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Critical Additional Language Teacher Education: investigating future teachers'
development

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development

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*This study is for all the language students out there and my professors Priscila Fabiane
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The impulse, the drive, the strength and the motivation, that made me begin, continue, fall and rise again and, only then, finish this paper can be represented by an infinite amount of learners, including those who have gone through my classroom - or still will do so - and the ones who never will. This study was conducted because I believe our learners are so brilliant, interesting, creative, incredible (and many other things), that we should (as a society) do our very best in providing them with quality education that provides tools for them to recognize themselves in the world and the world context that surrounds them; ignites them to be aware of their own possibilities and strength to pursue their dreams; enables them to recognize and practice their agency as citizens; and prepares them to live in society as a community with values of justice at heart. I dedicate this study to my students, who I call mine but who can also call me their student, who have graciously taught me that the sky is the limit and humanity is capable of everything and more. I dedicate this research to the students who will never go through my classroom but who, hopefully, will be impacted through other teacher-researchers who have come across this study.

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“Human existence cannot be Silent, nor can it be nourished by false words, but only by true words, with which men and women transform the world.”
(FREIRE, 1970, p. 88)

“Dialogue cannot exist, however, in the absence of a profound love for the world and for people.”
(FREIRE, 1970, p. 89)

“On the other hand, dialogue cannot exist without humility. Dialogue further requires an intense faith in humankind, faith in their power to make and remake, to create and re-create, faith in their vocation to be more fully human (which is not the privilege of an elite, but the birthright of all).”
(FREIRE, 1970, p. 90)

RESUMO

A área que abrange o ensino crítico de língua é representada dentro da Linguística Aplicada por pesquisadores que acreditam que o ensino de línguas adicionais pode ser diretamente integrado com princípios críticos, isto é, que apoiam o desenvolvimento de cidadãos ativos e engajados que questionam o porquê de a realidade de alguns seres humanos ser tão materialmente (e espiritualmente) inadequada e se preparam para buscar por soluções para tais problemas (CROOKES, 2013). Neste sentido, a presente pesquisa objetiva explorar o ensino crítico de línguas em um contexto universitário, no qual os alunos eram graduandos do programa de Letras Inglês da UFSC, em fase inicial do curso, matriculados na disciplina de Inglês Oral II. Para tanto, após uma análise das necessidades crítica do contexto, um ciclo crítico de tarefas foi desenvolvido e implementado a fim de trabalhar a língua criticamente e, simultaneamente, questionar o papel do professor de línguas, que é um potencial papel social dos participantes em questão. Desta forma, com essa pesquisa, visou-se analisar as possíveis implicações da implementação deste material no desenvolvimento destes estudantes. Através de um estudo de caso (COHEN; MANION; MORRISON, 2007), o processo de desenvolvimento de duas participantes foi analisado e interpretado perante a teoria escolhida. A coleta de dados foi gerada através de dois questionários de percepção, um pré ciclo e outro implementado pós ciclo; e também a realização de uma atividade de ensino - o envio de um áudio em inglês em resposta a pergunta dada - em duas versões. Os resultados advindos da interpretação dos dados mostraram que o ciclo parece ter oportunizado às duas participantes 1) contato ou aprofundamento em relação às teorias críticas de ensino e 2) reflexão e reorganização de crenças em referência aos conceitos de língua, ensino e aprendizagem. Neste sentido, concluiu-se que a pesquisa parece ter contribuído para a área ao apontar implicações para o contexto de formação de professores. Dentre essas, aponta-se que o programa de Letras Inglês tem o potencial de fomentar o desenvolvimento de conceitos críticos complexos desde o início do processo formativo de seus estudantes, a fim de apoiar esse desenvolvimento durante a formação da identidade do professor.

Palavras chave: Pedagogia Crítica, Ensino Crítico, Formação Crítica de Professores de Línguas Adicionais, Ensino e Aprendizagem de Línguas Adicionais.

ABSTRACT

The area that encompasses critical language teaching is represented within Applied Linguistics by researchers who believe that the teaching of additional languages can be directly integrated with critical principles, that is, professionals that support the development of active and engaged citizens who question why the reality of some human beings are so materially (and spiritually) inadequate and are prepared to look for solutions to such problems (CROOKES, 2013). In this sense, this piece of research aims to explore the critical teaching of languages in a university context, in which students were undergraduates of the UFSC English Language Teaching Program (Letras Inglês), in their initial phase, enrolled in the course of Oral English II. Therefore, after a critical needs analysis of the context, a critical cycle of tasks was developed and implemented in order to work the language critically and, simultaneously, to question the role of the language teacher, which is a potential social role of the participants in question. Thus, with this study, we aimed to analyze the possible implications of the implementation of this material in the development of these students. Through a case study (COHEN; MANION; MORRISON, 2007), the development process of two participants was analyzed and interpreted according to the supporting theory. Data collection was generated through two perception questionnaires, one pre-cycle and the other implemented post-cycle; and also carrying out a teaching activity - sending an audio in English in response to a given question - in two versions. The results arising from the interpretation of the data showed that the cycle seems to have provided the two participants with 1) contact or deepening in relation to critical teaching theories and 2) reflection and reorganization of beliefs in reference to the concepts of language, teaching and learning. In this sense, it was concluded that this investigation seems to have contributed to the area by pointing out implications for the context of teacher education. Among these, it is pointed out that the Letras Inglês program has the potential to foster the development of complex critical concepts from the beginning of activities performed by their undergraduates, in order to support this development during the construction of the identity of the student teacher.

Key-words: Critical Pedagogy. Critical Teaching. Critical Additional Language Teacher Education. Teaching and Learning of Additional Languages.

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1. INTRODUCTION

“Critical language pedagogy (CLP) is a perspective on teaching, second, additional, heritage, or other languages that is based on values of social justice” (CROOKES, 2021, p. 247). At CLP, critical perspectives of education and language teaching meet, since it proposes approaching the teaching of language along with social empowerment principles. Through this perspective, language development can effectively occur while learners see their own reality in class, problematize it, reflect on it, and create their own strategies for acting upon it (CROOKES, 2021). Along with the principles of Critical Pedagogy, language development may also function towards the intention of social justice and transformation for its political instance. Moreover, language education is herein seen as an intrinsically political activity and also as a power-related one (FREIRE, 1973).

The expansion of the English language in the world is not the mere expansion of a language, but also of a gathering of discourses which may disseminate particular ideas of development, democracy, capitalism, neoliberalism and modernity (PENNYCOOK, 1995). Therefore, English teachers are also a part of the process and may problematize the way and what they teach. While critical English teachers, “for being intimately related with the expansion of English, we should be sensibly aware of the implications of this expansion in the reproduction and production of global inequalities” (PENNYCOOK, 1995, p. 55). An emancipatory form of education, be it in the teaching of English or other subjects, is one which is questioning and, ultimately, transformative of learners’ realities (FREIRE, 1970).

When looking at language teaching and learning in different parts of the globe, one may say that a critical perspective to language education and research is not a majority in the field and it struggles to make it pass the discussions within the university walls (COX; ASSIS-PETERSON, 1999; HUANG, 2011). More recently, Crookes (2021) reaffirms that, even though the area is strong and growing, the perspective defended by CLP continues to be a minority among researchers and practitioners. However, there have been relevant initiatives in the field which propose novel perspectives of practical resources into critical teaching. Studies proposing the conciliation of methodologies of English teaching, such as Task-Based Learning and Teaching (TBLT), and Critical Pedagogy, for instance, have been resonating in the field and this study attempts at contributing to this gathering.

Critical cycles of tasks have been implemented by critical teachers and the conclusions have led us to believe that the critical sequences seem to be effective in terms of language and simultaneous critical awareness development. Examples to be considered are,

for instance, Farias and Silva (2021), who, by comparing results from two studies (FARIAS, 2018 and SILVA, 2018), discussed the development and implementation of two critical cycles which fostered learners' reflections (and actions) on gender issues and English language skills; and also Silva, Farias and D'Ely (2018), who discussed the development of a critical cycle of tasks that aimed at developing critical media literacy in the context of high school Brazilian English students.

This way, the present study is set to continue investigating the implementation of critical task cycles in Brazilian language teaching contexts. More specifically, this study focuses on investigating the implementation of a critical task cycle for English major undergraduate students, attempting to understand possible impacts of these movements on learners' development. Therefore, this study offers possible contributions to the field of CLP as well as to the area of language teachers' professional development. As an English teacher, it is my desire to contribute empirically to the field and embed theoretically my future endeavors in working with public education and the development of the English language. For this purpose, I designed a critical task cycle which aimed at discussing the role of the teacher in language education; and introducing the topic of critical perspectives of language teaching in the development of Academic English skills.

1.1 OBJECTIVES AND RESEARCH QUESTION

Considering the discussion presented, this study attempts to contribute to the field of CLP by investigating the implementation of a critical teaching material. More specifically, this study aims at analyzing the implementation of a critical task cycle within the context of additional language teacher education. In addition, we will focus on learners' perception (or future additional language teachers) aiming at unveiling possible ramifications of this material on learners' development. Moreover, this piece of research will try to bring to light possible impacts that may derive from critical material implementation in English teachers' education. Hence, this study will attempt to understand learner's views on their own development as well as their awareness of the process they went through.

In order to achieve the objectives proposed, the research question that will guide this study is: What are the possible implications of teaching language through a critical perspective to English (language teaching) undergraduate students?

1.2 CONTEXT OF INVESTIGATION

The present study had its first roots in an activity I engaged in during my student-teaching experience in the Letras English Program at UFSC in 2020. As a part of the curriculum of the course *MEN7071 - Estágio Supervisionado I - Inglês*, I became acquainted with the principles of Paulo Freire's work *Pedagogy of Autonomy*, from 1996. Through dialogue with the professors and classmates, I began understanding and visualizing what a democratic and transformative classroom entails. During our first discussions, I started noticing a deeper sense of purpose in my future intervention as an educator of the English language - the power to aid in social change.

Due to those discussions, I began to reflect critically on the complexity of the educational universe and realized that I needed to move past the classroom's walls and take my students' realities into consideration. This way, I thought of something that connected us all: our country. Brazil is a country of many natural wonders and cultural diversity. It is the country I was born in and the one which I most relate to nowadays. Brazil, however, is also a place of extreme inequality and, thus, serious problems in its social fabric. The remains of Brazil's colonial days are still present in our lives and it is my intent to join forces with the ones who choose to fight these inequalities. In addition, we are currently living a moment of authoritarian displays of power and repression, which characterizes another moment of oppression for the Brazilian people. In this sense, it is my intention to aid in the construction of resistance through education.

Although Brazil is the country of one of the world's most brilliant educators, Paulo Freire, we may perceive strong intentions to make him disappear from our school system and to discredit his legacy. As a part of my academic development I decided to deepen my knowledge in the field of Critical Language Pedagogy through many ways. While my practicum was still taking place, I began acting as a teacher assistant with professors Priscila Fabiane Farias and Hamilton de Godoy Wielewicki, who were responsible for the course *MEN7070 - Metodologias de Ensino de Inglês*. In that experience, I was able to reflect even more about language teaching methodologies and discovered TBLT as a relevant framework option. As I continued assisting them for more 3 semesters (twice in the course *MEN7071 - Estágio Supervisionado I* and once in *MEN7072 - Estágio Supervisionado II*), I also could observe and support other student-teachers who were learning about teaching, developing critical concepts and engaging in pedagogical activities. Moreover, I chose to conduct

empirical research as a way of deepening my knowledge in the area as I selected CLP to be the focus of my *Trabalho de Conclusão de Curso (TCC)*. In this sense, after having contact with possible teaching methodologies, the combination of CLP with TBLT seemed to be a very attractive option to achieve both of the objectives I had in mind with my TCC: presenting a proposal that could make possible the development of language skills and simultaneous critical awareness (or critical language awareness). The Federal University of Santa Catarina was the chosen environment for the conduction of the study since it gathered the possibilities of conducting research within an additional language teacher program. Thus, this study was conducted with a group of an Oral English II class, which is part of the English Letras program at UFSC.

The Federal University of Santa Catarina is a public and free university, which is ranked among the top 10 universities of the country and of Latin America - 8th place, according to the Webometrics Ranking of World Universities, 2021 edition, and a Notícias da Ufsc (2021). Along with other public universities in the country, we have been under attack through the cut of financial resources. In addition, attempts of demoralization of the members of the universities' communities have also been frequent in mainstream media with numerous statements of government representatives (GALINDO, 2019). However, it is part of UFSC's mission to:

“produce, systematize and socialize the philosophical, scientific, artistic and technological knowledge, amplifying and deepening the formation of the human beings for the professional exercise, the critical reflection, the national and international solidarity, in the perspective of the construction of a fair and democratic society in defense of quality of life” (SANTA CATARINA, 2022, my translation).

This way, we may realize that the institution fosters the development of the critical stance among its students along with its recognition of its social role within our society. According to UFSC's mission, vision and values (as quoted above), it is one of the institution's objectives to aid the formation of a fair and democratic society. Hence, it is possible to understand how this study - which discusses the development of critical awareness - makes itself relevant in this context.

1.3 SIGNIFICANCE OF THE STUDY

Considering the context in which this critical task cycle was implemented, this study aims at investigating how a critical cycle of tasks resonates in the context of an Oral English

II class within the university context. As previously stated, the number of studies which combine the theoretical constructs of both CLP and TBLT is still very little, and therefore, this study is made relevant for its attempt to illustrate another possibility of its materialization. The analysis of students' perceptions is relevant for the context as it informs the possible outcomes and students' experiences within the cycle and allows us to reflect over the next endeavors. In this context, we highlight the need to foment the research in CLP for its enormous potential to aid in social change, since "classrooms may become one of the few remaining social sites in which students/citizens can have exposure to diverse perspectives on the world that do not simply reaffirm what they already believe" (CHUN; MORGAN, 2019, p.13).

This way, this study also foments the critical stance within the education of language teachers. In this sense, we understand that the implementation of critical teaching principles and materials should also be within the language teacher education curriculums, if we desire critical teacher development. As Leal (2018) states, this should be widely explicit and not left to chance, since, according to the author, teacher development programs are the moment in which teachers have the chance to either start or maintain the process of developing their critical consciousness.

1.4 ORGANIZATION OF THE STUDY

This study will be presented through five sections. This is the first one, which corresponds to the introduction. The second section will present the review of the literature, which will explore the main concepts that have informed the elaboration of the critical task cycle, data collection and analysis. In the third section, the description of the methodology is brought, highlighting the procedures of data collection and data analysis. Then, the fourth section will present results and discussion of the main findings. Lastly, the final remarks will present the main conclusions that derive from this research.

2. REVIEW OF LITERATURE

In this section of the study, this research's key theoretical concepts will be presented for their importance in the comprehension of the analysis which is carried out. Moreover, in this review of literature, I aimed at organizing key ideas in a way that could aid the reader to

grasp the purpose of the endeavors of the field. For such an initiative, a brief overview of language theories are presented in order to aid the comprehension of the reader when considering that language conceptions are a part of language teacher education and relevant for the discussion of this field. In this sense, authors point out that pedagogical implications may appear (willingly or not) depending on how one perceives language. For that matter, CP's main principles may also result in pedagogical implications. Thus, they were also described and related to the field of Critical Language Pedagogy for the purpose of situating the scope of this study. To conclude the construction of the theoretical basis, a discussion concerning the process of becoming a critical teacher was proposed in order to situate the study within the field.

2.1 CONTEXTUALIZATION OF THE DISCUSSION OF LANGUAGE TEACHING THEORIES

In the context of producing theoretical content in the search for more effective language learning, it has been theorized that the concepts of language and language learning are not universal and their understanding may influence classroom practices. Drawing on Anthony (1963), Richards and Rodgers (2010) point out different theoretical views of language, language learning and the nature of language proficiency, which are discussed and organized. Three of the main views that inform this study are presented on Chart 1.

Chart 1 - Views of Language

View of Language	Language as	Language learning is	Teaching practices
Structural	A system of structurally related elements that convey meaning	Learning structures, sounds and words or acquiring linguistic competence	Mastery of elements of this system, such as phonological units, grammatical units, grammatical operations and lexical items
Functional	A vehicle for expression of functional meaning	Learning to communicate in specific situations through functions and/ or acquiring communicative competence	Semantic and communicative dimensions are emphasized
Interactional	A vehicle for the realization of interpersonal relations and performance of social transactions between individuals	Learning to interact communicatively and purposefully in society	Patterns of exchange and interaction may be left unspecified, to be shaped by the inclinations of learners as interactors

Based on conceptions of language, researchers have perceived that language teachers tend to propose activities and conduct classes in certain forms. As Dellagnelo and Moritz (2021) defend, “language conceptions are fundamental to the process of language teaching and they do — or at least should — influence teaching practices, from planning to selecting contents and materials to teaching” (p. 105). This way, it is safe to assume that when language is seen as a system, teachers’ practices have a tendency to focus on instructing students to master the rules of the system in order to later produce effective communication. According to Richards and Rodgers (2010), within this *structuralist* perspective, the study of the language is usually conducted through the specification of language units and the structure in which they should be combined. In this sense, basic sentence patterns and grammatical structures tend to be the starting point to teaching and essential for producing speech. Moreover, language teachers who have a structuralist perspective of language tend to emphasize pronunciation and drillings for the practice of the patterns learned.

As Richards and Rodgers (2010) point out, by acknowledging that structural theories were not capable of accounting for the creativity and uniqueness potential of sentence making, another theoretical perspective of language converged to address the *functional* and *communicative* dimensions of language. Rather than focusing on describing the structural mechanism through grammar and vocabulary, the systems of meanings that underlie communication may be more highlighted through this teaching view (RICHARDS; RODGERS, 2010). Furthermore, as the authors lay out, notional categories (such as time, sequence, quantity, location and frequency) and functional categories (requests, denials, offers and complaints) are usually targeted as relevant to classroom instruction.

As for *interactional* perspectives, language is a tool that allows for the creation and maintenance of social relations. As Rivers (1987) states,

"students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to both speaker and listener in a situation of importance to both). This is interaction." (p. 4)

In this context, the primary goal is the exchange of meaning, from giver to receiver and vice versa. Within the classroom, teachers have a tendency to emphasize the meaning making process usually relating to interests of the learners (RICHARDS; RODGERS, 2010). In this sense, through an interactional perspective, the focus of the language class lays on interacting through language, in a level higher than merely communicating.

One may realize that the aforementioned theories have been changing and evolving into more complex ones. Currently, it is believed that the language teacher's choices may be shaped by conceptions of language and language teaching and learning. However, Dellagnelo and Moritz (2021) argue that several other factors influence teachers' practices, such as curriculum, program design, institutional policies, and research. This way, these constructs might also shape pedagogical actions and guide a teacher's perception of what is appropriate or not (DELLAGNELO; MORITZ, 2021).

Although many factors are involved, teachers may be strongly influenced by the most frequent methods and their concepts in order to guide their decisions. On the other hand, the idea of *pedagogy* has been also accepted for its dynamic characteristic, for providing the concept of approach which "is not a set of static principles 'set in stone'. It is, in fact, a dynamic composite of energies within a teacher that changes" (BROWN, 2002, p. 11). For this study, I will focus on one specific pedagogy - Critical Pedagogy - as it can be perceived as relevant since it responds to much of the Brazilian context of education. Considering this study revolves around teaching additional languages, the next subsection will discuss Critical Language Pedagogy in more detail.

2.2 CRITICAL LANGUAGE PEDAGOGY

Critical Pedagogy (CP), a teaching perspective which carries the ideas of Brazil's patron of education, Paulo Freire, and his work with literacy in the mid-1960s in the northeast of Brazil is centered around promoting social equity, inclusivity and community through education. As some of the central ideas of CP, we may highlight the liberating and transformative characteristics of the educational process proposed by Freire (1970). This "philosophy" tends to underlie the pedagogical movements of the *critical teacher* by making reference to ideals of democracy, humanization, fellowship, community, transformation, dialogue and solidarity. As summarized by Chun and Morgan (2019), the ambition of critical pedagogical practice is disrupting conventional practices and habits of thought among teachers and students, by utilizing the transformative potential within classrooms to surpass the scholar environment and include communities, society and the larger world. Within CP, the transformative potential is led towards social equity which takes particular interest in the development of active and critical citizens.

In the context of the present research, it is relevant to consider a few concepts related to Critical Pedagogy for the discussion which will be later proposed in regards to the critical

teacher and critical teaching education programs. The first concept I would like to tackle is the idea of emancipation. In Freirean terms, an *emancipatory form of education* (FREIRE, 1970) is the one in which classrooms become a critical space where teachers reject the methods that promote passive and alienated students (SHOR, 1993). According to Shor (1993), “emancipatory education invites students to question the system they live in (...) to discuss what kind of future they want, including their right to elect authority and to remake the school and society they find” (p. 28).

As Shor (1993) points out, these principles are organized as a form of viewing education, which ultimately does not reduce it to a mechanical method of instruction. This way, critical teachers and institutions perceive education as political, as a social action which may interfere in the students’ understanding of the world. Moreover, in this form of education, there is the recognition of both subjects (teacher and learner) as holders of the roles of teachers and learners. As Freire (1970) wrote, “the teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach” (p. 80). This way, teachers perceive themselves as learners in moments since they are open to listen to students and as learners may also extend their participation in the classroom by teaching some of the knowledge they may possess. Furthermore, critical teaching becomes present in the classroom by pedagogical choices of the teachers who propose a democratic environment in which the teachers’ authority is not mistaken by authoritarianism.

Regarding educational outcomes, schools seem to have a strong influence in developing the way learners think about the world and act upon it. Hence, it is possible to conclude that educational endeavors may either propose transformative or conservative characteristics (FREIRE, 1970). That is, we may empower students, through teaching, to either transform or conserve their contexts. In this sense, Freire talks about school cultures that do not set out to transform and emancipate students, which he named the *banking form of education*. Within this concept, educating becomes an act of depositing which entails the teacher’s responsibility to make “deposits” of content, whereas students, the recipients of this content, who ought to be patient, remain passive as listening objects (FREIRE, 1970). The teacher, on the other hand, narrates what he/she decides that the group is supposed to “learn”. The teachers who are a part of the banking way of education recognize and make themselves recognized as the holders of knowledge, while students enter the classroom in absolute ignorance, according to this particular model of education.

In this scenario, there is a great distance between those two types of individuals, in the sense that they do not have a dialogical practice. Hence, they speak of a content, which is constituted of values and empirical dimensions of reality that becomes petrified or emptied of concreteness in the process of recording, memorizing and repeating in a mechanical manner. Furthermore, “students develop authority-dependence, they rehearse their futures as passive citizens and workers by learning that education means listening to teachers tell them what to do and what things mean” (SHOR, 1993, p. 29). This way, Freire (1970) problematizes the educational forms which do not provoke critical thinking. For Freire (1970), simply performing those actions in relation to the content presented by the teacher is not a form of learning and only promotes a passive attitude of consuming and not making meaning of what is consumed.

Education is political (SHOR; FREIRE, 1987). In this sense, the scholar experience, as mentioned earlier, may produce certain types of individuals. According to the traditional education models (banking education), students are oriented to conform, to accept inequality and their places in the status quo and to blindly follow authority (SHOR, 1993). Therefore, according to Freire’s reasoning, the banking logic of education has a purpose. In his view, making people embody a passive behavior is seen as beneficial to a certain group, since this logic shows potential to promote an easier adaptation of these individuals (the oppressed ones) into the world. The less they question, the more easily they fit into the prescribed/imposed reality set by the oppressors (FREIRE, 1970).

Considering the differences between banking and emancipatory education, another paramount concept proposed in Freire’s (1970) work is the idea of *critical consciousness*. As described by Leal (2018), ‘critical consciousness is the ability to “perceive social, political, and economic contradictions” and take action “against the oppressive elements of reality”’ (apud FREIRE, 1970, p. 35). Furthermore, it is important to highlight that the process of critical consciousness is an ever-developing one, with no hard delineation between stages (LEAL, 2018). That is, becoming critically aware of the world’s oppressive relations (which are quite extensive) is a complex process which cannot be achieved but has to be in constant development. The idea of critical consciousness is intrinsically related to another key concept brought by Freire which is *praxis*. The concept entails the constant critical and reflexive behavior of one’s pedagogical practices (FREIRE, 1996) which is also correlated to a necessary dialectical movement between theory and practice (FREIRE, 1970) that continuously accompanies the teachers’ pedagogical path.

Considering the aforementioned discussion, one may say that Paulo Freire's work has influenced several areas of education. In what concerns the area of language teaching, more specifically, Crookes (2021) highlights that the convergence of Applied Linguistics and Critical Pedagogy began to be developed in the United States, as a field named Critical Language Pedagogy (CLP). In CLP, teachers and researchers perceive the language classroom as a space where new ways of communication and understanding of the world are learned through a particular lens that, in this case, should point to social justice. In this sense, language is understood as a social practice that carries social values, and education is perceived as a political activity, since the curriculum is made of choices (BEATO-CANATO, 2021). Thus, the field was proposed as a form of gathering researchers of similar theoretical and philosophical premises.

In this context, CLP questions language teaching approaches and methodologies that are claimed to be neutral, such as some versions of the communicative language teaching. According to Leffa (1988, apud SILVA; SILVA; ROCHA, 2017), through the communicative perspective of language teaching, the objective is to develop learners' communicative competence and recognizing appropriate language forms for each communicative situation. However, as Silva, Silva and Rocha (2017) highlight, when the language classroom is posed as neutral, "the teaching process is most likely reproducing and perpetuating hegemony" (p. 1868). For that matter, critical language teachers choose to engage in the political activity of contributing to learners' development in language and critical thinking.

Considering critical practices, Crookes (2021) argues that teachers are professionals who possess values and if they favor social justice, "it will be for the teacher to consider how to implement them, and to what extent, to what degree, and through what means" (p. 250). For that matter, Leal (2018) argues that teaching critically is not directly related to teaching about social justice. In this sense, CLP does not merely aim at introducing controversial topics within the language classroom. Instead, critical teaching is related to teaching strategies that direct the classroom through personal values, motivation and goals (LEAL, 2018). Furthermore, Crookes (2021), drawing on Edge (2013), highlights CLP principles that may be implemented through pedagogical choices and which are directly related to the concept of democracy: a) *liberty*, to be expressed in a classroom where students and teachers are allowed to have voices, to hear and be heard; b) *equality*, students have also the power to participate in decision-making situations and negotiate with teachers and colleagues; c) *community* or *solidarity*, in opposition to individualistic values (that seem to be implicit and to underlie most traditional classroom and school practices), as the group should be

encouraged to work together towards change; among others. Thus, these principles may be used in the sense of creating a democratic classroom in the hope of fostering democracy in and out of the schools.

Moreover, it is important to mention that CLP “has developed two main strands: focused more on the practical or pedagogical discussions and another focused on a more theoretical critique of education in society” (LEAL, 2018, p. 44). As Leal (2018) explains, the former strand relates studies that may become textbooks to aid teachers in the construction of social change, which she exemplifies with studies of the development of critical literacy, of teachers’ own ideas and views, proposing problem-posing at work (in the context of adult immigrants), etc. In this sense, another example that should be emphasized (and which was considered in the process of the present research) is the work by Sarah Benesh (1996), who suggested a critical needs analysis in the process of designing curriculums that meet students’ needs. As for the latter strand of CLP, Leal (2018) mentions the works of Pennycook, who was also another pillar of the present research’s theoretical reasoning when he suggests that we should be heading towards a critical applied linguistics “which is responsive to its social, cultural and political context and which uses a notion of transformative critique as its main mode of inquiry” (PENNYCOOK, 1990, p. 8, apud LEAL, 2018). In this sense, the studies of this strand focus more on the discussion of the role of language education in relation to the wider social context. These ideas go hand in hand with the discussion proposed by Gounari (2020) who claims that:

“language as a site of power, ideological tensions, political and financial interests, hierarchies, and symbolic and material violence, is most definitely a war zone. War is being waged over which languages have more ‘value’ or are ‘worth learning;’ which languages are at the core and the periphery and how they got there; what the goals of language learning should be; what counts as knowledge and what should be taught; in what ways particular theoretical, curricular, methodological, and other choices marginalize and oppress certain languages, their speakers, and their interests, reproducing racism, sexism, classism, ableism, and so forth; and how language learning is connected to political economy, to name just a few of the ‘battlefields.’” (p. 3)

As presented by Gounari (2020), many issues need attention when discussing language learning. As the author points out, the struggle for power in this context may be so intense that they can be compared to battles and war. In this context, Gounari (2020) intends to direct our attention towards the unequal relations that permeate diverse contexts and the ones who become oppressed by them. It is important to consider that both strands of CLP are extremely relevant for the field, since the discussion of pedagogical practices provides examples by presenting real situations and possible pedagogical attitudes, whereas the critique of language education aids our reflections towards inequality and power relations in a

broader context. This research is more related to the first strand, since it suggests possible approaches to classroom practices which may appear in language teacher education discussions, as presented in the next section of the research.

2.3 CRITICAL TEACHER EDUCATION

"The process of becoming a teacher is neither straightforward nor simple" (RAMOS, 2018, p.1). This process is not a linear path towards achieving the "teacher" title, since one may encounter a number of reflections that may lead towards doubt, uncertainty, fear or frustration. As Ramos (2018) highlights, as soon as the future-teachers have contact with the school environment, they begin to realize that the classroom demands much more than what they have learned during university. This situation might lead them to constant reflection and transformation while they encounter themselves struggling due to 1) lack of communication between the university and the school and 2) difficulties the future-teachers have in articulating theory with practice (LUCENA; BAZZO, 2009 apud RAMOS, 2018). For that matter, it has been argued that many teachers may act certain ways due to their experiences as students. In this context, it has been perceived that we may mirror our practices as teachers based on prior days watching other teachers teach, as Lortie (2002, apud RAMOS, 2018) calls the phenomenon - *apprenticeship of observation*. Moreover, this may lead to both positive and negative outcomes, that is, a wide variety of teaching practices may appear from observing other teachers. However, as Ramos (2018) defended, these observations may create pseudo concepts or *everyday concepts* (VYGOTSKY, 1987, apud RAMOS, 2018) that might guide the teacher's pedagogical choices. This way, it is important to emphasize that teacher education usually goes by the premise of making room for *everyday concepts* and *scientific concepts*, which promotes an informed basis to aid at pedagogical practices.

Ramos (2018) explains the development of concepts as a higher mental function, which occurs while one interacts with and internalizes concepts by the process of schooling that begins during childhood and goes on throughout one's existence. In the case of teacher education, concept development is important when considering that a range of definitions of the same concept may arise in the perspectives of different individuals (RAMOS, 2018). Therefore, it is relevant to point out that teacher education should offer opportunities for concept development in order to aid future-teachers in transferring scientific knowledge into practices. In this sense, one of the ways of offering such a possibility is through the

involvement of student-teachers' beliefs and theory (VIEIRA-ABRÃO, 2012 apud RAMOS, 2018).

One issue that may present multiple interpretations within concept development is the role of the language teacher, as it is a theme which may be associated with a wide variety of personal identities, beliefs and experiences. In this sense, many may believe that teachers are the representation of knowledge, the ones who carry it and have the life purpose (or calling) of transmitting it. In relation to the language teacher, there is not much of a difference and, in this case, the knowledge in question is a linguistic one. Moreover, besides carrying all this “linguistic baggage”, teachers must be experts at applying strategies and guaranteeing students will learn. According to Cavalcanti and Moita Lopes (1991, apud RAMOS, 2018), up until the 1980s, the respectable language teacher was the one who had the ability to reproduce techniques and methodologies in the classroom and, for the language teacher's education, the focus was on the discussion of strategies, approaches and methods (MATTOS; JUCA; JORGE, 2019).

However, as more research in the field was developed, other considerations have emerged while teachers began having space in the discussion. Moreover, teachers and researchers started to understand the pedagogical activity as highly contextual (FREEMAN, 1996, apud MATTOS, JUCA, JORGE, 2019). Hence, the field which embraces additional language teacher education in Brazil became intertwined with critical perspectives, also for the influence of other teacher education programs which were more critically oriented, especially in first language (COX; ASSIS-PETERSON, 1999). In addition, as mentioned by Mattos, Juca and Jorge (2019), the publication of curricular orientations in Brazil, in 2006, also promoted the discussion of critical language teacher education by the recommendation of the inclusion of New Literacies and Critical Literacy studies within Brazilian high school additional language classrooms. This way, as the authors point out, besides linguistic aspects, additional language classes should also address issues of power expressed by language and the relations between language and social change (MATTOS; JUCA; JORGE, 2019).

In order to provide critical language teaching within Brazilian classrooms, changes are necessary and language teacher education should move towards a critical language teacher education. In this sense, besides working towards the development of a pedagogical practice proposal that contributes to the development of students' citizenship, language teacher education should also contribute to the development of the student-teachers' citizenship (MATTOS; JUCA; JORGE, 2019). According to Zembylas (2003, apud LEAL, 2018), teacher development programs have the potential to awaken student-teachers' critical

consciousness and aid them as they reflect on their roles as teachers. In this context, teacher development programs could require “the social, intellectual, and organizational contexts to teach for social justice” (ENTERLINE, *et al*, 2008, p. 270, apud LEAL, 2018), which can be expressed by the choices in a purposeful curriculum, planning and practices (LEAL, 2018).

Furthermore, learning how to become a teacher is a process that many believe to be a continuous one (BAZZO, *et al*, 2010, apud RAMOS, 2018). However, it is paramount that language teachers also develop critical consciousness in their language teacher education programs, because when they do so, they become able “to adapt curriculum and classroom practices that move beyond supporting the learners’ linguistic and communicative competences to facilitate the development of the learners’ interactional competence and critical consciousness” (LEAL, 2018, p. 50). This way, language teacher education should provide opportunities for teachers to create the resources they need in order to help themselves and their students at building a better world for all. In this sense, teacher development programs should focus on dialogically developing critical consciousness, and/or critical language, instead of focusing solely on developing teaching skills or technical language competences that will enable students to fit markets or fill in job positions (JORDÃO, 2021). Considering the aforementioned discussions and theoretical basis, this study attempts to investigate the context of teachers’ education, and for that purpose, the following methodology will be implemented.

3. METHODOLOGY

The purpose of the present section is to describe and explain the method that was used in this study, considering its main goals: to investigate the implementation of a critical teaching material, focusing on learners’ perception during implementation, aiming at unveiling possible ramifications of this material on learners’ development. In this sense, it brings information on data collection and analysis, as well as on the participants, the setting, and the instruments that were used.

The section is organized into five subsections: subsection 3.1 presents the setting where the study was carried out and it gives details on the process of critical needs analysis; subsection 3.2 introduces the participants; subsection 3.3 focuses on the instruments used in this study; subsection 3.4 portrays the general design of the study, focusing on the procedures

used for data collection; and, finally, subsection 3.5 presents the procedures that were used for data analysis.

3.1 THE PROCESS OF CRITICAL NEEDS ANALYSIS AND THE RESEARCH CONTEXT

This section starts with a description of the process of critical needs analysis, carried out before data collection, which influenced material design and implementation and gave this researcher an opportunity to better understand the context of this research: the Letras Inglês Program at UFSC.

Creating a critical cycle of activities might represent a challenge in the perspective of an undergraduate student who is not deeply acquainted with the process of elaborating critical teaching materials. Although I had already participated in similar activities in a different context during my student-teaching experience in the Letras program, the process is never the same and it entails new challenges along with new students and needs. Thus, in order to initiate the elaboration of the critical material stage of the present research, a critical needs analysis was perceived as necessary.

For that matter, it is important to highlight here that the process of analyzing learners' needs in the context of English teaching is usually based on identifying the students' target English needs. On the other hand, Benesch (1996) alerts to the relevance of looking at the context with "critical lenses" by questioning the dominant discourses in educational settings.

For this study, when conducting the critical needs analysis process, there was an attempt to identify existing conditions in terms of students' language needs and backgrounds and develop/adapt materials according to them. However, because we side with Benesch (1996) on the importance of critical attempts towards this process, we also engaged in endeavors that allowed us to acknowledge existing forms, including power relations in the teaching context, while searching for possible areas of change, as the author suggests.

In that matter, as Greggio and Gil (2010) alert, the process of reflecting about praxis in teacher education programs very often favors technical and practical levels. In this sense, the authors call attention to the importance of also offering opportunities for critical reflection towards the social role of the teacher in the classroom. For the present study, hence, the decision of discussing the role of the language teacher while presenting learners with critical perspectives towards language, teaching and learning early on in their education as teachers (participants were in their first undergraduate year) had much to do with the process of

critical needs analysis, which not only revealed the learners' interest and intention to work as future teachers, but it is based on the relevance of offering them opportunities to reflect on their future social roles from critical lenses. As Silva, Silva and Rocha (2017) argue, "in order for teaching to promote social justice, teachers need to be aware of their role as educators. In other words, a critical perspective towards teaching needs to be developed through Teacher-Education programs" (p. 1868). Hence, I consider the process carried out in this study a step further into a critical needs analysis process, especially because material development was not solely based on learners' identified demands and previous experiences, but also because it attempted towards critical approaches to the standard curriculum used in the context of this research. Still, it is important to recognize that the critical needs analysis process, as highlighted by Benesch, could encompass many other aspects that were not possible to put into practice, due to time constraints.

For this study, the process of critical needs analysis had to consider a relevant factor: the social distancing imposed by the COVID-19 pandemic. Unlike other semesters before March 2020, UFSC initiated its remote activities in August 2020 allowing students and teachers to engage in pedagogical activities from distance. However, although activities continued after August 2020, the implications of such a shift in the format of activities and the social, economical, psychological and educational factors must be acknowledged. According to a survey conducted by UNESCO (2020, apud SILVA; FARIAS, 2021), 95% of all the students in the world were somehow affected by the global pandemic. In this context, it is important to consider that this study was conducted a year after the beginning of remote teaching at UFSC (in July 2021) and encountered professors and students who seemed somehow already accustomed to the new "normal" way of studying at UFSC, mostly considering that new habits in studying and participating in class seemed to have been acquired. However, it is hard to say how deeply the pandemic's impacts affected the study's results.

After considering the pandemic situation, the critical needs analysis continued by contacting professors who were in charge of language courses of the Letras Inglês Program in 2021.2. I explained the research and requested an online visit to their classes to speak to the groups. On August 19th and 23rd, I visited synchronous meetings of two potential groups of participants. These two groups were at the beginning of the Letras Inglês undergraduate program, therefore, both were in the initial levels of the mandatory courses of oral and written English. The learners attending those two remote meetings received the invitation to participate in one stage of this research, in which I elaborated a profile of Letras Inglês

students. This invitation was given through a link that directed them to the consent form which was elaborated in the platform *Google Forms* and was uploaded to the chat of the synchronous meetings I participated in with the groups. This form is available in the Appendix A in its Portuguese version and in the Appendix B in its English version. Although there are two versions of it, the participants received only the Portuguese version.

The form was separated into three different parts: 1) on the first page of the form, they had to give consent and agree to the terms of the research (which were elaborated according to the CNS 466/2012 resolution); 2) in the second part, they had to answer some personal questions (names, age, hometown, personal interests); and 3) in the last section of the form, students were asked to mention prior experiences and intentions and interests concerning the Letras Inglês Program. The questions were all in Portuguese and they could be answered in Portuguese as well. Some of the questions in this investigation were done in open format, requiring the students to write their thoughts, and others were meant for them to check the most suitable answer. Students were given 10 minutes to open the link of the form and answer the questions while I waited for them to return to the BBB environment to check if they had any doubts. At the end of this process, I received 19 responses combining both groups of potential participants.

Having received the data from this stage of the critical needs analysis, it was noted that the two groups represented very good opportunities for research. However, between the two possibilities, the chosen group was the one which seemed to be the most participative and willing to cooperate with the research. Nonetheless, it is important to highlight that the data received from both groups served for the elaboration of the critical cycle, taking into account a general profile of the Letras Inglês student, whereas I considered their preferences for development of Academic English, their affirmations about working with English teaching and their tastes in series.

Shortly after the group was chosen, I contacted the professor who would be responsible for their subsequent language course and, therefore, would teach the possible participants of the study. This was the Oral English II course, offered in the second phase of the program to students. At that moment, the cycle was still being developed, so I met with the professor to discuss the goals and steps of the research, since I consider it important to consult faculty about course requirements (JOHNS, 1981, apud BENESH, 1996). Thus, our conversation occurred towards the course's main teaching goals, our research objectives and also for me to get acquainted with the syllabus of the discipline.

We discussed the common goals that both parties had: developing oral skills in the target language. I also informed the professor about the results from the needs analysis form I had already implemented - one of them being the students' interest in developing Academic Oral English skills, which was perceived by the professor as coherent to the course's goals. However, as for the chosen theme, we noted that the role of the language teacher was not a part of the initial course syllabus. Nonetheless, considering the critical needs analysis results, it was possible to detect learners' interests in the area of Teaching and Learning Additional Languages (84%) and in Critical Perspectives of Teaching (42%). Moreover, as highlighted before, critical perspectives towards language, teaching and learning are important in teacher education since the very beginning (ZEICHNER, 2011). Hence, the suggested theme was presented to and accepted by the professor.

After the professor accepted our request in giving us space to work with the group, we discussed the data collection time and format. I presented the professor with an outline of the cycle of activities I intended to implement and discussed it with her so we could, together, develop a plan that would be consistent with the learners' goals and the course goals, as well as with my research goals. Considering this collective process of material development, the critical task cycle was created. The preparation of the material lasted two months and considered all the information received from the critical needs analysis form and the course's main objectives.

The following subsection presents the critical cycle of tasks developed for this study. However, it is important to highlight that the process of critical needs analysis continued to take place during data collection through the observation of learners' needs and behaviors as well as their context, and the consideration of this information during material revision and implementation.

3.1.1 The Critical Cycle: development of the material

In this subsection, I briefly discuss the development of the material which was designed to achieve specific goals and attend to the needs perceived from the Critical Needs Analysis process described above. In relation to design and format, the critical cycle of tasks was developed considering Ellis' (2003) definition of tasks and Skehan's (1996) three-stages framework. For that matter, I highlight Ellis' (2003) definition for a task:

"A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of content (rather than language). To this end, it requires learners to give primary attention to meaning and

to make use of their own linguistic resources, although, as we will see, the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive and oral or written skills" (p. 64).

This way, a task will be considered as an activity in which focus relies on meaning making and in language used in communication in the real world. In addition, tasks give emphasis to at least one of the four linguistic abilities (speaking, listening, reading and writing), engage learners in cognitive processes, promote moments of focus on form and have a specific communicative outcome (EAST, 2021). In this context, it is relevant to mention that learning an additional language is not a process considered to be simple, linear or cumulative. As stated by Skehan (1996):

“instead, learners must be able to develop their interlanguage systems in more complex ways, through cycles of analysis and synthesis revisiting some areas as they are seen to require complexification, learning others in a simple, straightforward manner” (p. 58).

Thus, the implementation of a cycle of tasks, as proposed by Skehan, is an attempt to offer a systematization to such a complex process. In other words, the task cycle “attempts, that is, to structure the freedom which learners need to have” (SKEHAN, 1996, p. 58). For that matter, the framework proposes to address the issue of learners’ capacities to focus their attention in a systematic way aiming at facilitating communication.

For Skehan, the phases of a task cycle comprise three distinct groups of tasks (pre/mid/post-tasks) with distinct objectives in order to achieve teaching goals. The pre-task phase or activities “can aim to teach, or mobilize, or make salient language which will be relevant to task performance” (SKEHAN, 1996, p. 54). This way, the pre-tasks may start by introducing new elements or reorganizing existing elements to prepare students for the following tasks. Drawing on Van Patten’s (1994) ideas, Skehan argues that one of the pre-tasks’ purpose “is to ease the processing load that learners will encounter when actually performing a task, releasing more attention for the actual language that is used” (SKEHAN, 1996, p. 54).

Later, according to the framework, the cycle should present the mid-task phase which represents the opportunity to meet more directly its main goals. According to Skehan (1996), the tasks should neither be so difficult nor so simple. In the first case, excessive mental processing might be required simply to communicate any sort of meaning. In the latter, students might not engage seriously in the requirements of the task. Lastly, the post-task activities may comprise distinct goals, they might intend to give focus to aspects which were

not attended to during the completion of the mid-task, or might serve as an opportunity for assessment as a reflective tool (SKEHAN, 1996).

Considering the discussion aforementioned, the critical cycle of tasks was created in this study departing from three general goals: 1) discussing the role of the language teacher; 2) introducing the topic of critical perspectives of language teaching; and 3) developing students' oral English skills in academic context and register. It is important to highlight that each of the classes had its own specific goals. However, two of them were common to all of the lessons. We meant for students to 1) feel comfortable with the research and the new teacher (in this case, the teacher-researcher) and to 2) make sure they comprehended what is being said or proposed. Since the classes were being taught in a virtual environment, in the context of a pandemic, we understood that it was crucial to work within an empathetic atmosphere which proposed a safe moment for students to express themselves and engage in learning processes. In addition, whereas the cycle was being developed, pedagogical practices were also being planned in order to meet CP's principles of teaching during each of the lessons.

In order to fit into the work schedule and the course's program, it was designed to take three weeks for implementation. In this sense, three synchronous classes were prepared, each with its own pre/mid/post-tasks activities and three asynchronous assignments which were made available on the Moodle page of the course.

The first class (which took place remotely on November 11th, 2021), had two specific main objectives: a) elicit beliefs on who the language teacher should be and introduce the topic of the cycle and b) introduce the organization of a point of view speech. In this context, nine activities were developed and implemented. Considering that the asynchronous assignment for this class - the audio recording task - was proposed as an opportunity for students to speak about their beliefs while organizing their points of view, three pre-tasks were developed in order to ease the process load, as mentioned earlier. Moreover, the pre-tasks may have contributed to preparing learners for the main tasks. The main tasks of the class were oriented towards a communicative objective, which represents one of the tenets of TBLT (SKEHAN, 2003). In addition, learners were asked to comprehend language in a video and later discuss their impressions on the topic. Finally, the post-tasks focused on using the reflections learners engaged in during the other two stages to prepare for the assignment: record an audio with their point of view on the role of the language teacher. Therefore, the audio recording activity, which is one of the instruments for data collection of the present

research, was proposed after long consideration through all the three pre-tasks, two mid-tasks and two post-tasks.

The following chart, which presents the cycle used in the first class, is divided according to the phases, tasks and goals.

Chart 2 - First class of the critical cycle

FIRST CLASS OF THE CYCLE (November 11th, 2021)		
Stages	Activities	Main goal
Pre-Task	Who do you think the language teacher should be?	Writing: eliciting beliefs on the figure of the language teacher by answering questions in a questionnaire
	Teaching English in practice	Oral: discussing preconceived beliefs about teaching practices
	The Chair scene preparation	Listening: introducing the content of the video which was later presented
Mid-Task	The Chair Episode 3	Listening: watching a chosen scene of a series
	What did you see there?	Oral: discussing what they understood from the scene and introducing the topic of the cycle. Students were asked to give their opinions on the topic
	Teachers' Shoulds and Shouldn'ts	Writing: reflecting about what they consider positive and negative about teachers' behaviors
Post-Task	Speech Reflection	Oral: reflecting over their own construction of speech during the class
	How to Answer Any Question in English	Listening: presenting speech organization tips through an interactive video
	Audio Recording First Version	Oral: revisiting their responses of the day and improving speaking skills

The second class of the cycle (November 18th, 2021) was developed having more two specific goals in mind, a) present and discuss aspects that may compose the practice of a critical teacher and b) call attention to aspects of oral speech on the articulation of a 'point of view'. In this sense, the cycle used in this class attempted at offering learners the opportunity to get in contact with theoretical discussions that could contribute to developing their perceptions on the discussion initiated in the first class concerning the role of the language teacher. Moreover, considering their perceptions were shared in an oral production activity, this second class also aimed at offering them support in developing their oral skills when giving opinions.

With these purposes in mind, for the second class, 11 activities were developed. The pre-tasks focused on transitioning from class one while preparing learners to the main tasks. Furthermore, a listening task (*Meeting the Critical Teacher*) was envisioned as a pertinent input opportunity, since we were trying to develop academic English speaking skills with the participants, it was important for them to be exposed to this sort of register. As Krashen (1982) explains with the ‘input hypothesis’, there is a tendency for significant improvement in learners’ development when receiving ‘input’ that is a step beyond his/her stage of linguistic competence. Both audios made reference to CP principles such as the social and political impact of teaching; the need for the praxis of every teacher; the dialogical practice inside the classroom; the focus on social justice, and so on and so forth. The researchers discussed how the critical teacher is a critical person, whose purpose is discovering, reflecting and acting upon reality - in agreement with Paulo Freire, bell hooks and many others. Moreover, post-tasks attempted to make sure they had comprehended what they had heard and reflected on specific linguistic elements.

The following chart, which presents the cycle used in the second class, is divided according to the phases, tasks and goals.

Chart 3 - Second class of the critical cycle

SECOND CLASS OF THE CYCLE (November 18th, 2021)		
Stages	Activities	Main goal
Pre-Task	Last Class Recap	Oral: recapping what had occurred in the first class of the cycle, speaking about the tasks they had concluded
	The Chair Scene Reenactment	Reading: reading lines of the episode seen in the first class, practicing and certifying students’ understanding of the context
	Teacher Behavior Discussion	Oral: reflecting and discussing about conservative versus progressive ways of teaching and its space in public contexts of language education
	Your View on Language Education	Oral: discussing about how they perceive language teaching
	Who’s the language teacher? Drag and Drop	Reading and oral: reflecting over language teachers’ characteristics and particularities for further oral discussion
	How are language classes when...	Reading and oral: illustrating different kinds of teaching and their outcomes
	What does ‘critical’ mean for you?	Oral: transitioning focus to the critical teacher

Mid-Task	Meeting the Critical Teacher	Listening: comprehending podcasts of two researchers describing characteristics of critical teachers
	What characteristics does the critical teacher have?	Oral: focusing on what students had understood from the podcasts
Post-Task	Linking Words Video	Listening: noticing transitional words' usage
	O professor crítico é...	Listening: checking understanding and practicing listening skills

The cycle used in the third and final class had the aims of a) presenting a deeper theoretical perspective on the critical teacher to aid them in creating their arguments and b) creating opportunities for them to revisit/improve their first audio in terms of content and language. In order to meet the first objective, I chose to bring Crookes' (2021) paper on CLP principles and values which summarizes Giroux (1991) and Kramersch (1993), cited in Pennycook (1994). These theoretical pinnings were the main topic of both main tasks: an oral discussion, followed by a reading activity which contributed to another opportunity for oral discussion. In order to once more prepare students for reading and comprehension, pre-tasks created opportunities for students to check their understanding of the word 'critical' in the context of teaching (*Who is The Critical Teacher?*) to facilitate the comprehension of the complex concepts brought in the academic text. In conclusion, as post-tasks, participants had the chance to review their thoughts and send another version of their first attempt to argue over the role of the language teacher. In this final assignment, students were asked to bring a more academic perspective into their speech while they presented an organized point of view.

Chart 4, which presents the cycle used in the third class, is divided according to the phases, tasks and goals.

Chart 4 - Third class of the critical cycle

THIRD CLASS OF THE CYCLE (November 25th, 2021)		
Stages	Activities	Main goal
Pre-Task	Homework Discussion	Oral: discussing the researchers' speech organization presented in the last class
	What is Critical Teaching	Oral: reflecting on their understandings over the topic so far
	Who is The Critical Teacher?	Reading: reading of excerpts from the researchers' speech concerning their views on the critical teacher
Mid-Task	Why is this Critical Teaching?	Oral: discussing specific teaching practices and what

		underlies their motivations
	Critical Language Teaching Principles	Reading and oral: reading and discussing Crookes' (2021) principles and values for CLT
Post-Task	Food for Thought	Reading: reading of an excerpt by Paulo Freire on liberating educators as a form of initiating reflection
	Audio Recording Final Version	Oral: revisiting first draft and reorganizing thoughts over the role of the language teacher while embedding their arguments in research
	Post-collection Form	Writing: reflecting on their experiences through the cycle

Having presented the critical material used in this study, the following section discusses aspects related to the participants.

3.2 PARTICIPANTS

This piece of research investigated the perceptions of two students of English as an additional language in an English major program, concerning the implementation of critical material and their learning process. As a case study, it provides unique examples of real situations by presenting a description of the events which were involved in the process (in this case, critical material implementation for critical language development) of a group but with a focus on individual actors (ROBSON, 2002, apud COHEN; MANION; MORRISON, 2007). In order to understand more about these individual actors, I gathered the collected information from their critical needs analysis forms and summarized them here.

The participants of this study were both part of a group of English as an Additional Language learners enrolled in the Oral English II course offered in the English Language and Literature undergraduate Program at the Federal University of Santa Catarina. The course was offered in the second semester of 2021 in remote learning modality, due to the Covid-19 pandemic. Among the learners of the group, five accepted the invitation to participate in the research and two qualified with all of the requirements of the study.

The first participant to be mentioned goes under the pseudonym Gretel - chosen by the participant. Gretel was 20 years old at the time of data collection and she informed me that she was from Balneário Camboriú in Santa Catarina. The participant affirmed to enjoy doing the following activities in the target language: reading, learning about English, talking to other speakers of the language, listening to music and watching series. However, I noted

that the participant had not checked the boxes of translating and teaching English, given in the form as options. As most of the respondents of the critical needs analysis form, she mentioned she enjoyed foreign literature and cited the short stories of Edgar Allan Poe, and gothic literature in general. She also cited the science fiction television programmes *Doctor Who* and *X Files*. In addition, Gretel mentioned that classic and trash horror movies are of her preference. I also asked students to check the options which presented topics they were interested in discussing/learning about. Gretel checked the boxes of politics, veganism, fiction, music, RPG, and cinema. Under the option 'other' (for them to add any other topics they wished), Gretel wrote "counter and subculture movements".

In relation to her academic background, Gretel affirmed to have already begun another undergraduate program, although she did not finish it and did not mention which one. Gretel also informed me that she learned English by herself through games, reading and music. When referring to professional background, Gretel had not had any experience with teaching up until the moment of data collection. However, she affirmed considering the possibility of teaching English after the conclusion of the Letras Inglês program.

In the section which proposed that the participants evaluated themselves in terms of their performance in English skills, Gretel said she sees herself with satisfactory skills in the language comprehension (in both academic and informal registers) and poor skills in English speaking (academic and informal). In terms of reading, the participant believes her comprehension in informal English texts is very good, whereas it is only satisfactory when referring to academic readings. On the other hand, Gretel affirmed to have a poor oral performance in both academic and informal English. Lastly, the participant was asked to check the options which suited her interests in relation to the undergraduate program. She affirmed to be interested in literature, cinema, teaching and learning of additional languages, additional language acquisition and she added "cultural relations and intermedia".

The other participant of the study was 18 years old at the time of data collection and was born in São José, also in Santa Catarina. This participant did not choose a pseudonym for herself. Thus, I chose to call her Samantha. Among the activities the participant enjoys performing in English, Samantha checked the options of reading, listening to music, watching series, translating, and speaking to foreigners. The participant had not checked the options of learning about the language and teaching it.

When asked to cite a few movies or series she liked, Samantha indicated three different series: *Modern Family*, *The Good Place*, and *The Crown*. Samantha also informed me that she was interested in well-being, veganism, music, games and movies.

Regarding her academic background, Samantha affirmed to be enrolled in her first undergraduate program and having learned English only in regular school (middle and high school). In addition, Samantha checked the option of “I have learned English on my own, with movies and games, etc”. The participant also claimed not to have had any prior experience at language teaching, however, she agreed that she might consider teaching as a career path. As Gretel, she claimed to be self-taught in English and considered teaching as a possibility for her future profession.

In relation to her language skills, Samantha perceived her oral academic English production as in need of improvement. However, she affirmed that her academic English comprehension was satisfactory, as she perceived her informal oral English production (in this case, we mentioned the word “cotidiano”, referring to English used in everyday life). Lastly, she claimed that her general English comprehension was excellent. The participant maintained the same pattern of evaluation for her written skills as well. That is, her academic English writing production was considered to need improvement; her academic English written comprehension and informal English writing production were evaluated as satisfactory; and informal English written comprehension was considered as excellent.

In relation to her interests in the Letras program, Samantha affirmed to be interested in translation, linguistics, cinema, teaching and learning of additional languages, additional language acquisition, and critical perspectives of teaching and learning of additional languages.

Having summarized the gathered information about both participants of this study, it is important to keep in mind, as previously mentioned, that the information derived from this part of the critical needs analysis process was considered in the elaboration of the cycle of tasks. Moreover, it is relevant to clarify the reason why they were chosen as participants, which is twofold: 1) the fact that this is a case study, which can imply, as previously mentioned, a deeper analysis on the processes experienced by individual actors; 2) the fact that the focus of this study was on comprehending implications of a critical material implementation on a localized level, that is, attempting to unveil aspects of critical language development that may be part of a learner's process. More specifically, the choice of Gretel and Samantha as the participants of this research also has to do with the fact that both were the only students in class that completed all the assignments and were present in all the meetings I had with the group during material implementation. Even though I could have chosen to discuss the process of just one of them, I decided it would be richer to analyze the experience of both students.

3.3 INSTRUMENTS

This section aims at clarifying what were the instruments used in the data collection of this research and their respective objectives. Here one may find definitions and descriptions for each instrument, moreover, it is also possible to find the instruments themselves in the appendices section.

3.3.1 Consent Form¹

As part of the process of critical needs analysis, I participated in the first two classes the group of Oral English II had with their professor, before I initiated material implementation and data collection in their third class. On the second day of classes, I introduced myself to learners and explained my study. We went over the consent form together and I invited them to be my participants. The ones who accepted to participate signed the consent form, which also followed the resolutions CNS 510/2016, as the first one mentioned in the critical needs analysis section of this research. This form started with the title of the research and its purpose. Within it, there was information about the instruments the participants would encounter, were they to accept the invitation to take part in the research. I was specific about the two forms and two audio files the participants were required to complete within the period of the research. In one section of the form, I informed the readers that the classes would be recorded and transcribed (which was not the case, however, it was important to have that possibility). In the document, I assured the participants that their personal information would be in no scenario published in any form. I also assured them that I would accompany and guide every step of the research. For that matter, the participants might ask any questions at any time of the research and opt to leave the study. It mentioned possible risks they may encounter and they were secured with no possibility of physical damage, no privilege or harm in the ongoing discipline, and no financial benefit. This instrument can be found in the appendix C in Portuguese (as it was presented to the participants) and in the appendix D, in English.

¹ This research was submitted to UFSC's ethics committee and approved under the number 52676221.9.0000.0121.

3.3.2 Pre-Collection Form

Considering Skehan's (1996) framework, the pre-collection form was designed as a pre-task activity that was a part of the critical cycle. The "pre-collection form", as I call the first pre-task, had the purpose of initiating the implementation of the cycle as a moment for the participants to activate their schematas, initiate input-processing stages and reduce its cognitive load (WILLIS; WILLIS, 2007). Therefore, the critical cycle began with the implementation of a questionnaire which started the reflection on how participants perceived the language teacher and his/her role in society, in the educational process and in the classroom. Thus, two open ended questions were made in order to start this process. Both questions were asked in Portuguese and the participants could choose to answer them in Portuguese or in English. As the group consisted of second semester students, I did not have the expectation that all of the students would be very proficient in the target language. Hence, we decided to ask them the questions in Portuguese to make sure they completely understood the topic to be discussed. In addition, the intention of this task was giving students' time and space to start thinking about their beliefs and experiences so that they could later engage in oral discussions in English.

In the pre-collection form, they had space to answer: 1) "Who do you think the language teacher should be?. In this question, you should try to describe how you see the language teacher in the classroom. In case you wish to, you may talk about how the teacher should behave, interact with the students, organize classes and other aspects of the pedagogical routine." I was trying to get them to visualize their ideal language teachers and with this visualization, they should make a description of those aspects they found most important about this language teacher's behavior. Moreover, my intention was to discover if there was something about this teacher's practices that might be related to a more critical posture.

In addition, in the same form, learners were asked to answer 2) "What should the language teacher teach? In this question, you should focus on the aspects of decision-making concerning theme, content and skills. In case you wish to, you may answer one of these questions: what kind of material should he/she/they use? Which themes should be discussed? How do you decide what themes should be discussed?". Hence, I intended to get them to focus on the themes and content they believed were ideal for language teachers to approach in language classes. They should elaborate on what they believe the language teacher should

consider before making these pedagogical decisions. This instrument can be found as the appendix E. In addition, a translated version of it is in the appendix F.

3.3.3 Main-Task: Audio Assignments

As the implementation of the cycle continued, it led students to two versions of a main-task: sending an audio in English. It is relevant to highlight that students were already engaged in the context of the question, but on a superficial level. Therefore, I expected them to give answers based on experience. The audio was recorded by the participants on their personal devices and sent to the researcher through the Moodle platform. This was considered the first version of the main-task of the cycle.

The second version of the same main task took place at the end of data collection, when participants had the chance to repeat the assignment, redo their performance and resend their audio, this time, after the critical material implementation. They were also allowed to send a longer audio if they wished (up to five minutes). In this sense, it must be highlighted that developments in terms of language and reflection were expected since participants had been exposed to readings, activities and opportunities for reflection during material implementation. The proposal to the first version of the main-task can be found as it was presented to students in the Appendix G and its translation to English in the Appendix H. The collection of the second audio happened in the same way as the first: it was recorded by the participants on their personal devices and sent to the researcher through the Moodle platform. This instrument can be found in the Appendix I, as it was posted in their Moodle space and in the appendix J, in the full English translation.

3.3.4. Post-collection form

Having finished implementing the critical cycle with the group, I asked the learners to share some of their thoughts in relation to their experiences while engaged in the cycle activities. Therefore, I asked them, at the end of the last class of the cycle, to answer the questions in another *Google Form* which carried five open-ended questions.

I initiated the form thanking the participants for their engagement in the tasks and for collaborating with the research. The first question of the form inquired them over their overall experience within the critical cycle. There, they had space to summarize their experiences in a few words. I expected them to position themselves towards their feelings in

relation to the experience they had had and/or comment on any aspects that were perceived as relevant. The following question was regarding the critical perspective of language teaching, which was one of the main themes of the critical cycle. I was interested in discovering whether the participants had had any prior contact with the theoretical principles of critical pedagogy or had noticed any critical teaching in their own learning experience. On the third question, we asked them to reflect on their learning over the cycle. They should state if they had learned anything and give examples to explain their points. Subsequently, the participants answered whether they perceived any relations between the classes of the critical cycle and the content which was discussed in them. There, I was trying to check whether the students had realized the content they were discussing during the classes (the critical teacher) was being implemented within the pedagogical practices of the teacher-researcher. Still, even though I attempted to also guide my pedagogical practices with critical principles, I personally believe it is a challenge to teach critically. The last question was regarding any additional comment they might have. In addition, this instrument can also be found as the appendix K in its original version, in Portuguese but also translated to English in the appendix L.

3.4 PROCEDURES FOR DATA COLLECTION

In this section of the research, I will expose how the data, which served for further analysis, were collected by the teacher-researcher. Chart 5 summarizes the process, which is divided into three stages, and defines briefly each of the instruments used in each stage according to their objectives. Later, I expand on each of the stages discussing how each instrument was applied in the collection process.

Chart 5 - Procedures for Data Collection

Stage	Description	Instruments
<u>1st stage</u> (pre-cycle observation)	Consent form signature	Consent form On the second day of classes in the semester, I introduced myself to learners and explained to them about my research. We went over the consent form together and I invited them to be my participants. The ones who accepted to participate signed the consent form.
<u>2nd stage</u> (cycle implementation)	Pre-collection reflection	Pre-collection form Before initiating the discussions of the critical cycle with the participants, we asked them to think and write about

		their beliefs concerning the role of the language teacher.
	Critical cycle implementation	Main-task: audio (first version) The participants sent a short audio message speaking of their beliefs concerning the role of the language teacher.
<u>3rd stage</u> (post-cycle activities)	Post-cycle final activity	Main-task: audio (final version) After the cycle ended, the participants were asked to send another audio speaking of their reflections on the role of the language teacher.
	Post-collection reflection	Post-collection form Participants wrote about their experiences during the critical cycle implementation.

As it can be seen from Chart 5, data collection consisted of three phases, which were carried out using different types of instruments: 1) collecting responses to two questionnaires (pre-collection form and post-collection form) through *Google Forms*, and 2) the recorded audio messages from two asynchronous assignments the participants had to send after the first and last classes. As mentioned before, all of the activities of the research were conducted remotely due to the Covid-19 pandemic. My contact with the students took place through the university's Moodle platform - the virtual environment in which activities are promoted by the professors of each course. As a guest researcher, my participation also occurred through the platform, and some of the data were collected synchronously and some in asynchronous ways.

Data collection started when the semester began and the group met for the first time synchronously (October 28th, 2021). As a guest researcher, I observed the group's first two classes with the course's professor and I took notes of the activities and the participants' profiles. This was also part of the critical needs analysis, as it aimed to continue understanding who these students were as well as their needs and realities.

The first form of the cycle was completed by participants at the beginning of the first synchronous class of the cycle, on November 11th. The proposal was to fill out the form while logged in the virtual environment of Big Blue Button (BBB), and after finishing it they should return to class. Initially, students were given 10 minutes to respond while I waited in the BBB virtual environment. However, some of them needed a few more minutes to complete the assignment. While the learners were answering the form, there was a slide on BBB which contained the instructions to the task and played some music in the background. The participants all answered the form and returned to class so we could proceed with other tasks.

At the end of the first class on November 11th, the students were asked to send the first audio on the Moodle platform. The activity was proposed during the synchronous class, however, they should do it after class as homework and upload a digital file on Moodle. In the last class of the cycle, on November 25th, participants were asked to reflect on the question they had answered in the first class with the first audio. They had the opportunity of reviewing their first attempt at answering the question and considering the entire cycle of discussions, activities, and assignments to facilitate their final delivery. At the end of the synchronous class, I explained what the assignment entailed and asked if they had understood it. They had a deadline of a week to complete the assignment and send an audio file of two to three minutes long through the Moodle platform.

At the end of the third class of the cycle, I also spoke about the final *Google Form* I needed them to fill out, the post-collection form. The link to the form was attached to a Moodle assignment, so they would do this activity asynchronously. Although we discussed this proposal in class and they agreed to do it, a week after the deadline had passed and none of the participants had completed the form. For that matter, I sent the participants an email reminding them of the final assignment and asked politely for them to complete their participation in the research which they kindly did.

3.5. PROCEDURES FOR DATA ANALYSIS

Concerning the analysis of the gathered data, it followed a qualitative and interpretative fashion. The qualitative perspective of research is of service here for its potential to allow analysis of textual and circumstantial data (DÖRNYEI, 2007). As this study qualifies as a case-study, data deriving from participants' perceptions collected in the pre-collection form, main task (two audios) and the post-collection form were scrutinized by looking at each participants' perceptions and reflecting upon their development process. Drawing on Hitchcock and Hughes (1995), Cohen, Manion and Morrison (2007) explain that

"a case study has several hallmarks: it is concerned with a rich and vivid description of events relevant to the case, it provides a chronological narrative of events relevant to the case, it blends a description of events with the analysis of them, it focuses on individual actors or groups of actors, and seeks to understand their perceptions of events, it highlights specific events that are relevant to the case, the researcher is integrally involved in the case, an attempt is made to portray the richness of the case in writing up the report" (p. 253).

In this sense, participants' development processes were described and analyzed individually, and later compared and contrasted in order to reflect on possible similarities and/or differences between them. The next section presents the results and discusses them under the light of literature informing this study.

4. RESULTS AND DISCUSSION

As previously stated, the main goal of this study was to investigate the implementation of a critical cycle of activities. More specifically, we focused on learners' perception during implementation aiming at unveiling possible ramifications of this material on learners' development. Moreover, it is relevant to recap that this study is characterized as a case study, which involved the perception of two participants concerning their development throughout critical material implementation. In this sense, this section will start by looking at each participant individually, focusing on their individual development processes within the critical cycle implementation. Later, I will discuss similarities and/or differences between the processes experienced by the two participants, aiming at understanding possible implications of this study and, hence, attempting to answer the research question that guided this work.

4.1. LEARNERS' DEVELOPMENT

Considering the research question that guided this study: "What are the possible implications of teaching language through a critical perspective to English undergraduate students?", this section focuses on presenting a detailed overview of participants' answers to each instrument, as they moved along the critical task cycle implementation. That is, it analyzes participants' answers 1) to a pre-collection form, which was implemented at the beginning of the cycle; 2) in the first version of the main task activity, in which participants discussed the role of the language teacher after the first class; 3) in the second and final version of the main task activity, in which participants had the opportunity to improve and revisit their answers considering their first version and 4) to a post-collection form, which was implemented at the end of the cycle. Subsequently, this section discusses these findings under the light of literature. Due to space constraints, participants' full answers can be found in the appendices section (see appendices M, N, O and P), both in Portuguese and in English.

4.1.1. Participant 1 - Gretel

More specifically, this subsection focuses on Gretel's process, considering her development within the critical cycle of activities. Before initiating the discussion of the data of the first participant from the pre-collection form, it is relevant to highlight that the purpose of the instrument was to understand participants' initial views on the role of the language teacher. Therefore, in their first question, participants needed to write about "who should the English teacher be?", according to their perception.

When asked about who the language teacher should be, Gretel decided to emphasize the teaching of linguistic and communicative aspects of the target language. In this sense, the participant highlighted the need for the teacher to bring what she calls 'technical elements' along with 'real use of language' into the classes. From these affirmations, we may perceive that Gretel considers as relevant to provide students with structural knowledge of the language along with functional possibilities. Those, depending on how they are implemented and integrated, may resemble branches of the communicative approach to language teaching, in which language is considered to be a communicative tool, and its main concern is communicating with one another. As East (2008, apud EAST, 2021) explains, within the communicative approach "language exists for purposes of real communication with real individuals in real contexts" (p. 17). In this sense, within this perspective, teaching language has to do with the use of linguistic knowledge guided by communicative needs in different settings and situations, which ultimately should lead to genuine communication within the classroom (EAST, 2021).

Another aspect that can be tackled in Gretel's first answer is that she also proposes that teachers should focus on contents and material that go beyond formulas for language teaching. She indicates that blindly following textbooks or steps is no longer acceptable in the classroom. The participant also points out that students' interests and needs should be taken into account when choosing the topics to be discussed within the group. It may be argued, hence, that Gretel's answer may resemble some aspects of a post-method perspective on language teaching (KUMARAVADIVELU, 1994), as she indicates that there is no single material or method that can predict all students' needs.

Moreover, as she highlights the relevance of considering the needs of the learners, her ideas may also be, once again, connected to a communicative perspective on teaching, which puts emphasis on language that is meaningful to the learner, according to their communicative intentions. On the other hand, it is necessary to point out that, even though

she seems to acknowledge that every classroom has its own particularities and students have distinct profiles and needs, Gretel does not mention in her answer the sociopolitical issues related to everyday life. Hence, a critical view on language does not seem to appear in Gretel's first answer, as she decided to put emphasis on communicative features of language and teaching.

Finally, still considering her response to the first question in the pre-collection form, it can be perceived that Gretel seems to see language teachers as professionals who are expected to make coherent and informed decisions. She says: "*Penso que um aspecto muito importante do ensino de línguas é a interação e a dinâmica em sala, o que depende muito do professor*" and "*É essencial que professor saiba analisar e coordenar conteúdo programático e método de ensino com necessidades de cada turma*". Gretel's choice of words in this first answer, more specifically the use of the words 'depend' and 'essential' may indicate that, for her, the teacher must have enough knowledge to make good pedagogical decisions, since the classroom dynamics and interaction 'depends' on the teacher. Therefore, she demonstrates that she perceives the role of the teacher as of much responsibility, which should be based on theoretical knowledge but also awareness of students' needs. In this context, Gretel's answer resembles a student-centered teaching perspective that is common to the practice of strong CLT movements.

Moving on to the second question of the pre-collection form, I inquired the participants on "What should the language teacher teach?". Gretel's second answer in the pre-collection form seems to follow a direction that is similar to the previous one. Here, Gretel stated that she considers that 'practical situations' and 'current issues' are relevant in language teaching. Moreover, she puts emphasis on communicative needs, as when she labels possible functions and contents to be approached by the language teacher. This way, she identifies possible communicative situations/needs students may find during their lives outside the classroom (e.g. business, writing, traveling). As in the first question, these elements seem to indicate that her perspective on teaching has to do with mediating possible scenarios of communication and that the teacher is responsible for finding an appropriate approach to fit the groups' particularities. This way, Gretel seems to demonstrate once again that she believes that the objective of language teaching is to develop students' communicative competence, that is, using appropriate language in communicative situations (LEFFA, 1988).

On the other hand, Gretel's answer to the second question of the pre-collection form also brings aspects that may resemble a more critical direction. In this answer, Gretel

affirmed that she believes that each group should be heard by the teacher when defining the objectives of the course, since, by doing so, the teacher can adapt the content and methodology which they find more suitable to the group. Although in her answer to the first question, words such as "interaction, needs and interests" were already mentioned, this time Gretel presents more information that contributes to a more detailed understanding of her perception. As it can be seen, in the final part of her second answer, when she says: "*Acho que a melhor forma de se decidir sobre os temas a serem abordados é conversando com o aluno ou a turma e identificar facilidades, dificuldades, objetivos etc, de modo a adaptar os conteúdos relativos aquele ciclo a um método que será melhor aproveitado*", seems to call attention to the relevance of being attentive to learners' perspectives and contexts which can be seen as an action that makes it possible to create democratic classrooms.

In this context, Freire (1996) discusses democratic classrooms referring to spaces where individuals have equal liberty to express their views and questionings, a place where students and teachers speak and are heard. In this sense, as Gretel mentioned that students' voices should be part of the curriculum design, her answer seems to emphasize the importance of a democratic classroom. According to Gretel, the best way of deciding about teaching objectives, approaches and themes is talking to the students, which could be related to the idea of proposing a negotiated curriculum for a language course. A negotiated curriculum is a practice in which the teacher and students work together to make decisions in many parts of the curriculum design process (NATION; MACALLISTER, 2009). This way, the teacher may opt for presenting the curriculum to the students in the beginning of the school year for an open debate concerning a possible negotiation of themes, activities or deadlines. In addition, this negotiation continues to take place during the academic year, when the teacher adjusts the course to the changing needs and demands of the group.

It is important to mention that, based solely on her answer, we cannot assume that Gretel is, in fact, referring to a democratic classroom and to democratic practices such as negotiated curricula, as more details on what she means by that would be needed. It is not clear, for instance, how much of students' participation in the decision-making process she is referring to in this answer. It is also important to elucidate that, at this point of the implementation of the critical task cycle of this study, we had not yet started to discuss any teaching practices or theories, nor aspects of critical perspectives towards education. Still, although it cannot be said that the participant was familiar with Critical Language Pedagogy theory or even referring to it in her answer, we may perceive instances that can be related to some principles that guide CLP, such as student-centered, democratic and (at least partially)

negotiated language classes and curricula. However, considering that in both answers of her pre-collection form Gretel puts emphasis on communicative and functional needs of the language, it must be acknowledged that it is not clear at this point whether she perceives the participation of the learner in curriculum design as, in fact, an emancipatory action.

After having answered the form, which happened before the beginning of the critical cycle implementation, Gretel, like the other participant, engaged in the activities and discussions that were part of the first class. As portrayed on Chart 2, the first class of the critical cycle was about expressing their carried beliefs on teaching. They needed to speak about what they considered to be suitable behaviors of someone who is in the role of the teacher. In addition, the asynchronous activity required them to send an audio to the teacher (through Moodle), answering the following question, in English: "what is the role of the language teacher?". As mentioned in the instruments section of this research, the participants had to elaborate their thoughts based on the discussion they had previously engaged in considering their learning/teaching practices and their beliefs.

However, it must be mentioned that both participants sent the audio assignment after the second class of the cycle, and not after the first. Nonetheless, their late assignments were considered acceptable for the present research as we aim to perceive their development processes throughout the cycle. Therefore, after being exposed to discussions carried out in the second class of the cycle, it can be said that both participants had contact with critical ideas related to language teaching before sending the first version of the audio. The second class of the critical cycle, as demonstrated in the section *The Critical Cycle: development of the material* and on Chart 3, was the beginning of the introduction of critical teaching principles. During this class, the participants had the chance to listen to two short podcasts of researchers who explained their views on the critical teacher' characteristics. In addition, a listening comprehension activity was proposed for students to report what they had understood from the audios presented during class.

According to her first version of the audio task, Gretel perceived the language teacher's role as "*teaching more than language*". She explains that the language teacher should teach grammar, but also how to use it in communicative situations while showing "*the world of the language*", which she later explained as being related to knowledge about culture, literature, history, and others. In this first version of the assignment, she mentioned that the experience of learning a new language should be enjoyable and should offer new ways of reflecting and perceiving the world. In addition, the participant explained that the

teacher should know their students enough to develop their skills and encourage critical thinking and interactions with the world.

From her audio, we can once more perceive her emphasis on a communicative perspective to language teaching. However, this time, she included in her answer new elements that seem to add other layers to her view of teaching and language. One of the things she does in this answer is to bring more details about what language teaching is. She says: “*Communication includes the knowledge about culture, [unrecognizable word], history, literature, and a miscellaneous of other traits that makes the language*”. When she proposes speaking about language relating it to cultural and historical aspects, she seems to include a broader and transdisciplinary take on language and teaching. Still, it is not clear whether her view about teaching cultural aspects has to do with the desire to identify or belong to another culture, perceiving culture as something that is foreign and belongs to the other (MOITA LOPES, 1996) or if she is referring to culture from an intercultural perspective, which attempts to "privilege respect for differences and gives visibility to identity traits as builders of a policy of solidarity" (SCHEYERL; SIQUEIRA, 2006, p. 93).

Moreover, she once again seems to depict the language teacher as someone who is in charge of offering opportunities for developing students' skills. However, in this first version of the audio, she also attributes to the language teacher the role of encouraging critical thinking and finding oneself within the world. As she mentioned in the audio, “*the language teacher must encourage the critical thinking and the knowledge of their students of how to interact with this new world and who they are in this new world*”. From her answer to this assignment, it can be noticed that the participant makes reference to aspects that resemble critical teaching principles. In this sense, although she was not clear on what she means by critical thinking, it is one of the main goals of critical language pedagogy, as listed by Crookes (2021): “the purpose of education is to develop critical thinking by presenting the people's situation to them as a problem so that they can perceive, reflect, and act on it.” (p. 249). Furthermore, Gretel mentioned that the teacher should aid the learners in the process of reflecting about their identities and their part in the world that surrounds them, which may make reference to the idea of “reading the word and the world” by Freire and Macedo (1987). In this sense, they state that teachers have an important role in aiding learners to become active critical citizens, who are conscient of their realities and their contexts and, therefore, participate in the world also through the use of language.

Hence, as it can be perceived from the discussion carried out above, Gretel seems to add more details and layers to her perceptions of language and of the language teacher, as she

moves along the critical cycle of tasks. So far, her answers put emphasis on communicative perspectives to language teaching but she also adds to her ideas a few key words and concepts that may resemble critical perspectives as well. Still, as previously stated, at this point, she still does not explore in detail these words and concepts.

As the critical material implementation went on, participants had one more class of activities that promoted a series of discussions regarding language, teaching and learning, focusing on critical language perspectives. That means that they had the opportunity to discuss and reflect about readings, podcasts and activities that presented and explored some tenets of critical language education. Then, as explained in the methodology section of this study, in the third class (which was also the final one), participants were asked to send another audio, once again answering the question: "what is the role of the language teacher?".

In her speech, once again, Gretel affirms that learning a language is more than knowing about grammar rules or common sentences related to our everyday lives. She argued that the role of the teacher is connecting people to a world of possibilities and opportunities; being open to discussion within a democratic classroom; knowing and understanding students and their realities and reflecting upon them; forming people who are aware of their roles in the search of a more egalitarian society. Hence, it can be perceived that, in the final version of the audio task, it appears that Gretel repeated some ideas that she had already presented in other stages of the data collection; however, it can be noted that she included new ideas that resemble a few discussions we had had in our virtual classes.

As explained, in this second version of Gretel's oral response, once more she refers to going beyond grammar and memorization of common sentences applied in everyday life. She mentions the possibility of entering the world with a critical perspective, since, according to her, the teacher's role is "*to generate people aware of themselves, of the real world, of what needs to be changed and the pathway to achieving just and egalitarian society*". In this context, Gretel seems to side with Akbari (2008 apud CROOKES, 2021), who argues that language teaching should also be about connecting the classroom to action outside the classroom that leads to social justice. Moreover, although aspects such as critical thinking, getting to know oneself, the world, and one's interaction with it are mentioned again in the audio activity, this time she refers to changing society and promoting a more egalitarian one. Hence, a deeper and clearer understanding of these words and/or concepts can be perceived as she seems to be more comfortable elaborating on them. In this second version of the audio assignment, it seems that Gretel could better articulate her ideas from a more theoretical

perspective, by giving more details in her speech and even citing authors we discussed in class.

Another aspect that must be highlighted can be perceived when we consider that, in the first version of the audio task, the participant had portrayed the language teacher mainly as someone whose role is to know the students' needs and difficulties. On the other hand, in this second version of the audio, the participant highlights the character of the language teachers as empathetic and reflexive individuals who think and reflect on their actions as well as on the contexts of each student. In addition, these teachers opt for responding to these aspects with practices that aim at transformative education. In this second version of the assignment, when she depicts the teacher as someone who "*must be willing to know the students and their realities, understanding and reflecting about the particularities of each one and of the group*" and as someone who is "*open to listen and to discuss with their students*", it is possible to perceive that the participant is able to elaborate on her understanding of what it means to teach a language democratically and the role of the teacher and the student in this process.

Ultimately, it is important to highlight that Gretel concludes that the language teacher is someone who aids students in contributing to society and participates in the formation of free and conscious citizens. In this sense, it is possible to contrast both versions of the assignment and realize that some of the participant's beliefs over the teacher's role have remained and some have either shifted or expanded. In the first version of her audio, Gretel focuses on the teacher's endeavors into presenting a 'new world' to the students, in which students seem to be absorbing a new culture, new traditions, new values. In addition, she seems to put emphasis on the teacher as the responsible one for this developmental process to take place. However, in the second version of her audio, she still mentions "*a new world*" but also she cites a connection with "*possibilities and opportunities*", which emphasizes an active participation of the learner in the new world, apart from getting to know culture and comprehending other realities.

Furthermore, Gretel now explains what developing critical thinking entails. She defines it as a way to "*help students contribute to society*" as "*classrooms are democratic spaces where not only key subjects must be learned but where the free and conscious citizens of tomorrow are formed*". Her words, hence, seem to indicate that the students are individuals who have the possibility of connecting to and acting upon this world and that by their actions the world might be different - a more egalitarian one. In this sense, her emphasis seems to be

on the students as active participants of their learning process and capable of transforming the reality around them towards social justice.

This way, it seems that the participant, when in contact with theory and reflecting upon it in order to reconstruct her perceptions, had the opportunity to exercise Freire's (1970) concept of praxis. According to Freire, 'praxis' has to do with the cyclical and continuous interplay between theory and practice, which involves reflection and action upon the world in order to transform it (FREIRE, 1970). In this sense, as we observe and analyze Gretel's answers through critical material implementation, it can be perceived that some of her perceptions were either transformed and/or developed. That may be an implication of critical material implementation: the classes could be seen as an opportunity for Gretel to become aware, revisit and develop concepts on language and teaching through practice as a language learner who is also studying to be a future teacher.

Finally, as the last activity of data collection, participants answered the post-collection form, which aimed to investigate their perceptions on their individual experiences during the implementation of the critical cycle. For that matter, question one asked the students to summarize how they perceived their learning experience. To this question, Gretel's answer was "*Muito interessante, em especial por explorar o ensino de línguas e o papel do professor além da função de repassar conhecimentos, mas como alguém que estimula descobertas, discussões e pensamento crítico*".²

Based on the participant's answer, it is possible to affirm that she enjoyed the cycle and perceived it as relevant to discuss the language teacher's role in a language class. She chose to highlight her main learnings due to the cycle, and cited going beyond transmitting knowledge. Gretel perceived that the role of the language teacher may also be encouraging, motivating, discussing and thinking critically about the world. Therefore, in this answer of the post-collection form, Gretel seems to perceive the critical material implementation as an opportunity for her to 1) develop concepts about language, teaching and learning in an informed and reflexive way, resignifying and transforming her perceptions along the process and 2) have contact with critical perspectives of teaching, learning and language in the beginning of the course, enabling important reflections for an educator.

In the same post-collection form, it was asked for students to answer if they were familiar with critical perspectives towards language teaching. Gretel wrote: "*Já conhecia a ideia, principalmente pelas disciplinas de linguagem na faculdade, mas não tinha realmente*

² It is relevant to clarify that the answers of the participants were not translated at this point to avoid translation bias. However, they may be found in their English versions in the Appendices I and J.

pesquisado sobre ou visto o assunto de maneira específica". Gretel's response reveals that she may have had prior contact with some of the theoretical principles of critical teaching during other disciplines of the Letras undergraduate program. However, as she points out, she did not have a deeper understanding of it. From this answer, we may infer that the implemented material may have contributed to expanding Gretel's comprehension of critical perspectives on language teaching.

The following question, in the post-collection form, inquired students whether they believed they had learned anything from this experience. In her third answer, the participant mentioned, as part of her learning achievements after the classes, the two central goals of the entire critical cycle, which were: 1) discussing the role of the language teacher critically and 2) developing language simultaneously. It is important to highlight that the critical cycle was developed to serve as an opportunity for critical language learning and it is interesting to perceive that this was noted by the participant herself. In this sense, she mentions that she learned during the discussions and activities that proposed speech organization methods which may aid her in the use of the additional language within academic and social contexts. Moreover, Gretel emphasized the main theme of the cycle which was directed critically towards the role of the language teacher. In this aspect, she asserts to have reflected over theory and practical examples of critical teaching. Furthermore, she explains that the teacher's role entails not only language purposes but also the transformation of their own realities.

The final question of the form asked students to draw relations between the classes and the content that we worked with during the lessons. In this answer, the practices that the participant highlighted, when she says "*A forma de apresentar um tópico e esperar o levantamento de pontos e posterior discussão, passando pelo processo de organizar suas ideias e observar outras perspectivas sobre o tema*" seem to concern the co-construction of knowledge and the discussion of other perspectives of a single theme, aspects that are tenets that permeate the critical language pedagogy principles. In this sense, we may observe that the participant not only seems to have understood the discussions but she also made more sense of some of the concepts related to critical pedagogy. Moreover, Gretel demonstrated that she could even perceive those principles applied in the classes we had during the cycle. In this sense, we may assert that, based on the participant's responses to the proposed assignments, Gretel's understanding of the critical perspective to language and teaching developed in different levels during classes, as she is able to not only talk about the theory

discussed but also recognize it. The last question of the post-collection form was optional and provided space for additional comments or suggestions. However, Gretel chose not to make further comments.

To end this subsection of the study, some conclusions can be drawn from the analysis of the data gathered in Gretel's responses during the cycle. Considering the discussion here presented, it is possible to perceive a significant elaboration on the student's thoughts concerning what critical teaching is and how to apply it and also in relation to the role of the critical teacher in this process. Moreover, she seems to shift focus as she moves along the material, from putting emphasis on communicative perspectives of language at first, and later highlighting and elaborating on critical aspects of language teaching. This way, it seems that Gretel's learning process during critical material implementation involved the appropriation (at least in some levels) of theoretical concepts and a deeper comprehension of critical theories of language.

For that matter, it is important to highlight that the process of concept development is not simple or linear, as explained by Rocha (2017). The stages of developing concepts overlap and “are likely not to be straightforward” (ROCHA, 2017, p. 25), whereas their boundaries are fluid and may move back and forth in the process. Here, it is important to highlight that this process (as praxis itself) is never-ending, which means the participant is still developing her understanding of these concepts and theories. It may be, then, safe to assume that the critical cycle provided the opportunity for engaging/continuing the process of developing concepts and, simultaneously, building a teaching identity. Hence, it seems relevant to have such discussions present since the early phases of it.

4.1.2. Participant 2 - Samantha

In this subsection, Samantha - the second participant - has her learning process discussed. As for the first participant, I chose to interpret all of her answers individually to analyze them under the light of theory.

As previously described, in relation to the pre-collection form, the main purpose of the form was to detect the participants' beliefs prior to their participation in the cycle. In addition, the pre-collection form was implemented before the discussions of the critical cycle and it proposed two different questions for the participants to answer. In the first question, Samantha had to approach her views on the role of the language teacher, by describing how

she saw the language teacher in the classroom, speaking about kinds of behaviors, interactions, class organization and other aspects of the pedagogical routine. In Samantha's first answer, one may find some indications that she considered that the teaching of language should go beyond the basis and approach contents which have a contextual relevance. According to the participant, language teaching should be historically and culturally contextualized, and take place through the means of discussions and immersion. She explains that by giving an example of a language teacher she had who was able to teach language beyond linguistic aspects (in her words, grammar and pronunciation) by proposing relevant cultural and historical contents. On the other hand, she compares this teacher to another one she had who did not propose relevant topics for the class and, according to Samantha, was not able to teach language either.

It seems that for the participant, language teaching may be about developing language abilities through teaching of contents that are relevant, contextualized and meaningful for the students. In this sense, she seems to agree with a communicative perspective of teaching that perceives that solely structural elements are not sufficient to development of communicative competences. This reasoning seems to be in line with the many communicative perspectives of language teaching that go by the claim that the language activities should be as meaningful as possible due to their relation to the real world and to the fostering of real communication within the language classroom (RICHARDS; RODGERS, 2010). Therefore, one can say that the participant seems to perceive the teaching of language as in need of further motivation which can be brought by the discussion (hence, the exercise of communication) and can be promoted by the proposition of contents that may be directly related to meaningful and contextualized themes. Moreover, she seems to point out that language should respond to the one that is used in real life situations, an aspect of the communicative perspective as well, which carries "an understanding that language exists for purposes of real communication with real individuals in real contexts" (EAST, 2008, p. 14 apud EAST, 2021, p. 17).

Finally, in this first answer, she mentions that it is important that the classroom is a space open for debate and meaningful learning, which may be connected to the practice of oral abilities through a communicative approach. That is, Samantha here proposes that learners take part of the learning process and participate in debates and feel immersed in the language by the presentation of the teacher's input for further construction of dialogue. Those attitudes seem to reflect a communicative teaching perspective that is student-centered (EAST, 2021).

In the second question of the pre-collection form, Samantha had to answer a question about the topics and themes that the language teachers should choose and how they should choose those. In her second answer, once more, Samantha focuses on teaching beyond grammar. She mentions the need to understand students' desires and interests, which should be taken into consideration. Samantha emphasizes that students' voices should be heard by the teacher, and students should participate in decision making situations related to the curriculum. In addition, she talks briefly about presenting many different types of material, although she does not specify what she means by that, but she once more evokes the diversity of contents to engage students into learning.

In this response, we may reflect over her ideas of speaking to the students about their desires and interests. Once more, Samantha's ideas may resemble a principle of the communicative perspective within the process of the needs analysis in planning a curriculum, by considering students' needs and contexts in order to make pedagogical decisions which will establish the themes to be discussed during the classes. It is possible to state, hence, that Samantha seems to consider students' opinions as valuable and relevant to the decision making process, following a learner-centered approach to curriculum design.

However, it is not possible to state whether or not Samantha is referring to a democratic perspective of teaching in this answer, since she does not explain in detail how this process of analyzing needs and interests would take place. When she mentions talking to students and understanding what their interests are, we cannot assume that she believes in negotiating with them. That is, it is possible that she may be referring to curriculum design as a task that is done by the teacher alone (even though considering the learners' opinions, the teacher is the one who makes decisions). In this sense, she states that their interests and opinions will play a role in the process when it comes to defining themes, but she does not mention if students will participate in the decisions concerning class organization.

The next step of the data collection required students to send an audio file summarizing their thoughts shortly after the first class of the cycle. However, as previously mentioned above, the participant Samantha (similar to Gretel) only sent her assignment after the end of the second class, in which, as mentioned before, students were introduced to critical teaching principles. Therefore, similarly to what happened to Gretel, considering the fact that Samantha sent her first audio assignment after the second class, the analysis of her

answer must take into account the fact that she was exposed to some of the ideas that surround the critical teacher theoretical foundation.

In her first audio, Samantha brings much of the content of her answers of the pre-collection form and adds a few more elements. She speaks of teaching that surpasses grammar and reaches cultural and historical aspects of language, as mentioned in her pre-collection form. However, in this first version of the oral assignment, Samantha adds another layer to teaching when she mentions words such as ‘awareness’, ‘justice’ and ‘social issues’. She now depicts the teacher as a possible ‘*mediator for a better society*’ and perceives the teacher’s role in raising students’ awareness of their own realities.

Differently from the pre-collection form, Samantha describes “*changing their students’ lives*” as a part of the teacher’s role. In this answer, Samantha may be referring to what critical teachers possess as a belief, which is summarized by Crookes (2021): “the purpose of education is to develop critical thinking by presenting the people’s situation to them as a problem so that they can perceive, reflect, and act on it” (p. 249). This way, we understand how the participant may find that it is the teacher’s role to “change students’ lives”. However, it is important to point out that, according to critical teaching principles, teachers are not responsible for changing anyone’s life, they may aid students in developing critical consciousness so that students themselves reflect and may decide to transform their realities. Even so, Samantha seems to be moving towards critical teaching principles, as when she mentions that “*a teacher could be a mediator for a better society*”, ideas that can be related to values of social justice, typical of critical teaching practices.

Considering that the words mentioned in her first audio (i.e awareness, justice and social issues) did not appear in her pre-form answers, it is possible to perceive that the two first classes of the cycle seemed to have had a significant impact in her perception at that moment of the cycle. Even though, in her audio answer, Samantha returns to some of the issues she mentioned in the pre-collection form (such as going beyond linguistic aspects and focusing on contextualized language), she also adds critical aspects to her perception, some of which were discussed during the critical cycle. Nonetheless, it is important to consider that, as it is a process, Samantha’s concept development is still taking place and that is also the case if one considers her understanding of the principles of critical thinking. In this sense, it can be comprehensible, for instance, when she uses the word ‘method’ to refer to critical teaching.

Continuing with the cycle, the participants had another synchronous class with the teacher and the group. During the discussions, students were invited to interact with a more theoretical foundation of critical teaching and the encounter of it with language teaching (CLP). Moreover, they were encouraged to think about the speech strategies and the content they dealt with during the classes of the critical cycle.

In the final version of Samantha's audio, we may perceive a participant who claims to have developed a more informed view on language teaching. Samantha seems more comfortable completing the activity for having already discussed some of the concepts that were important for the formation of an opinion that was later requested. The participant explains that in the beginning of her audio by saying that "*now with this research, I am certain that my mind is now more clear: it is easier to have an opinion when you learn about certain concepts*". This way, the participant acknowledges that the critical cycle activities helped her in her concept development process and she uses many of the ideas proposed during the cycle to base her arguments towards the role of the language teacher and education.

Moreover, considering her second audio, it is possible to see that, corroborating her prior answers, she still believes that more than language should be approached during language classes. However, in this version of her audio she chose to give emphasis to the social implications of education in students' lives. She now talks about promoting a kind of teaching that enables students to be active parts of a democratic society by aiding students to analyze their own realities and defend their own beliefs. She also highlights that by discussing meaningful topics, teachers could create opportunities within the language classroom to aid students in developing citizenship.

In addition, she considers that language teachers should "*offer the best their students can get*". One may say that Samantha discusses how teachers have more responsibility than they should in transforming society but acknowledges the relevance education has in citizenship development and promotion of social justice. As she says: "*education is a cornerstone of society*". This implies that Samantha may be aware that the act of teaching is perceived as a social and political practice (SHOR; FREIRE, 1987).

On the other hand, in her second audio, she mentions the relevance of language teaching through debates over "*sensible topics*". In this instance, it is important to highlight that critical teaching is not solely related to the discussion of controversial topics and opinions, as the critical teaching practice is guided by principles that guide the entire teaching and learning process. For that matter, it is important to emphasize that,

“Any teacher can (potentially) teach about social justice (e.g., the global effects of the European migrant crisis). However, it is not the topic being taught or the teaching strategies that set critical English language teachers apart, but the personal values, motivation, and goals that direct these” (LEAL, 2018, p. 257).

In this context, we can perceive that, in her second version of her audio assignment, Samantha made relevant attempts to mobilize the content of our discussions and engaged in critical reflection in relation to the teacher’s role. It is also relevant to consider that she is still making sense of the theories she encountered and will continue doing so during her path as a Letras undergraduate student and likely as a language teacher. In this sense, as Leal (2018) states, when speaking of teacher development programs, the critical agenda of teacher education is relevant and should be characterized by being widely explicit and not left to chance. Due to the complexity of the issue, it is necessary to provide space and time for the teachers to become critically aware of their contexts and concepts. This way, they may one day do so and act upon their realities and, then, aid their own students to do the same (LEAL, 2018).

After the end of the cycle, the participants needed to answer the post-collection form, which had the intent to investigate the participants’ experiences during the implementation of the critical cycle. The first question asked the participants to write about their learning experiences during the cycle. In her answer, Samantha affirms she enjoyed the experience and the discussion of concepts that she perceives as relevant. In addition, she mentioned that there is more to learn from that moment on and, this way, she perceives that those are not discussions to be completed. In this sense, it is interesting to realize that the participant herself seems to understand that this was the beginning of her teacher education process, and that these constructs may take time to be acquired and to settle in. Moreover, that was a part of her trajectory towards the construction of a more solid identity as a language teacher.

One may see these results as an indication that such discussions should be implemented from the very beginning of the Letras undergrad Program, for its potential to ignite student-teachers’ self-awareness processes. As Leal (2018) points out, drawing on Buzzelli and Johnston (2013), preservice teachers often enter their teacher education programs carrying implicit theories and philosophies of teaching which may be ignored or left unexamined by the program. This way, we find the need to raise awareness and critically challenge preconceptions and beliefs from early moments on, so that students (many of those, future teachers) have the opportunity to mature such concepts and engage in their own development process throughout their major experiences.

As for the second question of the form, the participants were asked whether they were familiar with the critical perspective of teaching language before having contact with the material of the cycle. Samantha said: *“Não. Já tive contato algumas vezes com professores com esse método, mas não conhecia por si só, não sabia que havia um estilo de ensino focado nesses assuntos”*. As it can be perceived, she claimed not to have heard about critical teaching perspectives. However, she realizes that she has had teachers, in the past, who worked this way, according to her. In this answer, we may perceive that Samantha uses “method” and later “teaching style” as interchangeable. Moreover, her answer could be seen as a claim that the classes allowed her to better understand this "way of teaching" not only from a practical perspective, but also from a conceptual perspective. In this sense, her answer may reveal that the English major undergraduate students of the second semester still had not had much emphasis/contact with critical perspectives of teaching. However, considering both Gretel's and Samantha's previous answers, especially the ones given before any classes of the critical cycle, they seem to present a somehow strong basis of knowledge on communicative principles. In this sense, I argue for the relevance of presenting learners with a critical perspective of language and teaching since the beginning of their learning path in the program, since it can be defended that, if we want critical language teachers, we first need to aim at critical student-teachers, or in Silva, Silva and Rocha's (2017) words: “in order for me to teach critically, I need first to be a critical teacher” (p. 1877).

In the following question, Samantha had to write about her learning experience. The focus was to know whether they believed to have learned anything from the process and what had helped/harmed their learning. Samantha claimed to have reflected on the possibilities she has as a professional in the future and also expressed to envision that she may become a critical professional. In this sense, one may say that the classes seemed to be, for Samantha, an opportunity to learn about herself and the kind of professional she wants to be. In addition, she says she enjoyed listening to critical teachers and discussing Paulo Freire for pursuing a career in education. Here, it is quite interesting to observe that the principles of critical teaching attracted the participant, as did the way in which the content was introduced. Once more, Samantha chose to mention that the implementation of the critical cycle, which followed a sequencing of pre-tasks, mid-tasks, and post-tasks intertwined by critical principles, aided her at understanding the concepts that were proposed during our participation in the course. Although she did not elaborate on this answer that these practices

also followed critical principles, she makes clear that they were beneficial to her learning process.

One aspect that is relevant to highlight in Samantha's answer to the third question of the post-collection form is when she says that learning gets much easier when concepts are presented instead of isolated ideas. Even though she does not explore this idea further, the participant's use of the word 'concept' shows that, at some level, she seems aware of the fact that a new perspective (critical) on important concepts (such as teaching and language) was being introduced to her during classes. In that matter, it could be argued that the classes seemed to be an opportunity for learning and development.

In the fourth question, I asked whether the participants had noticed any relation between the lessons and their contents. In this question, I wanted to know whether they had perceived that not only were we talking about critical teaching, but the classes themselves followed critical teaching principles. She said: "*Sim. Os conteúdos eram apresentados em aula por meio de exemplos, questionamentos e atividades que deixavam explícitos o assunto a ser trabalhado*". Based on Samantha's answer, we may understand that she was able to realize that the classes of the critical cycle made use of strategies, such as giving examples, making use of activities and provoking learners' critical thinking, in order to present (explicitly, as she says), the content being discussed (critical language education). In this sense, she seems to perceive the effort made so that the classes would be able to contribute to learners' development.

Even though in her answer, Samantha does not directly mention that the classes followed and were based on critical teaching principles, her emphasis on strategies such as giving examples, making use of activities and provoking learners' critical thinking may indicate that Samantha recognizes that a democratic space happens when students see themselves through the examples and raise their voices by taking part in the discussions and activities that involve and value students' voices and the role of the students as active subjects in the learning process (CROOKES, 2021). This way of thinking may be in line with Crookes's (2021) features of critical teaching, in which he mentions that "classrooms should be places where 'knowledge can be challenged'" (p. 248). Finally, in the last question of the post-collection form, the participants had the option of making other comments, if they desired. In her comment, Samantha praised the classes and the material. She affirmed to have enjoyed the classes and my presence very much.

To conclude this section on Samantha's path, it is important to highlight that the participant recognizes the influence of the critical material and the classes in her submissions of the assignments. Moreover, by acknowledging this influence, she affirms to have affinity to critical principles and intends to continue in developing her concepts in relation to her teaching identity. Therefore, we may recognize that this might be one of the endeavors that will count as an experience and theoretical foundation that will impact her future pedagogical choices. Hence, some conclusions can be drawn from the analysis of the data gathered in Samantha's responses during the cycle. Considering the discussion presented here, it is possible to perceive that, throughout the critical cycle, although Samantha maintained some of her initial ideas, she also expanded her perspective into other aspects of teaching by building a wider repertoire of critical teaching concepts. In her case, the participant recognized that classes were important for the construction of her identity (as a language teacher to be). Finally, it is necessary to consider that this process is continuous and, therefore, Samantha will still develop her concepts and perceptions during her future experiences.

Having analyzed the answers given by both participants of this study for each instrument used, I will now proceed to triangulating the presented findings in an attempt to answer the research question that guided this work.

4.1.3. Triangulation

The aim of this section is to seek for possible correlations between participants' trajectories in order to better understand implications that may have contributed to their processes. In this sense, it is important to emphasize once again that no student arrives in the classroom an empty vessel (FREIRE, 1970), and therefore, learning and concept development are influenced by learners' beliefs, life experiences and so on (LARSEN-FREEMAN, 1998, apud BARCELLOS, 2004). As these elements cannot be identical for life's uniqueness, it is safe to assume that students will most definitely have diverse learning paths. However, it may be significant to point out where their processes converged and what that implies in reference to the critical material implementation.

Hence, considering the research question that guided this study: "What are the possible implications of teaching language through a critical perspective to English

undergraduate students?", there are 2 points that can be highlighted when analyzing the participants' development processes. It is possible to perceive that both participants, after having gone through the cycle, seemed to have a chance to 1) get to know and/or comprehend, on a deeper level, what a critical perspective of language education is and 2) reorganize and elaborate their concepts about teaching, learning and language.

In relation to aspects 1 and 2, we may argue that their learning process throughout critical material implementation indicates that they had a chance to get acquainted with and elaborate on their understanding of critical language teaching, as discussed earlier. At this point, it is relevant to emphasize that the development of scientific concepts is a complex process that is usually a "top-down progression, from more complex and higher characteristics to the more elementary ones" (RAMOS, 2018, p. 21). That is, learners usually initiate their process by dealing with more abstract ideas to progress to the possible ramifications of it. That can be observed in some of the moments that the participants had during the critical cycle. By contrasting the initial and further answers given during the cycle, we may observe the participants elaborating on subjects related to critical teaching, language and learning, as they move on in each activity/class.

One of the examples that can be mentioned is from Gretel's learning path, when she highlights, in the first version of the audio assignment, that language teachers should also foster critical thinking, although she does not explain much of the implications of such attitudes. However, in the final stages of the cycle, Gretel seemed to have a deeper understanding of critical teaching and what critical thinking implies, by summarizing the goal of the language teacher and affirming that they may help students contribute to society, as she mentioned in her final version of the audio assignment. This way, it seems reasonable to affirm that the concept was used dynamically, since concepts are not fixed objects (JOHNSON, 2009, apud RAMOS, 2018). In this context, it can be argued that teacher education programs should promote concept development (PAESANI, 2012, apud RAMOS, 2018), however, by considering the complexity of such a process, it seems reasonable to extend this to initial phases of the program.

Considering the aforementioned implications, it must be acknowledged that developing a critical teacher identity is arduous work. However, it seems clear that presenting future language teachers to critical language teaching perspectives and principles is paramount to the successful development of critical language teachers. In this context, Silva, Silva and Rocha (2017) explain that critical reflection and critical teaching should be part of the undergraduate curriculum and not only part of the teacher development program, in order

to prepare student-teachers for their practicum. Therefore, we may conclude that it can be significant not to leave these discussions to the end of the program, when the future teachers have to cope with the experience of entering the language classroom as teachers (sometimes, for the first time).

Moreover, it must be acknowledged that the moment of the practicum is a moment of practice and reflection for student-teachers, as suggested by Mattos, Jucá and Jorge (2019), who argue that teacher education programs are the moment future teachers have to reconsider their practices and develop new attitudes. This might be considered quite extensive and complex if proposed along with the development of complex concepts such as critical ones. In this context, we advocate against programs that present “activities in different workshops that may be disconnected from one another and that support a transmission-based model of foreign language teacher professionalization” (RAMOS, 2018, p. 37) and argue in favor of ones that foster critical education since the beginning. When considering the Critical Needs Analysis of the cycle, critical language teaching perspectives were not a part of the initial syllabus of the course which participants of the study were enrolled in and perhaps of any other courses (which may not be attested, since we are not sure of which and how many courses the participants had taken part of). In addition, it is important to highlight that having the theme included in the syllabus might be of great benefit for the learners, along with critical principles appropriated in teachers’ conducts. This way, it seems paramount to teach language within the university from a critical perspective when we desire to form critical language teachers.

Still in relation to aspects 1 and 2, it is possible to say that both participants seemed to have had the opportunity to reorganize their beliefs and elaborate their conceptions in relation to language, learning and teaching, which has the potential of aiding future teachers in the process of developing their teaching identity, as Leal (2018) points out. Through this process, they may understand how and what motivates them to make the pedagogical decisions that they will do (LEAL, 2018). Furthermore, we may also observe that their beliefs were not scattered away, but they accompanied them throughout the process. However, it seems that both participants revisited their concepts and developed them in more complex manners. This is perceptible in many passages, such as in Samantha’s final version of the audio assignment, in which she argues that “*education is a cornerstone of society*”. From that affirmation, Samantha demonstrates that she acknowledged that language teaching not only covers linguistic aspects (as brought by her since the beginning), but also social agendas. In this

context, we may observe a possible shift in the teacher identity of the participants, who seemed to realize their professional roles as also social ones, as active agents of society.

Still, it must be acknowledged that, although the participants showed to have considered the proposed ideas within the critical cycle, we may not affirm that their assignments represent a full understanding of the unfoldings of their words. Once more, it is necessary to recognize the process as complex, as Chun and Morgan (2019) highlight, “one doesn’t change an aspect of identity or belief system the same way she or he learns a new verb tense or lexical item” (p. 11). Hence, both Samantha and Gretel may have appreciated the ideas discussed in the cycle, but they still need to develop these concepts further as this is a never ending process. In this sense, it is relevant to point out that the participants did not give indications of resisting the critical values and principles discussed in the critical cycle. It seems that they were open to discuss these ideas and willing to reflect on the implications of them in their future pedagogical practices.

It is also relevant to say that results indicate that in a democratic classroom, in which learners have the opportunity to express themselves and their beliefs, learners’ perspectives are not only heard but also involved in the process of constructing knowledge. This way, critical dialogue also plays a role in the process of teacher identity formation and within the teacher education process itself, when thinking of knowledge development. Through the encounter of those who engage in the common task of learning and acting (FREIRE, 1970), it is possible to aid teachers' identity formation, which can be related to the idea of having critical teaching as not only present in teaching education as content or theme, but as principles that guide the classes. This may be considered an important critical movement, as explained by Ramos (2018), drawing on Johnson (1999), by arguing that memories of former teachers and learning processes may have an impact in newly graduated or beginning teachers' pedagogical actions and Freire’s (1996) idea of teaching through the teacher’s own practice/example.

5. FINAL REMARKS

In this section, I will present a brief summary of the results found after the analysis of the data collected for this study followed by a discussion of the pedagogical implications of this study, a brief consideration involving the limitations of the study and suggestions for further research.

5.1 SUMMARY OF THE RESULTS

Considering the scope of the study, this piece of research was set to investigate the implications of the implementation of a critical material within the context of a language discipline in the Letras Inglês program at the Federal University of Santa Catarina. In this sense, the outcomes of such investigation pointed to the opportunity the critical cycle proposed to the participants in reference to 1) getting acquainted with critical teaching perspectives and 2) reorganizing and exploring their beliefs regarding the role of the language teacher.

After careful analysis and interpretation of the data collected, it was possible to conclude that the material was an opportunity for either meeting or exploring critical teaching perspectives. In addition, through the interpretation of the data, it was possible to perceive that the participants demonstrated signs of being in the process of reexamination of beliefs in relation to the triad *language, teaching and learning* due to the critical debate on the theme concerning the role of the language teacher. As discussed earlier, the participants demonstrated to have reflected upon their perspectives at the beginning of the cycle, and, as the cycle was carried out, the participants continued to reconsider their own conceptions. In this sense, they seemed to change some of their initial ideas concerning language education (while others remained). Amid this process, it was also perceived that the participants may have engaged in concept development, which might have led to a shift in the participants' perspectives on language education. Moreover, as the concepts regarding critical teaching were being explored, the participants seemed to progressively add more layers and more details in their responses to the instruments. In this sense, it can be argued that this might have had an impact on their future identities as language teachers. However, it is important to acknowledge, once more, that it is not possible to attest to what extent the participants have truly internalized such concepts, since the cycle was short and, therefore, could not provide the support needed for such a complex process.

The results, hence, seem to point toward the relevance of discussing critical perspectives of teaching since the beginning of the undergraduate program, due to its complexity in relation to the development of concepts, but especially considering that, if we aim at having critical teachers working in schools, it seems paramount to provide opportunities for critical teacher development at the university.

5.2 PEDAGOGICAL IMPLICATIONS

The present study might contribute to the classroom by presenting another example of the combination of CLP and TBLT in the context of the university. As the field still does not count with a wide variety of examples of critical materials, this research might serve as a contribution which accounts for the perception of the participants and possible implications of the material. Moreover, the study explored the viability of teaching language through the implementation of critical material and concluded that, even in a short term intervention, the participants of the study were able to make important considerations towards their social roles as potential future language teachers.

Through this research, it has been observed that teaching critically may promote critical processes which may foment the formation of critical teachers. For that matter, this piece of research seems to contribute to the field of critical teacher education by posing the processes, the implications of the critical material and discussing the need of fomenting critical thinking throughout the Letras Inglês program. As mentioned earlier, the participants were students of the second semester of the program and still had not been deeply introduced to critical perspectives in Education. Although the professor of the discipline did mention that critical teaching theory was not included in the syllabus, we may argue that it could be permanently included, since it promotes the critical formation of language teachers.

5.3 LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

In reference to the limitations of the study, the first aspect to be mentioned should be the context of the research which was directly influenced by the COVID-19 pandemic. Therefore, much had been altered by a pandemic that was keeping professors and students from gathering in person within the walls of the university to discuss and construct knowledge. This way, there was a lack of physical proximity that is unusual for typical university settings, such as UFSC. Therefore, a study conducted in person might have presented different observations. In this sense, the study did not count with much information on the participants apart from the ones collected through the instruments. However, all of the cycle was created while having the online environment in mind and accounting for the difficulties the participants might have. In this sense, although there was a large distance

between the teacher-researcher and the participants, they were still able to complete all the steps of the critical cycle.

Furthermore, it is also necessary to consider that the study did not count with many participants and, hence, did not present many different learning processes, which could have provided a wider variety of implications and discussions. In this sense, we might argue that having participants with distinct characteristics as learners would have been interesting, since both Gretel and Samantha affirmed to have learned English by themselves, had never taught language and had little intention to teach language after graduation. This way, further research might gain from analyzing more participants and their processes. In addition, collecting more information on the participants might add to the analysis process which can aid to the interpretation of data.

Finally, this study did not focus on language development per se, for time constraints. Hence, analyzing learners' language learning throughout the cycle could give more indications of possible implications of such endeavor. Due to the critical and TBLT principles that guided material development, providing an opportunity for learners to engage in language learning, seems relevant in this case. In this sense, even though it cannot be affirmed that language development happened in this study, since we did not look into that, we may still observe that the cycle followed central characteristics of tasks, such as 1) a relationship to real-world activities; 2) a primary focus on communicative meaning and fluency; 3) a gap (something that learners have to work out); and 4) outcome beyond the use of language (language is not used as an end in itself) (EAST, 2021). Moreover, the cycle was designed to propose tasks that aimed to provide an opportunity for the participants to revisit and elaborate their thoughts, contributing to their oral language development as that was a language class. Considering that throughout the critical task cycle the participants had the opportunity to reexamine and reorganize their concepts and ideas, it can be noticed that by repeating the same production task after engaging in more discussion and reflection both Gretel and Samantha seemed to have had an opportunity to improve their oral academic English development. Hence, considering this discussion, we make a claim for the use of critical cycles of tasks as relevant tools for critical language development in addition to the formation of critical language teachers and recommend future studies to look into it.

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APPENDICE

APPENDIX A - Needs Analysis Form (in Portuguese)

Critical Needs Analysis for TCC

Universidade Federal de Santa Catarina

Pesquisadoras:

Catarina Kasten - Acadêmica do curso de Letras Inglês UFSC

Profa. Dra. Priscila Fabiane Farias - MEN/UFSC

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

(Elaborado de acordo com a Resolução CNS 466/2012)

Você está convidada(o) a participar do projeto de pesquisa de TCC “Critical Additional Language Development: investigating students’ and teacher’s perceptions” que busca investigar o processo de elaboração e implementação de uma unidade crítica num contexto de ensino de línguas adicionais.

Nesta fase da pesquisa, estamos coletando informações para elaboração dos materiais de ensino que serão utilizados na coleta de dados. Portanto, ao aceitar participar desta etapa, você irá responder à algumas perguntas sobre suas preferências e percepções acadêmicas.

As informações aqui fornecidas serão absolutamente confidenciais e não haverá identificação nominal dos participantes, nem divulgação de quaisquer informações que possam revelar sua identidade. Neste tipo de pesquisa qualitativa não há riscos físicos, entretanto o(a) participante poderá se sentir desconfortável em compartilhar informações de cunho pessoal. Portanto, salientamos que não é necessário responder a nenhuma questão ao longo da pesquisa que lhe cause desconforto, constrangimento ou ansiedade.

É garantido esclarecimentos de quaisquer dúvidas referentes ao desenvolvimento da pesquisa, assim como você enquanto participante pode, a qualquer momento, deixar de participar da pesquisa, retirando seu consentimento e informando as pesquisadoras de sua decisão, a fim de que seus dados não sejam utilizados.

A participação nesta pesquisa não acarreta, de forma alguma, prejuízos ou privilégios no curso/disciplina em andamento. É importante ressaltar que não haverá nenhuma despesa para os(as) participantes, assim como também não haverá nenhum benefício financeiro que posteriormente possa vir a incorrer em solicitação de reembolso. Entretanto, caso você se sinta lesado(a), as proponentes da pesquisa explicitamente reconhecem sua responsabilidade e resguardam seu direito enquanto participante de procurar obter indenização por danos eventuais.

Se você tiver qualquer dúvida, as pesquisadoras estarão à disposição para esclarecimentos através dos e-mails catarina.kasten@gmail.com e/ou priscila.farias@ufsc.br.

Agradecemos pela colaboração e colocamo-nos ao seu dispor para sanar todas e quaisquer dúvidas sobre a pesquisa e assumimos total responsabilidade pelo tratamento e guarda dos dados produzidos, mantendo o sigilo nos termos da legislação e ética da pesquisa.

Sua concordância com os termos deste documento expressa sua intenção de participar desta etapa da pesquisa e dá acesso à você ao instrumento de sondagem.

Abaixo, seu email é coletado para que possas receber uma cópia de suas respostas.
Obrigada!

Email:

.....

DECLARAÇÃO DE CONSENTIMENTO PÓS-INFORMAÇÃO

Declaro que fui esclarecida(o) sobre a pesquisa “Critical Additional Language Development: investigating students’ and teacher’s perceptions” e após ter recebido todos os esclarecimentos e ciente dos meus direitos, concordo em participar desta etapa da pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida, exceto dados pessoais, em publicações e eventos de caráter científico. Desta forma, expresso aqui minha anuência com este termo, do qual receberei cópia por e-mail.

Ciente, esclarecido(a) e de acordo.

Não desejo participar.

Perguntas Perfil Pessoal

O objetivo destas perguntas é conhece-la(o) melhor. Caso não queira responder alguma pergunta em específico, por favor escreva: Prefiro não responder.

Obrigada pelas respostas!

Qual o seu nome completo?

.....

Na divulgação de dados desta pesquisa, suas informações pessoais não serão publicadas. Dessa forma, você poderá escolher algum codinome que prefira. Você tem preferência por algum pseudônimo? Se sim, escreva abaixo.

.....

Para qual disciplina você está respondendo este formulário?

.....

Qual a sua idade?

.....

Qual a sua cidade natal?

.....

Qual/quais atividade/s envolvendo inglês você gosta de fazer?

- Ler
- Assistir séries
- Ouvir música
- Estudar sobre a língua
- Traduzir
- Conversar com falantes do idioma
- Ensinar o idioma
- Outra:

Se preferir, elabore sobre a última pergunta.

.....

Cite pelo menos 3 exemplos de séries e/ou filmes e/ou livros que você gosta.

.....

Assinale os tópicos que lhe interessam:

- Política
- Tecnologia
- Esportes

- Astrologia
- Religião
- Bem-estar
- Veganismo
- Ficção
- Música
- Jogos
- RPG
- Cinema
- Outros:

Perguntas Perfil Discente/Docente

O objetivo destas perguntas é conhecer a sua trajetória docente/profissional melhor. Caso não queira responder alguma pergunta em específico, por favor escreva: Prefiro não responder.

Obrigada pelas respostas!

Esse é o seu primeiro curso de graduação?

- Sim, é meu primeiro curso de graduação
- Não, já completei outra(s) graduação
- Não, já iniciei outra graduação mas não finalizei
- Outro:

Você já estudou Inglês em alguma outra instituição e/ou contexto?

- Sim, em outra graduação
- Sim, em escola de idiomas
- Sim, durante meu período escolar
- Não, essa é a primeira vez que estudo inglês
- Não, aprendi inglês por conta própria (jogos, filmes, etc)
- Outros:

Se você já estudou inglês antes de entrar no curso de Letras da UFSC, por quanto tempo você viveu essa experiência?

.....
 ...

Você trabalha/já trabalhou na área de letras-inglês?

- Sim, atualmente trabalho na área
- Sim, já trabalhei na área mas não trabalho atualmente
- Não, nunca trabalhei na área
- Outros:

Se sim, como você trabalha/trabalhou? (marque todas as opções verdadeiras para você)

- Sou/fui professor de línguas em cursos livres de idiomas
- Sou/fui professor de línguas no modo "aulas particulares"

- Sou/fui bolsista durante a graduação e trabalhei com ensino
- Sou/fui bolsista durante a graduação e trabalhei com pesquisa
- Nunca trabalhei na área
- Outros:

Você pensa em trabalhar com o ensino de inglês após concluir sua graduação?

- Sim
- Não
- Talvez
- Outros:

Em relação às suas habilidades orais na língua inglesa, classifique como você percebe sua performance:

	Preciso melhorar	Regular	Satisfatória	Muito bom!	Excelente
Produção de Inglês oral acadêmico					
Compreensão de Inglês oral acadêmico					
Produção de Inglês oral cotidiano					
Compreensão de Inglês oral cotidiano					

Em relação às suas habilidades escritas na língua inglesa, classifique como você percebe sua performance:

	Preciso melhorar	Regular	Satisfatória	Muito bom!	Excelente
Produção de Inglês escrito acadêmico					
Compreensão de Inglês escrito acadêmico					

Produção de Inglês escrito cotidiano					
Compreensão de Inglês escrito cotidiano					

Quais temáticas te interessam na graduação? (marque todas as opções verdadeiras para você)

- Tradução
- Linguística Aplicada
- Linguística
- Literatura
- Cinema
- Ensino e Aprendizagem de línguas adicionais
- Aquisição de línguas adicionais
- Perspectivas Críticas de ensino e aprendizagem de línguas adicionais
- Outros:

Você tem intenção de cursar as disciplinas de Língua Inglesa no semestre que vem (2021.2)?

- Sim
- Não
- Talvez
- Outros:

Gostaríamos de agradecer pela sua participação! Se quiser, deixe algum comentário ou sugestão.

.....

APPENDIX B - Needs Analysis Form (in English)

Critical Needs Analysis for TCC

Federal University of Santa Catarina

Researchers:

Catarina Kasten - Academic of the English Language Course at UFSC

Professor Dr. Priscila Fabiane Farias - MEN/UFSC

FREE AND CLARIFIED CONSENT TERM

(Prepared in accordance with CNS Resolution 466/2012)

You are invited to participate in the TCC research project “Critical Additional Language Development: investigating students’ and teacher’s perceptions” which seeks to investigate the process of designing and implementing a critical unit in a context of teaching additional languages.

In this phase of the research, we are collecting information to prepare the teaching materials that will be used in the data collection. Therefore, by accepting to participate in this stage, you will answer some questions about your academic preferences and perceptions.

The information provided here will be absolutely confidential and there will be no nominal identification of participants, nor will there be any disclosure of any information that could reveal their identity. In this type of qualitative research, there are no physical risks, however the participant may feel uncomfortable sharing personal information. Therefore, we emphasize that it is not necessary to answer any question throughout the research that causes you discomfort, embarrassment or anxiety.

Clarification of any doubts regarding the development of the research is guaranteed, as you as a participant can, at any time, stop participating in the research, withdrawing your consent and informing the researchers of your decision, so that your data is not used.

Participation in this research does not, in any way, entail prejudice or privileges in the course/discipline in progress. It is important to point out that there will be no expenses for the participants, as well as there will be no financial benefits that may later be incurred in a reimbursement request. However, if you feel harmed, the research proponents explicitly acknowledge your responsibility and protect your right as a participant to seek compensation for eventual damages.

If you have any questions, the researchers will be available for clarification via e-mails catarina.kasten@gmail.com and/or priscila.farias@ufsc.br.

We thank you for your cooperation and we are at your disposal to resolve any and all doubts about the research and we assume full responsibility for the treatment and storage of the data produced, maintaining confidentiality under the terms of the legislation and ethics of the research.

Your agreement to the terms of this document expresses your intention to participate in this stage of the research and gives you access to the survey instrument.

Below, your email is collected so you can receive a copy of your responses.

Thanks!

Email:

POST-INFORMATION CONSENT DECLARATION

I declare that I have been informed about the research “Critical Additional Language Development: investigating students' and teacher's perceptions” and after having received all clarifications and aware of my rights, I agree to participate in this stage of the research, as well as authorize the dissemination and the publication of all information transmitted by me, except personal data, in publications and events of a scientific nature. Therefore, I hereby express my consent to this term, of which I will receive a copy by email.

Aware, informed and in agreement.

I do not wish to participate.

Personal Profile Questions

The purpose of these questions is to get to know you better. If you do not want to answer a specific question, please write: I prefer not to answer.

Thanks for the answers!

What's your full name?

.....

In the disclosure of data from this research, your personal information will not be published. That way, you can choose any codename you prefer. Do you have a preference for a pseudonym? If yes, write below.

.....

For which subject are you responding to this form?

.....

How old are you?

.....

What is your hometown?

.....

Which activity/s involving English do you like to do?

- To read
- Watch series
- Listen to music
- Study about the language
- translate
- Chat with speakers of the language
- Teach the language
- Other:

If you prefer, elaborate on the last question.

.....

Cite at least 3 examples of series and/or movies and/or books that you like.

.....

Tick the topics that interest you:

- Policy
- Technology
- Sports

- Astrology
- Religion
- Welfare
- Veganism
- Fiction
- Song
- Games
- RPG
- Movie theater
- Others:

Student/Teacher Profile Questions

The purpose of these questions is to know your teaching/professional trajectory better. If you do not want to answer a specific question, please write: I prefer not to answer.

Thanks for the answers!

Is this your first degree course?

- Yes, it is my first degree course
- No, I have already completed other degree(s)
- No, I already started another degree but I didn't finish it
- Other:

Have you studied English in any other institution and/or context?

- Yes, in another graduation
- Yes, in a language school
- Yes, during my school term
- No, this is the first time I study English
- No, I learned English on my own (games, movies, etc)
- Others:

If you have already studied English before entering the UFSC Language Course, how long have you had this experience?

.....

Do you work/have you ever worked in the area of English letters?

- Yes, I currently work in the area
- Yes, I have worked in the area but I do not currently work
- No, I have never worked in the area
- Others:

If yes, how do you work/work? (check all options that are true for you)

- I am/was a language teacher in free language courses
- I am/was a language teacher in the "private lessons" mode
- I am/was a scholarship holder during graduation and I worked with teaching
- I am/was a scholarship holder during graduation and I worked with research

I have never worked in the area

Others:

Do you think about working with the teaching of English after completing your degree?

Yes

No

Perhaps

Others:

Regarding your oral skills in the English language, rate how you perceive your performance:

	I need to improve	Regular	Satisfactory	Very good	Excellent
Academic oral English production					
Comprehension of academic oral English					
Production of everyday oral English					
Understanding everyday oral English					

Regarding your written skills in the English language, rate how you perceive your performance:

	I need to improve	Regular	Satisfactory	Very good	Excellent
Academic written English production					
Comprehension of academic written English					
Production of everyday written English					

Understanding everyday written English					
--	--	--	--	--	--

What topics interest you in the Letras Inglês program? (check all options that are true for you)

- Translation
- Applied Linguistics
- Linguistics
- Literature
- Movie theater
- Teaching and Learning of Additional Languages
- Acquisition of additional languages
- Critical Perspectives on Additional Language Teaching and Learning
- Others:

Do you intend to take the English language courses next semester (2021.2)?

- Yea
- No
- Perhaps
- Others:

We would like to thank you for your participation! If you want, leave a comment or suggestion.

.....

APPENDIX C - CONSENT FORM (in Portuguese)

Termo de Consentimento Livre e Esclarecido

(Elaborado de acordo com a Resolução CNS 466/2012)

Você está convidada(o) a participar do projeto de pesquisa de TCC “Desenvolvimento de Inglês como Língua Adicional Partindo de uma Perspectiva Crítica: Investigando o Processo de Implementação de Material Crítico” que busca investigar o processo de implementação de uma unidade crítica num contexto de ensino de línguas adicionais.

Ao aceitar participar desta pesquisa, você irá responder a dois questionários de coleta de dados, um no início e outro no final da pesquisa. Ainda, você também irá realizar uma atividade que consistirá no envio de um áudio falando sobre suas percepções em relação ao papel do professor de língua inglesa. Finalmente, é importante que você saiba que as aulas nas quais faremos a implementação do material crítico de coleta serão gravadas e transcritas.

As informações aqui fornecidas serão absolutamente confidenciais e não haverá identificação nominal de participantes, nem divulgação de quaisquer informações que possam revelar sua identidade. Durante os procedimentos de coleta de dados, os participantes estarão sempre acompanhados pelas pesquisadoras, responsáveis pelo estudo, que lhes prestarão toda assistência necessária ou acionarão pessoal competente, se necessário.

Durante a pesquisa, aspectos desagradáveis como cansaço, constrangimento, falha no funcionamento do equipamento tecnológico, dentre outros, podem ser comuns, mas serão mediados pelas pesquisadoras com o fim de resolvê-los e proporcionar as condições necessárias de conforto na participação da pesquisa. Neste tipo de pesquisa qualitativa não há riscos físicos, entretanto o(a) participante poderá se sentir desconfortável. Portanto, salientamos que não é necessário responder a nenhuma questão ao longo da pesquisa ou ainda participar de alguma atividade que lhe cause desconforto, constrangimento ou ansiedade.

É garantido esclarecimentos de quaisquer dúvidas referentes ao desenvolvimento da pesquisa, assim como você enquanto participante pode, a qualquer momento, deixar de participar da pesquisa, retirando seu consentimento e informando as pesquisadoras de sua decisão, a fim de que seus dados não sejam utilizados.

A participação nesta pesquisa não acarreta, de forma alguma, prejuízos ou privilégios no curso/disciplina em andamento. É importante ressaltar que não haverá nenhuma despesa para os(as) participantes, assim como também não haverá nenhum benefício financeiro que posteriormente possa vir a incorrer em solicitação de reembolso. A legislação brasileira não permite que participantes de pesquisa tenham qualquer compensação financeira. Caso alguma despesa extraordinária associada à pesquisa venha a ocorrer, os participantes serão ressarcidos nos termos da lei. Caso os participantes tenham algum prejuízo material ou imaterial em decorrência da pesquisa, poderão solicitar indenização, de acordo com a legislação vigente e amplamente consubstanciada. Entretanto, caso você se sinta lesado(a), as proponentes da pesquisa explicitamente reconhecem sua responsabilidade e resguardam seu direito enquanto participante de procurar obter indenização por danos eventuais.

Caso tenha alguma dúvida sobre os procedimentos ou sobre o projeto, você poderá entrar em contato com as pesquisadoras responsáveis a qualquer momento pelos telefones 48 37214503, ou através dos

e-mails catarina.kasten@gmail.com e/ou priscila.farias@ufsc.br, ou no endereço Campus Universitário UFSC, Centro de Educação, Departamento de Metodologia, sala 308, bloco D.

Você também poderá entrar em contato com o Comitê de Ética em Pesquisa com Seres Humanos da UFSC pelo telefone 48 3721 6094, e-mail cep.propesq@contato.ufsc.br ou pessoalmente no endereço Rua Desembargador Vitor Lima, 222, sala 401, Trindade, Florianópolis, SC.

Salientamos que as pesquisadoras serão as únicas a ter acesso aos dados. Todas as providências necessárias serão tomadas para manter o sigilo, mas sempre existe a remota possibilidade da quebra do sigilo, mesmo que involuntário e não intencional, cujas consequências serão tratadas nos termos da lei. Os resultados deste trabalho poderão ser apresentados em encontros ou revistas científicas. Mostrarão apenas os resultados obtidos como um todo, sem revelar nome, instituição ou qualquer informação relacionada à privacidade dos participantes.

Sua concordância com os termos deste documento expressa sua intenção de participar desta etapa da pesquisa. Duas vias deste documento estão sendo rubricadas e assinadas por você e pelas pesquisadoras. Guarde cuidadosamente a sua cópia, pois é um documento que traz importantes informações de contato e garante seus direitos como participante da pesquisa.

As pesquisadoras responsáveis, que também assinam esse documento, comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata dos preceitos éticos e da proteção aos participantes da pesquisa.

Campo para assinatura do(a) participante:

Eu,, RG, no dia .. de, de, li este documento (ou tive este documento lido para mim por uma pessoa de confiança) e obtive dos pesquisadores todas as informações que julguei necessárias para me sentir esclarecido e optar por livre e espontânea vontade responsabilidade participar da pesquisa.

Florianópolis, ... de de

_____ (assinatura)

Campo para assinatura das pesquisadoras:

Eu, Priscila Fabiane Farias, CPF, no dia de, de, comprometo-me a conduzir a pesquisa de acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata dos preceitos éticos e da proteção aos participantes da pesquisa. Dato, carimbo e assino abaixo.

Florianópolis , dede

_____ (assinatura)

Eu, Catarina Kasten, CPF, no dia de, de, comprometo-me a conduzir a pesquisa de acordo com o que preconiza a Resolução 466/12 de 12/06/2012, que trata dos preceitos éticos e da proteção aos participantes da pesquisa. Dato, carimbo e assino abaixo.

Florianópolis, de de

_____ (assinatura)

APPENDIX D - Consent Form (in English)

Free and Informed Consent Form

(Prepared in accordance with CNS Resolution 466/2012)

You are invited to participate in the TCC research project “Developing English as an Additional Language from a Critical Perspective: Investigating the Implementation Process of Critical Material” which seeks to investigate the process of implementing a critical unit in a context of additional language teaching.

By accepting to participate in this research, you will answer two data collection questionnaires, one at the beginning and another at the end of the research. In addition, you will also carry out an activity that will consist of sending an audio talking about your perceptions regarding the role of the English language teacher. Finally, it is important that you know that the classes in which we will implement the critical collection material will be recorded and transcribed.

The information provided here will be absolutely confidential and there will be no nominal identification of participants, nor will there be any disclosure of any information that could reveal their identity. During the data collection procedures, the participants will always be accompanied by the researchers responsible for the study, who will provide them with all necessary assistance or call competent personnel, if necessary.

During the research, unpleasant aspects such as tiredness, embarrassment, failure in the functioning of technological equipment, among others, may be common, but will be mediated by the researchers in order to resolve them and provide the necessary conditions for comfort in participating in the research. In this type of qualitative research there are no physical risks, however the participant may feel uncomfortable. Therefore, we emphasize that it is not necessary to answer any question throughout the research or participate in any activity that causes you discomfort, embarrassment or anxiety.

Clarification of any doubts regarding the development of the research is guaranteed, as you as a participant can, at any time, stop participating in the research, withdrawing your consent and informing the researchers of your decision, so that your data is not used.

Participation in this research does not, in any way, entail prejudice or privileges in the course/discipline in progress. It is important to point out that there will be no expenses for the participants, as well as there will be no financial benefits that may later be incurred in a reimbursement request. Brazilian legislation does not allow research participants to have any financial compensation. If any extraordinary expenses associated with the research occur, the participants will be reimbursed in accordance with the law. If the participants have any material or immaterial damage as a result of the research, they may request compensation, in accordance with current and broadly substantiated legislation. However, if you feel harmed, the research proponents explicitly acknowledge your responsibility and protect your right as a participant to seek compensation for eventual damages.

If you have any questions about the procedures or the project, you can contact the responsible researchers at any time by telephone 48 37214503, or via e-mails

catarina.kasten@gmail.com and/or priscila.farias@ufsc.br, or at the UFSC University Campus, Education Center, Methodology Department, room 308, block D.

You can also contact the UFSC Ethics Committee for Research with Human Beings by phone 48 3721 6094, e-mail cep.propesq@contato.ufsc.br or personally at Rua Desembargador Vitor Lima, 222, sala 401, Trindade, Florianópolis, SC.

We emphasize that the researchers will be the only ones to have access to the data. All necessary measures will be taken to maintain confidentiality, but there is always the remote possibility of breach of confidentiality, even if involuntary and unintentional, the consequences of which will be dealt with under the law. The results of this work may be presented at scientific meetings or journals. They will only show the results obtained as a whole, without revealing the name, institution or any information related to the privacy of the participants.

Your agreement with the terms of this document expresses your intention to participate in this stage of the research. Two copies of this document are being initialed and signed by you and the researchers. Carefully keep your copy, as it is a document that contains important contact information and guarantees your rights as a research participant.

The responsible researchers, who also sign this document, undertake to conduct the research in accordance with what is recommended by Resolution 466/12 of 06/12/2012, which deals with ethical precepts and the protection of research participants.

Field for participant signature:

I,, RG, on,,, read this document (or had this document read to me by a trusted person) and I obtained from the researchers all the information that I thought was necessary to feel enlightened and to freely and spontaneously choose to participate in the research.

Florianópolis, ...,

_____ (signature)

Field for signature of researchers:

I, Priscila Fabiane Farias, CPF, on,,, undertake to conduct the research in accordance with Resolution 466/12 of 12 /06/2012, which deals with ethical precepts and protection for research participants. Date, stamp and signature below.

Florianópolis,,,

_____ (signature)

Me, Catarina Kasten, CPF, on,,, I undertake to conduct the research in accordance with the provisions of Resolution 466/12 of 12/06/2012, which deals with ethical precepts and protection of research participants. Date, stamp and signature below.

Florianópolis,,,

_____ (signature)

APPENDIX E - Pre-collection Form (in Portuguese)

Atividade 1

Hi there, student!

Antes de começarmos nossa discussão, estamos curiosas para saber o que vocês pensam sobre algumas questões. Dessa forma, você poderia respondê-las aqui no formulário, por favor?

Aqui, você tem espaço para escrever sobre suas crenças, experiências passadas, suas percepções e, se possível, dê exemplos.

Let's get started!! :)

Nome/Pseudônimo:

.....

1) Quem você acha que o/a/e professor de línguas deveria ser? Nesta questão, você pode tentar descrever como você vê o/a/e professor de línguas na sala de aula. Caso deseje, você pode falar sobre como tal professor deve se comportar, interagir com os alunos, organizar as aulas, entre outros aspectos da rotina pedagógica.

.....

2) O que o/a/e professor de línguas deve ensinar? Nesta questão, você deve focar nos aspectos de tomada de decisão em relação ao conteúdo, tema e habilidades. Caso deseje, você pode responder uma destas questões: Qual tipo de material o/a/e deveria utilizar? Quais temas devem ser discutidos? Como se decide os temas a serem discutidos?

.....

Se você tiver algum comentário, sugestão ou aspecto a ser discutido mais profundamente, você pode utilizar este espaço. Muito obrigada pelas suas respostas novamente! :))

.....

APPENDIX F - Pre-collection Form (in English)

Activity 1

Hi there, student!

Before we start our discussion, we are curious to know what you think about some issues. So, could you answer them here in the form, please?

Here, you have space to write about your beliefs, past experiences, your perceptions and, if possible, give examples.

Let's get started!! :)

Name/Pseudonym:

.....

1) Who do you think a language teacher should be? In this question, you can try to describe how you see the language teacher in the classroom. If you wish, you can talk about how such a teacher should behave, interact with students, organize classes, among other aspects of the pedagogical routine.

.....

2) What should the language teacher teach? In this question, you should focus on the decision-making aspects regarding content, topic and skills. If you wish, you can answer one of these questions: What kind of material should you use? What topics should be discussed? How are the topics to be discussed decided?

.....

If you have any comments, suggestions or aspects to be discussed further, you can use this space. Thanks so much for your answers again! :))

.....

APPENDIX G - Main-Task First Version (in Portuguese)

FIRST VERSION

The Role of the Language Teacher,

Hey pessoal,

agora que vocês já estão mais por dentro de como organizar seus pensamentos, eu gostaria de recuperar a pauta para discussão: o papel do professor de línguas (a.k.a the role of the language teacher).

Tendo em mente suas crenças e experiências, descreva como você acha que o/a professor/a de línguas deve ser/agir. Tente sistematizar as suas ideias no papel primeiro (se quiser usar THE WEB da teacher Tiffani, sintá-se à vontade). Depois disso, grave um áudio falando sobre esse assunto (entre 1 e 2 minutos seria ótimo). Use o inglês o quanto puderem, mas caso quiserem responder em português, that's ok.

Aqui vocês podem fazer o upload do arquivo de áudio :)

Prazo para entrega: 18/11

APPENDIX H - Main-Task First Version (in English)

FIRST VERSION

The Role of the Language Teacher,

Hey guys,

Now that you are more aware of how to organize your thoughts, I would like to retrieve the agenda for discussion: the role of the language teacher (a.k.a the role of the language teacher).

Bearing in mind your beliefs and experiences, describe how you think a language teacher should be/act. Try to systematize your ideas on paper first (if you want to use THE WEB by teacher Tiffani, feel free). After that, record an audio talking about this subject (between 1 and 2 minutes would be great). Use English as much as you can, but if you want to answer in Portuguese, that's ok.

Here you can upload the audio file :)

Deadline for delivery: 11/18

APPENDIX I - Main-Task Final Version (in Portuguese)

FINAL VERSION

The Role of The Language Teacher

As our last activity together (oh no!), we will produce another version of your first asynchronous activity!

PART 1: Revisite o seu primeiro rascunho e reorganize os seus pensamentos acerca do papel do professor de línguas.

PART 2: Tente criar um roteiro e usar as dicas que tivemos nas últimas semanas. Você deve também argumentar teoricamente como quiser.

PART 3: Envie um áudio sobre o papel do professor de línguas.

The audio should be 2-4 minutes long, it also should contain a bit of academic register and lots of your perspective on the topic. Go back to our discussions and your notes, organize them and speak your mind smile

Due date: December 2nd

APPENDIX J - Main-Task Final Version (in English)

FINAL VERSION

The Role of The Language Teacher

As our last activity together (oh no!), we will produce another version of your first asynchronous activity!

PART 1: Revisit your first draft and reorganize your thoughts about the role of the language teacher.

PART 2: Try creating a script and using the tips we've had over the last few weeks. You must also argue theoretically as you wish.

PART 3: Submit an audio about the role of the language teacher.

The audio should be 2-4 minutes long, it should also contain a bit of academic register and lots of your perspective on the topic. Go back to our discussions and your notes, organize them and speak your mind smile

Due date: December 2nd

APPENDIX K - Post-collection Form (in Portuguese)

Last Activity

Querides,

Gostaria de agradecer, mais uma vez, pela participação nas atividades dessas últimas semanas!

You people are awesome <3

Como último pedido, temos um formulário que investiga um pouco de como foi a experiência para vocês.

Queremos saber o que vocês tem a dizer, essa é uma parte muito importante do nosso trabalho :))

Preencha seu nome/codiname:

.....

1) Como foi, para você, essa experiência de aprendizagem?

.....

2) Você já conhecia a perspectiva crítica de ensino de línguas? Explique.

.....

3) Você aprendeu alguma coisa com essa experiência? Explique e traga exemplos.

.....

4) Você percebe alguma relação entre as aulas dadas e o conteúdo trabalhado nelas?

.....

5) Você tem algum outro comentário?

.....

Thank you for everything!!! <3 <3

I hope you have a wonderful path at Letras! *-*

APPENDIX L - Post-collection Form (in English)

Last Activity

Dear students,

I would like to thank you, once again, for participating in the activities of the last few weeks!

You people are awesome <3

As a last request, we have a form that investigates a little bit of what the experience was like for you.

We want to hear what you have to say, this is a very important part of our work :))

Fill in your name/codename:

.....

1) How was this learning experience for you?

.....

2) Did you already know the critical perspective of language teaching? Explain.

.....

3) Did you learn anything from this experience? Explain and bring examples.

.....

4) Do you see any relationship between the classes given and the content covered in them?

.....

5) Do you have any other comments?

.....

Thank you for everything!!! <3 <3

I hope you have a wonderful path at Letras! *-*

APPENDIX M - Gretel's Data (in Portuguese)

PRE-COLLECTION FORM - GRETEL

1) Quem você acha que o/a/e professor de línguas deveria ser? Nesta questão, você pode tentar descrever como você vê o/a/e professor de línguas na sala de aula. Caso deseje, você pode falar sobre como tal professor deve se comportar, interagir com os alunos, organizar as aulas, entre outros aspectos da rotina pedagógica.

Penso que um aspecto muito importante do ensino de línguas é a interação e a dinâmica em sala, o que depende muito do professor. O professor tem como trazer e articular aspectos da vida e dos usos reais da língua em concordância com os aspectos mais específicos e técnicos (gramática, formação de frases, interpretação), e essa aplicação do conteúdo além de um livro ou de roteiros tende a despertar maior interesse no aluno. É essencial que professor saiba analisar e coordenar conteúdo programático e método de ensino com necessidades de cada turma.

2) O que o/a/e professor de línguas deve ensinar? Nesta questão, você deve focar nos aspectos de tomada de decisão em relação ao conteúdo, tema e habilidades. Caso deseje, você pode responder uma destas questões: Qual tipo de material o/a/e deveria utilizar? Quais temas devem ser discutidos? Como se decide os temas a serem discutidos?

Nessa questão depende muito do enfoque da aula - se é voltada pra linguagem de negócios, técnica, de escrita, para viagens etc -, mas acredito que esses pontos implementados em situações práticas são melhores absorvidos. Ir além dos clássicos livros de ensino de línguas, trabalhando com textos ou produções audiovisuais que se conectem com o objetivo da turma, redação de questões atuais e de atividades que desenvolvam as habilidades pretendidas e também as noções mais estritas da língua em estudo. Acho que a melhor forma de se decidir sobre os temas a serem abordados é conversando com o aluno ou a turma e identificar facilidades, dificuldades, objetivos etc, de modo a adaptar os conteúdos relativos aquele ciclo a um método que será melhor aproveitado.

Se você tiver algum comentário, sugestão ou aspecto a ser discutido mais profundamente, você pode utilizar este espaço. Muito obrigada pelas suas respostas novamente! :))

(A participante optou por não fazer nenhum comentário)

POST-COLLECTION FORM - GRETEL

1) Como foi, para você, essa experiência de aprendizagem?

Muito interessante, em especial por explorar o ensino de línguas e o papel do professor além da função de repassar conhecimentos, mas como alguém que estimula descobertas, discussões e pensamento crítico.

2) Você já conhecia a perspectiva crítica de ensino de línguas? Explique.

Já conhecia a ideia, principalmente pelas disciplinas de linguagem na faculdade, mas não tinha realmente pesquisado sobre ou visto o assunto de maneira específica.

3) Você aprendeu alguma coisa com essa experiência? Explique e traga exemplos.

Com certeza! Primeiro, é claro, sobre a função do professor, as diversas questões que atravessam o ensino de língua sob a perspectiva crítica e o processo de formação de estudantes com capacidade empática e de avaliar e mudar suas realidades - isso tanto de forma teórica quanto prática, com a análise de diferentes tópicos e formas de ensino. Como segundo ponto penso que foi muito importante a apresentação e a discussão de métodos de organização de conhecimentos e discurso, que não só na comunicação em língua estrangeira tem uso, mas também na vida acadêmica e social em geral.

4) Você percebe alguma relação entre as aulas dadas e o conteúdo trabalhado nelas?

A forma de apresentar um tópico e esperar o levantamento de pontos e posterior discussão, passando pelo processo de organizar suas ideias e observar outras perspectivas sobre o tema, que foi adotada em boa parte das aulas, tem muita relação com as metodologias de ensino crítico e a perspectiva de ensino em si que foi, de modo geral, o fio condutor das aulas que foram dadas.

5) Você tem algum outro comentário?

(a participante optou por não fazer nenhum comentário)

APPENDIX N - Gretel's Data (in English)

PRE-COLLECTION FORM - GRETEL

1) Who do you think a language teacher should be? In this question, you can try to describe how you see the language teacher in the classroom. If you wish, you can talk about how such a teacher should behave, interact with students, organize classes, among other aspects of the pedagogical routine.

I think that a very important aspect of language teaching is the interaction and dynamics in the classroom, which depends a lot on the teacher. The teacher is able to bring and articulate aspects of life and the real uses of the language in accordance with the more specific and technical aspects (grammar, sentence formation, interpretation), and this application of content beyond a book or scripts tends to awaken greater interest in the student. It is essential that the teacher knows how to analyze and coordinate program content and teaching methods with the needs of each class.

2) What should the language teacher teach? In this question, you should focus on the decision-making aspects regarding content, topic and skills. If you wish, you can answer one of these questions: What kind of material should you use? What topics should be discussed? How are the topics to be discussed decided?

In this matter, a lot depends on the focus of the class - whether it is focused on business, technical, writing, travel, etc. -, but I believe that these points implemented in practical situations are better absorbed. Going beyond the classic language teaching books, working with texts or audiovisual productions that connect with the purpose of the class, writing current issues and activities that develop the desired skills and also the strictest notions of the language being studied. I think the best way to decide on the topics to be addressed is by talking to the student or the class and identifying facilities, difficulties, objectives etc, in order to adapt the contents related to that cycle to a method that will be better used.

If you have any comments, suggestions or aspects to be discussed further, you can use this space. Thanks so much for your answers again! :))

(The participant chose not to make any comments)

MAIN TASK - FIRST VERSION (transcription of the audio) - GRETEL

The role of the language teacher is more than the language per se. Between grammar classes and a lot of everyday phrases and situations, the teacher must show the world of this new language. Communication includes the knowledge about culture, [unrecognizable word], history, literature, and a miscellaneous of other traits that makes the language. The experience of learning a new, [unrecognizable word], language sometimes can be stressful. When it should be something interesting. Must enable new ways of reflection and new ways of see the world. And the language teacher is who has the power to mediate this process so the role of the language teacher is be someone who knows their students' needs and difficulties. And knows how to work with strengths and to develop weaknesses. In addition to it, the language teacher must encourage the critical thinking and the knowledge of their students of how interact with this new world and who they are in this new world.

MAIN TASK - FINAL VERSION (transcription of the audio) - GRETEL

The role of the language teacher is much more than knowing specific grammar rules or memorizing different sentences and informations to teach. And it must be more than passing on the same limited understandings of the language possibilities that being a student before being a teacher and even at the university you can be exposed. Be a current and a actual language teacher implies that you should be able to break this circle and connect other people to a new world full of possibilities and opportunities. Someone in this position must be willing to know the students and their realities, understanding and reflecting about the particularities of each one and of the group. And know how to use this combined with a pedagogical practice that promotes empathy and critical thinking to generate people aware of themselves, of the real world, of what needs to be changed and the pathway to achieving just and egalitarian society. Therefore, the role of the language teacher is to enable from their practice, and matters and always being open to listen and to discuss with their students, go beyond language knowledge as something concrete and imitable, and that they can learn, reflect and think critically about topics inside and outside the classroom, visualizing the implications, problems and the solutions of all the stems: be it social, cultural, historical or political in any context in their real lives as well. As Crookes (2021) said about critical teaching based on Paulo Freire's theories, it should help students contribute to society. In a personal addition to this concept, classrooms are democratic spaces where not only key subjects must be learned but where the free and conscious citizens of tomorrow are formed.

POST-COLLECTION FORM - GRETEL

1) How was this learning experience for you?

Very interesting, especially as it explores language teaching and the role of the teacher beyond the function of passing on knowledge, but as someone who stimulates discoveries, discussions and critical thinking.

2) Did you already know the critical perspective of language teaching? Explain.

I was already familiar with the idea, mainly from language courses in college, but I hadn't really researched or looked at it specifically.

3) Did you learn anything from this experience? Explain and bring examples.

Certainly! First, of course, about the role of the teacher, the various issues that cross language teaching from a critical perspective and the process of training students with empathic capacity and the ability to assess and change their realities - both theoretically and practically, with the analysis of different topics and forms of teaching. As a second point, I think it was very important to present and discuss methods of organizing knowledge and discourse, which are used not only in foreign language communication, but also in academic and social life in general.

4) Do you see any relationship between the classes given and the content covered in them?

The way of presenting a topic and waiting for points to be raised and subsequent discussion, going through the process of organizing your ideas and observing other perspectives on the topic, which was adopted in most classes, has a lot to do with critical teaching methodologies and the teaching perspective itself, which was, in general, the guiding thread of the classes that were given.

5) Do you have any other comments?

(the participant chose not to make any comments)

APPENDIX O - Samantha's Data (in Portuguese)

PRE-COLLECTION FORM - SAMANTHA

1) Quem você acha que o/a/e professor de línguas deveria ser? Nesta questão, você pode tentar descrever como você vê o/a/e professor de línguas na sala de aula. Caso deseje, você pode falar sobre como tal professor deve se comportar, interagir com os alunos, organizar as aulas, entre outros aspectos da rotina pedagógica.

Eu nunca havia pensado profundamente sobre o papel do professor de línguas pois por um bom tempo, desejava apenas ter professores que pudessem ajudar no desenvolvimento do aprendizado dessa língua estrangeira para mim e para meus colegas. Quando se há oportunidade de aprender duas línguas estrangeiras ao mesmo tempo, você pode ter tipos de aula diferentes, o que ocorreu comigo, por exemplo. Durante as aulas de Espanhol, mesmo que minha professora fosse firme e eu não soubesse nada da língua, todos nós conseguíamos ter um bom desempenho e aproveitar as aulas, porque os conteúdos que ela traziam tinham relevância cultural, histórica e aprendíamos coisas não só sobre a língua, havia todo um contexto envolvido, uma imersão, discussões, mas também aprendíamos sobre a gramática, pronúncia etc. Durante o ensino de Inglês, a professora não trazia nenhum conteúdo que nos fosse útil, e por utilidade, digo no sentido de não podermos nem ao menos aprender conteúdos básicos do idioma, e a possibilidade de trazer esse mesmo conteúdo trago nas aulas de Espanhol era inexistente. Acredito então, que um professor de línguas deve ir além de questionários, porque promover discussões, propor uma imersão e trazer conteúdo que vai além da gramática são coisas muito valiosas para o aprendizado dos alunos.

2) O que o/a/e professor de línguas deve ensinar? Nesta questão, você deve focar nos aspectos de tomada de decisão em relação ao conteúdo, tema e habilidades. Caso deseje, você pode responder uma destas questões: Qual tipo de material o/a/e deveria utilizar? Quais temas devem ser discutidos? Como se decide os temas a serem discutidos?

Como citado anteriormente, acredito que seja muito bom propor temas que vão além de apenas ensinar a gramática da língua. Conversar com os alunos e entender que tipo de assuntos eles tem interesse é essencial pra decisão de quais temas discutir ou do que poderá ser proposto a eles durante as aulas. Quanto aos materiais, existem diversos tipos, então torna-se um pouco complicado especificar um, mas de qualquer maneira, é importante oferecer esse conteúdo diverso aos alunos.

Se você tiver algum comentário, sugestão ou aspecto a ser discutido mais profundamente, você pode utilizar este espaço. Muito obrigada pelas suas respostas novamente! :))

(a participante optou por não fazer mais comentários)

POST-COLLECTION FORM - SAMANTHA

1) Como foi, para você, essa experiência de aprendizagem?

Foi algo bem diferente e eu gostei bastante! Todo mundo interagiu bastante e pode aprender coisas relevantes para daqui pra frente. Não que há algum problema, mas por algum tempo esquecia de que se tratava de uma pesquisa porque ocorria de uma forma descontraída e fluida, o que colabora bastante no debate e desenvolvimento de opiniões :)

2) Você já conhecia a perspectiva crítica de ensino de línguas? Explique.

Não. Já tive contato algumas vezes com professores com esse método, mas não conhecia por si só, não sabia que havia um estilo de ensino focado nesses assuntos

3) Você aprendeu alguma coisa com essa experiência? Explique e traga exemplos.

Sim. Auxiliou bastante a entender que tipo de profissional desejo ser no futuro - se torna muito mais fácil quando se é apresentado conceitos ao invés de ideias isoladas, também foi muito bom ouvir relatos de professores críticos, que explicaram seus pontos de vista. Também tive uma apresentação breve sobre Paulo Freire, o que é extremamente importante para quem quer seguir carreira na educação.

4) Você percebe alguma relação entre as aulas dadas e o conteúdo trabalhado nelas?

Sim. Os conteúdos eram apresentados em aula por meio de exemplos, questionamentos e atividades que deixavam explícitos o assunto a ser trabalhado

5) Você tem algum outro comentário?

Nenhum comentário técnico, apenas elogios porque foram aulas muito legais, os slides eram lindíssimos, os exemplos eram bem atuais e as atividades foram bem criativas também. Apesar de ter sido um período bem curtinho, foi bom tê-la com a nossa turma! Apenas peço desculpas pelo atraso do formulário, tive dias muito ocupados e acabava esquecendo. :(

APPENDIX P - Samantha's Data (in English)

PRE-COLLECTION FORM - SAMANTHA

1) Who do you think a language teacher should be? In this question, you can try to describe how you see the language teacher in the classroom. If you wish, you can talk about how such a teacher should behave, interact with students, organize classes, among other aspects of the pedagogical routine.

I had never thought deeply about the role of the language teacher because for a long time, I just wanted to have teachers who could help in the development of learning this foreign language for me and my colleagues. When there is an opportunity to learn two foreign languages at the same time, you can have different types of classes, which happened to me, for example. During Spanish classes, even if my teacher was firm and I didn't know anything about the language, we all managed to perform well and enjoy the classes, because the contents she brought had cultural and historical relevance and we learned things not only about the language, there was a whole context involved, immersion, discussions, but we also learned about grammar, pronunciation, etc. During the teaching of English, the teacher did not bring any content that was useful to us, and by utility, I mean in the sense that we could not even learn basic content of the language, and the possibility of bringing this same content I bring in Spanish classes was nonexistent. I believe, then, that a language teacher should go beyond questionnaires, because promoting discussions, proposing immersion and bringing content that goes beyond grammar are very valuable things for students' learning.

2) What should the language teacher teach? In this question, you should focus on the decision-making aspects regarding content, topic and skills. If you wish, you can answer one of these questions: What kind of material should you use? What topics should be discussed? How are the topics to be discussed decided?

As mentioned before, I believe it is very good to propose topics that go beyond just teaching the grammar of the language. Talking with students and understanding what kind of subjects they are interested in is essential for deciding which topics to discuss or what can be proposed to them during classes. As for the materials, there are several types, so it becomes a little complicated to specify one, but anyway, it is important to offer this diverse content to the students.

If you have any comments, suggestions or aspects to be discussed further, you can use this space. Thanks so much for your answers again! :))

(the participant chose not to comment further)

MAIN TASK - FIRST VERSION (transcription of the audio) - SAMANTHA

I believe that a language teacher should not teach their students how to speak a language only by introducing new verbs or every single way to say hello. I guess that along this research I am going to quote this example a lot. But I have always thought was essential exploring cultural, historical aspects about the language. Because, at least for me, when had it, it was an amazing experience - something I even felt privileged for having. The classes were fun and we loved it. During our last course class, I got to know what a critical teacher was and I really liked it. I have believed for the last years in this teaching method and I think that, as long as our society keeps this way, a teacher has a very important role in changing their students' lives. I really do believe a language teacher must talk about important social issues in their classes. It brings knowledge, awareness, justice. Many students want to talk about it, many students need to learn about this. A teacher could be a mediator for a better society.

MAIN TASK - FINAL VERSION (transcription of the audio) - SAMANTHA

As stated in the previous activity, for some time I already had a concept of what a good language teacher should be. Now with this research, I am certain that my mind is now more clear: it is easier to have an opinion when you learn about certain concepts. During the classes, it was brought to us students a small introduction about types of language teachers: structuralist, communicative, cognitive and specially critical. The last was often discussed during the research, colleagues shared their opinions over it and even some critical teachers shared their thoughts and experiences. These materials helped me understand perfectly how this teaching method works. I believe that education is a cornerstone of society. Many people will have access to certain experiences for the first time during school. And it is important for schools to be a space where different points of view can be exposed, a place free for discussion and for important topics to be presented. It was also seen during this graduation course how important the language is for our educational system, it goes far away than just learning a language. These items can be mixed and generate something useful, productive and good for students. It may last for a long time but teachers are going to have a more than ever important role if our society and the educational system keep the way they are now. Teachers should not be pressed to express their beliefs all the time and should not have such a huge responsibility. Because being responsible for matters that should be solved by other people is often tiring. However, as stated many times, it is undeniable that a teacher is nowadays seen as a superhero, a mediator in our society. They have a role to do their best always, because no one else will do it for their students. And such attitude is indeed necessary for our context. Therefore, I believe that a language teacher can have an important role in education and in their students' lives. It is possible to bring sensible topics, important topics, rather polemic or not, aiming to make their students learn how to express and to stand for their beliefs, analyze what they want to endorse, learn new situations and be part of democratic spaces. It is always viable to include such topics in language learning. At this very moment, the role of the language teacher is to offer the best their students can get during this scholar period where they prepare themselves to become citizens.

POST-COLLECTION FORM - SAMANTHA

1) How was this learning experience for you?

It was something very different and I really enjoyed it! Everyone interacted a lot and can learn relevant things going forward. Not that there is a problem, but for some time I forgot that it was a survey because it took place in a relaxed and fluid way, which collaborates a lot in the debate and development of opinions :)

2) Did you already know the critical perspective of language teaching? Explain.

Not. I've had contact with teachers a few times with this method, but I didn't know it by itself, I didn't know that there was a teaching style focused on these subjects

3) Did you learn anything from this experience? Explain and bring examples.

Yes. It helped a lot to understand what kind of professional I want to be in the future - it becomes much easier when concepts are presented instead of isolated ideas, it was also very good to hear reports from critical professors, who explained their points of view. I also had a brief presentation about Paulo Freire, which is extremely important for anyone who wants to pursue a career in education.

4) Do you see any relationship between the classes given and the content covered in them?

Yes. The contents were presented in class through examples, questions and activities that made the subject to be worked on explicitly.

5) Do you have any other comments?

No technical comments, just praise because the classes were really cool, the slides were beautiful, the examples were very current and the activities were very creative too. Although it was a very short period, it was good to have her with our class! I just apologize for the delay in the form, I had very busy days and ended up forgetting. :(