

**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA**  
**CORRESPONDENTE**

**INVESTIGATING STUDENT TEACHERS OF A *LETRAS* PROGRAM:  
THEIR BELIEFS AND EXPECTATIONS ABOUT BEING ENGLISH  
TEACHERS**

por

**MARICI SCHNETZLER TRUFFI BARCI**

Dissertação submetida à Universidade Federal de Santa Catarina em cumprimento  
parcial dos requisitos para obtenção do grau de

**MESTRE EM LETRAS**

**FLORIANÓPOLIS**

**Dezembro de 2006**

Essa dissertação de Marici Schnetzler Truffi Barci, intitulada “*Investigating student teachers of a Letras program: their beliefs and expectations about being English teachers*”, 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

## **MESTRE EM LETRAS**

Área de concentração: Inglês e Literatura Correspondente

Opção: Língua Inglesa e Lingüística Aplicada

.....  
José Luiz Meurer  
Coordernador

**BANCA EXAMINADORA:**

.....  
Gloria Gil  
Orientadora e Presidente

.....  
Ana Maria Ferreira Barcelos  
Examinadora

.....  
Adriana Dellagnelo  
Examinadora

Florianópolis, 13 de dezembro de 2006.

To all my loving family

## ACKNOWLEDGEMENTS

I would like to thank:

My advisor, professor Glória Gil, who kindly agreed to guide me through this work and for her support throughout the development of this thesis.

The student teachers who I investigated at UFSC for having accepted to participate in this study.

My husband and my children for their love and support, and for sharing with me this important moment of my life.

My parents for encouraging me to go on with the M.A. course.

The examining committee, professors Ana Maria Barcelos, Adriana Dellagnelo, and Josalba Ramalho Vieira.

The professors at PGI.

CNPq for giving me the scholarship.

My dear friends Marimar da Silva and Juliane Massarollo for being so kind and helpful.

Daniel Yencken for helping with revision of the text.

All those who directly or indirectly contributed to the development of this study.

**ABSTRACT****INVESTIGATING STUDENT TEACHERS OF A *LETRAS* PROGRAM:  
THEIR BELIEFS AND EXPECTATIONS ABOUT BEING ENGLISH  
TEACHERS****MARICI SCHNETZLER TRUFFI BARCI****UNIVERSIDADE FEDERAL DE SANTA CATARINA****2006****Supervising Professor: Gloria Gil**

In order to contribute to the understanding of the process of becoming an English as a foreign language (EFL) teacher, this study investigates 17 student teachers in their sixth semester of an EFL *Letras* program. The basic aims of the study are to understand: (a) why the students choose to follow this career and what are their expectations about being an English teacher; (b) what they consider to be a good EFL teacher; (c) their beliefs about being a teacher in public and private schools; and (d) some of their beliefs about the relationship between theory and practice in their education. Qualitative research methods were used to collect and analyze data. Data was collected through class observation reports, questionnaires, and tape recorded interviews. The results of the study indicate that few participants had the clear objective of becoming an English teacher before entering the university and that in the middle of their degree they still have serious doubts about becoming EFL teachers. By analyzing their beliefs about the qualities that influence effective EFL teaching, it was possible to get to know their picture of the ideal teacher. The results also suggest that while several student teachers believe that private schools are better learning environments due to their better teaching/learning resources, others believe that public schools are better working environments because teachers have more freedom in their work. Nevertheless, many of them see teaching in public schools as a mission that involves personal sacrifice. Finally, student teachers believe that theory must be learned together with practice in an attempt to better understand the reality of the classroom.

Number of pages: 96

Number of words: 30.852

**RESUMO****INVESTIGANDO ALUNOS PROFESSORES DE UM CURSO DE LETRAS:  
SUAS CRENÇAS E EXPECTATIVAS SOBRE SEREM PROFESSORES DE  
INGLÊS****MARICI SCNETZLER TRUFFI BARCI****UNIVERSIDADE FEDERAL DE SANTA CATARINA****2006****Professora Orientadora: Gloria Gil**

Para contribuir para o entendimento do processo de se tornar um professor de inglês como língua estrangeira, este estudo investiga 17 alunos professores do sexto semestre de um programa de Letras/Inglês. Basicamente, o estudo tenta investigar: a) por que os alunos escolhem seguir esta carreira e quais são suas expectativas sobre ser um professor de inglês, b) o que eles consideram ser um bom professor de inglês, c) suas crenças sobre ser um professor de inglês em escola pública e particular e d) algumas de suas crenças sobre a relação entre teoria e prática na sua educação. Métodos qualitativos de pesquisa foram usados para coletar e analisar dados. Os dados foram coletados através de relatórios de observação de aula, questionários e entrevistas gravadas. Os resultados do estudo indicam que poucos participantes tinham claro o objetivo de se tornar um professor de inglês antes de entrarem na universidade e que no meio do curso, eles ainda têm sérias dúvidas sobre tornarem-se professores de inglês. Através da análise das crenças destes alunos sobre as qualidades que influenciam um ensino de inglês eficiente, foi possível conhecer a imagem que eles têm do professor ideal. Os resultados também sugerem que enquanto vários alunos professores acreditam que escolas particulares são lugares melhores para o aprendizado devido a melhor oferta de recursos para o ensino e aprendizagem, outros acreditam que escolas públicas são lugares melhores para se ensinar porque o professor tem mais liberdade para trabalhar. Entretanto, muitos deles vêem o ensino nas escolas públicas como uma missão que exige sacrifício pessoal. Finalmente, os alunos professores acreditam que a teoria deve ser aprendida junto com a prática para melhor entender a realidade da sala de aula.

Número de páginas: 96

Número de palavras: 30.852

## TABLE OF CONTENTS

<b>Acknowledgements.....</b>	<b>iv</b>
<b>Abstract.....</b>	<b>v</b>
<b>Resumo.....</b>	<b>vi</b>
<b>Table of contents.....</b>	<b>vii</b>
<b>List of tables.....</b>	<b>xi</b>
<b>CHAPTER I – Introduction.....</b>	<b>01</b>
1.1 Statement of the problem.....	01
1.2 Objectives of the study.....	02
1.3 Background of the study.....	03
1.4 Relevance of the study.....	04
1.5 Organization of the dissertation.....	04
<b>CHAPTER II – Review of the Literature.....</b>	<b>06</b>
2.1 Introduction.....	06
2.2 Definitions of beliefs and the sources of teachers’ beliefs.....	06
2.3 Pre-service teachers' beliefs.....	09
2.4 Some studies on beliefs relating to the learning and teaching of English in public schools.....	14
2.5 The English language teacher and foreign language teacher education.....	16
2.6 Some reflections on the reality of English teacher education in Brazil.....	18
2.7 Summary of the chapter.....	21
<b>CHAPTER III – Methodology.....</b>	<b>22</b>
3.1 Introduction.....	22
3.2 The study.....	22
3.3 Participants.....	22
3.3.1 Applied Linguistics.....	24
3.4 The Letras EFL programs.....	25
3.5 Research questions.....	29
3.6 Data collection and analysis.....	29

3.6.1 Class observations.....	30
3.6.2 Questionnaires.....	31
3.6.3 Students' report.....	32
3.6.4 The interviews.....	32
3.7 Data analyses.....	33
3.8 Summary of the chapter.....	33
<b>CHAPTER IV – Data Analysis and Discussion.....</b>	<b>34</b>
4.1 Introduction.....	34
4.2 What are the reasons that underlie student teachers' choice of the EFL Letras program and what are their expectations about their future careers?.....	35
4.2.1 Student teachers' reasons to choose Letras/Licenciatura.....	35
4.2.2 Student teachers' expectations about their future careers.....	38
4.3 Beliefs about being an English teacher.....	43
4.3.1 The essential qualities of a good teacher: friendliness, creativity and helpfulness.....	43
4.3.2 Motivation.....	46
4.3.3 Controlling.....	50
4.3.4 Language proficiency.....	54
4.3.5 Continuing education.....	55
4.3.6 Enjoying teaching.....	56
4.3.7 Knowledge transmitter or knowledge co-constructor?.....	58
4.3.8 Innate qualities.....	59
4.4 Some of student teachers' beliefs about being teaching EFL in public and private schools.....	60
4.4.1 Private schools are better learning environments, but public schools are better working environments.....	60
4.4.2 The English discipline has a low status in public schools.....	62
4.4.3 Public teachers are overloaded and have to face bad working conditions at school.....	63
4.4.4 Students do not learn English in public schools.....	64
4.4.5 Students from public schools are not motivated to learn English.....	65
4.4.6 FL teachers are not valued in both public and private schools and	



have to face similar problems in each context.....	67
4.4.7 Teaching in public schools is like a mission that involves personal sacrifice.....	67
4.4.8 It is necessary to have opportunities to observe classes in different public schools and also in different educational contexts where the teaching of English takes place.....	69
4.5 Some of student teachers' beliefs about the relationship between theory and practice in their education.....	71
4.5.1 Theory is different from real life.....	71
4.5.2 Practice is more important than theory.....	73
4.5.3 Theory is something to be applied, but it has to be adapted to the reality of the classroom.....	73
4.5.4 Theory as a useful tool to make student teachers think about the learning/teaching process.....	75
4.6. Summary of the chapter.....	78
<b>CHAPTER V – Conclusion.....</b>	<b>79</b>
5.1 Introduction.....	79
5.2 Answering the research questions.....	79
5.2.1 Research Question 1.....	79
5.2.2 Research Question 2.....	80
5.2.3 Research Question 3.....	83
5.2.4 Research Question 4.....	85
5.3 Pedagogical Implications.....	86
5.3.1 Limitations of the study and suggestions for further research.....	88
<b>REFERENCES.....</b>	<b>90</b>

<b>APPENDIXES.....</b>	<b>97</b>
Appendix A.....	97
Appendix B.....	107
Appendix C.....	108
Appendix D.....	110
Appendix E.....	111
Appendix F.....	112
Appendix G.....	113
Appendix H.....	120
Appendix I.....	127

**LIST OF TABLES**

Table 3.1. Student teachers' background in English.....	24
Table 4.1. Student teachers' reasons for entering the EFL Letras program.....	35
Table 4.2. Student teachers' expectations in relation to their future careers.....	38

# CHAPTER I

## INTRODUCTION

Not only do students walk into schools with expectations and assumptions formed as a result of life experiences, but so do their teachers. Practicing and prospective teachers can benefit from thinking about their expectations and assumptions. (Zeichner & Liston, 1996, xiii; cited in Bailey, Curtis & Nunan, 2001, p.53).

### 1.1 Statement of the problem

In recent years, educational research has attempted to examine the role of the teacher in the second language<sup>1</sup> learning and teaching processes, revealing the influence of teachers' beliefs on instructional decisions (as exemplified in Richards & Nunan, 1990; Wallace, 1991; Freeman & Richards, 1993, 1996; Almeida Filho, 1993, 1999; Woods, 1996; Moita Lopes, 1996; Richards, 1998; Johnson, 1999; Johnson & Freeman, 2001; Celani, 2001). For example, Richards and Lockhart (1994) claim that what teachers do in class is a reflection of what they know and believe.

In the context of teacher education programs, researchers have found that experience as learners seems to have a major effect on student teachers<sup>2</sup> beliefs about teaching, eventually affecting their education and future practice (Barcelos, 2000; Gimenez, 1999, 2004). Freeman (2001) explains the complexity of factors involved in the process of becoming a teacher as follows:

---

<sup>1</sup> In this study, foreign language and second language are used interchangeably. Nevertheless, Richards, J.C.; Platt, J.; Platt, H. (1999) make a distinction between the two terms: a “foreign language is a language which is taught as a school subject but which is not used as a medium of instruction in schools nor as a language of communication within a country. A second language is a language which is not a native language in a country but which is widely used as a medium of communication and which is usually used alongside another language or languages” (p.143).

<sup>2</sup> In this study I use the words student teacher; prospective teacher; novice teacher; pre-service teacher; and future teacher interchangeably referring to those teachers who are attending a teacher education course, but have not graduated yet.

Teachers come to teacher education programs with prior knowledge and experiences that shapes what they learn. To understand these learning processes, teacher education programs must recognize the schools in which teachers work and the schooling experiences they have had are contexts of participation. These contexts shape in critical ways what teacher learners can and cannot - what they will and will not – do as teachers. (p. 65).

According to Johnson (1999), many of the student teachers' beliefs can be resistant to change and can filter the information these students receive during their education. For the purpose of the present study, beliefs can be understood according to Dewey's (1933, p. 6, cited in Barcelos, 2003) definition of the term as a form of thought that “covers all the matters of which we have no sure knowledge and yet we are sufficiently confident of to act upon and also the matters that we now accept as certainly true, as knowledge, but which nevertheless may be questioned in the future...” (p.10).

Several Brazilian researchers have shown the importance of developing research in which prospective English foreign language teachers and teacher educators are the main participants (Dellagnelo, 2003; Abrahão, 2004; Alvarenga, 2004; Dutra & Mello, 2004; Gimenez, 2004; Xavier & Gil, 2004; D'Ely & Gil, 2005; Malatér, 2005). However, few studies have been undertaken on student teachers' beliefs about what it is to be a teacher and their expectations about being an English foreign language teacher (Barcelos, Batista & Andrade, 2004).

## **1.2 Objectives of the study**

Thus, the objective of this study is to investigate the student teachers of the sixth semester of the *Letras* Program in English as a Foreign Language (EFL) at the Federal University of Santa Catarina (UFSC), in an attempt to understand the following:

*1- What are the reasons that underlie the student teachers' choice of the EFL Letras program and what are their expectations in relation to their future careers?*

2- *What are some of the student teachers' beliefs about what it is to be an English teacher?*

3- *What are some of the student teachers' beliefs about teaching EFL in public and private schools?*

4- *What are some of the student teachers' beliefs about the relationship between theory and practice in their education?*

It should be clear that this study does not intend to evaluate the Letras program of the institution where the data was collected. Rather, this study intends to attest to, and at the same time acknowledge, the importance of coming to understand student teachers' beliefs and perceptions about the process of becoming an EFL teacher and about their future careers.

### **1.3 Background of the study**

I thought it would be interesting to present to readers the personal reasons that led me to initiate this investigation and then explain the choice of subject according to the relevance it has in the academic setting and in the field of foreign language teaching.

In the last years I worked as a pedagogical coordinator at a private language institute in which I was responsible for selecting and hiring new candidates for English teaching positions. A lot of candidates were university students from other fields such as Law, Business Administration, Marketing and Engineering, among others, who considered themselves ready to be English teachers since they were fluent in speaking and writing and in many cases, had some experience abroad. Some of them even felt confident enough to express a preference for teaching advanced groups in order to help them to maintain their proficiency in the language. Thus, to these candidates, teaching English was seen as temporary job, a way of earning some money while they were studying or until they could find a proper job in their field. In other words, they were

reinforcing the general myth that “...*anyone can teach English and that being a teacher is a career for someone who has failed on being something else...why study in order to teach English when it can be done as an informal / temporary activity?*” [italics in original] (Pineiro, 2003, p. 162).

This myth causes me considerable frustration when I think about teacher education courses, all of the professionals involved in the field and the effort and dedication that have been spent in educating good professionals. I therefore decided to find out why student teachers of a Letras course choose to follow this career; what are their expectations about being an English teacher; what they consider to be a good foreign language teacher; what beliefs they have about teaching in public and private schools; and also what beliefs they have about the relationship between theory and practice in their education.

#### **1.4 Relevance of the study**

As stated by Gil (2005), the main goal of research in the area of Teacher Education is to understand the process language teachers go through to become professionals in the field of language teaching. Thus it is my hope, as a researcher, to contribute to the social context of teacher education and to provide input for teacher educators' practice by revealing student teachers' beliefs about being EFL teachers and their expectations of the profession.

#### **1.5 Organization of the dissertation**

This dissertation is organized in five chapters. In Chapter I, I introduce the research problem, the objectives, the background and the relevance of the study. In Chapter II, I present a discussion of the literature relevant for the purposes of the study.

In Chapter III, I describe the method used in the study to answer the research questions previously posed. I also introduce the context in which the study took place, the participants of the study, and the procedures used for data collection and analysis. In Chapter IV, I deal with data analysis and interpretation, and in Chapter V, I offer a summary of the study, its findings and its pedagogical implications, as well as a discussion of some of the study's limitations.



## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

#### **2.1 Introduction**

The main objective of this chapter is to review some of the relevant literature on teachers' beliefs and foreign language (FL) Teacher Education in Brazil. First, I will present some definitions of beliefs and discuss the sources of teachers' beliefs. Second, I will report on some of the studies carried out mainly in the Brazilian context with regards to pre-service teachers' beliefs, expectations, and difficulties. Third, I will discuss some Brazilian studies on beliefs relating to English teaching and learning in public schools. Fourth, I will focus on the English language teacher and on FL teacher education. Finally, I will provide a brief overview of some of the current trends in Teacher Education courses in Brazil.

#### **2.2 Definitions of beliefs and the sources of teachers' beliefs**

Since the mid 1980s, beliefs have been considered a topic of research in Second and Foreign Language Teacher Education. However, there is no consensus in the literature on the definitions of beliefs, probably due to the complex processes and subjective concepts associated with the term, and to the different agendas of researchers (Barcelos, 2003).

Pajares (1992) proposes to define the term belief as “an individual’s judgment of the truth or falsity of a proposition” (p. 316). According to Pajares, beliefs can be inferred from what people say and do.

Woods (1996) claims that “beliefs refer to an acceptance of a proposition for which there is no conventional knowledge, one that is not demonstrable and for which

there is accepted disagreement” (p. 195). He proposes the term BAK (beliefs, assumptions and knowledge), suggesting a more heuristic approach where not only the mentioned elements are included in the term, but the relationship among them as well.

Abelson (1979, cited in Gimenez, Reis, & Ortenzi, 2000) defines beliefs as systems that: a) present propositions about the possible existence of entities; b) deal with alternative worlds that have not necessarily been experienced; c) are based on subjective evaluations; d) have their subjective power derived from specific events; e) consist of non-consensual propositions; f) are tenuously connected to one another; and finally g) vary in the degree of certainty in which they present themselves.

In the present study, I follow Dewey's (1933, p. 6, cited in Barcelos, 2003) definition of the term as a form of thought that “covers all the matters of which we have no sure knowledge and yet we are sufficiently confident of to act upon and also the matters that we now accept as certainly true, as knowledge, but which nevertheless may be questioned in the future...” (p.10). Thus, beliefs are subjective and exist through individual experiences and interpretations, but are also collective and social (Barcelos, 1995; Cortazzi & Jin, 1996; cited in Barcelos, 2003).

According to Barcelos (2000), the importance attached to teachers' beliefs in teacher education can be traced back to the work of Lortie (1975) on teachers' socialization. Lortie (1975, p. 62, cited in Johnson, 1999) argues that teachers' memories of their experiences as students influence much of what they know about teaching, in what he calls the *apprenticeship of observation*. He states that “...What students learn about teaching, then, is intuitive and imitative rather than explicit and analytical” (p. 19).

Adding to that, Richards (1994) has argued that: “Teacher beliefs form a structured set of principles that are derived from experience, school practice,

personality, educational theory, reading, and other sources” (p. 2). Within this perspective, Richards and Lockhart (1994) propose different sources of teachers’ beliefs which have been suggested in previous research (Kindsvatter, Willen & Ishler, 1988):

1. *Teachers' own experience as language learners.* All teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught (Richards & Lockhart, 1994, p. 31).
2. *Experience of what works best.* For many teachers experience is the primary source of beliefs about teaching; some strategies work better than others (Richards & Lockhart, 1994, p. 31).
3. *Established practice.* Depending on the institution, certain practices may be preferred (Richards & Lockhart, 1994, p. 31).
4. *Personality factor.* There may be preferences for certain styles and activities because they match the teachers' personality (Richards & Lockhart, 1994, p. 31).
5. *Educationally based or research-based principles.* Teachers will try to apply theoretical principles in classrooms according to their own understanding of learning principles (Richards & Lockhart, 1994, p. 31).
6. *Principles derived from an approach or method.* Teachers tend to believe in the effectiveness of certain methods and stick to them in the classroom (Richards & Lockhart, 1994, p. 31).

Malatér (2005) has stated that teachers’ beliefs and practices are shaped by the multiple social roles that teachers play in different contexts (e.g. daughters/sons, colleagues, neighbors) in combination with many other forces (e.g. family, readings,

former teachers). Hence, understanding teachers' beliefs means understanding their world and focusing on what they know. Moreover, the way teachers see themselves and the nature of their reasoning are very much influenced by their beliefs.

### 2.3 Pre-service teachers' beliefs

Teachers' beliefs have been investigated among prospective teachers in teacher education programs. Research has shown that their belief systems tend to act as a filter, determining what they learn about the content of the program and determining their teaching experiences (Richards, 1998; Johnson, 1999; Barcelos, 2000). Gutierrez Almarza (1996) considers the recognition of the nature and role of student-teachers' beliefs a key element in teacher education programs: "Yet we won't be able to establish what kind of contribution teacher education courses make to student teachers' development and how they contribute to student teachers' education if we do not know what was already there and how this old knowledge relates to practice" (p. 59). Almarza investigated four student teachers in a FL education program in the UK. Her study showed that although the program presented a well-articulated model of teaching, the prospective teachers interpreted and acquired this model in different ways, drawing on their own beliefs about themselves and about language, teaching, and learning.

In the studies of Barcelos (1999) and Barcelos, Batista, and Andrade (2004), the focus of the investigation was on the student teachers' *culture of learning*, where "culture of learning" (a term coined by Almeida Filho, 1993) refers to "the usual way students study and prepare themselves to use the target language" (Barcelos, 1999, p. 158) [my translation]. In her studies, Barcelos (1995, p. 40, cited in Barcelos, 2003) enlarges Almeida Filho's conception of culture of learning by defining it as:

Learners' intuitive implicit (or explicit) knowledge made of beliefs, myths, cultural assumptions and ideas about how to learn languages. This knowledge,

according to learners' age and social economical level, is based upon their previous educational experience, previous (and present) readings about language learning and contact with other people like family, friends, teachers and so forth. (p. 9).

Barcelos (1999) aimed at interpreting and characterizing the culture of learning of a group of fourteen English Letras students in their last semester at a federal university in Brazil. In order to undertake this research, Barcelos, who was also the teacher of those students, tried to investigate: 1) students' beliefs about language learning, 2) what it is that they consider necessary to do in order to learn English, and 3) what they really do in order to learn English. Barcelos identified three major beliefs among the pre-service teachers: 1) that learning is the acquisition of grammatical items, 2) that the teacher is responsible for the students' learning, 3) that ideal, efficient and fast learning will occur in the country where the language being learned is the mother tongue. The researcher considered the identified beliefs unfavourable for successful learning since they led students to adopt passive behavior instead of promoting an effective development of their foreign language proficiency. According to Barcelos (1999), these beliefs are the result of students' previous learning experiences.

In the study of Barcelos, Batista, and Andrade (2004), the aim was to investigate not only the beliefs, but also the expectations and difficulties associated with being an English teacher of a group of fifteen students from the sixth semester of a Letras program in a federal university in Brazil. The researchers first pointed out the students' main reasons for taking the Letras program: a) they like the English language, b) they want to know more about the English language, and c) they believe that by knowing English they may have greater job opportunities. It is surprising to notice that out of fifteen subjects **only two student teachers wanted to become EFL teachers.**

The researchers also reported on the students' beliefs about what constitutes a good language teacher. The research revealed that the students believed that a good

teacher must be proficient in the language, like what he does, and be patient and creative. Other beliefs identified were that students do not learn English in public schools, and that it is easier to teach in public schools than in private schools or language courses because in public schools there is no need to have good linguistic competence.

Concerning student teachers' difficulties and expectations about becoming English teachers, two different moments were established: before their practicum and after it.

At the moment before the student teachers' practicum, the researchers identified some of the student teachers' beliefs in relation to the following areas: a) the learning of the language that it is easier to learn English in a country where English is the mother tongue; b) the curriculum of the course that it is not good enough to help them to become successful teachers. They think they have few hours a week dedicated to the learning of the language and not enough teaching experiences; and c) the in-service teachers' working conditions that public schools do not have enough resources to be able to effectively teach English, that the salaries are low, that students are not interested in learning English, and that the work market is too competitive and gives priority to teachers who have lived abroad.

In the second moment, after their practicum, when the student teachers were already teaching in schools, the student teachers stated as their main difficulties: a) the schools' lack of discipline and the lack of student interest in learning English; b) the low status of English compared to other subjects; c) the lack of resources; and d) large class sizes. Concerning the student teachers' expectations in relation to place of work and activities after graduation **only 3 student teachers said that they intended to teach English in public or private schools.**

In the first moment their worries were based on common beliefs about the teaching of English, but in the second moment they presented concrete worries based on their experience in their practicum. To conclude, the researchers argued that the data revealed the importance of starting the practicum earlier in the course in order to help students position themselves, the inclusion of more specific subjects such as Applied Linguistics and Foreign Language Teaching Methodologies, the need to inform students about what the market expects of them, and knowledge of students' beliefs, providing students with opportunities to become aware of them.

Abrahão (2004) also investigated pre-service teachers' culture of learning in a Letras program through the use of questionnaires and interviews. In addition, the six student teachers who took part in this study were asked to write autobiographies and give audio-taped accounts of their life stories and at the end of the semester they were asked to write a report about the whole process they went through. Some of the identified pre-service teachers' beliefs were:

- That language is an instrument of communication and transformation, an instrument of power, and a social principle;
- That teaching is the transmission of knowledge - the most stressed belief in students' discourse, although, there are also references to the social dimension of knowledge and to critical and reflective acquisition;
- That knowledge is something static and ready to be acquired, absorbed and controlled;
- That the role of the teacher is to be a cultural mediator and instructor of the language structures, to worry about students' needs, to collaborate, to motivate, to lead students towards the objective of the lesson, and to be responsible for a good affective filter. Also that the role of the learner is to

participate, to be reflective, attentive, curious, critical, brave enough to face his or her own difficulties, to be a researcher, a mediator, and a collaborator;

- That a good FL teacher must be proficient in the language, must use a good methodology and proper teaching strategies, must be aware of students' needs and difficulties and must be reflective, critical, and able to teach culture;
- That the best way to learn a language is when students are motivated and like the language, when there is a good affective filter, when the teacher has a communicative approach, and when knowledge is systematized and transmitted naturally. That the student-teacher relationship relevant content for students' needs and the didactic book are also factors that affect the learning of a foreign language;
- That the didactic book is important and necessary but must be complemented by other sources.

Abrahão (2004) concluded that the reflective process student teachers went through in making explicit some of their beliefs, assumptions and knowledge, led them to interact more consciously and critically with the theories and practices they were exposed to, thus helping them to construct their own practical theories more critically.

Leading student teachers to make their beliefs explicit and reflect on their assumptions becomes extremely important in preparing good professionals in teacher education courses (Freeman, 1991). This statement was reinforced in a study by Oliveira (2004) that investigated the practice of three EFL teachers, all EFL ex-students, in their first year of pedagogical practice in a public school. She argued that the education they received did not prepare them to face the reality of the classroom in public schools, since it focused more on prescriptions of *what to do* than on discussing the reasons for utilizing a given approach. Moreover, these teachers' prior knowledge



and beliefs were not considered at the start of their teacher education, which resulted in contradictions between what had been taught and their own teaching and learning beliefs.

#### **2.4 Some studies on beliefs relating to the learning and teaching of English in public schools**

In 2000 and 2001, some studies were carried out in which the aim of the investigation was English teachers', students', and staff's beliefs and perceptions about the teaching and learning of English in public schools. Those studies took place in the state of Paraná, in the south of Brazil.

Gimenez, Perin, and Souza (2003) reported the results from a survey executed in 2001 by Secretaria de Educação do Paraná with 677 students from public schools, 281 parents and 79 professionals from the educational field, using a closed questionnaire. The results showed that students and parents value the learning of English for instrumental reasons and attribute to the teacher the responsibility for finding solutions for learning problems. Likewise, Perin (2002, cited in Gimenez, Perin, and Souza, 2003; and in Perin, 2005) reported on English teachers', students' and staff's understandings of the teaching and learning of English in public schools.

A study by Gimenez, Mateus, Ortenzi, and Reis (2000) focused specifically on the beliefs of student teachers in a Letras program about the teaching of English in public schools. Data was collected through 53 student teachers' diaries based on classroom observation in public schools, and the researchers identified beliefs relating to the following topics:

- 1) The role of the teacher: many beliefs were associated with the idea that the teacher is responsible for the students' learning.

- 2) The relationship between teacher and students: there were expectations of a friendly and affective relationship between teacher and students, but the interaction observed in the public schools was far from what they considered ideal and reported it in a negative way. Some student teachers also associated discipline with learning, considering it necessary to impose respect or even a certain distance from their students.
- 3) Knowledge and curriculum: The teaching of English has a lower status in schools than other subjects. As a consequence, novice teachers argue that students adopt a relaxed and careless attitude to the study of English. Some prospective teachers justify the importance of students learning English in order to be prepared for the job market.
- 4) Students and learning: motivation is essential for learning to occur. Students' lack of motivation is seen as a consequence of students' failure in class.
- 5) Pedagogical practices: the use of the textbook is controversial. Some students believe it facilitates the life of the teacher, some suggest that it should be used together with different activities or the class will end up being dull and unattractive and some see the use of the textbook book negatively as a “prison” for the teacher.
- 6) The educational context: their beliefs revealed justifications for the difficulties students face in their learning and teachers in their work. These included the teachers' lack of resources, teachers' low salaries, short classes and few classes per week, and the large class sizes. They also considered many other factors that interfere with the learning and teaching of English, such as students' parents and their socio-economic-cultural level, the decision about whether or not to adopt a textbook book, and the civil community, politicians and the implementation of the official curriculum. Many student teachers considered the private language schools ideal contexts for the learning of English, due to the amount of resources available and the greater participation of students.

7) The experience of The Practicum: pre-service teachers consider practice to be an essential element in teacher education and there is an expectation that their practice will make a difference, in other words, or that it will be different to the ones observed. On the one hand, their personal comments in relation to their experience in the practicum revealed their lack of confidence in facing students and in relation to the attitudes they should adopt in class as future educators. On the other hand, for some novice teachers the practicum had a positive impact as it helped to demystify their fear of the classroom.

8) Professionalism: accommodated, unmotivated, and overloaded teachers are seen as obstacles for learning to occur.

Thus, the researchers concluded that the pre-service teachers present a negative scenario of the teaching of English in public schools and attribute the responsibility for this failure mainly to the teacher. As a consequence, they idealize their own practice and believe that they will be able to change the situation they found in the observed context to a better one. These reports were written in the beginning of their practicum without any explicit guidelines to orient the classroom observation. Nevertheless, many of these novice teachers' beliefs about the teaching and learning of English were already constituted before they started their actual teaching practice. Hence, this study corroborates other ones reviewed that argue for the importance of examining students' previous beliefs.

## **2.5 The English language teacher and foreign language teacher education**

Some teacher educators and teacher education researchers and scholars have already suggested the characteristics that the “ideal” English teacher should have. For example, Paiva (1997) claims that the ideal English teacher should be proficient in English, have political awareness and have a solid pedagogical education with a

specialization in Applied Linguistics. In a similar vein, Almeida Filho (1993, 1999, 2000) suggests the importance of English teachers having the three main competences well developed: a) the linguistic-communicative competence which is constituted by the knowledge and specific skills teachers have in the target language and which allows them to produce meanings via communicative experiences; b) the applied competence associated with the transforming of theory into practice, or in other words, the ability teachers have to put into practice their theoretical knowledge; and c) the professional competence which is characterized by the conscience teachers have of their role as educators, of their professional value, and of the need to reflect critically on their own work so that they may promote better conditions for the process of teaching and learning to occur. Besides these characteristics, Moita Lopes (1996, 2005) emphasizes the responsibility English teachers have in the construction of students' social identities and in understanding students' multicultural and heterogeneous nature, as well as their own multiculturalism.

Scholars agree that in order to cope with the reality of modern times, the new English teacher must know how to work collaboratively at school and in the community of which he is part. He must be a researcher of his own practice and question his role in society, trying to achieve his own autonomy as well as that of his students' (Celani, 2001; Mateus, 2002).

Zeichner (2003) claims that teaching can never be neutral and suggests that teacher educators should lead novice teachers into critical reflection, not as an end in itself but rather for the purpose of making a more fair society. Besides considering the political aspects of teachers' daily actions, Zeichner also suggests that teachers should have the following attributes:

Teachers need to know their subject matter and how to transform it to connect with what students already know to promote greater understanding. They need to

know how to learn about their students- what they know and can do, and the cultural resources they bring to the classroom. Teachers also need to know how to explain complex concepts, to lead discussions, how to assess student learning, manage a classroom and so on. Connecting teacher reflection to the struggle for social justice means that in addition to making sure teachers have the content and pedagogical background needed to teach in a manner that is consistent with what we now know about how pupils learn (thus rejecting the transmission and banking model of teaching), we need to ensure that teachers are able to make decisions on a daily basis that do not unnecessarily limit the life chances of their pupils, that they make decisions in their work with greater awareness about the potential consequences of different choices they make. (p. 12).

I agree with Celani (2001) who sees the foreign language teacher as an educator and not as a technician who knows the best strategies to teach a second language. That is why it is important to understand the difference stated by Leffa (2001) between teacher training and teacher development. The former is defined as the teaching of techniques and strategies to be mastered by the teacher without any concern for the necessary theoretical support, while the latter implies more complex teacher education: one that considers received and experiential knowledge, the relationship between the two of them, and the way in which these two forms of knowledge inform and reform teachers' practices. Therefore, teacher training has a beginning and an end while teacher development is a continuous process. Teacher education courses should be seen as the start of a socially constructed process that never ends: a process which takes into account how foreign language teaching is learned and how it is practiced by those who do it, recognizing the influence of contexts in which teaching and learning take place and the schooling experiences pre-service teachers have had (Johnson & Freeman, 2001).

## **2.6 Some reflections on the reality of English teacher education in Brazil**

Paiva (1997, 2003a, 2003b, 2005), Celani (2001), Telles (2002), Abrahão (2002), Gimenez (2004, 2005a, 2005b), Gimenez and Cristóvão (2004), and Moita Lopes

(1996, 2005), to mention but a few, have stated many of the drawbacks in the Brazilian scenario of teacher education. In general, many courses still present a more technical approach which lacks the theoretical reflection and practical activities necessary for the development of competent professionals. Hence, novice teachers do not have opportunities to recover, reconstruct, and represent the meaning of their personal, pedagogical and linguistic experiences. Strictly theoretical curricula that are distant from the reality pre-service teachers face at schools result in frustrated and insecure future professionals. This gap between theory and practice may be a consequence of a geographic and intellectual distance among the many professionals involved in the process of teacher education. According to Gimenez (2005a), interdisciplinary dialogue is a goal yet to be achieved in Brazilian universities. Also, researchers suggest that several curricula prioritize language as a system where there is no place for the social subject. Moreover, courses usually teach about the language, but do not teach enough specific knowledge in the area of learning a second language, and thus the teacher is seen as only a speaker of the language he teaches. Furthermore, it is well known that student teachers usually start the Letras program without knowing how to speak the language they will study, and in many cases the number of hours dedicated to the teaching of the language is not enough to develop proficient language skills in future teachers.

It is worthwhile noting the study of Abrahão (2002) which highlights the fact that what pre-service teachers learn at university does not seem efficient in contributing to the promotion of less traditional procedures during their practicum. In this study, student teachers' prior beliefs about the teaching and learning of a foreign language did not present any significant change at the end of the course. Abrahão attributes this result to three possible causes: 1) the power of apprenticeship of observation; 2) the way

theory has been taught in Applied Linguistics and in the Teaching Practicum, and 3) the way pre-service teachers' Practicum has been approached as a supervised practicum. Hence, she suggests the path of reflection as an alternative solution which can enable novice teachers become conscious of their beliefs, learned theories and strategies, as well as of their own practice throughout their education.

Therefore, Gimenez (2005a, 2005b), besides highlighting the importance of having a consistent political-pedagogical process for teacher education, insists on starting the education of future teachers from the beginning of the course in order to build up their professional identity. According to her, the way the curriculum is organized influences the identity of student teachers. If students are treated as future teachers it will contribute to a better identification with their future career, which could lead them to commit themselves to improving the project of education in Brazil.

Paiva (2003a, 2005) and Gimenez (2005a) point out that there was significant change in the new guidelines for the Letras curriculum (2001) where it is noted that the specific contents of teacher education must be integrated with basic ones. Space has thus been opened for several practical activities during the course, such as internships, seminars, congresses, research projects, complementary studies, linguistic and literary studies that aim to connect theory with practice, and the development of pre-service teachers' intellectual and professional autonomy. Another meaningful resolution approved by the government in 2002 were the new curriculum guidelines for the Licenciatura program, changing the minimum of 300 hours of teaching practice to 400 hours of supervised teaching practicum, plus 400 hours of 'practice' throughout the course. Thus, the 800 hours of 'practice' encompass not only practical activities within the school context, but also any sort of activity that applies or reconstructs theoretical and/or pedagogical knowledge. There are good points that can be highlighted in these

new guidelines, such as an emphasis on the practical aspects of teacher education, the articulation between teaching and research, school and society, new technologies, collaborative work, and the development of strategies that prioritize action-reflection-action and problem-solving situations. Xavier and Gil (2004), however, claim that the generalization of the term 'practice' might propagate or even consolidate activities which focus on the production of written work just for the protocol. The researchers also consider the criteria applied by the government for the shift in the number of hours for the Licenciatura program to be quite unclear.

Ultimately, education is a continuous process per se and I truly believe that professionals in the teacher education field are always looking for new ideas in order to be able to do their best. Besides demanding collaborative political-pedagogical actions from the government, I agree with Heberle (2003) who states that: “Regarding prospects for the future, I see that we must consider sociocultural factors along with pedagogy, and critical thinking” (p.52).

## **2.7 Summary of the chapter**

This chapter dealt with the literature related to FL teacher education. Light was shed on the studies concerning some of the most relevant characteristics and features that influence the education of future teachers. Additionally, I gave an overview of a small number of studies that have attempted to examine some of the beliefs and perceptions about English teaching and learning in public schools. Finally, I focused on what some authors have written about the English language teacher and his education. Having done that, I showed the current trends in Teacher Education courses in Brazil. The next chapter presents the methodological procedures adopted in this study.



## **CHAPTER III**

### **METHOD**

#### **3.1 Introduction**

This chapter presents the method used to collect data for the study and is divided into six subsections: 3.2) A summary of the study; 3.3) A description of the study's participants; 3.4) A description of the context in which the research was carried out; 3.5) The research questions; 3.6) Data collection and analysis; and 3.7) The summary of the chapter.

#### **3.2 The Study**

The main objective of this qualitative study is to investigate EFL pre-service teachers in an attempt to understand the reasons for their choice of the Letras EFL program; their expectations in relation to their future careers; their beliefs about what it is to be a good foreign language teacher; their beliefs about the differences between teaching in public and private schools; and finally their beliefs about the relationship between theory and practice in their education. The data collection took place in the Letras EFL program at the Federal University of Santa Catarina (UFSC), in Florianópolis, Santa Catarina, and the participants were 17 student teachers from the sixth semester of this program.

#### **3.3 Participants**

The participants of this study were 17 student teachers from the sixth semester of the Letras EFL program at the Federal University of Santa Catarina. They were all Brazilian and undertaking their *Licenciatura*. The students' ages ranged from 20 to 45

years old. From the 17 pre-service teachers, 16 were female and 1 was a male. The educational background of the teachers could be summed up as follows: ten student teachers had their first contact with the English language during their Ensino Fundamental II (fifth or seventh grade) in public schools, seven started studying English in private schools, thirteen studied in private language courses before entering university (the others could not afford a private course, and even some of the student teachers who attended these courses had to give them up after some time for financial reasons), six had been abroad (but all of them planned to spend time abroad in the near future), only five tried the Letras EFL program as the first option on their first *vestibular*<sup>3</sup>, 12 decided on the Letras program after having spent time studying other fields, and while ten had already taught English, only five of them were still teaching at the moment that the study was being conducted.

Table 3.1 presents a summary of what the student teachers wrote and stated about where they studied English before entering university, if they learned English at school and/or in private institutions, if they had ever been abroad, their choices for vestibular, and their teaching experiences. In order to respect the privacy of the participants they will be referred to using fictitious names. For a full account of the student teachers' profiles see Appendix A.

---

<sup>3</sup> Students have to take the exam of Vestibular when they finish high school in order to entry the university.

**Table 3.1**  
*Student teachers' background in English*

<b>Background in English</b>									
Student teachers	Previous English learning experience			Have been abroad	Vestibular for Letras		Teaching experience		
	Public schools	Private schools	Private language schools		Tried Letras first	Different fields before Letras	Private classes	Private languages courses	Public school
Maia	*				*		*		
Livia	*				*				
Lara	*					*			
Daniela	*					*			
Carla	*		*			*			
Carolina	*		*	*	*				
Ula	*		*			*		*	
Laura	*		*		*			*	
Renata	*		*	*		*	*		*
Beto	*		*		*				*
Regina		*	*	*		*	*	*	
Tania		*	*	*		*			
Alice		*	*			*		*	
Mariana		*	*			*		*	*
Leni		*	*	*		*		*	
Roberta		*	*			*			
Tina		*	*	*		*		*	
Total	10	07	13	06	05	12	03	07	03

### 3.3.1 Applied Linguistics

I chose to investigate this particular group who was taking Applied Linguistics for two reasons: first, in the context of teacher education, some researchers (Celani, 2000; Herbele, 2001) have pointed out that theoretical support from Applied Linguistics can play a major role in successful language teachers' reflective processes (Malatér, 2005); and second, I had easy access to the group as their teacher readily accepted to work with me. The subject was taught as a two-hour class, twice a week, with a total of sixty hours during the second semester of 2005. The teacher proposed the following objectives: a) to study the fundamental principles of Applied Linguistics and its importance for the teaching/learning of the English language in Brazil; and b) to lead student teachers to assume a creative and critical position in relation to the processes of the teaching and

learning of the English language in Brazil. The content of this subject included the following topics: the variables of teaching and learning, theories of second language acquisition, and language methodologies (see Appendix B). Alongside the readings, group work and discussions, student teachers had to observe four English classes in an elementary school or high school, preferably in a public institution. The student teachers received a set of suggested questions (see Appendix C) as a tool to help them initiate their investigations into classroom research. They wrote a final paper reporting on their experience and presented this paper to the whole class. The observations were made individually, in pairs or in trios.

### **3.4 The Letras EFL programs**

In order to explain the curriculum of the *Letras Licenciatura* and *Bacharelado* programs in English offered by the Universidade Federal de Santa Catarina<sup>4</sup>, I will use information included in Massarollo (2005). The *Letras Licenciatura* and *Bacharelado* programs in English may be finished in a minimum of 6 and a maximum of 14 semesters. Students may choose to major in teacher education, and work as a teacher, or to have a B.A. in English, which would allow them to work in a number of fields such as translation or language counseling. Usually, up to the fourth semester of the program, also called the basic cycle, all students take the same courses, no matter what their future intentions concerning their careers. From the fifth semester on, when they start the professional cycle, students have to choose between the two options – teacher education or a B.A. – and start taking the subjects which are compulsory for each option.

---

<sup>4</sup> This curriculum was implemented in 1998. Another curriculum is being implemented in 2007.

Since proficiency in the English language is not a pre-requisite for entry into the Letras program, from the first to the fourth semesters of the program novice teachers have to attend subjects in Grammar and Oral Practice of the English Language<sup>5</sup> and Written Comprehension and Production in the English Language<sup>6</sup>. The main goals of these subjects are the improvement of oral performance through the study and practice of the FL grammar and pronunciation, and the development of written comprehension and production. Concerning the Licenciatura Program in the English language, from the fifth semester on, the following sequence of subjects are taken: in the fifth semester, Foreign Language<sup>7</sup> V, which incorporates Grammar and Oral Practice V and Written Comprehension and Production V; in the sixth semester, Foreign Language VI, which corresponds to Grammar and Oral Practice VI and Academic Writing<sup>8</sup> I; in the seventh semester, Foreign Language VII, which encompasses English Grammar and Academic Writing II; and in the eighth and last semester of the course, Foreign Language VIII, which focuses on Discourse Analysis<sup>9</sup>. All of these subjects aim at improving student teachers' communicative competence in the English language through oral and written comprehension and production, as well as developing their lexical and grammatical discursive awareness (Xavier and Gil, 2004, p. 156).

As previously mentioned, students have to choose between a B.A. or Licenciatura at the end of the fourth semester because subjects in the area of general pedagogical education begin from the fifth semester on. These subjects, which include Didactics<sup>10</sup>, the Structuring and Functioning of Primary and Secondary Education<sup>11</sup>, and the

---

<sup>5</sup> Expressão Oral e Gramatical da Língua Inglesa.

<sup>6</sup> Compreensão e produção Escrita em Língua Inglesa

<sup>7</sup> Língua Estrangeira

<sup>8</sup> Escrita Acadêmica

<sup>9</sup> Análise do Discurso

<sup>10</sup> Didática

<sup>11</sup> Estrutura e Funcionamento do Ensino de 1º e 2º Graus

Psychology of Education<sup>12</sup> do not require any other subject as a pre-requisite and are attended by students from different undergraduate courses, not only by students from courses related to languages. Some of the activities developed in these subjects include interviews with teachers, students or school staff, research *in loco*, and class observation. Thus, the context of investigation is not limited to the classroom, but to the school as a whole. In the sixth semester, future teachers are introduced to Applied Linguistics; and in the seventh and eighth semesters they take the subjects Teaching Methodology<sup>13</sup> and the Teaching Practicum<sup>14</sup>, both from the pedagogical educational area. Although the participants in this study had not taken these last two subjects yet, it is important to explain the way that some of the content is developed with the novice teachers, in order to discuss the specific pedagogical knowledge involved in the process of becoming a teacher.

When attending Teaching Methodology, future teachers are supposed to teach three classes, observe three classes of classmates from the same group, and observe the teaching environment of a teacher with his or her normal class groups for six hours, with the objective of implementing and assessing the teaching procedures and activities previously planned. All the materials and class plans developed by the student teachers are supervised by the teacher in charge of Teaching Methodology. Final reports, informal seminars, discussions and collective reflections on the activities previously described are carried out during the semester. In short, this subject aims to provide the pre-service teachers with “analysis, reflection, discussion, and assessment of the various elements of pedagogical practice, keeping in mind the learning of the English language, as well as the planning of practical activities and the experience of living in a school

---

<sup>12</sup> Psicologia da Educação

<sup>13</sup> Metodologia de Ensino

<sup>14</sup> Estágio Supervisionado de Inglês

environment” (The Teaching Plan of the discipline, cited in Xavier & Gil, 2005, p.163), [my translation].

Differently from the Teaching Methodology subject, when attending the Teaching Practicum student teachers have to undertake only practical activities inside and outside the school environment. They have to observe up to 12 hours of classes before they start teaching, and they actually teach eight hours, supervised by the teacher practicum professor who helps them with reflections on their teaching.

To consider the context of the Licenciatura Program in which the participants of this investigation were taking part, it should be mentioned that the 300 hours of teaching practice demanded by the new LDB (Law of Orientation and Foundations of Education, Art. 65)<sup>15</sup>, were not only implemented in the last two subjects described above, but right across the Licenciatura Program through the implementation of activities such as “...the observation, transcription and analysis of classes, interviews and/or questionnaires with teachers and students, the development of school tasks and materials, and school tutoring and assistance, aim to insert the undergraduate students in real teaching environments...” (Xavier & Gil, 2005, p. 167), [my translation]. Some teachers responsible for the teaching of the English Language (as a specific area of knowledge), also make use of activities that lead novice teachers to reflect on classroom practice and create teaching situations. Moreover, the main objective of those activities is to develop a clear relationship between the specific contents of the subjects and those of the school activities in an attempt to promote a dialogic relationship between theory and practice.

---

<sup>15</sup> Lei de Diretrizes e Bases da Educação

### **3.5 Research questions**

The studies of pre-service teachers' beliefs, previously reviewed in Chapter II, have been used as a guide in the construction of the four research questions given below. It is important to mention that, as I have worked within a qualitative study paradigm (see below), I have modified the research questions many times. The Research Questions are the following:

- 1- What are the reasons that underlie the student teachers' choice of the EFL Letras program and what are their expectations in relation to their future careers?*
- 2- What are some of the student teachers' beliefs about what it is to be an English teacher?*
- 3- What are some of the student teachers' beliefs about teaching EFL in public and private schools?*
- 4- What are some of the student teachers' beliefs about the relationship between theory and practice in their education?*

### **3.6 Data collection and analysis**

In order to answer the research questions given above, a qualitative approach was used in this study, in an attempt to “make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 1998, p. 3). In relation to qualitative methods of conducting research and according to Nunan (1992), this study follows an “exploratory-interpretive paradigm which utilizes a non-experimental method, yields qualitative data, and provides an interpretive analysis of the data” (p. 4). I collected information during the second semester of 2005 by means of classroom observation, questionnaires (see Appendixes D, E, and F), interviews (Appendix G shows one of the interviews as an example), and students' reports (Appendix H shows



one of the reports as an example). At the end of the data collection process, there were 12 class observation reports, 51 questionnaires, and 17 tape recorded interviews. The idea of using interconnected methods, or triangulation, reflects my desire to get a better understanding of the subject matter in question since “objective reality can never be captured” (Denzin & Lincoln, 1998, p. 4). The instruments used for data collection are described below in detail.

### **3.6.1 Class observations**

Already in the first observation session, the 25 student teachers who were attending the Applied Linguistics course were told about the purpose of the research and were invited to take part in the study. Seventeen (17) student teachers read and signed a consent form to participate in the study on a voluntary basis (see Appendix I). Participants' anonymity was preserved in every phase of the study. The classes were observed, but no recordings were made, except for note-taking. The class observations provided additional information on contexts unknown to the researcher (such as student teachers' behavior in class, their questions and answers), and which together with the questionnaires and interview allowed the researcher to get to know the student teachers better. Besides having the opportunity to listen to the questions and in-class discussions about the content being taught, a final goal for taking part in the classes as a participant observer was to conquer the student teachers' trust in order to be able to carry out a study in which they felt comfortable to talk and express themselves. I observed a total number of nine classes and was the teacher in charge of two additional classes.

### 3.6.2 Questionnaires

Student teachers were asked to answer three open-ended questionnaires during the semester. The first questionnaire was adapted from an activity presented in the book *Pursuing self development: The self as a source*, by Bailey, Curtis, and Nunan (2001, p. 54), and it was answered in class in order to ensure a maximum level of participation from the students involved in the study. A few students, however, decided to answer and finish the questionnaire at home. The second and third questionnaires were specifically developed for this research. Due to time constraints student teachers were asked to answer the second and third questionnaires at home. They could choose to write their answers in English or in Portuguese.

In the First Questionnaire (see Appendix D), student teachers were asked to recall and write about their past experiences as language learners and about past or present experiences as EFL teachers. It also requested personal information, such as name, age, place of origin, and if they had studied in private or public schools.

The objective of the Second Questionnaire (see Appendix E) was to make students think and write about their bad and good teachers, the kind of students they are, the teacher they want to be, and the teacher they fear to be.

The aim of the Third Questionnaire (see Appendix F) was to expose student teachers' reasons for their choice of the Letras EFL program, the attractive aspects of teaching English as a foreign language and their expectations in relation to their future careers. The student teachers were also asked to express their views about the relationship between theory and practice in the teacher education program.

Due to the reduced number of participants in this study, it was possible to undertake deeper and more careful qualitative analysis of all three questionnaires.

### **3.6.3 Student reports**

As an obligatory assignment for the Applied Linguistics course, the pre-service teachers had to observe four classes of an EFL teacher in an elementary school or high school and write a report about it to be handed in at the end of the course, after their oral presentations. I kept a copy of these written reports, in which the student teachers critically comment on the classes they attended, in order to use the data collected for responding to the third research question of this study. That is, the reports revealed student teachers' perceptions about the in-service teachers' role, and about English teaching in public and private schools.

### **3.6.4 The interviews**

Each of the 17 interviews lasted about thirty (30) minutes and was conducted at the end of the semester. The student teachers were asked a set of open-ended questions in Portuguese based on the themes that had already arisen from the data analysis of the questionnaires. The interviews were thus designed from a more personal perspective, with the questions asked of each student teacher being based on the individual answers that he or she had given previously in the questionnaires.

The student teachers made comments on the role of the EFL teacher, their choice of the Letras EFL program, their expectations about their future careers, English teaching in public and private schools, and the relationship between theory and practice in their education. The idea of conducting the interviews in Portuguese was to put the student teachers at ease, and to avoid making language an obstacle in the study. The interviews were all audio-taped and transcribed verbatim, and then submitted to qualitative analysis. Excerpts from the students' answers were included in the

description of the data in order to illustrate the analysis, as will be demonstrated in Chapter four of this dissertation.

### **3.7 Data analysis**

In this study I adopted a qualitative analysis by directly reflecting upon the data and trying to interpret them (Allwright & Bailey, 1991). By collecting data through different methods, I intended to make use of methodological triangulation and thus to develop multiple perspectives on the same phenomenon as an alternative to validation (Denzin & Lincoln, 1998).

The analysis was carried out in three stages:

1. Reading of the data: answers to the questionnaires, recorded interviews, and student teachers' reports.
2. Identifying common topics.
3. Categorization.

### **3.8 Summary of the chapter**

In this chapter I have presented the method used for data collection and analysis in this study. The context of the study was described, as well as the procedures and instruments for data collection and analysis. In the following chapter, the results of the data analysis will be presented.

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter aims to present the analysis of the data and the discussion of the results. The analysis, from a qualitative, interpretive perspective, was carried out in order to meet the general objective of this study: to investigate student teachers' beliefs and expectations of a Letras program in relation to being an English teacher. The analysis was carried out with data generated from different sources such as questionnaires, interviews and students' reports. The organization of the chapter reflects the research questions that this study attempts to address:

- 1- What are the reasons that underlie the student teachers' choice of the Letras EFL program and what are their expectations in relation to their future careers?*
- 2- What are some of the student teachers' beliefs about what it is to be an English teacher?*
- 3- What are some of the student teachers' beliefs about teaching EFL in public and private schools?*
- 4- What are some of the student teachers' beliefs about the relationship between theory and practice in their education?*

The chapter is divided into four main sections, with a number of additional subsections. The first section (4.2) aims to address research question one. The second section (4.3) focuses on research question two. The third section (4.4) seeks to answer research question three, and the fourth section (4.5) aims to respond to research question four. As was mentioned in the previous chapter, all the student teachers have been given fictitious names in order to protect their privacy.

## 4.2 What are the reasons that underlie student teachers' choice of the EFL Letras program and what are their expectations in relation to their future careers?

This section focuses on the results from analysis of the data collected from questionnaires one and three (see Appendices D and F respectively) and the student teachers' interviews. I focused on what student teachers wrote and stated about their reasons for entering the Letras program and about the expectations they hold in relation to their careers after finishing the university course.

### 4.2.1 Student teachers' reasons for choosing Letras/Licenciatura

As can be seen in Table 4.1, most participants had a common and main reason for entering Letras: their interest in learning the English language and/or improving their knowledge about the English language. As a second reason, they also took into consideration the possibility of getting a job as an English teacher, as a translator or an interpreter.

**Table 4.1**

*Student teachers' reasons for entering the EFL Letras program*

<b>REASONS</b>	<b>Interested in learning the language</b>	<b>Interested in becoming EFL teachers</b>	<b>Interested in having a profession</b>	<b>Interested in having a career that offers a source of income</b>
<b>HOW MANY ?</b>	SEVENTEEN (All of them)	FIVE	EIGHT	TWO
<b>WHO ?</b>	Maia Laura Lívia Lara Beto Regina Renata Ula Tânia Roberta Daniela	Alice Tina Leni Mariana Carla Carolina	Laura Lívia Mariana Beto Carla	Lara Leni Ula Carolina Renata Daniela Regina Alice Roberta Tina

Even though all student teachers expressed their interest in the English language and in learning more about it, **only five of them mentioned a desire to become English teachers** (Beto, Laura, Lívia, Carla, and Mariana). Probably, the student teachers' interest in the language may be explained by the fact that during the first semesters of the Letras program, the learning/acquisition of the FL is the main objective of the curriculum and there are no subjects related to teaching. This may explain the tendency for **student teachers see themselves only as learners of the language over a long period of time**, and a tendency for student teachers to have great difficulty in perceiving themselves as future teachers of this language (Gimenez, 2004). The excerpts below, taken from the students' interviews, illustrate this point:

O que eu percebo muito é que aqui.... **a gente está falando da língua, está aprendendo pra ensinar a língua, então tem muitas disciplinas que são só pra aprender o inglês né**<sup>16</sup> e daí, daqui a pouco, a gente já é professor. (Renata-I)<sup>17</sup>

**... nessa altura do campeonato que eu não sei se eu sou aluna ou professora**, daí você se coloca no lugar de quando você era aluno iniciante, então nesse aspecto foi legal, que daí eu, eu pensei nossa, mas eu não conseguia falar no início, como é que eu quero que meus alunos falem. (Alice-I) [She was making a comment about her process of answering the questionnaires for this study.]

Furthermore, many student teachers believed that **a career as an English teacher is not valued highly enough and the importance of this field of study is not recognized**. The following excerpts show some instances in which the student teachers expressed this attitude:

O professor de inglês é visto como um... eles tão tentando preencher uma aula vaga, **eles colocam o professor de inglês pra não deixar os alunos sem fazer nada**. (Maia-I)

Infelizmente, coitado, ele está lá só pra preencher lugar, eu acho que infelizmente as **escolas não dão muita importância pra língua** (Lívia-I)

<sup>16</sup> The whole Chapter IV is with passages in bold in order to highlight parts of the excerpts that were relevant for the analysis of the study.

<sup>17</sup> Throughout the data analysis, 'I' refers to the interview data. 'I' stands for 'Interview'. 'Q' refers to questionnaire data. In this way, 'Q01' stands for 'Questionnaire 01', 'Q02' stands for 'Questionnaire 02', and 'Q03' stands for 'Questionnaire 03'.

**Olha, eu acho que o professor de inglês é visto como mais uma matéria, que é obrigatória, que tem que ser dada,** mas eu acho que também, por exemplo na cabecinha dos alunos, eles não tem a noção da importância da língua, não, talvez **não dêem tanto valor à língua** por causa disso. (Mariana-I)

**Bom, acho que o Magistério de maneira geral está muito desvalorizado** né, em qualquer área, não só do inglês, imagina a gente viu nas apresentações, pegando 22 turmas, como é que o cara consegue trabalhar de um jeito que fique um bom trabalho... (Ula-I)

**O papel do professor de inglês e de línguas estrangeiras é menosprezado.** (Carolina-I) Na verdade, estou um pouco desanimada com o fato de lecionar, não porque não gosto do que faço, mas **pelas condições atuais da profissão do ser professor no Brasil.** (Carolina-Q01)

**... pra mim ele é desvalorizado....** talvez eles trabalhariam melhor, não ter uma carga horária tão grande, poderiam se dedicar mais a aula se fossem mais valorizados, mas o professor de modo geral é todo mundo assim, não é só o de línguas. (Laura-I)

Ula, Carolina, and Laura (in the last three excerpts) also mentioned the bad working conditions for in-service teachers, and the low value attributed to the teaching profession as a whole in Brazil.

Also, student teachers seem to believe that **it is easier to find a job in EFL teaching** when compared to other areas. According to them: **there is always a place for an English teacher.** This is shown in the excerpts below:

Olha, de professor **tem emprego em tudo quanto é lugar.** (Leni-I)

O inglês se tornou a língua mais falada no mundo inteiro, então cada vez mais as pessoas estão interessadas em aprender inglês, **pode ser um bom negócio.** (Carolina-Q03)

The attractive aspect in terms of career choice is that **it is very easy to find a job,** once English has become an important tool for the other areas, so **people need to learn English and there are many English schools.** (Renata-Q03)

Nevertheless, student teachers recognized they will not be well-paid in the field of education:

Ah eu sou bem realista, eu sei que eu **não vou ganhar muito bem, sei que não tem apoio** assim do governo... (Daniela-I)



Eu acho que tem mercado sim, **claro não é aquela fortuna, não vai sair ganhando, mas tem, eu acredito muito que tenha mercado**, que tenha demanda, que tem necessidade. (Tina-I)

#### 4.2.2 Student teachers' expectations in relation to their future careers

Regarding student teachers' expectations in relation to their careers, the analysis revealed that **many of them are still in doubt about what to do in spite of their decision to take up the Licenciatura option in Letras**. As can be seen in Table 4.2 below, student teachers were divided into three groups: 1) seven students are sure that they are going to become EFL teachers, 2) six are not sure about becoming EFL teachers, and 3) four do not want to become EFL teachers.

**Table 4.2**

*Student teachers' expectations in relation to their future careers.*

EXPECTATIONS	Sure to be teachers (Group 1)	Not sure to be teachers (Group 2)	Do not want to be EFL teachers (Group 3)
HOW MANY?	SEVEN	SIX	FOUR
WHO?	Leni      Laura Livia     Mariana Beto      Carla Daniela	Renata    Carolina Maia Regina    Alice Ula	Lara      Roberta Tania     Tina

In relation to the first group, all of them are interested in undertaking a Masters degree. Leni, Livia, Mariana and Carla want to work in universities. Mariana and Daniela also want to work with translation. Except for Leni, all the others consider teaching English in public schools a possibility. However, only Beto and Carla think that it is their duty to do so, as a way of paying back society for what it has invested in them.

The second group considers the possibility of teaching English, but they do not identify themselves completely with the profession. Yet, these student teachers think

that it is easier to get a job as an English teacher. They are not sure whether to follow an academic career, work with translation or become a FL teacher.

Finally, the third group is not interested in teaching English as a foreign language. Lara, Roberta and Tania do not see any attraction in teaching EFL. However, Lara does not know what to do and feels obliged to teach in order to get a job. Tania wants to be an interpreter or translator. Roberta wants to be a university lecturer in publicity or marketing. Maybe she will teach English privately or even in a private language course if she needs money. Tina wants to be a university lecturer, but in the field of Linguistics.

Hence, the data shows that student teachers' professional identity should be constructed from the beginning of the Letras program (Gimenez & Cristóvão, 2004; Gimenez, 2005a), otherwise the process student teachers go through in order to become teachers might take longer than is expected.

At the end of the Applied Linguistics subjects, Mariana makes positive comments about the activity of observing real classes in schools, and thinks students should start doing this earlier in order to help them decide on whether to pursue either Bacharelado or Licenciatura, or even both if it is the case:

**Mesmo já tendo trabalhado assim eu achei que valeu a pena ir num colégio que eu nunca tinha ido, com pessoas diferentes.... até pra gente poder decidir se a gente vai querer Licenciatura ou Bacharelado, eu acho que isso deveria ser no começo,** ou até assim, como se tivesse um núcleo, tipo na primeira fase, um pouquinho de cada pra gente ter uma noção do que a gente quer fazer **porque a gente não tem noção de como vai ser o curso,** então fica complicado. (Mariana-I)

Another student suggests using the language classes to practice oral skill through the discussion of issues relevant to their professional education:

**Tipo as discussões que a gente fazia nas aulas de lingüística sabe que as pessoas participam,** que as pessoas tem o que dizer, discutir em cima de língua estrangeira, discutir o currículo do curso, discutir literatura se tem mais gente interessada, discutir tradução, **enfim discutir coisas ligadas à nossa área,** e não,

a gente fica sempre discutindo assim, vamos discutir o meio ambiente, não que não seja importante, mas as pessoas não tem mais o que falar, sabe, é uma conversa altamente artificial....(Regina-I)

These findings, therefore, support Gimenez's ideas (2005a) about pre-service teacher education, where she highlights the influence the curriculum might have on the building up of student teachers' professional identities. Gimenez suggests that the way the curriculum is organized, adding pedagogical subjects to the end of the Language and Literature ones, might be one of the reasons<sup>18</sup> for the low identification with the English teaching profession. In other words, postponing pedagogical disciplines until the end of the Licenciatura program contributes to the lack of identification with the profession and to the political aspects involved in teacher education. Moreover, student teachers' professional identity must be understood as something dynamic and multifaceted because student teachers' personal experiences, such as their life stories, memories, and important events lived inside and outside school, must also be taken into consideration as students are not empty boxes (Telles, 2004). Nevertheless, one participant seems not to be aware of all the 'baggage' she brings to the teacher education course. She makes the following comment when arguing about the necessity of using theory and practice together:

... agora eu vou sair daqui com a teoria, só que eu nunca tive prática, então quando eu chegar a dar aula, se eu vou lembrar sabe, então eu acho que o durante é **interessante porque você chega sem nada, passa pelo processo de aprendizagem e de repente você consegue desenvolver um trabalho legal.** (Carolina-I)

Among the participants in this study who consider the possibility of teaching English, are those who want to teach only in private contexts, though some of them have never studied or taught in private schools before. They end up making their

---

<sup>18</sup> (Gimenez, 2005a) Government policies are also possible causes to the low prestige of the profession: low salaries and recent educational projects that have focused much more on the evaluation and definition of the orientations translated into documents than on a political project of professional education. (p. 342) [My translation].

choices based on their beliefs about teaching in private and public schools. Therefore, teacher education may contribute to student teachers' development by making them aware of their own beliefs, problems and needs, and by giving them an objective in looking for helpful ideas from other sources, theorizing about these ideas, and in learning the habit of reflection (Gimenez, 2004). It is of major importance to develop student teachers' critical reflective practice in order to make them feel as though they are members of a profession and responsible as such. This might make them aware of their role as educators, and of the social and political aspects of teaching (Celani, 2001).

Another interesting point revealed by the data is **the distinction student teachers make between the occupation of FL teaching and the FL teaching profession**. They seem to be in accordance with Celani (2001) who argues that the former would be performed by a teacher who is trained to act like a technician, who knows more efficient techniques for the teaching of a second language and is paid for this. The latter is performed by a teacher who learns to act like an educator, a researcher of his own practice who worries about preparing students for life. As Wallace (1991) wisely puts it:

... in "profession" we have a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public good it brings, but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication. (p. 5)

For Roberta, for example, to teach English in regular private schools demands much more from the teacher than to teach in private language courses. Thus teaching in regular private schools is a profession, whereas in private language courses it is just a temporary job:

Escola de línguas de repente sim, mas não em escola, tem que ter um envolvimento muito grande, tem que ter uma questão de tempo também que aí **não é mais como bico é um emprego daí né.** (Roberta-I)

Similarly, the job market helps to reinforce the idea of teaching a foreign language as an occupation instead of a profession. Private language courses do not usually hire professionals who have a degree in education, which is not particularly valued. Instead, a certain fluency in the language and an interest in teaching are considered adequate credentials for teaching. Additionally, it is still common in regular schools to have teachers from other subjects teaching English in order to complete their teaching schedule, because, for different reasons, schools often have to deal with a lack of English teachers (Paiva, 1997).

Laura, Beto, and Regina define the teaching of a foreign language as a profession, which seems to be the opinion of all the students who really want to become teachers and of the students who consider FL teaching a possibility. This generally seems to be the view of those for whom commitment is a key word in being “a good teacher”. See some of the excerpts below:

**Teaching is not only a job with a salary at the end of the month; teaching is her life, her way to help the students to be better people.** (Laura-Q02) [Writing about her best teacher.]

**Eu acredito que quando você resolve ser professor, você já sabe que está entrando num meio inóspito, então se você entrou você tem que ter alguma coisa no teu bolso que vai te garantir essa sobrevivência. Eu acredito que isso chama-se comprometimento. Se você não está comprometido com uma coisa não faça, não vem depois com a desculpa que o governo não ajuda, os alunos são revoltados, então não entre.... Eu não estou aqui pelo dinheiro, não tem dinheiro. Eu estou aqui pra ser o melhor professor que esses alunos possam ter.** (Beto-I)

**I want to be a teacher who has a relation of respect with the students and with the education as a whole. I fear to be a teacher who is only teaching for the money** (although I am sure I won't become richer by teaching). (Regina-Q02)  
I really like teaching. In my opinion, an attractive aspect would be simply working with education, because people always say that education is the solution for a better world, so **when we become teachers we have the chance to contribute directly with a change in the world.** (Regina-Q03)

Only one student teacher points out the influence of the school system on the teacher's job, when she states in the following excerpt below:

**O professor nunca está sozinho, ele tem que estar em conjunto com o colégio todo** assim sabe, o sistema todo, então é difícil falar assim é o papel do professor, não, **o papel é de todo o sistema educacional porque o professor não faz nada sozinho...** (Tânia-I)

Therefore, without excluding the responsibility of the government in elaborating and implementing policies that value and support teachers and education as a whole, it seems that the earlier the Letras/EFL program starts focusing on developing student teachers' professional identity, the greater the chances of having committed future teachers proud of their profession and engaged in preparing students for life.

### 4.3 Beliefs about being an English teacher

The analysis presented in this section is intended to unveil students' beliefs about what it is to be an English teacher, what constitutes a good teacher. In this section, the data comes from the tape-recorded interviews and mainly the second and the third of the three questionnaires (see Appendixes D, E, and F).

#### 4.3.1 The essential qualities of a good teacher: friendliness, creativity and helpfulness

The results show that the following adjectives are most frequently used to describe the good language teacher: *friendly, creative, and helpful*.

a) 8 out of 17 student teachers consider it important to be **friendly**:

One of my best teachers used to be **friendly** and mainly understanding. (Tania-Q02)

Eu aprendi na sétima série com um professor baiano que era **muito amigo da gente**, a gente morava num bairro pobre,... a violência ainda não estava arraigada, ainda tinha aquele respeito entre professor e aluno... a gente gostava muito dele, respeitava muito aquele professor, então inglês foi com ele. (Beto-I)

What made him good was the fact that besides the teacher, he **was a friend of everybody** in the classroom. (Alice-Q02) [Talking about her best teacher.]

I want to be a **friendly teacher** that is able to be understood by the students. A teacher that everybody likes. (Maia-Q02)

Her goal in class seems to be to make the students fascinated to the subject and she does this by being a **friend for her students** and not only a teacher. (Laura-Q02) [Talking about her best teacher.]

A melhor professora que eu tive foi na terceira série primária. Ela era super **carinhosa, atenciosa** e procurava dar atenção para todos os alunos. Um outro ótimo professor que eu tive foi na universidade. Ele também era super **atencioso**, muito inteligente, alegre e **compreensivo**. (Carolina-Q02)

**I want to have my students as “friends”** and not like THE TEACHER and the “poor student”. There is a kind of cold distance between these names. I’m there to help them and not to rule on them. (Leni- Q02)

The excerpts above reveal that many student teachers believe that the teacher will be respected if she or he is popular among students and friends with them. Thus, it seems important for these student teachers to be liked by their students.

b) 7 out of 17 student teachers think it is important to be *creative*:

I plan to bring always **different exercises and activities** to class to make students understand better and participate more. (Lívia-Q02)

I like when teachers challenge students. **Several kinds of activities should be created**, with different aims. (Tina-Q02)

... a magician with many rabbits inside the hat, because **teachers have to have tricks to conduct the classes and they have to be new ones**. (Alice-Q03) [Using a metaphor to describe the good teacher.]

She used to motivate the students **doing different activities** such as games. (Tania-Q02) [Talking about her best teacher.]

Well, I want to explain subjects in the way everybody understands, and **to do it in many different ways** to not make the students bored. (Leni-Q02)

I want to be able to catch their attention and **to teach them using different medias** and exploring their capacity to learn the language. (Daniela-Q02)

I think that what 'called my attention' was **the different kind of classes**, with music, on the lab, and so on... (Mariana-Q02)

In short, student teachers believe that the teacher can call students' attention and keep them interested in the subject being taught by being *creative*. As a result, by being

creative teachers would be able to avoid boring classes, which, in their opinion, would facilitate learning. Some of the student teachers, Livia, Tina, Leni, and Daniela, for example, seem to believe that it is not enough to simply promote a pleasant and fun class. In their excerpts, *creativity* seems to be linked to the teachers' capacity for use different teaching strategies in order to accommodate different styles of learning.

c) 6 out of 17 say it is important to be *helpful*:

A figura da professora que todo mundo imagina é ah, todo mundo tem que respeitar, tá ali bonitinha.... só que o meu objetivo como professora nunca foi esse, eu sempre gostei de pessoas, então **por mim, eu podia sentar do lado de um aluno e ficaria ajudando ele, isso pra mim é ser professora...** (Leni-I)

She used to ask us to solve a problem in the blackboard and **we could count on her to help us.** (Daniela-Q02) [Talking about her best teacher.]

Eu gostaria de poder **ajudar meus alunos** e fazer com que eles se interessassem pela minha matéria. (Carolina-Q02) Eu acho que ter uma aula com um professor que te entusiasma, no sentido de **te ajudar a passar pelas dificuldades** é ótimo. (Carolina-Q03)

When we finished the course, we used to meet in a colleague's house to talk in English and he used **to help us.** (Alice-Q02) [Talking about her best teacher.]

I hope to be able **to help** them (students) to like the learning of English or **anything they need assistance.** (Lívia-Q02)

A good teacher = amigo, que possa compreender cada pessoa com seus diferentes problemas e dificuldades e **tentar ajudar** no que for possível. (Tânia-Q03)

Similar to the excerpts in (a), in which *friendliness* is highlighted as an important characteristic of the good teacher, the excerpts above (c) reveal that there is also a belief that the personal relationship between a teacher and his or her students is a key factor in this teacher's professional success. Ortenzi, Mateus, Reis, and Gimenez (2002) cite the work of Furlong and Maynard (1995) who situate this belief in the idealized initial phase of student teachers' development, in which they express the ideal image of the teacher they would like to be: caring, friendly, popular and motivated and also relate this to the relationship they would like to have with their students: friendly, respectful,



joyful and pleasant. According to Furlong and Maynard, these student teachers' beliefs are very simple and sort of naïve in this initial phase. Moreover, they argue that these beliefs are left aside as soon as the student teachers' personal survival is challenged when they start their practicum and have to face the reality of the classroom.

#### 4.3.2 Motivation

As is apparent in the excerpts below, although student teachers recognize students' motivation as a key element in the learning process they attribute *the responsibility for motivating students to learn English* to the teacher, because for most of them, the teacher should be able to make students interested in the language:

All my best teachers were people who had the ability **to make the students become interested** in the subject they were teaching. (Regina-I)

I hope to be able **to help them [students] to like the learning of English.**\_(Lívia-Q02)

Similar to the findings of Barcelos (1999), which were mentioned in Chapter II, Daniela also emphasizes *the responsibility of the teacher for the ability of the students to learn*:

**Ah é bem de responsabilidade assim, ta, ta responsável pelo, pelo conhecimento dos alunos assim....** tem que ta bem é, preparado pra tornar isto mais fácil pra eles né, porque hoje em dia os alunos não querem mais, não tão muito é com vontade de aprender... (Daniela-I)

Interestingly, the student teachers seem to hold the belief that if there is motivation, the students will learn (Ortenzi et al., 2002). Additionally, many student teachers seem to believe in a simple and idealistic view of *the role of the teacher in promoting a pleasant process of learning English, without conflict* (Barcelos, 1999).

This is exemplified in the excerpts below:

A teacher who **makes the students very happy** and thirsty for more knowledge. (Maia-Q02) [Talking about the teacher she would like to be.]

A good language teacher is like a good and comfortable pair of shoes when you have to walk a long way. The comfortable shoes will make the walk easier and enjoyable, just like **the good teacher will make the learning of English more pleasant and comfortable**. The bad teacher is that bad pair of shoes that hurt your feet. (Lívia- Q03)

Moreover, in order to have motivated students, some student teachers claim that *teachers should explain to students the reasons for learning English*, by providing examples of concrete situations in which English can be useful. The excerpts below exemplify these ideas:

... acho que o professor de inglês, ah tem que ensinar a língua, acho que ele podia fazer **o papel de abrir um pouco a cabeça dos alunos também assim em relação ao exterior, porque tem aluno que é muito, ah vou aprender inglês por que, não sei o quê, às vezes nem sabe a necessidade do inglês**, se bem que hoje em dia está na internet, tá em tudo né. **Acho que podia mostrar a importância, se eles não teriam vontade de viajar, de conhecer um pouquinho das culturas**, pode falar como é e daí o aluno fica empolgado, nossa eu quero aprender porque eu quero viajar um dia, alguma coisa... Caso de escola, eu acharia legal **ênfatizar como é bom pro, até pra um emprego**, o inglês já é um, vários pontos à frente. (Leni-I)

Acho que é colocar, principalmente **colocar na mente dos alunos que o inglês é importante**, assim de vez em quando eu fico me imaginando como professor né e aí eu penso que o primeiro dia de sala de aula eu vou explicar pros meus alunos o porquê o inglês é importante.... **vocês sabiam que com o inglês dá pra fazer isso, isso e aquilo, dá pra viajar, conversar com outras pessoas, coisa e tal, explicar a importância do inglês pra eles**, porque talvez os próprios professores não percebam o quanto o inglês é importante pra eles. (Lívia-I)

... eu tento nesse sentido, tentar conscientizar neles da importância, **mostrando as várias possibilidades de se trabalhar com o inglês, ser intérprete, estar lá conversando com uma pessoa de fora, ou conhecendo gente pelo chat, gente do mundo pra falar inglês também**. (Mariana-I)

People feel the necessity (like I had) of knowing the language for **getting a better job, traveling, reading, accessing the internet** and so on... **It's a matter of first choosing the way you're going to live, which are your possibilities of using the language for then, decide if it is important or not**. (Alice-Q01)

Ula, talking about her teaching experience, relates students' motivation with students' participation in class, which seems to influence the level of confidence in her work. *The more motivated students feel about participating in the activities proposed*

*by the teacher, the more confident the teacher gets about students' learning* (Dutra & Magalhães, 2000). The next excerpt demonstrates this idea:

... **eu sou muito preocupada com a motivação**, pra mim quando dá errado é quando eu percebo que eles **não gostaram da atividade**, acharam que não aprenderam muito com ela, ou não se motivaram, **não se envolveram na atividade que eu preparei, daí pra mim isso deu errado**; daí eu tento fazer de um jeito diferente. ( Ula-I)

Roberta presents a different point of view from the student teachers above. *She approaches the issue of motivation as something intrinsic and personal*. The excerpt below was taken from her interview:

Acho que a pessoa tem que estar motivada pra aprender a língua, e **é difícil você colocar uma motivação numa criança de dez anos, ou ela tem ou ela não tem....** então você tem que tentar motivar ela pra ela saber pelo menos o que é o inglês e à partir daí, ela pode não desenvolver essa, **essa vontade que é muito pessoal** eu acho...abrir a cabeça dos alunos sabe, **mostrar um mundo diferente....** (Roberta-I)

Also, she inserts knowledge of English in a multicultural world of global relationships (Moita Lopes, 2003):

Mas, sobre a importância, hoje tem a questão do mercado também, de ter que, o inglês virou pré-requisito pra se eliminar candidatos, você pode nem usar inglês no seu trabalho, mas ele vira uma maneira de tipo **esse aqui não sabe falar inglês, ele não está antenado com o mundo**. (Roberta-I)

Furthermore, Beto believes a teacher motivates his students by showing them the importance of knowing English as a resource for examining and understanding the world in which we live in (Moita Lopes, 2003). He has a more critical view toward the teaching and learning of English, in light of the connection between language and socioeconomic power: “what does it mean to learn English in the light of current global power relationships?” (Cox & Peterson, 1999, p. 434). He points this out in the following excerpt:

... **se você não pode com o inimigo uma-se a ele**. Se bem que a história mostrou que os grandes impérios ruíram né... mas enquanto isso **é legal nós conhecermos a língua deles, saber o que eles estão falando quando apontam o dedo pra**

**nós, ler, ver um filme e entender o porquê daquele filme...** E isso eu passo pros meus alunos, eu xingo o George Bush nas aulas o tempo todo, eu xingo quem vai lá pra Disney e volta com chapeuzinho do Mickey, eu xingo entre aspas né, eu critico, eu ataco, eu sei que eu tenho esse defeito, eu tenho a língua muito afiada, uma hora eu ainda vou me prejudicar... Eu acho que **inglês é uma ferramenta, só que também poderia ser usada a ajudar a conscientizar nossos alunos do mundo em que a gente vive.** (Beto-I)

Carla, on the other hand, believes that *a good teacher should not impose his or her ideology:*

Acho que muitos [teachers] hoje estão em sala de aula fazendo o papel **de ir contra a ideologia inclusive, mas contra no sentido ruim também**, no sentido assim, a gente está aprendendo inglês, mas o Bush é ruim sabe, eles até botam o aluno contra os EUA como se os EUA fosse o Bush...todos os americanos não pensam do mesmo jeito.... **Então é complicado impor o jeito dele pensar nos alunos também né.** (Carla-I)

And she also believes that the teacher can *motivate students by committing himself or herself to the students' learning needs.* She makes reference to this idea in the excerpts below:

**Uns [teachers] se destacam positivamente porque demonstram estarem engajados no aprendizado do aluno.** Em outras palavras, não vão para sala de aula apenas para cumprir horário. Eu percebo que **isto influencia muito não apenas na minha aprendizagem de fato, mas também na minha vontade de aprender.** (Carla-Q01)

Certas vezes eu detestava a disciplina, mas **acabava criando uma certa empatia pela disciplina devido ao grau de engajamento do professor** (Carla-Q02) [Writing about her best teachers.]

As can be seen in all the excerpts above, motivation is an important element in the teaching and learning process since it is related to students' needs, wishes, and interests. However, teachers cannot be considered the only ones responsible for students' motivation. I agree with Freire (1987) when he says that “nobody motivates anybody, and nobody motivates themselves, because men motivate each other together, mediated by reality” (p. 86, cited in Fonseca, 1999) [My translation].

### 4.3.3 Controlling

In the excerpts below, we see again that the teacher is considered responsible for the learner's behavior. In this case the assumption is that *the teacher has to lead students to participate in class*. It can be seen that the student teachers below expect the teacher to take the initiative of asking them to participate in class, probably due to the fact that they consider themselves too shy to do this on their own:

**The best teacher is who asks the students to do things**, to read, to participate in the class. It is important that **this attitude comes from the teachers**, because there are lots of students who are shy and are not in the mood to participate by their own initiative. (Lara-Q02)

Mas tipo tem pessoas como eu assim [shy] que não participam muito das aulas, **só se o professor chegar e perguntar diretamente para mim, espontaneamente é meio difícil eu participar....** Até nesse semestre a professora, ela faz a gente resolver os exercícios em casa e daí durante a aula ela corrige, vai chamando aluno por aluno pra dar a resposta, aí a gente acaba participando mais, né. (Daniela-I)

Well, I don't participate much in the class, but that's because I am not a talkative person. **When asked to, I make my contribution.** (Lívia-Q02)

The findings here corroborate Carmagnani's findings (1993, cited in Barcelos, 1999) from a study with Letras students from a private institution, in which the author reports the student teachers' resistance to a more autonomous conception of learning. She attributes this behavior to Brazilians' understandings of the learning process, which is represented by the idea that the teacher is the one who leads and shows the way for students. This conception reflects a long tradition of teacher-centered methodologies, mainly applied in Brazilian institutions, that become obstacles to the development of a more autonomous process of learning. The following excerpts show the way some student teachers see themselves as learners:

a) *who only do what they are supposed to do:*

**I am an average student.** (Maia-Q02)

**Most of times I do everything the professor asks us to do**, like read texts or hand in some papers. When I don't have time to do it I feel terrible, not confident to go to the class and participate on this. (Leni-Q02)

I think I am a good student, although **I admit I could be more dedicated** sometimes, **but I try to do what I am supposed to**. (Renata-Q02)

**I am a student that is always worried about what I am supposed to be learning** and even though I don't like everything that I study I try to do my best in every subject. (Ula-Q02)

**São poucos os alunos que se interessam a ir além do curso, que não vão fazer só as obrigatórias e se limitar à aquilo....** Eu acho que a minha crítica ao curso de inglês não se resume, não é uma crítica aos professores e ao currículo, é uma crítica ao curso como um todo, **eu acho que os alunos são extremamente limitados assim, limitados não de não terem capacidade, mas de não quererem ir além, se auto-limitam...** (Regina-I)

b) *who are concerned with grades:*

I usually pay a lot of attention to the professor's class, so I don't need to spend much time studying when we have a test. **It seems that works quite well because, so far, I still have good grades.** (Leni-Q02)

[Students are] **dependentes e preocupados com notas.** (Regina-I)

c) who believe that *the teacher controls their learning* by deciding what is to be learned:

I only do what I have to do on time if I like the subject and the teacher, otherwise **I do only when the teacher is almost "killing me" to do it.** (Maia-Q02)

Generally in each semester **I give extra attention to some subjects because the teacher is very demanding or** because I am very interested in the subject. (Renata-Q02)

Contrastingly, other student teachers see themselves *as responsible agents for their own learning*, as can be seen in the excerpts below:

I have always been a very hard working student, **I don't like to study the subjects just to study or to get good points – I am concerned in really learning (and not pretending to learn), even if I do not do well in tests and exams.** (Regina-Q02)

**Eu sou uma ótima estudante**, talvez pelo fato de eu ser mais velha, por não possuir mais uma família que me dê suporte, **saber das responsabilidades da**

**vida e saber que a vida é bem mais difícil que uma faculdade. Sou esforçada e nunca faço nada mal feito ou pela metade.** (Carla-Q02)

**I like challenges**, doing things with a clear aim.... **to feel that I make part of the 'construction' of the class.** (Tina-Q02)

I think **it depends on me to become a good professional**, I have to dedicate a lot of time to do it and keep studying on it, keep in touch with the foreign language... (Mariana-Q02)

These same student teachers seem to understand their role in *guiding their future students to become independent and critical learners* (Barcelos, 1999), which is shown in the following excerpts:

I want to be a teacher who can answer my students' questions, but at the same time, **who can motivate them to ask questions I cannot answers, who can motivate them to think for themselves.** (Regina-Q02)

Sonho em ser aquela professora que avalia o que os alunos ou alunas sabem, não o que eles ou elas não sabem. **Sonho em ensiná-los a pensar por si próprios, a ter idéias próprias e não reproduzir o que ensinamos na universidade ou nas escolas.** (Carla-Q02)

The good language teacher = **Motiva o aluno a buscar seus interesses próprios, a reconhecer suas qualidades.** (Tina-Q03)

Ortenzi et al. (2002) suggest that student teachers generally believe that there is a strong bond between motivation and discipline in the classroom, and that although there are many other possible causes for lack of discipline, such as uninterested students, school culture, and unprepared teachers, student teachers prefer to explain lack of discipline in the classroom by connecting it to the students' lack of motivation. This can be seen in the excerpts below:

**Uma coisa que frustra muito o professor é a falta de motivação dos alunos....** eu sei que a professora não era o exemplo de professor sabe, não é isso, só que também não da pra culpar ela porque **era simplesmente uma situação caótica**, os alunos corriam por cima das cadeiras, quase tiravam a calça, um ficava passando a mão em outro, fazendo gestos obscenos, **só se tiver uma personalidade de ditador pra poder controlar** um ambiente daquele e eu não tenho.... **era uma turma de repetentes na maior parte, então já tem essa desmotivação intrínseca assim.** (Renata-I) [Talking about her experience of observing classes in the public school.]

... ah é aquela estória, isso de qualquer lugar assim, tu tá na frente pra tu falar pra um grande público, pra tu apresentar, **pra tu controlar aquele público**, e se é um público que tem interesse, é mais fácil, mas se é um público que não tá querendo nada com nada, que é o caso da escola pública por exemplo, aí dobra a dificuldade, daí tem que ter muita técnica, muito tato, tem que, ou se não tu vai ser o professor déspota, ruim, o professor chato, exigente, ou tu vai ser aquele professor bobo que todo mundo pisa em cima, que não tem controle sobre nada. (Lara-I)

The student teacher's comment below shows her belief in *the role of the teacher in looking for an appropriate balance between the teacher's control and the learner's initiative*:

... acho que tem que ter um certo **controle da turma** porque nem sempre tu tá lidando com pessoas que tem a mesma educação, formação.... **Então também acho que o professor não tem que ser um que deixa os alunos levarem e também levar a aula como se fosse um ditador**. Acho que ele tem que mais ser assim que nem a G. [her Applied Linguistic teacher] falou, **interagir e tentar passar a ser um mediador** sabe. (Tânia-I)

Other student teachers emphasize *the need for the teacher to have control over classroom management*:

... a professora era substituta, não sei de onde que arranjaram ela e ela não foi muito boa, **ela não tinha o controle da sala** e não conseguia **passar** o material que ela tinha que passar. (Maia-I)

...[teachers] que conseguem fazer aulas chatíssimas, aulas improdutivas enfim, que realmente não tem didática, **não tem domínio da situação da sala de aula**... (Regina-I) [Talking about some teachers she disliked.]

O primeiro dia não saía a voz, mas eu tentei mostrar confiança né porque eu pensei **se eu ficar com medo da fera a fera me come**.... Então a cada aula que ía eu ia ganhando mais auto-confiança e conhecendo melhor a realidade deles. Então resumindo, no segundo dia eu já falei melhor, no terceiro dia eu já falei melhor e aí acabou, eu passei **a dominar** a sala. (Beto-I) [Talking about his first teaching experience in a public school.]

I agree with Stevick (1980) who states that “some kind of 'control' is necessary for the success of any human undertaking” (p. 17). The challenge is in reconciling the centrality of the teacher with the centrality of the learner, or in other words, the 'control' of the teacher with the 'initiative' of the student. According to Stevick, what frequently occurs is that the teacher, in the name of “exercising control”, also monopolizes



'initiative' by telling the student, for example, which line of the drill to produce, which question to ask or how to answer it.

#### 4.3.4 Language proficiency

As mentioned in the review of the literature in Chapter II, one of the necessary competences that teachers must develop is the linguistic-communicative competence, which consists of the knowledge and specific skills that teachers have in the target language, and which allows them to produce meanings via communicative experiences. Student teachers recognize the need to be proficient in the language, and connect the mastering of this competence to other characteristics (Almeida Filho, 1993, 1999). Lara, for example, associates being proficient in the language with being respected by students. Also, proficient teachers usually feel more confident in the classroom. Poor command of the language can affect teachers' self-esteem and professional status, interfering with the pedagogical requirements of a more communicative approach to the teaching of English (Lima, 2001). Lara makes the following comment:

Quando a gente tiver estagiando e isso já de cara **tem que ter uma certa prática no falar porque se não a gente pode passar meio que por boba lá na frente da criançada né, segundo grau também é gente maior e começa a gaguejar já porque está nervosa aí já não tem muita prática, não tem muita fluência no inglês, então eles deveriam treinar mais isso...** (Lara-I)

In the excerpts below, five other student teachers also emphasize the importance of being proficient in English. Nevertheless, they seem to have different conceptions of proficiency. Similarly to Lara, Leni also relates proficiency to **being fluent in the language:**

And after **my trip** to US I'm **more confident** in teaching. (Leni-Q01) Me ajudou bastante, porque antes eu falava e será que tá certo, será que não tá, será que soa legal, não tinha todo aquele input né do estrangeiro, e aí quando eu voltei ah agora eu sei.... **Ter o accent é legal, mas não é o importante, o importante é se comunicar.** (Leni-I)

Roberta and Mariana highlight the need **to have good pronunciation**:

... então pra quem está fazendo letras tentar, é difícil, acho que a gente nunca vai chegar a não ser que passe anos morando fora, **uma pronuncia semelhante ou igual a de um nativo, mas acho que é importante porque você vai reproduzir a língua entendeu**, você vai continuar, vai dar aula, **você é a fonte dos alunos naquela língua**. (Roberta-I) [Talking about the importance of student teachers having a good pronunciation.]

I like to be in contact with children, my experiences have been satisfactory, but I know I have to improve more in order **to have a proficiency in English to teach... I want to travel abroad with the intention to improve my English (that I am not satisfied at all)**. (Mariana-Q03)... eu acho que é de suma importância, a gente deveria ter em todas as fases, **durante todo o período que a gente estivesse fazendo o curso de graduação deveria ter o laboratório de pronuncia**. (Mariana-I)

Alice and Regina's views of proficiency are related to **knowledge about the language**:

I've had many bad teachers in high school and in a private school too. **They did not know how to speak properly**. Many thought that just because they traveled abroad, they knew how to speak and give classes. (Alice-Q02)

Those teachers also **dominated very well the subject they were teaching** and were able **to relate this with other subjects, other study areas**. (Regina-Q02)  
[Writing about her best teachers.]

In the case of the foreign language teacher, what makes proficiency such a relevant issue is that the English language happens to be the object of study while at the same time being the means through which communication takes place in the classroom between the teacher and the students.

#### 4.3.5 Continuing education

Several student teachers claim that *the good teacher must always be studying* and they highlight the idea that knowledge is in constant change, implying that teacher education is a continuous and endless process (Leffa, 2001). In this respect, Shulman (1987) says that “a knowledge base for teaching is not fixed and final... It will,

however, become abundantly clear that much, if not most, of the proposed knowledge base remains to be discovered, invented, and redefined” (p. 12, cited in Lima, 2001, p. 148). The excerpts below suggest the importance of continuing education:

Cobra que não anda, não engole sapo. **O professor que não se atualiza e não usa as tecnologias a sua disposição para se reciclar, e não faz uma auto-análise de seu desempenho fica parado no tempo utilizando teorias que foram superadas...** (Beto-Q03) Eu estou aqui pra ser o melhor professor que esses alunos possam ter, o melhor professor que eu possa ser, o máximo que eu puder fazer, **então vou ter que conhecer as teorias, vou ter que buscar me aperfeiçoar o tempo todo pra que eu seja um professor que eles mereçam...** (Beto-I)

... eu acho que depois que se formam, muitas pessoas começam a trabalhar e aí vira um emprego, não é mais um trabalho de coração, é um emprego pra ganhar um dinheiro no final do mês. Então aquilo que eles aprenderam há vinte anos atrás continua valendo hoje. **Eu acho que a pessoa tem que se reciclar...** (Laura-I)

**We need always to be improving** our techniques and vocabulary, everything along the teaching life. **We cannot stop in time.** (Leni-Q03)

**As we work with knowledge we must keep informed, researching, improving.** We cannot graduate and 'stop our brain growth', we must be interested on world evolution. (Mariana-Q03)

... uma parte muito importante que é tentar **fazer uma pós, se especializar em algum assunto, poder estudar mais sobre aquilo, porque todo conhecimento é válido**, sempre vai estar passando pro aluno alguma coisa do que tu tá aprendendo. (Tânia-I)

#### 4.3.6 Enjoying teaching

Enjoying teaching is another characteristic that the student teachers associate with the good teacher. For instance, Alice and Laura make comments on the relationship between teachers who enjoy teaching and students' motivation:

His best quality was that **he enjoyed English** and so he could pass it to the students. He was the person that **gave me stimulus to enjoy English too.** (Alice-Q02) [Talking about her best teacher.]

The best teacher I've ever had is an English teacher who really **loves teaching**.... her most important characteristic towards teaching is her **passion for her profession.** (Laura-Q02)

Five other student teachers also stress the importance of enjoying teaching. In this respect, it is generally believed that by conveying enthusiasm and conviction, the teacher helps to create more comfortable atmosphere in class, thus leading students to feel less anxious and more relaxed (Stevick, 1980). Many student teachers express similar views in the excerpts below:

As principais qualidades dos melhores professores e professoras que tive são engajamento com a aprendizagem do aluno e **amor pelo que fazem**. (Carla-Q02)

I only want to be a teacher **if I like what I am doing**, from the moment I don't like it anymore, I quit teaching. (Regina-Q02)

The best teacher I've had... he knew what he had to teach and **liked the subject**. He seemed to believe that what he was teaching was really important and interesting... **The bad teachers I've had usually seemed to hate what they were doing**...I want to be a teacher that **enjoys teaching**. (Ula-Q02)

The best teachers I had were the ones I could see they **love teaching English**; you could realize that in the way they acted: **they were very dedicated**... (Renata-Q02)

Teachers who are fond of teaching are usually interested in students' needs and learning. Several comments were made by student teachers in the excerpts below emphasizing the role of the teacher in setting the interpersonal atmosphere in class. According to many pre-service teachers, *students feel more motivated to learn with teachers who care about them and are aware of their needs*. The examples below illustrate this view:

... **eu acho que falta assim um pouco de empenho dos professores pra tentar se aproximar dos alunos**. A gente teve, as melhores aulas que a gente teve foram com professores que sabiam nosso nome, sabiam como era nossa turma, sabiam o nível de cada um, porque é diferente, não adianta assim, aquele professor que entra em sala de aula, que senta na cadeira dele e **dá aula como se todo mundo fosse uma massa, não rende, é desestimulante e eu acho que não é tão produtivo**, não é tão gostoso pra gente, não aprende tanto. (Roberta-I)

... não sei se eles têm mais ênfase na pós mesmo e a graduação é considerada segundo plano, o que sobra de tempo, o que sobra de professor, o que sobra de mestrando, entende tudo isso eles jogam pra graduação; **os nossos anseios, as nossas dúvidas, o que a gente precisa saber, nada disso parece que eles se empenham em ajudar a gente**. Algumas exceções a gente vê e eles são

maravilhosos, eles dão tudo aquilo que a gente sente falta, eles suprem a gente... (Carla-I)

He was a kind person and **worried about our learning and about our personal life**. (Lívia-Q02) [Writing about her best teacher.]

The teacher I fear to be is someone who goes to work as if it were a torture session, **who doesn't enjoy the moments spent with the students and doesn't care about them**. (Ula-Q02)

The bad teachers were people who **didn't want to be teaching**...Most of them **didn't know the students necessities in order to learn**, and what is even worse, they didn't seem to want to know that. (Regina-Q02)

#### 4.3.7 Knowledge transmitter or knowledge co-constructor?

In addition to the features discussed above, many student teachers believe that a good teacher must know how to transmit knowledge. By analyzing the student teachers' actual words “saber passar o conhecimento”, we can notice their emphasis on the teacher's methodology:

É o professor que sabe **passar o conhecimento** que ele tem porque tem professor que tem muito conhecimento mas **não tem a tática pra passar isso pro aluno** e aí o aluno não se importa se ele está com um cara lá que sabe tudo, um crânio mas não sabe **passar o conhecimento**, então o professor eficiente é aquele que sabe pra si e sabe **passar** pros outros (Lara-I)

... eu já encontrei diversas pessoas, diversos professores aqui e nas Ciências Sociais que eu não tenho a menor desconfiança da capacidade intelectual deles, eu sei que são pesquisadores maravilhosos, que escrevem artigos geniais, que são realmente muito bons e que quando chegam na sala de aula **não conseguem passar nem um décimo do conhecimento pros alunos**... (Regina-I)

The idea of the teacher acting as a mediator, someone interested in students' needs (as mentioned previously), or as a provider, is contradictory. If the teacher is considered a mediator, students are there to actively co-construct knowledge, but if the teacher is considered a provider, students are there to receive and absorb knowledge as a ready-made final product. The following excerpts reflect this conflicting idea of the role of the teacher:

Olha eu acho que o professor de inglês é visto como ferramenta, mas eu acho também que deveria ser passado **como provedor** ou de repente **o mediador** pra ter o contato com essa língua, a forma que é trabalhada a disciplina eu acho que é muito assim maçante, é sempre repetitiva e o aluno **não absorve**, ele vai pras férias e quando ele volta ele não sabe mais nada ... (Mariana-I)

Acho que ele [the teacher] tem que mais ser assim... interagir e tentar passar a ser um **mediador** sabe... talvez mais tarde eu sinta necessidade de **passar** meu conhecimento sabe... (Tânia-I) [Talking about the role of the teacher and considering the possibility of teaching later on.]

... o professor de inglês é como qualquer outro professor... além de **passar o conhecimento** da, da própria disciplina no caso, mas também **gerar discussões** para quem ta sendo ensinado ver a prática dessa estória toda... **não é só ensinar de uma maneira mecânica...** (Alice-I)

A opinião dos alunos em relação a mim, acho que era o mais, eu queria agradar sempre, sempre. E aí agora, não vejo mais tanto assim, o importante é que eu consiga **passar a idéia**, que eles consigam entender o que eu estou querendo explicar, que eles **cresçam também né**. (Ula-I)

#### 4.3.8 Innate qualities

Finally, although some student teachers do not disregard the process of acquiring pedagogical knowledge, they believe that teachers have innate characteristics, implying that teaching can be understood as something that requires a natural talent or a gift. This is shown in the excerpts of Maia, Carolina, and Alice:

Eu acho que o professor **nasceu** pra ser professor. (Maia-I)

Eu nunca ensinei, pode ser que eu me apaixone na hora que eu ensine porque tem um monte de gente na minha família que é professor... eu acho que **não é uma Graça, mas é uma dádiva** você poder ensinar sabe... (Carolina-I)

... não que eu não goste de dar aula, eu, eu gosto assim, mas eu não sei se eu **nasci** pra isso. (Alice-I)

By looking in the student teachers' responses for their ideas about the qualities of the English language teacher that influence effective teaching, my intention was not to be prescriptive about what makes a good teacher. If this was the case I could simply have limited the options available on the topic. However there are many different qualities, sometimes even contradictory ones, that contribute to effective teaching. My

hope is to have helped understand student teachers' beliefs about these qualities by getting to know their picture of the ideal teacher.

#### **4.4 Some of student teachers' beliefs about teaching EFL in public and private schools**

This section describes the beliefs student teachers hold about teaching English in public or private contexts. As it was already mentioned in chapter three, student teachers had to write a final report based on the observation of four English classes in primary or secondary school, preferably in a public education context, for the discipline of Applied Linguistics. The interview and the third questionnaire, which approach quite clearly the issue under investigation, were applied after the period of observation.

##### **4.4.1 Private schools are better learning environments, but public schools are better working environments**

On one hand, several student teachers believe *private schools are better learning environments because they offer better resources* for teachers and students:

Eu nunca estudei em escola particular, eu não sei. Mas dizem que escola particular é melhor né... **na escola particular eles tem mais acesso a alguns materiais e as condições de algumas escolas particulares são bem melhores que as públicas e o ambiente influencia tudo, é a vontade do professor, o material didático, influenciam muito na aprendizagem.** (Maia-I)

Apesar de que a gente **sente uma certa liberdade mais na escola pública, a privada também te dá muito recursos assim pra poder trabalhar. Pra começar que aluno tem um livro sabe, então, tudo bem que o professor na privada tem que seguir aquele livro cabo a rabo, mas por um lado facilita o trabalho dele** porque ele vê que os alunos tem que ter o livro então ele tem que seguir aquele lá. (Tânia-I)

**Na escola particular eu acho que tem, você tem mais possibilidades apesar de ter mais limitações,** o professor, porque você tem que seguir uma né um planejamento um ppp muito mais restrito... (Roberta-I)

[About private schools]... eu acho que é **melhor**, pelo menos, eu vi onde eu estudava né, **tinha livro, tinha biblioteca, tinha parte só do inglês**, era mais fácil de eu querer fazer, **se eu quisesse ensinar uma atividade diferente daria pra fazer.** (Leni-I)

... she explained that all the materials she used in class was of her own archives, and that **the school does not provide any book, videos, tapes or even money for Xerox copies.** We found out **that not even in the library they can have access to materials in English.** (Laura, Livia, and Daniela's report) [Writing about the lack of resources in the public school they have observed.]

Olha, o que eu escuto por aí sobre a diferença entre trabalhar em escola pública e privada é que **trabalhar na escola particular é melhor devido as condições de trabalho, ou seja, o professor tem mais incentivo porque tem mais materiais disponíveis que ajudam na preparação das aulas...**(Carolina-I)

On the other hand, student teachers argue that *public schools are better working environments because teachers have more freedom in their work.* Teachers in public schools do not have to follow a textbook, for example. See the following excerpts:

**Eu acho melhor de trabalhar [in public schools], e já, já me falaram que também a gente tem mais liberdade pra preparar as aulas né... nas escolas particulares tem que seguir um, um certo, um livro ou o que a Secretaria dita...** Tem bastante problemas também em escolas particulares... existe, essa cobrança demais por parte da Secretaria, não sei direito. (Daniela-I)

Um ponto favorável, na minha opinião sobre trabalhar em escola pública, por outro lado, e que **o professor tem autonomia**, o que não acontece na escola particular. **Na escola pública o professor pode criar seu próprio material, não sofre pressão pra utilizar nenhum material específico e com isso pode trabalhar de uma maneira mais livre, podendo inclusive trabalhar com pesquisa dentro da sala de aula.** (Carolina-I)

**Na escola pública você tem mais liberdade, você paga um preço por essa liberdade que é ganhar pouco, na escola particular você não tem liberdade, mas você trocou sua liberdade por um salário maior.** (Beto-I)

... acho que **escola pública apesar de tudo, o professor ainda tem a liberdade de fazer o que ele quer** com os alunos dele, projeto, qualquer coisa assim. **Escola privada é muito trancado.** (Livia-I)



#### 4.4.2 The English discipline has a low status in public schools

It is interesting to notice that while student teachers believe that teachers have more freedom in public schools because they do not have to follow a textbook, they also believe the textbook to be an instrument that facilitates the teacher's life and complain about the government for their lack of support in providing textbooks to public schools. Actually, they suggest that one of the reasons for *the low status of the English discipline* in public schools is the lack of textbooks:

**A começar que o material didático, é artes, educação religiosa e inglês que o governo não proporciona, então daí que eles não consideram importante...** (Renata-I)

... **sei que não tem apoio assim do, do governo**, por exemplo, tem muitas escolas **[public schools] que não tem livros didáticos de inglês né**, acho que a maioria ... (Daniela-I)

Hence, pre-service teachers argue that *students adopt a relaxed and careless attitude to the study of English*. These ideas are expressed in the excerpts below:

The English class is the **'funny class', not the serious class for them; it is not given the due importance**. We believe that as long as this **'bad reputation'** of the teaching of foreign languages in public schools lasts **the apprenticeship of the students will always be a problem** (Lara's report)

According to the English professor, **the other professors do not give so much importance to the English classes, because they are the classes when the students can have some fun...** They [students] seemed to like the teacher and his classes, regarding the fact that **they think it is the funny class, when they are allowed to talk and when they do not take it seriously** (Maia and Roberta's report).

... os alunos assimilam isso, acham que é uma **matéria secundária, que é a aula que eles tem que ficar relaxado** tipo Educação Física, **que não tem muita importância...** (Carolina, interview) [Talking about her experience as a learner in public schools.]

#### 4.4.3 Public school teachers are overloaded and have to face bad working conditions at school

Some student teachers argue that teaching in public schools gives teachers more freedom to do what they want to do only in theory. They suggest that in practice, *because of bad working conditions and lack of time, teachers are overloaded and end up not doing much*. Pre-service teachers link bad working conditions with low salaries, large class groups, not enough teaching and learning resources, and fewer English classes in the week. This belief can be seen in the excerpts below:

Só que assim, na escola particular, o que eu penso assim é que o professor, ele às vezes contra vontade, vai ter que usar um material que ele não queria e **no ensino público ele teria mais a opção de fazer o material dele, só que na vida real não dá, as pessoas tem família, tem as suas atividades, tem as suas coisas...** (Renata-I) I would like to become a teacher of private education because of the generally **bad work conditions of the public system: bad salaries, classes overfilled of students**, etc. (Renata-Q03)

... eu achava que a professora era culpada, aí depois a gente entrevistou ela e viu que ela realmente **não tem tempo** pra atender todas as necessidades, então **ela é obrigada a atender todas as salas como se elas fossem homogêneas, todo mundo igual**, evoluir igualmente e aí eu fui obrigada a concordar com a s meninas, **não tem recurso, não tem tempo...** (Leni-I) [Talking about the teacher and the classes she has observed.]

**Não sei como ensino e pesquisa podem ser aliados na escola de ensino médio e fundamental** (Carla, questionnaire 3). She works **40 hours**, giving classes to all classes from 5<sup>th</sup> to 8<sup>th</sup> grades, and there are from **25 to 30 students per class**. (Carla's report) [Writing about the teacher she has observed.]

As a consequence, *teachers are not motivated to teach*:

... tu chega lá ganhando pouco então **tu não te sente motivado**, daí a escola não apóia, então tu te sente assim **querer mudar as coisas sozinho é difícil**, tu encontra barreiras assim sabe e claro não é fácil... (Tânia-I)

Um outro ponto também é que muitas vezes o próprio **professor esta desgastado** ou por causa do **baixo salário**, ou por causa do **sistema de ensino ultrapassado** de seus colegas de trabalho, então **ele mesmo colabora para que a relação entre ele e seus alunos não seja produtiva...**(Carolina-I) [Talking about her experience as a learner in public schools.]

Moreover, teachers end up teaching *boring and repetitive classes*. This is shown in the following excerpts:

Considering that **the government and the school do not offer English books to any of the students**, and also that the principal of the school thinks that the **students do not have money to pay for photocopies of English books**, henceforth, **the teacher is obliged to use the blackboard all the time**. Probably, it could be inferred that this usage difficult the apprenticeship of the language, **and definitely, makes it more boring or not interesting**. (Maia and Roberta's report)

#### 4.4.4 Students do not learn English in public schools

Another belief presented by some pre-service teachers is that *while students do not learn English in public schools, they learn English in private institutions* (“escolas de inglês”), as can be seen in the excerpts below:

... então realmente você ter vontade, eu tinha vontade de falar como eu vi os alunos na escola que eu fui [to observe classes] e **não é te dada a chance de você avançar**, fica estabilizado, estatizado é aquilo, tem que **sair do colégio e buscar fora**. (Carolina-I) [Talking about her experience as a learner and as an observer in public schools]

Eu não sei da escola particular, mas, por exemplo, **eu vejo uma diferença**, até pela minha experiência que eu percebi, **entre cursos de inglês e escola públicas**. **Nos cursos de inglês, as turmas são menores**, tu tem toda uma, tu tem instrumentos que tu pode utilizar pra poder dar aula, **tu tem um guia né, tu tem alguma coisa que te ajuda**. (Tina-I)

Gimenez (2004), Dutra and Mello (2004) have found the same belief, that private education is successful but that public education is inefficient, in other studies about pre-service teachers' beliefs. Hence, Gimenez (2004) calls attention to the need for providing pre-service teachers with opportunities to reflect critically on this belief, in order to avoid the view that all student teachers have to do in order to change the inefficient situation of public schools is to teach English in the same way that it is taught in private contexts. This is shown in the excerpt below, from Renata's interview:

... a minha perspectiva seria de, de **fazer o que eu aprendi no cursinho de inglês particular**, só que não teve condições, primeiro pelas condições do ambiente né, porque não proporcionava, **eu aprendi no método audiovisual, que não teria condições, não tinha tempo suficiente e também a quantidade de alunos, eram 35 mais ou menos, é não teria como eu fazer.** Daí eu meio que fiquei assim, ah não acho que é isso mesmo, **que inglês na escola é isso mesmo, não tem como fazer diferente...** (Renata-I) [Talking about her teaching experience in a public school.]

Renata, in the excerpt above, also expresses the belief that without audiovisual equipment it is not possible to develop a good course. According to Paiva (1997), this belief ignores the fact that learners successfully learned the language before the use of this kind of equipment, and the possibility of developing a good course based on creativity and few resources.

#### 4.4.5 Students from public schools are not motivated to learn English

Regarding the relationship between students and teachers in public schools, some pre-service teachers believe that *students from public schools are not motivated to learn English* compared to students from private schools, who are more motivated to learn the language due to families' support and better resources at school:

... **na escola pública, os alunos não são tão motivados**, não sei se é por culpa deles, do governo, do próprio professor, mas tem muita questão envolvida pra dificultar o aprendizado não só do inglês como de qualquer disciplina... **e os próprios alunos de escola particular tem um pouco mais de condições**, vêm seriados, eles curtem muita música em inglês, então pro inglês eu acho que **você tem um ambiente acho que mais propício.** (Roberta-I)

... me parece que a relação com os alunos **da escola particular é melhor do que com os alunos da escola pública.** Eu não saberia explicar porque, mas acho que porque **talvez os próprios pais, pelo fato de pagarem a escola, influenciem os seus filhos para terem mais interesse nas aulas** ou coisa parecida.... um outro ponto que eu também acho importante é que **as crianças da escola particular tem um ambiente mais favorável para estudarem, ao passo que na escola pública muitas vezes por falta de material, professores e até de comida as crianças não tem estímulo de irem pra escola.** (Carolina-I)

Student teachers also suggest that because of the better financial situation of students from private schools, these students can find more reasons to learn the language than the students from public schools. This view can be observed in the excerpts below:

Another important point the group observed was the attitude of students towards the English language, in which most of them **were not interested, maybe because they could not see a practical function of this foreign language in their lives.** (Ula, Leni, and Renata's report) [Writing about their classroom observation in a public school.]

... I know from my experience, that **students of public schools do not give importance to foreign languages at all, most of them hate it.** (Lara-Q01)... **é um público que não tá querendo nada com nada, que é o caso da escola pública por exemplo.** (Lara-I)

... os alunos que estão lá, pelo menos na escola que eu fui né que foi ali no Estreito, vem de uma família tão pobre, **a realidade deles é tão diferente** sabe que tipo o assunto que eles comentavam na aula era pô viu que morreu um cara lá no morro sabe... **eles mal tem condições pra eles conseguirem emprego com o nível que eles estão de ensino** porque muitos abandonam a escola porque acham que o dinheiro mais fácil é tráfico, é drogas, ou eles usam e se perdem....Agora a **realidade da privada nossa, eles tem muito mais condições financeiras, então a maioria deles vê o inglês pô estou indo viajar então vou precisar do inglês, então isso é importante, ou então eu quero ser um executivo e sei que então o inglês é importante,** eles vêm de um jeito diferente, a escola trata de um jeito diferente sabe. E **na pública eles não têm, às vezes eles não tem nem esse sonho sabe, então pra quê que eu vou aprender inglês.** (Tânia-I)

The excerpts above reflect in different ways what Moita Lopes (2003) has explained to be one of the biggest problems of our contemporary society: social exclusion. Tania seems to be aware of Lopes' explanation of social exclusion as the marginalization of those who live on the periphery, without access to the discourses of a multicultural world of those living in network societies and with global identities. For the socially excluded there remains unskilled work, or even drug trafficking or poverty.

#### 4.4.6 FL teachers are not valued in either public or private schools and have to face similar problems in each context

Other student teachers believe that there is neither a meaningful difference in the relationship between teachers and students from public and private schools, nor in the way the English teacher or the discipline itself is valued in either context. According to these student teachers, *FL teachers are not valued in either public or private schools and have to face similar problems in each context*. This belief can be seen in the following examples:

Eu acho que já é a mesma coisa, **talvez um pouquinho menos pior, porque é particular** mas as crianças acabam agindo da mesma forma, eu acho que não mudaria muito não, **acho que só mudaria na escola de idiomas**. (Lara-I)

Olha, pelo que eu vejo das minhas colegas que lecionam **em escola regular particular, elas dizem que o professor não é mais valorizado não, o que muda é o ambiente de trabalho**, mas não sei se isso é geral ou não. (Carla-I)

Eu acho que **não muda** porque filho de rico, digamos assim, que deveria estar em colégio particular ele acha que pode tudo porque o pai está pagando, então é diferente porque o professor é só uma pessoa que está trabalhando pro meu pai, **então o respeito não muda e o colégio também não, porque os alunos estão pagando e eles tem que fazer o que eles querem. Escola pública talvez é pela educação que eles tem dos pais, por ser de classe baixa**, às vezes não tem pai ou não tem mãe, ou é o padrasto e tem toda aquela estória de violência em casa, então **eles não respeitam o professor** mas não porque meu pai tá pagando, mas sim porque ele é outra, eles não respeitam ninguém entende. **Tem esse negócio social né, eu acho que não muda muito pro professor tanto colégio privado quanto colégio público**. (Lívia-I)

#### 4.4.7 Teaching in public schools is like a mission that involves personal sacrifice

Many pre-service teachers think *teaching in public schools is like a mission that involves personal sacrifice*. They consider it a 'battle' and they hope to be able to help change the situation for the better. They also consider the teacher most responsible for trying to change the current conditions of public education. This is shown in the excerpts below:

We know that it is going to be **an everyday battle, but most of the responsibilities belong to us – the future English teachers**. We have to have the hope **we can change something. And we will!** (Maia and Roberta's report)

... eu vejo a importância da escola pública e de melhorar a escola pública, só que eu **não quero ser o mártir.... eu gostaria de dar aula no ensino público pelo menos umas horas pra poder estar contribuindo também e dar aula em cursinho aí né, como professora onde eu pudesse ganhar mais e ver meu trabalho realmente né**, sei lá, só que eu sei que vida não é bem assim, eu posso até ter essa intenção mas... (Renata-I)

... eu acho que é preciso também a gente querer trabalhar em escola pública, **que muita gente já tá desistindo**, os alunos precisam de professores interessados neles né.... eu quero experimentar, mas eu sei que muita gente acaba desistindo, eu **não sei se eu vou ter forças pra fazer diferente...** (Daniela-I)

I do intend to teach in elementary school **to prove and show that English can be taught in a better way** than it is usually taught (Lívia-Q01) **I'd like to work in a public school, where the teaching of English needs a new 'look'**. (Lívia-Q03) Quero tentar conciliar os dois, **vai ser difícil eu sei**, minha mãe sempre fala **tu tá é doida**, mas eu quero pelo menos fazer concurso ou tentar alguma coisa na escola pública, mas eu quero também tentar a bolsa aqui no mestrado. (Lívia-I)

É como você ir para uma **guerra**, você pode ir armado de uma baioneta e vencer uma **batalha**, como você pode ir armado com um canhão e morrer. **Vai depender muito do seu jogo de cintura...** (Beto-I)

As was already mentioned in the beginning of this Chapter (see sub-section 4.2.2),

Carla and Beto see *English teaching in public schools as a way of paying back what society has invested in them*:

Eu gostaria de ensinar língua em escola pública. **Porque acho que devo retribuir à sociedade o investimento feito em mim e também porque acho que os alunos de escola pública são os que mais precisam de subsídios para competir com os de escola privada**. (Carla-Q03) ... eu acho assim quem paga pra eu estar aqui é o público né e acho que **necessariamente tem que ter um retorno** pra eles também, acho que deveria existir uma lei até obrigando quem se forma a **dedicar alguma tempo ao público**. (Carla-I)

Quando estiver formado, pretendo dividir o tempo entre a escola pública e a escola privada. Faço questão **de devolver à sociedade aquilo que ela está permitindo que eu tenha conhecimento** (Beto-Q03) ... vou tentar aula numa escola particular porque eu preciso de dinheiro, não sou faquir né, mas eu faço questão, não é hipocrisia, você vai me ver daqui a um ano...eu também estou dando aula numa escola pública. **Eu tenho isso como dívida, eu estou estudando aqui de graça, a sociedade está pagando pra eu estar aqui, então eu tenho que devolver alguma coisa pra essa sociedade e essa alguma coisa via ser o que eu aprendi aqui dentro**. (Beto-I)

Reviewing the seven excerpts above, we can see that student teachers are aware of the need to change the current status of the English subject in public schools. Some of the student teachers idealize their role by thinking that they will be able to do this by themselves, while others believe that it is a solitary mission demanding personal sacrifice and heroic effort.

#### **4.4.8 It is necessary to have opportunities to observe classes in different public schools and also in different educational contexts where the teaching of English takes place.**

Most of student teachers considered the experience of observing classes very helpful and meaningful, both in preparing them to be future teachers and in allowing them to get to know the reality of the market which they might eventually work. Thus, classroom research can contribute to the development of student teachers critical awareness, and to a shortening of the distance between theory and practice (Heberle, 2001). This can be seen in the following excerpts:

As final considerations, we have to say that this experience of observing a classroom was **very positive** and **made a good impression in our minds**. Although we have been studying so many theories about the teaching of English, not only in the Applied linguistics classes, but also in classes such as Psychology of Education and Didactics, they do not always match with the pictures we have in mind of how these theories work. With this classroom observation **we were able to see a great part of these theories in practice and to learn a little more about the reality of the teaching of a foreign language**. (Laura, Daniela, and Livia's report)

Por um lado, **eu pensei muito depois que eu tive essas aulas assim, por um lado é fácil a gente criticar, é fácil a gente chegar e falar assim ah eu tenho tantas idéias sabe, mas também não é só o professor que faz isso sozinho né. Então o professor nunca está sozinho, ele tem que estar em conjunto com o colégio todo assim sabe, o sistema todo...** (Tânia-I) [Talking about her experience observing classes in a public school.]

... we think that was a real observation of what happens in not so very good schools in our country. **It was shocking, but real, and probably made us start**



**thinking about the difficulties we are going to face in our future when teaching English.** (Roberta and Maia's report)

The experiences student teachers had with classroom observation varied from good to bad. They were able, however, to listen to each other's experiences during their oral presentations, which made it possible for them to experience different representations of what happens with in the teaching and learning of English at different schools. The following excerpts reveal this idea:

Mas por isso que o **debate é bacana** assim sabe, como aconteceu de outras pessoas exporem porque todos foram em escola pública, só uma que foi em escola particular, **então em cada um foi uma experiência completamente diferente sabe, e você via que tinha gente que teve uma experiência super positiva e gostou e tal, então pra quem tá meio desestimulado dá uma levantada.** (Roberta-I)

**Achei bem válido** assim porque, apesar da nossa experiência não ter sido muito boa, **foi só um pedaço da realidade.** E ali teve gente que teve boas experiências, **porque se eu tivesse ficado só com essa minha experiência, a gente não quer rotular, mas acaba sempre rotulando, escola pública é isso...** (Renata-I)

Pessoa (2003) argues that interactive reflection is a way of valuing and consolidating desirable theories about teaching, because, according to her, there are public teachers committed to the teaching of English and who believe in students being able to learn the language in public educational contexts.

Thus, some of the student teachers think that *it is necessary to have opportunities to observe classes in different public schools and also in different educational contexts where the teaching of English takes place.* They believe that it could help them to be better prepared to act as English teachers within the present context of Brazilian education. This can be seen in the following excerpts:

**Acho que observação de aula deveria ser mais cedo, de classe de ensino da nossa área de especialização mesmo, do inglês, nada de ficar ouvindo aula de português ou de história, mas a observação da sala em contextos diferentes, em escolas diferentes, em idades diferentes.... Acho que observação de aulas de 1º grau em séries diferentes, aulas de 2º grau né porque a gente não tem, porque**

são quase adultos, a gente tá com aquele negócio criancinha, o inglês é muito bonitinho, mas adulto é muito diferente dar aula pra eles né. (Lívia-I)

Eu achei que foi válida. Eu acho que devia ter já desde o começo pra quem faz licenciatura.... e **diferentes experiências, não só na pública, na privada também.** (Ula-I)

... **pode ter uma visão melhor da coisa**, tem pessoas que sairão dali e nunca vão dar aula de inglês, por mim eu acho que isso não assusta, **foi aquela escola que tem aquele problema, de repente tu pega outra escola que não tem aquele problema.** (Laura-I)

These beliefs of the student teachers may be reinforced by Dutra's (2003) argument that pre-service teachers should do their practicum in more than one school and have opportunities to get to know different contexts in which the English teaching professional can work, in order to promote the education of better and more autonomous teachers.

#### **4.5 Some of student teachers' beliefs about the relationship between theory and practice in their education**

Analysis of the interviews, questionnaires (particularly the third one, see Appendix F) and reports is useful in that it reveals student teachers' beliefs about the importance of theory and practice in their education, and about how students see the relationship between theory and practice in relation to their future profession of teaching.

##### **4.5.1 Theory is different from real life**

Smagorinsky, Cook, and Johnson (2003) cite the dictionary definitions of theory and practice that can be found in the Merriam-Webster dictionary (1994-1996), arguing that these definitions contribute to the idea of theory standing above practice. Moreover, the authors state that the belief in the separation of theory and practice is a very old one and has persisted to the present day. See the definitions below:

... theory as “The general or abstract principles of a body of fact, a science, or an art... an ideal or hypothetical set of facts, principles or circumstances”. Practice, on the other hand, is “actual performance or application (ready to carry out in practice what they advocated in principle). (Smagorinsky, Cook and Johnson, 2003, p. 2).

Student teachers reinforce the distinct nature of theory and practice expressed in the definitions above by saying that what is written in books is different from what happens in real classrooms. In other words, *theory is different from real life*. Student teachers believe that theory is concerned with ideals and abstractions that do not match the realities of classroom practice. Thus, for students, theory and practice belong to different realms. Here are some excerpts that express how the students feel about this dichotomy:

... we are dealing with people, **in the books everything is perfect, but in real life... that changes a lot...** (Leni-Q03)

... a gente já discutiu sobre escola, mas tudo na parte do **sonho** né, como deve ser, aquela parte linda da escola que tudo, **como os teóricos dizem que deve ser uma escola...** e esse semestre quando eu cheguei na escola, então o sexto, faltando uma ano pra eu ser uma profissional, **eu fui na escola a primeira vez e isso me deixou, meu primeiro dia lá foi assustador.** (Carla-I)

**I really do not think that the reality that you are going to face as a teacher corresponds to the theory you learn in the course,** because you are dealing with real student and class. (Renata-Q03)

**Theory is very beautiful in books, however the practice is completely different.** (Laura, questionnaire 3)

According to Melo (2002), student teachers' discourse reveals first a certain frustration in relation to theories that have nothing to add, since they are not linked to practice; and second an excessive valuation of practice, because it seems impossible to deal with theory. Student teachers possibly understand theory as definite truth, independent of any subject, context, and ideology. This results in a lack of

identification, on the part of these student teachers, with the experimental aspect of certain studies.

#### 4.5.2 Practice is more important than theory

Three student teachers even say that *practice is more important than theory* in helping them to become teachers. While practice is considered the domain of the school, theory is considered the domain of the university and it therefore lacks the tools needed for effective practice, as can be seen in the following excerpts:

**Theory is an idealized way to teach, but in the practice is when we will learn how to be a teacher**, what really works for certain students, and what not can be used with others, things that theories can not teach you. **Theory has a small role** comparing to practice in the teaching of a language. (Lívia-Q03)

There is no theory that can fix in all kinds of students and teachers, so the **practice is more important than theory**, in my opinion. (Laura-Q03)

... se a pessoa nasceu pra ser professor, tendo **teoria ela só vai conseguir comprovar que aquilo que ela tava fazendo é certo**, é certo, é comprovado, sei lá. (Maia-I)

In the excerpts above, the student teachers seem to believe that experience is enough to solve the problems that they are presented with in the classroom.

#### 4.5.3 Theory is something to be applied, but it has to be adapted to the reality of the classroom

Some student teachers refer to *theory as something to be applied, that can be put into practice, or even that can have an effect on practice, but with exceptions*:

... quando eu tava fazendo a disciplina de lingüística, aí eu comecei a prestar mais atenção no nível dos alunos, tinha um texto que falava que tal aluno aprende tal coisa de tal maneira e eu tava tentando **aplicar nas aulas que eu tava dando pro**

**meu aluno, mas não era totalmente possível**, ainda tinha algumas barreiras assim que eu queria dar tudo de uma vez... (Maia-I)

... quando chegarmos na sala de aula, **cada um vai absorver aquilo que achar mais importante e moldar uma determinada metodologia**, por exemplo, **do seu próprio jeito, fazer sua próprias conexões**. (Roberta-Q03)

... **a gente aprende muita coisa teórica e a gente fica imaginando como aplicar isso**... (Carla-I)

Eu acho que ela [theory] é um pouco prescritiva sim, eu acho que **é um pouco prescritiva** mas, ai não sei o que falar, **mas a gente pode moldar ela pra, pra servir pro teu dia a dia** eu acho né... Ajuda a melhorar a maneira de ensinar né, **tem que pegar os pontos melhores de cada método assim e tentar aplicar** né. (Daniela-I)

Since theory is associated with the academic world and differs from reality, student teachers believe *it demands a lot of effort from the teacher to put theory into practice*. This is shown in the excerpts below:

... acho **que é realmente difícil** relacionar as duas coisas... acho que **na prática sempre a teoria terá que ser apropriada a experiência que se está tendo**... (Carolina-Q03) ... eu ainda não estou dando aula, porque **é difícil realmente aplicar a teoria**, fiquei assistindo a professora lá, seria até difícil você ficar pensando em tudo que você já viu na hora em que você está ali, porque acontecem milhares de coisas. (Carolina-I)

It's not impossible to unite theory and practice, but that would **demand much more time and hard work from the teacher**. (Leni-Q03)

We could realize that all the **theory that we had learned throughout this semester cannot be so easily turned into practice**. We realized that the reality of the educational system in Brazil **demands a lot of effort and creativity of the teachers**. (Alice's report)

**One has to be very determined, have a strong will-power to make something pass from theory to practice with good results**. (Daniela-Q03)

The difficulty student teachers mention of putting theory into practice may be explained by Melo's (2002) argument that if pre-service teachers are not familiar with research and its procedures, they will have a lot of difficulty in finding theories useful for the orientation of their practice. Melo states that research and teaching should complement each other as necessary elements in a process of knowledge construction,

thus demystifying the sophisticated aspect of research and emphasizing the importance of teaching. She concludes by suggesting that in doing research, student teachers may develop a critical conscience and an autonomous attitude in relation to their work, thus identifying themselves with theories or even generating them from their daily work.

#### **4.5.4 Theory as a useful tool for making student teachers think about the learning and teaching process**

In the next excerpts, student teachers refer to theory as something that gives them support for their thinking and reasoning about the processes of teaching and learning. There is a certain hierarchy implicit here, namely that theory can work as a guide to their practice. From the student teachers' perspective, theory seems to more authoritative because of its potential to influence practice and eventually improve it, while practice seems to have little effect on theory. In some of the excerpts, *theory is seen as “what triggers reflection on practice”*, as in the following:

Penso que as teorias são interessantes mesmo sendo distantes da prática, uma vez que **é através delas que começamos a pensar sobre o processo de ensino.** (Carla-Q03) **A teoria é um instrumento** pra tu começar a pensar o assunto... (Carla-I) **Preliminary reading was essential** to my class observation... (Carla's report)

**Quando você está aprendendo teoria e você remete a algum fato que aconteceu com você...** acho até que tinha que talvez ter mais teorias, mas não no caso pra, acho que numa forma de conhecimento e de **você poder discutir assuntos ou então se você quer pesquisar alguma coisa, porque isso tudo envolve teoria e pra você tentar associar com a prática, mas o inverso eu acho que é mais, mais complicado assim. Porque a prática envolve outros fatores emocionais que a teoria não.** (Alice-I)

**Não estou dizendo pra seguir a teoria, mas mostra ela e à partir daqui essa linha de raciocínio, de pensamento vai por aqui, vai por lá...** (Roberta-I)

Some student teachers, on the other hand, seem to see *theory as a guide to problem solving*, as can be seen in the following two excerpts:

... **a teoria não é como uma receita** que você segue as instruções com os ingredientes corretos e você tem um lindo bolo.... Ao mesmo tempo, **a teoria é como um guia que ajuda no processo de ensino / aprendizagem**, mas não que resolva todos os problemas e casos. (Tânia-Q03)

**Espero que a base teórica que estou recebendo me traga mais habilidade em detectar e tentar resolver os problemas de aprendizado que certamente surgirão** (Beto-Q03) O professor que conheça as **ferramentas** que existem a sua disposição pra usar numa sala, até então eu não conhecia... **as teorias, exatamente... você tem que conhecer como funciona o sistema se não você não faz nada dentro dele...**\_não dá pra ficar só na intuição, **quem vive de intuição é cartomante.** (Beto-I)

In addition, student teachers point to *the role of theory in helping them to demystify some of their beliefs*. It seems that they were able to get in touch with some of their own implicit theories and contrast them with the other theories being studied.

This is shown in the following excerpts:

... **a gente tem aquela idéia, que a gente tem desde o primário até high school né e aí a gente chega na universidade e vê que tem vários jeitos de dar aula, tem várias maneiras de atingir o aluno, tem vários tipos de aluno ...** Isso a teoria me ajudou bastante, eu consegui variar... (Leni-I)

Eu acho que o curso me ajudou muito, bom lógico a experiência é sempre importante, o que **o curso me ajudou muito é acabar um pouco com a estória dos beliefs sabe**, aquela coisa assim, isso você não pode fazer em sala de aula, isso tem que fazer em sala de aula, como se fosse verdade absoluta... **na medida que eu fui lendo os textos, eu fui vendo que não existe uma verdade absoluta.** (Ula-I)

O que a gente viu de teoria foi muito interessante, **eu pensava de um jeito completamente diferente...** (Lívia-I)

As we can see in all the excerpts above, student teachers position theory and practice as separate domains. However in the following excerpts, student teachers emphasize that successful teacher education programs should join or integrate theory and practice. They believe that *theory must be worked together with practice in an attempt to better understand reality*:

... acho que deveríamos aprender **teoria e prática juntos** para que não haja decepções em relação à profissão.(Carla-Q03) ... se se trabalhar simultaneamente não vai ter aquele **susto** né, eu acho que justamente **por a gente ver só a parte escrita a gente se assusta muito quando vê que é muito distante**, eu acho que isso faz a gente ficar mais assustada quando chega só no fim e vê. (Carla-I)

**Teoria e prática andam juntas...** É necessário conhecer métodos e abordagens variados, mas também é importante entender a demanda e a forma de aprender dos grupos/indivíduos. (Tina-Q03)

Porque a gente vê que falta muita prática, a gente só tem muita teoria, **muita teoria e pouca prática... em poucas semanas a gente vai ter a possibilidade de colocar tudo em prática ou não, a gente vai ver que é impossível ou é possível juntar teoria com a prática, às vezes chega a ser meio frustrante.** (Lívia-I)  
[Talking about student teachers doing their practicum only at the end of the course.]

The next four excerpts also reveal that some student teachers consider practice to be as important as theory, but without proposing a hierarchical relationship between the two. This is clear in the first two excerpts below:

I think it is not only possible to **unite theory and practice** but **it is essential to the learning process. I cannot say for sure what comes first**, practice or theory, but I think that the ideal situation is **when they come together** because they must adapt to each other: **it is necessary to adapt the practice to the theory and vice-versa**, otherwise they can never be united. (Regina-Q03)

**I think theory should always be related to practice and vice-versa.** It's important that reality and the real working condition are considered while theories are being developed and also the results of research should help teachers to work with what they have. (Ula-Q03)

In addition, these pre-service teachers seem to be in accordance with Moita Lopes (1996) when they suggest that *theory may be generated from practice*, an idea that is reinforced in Mariana's excerpt when she says: "*our theory*", and in Tania's excerpt when she argues about the need to reflect critically on their teaching:

Eu acho que desta **forma simultânea, paralela**, é mais interessante porque tudo bem eu aprendi , vamos dizer apanhando pra depois ter a teoria.... esse paralelo da **teoria com a prática é bom ter junto mesmo**, pra poder, até ao mesmo tempo é **bom ter a teoria praticando** porque às vezes tu tem a teoria e depois de muito tempo vai ter a prática, já apagou tudo da cabeça, não é a mesma coisa, não é aquela coisa palpável né.... eu não consigo ver a teoria separada da prática agora, depois de ter tido a teoria, acho que é fundamental assim ter os dois....eu



acho que é muito importante que **a gente consegue associar a realidade com, com a nossa teoria né ou aprendizado.** (Mariana-I)

Acho que a gente devia **ter essa relação mais próxima de sala de aula assim desde, desde o momento que tu escolhe fazer licenciatura** sabe, acho que **a gente fica muito na teoria**, mas a prática quando a gente vai ver, tudo bem que precisa sabe, a gente precisa ter esse conhecimento mas acho **porque não ter os 2 juntos sabe.... o fato de a gente não estar se envolvendo em classe de aula desde as fases anteriores e só na última, faz a gente se limitar muito** assim sabe, porque **aquela experiência vai ser uma dentre**, tu já vai chegar no mercado **muito inexperiente na verdade porque tu não vai ter uma visão crítica do que tu fez, porque a gente eu acho que consegue melhorar depois de muito tempo tu dando aula ....** Eu acho que **o estágio, fazer 4 aulas, teus companheiros mais 4, não vai assim te tornar um professor reflexivo, tu vai estar mais preocupado em fazer o que o professor está pedindo dentro daquele quadro de exigência** do que tu tentar mesmo mostrar tuas possibilidades que tu acha que talvez vá ajudar e depois tu vê que não sabe... (Tânia-I)

The experiential lessons learned through practice and the theory learned through formal instruction are thus considered interdependent.

#### **4.6. Summary of the chapter**

This chapter dealt with analysis of the data collected for this study. It was illustrated with excerpts from the students' reports, and questionnaires and interviews with the participants.

In the following chapter I will offer a summary of the answers to the four research questions considered in the present chapter. Afterwards, I will present the pedagogical implications and limitations of this study, and make suggestions for further research.

## CHAPTER V

### CONCLUSION

#### 5.1 Introduction

In this chapter, I conclude my study by summarizing the answers to the four research questions already discussed in Chapter IV. Then, I present some pedagogical implications and discuss the limitations of this study. Finally, I offer suggestions for further research on the topic.

#### 5.2 Answering the Research Questions

As already stated, this study has investigated the main beliefs of 17 EFL student teachers regarding their reasons for choosing to study in a Letras EFL program, their expectations in relation to their future careers, their beliefs about what it is to be a good foreign language teacher, their beliefs about teaching in public and private schools, and finally their beliefs about the relationship between theory and practice in their education.

##### 5.2.1 Research Question 1

*What are the reasons that underlie the student teachers' choice of the EFL Letras program and what are their expectations in relation to their future careers?*

In relation to student teachers' reasons for their choice of teaching English as a FL, the findings of this study corroborate the findings of Barcelos, Batista, and Andrade (2004) that were presented in Chapter II. It is possible to observe that student teachers tend to enter the Letras program for two reasons. The first and main reason relates to **their interest in learning the language and/or improving their knowledge of the**

language. A second reason is **the possibility of getting a job as an English teacher, as a translator or an interpreter. Only five of the student teachers mentioned a desire to become an English teacher.**

It is also possible, from the answers given by the student teachers when questioned about their expectations in relation to their careers, to see that **several of them still have doubts about what they want to do in spite of their decision to take up the Licenciatura option in the Letras program.**

The student teachers seem to understand the difference between the occupation of FL teaching and the FL teaching profession, because they defend the idea of the teacher as a researcher of his or her own practice and continuing education (Celani, 2001). Although the participants of this study are aware of the importance of the language that they will teach, and can describe the advantages of knowing English in the world that we live in, they are also aware of the low status of the discipline in schools (Paiva, 1997). And on one hand, they do not expect to be well-paid for teaching English, but on the other, they believe that it is easier to find a job as an EFL teacher.

These findings thus suggest that the process students go through in order to become teachers might take longer than expected, unless the students' professional identity can be constructed from the beginning of the Letras program (Gimenez, 2005a).

### **5.2.2 Research Question 2**

*What are some of the student teachers' beliefs about what it is to be an English teacher?*

In responses to the questionnaires and interviews, the adjectives most frequently used to describe the good language teacher were *friendly, creative, and helpful*. Creativity was also an important characteristic mentioned by the student teachers who

participated in Barcelos, Batista, and Andrade's study (2004). These adjectives reflect the image of the ideal teacher that these student teachers would like to be, and the importance they attribute to the personal relationship between a teacher and his or her students as a key factor in a teacher's professional success. This image has much to do with the idealized initial phase of student teachers' development, before they actually start their practicum and face the reality of the classroom (Furlong & Maynard, 1995; cited in Ortenzi et al., 2002).

Similar to the findings of Abrahão (2004), discussed in the review of the literature, and of Barcelos, Batista, and Andrade (2004), student teachers also attribute *the responsibility of motivating students to learn English* to the teacher. They seem to believe in a simple and idealistic view of *the role of the teacher in promoting a pleasant process of English-language learning, free of conflicts* (Barcelos, 1999). Moreover, they think *teachers should explain to students the reasons for learning English*, by providing examples of concrete situations in which English can be useful for students.

In addition, the analysis shows that many student teachers consider *the teacher to be responsible for making students participate in class*, revealing a certain resistance on the part of the student teachers to accept a more autonomous conception of learning (Carmagnani's, 1993, cited in Barcelos, 1999). Contrastingly, other student teachers see themselves *as responsible agents for their own learning* and seem to understand their role in *orienting their future students to become independent and critical learners* (Barcelos, 1999).

It was also possible to identify in some of their answers the belief that *the teacher has to look for an appropriate balance between the teacher's control and the*

*learner's initiative*, while other student teachers state *the need for the teacher to have control over classroom management*.

The student teachers emphasize *the need to be proficient in the language* (Almeida Filho, 1993, 1999); a belief that was also revealed in the results of Abrahão's (2004) and Barcelos, Batista, and Andrade's studies (2004). The participants in this study highlight the idea that knowledge is in a state of constant change, and therefore that *teacher education is a continuous and endless process* (Leffa, 2001).

*Enjoying teaching* is another important characteristic of the good teacher that was pointed out by student teachers in their questionnaires and interviews, similar to Barcelos, Batista, and Andrade's findings (2004). They say that teachers who are fond of teaching are usually interested in students' needs and learning, and because of this *students feel more motivated to learn*.

The findings suggest, to use the student teachers' actual words “saber passar o conhecimento”, that many of them believe that *a good teacher must know how to transmit knowledge*, and they put a lot of emphasis on the teacher's methodology. Moreover, student teachers reveal conflicting ideas of, on the one hand, the teacher as mediator with students acting as responsible agents in the co-construction of knowledge, and on the other, of the teacher as provider with students being there to receive and absorb knowledge. Interestingly, the idea of teaching as the transmission of knowledge was the belief emphasized most in the discourse of the student teachers investigated in Abrahão's study (2004).

Finally, few student teachers seem to believe that *teachers have innate characteristics* and that teaching should be understood as something that requires a natural talent or gift, although they do not disregard the process of acquiring pedagogical knowledge.

### 5.2.3 Research Question 3

*What are some of the student teachers' beliefs about teaching EFL in public and private schools?*

The data analysis revealed that while several student teachers believe *private schools are better environments for learning because they offer better resources* for teachers and students, others believe that *public schools are better environments for teaching because they give teachers more freedom in their work*. Contrastingly, Barcelos, Batista and Andrade's findings (2004) show a different reason for student teachers' preference for teaching in public schools, namely the fact that they believe that there is no need to have good linguistic competence.

Nevertheless, the student teachers investigated in this study are aware of *the low status of English subjects* in public schools, and believe that one of the reasons for this is the lack of textbooks. Consequently, they think that *students adopt a relaxed and careless attitude to the study of English*, a belief that was also found in Gimenez, Mateus, Ortenzi, and Reis' data (2000), discussed in Chapter II. In addition, some student teachers argue that *because of bad working conditions and lack of time, public teachers are overloaded and end up not doing much*. As a result of these bad working conditions (low salaries, large groups of students, and lack of teaching/learning resources), *teachers are not motivated to teach* and end up giving *boring and repetitive classes*.

Another belief found in the data is that *students do not learn English in public schools*, which corroborates Barcelos, Batista, and Andrade's findings (2004), and Gimenez, Mateus, Ortenzi, and Reis' findings (2000). Some of the participants of this study make this assertion based on their own experiences in public schools, and unfortunately they do not notice that they are helping to reproduce the idea that there is

nothing that can be done to change the teaching of English in public schools (Barcelos, Batista, & Andrade, 2004). Moreover, they believe *students from public schools are not motivated to learn English*, in comparison to students from private schools, who are supposed to be more motivated to learn the language due to their families' support and better resources at school. Additionally, students from private schools are said to have more concrete reasons for learning English. One possible serious consequence of student teachers having such a belief is that students usually conform to the beliefs teachers have of them and not to what they are actually able to do (Galan & Maguire, 2001; Moreira & Alves, 2004) Thus, providing student teachers with opportunities to reflect critically on the characteristics of teaching in both public and private contexts plays an important role in teacher education. Student teachers might otherwise end up thinking that all they have to do to change the inefficient situation in public schools is to teach English in the same way that it is done in private contexts (Gimenez, 2004).

Interestingly, other student teachers believe that *FL teachers are not valued in either public or private schools and have to face similar problems in class (in each context?)*. So, in order to better prepare teachers to face both school contexts, they believe that it is *necessary to have opportunities to observe classes in different public schools and also in different educational contexts in which the teaching of English takes place*.

Through the analysis of the data, it can also be observed that many student teachers think that *teaching in public schools is like a mission that involves personal sacrifice*, a solitary challenge that demands heroic effort in order to change the current status of the English discipline in public schools. However two student teachers regard *the teaching of English in public schools as a way of paying back society for what it has invested in them*.

#### 5.2.4 Research Question 4

*What are some of the student teachers' beliefs about the relationship between theory and practice in their education?*

Through the analysis of the interviews, the third questionnaires, and the students' reports, it can be seen that several student teachers believe that *theory is different from real life*, and that they appear to see theory as being made up of definite truths, independent of any subject, context, or ideology. They therefore seem to have a feeling of frustration in relation to theories that are not linked to practice, and this also reveals the student teachers' possible lack of familiarity with the experimental dimension of certain studies (Melo, 2002). As a result, and since it seems impossible for them to deal with theory, some student teachers value practice in excess and argue that *practice is more important than theory*.

Other student teachers emphasize that *theory is something to be applied, that can be put into practice or that can even have an effect on practice*. However, since theory is associated with the academic world and differs from reality, student teachers believe that *it demands a lot of effort from the teacher to put theory into practice*.

Many student teachers regard *theory as a useful tool to make them think about the learning/teaching process*. From their perspective, theory is considered more authoritative because it influences practice and can eventually improve it, while practice has little effect on theory. Some student teachers see *theory as "what triggers reflection on practice"*, while others see *theory as a guide to problem solving*.

In addition, student teachers point to *the role of theory in helping them to demystify some of their beliefs*. For those student teachers, theory has helped them to avoid the pitfall of thinking that what they believe is the ultimate truth. Several student teachers believe that *theory must be worked together with practice in an attempt to*



*better understand reality.* Moreover, some of them say that there is not a hierarchical relationship between theory and practice, and conclude by suggesting that *theory may be generated from practice.*

### **5.3 Pedagogical Implications**

Helping student teachers to become aware of their beliefs can be an important way of helping them to become teachers (Consolo et al., 1999; Barcelos, Batista, & Andrade, 2004). These findings, therefore, suggest that those who work in the teacher education field should not disregard the beneficial aspect of providing learners with opportunities to make explicit their own beliefs and expectations. In doing so, they can help students through the process of becoming teachers and aim to develop better professionals who are more aware of the choices they make, in ways that could have a positive impact on their practice.

Taking into account that ten out of the 17 participants of this study have studied English in public schools, and six out of these ten have also studied in private language schools, it may help student teachers to become more aware of the beliefs they hold concerning public and private educational contexts if they are led to reflect on their own learning experiences and to analyze critically the whole context in which teaching/learning takes place. They might thus encounter possible solutions for some of the problems students and teachers face in these different contexts (Perin, 2005).

According to some of the student teachers' answers, and based on Almeida Filho's (2000), Dutra's (2003), and Barcelos, Batista, and Andrade's (2004) work, we can say that student teachers should have greater contact with different institutions in which the teaching and learning of English takes place, and should participate in debates and attend lectures in order to be informed of the kind of professional expected by the job

market. These student teachers may therefore, together with their teachers, decide on what steps are necessary in order for them to improve their own education and be better prepared to face reality outside the university.

Moreover, it would probably be helpful for student teachers to feel better prepared when facing the reality of the classroom if they had the opportunity to interact with in-service teachers throughout the course (Oliveira, 2004). Zeichner (2003), for example, proposes communities of practice to teacher learning, where teachers' and student teachers' voices can be heard and where they are helped to overcome their limitations by sharing their experiences, anxieties, and doubts with other teachers, thus avoiding the feeling of isolation and individual failure. This could help student teachers, for example, to demystify the belief revealed in their answers that teaching in public schools is a solitary mission requiring personal sacrifice and heroic effort in order to change things. Collaborative reflection could play a role in developing a sense of partnership and professionalism among teachers and student teachers (Telles, 2004).

Finally, I agree with the student teachers who believe that theory must be worked together with practice and who are thus in accordance with researchers such as Smagorinsky, Cook, and Johnson (2003), when they claim that university teacher education programs should construct a conception of teaching over time, through a variety of questions, and grounded in school-based experiences, where theory learned through formal instruction and experiential lessons learned through practice are considered interdependent.

As a possible consequence of the experience of researching student teachers, teacher educators may be led to look at how the actual professional context can contribute to education, and maybe even consider, if necessary, a reformulation of their own teacher education programs (Silva, 2003).

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

One of the main limitations of this study is that it only included participants from the sixth semester, and not from other semesters, of the Letras EFL program. I initially intended to investigate samples of student teachers from the first through to the eighth semesters of the program, but due to time constraints (an MA thesis has to be finished within two years) and the qualitative nature of this study (an in-depth investigation of student teachers' beliefs and expectations about the teaching profession), it was necessary to concentrate the collection of data into a limited period of time and to restrict the number of participants to the group of student teachers mentioned above. Moreover, only 17 out of the 25 student teachers of this group agreed to participate in the study. Working with a larger number of participants and taking more time for data collection would certainly bring more enlightening results to the research questions of this study.

I also intended to apply the questionnaires in class and provide some opportunities for these student teachers to respond together, to share and reflect upon their beliefs and expectations. Unfortunately, this was prevented from occurring by a strike at the university. At first, many student teachers did not go to the university because they had no classes, and after the strike, most of them were too busy to be able to meet and respond to the questionnaires as a group. Even so, they answered the questionnaires at home and kindly set aside time for the interviews at the end of the semester.

Despite the limitations presented above, this study can be seen as a contribution for future studies that aim to further investigate student teachers' reasons for entering the Letras program and their beliefs and expectations in relation to the teaching profession. Some suggestions for further research on this issue include: (1) a similar study in another Brazilian university to compare findings with those of this study. This could result in more enlightening alternatives for teacher educators; (2) an investigation with a larger-scale study

in which the students of all the semesters of the Letras program would be investigated; followed by (3) further research comparing the beliefs and expectations of these student teachers, in order to find out if there is any change in these beliefs and expectations throughout the course.

## REFERENCES

- Abrahão, M.H.V. (2002). Teoria e prática na formação pré-serviço do professor de língua estrangeira. In T. Gimenez (Org.), *Trajetórias na formação de professores de línguas* (pp. 59-76). Londrina: ED. UEL
- Abrahão, M.H.V. (2004). Crenças, pressupostos e conhecimentos de alunos-professores de língua estrangeira e sua formação inicial. In M.H.V. Abrahão (Org.), *Prática de ensino de língua estrangeira: Experiências e reflexões* (pp. 131-152). Campinas, SP: Pontes Editores, ArteLíngua.
- Abrahão, M.H.V. (2005). Crenças x teorias na formação pré-serviço do professor de língua estrangeira. In L.M.B. Tomitch, M.H.V. Abrahão, C. Daghlian, & D.I. Ristoff (Org.), *A interculturalidade no ensino de inglês* (pp. 313-329). Florianópolis: UFSC.
- Allwright, D., & Bailey, K. M. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge: Cambridge University Press.
- Almeida Filho, José C. P. (1993). *Dimensões comunicativas no ensino de línguas*. Campinas: Pontes
- Almeida Filho, José C. P. (1999). Análise de abordagem como procedimento fundador de auto-conhecimento e mudança para o professor de língua estrangeira. In J.C.P. de Almeida Filho (Org.), *O professor de língua estrangeira em formação*. Campinas (pp. 11-27). SP: Pontes.
- Almeida Filho, José C. P. (2000). Crise, transições e mudanças no currículo de formação de professores de línguas. In M. Fortkamp & L. Tomitch (Eds.), *Aspectos de lingüística aplicada* (pp. 33-47). Florianópolis: Insular.
- Alvarenga, M.B. (2004). Competências de ensinar analisadas durante o período de estágio supervisionado: ações paralelas e conjuntas para a formação de professores de inglês. In M.H.V. Abrahão (Org.), *Prática de ensino de língua estrangeira: Experiências e reflexões* (pp. 107-130). Campinas, SP: Pontes Editores, ArteLíngua.
- Bailey, K. M., Curtis, A., & Nunan, D., (2001). *Pursuing professional development: The self as a source*. In D. Freeman (Ed.). Heinle & Heinle.
- Barcelos, A.M. (1999). A cultura de aprender línguas (inglês) de alunos no curso de Letras. In J.C.P. Almeida Filho, (Org.), *O professor de língua estrangeira em formação* (pp. 157-177). Campinas, SP: Pontes.
- Barcelos, A.M. (2000). *Understanding teachers' and students' language learning beliefs in experience: A Deweyan approach*. Unpublished doctoral dissertation, University of Alabama, Tuscalosa.
- Barcelos, A. M. (2003). Researching beliefs about SLA: A critical review. In P.Kajala, & A.M.F. Barcelos (Eds.), *Beliefs about SLA: New research approaches* (pp. 7-33). Kluwer Academic Publishers. Printed in the Netherlands.

- Barcelos, A.M.F., Batista, F. de S., & Andrade, J.C. (2004). Ser professor de inglês: Crenças, expectativas e dificuldades dos alunos de Letras. In M.H.V. Abrahão (Org.), *Prática de ensino de língua estrangeira: Experiências e reflexões* (pp. 11-29). Campinas, SP: Pontes Editores, ArteLíngua.
- Celani, M.A.A. (2000). A Relevância da Lingüística Aplicada na Formulação de uma Política Educacional Brasileira. In M.B.M. Fortkamp, & L.M.B. Tomitch (Org.), *Aspectos da lingüística aplicada: Estudos em homenagem ao Professor Hilário Inácio Bohn*. (pp. 17-32). Florianópolis: Insular.
- Celani, M.A.A. (2001). Ensino de línguas estrangeiras: Ocupação ou profissão? In V.J.Leffa, (Ed.) *O Professor de línguas estrangeiras: construindo a profissão* (pp. 21-40). Pelotas: EDUCAT/ALAB.
- Consolo, D. A., Bertoldo, E. S., Cox, M. I. P., Felix, A., Peterson, A. A. A., & Viana, N. (1999). Desafios e perspectivas na formação de professores de línguas no Brasil. *Estudos Lingüísticos*, 28, 112-117, São Paulo: GEL.
- Cox, M. I. P., & Assis-Peterson, A. A. (1999). Critical pedagogy in ELT: Images of Brazilian teachers of English. *TESOL QUATERLY*, 33(3), Autumn, 433-452.
- D'Ely, R., & Gil, G. (2005) Investigando o impacto de um curso de metodologia de ensino nas crenças, atitudes e práticas de futuras professoras de inglês. In G. Gil, A. Rauber, M. Carazzai, & Bergsleithner, J. (Orgs.), *Pesquisas qualitativas no ensino e aprendizagem de língua estrangeira: A sala de aula e o professor*. Florianópolis: Pós-Graduação em Inglês. ISBN: 85-98703-03
- Dellagnelo, A. de C. K. (2003). *Self-evaluative reports: A discursive investigation of teacher reflectivity*. Unpublished doctoral dissertation, Universidade Federal de Santa Catarina, Florianópolis, Brazil.
- Denzin, N.K., & Lincoln, Y. (Eds.) (1998). *Collecting and interpreting qualitative materials*. Thousand Oaks: Sage Publications.
- Dutra, D.P. (2003). A formação pré-serviço e o currículo de letras. In T. Gimenez (Org.), *Ensinando e aprendendo inglês na universidade: Formação de professores em tempos de mudança* (pp. 109-114). Londrina: ABRAPUI.
- Dutra, D.P. & Magalhães, C. (2000). Aprendendo a ensinar: A autonomia do professor-aprendiz no projeto de extensão da Faculdade de letras da UFMG. *Linguagem & Ensino*, 3(2), 61-73.
- Dutra, D.P., & Mello, H. (2004). A prática reflexiva na formação inicial e continuada de professores de língua inglesa. . In M.H.V. Abrahão (Org.), *Prática de ensino de língua estrangeira: Experiências e reflexões* (pp. 31-43). Campinas, SP: Pontes Editores, ArteLíngua.
- Fonseca, M. R. F. S. T. (1999). Prática e teoria na (trans)formação de professores de língua estrangeira. In J.C.P. de Almeida Filho (Org.), *O Professor de língua estrangeira em formação* (pp. 83-92). Campinas, SP: Pontes.

- Freeman, D. (2001). Second language teacher education. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 73-79). Cambridge: Cambridge University Press.
- Freeman, D., & Richards, J. (1993). Conceptions of teaching and the education of second language teachers. *TESOL Quarterly*, 27(2), 193-216.
- Freeman, D., & Richards, J. (Eds.). (1996). *Teacher learning in language teaching*. Cambridge: Cambridge University Press.
- Galan, M., & Maguire, T. (2001). Education and Beliefs. *The weekly Column, Article 79, November, 2001*. Available: [www.eltnewsletter.com/back/November2001/art792001.htm](http://www.eltnewsletter.com/back/November2001/art792001.htm)
- Gil, G. (2005). Mapeando os estudos de formação de professores de línguas no Brasil. In M. Freire, M. H. Abrahão, & A. M. Barcelos (Eds.), *Linguística aplicada e contemporaneidade*, (pp.173-182). SP: Pontes/ALAB.
- Gimenez, T. (1999). Reflective teaching and teacher education contributions from teacher training. *Linguagem & Ensino*, 2(2), 129-143.
- Gimenez, T. (2004). Tornando-se professores de inglês: Experiências de formação inicial em um curso de letras. In M.H.V. Abrahão (Org.), *Prática de ensino de língua estrangeira: Experiências e reflexões* (pp. 171-187). Campinas, SP: Pontes Editores, ArteLíngua.
- Gimenez, T. (2005a). O novo perfil dos cursos de licenciatura em Letras. In L.M.B. Tomitch, M.H.V. Abrahão, C. Daghljan, & D.I. Ristoff (Org.), *A interculturalidade no ensino de inglês* (pp. 331-343). Florianópolis: UFSC.
- Gimenez, T. (2005b). Desafios contemporâneos na formação de professores de línguas: Contribuições da linguística aplicada. In M. Freire, M. H. Abrahão, & A. M. Barcelos (Eds.), *Linguística aplicada e contemporaneidade*, (pp.183-201). SP: Pontes/ALAB.
- Gimenez, T., & Cristóvão, V. L. L. (2004). Derrubando paredes e construindo pontes: formação de professores de língua inglesa na atualidade. *Revista Brasileira de Linguística Aplicada*, 4(2), 85-95.
- Gimenez, T., Mateus, E. F., Ortenzi, D.I.B.G., & Reis, S. (2000). Crenças de licenciandos em letras sobre ensino de inglês. In V. J. Leffa (Compilador). *TELA (textos em linguística aplicada)* [CD-ROM]. Pelotas: EDUCAT.
- Gimenez, T., Perin, J.O.R., & Souza, M.M. (2003). Ensino de inglês em escolas públicas: O que pensam pais, alunos e profissionais da educação. *SIGNUM: Estudos Linguísticos*, 6(1), 167-182, Londrina.
- Gimenez, T., Reis, S., Ortenzi, D.I.B.G. (2000). Fé cega e faca amolada: Observações sobre imagens de professores de prática de ensino de inglês. *D.E.L.T.A.*, 16(1), 129-138.

- Gutierrez Almarza, G. (1996). Student foreign language teacher's knowledge growth. In D. Freeman, & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 51-78). Cambridge: Cambridge University Press.
- Heberle, V.M. (2001). Observing EFL classrooms in primary or secondary schools: A research task in applied linguistics. *Florianópolis, Ilha do Desterro*, 41, 93-117.
- Heberle, V.M. (2003). 30 years of EFL teaching in Brazil: glimpses of past realities and prospects for the future. In Gimenez, T. (Org.), *Ensinando e aprendendo inglês na universidade: Formação de professores em tempos de mudança* (pp. 47-52). Londrina: ABRAPUI.
- Johnson, K., & Freeman, D. (2001). Teacher learning in second language teacher education: A socially-situated perspective. *Revista Brasileira de Linguística Aplicada*, 1(1), 53-69.
- Johnson, K. E. (1999). *Understanding language teaching: Reasoning in action*. Canada: Heinle & Heinle
- Leffa, V.J. (2001). Aspectos políticos da formação do professor de línguas estrangeiras. In V.J. Leffa (Org.), *O professor de línguas estrangeiras: Construindo a profissão* (pp. 333-355). Pelotas: EDUCAT/ALAB.
- Lima, D.C. (2001). English-as-a-foreign-language teacher training programs: An overview. *Linguagem & Ensino*, 4(2), 143-153.
- Malatér, L. S. de O. (2005). "What I am teaching, why I am teaching and also to whom I am teaching": *discursive construction of prospective EFL teachers*. Unpublished doctoral dissertation, Universidade Federal de Santa Catarina, Florianópolis, Brazil.
- Massarollo, J. (2005). *Talking and testing: Assessment of Letras EFL students' oral performance in a public university in Southern Brazil*. Unpublished master's thesis, Universidade Federal de Santa Catarina, Florianópolis, Brazil.
- Mateus, E. F. (2002). Educação contemporânea e o desafio da formação continuada. In T. Gimenez (Ed.) *Trajetórias na formação de professores de línguas* (pp. 3-14). Pelotas: EDUCAT/ALAB.
- Melo, T. M. M. (2002). A conjugação teoria/prática na sala de aula comunicativa de ILE. Uma experiência de pesquisa-ação. *Linguagem & Ensino*, 5(1), 149-169.
- Moita Lopes, L. P. (1996). *Oficina de lingüística aplicada*. Campinas, SP: Mercado de Letras.
- Moita Lopes, L. P. (2003). A nova ordem mundial, os parâmetros curriculares nacionais e o ensino de inglês no Brasil: a base intelectual para uma ação política. In L. Bárbara, & R. C. G. Ramos (Orgs), *Reflexão e ações no ensino-aprendizagem de Línguas* (pp. 29-57). Campinas: Mercado de Letras.
- Moita Lopes, L. P. (2005). Ensino de Inglês como espaço de embates culturais e de



- políticas da diferença. In T. Gimenez, C.M. Jordão, & V. Andreotti (Org.), *Perspectivas educacionais e o ensino de inglês na escola pública* (pp. 49-67). Pelotas: EDUCAT.
- Moreira, M. L. G. da L., & Alves, F. (2004). Investigating the inter-relationships between beliefs, autonomy, and motivation in the context of foreign language learning/teaching. *Revista Brasileira de Linguística Aplicada*, 4(2), 113-133.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Oliveira, E. C. (2004). A prática educacional de professoras iniciantes nas escolas de ciclos. In M.H.V. Abrahão (Org.), *Prática de ensino de língua estrangeira: Experiências e reflexões* (pp. 45-59). Campinas, SP: Pontes Editores, ArteLíngua.
- Ortenzi, D. I. B. G., Mateus, E. F., Reis, S., & Gimenez, T. N. (2002). Concepções de pesquisa de futuros professores de inglês. In T. Gimenez (Ed.) *Trajétórias na formação de professores de línguas* (pp. 157-181). Pelotas: EDUCAT/ALAB.
- Paiva, V.L.M. de O. (1997). A identidade do professor de inglês. In: *Ensino e pesquisa – Revista da Associação de Professores de Língua Inglesa do Estado de Minas Gerais*. Belo Horizonte: APLIEMGE, 9-17.
- Paiva, V.L.M. de O. (2003a). A LDB e a legislação vigente sobre o ensino e a formação de professor de língua inglesa. In: C.M.T. Stevens, & M.J.C. Cunha, (Org.), *Caminhos e colheitas*. Brasília: UnB.
- Paiva, V.L.M. de O. (2003b). Avaliação das condições de oferta dos cursos de Letras. In Gimenez, T. (Org.), *Ensinando e aprendendo inglês na universidade: Formação de professores em tempos de mudança* (pp. 43-45). Londrina: ABRAPUI.
- Paiva, V.L.M. de O. (2005). O novo perfil dos cursos de licenciatura em Letras. In L.M.B. Tomitch, M.H.V. Abrahão, C. Daghlian, & D.I. Ristoff (Org.), *A interculturalidade no ensino de inglês* (pp. 345-363). Florianópolis: UFSC.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Perin, J. O. R. (2005). Ensino/aprendizagem de língua inglesa em escolas públicas. In T. Gimenez, C. M. Jordão, & V. Andreotti (Org.), *Perspectivas educacionais e o ensino de inglês na escola pública* (pp.143-157). Pelotas: EDUCAT.
- Pessoa, R. (2003). Reflexão interativa: Implicações para o desenvolvimento profissional de professores de inglês da escola pública. In F. Figueiredo (Org.), *Anais do V seminário de línguas estrangeiras* (pp. 45-56). UFG. Goiânia, Gráfica e Editora Vieira.
- Pinheiro, J.D. (2003). Developing the teacher I am. In Gimenez, T. (Org.), *Ensinando e aprendendo inglês na universidade: Formação de professores em tempos de mudança* (pp. 161-164). Londrina: ABRAPUI.

- Richards, J.C. (1994). Teacher thinking and foreign language teaching. *The Language Teacher Online [On-line]*, Available: <http://www.jalt-publications.org/tlt/files/94/aug/richards.html>
- Richards, J.C. (1998). *Beyond training*. Cambridge: Cambridge University Press.
- Richards, Jack C., & Lockhart, Charles. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Richards, J. C., & Nunan, D. (1990). *Second language teacher education*. Cambridge: Cambridge University Press.
- Richards, J.C., Platt, J., & Platt, H. (1999). *Dictionary of Language Teaching & Applied Linguistics*. England: Longman.
- Silva, M. (2003). *Constructing the teaching process from inside out: How preservice teachers make sense of their perceptions of the teaching of the 4 skills*. Unpublished master's thesis, Universidade Federal de Santa Catarina, Florianópolis, Brazil.
- Smagorinsky, P., Cook, L.S.; Johnson, T.S. (2003). The twisting path of concept development in learning to teach. *CELA Research Report Number 16002*. Available: <http://cela.albany.edu/smagetal03-02/index.html>
- Stevick, E. W. (1980). *A way and ways*. Heinle & Heinle Publishers. (Chapters 1 and 2).
- Telles, J. A. (2002). A trajetória narrativa: histórias sobre a prática pedagógica e a formação do professor de línguas. In Gimenez, T. (Org.), *Trajetórias na formação de professores de línguas* (pp. 15-38). Londrina: ED. UEL.
- Telles, J.A. (2004). Modos de representação: o espetáculo teatral como dispositivo de reflexão e representação do desenvolvimento do professor. In M.H.V. Abrahão (Org.), *Prática de ensino de língua estrangeira: Experiências e reflexões*. (pp. 61-105). Campinas, SP: Pontes Editores, ArteLíngua.
- Wallace, M. (1991). *Training foreign language teachers: A reflective approach* (pp. 1-86). Cambridge: Cambridge University Press.
- Woods, D. (1996). *Teacher cognition in language teaching: Beliefs, decision-making, and classroom practice*. Cambridge: Cambridge University Press.
- Xavier, R. P., & Gil, G. (2004). As práticas no curso de licenciatura em Letras-Inglês da Universidade Federal de Santa Catarina. In M.H.V. Abrahão (Org.), *Prática de ensino de língua estrangeira: Experiências e reflexões*. (pp. 153-169). Campinas, SP: Pontes Editores, ArteLíngua.
- Zeichner, K.M. (2003). Educating reflective teachers for learner-centered education: Possibilities and contradictions. In Gimenez, T. (Org.), *Ensinando e aprendendo inglês na universidade: Formação de professores em tempos de mudança* (pp. 3-19).

Londrina: ABRAPUI.

## APPENDIX A STUDENT TEACHERS' PROFILES

**Maia** began her English studies at the 5<sup>th</sup> grade in a public school, and although throughout school time she said she was taught only the same basic content, she has kept her interest in the English language. She has never been abroad and never studied English in a private language school. At high school, she thought about studying Law, but besides her interest in learning English, she decided to take Letras because it was easier to pass the *vestibular*. Now, she says she is not interested in Law anymore and likes what she is studying. She has taught private English classes for a few months and enjoyed the experience. Nevertheless, she is not sure about her career, whether to be a teacher or not, but if she decides to teach, it will only be in private schools (except teens) and universities. She said she does not know why she decides to take Licenciatura, and after finishing it, she intends to take Bacharelado. She also has plans to do her Master, probably in literature.

**Tania** started studying English at eight years old in a private language school, but stopped after a year. She kept studying English at a private regular school from the 5<sup>th</sup> grade on. She did not enjoy the way she learned English at school, through the memorization of grammar rules and vocabulary. At the age of twenty-one, she took a six month course to improve her English, which she enjoyed much more because there were no translations and the classes were full of different activities - she stopped the course when she entered the Letras program. She has been abroad for four months and has never taught English. Like Maia, she chose Letras because it was easier to pass the *vestibular* and she liked English. She had plans to try transference to Journalism later on. She ended up enjoying Letras, but she does not want to be a teacher; she intends to work as a translator or an interpreter. Nevertheless, she is taking Licenciatura because

she thinks she will be more prepared in case she decides to teach later on – her preference is for private schools.

Although **Roberta** is graduating in Advertising at the end of this year in a private university, she was afraid of not being able to pay for this course until the end. This fear led her to choose Letras in a public university – she had the idea that it would not be too demanding, plus, she liked the language. She has studied English in a private regular school since she was four, and at fifteen years old, she also started a private language course. Nevertheless, she believes she only learned the language because of her own dedication and personal interest in translating lyrics, repeating interviews, imitating actors and singers, always with an emphasis on the British accent. Like Tania, Roberta does not want to be an English teacher. Since there is not a prospective market in the field of publicity and marketing in the city where she lives, she considers the possibility of being a university professor in one of these areas, and that is why she is taking Licenciatura. She said she might teach English privately if she needs money or even in a private language course, but she does not want to teach teens and children because she thinks she is not patient enough. She is going to spend a year or two in England studying and working the year after this.

**Tina** has studied English since she was nine years old in private language courses and has studied abroad for two months. She has graduated in Psychology, holds a Master's Degree in Linguistics and is currently working in her Ph.D. also in Linguistics. She has decided to do Letras together with her Ph.D. studies because she needs Licenciatura to be able to work as a university professor, and because she wanted to improve her English. She does not want to be an English teacher, unless the only way to teach linguistics happens to be through the teaching of this language. Actually, she has

already taught English in private language courses for five years while she was studying Psychology, and she did it for financial reasons.

**Lara** has studied in a public school and always wanted to learn English – she said it was one of her dreams, but she has never been able to pay for a private language course. She tried Business Management and Design at *vestibular* for some time, but she quit the idea because of her dislike for Math. She entered Letras on her 5<sup>th</sup> try at *vestibular* with the objective of learning the language. She did not want to be a teacher, but she believed that by knowing English she would have more chances to get a better job. Nevertheless, even being disappointed at the teaching career for its bad working conditions, at the moment, she does not see many options for her in the city where she lives to get a job other than working as a teacher. Now, she thinks that just knowing the language will not give her an opportunity to get a better job since there are lots of people who are able to pay for private language courses, and that besides being graduated in something else than English are also proficient in the language. She started the disciplines of Licenciatura because she believed it to be more useful than Bacharelado, but she is now in doubt about which one to do, if she does both, or if she quits Licenciatura. The following excerpt shows her insecurity and disappointment towards what to do:

Pois é, é difícil assim porque eu, pelo menos aqui em Florianópolis, parece ser bem limitado pra quem sai de um curso de letras inglês, parece que a única coisa que tem é ser professor, aí o bacharelado, professores que dão aulas aqui há anos, já falaram se fosse tu não fazia porque não dá nada isso aí porque depois tu vai querer dar aula e não vai poder, eles pedem licenciatura, então às vezes eu paro e fico pensando o quê que eu vou fazer da minha vida porque realmente o curso de Letras inglês se não for pra ser professor eu não sei o que eu vou ser, porque inglês, um monte de gente que faz cursinho aí fora sabe inglês, aí o pessoal vai lá já tem inglês fluente e tem um curso de administração por exemplo assim.... então o fato de só ter o inglês não vai me ajudar muito a conseguir um emprego.(Lara, interview).

**Daniela** has been always very motivated to learn the language due to her passion for international music and movies. She started learning English in a public school, and according to her, during high school she was only taught the verb to be. She has never been abroad and has never studied English in private language courses. Daniela decided to enter Letras mainly to learn the language, besides the possibility of getting a job as an English teacher. She is aware that the English discipline is not valued enough at schools, the Government does not provide didactic books, and the salaries are low, but somehow she considers herself ready to face this reality. She intends to teach in public schools, at least for some time, although she said she might change her mind about that. She said she is aware that many people give up teaching, thus, she is afraid of not being strong enough to work as a teacher for too long. So, she also considers the idea of working as a translator.

**Carolina** started studying English when she was eleven years old in a public school and she had no interest in learning the language at that time. When she was nineteen, she studied English in a private language course and enjoyed it so much that she decided to enter Letras. Although her main reason to take the course was to learn the language, she knew that she would do Licenciatura and eventually become an English teacher. Nevertheless, she does not see herself teaching English in regular schools. She has got a scholarship for a research program in Linguistics at the university, which motivated her to continue her studies, to take MA and Ph.D. courses, to become a researcher and to teach in universities. She has never taught before and has been abroad for four months in a work experience program.

**Leni** went to private regular schools and she has studied English in private language courses since she was twelve years old. She tried Letras on her second *vestibular*. She based her choice on her likes for reading, writing, and the English

language, additionally, she examined the disciplines her mother was studying in the university for the Letras/French course and enjoyed them. She has been abroad in a four month work experience program and she has taught English for one year and a half. She enjoys teaching for the time being, but her future plans are to become a researcher or a university teacher. She wants to take MA and Ph.D. courses, maybe in the field of neurolinguistics. She believes it is very easy to find a job as an English teacher.

**Ula** went to public regular schools, but she has studied English in private language courses since she was eleven years old. She has graduated in Psychology, but since she did not want to work with it she chose Letras on her second *vestibular* because of her passion for the English language – it would be a good way to keep in touch with the language. Ula has never been abroad and she has taught English for one year and a half. She was still teaching when this study was being carried out. She wants to do Licenciatura because it may help her to get a job, but she is disappointed about the English teaching situation at schools. Hence, she hopes to be able to make money working as a translator, which is what she really likes doing.

**Alice** started studying English in a private school at the 7<sup>th</sup> grade. Right after that, she started a private language course where she stayed for five years. She studied Chemistry for one semester, but did not enjoy the course. Then she chose Letras on her second *vestibular* because she liked the English language. She did not want to become a teacher, thus, she decided to do only Bacharelado. But, by her own mistake, she got enrolled in a discipline from Licenciatura, Applied Linguistics, and started doing it. Next, she started teaching in a private language course (she started three months before doing the interview for this study). Now she says she has surrendered to the idea of becoming an English teacher because she wants to be dealing with the more practical side of the course. She says she is aware she will not make much money as a teacher,



but teaching gives her some satisfaction. Nevertheless, teaching is her second option because she does not want to be only a teacher. She is not so sure about what path to follow, but she believes she will be able to work in any activity that involves English such as translation, researching, teaching or any other one.

**Regina** studied English in different private language courses from ten to fifteen years old, and she said the classes were very conventional, the teachers and the books she had followed pretty much the same traditional style. Then, she changed to a course that focused on instrumental reading orientation, and although she did not enjoy the classes very much, she kept her interest in the English language. At sixteen she went abroad for three months and only then she understood English as a universal language. She had already studied Social Sciences for 2 years when she decided to quit it and try the *vestibular* to Letras because she could not see herself working as a Social Scientist, and she realized she wanted to study literature and work with translations. She decided to do Licenciatura to have more options, better saying, to be able to teach, but she considers the possibility of doing Bacharelado after finishing Licenciatura. Although she is happy about her choice of Letras, she still does not know if she will work as a teacher, as a translator or if she will follow an academic career. She has already taught English in private language courses and at the moment this study was being carried out, she was teaching private English classes with a focus on instrumental reading orientation.

**Carla** studied English in a public school during the elementary course and in a private school while she was in high school, but do not remember much about those years. After school, she has studied English in different private language courses, but she had to stop many times for financial reasons. Before starting Letras she has tried accountancy and advertising which she quit after some time. Her dream was to study

oceanography, but she ended up choosing Letras because she enjoyed studying English and French in the private language courses she took. She decided for Licenciatura because she wants to teach English, and literature if possible, in public schools, but she is aware that she will probably have to follow the system and prepare students for *vestibular*. She also wants to work with literature at the university. She thinks it is not ethic at all to work as a teacher before graduating in the course.

**Renata** started studying English when she was thirteen in a public school and said it was not a good experience. The teacher did not speak English in class and used to work only with translation. At fourteen, she started a private language course that lasted for five years. She has lived in Germany for 8 months and has been to the USA in a four month work experience. She has taught English for a year in a public school. She used to have about 35 students per class with different levels. She said it was a bad experience, she did not have any kind of support and any previous experience which made her feel impotent. At that time, she was at the university studying to be a bilingual secretary. She thought the course was sort of boring, so she did the *vestibular* again for Letras/English because she could validate a lot of subjects, additionally she considered this field better than the previous one in terms of job offers. Although she is aware she will not make much money teaching English, she says it is easy to find a job as a FL teacher. When she participated in this study, she was teaching English private classes. She says she is really in doubt about what to do: to study literature that she enjoys a lot, but she thinks it is too academic; to become a teacher or to work with translation.

**Lívia** has never been abroad. She started studying English at the 7<sup>th</sup> grade in a public school through a grammar translation approach. In high school, teachers focused on the instrumental reading orientation. She thinks she really improved her English by watching television sitcoms in English with subtitles. She chose Letras on her first

*vestibular* because she really identifies herself with the teaching of English. She intends to teach in public schools and to take a Master's course in literature. She does not have many expectations towards the market, but she considers herself very optimistic and she is sure there will be a place for her where she can work with the students the way she wants to. She has never taught and, like Carla, she thinks it is not ethic to start teaching before graduating in Letras.

**Mariana** started studying English in a private school and in a private language course when she was ten years old. She enjoyed the latter very much and left the course when she was sixteen. Then, she stopped studying English for five years and started again in another private language school where she also worked as a receptionist. She enjoyed the methodology which she said to be nice and different from what she had experienced before because its main focus was on conversation. While she was finishing Magistério she entered Pedagogy at UDESC, but quit the course after two years. Next, she decided to take Letras at UFSC because she liked the language and she could either teach or become a writer. She thinks teaching is pleasant and is also a good way to keep in touch with the language. She decided to do both Licenciatura and Bacharelado. She intends to keep on studying (MA and PhD courses in language) and working with things she likes such as writing, translation and teaching. She started teaching in a public school when she was on the fourth semester in Letras. After that, she taught English in three other public schools and last semester she was hired to work in a private language school as a trainee. She was not teaching at the moment this study was carried out.

**Laura** has always enjoyed English that is “magic” for her. It was her dream to speak and understand everything people say. Although she had always wanted to learn English, she only started studying it at the age of twenty six when she earned a

scholarship in a private language school, because before that, she could not afford the price of private language courses. At the public school she had English classes only at the 7<sup>th</sup> and 8<sup>th</sup> grade, and according to her, the classes were terrible because the teacher in charge was always sick and the substitute teacher did not know English. She tried Letras/English on her first *vestibular*. What has most influenced her choice for this course was the English teacher she had, who is also the coordinator at the language school where she studied and where she has been teaching English for two years. Laura has always admired this teacher's passion for her profession. She plans to continue teaching at the same language school she works and take her MA in literature. She is aware that she will not make a lot of money as a teacher, but it is what she likes doing anyway. She is not worried about getting a job - she believes that if someone is good at what she/he does, he will be recognized and there will always be a place for her/him.

**Beto** studied English in a public school from the 7<sup>th</sup> grade to the first year of high school. He liked the teacher very much. Then, when he was an adult, he studied English in a private language school for six or seven months, but he had to stop it because he could not afford the price of the course. He kept studying English by himself: listening to music, translating lyrics and watching films. He realized he wanted to be a teacher when he substituted an English teacher in a public school, a friend of him who suffered an accident and could not walk temporarily. She asked him to teach her group and to adopt a booklet she gave him. At that time he was working as a waiter, had never had any previous teaching experience, and had not studied English for the past ten years, but he decided to take her over anyway. He ended up teaching there for a month and enjoyed it very much in spite of the difficulties he had to face due to his lack of experience, and the big number of teenager students in class who were not really interested in learning the language. Then, he decided to do *vestibular* for Letras to

become a 'real' teacher, according to him, a teacher who knows all the tools that are available to him to use in a classroom: “Essa experiência me deu vontade de dar aula porque até então eu não sabia pra que eu tinha vindo nesse mundo” (interview). He also wanted to learn the language to be able to travel and have access to foreign cultures. He said that, at first, he chose Licenciatura to be able to get a job as teacher, but his focus has changed after having worked in public schools, he means that he is not in this field because of the money that he knows it is not good enough, but because he wants to become the best teacher he can be for his students. He wants to continue studying as much as he can. He intends to teach in a private school because the salary is better, and in a public school because he feels in debt with society, thus, he wants to return what has been invested on him by teaching students what he has learned at the university.

## APPENDIX B

UFSC/CCE/DLLE

Código: LLE 5045 N. de horas: 4 horas semanais/60 horas

Disciplina: Lingüística Aplicada à Língua Estrangeira Horário da Disciplina: 0210102/0410102

Semestre: 2005//2 Atendimento: a combinar. Professora: Gloria Gil glogil@terra.com.br

### EMENTA:

Estudo de princípios básicos de Lingüística Aplicada e sua relação com o ensino-aprendizagem da língua inglesa no Brasil. A pesquisa em Lingüística Aplicada em diferentes contextos escolares

### OBJETIVOS:

- Propiciar uma fundamentação teórica sobre a Lingüística Aplicada e sua importância para o ensino-aprendizagem da língua inglesa no Brasil
- Levar ao aluno a um posicionamento crítico e criativo de quanto ao processo ensino-aprendizagem da língua inglesa no Brasil

### CONTEÚDO PROGRAMÁTICO

- Variables of teaching/learning
- Theories of acquisition
- Language methodologies
- Observing the classroom

**METODOLOGIA:** aulas expositivas dialogadas; apresentação oral de trabalhos; trabalhos e discussões em grupos.

**AVALIAÇÕES:** participação em aula// uma apresentação oral sobre uma artigo acadêmico na LA//1 prova sobre textos discutidos na sala de aula// Monografia final sobre observação de pelo menos 4 aulas de inglês no ensino fundamental ou médio. A recuperação será realizada no decorrer do curso.

### Bibliografia

Almeida Filho, J.C. (1993) *Dimensões comunicativas no ensino de língua*. Campinas: Pontes.

Almeida Filho, J.C. (1999) *O professor de Língua Estrangeira em formação*. Campinas: Pontes.

Allwright, D. & Bailey, K. (1991). *Focus on the language classroom*. Cambridge:

Cambridge University Press

Douglas Brown, H.(1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice-Hall.

**Cavalcanti, M. & Moita Lopes, L. P. (1991). Implementação de pesquisa na sala de aula de línguas no contexto brasileiro. *Trabalhos em Lingüística Aplicada*, 17, 133-144.**

Cook, V. (2001). *Second language learning and language teaching*. London: Edward Arnold.

Larsen-Freeman, D. (1986). *Techiques and principles in language teaching*. Oxford:OUP.

Lightbown, P. & Spada N. (1993). *How languages are learned*. Oxford: OUP.

Mitchell, R. & F. Myles. (1998). *Second language learning theories*. London: Arnold.

Moita Lopes, L. P. (1996). *Oficina de Lingüística Aplicada*. Mercado de Letras.

Richards, J. & Rodgers, T. (2001). *Approaches and methods in language teaching*, Cambridge:CUP.

Periódicos:

Trabalhos em Lingüística Aplicada (UNICAMP); Fragmentos, Cadernos de Tradução, Ilha do Desterro (UFSC); Linguagem e Ensino (UcPel); The ESPecialist;

Intercambio, Delta (PUC-SP); Applied Linguistics; Language Learning, ELT Journal; TESOL Quarterly.

## APPENDIX C

# GUIDELINES FOR SCHOOL AND CLASSROOM RESEARCH REPORT

### STEPS

1. Form a pair or a trio with classmates. Inform the discipline teacher.
2. Find a school (a list of teachers who may be willing to be observed will be provided), contact the school and the teacher and hand in the introductory letter (find it at the end of this handout).
3. Using the four sets of questions below, conduct the research. Remember that you should observe four classes with the same teacher and the same group.
4. Write the report and hand it in to the discipline teacher.

### GUIDING QUESTIONS

The objective of this research is to make students reflect on how different contextual factors are intrinsically linked to the development of a classroom, specifically a FL classroom.

To help you with the research the following 4 sets of questions are suggested. In order to write the final report you should try to answer the questions and **establish links between the four types of questions**, that is, you should try to find cause-consequence relations among the different types of questions

#### I Questions concerning the school environment

1. What kind of school is it (private/public/language institute)? What sort of overall social structures are students inserted in and how do they see this? Check also other socio-cultural factors as well as conditions of learning, instructional resources and materials. How do the local community and the school staff see the teaching of English?
2. What are the general guidelines for the teaching of English or other foreign languages? How many students are there per class? How often do students have English classes? Check syllabus, lesson plans, homework assignments, and other documents, if you can find them.
3. Is there any library with books in foreign languages? Do teachers have access to the internet, technical/professional books, dictionaries, videos, CDs and other didactic technological resources?

#### II Interview students and the teacher to know about their FL teaching/learning experiences, beliefs, etc.

1. From the interview or talks with the teacher, what are some of his/her beliefs? What about his/her experience, his/her qualifications, training/development courses, expectations, degree of satisfaction with career?

2. Ask students about their experience in EFL learning/teaching. How do they feel about it?

### III Technical/pedagogical questions

1. How does the teacher introduce and develop a topic?
1. How does correction take place: what pedagogical procedures are used? What kind of mistakes or errors are corrected? What is more emphasized: students' performance or their mistakes and/or errors?
2. How is grammar taught? Are there opportunities for contextualization and use of grammatical forms or is there an emphasis on grammatical terminology?
3. What kind of questions does the teacher ask? Do they seem to help learners or are they used only to evaluate students' performance?
4. What role does the teacher play in the reading class? Are there opportunities for the students to reflect on the text? Are the texts varied and interesting for the students? Is there an attempt by the teacher and students to place texts in a broader social context?

### **IV Questions about teacher/student and student/student interaction**

1. What opportunities are offered for students' participation, autonomy and critical awareness?
2. Are there moments where students' background knowledge and experiences are considered for the construction of knowledge?
3. Do the students participate actively in the construction of knowledge?
4. Is there 'a supportive and positive working atmosphere'?
5. What are some verbal and nonverbal signs of communicative engagement?



**APPENDIX D  
QUESTIONNAIRE ONE**

**Name:** \_\_\_\_\_

**Nickname (choose any one you like to be identified):** \_\_\_\_\_

**Date of birth:** \_\_\_\_/\_\_\_\_/\_\_\_\_      **Town/City:** \_\_\_\_\_

**Marital Status:** ( ) single ( ) married      **Kids:** ( ) yes ( ) no

**Went to school:** ( ) private ( ) public

**E-mail:** \_\_\_\_\_

**Your Own Experiences**

*The purpose of this investigation is to help you understand how your experiences as a language learner have influenced you (or will influence you) as a language teacher. Here are the guidelines for completing the task:*

1. Write brief statements about the language(s) you've learned, when it happened and the contexts in which you've learned them. Then, write a prose summary of your language learning history that answers what language learning experiences have you had and how successful have they been?
  
2. Describe the way you were taught the second language(s) and how you responded to it/them.
  
3. What was your personal attitude towards the culture that spoke that target language? Is it still the same?
  
- 4- Do you think English is an important language? Why?
  
5. Have you ever taught English? If yes, please answer question number 6. If not, do you intend to teach English? Have you thought about where and when would you like to do it?
  
6. Write about your teaching experience: describe the context where it happened and your language teaching experience (e.g., your assumptions regarding your effective teaching, your difficulties, if it was pleasurable or not, etc.). When did it happen? Are you still teaching at the moment?

**Feel free to write either in Portuguese or in English, but please try to recall as much as you can and write about it.**

**APPENDIX E****QUESTIONNAIRE TWO****Thinking About Your Teachers**

1-Think about the best teacher(s) you've had. Try to describe the way they were, the kind of attitudes they had, what they used to do in the classroom and the way they acted towards the students (you).

2- Think about the bad teacher(s) you've had and do the same of exercise one.

**Thinking About You**

Think and write as much as you can about the topics below:

3-The student I am.

4-The teacher I am.

5- The teacher I want to be.

**APPENDIX F**  
**QUESTIONNAIRE THREE**

**Name:** \_\_\_\_\_

1) Was Letras your first option at vestibular? Was it your first vestibular? What has influenced you on your decision to enter this course? State clearly your reasons for entering the course and how you think you will get some benefit from graduating in it.

2) What are the attractive aspects of teaching English as a foreign language in terms of a career choice?  
Should you become a teacher, would you like to work in public or private education? Why?

3) If you had to choose a metaphor for the good and bad language teacher what would they be? Justify your choice.

4) Please comment on the extracts below expressing your own point of view about the relationship between theory and practice in teacher education programs. Is it possible to unite theory and practice? If yes, how can it be done?

A student-teacher in one of her talks to her supervisor during the methodology course:

...às vezes é muito incoerente o que a gente aprende aqui, e vai aplicar lá fora. Porque é, não existe estrutura, você vai trabalhar com texto, vamos procurar um texto dinâmico pra, já vem a questão: tem tempo pra procurar? Aí tá, procurou, achou um texto dez pra trabalhar com os alunos, a escola não fornece xerox ou está em matriz e não dá, eu tenho uma cota limitadíssima, só dá pra prova. (Reis, Gimenez, Ortenzi e Mateus, 2001, p.253).

Another student-teacher in one interview with the researcher after finishing the methodology course at a university:

Eu vejo que a prática e as teorias vistas na universidade (+) eu não sei (+) talvez elas tenham a mesma importância (+) porque eu vejo que nem a prática (+) também foi fruto de toda essa teoria (++) se não tivesse havia essa mudança (+) se eu não tivesse que cair na prática para refletir (+) pra ler as teorias (+) não teria sido a mesma coisa (+) então eu tinha de ter um embasamento para cair na teoria e cair na prática e ver o que dava certo.... A teoria vem à tona sempre que a gente pensa na prática (+) na prática que a gente está fazendo a teoria (+) ela vem junto (+) ela vem assim com esse pensar sobre a prática... (Abrahão, 2005, p.325)

**APPENDIX G**  
**A STUDENT TEACHER'S INTERVIEW**  
(‘R’ stands for researcher, and ‘L’ stands for Laura)

R: Você estudou em escola pública e estudou em curso de inglês particular. Na escola pública você teve contato com o inglês?

L: Muito pouco. Era só os dois últimos anos do primeiro grau, sétima e oitava série, e foi muito ruim porque a professora ficou doente e botaram uma pessoa que não conhecia inglês, um ano inteiro uma pessoa enrolando inglês na verdade. Na oitava série foi a mesma coisa, ela continuava doente. O ensino médio foi em escola particular, fiz supletivo, mas o inglês era pior.

R: Então realmente foi com 26 anos que você foi pra escola particular, que você ganhou a bolsa.

L: Quando começou, nós conhecíamos o dono e ele criou uma turma e deu de presente o curso, eram 12 conhecidos no curso, meu irmão, minha cunhada...então era uma farra,o professor tentava dar aula sério e não adiantava. [ She liked the course very much.]

R: Mas a tua curtição com inglês já era anterior?

L: Antes, desde criança, eu tinha uns 7, 8 anos, eu assistia e ficava fascinada com esse programa que ele traduzia música e eu ficava fascinada de ver, parecia uma coisa mágica, um mistério saber falar uma , pra mim o inglês foi sempre uma coisa muito mágica... eu quase chorei no primeiro dia de aula, eu vou estudar inglês, foi um sonho [talking about the English private course] pra mim inglês até hoje é um sonho. Eu faço grego, gosto, acho interessante, quero fazer um pouquinho de árabe por curiosidade, eu não quero falar, mas inglês , poder falar e entender tudo que todo mundo fala.

R: Na aula de grego, você tem a cultura junto?

A: Tem

.

R: No inglês não?

L: No inglês, aqui na universidade não.

R: Você sente falta?

L: Sinto porque acho que podia aproximar mais do aluno, tentar sei lá, dar coisa mais da atualidade, não ficar nesses textinhos bobinhos, principalmente em aula de expressão oral e gramática, que é uma coisa tão fora da nossa realidade, podia aproximar a nossa cultura da deles, fazer paralelos, acho que seria legal, mais interessante. E no grego o professor traz direto textos de jornal grego, toda aula tem um, a notícia que tem lá é a mesma que tem aqui, como eles abordam isso lá.

R: Há dois anos atrás você começou a dar aula na escola onde você se formou e disse que foi bom porque apesar de você não ter experiência, você teve um suporte muito grande.

L: Dessa professora que eu coloco como meu modelo, do diretor, eles são muito legais, é uma escola muito legal de trabalhar [she still teaches on Saturdays] ...eles são muito legais assim, “Laura, tu estás atrasada com essa turma”, “eu sei, não estou conseguindo colocar no lugar”, “não tudo bem, só pra...”, então não tem problema da gente se relacionar, primeiro que eu conheço a A. [the teacher she mentioned] desde que ela nasceu, ela é um doce de pessoa, se ela tem um problema ela vai se sentar pra conversar, não é daquele tipo de estar olhando só o lado ruim, eu estou na sala, a turma é minha, eu vou dar aula do jeito que eu quero.

R: Mas por ser franquias você tem que seguir uma certa estrutura lá?

L: Tenho que seguir, mas a maneira como eu sigo, eu sigo o livro, mas até já comentei com a A., tem coisas do livro que eu não gosto, parte de conversação, aqueles drills, não gosto daquilo, aluno fica repetindo a mesma coisa, aí ela assim se tu fizer conversação pula aquilo, então eu tenho essa liberdade de conversar com ela, “A. eu acho esse exercício muito bobinho, é cópia”, “não, não, faz isso oral e pula pra frente”, então, apesar de ser franquias, a gente tem essa liberdade e a A. tem muita experiência de dar aula, foi coordenadora, então ela sabe que não é aquilo seguir o livro e só, o livro é uma ajuda.

R: Você gostaria de trabalhar em escola pública, de dar aula?

L: Gostaria sim, eu gosto de dar aula, acho um barato dar aula, acho que é o que eu vi nesse trabalho com a G. [her Applied Linguistic teacher], todos os professores disseram assim: “adoro dar aula pra quinta série, mas odeio dar pra sétima e oitava. E a gente daí entende porquê quando entrou na sala, eles dão aula muito medíocre pra quinta série, quando chega na sétima vão estar de saco cheio. Foi o que aconteceu comigo, e aí o aluno não presta atenção, não faz nada, conversa o tempo inteiro e o professor reclama que a turma é ruim. A turma não é ruim, o professor que foi ruim no começo, foi ruim na quinta série. Acho que se der uma aula legal, se chamar a atenção do aluno, se o aluno ver que ele está aprendendo, que ele pode aprender, que ele pode conversar, que ele pode usar isso na vida dele, o aluno vai entrar na sétima interessado na matéria. Agora o professor chega, dá uma aulinha bobinha, traduzir frasinha sem nexos como a gente viu e aí chega na sétima continua com aquele mesmo esquema, qual o aluno que vai se interessar, eu não me interessaria. Então eu acho assim que eu gostaria de trabalhar e tentar ver se eu consigo mudar isso, tentar ver se dou uma aula legal, uma aula divertida, fazer outras coisas.

R: Você acha que teria alguma diferença entre a escola regular e pública com relação a situação do professor?

L: Acho que sim, até pelo conteúdo apresentado, a escola de línguas tem um

R: Não escola de línguas, a escola regular particular.

L: Ah não, não acredito nisso, mesmo porque eu tive essa experiência de escola particular, apesar de que foi um supletivo, mas mesmo assim a professora não tinha capacidade, muito reduzida de dar, outro dia deu uma tradução errada pra um aluno... Pô, mas como que ela errou! Ela é professora! Fica aquela imagem na mente do aluno, acho que é muito mais interessante o professor falar “oh desculpa, mas eu não conheço essa palavra, nunca ouvi”, mas não dar uma resposta errada. Acho que isso queima muito o professor, queima muito a idéia que o aluno tem do professor.

R: E qual sua expectativa pro mercado?

L: Quero ensinar...Eu à princípio acredito que vou continuar no F. [school where she works] eles já sugeriram isso, eu tenho esse contato com eles muito legal, impressionante assim. Eu vi minhas colegas que faziam estágio reclamarem, “ah porque eu fiz aquilo na sala ela passou na hora” e né, uma teve a diretora que entrou na sala dela porque ela estava fazendo coisa errada, não condizente com a norma da escola. No F. se ele [the director of the school] precisa conversar comigo ele vai me chamar num outro horário e vai conversar realmente, tanto que ele nunca levantou a voz pra nenhum professor, levantou pra uma que também ficou um ano incomodando na escola. Então é um ambiente muito gostoso que tu tem liberdade pra conversar, pra te expressar...e me incentivam a fazer mestrado. Então eu tenho interesse em fazer mestrado em literatura.

R: Mas você pensa em fazer mestrado em literatura pra dar aula de literatura?

L: Aí que tá, a A. falou que é besteira, porque não tem mercado pra dar aula de literatura... Mas eu gosto de literatura, eu queria saber ler mais, que foi o meu problema com o B. [her literature teacher] que acho que eu não sabia ler do jeito que ele queria, não consegui entender isso, então eu queria saber, queria ler um poema e entender o poema do jeito que ele, eu gosto de literatura. Não vejo, não sinto essa paixão por ficar estudando gramática, metodologia de ensino, essas coisas mais relacionadas com o ensino em si, porque eu acho que ter muita teoria, e na verdade quando tu vai pra sala de aula, acabou a teoria, não tem teoria, seja uma turma de 4, não tem uma teoria que aplique nos 4, imagina uma turma de 50.

R: Você vê a teoria como sendo prescritiva?

L: Não, eu vejo ela como sendo limitada, tu tem que ter 500 teorias pra dar aula pra uma turma de 4 alunos, acho que teoria lida com tipo, cada teoria lida com um tipo de aluno, tem 10 tipos diferentes numa turma, no mínimo. Então eu nunca consegui associar muito essa teoria com a prática, colocar essa teoria na prática, acho que quando chega na sala de aula tu até tenta seguir uma teoria, daqui a pouco tu vê que não está dando certo porque tu vê as exceções e tu tem que lidar com as exceções. Então acho que isso me deixa sim desanimada pra seguir essa parte de estudo da língua... porque eu acho que o que eu tenho que aprender no sentido de dar aula, eu vou aprender em sala de aula dando aula, eu vou aprender em contato com bons professores, eu vou aprender com essa troca de experiências com pessoas que realmente gostam de dar aula, que fazem isso e fazem bem, eu vou aprender com o exemplo dos professores que dão aula, que eu gosto, que eu acho interessante, como eles lidam com problemas que surgem em sala, como eles lidam com situações diversas em sala de aula....eu também não sou muito paciente pra lidar coma a teoria.

R: Você colocou que acredita que um professor pode e deve ser um pesquisador. Como você vê isso acontecendo com os professores em serviço?

L: Quando eu coloquei ali pesquisador, pra dar uma idéia muito geral, é aquela pessoa que está sempre procurando melhorar, a procurando a leitura nem que seja dela própria pra melhorar, e eu acho que depois que se formam, muitas pessoas começam a trabalhar e aí vira um emprego, não é mais um trabalho de coração, é um emprego pra ganhar um dinheiro no final do mês. Então aquilo que eles aprenderam há 20 anos atrás continua valendo hoje. Eu acho que a pessoa tem que se reciclar, tem que pesquisar, olha tem essa teoria que fala isso, será que a gente pode tentar aplicar, como eu falei seguir a teoria, mas tentar, ver uma coisa diferente, ver uma coisa nova, um jeito diferente de abordar aquilo e nesse sentido o professor tem que ficar o tempo inteiro pesquisando, tentando melhorar.

R: Na verdade, você reforça por outro lado ter a teoria?

L: Por outro lado, no sentido de conhecer, porque eu posso estar dando de um jeito, sem seguir uma teoria, mas de repente eu posso estar dando errado e eu posso ter uma teoria que me ajuda naquilo, não que eu vou seguir só uma teoria. O que eu acho assim muito limitado, ah que eu vou dar uma aula na escola pública e vai ser “grammar translation”, acho que de repente não é só aquela teoria, não é só aquilo que entra....O que eu tive de teoria na graduação foram umas aulas chatas e... teoria não vai me adiantar. A A. um dia conversou comigo e eu disse pra ela que eu ia fazer Didática, que eu pensei assim, Didática, aquela coisa de aprender a se comportar na sala de aula, como Psicologia da Educação, eu sempre imaginei Psicologia da Educação como tu aprender a como lidar com o aluno, um aluno problema, um aluno esperto demais em comparação... uma parte mais prática e não foi isso que aconteceu e nem com a Didática. A Didática, nós estamos estudando as escolas jesuíticas, ninguém mais da aula nesse sentido, pra que ficar lendo essa teoria. Aí eu comentei com a A. e ela disse assim, “Laura, não espera nada de Didática na universidade porque tu não vai ter isso que tu estás imaginando”, aí eu olhei pra ela e disse “você tem uma didática tão legal, um jeito tão legal de dar aula”, e ela assim “mas isso foi uma professora, ela fez magistério”. E a professora disse isso pra ela “se vocês querem teoria eu tenho tudo isso aqui de teoria pra vocês, mas a nossa aula vai ser prática”, então a professora fazia aulas práticas com elas. E foi nessas aulas práticas que ela aprendeu a se comportar, ela aprendeu a como lidar com aluno, ela aprendeu a como explicar uma matéria, a explicar um ponto e isso é mais ou menos o que eu sinto, a gente lê uma teoria muito fora da realidade.

R: Quais são as dificuldades que você encontra no curso de graduação pra se tornar professor?

L: Exatamente essas dificuldades de eles darem uma coisa muito longe do que a gente vai ver em sala de aula.

R: E como você vê que isso poderia ser trabalhado simultaneamente no curso?

L: Ah não sei. Chega pra professora agora na avaliação de Didática e dizer pra ela “oh sua aula é um saco, ninguém agüentou, está todo mundo vindo aqui obrigado porque tem que fazer a matéria”, não sei se vai adiantar. Não sei se vai adiantar uma professora que dá aula sei lá 10, 20 anos, vai mudar porque os alunos dizem que a aula dela não

está mais rendendo nada. Na escola onde eu trabalho teve um caso assim de uma professora, ela tinha um comportamento, ela era muito boa professora na parte de dar aula, só que ela não tem um bom relacionamento com os alunos e numa escola de inglês, principalmente particular, tu precisa conquistar teu aluno, precisa que ele fique ali, não é teu objetivo principal, mas tu precisa que o aluno fique, se sinta bem. E eles conversaram com ela durante um ano inteiro tentando fazer com que ela mudasse, ela não mudou, ela foi despedida porque ela não mudou. Então assim, chegar pra um professor, olha a aula de Didática não está funcionando desse jeito, precisaria ter uma reformulação, de repente conversar lá no CED e tal e reformular, não sei se vai adiantar porque eles dão aula assim há 20 anos, o pessoal está se formando e saindo daqui.

R: Você achou positivo como foi trabalhado a Lingüística Aplicada?

L: Gostei. Quando começou com as faltas a gente tava meio assim, aí depois quando começou o assunto eu gostei, eu achei interessante principalmente porque tem a prática, a gente apresentar um trabalho, a gente falar, a gente contar como é que viu, como é que foi. Eu acho que isso é interessante, todo mundo fica prestando atenção no que os outros viram, nas experiências, mais do que só um professor falando, ou só dando um texto pra ler, ou só tirando pontos importantes do texto, porque ler todo mundo pode ler em casa. Então eu gosto muito dessa aula prática, que tu podes falar... tu podes apresentar teu ponto de vista, tu tens outros pontos de vista, pô, ela analisou desse jeito e eu nunca tinha pensado nisso e eu posso usar isso agora porque ficou legal, eu gostei, então se eu gostei meus alunos também podem gostar...Eu acho assim, é interessante ler, conhecer, saber, mas eu acho que o que vale depois tu vais sair daqui, tu tá te preparando, por mais que tu goste, pro mercado de trabalho, precisa trabalhar, então eu acho muito legal tu ter essa coisa prática e essa coisa de fazer, de conversar, de debater, isso é interessante pra mim.

R: Você sente incentivo na graduação pra desenvolver esse lado do professor pesquisador?

L: Não, eu não sinto. Como agora que a professora deu um trabalho pra fazer já visando um pré-projeto de mestrado ou já visando o TCC, mas ela deu assunto assim tão, aquela coisa vocês vão fazer um “research paper” sobre isso... em lingüística, literatura não podia. Ah o meu fica uma meleca porque eu não quero fazer isso, não quero fazer um pré-projeto de lingüística porque eu não quero fazer lingüística, quero fazer literatura, acho que o professor podia valorizar esse tipo de coisa, tu quer fazer faz, eu dou um jeito de corrigir, peço ajuda pra um professor de literatura... então ela argumentou que não podia fazer literatura porque ela não tinha esse background pra corrigir um trabalho, mas ela podia também tentar, peço pra um professor de literatura me ajudar, ou analiso mais a parte de escrita como tu te expressasse....Não é prático, tanto que o meu eu fiz o mais fácil que tinha, comparei 2 métodos de ensino diferentes porque era o mais fácil.

R: Você acha que essa ida a campo deveria acontecer antes no curso, esse contato, observação de aula?

L: Eu acho que sim... porque o que aconteceu, no caso da lingüística, a gente foi só em escola pública, com exceção de um grupo que foi em particular, e aí que na verdade não é um outro lado assim, o professor tem o mesmo problema, mesmo jeito de dar aula...



então podia também tentar fazer isso em curso de inglês que a coisa é completamente diferente, tem um approach diferente pra aquilo, pro aluno ver que não é só uma coisa assustadora de dar aula em escola pública, 50 alunos berrando no teu ouvido o dia inteiro, não é necessariamente isso. Eu dou aula, minha turma tem 4 alunos, eu me divirto muito ....grupo grande não me assusta porque na escola que eu fui, eu vi que a turma é muito sossegada, quinta série muito sossegada, e a professora reclamando que eles só gritam....[about having the opportunity of observing different classes:] ...pode ter uma visão melhor da coisa, tem pessoas que sairão dali e nunca vão dar aula de inglês, por mim eu acho que isso não assusta, foi aquela escola que tem aquele problema, de repente tu pega outra escola que não tem aquele problema. Eu acho que se o professor, a A. disse assim pra mim “o dia que meus alunos crianças estão muito agitados, eu fecho o livro e fico agitada com eles, aí eu berro mais do que eles aí eles vão cansar e aí eu volto a dar aula sossegada”. Então acho que tem um pouco disso também, professor saber que tem hora que o aluno está agitado, não vai querer ficar ali na gramática, tá cansado, tá estressado, pro professor fazer uma outra coisa, mudar, vai atrasar conteúdo depois recupera.

R: Como você vê o papel do professor de inglês hoje?

L: Como eu vou te responder isso, não sei, eu gosto, eu acho que pra mim eu demorei tanto pra fazer faculdade porque eu não sabia o que eu queria até o dia que eu entrei no curso de inglês, pra mim ele é desvalorizado, sem dúvida nenhuma principalmente a parte dos estagiários que trabalham mais do que o professor pra ganhar aquele auxílio que muitas vezes não dá pra nada. Então acho que se ele fosse um pouco mais valorizado não só no sentido de estágio, acho que talvez eles trabalhariam melhor, não ter uma carga horária tão grande, poderiam se dedicar mais a aula se fossem mais valorizados, mas o professor de modo geral é todo mundo assim, não é só o de línguas.

R: Dentro das escolas, o professor de línguas como é visto?

L: Ah , não é uma matéria importante, não roda, com exceção de curso de inglês que aí é peça fundamental.

R: Você se formando como professora, como você se vê dentro desse contexto?

L: Por um lado tendo que seguir, tendo que tentar pegar 50 horas de aula por semana pra poder dar conta de pagar as contas em casa, mas por outro eu também penso assim, eu sei que é assim, eu não tenho ilusão de que eu vou sair daqui e vou entrar em um emprego de escola particular que vou ganhar R\$10.000,00 reais por mês porque não vai acontecer. Então se eu estou aqui é porque eu quero encarar isso, vou dar um jeito. Agora eu não acho interessante dizer ah porque eu to me formando mas eu vou trabalhar daquele jeito corrido de sempre, só pra ganhar um salário, porque tu sabe que é isso, então não devia ter feito Letras, então devia ter ido fazer medicina que dá dinheiro. Acho que se está aqui tem que gostar, tem que fazer, tem que tentar, eu acho que se a pessoa é boa no que faz ela é reconhecida, seja em escola pública, seja em particular, pode não vir no começo, mas ela é reconhecida. Então não tenho muito stress com emprego no futuro não.

R: Você vê o inglês como um instrumento de trabalho pra você alcançar outras coisas no ensino, ou você vê o inglês pra ensinar a língua?

L: Pra ensinar a língua, não pretendo entrar como professor e sair como diretora.

R: Não é isso que eu quis dizer. Eu quis dizer assim, se você vê o inglês como uma ferramenta pra através do inglês você trabalhar a educação como um todo com os alunos?

L: O ensino do inglês, eu gosto do inglês, mesmo porque como já foi comentado, o professor não é valorizado, a pessoa chega lá tentando mudar a educação, mudar a escola, mudar a maneira como o professor é visto, eu só vou perder tempo, vou deixar de preparar aula pra tentar fazer uma coisa que não vai dar certo porque eu vou estar sozinha. Então eu quero fazer minha parte bem, acho que se eu faço a minha parte bem de repente um outro professor faz a dele melhor....mas o que eu vou fazer eu quero fazer bem ....pelo menos se sair um aluno dali que goste de inglês um dia eu já vou estar contente.

R: Teve alguma relevância pra você preencher esses questionários, fazer parte deste estudo?

L: Pra mim não incomoda, se incomodasse não responderia. Eu sempre tenho essa premissa, se me incomodar “oh desculpa eu não tenho tempo, eu não vou fazer”. Se eu estou te ajudando tá ótimo pra mim, se vai servir pra alguma coisa tá ótimo. Eu demorei porque realmente estava com muita coisa pra fazer, então eu me atrasava, me esquecia.

R: Você sentiu algum tipo de retorno em passar por isso?

L: Talvez pra mim analisar realmente o que eu quero, porque eu tive que pensar realmente, apesar de já saber a gente sempre tem que se, isso eu queria há três anos atrás será que, e é e quando eu tava respondendo qual é o melhor professor, qual é o pior professor, eu pensei no pior professor e eu não quero ser isso aqui, eu quero ser uma coisa melhor, tentar ser um professor melhor....então pra mim reavaliar e me concentrar no que eu realmente quero e seguir me frente ....Eu gosto do curso de Letras, acho que por mais problemas que tenha eu aprendi muito, foi muito útil pra mim, eu mudei muito, eu mudei a maneira de pensar, de encarar as coisas, de ver as coisas, eu gosto muito do curso ....o que mais ajudou foi na primeira fase, foi Introdução aos estudos gramaticais que a gente vê aquela outra coisa da língua, não só como um conjunto de regras a ser seguido, isso me ajudou a ver que todas as coisas tem dois lados, não vou dizer que eu vou aceitar essa idéia de que esquece gramática porque é besteira, mas pode chegar a um meio termo, tudo tem dois lados e a gente tem que analisar tudo. O curso está sendo horrível, aquele semestre está sendo horrível, a matéria não está sendo boa, vê o outro lado, aprendi isso, gostei disso, não vou fazer isso desse jeito o dia que eu der aula, pronto, serviu pelo menos pra isso, não quero fazer isso.

---

//

**APPENDIX H  
A STUDENT TEACHER'S REPORT**

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CENTRO DE COMUNICAÇÃO E EXPRESSÃO  
DEPARTAMENTO DE LÍNGUAS E LITERATURAS ESTRANGEIRAS

Ula

Leni

Renata

**EFL CLASSROOM OBSERVATION IN A PUBLIC SCHOOL**

Report presented as a  
requisite for the course in  
Applied Linguistic of  
Professor Gloria Gil from the  
Federal University of Santa  
Catarina.

Florianópolis  
Novembro/2005

## ***INTRODUCTION***

This report intends to show a case of teaching English as a foreign language (EFL) in a public school, in the city of Florianópolis, SC - Brazil. The group had no previous knowledge about the theories studied in the course of Applied Linguistics. Therefore, as it was the professor's intention, the report will be based on our experiences, feelings, beliefs and impressions as students. Moreover, the group wanted to check the importance of learning a foreign language for the students of a public school.

First, the group chose a school and contacted the English teacher to set the time we would be attending her classes. After that, we went to the school and started to answer the questions from our guide questionnaire. There, we met the teacher, attended the classes and at the end of each class the teacher made herself available to answer our questions. On the last day we had an interview with the coordinator of the school and with some students. The group attended a total of four classes, in which we could take some notes to write this report.

## **SCHOOL ENVIRONMENT**

The school chosen by the group is located in Saco dos Limões. Most of the students that attend classes, there, are from lower classes. In fact, most students live in the slum behind the school and some others come from the south of the island, which is in the countryside of Florianópolis.

This school counts on around 2.800 students in different courses, including: “ensino fundamental”, “ensino médio”, “EJA- Ensino de Jovens e adultos” and “Supletivo-Telesalas”. Besides that, there are 95 teachers and 13 staffs. The structure of the school is not excellent, but it is composed by a library, 27 classrooms, a computer lab, science lab, sports courts, professor’s rooms, and a big area where the students have their snacks in the break time. According to the director, for the EFL classes the school has also a radio with some CDs, video cassettes, and a computer lab available.

However, the resources the director mentioned were not in the classroom, where the students’ condition of learning a foreign language was very restrict. Even the few resources that help the teacher to teach were very poor. The classroom had a very traditional setting: there was a blackboard, some chalk, an eraser; desks for the students were disposed one behind the other with the table of the teacher in front of the students.

The students did not use any books and only a few exercises were made on their notebooks, only three students had dictionaries. The explanation the teacher gave us for that was that the government does not provide foreign language books for the students. Consequently, she has to produce her own material, based on books she has at home, in order to supply this need.

In the classes observed, there was a total of 23 students out of 32 attending the classes. They have three classes of English per week, but still it is not the ideal, mainly because there are many students in the classroom. Another bad point of having many students in the same classroom, considering that they are teenagers, is to keep the discipline in the classroom; almost all the students were doing anything else except what the teacher asked them to do, maybe because English is not their reality, but still, with a small group it would be much easier to discover their interests and try to catch their attention with very interesting classes.

Talking about the students' behavior, we could not watch other classrooms or other subjects being taught, but at that specific classroom most of the students were pretty undisciplined, had no respect towards the teacher. The students were always talking loud, screaming, fighting (not for real), playing around, going in and out of the classroom – a total mess. At least, the teacher had already warned us about that specific group of students, they were the worst group that teacher had at that school.

In relation to the importance of learning a foreign language, most students were not interested in acquiring the English language. In the classroom, we could notice that only few students were doing the exercises and making questions to learn as much as they could. On the last day of our observations we had the opportunity to talk with two students, one who was never paying attention and never doing the exercises, and another who was always interested in the exercises they were doing. The former told us he knew the importance of English, but he did not like it very much, only when he could use it on computer games or on the internet. The latter, who is repeating the year, told us that last year he did not like English very much, but, this year, on his school vacation he met a boy of his age from the United States (the student is a tourist guide in the south of the island) and they had to communicate through gestures and some few words he knew, and that situation made him interested in the English language. As far as we could check, the local community, which almost never has the opportunity of using English, does not see a practical use of English for their own lives, though they recognize its importance.

#### **TEACHER'S KNOWLEDGE AND EXPERIENCE**

The English teacher interviewed was graduated at UFSC (Federal University of Santa Catarina), in 1987, in the course of “Letras – Português / Inglês”. After that she did a specialization in the reading area - “leitura em português”, and now she is attending to a development course with Professor Gloria Gil at UFSC. The teacher has 18 years of experience of teaching English in public schools and she confessed she does not have great expectations in this field and that the job is really stressful. Concerning her beliefs about teaching English, we could notice that she works mostly with grammar-translation methods and, also, she uses texts that are related to topics that other teachers are working with. She said that sometimes she takes the same text and applies it to the 5<sup>th</sup> grade and to the 8<sup>th</sup> grade, changing the degree of difficulty of the questions contained in the exercises.

#### **TECHNICAL / PEDAGOGICAL QUESTION AND TEACHER/ STUDENT INTERACTION**

The group observed four classes, in which the main topics were the demonstrative pronouns and the verb ‘to be’. The teacher started the first class saying that they were going to continue to study the demonstrative pronouns and handed out sheets of paper with exercises. We were told that, in the previous class, the teacher had given an explanation about the topics and the students copied a summary from the blackboard. Some students tried to complete the exercises and sometimes, when they did not know the answers, they asked each other for help. The teacher went from desk to desk to help the students. Many of them stood up and went to her to ask questions, others just shouted out the questions. They mainly asked for the translation of words. Some students did not want to participate and kept walking around the classroom.

In the exercises, the students were asked to complete sentences using the pronouns ‘this’, ‘these’, ‘those’ and ‘that’ and then translate the sentences. Also, there were two exercises in which students had to use the words ‘is’ and ‘are’, and write each

sentence using the negative and interrogative forms. The vocabulary used in the exercises consisted of objects students could find in the classroom, such as 'book', 'pencil', and 'pen', among others. In order to help the students to complete the sentences of the first two exercises (about the pronouns), the teacher provided grammar explanations in Portuguese asking them the meanings of the words and if they were singular or plural. She wrote, on the blackboard, some of the words students most asked her and gave the translation. Later, she tried to correct the sentences reading one by one but few students paid attention. During the correction, the questions she made were mostly display question and were intended to make the students to get to the answers.

The second and third classes were basically spent on finishing the exercises and their correction. The last two exercises were the ones about the verb 'to be'. The teacher wrote on the blackboard a model of the affirmative, negative and interrogative forms of a sentence to help during the correction. In this model there were gaps to be completed and the two options 'is' or 'are' to be chosen according to sentence that was being corrected. She asked display questions to complete the sentences.

In the fourth class, the activity was to complete a Crossword. The teacher handed out sheets with four small texts about the environment. She explained to us later that other teachers of different subjects were teaching this topic, so they were trying to establish an interdisciplinary practice. The teacher, then, handed out sheets with the Crossword, one exercise of translation and another of comprehension. The Crossword was made with cognates that the students had to find in the texts. The teacher worked together with the students who seemed much more motivated. Some of them demonstrated satisfaction when they could find the words in the text. The teacher used some expressions such as "global warming" to explain the place of adjectives:



“T: Como é ‘aquecimento global’ em inglês? O que aconteceu quando foi passado para o inglês?”

S: Inverteu, professora.

T: Isso mesmo! Porque em inglês a qualidade vem antes. Os adjetivos vêm antes.”

The teacher completed word by word with the students. She asked them to find each word in the texts and after a student had found it, she showed to the others where it was. Some of the words and expressions of the Crossword had already been worked in previously texts and some of the students remembered them and mentioned the text. The class ended when they were completing the last word. The questions about translation and comprehension were left to the next class.

## CONCLUSION

Throughout the semester, foreign language teaching methodologies and techniques were learned in the linguistic course. Because of the experience we had in this public school, we could see that there is a big discrepancy in what the theory is and what the reality of teaching foreign languages in a public school may offer.

We believe that the experience we have acquired in observing these classes was very productive, once we had a chance to observe an example of a real classroom interaction, as well as the work conditions for the teacher, which is very unfavorable (40 hours of in-class-work per week and many undisciplined students, for example). Another important point the group observed was the attitude of students towards the English language, in which most of them were not very interested, maybe because they could not see a practical function of this foreign language in their lives.

## APPENDIX I A CONSENT FORM

### TERMO DE CONSENTIMENTO

Estou ciente de que o objetivo desta pesquisa é traçar as crenças e as expectativas do estudante de Letras sobre o que é ser professor de Língua Inglesa.

Afirmo que minha participação é voluntária e que nenhum tipo de coação foi usado para obter a minha participação.

Estou ciente de que eu posso retirar meu consentimento e encerrar minha participação em qualquer estágio desta pesquisa.

Afirmo que fui informado(a) dos procedimentos que serão utilizados neste projeto e estou ciente que serei requisitado(a) como sujeito desta pesquisa.

Estou ciente que todas as minhas respostas, escritas ou orais, serão divulgadas de forma anônima. Meu verdadeiro nome não será usado, a não ser que eu prefira que manifeste por escrito esta preferência. Também estou ciente que trechos dos questionários e das entrevistas poderão ser usados em relatórios, apresentações e artigos sobre a pesquisa.

Desejo dar minha contribuição voluntária como participante.

Reconheço que recebi uma cópia do presente Termo de Consentimento.

Nome: \_\_\_\_\_.

Assinatura: \_\_\_\_\_.

Telefone: \_\_\_\_\_.

Endereço: \_\_\_\_\_.

Data: \_\_\_\_\_.