

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

**THE CONCEPT OF THE TEACHER AS A REFLECTIVE PROFESSIONAL  
AND ITS USE IN ENGLISH LANGUAGE TEACHER EDUCATION IN *BRASIL***

**por**

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To my parents Ana and Atilio

To my husband Adriano

To my child Luísa

“Na formação permanente dos professores, o momento fundamental é o da reflexão crítica sobre a prática.

É pensando criticamente a prática de hoje ou de ontem que se pode melhorar a próxima prática”.

(Paulo Freire)

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**ABSTRACT****THE CONCEPT OF THE TEACHER AS A REFLECTIVE PROFESSIONAL  
AND ITS USE IN ENGLISH LANGUAGE TEACHER EDUCATION IN *BRASIL***

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UNIVERSIDADE FEDERAL DE SANTA CATARINA

2009

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Educating teachers as reflective professionals has been one of the main aims of teacher education programs in *Brasil*. The present study investigates the concept of the teacher as a reflective professional and its use in Brazilian English Language Teacher Education programs. The data consist of sixty-five empirical studies published between 1997 and 2007. The analysis shows that (1) the use of the concept of reflection has been based on authors concerned with the education of “reflective teachers” (Almeida Filho, 2005b; Schön, 1983; Wallace, 1991) and “critical reflective teachers” (Smyth, 1992; Zeichner & Liston, 1987; Zeichner, 2003); (2) teacher-learners, teachers, and teacher-educators from (continuing) teacher education programs and schools were the participants in the studies, and five types of objects were used to trigger reflection: own pedagogical practice, own learning experiences, theory, other teachers’ practice, and ‘imaginary episodes’ of pedagogical practice; (3) the role of the researchers in the studies was of two types: as both the researcher and the researched, and as the researcher; (4) two main modes of reflection were used: individual and mediated; (5) nine themes permeated the participants’ reflection: self-pedagogical practice, the learners, teaching, learning, the profession, Education, reflection, language, and beliefs; (6) in all the nine themes reflection at the “technical” and “practical” levels predominates over reflection at the “critical” level; (7) “critical” reflection as both a principle and a practice of Education seems not to be a practice of English teachers yet; (8) the findings of the studies refer to five aspects of the concept of reflection: reflective tools, mode, content, and type of reflection, and degree of helpfulness of the process of reflection for the participants, and (9) most researchers were more concerned with the mode of reflection, reflective tools, content of reflection and the process of reflection than with the type of reflection. The overall findings suggest that the concept of the teacher as a reflective professional needs to be approached with greater responsibility in English Language Teacher Education in *Brasil*.

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## RESUMO

### O CONCEITO DE PROFESSOR COMO PROFISSIONAL REFLEXIVO E SEU USO NA FORMAÇÃO DE PROFESSORES DE INGLÊS NO BRASIL

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Formar professores como profissionais reflexivos tem sido um dos principais objetivos de programas de formação de professores no Brasil. Este estudo investiga o conceito de professor reflexivo e seu uso na formação de professores de inglês no Brasil. Os dados consistem de sessenta e cinco estudos empíricos publicados entre 1997 e 2007. A análise mostra que (1) o uso do conceito de reflexão tem sido baseado em autores que defendem a formação de professores reflexivos (Almeida Filho, 2005b; Schön, 1983; Wallace, 1991) e “crítico” reflexivos (Smyth, 1992; Zeichner & Liston, 1987; Zeichner, 2003); (2) alunos-professores, professores e formadores de professores de programas de formação (contínua) de professores de inglês e de escolas participaram dos estudos e cinco objetos de reflexão foram usados: aulas e experiências de aprendizagem dos professores participantes, teoria, aulas de outros professores, e prática pedagógica em episódios imaginários; (3) os papéis dos pesquisadores foram de pesquisadores de sua própria prática e da prática de outrem; (4) dois modos de reflexão foram usados: individual e mediada por outrem; (5) nove temas permearam a reflexão dos participantes: própria prática pedagógica, os alunos, ensino, aprendizagem, a profissão, Educação, reflexão, linguagem e crenças; (6) nos nove temas os níveis “técnico” e “prático” de reflexão predominam sobre o nível “crítico”; (7) “reflexão crítica” como princípio e prática da Educação parece não ser ainda uma prática dos professores de inglês; (8) os estudos referem-se a cinco aspectos do conceito de reflexão: instrumentos reflexivos, modo, conteúdo e tipo de reflexão e grau de utilidade da reflexão para os participantes; e (9) a maioria dos pesquisadores focou mais nos instrumentos reflexivos, modo e conteúdo de reflexão e grau de utilidade da reflexão para os participantes do que no tipo de reflexão dos participantes. Os achados deste estudo sugerem que o conceito de professor reflexivo precisa ser mais bem abordado e melhor trabalhado na teoria e na prática na área de formação de professores de inglês no Brasil.

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## TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS .....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>RESUMO.....</b>	<b>vii</b>
<b>CHAPTER I – INTRODUCTION.....</b>	<b>1</b>
1.1 Background and statement of the purpose.....	1
1.2 Organization of the dissertation.....	10
<b>CHAPTER II – REVIEW OF LITERATURE.....</b>	<b>12</b>
2.1 Introduction.....	12
2.2 The concept of reflection for professional education and development.....	12
2.3 The concept of reflection for teacher education and development.....	19
2.4 The concept of the teacher as a reflective professional in <i>Brasil</i> .....	21
2.5 Dimensions of reflection.....	32
2.5.1 The dimensions of reflection and their implications to the concept of the teacher as a reflective professional.....	33
2.5.1.1 Mode of reflection.....	35
2.5.1.2 Content of reflection.....	35
2.5.1.3 Levels of reflection.....	39
2.6 Summary of the chapter.....	41

<b>CHAPTER III – METHOD.....</b>	<b>43</b>
3.1 Introduction.....	43
3.2 Conducting a research synthesis on the concept of reflection in ELTE in <i>Brasil</i> .....	43
3.3 Objectives .....	44
3.4 Research questions.....	45
3.4.1 General research questions.....	45
3.4.2 Specific research questions.....	45
3.5 Data selection .....	46
3.5.1 Selection of the studies.....	48
3.6 Data analysis.....	55
3.7 Summary of the chapter.....	57
<b>CHAPTER IV – FINDINGS AND INTERPRETATION.....</b>	<b>58</b>
4.1 Introduction.....	58
4.2 Theoretical-methodological references .....	58
4.2.1 Smyth’s reflective approach for teacher education/development.....	60
4.2.2 Zeichner’s/Zeichner and Liston’s ideas for teacher education/development .....	63
4.2.3 Wallace’s reflective model for teacher education/development.....	65
4.2.4 Almeida Filho’s proposal for teacher education/development.....	67
4.2.5 Schön’s proposal for the education of reflective professionals.....	68
4.3 Methodological approach.....	78
4.4 Role(s) of the researcher(s).....	82
4.5 Modes of reflection.....	87

4.6 Content and levels of reflection.....	92
4.6.1 Content/Levels of reflection in Group 1: Teachers’ reflection on their own classes.....	94
4.6.1.1 Group 1/Theme 1: Teachers’ reflection on their self-pedagogical practice.....	94
4.6.1.2 Group 1/Theme 2: Teachers’ reflection on their learners.....	97
4.6.2. Group 2: Content/Levels of teachers’ reflection on theory, own learning experiences, others’ practice, and “episodes” of pedagogical practice.....	100
4.6.2.1: Group 2/Theme 1: Teachers’ reflection on (English) Teaching.....	100
4.6.2.2 Group 2/Theme 2: Teachers’ reflection on (English) Learning.....	103
4.6.2.3 Group 2/Theme 3: Teachers’ reflection on their profession.....	105
4.6.2.4 Group 2/Theme 4: Teachers’ reflection on Education.....	106
4.6.2.5 Group 2/Theme 5: Teachers’ reflection on reflection.....	107
4.6.2.6 Group 2/Theme 6: Teachers’ reflection on Language.....	108
4.6.2.7 Group 2/Theme 7: Teachers’ reflection on their personal theories/beliefs.....	109
4.7 Discussing the findings of the analysis of the levels of reflection.....	110
4.8 Findings of the studies.....	115
4.9 Summary of the chapter.....	123
<b>CHAPTER V – FINAL REMARKS.....</b>	<b>127</b>
5.1 Introduction.....	127
5.2 Answering the general research questions.....	127
5.3 Pedagogical implications.....	143
5.4 Limitations and suggestions for further research.....	144

<b>REFERENCES.....</b>	<b>146</b>
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<b>APPENDIX.....</b>	<b>167</b>
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### **LIST OF TABLES**

Table 1: Focus/content of reflection according to some authors.....	36
Table 2: Books from which the articles were selected.....	47
Table 3: Selected studies in which pre-service teachers are the participants.....	50-51
Table 4: Selected studies in which in-service teachers are the participants.....	52-53
Table 5: Main theoretical-methodological references.....	59
Table 6: Main theoretical-methodological assumptions of Smyth's, Zeichner's/ Zeichner & Liston's, Wallace's, Almeida Filho's, and Schön's proposals.....	71
Table 7: Methodological approach.....	80
Table 8: Role(s) of the researcher(s).....	83
Table 9: Modes of reflection.....	88
Table 10: Themes of both pre- and in-service teachers' reflection.....	93
Table 11: Content of the pre-service teachers' reflection on their self-pedagogical practice.....	95
Table 12: Content of the in-service teachers' reflection on their self-pedagogical practice.....	96
Table 13: Content of the pre-service teachers' reflection on their learners.....	98
Table 14: Content of the in-service teachers' reflection on their learners.....	98
Table 15: Content of the pre-service teachers' reflection on (English) Teaching.....	100

Table 16: Content of the in-service teachers' reflection on (English) Teaching.....	101
Table 17: Content of the pre-service teachers' reflection on (English) Learning.....	103
Table 18: Content of the in-service teachers' reflection on (English) Learning.....	104
Table 19: Content of the pre-service teachers' reflection on their profession.....	105
Table 20: Content of the in-service teachers' reflection on their profession.....	105
Table 21: Content of the in-service teachers' reflection on Education.....	106
Table 22: Content of the in-service teachers' reflection on reflection.....	107
Table 23: Content of the pre-service teachers' reflection on Language.....	108
Table 24: Content of the in-service teachers' reflection on Language.....	108
Table 25: Content of the pre-service teachers' reflection on their personal theories/beliefs.....	109
Table 26: Content of the in-service teachers' reflection on their personal theories/beliefs.....	109
Table 27: Aspects pointed out by the researchers in the studies with pre-service teachers.....	116
Table 28: Aspects pointed out by the researchers in the studies with in-service teachers.....	117

## CHAPTER I

### INTRODUCTION

#### 1.1 Background and statement of the purpose

Investigating the concept of the teacher as a reflective professional<sup>1</sup> in the area of English Language Teacher Education in *Brasil*<sup>2</sup> was not my initial aim, when I started taking the Doctorate, at the English Graduate Program, at Universidade Federal de Santa Catarina. When I entered the English Graduate Program, my research interest was on the use of code switching by the learners in the English foreign language classroom, which was the issue I had started investigating in my Master's. However, in my first semester taking the Doctorate, I took the course "Research on English Language Teacher Education in *Brasil*", in which we read articles about "Perspectives on teacher development", "Main topics in teacher development"; and "The centrality of the concept of reflection in Brazilian studies on foreign language teacher development".

When reading the articles of the course previously mentioned and discussing them in class, one of the issues called my attention: "the concept of reflection"<sup>3</sup>. We read theoretical and empirical studies, in which applied linguists/teacher-educators/researchers emphasized the importance of reflection in both pre- and in-

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<sup>1</sup> Reflection in the present study means "the integration of thinking and practice" (Giroux, 1997, p. 161).

<sup>2</sup> Although this study is written in American English, the name of our country is written in Brazilian Portuguese so as to keep our Brazilian identity.

<sup>3</sup> In the present study, the term "the concept of reflection" will be used as a synonym of the term "the concept of the teacher as a reflective professional" and vice-versa. Both terms refer to "the integration of thinking and practice" (Giroux, 1997, p. 161).

service<sup>4</sup> contexts, for instance, Celani (2000; 2006a), Freitas (2002), Gimenez (1999a; 2004), Liberali (1997), Magalhães and Celani (2005), Mateus (2002), Mattos (2002), Medrado (2003), Mok (1994), Pessoa (2003), Reis, Gimenez, Ortenzi and Mateus (2006), Telles (1997; 2002), Wallace (1991), Zeichner and Liston (1987), among others.

Gimenez (1999a, p. 130), for instance, states “the 90’s is the decade of reflection in teacher education. Nowadays nobody addressing the topic of teacher education can claim ignorance of this concept”. Despite having been a teacher-learner at the university from 1996 to 2000, this information was unknown to me. I majored in both Portuguese and English. However, while being a teacher-learner, I neither read articles on reflection in teacher education, nor experienced situations of reflection, that is, I did not experience the concept of reflection while being a teacher-learner, which according to the literature, in the 1990’s, was already a perspective of teacher education in *Brasil* (Cavalcanti & Moita Lopes, 1991; Celani, 1996; Gimenez, 1999a, Magalhães, 1996; Moita Lopes, 1996; among others).

When reading Cavalcanti and Moita Lopes’s (1991) and Wallace’s (1991) articles, it became clear for me that I had experienced the Applied Science Model (Wallace, 1991), also called The Model of Technical Rationality (Schön, 1983), which is a perspective of teacher education in which learning to teach means acquiring knowledge about teaching and learning in the form of theory, methods, and skills to apply such knowledge in an educational context, in the last semester of the teacher education program (Cavalcanti & Moita Lopes, 1991). This was exactly the way I was

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<sup>4</sup> The term “pre-service” refers to teacher-learners, that is, learners who are studying in undergraduate teacher education programs. The term “in-service” refers to teachers that have already finished their undergraduate teacher education program, such as school teachers, university professors, and teacher-educators.

taught to be an English teacher. Simultaneously to being taught the English language, we were taught theories and methods of foreign language teaching-learning and ways of applying them in the classroom. In the last semester of the program, then, we applied in a class at a public school, that which we had been taught at the teacher education program. Learning to be a Portuguese teacher was also similar to learning to be an English teacher. We were firstly taught the theories, then we were taught about the application of the theories, and, in the last semester of the program, we applied, in a class at a public school, that which we had been taught at the university.

When reading Cavalcanti and Moita Lopes's article, I also got to know that the Applied Science Model/Model of Technical Rationality had been attacked abroad since the mid 1980's. In *Brasil*, the Applied Science Model/Model of Technical Rationality of professional/teacher education started being attacked in the early 1990's (Cavalcanti & Moita Lopes, 1991). These applied linguists/teacher-educators, for instance, state: "The Practicum, in most cases, does not provide room for reflection on pedagogical practice, restricting itself to a recipe of activities to be applied in the classroom" (p. 133)<sup>5</sup> [my translation]<sup>i</sup>.

Cavalcanti and Moita Lopes (ibid.) also present a reason for adopting the perspective of the teacher as a reflective professional in teacher education programs in *Brasil*. They state:

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<sup>5</sup> Since most references which are used in the present study are in Portuguese, I decided to translate from Portuguese to English the quotations I use in this study. When a quotation translated into English, it will be identified as [my translation], and will be followed by an endnote, in which that quotation will be presented in its original language.

Reflection, in our opinion, should be seen as the embryo of research and should occur throughout the process of teacher education (p. 133). Pedagogical practice as a permanent theme of investigation by the teachers themselves will certainly result in an inquiring reflection which will contribute to the development and strengthening of the language teaching and learning area in both theory and practice (p. 142) [my translation]<sup>ii</sup>.

By the mid 1990's, other applied linguists/teacher-educators, for instance Celani (1996), Gimenez (1995; 1997); Magalhães (1996), and Moita Lopes (1996) started emphasizing the importance of reflection in teacher education and development in *Brasil*. By the end of the 1990's, the concept of reflection in teacher education and development had already become a central issue in the English Language Teacher Education area in *Brasil* (Gimenez, 1999a).

Studies have shown that, similar to the 1990's, the 2000's have also been "the decade of reflection" in language teacher education in *Brasil*. Gimenez (2005), for instance, based on the 2002-2004 report of the Applied Linguists work group of *Associação Nacional de Pós-Graduação e Pesquisa em Letras e Linguística (ANPOLL)*, presents eleven research foci in the area of Applied Linguistics in *Brasil*: "(1) reflective teacher education or critical-reflective teacher education; (2) beliefs, representations, and teacher knowledge; (3) theoretical-practical knowledge in Teacher Education Programs (*Letras*); (4) teachers' competences; (5) education of critical agents based on argumentation; (6) teacher's, teacher-learner's, coordinator's/teacher-educator's, and the multiplier's identity construction; (7) local knowledge; (8) transformation and change; (9) constitution of the individual; (10) reflective objects/semiotic instruments; (11) identification of the role of the foreign language in the Brazilian context" (Gimenez, 2005, p. 190) [my translation]<sup>iii</sup>. As can be seen, two out of these eleven research foci are related to the concept of reflection.

Studies which aimed at systematizing, although in a preliminary way, the research already conducted in the area of language teacher education in *Brasil*, have shown that “reflection” has continued being one of the main research foci in language teacher education in the 2000’s. Gil (2005), in one of the first systematizations of studies on language teacher education in *Brasil*, found out seven main foci of investigation in this area: “(1) teacher education and reflective practices/critical awareness; (2) teacher education and beliefs; (3) teacher education and the construction of teacher’s professional identity; (4) teacher education and new technologies; (5) teacher education and textual genre; (6) teacher education and reading/literacy; and (7) teacher education and ideologies” (pp. 175-177)<sup>6</sup> [my translation]<sup>iv</sup>.

In another systematization of studies on language teacher education in *Brasil*, Da Silva, Greggio, Denardi, and Gil (2007) systematized the studies in the area of English Language Teacher Education carried out at the English Graduate Program at Universidade Federal de Santa Catarina. In their systematization they found five research foci: (1) teachers’ beliefs and pedagogical practice, (2) teachers’ reflection and pedagogical practice, (3) teachers’ reflection and discourse and pedagogical practice, (4) teacher-student interaction and teachers’ pedagogical practice, and (5) teachers’ competence<sup>7</sup>. Da Silva et al.,’s (2007) as well as Gil’s (2005) studies show that reflective

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<sup>6</sup> In her systematization, Gil (2005) also investigated the methodological approach of the empirical studies. The results show that the authors/researchers have used different types of instruments for data collection such as interviews, questionnaires, diaries, reflective sessions, and data from video/audio-taped classes, among others. In addition to that, Gil (ibid.) identified three types of researcher participation: the researcher as an insider of the researched context, as the researched, and as an outsider of the researched context.

<sup>7</sup> Da Silva, Greggio, Denardi, and Gil (2007) also investigated the methodological approach in the studies. The results show that the researchers of the analyzed studies were outsiders of the researched context, who privileged qualitative interpretive analysis and used several sources of information to validate their findings. The instruments of data collection and analysis consisted of transcriptions of audio or video taped

practices and teachers' reflection have been among the most investigated issues in the language teacher education area in *Brasil*.

Since my first readings of both theoretical and empirical studies on teacher education, I became really interested in the concept of reflection in teacher education and decided to know more about this concept. As a teacher, I have always been concerned with my pedagogical practice in the classroom, my professional development, and my role as a teacher in society, but I have never taken any courses on teacher education.

Then, in the second year of the doctorate I took the course "Foreign Language Teacher Development". Coincidentally, an international conference on teacher education, the *I Congresso Latino-Americano sobre Formação de Professores de Línguas (I CLAFPL)*, would take place in Florianópolis, in the end of that year, that is, in the end of 2006. As part of the course previously mentioned, two other doctoral students and I were asked to investigate the current research issues in the ELTE area in *Brasil*, according to the abstracts of the studies accepted to be presented in the *I CLAFPL*.

The findings of our investigation revealed nine research issues: (1) teachers' competence; (2) teachers' reflection; (3) teachers' beliefs; (4) continuing education projects; (5) educational policies; (6) teachers' discourse analysis; (7) teachers' professional identity; (8) analysis and/or production of didactic materials; and (9) mappings of studies in ELTE (Da Silva, Greggio, Denardi & Gil, 2006). Once again, reflection

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classes, structured or semi-structured interviews, questionnaires, classroom observation, field notes, and transcriptions of audio taped discussion/reflective sessions.

was among the most investigated issues in the ELTE area in *Brasil*. In fact, “teachers’ reflection” was the second most investigated issue in the ELTE area, as just shown. This finding shows the importance of the concept of reflection in the ELTE area and the great interest of researchers, teacher-educators and/or applied linguists in the concept of reflection.

Our analysis also revealed that the studies on teachers’ reflection varied considerably from one to another in two important aspects: the authors who have been used as theoretical-methodological reference and the methodological approach used by the researchers in the studies. This finding, however, was not something new for us.

In the courses “Research on English Language Teacher Education in *Brasil*” and “Foreign Language Teacher Development”, previously mentioned, we read and analyzed empirical studies carried out by Brazilian researchers/teacher-educators and/or applied linguists, in which English teachers had been engaged in reflection, for instance, the studies by Almeida Filho (2005b), Cruz and Reis (2002), D’Ely and Gil (2005a; 2005b), Dutra and Magalhães (2000), Freitas (2002), Gimenez (2004), Liberali (1997), Magalhães and Celani (2005), Mattos (2002), Medrado (2003), Pessoa (2003), Reis et al., (2006), Valle Rego and Gil (2005), Telles (1997; 2002; 2004a), among others.

In our analysis of the studies previously mentioned, we noticed that, the ways teachers were engaged in reflection varied among the studies. There were studies, in which a teacher reflected individually in the presence of the researcher(s), whose role was to record the teacher’s reflection for analysis. There were also studies, in which a group of teachers reflected collectively in the presence of the researcher, whose role was to conduct the reflective session and/or mediate the reflective process by asking

questions to the teachers. We also noticed that, in some studies, teachers' reflection focused on their own classes. In others, teachers' reflection focused on issues which emerged from their readings of theory.

In addition to having noticed differences from one article to another, in the aspects mentioned in the previous paragraphs, we also got to know that in *Brasil*, educational researchers, teacher-educators and/or applied linguists in the area of education have since the early 2000's been questioning the concept of the teacher as a reflective professional for not having provided the area with the improvement which was expected (Magalhães, 2004b; Pimenta & Guedin, 2005). Magalhães (ibid.), for instance, states "The introduction of new theories which propose to discuss schools as agents of transformation of an unequal society and teachers as reflective educators and researchers of their own pedagogical practice has not achieved their objectives, yet (pp. 59-60)" [my translation]<sup>v</sup>.

Due to the fact that, (1) the studies on teachers' reflection varied from one to another in important aspects, as the ones previously mentioned; (2) the great amount of empirical studies on teachers' reflection, carried out in *Brasil*, shown by the preliminary systematizations of studies on language teacher education (Da Silva et al., 2006, 2007; Gil, 2005); (3) the criticism against the concept of the teacher as a reflective professional in the area of education; (4) my personal interest in the concept of reflection; and (5) the lack of studies on the published empirical research, which reports the use of the concept of reflection in the ELTE area in our country; my academic interest changed from classroom research, to research on teacher education.

Then, instead of investigating the use of code switching by the learners in the classroom, I decided to investigate the use of the concept of reflection in the ELTE area in *Brasil*, through a meta-analysis of empirical studies in which English teachers were engaged in reflection. That is, I decided to conduct a critical research synthesis<sup>8</sup> of the accumulated research which reports the use of the concept of the teacher as a reflective professional in English Language Teacher Education in *Brasil*. Therefore, the two general research questions guiding the present study are: 1) How has the concept of the teacher as a reflective professional been used in English Language Teacher Education in *Brasil*? and 2) What does the analysis reveal as regards the use of reflection in the education of English teachers?

Synthesizing research on the concept of the teacher as a reflective professional, by analyzing published empirical studies in which English teachers were engaged in reflection in ELTE, required, firstly, the development of a method for the analysis of the studies. After reading a few studies, I came to the conclusion that, the theoretical-methodological references in the studies, the methodological approach, the role(s) of the researcher(s), the modes, content, and levels of reflection, and the findings, were the most important aspects in the studies and should, therefore, be analyzed<sup>9</sup>.

Gimenez's (1999a) article has also helped me decide on the aspects that should be analyzed. According to Gimenez (*ibid.*, p. 131), "attempts to define reflection in teacher education have focused on the following dimensions of reflection: moment,

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<sup>8</sup> "Research synthesis is a systematic secondary review of accumulated primary research studies" (Norris & Ortega, 2006a, p. 4).

<sup>9</sup> The aspects chosen to be analyzed in the studies will be described in the Methodology, in Chapter III.

mode, depth and speed, content, and levels of reflection”<sup>10</sup>. Therefore, the analysis of the dimensions of reflection in the selected studies could also contribute to uncover the use of the concept of the teacher as a reflective professional in practice.

A preliminary study, in which ten empirical studies were synthesized (Greggio, 2007), showed that a critical synthesis of the empirical research which reports the use of the concept of the teacher as a reflective professional in practice could allow us uncover the ways the concept of the teacher as a reflective professional has been addressed methodologically, as well as “identify patterns in and relationships among the findings of the studies” (Norris & Ortega, 2006a, p. XII).

Then, in my final doctorate project, I proposed to investigate the concept of the teacher as a reflective professional and its use in English Language Teacher Education in *Brasil*, through the analysis of empirical studies, in which English teachers were engaged in reflection. More specifically, I aimed at uncovering the theoretical-methodological references which have guided the use of the concept of reflection, the methodological approach used in the studies, the role(s) of the researcher(s) in the studies, the modes of reflection, the content of teachers’ reflection, the levels of reflection which permeate the content of teachers’ reflection, and the findings of the studies.

The findings of the investigation will be shown in the present study, which is expected to contribute to the existing research in the Applied Linguistics field, since, to the best of my knowledge, no studies to date have provided the English Language Teacher Education area in *Brasil* with a general overview of the use of the concept of

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<sup>10</sup> These dimensions are described in section 2.5 of the next Chapter.

the teacher as a reflective professional in this area, through a synthesis of the accumulated empirical research which reports the use of the concept of reflection in practice in the ELTE area.

## **1.2 Organization of the dissertation**

The present dissertation is organized in five Chapters. In the present Chapter, I have presented the issue of investigation, my personal and academic motivations to conduct this study, and the objectives.

In Chapter II, I present the review of literature that informs the present study. In the review of literature, I focus on the genesis of the concept of reflection in the area of education, and teacher education. I also present the dimensions of reflection and some of their implications to the concept of reflection.

In Chapter III, I describe the method I used to carry out the investigation, including the objectives, the general and specific research questions, the titles of the books, journals, and proceedings from which data were selected, and the criteria for data selection and analysis.

In Chapter IV, I present the findings of the analysis so as to answer the Specific Research Questions which guided the investigation. While answering the Specific Research Questions, I also present an interpretation of the findings in the light of the literature reviewed in Chapter II, and discuss the findings of the analysis.

Finally, in Chapter V, I conclude this study by answering the General Research Questions, which motivated the investigation, pointing out some limitations of the present study, and offering some suggestions for further research.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Introduction

The main aim of this Chapter is to present the genesis of the concept of reflection, in the area of education and teacher education, as well as its history over almost three decades of existence in these areas. The Chapter will, firstly, present a brief review of the origins of the concept of reflection for professional education and development. Then, it will present the origins of the concept of reflection for teacher education and development. Next, it will present the concept of reflection in teacher education in *Brasil*, focusing on the English Language Teacher Education area. After that, the Chapter will present the dimensions of reflection and their implications to the concept of reflection. Finally, a summary of the Chapter will be presented.

#### 2.2 The concept of reflection for professional education and development

Over the last decades, the models for the education of professionals have been changing so as to attend to the needs and requirements of a society, which has changed faster and faster. Until the 1950's, the craft was the model of professional education. In that model, the learners, called "trainees", learned by "imitating an experienced professional's techniques and following his/her instructions and advice" (Wallace, 1991, p. 6). After the 1950's, the Applied Science model (Wallace, 1991), also called the model of Technical Rationality (Schön, 1983), emerged and became the

prevalent model of professional education in most countries around the world (Schön, 1983; Wallace, 1991).

In the model of Technical Rationality/Applied Science of professional education, there is a division of roles between the scientists/researchers and the trainees/practitioners. The scientists/researchers “provide the basic and applied science from which to derive techniques for diagnosing and solving the problems of practice” (Schön, 1983, p. 26). The trainees/practitioners, in turn, apply the theories generated by the scientists/researchers and “furnish researchers with problems for study and with tests of the utility of research results” (ibid.).

In other words, in the model of Technical Rationality/Applied Science, the scientists/researchers are the ones who generate knowledge, in the form of theory, to be applied in practice by the trainees/practitioners. Moreover, in the model of Technical Rationality/Applied Science, the curriculum of the programs which educate the professionals usually consists of three phases. Firstly the learners learn the theory, then they learn about the use/application of the theory in practice, and finally, they apply the theory in their own practice.

In Technical Rationality/Applied Science model of professional education, besides having to apply the knowledge generated by others, the learners only have the opportunity to do that, that is, to apply what they have learned, in last year or semester or the program (Cavalcanti & Moita Lopes, 1991; Schön, 1983; Wallace, 1991). However, in the early 1980’s, the model of Technical Rationality/Applied Science of professional education, in which the trainees/practitioners were conceived as users/appliers of the expertise of the scientists/researchers/theoreticians, started being

considered inadequate to prepare the professionals for the problematic situations they faced in their practice as trainees or could face in their practice as professionals (Cavalcanti & Moita Lopes, 1991; Wallace, 1991).

One of the main reasons for the model of Technical Rationality/Applied Science to be considered inadequate was that trainees/practitioners also faced or could face problems in their practice which did not fit into the theory already produced. In situations in which the problems did not fit into the theory, the trainees/practitioners did not know what to do to solve the problems (Pérez-Gómez, 1997; Schön, 1983, 1997; Wallace, 1991; Zeichner, 1997).

In the mid 1980's, then, researchers started proposing a new model/concept of professional education, in which reflection would be also part of the programs of professional education. However, as we know, reflection is an inherent process for human beings, unless they suffer from brain impairments except for any brain limitations, the human beings reflect. Thus, if reflection is already an attribute of human beings, what did the researchers mean by reflection, in the programs of professional education? According to Giroux (1997) "all human activity involves some type of thinking/reflection. No human activity, no matter how routinized it may become, can exist without the functioning of the mind at certain level" (p. 161). According to the author, when arguing that the use of mind is part of all human activity, "we dignify the human capacity to integrate thinking/reflection and practice, which is the essence of what means to view teachers as reflective professionals" (p. 161) [my translation]<sup>vi</sup>. In other words, reflection means the integration of thinking and practice.

Nevertheless, the meaning of reflection presented in the previous paragraph is not the only meaning or definition of reflection in the area of education. As a matter of fact, the meaning(s) or definition(s) of reflection vary from one author to another. For Schön (1983), for instance, reflection means thinking about, analyzing, and investigating the problems faced in practice so as to solve them (Schön, 1983). For Paulo Freire (2002), reflection means “the dynamic and dialectic movement between what we do and what we think about what we do” (p. 43) [my translation]<sup>vii</sup>. For Gimenez (1999a), reflection is “a systematic way of looking at our own actions in the classroom and what effects these actions are bringing about in terms of learning” (p. 137).

According to Garcia (1997) and Smyth (1992), John Dewey, an American philosopher of education, was the first researcher to point out the importance of reflection in education. Dewey (1916) writes about the relation between experience and thinking. This author states “No experience having a meaning is possible without some element of thought/reflection” (p. 145) Dewey (ibid.) also states that the proportion of thought/reflection found in the experience may vary according to the situation we experience. Whereas in some situations “we simply do something, and when it fails, we do something else, and keep on trying till we hit upon something which works” (p. 145), in other situations, “there is a need of a deeper analysis so as to bind together our actions and their consequences” (ibid.).

According to Dewey (ibid.), in the process of analysis of the connections between our actions and what happens in consequence, “the thought implied in the experience is made explicit” (p. 145), thus changing the quality of the experience. Dewey calls this type of experience “reflective”, and defines reflection as “the

intentional endeavor to discover specific connections between something which we do and the consequences which result from what we do” (p. 145). Moreover, according to Dewey (ibid.), “reflection implies concern with the issue” to be reflected upon (p. 147).

According to Garcia (1997) and Smyth (1992), the idea of educating and preparing professionals who are able to reflect on their actions and on the consequences of their actions derives from Dewey’s ideas about experience and thinking. However, both Garcia (ibid.) and Smyth (ibid.) recognize that it was only after Schön’s publication of his study in 1983 that reflection started being popularized, and became a concept of professional education.

Schön (1983) investigated individual practitioners in their actual practice<sup>11</sup>. He noticed that when the practitioners faced new problematic situations in their practice, they created and constructed solutions which resulted from “reflection-in-action”, that is, reflection in the middle of the action, which contributed to create a repertoire of experiences, which could be used in other situations. Schön (ibid.) also noticed that, in certain moments, the investigated practitioners faced problems in their practice, but the solutions for them were not in their repertoire of experiences. Those problems required a search and analysis, that is, an investigation, on the part of the practitioner, to understand the origins of the problem, to attempt to solve it. Schön (ibid.) calls this moment “reflection-on-action”. In other words, the practitioners mentally reconstructed their actions and analyzed them retrospectively so as to find appropriate solutions to the problems faced in practice.

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<sup>11</sup> Schön (1983) uses the term “practitioner(s)” to refer to the professionals he investigated in his studies, for instance, architects, engineers, city planners, managers, and psychotherapists, for this reason I use the term practitioner when presenting Schön’s ideas in this section.

Due to the findings of his investigations, Schön (1983) proposes the reformulation of the curriculum of the programs of professional education. Instead of being the last phase of the program, practice should take place throughout the process of professional education. In this way, the learners would be educated from their own practice and reflection on it at all the three phases of their program, that is, when being taught 1) the theory (first phase), 2) the use/application of the theory (second phase), and 3) when applying the theory in their own practice (third phase). Moreover, the learners would develop the capacity to reflect on their actions so as to be more capable and autonomous to solve the problems they would face in their practice as professionals (Alarcão, 1996).

Schön's proposal for the education of professionals in the United States soon spread to other countries, and by the late 1980's, the concept of the reflective practitioner had followers and advocators around the world (Pimenta, 2005). For Smyth (1992), the fact that the concept of reflection spread around the world can be attributed to the type of economical system which predominated in the world in the 1980's. For this author, the concept of the reflective professional is located "within the context of macroeconomic trends and the logic of the capitalism" (p. 268). Smyth (1992) also states that, Schön, with the publication of his work in 1983, may have "legitimated or licensed trends that were already well underway" (p. 275), for instance, the idea that the professionals need to develop their capacity to reflect on their own actions to be more capable and autonomous to solve the problems they face in their practice so as to be more competent professionals.

The view of the reflective practitioner/professional as a concept of professional education which proliferated around the world due to the interests of the capitalist system is defended by other researchers in the area of education. According to Libâneo (2005), the 1980's was the decade in which many educational reforms took place in educational contexts around the world due to the need of the educational systems to adapt to the politics of capitalism, which required changes in the quality of education, which in turn, "required changes in the curricula, in the educational management, in the evaluation of the educational systems, and in the education of the professionals" (p. 60) [my translation]<sup>viii</sup>.

Coincidence or not, the fact is that Schön's proposal for the reformulation of the curriculum of the programs of professional education was in line with the politics of the capitalism which, as just stated, required changes in the education of the professionals. In other words, with the purpose of educating and preparing the professionals to be reflective so as to solve the problems they faced in their practice, the concept of the reflective practitioner/professional may have contributed to spread the interests of the capitalism around the world, for instance, the idea that the individual/the worker/the professional needs develop his/her capacity to reflect to be more capable and autonomous to make quick and right decisions in his/her working situations and context so as to be a competent professional, the idea that the individual is the one who can solve the problems faced in their work, and the idea that the individual is the only one who is responsible for his/her achievements and failures (Libâneo, 2005).

As previously stated, Schön's (1983) proposal for the education of professionals is based on the idea that learning is a practical activity, that is, on the idea

that individuals learn by doing/experiencing, a view which, according to some authors, derives from Dewey's (1916; 1938) ideas about experience and thinking. Both Dewey (1916; 1938) and Schön (1983) believe that reflection is connected to experience/practice, that is, that practical knowledge results from the process of reflection in/on action, in a concrete problematic situation/a concrete experience. This view may be one of the reasons why Schön's notions of "reflection-in-action" and "reflection-on-action" were soon embraced by educational researchers and/or teacher-educators in many educational contexts around the world (Libâneo, 2005; Pimenta; 2005). The concept of reflection in the area of teacher education will be addressed next.

### **2.3 The concept of reflection for teacher education and development**

According to Zeichner (2003), until the mid 1980's, the model of Technical Rationality/Applied Science model was the prevalent model of teacher education in most countries around the world, which means that, in the teacher education area, there was also a division between the ones who generated knowledge/theories and the ones who used/applied the knowledge in practice.

However, teachers faced problematic situations in their practice that could not be solved solely by applying the theories derived from academic research. Then, as Schön (1983) proposes for the education and development of professionals, researchers in the area of teacher education started advocating that, by reflecting on the problems faced in the classroom and investigating them, teachers could solve the problems, generate knowledge about teaching-learning, and develop professionally (Zeichner, 1993).

According to Zeichner (2003), in the area of teacher education, the teacher as a reflective professional became a slogan which has been embraced by teachers, teacher-educators, and educational researchers from countries all around the world. He states:

There has been an explosion in the literature in the last 20 years related to the preparation of teachers as reflective practitioners who play important roles in determining what goes on in their classrooms and schools and in taking responsibility for their own professional development (p. 7).

The great interest in the concept of the teacher as a reflective professional by teachers, teacher-educators, and educational researchers contributed to the creation of a reflective practice movement in the 1990's, which according to Zeichner (2003, p. 8), can be seen as "a reaction against the view of teachers as practitioners who merely apply in the classroom what others, removed from the classroom, want them to do, and the acceptance of top-down forms of educational reform that only involve teachers as passive participants". Still, according to Zeichner (*ibid.*), the concept of the teacher as a reflective professional recognizes that teachers are able to produce theories too. Therefore, they can also contribute to the generation of knowledge about teaching and learning, not only applying the theories produced by others.

The concept of the teacher as a reflective professional also recognizes that learning to teach and professional development are life-long processes, which means that teacher education programs can only educate and prepare teachers to start teaching (Johnson & Freeman, 2001; Zeichner, 1993; 1997). Therefore, besides preparing teachers to start teaching, teacher education programs should also develop on teacher-learners the willingness and capacity to reflect on and investigate their own pedagogical practice

throughout their career as teachers so as to solve the problems they may face in their practice, generate knowledge, and develop professionally ( Zeichner, *ibid.*).

The ideas of the concept of the teacher as a reflective professional have also been embraced by Brazilian educational researchers, applied linguists and/or teacher-educators who have spread them in (continuing) teacher education programs and Graduate Programs. The following section will present the origins of the concept of reflection in the teacher education area in *Brasil*, focusing on the concept of reflection in the area of English Language Teacher Education.

#### **2.4 The concept of the teacher as a reflective professional in *Brasil***

In *Brasil*, the educator and theorist of education, Paulo Freire has since the late 1960's been presenting his ideas about reflection in Education. In his book *Pedagogy of the oppressed* (1972; 2006), Freire attacks the "banking" concept of education, in which the learners are viewed as empty accounts to be filled with content by the teachers, and proposes an Education grounded in problem-posing. In the problem-posing perspective of Education, the teachers do not regard knowledge as their property, but as the object of reflection by themselves and the learners. According to the author, "the problem-posing educator constantly re-forms his/her reflections in the reflection of the learners" (1972, p. 54). Moreover, while in the "banking" concept of education there is no room for teachers' or learners' creative power, therefore contributing to alienate them, the problem-posing perspective, "has an authentic reflective characteristic which implies a constant unveiling of reality, striving for the emergence of consciousness and critical intervention in reality" (p. 54).

As can be seen, Freire's proposal of Education has a political dimension, and for this reason, one of the main roles of Education is to open people's eyes and mind, in his words, "unveil reality". For Freire (1972; 2006), Education can emancipate or alienate. Education that emancipates is the type of education which helps people develop their critical consciousness regarding their role in society. Emancipated people realize that they can intervene in reality, that reality can be changed.

In turn, Education that alienates is the type of education which contributes to maintain the view that reality is something given, as if it were something apart from people's life, something created/determined by others. Alienated people do not realize their condition as exploited by the political and economical system in which they live, being, for this reason, easily manipulated and exploited (ibid.). In other words, in Paulo Freire's proposal, which serves for the education of both teachers and learners, reflection is conceived as a principle of Education which guides both the teaching and learning processes.

Paulo Freire (2002) writes about what teachers need to know to be genuine educators. Once again, Freire states that reflection is a fundamental aspect in teachers' work. The author states that "by reflecting critically on today or yesterday practice we can improve our next practice" (ibid, pp. 43-44)<sup>ix</sup>. Moreover, for Freire "critical reflection on pedagogical practice is a requirement of the Theory/Practice relationship. Without critical reflection theory may become nonsense and practice activism" (ibid., p. 24) [my translation]<sup>x</sup>. In other words, for Freire, theory must be associated to practice and vice-versa, through "critical reflection".

As it can be seen, Freire (2002) adds a characteristic to reflection when writing about the education of teachers. The author uses the term “critical” to characterize the type of reflection that should be carried out by those who reflect. By “critical reflection”, Freire (ibid.) means seeing our work as teachers not only in relation to the context of the classroom and school/university, but in relation to the broader contexts in which teaching takes place and in which the school/university is embedded.

As shown, education based on reflection was not something new in Brazil when Schön (1983) started advocating the concept of the “reflective practitioner”, in the 1980’s. However, according to Libâneo (2005) and Pimenta (2005), in *Brasil* educational researchers, teacher-educators/applied linguists only began to show interest in the concept of the teacher as a reflective professional in the early 1990’s, influenced by two events: the publishing, in 1992, of the book *Os professores e sua formação*, organized by the Portuguese researcher António Nóvoa, and the participation of a group of Brazilian educators and educational researchers in the *I Congresso sobre Formação de Professores nos Países de Língua e Expressão Portuguesa*, held in Portugal, in 1993.

Pimenta (ibid.) states that Brazilian educators, teacher-educators, and educational researchers, who got to know the ideas presented in the book *Os professores e sua formação*<sup>12</sup> (Nóvoa, 1997a), and those who participated in the *I Congresso sobre Formação de Professores nos Países de Língua e Expressão Portuguesa*, began to show

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<sup>12</sup> The book *Os professores e sua formação* (Nóvoa, 1997) contains articles about the concept of the teacher as a reflective professional in countries such as France, Portugal, Spain, and the United States. The articles presented in the book, especially the ones by Angel Pérez Gómez, Carlos Marcelo García, Donald Schön, António Nóvoa, and Kenneth Zeichner, discuss the education of teachers in the late 1980’s and early 1990’s and emphasize the need to educate teachers as reflective professionals.

a great interest in the concept of the teacher as a reflective professional, and started advocating this concept in *Brasil*.

As already stated, until the 1980's, teachers were usually seen as appliers of knowledge generated by others. In the early 1980's, when research started showing that learners and/or practitioners were not developing the capacities which were considered necessary in their professions, for instance, the capacity to solve the problems faced in their practice, teachers, university professors and/or teacher-educators started being the target of education, as the ones who were also responsible for the results of their work, that is, responsible for the education of the learners/teacher-learners. The main focus of the articles presented in the book *Os professores e sua formação* (Nóvoa, 1997a) is on the concept of the teacher as a reflective professional as the perspective of teacher education that would involve teachers in both pre- and in-service contexts as active participants in the teaching-learning process and in their own process of (continuing) education.

According to Pimenta (2005), the Portuguese teacher-educators António Nóvoa and Isabel Alarcão, whose work was based on Zeichner's and Schön's ideas, respectively, came to *Brasil* many times, invited by the Brazilian government, universities, and private institutions, to talk about the concept of the teacher as a reflective professional. Still, according to Pimenta (ibid.), the Brazilian government, as well as those in the area of Education and teacher education started looking at other experiences, especially the ones from Portugal and Spain, reported by Alarcão, Nóvoa, García, Pérez Gómez, among others, considering those experiences when analyzing the Brazilian educational problems and ways to solve them.

For Coracini (2003), the fact that most teachers in *Brasil* were used to a routine in their classrooms, not doing much to make their classes exciting and efficient, contributed to make our country a fertile terrain for the concept of the teacher as a reflective professional. According to this author, the concept of reflection was expected to promote teachers' reflection on their practice, for them to be aware of their work in the classroom, and improve it. Coracini (ibid.) also states that those responsible for Education in *Brasil* found in the concept of the teacher as a reflective professional the key to solve the educational problems of our country.

As stated in Chapter I, in the early 1990's, the Brazilian teacher-educators/applied linguists Cavalcanti and Moita Lopes published an article, in which they attack the Model of Technical Rationality/Applied Science Model, which was the prevalent model of teacher education in most teacher education programs in *Brasil*. In their article, Cavalcanti and Moita Lopes (1991) propose a perspective of education that takes into account teachers' reflection on their pedagogical practice, in their education as teachers. For Cavalcanti and Moita Lopes (ibid.), teachers' reflection on their own pedagogical practice should be at the core of teacher education programs, it should be "the embryo of research and should take place throughout the process of teacher education" (p. 133) [my translation]<sup>xi</sup>.

Cavalcanti and Moita Lopes (ibid.) also argue that teachers' pedagogical practice and reflection on it as the core of teacher education programs would "contribute to the development of the language teaching and learning area in *Brasil*" (1991, p. 133) [my translation]. These applied linguists/teacher-educators present three examples in which the teacher-learners could reflect: 1) "as research auxiliaries; 2) as scientific

initiation interns, and 3) as critical-observers of their own practice as language learners, and language teachers” (p. 133) [my translation]<sup>xii</sup>.

The concept of the teacher as a reflective professional gained strength in the area of English Language Teacher Education in *Brasil* after the mid 1990’s. It was especially advocated by the applied linguists/teacher educators Celani (1996), Magalhães (1996), and Moita Lopes (1996) in their talks in the *I Encontro Nacional sobre Política de Ensino de Línguas Estrangeiras*, held in Florianópolis, on November 1996, and in their articles published in the proceedings of the same event. Celani (ibid.), for instance, when talking about her view of the English language teacher profile states:

Nowadays, I see the foreign language teacher less as a technician who is proficient in the foreign language like who is an expert in learning and linguistics theories. I see the foreign language teacher as a reflective professional, engaged in knowledge production. Knowledge generated from and produced in the classroom, involving teacher and learners in a constant interaction between theory and practice, a true action-research (p. 119) [my translation]<sup>xiii</sup>.

For Magalhães (1996), the foreign language teacher should be reflective in relation to his/her pedagogical practice, and should investigate his/her pedagogical actions. In the same vein, Moita Lopes (1996) claimed that teachers need to understand what scientific knowledge production is so as to be less consumers of the knowledge generated by others and to start carrying out their own research and produce their own scientific knowledge, knowledge derived from practice through reflection on and investigation of their own pedagogical actions.

Gimenez (1995; 1997; 1999a) also embraces the concept of the reflective professional. According to this author, “It is not possible to speak about teacher education nowadays, ignoring the concept of reflection” (1997, p. 591) [my translation].

Gimenez also argues that one of the roles of “teacher education programs is to lead both pre- and in-service teachers to reflect on their own practice” (ibid.) [my translation]<sup>xiv</sup>.

As it can be seen, for Brazilian teacher-educators/applied linguists in the ELTE area, the concept of the teacher as a reflective professional was seen as the possibility to exceed/overcome the Applied Science model, which in the mid 1990’s still predominated in most teacher education programs in *Brasil*. As mentioned elsewhere, the view of teacher-educators/applied linguists in the area of ELTE was that by reflecting on their pedagogical practice and investigating it, teachers would also generate knowledge about foreign language teaching and learning, which in turn, would contribute to their development as teachers and to the development of the language teaching and learning area in *Brasil*.

As it was already signaled, Cavalcanti and Moita Lopes (1991), Celani (1996), Magalhães (1996), and Moita Lopes (1996) clearly state that teacher development and improvement of practice result from the interaction among academic theory, research and reflection on pedagogical practice. In such interaction, theory informs practice, and practice informs theory, thus generating new theory/knowledge. Moreover, through research on their own practice and generation of knowledge, teachers could achieve a better professional status, empowerment, and a certain level of autonomy, since they would not only apply the knowledge generated by others, but also generate knowledge by carrying out research on teaching-learning in their own classrooms.

In the same line of thought, Giroux (1997) sees teachers as transforming intellectuals who work under special conditions and who develop specific social and political functions in society.

Based on the literature reviewed so far, reflection has become a concept of education and teacher education which means more than solving the problems we face in our everyday practice in the classroom. Since its popularization in the area of teacher education in the mid 1980's, researchers from different parts of the world have attributed other roles to reflection. Terms, such as: "teacher development", "empowerment", "emancipation", "autonomy", and "change", "transformation", and "improvement of practice" permeate the literature on the concept of the teacher as a reflective professional and are expected to be achieved by all those in the area of education, especially by the teachers.

In *Brasil*, all the roles regarding the use of the concept of reflection in educational contexts presented in the previous paragraph as well as the expectations generated by Cavalcanti and Moita Lopes (1991), Celani (1996), Magalhães (1996), and Moita Lopes (1996) in relation to the use of the concept of reflection in teacher education, have motivated researchers and teachers in the ELTE area to use the concept of the teacher as a reflective professional in educational contexts and (continuing) teacher education programs, and carry out research on teachers' reflection.

Recent research, however, has shown that, in *Brasil*, most of the aims in relation to the use of the concept of the teacher as a reflective professional in educational contexts, that is, "teacher development", "empowerment", "emancipation", "autonomy", and "change", "transformation", and "improvement of practice", have not been achieved

yet. For Celani (2006b, p. 37), it is necessary a deeper reflection on the concept of the teacher as a reflective professional, in order to understand if the non achieved expected transformation is due to “teachers’ informed resistance” that is, whether teachers know the concept of reflection, but do not use it in practice, or “to real failure”, that is, failure in the use of the concept of reflection in practice or failure of the concept itself.

In the same vein, Alarcão (2004), when writing about the criticism in relation to the concept of the teacher as a reflective professional, which exists in *Brasil*, states “it is important to try to understand whether the expectations regarding the concept of the teacher as a reflective professional were too high, whether the concept was not totally understood or whether teachers’ had any difficulties in applying the ideas of the concept of reflection in their daily work as teachers” (p. 40) [my translation]<sup>xv</sup>.

For Duarte (2005), Facci (2005), Guedin (2005), Libâneo (2005), Pimenta (2005), Saviani (2005), Serrão (2005), among others, the concept of the teacher as a reflective professional has brought an enormous contribution to the area of Education in *Brasil*. For these authors, the concept of reflection has allowed to reconsider the role of teachers by putting them in the core of educational debates. However, these teacher-educators/educational researchers warn that we need to be aware of the limitations of the concept of reflection.

According to Pimenta (2005), one of the main limitations of this concept in *Brasil* is that it has been seen as a way to overcome and solve the problems that teachers face in their pedagogical practice. Reflection, as a way to overcome and solve pedagogical and classroom problems, is dissociated from the reality where the learners, the teachers, and the school are embedded, that is, it is dissociated from the historical,

cultural, social, political and economical dimensions in which teaching-learning takes place. For Duarte (ibid.), Facci (ibid.), Pimenta (ibid.), Saviani (ibid.) among others, this conceptualization of reflection does not educate individuals to be “critical” in relation to the reality where they live.

In the same line of thought, Facci (2004) and Zeichner (2003) state that reflection to solve the problems that teachers face in their practice gives teachers more responsibility and even blame them for the failures of their work, reducing the real possibilities of “critical reflection”, that is, reflection which takes into account the social, political, historical, cultural, and economical factors which are also involved in Education.

Almeida (1999), Lima (2001), Pimenta, Garrido and Moura (2000), and Pimenta (2005), in their analysis of the ways in which the concept of reflection has been integrated in Brazilian educational contexts found: (1) an emphasis on teachers’ individual reflection; (2) an excessive and exclusive focus of reflection on teachers’ pedagogical practice; (3) lack of critical reflection on issues other than teachers’ pedagogical practice, and (4) the teachers’ difficulty/impossibility to conduct research in their working contexts and classrooms mainly due to the great number of students in the classrooms, the excessive number of working hours per week, and the lack of research conditions in most schools.

According to Facci (2004), the concept of the teacher as a reflective professional has contributed to devalue teachers’ role in the teaching-learning process instead of valuing it. According to author, in the concept of the teacher as a reflective professional, teachers’ knowledge construction departs from teachers’ individual

practice, that is, from teacher's individual reflection on his/her individual pedagogical practice. In Facci's point of view "although knowledge construction which departs from the individual's concrete experiences can be considered an advance in terms of teacher education and work, individual reflection on individual practice does not intervene in education as a social practice" (p. 132) [my translation]<sup>xvi</sup>.

Education as a social practice means that education is not the result of the activity or work of a single individual, but the result of the activity and work of a community of individuals. For Facci (2004), to intervene in education as a social practice, reflection needs to be collective and include the social, political, historical, cultural, and economical dimensions (*ibid.*). Moreover, teachers' reflection needs to be supported by the theoretical knowledge which has been already produced or which is under construction (Facci, 2004).

Zeichner (2003) in his analysis of the ways in which the concept of reflection has been integrated into (continuing) teacher education programs around the world concludes that reflective teacher education has undermined the intent to promote genuine teacher education and development due to an emphasis on teachers' individual reflection, the use of reflection to help teachers better replicate in their pedagogical practice that which research carried out by others has found to be effective, teachers' reflection on their own teaching only, an emphasis of reflection on teaching skills and strategies, and lack of reflection on the institutional and social contexts in which teaching takes place.

The ways in which the concept of the teacher as a reflective professional has been integrated into Brazilian educational contexts and educational contexts around the

world may have to do with peoples' understanding of the concept of reflection and their interests. As already stated, as soon as the concept of the teacher as a reflective professional started being popularized around the world new roles started being attributed to it. According to Gimenez (1999a), researchers in the area of teacher education in an attempt to define reflection have focused on the following dimensions of reflection: "moment, depth and speed, mode, content, and levels of reflection". These dimensions will be presented next.

## **2.5 Dimensions of reflection**

The five dimensions of reflection presented by Gimenez (1999a) can be summarized in this way:

- (1) "Moment of reflection": before, after, or during pedagogical practice;
- (2) "Depth and speed of reflection": this dimension refers to the way reflection is carried out, which can be: rapid: instinctive and immediate, repair: habitual with pause for thought, review: action is reassessed over hours or days, research: action is systematically analyzed over weeks or months, re-theorizing and reformulating: action is rigorously analyzed, theorized, and reformulated over months or years;
- (3) "Mode of reflection": reflection as an individual/a private activity and reflection as a social/public practice. Whereas the former involves a teacher who reflects individually, the latter involves a group of teachers who reflect collectively;
- (4) "Content of reflection": this dimension is connected with the next one;
- (5) "Levels of reflection": "technical", "practical", and "critical". According to Zeichner and Liston (1987, p. 24), Van Manen (1977) found out these three levels of

reflection, which are used in the concept of reflection to distinguish between the different levels of one's reflection.

At the "technical" level, reflection is concerned with "the efficient and effective application of educational knowledge" (Zeichner & Liston, 1987, p. 24). In reflection on pedagogical practice, the "technical" level refers to "what" the teacher does in the classroom and "how" she/he does it. For instance, when a teacher reflects on his/her pedagogical practice and focuses his/her reflection on his/her way of asking questions to the learners, way of introducing or explaining the content, way of explaining grammar, of correcting activities etc, the teacher's reflection on these aspects is at the "technical" level of reflection.

At the "practical" level, reflection is concerned with the teaching-learning objectives and the results. For instance, when a teacher reflects on his/her pedagogical practice and focuses on the objectives of the activities done in the classroom and on the learning results achieved by the learners in those activities, the teacher's reflection on these aspects is at "practical" level of reflection.

The "critical" level encompasses both the "technical" and "practical" levels. However, according to Zeichner and Liston (1987), the "critical" level also "incorporates moral and ethical criteria into the discourse about practical actions" (p. 25). In reflection on pedagogical practice, the "critical" level refers to reflection on the educational goals, experiences and activities, and how they can lead to "forms of life mediated by concerns for justice, equity, and concrete fulfillment" (ibid.).

Moreover, at the "critical" level of reflection, teachers' reflection takes into account the contexts in which teaching is embedded and the dimensions which affect

teaching, for instance, the social, economical, political, cultural, historical dimensions (Freire & Macedo, 1994). At the “critical” level, reflection changes from “what” and “how” questions, to “why” questions (Bartlett, 1990; Smyth, 1992).

### **2.5.1 The dimensions of reflection and their implications to the concept of the teacher as a reflective professional**

As previously stated, according to Gimenez (1999a), researchers have focused on “the moment, depth and speed, mode, content, and levels of reflection” in an attempt to define reflection in the area of teacher education. However, considering the components of each dimension of reflection, presented previously, it can be seen that the combination of them may result in different conceptions of reflection. For instance, reflection may be a private activity of a teacher who reflects on his/her explicit actions, or it may be a public activity of a group/community of teachers who reflect on the teaching-learning objectives, on the means used to achieve the objectives, and the social, historical, cultural, political, and economical factors that influence their work in their working contexts, to mention but two possibilities.

The combination of different components from each dimension of reflection in the two examples presented above results in two different conceptions of reflection. Whereas in the former the mode of reflection is private and the level is technical, in the latter the mode is social and the levels of reflection are practical, and critical. Thus, different uses of reflection may result from the combination of the different components of the dimensions of reflection.

However, if on the one hand, the dimensions of reflection presented previously seem to contribute to the generation of different conceptions of reflection, on the other hand, they give the teacher-educators/researchers the possibility to combine the dimensions they want so as to conceptualize reflection the way they want. In other words, by having the possibility to combine the dimensions of reflection the way they want, teachers would not have to follow any prescriptive conception of reflection. Therefore being more autonomous in their reflective process.

The next three sub-sections will present some ideas regarding the “mode”, “content”, and “levels” of reflection, found in the literature on the concept of the teacher as a reflective professional. These three dimensions, in my view, are the dimensions of reflection which most contribute to reveal the way(s) reflection is conceptualized by those who advocate and/or use it.

#### **2.5.1.1 Mode of reflection**

Individual reflection on individual practice is one of the most attacked aspects of the concept of the teacher as a reflective professional in the literature on this concept. Researchers and/or teacher-educators claim that reflection should be undertaken as a social activity of “groups of teachers” (Zeichner, 2003) or “communities of learners” (Gimenez, 2005). The authors who favor collective reflection argue that, when teachers reflect collectively on each others’ pedagogical practice and on the problems they face as teachers, they may more easily find the solutions to the problems they face in their classrooms and working contexts, they can collectively generate knowledge on teaching-learning, contribute to each other’s development and to the

development of their professional group (Alarcão, 2004; García, 1997; Gimenez, 1999a, 2005; Nóvoa, 1997b; Smyth, 1992; Telles, 2004a, 2004b; Zeichner & Liston, 1987; Zeichner, 1993, 2003; among others). Moreover, through collective reflection teachers may more easily intervene in education as a social practice (Facci, 2004).

### 2.5.1.2 Content of reflection

In the literature on the concept of reflection, there are authors who suggest the content that teachers should focus on when reflecting. Some of them suggest questions which may guide the teachers when reflecting.

Table 1 presents the focus of reflection according to some authors.

<b>Author(s)</b>	<b>Focus/content of reflection</b>
Almeida Filho (2005b)	“How do I teach?” “Why do I teach the way I teach?”
Bartlett (1990)	“What do I do as teacher?” “What is the meaning of my teaching? What did I intend?” “How did I come to be this way?” “How might I teach differently?” “What and how should I now teach?”
Gimenez (1999a)	The effectiveness of the means used to achieve the educational goals and the subjects who benefit from those means.
Richards & Lockhart (1994)	“What do I do in my pedagogical practice?” “Why do I do the way I do?”
Schön (1983; 1997)	“What happened in my pedagogical practice?” “Which meanings did I give to my actions?”
Smyth (1992)	“What do I do?” “What does what I have described mean?” “How did I come to be like this?” “How might I do things differently?”
Zeichner & Liston (1987)	Teachers’ explicit actions in the classroom; The teaching-learning objectives and results; The worth of educational goals, how they are accomplished and who is benefiting from their successful accomplishment.
Wallace (1991)	Received knowledge (theory) and experiential knowledge (practice) in the context of teacher’s practice in the classroom.

Table 1: Focus/content of reflection according to some authors

The content of reflection, suggested by the authors in Table 1, illustrates the conception of reflection for each of them. Almeida Filho (2005b), Bartlett (1990), Richards and Lockhart (1994), Schön (1997; 1983) and Smyth (1992), for instance, conceptualize reflection as an analysis of the teaching procedures/actions by posing questions such as: “How do I teach?”, “What do I do as teacher?”, “What happens in the classroom?”, “What do I do in my pedagogical practice?”, “What happened in my pedagogical practice?” -, and as an explanation of those teaching procedures/actions by posing questions such as: “Why do I teach the way I teach?”, “What is the meaning of my teaching?”, “How did I come to be like this?”, “Why do I do the way I do?” – In this conception, reflection departs from teachers’ analysis of their own pedagogical actions in their classrooms to reach their past as students, as teacher-learners and/or teachers, the school(s) where they work, and/or teacher education programs.

As also shown in Table 1, Gimenez (1999a) conceptualizes reflection as an analysis of the means used to achieve the goals, taking into account the subjects who benefit from the means used. In her conception, reflection focuses on both the teacher and the learners in the micro contexts of the classroom and school and the macro context of society, when she says that those who reflect also need to focus their reflection on who is benefiting from the means used.

Zeichner and Liston (1987) conceptualize reflection as analysis of teachers’ actions in the classroom, of teaching-learning objectives and results, worth of educational goals, how they are accomplished and who is benefiting from the successful accomplishment of those goals. In this conception, reflection focuses on both the

teacher and the learners in the micro context of the classroom and school, and the macro context of society.

Wallace (1991), unlike the authors mentioned previously, who are specific when suggesting which content the teachers should focus on when reflecting (Almeida Filho, 2005b; Bartlett, 1990; Gimenez, 1999a; Richards & Lockhart; 1994, Schön, 1983, 1997; Smyth, 1992; and Zeichner & Liston, 1987), suggests two general aspects for teachers to reflect on: “theory” and “practice” in the context of teacher’s practice in the classroom. The teachers themselves may choose which specific aspects of “theory” and “practice” they want to reflect upon.

As regards the content of reflection teachers should reflect on, in the literature on the concept of reflection in the area of teacher education, there are authors, for instance, Coracini (2003), who argue that by suggesting the content for reflection, the concept of reflection becomes prescriptive, due to the fact that the teacher-educators and/or researchers are the ones who define the content of reflection, and the teacher-learners and teachers are the ones who do what they say and/or suggest. In this regard, Freitas (2005, p. 52) states “the prescriptive characteristic is in the root of the concept of reflection” [my translation]<sup>xvii</sup>. Both Coracini (ibid.) and Freitas (ibid.) are right, when they state that the concept of reflection has a prescriptive characteristic.

As already stated, the concept of reflection originated from the work of researchers while observing trainees and practitioners in their actual practice. That is, the researchers were the ones who firstly noticed, for example, the potential of practitioners’ reflection for problem solving, knowledge production, professional development, and, then, started advocating that practitioners, through reflection on their practice and

investigation of it, could solve the problems that emerged in their practice, generate knowledge, and develop professionally, among other aspects (Schön, 1983). This fact cannot be denied, however, in comparison to the Applied Science model/Model of Technical Rationality, the Reflective model has given teachers much more room for them, not only to think about the issues which concern them, but also to take part in the process of knowledge production.

The focus/content of reflection presented in Table 1 also shows the levels of reflection implicit in them. This issue will be addressed next.

### **2.5.1.3 Levels of reflection**

As it was stated, the literature on the concept of the teacher as a reflective professional the terms “reflection” and “critical reflection” have been used. Moreover, whereas reflection encompasses the “technical” and “practical” levels, “critical” reflection encompasses the three levels, that is, the “technical, practical and critical”, which were previously described, in Section 2.5 of this Chapter.

In the content of reflection presented in Table 1, for instance, there is both “critical reflection” and “reflection”. The analysis of the content suggested by Bartlett (1990), Richards and Lockhart (1994), Smyth (1992), Gimenez (1999a), and Zeichner and Liston (1987), presented in Table 1, shows that, the content of reflection suggested by these authors leads teachers to reach the “critical” level of reflection. In turn, the content of reflection suggested by Almeida Filho (2005b), Schön (1983; 1997), and Wallace (1991) refers to “reflection”, since by focusing their reflection on “their teaching approach” (Almeida Filho, 2005b), on “what happened in their classes, on the

meanings of their actions” (Schön, *ibid.*), and on “received and experiential knowledge in the context of their practice” (Wallace, *ibid.*) teachers reach only the technical level of reflection.

Gimenez (1999a), based on Calderhead and Gates (1993), presents some aims of reflective practice which are common in teacher education programs. The aims presented by Gimenez (*ibid.*) lead to a better visualization of the levels of reflection better. For instance, teacher education programs which embrace reflective practice “to enable teachers to analyze, discuss, evaluate, and change their own practice, and facilitate teachers’ development of their own theories of educational practice, understanding and developing a principled basis for their own classroom work” (Gimenez, 1999a, p. 133) aim at educating and preparing “reflective teachers”, since in this objective, reflection comprises only the “technical” and “practical” levels.

However, teacher education programs which extrapolate the “technical” and “practical” levels and aim at “enabling teachers to appraise the moral and ethical issues implicit in classroom practices, and foster teachers’ appreciation of the social and political contexts in which they work, helping teachers recognize that teaching is socially and politically situated” (*ibid.*) may contribute to develop teachers’ “critical” consciousness, therefore, those teacher education programs also aim at educating and preparing “critical reflective teachers”.

For Freire (1972; 2002; 2006), Freire and Macedo (1994), García (1997), Pimenta (2005); and Zeichner (1993; 1997; 2003), among others, critical reflection is a *sine qua non* condition for the development of teachers’ critical consciousness. Taking into account the fact that our capacity to reflect critically has to be developed to exist,

we may say that, the earlier individuals experience critical reflection, the earlier they may develop a critical consciousness, which, according to Freire and Macedo (1994), will allow them to reflect on reality and recognize that reality can be changed. In teacher education contexts this means that, in order to become critical reflective teachers, teacher-learners, teachers, teacher-educators, among others, need to be encouraged to reflect at the “technical”, “practical”, and “critical” levels.

Therefore, being exposed to “critical reflection” and encouraged to reflect critically, we may develop our capacity to reflect at the “critical” level so as to be “critical” reflective teachers throughout our career as teachers. In other words, it is only by reflecting critically on our pedagogical actions and on our work as teachers, that we will be able to develop a critical consciousness as regards the possibilities and limitations of our work as teachers in society (Facci, 2004; Gimeno, 1990, in García, 1997; Pimenta, 2005).

## **2.6 Summary of the chapter**

The review of literature presented in this chapter has shown that the concept of reflection had its genesis in the work of John Dewey (1916). It has also shown that it was after Schön’s (1983) publication that the concept of the reflective professional spread around the world as a counter to the Applied Science model of education, which predominated in the educational contexts of most countries around the world. However, with a view to giving learners more room in their education, the concept of the reflective professional also contributed to spread the interests of the Capitalist system around the world, for instance, the idea that improvement of professionals’ practice results from

individual reflection on individual practice/actions. This view contributes to destabilize the groups and communities, since it aims at making the individuals believe that they do not need the others to succeed. That is, success will result from his/her individual effort and work not from the union of the individuals.

The review of literature presented in this chapter has shown that improvement of pedagogical practice, through reflection on it, is only one of the expectations regarding the use of concept of reflection in the teacher education area. In this area, other aims such as: “teacher development”, “empowerment”, “emancipation”, “autonomy”, and “change”, and “transformation of practice” , and “improvement of practice” are also expected to be achieved by the teachers through reflection.

As also stated, in an attempt to help those who reflect achieve the objectives of reflection, researchers in the area of teacher education have suggested the content that teachers should focus on when reflecting. According to some authors, the aims of reflection presented previously are more likely to be achieved by teachers who take into consideration in their reflection, the micro and macro contexts in which he/she is embedded. Whereas the micro context encompasses the classroom, the school, and the community, the macro context encompasses the historical, cultural, political, economical, and social contexts which also affect teachers’ work in the classroom, the school, and the community.

Moreover, there are authors who also argue that the aims of reflection are more likely to be achieved by teachers who reflect collectively as a “community of professionals” (Gimenez, 1999a). By reflecting collectively, teachers may gain the strength that they would not gain by reflecting individually.

## **CHAPTER III**

### **METHOD**

#### **3.1 Introduction**

In this Chapter, I will describe how the present study was developed. The Chapter will, firstly and briefly, portray the type of research conducted. Then, it will introduce the objectives and the General and Specific Research Questions, which guided the investigation. Next, it will present the titles of the books, journals, and proceedings from which the empirical studies were selected, the criteria used for the selection of the studies, and the titles of the selected studies. After that, it will describe the criteria used for data analysis. Finally, a summary of the Chapter will be presented.

#### **3.2 Conducting a research synthesis on the concept of reflection in ELTE in *Brasil***

As stated, studies have shown that the concept of reflection has been among the most investigated issues in the ELTE are in *Brasil* (Gimenez, 2005; Gil, 2005; Da Silva, Greggio, Denardi, and Gil (2006; 2007). The great interest on the concept of the teacher as a reflective professional by researchers has contributed to generate a vast literature on this issue. Since there is already a great number of studies on the concept of reflection in the ELTE area, it is time to synthesize the accumulated research which reports the use of the concept of reflection so as to provide the ELTE area in *Brasil* with a general overview of the use of the concept of the teacher as a reflective professional in this area. As stated in the introduction “research synthesis is a systematic secondary review of accumulated primary research studies” (Norris & Ortega, 2006a, p. 4).

According to Norris and Ortega (2006a),

Research synthesis has tremendous potential value for helping applied linguistics “make sense” of research to degrees of precision and insight that the traditional literature review approach can not. It can help identify patterns in and relationships among accumulated findings and uncover gaps and methodological weaknesses. It also has the potential to generate original theoretical knowledge not found in any single primary study, by resolving the extent to which theoretical tenets and constructs actually hold as increasing empirical light is shed upon them (pp. XI-XII).

For Cooper and Hedges (1994, cited in Norris & Ortega, 2006b, p. 6)

“research synthesis pursues a systematic understanding of the state of accumulated knowledge; its foremost purpose is to integrate available research, such that both patterns and inconsistencies (in both methods and findings) may be identified”. In this sense, research synthesis can help understand the state of accumulated research on the concept of the teacher as a reflective professional in the ELTE area, that is, it allows to uncover the ways the concept of the teacher as a reflective professional has been addressed methodologically as well as to “identify patterns in and relationships among the findings of the studies” (Norris & Ortega, 2006a, p. XII).

### **3.2 Objectives**

The main objective of the present study is to investigate the concept of the teacher as a reflective professional and its use in English Language Teacher Education in *Brasil* through an analysis of empirical studies in which pre-service or in-service English teachers are engaged in reflection. More specifically, this study aims at uncovering: (1) the theoretical-methodological ground work which has guided the use of the concept of the teacher as a reflective professional; (2) the methodological approach used in the

studies<sup>13</sup>; (3) the role(s) of the researcher(s)<sup>14</sup>; (4) the modes of reflection<sup>15</sup>; (5) the content of the participant-teachers' reflection; (6) the levels of reflection which permeate the content of the participant-teaches' reflection<sup>16</sup>; and (7) the findings of the studies.

In order to achieve these objectives, the following General and Specific research questions guided the investigation:

### **3.3 Research questions**

#### **3.3.1 General research questions**

- 1) How has the concept of the teacher as a reflective professional been used in English Language Teacher Education in *Brasil*?
- 2) What does the analysis reveal as regards the use of reflection in the education of English teachers?

#### **3.3.2 Specific research questions**

- 1) Which theoretical-methodological references of the concept of the teacher as a reflective professional have been used in English Language Teacher Education in *Brasil*?
- 2) Which methodological approach is used?
- 3) Which is/are the role(s) of the researcher(s) in the studies?
- 4) Which modes of reflection are used?

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<sup>13</sup> Methodological approach refers to the types of research contexts, types and number of participants, and reflective objects used in the studies.

<sup>14</sup> Role of the researcher(s) refers to the researchers' position in the investigation, for instance, if the researcher is an insider or outsider of the researched context.

<sup>15</sup> This term refers to the modes of reflection presented in Chapter II, Section 2.5.1.1.

<sup>16</sup> This term refers to the levels of reflection presented in Chapter II, Section 2.5.1.3.

- 5) Which is the content of the participant-teachers' reflection?
- 6) Which levels of reflection permeate the participant-teachers' reflection?
- 7) Which are the findings of the studies?

### **3.4 Data selection**

For this study, articles in which English teachers were engaged in reflection by researchers, published between 1997 and 2007, in books, journals or proceedings of important events in the area of teacher education in *Brasil*, were selected for analysis.

As regards the criteria for selecting only empirical studies published between 1997 and 2007, two factors motivated this choice. Firstly, the great number of empirical studies, which have been published in the ELTE area in *Brasil*, since the *I Encontro Nacional sobre Políticas de Ensino de Línguas Estrangeiras (I ENPLE)*, held in Florianópolis, on November, 1996. Secondly, the possibility of uncovering in empirical studies the way(s) in which the concept of the teacher as a reflective professional has been used in practice, enabling to construct an interface between how the concept is defined and actually operationalized in research settings.

The reason for not analyzing MA Theses and PhD Dissertations in which English teachers are engaged in reflection lies on four factors: 1) the difficulty of accessing all the Theses and Dissertations defended at the English Graduate Programs in *Brasil*; 2) the fact that researchers usually present their studies (Thesis, Dissertation, and other studies) in events in their area of research; 3) the fact that researchers either publish their studies in the proceedings of the events they participate or submit their studies to be published in books and/or journals of their area of research; and 4) the fact

that all areas of knowledge inform and are informed by theoretical and empirical published research. Hence, the literature that has informed our area consists of published theoretical and empirical studies. Searching in books, journals, and proceedings of events in the area of teacher education in *Brasil* was considered, therefore, the best way to find studies in which English teachers were engaged in reflection.

Table 2 shows the titles of the books from which the articles were selected.

<b>BOOKS</b>	
Abrahão (2004) (Org.)	<i>Prática de ensino de língua estrangeira: experiências e reflexões</i>
Almeida Filho (2005a) (Org.)	<i>O professor de língua estrangeira em formação (2<sup>nd</sup> Ed.)</i>
Barbara & Ramos (2003) (Orgs.)	<i>Reflexão e ações no ensino-aprendizagem de línguas</i>
Barcelos & Abrahão (2006) (Orgs.)	<i>Crenças e ensino de línguas: foco no professor, no aluno e na formação de professores</i>
Celani (2003a) (Org.)	<i>Professores e formadores em mudança: relato de um processo de transformação da prática docente</i>
Cristóvão & Gimenez (2005) (Orgs.)	<i>ENFOPLI: construindo uma comunidade de formadores de professores de inglês</i>
Fortkamp & Tomitch (2000) (Orgs.)	<i>Aspectos da Lingüística Aplicada: estudos em homenagem ao professor Hilário Bohn</i>
Fortkamp & Xavier (2001) (Orgs.)	<i>EFL Teaching and learning in Brasil: theory and practice</i>
Freire, Abrahão & Barcelos (2005) (Orgs.)	<i>Lingüística Aplicada e contemporaneidade</i>
Gil, Rauber, Carazzai & Bergsleithner (2005) (Orgs.)	<i>Pesquisas qualitativas no ensino e aprendizagem de língua estrangeira: a sala de aula e o professor</i>
Gimenez (1999b) (Org.)	<i>Os sentidos do projeto NAP: ensino de línguas e formação continuada do professor</i>
Gimenez (2002) (Org.)	<i>Trajétórias na formação de professores de línguas</i>
Gimenez (2003) (Org.)	<i>Ensinando e aprendendo inglês na universidade: formação de professores em tempos de mudança</i>
Gimenez (2007) (Org.)	<i>Tecendo as manhãs: pesquisa □ participativa □ e formação de professores de inglês</i>
Gimenez & Cristóvão (2006) (Orgs.)	<i>Teaching English in context/Contextualizando o ensino de inglês</i>
Leffa (2006) (Org.)	<i>O professor de línguas estrangeiras construindo a profissão (2<sup>nd</sup> Ed.)</i>
Magalhães (2004a) (Org.)	<i>A formação do professor como um profissional crítico: linguagem e reflexão</i>
Tomitch, Abrahão, Daghlían & Ristoff (2005) (Orgs.)	<i>A interculturalidade no ensino de Inglês</i>

Table 2: Books from which the articles were selected

I also searched for studies, in which English teachers were engaged in reflection in English Language Teacher Education, in issues of *Contexturas: ensino crítico de língua inglesa*, *D.E.L.T.A.*, *Intercâmbio*, *Linguagem e Ensino*, *Revista Brasileira de Lingüística Aplicada*, *Signum Estudos da Linguagem*, *The ESpecialist*, and *Trabalhos em Lingüística Aplicada*, which are among the most important journals in the field of Applied Linguistics in *Brasil*, and in the proceedings of *I Congresso Internacional da Associação Brasileira dos Professores Universitários de Inglês*, *I Congresso Latino-Americano sobre Formação de Professores de Línguas*, and *VII*, *VI*, *V*, *IV*, *III Congresso Brasileiro de Lingüística Aplicada*.

#### **3.4.1 Selection of studies**

To be selected, besides engaging English teachers in reflection, the articles should also contain: 1) the objective(s) of the study; (2) the theoretical-methodological foundation which guided the study; 3) the methodological approach used in the study: type of research context, type and number of participants, and type of object of reflection; 4) mode of reflection; 5) content of reflection, and 6) findings.

A total of seventy-six studies were initially selected, due to the fact that in those studies, English teachers were engaged in reflection, and presented all the items which were necessary for the analysis. While analyzing the objective(s) of each study, however, I noticed that in some studies reflection was used as an instrument for data generation, that is, the researchers engaged teachers in reflection, but they did not aim at investigating the use of the concept of reflection. They aimed at collecting data to investigate other issues, for instance, to investigate the impact of the Methodology

Course on teacher-learners' pedagogical practice (D'Ely & Gil, 2005), to investigate the images which guided a teacher-educator's pedagogical practice (Reis, 2005), to investigate the dilemmas faced by teacher-educators in the process of teaching at a teacher education program (Reis, 1997), to investigate teacher-educators' perceptions and perspectives in interaction with each other (Ortenzi et al., 2004), to mention just three examples.

Despite using reflection as a means, not as an end, the studies by Castro (2002), Cruz and Reis (2002), D'Ely and Gil (2005a, 2005b), Lieff (2003), Reichmann and Dornelles (2001), Reis (2007), Reis (1997; 2005), Romero (2004), and Ortenzi et al. (2004) were kept for analysis. However, the analysis of the theoretical-methodological foundation which guided each study revealed that, in the eleven studies in which reflection was used as a instrument for data generation, the researchers did not use any theoretical-methodological foundation related to the concept of the teacher as a reflective professional, which would not allow to answer Specific Research Question 1, which aimed at uncovering the theoretical-methodological references which have guided the use of the concept of the teacher as a reflective professional in the English Language Teacher Education area in *Brasil*. The eleven studies mentioned previously, were, then, taken out of the present research.

The sixty-five studies, which remained for the present study, are the ones in which researchers engaged teachers in reflection with the primary aim of investigating their reflection, that is, the studies in which reflection was an end. Abrahão (2001) is one example of the use of reflection as an end, that is, as a concept of teacher education and development. In her study, she engaged teacher-learners in reflection, while

supervising them during the Practicum. She then, investigated the teacher-learners' process of reflection while they were planning their classes for the Practicum. Pessoa (2003) is also an example of the use of reflection as a concept of teacher education and development. In her study, she engaged a group of teachers from public schools in interactive reflection on their pedagogical practice. She, then, investigated the implications of interactive reflection for the participant-teachers' professional development.

The sixty-five selected studies were, then, grouped according to their type of participants: pre-service and in-service. The reason for grouping the studies in this way lies on the fact that, by doing so, it would be possible to better visualize the use of the concept of the teacher as a reflective professional in each context.

Table 3 presents the author(s) and titles of the twenty-eight analyzed studies, in which pre-service teachers are the participants, and Table 4 presents the author(s) and titles of thirty-seven studies, in which the participants are in-service teachers.

<b>Selected studies in which pre-service teachers are the participants</b>	
<b>Author(s)/year</b>	<b>Title</b>
Abrahão (2001)	<i>Uma análise do processo de reflexão de alunos-professores de língua estrangeira na construção da prática de sala de aula durante o estágio supervisionado</i>
Castro (2007)	<i>Processo de construção do conhecimento docente nas aulas de inglês de um curso de Letras: relacionando aprendizagem e situações vivenciadas</i>
Cruz (2006)	<i>A pronúncia nas reflexões de graduandos de inglês língua estrangeira</i>
Da Silva (2000)	<i>A construção da prática de sala de aula na formação pré-serviço em curso de Letras</i>
Dellagnelo & Meurer (2006)	Echoes from teacher discourse: an inside-out perspective
Dutra, Mello, Neri & Oliveira (2001)	<i>O papel da instrução no contexto da sala de aula de língua inglesa</i>
Dutra (2000)	<i>Professor em formação e a prática reflexiva</i>

<b>Selected studies in which pre-service teachers are the participants</b>	
<b>Author(s)/year</b>	<b>Title</b>
Dutra & Magalhães (2000)	<i>Aprendendo a ensinar: a autonomia do professor-aprendiz no projeto de extensão da Faculdade de Letras da UFMG</i>
Ferreira (2001)	<i>Aluno domesticado X aluno reflexivo: a visão do licenciando sobre o papel do aluno e sua futura prática pedagógica</i>
Liberali (2000)	<i>Argumentative processes in critical reflection</i>
Lima (2007)	<i>A reflexão colaborativa como instrumento para desvelar teorias pessoais e desenvolver a prática pedagógica</i>
Magalhães (2006)	<i>Compartilhando e aprendendo: uma perspectiva “dialógica” do planejamento de aula de professores em formação</i>
Mateus, Gimenez, Ortenzi & Reis (2002)	<i>A prática de ensino de inglês: desenvolvimento de competências ou legitimação de crenças: um estudo de caso</i>
Mattos (2001)	<i>Auto-observação e reflexão crítica: caminho para o desenvolvimento profissional</i>
Mattos (2002)	<i>O professor no espelho: conscientização e mudança pela auto-observação</i>
Mattos (2004)	<i>Pequenos passos, grandes soluções: a pesquisa-ação como ferramenta para solução de problemas de sala de aula de língua estrangeira</i>
Ortenzi (2005)	<i>Reflexão coletivamente sustentada: os papéis dos participantes</i>
Pessoa & Sebba (2004)	<i>Prática, reflexão e teoria na busca pelo desenvolvimento de professores de inglês</i>
Pessoa & Sebba (2006)	<i>Mudança nas teorias pessoais e na prática pedagógica de uma professora de inglês</i>
Reis, Gimenez, Ortenzi & Mateus (2006)	<i>Conhecimentos em contato na formação pré-serviço</i>
Rocha & Freire (2006)	<i>O professor em formação e o conflito de currículos: uma experiência de pesquisa-ação</i>
Sabota (2007)	<i>Formação de professores de LE: uma análise da interação durante as conferências</i>
Silvestre (2007)	<i>Desvendando teorias pessoais e mudanças na prática pedagógica: uma experiência de reflexão colaborativa</i>
Soares (2005)	<i>Diários escolares reflexivos como narrativas de experiência de aprendizagem</i>
Sól (2005)	<i>Modelos de supervisão e o papel do formador de professores</i>
Telles (2004a)	<i>Reflexão e identidade profissional do professor de LE: que histórias contam os futuros professores?</i>
Telles (2004b)	<i>Modos de representação: o espetáculo teatral como dispositivo de reflexão e representação do desenvolvimento do professor</i>
Zaidan, Pimenta & Schimildt (2007)	<i>A prática reflexiva e seu impacto no discurso do professor</i>

Table 3: Selected studies in which pre-service teachers are the participants

<b>Selected studies in which in-service teachers are the participants</b>	
<b>Author(s)/year</b>	<b>Title</b>
Abrahão (2005)	<i>Tentativas de construção de uma prática renovada: a formação em serviço em questão</i>
Antunes (2005)	<i>Professor “o avaliado da vez”</i>
Araújo (2006)	<i>O processo de reconstrução de crenças e práticas pedagógicas de professores de inglês (LE): foco no conceito de autonomia na aprendizagem de línguas</i>
Assis (2007)	<i>Reflexões sobre o planejamento de aula em língua inglesa: foco na flexibilidade</i>
Biazi (2004)	An exercise in questioning one’s own action following Smyth’s framework of critical reflection
Borelli (2007)	<i>Pensando a relação teoria e prática na formação docente</i>
Castro (2006)	<i>Formação da competência do futuro professor de inglês</i>
Cortez (2005)	<i>De lagarta a borboleta: reflexão crítica como fortalecedor de um processo de mudança</i>
Cristóvão (2002)	<i>Uma experiência de reflexão e formação de professores</i>
Cristóvão (2006)	<i>Reflexão sobre a prática social da fala repensando o ensino oral de LE</i>
Damianovic (2005)	<i>O multiplicador: um agente de mudanças</i>
Damionovic, Penna & Gazotti-Vallim (2004)	<i>O instrumento descrição de aula visto sob três olhares</i>
Duarte (2003)	<i>Transformando Doras em Carmosinas: uma tentativa bem sucedida</i>
Dutra & Oliveira (2006)	<i>Prática reflexiva: tensões instrucionais vivenciadas pelo professor de língua inglesa</i>
Figueredo (2004)	<i>Construindo reflexões: a relação entre as experiências e crenças de uma professora de inglês com sua prática pedagógica</i>
Freitas (2002)	<i>O movimento reflexivo subjacente a procedimentos de investigação da própria prática pelo professor de língua estrangeira</i>
Freitas (2005)	<i>Avaliação enquanto análise: resultados das primeiras reflexões do professor de LE sobre o próprio ensino</i>
Greggio, Da Silva, Denardi & Gil (2007)	<i>Eu espelhado em outrem e outrem espelhado em mim: uma reflexão coletiva de professores de inglês em um programa de formação continuada</i>
Lessa (2003)	<i>Transformação: uma experiência de ensino</i>
Liberali, Magalhães & Romero (2004)	<i>Autobiografia, diário e sessão reflexiva: atividades na formação crítico-reflexiva de professores</i>
Liberali (2002)	<i>Agente e pesquisador aprendendo na ação colaborativa</i>
Liberali (2004)	<i>A constituição da identidade do professor de inglês na avaliação de sua aula</i>
Magalhães & Celani (2005)	Reflective sessions: a tool for teacher empowerment
Malatér (2006)	<i>Compartilhamento de experiências e de alternativas entre professores de língua inglesa</i>
Medrado (2002)	<i>Fotografias de sala de aula: relato de experiências sob uma perspectiva reflexiva</i>
Mendonça (2003)	<i>The king, the mice and the cheese: uma reflexão crítica</i>
Moser (2007)	<i>As implicações da abordagem reflexiva no primeiro ano de carreira do professor</i>

<b>Selected studies in which pre-service teachers are the participants</b>	
<b>Author(s)/year</b>	<b>Title</b>
Nogueira de Souza (2005)	<i>A escalada reflexiva: um processo contínuo de mudança e transformação</i>
Oliveira (2006)	<i>Eu até hoje não sei se devo ensinar gramática ou não: a ação colaborativa e sua influência na práxis docente</i>
Papa & Guimarães (2007)	<i>Re-significando a prática docente: conversas colaborativas com professores de inglês de escola pública</i>
Pessoa (2003)	<i>Reflexão interativa: implicações para o desenvolvimento profissional de professores de inglês da escola pública</i>
Ramos (2003)	<i>Necessidades e priorização de habilidades: reestruturação e reculturação no processo de mudança</i>
Ribeiro (2004)	<i>O ciclo reflexivo</i>
Romero (2003)	<i>Reflexões sobre auto-avaliação no processo reflexivo</i>
Santos & Gimenez (2005)	<i>Análise de um curso modular para professores de inglês: considerações sobre reflexão crítica</i>
Silva (2005)	<i>A reflexão do professor em formação</i>
Szundy (2007)	The dialogue teacher-researcher: an ideological mediator on the reflective process in the EFL classroom

Table 4: Selected studies in which in-service teachers are the participants

Regarding the selection of the studies for the present research, due to the fact that there are English Language Teacher Education programs, that is, *Letras-Inglês*, in both public universities and private colleges/universities in almost all the Brazilian states, I thought that I would find articles in which English teachers were engaged in reflection from research conducted in all the five regions of our country.

However, while searching for the studies, I noticed that most studies, which have been published in books and journals in the area of Teacher Education in *Brasil*, were carried out in the South, South-east, and Mid-western regions. Among the sixty-five selected studies presented in Table 3 and Table 4, only one study is from research conducted in the North region (Acre) and another one from research conducted in the North-east region (Ceará). The other sixty-two studies are from research conducted in Rio Grande do Sul, Santa Catarina, Paraná, São Paulo, Rio de Janeiro, Minas Gerais,

Goiás, and Mato Grosso. This finding shows that research on English language teacher education is centered in the South-east, Mid-western, and South regions of *Brasil*.

As regards the lack of more published studies on teachers' reflection from the other states of *Brasil*, it may be that in those states, teacher-educators/teachers have published their research in local journals or have not carried out research on English language teacher education.

Another reason for the lack of studies on English teachers' reflection from the other Brazilian states may be the fact that in those states there are English Language Teacher Education programs, that is, *Letras-Inglês*, but there are not English Graduate Programs, which have been traditionally the contexts which have carried out research on English language teacher education in our country.

A way of decentralizing the conduction of research in the South, South-east, and Mid-western regions, which has been found to exist in the English Language Teacher Education area in *Brasil*, may be the creation of English Graduate Programs in universities located in the North and in the North-east regions. Another possibility is to stimulate teacher-educators in both public and private universities located in the North and North-east to conduct research in the teacher education programs where they work.

The studies conducted in those regions could be socialized in the field of Applied Linguistics, through the presentation of the investigations in the events in this field and through the publication of the investigations in the proceedings of the events or in journals in the Applied Linguistics field. The publication of research on teacher education conducted in the North-east and North regions would certainly enrich the

debates on teacher education in *Brasil* which, in turn, would enrich the research on the Applied Linguistics field in our country.

### 3.5 Data analysis

As already stated in Chapter I, synthesizing research on the concept of the teacher as a reflective professional, by analyzing published empirical studies in which English teachers were engaged in reflection in ELTE, required the development of a method for the analysis. As also stated, the aspects which would be analyzed, that is, the theoretical-methodological references, the methodological approach, the role of the researcher, the modes, content, and levels of reflection, and the findings, were pre-established based on my own readings of the studies and on Gimenez (1999a).

The analysis of the data was carried out in four phases. The first phase of data analysis consisted of finding out the following data in each selected study: 1) Title of the article/ Author(s)/year of publication; 2) Objective(s) of the study; 3) Theoretical-methodological references; 4) Type of context; 5) Type and number of participants; 6) Type of objects of reflection; 7) Researcher(s)' role; 8) Mode of reflection; 9) Content of the participant-teachers' reflection; and 10) Findings/The researchers' voice regarding the findings<sup>17</sup>.

The second phase consisted of analyzing the data contained in items 3, 4, 5, 6, 7, 8, 9, and 10 so as to categorizing the data in each of them. Regarding the theoretical-methodological references, after having found the authors used as reference

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<sup>17</sup> An example of the first phase of data analysis is shown in the Appendix.

in the studies, the authors were ranked from the ones who were used the most to the least used ones. The ideas of the authors used as reference in more than three studies were, then, analyzed and discussed.

Concerning the type of context, type and number of participants, type of objects of reflection, researchers' role, and mode of reflection, the content of reflection, and the findings, the data contained in each of these items were also categorized. It is worth mentioning that the categories were not pre-established, but emerged from the analysis.

It is also worth mentioning that the content of reflection was the most difficult part of the data to be categorized, due to the great amount of content found in the studies and the difficulty of knowing in which category the content would fit better. Nine themes/categories emerged from the analysis of the content of reflection. The content of reflection was then, placed in the theme/category in which it would fit better.

After having found the themes that permeated the content of reflection and placed the content in the theme/category that I thought would be the best one for it, I sent the categorization, that is, the nine themes/categories and the content placed in each of them, by e-mail to two doctoral students, Didiê and Marimar, who knew the type of analysis I was doing, for them to give their opinion regarding the categorization and the placement of the content in each theme/category<sup>18</sup>.

Didiê and Marimar individually analyzed my categorization and sent me their analysis. They both agreed with my categorization of the content into nine themes, but suggested a few changes in the placement of the content in the categories. I took

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<sup>18</sup> I thank Didiê Ana Ceni Denardi and Marimar da Silva, for having helped me find out the best theme/category for the content of reflection.

their suggestions into consideration and placed the content in the theme/category that both of them had suggested.

The third phase of data analysis consisted of analyzing the categories which emerged from the analysis of each item, that is, the categories which emerged from the analysis of the theoretical-methodological references, type of context, type and number of participants, type of objects of reflection, researchers' role, mode of reflection, content of reflection, and findings, and discussing the results. These three phases of data analysis aimed at answering the Specific Research Questions which guided the study.

The last phase of analysis consisted of revisiting the overall findings of the analysis so as to answering the two General Research Questions which motivate this investigation.

### **3.6 Summary of the chapter**

In this chapter I have presented the method used in the present study. The chapter was divided into five sections. Initially, the objectives of this study were presented. As stated, the main objective of the present study is to investigate the concept of the teacher as a reflective professional and its use in English Language Teacher Education in *Brasil* through an analysis of empirical studies in which English teachers are engaged in reflection. Then, the General and Specific Research Questions which guided the investigation were presented. Next, the Chapter presented the titles of the books, journals, and proceedings from which the studies were selected, the criteria used for the selection of each study, the titles of the studies selected to be analyzed, and the criteria used in the analysis. In what follows I will present the findings of the analysis.

## CHAPTER IV

### FINDINGS AND INTERPRETATION

#### **4.1 Introduction**

In this chapter, I will report the findings of the analysis, in order to answer the specific research questions which guided this investigation. Regarding the organization of the Chapter, it will be divided into eight sections. The first section will introduce the findings of the analysis of the theoretical-methodological references of the concept of reflection, found out in the analyzed studies. The second section will present the findings of the analysis of the methodological approach of the studies. The third section will report the analysis of the role(s) of the researcher(s) in the studies. The fourth section will present the findings of the analysis of the modes of reflection used in the studies. The fifth section will present the findings of the analysis of the content and levels of the participant-teachers' reflection. The sixth section will discuss the findings of the analysis of the levels of reflection, which permeate the content of the participant-teachers' reflection. The seventh section will present the findings of the analysis of the findings of the analyzed studies. Finally, a summary of the Chapter will be outlined.

#### **4.2 Theoretical-methodological references**

As it was stated elsewhere, the analysis of the theoretical-methodological references in the studies aimed at finding out the authors who have been used as reference, in the studies on reflection in the ELTE area in *Brasil*. The findings of the analysis reveal the use of a variety of national and international authors as reference in

the studies. However, only the authors who are used as reference in more than three studies were taken into account in the analysis of the theoretical-methodological references in the present study. This criterion for analysis was necessary due to the great number of authors found out as reference in the studies, many of them, however, are used as reference in three or less than three studies.

Regarding the authors who are used as theoretical-methodological references in more than three studies, three authors were found out in the studies which engaged pre-service teachers in reflection (Schön, 1983; Wallace; 1991; Zeichner, 1993; 1994; 2003/Zeichner & Liston, 1987; 1996) and five authors in the studies which engaged in-service teachers in reflection (Almeida Filho, 1993, 1997; 1999; Schön, 1983, 1988, 2000; Smyth, 1992; Wallace, 1991, Zeichner, 1993, 1994, 2003/Zeichner & Liston, 1987, 1996).

Table 5 presents the authors and the number of studies which use them as theoretical-methodological references.

<b>Main theoretical-methodological references</b>			
<b>Pre-service</b>		<b>In-service</b>	
<b>Authors</b>	<b>studies</b>	<b>Authors</b>	<b>studies</b>
Zeichner (1993; 1994; 2003) Zeichner & Liston (1987; 1996)	7	Smyth (1992)	14
Wallace (1991; 1995)	7	Zeichner (1993; 1994; 2003) Zeichner & Liston (1987; 1996)	9
Schön (1983)	4	Almeida Filho (1993; 1997; 1999)	5
		Schön (1983; 1988; 2000)	4
		Wallace (1991; 1995)	4

Table 5: Main theoretical-methodological references

The main ideas of these authors in relation to the education and preparation of teachers as reflective professionals will be now presented.

#### **4.2.1 Smyth's reflective approach for teacher education/development**

According to Smyth (1992, p. 295), “if teachers are going to uncover the nature of the forces that inhibit and constrain them and work at changing those conditions”, they need a reflective approach which is construed in a way that permits broader questions about teaching to be asked. In this sense, Smyth (ibid.) suggests an approach to reflection which he calls “a socially, culturally, and politically reflective approach” (p. 294), which consists of four actions: “describing”, “informing”, “confronting”, and “reconstructing” (ibid.). Each of these four actions will be now described.

The first action, “describing”, involves telling about concrete teaching events. The question “What do I do?” may guide teachers to get entry to the knowledge, beliefs and principles that they employ in their practice so as to unfold their teaching procedures.

The second action, “informing”, involves uncovering the principles which inform the teachers’ actions when teaching. This can be achieved by answering, through a written narrative, the question “What does what I have described mean?”. By developing their narratives individually and analyzing them through discussions with others, teachers recapture the pedagogical principles of what they do and may move to the nature and forces that cause them to do the way they do and may turn to concrete actions for change.

The third action, “confronting”, helps clarify what the teachers do as educators and why they do it that way. The question suggested to be asked in this phase is “How did I come to be like this?” and may be answered through a written biography. According to Smyth,

when teachers write their own biographies and how they feel cultural, social and political contexts have shaped the construction of their values, “they are able to see more clearly how social and institutional forces beyond the classroom and school have been influential” (p. 299). To provide teachers with some structure to reflect on what they do and why they do in such a way, Smyth (ibid.) suggests a series of questions: “What do my practices say about my assumptions, values, and beliefs about teaching? Where do my assumptions, values, and beliefs come from? What social practices are expressed in my assumptions, values, and beliefs? Whose interests seem to be served by my practices?”, among others (p. 299).

The last action, “reconstructing”, involves teachers’ understanding of their actual teaching and gaining control through “self-government, self-regulation, and self-responsibility that will enable them to know what is best in teaching” (p. 300). They may do that by asking the question “How might I do things differently?”

The main assumption in Smyth’s proposal is that, by adopting “a socially, culturally and politically reflective approach”, teachers will be able to understand the processes that inform their teaching and link those processes to the political and social realities within which their work as teachers is embedded so as to “transcend self-blame for things that don’t work out and see that perhaps their causation may more properly lie in the social injustices of society” (p. 300). This means to say, for instance, that when we analyze the deficiencies in teaching-learning, we need to consider that those deficiencies may also be caused by “the manner in which dominant groups in society pursue their interests” (Smyth, 1992, p. 300).

In the present research, Smyth’s (1992) proposal for the education of reflective teachers was found to be mainly used as a theoretical-methodological

reference to reflection in the continuing teacher education program conducted by *Programa de Pós-Graduação em Lingüística Aplicada e Estudos da Linguagem (LAEL)* at *Pontifícia Universidade Católica de São Paulo (PUC-SP)*.

In the studies conducted in the continuing teacher education program at *LAEL/PUC-SP*, the teachers' processes of reflection involved the actions of "describing", "informing", "confronting", and "reconstructing", as can be seen in the studies by Barbara and Ramos (2003), Celani (2003a; 2003b), Cortez (2005), Cristóvão (2006), Damianovic (2005), Damianovic, Penna and Gazotti-Vallin (2004), Duarte (2003), Lessa (2003), Liberali (2000; 2002; 2004), Liberali, Magalhães and Romero (2004), Magalhães (2004a), Magalhães and Celani (2005), Mendonça (2003), Nogueira de Souza (2005), Ramos (2003), Romero (2003), and Silva (2005). These studies show that, despite the difficulty faced by some of the participant-teachers in the actions of "confronting" and "reconstructing", the objectives of the actions proposed by Smyth (1992) have been achieved by the teachers who have participated in the continuing teacher education program offered by *LAEL/PUC-SP*.

In five studies, the ones by Cortez (2005), Duarte (2003), Mendonça (2003), Nogueira de Souza (2005), and Silva (2005), the authors participated in the continuing teacher education program offered by *LAEL/PUC-SP*. In these studies, the authors are at the same time the participants and the researchers, and they report the impact of the reflective process, guided by Smyth's (1992) reflective approach, in their work as teachers.

#### 4.2.2 Zeichner's/Zeichner and Liston's ideas for teacher education/development

Zeichner (1993; 1997) has particularly invested in the practicum<sup>19</sup> in teacher education as a room for reflection on practice and generation of knowledge about teaching and learning. This author defends the idea that knowledge about teaching and learning can also be generated in educational contexts other than the traditional ones (1993; 2003). In this regard, Zeichner (2003, p. 7) states “Generation of new knowledge about teaching and learning is not the exclusive property of colleges, universities, and research and development centers. Teachers have theories that can contribute to the building of common knowledge about good teaching practices”.

As already stated in Chapter II, the concept of the teacher as a reflective professional recognizes that learning to teach is not a process which ends when teachers finish an undergraduate teacher education program. On the contrary, learning to teach is a life-long process. For this reason, Zeichner (2003) argues that:

One of the aims of teacher education programs is to develop the capabilities of teachers to exercise their judgment about educational matters either inside or outside the classroom and to acquire the disposition and self-monitoring skills to enable them to learn from their practice throughout their teaching careers (p. 4).

Zeichner (1993; 1997; 2003) in his studies and in studies with other teacher-educators, for instance, with Liston, in Zeichner and Liston (1987) is mainly concerned with the education of teachers as “critical” reflective professionals. This author proposes the education of teachers as “critical” reflective professionals when they are still teacher-learners in teacher education programs, which suggests that the earlier teacher's

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<sup>19</sup> The term practicum refers to moments of pedagogical practice (Zeichner, 1993).

“critical” reflective capacity starts being developed, the earlier he/she may become a “critical” reflective teacher.

“Critical” reflection, in Zeichner’s work, encompasses the three levels of reflection, that is, the “technical”, “practical”, and “critical”, presented in Chapter II, Section 2.5. For this author, teaching is an activity which requires “critical” reflection. In this perspective, teaching is seen as an intentional and moral act, the main aim of which is to contribute “to the building of more decent and just societies” (Zeichner, 2003, p. 12). In order to achieve this objective, Zeichner argues that teachers’ reflection has to include the “technical”, “practical”, and “critical” levels.

According to Zeichner (2003), teachers’ reflection at the “technical”, “practical”, and “critical” levels may lead them to understand not only the teaching-learning process, but also the social context in which the teaching-learning process is embedded. Moreover, according to the author, when teachers understand the teaching-learning process and the social context in which this process is embedded, they will be more able “to confront and transform the structural aspects of their work that hinder the accomplishment of their educational goals” (ibid., p. 10).

However, according to Zeichner (1993; 2003), the objectives of reflecting at the “technical”, “practical”, and “critical” levels may not be achieved by teachers who reflect individually. For this reason, Zeichner (ibid.) suggests that reflection should be carried out “as a social practice”, that is, collectively, “in which “groups of teachers can support and sustain each other’s growth” (p. 10) , which is an idea that is also defended by other authors, as already shown in the Review of Literature, in Chapter II.

In the analyzed studies, Zeichner is mainly referred as a teacher-educator/researcher/author who proposes the education of teachers as reflective professionals when they are teacher-learners in pre-service contexts. Zeichner is also referred as the author who advocates that teachers' reflection has to include the "technical", "practical", and "critical" levels, if the aim of teacher education programs is to educate teachers as "critical" reflective professionals.

In the analyzed studies, which use Zeichner as a theoretical-methodological reference, the researchers/authors are concerned with the engagement of teachers in reflection at the "technical", "practical", and "critical" levels so as to educate them to be "critical" reflective teachers in the sense Zeichner proposes. This can be seen in the studies by Assis (2007), Borelli, (2007), Lima (2007), Greggio et al. (2007), Magalhães and Celani (2005), Mateus et al. (2002), Pessoa (2003); Reis et al. (2006), Santos and Gimenez (2005), and Silvestre (2007). In these studies, the researchers act as mediators in the reflective process, which was collective in most of them, to promote teachers' reflection at the "technical", "practical", and "critical" levels.

#### **4.2.3 Wallace's reflective model for teacher education/development**

Wallace (1991) also focuses his work on the education of teachers as reflective professionals. One of this author's main ideas is that professional development results from a process which involves two elements in a continuous cycle: "practice" and "reflection on practice". Wallace (ibid.) also states that teachers use two types of knowledge when they teach: "scientific knowledge", which is usually received in form

of theory derived from research, and “experiential knowledge”, which is usually acquired from competent professional practice.

According to Wallace (*ibid.*), in order to develop professionally teachers need to relate “theory and practice” through “a continuing process of reflection on received knowledge (theory) and experiential knowledge in the context of professional action (practice)” (*ibid.*, p. 56). The main assumption in Wallace’s proposal is that, by reflecting on their practice, teachers may be able to innovate as well as manage their own professional development. In other words, by practicing and reflecting on practice in a continuous cycle, teachers may be able to improve their pedagogical practice, and develop professionally.

In Wallace’s “reflective model” for teachers’ professional development, the teachers are only concerned with their own actions in the context of their pedagogical practice in the classroom. In other words, for this author, professional development, innovation of practice, and professional development result from teachers’ reflection on their individual pedagogical practice.

The two objectives of reflection on practice suggested by Wallace (1991) in his proposal are also present in the analyzed studies, which use his model of teacher education as a theoretical-methodological reference (Assis, 2007; Borelli, 2007; Da Silva, 2000; Dutra, et al., 2001; Figueredo, 2004; Mattos, 2001, 2002, 2004; Pessoa & Sebba, 2004, 2006; Oliveira, 2006). In these studies, the researchers engaged the participant-teachers’ teachers in a reflective process, which involved practicing, reflecting on practice, and practicing again, for them innovate their pedagogical practice and develop professionally.

#### **4.2.4 Almeida Filho's proposal for teacher education/development**

According to Almeida Filho (2005b), when a (foreign language) teacher teaches, s/he is guided by her/his own teaching approach, which is defined by the author, as “a philosophy of teaching from which the characteristics of a teacher's actual teaching are irradiated” (p. 12) [my translation]<sup>xviii</sup>. Almeida Filho (ibid.) also argues that, to get to know the approach which guides a teacher's teaching, teachers need to engage in research on their own teaching approach.

Moreover, according to the author, engaging teachers in research on their own approach of teaching allows them to get to know what they do in their pedagogical practice, interpret and understand why they teach the way they do, and improve their way of teaching. To achieve these objectives, Almeida Filho (2005b) proposes “the analysis of the approach of teaching” (p. 21) [my translation]. According to the author (2005b), the procedure to educate teachers who are willing and able to reflect on their own teaching, also underlies “the analysis of the approach of teaching of a teacher” (ibid.) [my translation]<sup>xix</sup>.

Almeida Filho (ibid.) suggests procedures for the teachers themselves or in collaboration with a colleague to use to investigate the teaching approach that guides their teaching. The procedures consist of “recordings”, “description/transcription”, and “analysis” of typical classes. Firstly, the teacher records his/her classes. Secondly, the teacher listens to the tape or watches the video of his/her classes and describes/transcribes them. These procedures aim at providing the teacher with the material which he/she will use in the analysis. Lastly, the teacher analyzes his/her transcribed/described classes with the a view to getting to know what s/he does in

her/his pedagogical practice in the classroom, as well as interpret and understand why s/he teaches the way s/he does.

In the process of investigation of own approach of teaching suggested by Almeida Filho (2005b), teacher's reflection on her/his teaching takes place while the teacher analyzes and interprets the classes he/she has described/transcribed. The main assumption in Almeida Filho's proposal is that, once teachers are aware of the teaching approach that guides their practice, they are more able to explain why they teach the way they do and search for alternatives to improve their teaching.

In the present investigation, Almeida Filho's investigative procedures were found to be used in studies which engaged teachers in reflection on their pedagogical practice with the main aim of getting to know their teaching approach (Abrahão, 2005; Freitas, 2002, 2005), getting to know what they do in their pedagogical practice, and explaining why they teach the way they do (Araújo, 2006; Mattos, 2001, 2002, 2004; Medrado, 2002; Pessoa & Sebba, 2006; Sabota, 2007). In these studies, the teachers themselves or in collaboration with the researcher(s), recorded, described/transcribed, and analyzed their classes with a view to achieving the aims previously mentioned.

#### **4.2.5 Schön's ideas for the education of reflective professionals**

As a professor at the Massachusetts Institute of Technology, Schön worked to reformulate the curriculum of programs of professional education (Alarcão, 1996; Pimenta, 2005). As already stated in Chapter II, Schön (1983) investigated individual

practitioners in their actual practice<sup>20</sup>. He noticed that when the practitioners faced new problematic situations in their everyday actions, they created and constructed solutions which resulted from “reflection-in-action”, that is, reflection in the middle of the action (Schön, 1983). From this kind of experience, the investigated practitioners created a repertoire of experiences that they used in similar problematic situations.

However, every time the investigated practitioners faced new problems in their practice, they had to find solutions, which sometimes were not in their repertoire of experiences. The fact that the practitioners did not have the solution to the new problems required a search and analysis, that is, an investigation, on the part of each practitioner, to understand the origins of the problem, to attempt to solve it. Schön calls this moment “reflection-on-action”, that is, practitioners mentally reconstruct their actions to analyze them retrospectively (Schön, 1983).

In his investigations, Schön (*ibid.*) also noticed a deeper process of reflection, in which the practitioners tried to solve the problems in the light of theory so as to find out more adequate strategies to solve the problems. Schön calls this process “reflection on reflection-in-action”, and according to the author, professional development results from this process of reflection, in which the practitioner, in the light of theory, analyses and tries to find out the solutions to the problems faced in practice (*ibid.*).

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<sup>20</sup> As already stated, Schön (1983) uses the term “practitioner(s)” to refer to the professionals he investigated in his studies, for instance, architects, engineers, city planners, managers, and psychotherapists, for this reason I use the term practitioner(s) when presenting Schön’s ideas in this section.

In the analyzed studies, Schön (1983) is referred as the author who proposes the use of reflection by professionals to find out solutions to solve the problems they face in their practice, and is used as a theoretical-methodological reference in the studies by Assis (2007), Borelli (2007), Cruz (2006), Lima (2007), Magalhães (2006), Moser (2007), Pessoa and Sebba (2004), and Pessoa (2003). However, despite using Schön (1983) as a theoretical-methodological reference, these studies do not engage teachers in reflection with the primary aim of solving the problems they face in their practice. These studies engage teachers in reflection for them to experience reflection as a conscious mental act in their practice as teachers, that is, the researchers aimed at fostering the participant-teachers' capacity to use reflection on their practice as a conscious mental act, which could also help them finding out solutions to the problems faced by them in their practice.

Table 6 presents a summary of the main theoretical-methodological assumptions of Smyth's (1992), Zeichner's (1993; 2003) /Zeichner and Liston's (1987), Wallace's (1991), Almeida Filho's (2005b), and Schön's (1983) proposals.

<b>Main theoretical-methodological assumptions of Smyth's, Zeichner's/Zeichner &amp; Liston's, Wallace's, Almeida Filho's, and Schön's proposals</b>
<b>Smyth (1992)</b>
<ul style="list-style-type: none"> <li>★ Teachers need to be critical reflective professionals.</li> <li>★ Teachers need to engage in reflection on teaching and broader issues related to teaching if they what to find out “the nature of the forces that inhibit and constrain them and work at changing those conditions” (p. 295).</li> <li>★ To reflect on teaching and broader issues related to teaching, teachers need to engage in four forms of action regarding their work. Each action may be guided by a question: 1) “Describing”: “What do I do?”; 2) “Informing”: “What does what I have described mean?”; 3) “Confronting”: “How did I come to be like this?”; 4) “Reconstructing”: “How might I do things differently?”</li> <li>★ The actions of “describing”, “informing”, “confronting”, and “reconstructing” lead teachers to understand the processes that inform their teaching and link those processes to the political and social realities within which their work as teachers is embedded.</li> </ul>
<b>Zeichner (1993; 2003)/Zeichner &amp; Liston (1987)</b>
<ul style="list-style-type: none"> <li>★ There are three levels of reflection: “technical”, “practical”, and “critical”.</li> <li>★ Critical reflection comprises the three levels of reflection.</li> <li>★ Teachers should be critical reflective professionals</li> <li>★ Teachers’ critical reflective capacity should start being developed when they begin a teacher education program.</li> <li>★ Critical reflection may lead teachers to understand the teaching-learning process, the social context in which teaching-learning is embedded, and the influence of the context on the teaching-learning process.</li> <li>★ Knowledge about teaching-learning can also be generated by teachers in educational contexts other than the traditional ones such as schools and continuing teacher education programs.</li> </ul>
<b>Wallace (1991)</b>
<ul style="list-style-type: none"> <li>★ Teacher development results from a process which involves continuing reflection on “received knowledge” (theory) and “experiential knowledge” in the context of action (practice).</li> <li>★ By practicing and reflecting on practice, in a continuous cycle, teachers may be able to innovate their pedagogical practice and develop professionally.</li> </ul>
<b>Almeida Filho (2005b)</b>
<ul style="list-style-type: none"> <li>★ Proposes “the analysis of the approach of teaching of a teacher”, through the actions of: “recording”, “description/transcription”, and “analysis” of typical classes.</li> <li>★ Reflection permeates the actions of “description/transcription”, and “analysis” of classes.</li> <li>★ Teachers start the process of analysis by “describing/ transcribing” their practice.</li> <li>★ Teachers may find out their teaching approach by analyzing how they teach.</li> <li>★ By knowing which teaching approach guides their practice teachers are more able to explain why they teach the way they teach and search for alternatives to improve their teaching.</li> </ul>
<b>Schön (1983)</b>
<ul style="list-style-type: none"> <li>★ Professionals reflect “in-action”, “on-action”, and “on reflection-in-action”.</li> <li>1) “reflection in-action”: conscious or unconscious reflection on own actions</li> <li>2) “reflection on-action”: conscious retrospectively reflection on the problems to attempt to find the solution(s) for them.</li> <li>3) “reflection on-reflection-in-action”: this is the deepest process of reflection in which the professional tries to solve the problems in the light of theory to find more adequate strategies to solve the problems.</li> </ul>

Table 6: Main theoretical-methodological assumptions of Smyth's, Zeichner's/Zeichner & Liston's, Wallace's, Almeida Filho's, and Schön's proposals

As can be seen in Table 6, Smyth (1992) and Zeichner (1993; 2003)/Zeichner and Liston (1987) are concerned with the preparation and education of “critical” reflective teachers, who are able to understand what they do in their pedagogical practice and link their teaching actions to the context within which their work as teachers is embedded. In Zeichner’s (ibid.)/Zeichner and Liston’s (ibid.) and Smyth’s (ibid.) proposals, teachers in their reflection are concerned with both the micro and macro contexts in which their practice takes place, that is, they are concerned with their practice in the contexts of the classroom, school, and society.

As regards Wallace’s (1991) and Schön’s (1983) proposals for the preparation and education of reflective teachers, both authors neither use the term “critical” in their proposals nor suggest that teachers’ reflection should focus on other contexts than their own pedagogical practice in the classroom. As already stated, Wallace’s (ibid.) proposal suggests that teachers focus their reflection on “received” and “experiential knowledge” in the context of their practice in the classroom. Schön (1983; 1997), in turn, suggests reflection on own practice as a way to find out solutions to the problems faced in practice. In other words, in both Wallace’s (ibid.) and Schön’s (ibid.) proposals, teachers’ reflection only focuses on their own actions in the context of their practice in the classroom.

Almeida Filho (2005b), in his proposal, states that after analyzing their practice and knowing which teaching approach guides their practice, teachers are more able to explain why they teach the way they do and search for alternatives to improve their pedagogical practice. When explaining why they teach the way they do, teachers may reach the “critical” level of reflection, which may contribute to develop their critical awareness in relation to their

work as teachers and to the factors which affect their work in the classroom. Thus, the “critical” level of reflection is potentially latent in Almeida Filho’s proposal.

Most studies, which use Almeida Filho’s (2005b), Schön’s (1983; 1997) and/or Wallace’s (1991) proposals as a theoretical-methodological reference, use the terms “reflection” and “critical reflection”. However, in most of them, the researchers/authors neither present the theoretical-methodological references for “critical reflection” nor define what they mean by “critical reflection”, which suggests that, for those researchers/authors “reflection” is a synonym of “critical reflection” and, therefore, both mean the same.

Nevertheless, as already stated in the review of literature in Chapter II, “critical reflection” comprises the social, political, historical, cultural, and economical dimensions which also affect teachers’ work in the classroom and at school so as to develop teachers’ critical consciousness in relation to the macro context of society and the micro contexts of classroom and school in which teaching is embedded. “Reflection”, in turn, does not comprise the dimensions previously presented. “It” is only concerned with teachers’ practice in the micro context of the classroom, as if teachers’ practice were not related to the world outside the classroom and the school, and, therefore, the world outside the walls of the classroom and school does not need to be taken into account by the teachers in their reflection.

The finding that “reflection” was used as a synonym of “critical reflection” in most analyzed studies, which used Almeida Filho (ibid.), Schön (ibid.), and/or Wallace (ibid.) as theoretical-methodological references, motivated me to read all the selected studies again, in the attempt to uncover the use of “reflection” and “critical reflection” in the

studies. To have such answers, it was necessary to take into account the theoretical-methodological foundation, the findings, and the final remarks presented by the researcher(s) in each study. Through the triangulation of the data considering these three aspects of each study, it was possible to uncover whether the use of “reflection” and “critical reflection” was coherent with their meaning in the concept of the teacher as a reflective professional or not. Being coherent with their meaning in the concept of the teacher as a reflective professional means being in line with what the terms “reflection” and “critical reflection” mean in the concept of reflection.

As stated in Chapter II, section 2.5.1.3, engaging teachers in reflection on their own pedagogical practice “to enable them to analyze, discuss, evaluate, and change their own practice, and/or facilitate teachers’ development of their own theories of educational practice, understanding and developing a principled basis for their own classroom work” (Calderhead & Gates, 1993 in Gimenez, 1999a, p. 133), is not engaging teachers in “critical reflection”.

Engaging teachers in “critical reflection” goes beyond analysis, discussion, evaluation and change of practice, and requires “appraising the moral and ethical issues implicit in classroom practices, and fostering teachers’ appreciation of the social and political contexts in which they work, helping teachers recognize that teaching is socially and politically situated” (ibid.).

Concerning the use of the term “reflection” and “critical reflection”, the findings of the analysis show that teachers were engaged in “reflection” in twenty-nine studies (Antunes, 2005; Araújo, 2006; Assis, 2007; Borelli, 2007; Castro, 2007, 2006; Cruz, 2006; Dellagnelo & Meurer, 2006; Dutra, 2000; Dutra & Magalhães, 2000; Dutra & Oliveira, 2006;

Freitas, 2002, 2005; Lima, 2007; Magalhães, 2006; Malatér, 2006; Moser, 2007; Oliveira, 2006; Orteni, 2005; Reis et al., 2006; Ribeiro, 2004; Rocha & Freire, 2006; Pessoa, 2003; Pessoa & Sebba, 2004, 2006; Silvestre, 2007; Soares, 2005; Sól, 2005; Telles, 2004a). In these studies, the use of the term “reflection” is coherent with its meaning in the concept of the teacher as a reflective professional, that is, the focus of teachers’ reflection is on their practice in the context of the classroom and school. Moreover, “reflection”, in these studies, means thinking about, analyzing, and investigating ideas or actions with a view to understanding and/or modifying them, and developing professionally.

Regarding the term “critical reflection”, it is used in twenty-one studies (Biazi, 2004; Cortez, 2005; Cristóvão, 2006; Damianovic, 2005; Damianovic, Penna & Gazzotti-Vallin, 2004; Duarte, 2003; Greggio et al., 2007; Lessa, 2003; Liberali, 2000, 2002, 2004; Liberali, Magalhães & Romero, 2004; Magalhães & Celani, 2005; Mateus et al., 2002; Mendonça, 2003; Nogueira de Souza, 2005; Ramos, 2003; Romero, 2003; Santos & Gimenez, 2005; Silva, 2005; Telles, 2004b). In these studies, the authors present the theoretical-methodological references they use to engage teachers in “critical reflection”. Most of them, seventeen studies, draw upon the work of Smyth (1992). Four studies, the ones by Greggio et al. (2007), Mateus et al. (2002), Santos and Gimenez (2005), and Telles (2004b), draw, among other authors, upon Zeichner’s (1993; 2003) and Zeichner and Liston’s (1987) ideas.

The theoretical-methodological references used by the researchers, in the studies previously mentioned, suggest that those researchers, teacher-educators and/or applied linguists see teaching not as an end in itself, but as part of a broader context. Hence, teachers reflect on their actions in relation the micro and macro contexts in which teaching is embedded. It is worth stating that most of the studies mentioned in the previous paragraph

show the results of the work conducted in the continuing teacher education program offered by *Pontifícia Universidade Católica - PUC-SP* to English teachers, who work at public schools in the city/state of São Paulo (Cortez, 2005; Cristóvão, 2006; Damianovic, 2005; Damianovic, Penna & Gazzotti-Vallin, 2004; Duarte, 2003; Lessa, 2003; Liberali, 2000, 2002, 2004; Liberali, Magalhães & Romero, 2004; Magalhães & Celani, 2005; Mendonça, 2003; Nogueira de Souza, 2005; Ramos, 2003; Romero, 2003; Silva, 2005).

The continuing teacher education program conducted at *PUC-SP* is guided by the principles of “critical reflection” (Barbara & Ramos, 2003; Celani, 2003a; Magalhães, 2004a). Thus, in that program, the teachers are taught how to reflect based, among other references of “critical reflection”, on Smyth’s (1992) reflective approach. In their reflection, the teachers follow the actions of “describing”, “informing”, “confronting”, and “reconstructing” by asking themselves and/or each other the questions suggested by the author in each of the actions.

As already stated, there are also studies, in which both “reflection” and “critical reflection” are used. The findings of the analysis of the use of these terms show that, in fifteen out of the sixty-five analyzed studies, “critical reflection” is used to refer to “reflection” (Abrahão, 2001, 2005; Cristóvão, 2002; Da Silva, 2000; Dutra et al., 2001; Ferreira, 2001; Figueredo, 2004; Mattos, 2001, 2002, 2004; Medrado, 2002; Papa & Guimarães, 2007; Sabota, 2007; Szundy, 2007; Zaidan et al., 2007). In these studies, the authors use the term “critical reflection”, but they neither present the theoretical-methodological references they use for “critical reflection”, nor state what they mean by “critical reflection”. Dutra et al. (2001) for instance, state “based on Wallace’s (1991) model, we can say that through *critical reflection*, the teacher may form the social. She/He may build

her/his own theories and approaches to teaching, and may become *critical* in relation to her/his way of giving instructions in the classroom” (p. 2101) [my translation] [italics are mine]<sup>xx</sup>. This quotation illustrates the use of “critical reflection” to refer to “reflection”.

As already shown, Wallace (1991) uses the term “reflection” in his proposal. This author suggests that teachers focus their reflection on “received” and ‘experiential knowledge’ in the context of their practice in the classroom, that is, the teachers’ reflection focuses on their own actions in the context of their practice in the classroom. Drawing upon Wallace’s (1991), ideas, the teachers neither focus on the wider contexts in which their work as teachers is embedded nor on the influence of those contexts on their work in the classroom. The implication of using “critical reflection” to refer to “reflection”, in the concept of the teacher as a reflective professional, will be presented in Chapter V.

Considering the findings of both the analysis of the theoretical-methodological references and the analysis of the use of “reflection” and “critical reflection”, it is possible to see that the studies which engaged teachers in “reflection” predominate over the studies which engaged teachers in “critical reflection”. This finding will be addressed in Chapter V.

Besides revealing the theoretical-methodological references, which have guided the use of the concept of reflection, the analysis of the theoretical-methodological references also reveals that not all the sixty-five analyzed studies present the theoretical methodological-references clearly. Among the analyzed studies, there are studies in which the author(s) present(s) a review of the literature on the concept of the teacher as a reflective professional. However, they do not state clearly which theoretical-methodological foundation they used/adopted in practice.

Considering that the main aim of publishing the studies is to inform the area to which the study belongs, stating clearly the theoretical-methodological foundation which guides the use of the concept of reflection is important to the understanding and validation of the research findings.

### **4.3 Methodological approach**

The analysis of the methodological approach aimed at uncovering the types of research contexts, participants, and objects of reflection. Therefore, before presenting the findings, it is worth mentioning that the categories which emerged from the analysis of the types of contexts and participants were pre-established based on Da Silva et al. (2006; 2007) and Gil (2005). Concerning the categories which emerged from the analysis of the objects of reflection, they were not pre-established, but emerged from the analysis.

As regards the **contexts**, the analysis revealed that teachers from three types of contexts have been engaged in reflection in the ELTE area in *Brasil*: 1) **Teacher Education Programs**, 2) **Continuing Teacher Education Programs**, and 3) **Schools**. Concerning the **participants** of the studies, three types have been engaged in reflection: 1) **teacher-learners**, 2) **teachers**, and 3) **teacher-educators**. In relation to the types of objects of reflection, that is, the types of reflective “objects” used to trigger reflection, five types were found out:

1) **The participant-teachers’ own classes**: the participant-teachers themselves and/or the researchers audio/video recorded the classes. The participant-teachers, then, after the classes, or in another day, got together with the researcher(s), in

reflective sessions, to watch the classes and reflect on them. The reflective sessions were recorded by the researchers for analysis.

2) **The participant-teachers' own learning experiences:** the participant-teachers were asked by the researcher(s) to write their learning experiences down/tell them out loud. Then, the participant-teachers, individually/collectively in the presence of the researcher(s) and/or other participants, reflected on what they had written/told. The researcher(s) recorded the participant-teachers' reflection for analysis and/or analyzed what they had written/told.

3) **Theory:** the researcher(s) suggested theoretical and/or empirical studies for the participant-teachers to read. The researcher(s) and the participant-teachers, then, got together in reflective sessions to reflect on the issues approached in the studies. The reflective sessions were recorded by the researchers for analysis.

4) **Other teachers' classes:** the participant-teachers watched other teachers' classes, which had been previously video-recorded, and reflected on those classes in reflective sessions, which were recorded by the researcher(s) for analysis.

5) **"Imaginary episodes" of pedagogical practice:** the participant-teachers, in groups, created some episodes in which one of them performed the role of the teacher, and the others the role of the learners. The episodes were, then, performed by each group, and watched by an audience formed by teacher-learners, teachers, and teacher-educators who reflected on the content of the episodes. The reflective session was recorded by the researcher for analysis.

The findings presented in this section are summarized in Table 7.

Methodological approach		Number of studies	
		Pre-service	In-service
Contexts of research	Teacher Education Programs	28	02
	Continuing Teacher Education Programs		20
	Schools		15
Participants	170 Teacher-learners	27	
	380 Teachers		32
	10 Teacher-educators		05
Objects of reflection	Own classes	18	18
	Own learning experiences	4	2
	Theory	2	6
	Other teachers' classes	-	1
	Own classes and theory	4	7
	Own learning experiences, own classes and other teachers' classes	-	1
	Own learning experiences, other teachers' classes, and theory	-	1
	Own learning experiences, theory, and "Imaginary episodes" of pedagogical practice	1	-

Table 7: Methodological approach

As can be seen in Table 7, the number of studies carried out in Continuing Teacher Education Programs and Schools does not vary much. However, whereas the studies carried out in Continuing Teacher Education Programs engaged teachers in mediated reflection among teachers, that is, in collective reflection, most studies carried out at Schools engaged teachers in individual reflection or in mediated reflection between the teacher and the researcher(s). Moreover, most studies carried out at Schools engaged teachers in reflection for a very short period of time, with the clear intent to collect data for analysis. In the studies conducted in Continuing Teacher Education Programs, in turn, the teachers engaged in a longer process of reflection of at least one year.

Another aspect which is worth mentioning regarding the contexts of School and Continuing Teacher Education Programs, is that one of the main aims of the latter is to give teachers a place where they can meet other teachers and share experiences, where they can continue learning about English teaching-learning, where they can collectively engage in reflection on issues which concern and interest them, to mention but a few. In other words, the main aim of Continuing Teacher Education Programs is not to engage teachers in reflection to investigate them. Research on teachers' reflection in that type of context is a consequence and a need of researchers and teachers to share the findings of the work developed in that type of context so as to inform the English Language Teacher Education area.

In turn, in the studies carried out at Schools it is possible to see that most of them engaged teachers in reflection to have a place and participants to carry out research, that is, in research conducted at schools the participant-teachers' role is mainly to provide data for the researchers.

As Table 7 also shows, only five out of the sixty-five analyzed studies investigate teacher-educators' reflection. This finding shows a lack of research on teacher-educators' reflection. Considering that the teacher-educators are the ones who are most responsible for preparing the teacher-learners to start teaching, and for teachers' continuing education, their reflection on their learning-teaching experiences and pedagogical practice would be worth to be investigated.

Another important finding that can be visualized in Table 7 is the high number of studies which use the participant-teachers' own classes as the object of reflection or as one of the objects of reflection. On the other hand, although pointed out

in the literature in the area of teacher education as an effective instrument for teacher education (Da Silva et al., 2007a; Telles, 1999; 2002), the participant-teachers' reflection on their own learning experiences were only investigated in six studies. This finding may be interpreted as a lack of research on teacher-learners', teachers', and teacher-educators' learning experiences and reflection on them. Considering that teachers' learning experiences impact on teachers' beliefs about teaching-learning and on their pedagogical practice in the classroom (Mateus et al., 2002), teachers' reflection on their learning experiences would be also worth to be investigated.

#### **4.4 Role(s) of the researcher(s)**

The role of the researcher(s) found out in the studies was of two types: 1) **as both the researcher and the researched**, that is, the researcher is at the same time the participant of the study, and 2) **as the researcher**, that is, the researcher analyzes others' reflection.

The findings show that there are very few studies in which the researcher(s) is/are also the participant(s) of the study. In twenty-three studies carried out with pre-service teachers, the researchers investigate and analyze others' reflection. In four studies, the researchers are both the researcher and the researched. In the studies carried out with in-service teachers, in twenty-nine studies the researchers investigate and analyze others' reflection. In eight studies the researchers are both the researcher and the researched.

The findings regarding the role(s) of the researcher(s) are summarized in Table 8.

<b>Role(s) of the researcher(s)</b>	<b>Number of studies</b>	
	<b>Pre-service</b>	<b>In-service</b>
As both the researcher and the researched	4	8
As the researcher	24	29

Table 8: Role(s) of the researcher(s)

The findings regarding the role of the researcher(s) in the studies show that in the ELTE area there is still a tendency of researchers in investigating others' practice and reflection. That is, the researchers' role is to engage teachers in reflection, analyze their reflection, and present, through the publication of their studies, the findings of their research to the ELTE area. This is the traditional role of researchers which has contributed to keep the asymmetric relationship/power relation which has traditionally existed between those who investigate and those who are investigated.

The finding that in the ELTE area there seems to be still a tendency of researchers in investigating others' practice and reflection, also reveals the division of roles between the ones who advocate the concept of reflection, that is, the theoreticians/researchers/teacher-educators, and the ones who use the concept in practice, that is, teacher-learners/teachers.

As shown in the previous section, the great number of studies, in which researchers go to schools to engage English teachers in reflection on their practice and investigate their reflection, reveals that the role of school teachers continue being that of providing researchers with data for their investigations. None of the studies, which engaged teachers in reflection in the context of the school, engaged the participant-teachers in a collaborative research, in which both the researcher(s) and the participant-teacher(s) analyzed the data and the findings. This issue will be shortly discussed.

The analysis of the role(s) of the researcher(s) also shows that researchers/teacher-educators have mainly engaged teacher-learners and/or teachers in reflection for them to become aware of what they do in their pedagogical practice, have a better understanding of what happens in their classrooms, unveil personal theories/beliefs regarding foreign language teaching-learning, improve their practice, and develop professionally. In this perspective the researcher(s) continue being the ones who have the power over the researched.

One way of reducing the power relation between the researcher and the researched, or the power relation between the researchers/teacher-educators and the teacher-learners/teachers, can be the creation of more “places of reflection”. By “places of reflection”, I mean the creation of places similar to continuing teacher education programs. Places where teacher-educators, school teachers and teacher-learners can collectively get together to address the issues which concern them as (English) teachers, elaborate their teaching-learning theories and generate knowledge about teaching-learning, through reflection on their teaching-learning experiences, own pedagogical practice, theory, for example.

Nevertheless, instead of being the ones who hold the knowledge and, for this reason, have the power to tell the school teachers and the teacher-learners what to do, the teacher-educators, as the ones who hold a “higher literacy degree”, would be the mediators in the work which would be developed among them, the teachers, and the teacher-learners in the “place of reflection”. The creation of “places of reflection” where teacher-educators, school teachers and teacher-learners could collectively address the issues which concern them as (English) teachers, elaborate their teaching-learning

theories and generate knowledge about teaching-learning, through reflection on their teaching-learning experiences, own pedagogical practice, and theory can be one of the best ways of approximating teacher-educators, school teachers, and teacher-learners with a view to establishing “communities of learners” (Gimenez, 1999a; 2005).

In our educational system, however, there are several factors which have contributed to the maintenance of the traditional role of the researchers, as the ones who investigate, and the teachers, as the ones who provide researchers with the data they need for their investigations: the role of the universities, the role of schools, and lack of time for the research process.

Historically, it has been the role of the universities, through the conduction of research and publication of research findings, to provide the nation/the country with the necessary knowledge to improve, for instance, the quality of the education which is offered at both public and private schools in our country.

In other words, the universities, through the English graduate programs, have been, traditionally, the institutions which have received the investments/the money from the Ministry of Education to apply in research<sup>21</sup>. The role of schools, in turn, is to offer good quality education to the learners. Good quality education/teaching, however, can only be offered by teachers who are well prepared to teach in different contexts and by schools which have the necessary conditions and structure that teachers need to work.

However, in most Brazilian states, the teachers, especially the ones who work at public schools, neither have the necessary conditions and structure to teach a foreign language nor get a salary which allows them to invest in their continuing

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<sup>21</sup> In *Brasil*, this is not only the case of the Education area, but the case of all areas of knowledge.

education, which is especially necessary in the work of foreign language teachers, who teach a language and culture which are not usually their own, and for this reason, need to be continuously in touch with the language they teach, and updated with research on foreign language teaching-learning.

Another factor that has contributed to the maintenance of the traditional role between the researcher and the researched is the lack of time that both the researcher and the researched have during the research process, which does not allow the researcher and researched to do research and generate knowledge collaboratively.

As previously stated, the teachers who work at universities are expected to generate knowledge through research. Thus, part of their working hours may be spent in research. In turn, teachers who work at schools do not get paid working hours to carry out research on teaching-learning and usually have lots of classes to plan and teach. These factors make it more difficult for them to engage in a research process by themselves or in collaboration with other teachers, since carrying out research demands a lot of time for theoretical readings, data collection, analysis and interpretation, for writing, revising, and publishing the study so as to present to the foreign language area the research findings.

According to Pimenta (2005), in order to overcome the problem of lack of time for conducting research that most teachers face in their everyday work, teachers should be given time to conduct research in the school context where they work, as part of their working hours, as it is in most Brazilian universities. Pimenta (*ibid.*) also argues that “for schools to become places for teachers’ critical analysis of their practice and research, it is necessary to transform the fragmented working schedules”, that most

teachers have and, for this reason, need to work at more than one school, “into full-time schedules” (pp. 44-45) [my translation]<sup>xxi</sup>.

Working at just one school and having time and paid working hours not only to plan classes and correct the learners’ work, but also to reflect on and carry out research, teachers will more likely be willing and able to ally teaching, research, continuing education, and professional development.

The factors, just presented, do not intend to justify the maintenance of the traditional role between researcher and researched, which was found to continue existing in the ELTE area, but to bring claims that there is a huge gap between the premises of the concept of the teacher as a reflective professional and how it can be actually proceduralized in *Brasil*, considering the teachers’ working conditions and school contexts.

However, despite the factors that may make it difficult for teachers to engage in research, teacher-learners and teachers who work at schools have also conducted research on their own pedagogical practice and have published their studies, which shows that, being a school teacher or a teacher-learner and at the same time conducting research on own pedagogical practice, is possible. This fact leads us to reflect on what can be done so that we can change the *status quo*.

#### **4.5 Modes of reflection**

The analysis of the modes of reflection used in the studies revealed that two main modes have been used: **individual reflection** and **mediated reflection**. As regards the latter, the analysis revealed four types of **mediated reflection**: 1) **between**

**participant and researcher:** the researcher asked questions to the participant during the reflective session(s); 2) **between participant and participant:** the participants asked questions to each other and/or commented on each other's reflection during the reflective session(s); 3) **among three to five participants, including the researcher(s):** the participants asked questions to each other and/or commented on each other's reflection, and the researcher(s) asked questions to the participants and/or commented on their reflection during the reflective session(s); and 4) **among more than five participants, including the researchers(s):** the participants asked questions to each other and/or commented on each other's reflection. The researcher(s) mediated the reflective session(s) by asking questions to the participants and/or commenting on their reflection during the reflective sessions.

Table 9 summarizes the modes of reflection found out in the studies and the number of studies in each mode.

Modes of reflection		Number of studies	
		Pre-service	In-service
Individual		8	15
Mediated	between participant and researcher	5	2
	between participant and participant	2	2
	among a group of 3 to 5 participants	12	8
	among more than 5 participants	1	10

Table 9: Modes of reflection

As Table 9 shows, **individual reflection** and **mediated reflection among a group of three to five participants** predominate over the other three modes of reflection in the studies which engaged **pre-service teachers** in reflection. In the studies which engaged **in-service teachers** in reflection, **the individual mode** and **the**

**mediated among more than five participants** predominate over the other three modes. The findings presented in Table 9 also show the use of reflection as an individual practice. Even in the studies in which the participant-teacher reflected with the mediation of the researcher(s), or two teachers reflected together, reflection is used as an individual practice.

In the studies in which reflection was carried out as an individual activity, it is possible to see that the mode of reflection adopted in those studies may have undermined the potential for teacher education and development. As Zeichner (2003, p. 10) warns, reflection as an activity to be pursued alone by an individual teacher “greatly limits the potential for teacher growth”. Moser (2007), who investigated teachers’ individual reflection, argues that the process of reflection needs to be shared among the teachers instead of being a lonely process. According to the author, teachers who reflect individually may feel isolated and may lose the enthusiasm to reflect.

The studies, in which reflection was carried out as a mediated activity among a group of teachers, point out that this mode of reflection enriches the process of reflection, since it allows the teachers to present their own views as well as to listen to other teachers’ views regarding the content upon which they are reflecting, which gives them more opportunities for learning (Borelli, 2007; Cristóvão, 2006; Greggio et al., 2007; Malatér, 2007; Oliveira, 2006; Ortenzi, 2005; Pessoa, 2003; Sabota, 2007).

According to Malatér (2006), mediated reflection among a group of teachers helped teachers see their problems not as individual and isolated, but as collective, which allowed them to collaboratively search for alternatives to solve the problems faced in their pedagogical practice. Greggio et al.’s (2007) study shows that mediated

reflection among a group of teachers helped the teachers think about their work as English teachers in their contexts of teaching, notice some of their pedagogical attitudes in relation to teaching, understand a little better why they teach the way they do, and think about the factors which affect their work in the classroom.

In the same vein, Pessoa (2003) shows that mediated reflection among a group of four teachers allowed the participants to develop their capacity to analyze the classroom events, unveil personal theories, and contributed to re-dimension those personal theories. Ortenzi (2005), in her investigation, found out that “mediated reflection among a group of teacher-learners and two teacher-educators” allowed the development of collaborative functions between the teacher-learners and the teacher-educators. It also allowed the participants to generate knowledge about becoming a teacher as well as debating, questioning, and interpreting each others’ actions in their pedagogical practice. Ortenzi (ibid.) states that teacher education programs that engage teacher-learners in collective reflection allow them to take part in a process of knowledge generation on what means to become a teacher.

As stated in Chapter II, section 2.5, the existence of different modes of reflection allows the researchers to choose the mode they want to engage the participant-teachers in reflection. However, as also stated, advocates of the concept of the teacher as a reflective professional have argued that reflection as a concept of teacher education should be undertaken as a collective/public activity of “groups of teachers” (Zeichner, 2003, p. 10) or “communities of learners” (Gimenez, 1999a; 2005), in which teachers can support and sustain each other’s development (Gimenez, 1999a, 2005; Pimenta, 2005; Smyth, 1992; Telles, 2004b, 2006; Zeichner, 1993, 2003; among others).

According to Zeichner (2003), reflection as a social practice can only take place when participants reflect collectively. Whereas in individual reflection the teacher may focus on her/his individual work in the classroom, in collective reflection, teachers may focus on teaching as the result of the actions of a group of professionals, not as the result of an individual's professional action.

However, reflection as a social practice may not be a simple enterprise in practice due to a great number of difficulties. One of the main difficulties is that, reflection as a social practice requires some systematization of the reflective process and a certain level of stability of the people in the "place of reflection". That is to say, for instance that, for schools, universities/colleges, teacher associations, and continuing teacher education programs, become "places of reflection" as a social practice, teachers need to conceive teaching as a collective process, not as an individual process, as it has traditionally been conceptualized. Once teachers realize and accept that teaching is a collective process, they may more likely engage in reflection as a social practice in the "places of reflection", which already exist or which may be created.

Therefore, creating more "places of reflection" or "communities of learners" (Gimenez, 2005), where teacher-educators, school teachers and teacher-learners can reflect as a social practice and collectively address the issues which concern them as (English) teachers, elaborate their teaching-learning theories and generate knowledge about teaching-learning, through reflection on their teaching-learning experiences, own pedagogical practice, and theory in all the five regions of *Brasil*, is one of the main challenges of the ELTE area, as also pointed out by Gimenez (2005), when addressing some of the "contemporary challenges" in Language Teacher Education in *Brasil*.

In the “places of reflection”, the English teachers could not only collectively elaborate their theories and generate knowledge about teaching-learning, through reflection on their teaching-learning experiences, own pedagogical practice, and theory, as suggested in the previous section, but also think about their work as English teachers, express their concerns, reflect on the problems they face in their profession, and act so as to solve those problems. As Zeichner (2003, p. 10) suggests “the support gained through social interaction is important in helping us clarify what we believe and in gaining the courage to pursue our beliefs”.

Within the same line of thought, Alarcão (2004) states that teachers need to collectively reflect on their work as teachers, and suggests that, it is in the context of the school that collective reflection should take place, due to the fact that, it is in the context of the school where teachers’ pedagogical practice takes place and where teachers build their profession as educators. Alarcão (ibid.) also argues that the school should be organized so as to create the conditions which are necessary for both individual and collective reflection. Alarcão uses the term “reflective school” [my translation] and argues that the concept of the teacher as a reflective professional should be replaced by “the concept of the reflective school” (p. 44) [my translation], in which learners, teachers, supervisors, the principal, the learners’ parents, and the whole school staff would constitute an “educational community/a social group” (ibid.) [my translation]<sup>xxii</sup>.

#### **4.6 Content and levels of reflection**

The analysis of the content of reflection was carried out according to the type of objects of reflection used in the studies. **Group 1** encompasses the content of

reflection found in the studies in which the participant-teachers reflected on **their own classes**, and **Group 2** encompasses the content found in the studies in which the participant-teachers reflected on **their own learning experiences and/or theory and/or other teachers' practice and/or "imaginary episodes" of pedagogical practice**.

From **Group 1**, the analysis of the content of teachers' reflection on **their own classes** shows that this reflective object triggered teachers' reflection on **Self-pedagogical practice** and **The learners**. From **Group 2**, the analysis of the content of teachers' reflection on **their own learning experiences and/or theory and/or other teachers' pedagogical practice and/or "imaginary episodes" of pedagogical practice** shows that these four objects of reflection triggered reflection on **(English) Teaching**, **(English) Learning**, **The profession**, **Education**, **Reflection**, **(English) Language**, and **Personal theories/beliefs**. It is worth mentioning that these nine themes were not pre-established, but emerged from the analysis.

Table 10 summarizes the findings of the analysis presented in this section.

<b>Objects of reflection</b>	<b>Content of reflection/themes</b>
Group 1: own classes	1) Self-pedagogical practice 2) The learners
Group 2: own learning experiences and/or theory and/or other teachers' pedagogical practice and/or "imaginary episodes" of pedagogical practice	1) (English) Teaching 2) (English) Learning 3) The profession 4) Education 5) Reflection 6) Language 7) Personal theories/beliefs

Table 10: Themes of both pre- and in-service teachers' reflection

After having grouped the content of teachers' reflection in themes, the content in each of the nine themes was analyzed. The analysis aimed at finding out the

content which had been most dealt with by the participant-teachers and the levels of reflection reached by the teachers in their reflection. As regards the analysis of the levels of reflection, it was carried out after the content of the participant-teachers had been categorized in themes and already analyzed. The analysis of the levels of reflection was based on Van Manen's (1977) categorization of reflection in three levels, that is, "technical", "practical", and "critical", presented in Zeichner and Liston (1987), described in Chapter II, Section 2.5.

In what follows, I will present the findings of the analysis of the content and levels of teachers' reflection in each of the nine themes. Firstly, I will present the findings of the analysis of the content and levels of reflection found out in the analysis of Teachers' reflection on their own classes. Then, I will present the findings of the analysis of the content and levels of reflection found out in the analysis of Teachers' reflection on theory, own learning experiences, and other teachers' classes.

#### **4.6.1 Content/Levels of reflection in Group 1: Teachers' reflection on own classes**

##### **4.6.1.1 Group 1/Theme 1: Teachers' reflection on their self-pedagogical practice**

The analysis of the content of teachers' reflection on their self-pedagogical practice, in the studies which engaged **pre-service teachers** in reflection, shows that one content predominates over the others, In eleven studies, when reflecting on their self-pedagogical practice, the teachers reflected on **changes they identified in their pedagogical practice after having started to reflect on it.**

Table 11 shows the content **of teachers' reflection on their self-pedagogical practice** in the studies which engaged **pre-service teachers** in reflection.

<b>Content of the pre-service teachers' reflection on their self-pedagogical practice</b>	
1) changes in pedagogical practice after starting to reflect on it (11 studies)	29) the class plan and its implementation
2) contribution of the theory learned in the teacher education program to own pedagogical practice (3 studies)	30) the use of English as an instrument to keep the discipline in the classroom
3) way of giving instructions (3 studies)	31) aspects of pedagogical practice which reveal confidence or lack of it
4) use of translation (3 studies)	32) the use of L1
5) teacher talking time (3 studies)	33) mistakes made in oral production
6) the class plan (3 studies)	34) fluency
7) the objectives (3 studies)	35) pronunciation
8) the procedures (2 studies)	36) grammar mistakes/errors
9) types of questions asked to students (2 studies)	37) teacher's actions
10) teacher's behavior (2 studies)	38) the teacher as the center of the class
11) teacher's posture (2 studies)	39) reasons for behaving the way they do
12) way of asking questions (2 studies)	40) attitudes in the classroom
13) way of presenting the content (2 studies)	41) confidence/lack of confidence regarding the content they had to teach
14) way of explaining the content (2 studies)	42) own linguistic competence
15) way of presenting and teaching pronunciation (2 studies)	43) the need to be prepared to teach
16) way of acting regarding students' doubts and questions (2 studies)	44) conceptions of teaching and learning which underlie their pedagogical practice
17) way of conducting the activities (2 studies)	45) interaction with students
18) way of teaching grammar (2 studies)	46) own teaching approach
19) relationship with the students (2 studies)	47) impact of the discipline Methodology on pedagogical practice
20) actions during the Practicum (2 studies)	48) the need to do in the Practicum what teacher-educators want
21) behavior in the classroom (2 studies)	49) the need to adequate themselves (teacher-learners) to the teacher-educators' model
22) oral production (2 studies)	50) the methodology used
23) the dichotomy between the theory learned in the teacher education program and the reality (2 studies)	51) class rhythm
24) type of interaction (2 studies)	52) activities
25) ways of presenting vocabulary in English, giving attention to the students, overcoming linguistic difficulties, acting, being/personality traits, behaving in the classroom, and addressing the students	53) skills/abilities emphasized/developed
26) contradictions "saying" X "doing"	54) materials used
27) the teaching approach	55) the techniques used
28) the teaching method	56) type of strategies used the most
	57) the moments of a class
	58) amount of time for each class moment
	59) type of activity to plan
	60) the class
	61) type of book used, of activities and texts presented in the didactic book

Table 11: Content of the pre-service teachers' reflection on their self-pedagogical practice

In turn, in the studies which engaged **in-service teachers** in reflection, the content of reflection that was most dealt with was: 1) **the objectives**, 2) **the procedures**,

3) **the content of the class**, and 4) **the activities**. The content found out in **teachers' reflection on their self-pedagogical practice** in the studies whose participants are **in-service teachers** are presented in Table 12.

<b>Content of the in-service teachers' reflection on their self-pedagogical practice</b>	
1) the objectives (13 studies)	24) the use of the blackboard, and didactic materials
2) the procedures (12 studies)	25) development of students' autonomy
3) the content of the class (10 studies)	26) choices regarding books, texts, activities
4) the activities (8 studies)	27) impact of academic theories on teaching decisions
5) way of teaching (6 studies)	28) theories which guide their pedagogical practice
6) changes they would make on pedagogical practice after reflecting on it (4 studies)	29) teaching theories underlying the content, objectives, and activities
7) conceptions of language which underlie their pedagogical practice (3 studies)	30) learning theories underlying the content, the objectives, and the activities
8) the influence of English learning experiences on pedagogical practice (2 studies)	31) conceptions of language underlying the books, texts, and activities
9) the implementation of a teaching unit planned at a continuing teacher education program ( 2 studies)	32) type of texts given to students
10) the results (2 studies)	33) abilities emphasized/developed
11) interaction (2 studies)	34) the social function of the teaching approach
12) their voice (2 studies)	35) the benefits of using pair-work, games, and ludic activities
13) the way they are as teachers (2 studies)	36) changes implemented in pedagogical practice in relation to the content
14) way of presenting the content (2 studies)	37) the content and its use for the learners
15) way of starting the class, giving instructions, teaching grammar, correcting the activities, correcting the students, correcting errors, developing students' oral production, reconstructing the pedagogical practice, being as teachers and as human beings	38) unpredictable facts occurred in the class
16) what they do to motivate students to learn	39) impressions and doubts regarding pedagogical practice
17) the need to know the vocabulary	40) difficulties and problems faced in the classroom
18) what to do when students ask vocabulary that the teacher doesn't know	41) reason for doing what they do
19) the teacher's role	42) the "magical" ingredients of practice
20) teacher talking time	43) search for improvement of practice
21) speed of speech	44) the experience of recording the classes
22) the teacher as the center of the class control students' discipline	45) criteria for choosing a group to record and investigate
23) the use of story-telling to teach English	46) correction of pronunciation errors

Table 12: Content of the in-service teachers' reflection on their self-pedagogical practice

As can be seen in Table 11 and Table 12, in both **pre- and in-service contexts** the teachers focused their reflection mainly on what they could observe in their

practice, for instance, way of starting the class, presenting and explaining the content, teaching grammar, giving instructions, asking questions, presenting and teaching pronunciation, among others. By focusing on their explicit actions the teachers reached the “technical level” of reflection (Zeichner & Liston, 1987).

In the studies conducted in **in-service** contexts, besides focusing on what they could observe, the participants also focused their reflection on what they could not observe, for instance, their choices regarding the texts, the activities, and the books they used to teach English, the teaching-learning theories which guided their practice, the teaching-learning theories underlying the texts and the activities they used to teach English, the objectives of the class, the results, the conceptions and/or theories of language, teaching, and learning underlying their pedagogical practice, among others. By reflecting on this content, the **in-service teachers** go beyond the “technical level” of reflection, reaching the “practical level”.

The content presented in Table 11 and Table 12 shows that neither the **pre-** nor the **in-service teachers** reach the “critical level” of reflection when reflecting on their self-pedagogical practice.

#### **4.6.1.2 Group 1/Theme 2: Teachers’ reflection on their learners**

The analysis of the content of **Teachers’ reflection on their learners**, in the studies which engaged **pre-service teachers** in reflection, shows that the content of reflection which was most dealt with was: 1) **learners’ oral production**, and 2) **learners’ reactions to the activities**.

Table 13 shows the content of teachers' reflection on their learners found out in the studies which engaged **pre-service teachers** in reflection.

<b>Content of the pre-service teachers' reflection on their learners</b>	
1) oral production (3 studies)	6) learning process
2) reactions to the activities (3 studies)	7) role in the interactive and learning process
3) involvement in the activities/class	8) difficulties in learning English
4) use of the four skills/abilities	9) attitudes regarding evaluation
5) performance	

Table 13: Content of the pre-service teachers' reflection on their learners

In the studies which engaged **in-service teachers**, the content of reflection which was most dealt with was: 1) **learners' needs**, 2) **learners' reactions to the activities**, 3) **learners' learning**, and 4) **the type of learners they are**. The content found out in **Teachers' reflection on their learners in the studies** which engaged **in-service teachers** in reflection are presented in Table 14.

<b>Content of the in-service teachers' reflection on their learners</b>	
1) needs (4 studies)	17) effects of teachers' pedagogical practice on learners
2) reaction to the activities (3 studies)	18) effects of the content on learners
3) learning (3 studies)	19) involvement in the activity
4) type of students they are (3 studies)	20) evaluation of a teaching unit
5) lack of interest to learn English (2 studies)	21) meaning of teacher's pedagogical practice for them
6) participation (2 studies)	22) learners' changes regarding dedication, creativity and participation
7) behavior (2 studies)	23) their role in the learning process
8) personality	24) reaction to the discussions
9) abilities	25) process of reculturation
10) reaction to the content	26) rejection of the English classes and of the English language
11) achievement of the objectives	27) pronunciation mistakes
12) actions in the classroom	
13) participation in class	
14) role (active/passive)	
15) success/failure	
16) performance	

Table 14: Content of the in-service teachers' reflection on their learners

Similar to reflection on their self-pedagogical practice, in both **pre- and in-service contexts**, when focusing their reflection on the learners, the teachers reflected on what they could observe, that is, on learners' explicit actions in the classroom, for instance, reactions to the activities, involvement in the activities/class, participation and actions in the class, among others.

In the studies conducted in **in-service contexts**, one of the contents identified in teachers' reflection deserves especial attention, **teachers' reflection on the learners' reaction to the content, activities, and discussions**. The teachers' reflection on these aspects suggests that they had done something different in their classes and were interested in observing the learners' reactions to what they had done different. Despite reflecting on what had been done, the teachers' concern when reflecting was not on the results of their work in terms of learning. They were interested in their learners' explicit actions, that is, on what they could see. Teachers' reflection on their learners' observable actions reaches the "technical level".

In both **pre- and in-service** contexts there are also instances of reflection at the "practical level" when the focus of the teachers' reflection is on the learners' learning process, needs, difficulties in learning English, success/failure, achievement of the objectives, effects of the contents on the learners, learners' lack of interest to learn English, learners' rejection of the English language and classes, among others. Teachers' reflection on these aspects shows the teachers' concern with the teaching-learning objectives and the results. However, similar to Teachers' reflection on their self-pedagogical practice, Teachers' reflection on the learners does not reach the "critical level" of reflection.

#### 4.6.2. Group 2: Content/Levels of teachers' reflection on theory, own learning experiences, other teachers' pedagogical practice, and "Imaginary episodes" of pedagogical practice

##### 4.6.2.1: Group 2/Theme 1: Teachers' reflection on (English) Teaching<sup>22</sup>

The analysis of the content of **Teachers' reflection on (English) Teaching** shows that, in both the studies which engaged **pre-service teachers** and the studies which engaged **in-service teachers** in reflection, the teachers reflected on specific and/or broader aspects related to the Teaching of English and/or Teaching in general, as can be seen in Table 15 and Table 16. Table 15 shows the content of the **pre-service teachers'** reflection on Teaching and Table 16 shows the content of the **in-service teachers'** reflection on this theme.

<b>Content of the pre-service teachers' reflection on (English) Teaching</b>	
1) own teaching experiences (2 studies)	13) the way the teachers taught the content
2) the teacher's role in learners' learning process (2 studies)	14) language teaching
3) the role of the teacher on students' life	15) the teaching of vocabulary and pronunciation
4) own role as a teacher during the Practicum	16) teaching methods
5) the teaching of English based on tasks	17) the importance of having clear and well-defined objectives regarding the content which is going to be taught
6) the Communicative Approach	18) the teacher's role in giving learners the opportunity to reflect
7) the development of the oral comprehension ability	19) theoretical conceptions regarding teaching
8) the importance of taking into consideration the learners when planning a class	20) conceptions of language teaching which underlie the Grammar translation method, the Direct method, the Audio-lingual method, and The Communicative Approach.
9) the content the teachers taught	
10) the way the teachers taught the content	
11) language teaching	
12) the teaching of vocabulary and pronunciation	

Table 15: Content of the pre-service teachers' reflection on (English) Teaching

<sup>22</sup> This theme encompasses the contents of reflection related to teaching in general or to the teaching of English.

<b>Content of the in-service teachers' reflection on (English) Teaching</b>	
<p>1) the relationship between academic theories and pedagogical practice (3 studies)</p> <p>2) the context of English teaching (2 studies)</p> <p>3) the role of English teaching in public schools (2 studies)</p> <p>4) ways of making the classes more pleasant</p> <p>5) conceptions of grammar teaching</p> <p>6) teaching grammatical items in sequence</p> <p>7) the teaching of grammar out of a context</p> <p>8) the teaching of grammar through social interaction situations</p> <p>9) teaching objectives</p> <p>10) abilities to be developed in the classroom</p> <p>11) what is teaching</p> <p>12) conceptions of text and context</p> <p>13) search for new possibilities of teaching</p> <p>14) objectives of English in public schools</p> <p>15) theoretical assumptions which underlie the objectives of English teaching in public schools</p> <p>16) the relationship between the objectives of English teaching in the course plans and the students' needs</p> <p>17) teaching English through story-telling</p> <p>18) teaching conceptions</p> <p>19) making teacher-learners act like teachers</p> <p>20) type of teacher teacher-learners should be</p> <p>21) lack of didactic materials</p> <p>22) difficulty of developing a more interactive class in public schools</p> <p>23) factors which contribute to make a class less interactive in public schools</p> <p>24) the teaching of English in public schools</p> <p>25) the development of oral comprehension and production in public schools</p> <p>26) factors which affect teaching</p> <p>27) the need to know the reality of each group to plan a class, to consider the evaluation as something important for both the teachers and the learners, and to develop a cooperative work in public schools</p> <p>28) the role of the teacher in the learning process, in educating students to be citizens, the role of the teacher and of English teaching in the construction of students' citizenship</p> <p>29) the role of the discipline Practicum in the education of teachers and of the teacher-educator in the Practicum</p>	<p>30) the role of the school in forming citizens and of the teacher in educating students to be autonomous learners and critical reflective citizens</p> <p>31) the role of theory in pedagogical practice</p> <p>32) the importance of experience in the construction of teachers' knowledge</p> <p>33) the importance of the classroom as a place of reconstruction of meaning</p> <p>34) the importance of teacher-learners to feel secure in speaking the language to feel secure when teaching</p> <p>35) the importance of knowing the learners' evaluation of teachers' pedagogical practice to promote more meaningful learning opportunities</p> <p>36) the importance of knowing the students/ knowing who they are and their experiences to establish the teaching objectives</p> <p>37) the importance of establishing teaching objectives which consider the learners</p> <p>38) the relationship between knowledge acquired from theory and knowledge acquired from pedagogical practice</p> <p>39) Wallace's model of teacher education</p> <p>40) teaching-learning evaluation</p> <p>41) types of teachers, turning technical teachers into reflective teachers, and difficulties to turn technical teachers into reflective teachers</p> <p>42) developing students' critical thinking</p> <p>43) how the multiplier-teachers understand their role as multipliers and agents of transformation</p> <p>44) the multiplier-teachers' actions, and responsibilities</p> <p>45) difficulties faced by the multipliers</p> <p>46) the multiplier-teachers' frustrations in relation to their role as multipliers</p> <p>47) factors that motivate the multiplier-teachers to continue developing their work</p> <p>48) the ethical and social dimensions of teacher education</p> <p>49) the context of English teacher education</p> <p>50) the context of teaching in public schools</p> <p>51) obstacles in the education of students for citizenship</p>

Table 16: Content of the in-service teachers' reflection on (English) Teaching

As can be seen in Table 15 and Table 16, when reflecting on **(English) Teaching**, both the **pre-** and **the in-service teachers** focused on specific aspects involved in this theme, for instance, own teaching experiences, the development of the oral comprehension ability, the content the teachers taught, the way the teachers taught the content, the teaching of pronunciation and vocabulary, conceptions of teaching in some of the methods used for foreign language teaching, teaching English through storytelling, the teaching of grammar out of a context, the teaching of grammar through social interaction situations, the multiplier-teachers' actions and responsibilities, difficulties faced by the multiplier-teachers<sup>23</sup>, among many others. By focusing on these aspects of (English) Teaching, the teachers' reflection reaches the "technical level".

In the studies, which engaged **in-service teachers** in reflection, besides reflecting on specific aspects of (English) Teaching, the teachers also focused their reflection on broader aspects involved in (English) Teaching, for instance, the teaching of English in public schools, objectives of English teaching in public schools, theoretical assumptions which underlie the objectives of English teaching in public schools, the relationship between the objectives of English teaching in the course plans and the students' needs, the importance of knowing the students/knowing who they are and their experiences to establish the teaching objectives, among others. By focusing on these aspects of (English) Teaching, the in-service teachers also reach the "practical level" of reflection.

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<sup>23</sup> The term multiplier-teacher refers to the teachers who participate in the continuing teacher education program offered by LAEL/PUC-SP, already described in this Chapter. The program prepares the teachers so as that those teachers will be able to prepare other teachers, that is, the teachers of the program prepare the participant-teachers who teach what they learn in the program to other teachers who do not participate in the program.

#### 4.6.2.2 Group 2/Theme 2: Teachers' reflection on (English) Learning<sup>24</sup>

The analysis of the content of **Teachers' reflection on (English) Learning**, in the studies which engaged **pre-service teachers** in reflection, shows that **reflection on own learning experiences** predominates over reflection on other aspects related to (English) Learning. Table 17 presents the content identified in **Teachers' reflection on (English) Learning** in the **pre-service teachers'** reflection.

<b>Content of the pre-service teachers' reflection on (English) Learning</b>	
1) own learning experiences (7 studies)	9) the experience of teaching during the Practicum
2) own learning process	10) double position in the Practicum: as teacher-learners and as teachers
3) difficulties, challenges, and conquers in learning English	11) experience of taking the Practicum
4) own participation, success, and difficulties in the learning process	12) experience of being observed by others during the Practicum
5) expectations regarding English learning	13) the experience of teaching/of implementing the classes planned in the discipline Methodology
6) theoretical conceptions regarding learning	14) the experience of teaching
7) experience of planning a class in pairs	
8) experience of taking the Practicum in pairs	

Table 17: Content of the pre-service teachers' reflection on (English) Learning

In the studies which engaged **in-service teachers** in reflection, **teachers' learning experiences** have also been the focus of teachers' reflection. Table 18 presents the content identified in **Teachers' reflection on (English) Learning** in the **pre-service teachers'** reflection.

<sup>24</sup> This theme encompasses the contents of reflection related to learning in general or to the learning of English.

<b>Content of the in-service teachers' reflection on (English) Learning</b>	
1) English learning experiences (3 studies)	17) knowledge acquired at a continuing teacher education program
2) past experiences as learners (2 studies)	18) impact of a continuing teacher education program on pedagogical practice
3) own learning experiences (2 studies)	19) strategies used to express orally in English
4) own English learning process	20) expectations as speakers of English
5) the concept of autonomy in language learning	21) anxieties as speakers of English
6) what it is to be an autonomous student	22) fears as speakers of English
7) type of learning that students should be provided	23) frustrations as speakers of English
8) psychological aspects involved in learning	24) search for new possibilities of learning
9) obstacles involved in learning	25) feeling of inconclusiveness regarding learning
10) learning English through story-telling	26) what may facilitate the English learning process or make it difficult
11) learning conceptions	27) engagement at a continuing teacher education program
12) what to do in the classroom to promote learning	28) the need to engage the students in the learning process
13) what is meaningful learning for the learners	29) the need to engage the students in their evaluation process
14) external elements which facilitate learning or make it difficult	30) the need to develop students' critical thinking
15) the change from not learning to learning	31) ways of making learners interested in learning English
16) remarkable facts of their lives which may be related to their interest to learn English and to be an English teacher	

Table 18: Content of the in-service teachers' reflection on (English) Learning

As can be seen in Table 17 and Table 18, when reflecting on (English) Learning, both **pre-** and **in-service teachers** focused mainly on specific aspects involved in this theme, for instance, own learning experiences, own learning process, English learning experiences, past experiences as learners, difficulties and challenges in learning English, the concept of autonomy in language learning, strategies used to express orally in English, expectations, anxieties, fears, and frustrations as speakers of English, among others. By focusing on these aspects, the teachers' reflection on (English) Learning reaches the "technical" and the "practical levels"

As can also be seen in Table 17 and Table 18, **teachers' (English) learning experiences** were the focus of both **pre-** and **in-service teachers'** reflection. This finding shows that (continuing) teacher education programs and/or researchers have

given more room for reflection on an issue which may influence on teacher' practice in the classroom, not only when they start teaching, but throughout their career as teachers (Mateus et al., 2002). **Teachers' reflection on their (English) learning experiences** may help them get to know themselves better as (English) learners and may contribute to unveil personal theories/beliefs regarding (English) learning.

#### 4.6.2.3 Group 2/Theme 3: Teachers' reflection on their profession<sup>25</sup>

The analysis of the content of **Teachers' reflection on their profession** reveals that, in both **pre-** and **in-service** contexts, teachers have focused their reflection on **being a teacher/an English teacher** and on other aspects related to their profession, as can be seen in Table 19 and Table 20. Table 19 shows the content of the **pre-service teachers'** reflection on their profession and Table 20 shows the content of the **in-service teachers'** reflection on this theme.

<b>Content of the pre-service teachers' reflection on their profession</b>
1) the choice to be a teacher (2 studies)
2) what it is to be a teacher
3) expectations regarding being a teacher

Table 19: Content of the pre-service teachers' reflection on their profession

<b>Content of the in-service teachers' reflection on their profession</b>
1) being an English teacher in public schools (2 studies)
2) the complexity of teachers' work
3) difficulties of being an English teacher in public schools
4) the way they feel regarding their profession
5) the need to exchange experiences among teachers to develop professionally
6) the importance of continuing education to teachers' professional development
7) teachers as agents of transformation in the "globalized" world
8) the ethical and social dimensions of teacher-educators' work
9) the right to have money invested in didactic materials

Table 20: Content of the in-service teachers' reflection on their profession

<sup>25</sup> This theme encompasses the contents of reflection related to being an English teacher.

As Table 19 and Table 20 show, whereas the **pre-service teachers** reflect on their choice to be a teacher, what it is to be a teacher, and expectations regarding being a profession, the **in-service teachers** reflect on being an English teacher in public schools and on difficulties they face in that working context. When reflecting on their profession, the **in-service teachers** also focus on aspects related to professional development, for instance, the need to exchange experiences among teachers and the importance of continuing education to professional development. By focusing on these aspects, teachers' reflection on their profession reaches the "practical level".

#### 4.6.2.4 Group 2/Theme 4: Teachers' reflection on Education<sup>26</sup>

**Teachers' reflection on Education** is a theme which emerged in the analysis of the content of the **in-service teachers'** reflection. In the **pre-service teachers'** reflection this theme was not found.

The content found out in **Teachers' reflection on Education** refers to specific aspects related to this theme, as can be seen in Table 21.

<b>Content of the in-service teachers' reflection on Education</b>
1) the importance of knowing the laws of education
2) the imposition of educational laws such as the PCNs
3) advantages/disadvantages of having educational laws such as the PCNs to be followed by schools all over <i>Brasil</i>

Table 21: Content of the in-service teachers' reflection on Education

<sup>26</sup> This theme encompasses the contents of reflection related to Education in general and/or to the education of the (English) teacher.

As regards the levels of reflection reached by the teachers when reflecting on **Education**, in the content presented in Table 21, teachers' reflection reaches the "practical level".

#### 4.6.2.5 Group 2/Theme 5: Teachers' reflection on reflection

**Teachers' reflection on reflection** is a theme which emerged from the analysis of the **in-service teachers'** reflection. In the **pre-service teachers'** reflection, this theme was not found. The content found out in **Teachers' reflection on reflection** is presented in Table 22.

<b>Content of the in-service teachers' reflection on reflection</b>
1) objectives and benefits of reflecting on pedagogical practice 2) reflection as a way of unveiling theories which underlie pedagogical practice 3) the importance of: having an interlocutor during the reflective process, engaging the learners in reflection on their learning process, continuous reflection on pedagogical practice as a way of reconstruction and improvement of pedagogical practice, and reflecting on the procedures to achieve the objectives

Table 22: Content of the in-service teachers' reflection on reflection

As can be seen in the content presented in Table 22, when **reflecting on reflection** the teachers focused on specific aspects, such as objectives and benefits of reflecting on pedagogical practice, reflection on pedagogical practice as a way of reconstruction and improvement of pedagogical practice, and on important aspects of the concept of reflection, for instance, the importance of having an interlocutor during the reflective process, the importance of continuous reflection on pedagogical practice as a way of reconstruction and improvement of pedagogical practice, among others. By reflecting on these aspects, the teachers' reflection reaches the "technical" and "practical" levels.

The lack of **reflection on reflection** in the **pre-service teachers'** reflection may indicate that pre-service teachers have neither reflected on the concept of reflection nor on their process of reflection.

#### 4.6.2.6 Group 2/Theme 6: Teachers' reflection on Language<sup>27</sup>

The analysis of the content of both **pre-** and **in-service teachers'** reflection shows that teachers have reflected on specific issues related to the **English Language** or to **Language** in general, for instance, **the hegemony of the English language** and **conceptions of language which underlie some specific methods and approaches to foreign language teaching, the social use of the language**, among other aspects that can be seen in Table 23 and Table 24. Table 23 shows the content of the **pre-service teachers' reflection on Language** and Table 24 shows the content of the **in-service teachers'** reflection on this theme.

<b>Content of the pre-service teachers' reflection on Language</b>
1) hegemony of the English language
2) English as a foreign language and social exclusion

Table 23: Content of the pre-service teachers' reflection on Language

<b>Content of the in-service teachers' reflection on Language</b>
1) language conceptions
2) features of oral language
3) the social use of the language
4) conceptions of language which underlie EFL teaching methods/approaches

Table 24: Content of the in-service teachers' reflection on Language

<sup>27</sup> This theme encompasses the content of reflection related to specific aspects of the English language and to general aspects of language.

Regarding the levels of reflection in the content presented in Table 23 and Table 24, we can see that both **pre-** and **in-service teachers'** reflection on Language reaches the “technical” and “practical” levels.

#### **4.6.2.7 Group 2/Theme 7: Teachers' reflection on their personal theories/beliefs<sup>28</sup>**

The analysis of the content of **Teachers' reflection on their personal theories/beliefs** shows that **reflection on personal theories regarding learning** is the content which has been most dealt with in the studies which engaged **pre-service teachers**, as can be seen in Table 25.

<b>Content of the pre-service teachers' reflection on their personal theories/beliefs</b>
1) personal theories regarding learning (4 studies)
2) beliefs on what is effective regarding learning English in public schools

Table 25: Content of the pre-service teachers' reflection on their personal theories/beliefs

In the studies which engaged **in-service teachers in reflection**, no content predominates, as shown in Table 26.

<b>Content of the in-service teachers' reflection on their personal theories/beliefs</b>
1) personal theories regarding teaching
2) beliefs about teaching and learning
3) view regarding the English language

Table 26: Content of the in-service teachers' reflection on their personal theories/beliefs

As Table 25 and Table 26 show, there is little reflection on personal theories/beliefs in both **pre-** and **in-service contexts**, according to the analyzed studies. This finding is surprising in comparison to the number of studies on teachers' personal theories/beliefs which have been carried out in the English Language Teacher

<sup>28</sup> This theme encompasses the contents of reflection related to teachers' personal theories and beliefs regarding teaching and learning in general or the teaching and learning of English.

Education. As already shown in Chapter I, preliminary systematizations of studies in language teacher education and in the ELTE area have shown that personal theories/beliefs has also been one of the most investigated issues in these areas of Applied Linguistics in *Brasil* (Da Silva et al., 2006; Gil, 2005; Greggio et al., 2009).

The lack of more studies on teachers' reflection on their personal theories/beliefs in the ELTE may indicate that the studies on teachers' personal theories/beliefs in our area have been more concerned with the identification of teachers' personal theories/beliefs than with teachers' reflection on their personal theories/beliefs. The implication of this to the ELTE is that the investigated teachers may not be aware of their personal theories/beliefs identified by the researchers, and may not have had the opportunity to reflect on their personal theories/beliefs, which in turn, makes it less likely that those teachers will be able to re-think their personal theories/beliefs.

#### **4.7 Discussing the findings of the analysis of the levels of reflection**

As shown in the analysis of the content of teachers' reflection on **Their self-pedagogical practice**, and **The learners**, neither the **pre-** nor the **in-service teachers'** reflection on these themes reached the "critical level". As also shown, the analysis of the content of teachers' reflection on **Teaching, Learning, Their profession, Education, Reflection, Language**, and **Personal theories/beliefs** reveals that all the three levels of reflection, that is, the "technical", "practical", and "critical", permeate teachers' reflection on these themes. However, the "technical" and "practical" levels predominate over the "critical" one.

Regarding the findings of the analysis of the levels of teachers' reflection, it is not surprising that the "technical" and "practical" levels predominate over the "critical" one, in the analyzed studies. As human beings, we have the capacity to reflect, a capacity that can be developed like many other human beings' capacities. However, developing our capacity to reflect critically is neither a simple nor an easy matter. In fact, developing our capacity to reflect critically depends, among other factors, on our life experiences. In other words, if along our life we have experienced situations of reflection which required going beyond that which our eyes see and our ears hear, we may more likely be able to go, for instance, beyond that which is observable when we reflect on our work as teachers. However, if along our life we have experienced few situations which could contribute to develop our capacity to reflect beyond that which we see and hear, our capacity of reflection may be limited to the "technical" and/or the "practical" level.

The informal and/or formal learning situations which we experience along our lives can also contribute to develop our capacity to reflect critically. Formal contexts of teaching-learning, in this sense, play a very important role in the process of developing the individuals' capacity to reflect critically. This is one of the reasons why the Brazilian philosopher of education and educator Paulo Freire defended so much that "critical" reflection should be a principle of education in formal contexts of teaching-learning, and a principle and practice of teachers' profession (2002; 2006).

As already stated in Chapter II, Paulo Freire (1972; 2006) proposes a model of Education grounded in problem-posing. In this model, the teachers do not regard knowledge as their property, but as the object of reflection by themselves and the learners. As

the individual who is more experienced and holds a higher literacy degree in the teaching-learning process, the teacher acts so as to generate the learners' interest in reflecting upon the teaching-learning object. According to Freire (*ibid.*), the teacher, in this process, constantly (re)shapes his/her reflection in the reflection of the learners" (1972, p. 54). In other words, both the teacher and the learners can develop their capacity to reflect critically, by starting to reflect on the content which is the object of teaching-learning in formal teaching-learning contexts.

The factors just presented, that is, the role of life experiences and formal learning situations in the development of our capacity to reflect critically, aim at showing that reflecting critically is not a capacity that can be developed in a short period of time. Besides the factors already presented, teachers' lack of "critical" reflection, for instance, on their own classes may be due to the type of research they were engaged in. In most studies, the researchers analyze teachers' reflection, which had been recorded during the period of time in which the researchers collected the data. However, in most studies data were collected for a period of time of not more than a semester. In other words, the period of time in which teachers engage in reflection may contribute to determine the "level of reflection" they may reach.

Taking into account that each teacher is a unique individual, in order to reach the "critical level" of reflection, teachers may need to engage in reflection for a long period of time, maybe a year, two years, five years or even for more time. Therefore, not even longitudinal studies could show how much time a teacher may need to reach the three levels of reflection, that is, the "technical, "practical", and "critical"

levels, when reflecting, for instance, on his/her own classes, teaching-learning issues, educational issues, to mention but a few.

Another factor which may have contributed to teachers' lack of "critical" reflection, when reflecting on **Their self-pedagogical practice** and **The learners**, and for the predomination of the "technical" and "practical" levels when reflecting on **Their self-pedagogical practice, The learners, Teaching, Learning, Their profession, Education, Reflection, Language, and Personal theories/beliefs**, may be the teachers' understanding of what reflection means. That is, they might have been guided by the common sense idea that reflection, especially on pedagogical practice, means focusing on teacher's and learners' explicit actions, on that which is observable in the classroom, such as teacher's and learners' behaviors, actions, reactions and so on.

Focusing our reflection on that which is observable is not something negative, though. On the contrary, it is positive due to the fact that it is the first phase in the process of becoming a "critical" reflective teacher. This means to say that, only after having been through the process of reflecting on that which is observable, we may be able to reflect on that which is beyond that which we see so as to move toward becoming "critical", not only in relation to our work as teachers, but in relation to other issues, for instance, that which is beyond oral and written discourses, images, and so on.

The factors mentioned previously show us the complexity of the process of becoming a "critical" reflective individual and, also, the complexity of the process of educating teachers as critical reflective professionals. One solution to reduce the difficulties of the process of educating teachers as "critical" reflective professionals may be grounded on what other researchers have already pointed out, that is, educating

teachers as “critical” reflective professionals is a process which should begin when learners enter a teacher education program (Abrahão, 2001; 2005; Cavalcanti & Moita Lopes, 1991; Celani, 1996; Ortenzi, 2005; Mateus, et al., 2002; Reis et al., 2006; Telles 2004a, 2004b; Zeichner, 1993, 1997, 2003; Zeichner & Liston, 1987; among others).

Nevertheless, developing the teacher-learners’ capacity to reflect critically, since the beginning of their teacher education process, requires “critical” reflective teacher-educators who are concerned with the education, which thus encompasses the idea of preparing “critical” reflective teachers. If experience and time are *sine qua non* conditions in the process of becoming a “critical” reflective teacher, then, in the current Brazilian teacher education system, teacher-educators have, at least, four years to work so as to develop the teacher-learners’ capacity to reflect at all the three levels so as to become critical reflective teachers. In other words, by the time the teacher-learners will finish their teacher education program, they will have experienced situations of reflection at the “technical”, “practical”, and “critical” levels and may have developed their capacity to reflect critically, becoming “critical” reflective teachers.

However, it is worth mentioning that, the process of becoming “critical” does not end when the teacher-learners finish the teacher education program. When the teacher-learners begin their teaching career as teachers, they need to continue developing as “critical” reflective teachers. This is another reason why there is a need for more “places of reflection” where teacher-educators, school teachers and teacher-learners can collectively address the issues which concern them as (English) teachers, elaborate their teaching-learning theories and generate knowledge about teaching-learning, through reflection on their teaching-learning experiences, own pedagogical

practice, and theory can be one of the best ways of approximating teacher-educators, school teachers and teacher-learners with a view to establishing “communities of professionals” (Gimenez, 2005).

According to Giroux (1997), schools must be places where learners learn to be active and critical citizens, not only places where they learn to be workers to serve the needs of society. This same view of the role of schools is found in *Parâmetros Curriculares Nacionais* (PCNs-1998). According to the PCNs, one of the main roles of the “school” is to educate learners to be “critical” reflective citizens. However, how will the “school” educate learners to be “critical” reflective citizens if those who constitute the “school” are not “critical” reflective professionals? If becoming a “critical” reflective citizen is a capacity which has also to be developed at school, then, educating learners to be “critical” reflective citizens requires “critical” reflective professionals at school. In turn, educating the professionals who constitute the “school” as “critical” reflective professionals requires “critical” reflective teacher-educators in teacher education programs and in Graduate programs. In other words, all the contexts in which teaching-learning takes place play a very important role in the process of developing the individuals’ capacity to reflect critically so as to be “critical” reflective individuals regarding the world around them.

#### **4.8 Findings of the studies**

The results of the analysis of the findings of the studies reveal that, in both the findings of the studies which engaged **pre-** and **in-service teachers** in reflection, the researchers point out specific aspects which refer to five general aspects of the concept

of the teacher as a reflective professional: **mode of reflection, reflective tools, content of reflection, type of reflection, and degree of helpfulness of the process of reflection for the participant-teachers.** It is worth mentioning that these five categories were not pre-established, but emerged from the analysis.

Table 28 and Table 29 show the five general aspects and the specific ones, pointed out by the researchers/authors in the findings of the analyzed studies. Table 27 refers to the findings of the studies on **pre-service teachers'** reflection and Table 28 refers to the findings of the studies on **in-service teachers'** reflection.

<b>Aspects pointed out by the researchers in the studies with pre-service teachers</b>		
<b>General</b>	<b>Specific</b>	<b>Studies</b>
Mode of reflection	collective	Ortenzi (2005)
	collaborative	Sabota (2007); Silvestre (2007)
	interactive	Pessoa & Sebba (2004; 2006)
	shared reflection	Telles (2004a)
	shared critical reflection	Telles (2004b)
	peer reflection	Ferreira (2001); Lima (2007)
Reflective tools	reflective sessions	Abrahão (2003); Ferreira (200)
	journal writing	Dutra & Magalhães (2000)
	diaries	Soares (2005)
Content of reflection	oral production and pronunciation	Cruz (2006)
	own theories and pedagogical practice	Lima (2007)
	pedagogical practice	Mateus et al. (2002); Mattos (2001; 2002; 2004); Sól (2005)
	life stories/remarkable facts of teachers' life	Telles (2004a)
Type of reflection	“critical” reflection	Mateus et al. (2002); Liberali (2000); Telles (2004b)
Process of reflection	degree of helpfulness of the process of reflection for the participant-teachers	Castro (2007); Dutra (2000); Dutra et al. (2001); Ferreira (2001); Magalhães (2006); Mateus et al. (2002); Mattos (2001; 2002; 2004); Soares (2005); Sól (2005)

Table 27: Aspects pointed out by the researchers in the studies with pre-service teachers

<b>Aspects pointed out by the researchers in the studies with in-service teachers</b>		
<b>General aspects</b>	<b>Specific aspects</b>	<b>Studies</b>
Mode of reflection	collective	Cristóvão (2006); Greggio et al. (2007); Malatér (2006)
	collaborative	Borelli (2007); Oliveira (2006)
	interactive	Assis (2007); Pessoa (2003)
	individual	Moser (2007)
Reflective tools	autobiographies, journals, and reflective sessions	Liberali, Magalhães & Romero (2004)
	Smyth's (1992) four actions for reflection	Liberali (2002)
	reflective sessions	Szundy (2007)
Content of reflection	personal and theoretical knowledge & pedagogical practice	Borelli (2007)
	pedagogical practice	Duarte (2005); Medrado (2002)
	difficulties faced in pedagogical practice	Dutra & Oliveira (2006)
	pedagogical problems faced by the teachers in their contexts of teaching	Malatér (2006)
Type of reflection	“critical” reflection	Liberali (2002; 2004); Magalhães & Celani (2005); Mendonça (2003); Ramos (2003)
Process of reflection	degree of helpfulness of the process of reflection for the participant-teachers	Abrahão (2005); Antunes (2005); Araújo, 2006; Biazi (2004); Borelli (2007); Cortez (2005); Cristóvão (2006); Damianovic (2005); Damianovic, Penna & Gazotti-Vallin (2004); Duarte (2003); Freitas (2002); Lessa (2003); Liberali (2004); Magalhães & Celani (2005); Moser (2007); Nogueira de Souza (2005); Papa & Guimarães (2007); Ramos (2003); Romero (2003); Santos & Gimenez (2005); Silva (2005)

Table 28: Aspects pointed out by the researchers in the studies with in-service teachers

Before interpreting the findings presented in Table 27 and Table 28, it is important to mention that not all the authors of the analyzed studies point out aspects related to the concept of the teacher as a reflective professional in the findings of their studies. My interpretation of this finding is that, in those studies, the researchers/authors were more concerned with the analysis of the participant-teachers' reflection than with specific aspects of the concept of reflection. However, I do not see the researchers/authors' lack of comments on aspects of the concept of reflection, in the findings of their studies, as something negative, but as a matter of the researchers/authors' choice.

As regards the category **mode of reflection**, we can see, in both Table 27 and Table 28, that different terms have been used to label the **mode of reflection** adopted in the studies, for instance, **collective**, **collaborative**, **interactive**, **shared (critical)**, among others. All these terms refer to **reflection as a mediated activity among teachers**. In the analyzed studies, the authors point out positive aspects regarding the **mode of reflection** adopted in the study. Pessoa (2003), for instance, states that **interactive reflection** among the teachers contributed to develop the teachers' capacity to analyze classroom events, unveil personal theories, and rethink those personal theories. In the same vein, Ortenzi (2005) states that **collective reflection** allowed the teacher-learners to debate, question, and interpret each others' actions in their pedagogical practice. Moreover, through **collective reflection** on each other's pedagogical practice, the teacher-learners engaged in the process of becoming an English teacher.

In the findings of the analyzed studies the authors also present negative aspects regarding the **mode of reflection** adopted in the study. Moser (2007), for instance, observed throughout one year five teachers in their first year teaching English. She also recorded the teachers' individual reflection on their classes. As regards the **mode of reflection** used, Moser (ibid.) states that teachers' who **reflect individually** may feel isolated and may lose the enthusiasm to reflect. Due to this finding, Moser (ibid.) points out that teachers' reflection needs to be shared among the teachers instead of being an individual activity.

Concerning the category **reflective tools**<sup>29</sup>, Table 27 and Table 28 show some of the reflective tools used by the participants in the studies, for instance, **journal writing** (Dutra & Magalhães, 2000), **diaries** (Soares, 2005), **autobiographies** (Liberali, Magalhães & Romero, 2004), **reflective sessions** (Abrahão, 2003; Ferreira, 2001; Szundy, 2007), among others. In these studies and in the others presented in the category **reflective tools** in Table 29 and Table 30, the researchers present the findings of their investigation regarding the use of these **reflective tools** in (continuing) teacher education programs. In all of them, the use of these **reflective tools** is described as positive in teachers' reflective process.

As can be seen in Table 27 and Table 28, the researchers also focus on **content, type of reflection, and process of reflection**. Concerning the **content of reflection**, Cruz (2006), for instance, states that teacher-learners' reflection on their **oral production** helped them overcome pronunciation and grammatical problems. Another example is Telles (2004a), who points out that teacher-learners' reflection on

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<sup>29</sup> My choice for the term "tool" to refer to "journal", "diary", "autobiography", and "reflective sessions" was based on Magalhães and Celani (2005).

**remarkable facts of their lives** generated a reflective process in which they could map changes, and characteristics of their identities as both individuals and teacher-learners.

As regards the **type of reflection**, in both the studies on **pre-service teachers'** reflection and the studies on **in-service teachers'** reflection, the researchers point out their findings concerning "**critical**" **reflection**. Liberali (2004), for instance, points out that "**critical**" **reflection** opened room for the constitution of more transformed professional identities and for changes in teachers' professional role. In the same vein, Ramos (2003) states that "**critical**" **reflection** allowed the participant-teachers to know that beliefs and concepts can be deconstructed and reconstructed. However, according to the author, "**critical**" **reflection** was not enough for the reconstruction to occur.

Regarding the education of "critical" reflective teachers, Mateus et al., (2002) state:

The challenge for teacher-educators is to implement teacher education programs that educate teacher-learners/teachers to be critical reflective so as to also incorporate in their reflections the political and social dimensions of teachers' work as well as the concept of social transformation which are implicit in the critical reflective perspective (p. 58)[my translation]<sup>xxiii</sup>.

This quotation refers to the teacher-educators' difficulty in educating teacher-learners to be "critical" reflective regarding their work as English teachers. It also shows the teacher-educators concern with the education of "critical" reflective teachers, that is, teachers who are able to link what they do in their classrooms and what happens in the school to the broader contexts in which the school is embedded.

Concerning the **process of reflection**, we can see that this aspect was the most highlighted aspect by the researchers in the findings in both the studies which

engaged **pre-service teachers** and the studies which engaged **in-service teachers** in reflection. In most studies the **process of reflection** is described as having been helpful for the participant-teachers.

Among the findings regarding the **process of reflection**, we find, for instance, that (1) The teacher-learners could develop their own theories and approaches to teaching, becoming more critical in relation to their pedagogical practice (Dutra et al., 2001); (2) The teacher-learners became responsible for the teacher education process in which they were involved. They were able to search for new ways of teaching to positively intervene in the classroom and in our society (Dutra & Magalhães, 2000); (3) The teaching-learning theories started being more meaningful for the teacher-learners because they could related them to their pedagogical experiences (Dutra, 2000); and (4) The reflective process helped the teachers find out incoherencies in their pedagogical practice (Ferreira, 2001).

Still concerning the **process of reflection**, in the analyzed studies we also find that (5) The reflective process contributed to teachers' professional development (Lima, 2007; Mattos, 2001, 2002, 2004); (6) The reflective process helped the teachers understand their teaching approach better (Araújo, 2006); (7) The teachers became more conscious of their pedagogical practice and searched for improvement of their pedagogical practice (Borelli, 2007); (8) Reflection created a disposition in the teachers to face their pedagogical practice with curiosity. The teachers became more committed to their pedagogical practice. They started being more critical in relation to what they did in their classes and were more able to search for alternatives to solve the problems identified in their pedagogical practice (Moser, 2007), to mention but a few.

The findings presented previously show positive aspects regarding the participant-teachers' **process of reflection**. However, not all the studies achieved the expected findings regarding the participant-teachers' reflective process. There are studies in which not all the objectives of engaging teachers in reflection, which were pre-established by either the researchers and/or by the participant-teachers themselves, were achieved.

Abrahão (2005), for instance, shows that teachers' reflection on their pedagogical practice was not enough for the teachers to get to know the teaching approach that guided their pedagogical practice and to trigger changes and/or improvement in their practice, despite the fact that all the five participant-teachers wanted to adequate their pedagogical practice according to the conceptions of the Communicative Approach. Abrahão (ibid.) expected that after having been engaged in a continuing teacher education project for more than a year, the participant-teachers would be able to analyze their classes so as to get to know their teaching approach and adequate it according to the conceptions of the Communicative Approach. Most participants, however, did not achieve this objective. While reflecting on their classes, the participants focused on their teaching procedures. They described and explained their procedures, but they were not able to relate the procedures they used to the conceptions underlying them.

According to Abrahão (2005), the finding that teachers' reflection on their pedagogical practice was not enough for the teachers to get to know the teaching approach that guided their pedagogical practice and to trigger changes and/or improvement in their practice, although the teachers were willing to achieve these objectives, suggests that not all teachers are able to reflect on their practice so as to

uncover what underlies their practice without being educated to do so. In her study, only one of the five participant-teachers was able to reflect on the theoretical conceptions underlying her practice. According to the researcher, that teacher had been educated to reflect in that way since she was a teacher-learner. Therefore, reflection is a process which has to be triggered.

The findings of Abrahão's (2005) study corroborate other studies which suggest that teacher education programs should educate teachers to reflect, if they want them to reflect on that which is beyond the observable in their pedagogical practice, as for instance, the ones by Cavalcanti and Moita Lopes (1991), Celani (1996), Ortenzi (2005), Mateus et al. (2002), Reis et al. (2006), Telles (2004a; 2004b), Zeichner (1993; 2003) and Zeichner and Liston (1987).

#### **4.9 Summary of the chapter**

This chapter has presented the analysis of the data and has shown how the concept of the teacher as a reflective professional has been used in the area of English Language Teacher Education in *Brasil*. In order to offer to the ELTE area the most complete picture as possible regarding the ways in which the concept of reflection has been used in this area in *Brasil*, the analysis was presented in a very detailed way in seven sections.

The first section presented the theoretical-methodological references, which have guided the use of the concept of the teacher as a reflective professional in the English Language Teacher Education area in *Brasil*. The analysis shows that in the studies which engaged pre-service teachers in reflection, three references are recurrent:

(1) Zeichner and Liston (1987; 1996), Zeichner (1993; 1994; 2003); (2) Wallace (1991; 1995); and (3) Schön (1983). In the studies which engaged in-service teachers in reflection, five references are recurrent: (1) Smyth (1992); (2) Zeichner (1993; 1994; 2003), Zeichner and Liston (1985; 1987; 1996); (3) Almeida Filho (1993; 1997; 1999); (4) Schön (1983); and (5) Wallace (1991). The analysis of these authors' ideas shows that Smyth (1992), Zeichner (1993; 1994; 2003), and Zeichner and Liston (1985; 1987; 1996) are concerned with the education of "critical reflective teachers". In turn, Almeida Filho (1993; 1997; 1999), Schön (1983); and Wallace (1991) are concerned with the education of "reflective teachers".

The analysis also shows that researchers in the ELTE have used the term "critical reflection" as a synonym of "reflection". However, these terms are not synonyms in the concept of the teacher as a reflective professional. Whereas the former is concerned with teaching-learning in the micro context of the classroom and school and the macro context of society, the latter is only concerned with teaching-learning in the micro context of the classroom.

The second section presented the methodological approach used in the studies. The findings have shown that teacher-learners, teachers, and teacher-educators from three types of contexts, namely teacher education programs, continuing teacher education programs, and schools, have been engaged in reflection in the ELTE area in *Brasil*. The findings have also shown that five types of objects of reflection have been used to trigger the participant-teachers' reflection: own pedagogical practice, own learning experiences, theory, other teachers' pedagogical practice, and "imaginary episodes" of pedagogical practice.

The third section presented the role(s) of the researcher(s) in the studies. The findings have shown that the role of the researcher(s) in the studies was of two types: as both the researcher and the researched of his/her own work, and as the researcher of other teachers' pedagogical practice and reflection. However, the role of the researcher as the researcher of other teachers' work predominates over the role of the researcher as both the researcher and the researched of his/her own work.

The fourth section presented the modes of reflection used in the studies. The findings have shown that five modes of reflection were used (1) individual reflection; (2) mediated between participant and researcher; (3) mediated between participant and participant; (4) mediated among a group of three to five teachers; and (5) mediated among a group of more than 5 teachers. Despite having found four types of mediated reflection, individual reflection predominates over mediated reflection due to the fact that in individual reflection and in mediated reflection between participant and researcher and between participant and participant, reflection focused on individual practice of an individual teacher.

The fifth section presented the content of reflection found out in the studies. The findings have shown nine main themes of reflection: Self-pedagogical practice, The learners, (English) Teaching, (English) Learning, The profession, Education, Reflection, Language, and Personal theories/beliefs.

The sixth section presented the levels of reflection according to the content of reflection found out in the studies. The findings have shown that the "technical" and "practical" levels of reflection predominate over the "critical" level. Individual reflection

on individual teachers' practice may have contributed to trigger more reflection at "technical" and "practical" levels than at the "critical" one.

Finally, the seventh section presented the findings of the studies concerning the use of the concept of reflection in the ELTE area in *Brasil*. The findings have shown that, in both the studies which engaged pre- and in-service teachers in reflection, the findings refer to five aspects of the concept of the teacher as a reflective professional: mode of reflection, reflective tools, content of reflection, type of reflection, and degree of helpfulness of the process of reflection for the participant-teachers. However, the researchers were more concerned with the mode of reflection, reflective tools, content of reflection, and degree of helpfulness of the process of reflection for the participant-teachers than with the type and levels of reflection reached by the participants. This finding suggests that more attention needs to be given to the type of reflection and levels of reflection reached by the teachers if we want to educate them as "critical" reflective professionals.

## CHAPTER V

### FINAL REMARKS

#### 5.1 Introduction

The general objective of the present study was to investigate the use of the concept of the teacher as a reflective professional in English Language Teacher Education in *Brasil* through the analysis of sixty-five published empirical studies, in which English teachers from both pre- and in-service contexts were engaged in reflection. In order to achieve this objective, two General Research Questions were posed and are now answered.

As regards the organization of this chapter, it will be divided into two sections. In the first section, I will answer the two General Research Questions which guided the investigation, and in the second section, I will present a limitation of the present study and offer some suggestions for further research.

#### 5.2. Answering the general research questions

Despite having posed two general research questions separately, the two questions will be answered simultaneously in this section. As previously stated, two general research questions were asked in the present investigation:

- 1) How has the concept of the teacher as a reflective professional been used in English Language Teacher Education in *Brasil*?
- 2) What does the analysis reveal as regards the use of reflection in the education of English teachers?

In order to answer the two general research questions, I will revisit the findings of the analysis, which were presented in the previous Chapter. However, instead of following the same sequence the findings were presented in the previous Chapter, I will revisit them in the sequence which may best give us a general overview of the use of the concept of reflection in the sixty-five analyzed studies: 1) methodological approach; 2) role(s) of the researchers in the studies; 3) mode of reflection; 4) content of reflection; 5) levels of reflection; 6) the findings of the studies; and 7) theoretical-methodological foundation which has been mostly used by the researchers when using the concept of the teacher as a reflective professional.

As regards the analysis of the **methodological approach**, the main aim of which was to uncover the **types of contexts, participants, and objects of reflection**, the findings show that, teachers, from three types of **contexts**, have been engaged in reflection in ELTE in *Brasil*: 1) **Teacher Education Programs**; 2) **Continuing Teacher Education Programs**; and 3) **Schools**. Concerning the **participants** of the studies, three types have been engaged in reflection: 1) **Teacher-learners**; 2) **Teachers**; and 3) **Teacher-educators**. Regarding the types of **objects of reflection**, used to trigger reflection, five types were found out: 1) **The participant-teachers' own classes**; 2) **The participant-teachers' own learning experiences**; 3) **Theory**; 4) **Other teachers' classes**, and 5) **"Imaginary episodes" of pedagogical practice**.

In relation to the results of the analysis of the **methodological approach**, three findings need to be highlighted: 1) **the low number of studies on teacher-educators' reflection in both teacher education programs and continuing teacher education programs**; 2) **the use of the participant-teachers' own classes as the only**

**object to trigger the participant-teachers' reflection;** and 3) **the low number of studies which combine different types of objects of reflection to trigger reflection.**

These findings will be now discussed.

As the findings have shown, in the English Teacher Education area, there seems to be still a tendency of researchers in investigating **teacher-learners'** reflection in the context of **teacher-education programs** and/or **schools**, and **teachers'** reflection in the context of **continuing teacher education programs** and/or **schools**. Very few studies have focused on **teacher-educators'** reflection in the contexts of **teacher education programs** and **continuing teacher education programs**. Considering the important role that teacher-educators have in the education of teacher-learners and in the continuing education of teacher, more research on teacher-educators' reflection, in both teacher education programs and continuing teacher education programs, should be done.

Regarding finding number 2, presented previously, the findings have shown that the **participant-teachers' own classes** have been the most used **object of reflection** to trigger reflection in the analyzed studies. However, in most studies, which used the **participant-teachers' own classes** as the **object of reflection**, this was the only object used. Nevertheless, taking into account that when teachers enter a classroom to teach, they bring with them their own learning experiences and the knowledge acquired and produced through readings of theory, a process of reflection which combines reflection on own learning experiences, own pedagogical practice, and theory can be considered one of the best ways to understand what a teacher does in the classroom and why s/he does what s/he does in the way(s) s/he does.

As the findings have also shown, in the analyzed studies other types of **objects of reflection** than teachers' own pedagogical practice have also been used to trigger teachers' reflection. However, as highlighted in finding number 3 above, very few studies have combined the use of different **objects of reflection** in the same reflective process. As previously stated, when teachers enter a classroom to teach, they bring with them their own learning experiences and the knowledge acquired and produced through readings of theory. Therefore, combining different types of **objects of reflection** to trigger teachers' reflection may enrich the teachers' reflective process, being for this reason, one of the best ways to understand what a teacher does in the classroom and why s/he does what s/he does in the way(s) s/he does.

In relation to the **role(s) of the researchers** in the studies, two types of roles were found out: **the researcher as both the researcher and the researched**, and **as the researcher**. As regards these results, three findings need to be highlighted: 1) **the low number of studies in which the researcher is also the researched**; 2) **the division of roles between the researchers and the participant-teachers**; and 3) **the lack of research as a collaborative practice between the researcher and the researched**.

As regards finding number 1, it indicates that teachers' research on their own work as a principle of teachers' work has not been a practice in teachers' profession yet, neither at schools nor at the universities. As already stated, university professors have better working conditions than schools teachers, which allows them to conduct research as part of their working schedule. However, despite having better working conditions, which allows them to conduct research on their own practice as teachers-educators, this seems not to be a practice in the work of most teacher-educators yet.

Regarding the public school teachers, they usually do not do what others would like them to do or what they would like to do. They do what is possible to be done in the context where they teach. As it was stated, teachers who work at schools usually have lots of groups to teach, and many of them, due to the low salary they get, work at more than one school, which makes them also spend time moving from one school to another. Moreover, school teachers do not have, in their working schedule, paid hours to focus on their own work, that is, to reflect on their pedagogical practice and conduct research on it. The time teachers have left, they usually spend planning their classes and or correcting students' work. These factors do not intend to justify the school teachers' lack of reflection and research on their own work, but to show that, for **teachers' research on their own work become a principle and a practice in teachers' work, their working conditions need to be urgently improved.**

The school teachers' working conditions may have also contributed to the maintenance of the **division of roles between the researchers and the teachers**, and to **the lack of research as a collaborative practice between the researcher and the researched**, which are findings number 2 and 3, highlighted previously. As we know, most researchers in the ELTE area in *Brasil* are university professors, Doctoral or MA students. As we also know, most university professors, especially the ones who work at public universities, conduct research as part of their working hours. The Doctoral and MA students, in turn, conduct research as part of their process of becoming a Doctor or a Master. Moreover, in many Brazilian English Graduate Programs, Doctoral and MA students get a scholarship, which allows them to spend more time doing research, since they do not need to work at the same time they take their Doctorate or MA.

In other words, the researchers, that is, **the university professors, Doctoral and MA students**, have better working conditions than the schools teachers, which allow them to be **researcher-professors/teachers**. Thus, improving the **school teachers’** working conditions could allow them to also become **researcher-teachers** and/or **conduct research as a collaborative practice with the researcher-professors/teachers**. According to Giroux (1997), “the conditions upon which the teachers work constitute the basis for them to delimit or to strength their practices as intellectuals. Therefore, as intellectuals, teachers will need to reconsider, and possibly transform the fundamental nature of the conditions in which they work” (p. 29) [my translation]<sup>xxiv</sup>

Concerning the difficulties faced by most (foreign language) teachers in being reflective teachers and in conducting research by themselves and/or in collaboration with other teachers/researchers, Gimenez (2005) states “On the one hand, (continuing) teacher education programs try to prepare teachers to a way of being as teachers” (p. 194) [my translation], which also requires them to have some time outside the classroom to reflect on their work as teachers. “On the other hand, the institutions/schools do not provide teachers with the time” (p. 194) [my translation]<sup>xxv</sup> the teachers need to focus on the work they develop in the classroom, that is, the time the teachers need to reflect on their classes.

According to Gimenez (2005, p. 195), “the lack of compass between teacher education program proposals and teachers’ working conditions at schools is one of the main challenges” in the Applied Linguistics field in *Brasil*. The challenge, according to the author, is to develop “teacher education policies which allow the constitution of

communities of learners supported by objective conditions” (p. 196) [my translation]<sup>xxvi</sup>, which include time for teachers to participate in the meetings of the “community” in which s/he takes part, and materials, such as texts and books, to be used by the “communities” as objects to trigger reflection and discussion (Gimenez, *ibid.*).

As regards the conduction of research as a collaborative practice between the researchers/teacher-educators and the participants/teachers, Pagliarini Cox and Assis-Peterson (1999; 2001) state that collaborative research with the participant(s)/teacher(s) allows the researcher(s)/teacher-educator(s) to do what they “preach”, that is, to do what they say that teachers should do. According to Pagliarini Cox and Assis-Peterson (2001), “the lack of compass between theory and practice, research and practice, thinkers and doers, and between those who propose the theories and those who should apply them, is the Achilles’ heel of Education” (p. 32) [my translation]<sup>xxvii</sup>. For these two Brazilian applied linguists/teacher-educators, research as a collaborative practice between the researchers/teacher-educators and the participants/teachers is a way of combine theory and practice, research and practice, thinkers and doers, those who propose the theories and those who should apply them in practice.

Therefore, as already stated, improving the **school teachers’** working conditions could allow them to **conduct research as a collaborative practice with the researcher-professors/teachers**, which in turn, would approximate, as Pagliarini Cox and Assis-Peterson (*ibid.*) suggest, theory to practice, research to practice, thinkers to doers, and those who propose the theories to those who should apply them in practice.

In relation to **the modes of reflection** found out in the studies, the findings have shown that two main modes have been used: **individual reflection** and **mediated**

**reflection.** As regards the latter, **four types of mediated reflection** were found out in the studies: 1) **between participant and researcher**; 2) **between participant and participant**; 3) **among three to five participants, including the researcher(s)**; and 4) **among more than five participants, including the researchers(s)**. As regards these results, one finding needs to be highlighted: **the use of reflection as an individual practice.** Even in the studies in which the participant-teacher reflected with the mediation of the researcher(s), or two teachers reflected together, **reflection was used as an individual practice.**

As already stated, advocates of the concept of the teacher as a reflective professional have argued that reflection as a concept of teacher education should be undertaken as a social practice of “communities of learners” (Gimenez, 2005) or “groups of teachers” (Zeichner, 2003). Whereas reflection as an **individual practice** focuses on **teachers’ individual work**, that is, on teaching-learning as the result of a teacher’s individual actions, reflection as a **social practice** focuses on teaching-learning as the result of teachers’ actions, that is, as the result of a group of professionals. However, as already argued, reflection as a **social practice** may not be easily to take place in practice, mainly due to the fact that it requires a certain level of stability of the people in the “place of reflection”, and due to the current working conditions of most Brazilian (English) teachers.

Nevertheless, despite the difficulties faced by the schools teachers, as the ones previously presented, this study has found out that there is one “place of reflection”, in which reflection has been a **social practice of both teacher-educators and school teachers.** As already shown, **continuing teacher education programs** have

been an appropriate **“place of reflection” as a social practice**. Continuing teacher education programs are places where, besides collectively elaborating their theories and generating knowledge about teaching-learning, through reflection on theory, teaching-learning experiences and own classes, the English teachers can be in touch with other English teachers, express their concerns regarding English teaching-learning and their work as teachers, reflect on the problems they face in their profession, and act so as to solve those problems. Thus, as I have already suggested, **creating more continuing teacher education programs** in all the five regions of *Brasil* or “communities of learners”, as Gimenez (2005) suggests, may be a way of changing from **reflection as an individual practice to reflection as a social practice**.

In relation to the **content of the participant-teachers’ reflection**, the findings have shown that the participant-teachers, in the analyzed studies, reflected on issues related these **nine themes**: 1) **Self-pedagogical practice**; 2) **The learners**; 3) **(English) Teaching**; 4) **(English) Learning**; 5) **The profession**; 6) **Education**; 7) **Reflection**; 8) **Language**; 9) **Personal theories/beliefs**. As regards these results, one finding needs to be highlighted: **the multiple themes upon which the participant-teachers have reflected**. This finding shows that in ELTE, teacher-learners, teachers, and/or teacher-educators have opened the scope of their reflection. In this process, the researchers’ use of the participant-teachers’ own classes and own learning experiences, other teachers’ classes, theory, and “imaginary episodes” of pedagogical practice, as objects of reflection, contributed to trigger reflection on multiple themes.

Regarding the **levels of reflection**, which permeate the participant-teachers’ reflection, the findings have shown that **in all the nine themes, reflection at the**

**“technical”** and **“practical”** levels predominate over **reflection at the “critical”** level. In relation to this result, one finding needs to be highlighted: **“critical” reflection**, which, as already stated, encompasses the “technical”, the “practical”, and the “critical” levels of reflection, **as both a principle and a practice of Education, seems not to be a practice in teachers’ work yet**, at least at the level of teachers’ discourse. In other words, the lack of the “critical” level of reflection in the participant-teachers’ oral and/or written reflection, that is, in their oral/written discourse, may be understood as a lack of “critical reflection” in their work as teachers. This finding can be considered one of the most important findings of the present Dissertation, since it shows the **predomination of “reflection”** over **“critical reflection”**, in the English Language Teacher Education area in our country.

The results of the analysis of the findings of the studies show that, although twenty-one analyzed studies were based on theoretical-methodological references which are concerned with the education and preparation of teachers as “critical” reflective professionals, very few researchers were concerned with the **type of reflection** triggered by the object(s) of reflection used in the study and with the **levels of reflection** reached by the participant teachers.

As the findings have shown, the researchers/authors were more concerned with the **mode of reflection, reflective tools, content of reflection** and **the process of reflection** than with the **type of reflection**, when commenting on the findings of their studies. Only the studies by Liberali (2000; 2002; 2004), Magalhães and Celani (2005), Mateus et al. (2002), Mendonça (2003), Ramos (2003), and Telles (2004b) address “critical” reflection in their findings. Most of these researchers point out difficulties

related to the education of teachers as “critical” reflective professionals, faced by them when conducting the study and/or in their work as teacher-educators.

As previously stated, the finding that **“reflection” predominates over “critical reflection”** is particularly relevant in the present study, due to the important role that formal contexts of teaching-learning, such as the school and the university, play in the process of developing the individuals’ capacity to reflect critically.

As it is known, the school is the formal teaching-learning context where learners spend more time as learners, for this reason, one of the main roles of the school is to educate learners to be “critical” reflective citizens. Nevertheless, as already argued in the previous Chapter, educating the learners to be “critical” reflective citizens requires “critical” reflective teachers at schools. In turn, educating teachers as “critical” professionals requires “critical” teacher-educators” in teacher education programs. In other words, all the contexts, in which teaching-learning takes place, play a very important role in the process of developing the individuals’ capacity to reflect critically so as to be “critical” reflective individuals regarding the world around them.

The finding that **in all the nine themes reflection at the “technical” and “practical” levels predominates over reflection at the “critical” level** may indicate that we are still facing contexts in which the “banking” concept of education predominates. It may also have to do with the **theoretical-methodological references** which have been used by the teacher-educators/researchers and/or applied linguists in **the education and preparation of (“critical”) reflective teachers.**

As the findings of the analysis of the **theoretical-methodological references** have shown, in the analyzed studies, **the concept of the teacher as a**

**reflective professional has been based on “neutral” and on “critical” theoretical-methodological references.** That is, researchers, teacher-educators and/or applied linguists in ELTE have been based on authors who are concerned with the preparation and education of “reflective teachers”, who are able to: (1) innovate their pedagogical practice and manage their own professional development (Wallace, 1991); (2) get to know the teaching approach that guides their pedagogical practice, explain why they teach the way they do, and search for alternatives to improve their teaching (Almeida Filho, 2005b); and (3) solve the problems faced in practice, autonomously (Schön, 1983; 1997), among others.

As the findings have also shown, **researchers, teacher-educators and/or applied linguists,** in the analyzed studies, **have also been based on authors who are concerned with the preparation and education of “critical reflective teachers”**, who are able to: (1) understand what they do and why they do what they do in their pedagogical practice in the classroom, as well as link what happens in the classroom and at school, in terms of teaching-learning, to the wider political and social realities within which the process of teaching-learning and the school are embedded (Smyth, 1992; Zeichner, 1993, 2003; Zeichner & Liston, 1987), among others.

The use of the concept of the teacher as a reflective professional based on authors who are concerned with the preparation and education of “reflective teachers” and on authors who are concerned with the preparation and education of “critical reflective teachers” may have contributed to determine, not only the level(s) of reflection reached by the participant-teachers in their reflection, but also to determine the type of English

teachers that has been educated and prepared in (continuing) teacher education programs in our country.

Whereas the use of the concept of reflection based on authors who are concerned with the preparation and education of “reflective teachers”, as for instance, Almeida Filho (2005b), Schön (1983; 1997), and Wallace (1991), may have contributed to educate teachers who are “reflective” regarding their pedagogical practice in the classroom, the use of the concept of reflection based on authors who are concerned with the preparation and education of “critical reflective teachers”, for instance, Smyth (1992), Zeichner (1993; 2003), and Zeichner and Liston (1987), may have contributed to educate teachers who are able to reflect on their work as English teachers so as to go beyond that which they do in their pedagogical practice.

One of the consequences of educating teachers who are “reflective” and teachers who are “critical reflective” is that, “reflective teachers” may come to see teaching-learning as a process which is unconnected to the world outside the classroom and school (Zeichner, 2003). In turn, “critical reflective teachers” may come to see teaching-learning as a process connected to the world outside the school, that is, as a process that is linked to the historical, cultural, economical, political and social dimensions, in which the school is embedded (Freire & Macedo, 1994; Zeichner, 2003).

Another consequence of educating teachers who are “reflective” may be that, some of the objectives regarding the use of the concept of the teacher as a reflective professional, as for instance, “teacher development”, “empowerment”, “emancipation”, “autonomy”, and “change”, “transformation”, and “improvement of practice”, may not

be achieved through the use of a conception of “reflection” which does not take into account the contexts in which teachers’ work is embedded.

According to Zeichner (2003, p. 10), the “lack of attention to the social context of teaching in teacher development is that teachers come to see their problems as their own, unrelated to those of other teachers or to the structure of schools and school systems”, which according to the author, has contributed to direct the teachers’ attention to “their own individual failures” (ibid.), instead of directing their attention to a “critical analysis of schools as institutions”, which are embedded in a society (ibid.), and therefore, are also affected by wider societal dimensions, such as the political, economical, and social dimensions.

Regarding the concept of the teacher as a reflective professional to promote “teacher development” and “empowerment”, Zeichner (2003, p. 11) argues that “if we are to have genuine teacher development in which teachers are truly empowered, then we must turn away from the individual approach to reflection”, in which teachers are only concerned with their own pedagogical practice in the context of the classroom, and recognize that the way society is structured deeply affects schools, and therefore, affects teachers’ work in the classroom.

In the same vein, Smyth (1992) argues that “to transcend self-blame for things that don’t work out in teaching-learning and see that perhaps their causation may more properly lie in the social injustices of society” (p. 300), we need to analyze the teaching-learning processes in relation to the political and social realities within which the teaching-learning processes are embedded. This means to say that, when we analyze the deficiencies in English teaching-learning or the deficiencies in teaching-learning in general, we need to consider that those deficiencies may also be caused by the manner the school, the teacher

education programs, and society are organized. As already argued, it is only by reflecting critically on our work as teachers, that we will be able to develop a “critical” consciousness as regards the possibilities and limitations of our work as (English) teachers in society (Facci, 2004; Gimeno, 1990, in Garcia, 1997; Pimenta, 2005; Smyth, 1992).

Still concerning the education of teachers as “reflective” and as “critical reflective” professionals, the present investigation has shown that, despite almost two decades of existence in the ELTE area in *Brasil*, the concept of the teacher as a reflective professional has not been totally understood by those who work in the area of teacher education, in the field of Applied Linguistics.

The use of “reflection” as a synonym of “critical reflection” by the authors, in fifteen out of the sixty-five analyzed studies, and the lack of clear theoretical-methodological references for the concept of reflection, in some of the analyzed studies, show that the concept of the teacher as a reflective professional needs to be more and better approached in the English Language Teacher Education area in our country so as to make clear that “reflection” and “critical reflection” are not synonyms in the concept of the teacher as a reflective professional. On the contrary, each term, “reflection” and “critical reflection”, refers to a different conception of “reflection”, and as so, each of them is guided by different objectives which lead to different results when used to educate and prepare teachers as “reflective professionals”.

In turn, one of the consequences of the lack of clear theoretical-methodological references when using the concept of the teacher as a reflective professional, which was also found out in the present investigation, may be the low value of the research on teachers’

reflection in the ELTE area in *Brasil*, since a clear theoretical-methodological foundation is a *sine qua non* condition for both the understanding and validation of research findings. For this reason, I argue that, the concept of the teacher as a reflective professional needs to be more and better approached in the English Language Teacher Education area in our country.

Regarding the use of the term “critical reflection” in the studies, this term has become a “jargon” which has a positive connotation in the area of Education and Teacher Education. For this reason, when used, it may give more visibility to the study. However, even being a term, which goes down well in the area of Education and Teacher Education, the term “critical reflection” should not be used, unless it really refers to “reflection”, which takes into account “the educational goals, experiences and activities, and how they can lead to forms of life mediated by concerns for justice, equity, and concrete fulfillment” (Zeichner, 2003, p.10), the contexts in which teaching-learning is embedded, and the dimensions which affect teaching-learning, for instance, the social, economical, political, cultural, historical dimensions (Freire & Macedo, 1994).

Using the term “critical reflection” because it is a “jargon” in the area or because it may give more visibility to the study contributes to the “banalization” of the meaning of “critical reflection”, which in turn, contributes to the nullification of the actual meaning of the term “critical reflection” in the concept of the teacher as a reflective professional.

Nevertheless, if we do not approach the concept of the teacher as a reflective professional with greater responsibility, which means approaching the concept of reflection with both theoretical and methodological rigorousness in teacher education programs, continuing teaching education programs, at schools, or at any other contexts in which teaching-learning takes place, and do not act as a “community of professionals” so as to have

all teachers' working conditions improved in our country, we run the risk of never achieving the objectives of the use of the concept of the teacher as a reflective professional. In other words, "teacher development", "empowerment", "emancipation", "autonomy", and "change", "transformation", and "improvement of practice" will continue being part of oral and written discourses, instead of being a reality in our profession.

### **5.3 Pedagogical implications**

The findings of the present study show that in the English Language Teacher Education area, researchers/teacher-educators and/or applied linguists have embraced the concept of the teacher as a reflective professional and used it in their own work as teachers/teacher-educators and/or have engaged other English teachers in reflection with a view to spreading the concept of the teacher as a reflective professional in the ELTE area and educating teachers as reflective professionals.

However, instead of being partners as it is postulated in the concept of the teacher as a reflective professional, teacher-educators/researchers and teachers/participants continue taking different roles in the process of reflection and research. That is, the participant-teachers continue being the ones who provide the teacher-educators/researchers with the data they need for their studies. The researchers, in turn, are the ones who analyze the teachers' reflections and present their findings to the ELTE area through the publication of the studies. In this process, the teachers are only the subjects of the study, since there is no room for them to generate knowledge from their own process of reflection and research.

The role of the teachers as only the subjects of the studies does not contribute to develop their critical consciousness in relation to their work as teachers in society. As shown in the analysis, “critical” reflection as both a principle and a practice of Education seems not to be a practice of English teachers yet. In order to become a principle and a practice in teachers’ profession, reflection needs to be a process which is shared among teacher-educators, teachers, and teacher-learners, that is, a process in which all the participants engage in reflection to learn from each other and produce knowledge together.

The findings of the present study also suggest that in addition to educating English teachers as “critical” reflective professionals and carrying out research on teacher education, those in the English Language Teacher Education area also need to give some attention to the type of knowledge already produced as well as to the way such knowledge has been produced in this area.

Considering that the ELTE area informs and is informed by published studies and that the research findings as well as their validation are directly related to both the theoretical-methodological foundation and the method of the study, researchers in the ELTE area need to give more attention to both the theoretical-methodological foundation which informs them and their research and the method which guides them and their research, when educating English teachers as reflective professionals and investigating them. Stating clearly which theoretical-methodological foundation and method guide the study is a *sine qua non* condition for the understanding and validation of the findings of the studies.

#### **5.4 Limitations and suggestions for further research**

A limitation of the present study which can be pointed out is related to the method, more specifically, to the data analyzed. While searching for empirical studies for the present research, I also found published studies which report the use of the concept of reflection in both pre- and in-service contexts, for instance Cristovão and Gimenez (2006), Dutra and Mello (2004), Gimenez (2007), Jorge (2000), Mello and Dutra (2007) and Vieira-Abrahão (2007), but which did not fit into the method which guided the present study.

Despite the valuable contribution of the studies which report the use of the concept of the teacher as a reflective professional, but which did not fit into the method which guided the present study, as the ones mentioned above, those studies were not selected to be analyzed in the present research due to the fact that they do not fit into the method used for data analysis in the present study.

In relation to the selection of the studies, as already stated, only studies which presented the theoretical-methodological references, the type of context, the type and number of participants, the type of objects of reflection, the mode of reflection, the content of the participant-teachers' reflection, and the findings were selected for the present research. This criterion for data selection excluded the studies which also report the use of the concept of the teacher as a reflective professional in practice, but which do not present all the items chosen to be analyzed in the present study. Considering that those studies also show the use of the concept of the teacher as a reflective professional in practice, but in a way which differs from the studies selected to be analyzed in the

present research, the fact that those studies were not analyzed can be considered a limitation of the present study.

In relation to suggestions for further research, the present study has shown that a process of reflection which combines different types of objects of reflection to trigger teachers' reflection may enrich teachers' reflective process, being for this reason, one of the best ways to understand what a teacher does in the classroom and why s/he does what s/he does in the way(s) s/he does. This study has also shown that very little collaborative research between the researcher and the researched has been done. Considering that teachers' research on their own work is one of the premises of the concept of the teacher as a reflective professional, more collaborative research on teachers' work and reflection on their work among teacher-learners, teachers, teacher-educators should be done.

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## APPENDIX

## Example of the first phase of data analysis

<b>1a) Title of the study</b>	<i>A prática do ensino de inglês: desenvolvimento de competências ou legitimação de crenças? Um estudo de caso</i>
<b>1b) Author(s)/year of publication</b>	Mateus, Gimenez, Ortenzi & Reis (2002)
<b>2) Objective(s) of the study</b>	Investigate the impact of the discipline “ <i>Prática de Ensino de Inglês</i> ” in the education of critical-reflective teachers
<b>3) Theoretical-methodological references</b>	Tabachnick & Zeichner (1991); Fuller & Boown (1975); Furlong & Maynard (1995)
<b>4) Context</b>	Pre-service/teacher education program
<b>5) Number/type of participants</b>	2 teacher-learners
<b>6) Objects of reflection</b>	Participants’ own pedagogical practice
<b>7) Researcher(s)’ role</b>	As researchers of other teachers’ reflection
<b>8) Mode of reflection</b>	Individual reflection Mediated among the participant and the researchers
<b>9) Content of reflection</b>	Experience of teaching during the practicum. Their own teaching actions in the classroom. The limitations and difficulties faced when teaching. The role of the teacher in the teaching-learning process: the teacher is the responsible for learners’ learning.
<b>10a) Findings</b>	The reflective process impacted on the participants’ views and practice. However, their reflection focused only on their own teaching, i.e., on “what” and “how” to teach. They did not focus on the learners. The participants reached the “technical” level of reflection. They did not reflect on their role as teachers. They did not reach the “critical” level of reflection. Hence, the impact of the discipline “ <i>Prática de Ensino de Inglês</i> ” in the education of “critical-reflective” teachers was limited.
<b>10b) The researcher(s)’ voice regarding the findings</b>	“The challenge for teacher-educators is to implement teacher education programs that educate teacher-learners to be “critical reflective” so as to also incorporate in their reflection the political and social dimensions of teachers’ work as well as the concept of social transformation which are implicit in the “critical” reflective perspective of teacher education” (p. 58).

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- <sup>i</sup> “A prática de ensino, na maioria dos casos, não prevê a reflexão sobre a prática, restringindo-se a um receituário de atividades para a sala de aula” (Cavalcanti e Moita Lopes, 1991, p. 133).
- <sup>ii</sup> “A reflexão sobre a prática, em nossa opinião, deveria ser vista como o embrião da atividade de pesquisa e deveria ocorrer durante todo o tempo de formação do aluno-professor” (Cavalcanti e Moita Lopes, 1991, p. 133). A prática de sala de aula como tema permanente de investigação por parte do professor deverá certamente resultar em uma reflexão questionadora que muito contribuirá para o desenvolvimento e fortalecimento da área de ensino e aprendizagem de línguas no Brasil, tanto em termos de formulação de teorias como em termos da prática de ensino de línguas” (Cavalcanti e Moita Lopes, 1991, p. 142).
- <sup>iii</sup> “a) formação reflexiva ou crítico-reflexiva do professor; b) crenças, representações, pressupostos e conhecimentos do professor; c) conhecimento teórico prático desenvolvido nos cursos de Letras; d) competências do professor; e) formação de agentes críticos com base na argumentação; f) construção da identidade do professor, do aluno professor, do coordenador e do multiplicador; g) saber local; h) transformação e mudança; i) constituição do sujeito; j) objetos deflagradores de reflexão (instrumentos semióticos); k) identificação do papel da LE no contexto nacional” (Gimenez, 2005, p. 190).
- <sup>iv</sup> “Formação de professores e prática reflexiva/consciência crítica; Formação de professores e crenças; Formação de professores e construção da identidade profissional; Formação de professores e novas tecnologias; Formação de professores e gêneros textuais; Formação de professores e leitura/letramento; Formação de professores e ideologias” (Gil, 2005, p. 175-177).
- <sup>v</sup> “A introdução de novas teorias que se propunham a discutir as escolas como agentes de transformação de uma sociedade desigual e injusta e o professor como um educador reflexivo e pesquisador de sua própria ação, não atingiram, de fato, seus objetivos” (Magalhães, 2004b, pp. 59-60).
- <sup>vi</sup> “Toda atividade humana envolve alguma forma de pensamento. Nenhuma atividade, independente do quão rotinizada possa se tornar, pode ser abstraída do funcionamento da mente em algum nível. Este ponto é crucial, pois ao argumentarmos que o uso da mente é uma parte geral de toda atividade humana, nós dignificamos a capacidade humana de integrar o pensamento e a prática, e assim destacamos a essência do que significa encarar os professores como profissionais reflexivos” (Giroux, 1997, p. 161).
- <sup>vii</sup> “O movimento dinâmico, dialético, entre o fazer e o pensar sobre o fazer” (Freire, 2002, p. 43).
- <sup>viii</sup> “Novos tempos requerem nova qualidade educativa, implicando mudanças nos currículos, na gestão educacional, na avaliação dos sistemas e na profissionalização dos trabalhadores” (Libâneo, 2005, p. 60).
- <sup>ix</sup> “É pensando criticamente a prática de hoje ou de ontem que se pode melhorar a próxima prática” (Freire, 2002, pp. 43-44).
- <sup>x</sup> “A reflexão crítica sobre a prática se torna uma exigência da relação Teoria/Prática sem a qual a teoria pode ir virando blábláblá e a prática, ativismo” (Freire, 2002, p. 24).
- <sup>xi</sup> A reflexão deveria ser “O embrião da atividade de pesquisa e deveria ocorrer durante todo o tempo de formação do aluno-professor” (Cavalcanti & Moita Lopes, 1991, p. 133).
- <sup>xii</sup> “Como auxiliar de pesquisa, bolsista de iniciação científica, ou observador-crítico de sua própria prática de aprendiz e de professor de línguas” (Cavalcanti & Moita Lopes, 1991, p. 133).
- <sup>xiii</sup> “Hoje vejo menos o professor de língua estrangeira como um técnico conhecedor de teorias lingüísticas e de aprendizagem, com proficiência na língua estrangeira próxima à do falante nativo e muito mais como um profissional reflexivo, envolvido em produção de conhecimento. Produção de conhecimento centrado na sala de aula, produzido neste contexto, envolvendo professores e alunos, em constante interação entre teoria e prática, uma verdadeira pesquisa-ação” (Celani, 1996, p. 119).

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<sup>xiv</sup> “Não é mais possível hoje em dia falar em educação de professores ignorando esse conceito” [a reflexão]. O aspecto formal da formação de professores tem assim o objetivo de levar futuros profissionais ou professores já atuantes a refletirem sobre sua prática” (Gimenez, 1997, p. 591).

<sup>xv</sup> “Importa tentar compreender se a expectativa foi demasiada elevada, se a proposta não foi totalmente entendida ou se ela é difícil de pôr em acção na prática quotidiana dos professores” (Alarcão, 2004, p. 40).

<sup>xvi</sup> “Refletir sobre a prática, embora pudesse ser um avanço em termos de formação e atuação profissional, acaba sendo entendido como categoria individual que não repercute nem mesmo entre a classe de professores, ficando, portanto, numa esfera particular, sem intervir na prática social” (Facci, 2004, p. 132).

<sup>xvii</sup> “Posicionando-nos diante dessa controvérsia, assumimos que o caráter prescritivo se acha presente na própria raiz da nova orientação” [conceito de professor reflexivo] (Freitas, 2005, p. 52).

<sup>xviii</sup> “Uma filosofia de ensino da qual se irradiam as marcas distintivas do ensino real e concreto de um dado professor” (Almeida Filho, 2005b, p. 12).

<sup>xix</sup> “Análise de abordagem de ensinar LE de um dado professor” (Almeida Filho, 2005b p. 21)

<sup>xx</sup> “Baseando-nos no modelo de Wallace (1991), podemos afirmar que através da reflexão crítica o professor pode formar o social. Ele pode também construir suas próprias teorias e abordagens de ensinar. E ele pode também tornar-se crítico no que diz respeito à forma como ele dá instruções” (Dutra et al., 2001, p. 2101).

<sup>xxi</sup> “São necessárias condições de trabalho para que a escola reflita e pesquise e se constitua num espaço de análise crítica permanente de suas práticas. É preciso uma política que transforme as jornadas fragmentadas em integrais” (Pimenta, 2005, p. 44-45).

<sup>xxii</sup> “Escola reflexiva”. “Conceito de escola reflexiva”. “Comunidade educacional/um grupo social” (Alarcão, p. 44).

<sup>xxiii</sup> “O desafio que se coloca é como implementar um programa voltado para a formação reflexiva numa perspectiva crítica que permita a incorporação da dimensão política do fazer pedagógico e do conceito de transformação social nela implícita” (Mateus et al., 2002, p. 58).

<sup>xxiv</sup> “As condições materiais sob as quais os professores trabalham constituem a base para delimitarem ou fortalecerem suas práticas como intelectuais. Portanto, os professores enquanto intelectuais precisarão reconsiderar e, possivelmente, transformar a natureza fundamental das condições em que trabalham” (Giroux, 1997, p. 29).

<sup>xxv</sup> “De um lado, os programas de formação procuram prepará-los [os professores] para um modo de realizar o trabalho que depende de tempo para ser bem realizado e, de outro, as instituições escolares não propiciam esse tempo” (Gimenez, 2005, p. 194).

<sup>xxvi</sup> “O descompasso entre as propostas oriundas de programas de formação e as situações concretas de atuação dos professores é um dos maiores desafios” (Gimenez, 2005, p. 195).

<sup>xxvii</sup> “A separação entre pesquisa e ensino, teoria e prática, aqueles que pensam e aqueles que ensinam e entre aqueles que propõem e os que aplicam, [isto é], esse descompasso é o calcanhar de Aquiles da educação, instancia em que os dois pólos deveriam interagir ininterruptamente” (Pagliarini-Cox & Assis-Peterson, 2001, p. 32).