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INVESTIGATING THE TEACHING AND LEARNING EXPERIENCES

OF EFL TEACHERS IN THE EDUCATION PROGRAMME PECPISC:

AN ANALYSIS ON TEACHERS' PRINCIPLES OF PRACTICE

por

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Dissertação submetida à Universidade Federal de Santa Catarina em cumprimento parcial dos

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MESTRE EM LETRAS

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To

my parents,

Tânia and Carlos,

Mauro, Maria Olívia and Rodolfo.

Esta Dissertação de Terezinha M. Diniz Biazi, intitulada *Investigating the teaching and learning experiences of EFL teachers in the education programme PECPISC : an analysis on teachers' principles of practice*, foi julgada e aprovada em sua forma final, pelo Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente, da Universidade Federal de Santa Catarina, para fins de obtenção do grau de
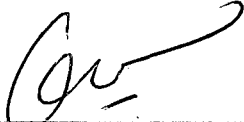
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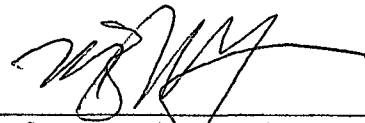Opção: Língua Inglesa e Lingüística Correspondente

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ABSTRACT

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Supervising professor: Gloria Gil

The present study aimed at investigating how the participant teachers of the PECPISC, Programa de Educação Continuada dos Professores de Inglês de Santa Catarina, gave meaning and interpreted their learning and teaching experiences throughout this programme. The teachers' *learning* experiences were examined through the analysis of the PECPISC final evaluation questionnaires, and their *teaching* experiences were examined through the analysis of the written reports on the classroom projects the teachers were asked to carry along the programme. The data were analyzed according to the six categories of principles of practice developed by Telles and Osorio (1999). The findings of the PECPISC final evaluation questionnaires revealed that the PECPISC teachers tried to connect and reshape their existing knowledge, experience and ongoing practice to what they learned along the programme and

that they engaged in a process of constructing new understandings of their teaching. The findings of the written reports on the classroom projects allowed us to see the relation of the teachers' knowledge to a specific task being carried out and evidenced that the PECPISC teachers could perceive the educational value of the project work experience for their practice. This study leads us to reflect upon the importance of looking at the teacher education practices and how those practices influence and shape teachers' understandings.

RESUMO

INVESTIGANDO AS EXPERIÊNCIAS DE ENSINO E DE APRENDIZAGEM

DE PROFESSORES DE LÍNGUA INGLESA

NO PROGRAMA DE FORMAÇÃO CONTINUADA PECPISC:

UMA ANÁLISE DOS PRINCÍPIOS DA PRÁTICA DOS PROFESSORES

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2002

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Este estudo objetivou investigar como os professores, participantes do PECPISC-Programa de Educação Continuada dos Professores de Inglês de Santa Catarina, interpretaram e deram significado a suas experiências de aprendizagem e ensino vivenciadas através do mesmo. As experiências de *aprendizagem* dos professores foram objetos de análise através de questionários de avaliação final do programa, e suas experiências de *ensino* foram examinadas através de relatórios apresentados pelos professores sobre projetos conduzidos em seus contextos escolares. Os dados foram analisados de acordo com as seis categorias de princípios da prática desenvolvidos por Telles and Osorio (1999). Os resultados obtidos nos questionários revelaram que os professores tentaram associar e redimensionar seu conhecimento anterior e experiência de ensinar com o que aprenderam durante o programa e engajaram-se num processo de construção de novos entendimentos de sua prática pedagógica.

Os resultados obtidos nos relatórios dos projetos nos permitiram ver o conhecimento dos professores sendo colocado em prática e evidenciou que os professores do PECPISC puderam perceber o valor educacional da experiência em trabalhar com projetos. Esse estudo leva-nos a refletir sobre a importância de investigar as práticas educacionais e como essas práticas influenciam e estruturam os entendimentos dos professores.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

1.1. Importance of the issue

According to Freeman (2001), one of the main ongoing debates in teacher education is concerned with **how participant teachers and settings are influenced or shaped by what is taught and learned along such programmes**. Freeman (2001, p. 74) supported this view by quoting Zeichner (1998, p. 5) who comments that:

Although there were hundreds of studies reported which sought to assess the impact of training teachers to do particular things, very few researchers actually looked at the process of teacher education as it happened over time and **at how teachers and student teachers interpreted and gave meaning to the pre-service and professional development program they experienced. (my emphasis)**

Therefore, the main objective of this thesis is to investigate a programme of teacher education, called PECPISC, trying to see how student-teachers **"interpret and give meaning to"** this programme. In other words, the aim of this research is to understand how the participant teachers of PECPISC, Programa de Educação Continuada dos Professores de Inglês de Santa Catarina, reflect upon what they experience along the programme and how their ongoing practice and experience are influenced by the input received. In order to construct understandings over those understandings generated by the teachers, this research examines the PECPISC programme from two different kind of data: through the *PECPISC*

final evaluation questionnaires and *the written reports on the teachers' classroom projects.* The former, the data from the PECPISC final evaluation questionnaires, are utilized to generate reflections upon the teachers' connection of what they learned throughout the programme with their own teaching practice, whereas the latter, the data from the written reports on the teachers' classroom projects, are used to examine how the teachers understood their experience of carrying out project work, the main activity carried out along the programme, within their own teaching contexts.

Thus, the importance of this research lies in the fact that it is an attempt to look at how the teachers interpreted and gave meaning to what they experienced in a continuing education programme. Furthermore, what the teachers experienced throughout the programme in terms of teaching and learning practices is examined from two perspectives, as *learners* attending the seminars offered by the programme, and in their proper role of *teachers*, when they had to carry out a project experience within their classroom settings.

This research applies a theoretical framework developed by Telles and Osorio (1999), consisting of six categories of principles of practice, which allows to examine how the teachers connected the knowledge acquired in the programme to their experience and ongoing practice.

1.2. Objective of the thesis and main research questions

Based on some theories of personal practical knowledge (Elbaz, 1981, 1983; Clandinin, 1986; Connelly & Clandinin 1988) and fundamentally on the analysis of teachers' principles of practice (Telles & Osorio, 1999), this study has, as already suggested, a general purpose which is to investigate how a group of teachers interpreted their teaching and learning experiences along the PECPISC teacher development programme. In short, in the study

proposed here, my commitment is to describe the teachers' impressions regarding the PECPISC practices by answering the following 3 research questions.

Research Question 1 (general):

How did the PECPISC teacher-learners give meaning and interpret/understand their teaching-learning experiences throughout the programme?

Research Question 2 (specific):

Which *principles of practice* (Telles & Osorio, 1999) did the PECPISC teacher-learners reveal across the evaluation questionnaires, by reflecting upon their learning experiences in the programme?

Research Question 3 (specific):

Which *principles of practice* (Telles & Osorio, 1999) did the PECPISC teacher-learners reveal across the written reports on project work, by reflecting upon their teaching experiences on this kind of work?

1.3. Organization of this dissertation

This dissertation is organized in five chapters. This chapter, *Chapter I* has introduced the reader into context of the research, the PECPISC teacher education programme, and stated the objective and the three research questions of the study. Additionally, the significance of the study has been provided.

Chapter II reviews the theory of Teachers' Personal Practical Knowledge (Elbaz, 1981, 1983; Clandinin, 1986; Connelly & Clandinin 1988), on which this study is grounded, and introduces the theoretical framework developed by Telles and Osorio (1999), consisting in six categories of *principles of practice*, which is used for the data analysis.

Chapter III specifies the methodological aspects of this study, including both a description of the PECPISC teachers participating in the research and a description of the instruments used for data collection, which are: the *PECPISC final evaluation questionnaires* and *the written reports on the teachers' classroom projects*. In addition, it briefly explains how the analysis will be approached.

Chapter IV reports on the data analysis carried out in order to answer the two specific research questions (*Research Questions 2 and 3*) of this study.

Finally, *Chapter V* rounds off the thesis by providing the answer to its general research question (*Research Question 1*), by offering a final account of the theoretical framework used for the analysis, and by suggesting some limitations and pedagogical implications of the study, and some possibilities for further research.

CHAPTER II

REVIEW OF THE LITERATURE

2. 1. Introduction

In this chapter I will approach teacher thinking that views teachers' knowledge as largely guided and shaped by the teachers' own experiences of teaching and learning. Given that my objective in this research is to identify the principles underlying teachers' experiential knowledge, I will, first, discuss, borrowing from studies in the area of Phylosophy of Education, the Deweyan notion of knowledge and experience, and then, review different constructs of *teachers' knowledge of practice* developed by the educational researchers Elbaz (1981, 1983), Clandinin (1986), Connelly and Clandinin (1988) and Telles and Osorio (1999).

2. 2. Conceptualization of teachers' knowledge

Research in the field of teacher education has conceptualized *teachers' knowledge* as *situated* and *interpretive* (Almarza, 1996; Clandinin, 1986; Clandinin & Connelly, 1998, 2000; Connelly & Clandinin, 1988, 1999; Elbaz, 1981, 1983; Freeman & Richards, 1996; Golombek, 1998, Freeman, 2001). This interpretation suggests that what teachers know about teaching is, to some extent, largely constructed by the teachers themselves out of the experiences in their classrooms. Additionally, it indicates that the ways teachers use their knowledge in practice is continually restructured as they interpret and respond to what goes on in their classrooms and school contexts. Grounded in this perspective, teachers' knowledge has therefore been characterized as dynamic, "experiential, embodied and based on the narrative of experiences" (Clandinin, 1986, p. 19).

2.3. Dewey's theory of knowledge and experience: principle of continuity and principle of interaction

The view of knowledge that teachers hold and use discussed in this research comes from a theory of experience, specifically from Dewey's principles of *the continuity of experiences (past, present and future)* and of *the interaction (personal and social) of experiences*. Hence I will address these aspects of Dewey's thinking, which I see as the foundational place for the teachers' experiential knowledge.

This view of knowledge embedded in experience conceived in the third decade of the twentieth century by the educational theorist and philosopher Dewey (1944, p. 339) suggests that "the function of knowledge is to make one experience freely available in other experiences." The notion of experience is thus the central axis of his theory. Dewey views experience as practical, having the quality of being learned by finding out the results through active experimentation, as he puts "experience is in truth a matter of *activities*,(...) in their interactions with things" (p. 270), and he further adds, "it is a matter of doing and undergoing the consequences of doing " (p. 276).

Dewey provides us with two principles to understand the educative process: *the principle of continuity and the principle of interaction*. These principles provide a frame to thinking experience that goes beyond the ultimate explanatory context "because of his experience" when answering why a teacher does what s/he does (Clandinin & Connelly, 1998, p. 152).

The principle of continuity, for Dewey (1944), holds the notion that experiences generate other experiences, which, in turn, guide further experiences. This principle supports that all experience has a backward and forward dimension. In this way, to talk about experience is to consider its temporality. As Clandinin and Connelly (2000, p. 02) illustrate: "Wherever one

positions oneself in that continuum - the imagined now, some imagined past, or some imagined future - each point has a past experiential base to an experiential future." The principle of continuity claims that the very meaning of "a genuinely educative experience", in the words of Dewey, remains in being able to integrate coherently successive experiences (Dewey, 1997, p. 77).

The principle of interaction advocates that experience is both personal and social. An individual is in constant interaction with his environment. An experience happens between an individual and what, at the time, constitutes the external conditions (whether it may be other persons, materials, objects). These elements in their interaction compose what Dewey calls situation. Hence the notions of interaction and situation go together. All experience, as Dewey (1997) puts, has both internal (the individual self) and external (the environment) conditions, or as Clandinin and Connelly (1998) put it, an inward and outward dimension.

To summarize, the two principles of interaction and continuity are not separate from each other. They interweave in four directions: inward and outward, backward and forward. Clandinin and Connelly (1998, p. 158) describe these directions:

By inward, we mean the internal conditions of feelings, hopes, and so on. By outward, we mean existential conditions, that is, the environment or what E. M. Bruner (1986) calls reality. By backward and forward we are referring to temporality, past, present and future. To experience an experience is to experience it simultaneously in these four ways and ask questions pointing each way.

2.4. Teachers' experiential knowledge in educational research

Golombek (1998) states that Dewey's emphasis on the relevance of knowledge as something constructed and reconstructed within the context of specific situations has informed much of the research on L1 and L2 teachers' experiential knowledge. This experiential knowledge has been described through such constructs as *practical knowledge* (Elbaz, 1981, 1983) and *personal practical knowledge* (Clandinin, 1986; Connelly & Clandinin, 1988).

2.4.1. Elbaz's construct of practical knowledge

In a seminal case study of a high school English teacher, Elbaz (1981) conceptualizes the kind of knowledge teachers hold and use as practical knowledge. Teachers' practical knowledge, as Elbaz (1981) points out, is situational, oriented toward practice and embodies a dialectical view of theory and practice. It involves much more than theoretical knowledge, as she states (Elbaz, 1981, p. 47):

(...) teachers do have a broad range of knowledge which guides their work — knowledge of subject matter; of classroom organization and instructional techniques; of the structuring of learning experiences and curriculum content; of students' needs, abilities, and interests; of the social framework of the school and its surrounding community; and of their own strengths and shortcomings as teachers.

She, thus, classifies the content of teachers' practical knowledge into *knowledge of self, the milieu of teaching, subject matter, curriculum development and instruction.* She also

classifies their orientations of practical knowledge into *situational, theoretical, personal, social and experiential* and proposes three components of structure for that knowledge - *rules of practice, practical principles and images.*

2.4.1.1. Elbaz's structure of practical knowledge: rules of practice, practical principles and images

A *rule of practice*, according to Elbaz (1981, p. 61), "is simply a brief, clearly formulated statement of what to do or how to do it in a particular situation frequently encountered in practice." It is often expressed in terms of absolutes, "I always..." or "I never..." and sometimes found embodied in teaching routines and not verbally expressed. An approach to classroom communication is formed by grouping together various rules of practice or procedures, which, in turn, can be expressed in the form of principles (Connelly & Clandinin, 1988).

By contrast, a *practical principle*, as Elbaz (1981, p. 61) explains, is a more comprehensive construct than a rule of practice, it is a less explicit formulation of a teacher's purposes, "is broader, more inclusive (...) embody purpose in a deliberate and reflective way". Elbaz (1981, p. 61) draws on Gauthier's (1963) study of practical reasoning, to illustrate that the main use of a practical principle is, to search past experiences for suggestions to guide present decisions, taking into account the particular constraints and dynamics of each specific situation. As Gauthier (quoted in Elbaz, 1981, p. 61) suggests:

(The main use of a practical principle is) ...to bring past experience to bear on present problems. This experience is useful because the realm of the practical is necessarily a realm of uncertainty. To deliberate fully upon the consequences of future actions, or upon

their possible grounds, would often be to ignore the practical context in which we must

act.

It is equally correct to say practical principles as it is to say principles of practice. Principles name the dynamic nature of practice and they name the patterns of the practice to be studied. For instance, Clark and Peterson (1986, quoted in Richards, 1998, p. 60) point out that a principle of practice "is derived from personal experience, (...), and can be drawn upon to guide a teacher's actions and explain the reasons for those actions." Marland (1987, quoted in Richards, 1998) also shares the notion that principles of practice guide and explain how teachers react interactively to the complex reality of classrooms.

Elbaz (1981, p. 61) describes an *image* as, "the least explicit and most inclusive of the three." She defines images as "brief metaphoric statements of how teaching should be (...) serve to guide the teachers' thinking and to organize knowledge". Elbaz's concept of image, according to Clandinin (1986), appeared to have more the characteristics of a linguistic tool or, in Lakoff and Johnson's (1980) words, the character of a public metaphor. In examining the practice of experienced teachers, Clandinin (1986, p.166) conceptualizes *image* as the coalescence of experience:

Image is a personal, meta-level, organizing concept in personal practical knowledge in that it embodies a person's experience; finds expression in practice; and is the perspective from which new experience is taken.

Furthermore, as Clandinin (1986) observes, the nature of images have six possible dimensions, they may be linked to real events, have a metaphorical nature, have a moral as well as an emotional dimension, may be connected to other images, may be specific in terms

of construction and meaning. Studies that use images and metaphors as a means of conceptualizing and understanding the personal practical knowledge of teachers can be found, for example, in Clandinin (1986), Mumby (1986), Calderhead and Robson (1991), Johnston (1992), and Telles (1997c).

2.4.2. Connelly and Clandinin's construct of personal practical knowledge

Clandinin (1986) and Connelly and Clandinin (1988) extend Elbaz's construct of knowledge by coining the term *personal practical knowledge*, defining it in the following way:

> *A term designed to capture the idea of experience in a way that allows to talk about teachers as knowledgeable and knowing persons. Personal practical knowledge is in the teachers' past experience, in the teacher's present mind and body, and in the future plans and actions. Personal practical knowledge is found in the teacher's practice. It is, for any teacher, a particular way of reconstructing the past and the intentions of the future to deal with the exigencies of a present situation.* (Connelly & Clandinin, 1988, quoted in Connelly & Clandinin, 1999, p. 01)

Following Dewey and MacIntyre's work on narrative unity, Clandinin and Connelly's (2000) main interest is, to think of the continuity and wholeness of an individual's life experience. These authors (2000, pp. 17-18) argue that "life is filled with narrative fragments, enacted in storied moments of time and space, and reflected upon and understood in terms of narrative unities and discontinuities", and hence "narrative is the best way of representing experience". Thus, the key notions in their construct to understand teachers' knowledge are

developed in terms of narrative educational concepts, namely personal philosophies, narrative unity and rhythms, and metaphors.

The personal philosophy, or the teacher's theory of teaching, constitutes the values, beliefs and action preferences derived from experience, which, within a narrative, are grounded and contextualized with reference to classroom contexts. Narrative unity is composed of the theme or the thread that holds the narrative together, it is found in the present as a teacher reflects on how threads of his/her experience relate to his/her past, present and future actions, whereas rhythm refers to the way teachers make rhythmic sense of the cyclic temporal structure of school life. Both narrative unity and rhythm are related to the temporal dimension of narratives of experience. Metaphors used in narratives order the way teachers conceptualize and understand their teaching (Connelly & Clandinin, 1988). According to Clandinin and Connelly (1998), the methods which can be used to examine teachers' experiences of teaching are: oral history, annals and chronicles, family stories, photographs, memory boxes, other personal/family artifacts, journals, autobiographical writing, letters, conversations, research interviews and field notes.

2.4.3. Telles and Osorio's categories of principles of practice

A number of studies, grounded on theories about Teachers' Personal Practical Knowledge, have been carried out in the Brazilian context (Melo, 1998; Motta, 1997; Pires, 1998; Telles, 1996, 1997a, 1997b, 1997c, 1998, 2000; and Telles & Osorio, 1999). These studies adopt a from-practice-to-theory approach, in which the teachers' practices are interpreted in its own nature rather than in terms derived from theory.

Particularly interesting for this research is, Telles and Osorio's (1999) study entitled O professor de línguas estrangeiras e o seu conhecimento pessoal da prática : Princípios e metáforas in which the researchers interpret how a group of teachers view the link theory-practice in relation to their teaching. In this study a research framework was developed, consisting of *6 categories of principles of practice* and a set of metaphorical expressions.

Specifically, in their article, Telles and Osorio (1999) investigate a group of 35 teachers of Portuguese as a Foreign Language, taking part in a 30 hour seminar about second language acquisition/methodology, to find out what principles teachers used to guide and explain the relationship between theory and practice within their classrooms. Following the hermeneutic research method of analysis (Van Manen, 1990), the researchers identify 6 categories of principles of practice and a set of metaphoric expressions, derived from the teachers' answers to the seminar evaluation questionnaire. The analysis reveals how the teachers related the theoretical aspects discussed during the seminar and their classroom action.

As pointed out above, of particular interest for this research are the 6 categories of principles of practice that emerged from Telles and Osorio's analysis, namely *principles of opposition theory x practice, of linear transference, of interaction,[1] of pedagogical development, [2]of knowledge integration and the chronological principle.* The principles underlying the teachers' understandings of the relation theory-practice are developed as follows:

1) *The principle of opposition theory x practice* evidences that the dichotomy between theory and practice is found in the teachers' discourse. The teachers understand that theory may subsidize practice; nevertheless they do not see the importance of practice to the building of theory.

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[1] Following Profª. João Telles' suggestion, the principle originally named pedagogical formation has been renamed, in this research, pedagogical development, to reflect the continuing nature of professional education.
[2] The principle of knowledge integration is not discussed in the article analysis, it only appears in the article appendix, p. 59.

2) *The principle of linear transference* refers to the fact that the teachers try to make a direct integration of the input received along the seminar into their practice.

3) *The principle of interaction* reveals that the teachers can see the importance of having a supportive community of teachers and teacher educators interacting in order to build theoretical knowledge.

4) *The principle of pedagogical development* demonstrates that the teachers saw the need of a permanent pedagogical support for their professional growth.

5) *The principle of knowledge integration* indicates that the teachers reflected upon the ways of incorporating the knowledge they acquired in the programme into their teaching practices.

6) *The chronological principle* represents the notion that the theory-practice link is positively dependent on time, that is, the teachers need time to consciously assimilate, adapt, apply, and integrate the theoretical knowledge apprehended, into their practice.

2.5. Conclusion of Chapter II

In this chapter, I discussed the theoretical framework around which this study is developed. The theory of teachers' personal practical knowledge provided me the support to understand and to view that teachers possess a body of notions of how and what to teach, originated from their experience in teaching. I could understand that teachers have expertise and knowledge of practice proper to them, and that they are able to initiate and shape actively their classroom practice in light of new teaching experiences. Thus, in applying this theory, my concern was to bring into focus teachers' active role in using their knowledge of practice in light of their new teaching and learning experiences acquired along PECPISC.

In the following chapter, I will describe the methodology used in this research.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter describes the methodology used to carry out this study, which investigates which *principles of practice* a group of teacher-learners used to explain their teaching and learning experiences along a programme of continuing education.

3.2. Methodological orientation: Reflexive Ethnography model

Prior to the presentation of the methodological model adopted for this study, some considerations related to issues of ethnographic research may be necessary, particularly sorting out the relationship between what a researcher finds and how s/he reports the findings.

The present analysis follows a model of "reflexive ethnography" (Altheide & Johnson, 1998, p. 308), an approach to qualitative data analysis called "analytic realism" (Altheide & Johnson, 1998, p. 292) which is "founded on the view that the social world is an interpreted world". It is interpreted both by the researcher and by the researched subjects. This interpretive process rests on "ethnographic ethic" (Altheide & Johnson, 1998, p. 291) that is based on the value of trying to represent the social worlds or phenomena with a faithful and accurate interpretation.

The process for evaluating ethnographic work, according to Altheide and Johnson (p. 286), should include methodological issues, like "representations", or the constraints of representing the social reality of the observed contexts, "reporting", or the interpretive style

chosen by the researcher (storytelling, narratives, description) and "interpretation and voice", or whose perspective is taken to report the results. In this regard, the reflexive nature of the present investigation argues for the production of valid and relevant knowledge of the observed setting.

3.3. Context

This research draws on data from in-service educational programme named Projeto de Formação de Professores de Inglês do Estado de Santa Catarina (PECPISC), implemented in March of the year 2000, by Universidade Federal de Santa Catarina (UFSC) with the assistance of Secretaria de Educação de Santa Catarina (SED). The PECPISC programme comprises two main fields of action: extension work and academic research.

3.3.1. PECPISC extension work

PECPISC is a collaborative programme that links state schools and the university in a process for innovation and educational renewal. The objective is to provide the state teachers, from the two "Centros Regionais de Educação in Florianópolis (CREs)", the 1st and the 26th CREs, with a sustained structure to encourage teachers to investigate and better understand their own current practice as it is, in and by its own context, and eventually, to shape their own professional development experiences.

In the year 2000, the PECPISC activities consisted of 8-hour monthly meetings, offered for 40 state teachers engaged in the programme. These seminars were conducted by seminar teachers and the topics successively developed along the year were: Curriculum Proposal; Methodology; Teaching Materials; Speaking and Listening Skills; Working with

Project Work; Reading and Writing Skills; Video and Music in the Classroom, and Evaluation.

My research data derives from the activities developed in two seminars: *Working with Project Work and Evaluation*, which will be detailed in data collection along this chapter.

3.3.1.1. Year 2000: Project work development

Among many of the activities developed within the programme along the year, one that was the central axis of the programme was the development of 'project-work'. For this purpose, a seminar about project work was developed, to guide the teacher-learners to carry out a two-month project work within their classroom contexts. This task intended to create an opportunity for them to use the combination of their own teaching experience and the new knowledge about projects acquired during the seminar, to develop their own classroom projects.

3.3.1.1.1. How the classroom projects were carried out

The typical way through which the teacher-learners carried out their classroom projects was the following:

A topic to be studied was chosen either by the teacher and the students collectively, or, in some cases, by the teacher himself/herself who suggested a topic. Activities (such as models, charts, posters, sketches, parades) were organised around the chosen topic to be presented to the whole classroom, and the teacher played a monitor role during the activities.

3.3.2. PECPISC Academic Research

The programme PECPISC provides a niche for postgraduate research. It operates as a means and a forum for co-participant researchers examine how the PECPISC teachers conceptualize and interpret their pedagogy.

The programme aims to "generate rather than verify theory" (Borg, 2000, p. 100). That is, research carried out within the programme argues for the view of teachers as originators and holders of knowledge and expertise proper to them. Theory is generated along this research when teachers are asked to articulate and interpret their knowledge of practice as well as their knowledge mediated by practice (Elbaz, 1981). The role of research therefore becomes to provide a better understanding of the teachers' conceptualizations of their own teaching, which in turn, may bring insights into the forms of planning a coherent support for those teachers.

The first piece of research developed within this research perspective and context, was written by Moreira (2001), who investigated state school teachers' perceptions concerning the use of the mother tongue in the foreign language classroom.

3.3.3. Participants

The participants of this study were 40 PECPISC state school teachers, who worked with students from the 5th to the 8th grades, in the state schools, in Florianópolis. Their experience in teaching varied considerably, from one year up to twenty. Out of the 40 teachers, I selected ten to be the participants of my research as I had to limit the number of participants for the reason provided in section 3.4.1.2.

As my objective is to investigate the teachers' teaching and learning experiences along the programme, I have opted to call my subjects as *teacher-learners*, following Kennedy's (1991) definition of those teachers learning to teach, regardless whether they are new or experienced professionals, or either they are pre- or in-service contexts.

Particularly, by using the term teacher-learners, I want to highlight the two roles my subjects had along the programme activities, that is, when they were experiencing the project classrooms within their own teaching contexts, they acted as *teachers* whereas when they were attending the monthly seminars, they were *learners*. Although my distinction may be arguable, since in both situations the subjects were teachers who were learning, the point is that I want to indicate the two situations that my subjects experienced. For the sake of simplification, I will sometimes use *TLs/TL* when referring to *teacher-learners/ teacher-learner* along my research.

3.3.4. Researcher's role

I was a co-participant researcher within the PECPISC programme, since during the months (October/November), when the teacher-learners were experiencing the project work in their teaching contexts, I provided periodical assistance to them.

3.4. Research main objective and Research Questions

The main objective of this thesis is to investigate the ways in which the PECPISC teacher-learners understand; *i.e., interpret and give meaning to* their teaching and learning experiences along the programme. By *interpreting*, I mean how the teachers hold, digest and explain the knowledge they have been exposed to. By *giving meaning*, I refer to how the teachers incorporate, adapt and implement such knowledge into their practice.

This objective can be translated into the **general** research question – *Research Question 1* - of this thesis which is:

> *How did the PECPISC teacher-learners understand their teaching-learning experiences along the programme?*

In order to answer this general question two **specific** questions were asked.

The second research question – *Research Question 2* – is the following:

> *Which principles of practice (Telles & Osorio, 1999) did the PECPISC teacher-learners reveal across the evaluation questionnaires, by reflecting upon their learning experiences in the programme?*

And the third research question – *Research Question 3* – is the following:

> *Which principles of practice (Telles & Osorio 1999) did the PECPISC teacher-learners reveal across the written reports on project work, by reflecting upon their teaching experiences on this kind of work?*

3.5.Data collection, materials and procedures

The materials collected for this research are organised into three sets for data analysis. The first set of data consists of 40 structured questionnaires. The second set refers to 10 teachers' final written reports. And the third set is concerned with a structured interview conducted with the 10 teacher-learners whose final reports had been selected. Thus, the materials are:

1. Structured questionnaires

2. Final written reports on project works

3. Structured interviews

3.5.1. Structured questionnaires

The *structured questionnaires* were used to investigate, through the six categories of principles of practice (Telles & Osorio, 1999), how the learning experiences the teacher-learners had, along the programme, guided and explained their practice.

During the seminar about Evaluation, 40 teacher-learners answered the programme evaluation questionnaire, after the seminar teachers had discussed the topic Evaluation, and had made a retrospect of the programme activities developed along the year. The questionnaire (see appendix D) was designed and administered by two seminar teachers who carried out the seminar, programmed for the final phase of the PECPISC activities, in November, 2000.

3.5.1.1. Questionnaire characteristics

The questionnaire was composed of 5 structured questions, giving the teacher-learners freedom to answer the way they wished (see appendix D). It was written and answered in Portuguese, aiming both to lead the TLs to reflect upon their own process of professional development along the programme and upon the programme approach in a broader scope.

The 5 questions explored the main elements of evaluation discussed during the seminar, namely content; activities/methodology; teacher's style; materials/resources and teacher's performance. The questions were therefore developed as follows:

The first, second and fourth questions were asked to obtain an evaluation on the content; activities/methodology and materials/resources used along the programme, respectively. The third question investigated the teacher-learners' opinion concerning their preferred teacher's style whereas the fifth question was directed to examine how the learning

experiences the TLs acquired along the programme influenced their teaching performance (see appendix D).

3.5.1.2. Sample selection

The questionnaire was not designed primarily for research purposes, but to document the teachers' learning experiences and reactions to the programme. The data gathered through the questionnaires, however, proved to be very useful in analysing the principles that guided the teacher-learners' learning experiences along the programme.

Out of 40, I selected 10 questionnaires for the research analysis. This selection was in consonance with the 10 written reports on the classroom projects written by the teacher-learners, as it will be explained in the next section.

3.5.2. Final written reports on project work

The *written reports* were used to investigate which of the six principles of practice (Telles & Osorio, 1999) guided and explained the teacher-learners' experience of carrying out classroom projects.

As commented earlier in section 3.2.1.1, the seminar Working with Project Work aimed to engage the teacher-learners in developing a two-month project work in their school settings. The topic was presented by one of the programme coordinators who had worked with a project-based approach, and thus oriented the TLs to how conduct a classroom project. During this seminar, it was also programmed, as an end-of-year meeting, a panel session for the presentation of the projects carried out by the teacher-learners. On the occasion, around 10

TLs, voluntarily, displayed their project work and gave a brief account of their experience to their peers (see Appendix B, for some photos).

It is important to comment that the PECPISC co-ordinators (and the researcher included) gave periodical assistance to the TLs during the development of their classroom projects.

3.5.2.1. Reports characteristics

In order to have a written account of teacher-learners' experience of the projects, the programme coordinators designed a project report guideline with the following items: the name of the project developer, name of the project and school, level and description of the group, objective (s), schedule of activities, materials, description of the project development, evaluation of the project work and a self-evaluation (see Appendix C). The teacher-learners were therefore instructed to write a final report on their project activities, following such guideline.

3.5.2.2. Sample selection

The final reports on the projects presented by the TLs, were not primarily intended for research purposes, however some of the reports proved to be a potential instrument to the analysis of the principles that guided the teacher-learners' actions and thinking. Hence, out of 31 written reports presented by the TLs, I selected 10 for two reasons: One was that some TLs presented a clearer and more complete account of the project activities. The other, which, I found most relevant, was that the TLs revealed through their written reflections that they were able to apply the project experience to the understanding of their teaching.

The remaining 21 written reports were either schematic or too brief in the description of the activities. In these reports, the TLs did not comment enough about the experience itself of dealing with projects, and were not able to write about their experience in more thorough and thoughtful way. As I could see from their reports, the TLs seemed to have had difficulty in reflecting more systematically upon their practice.

It is relevant to point out here that the 21 remaining written reports were returned back to the respective TLs with short written assessments of the project work and of the written reports.

3.5.2.3. The selected classroom projects

As mentioned earlier, I have selected ten written reports on classroom projects for my research analysis. In the table below, I present the selected projects. For the sake of privacy, I use numbers to refer to the teachers who developed the selected projects:

Teacher-learners who developed the projects	Project topics selected
TL 1	behaviour and attitudes
TL 2	borrowing words
TL 3	Olympic Games
TL 4	famous people
TL 5	local tourism
TL 6	the four last decades (fashion and music)
TL 7	Olympic Games
TL 8	making of handout with grammar topics
TL 9	Interdisciplinary work (English/Geography)
TL 10	Brazilian and American culture

3.5.3. Structured interviews

The interview intended to elicit more information concerning some principles that were more recurrent during the analysis of the 10 written reports. The objective of the structured interview was to provide further insights into how the teacher-learners understood those principles that happened to be most recurrent in the project reports analysis. This section thus aims at answering the two following specific questions:

Interview Question 1 (IQ1): How did you make the integration of other sources of knowledge into your project ?

Interview Question 2 (IQ2): How was classroom interaction during the development of the project tasks?

3.5.3.1. Interview characteristics

The interview had a set of 2 main semi-structured questions, with few probes and some follow-up questions (Rubin & Rubin, 1995).

Each of the 10 interviews lasted for about fifteen minutes, and was generally conducted after the teachers' attendance to the programme activities, which, in the year 2001, took place in the university premises. The interviews were recorded with the teacher-learners' permission. During the interviews, the TLs received their written reports back and were asked to clarify or expand specific information focused by the researcher. After the interviews had finished, the TLs received short written assessments of their project work and of their written reports. The interviews were transcribed immediately after the appointments, turning them into what Mishler (1986, cited in Clandinin & Connelly, 1998, p. 165) called "written field texts".

3.6. Data analysis

My analysis of the teacher-learners' understandings of their practice consisted in discovering in the teachers' answers excerpts of sentences or sometimes whole sentences that revealed the teachers' implicit principles of practice. This is called "domain analysis" (Spradley, 1980) and follows three stages: read the teachers' statements/answers, uncover the thematic aspects and then categorize those aspects.

The results of the "domain analysis" were, then, analysed from the point of view of Telles and Osorio's (1999) framework of analysis (see Chapter II, 2.3.3). Chapter IV, which is devoted to the analysis of data, will bring about a more detailed account of their framework.

3.7. Conclusion of this chapter

This chapter has presented the methodological issues used to carry out this research. My methodological commitment was directed to the understanding of the teachers' learning and teaching experiences acquired along PECPISC in guiding their practice and in developing personal meanings in their work. In the process of working to categorize the teachers' answers, I confronted my data with the six principles of practice developed by Telles and Osorio (1999), and they proved appropriate to explain the ways teachers oriented and developed their practice resulting from the input received along the programme seminars. I now turn to the next chapter, which will bring forward the research findings.

CHAPTER IV

DATA ANALYSIS

4.1. Introduction

This chapter aims to report on the analysis of principles of practice the PECPISC teacher-learners revealed when describing their teaching and learning experiences along the programme through the analysis of the PECPISC final evaluation questionnaires, of the written reports and of the interview questions on the classroom projects. To this end, this chapter is divided into three sections. The first section provides some further considerations about the analytical framework of this research. The second tries to answer the first specific question of this study. The third section intends to answer the second specific research question.

4.2. Some considerations about the analytical framework of this research

The data of the questionnaires, written reports and interviews of this research are analysed in light of the theoretical framework (outlined earlier in sections 2.3.3 and 3.5.), which involved Telles and Osorio's (1999) six categories of principles of practice, namely *principles of opposition theory x practice, of linear transference, of interaction, of pedagogical development, of knowledge integration and the chronological principle.* However, for the purpose of this study, these six principles of practice have been adapted in consonance with the data analysed. That is, the orientation to the six principles was constructed based on the analysis of the meanings generated by the teachers-learners as they reflected upon their own teaching-learning experiences along the PECPISC programme.

It is important to note the two categories Telles & Osorio (1999) termed the *principle of opposition theory and practice* and the *principle of linear transference* (see review of literature, section 2.4.3.) have been renamed *principle of theory and practice*, and *principle of transference*, according to the meanings that emerged from this specific data.

The categories of this study revealed how the teachers:

-viewed the link theory-practice on basis of what they experienced at PECPISC: *principle of theory and practice*.

-applied what they experienced along the programme into their classrooms: *principle of transference*.

-understood their teaching and learning experiences along the programme in terms of sustained interaction: *principle of interaction*.

-interpreted the programme experiences in terms of professional development: *principle of pedagogical development*.

- perceived the integration of the new teaching and learning experiences into their practice: *principle of knowledge integration*.

- referred to the gradual changes in their practice resulting from their teaching and learning experiences developed in the programme: *chronological principle*.

As mentioned before, I also draw on Dewey's (1944, 1997) principles of the continuity and of the interaction of experiences to ground more thoroughly my understandings on the principles that guided the PECPISC teacher-learners' understanding of their teaching--learning experiences along the programme.

As sometimes the teachers' statements both in the questionnaires and in the project reports convey more than one principle of practice, these statements are then repeated, considering the specific implicit principle described.

4.3. Analysis of the programme questionnaires

The aim of this section is to analyse and discuss the data collected from the questionnaires based on Telles and Osorio's (1999) principles of practice, in order to answer the first specific question of this research:

Which principles of practice (Telles & Osorio, 1999) did the PECPISC teacher-learners reveal across the evaluation questionnaires, on reflecting upon their learning experiences on the programme?

4.3.1. Steps for presenting the data from the questionnaires

The six principles of practice, that is, *the principles of pedagogical development, of transference, the chronological principle, of interaction, of theory and practice and of knowledge integration* follow a sequence of presentation, which corresponds to the order of frequency in the questionnaires, from the highest to the lowest occurrence.

The procedures for presenting the data along this section are developed as follows: First, a brief explanation about each principle is given. After, the teacher-learners who used the principle are enumerated. Then an example is provided to illustrate the referred principle. Next, a small table is displayed, showing the percentage of the teacher-learners who used each principle and a summary of the main ideas that were generated from the principle. Finally, at the end of this section, a brief conclusion to the analysis of the questionnaires is presented, and also a general table is displayed with the findings.

4.3.2. Principie of pedagogical development

The *principle of pedagogical development* reveals how the teachers see their pedagogy being informed by the learning experiences carried out in the programme. **All the 10 teacher-learners used this principle**, as question four, from the Evaluation Questionnaire (See Appendix A – Questionnaire), directly focused on evaluating to what extent the teachers' pedagogy was informed by the theoretical and practical knowledge acquired along the programme.

Exemplifications regarding this principle are given below. Teacher-learners 01, 04, 06 and 09 were able to perceive the significance of the programme activities for generating understandings of their teachings and gradual changes in their patterns of action. The answer below illustrated how they **valued the learning experiences for their teaching renewal.** See, for example, TL06 who wrote that:

"Os conteúdos foram relevantes, muito motivadores e atualizados, o que fez com que nós nos sentissemos **motivados e capazes de iniciar pequenas, mas significativas mudanças em sala de aula".**

(*The contents were relevant, highly motivating and up-to-date, what made us feel motivated and capable of starting with little, but significant changes in the classroom.*)
(See also Appendix D - Questionnaires, *Principle of pedagogical development*, for TLs 01, 04 and 09).

The answer below evidences teacher-learner 08's understanding that the programme offered her/him **the possibility to raise her/his sense of competence and confidence.** S/he developed a positive feeling about her/his own capabilities, as s/he suggested:

"Agradeço a iniciativa que me **possibilitou aumentar a crença em minhas capacidades**. Torna-se possível acreditar quando encontramos pessoas que acreditam na própria luta".

(I thank for the opportunity given to me that made me believe in my own capacities. It is possible to believe in something when we find people that believe in their own aims.)

Additionally, teacher-learners 01, 05, 07 and 10 **valued the expertise of the seminar teachers**, whose knowledge, the teachers could draw upon for their classroom practice. The teachers also appreciated the opportunity of having had diverse teacher educators' modes of teaching, which helped them to attain a more holistic view of teaching styles. As an example, see what TL05 wrote:

"Cada pessoa que esteve presente passando-nos informações, **abordou assuntos diferentes e usou metodologias diferentes**. Afinal, cada ser humano é diferente do outro e **assim podemos ter maneiras diferentes de ensinar**".

(Every teacher seminar who was giving information approached different subjects and used different methodologies. After all, every human being is different from each other and in this way we can have different ways of teaching.)

(See also Appendix D - Questionnaires, *Principle of pedagogical development*, for TLs 01, 07 and 10.)

Furthermore, teacher-learners 02, 03, 05, 07 and 08 revealed **preferences for teachers' practices that integrated personal growth dimensions into the curriculum**, for instance, for teachers that emphasised human values, intelligent inquiry, and a concern for

releasing students'potential for growth. An exemplification of this aspect is shown by TL05 who wrote:

"Gosto daqueles que fazem a gente 'amar' o que está aprendendo".

(I like those teachers who make you feel in love with what you are learning.)

(See also Appendix D - Questionnaires, *Principle of pedagogical development*, for TLs 02, 03 and 08).

Moreover, teacher-learners 01, 05, 09 and 10 acknowledged the need **to have permanent pedagogical support**. For example, TL10 revealed that:

"Nos sentimos estimulados para pôr em prática a maioria dos conteúdos ministrados nos cursos mensais (isso **considero ótimo, pois precisamos disso, atividades, metodologias, idéias.)**".

(We felt stimulated to put into practice the majority of the contents given during the seminars

(I consider this excellent because we need these things, activities, methodologies, ideas...).

(See also Appendix D - Questionnaires, *Principle of pedagogical development*, for TLs 01, 05, 09.)

Table 2 summarizes the *principle of pedagogical development* by presenting the percentage of teacher-learners who used this principle in the questionnaires and the five main ideas that revealed these occurrences.

Table 2 – Principle *of pedagogical development*

Principle of practice found in the questionnaires	% of teacher-learners who used the principle	Main ideas about the principle
Principle of pedagogical development	100%	The programme provided: • Meaningful learning experiences for their teaching • More confidence in one's potentialities • Reflection on the role of the teacher educators • Emphasis on teaching values • Realization of the teachers' need for pedagogical support

4.3.3. Principle of transference

The *principle of transference* can refer either to the teachers' direct application of what they learned in the programme into their practice or to the teachers' reconstruction of what they learned into new teaching practices. **By applying this principle, eight teacher-learners** (TLs 02, 03, 04, 05, 06, 08, 09 and 10) drew on the repertoire of examples, ideas and theoretical resources, presented along the programme, to guide further understandings of their practice.

Similar to the previous principle, the notion of transference was also the focus on question four, in the Evaluation Questionnaire (See Appendix A – Questionnaire). The

question intended to evaluate to what extent the teacher-learners made transferences of what they learned along the programme into their teaching practice.

Teacher-learners 04, 05, 06, 09 and 10 revealed that they successfully **integrated the examples given by the seminar teachers into their practice**. They experimented the validity and adequacy of the suggestions for their classroom contexts. TL10's statement can be a good example of this direct application, as can be seen below:

"Alguns cursos foram muito teóricos, mas, por exemplo, **já utilizei algumas atividades** ministradas nos cursos de Maio (metodologia) e Setembro (música) **que deram super certo em sala de aula**".

(Some seminars were very theoretical, but, for example, I have already used some activities presented in the seminars of May (methodology) and September (songs) that had excellent results in the classroom.)

(See also Appendix D - Questionnaires, *Principle of transference*, for TLs 04, 05, 06, 09 and 10.).

Moreover, teacher-learners 02, 03 and 08 showed that **the examples generated ideas for their practice**. They felt stimulated to create new activities based on the modelled practices developed in the programme. This is revealed, for example, by TL02 who wrote:

"Os conteúdos foram bons, bem pensados. **A maioria das idéias apresentadas foi utilizada por mim** em muitas aulas e em diferentes turmas. **Possibilitou-me criar atividades iguais ou tão interessantes** em sala de aula. (...)".

(The contents were good, appropriate. I used the majority of the ideas presented, in many of my classes and with different groups. It [the programme] helped me to create similar activities as those presented in the programme.)

(See also Appendix D - Questionnaires, *Principle of transference*, for TLs 03 and 08)

Table 3 presents a percentage of the teacher-learners who applied the *principle of transference* and the main ideas that revealed the occurrences of this principle.

Table 3 – *Principle of transference*

Principle of practice found in the questionnaires	% of teacher-learners who used the principle	Main ideas about the principle
Principle of transference	80%	• The teachers inserted the examples into their contexts and evaluated their adequacy and utility. • The teachers composed new variations of materials based on the examples informed by the programme.

4.3.4. Chronological principle

The *chronological principle* meant that the experiences the teachers assimilated along the programme, informed and somehow altered their practices in terms of personal capacities, of pedagogical skills and professional development. **This principle was applied by seven teacher-learners** (TLs 02, 03, 04, 06, 07, 09 and 10). Examples of this principle are provided as follows.

Teacher-learners 03, 04, 06, 07 and 10 reflected upon their **personal changes** resulting from the learning experiences informed by the programme. This is shown, for example, by TL06:

"Habilidade de ouvir em inglês: **eu melhorei, fiquei mais 'ligada', tornou-se mais fácil entender com o passar do tempo**".

(A*bility to listen to English: I got better, got more "tuned", to understand got easier as time passed by.)*

(See also Appendix D - Questionnaires, *Chronological principle*, for TLs 03, 04, 06 again, 07, 10).

In addition, teacher-learners 02, 06, 07, 09 and 10 expressed **changes of attitudes in their classroom practice**, as for instance, by being more judicious in relation to classroom planning and methodology. An exemplification of this aspect can be illustrated with TL06's comments.

"Após ter estudado o tipo de atividades e a que se destinam, **fiquei mais consciente na hora de montar um exercício**".

(*After having studied different kinds of activities and examined what they were useful for, I got more conscious when I had to create an exercise for my students.)*

(See also Appendix B - Questionnaires, *Chronological principle*, for TLs 02, 06 again, 07, 09 and 10).

Besides, teacher-learners 06 and 10 evidenced to feel more prone to seek for theoretical knowledge that could better inform their professional practice. In this regard, they **gradually started incorporating new attitudes concerning their professional development,** as TL06 showed:

"Senti-me mais motivada a procurar mais livros de fundamentação teórica, as bibliografias ajudaram neste sentido".

(I felt more motivated to search for books of theoretical content; the references helped me in this sense.)

(See also Appendix D - Questionnaires, *Chronological principle*, for TL10).

Table 4 sums up the *chronological principle* by showing the percentage of teacher-learners who used this principle in the questionnaires and the three main ideas that emerged from these occurrences.

Table 4 – *Chronological principle*

Principle of practice found in the questionnaires	% of teacher-learners who used the principle	Main ideas about the principle
Chronological principle	70%	• Learning experiences gradually altered TLs' personal capacities. • Learning experiences gradually altered TLs' pedagogical skills. • Learning experiences gradually altered TLs' professional development.

4.3.5. Principle of interaction

The *principle of interaction* represented the teachers' possibility of having direct contact with other professionals along the programme, and **it was applied by six teacher-learners** (TLs 01, 02, 03, 05, 06 and 08). They revealed that they valued the contact they had with other professionals during the PECPISC seminars. Exemplifications of this principle are displayed below.

Teacher-learners (02, 05, 06) commented on **the nature of the interactive teaching developed during the seminars**. They stressed the practices that provided them with opportunities to interact with each other. TL02 wrote, for example:

"Gostei das atividades, pois foram **variadas, dinâmicas, envolviam o pequeno e o grande grupo"**.

(I liked the activities; they were varied, dynamic, in groups and with the whole class.)

(See also Appendix D - Questionnaires, *Principle of interaction*, for TLs 05 and 06.)

One teacher (TL 08) raised the point that there should have been provided **opportunities for the participant teachers to share among their peers the new classroom practices** resulting from their learning experiences in the programme, by writing that:

"Acredito que **faltou espaço para que os professores pudessem expor aos colegas suas experiências práticas** estimuladas pelas teorias apresentadas".

(I believe there was not a moment for the teachers to expose to their peers their practical experiences stimulated by the theories presented.)

Some teacher-learners (01 and 03) **recalled seminar teachers who generated and sustained interaction**, by establishing a good rapport with the participating teachers. The positive feelings associated with interaction helped the participating teachers to recall and make use of particular images (see Review of Literature, section 2.4.1.1.) of seminar teachers in their practice, as TL 03 illustrated:

"As atividades em grupo foram interessantes principalmente as da prof. Sara[1], **houve uma maior interação e empenho de todos. Aprendi a desenvolver aulas dinâmicas, através da prof. Sara"**.

(The group activities were interesting mainly the ones by teacher Sarah; there was more interaction and effort from everybody. I learned how to make my classes more dynamic following teacher Sarah's dynamics.)

(See also Appendix D - Questionnaires, *Principle of interaction*, for TLs 01 and 03 again.)

Teacher-learners 03 and 05 emphasised that **there should be provided permanent courses for teacher development.** They stressed their need to be exchanging ideas, teaching experiences and knowledge. This can be exemplified by what TL03 wrote:

"O curso de formação continuada foi de extrema valia. É importante que nós professores de lingua estrangeira **tenhamos encontros periódicos para troca de idéias, informações"**.

(This course of continuing development was extremely valuable. It is important that we teachers of EFL should have periodical meetings to exchange ideas, information.)

(See also Appendix D - Questionnaires, *Principle of interaction*, for TL05.)

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[1] For the sake of privacy, the real names of the seminar teachers are not mentioned.

Table 5 displays the percentage of teacher-learners who applied the *principle of interaction* in the questionnaires and the four main ideas that emerged from the occurrences of this principle.

Table 5 - *Principle of interaction*

Principle of practice found in the questionnaires	% of teacher-learners who used the principle	Main ideas about the principle
Principle of interaction	60%	The PECPISC experience generated: • Interactive teaching practices developed within PECPISC. • A desire to communicate one's new teaching practices informed by the programme • Recall of seminar teachers who developed interactive practices • Permanent interaction through teacher development programmes

4.3.6. Principle of theory and practice

The *principle of theory and practice* referred to the teachers' application of the theoretical and practical contents acquired along the programme to their practice. **This principle was used by six teacher-learners** (TLs 03, 04, 06, 07, 08 and 10), and they

commented on the validity of the theoretical and practical contents presented in the seminars to their classroom contexts, in differentiating ways, as such as follows.

Teacher-learners 04, 06, 07, and 10 showed their dissatisfaction in relation to some of the programme seminars that they found **very theoretical**, and did not provide them with practical ideas. For example, TL06 wrote:

"Tudo foi muito bom, mas a parte de leitura, por ser **excessivamente teórica**, tornou-se cansativa. Eu esperava algo com mais atividade, sugestões, como foi a parte oral".

(Everything was very good, but the reading seminar, as it was too theoretical, tiring. I was expecting something with more activities, suggestions, just like the seminar about oral skills.)

(See also Appendix D - Questionnaires, *Principle of theory and practice*, for TLs 04, 07 and 10.)

Interestingly, teacher-learner 08 raised the point that, what had been only theoretically exposed, required from them to find appropriate ways to implement in the classroom. See, for example, what TL08 wrote:

"As atividades que **apenas teoricamente foram passadas** exigiram que os professores em sala descobrissem como colocar em prática tais atividades o que estimulou a criatividade dos professores".

(The activities that were only theoretically presented demanded an effort from the teachers to put them into practice, and this, in turn, stimulated the teachers' creativity.)

Furthermore, teacher-learners 03 and 06 explained that they were led, through the programme seminars, to reflect upon the need to **establish a coherent link between theory and practice** in their teaching, as can be seen in TL 03's words below:

"Pontos que devo refletir: motivação, habilidades, criatividade/inovação, integração entre aluno e professor. E também **avaliar coerência entre a teoria e prática no desenvolvimento da minha prática pedagógica**".

(Points that I should reflect upon: respect, motivation, abilities, reflection, creativity/innovation, integration between student and teacher. Also, evaluate coherence between the theory and the practice during the development of the pedagogical practice.)

(See also Appendix D - Questionnaires, *Principle of theory and practice*, for TL06.)

In addition, teacher-learners 04 and 10 **valued the practical contents** they received during the programme seminars. In this sense, TL10 wrote:

"A maior parte dos conteúdos ministrados nos cursos mensais **nos levaram à prática** em sala de aula (Considero isso ótimo, pois precisamos disso, atividades, metodologias, idéias...)".

(We felt stimulated to put into practice the majority of points dealt with during the seminars (I consider this excellent because we need these things, activities, methodologies, ideas...).

(See also Appendix D - Questionnaires, *Principle of theory and practice*, for TL04.)

Table 6 shows the percentage of teacher-learners who used the *principle of theory and practice* in the questionnaires and the four main ideas that revealed these occurrences.

Table 6 – *Principle of theory and practice*

Principle of practice found in the questionnaires	% of teacher-learners who used the principle	Main ideas about the principle
Principle of theory and practice	60%	The teachers suggested that there were/was: • Theoretical contents which were not connected to practice • Theoretical contents that needed to be digested to be put into practice • A need to maintain a balance between theory and practice • Valuable practical contents

4.3.7. Principle of knowledge integration

The *principle of knowledge integration* was related to any sort of connection that the teachers could make regarding teaching, knowledge, learning experiences acquired along the programme. In spite of the fact that **only two teacher-learners (TLs 02 and 10) applied this principle**, these teachers showed clearly differentiated orientations. While TL02 stressed the significance of subject matter being organised in connection with pupils' interests, TL10 emphasized subject matter being connected to the social reality in which pupils are placed. One example of each is shown below.

On the one hand, **by drawing on the experience with classroom projects**, TL02 realised the possibility of **connecting subject matter to the students' interests**, as can be seen in the following:

"Percebi, **através de meu projeto,** que posso trabalhar de formas diferentes com as turmas e obter ótimos resultados *e* **em assuntos de interesse dos próprios alunos**".

(I realized, through my project work, that I can work in different ways with the students and have good results, and dealing with topics of the students' own interests).

The expressions in bold reveal that **teacher-learner 02** perceived, through the experience with classroom projects, that her/his practice could be organised in connection with the students' interests. In this regard, it could be argued that the teacher's experience with projects was positive, as s/he understood that, what s/he had learned with the projects, could become the ground for further teaching experiences.

On the other hand, when teacher-learner 10 was questioned about the role of teachers, in general, in fostering effective learning, s/he referred to someone who could **bridge subject matter to wider social issues**, as can be seen below.

"Penso que o professor que leva o aluno ao aprendizado é aquele que consegue transmitir conhecimento sobre determinado assunto, **fazendo ligação com a atualidade**".

(I think that the teacher who guides the student to learn is the one who is able to convey knowledge about a specific topic, making connection with reality.)

Thus, by applying the principle of knowledge integration, **teacher-learner 10** above demonstrated his/her conception of a good teacher. According to him/her, a good teacher

should be able to find points of contact between the subject matter and the realities of everyday life, to be able to link what is being taught to what is happening outside classroom.

Table 7 summarizes the *principle of knowledge integration* by displaying the percentage of teacher-learners who used the principle in the questionnaires and the two main ideas that emerged from the occurrences.

Table 7 — *Principle of knowledge integration*

Principle of practice found in the questionnaires	% of teacher-learners who used the principle	Main ideas about the principle
Principle of knowledge integration	20%	TLs' orientation to teaching: • The subject matter should be related to the pupils' interests • The subject matter should be organized around the pupils' social reality

4.3.8. Conclusion of the analysis of the questionnaires

To conclude this section, I return to the first specific research question of this study, which is:

Which principles of practice (Telles & Osorio, 1999) did the PECPISC teacher-learners reveal across the evaluation questionnaires, on reflecting upon their learning experiences in the programme?

After analysing the teachers' answers to the questionnaires, I can see that the six categories of principles were used by the teacher-learners when reflecting upon what they experienced and learned along the programme. The table below presents the six principles the teacher-learners used in the questionnaires, showing from the most to the least recurrent one. As the table demonstrates, the most recurrent principles were *the principle of pedagogical development* (100%), *the principle of transference* (80%) *and the chronological principle* (70%). As already explained, *the principle of pedagogical development* and *the principle of transference* had the highest occurrences as question four, from the Evaluation Questionnaire (See Appendix A – Questionnaire), elicited them.

Table 8 – *Principles of practice found in the questionnaires*

Principles of practice found in the questionnaires	Percentage of teacher-learners who used the principles
Principle of Pedagogical Development	100
Principle of Transference	80
Chronological Principle	70
Principle of Interaction	60
Principle of Theory and Practice	60
Principle of Knowledge Integration	20
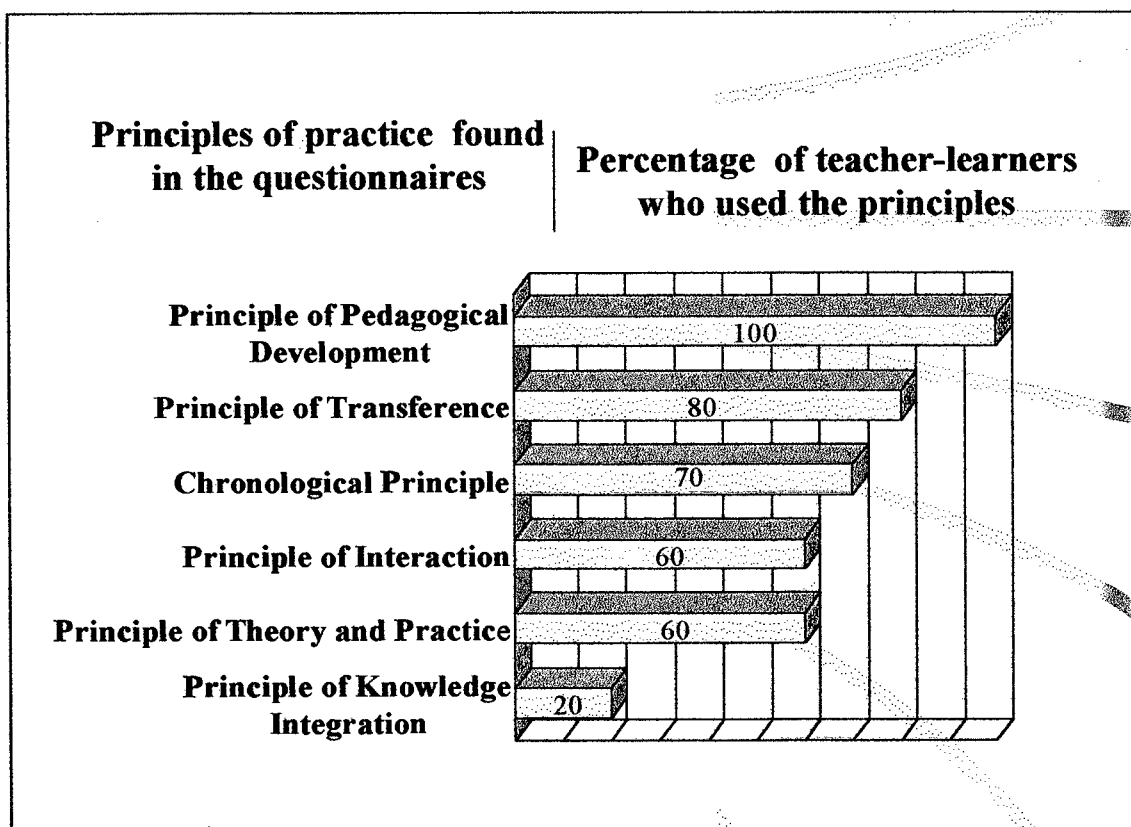
4.4. Analysis of the written reports and of the interview questions on the classroom projects

The aim of this section is to analyse and to discuss the teacher-learners' project reports, together with their interview responses in light of Telles and Osorio's (1999) principles of practice, in order to answer the second research question of this study:

Which principles of practice (Telles & Osorio, 1999) did the PECPISC teacher-learners reveal across the written reports, on reflecting upon their teaching experiences on project work?

4.4.1. Steps for presenting the data from the written reports and interviews

As in the previous section, the analysis of the principles of practice from the data from the written reports is presented from the most to the least recurrent. Furthermore, the analysis of each principle presenting the data is as follows:

First, I provide a brief explanation about each principle according to the way it was applied in the written reports, and then, refer to the teacher-learners who used such principle. Then, I illustrate with an example. Next, I present a small table, showing the percentage of the teacher-learners who used the principle as well as a summary of the main ideas that emerged from such principle. Finally, I provide a summary of the findings of the section, followed by a general table displaying the results. I should observe that most principles, which were found the most recurrent in the written reports, were also found validated by the most recurrent in the interviews carried out to triangulate these findings. Thus, in this section I also include some samples from the interviews.

4.4.2. Principie of interaction

The *principle of interaction* was found in occurrences where the teachers referred to the interactive nature of the project work activities. **This principle had the highest percentage of occurrences, as all the ten teacher-learners in their written reports used it.** This can be explained by the fact that project works have an interactional nature. Two aspects concerning this principle emerged from the written reports and were validated by the interviews, as such as follows:

1) **group interaction** (TLs 02, 04, 06, 07, 08, 09 and 10).

2) **two teacher-learners' orientations to the projects: inclusive (TLs 01, 09 and 10) and non-inclusive (TLs 02, 03, 04, 05, 06, 07 and 08).**

1) Group interaction which was emphasized by six teacher-learners (TLs 02, 04, 06, 07, 08, 09 and 10) in their written reports was viewed as **a way of working and a model of learning based on group integration.** TL02, for example, suggested that, through group work, the students could demonstrate their own abilities, as s/he wrote:

"Assim que terminaram as pesquisas e a confecção dos projetos, cada equipe apresentou o seu trabalho, que foi previamente dividido entre cada membro. **Foi um momento muito interessante entre eles, pois viram que trabalhando em equipe cada um tem a oportunidade de mostrar suas habilidades.** Neste caso, a habilidade de expor um trabalho, de digitar um texto e, até, de ser mais companheiro".

(As soon as the students had finished the research and the making of their projects, every group presented their work, which was previously divided among each member. It was a very interesting moment for them, because they were able to see that by working in groups, each one had the opportunity to show their own abilities. In this case, the ability to present a classroom work, to type a text and, even, of being a good colleague. "

(See also Appendix E – Written Reports, *Principle of interaction*, for TLs 04, 06, 07, 08, 09 and 10.)

The interviews also evidenced that the six teacher-learners (TLs 02, 04, 06, 07, 08, 09 and 10) stressed the importance of involvement and interaction of the groups to achieve good results. Particularly, TL02 highlighted in the interview her/his view that the interactive nature of the projects allowed for developing students' multiple abilities, so s/he explained:

"(...) um ajudando outro, cada um com seu grupo. E aí, que achei legal o trabalho em grupo, porque sempre tem aquele que escreve melhor num cartaz, o outro que é mais solto pra explicar o trabalho, e assim tudo se encaixa".

((...) one helping the other, every one within his group. That is what I found nice about the work in groups, because there is one who writes better in a chart, the other who is more at ease to explain a piece of work, and then everything fits well.)

(See also Appendix F - Interviews, *Principle of interaction*, for TLs 04, 06, 07, 08, 09 and 10)

2) The teachers' orientation to the projects meant that some teachers were more prone to get involved in the project activities than others. Exemplifications of **inclusive and non-inclusive orientations** to the projects are provided below:

Three teacher-learners (TLs 01, 09 and 10), who saw the projects from a more inclusive view, revealed they had a share of responsibility in the development of the project activities, and therefore, **got involved in the production of the materials with the students.** This was demonstrated by TL01 who wrote:

"Foi um sucesso! Todos participaram ativamente. **Confesso, que em determinado momento, me pus a desenhar junto com os alunos**".

(It was a great success! Everybody actively participated. I should admit that in a certain moment, I started to draw with the students.)

(See Appendix E - Written Reports, *Principle of interaction*, for TLs 09 and 10.)

The data from the interviews also confirmed the three teacher-learners' inclusive orientation to the projects, as TL01's interview extract evidenced,

"**Participaram bastante mesmo, eu me senti tão à vontade, eu me senti como se fosse um deles ali, e aí me deu vontade de fazer também.** É verdade, eu gosto de fazer isso e me deu vontade de desenhar e de escrever, de tirar a caneta da mão do aluno e eu escreve, me deu muita vontade de fazer. **Como falei no projeto, desenhei junto com eles.** (...), **mas** com as discussões e com as idéias deles, as coisas foram ficando claras, e conseguimos desenvolver um bom trabalho. Eles se empolgaram e eu também, acho que o tema ajudou bastante".

(They did participate, I felt so much at ease, I felt as if I were one of the students there, and then I felt like drawing and writing, of taking the pen out of a student's hand, and draw, I really felt like doing that. As I wrote in the project report, I drew with the students. (...) but with the discussions and with their ideas, things were getting clearer, and then we were able to develop a good work. They got so involved and I did too, I think the topic helped a lot.)

(See also Appendix F - Interviews, *principle of interaction*, for TLs 09 and 10)

Four teacher-learners (TLs 02, 03, 04 and 07), who suggested a **non-inclusive orientation** to their projects, seemed to be more a kind of, a material or a linguistic provider for the students. They seemed to have **worked more as instructors, by helping the students around.** See, for example, what TL03 wrote:

"Combinamos que no período de dois meses eles teriam que entregar e apresentar o projeto. Na semana seguinte, eu apresentei a proposta de que reservaria uma aula por semana para que eles levantassem possíveis dúvidas com relação à gramática. **À medida que, surgiam as dúvidas, eu as esclarecia**".

(We arranged that within six months' time, they would have to hand in their project work, I proposed that one class per week would be only to clarify their doubts in relation to grammar. As they raised their doubts, I clarified them.)

(See also Appendix E – Written Reports, *Principle of interaction*, for TLs 02, 04, 07)

In the interviews, these four teacher-learners maintained their non-inclusive orientation to the projects. Teacher-learners 05, 06 and 08 who had not commented on their orientation to the project activities in the written reports, also suggested a more non-inclusive view to their projects when interviewed. As an example of this non-inclusive orientation, see what TL03 expressed:

'**Eu procurei ficar mais na orientação, dava explicações, mas de ajudar a fazer, isso não.** Dizia pra eles, '**vocês procurem fazer do jeito de vocês, vocês é que tem que criar,** ' e não interferi. Eu creio que tem que ser do grupo, e saiu o que saiu e o trabalho foi deles mesmo.

(I tried to be more a kind of adviser, I explained, but I did not help to do the work. I used to say; "you have to try to do your own way, you have to create", and I did not interfere. I believe that the work has to be made by the group itself, and what they did was the result of their own work.)

(See also Appendix F - Interviews, *Principle of interaction*, for TLs 02, 03, 04, 05, 06, 07 and 08).

As Table 9 displays, the *principle of interaction* had the highest percentage of teacher-learners and this occurrence revealed the two main ideas already suggested.

Table 9 – *Principle of interaction*

Principle of practice found in the written reports	% of teacher-learners who used the principle	Main ideas about the principle
Principle of interaction	100%	• There was group interaction in the development of the projects • There were inclusive and non-inclusive orientations to the projects

4.4.3. Principle of knowledge integration

The *principle of knowledge integration* referred to how different types of knowledge were integrated into the projects development. **This principle was used by nine teacher-learners** (TLs 01, 02, 03, 04, 05, 06, 07, 09 and 10), in the written reports and validated by the data from the interviews.

According to the teacher-learners' **written reports**, this integration of knowledge seemed to have happened from one of the three following perspectives:

- **real-world connections** (TLs 01, 02, 03, 04, 05, 06, 07 and 10)

- **subject matter integration** (TL 09).

- **the integration of students' existing and new knowledge** (TLs 01 and 07)

The interviews, however, revealed that only two of these perspectives were emphasized:

- **real-world connections** (TLs 01, 02, 03, 04, 05, 06, 07 and 10)

- **subject matter integration** (TL 09).

The written reports showed that the first perspective, **real-world connections,** was used by five teacher-learners (TLs 01, 02, 05, 06 and 10), who tried to find points of contact between the project work itself and **materials of the students' everyday life,** as for example, TL05 wrote:

"O objetivo maior deste projeto **foi fazer com que os alunos sintam-se estimulados a escrever em inglês, além de poder conhecer melhor e mostrar seu município de uma maneira inovadora para as pessoas.** (...) Ao final, juntaram todos os textos, já digitados, **para formar um catálogo turístico".**

(The objective of this project was to make the students feel stimulated to write in English, and also to have the opportunity of knowing their town better and show it in an innovative way for the people. (...) In the end, they gathered all the texts, already typed, to make a touristy guide.)

(See also Appendix E - Written Reports, *Principle of knowledge integration,* for TLs 01, 02, 06 and 10)

Also, the data from the interviews evidenced that nine teacher-learners tried to work with a topic that was connected to the students' interests and their reality somehow. See, for example, TL05 who explained that:

(...) eu sugeri, eu sugeri o tema turismo, mas daí eles ficaram assim, turismo em Palhoça, eu sugeri, daí eles ficaram assim. "Ah, professora, o que é que nós vamos pesquisar na Palhoça?" Daí, eu comecei, comecei assim, olha, por isso mesmo, **porque até vocês que são daqui não valorizam a Palhoça. Então vamos ver o que a Palhoça tem de bom. Vamos mostrar. Daí começamos a puxar. (...) E eles foram vendo que tem um monte de coisas. Daí, ta. Destacamos uns pontos, né.**"

(I suggested the topic of tourism in Palhoça, but then they said, "Teacher, what are we going to write about Palhoça?" Then I said, you see, you are from here, and you do not see the importance of Palhoça. Let's see what Palhoça has to offer. We started to enumerate things. (...) They realized there are lots of things to talk about here. Then, we chose some tourist spots for the project.)

(See also Appendix F - Interviews, *Principle of knowledge integration*, for TLs 01, 02, 03, 04, 06, 07, and 10)

The second perspective, **subject matter integration**, suggested that teacher-learner 09 organized his/her project topic around various subject matters. His/her orientation was to **the unity of disciplines** of the curriculum, as s/he wrote:

"Chegamos à conclusão de que um mapa assim seria muito útil sob a forma de um painel grande afixado num mural. O que ele pode proporcionar com muita vantagem é a efetivação da interdisciplinaridade na sua forma mais intensa e completa. (...)".

(We got to the conclusion that a panel with a map would be very useful. It would be a good means to work from an interdisciplinary perspective in a more comprehensive way.)

Teacher-learner 09's project work was more discipline-oriented. S/he saw the project as a kind of 'bridge' between content knowledge from other disciplines and his/her own discipline. When interviewed, s/he justified his/her reason for such orientation, by saying that:

"Volta e meia, eu perguntava, quantos isso, quantos aquilo? Então eles não sabiam. Daí veio à idéia de juntar outras matérias nesse trabalho. (...) Daí já juntei com a idéia de não apenas apontar o país no mapa, mas que eles buscassem outras informações sobre esses países, como bandeiras, população, monumentos, pontos turísticos, área, economia, religião, alguma coisa sobre a cultura desses países. E daí deu pra encaixar outras disciplinas".

(Every now and then, I asked the students, how many of these, how many of those? They never knew the answers. Then I had the idea of gathering including other topics in this project. (...) Then, I asked them to look for other kinds of information about the countries in the map, such as population, flags, monuments, tourist spots, area, economy, religion, something about their culture. Then it was possible to included topics from other disciplines into the project.)

According to the written reports, two teacher-learners (TLs 01 and 07) saw the projects as a chance to **integrate the students' existing and new knowledge**, as can be read in TL01's comment that follows:

"Este trabalho é uma maneira de **atribuir significado aos conteúdos adquiridos, tão esquecidos em cadernos e gavetas,** e propiciar ao aprendiz a chance de poder **desenvolver alternativas na busca de apropriação do conhecimento...**".

(This work is a way to give meaning to the contents learned, always so much forgotten in notebooks and drawers, and provide a means for the learner to develop alternatives in the search for the appropriation of knowledge.)

(See also Appendix E – Written Reports, *Principle of knowledge integration*, for TL 07.)

However, when interviewed, these two teacher-learners did not refer back to the integration of the students' existing and new knowledge, as they suggested in their written reports. They explained their projects, in terms of establishing a connection between the topics they worked with and the students' everyday reality and interests, as TL01 stated:

"Eu dei algumas sugestões, mas a que eles mais gostaram foi sobre atitudes do dia a dia, eles gostaram porque... essas pequenas coisas do dia a dia que a gente ta tão viciado... as nossas atitudes diárias é que fazem a diferença. **Eles gostaram muito porque aquilo fazia parte da vida deles. (...). E ligar com alguma coisa que é a realidade, a realidades deles. Eu acho fundamental**".

(I gave some suggestions, but the one they liked most was about daily attitudes, they liked because... these little things from the day to day we are always so used to... it is our daily attitudes that make the difference. They liked a lot because these little daily things were part of their life. (...) And to associate with something which is their reality, their reality. I find it essential.)

(See also Appendix F - Interviews, *Principle of knowledge integration*, for TL07.)

Table 10 demonstrates that the *principle of knowledge integration* had a very high percentage of teacher-learners and the occurrence of this principle provided three main ideas.

Table 10 - *Principle of knowledge integration*

Principle of practice found in the written reports	% of teacher-learners who used the principle	Main ideas about the principle
Principle of knowledge integration	90%	The teachers pointed out the importance of the: • Integration with familiar materials of everyday reality • Integration among disciplines • Connection of existing and new knowledge

4.4.4. Chronological principle

The *chronological principle* revealed how the teachers' experiences with the projects gradually informed and altered their understandings concerning their teaching practice. Six teacher-learners (TLs 01, 02, 03, 04, 05 and 10) applied the chronological principle. It was analysed in their ocurrences in the written reports and was not validated by the data from the interviews. As I had quite a substantial amount of data to be examined, I opted for validating only the most frequent principles. The teacher-learners saw that the experience with projects were motivating and constructive for both the students and themselves, and thus they

demonstrated their enthusiasm in developing future projects, when they would have **the possibility to refine their understandings resulting from this first experience.** One example of this principle is given by TL10 in the written reports who observed:

"When I chose this class to do the project work, it was because they were very good students, and I think for them and for my first project work, it was good. **We learned lots of things, but now I know that project works can be different and in another time we can do it better."** (Sic)

(See also Appendix E - Written Reports, *Chronological principle*, for TLs 01, 02, 03, 04, 05)

Table 11 presents the percentage of teacher-learners who applied the *chronological principle* in the written reports and the main idea that emerged from these occurrences.

Table 11 – *Chronological principle*

Principle of practice found in the written reports	% of teacher-learners who used the principle	Main ideas about the principle
Chronological principle	50%	• How the TLs' experience with the projects affected the understandings of their practice

4.4.5. Principle of transference

The *principle of transference* referred to the opportunity the students were given, through project work, to experiment and test their ideas and knowledge. **This principle was used by six teacher-learners** (TLs 01, 05, 06, 08, 09 and 10), and through it, they evidenced that the classroom projects were an opportunity for the students **to test and experiment their ideas and information by direct application, through the materials they created,** for the project purposes. This principle was not validated by the data from the interviews, based on the same reason already explained in the previous section (4.4.4.), the chronological principle.

It is important to observe that this principle differs from the others in the sense that **it focuses on the students' role of transferring and applying knowledge,** and do not refer to the teacher's process of transference of pedagogical experiences. An exemplification of this principle applied by TL05 in the written reports is presented below:

"Os alunos criaram textos em inglês sobre estes pontos e informações turísticos, bem como criaram legendas para fotos escolhidas para ilustrar o guia".

(The students created texts in English about those tourist spots, as well as they create captions for the photos chosen for the tourist guide.)

(See also Appendix E - Written Reports, *Principle of transference,* for Tells 01, 06, 08, 09, and 10)

The *principle of transference* had a percentage of teacher-learners similar to the one of the previous principle in the written reports, and only one main idea emerged from these occurrences as can be seen in Table 12.

Table 12 - *Principle of transference*

Principle of practice found in the written reports	% of teacher-learners who used the principle	Main ideas about the principle
Principle of transference	50%	• Project work offered an opportunity and a stimulus for the students to learn by testing their own ideas and knowledge through active experimentation and by making of their own materials and activities.

4.4.6. Principle of pedagogical development

The *principle of pedagogical development* was reflected in the teachers' comments regarding how their teaching experience with the projects informed their practice. **Four teacher-learners** (TLs 03, 07, 08 and 10) **used it in the written reports**, and this principle, as the least recurrent, was not validated by the data from the interviews. It is believed that by applying this principle, the teacher-learners saw that **the experience with the projects could help implement their teaching and stimulated the students' interest and engagement to learn.** As, for example, TL10 pointed out:

"I think that things could be better, but it was our first project work and we have many things to learn about it. **The most important thing is that now I become aware of how make my**

classes more interesting and how keep my students in a way where they can learn more."(Sic)

(See also Appendix E - Written Reports, *Principle of pedagogical development*, for TLs 03, 07 and 08)

Table 13 illustrates the results regarding the *principle of pedagogical development*. This principle had the lowest percentage of teacher-learners in the written reports and these occurrences generated only one main idea.

Table 13 - *Principle of pedagogical development*

Principle of practice found in the written reports	% of teacher-learners who used the principle	Main ideas about the principle
Principle of pedagogical development	40%	• the experience with the projects could help TLs to implement new ways of teaching.

4.4.7. Conclusion of the analysis of the written reports and interviews

To close this section, I turn back to the second research question, which is:

Which principles of practice (Telles & Osorio, 1999) did the PECPISC teacher-learners reveal across the written reports, on reflecting upon their teaching experiences on project work?

After discussing in detail within this section the analysis of the data from the project reports and the interviews. I can say that the teacher-learners used **five out of the six principles of practice** to talk about their experience in working with projects. The table below shows these five principles, from the most to the least recurrent, found in the teacher-learners' answers to the written reports. Thus, as can be seen in Table 13, the principles which were most used were *the principle of interaction* (100%) and *the principle of knowledge integration* (90%), as they matched with the specificity of project work.

Table 14 - Principles of practice found in the written reports

Principles of Practice found in the written reports	Percentages of teacher-learners who used the principles
Principle of Interaction	100
Principle of Knowledge Integration	90
Chronological Principle	50
Principle of Transference	50
Principle of Pedagogical Development	30
Principle of Theory and Practice	0
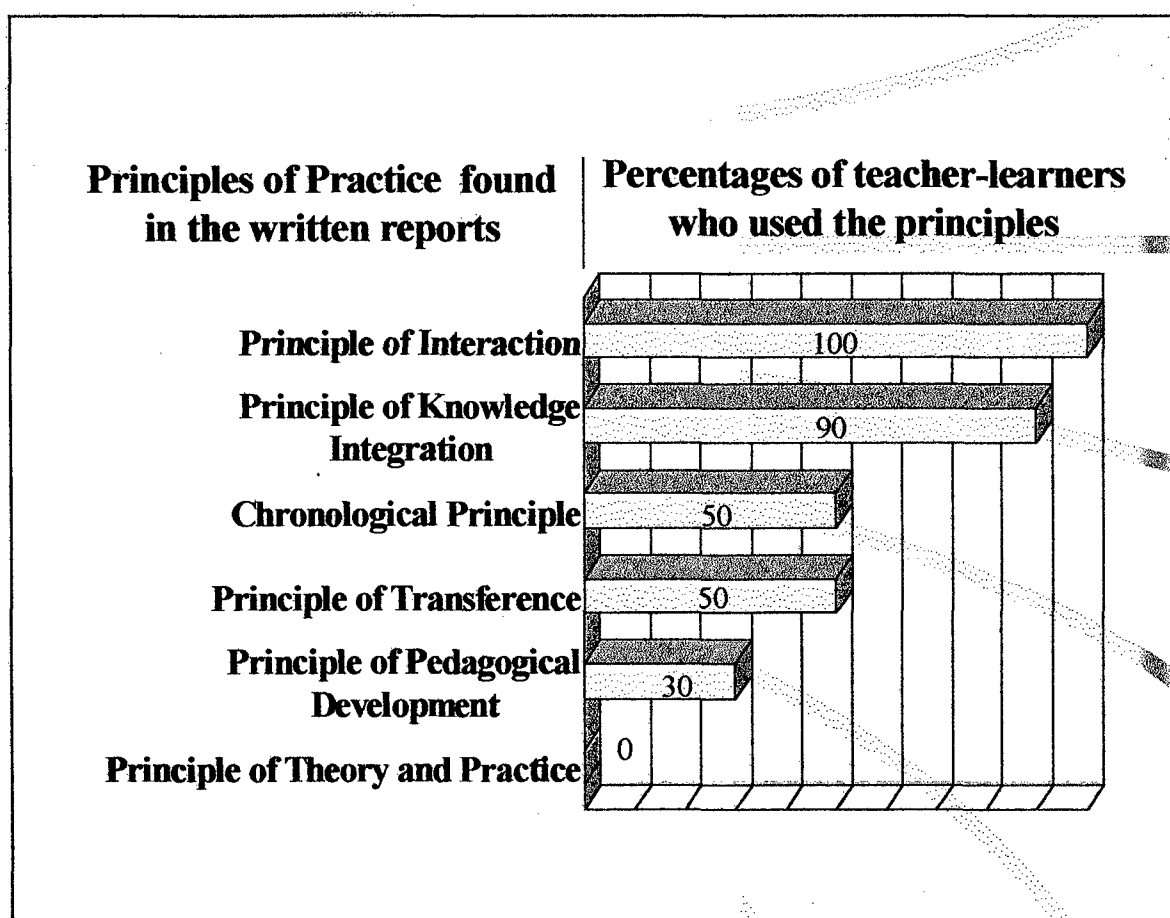
4.5. Conclusion of Chapter IV

In this chapter, I discussed the principles of practice found in the teacher-learners' answers to the PECPISC evaluation questionnaires (see table 8 again below) and also the principles of practice found in the teacher-learners' answers to the written reports and interviews on their classroom projects (see table 14 again below).

Table 8 – Principles of practice found in the questionnaires

Principles of practice found in the questionnaires	Percentage of teacher-learners who used the principles
Principle of Pedagogical Development	100
Principle of Transference	80
Chronological Principle	70
Principle of Interaction	60
Principle of Theory and Practice	60
Principle of Knowledge Integration	20

Table 14 - Principles of practice found in the written reports

Principles of Practice found in the written reports	Percentages of teacher-learners who used the principles
Principle of Interaction	100
Principle of Knowledge Integration	90
Chronological Principle	50
Principle of Transference	50
Principle of Pedagogical Development	30
Principle of Theory and Practice	0

In the next chapter, I will draw some conclusions based on my findings, discuss the three research questions and provide the research limitations and suggestions for further research.

CHAPTER V

FINAL REMARKS

5.1. Introduction

In this chapter, I intend to discuss the findings of my research. I first summarize the results from the first and the second specific research questions in order to answer the general research question that guided this research. Second, I make some considerations concerning my own application of Telles and Osorio's (1999) construct of principles of practice. Third, I examine the nature and the findings of my data, that is, the programme questionnaires and the project work reports. Fourth, I present some methodological considerations regarding this study. Finally, I point out some limitations of this research.

5.2. Answering the three Research Questions

The present study set out to investigate the ways ten PECPISC teacher-learners saw their own development throughout the programme. To this end, two specific and one general research questions were carried out.

5.2.1 Answering the Specific Questions

The first specific research question was:

Which principles of practice (Telles & Osorio, 1999) did the PECPISC teacher-learners reveal across the evaluation questionnaries, on reflecting upon their learning experiences on the programme?

The findings from the questionnaire answers (based on the analysis presented in Chapter IV) revealed that the six categories of principles were used by the teacher-learners in the following order of occurrence: the *principle of pedagogical formation, of transference, and the chronological principle, of interaction, theory and practice and of knowledge integration.* The three most recurrent principles in the teacher-learners' reflection were *the principle of pedagogical formation,* with the highest percentage of teacher-learners (100%), *the principle of transference,* with a percentage of 80% *and the chronological principle,* with a percentage of 70%.

The second specific research questions was the following:

Which principles of practice (Telles & Osorio, 1999) did the PECPISC teacher-learners reveal across the written reports, on reflecting upon their teaching experiences on project work?

The findings from the teacher-learners' written reports on their classroom projects and also the validation of the interviews on their written reports (also based on the analysis presented in Chapter IV) revealed that the teacher-learners used five principles of practice to talk about their experience in working with projects in the following order of occurrence: *principle of interaction, of knowledge integration, the chronological principle, of transference, of pedagogical formation and the principle of theory and practice.* From these

principles, the ones which were most used were *the principle of interaction,* with a percentage of occurrence of 100% and *the principle of knowledge integration,* with a percentage of 90%.

5.2.2. Answering the Main Research Question

Five fundamental issues emerged from the teachers's comments from the two sets of data that can answer the main research question - *Research Question 1 (general)* - which is:

How did the PECPISC teacher-learners give meaning and/or interpret/understand their teaching-learning experiences throughout the programme?

These **issues** are the following:

- **The teacher-learners felt a deep need to have more pedagogical support and a deep interest to go on growing professionally**

By applying *the principle of pedagogical* formation throughout the questionnaires, the teacher-learners evidenced a deep concern for the improvement of their practice and, in this way, *they acknowledged their need to have more pedagogical support and showed their interest in developing professionally.* This principle also reflected their concern for understanding and rethinking their practice, and revealed how they responded to the value of their participation in the programme for their professional growth (see Appendix D - Questionnaires, *principle of pedagogical formation).*

- **The teacher-learners gained a new impetus to take risks and experiment new ways of teaching**

In the many applications of the *principle of transference* throughout the questionnaires, I could find many manifestations of the teacher-learners' experimental behaviour. In this regard, the teachers demonstrated that *they felt encouraged to take risks, to experiment the validity of what they learned along the programme, within their teaching contexts*. In other words, the teacher-learners showed a willingness to experiment with new theories, methodologies, either by directly incorporating examples of practices into their teaching or by operating as "users-developers" of their own curriculum (Connelly, cited in Elbaz, 1981, p. 44), that is, creating and applying materials appropriate to their teaching situations. In this sense, the teachers perceived connections between what they acquired in the programme and their practices, and tried to work on the perceived connections and produce their own activities and materials (see Appendix D - Questionnaires, *principle of transference*).

The teacher-learners revealed they were able to transfer much of the input received along the programme into the contexts of their schools and used their knowledge of their particular teaching context, the new acquired ideas and their experience to enable them to work in personally meaningful ways (Elbaz, 1981).

- **The teacher-learners showed a gradual adoption of reflective attitudes**

In the many examples of the *chronological principle* found in the questionnaires, the teacher-learners' reflective attitudes concerning their practice could be identified *which showed a spontaneous and gradual adoption of reflective attitudes*. The teachers revealed that what they experienced in the programme led them to generate small changes

in their practice. They also suggested that they gained a sense of increased involvement, competence and fulfilment in their practice. Yet they demonstrated they became more aware of the possibility of having different ways of improving their teaching practice. (see Appendix D - Questionnaires, *chronological principle*).

- **The teacher-learners acknowledged the importance of the social aspects of teaching and learning, such as group work**

The high occurrence of the *principle of interaction* in the written reports evidenced that *the teacher-learners were able to see that the students could learn with others and from others* when they were actively interacting during the project tasks. In this way, they demonstrated their concern for group interaction during the project activities, and they saw the project work as an opportunity to have the students working together for the same purpose. The teacher-learners also commented on how they interacted with the students along the project development, either by actively working with the students or by simply being a guide

- **The teacher-learners recognised the importance of relating school work**

Since, the *principle of knowledge integration* was used by nine teacher-learners, with a percentage of 90% of occurrences, I was able to perceive, throughout the written reports, and by the validation of the interviews, that *the teacher-learners stressed the importance of connecting the project work to the students' real interests*. Also, the teacher-learners saw the need to organise the project work activities around topics which stimulated the students to work and learn. Yet the teacher-learners seemed to understand that the interrelatedness of

knowledge provided by the project work activities could help the students make connections of knowledge that are critical to learning (Dewey, 1944, 1997).

In sum, the data analysed according to the six categories of principles of practice developed by Telles and Osorio (1999) revealed through the PECPISC final evaluation questionnaires that the PECPISC teachers tried to connect and reshape their existing knowledge, experience and ongoing practice to what they learned along the programme and they engaged in a process of constructing new understandings of their teaching (Dewey, 1944). On the other hand, the findings of the written reports on the classroom projects allowed us to see the relation of the teachers' knowledge to a specific task being carried out and evidenced that the PECPISC teachers could perceive the educational value of the project work experience for their practice.

5.3. Telles and Osorio's (1999) theoretical framework: my own application

As already discussed, this study has applied the framework of principles of practice (Telles & Osorio, 1999) in order to examine the teachers' understanding of their teaching and learning experiences along the PECPISC programme. This framework, in general terms, met the needs of my investigation. Thus, according to what the teachers revealed about their experience as teacher-learners along my thematic analysis, the six principles were developed as follows:

The *principle of knowledge integration* was used by the teacher-learners when they referred to the integration of different sources of knowledge into their projects and into their teaching experience. An exemplification of this principle was provided by TL02 about her/his project work experience, "I realized, through my project work, that I can work in different ways with the students and have good results, and in topics of students' own interests."

The *principle of theory and practice* suggested the way the teacher-learners saw the application of theoretical and practical contents they received along the programme to their practice. An example of this principle was revealed in the PECPISC evaluation questionnaire by TL04: *"We felt stimulated to put into practice the majority of points dealt with during the seminars, I consider this excellent because we need these things, activities, methodologies, ideas"*.

The *principle of interaction* was applied by the teacher-learners in two different ways. Whereas, in the evaluation questionnaires, they commented on the opportunity they had along the programme to exchange teaching and learning experiences, in the written reports and interviews, they referred to the interactive nature of the project work they carried out with their students. The following example, written by TL03 in the questionnaires, illustrates his ideas: "The group activities were interesting, mainly the ones carried out by teacher Sarah, there were more interaction and effort from everybody to participate. I learned how to make my classes more dynamic through teacher Sarah".

The *chronological principle* referred to the teacher-learners' gradual noticing of changes in actions resulting from their experience in teaching with projects and also from the learning experiences acquired along the programme. Hence, the chronological principle could be explained as a process in which the teacher-learners' experiences were used as a resource to progressively modify existing practices and make knowledge and experience evolve.

The *principle of transference* was applied by the teacher-learners and by the students in different ways. In the questionnaires, the teacher-learners referred to how they transferred what they learned along the PECPISC programme into their teaching, which was either by direct incorporation or by complete recreation of the learned practices. And in the written reports, the transference referred to how teacher-learners' students experimented and tested their ideas and knowledge through the materials the students themselves created for the

project work. To exemplify this principle, I reiterate what TL02 wrote in the questionnaires about how s/he was able to create new activities based on the modelled exercises presented in the programme,"(...) I could create similar or as much interesting activities as those presented in the programme."

The principle of pedagogical formation is characterized by the teaching and learning practices that the teachers experienced along the programme, which aimed to stimulate the teachers to reshape their existing pedagogical knowledge and teaching practices. These teaching and learning educational practices may have created conditions for the teachers' further professional growth, as can be illustrated by TL06's words, from the questionnaires: "The contents were relevant, very motivating and up-to-date, what made us feel motivated and capable of starting with little, but significant changes in classroom".

The results of this research suggest that Dewey's (1944) *principles of continuity and of interaction of experiences* helped to understand **how teachers interpreted and gave meaning to the professional development they experienced** along the PECPISC programme. The knowledge that teacher-learners held, used and applied within their teaching contexts resulting from what they experienced at PECPISC revealed the **teacher-learners' ability to learn from their experience** and their capacity to retain from such experience understandings of their practice which, in turn, may modify further teaching situations (Dewey, 1944, 1997).

The results of this research also **brought into focus the teacher-learners' active role in using knowledge in distinctive ways**. They indicated that the teacher-learners used their personal practical knowledge (Elbaz, 1981; Connelly and Clandinin, 1988) in a way that allowed them to work in response to their values, and to instructional and personal concerns. The principles of practice (Elbaz, 1981; Telles and Osorio, 1999) discussed along this

research **explained somehow the ways the teacher-learners were influenced and shaped by what was taught and learned** along the PECPISC programme.

5.4 The nature and the findings of the programme questionnaires and the project work reports.

In the final chapter of this research, I find it necessary to talk about the different nature of the two types of data analysed along this study, that is, the *questionnaires* and the *written reports*, and how this difference influenced the findings of my study.

The findings evidenced that the three most recurrent principles of practice, *the principle of pedagogical formation, of transference and the chronological principle* (used by the teacher-learners in the *evaluation questionnaires* were consonant with the nature of a teacher development programme and corresponded somehow to the objectives of the PECPISC, that is, to the idea that the programme should provide the teacher-learners with some pedagogical support, with opportunities to link their existing knowledge of practice with the grounded knowledge presented along the seminars, what, in turn, could result in promoting changes and make teacher-learners' practice evolve. These were, in fact, the implicit orientations of the *principle of pedagogical formation, the principle of transference and the chronological principle,* and by applying these principles, the teacher-learners revealed they somehow constructed and reconstructed understandings of their teaching (Elbaz, 1981; Connelly and Clandinin, 1988).

On the other hand, the findings of the *written reports on the classroom projects,* validated by the interviews, revealed that the two principles that recurred along the data were *the principle of interaction and the principle of knowledge integration.* This recurrence can be explained by the nature of project work itself, which is, fundamentally, a

kind of task that involves group interaction, and it also provides the opportunity to work with different sources of knowledge simultaneously. Along the data, the teacher-learners stressed the interactive nature of the projects and commented on the possibility of making connections with different sources of knowledge through project activities. This seems to reveal that the teacher-learners understood the pedagogical benefits in carrying out classroom projects. It is important to observe that the *principle of theory and practice* was not found in the written reports, as this principle did not correspond to the nature of project work.

5.5. Methodological considerations

I should consider two relevant methodological issues of the study presented here. The first relates the theoretical framework applied here, and the second refers to the research context.

First, what is particularly interesting about this study is that Telles & Osorio's (1999) theoretical model, consisting of the six categories of principles of practice, adapted for the purposes of this research, provided an adequate **frame** to understand the teachers' pedagogical experience. It can be suggested, then, that further studies of teacher education programmes can be pursued using Telles & Osorio's (1999) theoretical framework.

The second issue is that this research was carried out within **a real context of a teacher development programme**. Therefore, this research served to document the first year of the PECPISC activities from an academic perspective, and particularly, it served as a means to reflect upon the programme results in a more analytic and systematic way, what, in turn, may bring insights into future forms of planning the programme.

5.6. Limitations of this study

Some limitations of this study can be pointed out concerning the two instruments of analysis: the questionnaires, the written reports and interviews on project work.

One limitation of the analysis of the *programme evaluation questionnaires* is related to the fact that even though there was an extensive amount of data from 40 teachers, only data from ten of them were investigated due to time limitations. Another limitation is that the findings of the questionnaires were not validated with other instrument of analysis. As I had two different sets of data, again due to time constraints, I had to give priority to the validation of the one which required more clarification, in this case, the written reports.

On the other hand, the limitation of *the written reports on the project work* is more educational than methodological. This limitation refers to the fact that, if I had had enough time to carry out a further step in the analysis of the written reports, after the individual interviews I carried out with the teacher-learners, I could have had a joint reflection with the group of ten teacher-learners, where we could have discussed my findings. This would certainly have brought new insights for this research and been of great educational and methodological significance not only to the ten teacher-learners who took part in this research, but also it would have added some "ethical sense" to this research. In this regard, I quote Telles (1997c), who questions the role of the educational researcher by asking:

As an educational researcher, what I have left to the participant in the field that could enhance his/her pedagogical practice? (p. 112).

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APPENDIXES

AN INTRODUCTORY NOTE

ABOUT THE DATA PRESENTATION

For the sake of objectivity and conciseness, I do not include in the appendices the complete original data provided by the teachers in their questionnaire responses, project reports, and interview transcripts. Hence I present only those parts of the data which are relevant for my analysis.

As sometimes the teachers' statements convey more than one principle of practice, these statements are then repeated, considering their specific implicit principle. This occurs both in the questionnaires and in the project reports.

APPENDIX A

A. THE PECPISC EVALUATION QUESTIONNAIRE

PECPISC
FICHA DE AVALIAÇÃO FINAL DO PECPISC
Nome:..
Escola:...CRE:................................

1. Avalie os conteúdos:
....
....
....
....
....
....

2. Avalie as atividades/metodologias utilizadas:
....
....
....
....
....
....

3. Descreva o estilo de professor que você acredita auxiliar na aprendizagem.
....
....
....
....
....
....

4. Avalie como seu processo de aprendizagem durante o curso influenciou sua
   prática em sala de aula:
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....
....
....
....
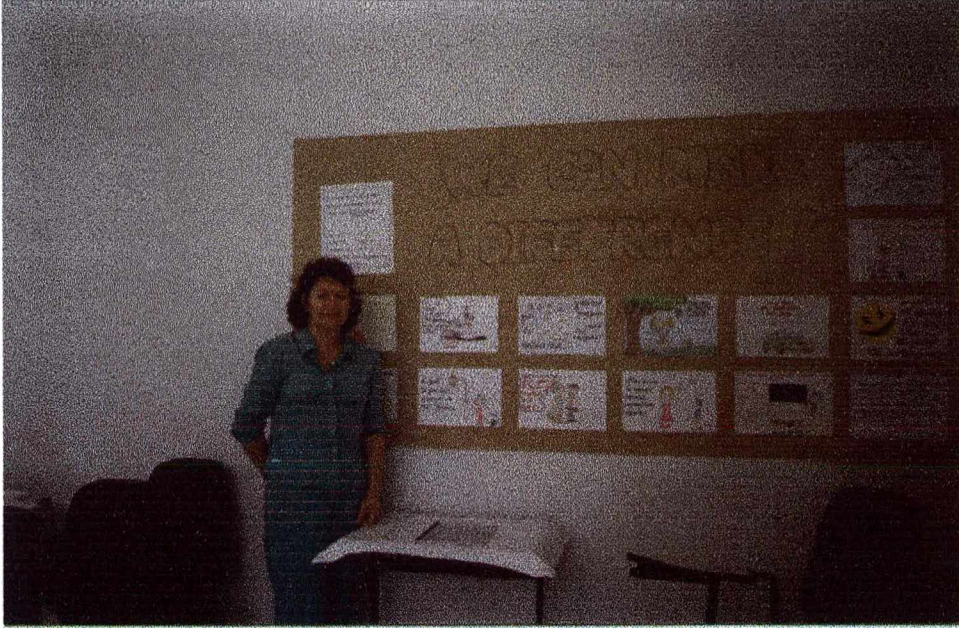
Note: This programme evaluation questionnaire was designed and administered by the two
professors who coordinated the seminar about Evaluation offered in the programme,
Professor Gloria Gil (UFSC) and Professor Mailce Fortkamp (UFSC).

APPENDIX B

B. PHOTOS OF THE TEACHERS' PANEL SESSION DURING THE

PRESENTATION OF THEIR PROJECT WORK.

APPENDIX C

C. PROJECT REPORT GUIDELINES.

Nome: ....

Nome do projeto:...

Série e escola:..

Descrição do grupo:..

Objetivo (s):...

Programação de atividades:...

Materiais utilizados: ....

Descrição do desenvolvimento do projeto:...

Avaliação do projeto: ....

Auto-avaliação: ....

Note: This project report guidelines were designed and coordinated by Phd. Gloria Gil (UFSC) and Ms. Maria Aparecida Moreira (SED).

APPENDIX D

D. THE PRINCIPLES OF PRACTICE FOUND IN THE QUESTIONNAIRES.

D. 01. PRINCIPLE OF PEDAGOGICAL DEVELOPMENT

Teacher-learner 01:

- Apesar de que nem todos os conteúdos propostos tenham sido desenvolvidos, **oportunizaram e enriqueceram nossas práticas pedagógicas**, partindo para uma abordagem mais comunicativa e significativa para o aluno e professor.

- Tivemos a sorte de **ter pessoas bem capacitadas para tratar dos diferentes assuntos.** Em geral, foram dias ótimos de curso.

- **Uma professora que falou sobre música,** parecia gostar muito do que faz e nos **passou o assunto com entusiasmo e firmeza.**

Teacher-learner 02:

- **Acho que o professor deve despertar no aluno é aquela curiosidade** vista no olhar de uma criança ao ver, pela primeira vez, um pintinho saindo do ovo.

Teacher-learner 03:

- Eu acredito naquele **professor que está sempre buscando novas experiências** e que através destas, promova o desenvolvimento de seus alunos.

- O curso mostrou aspectos importantes, como por exemplo: **trabalhar os conteúdos em sala, a utilização de materiais, como elaborar uma avaliação, a importância de elaborar projetos, e a importância da participação do aluno em sala de aula.**

Teacher-learner 04:

- A maioria das atividades bem como as **metodologia foram muito válidas**, levou-me a **repensar a minha prática pedagógica.**

Teacher-learner 05:

- Cada pessoa que esteve presente passando-nos informações, **abordou assuntos diferentes e usou metodologias diferentes.** Afinal, cada ser humano é diferente do outro e **assim podemos ter maneiras diferentes de ensinar.**

- **Acho que estes encontros deveriam se estender no ano 2001. Precisamos estar atualizados** e manter contato com outros profissionais da área. Nestes encontros tive a oportunidade de conhecer pessoas ótimas, profissionais competentes e fazer novas amizades.

- **Gosto daqueles que fazem a gente 'amar' o que está aprendendo. O professor-mágico que tira de sua 'cartola' sempre um pouco de emoção ao ensinar, aquele que a gente nunca esquece.** Gostaria de poder ser assim.

Teacher-learner 06:

- Os **conteúdos foram relevantes, muito motivadores e atualizados**, o que fez com que nós nos sentíssemos motivados e capazes de iniciar pequenas, **mas significativas mudanças em sala de aula.**

Teacher-learner 07:

- Os conteúdos foram muito bem explicados e discutidos. **Os professores mostraram-se preparados para as atividades propostas.**

Teacher-learner 08:

- O professor que **compreende a diversidade lidando com isso de forma a valorizar as diferentes habilidades dos alunos** transformando sua aula em um espaço onde se esclareça de forma prática a relação de interdependência entre todos os seres, acredito ser um bom professor.

- Agradeço a iniciativa que **me possibilitou aumentar a crença em minhas capacidades.** Torna-se possível acreditar quando encontramos pessoas que acreditam na própria luta.

Teacher-learner 09:

- **Graças às técnicas que aprendi no decorrer do curso, consegui alterar a rotina na sala de aula.** Percebi uma maior animação por parte dos alunos e, como consequência, maior absorção de conhecimentos.

- Essa **experiência de como lidar com a sala de aula** pode ser adquirida principalmente **através de cursos como esse.**

Teacher-learner 10:

- Todos os temas abordados foram de grande importância, gostei muito do tema música (foi muito bem dado).

- De maneira geral, os conteúdos foram bem ministrados, e a escolha dos conteúdos foi bem feita. **Todos os temas são de extrema importância para o aperfeiçoamento dos professores.**

- Nos sentimos estimulados para pôr em prática a maioria dos conteúdos ministrados nos cursos mensais, isso **considero ótimo pois precisamos disso, atividades, metodologias, idéias.**

D. 02. PRINCIPLE OF TRANSFERENCE

Teacher-learner 02:

- Os conteúdos foram bons, bem pensados. **A maioria das idéias apresentadas foi utilizada por mim** em muitas aulas e em diferentes turmas. **Possibilitou-me criar atividades iguais ou tão interessantes** em sala de aula. (...).

- Percebi, **através de meu projeto,** que posso **trabalhar de formas diferentes com as turmas** e obter ótimos resultados e em assuntos de interesse dos próprios alunos.

Teacher-learner 03:

- Os conteúdos foram bem abordados, principalmente o tema: material didático, pois **me proporcionou idéias** para a elaboração de projetos que começaram a serem desenvolvidos em sala de aula a partir daí.

Teacher-learner 04:

- A maioria das atividades foi muito bem expostas, **com exemplos que poderei utilizá-los** em sala de aula.

Teacher-learner 05:

- Os conteúdos foram aqueles que a gente mais necessitava. Eram os mais procurados por nós. **Apliquei quase tudo que aprendi** e consegui ótimos resultados.

Teacher-learner 06:

- Todas as atividades realizadas foram motivadoras, algumas delas **já apliquei em sala.** Eu **aproveitei muito** a parte dos projetos e da organização de planos de aula.

Teacher-learner 08:

- As atividades que **apenas teóricamente foram passadas exigiram que os professores em sala descobrissem como colocar em prática tais atividades o que estimulou a criatividade dos professores.**

Teacher-learner 09:

- De um modo geral, os conteúdos foram muito bem apresentados e trabalhados durante o curso. **Foi fácil repassar** algumas das estratégias sugeridas para os alunos. Os temas foram bastante oportunos e úteis, embora saibamos que existam muitos outros a serem trabalhados.

Teacher-learner 10:

- Alguns cursos foram muito teóricos, mas, por exemplo, **já utilizei algumas atividades** ministradas nos cursos de Maio (metodologia) e Setembro (música) **que deram super certo em sala de aula.**

D. 03. CHRONOLOGICAL PRINCIPLE

Teacher-learner 02:

- Consegui acompanhar perfeitamente o inglês de cada professor. Aliás, estou **me esforçando a acompanhar o inglês nos filmes** que assisto e a **falar mais em sala de aula.**

Teacher-learner 03:

- **Didática, melhor,** motivação para buscar novidades, escrita melhorou, **mais auto-confiança.**

Teacher-learner 04:

- **Motivação, segurança e auto-estima, capacidade reflexiva** e mais uso de inglês. Pra mim, acho que **cresci um pouco** de cada um desses itens.

Teacher-learner 06:

- Os conteúdos foram relevantes, muito motivadores e atualizados, o que fez com que nós nos **sentissemos motivados e capazes de iniciar pequenas, mas significativas mudanças em sala de aula.**

- Avaliando-me nestes itens:

- habilidade de ouvir em inglês: **eu melhorei,** fiquei **mais 'ligada',** tornou-se **mais fácil entender com o passar do tempo.**

- speak in English: I've **become more motivated** to gradually speak in English with my students (before, I've used 1%, now, I use 20 to 25%).

- auto-confiança: me senti **mais confiante na hora de falar,** elaborar atividades, **mais motivada.**

- trabalhar projetos: **eu comecei a me** preocupar em me **organizar,** colocar as coisas no papel, deixar de ser espontaneísta.

- Senti-me **mais motivada a procurar mais livros de fundamentação teórica,** as bibliografias ajudaram neste sentido.

- Após ter estudado o tipo de atividades e a que se destinam, **fiquei mais consciente na hora de montar um exercício.**

Teacher-learner 07 :

- Passei a ter mais motivação para dar aula, comecei a falar mais em inglês na sala, e usar material didático mais variado.

Teacher-learner 09:

- Graças às técnicas **que aprendi no decorrer do curso, consegui alterar** a rotina na sala de aula. **Percebi** uma maior animação por parte dos alunos e, como consequência, maior absorção de conhecimentos.

Teacher-learner 10:

- **Maior motivação, mais comprometimento e melhor planejamento** de aulas.

- **Percebi** que preciso ter mais **atualização nos contéudos e atividades para as aulas.**

D. 04. PRINCIPLE OF INTERACTION

Teacher-learner 01:

- **Me chamou a atenção, de forma significativa, a professora Maria, que com sua conduta comunicativa e criativa, interagiu desde o primeiro até o último momento.**

Teacher-learner 02:

- Gostei das atividades, pois foram **variadas, dinâmicas, envolviam o pequeno e o grande grupo.**

Teacher-learner 03:

- As **atividades em grupo foram interessantes** principalmente as da prof. Sara, houve uma **maior interação e empenho de todos. Aprendi a desenvolver, através da prof. Sara, aulas dinâmicas.**

- O curso de formação continuada foi de extrema valia. É importante que nós professores de língua estrangeira **tenhamos encontros periódicos para troca de idéias, informações.**

- As características mais interessantes que auxiliam o desenvolvimento no processo de aprendizagem na minha concepção são: dinamismo e humildade em **ser um professor aberto a trocar experiências. Ex: Professora Sara.**

Teacher-learner 05:

- Quando havia **dinâmica de grupo era melhor.** As atividades onde havia **maior interação,** também.

- Acho que estes encontros deveriam se estender no ano 2001. Precisamos estar sempre atualizados e **manter contato com outros profissionais da área.** Nestes encontros tive a oportunidade de **conhecer pessoas ótimas, profissionais competentes e fazer novas amizades.**

Teacher-learner 06:

- **As atividades que mais entusiasmaram foram as grupais.** Todas as atividades orais foram envolventes.

Teacher-learner 08:

- Acredito que **faltou espaço para que os professores pudessem expor aos colegas suas experiências práticas** estimuladas pelas teorias apresentadas.

D. 05. PRINCIPLE OF THEORY AND PRACTICE

Teacher-learner 03:

- Pontos que devo refletir: motivação, habilidades, criatividade/inovação, integração entre aluno e professor. E também **avaliar coerência entre a teoria e prática no desenvolvimento da minha prática pedagógica.**

Teacher-learner 04:

- Eu gostei muito das atividades utilizadas, as quais **podem ser trabalhadas em sala de aula.** No geral, as metodologias foram bem trabalhadas, ficaram claras.
- Quando foi explicado 'reading' ficou a desejar. **Houve muita teoria.**

Teacher-learner 06:

- Tudo foi muito bom, mas a parte de leitura, por ser **excessivamente teórica,** tornou-se cansativa. Eu esperava algo com mais atividades, sugestões, como foi a parte oral.
- O professor que deixa transparecer que gosta do que faz, que se envolve. O que traz atividades motivadoras, o que brinca, o que consegue **relacionar a teoria com a aplicação na prática.**

Teacher-learner 07:

- No geral, a metodologia usada pelos professores foi muito boa, pois trouxeram uma grande variedade de exercícios, porém 'reading' foi a única que **ficou muito na teoria,** tornando-se a abordagem um pouco monótona.

Teacher-learner 08:

- As atividades que **apenas teoricamente foram passadas** exigiram que os professores em sala descobrissem como colocar em prática tais atividades o que estimulou a criatividade dos professores.

Teacher-learner 10:

- A maior parte dos conteúdos ministrados nos cursos mensais **nos levaram à prática** em sala de aula, isso considero ótimo pois precisamos disso, atividades, metodologias, idéias.

D. 06. PRINCIPLE OF KNOWLEDGE INTEGRATION

Teacher-learner 02:

- Percebi, **através de meu projeto,** que posso trabalhar de formas diferentes com as turmas e obter ótimos resultados **e em assuntos de interesse dos próprios alunos.**

Teacher-learner 10:

- Penso que o professor que leva o aluno ao aprendizado é aquele que consegue transmitir conhecimento sobre determinado, **fazendo ligação com a atualidade.**

APPENDIX E

E. THE PRINCIPLES OF PRACTICE FOUND IN THE WRITTEN REPORTS ON THE CLASSROOM PROJECTS.

E. 01. PRINCIPLE OF INTERACTION

Teacher-learner 01:

- Foi um sucesso! Todos participaram ativamente. **Confesso, que em determinado momento, me pus a desenhar junto com os alunos.**

- Apesar do limitado nível de conhecimento da língua inglesa, demonstraram especial interesse pelo tema abordado, **num clima de bom relacionamento.**

Teacher-learner 02:

- Assim que terminaram as pesquisas e a confecção dos projetos, cada equipe apresentou o seu trabalho, que foi previamente dividido entre cada membro. **Foi um momento muito interessante entre eles, pois viram que trabalhando em equipe cada um tem a oportunidade de mostrar suas habilidades.** Neste caso, a habilidade de expor um trabalho, de digitar um texto e, até, de ser mais companheiro.

- O que trouxe um pouco de problema, se é que chega a ser chamado assim, foi a morosidade nas pesquisas, pois os alunos não gostam de buscar respostas, querem tudo pronto. E, às vezes, confesso que trago tudo 'de mão beijada' e pesquisado para os alunos para não ter que me incomodar, perder tempo ou ouvir reclamações deles. **Mas desta vez eles foram em busca do que pedi,** e o projeto saiu a contento.

Teacher-learner 03:

- Combinamos que no período de dois meses eles teriam que entregar e apresentar o projeto. Na semana seguinte, eu apresentei a proposta de que reservaria uma aula por semana para que eles levantassem possíveis dúvidas com relação à gramática. `A medida que, surgiam as dúvidas, eu as esclarecia.**

**Teacher-learner 04:

- Neste primeiro momento, ficou esclarecido e decidido minuciosamente o quê e porque os alunos iriam fazer esta pesquisa, bem como sua avaliação. **Ficou decidido, também, que todos os alunos se ajudariam. Todo material encontrado seria exposto em sala, compartilhando, desta forma, de todo o processo de conhecimento. Cada encontro que se passava era uma surpresa. Os alunos se envolvendo mais e mais.** (...). Contudo, deixei bem claro à turma que o **professor seria um orientador** durante as atividades.
- Enfim, **a organização do trabalho foi feita de uma forma em que todos os alunos,** como foi citado, ficaram entusiasmados e com bastante interesse em realizá-lo.

Teacher-learner 05:

- O produto final do projeto (catálogo turístico) **será exposto na Feira do Colégio,** a realizar-se ainda este mês. Na oportunidade, **os alunos explicarão aos colegas das outras séries** todos os passos do trabalho e o resultado final. Certamente será muito interessante.

Teacher-learner 06:

 - Na opinião dos alunos, realizar o projeto foi muito interessante, embora desgastante, **os 6 grupos organizaram-se bem.**

- O grupo que mais se encantou com o resultado de sua pesquisa foi o grupo da década de 70, pois o pessoal do grupo se fascinou com os hippies. O desfile foi uma reprodução primorosa do estilo da época.

Teacher-learner 07:

- Eu **orientei os alunos grupo a grupo**, ajudei esclarecendo dúvidas de vocabulário, significados das palavras, **mas procurei deixar que eles discutissem e organizassem seus trabalhos como queriam.**

Teacher-learner 08:

- A proposta é que cada aluno sinta a responsabilidade e importância do trabalho individual para que **se obtenha um bom resultado numa proposta de trabalho em grupo.**

Teacher-learner 09:

- **Participei de todo o trabalho com eles, inclusive, desenhei o contorno do mapa e o dos** países. (...) Depois de pronto, **o painel foi exposto num corredor da escola e foi muito bem recebido pelos alunos.** Por ter ficado bem colorido e chamativo despertou a curiosidade de todos.

- Depois, **dividimos um número igual de países entre os grupos** que se encarregam do levantamento dos dados propriamente ditos.

Teacher-learner 10:

-This project work started when I put the ideas to the students. I explained what was a project work and how it was going to be. **The principal idea was a work where students and teachers will work together, looking for the same objectives.**

-At home, I started my own project work. In books and in the internet I started a research about these topics and **began to think how I could help the students. (...) All the time I was helping the students difficulties, working with them**. We remained in that work for about three weeks. I helped them with the posters they wanted to present, a model, short dialogues and their texts.

- After the discussion, the students started to understand a little bit the project and many ideas began to show. On the next week, **all the gropus had material about their themes and I had some material too which I borrowed to them. The groups were more engaged and the ideas that they had were very nice.**

E. 02. PRINCIPLE OF KNOWLEDGE INTEGRATION

Teacher-learner 01:

- Este trabalho é uma maneira de **atribuir significado aos conteúdos adquiridos, tão esquecidos em cadernos e gavetas**, e propiciar ao aprendiz a chance de poder desenvolver **alternativas na busca de apropriação do conhecimento** e como utilizá-las no contexto do seu cotidiano, como ser crítico a respeito destas informações e dos resultados obtidos em sua aplicação.

-Para tanto, o tema escolhido para atingirmos estes objetivos foi Comportamento e Atitudes, com o título: 'You cam make a difference', **buscando integrar atitudes positivas da nossa vida diária,** e paralelamente, explorar o conhecimento da língua inglesa de forma agradável e prazerosa.

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Teacher-learner 02:

- Para incentivar os alunos a participarem do projeto sobre palavras em inglês que já fazem parte do nosso vocabulário, bastou sugerir este tema, que foi escolhido por quinze dos dezessete alunos da turma. Eles ficaram curiosos e ao mesmo tempo satisfeitos porque o **que estava sendo pedido era fácil e prazeroso de ser realizado, uma vez que faz parte de seu dia a dia.**

-Os alunos foram orientados **a pesquisar em casa, na conversa da família, com os próprios colegas da escola, em revistas, livros** e onde pudessem achar registros do uso de vocabulários em inglês na língua portuguesa.

- Para finalizar, decidimos fazer um debate entre todos. Percebi que os meus objetivos iniciais foram alcançados, pois todos conseguiam achar palavras em inglês no nosso vocabulário facilmente. Uma das equipes sugeriu que as outras lembrassem também de **produtos com nomes em inglês que usamos e encontramos em qualquer supermercado.** Foi um verdadeiro bobardeio de produtos, começando pelos 'light' e assim por diante.

Teacher-learner 05:

- O objetivo maior deste projeto **foi fazer com que os alunos sintam-se estimulados a escrever em inglês, além de poder conhecer melhor e mostrar seu município de uma maneira inovadora para as pessoas.** A primeira parte do projeto constou da coleta de dados e informação e fotografias dos pontos turísticos de Palhoça, bem como o calendário das principais festas do município e a relação de hotéis, pousadas, bares e restaurantes típicos da região. Os alunos também conseguiram dados sobre os manguezais, sobre o 'boi-de-mamão' (festa folclórica típica da região, colonizada por açorianos.

- A partir destes e outros dados, os alunos criaram textos em inglês sobre estes pontos e informações turísticos, bem como criaram legendas para fotos escolhidas para ilustrar o guia. Ao final, juntaram todos os textos, já digitados, **para formar um catálogo turístico.**

Teacher-learner 06:

- O assunto pesquisado ficou muito amplo, **a pesquisa que deveria se restringir apenas à música, envolveu também hábitos, comportamentos e música.**

- **As roupas que,** segundo os alunos **serão usadas em décadas futuras, encaixaram-se no projeto do Meio Ambiente,** uma vez que um dos grupos usou materiais recicláveis para a criação das mesmas.

- Um fato que alegrou muito foram **as descobertas feitas pelos alunos em relação às roupas,** usa-se hoje muita coisa que seus pais já usaram em épocas passadas, e cujas fotos eles viram.

-Na avaliação dos grupos da década de 60 e 70, **nós poderíamos ter contextualizado mais as épocas** assitindo a filmes, por exemplo. Foram procurados os filmes 'Greese' e 'Hair', mas não foram encontrados.

Teacher-learner 07:

- Com a elaboração deste projeto, verifiquei que o conhecimento construído ganha sentido **quando há interação contínua e permanente entre o que o aluno aprende na escola e o que ele traz para escola, pois devemos sempre valorizar o conhecimento do aluno,** considerando sua próprias dúvidas e inquietações, promovendo situações de aprendizagem que façam sentido para ele.

- Observei que na grande maioria, eles optaram por descrever atletas, **conteúdo este que estava sendo abordado em sala de aula.**

-Ficou determinado que o tema seria 'Olimpíadas 2000', **por estarmos presenciando este acontecimento.**

Teacher-learner 09:

- **Chegamos a conclusão de que um mapa assim seria muito útil sob a forma de um painel grande afixado num mural. O que ele pode proporcionar com muita vantagem é a efetivação da interdisciplinaridade na sua forma mais intensa e completa**

Exemplos:

- Inglês-Geografia- o mapa em si, bandeira, continentes, países, aspectos econômicos,área, população, cultura, etc.

- Inglês-História - sistema de governo.

- Inglês-Matemática - área, números e proporção diversas, comparações númericas.

- Inglês-Educação Religiosa - a diversidade das religiões.

- Inglês-Artes - desenhos e cores das bandeiras.

Alguns alunos acrescentaram os itens flora e fauna, aspectos culturais e cartões postais (monumentos, construções, características) aos dados levantados, o que amplia a área de abrangência entre as disciplinas, Ciências, por exemplo. Portanto, são inúmeras as utilizações do painel, além de que, quando bem confeccionado, torná-se bastante decorativo.

-O painel foi utilizado de diversas formas, embora, como já exposto, por pouco tempo. **As classes de 5ª A 8ª séries, bem como as de aceleração fizeram algumas pesquisas** no mapa, mas com algumas limitações por causa do final do ano.

Teacher-learner 10:

- After this first explanation, I said to the students decide what they would like to talk about for that project, then, many ideas began to show and a student suggested an idea which moved

all the others, he said: 'I would like to talk about differences in colonization between United States and Brazil, I like History and I learned about that'. With this idea, I proposed to them work with a theme where we could use all those ideas together, then I wrote on the board "American and Brazilian Cultures" and suggested that we could do a comparison between the two cultures, they liked the idea and they decided that were going to work with the themes: food, money, colonization, festivities (including music and dance) and sports.

- The chosen theme of this project,'American and brazilian Cultures', started from the students's will of knowing and comparing some cultural aspects from Brazil and United States.

E. 03. CHRONOLOGICAL PRINCIPLE

Teacher-learner 01:

- A princípio, pareceu-me complicado a elaboração deste projeto, tendo em vista o fato de, atualmente, exercer minhas atividades fora da sala de aula. Contudo, a medida que os trabalhos se desenvolviam, percebi que o caminho se abria e senti-me mais envolvida neste processo.

Teacher-learner 02:

- Com certeza esta foi a primeira de muitas vezes que envolverei as turmas em projetos, chamando-lhes a atenção para a necessidade de sempre estarem atualizados, quer lendo, pesquisando ou buscando em qualquer outra fonte, uma forma de ter informações.

Teacher-learner 03:

- O desenvolvimento do projeto à princípio, foi apenas a título de aquisição do Certificado, no entanto, **à medida que as idéias iam surgindo tornou-se um grande desafio a ser vencido.**

Teacher-learner 05:

-Hoje, vejo o quanto este tipo de trabalho motiva os alunos, e tenho certeza que **repetirei a dose no próximo ano.** Desta vez serei mais ousada e aplicarei o projeto para mais de uma turma ao mesmo tempo. Talvez em forma de gincana. Isso ainda está em planos.

Teacher-learner 10:

When I chose this class to do the project work, it was because they were very good students, and I think for them and for my first project work, it was good. **We learned lots of things, but now I know that project works can be different and in another time we can do it better.**

E. 04. PRINCIPLE OF TRANSFERENCE

Teacher-learner 01:

- Um dos alunos trouxe uma toalha de papel da lanchonete MC Donald's que serve para forrar as bandejas. Nela, continha uma estampa bastante interessante e sugestiva, que **deu origem a idéia de montarmos um painel.**

Teacher-learner 05:

- **Os alunos criaram textos em inglês sobre estes pontos e informações turísticos, bem como criaram legendas para fotos escolhidas para ilustrar o guia.** Ao final, juntaram todos os textos, já digitados, **para formar um catálogo turístico.**

Teacher-learner 08:

- Apesar das dificuldades, uma motivação **levou-me a idéia de os alunos confeccionarem seu próprio material de pesquisa.**

- É importante ressaltar que a boa condução das atividades em sala e até mesmo **a idéia de confeccionar uma apostila foi inspirada neste curso de capacitação.** Inclusive, a proposta de projeto feita pelos ministrantes deste curso tornou-se dinamicamente possível pela própria facilidade de manuseio que a apostila oferece.

Teacher-learner 09:

-**Foi a semente para a idéia e chegamos à conclusão de que um mapa** assim seria muito útil sob a forma de painel grande afixado num mural.

Teacher-learner 10:

- The group that presented about 'festivities' did a very good work. **They made a model showing some aspects in the Halloween and Carnival parties,** they talked about it in English saying things like: 'This is an example of the Halloween in the USA, this is a ghost, this is a witch, this is a vampire, this is a child saying Trick or Treat.'

E. 05. PRINCIPLE OF PEDAGOGICAL DEVELOPMENT

Teacher-learner 03:

-È óbvio, que estou sempre me **reavaliando quanto a minha prática pedagógica**, estou sempre tentando conquistá-los, com alguns consegui grandes progressos, e com certeza é isto que me impulsiona a continuar neste caminho.

-Nós educadores, temos o dever de estimular e desenvolver competências e habilidades nos alunos a todo momento, **revendo nossa prática pedagógica** e se possível conquistando-os através do carinho e atenção, pois os adolescentes de hoje parecem estar carentes de educação e afeto.

Teacher-learner 07:

- Devo salientar um ponto muito positivo, que superou a todas as dificuldades apresentadas, foi o engajamento de alguns em pesquisar, em saber as notícias, como se escreve esta ou aquela palavra, qual sua pronúncia, observando assim que **quando diferenciamos a abordagem dos assuntos em sala de aula, nossa aula muda, e para melhor,** o aluno demonstra maior interesse pelo que se está trabalhando.

Teacher-learner 10:

- I think that things could be better, but it was our first project work and we have many things to learn about it. **The most important thing is that now I become aware of how make my classes more interesting and how keep my students in a way where they can learn more.**

APPENDIX F

F. THE TEACHER-LEARNERS' RESPONSES TO THE INTERVIEW QUESTIONS.

The statements that demonstrate the **principle of knowledge integration** are **in bold** while the ones that show the *principle of interaction* are *in italics*.

Interview teacher-learner 01

'*Participaram bastante mesmo, eu me senti tão à vontade, eu me senti como se fosse um deles ali, e aí me deu vontade de fazer também.* É verdade, eu gosto de fazer isso e me deu vontade de desenhar e de escrever, de tirar a caneta da mão do aluno e eu escreve, me deu muita vontade de fazer. *Como falei no projeto, desenhei junto com eles.* (...). **Achei que houve uma integração legal do tema com a realidade deles.** Eu dei algumas sugestões, mas a que eles mais gostaram foi sobre atitudes do dia a dia, eles gostaram porque ... essas pequenas coisas do dia a dia que a gente tá tão viciado... as nossas atitudes diária que fazem a diferença. **Eles gostaram muito porque aquilo fazia muito parte da vida deles. (...). E ligar com alguma coisa que é a realidade, a realidades deles. Eu acho fundamental.** (...) E eu, a princípio, achei que não ia conseguir fazer, tinha a idéia, mas não tinha como desenvolver isso, mas com as discussões e com as idéias deles, as coisas foram ficando claras, e conseguimos desenvolver um bom trabalho. *Eles se empolgaram e eu também,* acho que o tema ajudou bastante.'

Interview teacher-learner 02

'*Na maioria do tempo eu coordenei. Eles trouxeram material, cada um foi pesquisando da forma que podia, um ajudando o outro, cada um com seu grupo. E aí, que achei legal o trabalho em grupo, porque sempre tem aquele que escreve melhor num cartaz, o outro que é*

mais solto pra explicar o trabalho, e assim tudo se encaixa. .E eles me pediam explicação, pediam alguma coisa, ajudava nos grupos. Mas eu deixei eles fazer, tanto que aqui no trabalho, tem erros que eu deixei ali os erros, os erros apareceram, pra ver realmente que foram eles que fizeram, só explicava. (...) **Então eu sugeri o tema, foi e aí eles gostaram. Eu sugeri esse aqui, de trabalho com as palavra que já fazem parte do vocabulário, ficaram satisfeitos porque eles sabiam que isso eles já sabiam, era só procurar, 'cata' nas conversas de aula, em casa, as palavras que são em inglês e que a gente usa como se fossem nossas mesmas. (...) Era um conhecimento que fazia parte da vida deles, mas que eles não tinham tomado conta.'**

Interview teacher-learner 03

'Eu procurei ficar mais na orientação, dava explicações, mas de ajudar a fazer, isso não. Dizia pra eles, 'vocês procurem fazer do jeito de vocês, vocês é que tem que criar,' e não interferi, né. Eu creio que tem que ser do grupo, e saiu o que saiu e o trabalho foi deles mesmo. (...). **Como era a época dos jogos olímpicos, todos quiseram pesquisar sobre isso,** então disse, 'fiquem atentos à TV, à revistas', disse... **porque interessante que leve o aluno em busca, o aluno fica mais atento as coisas que estão acontecendo ao seu redor.** (...) Então falava, 'todo o tempo tem informação, procurem ficar atentos as informações da TV, as medalhas que tanto países já conseguiram, como que tá o ranking, a classificação, tudo isso.' **Então, eles fizeram o trabalho com base na vivência do momento e é claro eles tavam animados com o assunto. È isso que é legal pra o aprendizado, porque se não for dessa forma, foge, né. '**

Interview teacher-learner 04

'Cada aula a gente expôs o trabalho, todo o momento que nós nos encontrávamos, eles traziam as dúvidas, daí eu esclarecia como deveria ser, a forma de escrever mas sempre assim, eu sempre tentava fazer no sentido de que eles procurassem, eu não dava nada prontinho, eu sempre orientando, mediando, a gente trabalhava um pouco em cada aula, geralmente da metade pro final da aula. Quando eu chegava na sala, eles já perguntavam sobre o trabalho, 'Professora, sobre o trabalho, sobre o projeto.' Eu dizia, 'No final da aula, certo.' (...) *Eles trabalharam em grupo, era eu coordenando.* Eu sempre procurava saber onde eles estavam, como estava o trabalho, até dizia pra eles virem num determinado período da manhã pra tirarem dúvidas. (...) **Fui lançando perguntas, 'o que vocês querem pesquisar?'** **Aí um grupo sugeriu a vida de Airton Senna, o restante concordou.** Então, daí decidiram pesquisar, por exemplo, antes de ele ser famoso, daí depois quando ele tava no alto da carreira, depois sobre a morte dele. **Então foi assim, essa escolha foi por curiosidade deles.** **O assunto foi eles que sugeriram, eles tavam a fim de saber.'**

Interview teacher-learner 05

'Eu sugeri, eu sugeri o tema turismo, mas daí eles ficaram assim, turismo em Palhoça, eu sugeri, daí eles ficaram assim, 'ah, professora, o que é que nós vamos pesquisar na Palhoça?' Daí, eu comecei, comecei assim, olha, por issso mesmo, porque até vocês que são daqui não valorizam a Palhoça. Então vamos ver o que a Palhoça tem de bom. Vamos mostrar. Daí começamos a puxar. Daí eles foram dando exemplos, ah, 'tem as praias'. E aí eu comecei a anotar no quadro, 'as praias'. 'E o que mais gente que tem na Palhoça?' 'Ah, tem os mangues, tem a Pedra Branca, o Quadrante Solar, o largo do Embaú. E eles foram vendo que tem um monte de coisas. Daí, tá. Destacamos uns pontos, né. (...) *E aí eles mesmo se dividiram e escolheram os temas, 'E daí, quem é que quer pegar tal tema?.*

Deixei bastante livre. **Daí eu disse 'quero que vocês façam isso, tirem fotos, conversem com o pessoal local, perguntem se chama Praia da Vieira, por exemplo.** (...) Queria que eles fizessem uma pesquisa bem à vontade, assim de campo. *E acho que foi isso que despertou interesse, daí eles diziam, ' hoje, a gente vai pra praia, fazer foto, vamos entrevistar o grupo folclórico Filhos da Terra, então fazer o trabalho de inglês deles tava bom pra caramba.'*

Interview teacher-learner 06

'A gente tinha a idéia que era só trabalhar com a verificação das décadas passadas relacionando a música e o vestuário, daí todo mundo vira para o desfile de modas, todo mundo queria criar alguma coisa para o desfile, aí mudou tudo. Aí, o projeto ficou todo diferente. (...) Eles queriam coisas que eles se identificassem, que eles olhassem para a roupas, e dissessem, essa eu gostei, essa eu não gostei. Bem adolescente mesmo. (...). *Aí, foi uma briga porque todo mundo queria pegar a década do futuro, porque todo mundo queria fazer roupa de material reciclável,* porque eles também estavam trabalhando no projeto de Meio Ambiente na escola, e só se falava em reciclagem, e aí tinha tudo a vê com o momento. Então uma menina fez a roupa de CD, a roupa de saco de lixo. (...). **Eles integraram esse projeto no projeto maior da escola, sobre o Meio Ambiente**. (...) *É uma turma que vem desde a 5ª série juntos, um grupo bem legal para trabalhar, uma turma muito dinâmica (...). O meu envolvimento foi mais na organização geral, fomos juntos ao CIC para visitar a exposição sobe Moda Alternativa,* fizemos revisão do vocabulário básico sobre vestuário, *porque o restante ficou totalmente por conta da criatividade deles '.*

Interview teacher-learner 07

' **Foi na época da Olimpíadas, e eles decidiram pesquisar sobre isso,** eles queriam saber o nome dos jogadores que participaram, as modalidades que o Brasil participou, então eu bolei um projetinho que pesquisava na internet na escola, tava funcionado o laboratório, então foi assim, **o interesse deles foi grande por isso, porque eles foram pesquisar algo que era do interesse deles. Eles tavam a fim de saber, e eu tava trabalhando descrição na aula, né. Então, eu intercalei e eles optaram por descrever os atletas, inclusive eu falo isso no projeto.** (...) *Como falei no projeto, eu orientei bastante, como se escrevia tal e tal palavra, dava o significado do que eles me pediam, mas também deixava que eles tivessem suas idéias de como organizar tudo, de montar texto, figuras. Deixei, que eles criassem,* sabe, e eles faziam as coisas (...). Então o fato de ir pra o laboratório, para a internet, mexer no computador, aquilo assim, pra eles foi a realização maior, e eles não se satisfaziam nunca com a pesquisa, porque a cada dia, tinha uma notícia nova da olimpíada, e eles tavam ali naquela sala, então pra eles, *isso que foi o entrosamento, foi aí que valeu a pena.*'

Interview teacher-learner 08

'*A primeira idéia foi que os alunos se integrassem no sentido de, como ele gostaria de aprender, né, seria uma oportunidade pra trabalhar em forma de seminário* (...). Daí, eu pensei, acho que eles vão aprender muito mais, se eles conseguirem, *em sala de aula como indivíduo, funciona como um coletivo,* ou seja, cada indivíduo que pesquisa um determinado tópico, no momento ele tem que tá se preocupando em tirar o xerox, fazer as cópias pra outros colegas, ir lá na frente, mostrar o que aprendeu pro todos os colegas, e *cientes que se eles não fizerem a sua parte, não tem como o todo funcionar.* (...). e, eu vi que o interesse deles crescia a medida que eles viam, 'ah, então é assim', e iam descobrindo como monta uma frase ou outra. (...) *Orientei no sentido de dar opções de tópicos gramaticais pra eles desenvolverem,*

por exemplo, adjetivos, verbos no passado, ajudava na sala com correções, significados das palavras que eles queriam, mas não influenciei na preparação do material, queria que cada material tivesse de certa forma a cara do aluno, sabe.'

Interview teacher-learner 09

'**Volta e meia, eu perguntava, quantos issso, quantos aquilo? Então eles não sabiam. Daí veio a idéia de juntar outras matérias nesse trabalho.** Um aluno levantou o ponto de que na América do Sul, o inglês não é língua oficial, então a partir daí, pus a idéia do mapa onde mostrasse todos os países que falassem o inglês. **Daí já juntei com a idéia de não apenas apontar o país no mapa, mas que eles buscassem outras informações sobre esses países, como bandeiras, população, monumentos, pontos turísticos, área, economia, religião, alguma coisa sobre a cultura desses países. E daí deu pra encaixar outras disciplinas.** *(...). O nosso trabalho, precisava que todos ajudassem, ficou um painel grande,* até no projeto disse que, aqueles alunos mais cuidadosos, colaram as bandeiras e pintaram. (...). *Para desenvolver um trabalho assim, acredito, tem que ser uma turma que tenha coesão, que se ajude. Não tive problemas, todos fizeram a sua parte, mas eu estava ali junto, ajudando, fazendo com eles, era um trabalho nosso, disse isso pra eles, me envolvi mesmo, e queria um bom resultado. No projeto, contei que fiz o contorno do mapa com os alunos.'*

Interview teacher-learner 10

'**O tema surgiu de um aluno que estava estudando em História sobre colonizações. Então, sugeri que trabalhássemos sobre algumas das diferenças de cultura entre Estados Unidos e Brasil.** Eles adoraram, e daí, por exemplo, um grupo que gostava de esportes, escolheu esse tema, e aí, foi. (...). *Fiz junto com eles a maior parte do trabalho, queria que eles fizessem textos simples que os colegas pudessem entender.* Na apresentação oral, pedi que

usassem bastante figuras, *eles tiveram a idéia de fazer maquete, daí ajudei, até trouxe material de casa pra montagem.* (...) Por exemplo, o grupo que apresentou sobre alimentação, mostrou pequenos cartazes com os alimentos, fizeram pequenos diálogos pra mostrar o vacabulário. Depois ofereceram 'hot-dogs' pra os colegas no final da apresentação. Todos adoraram, né. *Era um trabalho diferente pra eles, exigiu muita ajuda de todos,* sempre tem um outro que trabalha menos, um ou outro grupo que não se dedica tanto. Mais no geral, o resultado foi bom. (...). **O pessoal que falou das festividades, mostrou uma maquete mostrando cenas do Carnaval e do Halloween, com as músicas "País Tropical e American Pie". Explicavam o que tinha na maquete, usando o vocabulário que aprenderam na pesquisa.** Foi muito trabalhoso, *porque estive todo o tempo, não apenas explicando em como apresentar o que eles tavam pesquisando, mas também ajudando no material com eles.'*