following parts of the research, so her data was not considered. The reason for this difficulty in finding participants is probably the increased workload that the COVID-19 pandemic brought to school teachers, that now have to struggle to replan their classes to remote education. In the following paragraphs, I am going to describe the three participant-teachers. Their names were changed to protect their privacy.

José is thirty-eight years old and has worked since 2010 as an English teacher. He has an undergraduate degree in English teaching and an M.A in English linguistics. He decided to pursue this career because he liked helping his colleagues with English activities in school. Since 2018, José has been working as a tenured teacher in state-funded schools. However, he

has vast previous professional experience, working as a private teacher in Language Institutes, in university's English courses to the academic community, and also as a temporary teacher in Florianópolis city-funded schools. While taking his master's degree, José had the dream of continuing his studies in a Ph.D. program and becoming a teacher in higher education. This dream is not completely forgotten but is paused by now. His objectives are now much more modest (in his own words): to improve his teaching practices and have better work conditions.

Pedro is thirty-five years old and has been teaching English since 2015. He chose to become a teacher due to the encouragement of a friend. Looking at the list of teaching degrees in the university of his city, he thought that teaching languages would be what would interest him the most. He started a teaching degree in Languages (Portuguese and English teaching) and finished it in 2015. In 2016 and 2017, he worked as a temporary teacher in some city-funded schools in his hometown. In 2017, he passed the exam to get a tenured position in state-funded schools. In 2019, he moved to Florianópolis (tenured state-funded school teachers can move between Santa Catarina cities) and started working at the school he currently works. He teaches both Portuguese and English classes at this school. Moreover, his academic background did not stop in the teaching degree. He also has specialization courses in 'Teaching in higher education' and 'Management in distance education'. Nowadays he is attending classes in a second teaching degree: Spanish. Nevertheless, he feels there is one thing missing in his professional development: to study abroad in order to improve his speaking skills.

Alison is thirty-three years old and has been teaching English for seven years. He has a teaching degree in Portuguese and English and a master's degree in Portuguese teaching in basic education[55]. He chose to be a teacher because he admired the English language. Ever since he started teaching, Alison has been a tenured teacher in the same state-funded school. He teaches Portuguese and English there for elementary and high school students. He has also worked for two years in a Florianópolis city-funded school but has quit it for personal reasons. His career goal is to pursue a doctoral degree and teach in a federal school.

As can be noticed in the descriptions provided about the participants, apart from Pedro, who took a course in distance education, the teachers were not familiar with digital platforms, tools or principles, techniques and methodologies for distance learning. As a consequence, the new measures came alongside with insecurity and lack of clear guidelines or metrics from all parts involved.

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[55] Mestrado profissional em Ensino de Língua Portuguesa

Having described the participants of the study, I will now describe the instruments and procedures for data collection.

3.5 INSTRUMENTS AND PROCEDURES FOR DATA COLLECTION

The data collection instruments of this research were one questionnaire, one semi-structured interview, and the observation of activities posted on the Google Classroom platform for each participant. The data collection took place within a time range of five months, from April to September (2020). Everything happened online due to the COVID-19 pandemic.

In the process of looking for participants for my research, I sent the link to the questionnaire created on Google Forms to several WhatsApp and Facebook groups of state teachers. I also sent the link to state schools' e-mails, asking them to share it with their English teachers. In this link, I explained the research details and also the rights of the participants. Every participant signed a consent form to answer the questionnaire (see appendix B).

The questionnaire was composed of 18 questions that concerned theoretical conceptions of the participant teachers on language, English as a foreign language teaching, and the contexts in which they teach. It was written in Portuguese, and the participants were oriented to answer it in Portuguese so they would not have to pay attention to the translation of Brazilian educational terms (see appendix A). The participants answered the questionnaire in April 2020.

After the questionnaires were returned, I contacted the teachers and asked them for a copy of the activities they posted to their students on Google Classroom in one of the groups they teach. Teachers could choose the group they wanted to share the activities for this research. Before the pandemic of COVID-19, the plan was to observe at least one class of each teacher. However, as classes were suspended for an indefinite period, and I had no time to wait, I decided to include the activities they planned for the first weeks of remote education. Students were supposed to receive biweekly activities of each school subject. However, this was a recommendation and teachers could chose to send more or less activities. They were not required to have synchronous online moments with their teachers. In fact, no metrics were established whatsoever, meaning teachers were free and loose at the same time.

This scenario may have positive and negative impacts on teachers' practices. On the one hand, it was very important that teachers were free to plan their remote classes since it was an unexpected situation and it would be almost impossible to require them any knew knowledge

in such a short amount of time. On the other hand, this 'freeness' added to the chaotic scenario the world was living may have generated a negative emotion of 'looseness', making teachers and students even more confused and insecure and, therefore, leading to negative consequences in teaching/learning.

Far from being the ideal observation, I believe these activities have shown relevant information about the participants' teaching practices. As for the focus of this analysis, it was a kind of unstructured observation, defined by Dörnyei (2007, p. 179) as the observation in which the researcher "needs to observe first what is taking place before deciding on its significance for the research".

Dörnyei (2007, p. 186) states that "the presence of the investigator can affect and bias the participants' behaviour". Seeking to reduce the effects of this online observation, I ensured the participants that they would not be evaluated at all and asked them to share the activities without any modification, in the same way the activities were posted to students. Teachers shared PDF files with chunks of activities (that I named "groups of activities"). All activities were shared after they were sent to students, in September 2020.

In September 2020, after the observations of the activities and the analyses of the questionnaires' answers, I conducted a semi-structured online interview with each participant. Dörnyei (2007, p. 136) explains that in this type of interview "the interviewer provides guidance and direction (hence the '-structured' part in the name), but is also keen to follow up interesting developments and to let the interviewee elaborate on certain issues (hence the 'semi-' part)". The interviews were conducted online through WhatsApp due to the COVID-19 pandemic and the participant-teachers could answer it by texting or sending audios. Whenever they chose to record their answers, I transcribed them to facilitate the data analysis.

The semi-structured interviews conducted helped me to better understand teachers' perceptions regarding their practices, the impacts of their contexts in their teaching practices, and the way academic knowledge has (or has not) mediated their decisions. It was composed of two parts: the standard part, in which the questions were the same for all the participants, and the specific part, in which the questions were based on the answers in the questionnaire and on issues observed in the activities. The topics discussed in the first part of the interview revolved around the teachers' career and academic experiences and also the challenges in adapting the activities from in-person classes to remote education. Some of the topics that have been discussed were participants' beliefs on topics related to EFL teaching and also challenges participants face in their teaching contexts.

By comparing the answers in the questionnaire (which can be seen in Appendix C) with the observed practices in the online platform and then further discussing these issues with the participants in the semi-structured interview, I investigated how these EFL public teachers' practice characterizes. I also explored the differences and similarities between these EFL teachers' practice in public schools and the knowledge-base they are likely to have gained throughout their teacher education programs. Having described the instruments and procedures for data collection, I will describe in the following section how these data will be analyzed and interpreted.

3.6   PROCEDURES FOR DATA ANALYSIS

The analysis of the collected data followed the Marxist method and Vygotskian sociocultural theory, as presented in sections 3.1 and 3.2. Moreover, I reflected upon the data with the help of a qualitative data analysis procedure called 'interpretive content analysis', broadly defined by Drisko and Maschi (2015, p. 5) as "approaches using researcher-generated summaries and interpretations rather than word counts or other quantitative analytic methods".

After the data was summarized, the researcher analyzed them considering the presented research questions. In order to answer the specific research question 1 ("How do the participating teachers' behaviors characterize as instantiated in their pedagogical moves?"), I used the data from the questionnaires and observations and the historical and theoretical foundations of my study to characterize the practices of these professionals. As what I observed were the activities they sent to students, some screenshots of them illustrate the interpretations I made. Moreover, I reflected on the impact of the pandemic in the practices of these teachers.

To answer the specific research question 2 ("What are the participating teachers' beliefs as instantiated in their texts and in their practices?"), I used the answers from the questionnaires, follow-up questions asked in the interview, and their observed practices in order to try to describe the participant teachers' beliefs about teaching, trying to contextualize them under the light of the historical and theoretical foundations of my study, that can be read in the review of literature chapter.

To answer the specific research question 3 ("What are the differences and similarities between the practice of the participating EFL teachers from public schools and the academic knowledge-base they are likely to have gained throughout their teacher education programs?"), I compared the answers found in the specific research questions 1 and 2 with the academic

knowledge-base usually found in teacher educations programs, as described by the field's literature. Moreover, I considered their academic history and how it may have impacted their views and actions on EFL teaching.

Finally, the answers to the aforementioned specific research questions allowed me to answer the general research question ("What mediates EFL public school teachers' pedagogical moves in terms of their behaviors and beliefs?") explaining how the teachers' beliefs, teacher education (academic knowledge-base) and other factors such as the constraints brought by COVID-19 pandemic, environmental factors, personal history, among other aspects may work as means of mediation (in a Vygotskian sense) for their practices and the impacts of this phenomenon for foreign language teacher education.

3.7   ETHICS REVIEW BOARD

Due to the involvement of human beings, this research was submitted to UFSC's research ethics review board (CEPSH – UFSC). No data were collected until the project was authorized by the ethics committee, which happened on April 15th, 2020. It was granted under the number 3.973.119. For the consent forms signed by the participants, see appendix B.

4 DATA ANALYSIS

The analysis of the collected data is guided by the research questions. In the first section of this chapter, I try to describe the practices of the participant-teachers as instantiated in their texts and activities sent to their students. In section 4.2, the goal is to describe some of their beliefs as instantiated in their texts, paying attention to the reconceptualization these teachers have gone through during the COVID-19 pandemic. In section 4.3, I draw a comparison between their practices and how they relate to the academic knowledge-base of foreign language teacher education. Finally, in section 4.4, I try to answer the general research question of this work: what mediates EFL public school teachers' pedagogical moves in terms of their behaviors and beliefs?

4.1   ON TEACHERS' PRACTICES

When this research was being designed, in 2019, COVID-19 did not exist yet. As explained in the method chapter, the initial idea was to observe some of these teachers' classes so as to describe their practices. Due to the pandemic, classes were suspended and teachers started to teach online. In Santa Catarina state-funded schools, teachers were not required to have synchronous moments with their students (in video calls, for example). They only had asynchronous moments, with teachers sending activities to them every other week[56] through the Google Classroom platform. Students without internet connections could print the activities in schools.

This poses a limitation for this study: instead of observing teachers' actual practices, what I am actually analyzing are some of the activities that teachers sent to students. Although these activities, along with the questionnaire and the interview, can provide some glimpses about their practices, it surely is a limited view since teachers could select the activities that they shared with me.

I now analyze some of these activities, comparing them with the answers in the questionnaire and interview, in order to answer specific research question 1 ('How do the participating teachers' behaviors characterize as instantiated in their pedagogical moves?').

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[56] This was an official recomendation. However, teachers had the autonomy to send more or less activities as they felt the needs of students.

José shared with me nine groups of activities he sent to his students from the 6th grade (students usually are 11 years old), - from group of activities 2 to 10. He did not share the first group of activities because both students and himself were still learning how to use the online platform, and the activities were supposed to be simple so that they could get acquainted with Google Classroom. These nine groups of activities were used from April 04th to September 04th, 2020.

There were 46 activities in these nine groups of activities. The distribution of these exercises in the categories vocabulary, grammar, listening, speaking, reading, writing, translation, and pronunciation is exposed on the following chart (Table 4)[57]. As can be seen, the vast majority of activities used in class were related to vocabulary and grammar. Out of the 46 activities, 32 addressed these topics. Apart from that, there were 08 activities of reading, 03 activities whose focus was on translation, 01 activity for writing, listening and pronunciation each. There was no speaking activity.

Table 04 – Activities José sent to students
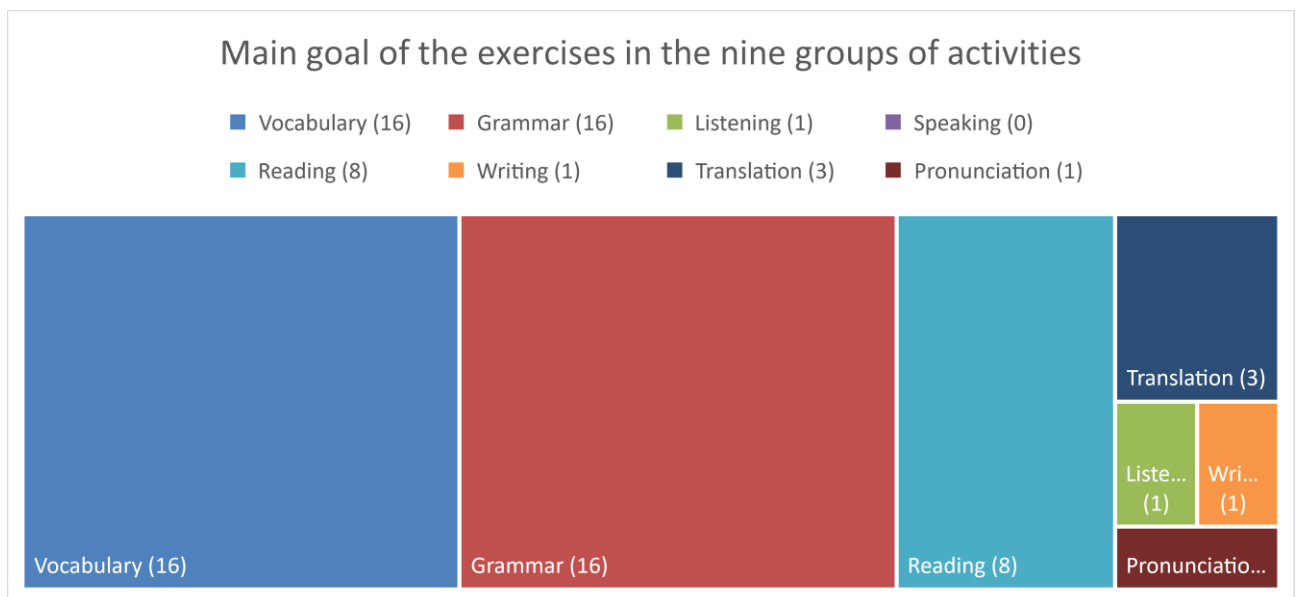
Source: the author

The topics that the activities cover are the ones expected for the sixth grade: introductions, personal information, numbers, hobbies, careers, subject pronouns, countries and nationalities, verb to be, biographies, wh-questions, vocabulary about emotions, and interviews.

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[57] This division was done by the author of the thesis.

In fact, in the interview José mentioned that most activities were based on the textbook provided by PNLD (a review about it can be read in the review of literature).

Vocabulary and grammar were clearly the main focus of José's classes, accounting for 69.6% of the activities, which diverges from his opinion, stated in the questionnaire, about what a good English class should look like: "[…] - use the target language enough so that students have the necessary input for their learning; - focus on the four skills (as far as possible, considering the difficulties of each student); - before leaving for an explicit explanation, try to work with implicit learning; - use interesting topics for students, related to their realities; […]"[58] and also diverges from the structure of PNLD books, which tend to integrate language four abilities.

As it can be seen in the questionnaire, José believes in engaging students in more dynamic classes that provide students with sufficient input, that do not emphasize one skill over the others, that lead students to be attentive to language use to enable them to make inferences, and that use topics that are relevant for them. Yet, the grammar and vocabulary activities resembled drilling activities that are common in the Grammar-Translation method, as can be seen in the screenshot on Figure 4. Moreover, these activities did not refer to texts, being presented in a decontextualized way, aparted from the texts PNLD books present.

Figure 4 - José's Grammar and Vocabulary Activities

VOCABULARY

1) Match the expressions below with their respective meanings. (Relacione as expressões abaixo com seus significados específicos).

a) (   ) doctor
b) (   ) teacher
c) (   ) bricklayer
d) (   ) trash collector
e) (   ) engineer
f) (   ) lawyer
g) (   ) nurse
h) (   ) delivery man
i) (   ) gas station attendant

1. professor(a)[1]
2. entregador(a)
3. advogado(a)
4. médico(a)
5. frentista
6. enfermeiro(a)
7. pedreiro(a)
8. engenheiro(a)
9. gari

2) Complete as perguntas abaixo com o verbo *To Be (am, is, are)*. Siga o modelo.

a) How **are** your parents?
b) Where _____ your mother?
c) When _____ your brother and sister birthdays?
d) What _____ the last name of your cousin?
e) Where _____ the new student from?
f) What _____ the occupation of your father?
g) What _____ your name?

Source: Shared by the participant

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[58] In Portuguese: "[...] - utilizar a língua alvo o suficiente para que os alunos tenham o insumo necessário para o momento de aprendizado deles; - foco nas quatro habilidades (dentro do possível, considerando as dificuldades de cada aluno); - antes de partir para uma explicação explícita, buscar trabalhar com o aprendizado implícito; - usar temas interessantes para os alunos, relacionados às suas realidades; [...]"

Moreover, the reading activities were based on very simple and adapted texts. The reason for that is the low level of linguistic knowledge of students, as commented by José in the questionnaire. The listening activity brought some comprehension questions that were supposed to be answered after watching a Youtube video[59]. Students were told to pay attention in the video, focusing on the questions, but no pre-listening activities (such as vocabulary practice with words that would be used in the listening later on) were done. Concerning writing, the activity was to create questions to an interview with a family member. No model was presented. In the pronunciation activity, students were asked to listen the pronunciation of a text several times, change the information in that text to their own information, record it with their own voice, and send it to teacher's e-mail.

There were very interesting translation activities among the ones he shared. They aimed at teaching students how to use Google Translator and other online reference tools. In the interview, José commented he felt that students lacked technological literacy, which, in turn, hindered their comprehension of remote education. Therefore, José tried to show students how Google Translator could be used to help them to better understand activities. He therefore did something that was responsive to the students' needs and convergent with his stated belief that it is important to meet students' realities.

There were some other interesting things about José's teaching practices in remote education. First, even though he was not required to do so, he chose to have synchronous moments with the students. According to the teacher, these synchronous moments happened through Google Meet and had the purpose of answering students' questions about the activities and also about grades and other administrative topics. Office hours were also available so that students could join a Google Meet call if they had any questions, but no student ever joined the call during office hours.

Finally, the textbook was an important source of pedagogical resources for José, since a considerable part of the activities he sent to students was adapted from the textbook. However, as explained by the teacher, most textbook activities were thought to in-person classes, which created challenges in the process of replanning the classes to remote education. So, when adapting PNLD textbook's activities, the teacher ended up choosing only the more mechanical parts that students could perform with minimal teacher intervention, probably considering that they would be more beneficial to students in a context in which teacher-student interaction was severely reduced.

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[59] It was not possible to retrieve the video since it was deleted by YouTube due to copyright policies.

All in all, it seems that José has progressive beliefs about education and language teaching (as can be perceived by his answers in his texts about teaching), but does not know how to put his ideas into practice in remote education classes where students usually do not interact. Although there are reasons to believe his practices may be different in in-person classes, in remote education José was not able to integrate language four abilities in meaningful texts to students. Thus, this teacher ended up pushing towards more conservative activities, such as grammar drillings and vocabulary lists, resorting to his apprenticeship of observation that keeps bringing activities that resemble the Grammar-Translation method.

Pedro shared with me four groups of activities (31 exercises in total), each of them sent to a different group of students. Pedro teaches EFL to the sixth and seventh grades of middle school (students ages are 11 and 12), and tenth and eleventh grades of high school (students ages are 15 and 16). In the following paragraphs, I analyze each of these groups of activities. The distribution of these activities in the categories vocabulary, grammar, listening, speaking, reading, writing, translation, and pronunciation is exposed on Table 05. As can be seen, listening was the main focus of his activities (18 of them), while vocabulary, reading pronunciation, writing and translation played a secondary role. There were no grammar and speaking activities.

Table 05 – Activities Pedro sent to students
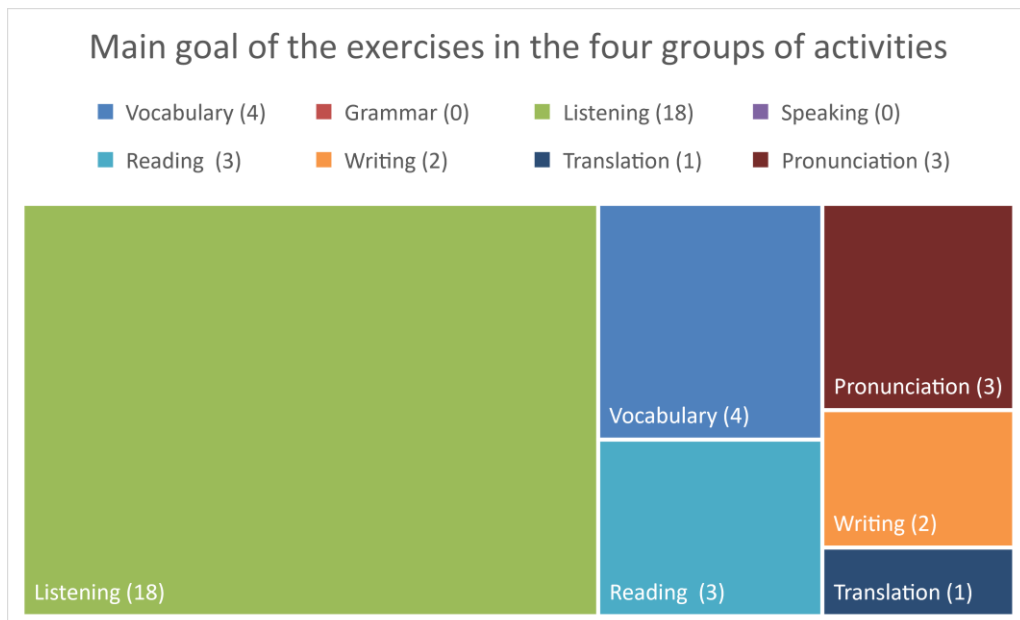
Source: the author

The activities Pedro sent to the sixth grade are in the screenshot displayed on Figure 5. Students are supposed to watch a video about safety measures concerning COVID-19. After that, they must look for cognate words in the video and point out one of the safety measures that the video indicates. An interesting consideration about this activity is the fact that it was sent to students during the first weeks of the pandemic, so it was a topic that was really within the immediate reality of the students. This could facilitate the comprehension of the video and help in the search for cognate words. The instructions were given in Portuguese so as to facilitate students' comprehension since sixth-year students are having their first contact with English as a foreign language.

Another important comment about the following activity is that even though the topic of the video was very relevant due to being a current issue in society, and that opened the possibility for several discussions about health, care, hygiene, etc., the activity the teacher proposed did not necessarily explore the theme or the language itself. Cognates can certainly support children's learning of a language, but further activities around the cognates have to be explored so that the class becomes more engaging and fruitful.

Figure 5 – Pedro's activity (sixth grade)

Source: shared by the participant

The activity Pedro sent to the seventh grade is in the screenshot that follows (Figure 6). In this activity, students are required to watch a YouTube video about COVID-19. This video is an animation directed to kids aiming at explaining to them what the new coronavirus is, and it can be accessed here[60]. The information was very updated and relevant by the time the video was sent to students (April 2020). The video has simple vocabulary and English subtitles, which can facilitate students' comprehension of the content. After watching the video, students were asked the following questions through a Google Form. Similar to the sixth-grade activity, questions are in Portuguese due to students' low linguistic level.

Figure 6 – Pedro's activity (seventh grade)

Atividade sobre o vídeo CORONAVIRUS

Querid@ estudante, esta é uma atividade que faz parte do currículo escolar e que poderá valer nota durante o isolamento social ou até mesmo depois que as aulas retornarem. Portanto, faça-a com calma e atenção, ao mesmo tempo em que você mantém sua rotina em casa. Abraço (apenas virtual) do Professor

*Obrigatório

De acordo com o título do vídeo, qual é o assunto principal? *

- ◯ Um show de música
- ◯ Uma senhora idosa
- ◯ Um vírus
- ◯ Uma quebradeira

Para qual país o Dr. Binocs foi chamado para pesquisar sobre um novo vírus? *

- ◯ China
- ◯ Wuhan
- ◯ Europa
- ◯ Japão

Os cientistas ainda não têm certeza como se originou o vírus. Apesar disso, eles acreditam que o vírus pode ter surgido a partir: *

- ◯ das frutas nas feiras
- ◯ das fezes do morcego
- ◯ da aglomeração de pessoas
- ◯ do contato direto de humano e animais, ou através dos animais pelo próprio ar

Qual dos itens abaixo NÃO faz parte dos sintomas do Novo Coronavírus? *

- ◯ Dry eyes
- ◯ Dry cough
- ◯ Mild fever
- ◯ Breathing issues

Em qual cidade o vírus surgiu? *

- ◯ Wuhan
- ◯ China
- ◯ Japão
- ◯ Europa

Qual é o nome da nova espécie do vírus? *

- ◯ Novela Carrossel
- ◯ Novel Coronavirus
- ◯ Coronavirus
- ◯ Nove Coronavirus

Em que década o vírus surgiu pela primeira vez? *

- ◯ 80's
- ◯ 70's
- ◯ 60's
- ◯ 50's

Qual o sintoma/consequência mais grave do Coronavírus? *

- ◯ Leg Inflamation
- ◯ Viral pneumonia
- ◯ Headache
- ◯ Lung Cancer

Qual o tipo de pessoa que pode sofrer mais facilmente com o Coronavírus?

- ◯ Young people
- ◯ Smart people
- ◯ Funny people
- ◯ Old people

Source: shared by the participant

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[60] https://www.youtube.com/watch?v=R-JbDMYmAQM

The activities Pedro sent to the first and second grades of high school – tenth and eleventh grades – are, as expected, on a much deeper level than the ones that were sent to middle school classes. Whereas the activities presented in the previous paragraphs (sixth and seventh grades) required mostly comprehension of videos, the activities sent to the high school students require a more extensive understanding of language as an intercultural phenomenon. The tenth-grade activity, exposed in the next screenshot, aims at making students more aware of different English dialects. For that, it presents a website called localingual, where students can see English speakers of different parts of the world pronouncing the same sentence.

Figure 7 – Pedro's activity (tenth grade)

Instruções   Trabalhos dos alunos

HABILIDADE: Analisar textos de modo a caracterizar as línguas como fenômeno (geo)político, histórico, social, variável, heterogêneo e sensível aos contextos de uso.

PASSO A PASSO:

1) Pesquise na internet quais países (SEM SER ESTADOS UNIDOS, INGLATERRA, CANADÁ, AUSTRÁLIA OU NOVA ZELÂNDIA) possuem a língua inglesa como língua oficial ou segunda língua;
2) Acesse o site LOCALINGUAL, cujo link está disponibilizado logo abaixo das instruções;
3) Navegue pelo mapa interativo, clicando em um dos países que você pesquisou;
4) Depois de clicar no país, escolha no menu ao lado a opção ENGLISH, para ouvir palavras/frases em Inglês sendo pronunciadas por pessoas daquele país ou região do país;
5) Ouça várias pessoas diferentes falando, clicando nos rostinhos que aparecem ao lado das frases, e observe se há diferença de entonação ou de sotaque;
6) Responda, aqui nos comentários mesmo, as seguintes perguntas:
a) Cite, pelo menos, cinco países que falam inglês como língua oficial ou segunda língua, SEM SER OS JÁ CITADOS.
b) Qual país você pesquisou no mapa interativo?
c) Você notou alguma diferença de pronúncia ou sotaque das palavras/frases se comparadas ao inglês estadunidense ou britânico? Explique.
d) Diga a tradução da frase em português. (NÃO VALE PALAVRA ISOLADA)
e) O que você achou da experiência de realizar esta atividade? Você considera importante compreender outras culturas e modos de se falar dentro de uma mesma língua? Por quê?

Source: shared by the participant

Finally, the activity Pedro sent to eleventh graders (Figure 8) presents a <u>video</u>[61] from the YouTube channel Tese Onze (which is famous for discussing sociological issues using popular language, with academic arguments explained by its creator Sabrina Fernandes – a Ph.D. in Sociology) about the fires in the Amazon rainforest. The video is extremely critical and has a clear political stance on the topic. After watching it, students have to answer some multiple-choice questions related to the video. In the end, they are required to answer whether they agree or disagree with Sabrina's positions and elaborate on that. This is an excellent example of an activity that requires both comprehension and production skills. Moreover, it may help students to develop critical thinking skills, which is a concept that is pervasive in the Common Curricular National Base (BNCC) for high school students.

Figure 8 – Pedro's activity (eleventh grade)

Source: shared by the participant

Considering the activities exposed in the previous paragraphs and Pedro's questionnaire and interview, it seems that he is very proficient in using technological resources in remote classes. There is an explanation for that in his questionnaire: an in-service teacher education program about the use of technological resources in classroom he took when he was teaching in a private school in another city. His activities brought technological tools (such as localingual website or YouTube videos) and also topics that are very relevant to develop students' criticality, helping to expand their awareness of the socio-cultural reality in which they are immersed. The decision of using topics that are in the immediate reality of students may have its origins in a belief stated in the questionnaire: "It is fundamental (that teachers) try to make all students interested/engaged in classes in the first place, and only then try to work on skills that involve the English language"[62]. Along with the use of digital resources such as YouTube videos and pronunciation websites, these may be strategies to foster students' engagement in remote activities.

To conclude, Pedro did not explain why he sent only one group of activities for each grade. Nevertheless, it is possible to interpret that he grants a lot of value to oral language, resembling teaching methods such as the Direct Method. Then, he appears to have a larger concern to teaching the language at a macrolevel – general comprehension and development of criticism – than at a microlevel. He does not, for example, explore lexicogrammatical issues. When it comes to legal documents, he mentions some of them several times in his interview and questionnaires, such as National Curricular Parameters and Santa Catarina Curricular proposal. However, his practices do not follow integrally any document or method, as expected. Instead, they seem to be composed of several influences gathered throughout his social interactions as a teacher, which is coherent with the Vygotskian view that this research adheres to when explaining teachers' cognition.

Alison shared only three groups of activities (nine in total) he used with his twelfth-grade students, whose ages range around seventeen years old. There were nine exercises in these three groups of activities. The distribution of these exercises in the categories vocabulary, grammar, listening, speaking, reading, writing, translation, and pronunciation is exposed on Table 06. As can be seen, vocabulary was Alison's main focus in these activities (4 of them), followed by reading (2), grammar (1), translation (1), and pronunciation (1). There were no listening, speaking, and writing activities.

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[62] In Portuguese: "É preciso tentar fazer com que todos os alunos se interessem em primeiro lugar, para depois sim tentar trabalhar habilidades que envolvam a língua inglesa."

Table 06 – Activities Alison sent to students

Main goal of the exercises in the three groups of activities

- Vocabulary (4)
- Grammar (1)
- Listening (0)
- Speaking (0)
- Reading (2)
- Writing (0)
- Translation (1)
- Pronunciation (1)

| Vocabulary (4) | Reading (2) | Grammar (1) |
| | | Translation (1) |
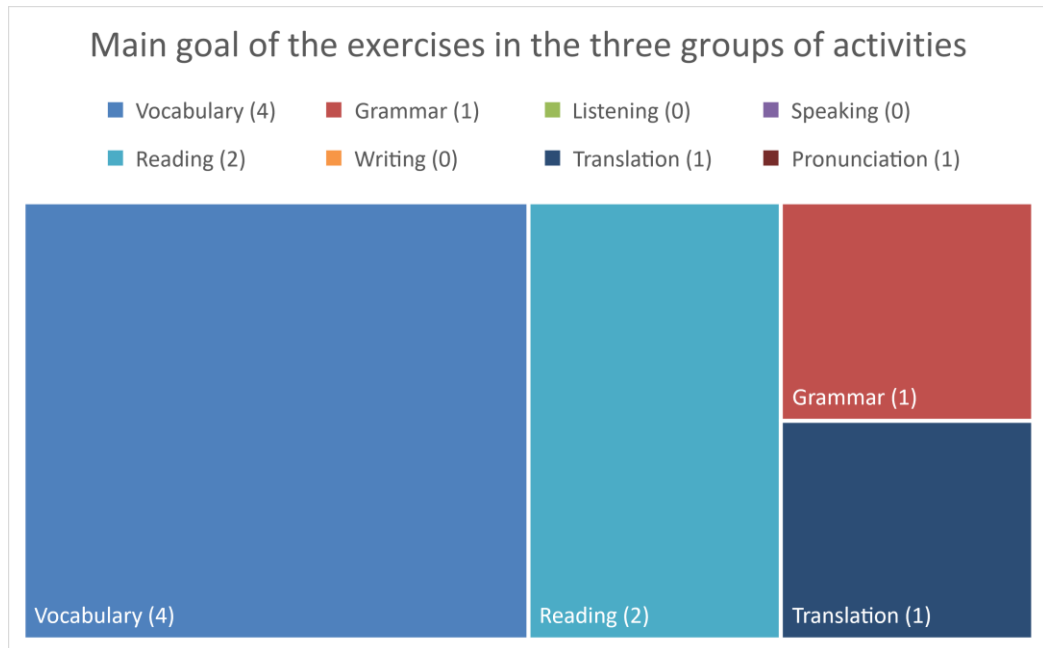
Source: the author

The activities analyzed in the next paragraphs emphasize mostly the development of vocabulary and reading in exercises that are very traditional and resemble the drilling activities seen in the Grammar-Translation method for English teaching. Moreover, the topics the activities cover seem to be too basic to twelfth graders: careers, presentations, greetings, biographies, indefinite pronouns. Figure 10 presents an example of vocabulary activity.

Figure 10 – Alison's vocabulary activity

PROFESSIONS

1. Complete each of the sentences below by matching the description with one of the following professions:

nurse, lawyer, construction worker, teacher, musician, veterinarian, police officer, firefighter, cashier, bank teller.

Ex: Michael helps sick people. He is a <u>doctor</u>.

1. Gina helps people withdraw and deposit money into their bank account. She is a _____.

2. Debbie helps catch criminals. She is a _____.

3. David helps people pay for their groceries in a supermarket. He is a _____.

4. Steve helps people learn new languages. He is a _____.

5. Patricia helps put out fires. She is a _____.

6. Rita helps sick animals. She is a _____.

7. John helps take care of patients in a hospital. He is a _____.

8. Frank works in a courthouse. He is a _____.

9. Maria plays the guitar. She is a _____.

10. Jim builds people's houses. He is a _____.

Source: shared by the participant

In the grammar activity (Figure 11), a very short and adapted text is presented. Students are then asked which indefinite pronouns appear in the text. When asked in the questionnaire if he agrees or disagrees that "EFL teaching in regular schools must always be based on the text and its social dimensions"[63], Alison answered 4 out of 5 on the Likert scale (1 being 'totally disagree' and 5 being 'totally agree'). However, the text Alison brought in the grammar activity was completely decontextualized of any social reality or communicative purpose, its only function was to highlight several indefinite pronouns. This may indicate that although this teacher agrees that grammar and vocabulary must be studied through texts and as means for sociointeraction (as recommended by Santa Catarina curricular proposal, reviewed in chapter 2), he does not seem to grasp the practical pedagogical implications of this stance.

Figure 11 – Alison's grammar activity

INDEFINITE PRONOUNS

2. Read this text:

I am lost. Nothing looks familiar. Everything looks different. There's nobody in the street. I'd really like to ask someone. I'm sure anyone could help me to get back to the city centre. But there isn't anyone here I could ask. It seems that everyone's disappeared. I think I heard something. Is there anyone there? I would do anything to get back to the city centre.

A) Quais são os pronomes indefinidos que aparecem no texto?

_____

_____

B) De modo geral, sobre o que trata o texto?

_____

Source: shared by the participant

At first glance, the analysis of Alison's activities points out a scenario that is very similar to José's: activities that are based mostly on vocabulary and short, adapted texts. However, there are fundamental differences. The contents José approaches in the analyzed activities are very basic, and this is precisely what is expected in the sixth grade of middle school, in a more contextualized manner though. On the other hand, the activities Alison sent to the twelfth grade of high school seem too basic. Twelfth-grade students already had six years of English classes in the previous school years, so one would expect that they would already know vocabulary about professions or indefinite pronouns, for example. It seems that Alison,

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[63] In Portuguese: "O ensino de inglês na escola deve ter sempre como base o texto e suas dimensões sociais"

due to the pandemic, triedto create activities that they could perform without difficulties, resorting to very basic activities.

The answers Alison gave in the questionnaire may provide an explanation for this. From his answers, it is possible to notice that this teacher is highly unmotivated and also does not feel confident about his formation. When asked about his academic background, Alison answered: "My academic formation was extremely weak in this regard. It seems to me that the university is not connected to the reality of the public school. There is a lack of interest on the part of the language departments. Teachers are not formed to teach, but to research. I ended up having to learn how to teach in practice, when I had to start my professional life. It was extremely difficult"[64]. In a difficult period such as the one the world was living, it may be the case that Alison had to base on his apprenticeship of observation – sending activities that are very traditional and common to see in classes that are based on the Grammar-Translation method.

Considering the participants' answers to the questionnaires, interviews, and the activities they chose to share for the purposes of this investigation, it seems that the practices of these teachers vary widely: José and Alison ended up sending to students activities that are really traditional in classes, such as grammar and vocabulary activities. The former sent activities that were heavily based on the textbook (possibly influenced by the novelty of the situation, José may have considered the textbook a safe place), covering the topics usually taught in the sixth grade. It is important to notice that José chose to use the more mechanical parts of the textbook, probably considering that these parts would require less teacher intervention. The latter, on the other hand, sent activities that seemed very basic for twelfth graders. It may be the case that Alison needed more time and resources for planning the transition to a remote education system, case in which his practices might have been different.

Pedro was an outlier. As he shows great command of technological resources such as Google Classroom, Google Forms, etc, he was able to create really engaging activities for students, developing their criticality and worldview. As for the work with linguistic abilities, it is possible to say that he avoided decontextualized vocabulary and grammar activities, but did not emphasize language itself and linguistic skills. He stayed at language's macro level (general

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[64] In Portuguese: "Minha formação acadêmica foi extremamente fraca nesse sentido. Me parece que a universidade não está conectada à realidade da escola pública. Falta interesse por parte dos departamentos de Letras. Os professores não são formados para ensinar, mas para pesquisar. Acabei tendo que aprender a ensinar na prática, quando tive que iniciar minha vida profissional. Foi extremamente difícil."

comprehension), whereas the other two participants stayed at the micro level (grammar rules/vocabulary). It is important to reinforce that this analysis is valid for the activities the participant chose to share for the purposes of this research. It is not possible to know if he did not work with linguistic knowledge in other activities that were not shared with this investigation.

The concerns that appear to have mediated these teachers' decisions when adapting activities from in-person classes to remote education were also different. In his interview, José said he aimed to be the clearest as possible, so he chose activities that had detailed explanations. According to him, students still had difficulties in understanding activities even with detailed instructions (that is why he chose to do synchronous moments with students). Pedro's biggest aim was to motivate and engage students, that were demotivated and afraid of the pandemic. So, he chose interesting and genuine materials and asked students' questions that required their point of view, aiming at engendering students' participation. As for Alison, his focus was to ensure that students would be able to do the activities without significant difficulties, so he applied the kind of activities that students are more used to.

As expected, teachers did not follow any method integrally. Instead, their practices had components that can be traced back to several different methods for foreign language teaching. As reviewed on chapter two, instead of considering methods as prescriptions that must be followed in classrooms, a more coherent stance to think about classroom practices is the postmethod pedagogy. Simply put, the postmethod pedagogy points out to teachers' autonomy to choose the best methods for teaching based on the social context, the sociopolitical relations, and the power issues in which teachers and students are immersed.

As for the influence of legal documents (an extensive review of their historical development can be read on chapter two) in their practices, it seems that teachers are aware of the discussions that these documents propose, but fail to effectively implement them in their practices. Regarding the influence of more general pedagogical discussions in the participants' practices, it can be said that the traditional teaching paradigm is still prevalent in the practices of these teachers, with other types of pedagogy (new school/constructivist, historical-critical, pedagogy of the competences) sometimes echoing in their discourses about teaching.

To conclude, nobody expected a situation like the COVID-19 pandemic to happen. Teachers were caught by surprise and it is important to ponder that it is not possible to be sure that their practices did not change as they got more acquainted with the challenges of remote education. Having described and commented upon analyzed the participant teachers' practices

through the activities they sent to students in remote education, in the next section I will approach their stated beliefs.

4.2   ON TEACHERS' STATED BELIEFS

After analyzing teachers' practices, the following paragraphs will be dedicated to a deeper analysis of the participant teachers' stated beliefs, as instantiated in their questionnaires and interviews. According to Johnson (1999, p. 30), "our beliefs shape our representations of reality and guide both our thoughts and our behaviors". Beliefs are filters through which we interpret and act on our reality. Since they are formed by our experiences and are stored in our episodic memory, they are harder to scrutinize and therefore to change. Johnson (1999) points out that beliefs are "the rock teachers stand on" when they need to make sense of their teaching realities.

From a Vygotskian perspective, beliefs can be considered "psychological tools that mediate the formation and development of concepts about teaching and language teaching" (BARAHONA, 2014, p. 117). As with every other mediational means, beliefs are socially constructed, emerging in the social context and then being assimilated by the individual, who appropriates it, modifies it, and finally internalizes it. It is fundamental to understand the beliefs teachers carry with them since they will mediate their practices and future cognitive development.

A unanimous belief among these teachers is the low level of English proficiency among public school students. It is a rather emblematic belief in Brazil that public school students have low linguistic abilities in English. Indeed, a unanimous belief among these teachers concerns the low level of English proficiency among their students, no matter which grade they belong to. As EFL teaching in public schools is not leveled by linguistic proficiency but by school year, it is hard to tell if this belief is coherent with reality or used to justify the use of students' native language in classes. José and Alison even say in the questionnaire that the lack of leveling is detrimental to English classes, that would be more productive if students were leveled according to their English abilities. Pedro states the same belief in the interview.

When it comes to the use of the students' native language in classrooms, the teachers' beliefs expressed in the questionnaire match their practices in the activities they sent to students. All three teachers disagreed with the following statement: "I try to use the student's mother tongue for as little time as possible in the classroom". When asked in the interview, they all

stated that students' native language is fundamental when teaching students with low levels of proficiency in English. Alison summarizes the issue in the following way: "In my opinion, there is no way to teach English without using their [students'] native language in the classroom, especially in the context of a public school. Students' language proficiency in the foreign language is limited"[65]. This belief is highly noticeable in the activities analyzed in the previous section, whose instructions were almost always in Portuguese.

As discussed in the previous section, José's activities were based mostly on the textbook. In the interview, it was possible to see very different opinions about textbooks among the participant teachers. José uses the National Textbook Program (PNLD) and likes the activities the book presents. Nevertheless, when adapting activities to students in remote education, he chose to use only more 'mechanical' activities, probably considering that these activities would be easier for students. One possible reason for this is the fact that the texts presented in these textbooks are always authentic and therefore more complex. It might have been the case that the teacher considered the students would need more intervention than he would be able to provide in remote education to benefit from the texts PNLD textbooks provide.

On the other hand, both Pedro and Alison do not use the textbook in remote education activities, but for different reasons. The biggest issue Pedro has with textbooks is that they are fully written in English. According to him, this scares students with low linguist proficiency in English. Alison believes that the books have contents that are not adequate to students' knowledge, not only in terms of linguistic proficiency but in terms of topics and texts genres. He even says that PNLD's English textbooks are 'out of students' reality'. These beliefs seem to underestimate students' abilities and also contradict the foundations of PNLD, which were reviewed in the second chapter of this thesis.

Something that was very frequent in questionnaires and interviews was the teaching of listening and speaking of English. They all agree that teaching listening and speaking is really important to students' lives, but do not do so for different reasons. José does not see how to teach these abilities in an online environment, where students do not interact. His activities, as seen in the previous section, are based mostly on the textbook's vocabulary and grammar activities. However, the teacher said he does speaking activities with students in his in-person classes. Pedro, on the other hand, saw the remote classes as an opportunity for developing students' listening skills by sending them YouTube videos. However, he did not see how to

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[65] In Portuguese: "Na minha opinião, não há como ensinar inglês sem usar a língua materna em sala de aula, principalmente no contexto de escola pública. A proficiência linguística na LE dos alunos é limitada."

develop their speaking abilities. Alison admits that he would like to teach more oral skills, but does not feel confident to do so.

To justify the shortage of activities that develop students' oral skills, the teachers mentioned the fact that National Curricular Parameters (1998) stated that EFL school teaching had to focus on reading in the foreign language. The document claims that reading is the most useful ability for public school students since they can use it in their immediate reality: in university admission exams and job selections. This view is not prevalent in the EFL community anymore and other legal documents – such as BNCC – superseded the National Curricular Parameters, as mentioned in the chapter of review of literature. Nevertheless, the belief it created in teachers, that EFL teaching in schools should focus on reading, seems to be alive yet. Yet, they did not seem to place emphasis on reading activities either.

To conclude, it is important to highlight that these beliefs, that mediate teachers in their actions and thinking, are socially and historically built, in line with Vygotsky's thinking that human cognition is shaped by social interaction (with an undeniable biological base). The review of literature of this thesis brings the historical development of methods for foreign language teaching, legal documents that helped to shape English teaching in Brazil, and Brazilian pedagogical debates, all of which may influence the constitution of EFL teachers' beliefs in Brazil. Moreover, it is fundamental for teacher education programs to understand the mediation that teachers' beliefs exert on student teachers, meaning this must be seriously considered in the mission of developing academic concepts that empower teachers with robust and articulated academic knowledge that could reshape preexisting beliefs.

Having described some of the teachers' beliefs, I will now discuss the role of academic knowledge-base in the mediation of teachers' practices and sayings.

4.3   ACADEMIC KNOWLEDGE-BASE AND TEACHING

This section aims at examining the differences and similarities between the practice of EFL teachers from public schools and the academic knowledge-base they are likely to have gained throughout their teacher education programs. The knowledge-base of foreign/second language teacher education is, roughly speaking, what encompasses being a foreign language teacher, what this student-teacher must know in order to consider himself/herself a teacher. Fandiño (2013, p. 85) succinctly puts that the foreign language teacher education knowledge-base is the knowledge "teachers construct and develop [...] from the interplay of content,

pedagogy, context and curriculum.". A more detailed review of the historical development of this concept is presented in chapter 2, section 4.

Freeman (2020, p. 12) argues that globalization has profoundly changed the ways people think about English teaching around the world. Moreover, he points out that

> the vast majority of English learners are now studying in public-sector classrooms around the world that are target-language removed. Teaching in these classrooms is often described as 'traditional', 'conventional', and 'teacher-fronted'. Many in this ELT teaching force are described as 'under qualified' according to global professional views of ELT practice, and are often criticized as such in public opinion and local media.

The author goes on by suggesting that while these teachers are required to do 'a better job', there is rarely a clear definition of what 'better job' is. This scenario is easily identifiable in Brazilian reality. There is a public feeling of depreciation towards regular school English teachers, ignoring the historical development that led to the current stage of development of these teachers' practices. For example, Fragoso and Monawar (2012) identified that one of the reasons that make EFL classes in regular schools less attractive to students than the ones offered by private institutes is the focus on reading. But how can one blame teachers for focusing their practices on the development of reading abilities if National Curricular Parameters (1998) explicitly stated that this was the goal of EFL classes in regular schools? Even though this document is not in effect anymore, it still influences the practices of teachers across the country since it has created a belief in them. The participants of this study are a clear example of this.

Universities' foreign language teacher education programs in Brazil have been trying to evolve in teachers' scientific knowledge that would be able to adapt to the different contexts needed for teachers' work, overcoming traditional teaching knowledge that comes with the apprenticeship of observation and beliefs that are not in line with the more modern practices in the profession. Such academic knowledge seems to make sense to student teachers. However, when they enter the profession, it seems that they cannot avoid abandoning part of the academic knowledge and returning to their previous practices and beliefs, that are ingrained in their thoughts (DELLAGNELO, 2009). In the following paragraphs, I will analyze how the practices and beliefs of the participant-teachers may have been (or have not been) influenced by the formal teacher education they had.

José has a teaching degree in English and a Master's degree in English. It is important to highlight that although his master's program is not focused on English teaching per se, José investigated questions related to English teaching and learning in his thesis. It is possible to notice an academic tone in the answers of the questionnaire and interview, and the teacher

seems to have well-articulated academic knowledge. Nevertheless, by analyzing the activities he sent to students, it is possible to notice that the academic concepts he worked with in his master thesis played a minor role in his remote teaching practices, being the textbook the greatest 'driving force' of his activities.

Pedro has a teaching degree in Portuguese and English. Some universities in Brazil offer a double teaching degree: in Portuguese and English. There are some criticisms of this type of degree in academia, the biggest one being the fact that teaching a native language and a foreign language are radically different undertakings, and one of them (usually the foreign language) may be neglected in this kind of course (GIMENEZ; FURTOSO, 2008; PAMPONET; OLIVEIRA, 2016, 2018). This does not seem to disturb Pedro, who teaches both subjects at the same school. Moreover, he has two specialization courses and is also getting a third teaching degree in Spanish as a foreign language. It seems that Pedro feels more comfortable teaching foreign languages than his native language, which can be noticed in his sayings about teaching and also in the fact he aims at teaching one more foreign language soon. A crucial factor for this teacher seems to be the in-service teacher education courses he was offered in his career, which allowed him to be confident about his own practices.

Alison also has a teaching degree in Portuguese and English, and also has a master's degree in Portuguese school teaching. It seems that the criticisms pointed to double teaching degrees (Portuguese and English) may have an element of truth in Alison's professional history. He teaches Portuguese and English but does not feel confident enough in English teaching. As a result, in the difficult moment of having to switch to remote lessons, he ended up resorting to traditional teaching – that he has probably brought from his apprenticeship of observation – and to topics that are easily teachable (such as the ones presented in section 4.1, i.e., 'presenting yourself', etc.). The academic knowledge the university tried to build on him was apparently not articulated enough to empower him with strategies to overcome the difficulties faced in the period of remote education.

All in all, it seems that the academic concepts that the participating teachers' graduate programs tried to evolve on teachers were not convincing enough to make them appropriate such concepts and have them play some role in the mediation of their teaching practices. For many years, Brazilian universities have tried to empower teachers with academic knowledge that could help them to overcome traditional practices in EFL teaching and adapt their practices to the needs of their students in line with the scientific knowledge in the field. However, it seems that sometimes other factors make teachers abandon these academic principles and adjust

to challenging situations in ways that not necessarily conform the theoretical foundation learned at university. In the specific case of the teachers who participated in this study, it seems that only in Pedro's case the academic knowledge of the area played a role in the observed activities. Yet, there were gaps. When it comes to their sayings about teaching, both José and Pedro have shown the influence of their academic background in the questionnaires and interviews.

It is paramount to develop strategies in the area of foreign language teacher education so as teachers can internalize academic knowledge, using the concepts learned in universities as tools for the actual teaching practices in classrooms. Otherwise, other tools will exert stronger mediation in teachers' practices, annulling part of the efforts teacher education programs have done to develop scientifically educated teachers and potentially hindering EFL teaching in schools. A possible solution for this phenomenon may lie in an expansion of the Vygotskian concept of mediation, which will be approached in the next section.

4.4 WHAT MEDIATES EFL TEACHERS' PRACTICES?

The general research question of this research is 'what mediates EFL public school teachers' pedagogical moves in terms of their behaviors and beliefs?'. Aiming to answer it, I will draw on a theoretical expansion of the Vygotskian concept of mediation that is specific to the area of EFL teacher education. After that, I will discuss its implications for foreign language teacher education so as to finally go into the data, analyzing it to answer the aforementioned general research question.

Mediation, in Vygotskian sociocultural theory, is the "link between social and historical processes, on the one hand, and individuals' mental processes, on the other. It is because humans internalize forms of mediation provided by particular cultural, historical, and institutional forces that their mental functioning is sociohistorically situated" (WERTSCH, 2007). This is the very reason why I chose to investigate some of the forces that make the bridge between the socio-historical contexts teachers face in their practices and their mental activity, or in the other words, the mediational means acting on teachers' practices.

By investigating the historical and social forces that shape teachers' mental lives on what concerns their profession, foreign language teacher education programs can be more effective in the mission of empowering teachers with knowledge that is articulated and consistent enough to adapt to the different challenges and situations that may appear in their teaching life. Before analyzing what exerted mediation in teachers' practices, I will comment

in the following paragraphs on an expansion of the concept of mediation that may be particularly useful in foreign language teacher education.

A particularly common form of mediation is the one exerted by the guidance of a more experienced other. In learning how to teach, this type of mediation is fundamental to break the cycle of pre-conceived beliefs that student-teachers bring from the several years in classrooms in the role of students (what Lortie (1975) called 'apprenticeship of observation'). Johnson and Dellagnelo (2013) highlight that the mediation provided by teacher educators generates better outcomes in fostering teachers' expertise when it is strategic, that is, when it is "goal-oriented mediation, meaning guidance provided as the learner engages in real and contextualized activity" (ROSA, 2016, p. 36). Johnson and Golombek (2016) came up later with the concept of responsive mediation that captures the idea that teacher education mediation must be contingent on teachers' needs, dynamic to answer to changes in these needs, and located within teachers' ZPD (this concept is reviewed in chapter two).

The answer to the aforementioned research question is paramount in teacher education because for mediation to be strategic and responsive, it is fundamental to know how teachers act, what mediates their actions and what they think about their practices, considering that their acts and thoughts about their practices are products of their social milieu. Therefore, one of the goals of this investigation is to contribute to the quality of the strategic/responsive mediation provided to foreign language teachers by investigating which other factors mediate on teachers' practices so that teacher-educators can act responsively to teachers' needs.

Considering the discussions in the previous paragraphs and also the extremely adverse context for teaching in 2020, I identified the following means of mediation in the participant teachers' professional practices and sayings: i) the traditional apprenticeship of observation; ii) textbooks; iii) beliefs about teaching; and iv) academic knowledge from teacher education programs. I will discuss more about each of them in the following paragraphs.

As for the first means of mediation, it is possible to notice in the activities observed in section 4.1 that the phenomenon explained in the course of this thesis ('apprenticeship of observation') played an important role in the practices of these teachers during the pandemic. A good portion of the activities that these teachers sent to students in remote education involved exercises for the practice of grammar rules and translation. As commented earlier, this is not the knowledge-base that the university tries to form and establish in its students. It may be the case that in a challenging moment like the COVID-19 pandemic, where students and teachers had limitations in their interactions, these teachers opted for this kind of activity because

students could do it by themselves without sustained support or interaction with the teacher or peers. Nevertheless, it is not possible to verify with the collected data if their practices changed insofar as they got more acquainted with remote education.

The textbook also played a role in the case of José. The process of adapting the activities (that were planned to be done in-person) sought to eliminate the need for interaction with colleagues and also to simplify the instructions as much as possible. The other teachers do not like the textbook, claiming that it is too advanced for their students.

As expected, beliefs played a strong role in the mediation of teachers' practices and sayings. The belief that students of public regular schools have a low level of proficiency in the foreign language led these teachers to create activities that had their instructions in Portuguese most of the time. The belief that classes must be engaging above all led one of the teachers to search for videos that would engage students in the proposed activities. As summarized by Johnson (1999, p. 30), "our beliefs shape our representations of reality and guide both our thoughts and our behaviors". To scrutinize these beliefs, to confront them, and try to reshape them in line with sound knowledge in the area of language teaching is an important part of teacher education programs.

More complex is the role of academic knowledge in the mediation of teaching. It seems that in only one of the participant teachers the academic knowledge from an in-service teacher education program played a major role in mediating his practice. One of the teachers even said in the questionnaire that the teaching program he went to in university did not prepare him for teaching at all. This points to an alarming scenario: it may be the case that some EFL teacher education programs (pre or in-service) in Brazil are not being able to develop in future EFL schoolteachers knowledge articulated enough for them to overcome the spontaneous, fragmented, and imitative character of their apprenticeship of observation and pre-conceived beliefs about teaching. It is paramount that teacher education programs empower teachers with the ability to critically reflect on their practices, being able to justify their pedagogical behaviors in light of sound theoretical knowledge.

The findings presented in the previous paragraphs are coherent with the literature reviewed in the course of this thesis. Following a Vygotskian perspective, the cognition of teachers is shaped by the social interactions that teachers go through in their lives. The concept that bridges teachers' social and historical contexts and their mind is mediation. By finding out which factors exerted mediation on teachers' practices and trying to describe the historical development of these factors, it was possible to notice that teachers are indeed not 'blank slates'

that could be easily molded as teacher education considered before (as reviewed in section 2.4), instead they are subject to a multiplicity of social and historical contexts, which requires teacher education programs to empower them with sound theoretical/scientific knowledge so that they could adapt it to serve their practices as their contexts demand. Having analyzed the collected data, in the next chapter I bring the conclusions of this study, the limitations, and some suggestions for further research.

5 FINAL REMARKS

In the first section of this closing chapter, I briefly summarize the findings of the previous chapter and highlight important results of this research for the field as well as their pedagogical implications for the foreign language teacher education area. In section 5.2, the goal is to acknowledge some of the limitations of this study and to suggest some paths for further research in the area.

5.1 CONCLUSIONS OF THE STUDY AND PEDAGOGICAL IMPLICATIONS

The findings described in the previous chapter are summarized while answering the research questions of this study.

Specific Research Question 1: How do the participating teachers' behaviors characterize as instantiated in their pedagogical moves?

The activities the participant teachers shared with me may provide a small glimpse of their behaviors as teachers. In the difficult situation of adapting in-person classes to remote education due to the COVID-19 pandemic, each of the three teachers resorted to different strategies and had different concerns (influenced by their beliefs) when sending the activities to students, as summarized in Table 6.

Table 7 – Strategies and concerns for remote education

Teacher	Concerns (beliefs) influencing the creation of the activities	Strategy to the remote education
José	Students' difficulties for understanding the instructions/lack of digital literacy.	Adapting the activities from the textbook, with detailed instructions and synchronous moments (that were not mandatory).
Pedro	Students' demotivation.	Finding digital materials with topics that would engage students in the proposed activities.
Alison	Students' demotivation as a result of not being able to do activities	Simplifying activities.

Source: the author

Specific Research Question 2: What are the participating teachers' beliefs as instantiated in their texts and in their practices?

Far from the intention of exhausting these teachers' beliefs, this investigation found some beliefs that were recurrent in their sayings. First, the belief that students in public regular school settings have a low level of linguistic abilities in English, regardless of their age or school grade. This can be considered a belief since no placement test has been conducted with students. Second, the belief that in regular schools the use of Portuguese in class is essential due to students' low level of English. Third, the belief that classes would be more productive if students were divided into groups with similar levels of linguistic abilities instead of similar age. Fourth, the belief that textbooks of Brazilian public schools are too advanced for students (this belief was shared between two out of three teachers). Fifth, the belief that teaching listening and speaking is important (although virtually not taught in the analyzed activities). Sixth, the belief that the role of EFL teaching in schools is supposed to be the teaching of reading, as stated in Brazilian National Curricular Parameters (1998).

This last belief is an interesting example of the historical and social nature of beliefs. Brazilian National Curricular Parameters (1998) is an outdated official document and other documents such as the Common National Curricular Base (2017) or Santa Catarina's curricular proposal (2014) superseded it, changing the official orientation about the goal of EFL classes in regular school. Nevertheless, it still influences teachers' beliefs, as shown in this research's data.

Specific Research Question 3: What are the differences and similarities between the practice of EFL teachers from public schools and the academic knowledge-base they are likely to have gained throughout their teacher education programs?

The data of this research has shown that academic knowledge did not play the most important role in the practices of these teachers. Alison even went as far as to criticize the teacher education program he went to, saying that it did not prepare him for actual teaching. José, the only one of them that has a master's in the area of English (Alison has a master's in Portuguese school teaching), did not use the concepts he worked with in his master's thesis in his teaching practice in remote education.

The only situation in which I could identify the mediation of current academic knowledge in their practices was in Pedro's use of digital resources. Compared with the other teachers, Pedro's activity seemed to be thought specifically for online classes, whereas the other

teachers adapted in-person activities to the online environment. The reason for that can be found in the questionnaire: Pedro participated in an in-service teacher education program that tackled issues related to technology and foreign language teaching. It seems that this teacher education program was able to create in this teacher confidence to act in remote education. In fact, Pedro was the only teacher who did not feel uncomfortable with online platforms and could use them proficiently.

Finally, the three Specific research questions answered in the previous paragraph lead us to the answer to the **General Research Question:** What mediates EFL public school teachers' pedagogical moves in terms of their behaviors and beliefs?

By analyzing the data of the questionnaires, activities the teachers sent to students in remote education, and interviews, I could identify four means of mediation in the practices and sayings of these teachers: i) the traditional apprenticeship of observation (more prevalent in two out of three teachers); ii) textbooks (very important for one of the teachers and not present in the other two); iii) beliefs about teaching (present in every teacher since possessing beliefs about teaching are part of being a teacher); and iv) academic knowledge from teacher education programs (important for only one of the teachers, not so relevant in the other two teachers' practice).

The pedagogical implications of these findings for the area of foreign language teacher education are: i) the reinforcement that, in the same way Vygotsky claimed that learning in general is a social process, learning to be a teacher is also social – shaped by the social interactions and the milieu teachers are inserted. Therefore, teacher education programs must recognize this, focusing on strategies that involve mediation that is responsive to teacher needs and considers teachers' beliefs and history; ii) in challenging situations, teachers are likely to abandon principles of their academic knowledge about teaching and resort to traditional strategies in order to cope with the difficulties. With that in mind, in-service teacher education programs could invest in strategies that provide teachers with tools to adapt their activities to different moments – such as the one needed for remote classes, for instance; iii) the relation between regular school EFL teacher and the English textbook is not always an easy one. Two out of the three teachers that participated in this study did not use the textbook in their classes. In-service teacher education programs could help teachers to use the textbooks in a more effective way, as they are pedagogical tools that are ubiquitous in Brazilian public schools and are easy for students to manipulate.

5.2   LIMITATIONS AND QUESTIONS FOR FURTHER RESEARCH

In this section, I comment on some limitations of this study. In the final paragraphs, I suggest some questions that would be relevant to investigate in further research.

Some of the limitations of this research are direct consequences of the COVID-19 pandemic. When this investigation was first being designed, in early 2019, COVID-19 did not exist yet. The project was submitted to the ethics committee in January 2020. In February, the virus started to spread across Brazil. Public schools were closed and by that time nobody knew what would happen to classes in regular schools. After one month of completely closed schools, activity started to resume through distance education platforms. The modality of distance education generated problems in this investigation. The plan was to observe classes. However, in 2020, Santa Catarina state schools opted for a model of distance education that was composed only of asynchronous activities. Teachers had to send activities to students, that were supposed to do it at home and then submit it to teachers' feedback. This was being done in two different ways: students that had a proper internet connection at home done the activities through an online platform called Google Classroom. Students that did not have a proper internet connection had to go to the school every fifteen days in order to take the printout activities home, and then hand in these activities back after two weeks.

Since students were not having synchronous online classes, the only option was to observe the asynchronous activities teachers sent to students. And that is a limitation of this study: since there was no way of directly enrolling the researcher in the Google Classroom platform, teachers sent the activities to his personal e-mail and therefore could select the activities they shared with him. As a result of that, it was not possible to verify whether the practices reflected the whole picture of the teachers' practice. As the analyzed activities were sent to students at the beginning of the remote education system, it may be the case that teachers have changed their practices insofar as they got more comfortable with this new system.

Another limitation of the present study is the size of the sample. It has only three participant-teachers. A fourth participant volunteered to participate, but after several unanswered contacts she stopped being considered as a participant and her data was not used. One may argue that the small number of participants may compromise the generalizability of the results, but this claim ignores that public-school contexts are so diverse that even if the study had a larger number of participants, results may still not be generalizable. In fact, the richness of Vygotskian studies on teacher education is the particularities of the participant-teachers,

which mediate their singular relation with the universality of the context in which they are immersed. However, the small number of participants is a limitation inasmuch as a larger number of participants could bring more interesting questions to discuss and represent a larger number of teaching contexts.

The unwillingness of participating in this study has probably three main reasons: i) excess of work that the migration from in-person classes to online classes brought to state-school teachers; ii) discomfort in having their work analyzed, especially in a stressful moment such as the beginning of a pandemic; iii) easiness of ignoring online calls for participating in research projects.

As for the first reason, it was possible to see in the interviews that teachers were tired and overworking. In a period of only one month, teachers had to learn how to use Google Classroom, create online activities with barely any support, and also participate in online meetings through platforms such as Zoom or Google Meet, which were never used in public-school education before the pandemic. In addition to that, the world was living a period of intense fear and uncertainty with the spread of COVID-19, which affected teachers' mental health, leading to stress and demotivation (GEWERTZ, 2021).

Regarding the second reason, this was foreseen in the research design and the researcher made efforts to ensure teachers that they would not be judged in any way and that the results of the study would not affect their jobs. Nevertheless, it seems undeniable that this may have had an effect on the willingness of participating in this investigation. It is not easy to put our work under scrutiny on normal days. In a time when nobody is sure about what must be done and about what entails "remote education", it gets even harder.

The third probable reason for the limited number of participants in this research is that the whole process of finding participants was conducted online, without any in-person contact due to the pandemic of COVID-19. It is easier to establish trust between the researcher and participants when an in-person conversation is possible. As this was not the case, the researcher resorted to WhatsApp and Facebook groups that had state-school teachers, and also e-mailed all state-schools in Florianópolis. Only four teachers answered and only three accepted participating in the research. Presumably, if the researcher had had the opportunity of going to schools and talk to teachers in person, a larger number of teachers might have been interested in participating.

One final limitation is the fact that the present work only examined the beliefs and practices of teachers, but did not act upon this reality in order to make teachers develop from

it. Although the researcher recognizes that foreign language teacher education must be transformative to teachers' (JOHNSON, 2009; JOHNSON; GOLOMBEK, 2003, 2016) it was not possible for the researcher to act as a teacher-educator for some reasons:

i) the pandemic of COVID-19 brought difficulties to interactions between researcher and participant-teachers. The need for remote education is new and there is not much research on how to provide responsive mediation (JOHNSON; GOLOMBEK, 2016) to foreign language teachers through remote education tools, where the interaction between teacher and teacher educator is restricted. This would be an almost new undertaking and would require a lot of planning in order to succeed, something that was not possible due to time constraints;

ii) this thesis is the result of a master's program that was supposed to last two years, with the first year dedicated to attending classes and the following year dedicated to the execution of the investigation. However, the year when this investigation took place (2020) was extremely troubled and thus there would be no time to analyze teachers' practices, beliefs and still provide mediation that is relevant for their teaching contexts (especially considering that their teaching contexts were mostly uncertain since never in recent history schools were forced to close due to a pandemic);

iii) the difficulty in finding participants would be increased if teachers had to engage in activities of reflection about their practices because this is always a demanding activity that requires time and dealing with the emotions that appear in the process. Time was limited to teachers in 2020 due to their increased workload and, as already mentioned, their emotions were probably troubled too due to the adverse conditions they were facing.

After describing what I perceive as the most relevant limitations of this study, in the following paragraphs I will provide some suggestions for further research in the field of foreign language teacher education.

One cannot help thinking how the results of this research would be different if the model of remote education chosen in 2020 included synchronous classes through video platforms such as Zoom or Google Meet. Synchronous classes are now part of remote classes in 2021 and it would be really important to study how teachers work on those classes, which pedagogical moves they use, and what is the reasoning behind their practices and sayings.

Another relevant research would be to investigate the nature of the interactions observed in the remote classes and how they compare to the ones observed in in-person classes. This is possible since as of 2021 some schools are working in a mixed way: students go to in-

person classes in one week and attend remote classes in the following. It would be interesting to compare their pedagogical moves in both models and the reasoning for that.

In the results of this study, it is possible to see that José resorted to the textbook as a means of mediation in the difficult situation of having to create activities to remote education from zero. Agnoletto (2019) investigated the role of interaction with a more experienced peer (e.g teacher educator) in how teachers develop their understandings regarding English textbook use. Agnoletto's study investigated how a university-sponsored EFL course teacher developed his/her understanding of Interchange (a famous textbook used for EFL courses around the world) teaching manuals. Results are likely to be very different in a public-school context, since PNLD (National Textbooks Program) texts books for English are not so based on Communicative Language Teaching (CLT), favoring a more social-interactionist view of language teaching that emphasizes the work organized around speech genres. Thus, it would be very interesting to see a study similar to Agnoleto's (2019) but focused on public-school EFL teachers.

Finally, it is relevant to state that even though in-person classes resume in the near future, remote education is something that probably will not be completely abandoned. Tools like Google Classroom, Google Meet, and Zoom are very useful for in-person classes and are likely to be incorporated in public-school teaching. Therefore, it is really important to provide teachers with adequate teacher education to work in remote education settings and then study how teachers develop their understandings on this topic with the strategic mediation of the teacher educator. The development of teachers' cognition could be traced through a Vygotskian microgenetic analysis, unveiling how the mediation provided by the teacher educator led to new and more robust understandings for teachers.

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APPENDIX A – Questionnaire

Vamos lá...

Nesta parte do questionário, você responderá a algumas perguntas sobre as suas concepções pedagógicas e sobre a sua própria prática profissional. Leia os enunciados e assinale sua posição na escala de 1 a 5. Lembre-se de que não existe resposta certa ou errada aqui. Queremos saber como você realmente pensa/se sente. Não se esqueça de clicar em Enviar ao final do preenchimento.

1) Como você se sente com relação às seguintes afirmações: I- "[...] A formação humana dos indivíduos é prejudicada quando verdades, que poderiam descobrir sozinhos, lhes são impostas de fora, mesmo que sejam evidentes ou matemáticas: nós os privamos então de um método de pesquisa que lhes teria sido bem mais útil para a vida que o conhecimento correspondente!" (PIAGET, 1998, p. 166);
II- A função primordial da escola não é a difusão do conhecimento acumulado historicamente pela ciência, filosofia e artes de forma sistematizada, e sim fomentar nos alunos a curiosidade e o espírito de pesquisa de forma que os alunos construam os seus conhecimentos de forma autônoma, com mínima intervenção do professor.

	1	2	3	4	5	
Discordo totalmente	◯	◯	◯	◯	◯	Concordo totalmente

2) Como você se sente com relação à seguinte afirmação: "A difusão de conteúdos acumulados historicamente pelas ciências, artes e filosofia é uma das tarefas primordiais do processo educativo em geral e da escola em particular".

	1	2	3	4	5	
Discordo totalmente	◯	◯	◯	◯	◯	Concordo totalmente

3) Como você se sente com relação à seguinte afirmação: "O papel da escola é formar um indivíduo flexível, capaz de responder às necessidades da sociedade atual, que está em contínuo processo de mudança. Isto deve ser feito através do ensino de competências, isto é, formas de resolver problemas apoiadas em conhecimentos, mas não limitadas por eles".

	1	2	3	4	5	
Discordo totalmente	◯	◯	◯	◯	◯	Concordo totalmente

4) Como você se sente com relação à seguinte afirmação: "A gramática do inglês deve ser ensinada de forma indutiva, isto é, deve-se apresentar os exemplos para os alunos e eles devem generalizar a regra a partir dos exemplos apresentados. Regras gramaticais nunca devem ser apresentadas de forma explícita".

	1	2	3	4	5	
Discordo totalmente	◯	◯	◯	◯	◯	Concordo totalmente

10) Durante a sua formação acadêmica, como você foi ensinado a dar aulas de inglês? Como a sua formação contribuiu para a sua atuação como professor?

Texto de resposta longa

11) Como você acredita que devem ser boas aulas de inglês? O que é ser um bom professor de inglês? Por quê?

Texto de resposta longa

12) O que você acredita que é uma aula de inglês ruim? Por quê? *

Texto de resposta longa

13) Como fatores ambientais (estrutura, disponibilidade de materiais, etc.) e organizacionais (número de turmas, organização do trabalho escolar) afetam a sua prática em sala de aula?

Texto de resposta longa

14) De que maneira os documentos norteadores da educação nacional (PCNs, BNCC, etc.) e estadual (Proposta Curricular de SC, Currículo Base do Território Catarinense) afetam as suas práticas em sala de aula?

5) Como você se sente com relação à seguinte afirmação: "Tento usar a língua materna do aluno o menor tempo possível em sala de aula".

	1	2	3	4	5	
Discordo totalmente	◯	◯	◯	◯	◯	Concordo totalmente

6) Como você se sente com relação à seguinte afirmação: "Uma boa aula de inglês deve necessariamente priorizar as oportunidades de interação aluno-aluno, com o professor falando o menos possível".

	1	2	3	4	5	
Discordo totalmente	◯	◯	◯	◯	◯	Concordo totalmente

7) Como você se sente com relação à seguinte afirmação: "O objetivo principal do ensino de inglês na escola deve ser o desenvolvimento das habilidades de leitura e escrita".

	1	2	3	4	5	
Discordo totalmente	◯	◯	◯	◯	◯	Concordo totalmente

8) Como você se sente com relação à seguinte afirmação: "O ensino de inglês na escola deve se focar em ensinar a como se comunicar na língua estrangeira em diferentes situações, evitando o foco no ensino de formas linguísticas, já que o aluno pode sabê-las e ainda assim não conseguir usar a língua".

	1	2	3	4	5	
Discordo totalmente	◯	◯	◯	◯	◯	Concordo totalmente

9) Como você se sente com relação à seguinte afirmação: "O ensino de inglês na escola deve ter sempre como base o texto e suas dimensões sociais".

	1	2	3	4	5	
Discordo totalmente	◯	◯	◯	◯	◯	Concordo totalmente

Há algum comentário que você gostaria de fazer sobre as perguntas 1-9? Há algo que você gostaria de acrescentar sobre a sua prática docente?

Texto de resposta longa

A partir de agora, as respostas serão abertas visando conhecer melhor suas opiniões/ideias. Preencha o questionário em língua portuguesa e tome o tempo que precisar! Lembre-se que não existe resposta certa ou errada.

15) Como você avalia as formações continuadas recebidas na(s) sua(s) escola(s)? Qual o impacto delas na sua prática profissional?

Texto de resposta longa

16) O que você gostaria que os seus alunos atingissem ao final de suas aulas? Em que medida você consegue ver isso na sua prática?

Texto de resposta longa

17) Há algo que você gostaria de mudar nas suas práticas profissionais? Por quê? *

Texto de resposta longa

18) Para você, o que é língua(gem)? Na sua opinião, como a resposta da pergunta anterior influencia as suas escolhas quanto a sua prática em sala de aula?

Texto de resposta longa

APPENDIX B – Consent Form

Olá, bem vindo ao projeto Práticas de ensino de professores de inglês de escolas públicas: o que medeia suas decisões pedagógicas. Se você é professor de Língua Inglesa da Rede Estadual de Ensino de SC e atua na cidade de Florianópolis, poderá ajudar a conhecer melhor a nossa profissão respondendo a este questionário. Leia as perguntas e respostas abaixo e preencha os dados solicitados para participar.

1) Quem conduz este estudo?
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 seu pesquisador assistente Paulo Thiago Piazza (aluno de Mestrado no Programa de Pós-Graduação em Estudos Linguísticos e Literários - PPGI - da Universidade Federal de Santa Catarina).

2) Qual o objetivo da pesquisa?
O objetivo deste estudo é conhecer que fatores medeiam as escolhas dos professores no que se refere às suas práticas profissionais, de modo a fomentar a ação da Universidade no que respeita à formação de professores a fim de promover uma conduta mais adequada aos contextos e às práticas de ensino de língua inglesa nas escolas públicas, da maneira como elas efetivamente acontecem, ao invés de considerar práticas idealizadas (como deveriam acontecer).

3) O que será preciso fazer para participar da pesquisa?
Para a realização deste trabalho, você será solicitado a participar das seguintes tarefas: (1) responder a um questionário (disponível na próxima página) sobre as suas práticas profissionais; (2) compartilhar com o pesquisador, que entrará em contato com você através do e-mail informado, as atividades que você tem disponibilizado para uma de suas turmas na plataforma Google Classroom; (3) participar de uma entrevista semi-estruturada realizada de maneira remota. Nessa entrevista, discutiremos algumas respostas do seu questionário e questões relativas à sua prática profissional. O tempo estimado para responder o questionário é de 15 minutos. O tempo estimado da entrevista é de 10 minutos.

4) Existe algum risco em participar desta pesquisa?
Os riscos de participar dessa pesquisa são improváveis. Caso ocorram, podem incluir cansaço, falta de motivação, desconforto, constrangimento ou alterações de comportamento durante o questionário ou entrevista, ou alguma outra questão de ordem pessoal que você venha a sentir por participar das atividades desta pesquisa de pequena escala.

5) Minhas respostas serão avaliadas?
O estudo não busca avaliar o professor, mas sim conhecer as suas práticas e a razão que as motiva a fim de instruir a ação da Universidade quanto à qualificação do docente em língua inglesa, contribuindo, assim, para que essa instituição empreenda um processo de formação que leve a termo discussões teórico-conceituais de fato pertinentes às necessidades e eventuais lacunas dos professores e que tenham implicação e repercussão na prática pedagógica desses profissionais.

6) Quais são os benefícios em participar dessa pesquisa?

Não há benefícios diretos e instantâneos para o participante decorrentes da participação nesta pesquisa, porém a sua participação se dará em favor da sua classe profissional na medida em que subsidiará a ação da Universidade quanto à formação docente do professor de língua inglesa. Entretanto, acreditamos que o fato de o professor participante debruçar-se sobre sua prática para dar conta das etapas deste estudo o levará a refletir e tomar consciência de seus próprios comportamentos pedagógicas e eventuais motivações para tais comportamentos.

7) Minhas respostas serão publicadas?
Ao final da pesquisa, os resultados do estudo serão tornados públicos e compartilhados com os participantes, porém sua identidade será totalmente preservada e não será incluída nenhuma informação que possa identificá-lo(a). O acesso aos dados coletados será confiado somente ao pesquisador e à orientadora deste trabalho, mas sempre existe a remota possibilidade da quebra de sigilo, mesmo que involuntário e não intencional, cujas consequências serão tratadas nos termos da lei. Os resultados deste trabalho poderão ser apresentados em encontros ou revistas científicas, entretanto, eles mostrarão apenas os resultados obtidos como um todo, sem revelar seu nome, instituição ou qualquer informação relacionada à sua privacidade. Esclarecemos também que, após o término do estudo, serão destruídos todo e qualquer tipo de mídia que possa vir a identificá-lo(a), não restando nada que venha a comprometer o anonimato da sua participação agora ou futuramente.

8) Receberei alguma compensação pela participação na pesquisa? Quais são meus direitos?
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 caso haja algum dano a sua pessoa, os prejuízos serão assumidos pelos pesquisadores, inclusive acompanhamento médico e hospitalar (se for o caso). Em caso de gastos adicionais, os mesmos serão absorvidos pelos pesquisadores. O pesquisador responsável, que também assina esse documento, compromete-se a conduzir a pesquisa de acordo com o que preconiza a Resolução CNS 510/16 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes da pesquisa.

9) Receberei a versão final do trabalho?
Após a coleta de dados, o pesquisador escreverá um relatório de pesquisa que constitui a avaliação final do Programa de Mestrado em Inglês, que após as devidas correções da professora orientadora será defendido perante a banca de avaliação. O pesquisador enviará via e-mail a versão final da dissertação para todos os participantes, como forma de feedback.

10) A quem posso contatar em caso de dúvidas?
Em caso de dúvidas e esclarecimentos, você deve procurar os pesquisadores Adriana de Carvalho Kuerten Dellagnelo (adrianak@cce.ufsc.br) ou Paulo Thiago Piazza (p_tp13@hotmail.com).

Caso suas dúvidas não sejam resolvidas pelas pesquisadoras ou seus direitos sejam negados, favor recorrer ao Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina pelo telefone (48) 3721-6094 ou nas instalações localizadas no Prédio Reitoria II, 4º andar, sala 401, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis.

O CEPSH-UFSC é o órgão responsável por aprovar pesquisa com seres humanos. É um órgão colegiado interdisciplinar, deliberativo, consultivo e educativo, vinculado à Universidade Federal de Santa Catarina, mas independente na tomada de decisões, criado para defender os interesses dos participantes de pesquisa em sua integridade e dignidade e para contribuir no desenvolvimento da pesquisa dentro de padrões éticos.

---------------------------------- Uma palavra final ----------------------------------
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 sua! Não esqueça que, ainda que você tenha consentido em participar da pesquisa e por qualquer razão não queira mais fazê-lo, poderá desistir a qualquer momento, desde que informe aos pesquisadores.

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.

(ASSINATURA OCORRIDA AO CLICAR EM UMA CAIXA DE SELEÇÃO PARA INICIAR O QUESTIONÁRIO)

APPENDIX C – Questionnaires' answers and Interviews

1) Como você se sente com relação às seguintes afirmações: I- "[...] A formação humana dos indivíduos é prejudicada quando verdades, que poderiam descobrir sozinhos, lhes são impostas de fora, mesmo que sejam evidentes ou matemáticas: nós os privamos então de um método de pesquisa que lhes teria sido bem mais útil para a vida que o conhecimento correspondente!" (PIAGET, 1998, p. 166); II- A função primordial da escola não é a difusão do conhecimento acumulado historicamente pela ciência, filosofia e artes de forma sistematizada, e sim fomentar nos alunos a curiosidade e o espírito de pesquisa de forma que os alunos construam os seus conhecimentos de forma autônoma, com mínima intervenção do professor.

	1	2	3	4	5	
Discordo totalmente	○	○	◉	○	○	Concordo totalmente

2 respostas

	1	2	3	4	5	
Discordo totalmente	○	○	○	○	◉	Concordo totalmente

1 resposta

2) Como você se sente com relação à seguinte afirmação: "A difusão de conteúdos acumulados historicamente pelas ciências, artes e filosofia é uma das tarefas primordiais do processo educativo em geral e da escola em particular".

	1	2	3	4	5	
Discordo totalmente	○	○	◉	○	○	Concordo totalmente

2 respostas

	1	2	3	4	5	
Discordo totalmente	○	○	○	○	◉	Concordo totalmente

1 resposta

3) Como você se sente com relação à seguinte afirmação: "O papel da escola é formar um indivíduo flexível, capaz de responder às necessidades da sociedade atual, que está em contínuo processo de mudança. Isto deve ser feito através do ensino de competências, isto é, formas de resolver problemas apoiadas em conhecimentos, mas não limitadas por eles".

	1	2	3	4	5	
Discordo totalmente	○	○	◉	○	○	Concordo totalmente

2 respostas

	1	2	3	4	5	
Discordo totalmente	○	○	○	○	◉	Concordo totalmente

1 resposta

4) Como você se sente com relação à seguinte afirmação: "A gramática do inglês deve ser ensinada de forma indutiva, isto é, deve-se apresentar os exemplos para os alunos e eles devem generalizar a regra a partir dos exemplos apresentados. Regras gramaticais nunca devem ser apresentadas de forma explícita".

	1	2	3	4	5	
Discordo totalmente	○	○	◉	○	○	Concordo totalmente

2 respostas

	1	2	3	4	5	
Discordo totalmente	○	◉	○	○	○	Concordo totalmente

1 resposta

5) Como você se sente com relação à seguinte afirmação: "Tento usar a língua materna do aluno o menor tempo possível em sala de aula".

	1	2	3	4	5	
Discordo totalmente			●			Concordo totalmente

1 resposta

	1	2	3	4	5	
Discordo totalmente		●				Concordo totalmente

1 resposta

	1	2	3	4	5	
Discordo totalmente	●					Concordo totalmente

1 resposta

6) Como você se sente com relação à seguinte afirmação: "Uma boa aula de inglês deve necessariamente priorizar as oportunidades de interação aluno-aluno, com o professor falando o menos possível".

	1	2	3	4	5	
Discordo totalmente			●			Concordo totalmente

2 respostas

	1	2	3	4	5	
Discordo totalmente	●					Concordo totalmente

1 resposta

7) Como você se sente com relação à seguinte afirmação: "O objetivo principal do ensino de inglês na escola deve ser o desenvolvimento das habilidades de leitura e escrita".

	1	2	3	4	5	
Discordo totalmente				●		Concordo totalmente

1 resposta

	1	2	3	4	5	
Discordo totalmente			●			Concordo totalmente

1 resposta

	1	2	3	4	5	
Discordo totalmente	●					Concordo totalmente

1 resposta

8) Como você se sente com relação à seguinte afirmação: "O ensino de inglês na escola deve se focar em ensinar a como se comunicar na língua estrangeira em diferentes situações, evitando o foco no ensino de formas linguísticas, já que o aluno pode sabê-las e ainda assim não conseguir usar a língua".

	1	2	3	4	5	
Discordo totalmente			●			Concordo totalmente

2 respostas

	1	2	3	4	5	
Discordo totalmente					●	Concordo totalmente

1 resposta

9) Como você se sente com relação à seguinte afirmação: "O ensino de inglês na escola deve ter sempre como base o texto e suas dimensões sociais".

	1	2	3	4	5	
Discordo totalmente	○	○	○	○	◉	Concordo totalmente

1 resposta

	1	2	3	4	5	
Discordo totalmente	○	○	○	◉	○	Concordo totalmente

1 resposta

	1	2	3	4	5	
Discordo totalmente	○	○	◉	○	○	Concordo totalmente

1 resposta

Há algum comentário que você gostaria de fazer sobre as perguntas 1-9? Há algo que você gostaria de acrescentar sobre a sua prática docente?

O nível de proficiência de inglês dos alunos da escola pública é básico e muitas vezes praticamente nulo. O professor não consegue avançar o seu ensino devido a inúmeras limitações. O ensino acaba focalizando as estruturas básicas da língua e a revisão constante delas, ano a ano. O livro didático do governo é um material totalmente fora da realidade dos alunos. As turmas são superlotadas em algumas escolas. Há mais fatores que dificultam o trabalho do professor do que facilitam.

1 resposta

Eu gostaria de mencionar que as minhas respostas seriam diferentes caso o contexto de ensino fosse diferente. Só para deixar claro que a prática do professor de inglês (talvez de qualquer disciplina) depende do contexto. Acredito que eu poderia concordar em maior ou menor intensidade com algumas das alternativas supracitadas caso não estivéssemos considerando o contexto de escola regular.

1 resposta

Sei que as diretrizes curriculares (PCNs) defendem o ensino do inglês com foco na leitura, mas penso que mesmo assim as outras habilidades devem sim ser trabalhadas, uma vez que os estudantes podem também futuramente escolher viver fora do país.

1 resposta

10) Durante a sua formação acadêmica, como você foi ensinado a dar aulas de inglês? Como a sua formação contribuiu para a sua atuação como professor?

Durante o meu tempo de graduação, eu tive a oportunidade de estudar sobre o ensino de língua inglesa de várias perspectivas diferentes no tocante a áreas. Por exemplo, em linguística aplicada, pude aprender sobre crenças de ensino e aprendizagem de inglês, o que ajudou intensamente a quebrar muitas das minhas próprias crenças em relação a essas questões. Em linguística, aprendi sobre semelhanças e diferenças entre a nossa língua materna e o inglês, preconceito linguístico, processos cognitivos de aprendizagem envolvidos nas quatro habilidades, estilos de aprendizagem, diferentes tipos de estilos de aprendizagem e tipos de inteligências. Além disso, na tradução, aprendi sobre a diferença entre tradução literal e outras técnicas, como equivalência, adaptação, entre outras, que ampliaram minha visão sobre as diferenças linguísticas que normalmente causam dúvidas nos alunos e as vezes até nos professores. Enfim, na metodologia e estágio o foco foi em ensino baseado em tarefas, que foi a abordagem que utilizei para produzir materiais e implementá-los no estágio. Já as disciplinas relacionadas a licenciatura me ajudaram a lidar com questões de interações com os alunos. Foram disciplinas muito interessantes para resolver questões de disciplina em sala de aula, bem como criar um vínculo mais amigável com as turmas. Considerando todos esses exemplos, (creio que poderia acrescentar mais, como as disciplinas de inglês, que serviram de modelo para minha própria prática, bem como os professores que também inspiram, etc.) eu acredito ter tido uma formação muito rica e diversificada o que tem sido muito útil para mim em todos os contextos de ensinos os quais experienciei.

1 resposta

Minha formação acadêmica foi extremamente fraca nesse sentido. Me parece que a universidade não está conectada à realidade da escola pública. Falta interesse por parte dos departamentos de Letras. Os professores não são formados para ensinar, mas para pesquisar. Acabei tendo que aprender a ensinar na prática, quando tive que iniciar minha vida profissional. Foi extremamente difícil.

1 resposta

Tivemos ótimos professores. Nem todos ajudaram a como ensinar na prática, mas até mesmo debater sobre teorias de aprendizagem pode e ajuda muito na hora de pensar sobre a prática. Ainda assim, acredito que deveriam haver mais disciplinas voltadas para a prática em sala de aula.

1 resposta

11) Como você acredita que devem ser boas aulas de inglês? O que é ser um bom professor de inglês? Por quê?

Acredito que boas aulas de inglês precisam: - começar com um momento para baixar o filtro afetivo dos alunos para que eles estejam mais abertos e motivados ao aprendizado; - utilizar a língua alvo o suficiente para que os alunos tenham o insumo necessário para o momento de aprendizado deles; - foco nas quatro habilidades (dentro do possível, considerando as dificuldades de cada aluno); - antes de partir para uma explicação explícita, buscar trabalhar com o aprendizado implícito; - usar temas interessantes para os alunos, relacionados às suas realidades; - descentralizar o máximo o possível, especialmente, quando os alunos estiverem interagindo com os colegas para realizar atividades; - Uma avaliação focada no processo de aprendizagem do aluno, e não somente no produto final; - Que tem um impacto no desenvolvimento deles como pessoas em formação para serem cidadãos conscientes, críticos e solidários.

1 resposta

Acredito que depende o contexto em que o professor está inserido. Na escola de ensino regular, acredito que o professor precisa se valer de muitas estratégias para motivar no aprendizado. Trabalhar principalmente por meio do lúdico, com músicas, imagens, atividades mais práticas como confecção de cartazes, pôsteres etc. Se o professor utilizar apenas o quadro para ensinar regras gramaticais, os alunos não se interessam pela aula. O uso do livro didático também é problemático nesse sentido, pois o nível do livro está sempre acima do dos alunos, e isso desmotiva também. Enfim, o "bom" professor de inglês precisa ser o mais criativo possível nas suas estratégias de ensino. As condições de ensino numa escola pública regular não são as mais favoráveis para o ensino de uma língua estrangeira.

1 resposta

Aulas que sejam atrativas, pois os alunos se entendiam facilmente. Ser um bom professor de inglês é fazer com que o aluno não só reflita sobre os usos da língua, mas que também aprenda a refletir sobre a linguagem. Não acredito mais na posição de professor transmissor de conteúdo, pois há alunos que dominam muito bem certas áreas já. É preciso tentar fazer com que todos os alunos se interessem em primeiro lugar, para depois sim tentar trabalhar habilidades que envolvam a língua inglesa.

1 resposta

12) O que você acredita que é uma aula de inglês ruim? Por quê?

Aquela que foca em apenas uma habilidade ou cujo professor se utiliza apenas de uma metodologia. Não é bom quando um professor fica sempre só no quadro passando gramática ou quando sempre quer fazer aulas "mais ativas". Acredito que deve haver um equilíbrio entre ambas metodologias. (Estou generalizando, claro)

1 resposta

Aquela em que o professor apenas se utilize de uma única técnica de ensino, por exemplo utilizando apenas o quadro e giz. Aulas que priorizam apenas a cópia de conteúdo no caderno e resolução de exercícios.

1 resposta

Uma aula centrada no professor, sem interação aluno-aluno, focada em aulas inteiramente expositivas, sem levar em consideração a realidade dos alunos e sem nenhum insumo na língua inglesa.

1 resposta

13) Como fatores ambientais (estrutura, disponibilidade de materiais, etc.) e organizacionais (número de turmas, organização do trabalho escolar) afetam a sua prática em sala de aula?

Fatores ambientais e organizacionais afetam sobremaneira o trabalho do professor em sala de aula. O número excessivo de alunos nas turmas dificulta o ensino é aprendizagem da língua. O baixo salário faz com que o professor se obrigue a dar aula para muitas turmas é tenha que se descolar para várias escolas, afetando significativamente a qualidade do ensino. A hora-atividade não é ideal para preparação das aulas, ou seja, fica praticamente inexistente. Há livros didáticos disponíveis na maioria das escolas para todos os alunos, porém não são adequados à realidade deles. O professor muitas vezes não consegue utilizá-lo devido a esse fator.

1 resposta

Muito. Demais. Em primeiro lugar, a infraestrutura precária impacta bastante, pois se no ensino de idiomas há muitas tecnologias e metologias a explorar, como fazer isso com os poucos recursos de que dispomos em escolas públicas? Existem inúmeros aplicativos interessantes para se trabalhar o inglês, porém como utilizar se nem mesmo a internet funciona direito? Como ensinar com qualidade para turmas com mais de 30 alunos? Como preparar aulas significativas e atraentes com uma carga horária de 40 horas ou mais? Sabemos muito bem que nossa realidade enquanto professores não é lá muito boa. É desanimador tudo isso!

1 resposta

Com certeza. O ideal seria que as turmas tivessem poucos alunos, por volta de 15, internet e recursos audiovisuais para proporcionar uma experiência mais completa. Além disso, turmas totalmente desniveladas acabam tornando as aulas chatas para ambos os que sabem muito e os que não sabem nada. Eu poderia citar outras questões, mas acho que isso já dá uma boa ideia...

1 resposta

14) De que maneira os documentos norteadores da educação nacional (PCNs, BNCC, etc.) e estadual (Proposta Curricular de SC, Currículo Base do Território Catarinense) afetam as suas práticas em sala de aula?

Os documentos norteadores são instrumentos de consulta para o professor. Auxiliam o professor a entender melhor os objetivos de ensino e aprendizagem da língua com foco em habilidades e competências. Porém, na prática, não me parece que estejam adequados à realidade dos alunos da escola pública. Há, por exemplo, habilidades que os alunos do ensino fundamental precisariam aprender, entretanto, o baixo nível de proficiência não permite. No ensino médio, a situação apenas piora.

1 resposta

Eu acho que os documentos ajudam a termos uma organização melhor e até dá algumas ideias, ou seja, quando vemos quais os componentes e habilidades que são sugeridos, temos ideias de atividades que podem trabalhá-los. Porém, penso que alguns deles são quase impossíveis de trabalhar no contexto em questão, considerando a estrutura que temos a disposição.

1 resposta

De forma geral, acredito que são ótimos documentos. Inclusive, baseio-me muito no Currículo Base do Território Catarinense, uma vez que ele apresenta as competências e objetivos de forma clara e explícita em cada ano ou série escolar. Mas, obviamente, sempre precisamos adaptar para nossa realidade.

1 resposta

15) Como você avalia as formações continuadas recebidas na(s) sua(s) escola(s)? Qual o impacto delas na sua prática profissional?

Infelizmente, as formações continuadas que tenho recebido por parte da SED são bem gerais e teóricas, o que é válido para aqueles que por um motivo ou outro ainda não as conhecem. No entanto, todos nós professores queremos, de fato, coisas mais práticas e voltadas para nossas áreas! Posso citar apenas duas formações que foram ótimas para mim: 1 - uma formação da SED para professores do PENOA em 2017, na qual ficamos 2 dias no Hotel Cambirella, e no segundo dia foi inteiramente sobre práticas pedagógicas voltadas para o ensino de português. (Poderia ter de inglês) 2 - uma formação oferecida pelo Senai de Tubarão na qual aprendi a usar todas as ferramentas Google, em 2018. Então, eu já as utilizava antes mesmo pandemia e não tive muitas dificuldades este ano por conta disso. Enfim, precisamos de mais formações com dicas de como ensinar na prática, seja por e tecnologias digitais ou não.

1 resposta

Algumas formadas está o totalmente desconectados da realidade do professor. São poucas ou quase inexistentes as formações oferecidas pelo Estado. Me parece que a universidade também não oferece formações com professores da educação básica com certa frequência. A sensação que tenho é a de abandono do professor. Se ele quiser, precisa ir sozinho atrás de formação. Precisa pagar se necessário. Assim como precisa ter disponibilidade de tempo, o que, na maioria dos casos, não possui devido a uma excessiva carga-horária de trabalho.

1 resposta

Eu acredito que há formações boas e algumas não tão úteis (dentro da minha percepção e considerando minhas necessidades), mas no geral, as formações sempre nos faz refletir sobre a nossa prática e muitas vezes nos abrem novos caminhos para experimentar na sala de aula.

1 resposta

16) O que você gostaria que os seus alunos atingissem ao final de suas aulas? Em que medida você consegue ver isso na sua prática?

Bom, além das reflexões sobre os temas abordados, como meio ambiente, respeito, bullying, essas coisas, eu gostaria que os alunos saíssem das aulas conseguindo reconhecer parte do insumo em inglês apresentado, relembrar parte do vocabulário mencionado. Além disso, que eles sejam capazes de transportar os conhecimentos trabalhados para o mundo real, por exemplo, perceber coisas que eles aprenderam nos jogos de vídeo game que eles jogam, nas séries que eles assistem, nos produtos que eles consomem no geral. Enfim, que eles consigam conectar o que a gente vê na sala de aula com a vida real, que faça sentido para eles.

1 resposta

Gostaria que alcançassem os objetivos propostos e pensados por mim. Na prática isso é bem complicado, por conta de todas as questões que já citei anteriormente. De forma geral eu posso dizer que me sinto satisfeito pois sempre recebo elogios dos alunos, que alegam que minhas aulas são sempre diferenciadas. Ou seja, eles reconhecem meu esforço. Acho que isso ajuda a nos aproximar. A aproximação com o aluno também penso ser um fator importante para o sucesso das aulas.

1 resposta

Gostaria que pelo menos se interessassem pela aprendizagem da língua. Que não fosse uma disciplina apenas obrigatória da grade curricular. Se houvesse mais interesse e motivação para a aprendizagem, o trabalho seria mais facilitado e satisfatório.

1 resposta

17) Há algo que você gostaria de mudar nas suas práticas profissionais? Por quê?

Sim. Com certeza. Acho que ninguém dirão "não" para essa pergunta, pois sempre há o que mudar. Pode ser a melhor atividade, sempre há o que melhorar. Porém, no meu caso, acho que eu poderia ser mais organizado e preparar mais. Acho que o dia-a-dia corrido, as dezenas de aulas para dar para centenas de alunos, a vida em geral, entre outras coisas acabam nos deixando mais relaxados. Sempre que uma atividade dá certo, eu penso que se eu tivesse dedicado mais tempo para planejar, teria sido ainda melhor. Acho que não é uma questão de culpar algo, alguém ou até se sentir culpado, mas é parte da vida. Porém, se der para melhorar, o ideal seria tentar.

1 resposta

Eu tenho tentado equilibrar um pouco mais o professor legal x professor autoridade. Infelizmente, alguns alunos passam dos limites quando somos permissivo e damos mais autonomia. Então, em alguns momentos é necessário ser o professor "chato" e cobrar deles. Isso é algo que eu não gostava de ver nos professores, e imaginei que quando eu fosse lecionar não precisaria disso. Mas realmente é preciso ser firme em certos momentos. Em se tratando das práticas em si, eu gostaria de poder usar melhor as tecnologias com os alunos, mas infelizmente tenho percebido que está realidade ainda está longe de nossa escola.

1 resposta

Gostaria de poder melhorar o ensino da habilidade de fala, pois na minha prática costumo não focar nessa habilidade.

1 resposta

18) Para você, o que é língua(gem)? Na sua opinião, como a resposta da pergunta anterior influencia as suas escolhas quanto a sua prática em sala de aula?

Para mim, língua e linguagem são dois termos diferentes. O primeiro é limitado a um grupo específico, pode ser étnico ou um grupo específico dentro de um grupo étnico (língua de sinais). Uma língua possui uma história, uma família linguística, um conjunto de regras, vocabulário, é atrelada a uma cultura, etc. Linguagem é um termo mais amplo que pode abarcar uma língua. A linguagem pode ser usada para comunicar e ou expressar algo como uma língua, mas pode ser mais amplo, pois pode englobar os meios de comunicação de animais, insetos, entre outros. Por exemplo, as formigas utilizam feromônios para se comunicar. Na realidade, a maioria dos animais utilizam feromônios ou odores variados para se comunicar. Enfim, mais ou menos isso, pois é um assunto longo, na realidade. Bom, sabendo que língua(gem) está(ão) relacionados a comunicação/expressão, me ajuda a ser mais compreensivo com os alunos quando eles não respondem as atividades da maneira esperada. Normalmente, é interessante que eles normalmente usam atalhos ou focam em outra coisa que não o que foi pensado. As vezes, tem haver com o fato de que eles estão comunicando de maneira econômica (respostas curtas - evitam o uso das estruturas que tentamos fazer eles prestarem atenção) ou não compreendem a comunicação tentada por mim e acabam expressando outra coisa. Além disso, a minha visão sobre lingua(gem) me ajuda a ser mais flexível com o que os alunos produzem, ou seja, as vezes, mesmo não estando dentro das regras, o aluno comunica o que ele quer, cumprindo com o objetivo do uso da língua.

1 resposta

Linguagem é algo inerente do ser humano, mas nem por isso não precisa ser estudada ou "melhorada". Acredito que quanto mais os alunos compreenderem as diversas funções e formas da língua, mas estarão preparados para lidar com qualquer situação do dia a dia, seja em âmbito profissional ou pessoal. Influência no sentido de que uma aula que poderia ser ideal acaba se tornando mais uma aula "comum", com recursos escassos. Mas mesmo assim, tento fazer com que minhas aulas façam sentido para os alunos enquanto estudo da língua em uso.

1 resposta

Língua(gem) é um instrumento de mediação simbólica entre indivíduos. A resposta da pergunta anterior influencia nas minhas escolhas de ensino de língua inglesa em contextos desfavoráveis para aprendizagem de uma língua estrangeira.

1 resposta

1) Quantos anos você tem? Desde quando você dá aula de inglês?

Eu tenho 38 anos e dou aulas de inglês desde 2010, ou seja, há 11 anos.

2) Como/Por que você virou professor de inglês?

Eu decidi ser professor de inglês quando estava cursando o terceiro ano do ensino médio. Sempre gostei muito de outros idiomas, especialmente do inglês. Mas foi ao ajudar meus colegas de aula com as atividades da disciplina que percebi que gostava de ensinar.

3) Qual a sua formação acadêmica? (Licenciatura? Licenciatura dupla? Algum curso de pós? Outra graduação? etc.)

Sou graduado em Letras Inglês e possuo mestrado em Linguística **(ERASED BY THE AUTHOR)**.

4) Qual é, em resumo, sua experiência profissional? Como você descreveria a sua vida profissional atualmente (Trabalha em quantas e quais escolas, efetivo ou act, etc.)?

Desde 2010, tive experiências como professor de inglês em diversos contextos. Por exemplo, atuei como professor ACT da rede municipal de Florianópolis, fui professor dos cursos Extracurriculares (de idiomas) da UFSC por 7 anos (2011 à 2018), Inglês sem Fronteiras por 1 ano (em 2018), professor particular por 5 ou 6 anos, trabalhei em uma escola de idiomas por quase 2 anos. Atualmente, trabalho como professor efetivo no estado de Santa Catarina.

5) Você tem alguma ambição profissional ainda não realizada? Qual?

No momento, eu não poderia responder a essa pergunta, pois eu sou uma pessoa que tem momentos de mudanças bruscas. Talvez, há a possibilidade de um dia tentar um doutorado e/ou buscar a possibilidade de experimentar ser professor de universidade. Por enquanto, nem sonho com essas possibilidades, mas já foi assim antes do mestrado. Fora isso, tenho ambições mais simples, como melhorar minha prática e esperança de ter melhores condições de trabalho para que isso seja possível.

6) Há algo a mais sobre isso (formação/carreira) que você ache interessante comentar?

Acho que especifiquei tudo nas perguntas anteriores.

7) Como foi esse processo de precisar começar a dar aula remota em 2020? O que você levou em conta ao montar as atividades? Como foi a evolução desse processo de repensar as atividades? O que mudou nas suas atividades remotas no decorrer do ano de 2020? O que mudou nas suas atividades remotas em 2021?

Para mim, que sou uma pessoa que tem dificuldade de trabalhar em casa, foi muito difícil no começo. Além disso, não foi um processo muito organizado, especialmente no início. Uma

coisa que fui aprendendo a levar em conta, através do feedback dos próprios alunos, foi a dificuldade, para muitos, de compreender as instruções das atividades sem a presença constante do professor. O processo de repensar foi extremamente difícil, pois, haviam dois problemas. Por um lado, não queria que as atividades fossem muito simples, já que os alunos possuíam muitos recursos a disposição na internet para realiza-las. Assim, muitas das atividades foram planejadas para que os alunos não tivessem como colocar a tecnologia para resolver tudo para eles. Por outro lado, isso fazia com que os alunos com dificuldades não conseguissem realizar muitas das atividades. Em 2021 não tive a experiência a distância, pois a modalidade remota estava sendo realizada por um polo com professores ligados a esse polo. Eu estive 100% no regime presencial na modalidade de alternância de grupos. Assim, eu podia entregar as atividades em mãos dos alunos e explicar para que eles realizassem no tempo casa (semana em que eles não iam para a escola para a outra parte da turma poder frequentar).

8) Qual sua opinião sobre os livros didáticos do PNLD?

Para ser honesta, ainda não consegui ler esses livros.

9) Qual sua opinião sobre o uso de português nas aulas?

Não vejo nenhum problema, inclusive, acho muito difícil de evita-lo, considerando a dinâmica da sala de aula no contexto de escolas públicas, já que as turmas são totalmente desniveladas e muitas vezes precisamos dedicar uma parte do tempo para trabalhar o problema de indisciplina. No momento que escrevo essa resposta, a 13 das minhas turmas já estão frequentando as aulas em regime 100% presencial, ou seja, as turmas estão cheias e mais barulhentas, tornando o diálogo com os alunos mais difícil de fazer. Eu consigo fazer atividades que envolvem a produção e compreensão oral com as turmas, especialmente em nível fundamental, mas ainda não é o que gostaria. Além do mais, o planejamento de tais atividades de maneira adequada exigem muito tempo, coisa que não me sobra com 17 turmas, 40 aulas semanais e todo o trabalho de correções, elaborações de avaliações, alimentação do professor online, entre outras coisas.

10) Qual o seu maior desafio ao dar aula de inglês na educação básica?

Para mim, o que dificulta muito é o número de alunos na sala de aula, alunos totalmente desnivelados, problemas de indisciplina, carga horária pequena, alunos não inteiramente alfabetizados, alunos novos que chegam no meio do processo e que acabam quebrando o ritmo (não por culpa deles, é claro), falta de recursos tecnológicos nas salas de aula para uso imediato (até temos data show e outros recursos, mas é disputado entre os colegas e o tempo dedicado a carregar e instalar muitas vezes torna inviável o seu uso).