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A teacher's beliefs about teaching EFL in Brazil:
A Critical Discourse Analysis Case Study

Cristala Athanazio Buschle

Advisor: Dr. Viviane M. Heberle

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Dra. Anelise Corseuil
Coordenadora

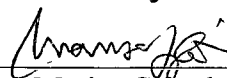
BANCA EXAMINADORA:



Dra. Viviane Maria Heberle
Orientador



Dr. José Luiz Meurer
Examinador



Dra. Marisa Grigoletto
Examinador

Florianópolis, 28 de Agosto de 2000

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ABSTRACT

A Teacher's beliefs about teaching EFL in Brazil: A Critical Discourse Analysis Case Study

Cristala A. Buschle

Universidade Federal de Santa Catarina

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Supervisor: Dr. Viviane Maria Heberle

Studies on teacher thinking have concentrated on theories and beliefs. Teacher thinking studies have a twofold importance. First, they call more attention to the complex cognitive processes involved in teaching a foreign language. Second, they highlight the importance of teachers' beliefs as attempts to understand their decisions in the classroom. In this thesis I investigate three moments/fragments of an EFL teacher's discourse: a questionnaire, a set of reflective questions and, an interview, based on studies regarding teacher education and on principles of critical discourse analysis (Fairclough, 1989; 1992) in order to unveil the beliefs held by this teacher. Critical discourse analysis serves as a tool to examine this teacher's textually/linguistically expressed beliefs. The written texts were analyzed through Halliday's (1985: 1994) systemic - functional grammar. The examination of the verb processes and the participants suggest that the informant has a systematized set of beliefs which tends to be more traditionally oriented and is organized and socially constructed by her experiences in class and outside it. This study signals a desirable direction in terms of awareness and reflection about wider education issues, in which English as a foreign language is seen within the broader social context.

RESUMO

**Crenças De Um Professor De Inglês Sobre
Ensinar Inglês Como Língua Estrangeira No
Brasil Através Da Análise Crítica Do Discurso -
Um Estudo de Caso**

Cristala A. Buschle

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Estudos sobre a abordagem de pensar do professor tem se concentrado em teorias e crenças. Estes estudos tem uma importância dupla. Primeiro, chamam atenção para os complexos processos cognitivos que envolvem ensinar uma língua estrangeira (inglês) Segundo, porque eles enfatizam a importância de compreender a crença do professor como maneira de entender sua atuação em sala de aula. Nesta dissertação investigo três momentos/ fragmentos do discurso de um professor de LE: um questionário, um conjunto de perguntas reflexivas e uma entrevista. Baseada na literatura sobre formação do professor, teoria da Análise Crítica do Discurso, (Fairclough, 1989; 1992) com o objetivo de revelar crenças de um professor de inglês graduado. A análise do Discurso serviu como ferramenta de leitura para examinar as crenças textualmente/lingüísticamente expressadas por este professor. Os textos escritos foram analisados a partir da Gramática Sistemática de Halliday (1985; 1994). O exame dos processos verbais e dos participantes sugerem que a informante possui um conjunto sistematizado de crenças que tendem ser bastante tradicional, e que são organizadas, construídas socialmente através das experiências em e fora da sala de aula. Este estudo sinaliza que o desenvolvimento do professor se dê a partir da conscientização crítica e da reflexão sobre variantes educacionais, nas quais a língua inglesa como língua estrangeira é vista num contexto social mais amplo.

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CHAPTER I – Introduction

A teacher's continuous interpretation of classroom events and how these events influence and shape teacher's practice has become an importance issue to extend our knowledge of second and foreign language learning and teaching process. Teacher learning and thinking have become an important focus among educational researches. As a research field, language teaching is unique in paying attention to teachers' perception and in how they learn to teach and cope with their task.

In recent years, there has been an immense amount of research aiming to examine and to understand the process of teaching (Woods, 1996; Roberts, 1998; Gimenez, 1994; Freeman & Richards, 1993; Moita Lopes 1996; Almeida Filho, 1993). For over decades educational studies were based on the examination, comparison and evaluation of language teaching methods. During the 1970's the focus shifted to an attempt to examine the learning or acquisition process of second and foreign languages. By that time learning was considered a product based process and determined by external influences. Based on the dissatisfaction with this approach, educational studies again shifted their emphasis to a constructivist view.

A constructivist approach has gained strength among researchers. This approach consists of theories based on the notion that we operate with mental representations of the world, which constitute our different kinds of knowledge, and which change as we learn (William and Burden, 1997). This view indicates that all learning involves relearning and reorganizing one's prior representations of the world. It recognizes the personal differences of learners and teachers and, the importance of their thinking and perceptions of the Foreign Language Teaching (FLT) as well as their actions (Griffiths, 1977 apud Roberts, 1998).

Learning to teach involves adaptation to a socially constructed role. And for this reason, there is the need to uncover teacher's implicit theories, tacit knowledge and beliefs in order to make them available for conscious review. Through the constructivist view it is possible to supplement conventional knowledge bases; and this might be a key for reflective teacher education (Roberts, 1998). Reflective approaches to teacher education favor a recognition of the thoughtful and professional aspects of teachers' work. In these approaches, teachers are encouraged to take individual responsibility for their own professional growth to develop and discuss their own theories of educational practice, based on their thinking and decision making.

Teacher thinking has indeed become an important aspect for research, since it is dialectical, dynamic and part of teachers' professional lives. In other words, teacher thinking is shaped and reshaped by the reconstruction of their experiences through their stories and beliefs. According to this view, teachers continually build on, elaborate on and test their professional theory of the world (Clark, 1986). It is what Dewey (1933) calls *the notion of continuity experience*, in which knowledge is constructed and reconstructed through practical experiences. For this reason, understanding the way teachers perceive their work and make connections between experience and knowledge plays an important role in understanding their tasks.

Studies on teacher thinking have concentrated on theories and on teachers' beliefs. Teacher thinking studies have also caught the attention of foreign language teaching researchers (Woods, 1996; Johnson, 1994; Gimenez, 1994, Richard & Lockhardt, 1994; Malatér, 1998; André, 1998). These studies have a twofold importance. First, they call more attention to the complex cognitive processes involved in teaching a foreign language, and second they highlight the importance of investigating teachers' beliefs as attempts to understand teachers' decisions in the classroom. These studies enable teachers to recognize

and think critically about their own teaching, and they investigate what teachers know and believe about teaching, where their knowledge and beliefs come from, how teachers make sense of their teaching, why teachers teach the way they do, and how and why teachers rethink and change their practice.

Malatér (1998) explains that beliefs underlie teaching practices, and that a comparison of teachers' assumptions and action is possible due to many factors involved in the teaching/learning processes, besides the difficulties in verbalizing such assumptions. Likewise, Richards & Lockhardt (1994) agree that teachers' beliefs and values serve as the background of teachers' decision making and action taking, defined as *culture of teaching*.

Breen (1990, apud Gimenez, 1994) argues that it is necessary to uncover the knowledge and beliefs teachers hold in order to know the most appropriate support to be given during in-service development. Breen (ibid) also points out the need for reflection between theories, beliefs and classroom practice.

Gimenez (1994) considers teachers' reflections on their beliefs a desirable component of teacher education. She states that 'the identification of beliefs represents an important step, [in teacher education] and therefore, appropriate ways of eliciting them should be welcome' (p.32). Taking this desideratum into account one should agree that teachers' theories and beliefs represent a relevant object of investigation. So, this research is an attempt to contribute towards the production of knowledge in this area of research. This study, thus, reports a case study on one specific teacher's knowledge and beliefs about teaching, and aims at identifying and articulating the tensions in a teacher's discourse. The analysis will consist of three different texts from:

- a)- the answers to a questionnaire on EFL teaching;
- b)- a set of three reflective questions;
- c)- and an interview.

It is expected that these answers may reveal this teacher's beliefs and the relationship between beliefs, theories and discourse. The analysis is based on three interdisciplinary areas of study: principles of critical discourse analysis, Halliday's (1995) systemic-functional grammar, more specifically the category of transitivity (verb processes), participants and circumstances, and theoretical perspectives on teacher education.

1.1 Statement of the problem

Besides being an English teacher at UDESC-Universidade Estadual de Santa Catarina and at UNIVILLE-Universidade da Região de Joinville, I have always had an interest in contributing to a better quality of English language learning and teaching. I have taught English in private and public high schools and in English courses for some years and at the University level for 10 (ten) years. I have also taught Applied Linguistics for three years. In that discipline many different topics are discussed, such as methods, approaches and strategies of learning a foreign language, needs analysis, discourse analysis and learner and teacher's roles.

During my teaching period I have also had the opportunity to advise students in their "internship period teaching practicum" (a requirement for graduating in "Letras" course). Through these supervision periods I have verified that students have different beliefs about teachers' roles, classroom practice and that students tend to base their planning more on their previous experiences than on the theories discussed in class. Through that experience I realized that teaching is a very personal activity and that future teachers bring to teaching their own beliefs about what constitutes effective EFL teaching. This raised my awareness of the multiple roles and functions of the teacher-educator in the teaching-learning process. Therefore, this interdisciplinary research is intended to contribute to EFL teaching in Brazil

by investigating a teacher's beliefs through the analysis and reflection on a specific teacher discourse, focusing on teaching and learning processes.

The research proposed here was carried out with a graduate EFL teacher, currently teaching at Colégio de Aplicação from Univille- the University of Joinville Region, in Santa Catarina. As it was mentioned before, this teacher answered a questionnaire and a set of three reflective questions, which revealed her beliefs about teaching and learning EFL. The teacher was also interviewed in order to more deeply discuss some issues related to her beliefs.

The present research it is a case study since I have focused on and captured moments of one informant's beliefs and her personal theories about teaching perceptions. The reason for such a decision is twofold: first, this study intends to understand how this graduate teacher from Univille, perceives and interprets the EFL teaching/learning process in her context. And as pointed out by Woods¹ researches should focus on case studies rather than on large groups. He explains that case studies give researches the chance to know more about a particular community and allow teachers to be aware of EFL teaching/learning processes and hence contribute to more effective classes. Since it is not my objective to label or quantify teachers' beliefs, but rather to exercise the understanding of the complexity involved in teachers' beliefs, the decision to carry out the investigation on a case study such as the one proposed here seems to be justified.

1.2 Objective of the study and research questions

The present research focuses on a teacher's point of view because, as suggested by Woods (1996), "it is important to begin to see the whole process through the eyes of a teacher" (p.15). Larsen Freeman (1996) also points out the need to include teachers'

¹ Devon Woods lecture in an Open Seminar at UFSC, 2000.

perspective in classroom research, since doing this may significantly contribute to the understanding of teaching practices and learning strategies. Moita Lopes & Freire (1998) explain that research about teachers' knowledge and practice has a twofold objective: (i) to cherish educational development by making teachers reflect on their work, and (ii) to help university researchers in making use of teacher constructed theories. The authors say that it is not just teachers learning from university, but also researchers learning from school produced knowledge.

The research undertaken aims at giving voice to a teacher of Colégio de Aplicação from Univille. Therefore, it also attempts to contribute to a reflective evaluation of FLT in that school, and as a contribution to future research in EFL teachers' development. The research questions that guide this research are:

- ⇒ What beliefs does a graduate teacher of FLT course have about teaching a FL?
- ⇒ How are these beliefs textually/linguistically expressed in the questionnaire, in the set of reflective questions, and in the interview?
- ⇒ What do these beliefs suggest about EFL teaching?
- ⇒ To what extent do these tools reflect current discursive and social practices related to EFL teaching in Brazil?

1.2 Significance of the Research:

The focus of foreign language learning (FLL) research has lately changed from achievement and product towards the investigation of the process involved in both learning and teaching practices. The way learners develop their individual strategies to acquire FL competence and teacher thinking processes while teaching have been specially emphasized.

Richards & Lockhart (1994) state that the information obtained through the process of exploring teaching can be useful since it can help achieve a better understanding of one's assumptions about teaching, as well as one's own teaching practices. Doing that according to them

can lead to a richer conceptualization of teaching and a better understanding of teaching and learning processes; and it can serve as a basis for self-evaluation and is therefore an important component of professional development (p2).

So, it is possible for teachers to produce knowledge from their own reflection about their practice and it is an opportunity to scrutinize knowledge produced in their field by other professionals.

1.4 The Organization of the thesis

The work in this thesis is organized in 5 chapters. In this chapter, the statement of the problem, the objective, the research questions and the significance of the research have been introduced.

In chapter II, I review the theoretical rationale considering language as discourse within the framework of critical discourse analysis, the categories of transitivity within the systemic functional grammar by Halliday (1994). Next, I present teachers' development focusing on teachers' thinking, knowledge, personal history, the importance of apprenticeship of observation and how these issues influence teachers' beliefs and their development. Then, I review some definitions of teachers' beliefs, and their importance in language teaching and learning.

Chapter III deals with the methodology. The research context is described the participant is introduced, and the procedures used in data collection are described.

In chapter IV, the textual and contextual analyses are developed. The data is examined in relation to Halliday's ideational level, describing the kinds of preferred verbs and participants the informant uses, principles of Critical Discourse Analysis are also taken into account for the analyses of teacher's discourse.

In chapter V, the conclusion is established, some social implications of the study are pointed out and suggestions for future research are presented.

CHAPTER II: Review of literature

In this chapter I review literature related to language as discourse, critical discourse analysis and the systemic- functional grammar focusing on Halliday's lexicogrammatical category of transitivity. I also investigate teachers' development, by first presenting the relevant literature. Second, I review previous research on teachers' beliefs focusing on the importance of the topic. Third, I present the source of beliefs and the pedagogical implications of these beliefs. Fourth, I further elaborate on the importance of teachers' beliefs in language teaching and learning. Finally, I point out the main reasons for studying beliefs through critical discourse analysis.

2.1- Critical Discourse Analysis: Language as social practice

The focus of this study is on understanding a teacher's discourse through Critical Discourse Analysis. It is not an isolated effort, as previous studies in CDA at Universidade Federal de Santa Catarina have analyzed different genres. There have been studies by: Grimm (1999), Morgado (1999), Soares, (1998), Prawucki (1998), Fontanini (2000), and Heberle (1997) among others.

Society influences the language people produce and interpret. According to Bakhtin (1995) "language is an arena where contradictory social values are confronted" (p. 4). Looking at language as discourse, we see its materialization which is the text as a place where different and contradictory voices or discourses are embedded.

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According to Fairclough (1995, apud Heberle, 1997), texts are products of language in use within a social practice, “with emphasis given to the connections between the linguistic realizations and different aspects of the social context, whether at micro or at macro level” (p. 5). This means that texts can be considered a powerful vehicle for ideological discourse which shapes and is shaped by different groups in any society: the school, the teachers, the students. In this study, I use Fairclough’s (1992) concept of ideology. For him ideology means:

The significations/constructions of reality (social relations, social identities) which are built into various dimensions of the forms of discursive practice and which contribute to the production/reproduction or transformation of relations of domination (p.87)

This means that the reality that is built around us and with us is influenced by the values of powerful structures (Althusser, 1993 apud Prawucki, 1998) and these structures contribute to determine what is suitable to be said, written, heard and read. So, we may say that our discourse is constituted by different types of values that we have acquired from the family, the school, the church, the media, and many other social institutions.

Prawucki (1998) complements this idea by saying that at a time a person gives meaning to a text, this person’s interpretation is permeated by her/his discursive and ideological bases, which are acquired and formed by different values of many types of institutions and members of society. And Fairclough (1995) says, one’s discourse is at the same time an interdiscourse: different discourses within a discourse. This means that other discourses may have influenced the writer to produce a text with specific linguistic choices as well as the readers’ reactions toward such options. Then, we can say that organizational and institutional circumstances shape the way people produce and interpret texts and also that any text is a social construction. In the present research I use the notion of language as discourse and text as the materialization of people’s discourse.

Critical discourse analysis, an alternative approach to analyze language and society, is not only concerned with the analysis of explicit linguistic elements of texts, but is also used as a way to show how discourses reinforce and are reinforced by the socio-economic structure of society. Fairclough (1995) advocates that discourses help us to construct social identities, and social relationships between people. Consequently we may say that language use is a product of social conventions, and thus by using language we are able to explore the tensions and to transform social relations.

In this study I adopt Fairclough's framework of discursive event to analyze the teacher's discourse. Fairclough (1995) sees language are made up by three interdependent dimensions: text, discourse practice, and social practice, are represented below.

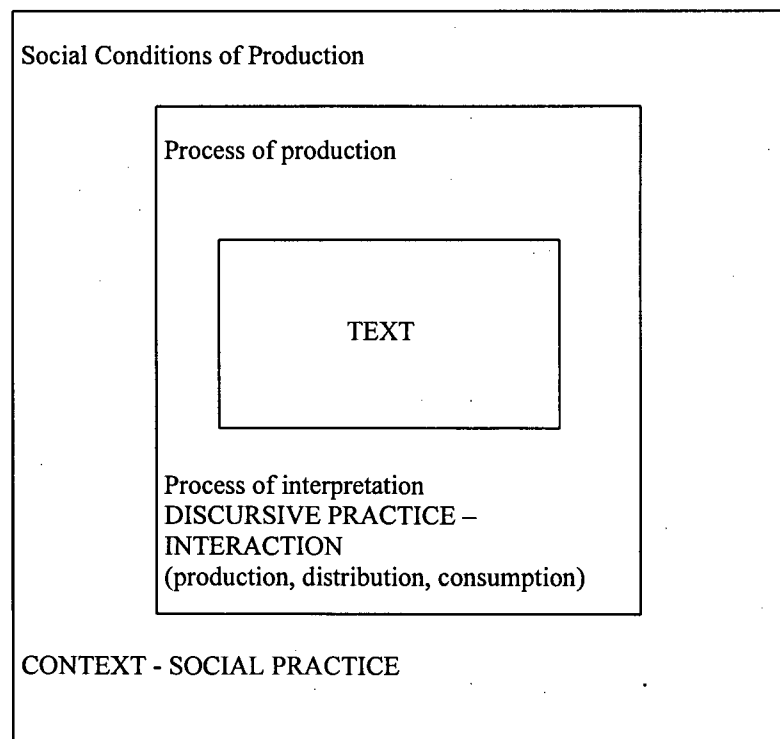


Figure 1- Fairclough's three-dimensional view of language

As we can notice, 'each discursive event, instance of language use, has three dimensions or facets: it is a spoken or written text, it is an instance of discourse practice involving the production and the interpretation of a text, and it is a piece of social practice', (Fairclough, 1992).

The innermost dimension, text, refers to the analysis in terms of linguistic elements at macro and micro levels. Discourse practice, the second dimension, concerns the analysis of the social processes of production and interpretation; it is the examination of the discursive event in terms of what is happening at a specific time in a specific sociocultural context. The analysis of social practice, the third dimension, is related to the examination of social aspects where the text is produced and consumed.

Therefore, any text is fulfilled with one's ideas, values and feelings and it is subordinate to specific sociocultural processes and conditions. For a text to exist, the writer/speaker, while producing it, is influenced by external factors or social conditions of production. Hence, s/he takes into account her/his ideas, feelings, values, modeled by the society (Foucault, 1977) s/he was born in, and the society s/he interacts with. While producing any kind of text, written or spoken, the linguistic choices we make use of are not only our choices (Fairclough, 1995); they are options that have influenced us through our story with the constant influence of other people and circumstances. Thus, the discursive and ideological bases of a person influence her/him while producing and interpreting language.

Having this in mind, while I analyze my informant's discourse I will be interpreting her world view, values, assumptions, theories and beliefs about teaching a Foreign Language (FL).

2.2- Halliday's Lexicogrammatical category of transitivity

To verify how certain uses of language are ideological, that is, how grammar may serve to establish or sustain relations of domination, a discourse analyst can rely on Halliday's (1985) functional grammar. Fairclough (1992) considers this grammar very useful in discourse analysis since it is designed to account for how language is used. As language has developed to satisfy human needs it is organized in a functional way. A functional grammar "is a natural grammar, in the sense that everything in it can be explained by reference to how language is used" (Halliday, 1985:XIII).

With this view of language in mind, I consider a clause as a pattern of experience. In order to express any experience one has to have the process of the experience in mind (Downing & Locke, 1992). These processes are the most powerful conception of reality and consist of "goings-on", processes of doing, feeling and being (Halliday, 1994). We express these "goings-on" by means of processes, participants and circumstances.

In Halliday's approach to grammar, the participants and process types are options people make while speaking or writing. These options are necessarily ideological, since people always favor certain participants and process types.

This is why Halliday's lexicogrammatical category of transitivity is related to the ideational component. According to him, ideational means the representation of human experiences of the phenomena of the real world, one's internal world of consciousness, actions, reactions, cognition, perceptions, understandings, and linguistic acts. The way one's expresses these experiences in a text is through processes of these experiences. A process is represented in a clause by verbs and it can be of six types: material, mental relational, behavioral, verbal and existential.

Material processes are processes of “doing”. There is the idea that an entity “does” something, undertaking some “action”. Examples of material processes include verbs such as, “*make*”, “*study*” and “*change*”. There is a relation between an Actor, that is, the participant that does something (material process), and someone/ some entity, that is the Goal, who is the recipient of the action. For example, in one of my informant’s answers, in the clause “We have *to do* everything” we have “we” (teachers) as the Actor (teachers are the ones who do things); “even in Portuguese we *make* some mistakes. “we” (native speakers of Portuguese) as the Actor and some mistakes as the Goal.

According to Halliday (1985,1994), mental processes are the processes of sensing, which include processes of perception (seeing, hearing, perceiving, etc), affection (liking, fearing, hating, etc) and cognition (thinking, knowing, understanding, realizing, etc).

The grammatical participants are called Senser. The Senser is the entity who is feeling, thinking or seeing; and the Phenomenon that which is sensed (Halliday, 1985 cited in Heberle, 1997). For example in the clause: “The teacher *should have* the role of a helper”, *should have* is an example of mental process.

Relational processes are processes of “being”, of establishing a relation between entities and giving attributes. The central meaning of these clauses is that something or someone “is;” that something or someone is given certain characteristics. In the clause “We are Brazilians” “We” represents the participant Identified; “are”, the relational process and “Brazilians” the Identifier, that is, the qualifying words assigned to the Identified.

Behavioral² processes have to do with “psysiological” and “psychological” behaviours. Verbal processes indicate processes of “saying”. In the clause “We really spoke English there.” “We” is the Sayer, “*really spoke*” is the verbal process and “English there” is the Reported.

² I do not classify behavioral process since they lie on the borderline between mental and material processes.

Existential processes indicate that something “exists” or “happens”. In the teacher’s clause *There are some words that for me are difficult to remember*. “**There are**” indicates the existential process, *some words that for me are difficult to remember* is the Existent.

Looking at the examples above, we notice that the participants of the experience, the attribution of these participants and the circumstances associated with processes are components that consist of Halliday’s system of transitivity. Through the analysis of transitivity it has become possible to see what fragment of experience is represented in the teacher’s answers and how these representations are realized in the lexicogrammar. So, analyzing the participants, processes and circumstances the discourse analyst is able to see what are the representations ascribed to the participant and the circumstances associated with the processes.

Language, here represented by the teacher’s answers, provides the link between the unseen mental world of the participant and the public world of the research process. Consequently, the ways in which language data comes about in this study are intimately connected to its purposes. In my thesis the teacher’s answers to the questionnaire and the set of reflective questions were analyzed through the category of transitivity, which will be further developed in chapter IV.

I now turn to the other main area of the theoretical rationale adopted in this thesis, namely teachers’ thinking, focusing on beliefs.

2.3 Studies on teachers’ development:

According to Freeman (1996), over recent years language teaching has gradually begun to focus on the study of teacher education, which established a basis to research the practices of teaching education. Since then, teaching has been approached as a complex cognitive activity (Floden and Klinzing 1990, in Freeman, 1996).

With this frame, teachers have to be viewed as individuals who learn, shape, and are shaped by the activity of teaching (Freeman et al.1983). Teachers started to be seen as individuals that continually build connections between experiences and knowledge to understand their work.

Before that, over the 1970's decade the behaviourist learning theory looked at teaching in terms of behaviors and activities that could be studied, quantified, and assessed via learning outcomes. Gage, (cited in Shulman, 1986, p. 5) in Freeman (1996) identified four common elements in the process product research paradigm:

These were(a) the perceptual and cognitive process of the teacher, which eventuate in (b) action elements on the teacher's part. The teacher's actions are followed by (c) perceptual and cognitive processes on the pupil's part, which in turn lead to (d) actions on the part of pupils. (Gage cited in Shulman, 1986, p.5 in Freeman, 1996, p.736).

In this paradigm, learning takes place when external stimuli beneficial to the learner reinforce behaviours. That is teachers' thoughts lead to their actions, which in turn trigger students' thoughts, which motivate students' actions (Freeman, 1996). Based on the assumption that effective teachers produced high student achievement, expertise in teaching was characterized as systematic, codifiable, observable teaching behaviors that integrated subject matter with classroom knowledge, with the final outcome being student learning (Berliner, 1986 cited in Freeman, 1996). Teachers' knowledge was assumed to be derived from theories and facts based on research on how students learn and on what effective teachers do. Hence, teachers' knowledge was considered a delivery of subject matter, and what teachers needed to know were methods of instruction that could be investigated and transferred into any teaching context. By that time, it was also assumed that there was only one best method that could be learned, mastered and applied to any group of students in any classroom.

While open to criticisms of reductionism, the behaviourist approach has failed to recognize teachers' education based on the notion of self determination. The objections to the behaviourist learning theory in general are evident and from several sociopolitical events, as well as from the educational research community, a new conceptual framework focused on the teacher has emerged.

The publication of Jackson's (1968) and Dan Lortie's (1975 cited in Freeman, 1996) studies have represented this new conceptual framework, which increased the interest in the context of teaching and in teachers' personal life experiences. In this new conception teacher knowledge has been characterized as internal to the teacher, recognizing prior experiences, personal values and individual change.

Teachers' knowledge is then recognized as experiential, that is socially constructed out of the experiences and from classrooms in which they have attended and which they teach. Johnson (1999) claims that experiential knowledge is the accumulation of our real life experiences, which shape who we are and how we perceive and respond to the world around us. Feiman-Nemser & Buchmann (1985 cited in Freeman, 1993) call this kind of knowledge as one's personal history or the experiences that model the educational thinking of teachers. Elbaz's (1991, in Freeman, 1994) article outlines categories which evolved in this research area: *Teacher thinking*, *The culture of teaching* and *The personal, practical knowledge of teachers*. With this conceptual framework, a new research area was delineated: *Teacher thinking*, *Teacher cognition*, *Teacher learning* or *Teacher knowledge*.

The aim of the research process was to provide a forum for the expression and the examination of teachers' views and experiences of their world. Through the conceptual category of *teacher knowledge* it became clear that there was the need to include the perspective and knowledge of teachers in understanding teaching. Studies about teaching are then addressed in three areas: *Teachers' expertises*, *Pedagogical content knowledge* and

Knowledge of the context. Teachers' expertises or *Subject matter knowledge* constitutes knowledge of the major facts and concepts in a subject area, its fundamental theories, claims and truths. *Pedagogical content knowledge*, on the other hand, represents general knowledge about teaching, including beliefs and skills related to general principles of curriculum and instruction, learners and learning, and classroom management. Finally, *Knowledge of context* includes specific knowledge that teachers use to adapt their instruction to the demands of specific school setting and or individual students within the unique context of their classroom (Schulman, 1988).

Freeman argues that there has been the need to define *teaching*, i.e. coming to understand the person and the role of the teacher, the place of language as a subject matter of teacher education, and the role of diverse contexts and learners. There has also been a need to study *teacher education* as a means of developing teachers' capacity to teach. The task of understanding teacher learning in language teaching has provided a useful frame for the issues and an overall context to understand them. These domains raised sociopolitical aspects of teacher work, such as school culture and cross cultural settings, as well as questions about teachers, their roles and the nature of what teachers know how they learn what to do.

The movement to the hermeneutic paradigm, whose principal focus is on what people think and how they understand the world in which they live and act, made researchers struggle to understand and interpret actions from the perspective of participants. Researches started to examine teachers' mental processes, teachers' interpretation of their own actions, teachers and students' thoughts and beliefs and teachers' theories and beliefs. Theories and beliefs have become an important aspect of the research agenda (Munby, 1982; Verloop, 1989; Johnson, 1994 in Gimenez, 1994), since they can provide explanations and reasons about the gap between external theories and the teacher's personal theories.

More recently, research on language teaching has drawn on *decision making*. According to Woods (2000) this framework provides a means to achieve the cognitive map of a teacher's mental world and intentions while teaching. The *decision making* framework splits teacher's thinking into: preactive (planning made before entering the classroom) and interactive decisions (during a or lesson immediately after it). Research on interactive decisions are based on the processes teachers go through while they are working with their students. This area of study has tried to identify what teachers think about and kinds of decisions they make while interacting with their learners.

Gimenez (1994) has reviewed studies on teacher thinking. She has grouped the studies according to their main objectives which are:

- a)- studies concerned with determining student teachers and teachers' cognitive processing while planning or interacting with students. Examples of these studies are: Woods, 1989, 1993; Nunan, 1991^a, 1992; Johnson, 1992^a 1992b; and Bailey, 1994, in Gimenez, 1994).
- b)- studies which focused on the elicitation of beliefs held by a particular group of teachers. Studies such as: Dingwall, 1985; Zuber-Skerritt, 1989; Breen, 1990; Burns, 1991; Richards et al.1991; Freeman 1991^a, 1992; Gutierrez, 1992; Richards, Ho and Giblin, 1992; Johnson, 1994, in Gimenez 1994).

She concludes that these studies emphasize the importance of uncovering beliefs in order to understand teaching, and that although teachers' belief systems have already been accepted in the field of Foreign Language Teaching (FLT), there is little knowledge of how teachers develop their own theories and beliefs.

Studies have pointed to the importance of school experiences prior to formal teacher education, the notion of personal history, or biography, and their relationship with the formation of theories and beliefs. There is this strong idea that teachers are exposed to the

culture of classroom long before they enter an education course. It is what Lortie (1975) calls “*apprenticeship of observation*” and Freeman (1991) “*norms of experience*”. They claim that the time a student spends in school exerts a powerful influence on how teachers perform as professionals. They believe that learners’ memory might be constituted of teaching strategies, and types of instructional materials with which they have become familiar. Bound up with this idea is the teacher’s personal history or biography, the teacher’s own experiences and memories as students.

Buchmann (1987 cited in Johnson 1999) argues that much of a teacher’s knowledge is acquired through acquaintance, since the inner nature of teaching is not readily available and, therefore, the practices of teaching tend to be carried out more on the basis of imitation than of understanding and following unchallenged common sense principles. In this notion, teachers’ memories and experiences as students help them to play their roles in the classroom, yet the influence of these memories may lead to the notion that teachers teach the way they were taught. For this reason I agree with the idea that it is important to elicit teachers’ personal history and *experiences*, and notice how these issues have influenced their perceptions of classroom. It seems that “*Apprenticeship of observation*” has a powerful impact on teacher’s knowledge, in terms of forming the basis for how teachers conceptualize, construct explanations for, and carry out their classroom practices.

Schön (1983) uses the term “*knowing in action*” to define the knowledge, both experiential and professional, that teachers bring to the classroom. However, this knowledge may not be articulated; it is a way that teachers respond to action with adjustments made in response to the context/classroom.

We can state that teachers enter teacher education programs with a great deal of knowledge about the language they are supposed to teach. This knowledge may consist of tacit knowledge of a foreign language and any kind of explicit knowledge, as well as

knowledge that they may have learned from both informal and formal study. So we may say that FL teachers enter the classes with some knowledge, based on their prior experience as students and memories of their own teachers. Summing up, we may say that teachers' knowledge is a combination of experiential and professional knowledge that shapes teachers' reasoning and is tacitly embodied in their practices. Besides, teachers' knowledge comes from inside; it is individually composed by experiential and professional knowledge about teachers, teaching, learning, teachers' apprenticeship of observation, educational experiences and teaching and learning experiences, which help to formulate the foundation for their practice. Hence we may say that the combination of all these issues influence the education of a teacher, and all these act as 'filters' in understanding teachers' theories and beliefs.

We cannot deny the contribution of the hermeneutic paradigm, which has shown that teachers' thinking, knowledge, and personal history or biography help explain teachers' beliefs, role identity and practices. Therefore, in this study I have adopted questions related to the teachers' personal history in order to gain information about the subject's prior experiences with FL learning and teaching processes, as well as some biographical fragments that helped identify the beliefs this teacher held about these processes.

2.4- Studies on Teachers' beliefs:

When we think about a definition of the word "beliefs", we may find it quite difficult to get/reach a specific meaning, since this word, "beliefs" carries a large number of terms. The literature has shown a large number of different terms to define "beliefs", words like: conceptions, philosophy of teaching, culture of teaching, opinions, attitudes, culture of teaching, images, personal conceptualization, theories, knowledge, principles, set of understanding, proposition, interpretation and/or way of knowing, among others (Johnson,

1999). Maybe the reason for this difficulty in defining “beliefs” is due to the fact that it is hard to conceptualize subjective concepts and complex processes, which are determined by individual experiences and interpretations.

As explained before, teaching is a complex and continuous task, which can be individually understood in many different ways. Each teacher’s practice and beliefs are developed in complex interaction with experiences in the classroom, in school and outside it. In the classroom the teacher learns from the interaction with students who comply with or deny certain teaching strategies. In the school context the teacher learns social norms and implicit rules of teachers’ behaviour. And from outside there are social influences such as the choice of material resources on teacher’s classroom. All these experiences serve as a background value for the teacher to construct his/her singular point of view, knowledge, decision making and action. As Richards & Lockhart point out,

Teaching cultures are embodied in the work- related beliefs and knowledge teachers share- beliefs about appropriate ways of acting on the job and rewarding aspects of teaching, and knowledge that enable teachers to do their work (Feinam-Nemser and Fladen, 1986 cited in Richards & Lockhart, 1994: 30).

Malatér (1998) states that beliefs are a component of teachers’ *individual hidden agenda*, which indicate what they consider important in terms of curriculum, interaction and practices. Richards & Lockhart (1994) advocate that teachers’ belief systems are built up gradually and construed of both subjective and objective dimensions.

Teachers’ knowledge, teachers’ thinking, decision making, and action provide the underlying framework which guides teachers’ beliefs systems. These systems are constituted of goals, values, roles teachers play and hold in relation to the content and process of teaching, and their understanding of the systems in which they work. Hence, our beliefs shape our representation of reality and guide both our thoughts and our behaviors. Many authors

agree that beliefs have a cognitive, an affective, and a behavioral component and therefore act as influences on what we know, feel and do (Pajares, 1992; Richards & Lockhart, 1994; Gimenez, 1994). We can say that all human perception is influenced by beliefs, affecting the ways in which events are understood and acted on. Rokeach (1968 in Johnson, 1999 p.30) describes a belief system:

"as having represented within it, in some organized psychological but not necessarily logical form, each and every one of a person's countless beliefs, about physical and social reality" (p.2).

According to this definition, beliefs can be considered a conscious or unconscious filter system which establishes our understandings and interpretations in a given context. Pajares (1992) says "all beliefs have a cognitive component representing knowledge, an affective component capable of arousing emotion, and a behavioral component activated when action is required" (p.314). Malatér (1998) sees beliefs as "being conscious or unconscious, and along with teachers' knowledge, biographies and context of work, determinant of teaching decision making (p.6). Johnson (1999) claims that:" Teachers' beliefs can be thought of as a belief substructure that interrelates with all other beliefs; they have a filtering effect on everything that teachers think about, say and do in the classroom (p. 30)". Woods in his conception states: "beliefs are how we think things are and how we think things should be"³. In relation to beliefs Pajares (1992, cited in Johnson, 1999 p.30) explains:

Knowledge of a domain differs from feelings about a domain.[...] knowledge system information is semantically stored, whereas, beliefs reside in episodic memory with material drawn from experience or cultural sources of knowledge transmission- what some called folklore (p.309-310).

³ Orally said in his workshop at UFSC on March 20th, 2000.

This definition shows knowledge as a cognitive component related to acquisition, while belief is seen as an affective component and directly related to attitudes. For this reason, different teachers who have developed similar knowledge on a subject can teach in different ways. It also points to teachers' beliefs as something more inflexible and less open to critical examination (Nespor, 1987); and that all knowledge is rooted in beliefs. Pajares (1992) makes a distinction between these two terms – belief being related to evaluation and judgment and knowledge being based on objective facts. Gimenez (1994) argues that to clarify what constitutes beliefs, a research may gain insights from socialization studies, in order to verify other potential forces involved in the process of learning to teach. She claims that there is an interaction between beliefs teachers bring to the teacher education programme as learners, and the ideas the programmes intend to promote, and their experiences as teachers.

Goodman (1998, in Jonhson 1999 p. 30) characterizes teachers' beliefs as intuitive screens that act as a filter through which teachers make sense of new information about teaching. These intuitive screens give orientation or make sense of the new ideas/activities presented to teachers. Goodman (ibid.) argues that "[...] no matter how logical or sound the idea seemed, if it directly contradicted a student's intuitive screen, it was usually rejected (p. 121)." It is as if these intuitive screens "read", "interpret" situations, decide and judge whether it is possible, realistic and proper. And as it was observed before, teachers' beliefs might be grounded in the memories as learners, and from learning and teaching experiences. In this sense we can say that teachers operate with a very narrow view of teachers and teaching experiences and thus limit the range of instructional and classroom practices. According to Pajares (1992) once beliefs are formed, teachers tend to build explanations around those beliefs. Teachers tend to find explanation/justification to appear faithful to their beliefs. In this sense, beliefs tend to be stable and resistant to change; that is why research on teachers' beliefs can provide explanations and reasons for teachers' resistance to innovation.

This is due to the fact that changing how one thinks is a very long process.

From the literature reviewed I have found that beliefs can be conscious and unconscious; that they are built over time and derive from teachers' personal histories/biographies, knowledge, and context of their work. Therefore, beliefs play an important role in teachers' personal assumptions about learning/teaching processes, as well as in guiding teachers' decisions and practices in the classroom. I have stated that beliefs can be defined as a mental representation of a reality or as a filter system through which teachers make their pedagogical decisions, and they are somewhat stable and difficult to change.

Research on teachers' theories and beliefs are a recent field of investigation, and researchers have sought for effective methodologies to elicit beliefs. According to Gimenez, (1994)

".... There has been a continuous debate as whether theories and beliefs can be verbalized or have to be inferred from behavior. In the first case, beliefs are considered to be explicit at the level of consciousness that allow the individual to express them through words. In the second case, the assumption is that theories and beliefs are implicit in what teachers do in classrooms and can be reconstructed by analysis of that behavior" (p. 60).

These positions show the complexity of the relationship between talk, thinking and behavior. The idea that what teachers say is not necessarily how they behave in class implies that there might be mismatches between what teachers say and do. Erickson (1986 in Gimenez, 1994) points to the importance of uncovering meanings related to behaviours and beliefs. For this reason, he makes a distinction between the two terms; "*behaviour*" as a physical act and "*action*" as "behavior accompanied by the meaning interpretation held by the actor and those with whom the actor is engaged in interaction" (1986:126-7 apud Gimenez). Despite this mismatch between beliefs and behaviors, there is the difference between thought process and saying; and I add that we say and do what we believe in. In terms of teaching we have to take into consideration the role played by the context/

classroom, that sometimes may prevent teachers from expressing their own systems of beliefs. This is a consequence of social pedagogical pressures. It is what Allwright (1996) calls tension in the class, the difficulties that teachers face in behaving according to their systems of beliefs.

From what I have surveyed so far, I may say that finding explanations for beliefs expressed through teachers' discourse is a crucial feature in understanding teachers' work. We know that language is the central socializing force and plays a key role in any learning process. So we have to look at the role of language itself in teachers' education and as a vehicle for research. Freeman (1993) explains that teacher thinking studies need to recognize the vital role played by language. Language, and discourse, constitutes a means through which teachers make sense of their own work. According to him research on teachers' knowledge has taken language for granted; therefore, he argues that researches should have a fuller and more complex treatment of language in data analysis. He proposes to look at language as a social system in which individuals participate and through which they are defined. Taking this into consideration, we may say that by analysing language data focusing in its systematicity we will be able to create the relationships within and through it. Thus, in this study the teacher's words, specially the verb processes, are taken for their capacity to reveal what is the informant's representation of her beliefs.

As it was explained before, language in this study, represented by the informant's discourse, plays a pivotal role, since it was through it that I could capture the true reflection of her beliefs, and to identify the sources of beliefs she holds. The teacher's linguistic choices have provided clues about her beliefs of FL learning /teaching processes.

CHAPTER III: Methodology

In this chapter I introduce the research context, the subject and the methodological procedures I made use of, the questionnaire, the set of reflective questions and the interview.

3.1 The research context

The Foreign Language Teaching Courses (FLT) at university level in Brazil were created following a tradition of teacher preparation at university level, and thus they belong to the category of language teaching courses (*licenciatura*), which aim at preparing professionals to work in primary and secondary schools. They give certification to teachers who are then able to apply for jobs in primary and secondary schools run by the municipal, state, federal government or by the private sectors.

FLT courses have a fundamental importance, since it is through language that human beings interpret and interact with reality. Hence, professionals graduating in FLT course should be able to create situations where students would develop, through language, active, critical and reflective abilities.

The FLT course at Univille is offered in the evening, and it is important to consider that many of these students come from a weak educational system, with very little knowledge of English. We can notice this first by the low standards for passing the university entrance examination (*vestibular*). For the English/Portuguese option the ratio varied from 1,43 to 1 candidate per place according to Acafe (*Associação Catarinense de Fundações Educacionais, Univille – 2000*). Secondly, the low level can be seen by students' self evaluation as language users at Univille, applied at the beginning of their undergraduate course. When these students finish their university course they are expected to have a reasonable command of language in

order to work at schools at the local community. As part of this local community, there is Colégio de Aplicação from Univille. The main objective of this school is to integrate its practice with research developed in the university.

According to Richards & Lockhart (1994), different teaching settings have particular roles for teachers based on the institutional administrative structure, the culture operating in each institution, and its teaching philosophy. From this perspective, it becomes relevant to carry out a research in this place - Colégio de Aplicação - in order to contribute to the understanding of teaching discourse and practice in this specific context.

3.2 The Subject

My informant is a Brazilian certified EFL teacher, who works at Colégio de Aplicação at UNIVILLE - Universidade da Região de Joinville. She received her undergraduate degree at Univille in 1997. She has 14 years of EFL teaching experience and she promptly accepted to participate in the research. Her experience also includes teaching in private courses, and she has also taken an intensive English course abroad, at the University of Riverside, California.

3.3 Methodological Procedures used in data collection

According to Prawucki (1998) whenever researchers carry out investigation involving data analysis and interpretation they have to make choices related to this data. The first choice I had to make in the present work was about which kind of questions I would make to elicit the informant's perceptions and beliefs about teaching a foreign language. After having read and analyzed some works in the same field made by American, English and Brazilian

researchers, I decided to adopt a questionnaire and a set of reflective questions since my goal is to linguistically analyse beliefs held by a graduate EFL teacher and understand what these beliefs suggest. Having this in mind, based on principles of Critical Discourse Analysis (CDA) and teacher education, as well as on teacher education, on Halliday's category of transitivity, (as previously mentioned) I worked with the analysis of the answers at the questionnaire and the reflective questions in order to verify my informant's beliefs. The interview had the purpose of further exploring some information obtained in the questionnaire and in the set of reflective questions as well.

The first step was talking to the informant about participating in the research which was readily accepted. The second step was the preparation of the questionnaire, and the elaboration of the reflective questions which were handed weekly to the informant. The third step concerned the textual analysis of the answers. The clauses of her discourse were divided into participants, processes and circumstances. In order to better visualise the participants and the processes I have coloured them. I highlighted the participants in yellow, the material in blue, relational in pink, verbal in green, mental in red, and existential in light blue. The same colours are shown on the tables of processes (see Appendices I, II and III).

The fourth step was the interview, to further discuss points in her two previous texts which had to be clarified.

3.3.1 Questionnaire

As explained before, in order to identify and linguistically analyze the beliefs held by the informant, I relied on a questionnaire, since it can be used for a variety of purposes, and can have different forms to explore the research purpose. A questionnaire gives respondents time to think about the questions and this way it can also provide answers that are considered

'more reflective'. The best way I found before tailoring a questionnaire for my specific task was to read other works in the same area. I then decided to apply Gimenez's questionnaire (1994), which I found relevant for my research, since it was tailored for the same kind of purpose.

Here is the questionnaire:

- 1) Which foreign language(s) have you studied? For how long? (please list all the English language courses you have attended so far)
- 2) What is the strongest memory that you have of those classes?
- 3) In your opinion what are the best ways to teach English?
- 4) What helps more in learning English? (If more than one factor, please list them in order of importance: first, second, third, etc)
- 5) In what ways can the teacher contribute to the learning of English?
- 6) What do you have in mind when you use the phrase "a really good teacher of English"?
- 7) In what ways can the teaching method contribute to the learning of English?
- 8) What do you have in mind when you use the phrase "a really good method for English language teaching"?
- 9) As an English language user how do you evaluate your proficiency? (excellent, good, average, bad, poor). Why?
- 10) Have you got any other comments about the best ways to teach a foreign language?

The purpose of the applied questionnaire was first to elicit beliefs about foreign language teaching/learning as well as to obtain some biographical data from the informant. The second purpose was to check how the subject construed her past experiences as a language learner. The first four questions were asked to generate information on her previous educational and job experiences and her views on her experiences as foreign language learner (questions 1 to 4).

From questions 5 and 6 my informant was asked to list the factors that contributed to those experiences, in order to construct a view of what things were positive or negative in her language learning/teaching. The aims of questions 7 and 8 were to unveil beliefs about the role of the teacher and the role of the teaching methodology.

Questions 9 and 10 were intended to assess the teacher's self-evaluation as a language user and as a language learner, and question 11 explored the informant's opinion on teaching as a career.

According to Gimenez (1994) the questions were asked in order to obtain some biographical information. I add to this idea that the data obtained through the questionnaire proved to be useful in understanding how the informant construed her network of choices and options on her previous experiences as a FL teacher and learner. But I also agree with Gimenez when she reports that the use of a questionnaire to discover/unveil beliefs may be problematic because of the 'difficulties in guaranteeing a consistent interpretation of the questions by the individuals and because of the level of generality at which the questions have to be asked' (Gimenez, 1994: 76). Therefore, she recommends another methodological option such as interviews. In my work, it was also useful to have more than one kind of text from the subject to examine the informant's beliefs in a more precise way; consequently, I made use of a set of three reflective questions, and the interview as well.

3.3.2 The Set of Reflective Questions

People seldom enter the professional training situation with a blank mind and/or neutral attitudes. This is specially true if we think of the years we have been exposed to classroom environment (see chapter II p. 22). I decided to incorporate the reflective model since through it seems possible to explain conscious professional decisions made on a teacher's working day.

In this sense, after having reviewed some literature in the field of reflective practitioners (Schön, 1983; Dewey, 1933; Bartlett, 1990 and Freire, 1970, Reichmann, 1999 and information obtained from Vieira Abrahão's workshop: *Formação de Professores* given at the XV Enpuli SP July, 1999), I decided that it was important to incorporate this idea in my work. The way that I found for doing this was through three sets of reflective questions. These questions were a way to engage the informant in reflecting about her teaching and learning processes as well as a way to observe how she sees her work as a language teacher.

I decided to ask the teacher to provide the answers of the reflective questions in narrative form, since the study of narratives is the study of how individuals experience the world and help to provide ways of construing this teacher's mental worlds and kinds of experiences she has had. As it has been said (see Meurer, 1998), all human beings live with ongoing narratives and it is through them that we create mental schemata to process and to make sense of our lives.

From narratives, major and minor, we learn much about ourselves and the world around us. Making, apprehending, and storing a narrative is making sense of things which may also help make sense of other things (Toolan 1998, p. xiii cited in Meurer, 1998).

Thus upon narratives I was able to further investigate this teacher's representational frames about her life story as a student and as a teacher.

The first set of reflective questions was:

- a)- What foreign languages have you studied or learned?
- b)-How successful were you?
- c)- How have your experiences as a language learner affected your beliefs about language learning or teaching?

This set was based on Richards & Lockhart (1994) and was aimed to reconstruct the informant's memories about learning a foreign language and her beliefs about the learning and teaching processes.

In the second set of questions the informant was asked to describe her very first teaching experience, what was memorable about it and why, and how the informant knew what to do. She was also asked these 3 questions:

- 1) How did you know what to say?
- 2) Reflecting on this experience, what did you learn from it?
- 3) Describe the ways in which this experience has shaped the type of teacher you are today.

I based questions 2 and 3 on Johnson's book *Understanding Language Teaching - Reasoning in Action* (1999, p. 22) in the section *Teachers' Knowledge: A View From Inside*. The aim of these questions was to check the power of the apprenticeship of observation and its limitation (see chapter II), as well as to verify the combination of the teacher's experiential and professional knowledge (chapter II).

In the last set of questions the informant was invited to reflect on and answer the following questions:

- 1) What does it mean to be an effective foreign language teacher?
- 2) How do you think foreign languages are learned?
- 3) What do you see as the most important factors in learning a foreign language?
- 4) How do you think foreign languages should be taught?
- 5) What should be the role of the teacher?
- 6) What kinds of language learning experiences do you think a foreign language teacher should provide?

This last set was also based on Johnson's (1999, p. 31) work *Teachers' Beliefs: The Rock We Stand On*. The aim of this last set was to verify whether there were conflicting beliefs about language learning and teaching.

3.3.3 Interview:

The interview was a tool that I made use of to further explore my informant's beliefs and her experiences as learner and teacher. The interview had the purposes of:

- a) clarifying information generated in the questionnaire, and in the set of the reflecting questions;
- b) obtaining information and recollections of past experiences as language learner and teacher;
- c) undertaking the influence of these previous experiences in her beliefs.

All these different tools had the common goal, the linguistic identification of the informant's beliefs. It is a support to better understand the teacher's discursive and social practices as an EFL teacher inserted in a specific discourse community Colégio de Aplicação from UNIVILLE in Brazil.

The interview was carried out in Portuguese, the teacher's native language so that she could freely express her thoughts without worrying about her communicative competence in English. I tried to minimize the interviewer talk and increase the opportunities for the teacher's explanations of previous responses, collected through the other two research instruments.

These were the questions:

1. Em uma das respostas você mencionou que você sabe como a língua inglesa pode ser difícil, e que por isso você tenta entender seus alunos. De que maneira você tenta entendê-los? Você poderia comentar um pouco mais sobre esta idéia de entender os alunos
2. Num outro momento você diz que tenta fazer com que suas aulas e explicações sejam as mais claras possíveis. Você poderia comentar sobre como deixá-las claras, dando alguns exemplos.

3. Quando você menciona sobre as aulas de inglês que você teve na faculdade você diz que aprendeu o que fazer como professora e principalmente o que não fazer. Você pode comentar sobre isto.
4. Você menciona que “o tradicional pode funciona melhor que o moderno”. O que você quer dizer com isto?
5. Você diz que o professor deve gostar da profissão e que os alunos devem querer aprender o inglês. Esta situação parece ser a ideal. Como você maneja o processo de ensinar/aprender quando esta situação não se apresenta?
6. Você acha que você mudou suas idéias sobre como aprender/ensinar Inglês ao longo de sua prática? E por quê?
7. Fatos significantes que influenciaram sua concepção sobre ensinar e aprender.

In this chapter I have outlined the procedures concerning data collection and analysis. I presented the informant's professional data, and the way the research instruments were applied. I was interested in achieving data which provided insights and connections between the informant's personal histories, apprenticeship of observation, and beliefs. I felt that one informant generated a great amount of data. The data obtained will be discussed in details in the next chapter.

CHAPTER IV: Data Analysis

The purpose of this chapter is to present the discussion of the answers from the questionnaire, the set of three reflective questions and the interview as well. Considering Halliday's (1985) theoretical issues about transitivity developed in chapter II, I analyzed the answers from my informant based on that view of language as a way to examine what patterns of experience are represented in those answers, the meanings related to the content of those answers, the construed beliefs about learning and teaching processes and who is engaged in those experiences

I present each set of answers with a chart of verbs (the verb process, in number and percentage) and also a chart of participants (in number and percentage) to show who is being portrayed and how.

4.1 The Analysis of the Questionnaire

In Halliday's (1985) theoretical rationale, the ideational metafunction is the functional component of semantics which accounts for the representation of reality, that is, experiential meanings of a text, the content of what is being said. Reality is represented through transitivity processes. The patterns of experience represented here by the informant's answers concern her private beliefs about her learning and teaching experiences. By this analysis it is possible to state that her discourse is mostly represented by ideational meanings and it is also possible to say that her own specific beliefs are not clearly defined. What the subject clearly shows is a general view of teachers' discourse, common core concepts of the educational field. She shows some common labels about learning and teaching a foreign language, that are somehow present in teachers' education.

The informant tries to project the learning and teaching processes related to decision making and actions. All clauses of the answers to the questionnaire were divided into participants, processes and circumstances. The analysis can be summarized in the following chart:

	Number	%
Total Number of Process	71	100%
Material Process	26	38%
Relational Process	23	32%
Mental Process	20	28%
Verbal Process	01	1%
Existential Process	01	1%

Table 1 - Questionnaire - Verb Processes

As we can notice, the clauses in the text contain 71 verb processes. The most frequent processes are 26 material (38%), and 23 (32%) relational, followed by 20 mental (28%), 1 verbal (1%) and 1 Existential (1%). This shows that her discourse mainly relates material actions rather than attributions and reflections. This means that most of the verbs in the answers are related to “doing something” by Actors and “being someone” by Carriers.

Through the category of transitivity the discourse analyst is able to observe who the participants are and what kind of actions they are involved in. According to Halliday (1985,1994) the participants of material processes are called Actor and Goal. Actor/Agent is the doer of the process, and Goal, also called Patient or Affected, is the participant at whom the process is directed. Normally the Actor is the initiator of the process, the one who performs the action. Here are some material processes taken from my data:

- ...We have many ways **to teach** English,
- ...We have **to choose**
- ...The student must want **to study**
- ...Students want **to learn, speak, write, read, listen.**

In these examples, which constitute this teacher's beliefs about teachers and students' roles, the Actors who perform the action is *We* (teachers) and *Students*.

Some material processes with *We* as Actors present in the questionnaire include the following:

- ...We **have to do** everything
- ...We **have to decide** which one is good, or the one that the students **are going to accept**
- ...We **have to use** that one all the time.
- ...we **must change** it
- ...even in Portuguese we **make** some mistakes

These actions concern *We*, teachers as a whole class, playing the most important role in the learning and teaching processes. Teachers are described as professionals who make mistakes, and have to do many things such as “*have to use*”, and “*to decide which methodology is good or going to be accepted by students*”. have to encourage students to learn. These activities are the representation of what this teacher believes as being the role of an EFL educator.

Also, it is relevant to analyze relational processes and who the Carriers/Identifiers are and which relations the teacher has established, identified or classified. Heberle (1997) points out that relational processes are linguistic processes which establish a relation between entities, which identify or classify things. The use

of relational processes represents a way to construct a subject position, and tends to become part of people's values and modes of behavior. In this study, from the following examples we can notice modes of behavior and values implicated in the teacher's discourse:

- ...We **have** many ways to teach English
- ...The teacher **must be** prepared
- ...We **are** human beings, we **are not** perfect
- ...We *have* to do everything that **is** possible for our students
- ...We don't **have to be** discouraged if the students don't get it
- ...We **don't have** good method
- ...We **have** some methods
- ...My pronunciation **is not** so good in some words,...

These examples containing several relational processes contribute to create frames of reference of what consists this teacher's beliefs about being an EFL teacher. By these processes teachers are represented as a class that needs to "***be prepared***", "***to do everything that is possible***". These frames or mental representations are created by the generalizations which are incorporated into society, by members of a discourse community (see Heberle, 1997). In the examples above these members are represented by the Carriers ***We*** (teachers) and ***The teacher*** referring to professionals of the educational field.

Mental processes involve "conscious processing of perception, cognition and affection where the participant is endowed with consciousness" (Martin et al, 1997 cited in Prawucki, 1998: 33). It becomes thus relevant to analyze what types of classification and perceptions are portrayed in this teacher's discourse. The following occurrences exemplify mental processes.

...as a teacher **we** *should know* all about them.

...**I** *think* that....

...**the teacher** *must love* his work

The Sensors *we, I, the teacher* are conscious beings, and what these Sensors experience may be what they believe. By means of mental process **know, must love** she emphasizes feelings emotions that teachers should have.

On the other hand, verbal processes refer to verbs which express saying. The participants of verbal processes are called Sayers, the ones who say or communicate something. As one can notice in the following clause

...**We** really *spoke* English there...

Here, the process is verbal since it introduces a clause containing the Sayer's exact word, known as the Quoted (Halliday, 1985).

Existential processes indicate that something *exists* or *happens*. In her answers to the questionnaire we can notice the following examples:

...**There are** some words that for me they are difficult...

In this examples *there are* indicates the existential process, and **some words that for me** indicates the Existent.

The participants of different clauses of the informant's answers are the following:

Participants	Number	%	
Carrier	17	21%	my pronunciation, it, I, classrooms, we, the student, she/he, they, the teacher, good material, no more than 15 st., the most important, they
Attribute	12	15%	many ways, perfect prepared, possible for our students discouraged, an idea, a good method, some methods, good, difficult, so good in some words, not perfect, his/hers
Identify	2	2%	we,
Identified	2	2%	Americans, Brazilians
Sayer	1	1%	we
Senser	14	17%	we, I, teacher, the teacher, you, students, your students
Phenomenon	7	9%	human being, his work, all about question 4, it, them, everything, they
Actor	14	17%	he/she, we, students, the teaching method, which methodology, I, the one, the students
Goal	12	15%	the teacher, which one, that one, the ways, English, everything, English, it, a language, some mistakes, them, English
Existent	1	1%	some words

Table 2 – Participants - Questionnaire

As can be seen from Table 2 above, the participant agents are clearly defined in her speech as, well as the responsibility of these participants. As previously stated, there are mainly Actors and Carriers since the predominant processes are material and relational. There are also participants of mental, verbal and existential processes. I now present the discussion of each of the ten questions from the questionnaire.

The first question (as explained in the methodological procedures) was to verify where the teacher had studied English and how long. The second question was: *What is the strongest memory that you have of those classes?* She answers:

...It **was** different from the classes that I **had** at school and at the university

...We really **spoke** English there and the classrooms **were** small and the number of students too

Here the informant makes use of the relational process **was** in the sentence “*it was different from the classes...*” to classify her classes in language institutes as different from the classes she had in high school and at the university. Also the adverb **really** in the statement “...

we really spoke English...”. And the use of the verbal process *spoke* to reinforce the idea that the English classes at the institute were better or more efficient.

In the third question: *In your opinion what are the best ways to teach English?* She answers:

...We **have** many ways **to teach** English

...As a teacher we **should know** all about them.

...I **think** that we **have to choose** the ways according to our group of students

The informant makes use of a relational process *have* and the Attribute *many ways* to attribute responsibility to the teacher him/herself. She also uses *Have* in the statement “...*we have many ways...*” to express a belief that there are different approaches to a specific action: *to teach English* ...a material process. However, through the modal auxiliary we *should* and through the mental process “*know all about them*” she expresses the belief that teachers should be aware of all the methods and approaches to teaching English. Another belief is expressed through two mental processes *think* and *consider*. “*I think, that English teachers have to consider the context of the students/school in order to choose an adequate approach to teach English.*” “*I think*” in this clause complex is used as a modalizer, to attenuate the impact of the proposition. By the use of the mental process “*consider*”, she emphasizes the need for EFL teachers to take students’ context into consideration.

In question number four *What helps more in learning English?* She lists five items that help, in her opinion, to learn English:

...First of all the student **must want to study** English

...The teacher **must be** prepared:

...No more than 15 students in each class;

...Good material: books and dictionary, cassette and video;

...**Have in mind** what the students **want to learn: speak, write, read, listen** or all of them

First, she makes use of the modal auxiliary **must** and the mental verb **want** to express that students have to be intrinsically motivated in order to learn English. Second, she calls attention to teachers' education, when she again uses the modal auxiliary **must** and the relational process **be** to indicate that teachers must be prepared. Nevertheless, she does not specify what she means by being prepared, that is, whether teachers should be for example, linguistically, methodologically or communicatively competent. Third, the informant points out through the comparative structure...**no more than...** her ideal number of students per classroom: 15 students. Fourth, she suggests good material. Fifth, through the mental process **have in mind** the informant points out an obligation she believes teachers should have, that is to consider students' needs (speaking, writing, reading or listening).

In question number five: *In what ways can the teacher contribute to the learning of English?* She answers:

*"Being a good professional, I **think**.
The teacher **should know** all about question 4.
Besides that the teacher **must love** his work."*

She makes use of a mental process in a clause... *I think*, used here as a modalizer, to express her own idea of teachers' contribution to the learning of a language: *Being a good professional*. She suggests, through the mental process **should know**, that teachers must be well prepared of *all* items mentioned in question number 4. In a sense, *all* indicates her ideal concepts of what an English teacher should be. She also adds another teacher's contribution through the auxiliary **must** to reinforce the idea expressed by the mental process **must love his work**. Here we can notice that she appeals to a feeling (love) as a requirement for a good professional. She advocates the belief of loving the profession as a *sine qua non* condition to *be a good professional*.

In question number six: *What do you have in mind when you use the phrase “a really good teacher of English”?* She states:

...We **are** human beings, we **are not** perfect
 ...We **have to do** everything
 ...that **is** possible for our students,
 ...But we **don't have to be** discouraged if the students **don't get** it

She starts her answer with relational processes **are** and **are not** which indicate a common sense... “*We are human beings, (sic) we are not perfect!..*” It also works as a justification for possible failure as professionals. She uses a material process **have to do** and a relational process **don't have to be** to express two beliefs: that we have to do everything to our students and that teachers do not have to feel guilty if learning does not take place. Through the teacher's discourse we can state that, in her opinion, teachers are not the only one responsible for problems in learning. Here she tries to maintain her face as a professional, removing most part of the blaming from the teacher.

In question number seven: *In what ways can the teaching method contribute to the learning of English?* She points out:

...The teaching method **helps** the teacher **to have** an idea how **to teach** English
 ...But we **have to know** which methodology **is going to work** with our group of students

The teacher makes use of a material process **helps** to indicate that teaching methods have a role: to help the teacher, to have ideas. Nevertheless, she states through a mental process **have to know** the most part appropriate methodology considering the reality of the teaching context.

In question number eight: *What do you have in mind when you use the phrase “a really good method for English language teaching?”* She states:

...I **have in mind** that we **don't have** “a good method”

...We **have** some methods, and

...we **have to decide** which one **is** good, or the one that the students **are going to accept**

...it **doesn't mean** that we **have to use** that one all the time

...If it **is not helping** we **must change** it.

She makes use of a mental process *have in mind* to express the belief that there is no best method. She is aware that there is a range of teaching methods. However, it is the teacher's role to select the most suitable method according to the context. The mental process *doesn't mean* shows a certain flexibility teachers have in using these methods. In other words, she states through a relational process *is* and through the material process *must change* that teachers must change the method if it is not adequate to the context.

In question number nine, the subject had to evaluate her proficiency (excellent, good, average, bad, poor) and give reasons for the evaluation. According to her:

...I **have to practice** more because it **is** difficult **to understand**

...**There are** some words that for me they're difficult **to remember**

...My pronunciation **is not** so good in some words, because of my accent

...I **don't like to write** in my language

...so I **do** the same in English

Through the material process *have to practice* she states her difficulties in listening; however, she classifies her listening skill as good. When she mentions her speaking skill she uses the existential process *there are* to show that she has some difficulties in remembering

some words, without explicitly mentioning herself as the Carrier of these difficulties. She also makes use of the relational process *is* to point out that she has some pronunciation problems in some words. About the writing skill, she makes use of the mental process *don't like* and the material processes *to write*, and, *do* to classify her average proficiency in this skill. We can notice that she transfers her dislike to write in her mother tongue to writing in English.

In the last question, she was asked: *Have you got comments about the best ways to teach a foreign language?* She comments:

...The teacher **should know** that he/she **is** not perfect and that
 ...He/She **is teaching** a language that **is not** his/hers.
 ...We **are not** Americans, we **are** Brazilians
 ...even in Portuguese we **make** some mistakes
 ...The most important in **teaching** English **is to let** your students **know** that you
don't know everything,
 ...but you **know** and **have studied** enough **to teach** them.
 ...We **have to "encourage"** them **to learn** as much as they **can**

The subject makes use of the mental process *should know* and the relational process *is* and *is not* to justify that the teachers' ways to teach are not perfect when teaching a foreign language. She again uses the relational process *is* to say "...a language that is not his/hers". She reinforces her idea with relational processes *are not* and *are* in the sentence: "*We are not American, we are Brazilians....*". Here, again she tries to justify probable mistakes that a foreign language teacher might make. However, she realizes that: "*even in Portuguese we make* (material process) *some mistake*". Here we can notice the belief that people should talk correctly all the time independently of dialects or any other social variants. She expresses the idea of the existence of only one and correct language. She also states through the relational process *is* that the most important fact in teaching English is that teachers are not perfect. But at the same time, by the material process *have studied* and by the mental processes *to*

learn and *have to encourage* she expresses the teacher's role as a motivator for the students to learn. So, she also realizes that the teacher is an important part of the learning process.

The informant shows that she has some internalized common sense labels that are somehow present in teacher education, and that these labels seem to play a great importance in her decision making and beliefs. Through her beliefs on modes of behaviors, she manifest her discourse more closely associated to the traditional learning theory.

Fairclough (1989; 1992) establishes the notion of reflexivity, meaning 'the systematic use of knowledge about social life for organizing and transforming it', (Fairclough, 1995: 138 cited in Heberle, 1997) as one of the characteristics in discursive practices. He states that the use of knowledge about social life is an essential trait of contemporary society. According to him, people are interested in fully developing their self-identity, and to reach that they have to resort to specialized technical knowledge in order to solve their problems and 'crises' of identity.

Based on this view of discourse, it is valid to say that my subject's text is a reproduction of educational normative discursive practices, which signal that being aware of some specific features in educational field will help teachers' understand and cope with their task as educators. Thus, as CDA constitutes a way to help classroom researches to understand, through the informants' linguistic choices, aspects related to the teaching and learning of a foreign language.

The systemic functional approach applied to the questionnaire has revealed to be a way to give access to the informant's beliefs, and a way to make her tacit knowledge explicit. Her beliefs include: teacher's should know all the teaching methods to teach, the students must want to study English, there should be no more than fifteen students in each class and teachers must love their work. These beliefs were unveiled by her answers to the questionnaire. I will next analyze the set of reflective questions.

4.2 The analysis of the set of reflective questions

4.2.1 Reflecting On Your Learning Experience

The first set of reflective questions was aimed to reconstruct the informant's memories about learning a foreign language and her beliefs about the learning and teaching processes.

The questions were the following:

What foreign language have you studied or learned?

How successful were you?

How have your experiences as a language learner affected your beliefs about language learning or teaching?

The informant answered the questions both in English and in Portuguese. The reason for doing that was, according to her, lack of time. The verbal text with the verb processes highlighted are in Appendix II and the interview in Appendix III.

The processes identified in the first set of reflective questions, which dealt with the subject's initial learning experience, can be seen on Table 3 below.

	Number	%
Total Number of Process	57	100%
Relational Process	20	35%
Mental Process	20	34%
Material Process	14	25%
Verbal Process	2	4%
Existential Process	1	2%

Table 3 - Verb Processes - Reflecting On Your Initial Learning Experience

The most frequent processes are Relational (35%), Mental (34%), and Material (25%). They were only 2 Verbal (4%) and 1 Existential (2%). The following occurrences exemplify mental processes with *I* as Senser, the being who performs mental processes in the first set of reflective questions

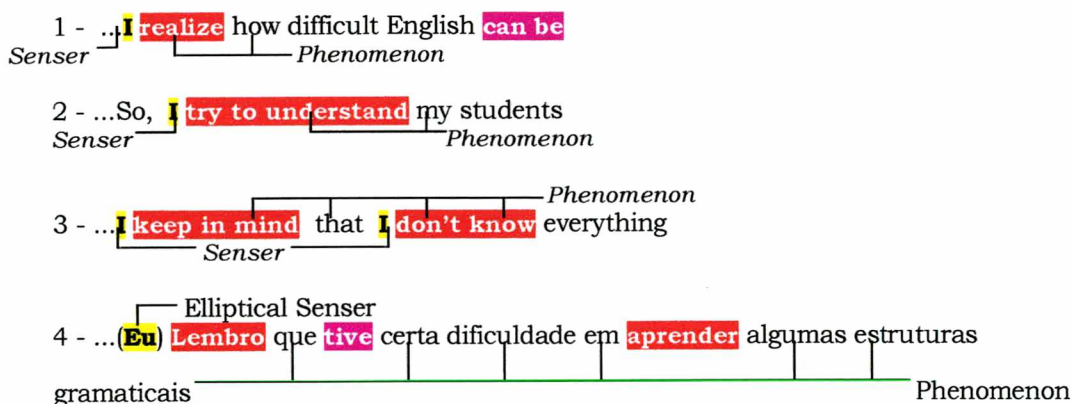
...I **have learned** both, first I **studied** English and Spanish
 ...because I **had already learned** how **to think** in another language
 ...when I **am teaching** sometimes, I **think** why they **don't understand** or **don't learn**,
 ...I **think** that English is easier than Portuguese
 ...I **realize** how difficult English **can be** sometimes
 ...I **try to understand** my students,
 ...and I also **try to make** my classes and my explanations as clear as possible
 ...I **keep in mind** that I **don't know** everything, and that I **am still learning**.

Taking these examples into consideration we may say that the Senser *I* is the one who *realizes, thinks, keeps in mind* and *tries to understand*. The Senser *I* in these cases constitutes a conscious being, someone who has consciousness of her role as a FL teacher in society.

Participants	Number	%	
Carrier	10	15%	Spanish, English, I, English, nós, professor, eu, o livro, alguns, inglês
Attribute	10	15%	easier, easier than Portuguese, bastante claro, delírio, adotado, muito extenso, fora da realidade, um pré-requisito, um aproveitamento melhor, certa dificuldade
Identify	3	5%	I, I, eu
Identified	4	6%	conversation classes, the student, minha melhor experiência de aprendizado, professora
Sayer	1	2%	eu
Senser	7	11%	I, I, they, I, I, I, I
Phenomenon	10	15%	both, how difficult, my students, everything, that, muita coisa, mais vocabulário, traduções, algumas estruturas gramaticais, a gramática, principalmente
Actor	10	16%	I, I, I, we, I, I, os alunos, o professor, o que, o tradicional
Goal	8	13%	English and Spanish, English, Spanish, English, my classes, o que, exercícios muito complexos, os aparelhos
Existent	1	2%	muito diálogo

Table 4 – Participants - Reflecting on Your learning Experience

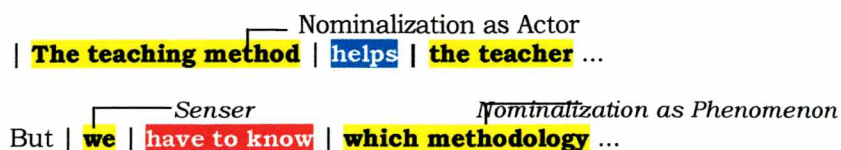
As one can notice from Table 4 (Table of Participants), the Sensers are: **we, all, teacher, the teacher, you**, and mainly **I**. These Sensers can be observed through what is realized, thought, understood that is, through the analysis of the Phenomenon.



In the examples above the Senser is “I”, the conscious being who performs mental processes. The Senser: *realizes*, *tries to understand*, *keeps in mind*, *doesn't know*, *remembers* and *learns*, which are verbs of thinking and perceiving. Through these examples one can also notice that the Phenomenon can be a thing, as in clause 1 and 2: *how difficult English can be*; *my students*. Or it can be a fact, as in clause 3 and 4: *that I don't know everything*; *que tive certa dificuldade em aprender algumas estruturas gramaticais*.

Observing these Phenomenon we may say that they correspond to topics normally found in the agenda of educators. The constant use of mental processes may suggest a kind of affective and cognitive bond with a community, as pointed out by Heberle (1997). In the teacher's discourse, this bond may be here represented by EFL teachers. And in this particular, we can say that by using mental processes this teacher shows to be consciously aware of her role.

In these following excerpts nominalizations play the role of Participants. Through the use of nominalizations **the teaching method**, **which methodology**, the informant shows the necessity to have a theoretical support in order to give more validity to her discourse.



In her answer she starts saying through the material process *have studied* that she has learned two foreign languages, English and Spanish and that Spanish was easier for her since she had already learned how to think in another language, English. As can be noticed, she expresses the belief that to learn a foreign language is to know how to think in it. This can be seen in following extract:

...Spanish was easier for me because **I had already learned** how **to think** in another language.
 ...We have **to practice** all the possible time.

She also expresses the belief that to learn a foreign language is to have opportunities *to practice* it all the possible time. At the same time she also makes clear how difficult it can be for her students to learn English, as can be shown in the following clauses:

...But when I **am** in my conversation class, and there I **am** the student, I **realize** how difficult English **can be** sometimes: So, I **try to understand** my students,...

According to her, a way to minimize these difficulties is to make the explanations of her classes as clear as possible. She puts herself in the place of the students and takes into consideration the students' needs. Doing that she expresses the belief that teachers can use their experiences of being language learners to better understand how their students are experiencing their classroom practices.

During the interview she explains what she means by that. That is, she tries to understand what these students have learned before becoming her students, what kind of course they have taken, and kind of English classes they had. According to her, there is a great amount of change in English learning methodologies and teachers in other schools. So, when she says that she puts herself in the students' place, she takes into consideration students' life stories about English learning. And hence, we may say that much of what this teacher knows about teaching comes from her conception of teaching, based on her own perception as a students.

By her life story we can notice the belief that English or Foreign Languages can be only learned in language institutes and not in high schools. This can be observed through the following clauses:

...quase **não tínhamos** aula e **aprendíamos** mais vocabulário, tradução do que estrutura ou pronúncia.

Regarding grammar points she states that she had some difficulties and these difficulties were due to the lack of relationship with her mother tongue or to the teacher's fault. Here she expresses the belief that difficulties are always someone's fault and not as something common in the learning process:

...em aprender algumas estruturas gramaticais pois **não conseguia** fazer relação com a língua portuguesa, ou por **não conhecer** a gramática e somente **falar** a língua inglesa, o professor **não era** bastante claro nas explicações.

In her undergraduate course she states that she learned what to do and mainly what not to do as a teacher. This can be noticed in the following:

...Já nas aulas da faculdade **aprendi** como aluna o que **fazer** nas aulas de inglês como professora e principalmente o que **não fazer**.

Here, I see that the informant reveals a stereotyped way of seeing teachers' education. Analyzing what she says, I notice that she prescribes Do's and Dont's, showing a mode of behavior, which is generally grounded on the behaviorist paradigm.

Talking to her in the interview she states that while she was taking her undergraduate course she was already teaching, and she observed many teaching attitudes which did not work, and these attitudes have shaped the kind of teacher she is today. She said that she remembers:

".....eu ficava analisando essa situação se eu me ver frente a esta situação eu vou procurar não agir dessa maneira porque não está dando certo porque como aluna eu vi o resultado ali entre os alunos."

From this I may suggest that this teacher's reasoning is grounded on her knowledge and beliefs, which come from her particular view as a student. By trying to understand teachers' thinking, we may recognize that teachers' beliefs are usually based on their own learning and teaching experiences, the 'interpretive frameworks' (Johnson, 1999) through which they make sense of themselves as teachers.

In a sense we may say that by the use of mental verbs **aprendi** she pinpoints her beliefs and values about her undergraduate course. And through the material processes **fazer** e **não fazer** she divides what she has learned as useful and useless. She exemplifies her position by telling that lab classes should not have many complex exercises and that teachers should know how to operate the lab devices.

...é delírio **querer** que os alunos façam exercícios muito complexos e o professor **deve** **saber operar** os aparelhos adequadamente, o que nem sempre **acontecia**

Here again she uses a mental process *querer* to characterize feelings/emotions, making readers think about the value of lab classes, which according to her are only worthwhile if the doer, the teacher knows how to manage it quite well.

She also states that the textbook adopted in her graduation course in English was too extensive and with many dialogues which did not reflect the students' reality. She uses relational processes: *era, eram, fosse, teríamos, não é* to make a relationship between the weak points in her course and the solution

...se inglês **fosse** um pré-requisito para Letras, **teríamos** um aproveitamento melhor,
 ...O livro que **era** adotado **era** muito extenso
 ...e havia muito diálogos, alguns **(eram)** fora da realidade do aluno.

By means of relational processes she describes the weak points of her English classes during her university course and at the same time she points out the solution to overcome these aspects, that is, a student should enter his/her university course with grammatical and communicative competence in the foreign language. She also emphasizes that traditional methods work better than modern ones.

...às vezes o tradicional **funciona** melhor que o moderno.

Talking to her, during the interview she points out that to have an adequate English class at the University, and to be ready to teach after graduating a student has to have some knowledge of the English language before entering the course. Otherwise, she explains, we

will have teachers who are not proficient in the target language, and will not know how to deal with the recognition of a mistake. According to her, teachers who do not know the language quite well are the ones that tend to hide themselves behaving like this; and they make mistakes and tend to teach wrongly. She also says that the consequence of these attitudes is that students are not motivated to learn English.

What is, thus, implied is the belief that learning/teaching processes can only take place in an ideal situation, students with communicative competence in the target language and that traditional methods work better. Again, there is emphasis on what should ideally be the teaching/learning process and not on what could effectively happen.

4.2.2 Reflecting On Your Initial Teaching Experience

The second set of reflective questions had the objective to rebuild her initial teaching experience. In order to do that she was asked to describe her very initial teaching experience, answering the following questions:

a)- What was memorable about it and why?

b)- How did you know what to do?

c)-What did you learn from it?

d)- Describe the ways in which this experience has shaped the type of teacher you are today. The verbal text with the verb processes are highlighted in Appendix II.

As table 5 below indicates, the second set of reflective questions mostly favors Material processes. As one can notice, from the 57 verbal processes in general there are 24 Material (42%) and 15 Mental (26%), 14 Relational (25%), 3 Existential (5%) and 1 Verbal (2%). This shows that again her discourse is mainly produced by material actions rather than attributions and reflections.

	Number	%
Total Number of Process	57	100%
Material Process	24	42%
Mental Process	15	26%
Relational Process	14	25%
Existential Process	3	5%
Verbal Process	1	2%

Table 5 - Verb Processes - Reflecting On Your Initial Teaching Experience

In this part of my data these processes represent activities composed and actions performed by this teacher. From Table 6 (Table of Participants) one can notice who the Participants of these processes are, and to notice that the most frequent Participants is performed by the pronoun I. This is due to the fact that these questions were tailored to get information about the teacher's initial teaching experience.

Participants	Number	%
Carrier	10	I, the students, they, we, it, everybody, you, I, you, it
Attribute	7	really nervous, afraid of that class too, important nervous, problems, a teacher, imagination and talent, hard
Identify	3	it, it, you
Identified	2	I, the most important, with, your first class
Sayer	2	you, the experience
Senser	10	I, I, I, I, the students, teenagers, they, we teachers, the students, I
Phenomenon	5	Everything, English, the subject, their teacher, everything
Actor	9	I, I, I, I, I, you, you, it
Goal	11	English, English, that another language, words and exercises, many different things, our pupils, something, them, new teaching the intensive work, a type of teacher, you
Existent	3	Something, a difference, one more thing

Table 6 – Participants - Reflecting on Your Initial Teaching Experience

The informant only states having experienced a normal feeling that all novice teachers do: to feel nervous

... I **do not remember** everything from my first class as a teacher, but **there is** something that I **did not forget**- I **was** really nervous.

Second, she expresses the belief that teaching English in a private course is different from teaching at high schools. However, she does not mention what the differences are.

During her interview, she points out that the main difference between language institute and high schools is the methodology. According to her at the institute teachers have the materials and the methodology ready to work with the student. And if the student fails in understanding it is because he/she has not identified himself/herself with the institute's methodology. Then the student has to change the institute. In school there is not this possibility: the parents will not change the student from school because he/she has not quite the methodology given in the English classes. Then, she says that it is the teacher that needs to provide different methodologies which may vary from traditional to modern ones. She also states another difference, is that in school English is just one small part of the goals, and at language institutes English is the whole goal. The other difference she points out is the number of students per class.

She explains that this idea is so marked that when she started teaching a group of forty-five students she wanted to give up. But when she realized that the same feeling was shared by the students, that is, students were afraid of the class too, the informant makes use of two strategies. First, she tries to made the students aware of the importance of learning a foreign language by the use of a mental processes: *understand*. And second we may say that she makes use of an "affective" strategy since she elicits the belief that teenagers are motivated to study when they like their teacher.

Teenagers **like to study** the subject, mainly when they **like** their teacher

It is an appealing feeling she makes use of while she understands that being a teacher is a constant process of learning and this process includes learning from the students' background knowledge. This can be seen in the following extract:

...but the most important, **was** that we teachers **do not know** everything and we **are** always **learning** with our pupils.

It **means** that everybody **has** something **to teach** and **learn** every day.

This idea is shown by the relational processes: *means* and *has* and by the material process *to teach* and the mental process *learn*, which express this affective preoccupation. She also states through one relational process, *do not have*, and one material process, *start working*, that nowadays she has overcome this feeling. She states:

...Nowadays I **do not have** problems when I **start working** in a new class.

I **know** that **to be** a teacher you **may have** imagination and talent.

By the use of the mental process *know* and a relational process *to be* and *may have* she argues that to be a teacher one might have imagination and talent. Here, she expresses the belief that the teacher should be a kind of animator, and should have attributes such as: *imagination* and *talent*. However, through the following clause, she claims by the material process *will not go* that teachers need to have *skills*.

But you **will not go** anywhere without skills.

Reflecting on this we may say that the informant is referring to her personal practical knowledge (see Clandinin & Connelly, 1987) or experimental knowledge (see Elbaz, 1983) which is composed of beliefs and values that have grown out of experience based on the classroom events, combined with theoretical knowledge. In this sense we can say that she realizes that teachers' knowledge interacts with and is reshaped by the reconstruction of her experiences, here composed or represented by *imagination*, *talent* and *skills*.

The informant makes use of material processes: *have to study, develop* and *to endure*, to express the belief that to be a teacher is an intensive work and that it takes several years to shape a type of teacher. She says:

You *have to study and develop* new teachings, because it is hard *to endure* the intensive working.

As a matter of fact, it *will take* several years *to shape* a type of teacher.

However the experience you *have* at the beginning *will help* you a lot, *knowing* what *to do* or *not* during your classes. Here, she reveals the beliefs that a teacher is not ready/prepared when s/he receives her/his certification and this happens through years of her/his practice. Her recollections suggest that much of what she knows about teaching comes from her real life experiences inside and outside the classroom.

She finishes her commentary by saying that the experience a teacher has at the beginning of her/his career might or might not help in future classes. By saying that, we may say that the informant seems to understand that teachers' knowledge is organized and constructed socially by their experience in class in which they teach and that she believes that to be a teacher is inseparable from who you are as a person (Johnson, 1999).

4.2.3 Reflect on and answer the following questions:

As has been previously mentioned, the aim of these questions was to check the power of the apprenticeship of observation and its limitation and at the same time to verify the combination between experiential and teachers' professional knowledge. These are the questions she was asked:

1. What does it mean to be an effective foreign language teacher?
2. How do you think foreign languages are learned?
3. What do you see as the most important factors in learning a foreign language?
4. How do you think foreign languages should be taught?
5. What should be the role of a teacher?
6. What kinds of language learning experiences do you think a foreign language teacher should provide?

The informant starts answering the first question using a verbal process: “*to express*”, claiming that it is difficult to talk about practice. After that she states the belief that an effective foreign language teacher is the one that practices and makes the pupils do the same. This can be noticed from the following:

Being an effective foreign language teacher **is to practice** and **make** the pupils **do** the same.

Create possibilities and **develop** activities according to the group of students

By the material processes *create* and *develop*, she constructs an atmosphere where the teacher is represented as the only Actor involved in the learning process. However, she realizes that students are different and that they *do not learn* (mental process) at the same time. For example:

...the teacher **should discover** this time and **give** opportunity they **need**.

She thinks that, it is up to the teacher *to discover* and *give* (material process) opportunity to the students. However, she does not clarify what these opportunities are. In the examples above, the material processes, *create*, *practice*, *make*, *do*, *develop* help to show her

belief that an EFL teacher is someone who explicitly has the role of a Doer. In a sense we can say that this belief is grounded in her experiences in formal classes she had at the language institute. This is evident in her comment when she reflects on her learning experience.

“...No curso de inglês foi onde eu tive a minha melhor experiência de aprendizado, eu realmente falava e aprendi a comunicar-me pela língua inglesa” (Appendix II p. 80).

From this we can notice how she views herself as a teacher and how she reasons about her own learning. As she had learned how to communicate in Foreign Language at language institute, she feels compelled to be a teacher who “teaches how to communicate in English”.

She claims that we, teachers as a class, should have the role to explain the reasons why students learn English as a foreign language. According to her, English is necessary to get better jobs, to know how to use and read information on the internet, and people who do not speak any English might be disadvantaged when applying for a job.

Through the clauses:

...I **have** (already) **said** that the most important thing in **teaching** and **learning** (English) **is** the teacher **must like** his/her profession and students **must want** to learn it

She reaffirms the belief, through mental processes, that teachers **must like** their profession and students **must want to learn**. We may say that she believes that the learning process can only take place in an ideal circumstance. She calls that “chemistry” and she says that once one has that one can use any method. It seems that the informant idealizes what constitutes to be a successful teacher. In this instance she reveals the teacher’s role as a helper. According to her:

We **should give** the students the material they **will need to practice** and **make** them **understand** the way the language **is**.

When she talks about learning experiences she expresses the belief that taking courses helps teachers, even though she never cites in what ways courses may help learning experiences. In the interview she states that she keeps herself up to date reading and getting informed all the time, and that she thinks it is important to let the students know this attitude.

Finally, she states that each class is a different experience and that teachers can learn from the students, too. Talking to her, she admits that her practice as an EFL teacher has changed a lot and that she has mainly learned how to negotiate with students. She claims that this experience made her much more understanding of her students' affective needs.

	Number	%
Total Number of Process	48	100%
Material Process	27	55%
Relational Process	9	19%
Mental Process	6	13%
Verbal Process	6	13%

Table 7 - Verb Processes - Reflect on and answer the following questions

As we can notice from the chart above, again there is the prevalence of material processes, processes of doing, actions of change. In my data these processes represent daily activities, or actions performed by this teacher. As pointed out earlier, the participants of material processes are called Actor and Goal. In the analyzed discourse the Actor is most of the time the teacher, **We** as the class of teachers, **you** (teacher), he/she, and the teaching method.

Participants	Number	%	
Carrier	6	11%	effective FLT, they, each student, it, the most important thing, you
Attribute	6	11%	difficult, different, a time to learn, necessary, chemistry, ready for it
Sayer	4	7%	words, I, most of users, I
Senser	5	9%	they, the teacher, the students, the teacher, you
Phenomenon	3	5%	his/her profession, the role of a helper, the way the language
Actor	12	22%	the pupils, they, the teacher, we, they, the companies, you, we, they, the teacher, taking courses, each class
Goal	19	35%	the same, possibilities, activities, the subject, this time, the opportunity, them, a foreign language, better jobs, those applicants, internet, the pages, English, it, any method, the students, the material, them, a different experience, with

Table 8 – Participants - Reflect on and answers the following questions

Some examples of material processes taken from my data:

...being an effective foreign language teacher is **to practice** and **make** the pupils **do** the same.

...**create** possibilities **develop** activities

...we **have to show** them why they **are studying** a foreign language.

...The teacher **should discover** this time and **give** the opportunity they need.

From these examples we may say that the teacher is the one who performs the actions and that these actions concern the teacher making students practice, creating possibilities and developing activities, showing the students the importance of studying a foreign language. The teacher should discover the learning time and give opportunity to students. These activities constitute my informant's beliefs what teachers' roles are. And these material processes are the kind of actions chosen for her to represent what she believes in.

The transitivity analysis revealed that this teacher realizes more material and mental processes, and these processes are closely related to this teacher's action, thinking and decision making. The systemic functional approach applied to this study validates the importance of unveiling teachers' beliefs system in teachers' education.

The set of reflective questions was a helpful tool, since I they provide a broader view of the informant's beliefs system. It is relevant to say that through these questions I was able to capture and discuss this teacher's experiences and beliefs about EFL learning and teaching processes.

CHAPTER V: FINAL CONSIDERATIONS

5.1 CONCLUSION

In this study I developed an analysis of two moments of discourse (questionnaire and the set of reflective questions) of one graduate EFL teacher, with the explicit purpose of unveiling this teacher's beliefs system. The interview served as a means to clarify some aspects of her discourse. First, I investigated textual elements based on Halliday's (1985, 1994) functional-grammar perspective and on Fairclough's (1989) Critical Discourse Analysis. By analyzing the text in terms of its transitivity patterns, I came to the conclusion that most of the verb processes in the main clauses of her discourse were material, relational and mental processes. In the analysis of these processes in order to uncover this teacher's beliefs, I noticed that the subject most of the time made use of material processes and that she believes that the teacher is the most important Actor involved in the learning process. Her beliefs and values showed to be sometimes more closely associated to the behaviorist learning theory and this is due to the fact she has succeeded in learning English in this approach.

On the other hand, most of the relational processes in her discourse were used to show her values and modes of behavior, which contribute to create frames of reference of what consists her beliefs. These frames created by generalizations such as "*we are human beings, we are not perfect*", "*the teacher must be prepared*" correspond to what this teacher has incorporated from the educational discourse community. Her discourse aimed at idealizing teachers' education and at prescribing what EFL teacher should or should not do, reflecting modes of behaviors again grounded on the behaviourist paradigm. However, in her discourse mental processes were used mainly to show that she is conscious of her role as an EFL teacher in society. I can also say that the systemic functional approach applied to this dissertation

validates the importance of studying the complex process through which teachers' beliefs are formed, developed and displayed.

In order to know how this teacher developed her beliefs and theories, I have included the importance of reconstructing learning experiences about learning a foreign language and her beliefs about the learning and teaching process. I can say that the analysis of her answers explicitly shows that her beliefs are based on her own prior learning and teaching experiences, and that she idealizes what constitutes the learning/teaching process. I have also incorporated the notion of rebuilding her initial teaching experience in order to analyze how this experience has shaped her teaching approach. In her answers she expresses the belief that teaching is an intensive work and that it takes several years to shape a teacher. She realizes that learning to teach involves adaptation to a socially constructed role. Here she somehow shows to have a social constructivist view of teacher learning since she recognizes the personal and social dimensions of learning to teach. In the analysis of her discourse she also reveals that her values and beliefs have grown out of experiences based on her interpretation of classroom events and theoretical knowledge. She understands that teachers' knowledge is organized and constructed by their experiences in class in which they teach and she believes that to be a teacher is inseparable from who you are as a person. She also expresses her belief that the role of the teacher has changed from provider to negotiator. Analysis of her written discourse revealed gradual awareness of her pedagogic discourse where tacit knowledge on EFL teaching / learning processes were made explicit.

After carrying out this analysis, I can say that in this teacher's discourse there are interdiscursive elements of EFL learning/teaching processes. She shows awareness of the topic, which may be influenced by educational discourse labels that somehow are so present in the educational field nowadays.

The teacher's discourse has revealed to be an interesting object of investigation. Through the linguistic analysis of the clauses I interpreted and explained the interface between this teacher's beliefs system and EFL learning/teaching process. Nevertheless, as Fairclough (1989) points out, writers determine what should be included or excluded from the real events, and the idea of written texts demand more mental efforts and elaboration of the ideas than spontaneous oral texts. For this reason, I incorporated an oral interview to first deeply discuss some ideas that were blurred in her written text and second to have the opportunity to promote authentic communication.

In this study I attempted to show the importance of awareness of an EFL teacher's beliefs, to understand how they come to exist. Therefore, I agree with the idea that teachers' beliefs and life stories should be at the core of teacher education programmes.

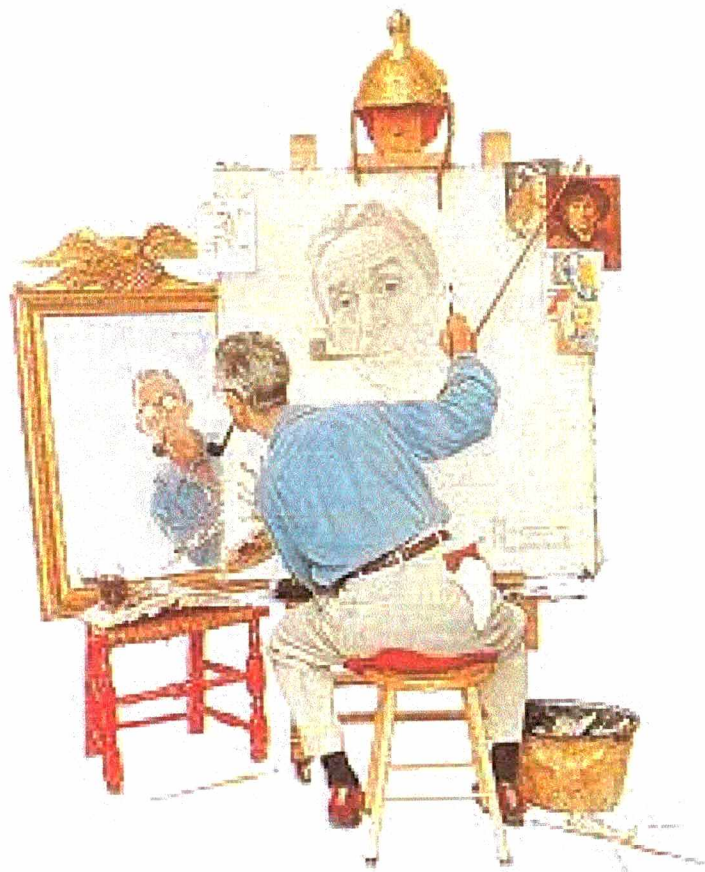
Due to limitations of this study no classroom observation was made to compare her textualized beliefs with what she effectively practices in her classes. Besides the interview, which constituted a valuable source of investigation of her beliefs, could be further explored in a future study.

Considering that life stories play an important role, in explaining beliefs held prior to education program, and in creating an atmosphere that might encourage students/future teachers to reveal aspects of their own stories, these "stories" should be incorporated in (letras) course. Doing that we will be able to achieve teachers' beliefs and jointly discuss and construct pedagogic discourse and encourage reflection. With this notion we might help to formulate knowledge and foundation for their practice.

From teacher thinking I borrowed the idea that beliefs are the essence of teachers' classroom practices. I hope this exploratory study has contributed to the importance of looking at teacher education as the process by which teachers should perceive their own

beliefs about teaching, and understand where they come from to better understand their practice.

My intervention as a researcher with this teacher has stimulated her to take a University post-graduate course in FLT. It seems that making her aware of the processes involved in learned/teaching a FL has contributed as a kind of stimulus for her professional renewal.



TRIPLE SELF-PORTRAIT
Saturday Evening Post cover
FEBRUARY 13, 1960

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APPENDIX I

Participant

Relational Process

Verbal Process

Mental Process

Existential Process

Material Process

Questionnaire

◆ 1 - See appendix D

◆ 2 - What is the strongest memory that you have of those classes?

| **It** | **was** | different from the classes that | **I** | **had** | at school and at the university.
 Carrier: **It** — **I**
 Relational Process: **was** — **had**
 Circumstance: at school and at the university.

We | really | **spoke** | English there | and the | **classrooms** | **were** | small and the number of students too.
 Sayer: **We**
 Verbal Process: **spoke**
 Carrier: **classrooms**
 Circumstance: English there
 Relational Process: **were**
 Attribute: really

◆ 3 - In your opinion what are the best ways to teach English?

We | **have** | **many ways** | **to teach** | English, — Goal
 Carrier: **We**
 Relational Process: **have**
 Attribute: **many ways**
 Material Process: **to teach**

As a teacher | **we** | **should know** | all about them. |
 Circumstance: As a teacher
 Senser: **we**
 Mental Process: **should know**

| **I** | **think** | that | **we** | **have to choose** | **the ways** | according to our group of students.
 Senser: **I**
 Mental Process: **think**
 Actor: **we**
 Material Process: **have to choose**
 Circumstance: according to our group of students
 Goal: **the ways**

◆ 4 - What helps more in learning English? (If more than one factor, please list them in order of importance: first, second, third, etc)

First of all | **the student** | **must want** | **to study** | **English**; — Goal
 Carrier: **the student**
 Mental Process: **must want**
 Material Process: **to study**
 Goal: **English**
The teacher | **must be** | **prepared**: — Attribute
 Carrier: **The teacher**
 Relational Process: **must be**
 Attribute: **prepared**

| **No more than 15 students** | in each class | ;
 Carrier

| **Good material: books and dictionary, cassette and video** | ;
 Carrier

(**Teacher**) | **Have in mind** | what the | **students** | **want** | **to learn: speak, write, read, listen** |
 Senser Mental Process Actor
 Material Process

| or all of them. |

- ◆ 5 - In what ways can the teacher contribute to the learning of English?

Projected Clause | Being a good professional, | **I** | **think**.
 Senser Mental Process

The teacher | **should know** | **all about question 4** | .
 Senser Mental Process Phenomenon

Besides that | **the teacher** | **must love** | **his work** | .
 Senser Phenomenon
 Circumstance Mental Process

- ◆ 6 - What do you have in mind when you use the phrase “a really good teacher of English”?

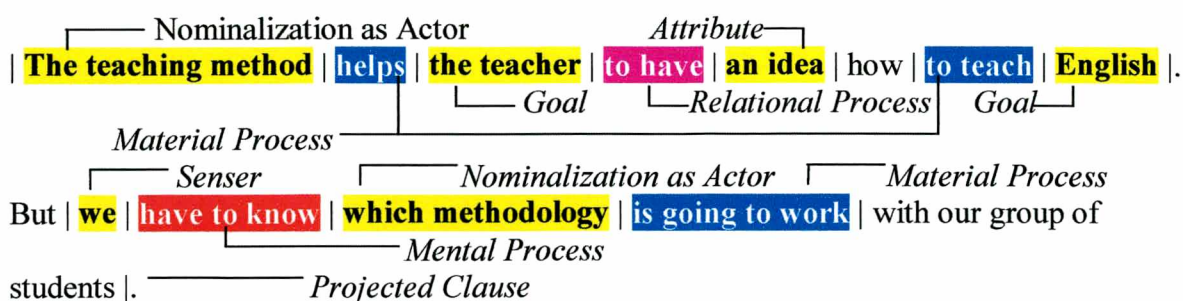
| **We** | **are** | **human beings** | , | **we** | **are not** | **perfect** | .
 Relational Process
 Phenomenon Carrier Attribute

| **We** | **have to do** | **everything** | _____ Goal
 Actor Material Process

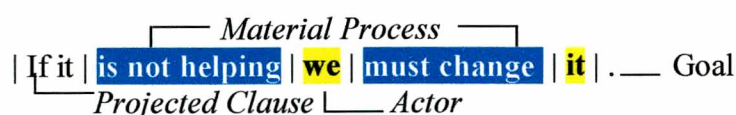
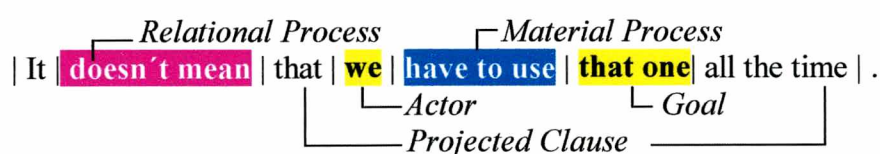
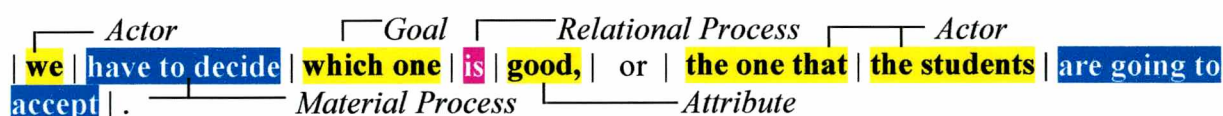
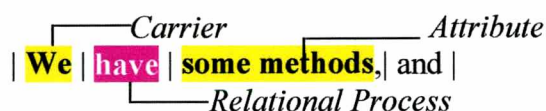
that | **is** | **possible for our students** | ,
 Attribute
 Relational Process

But | **we** | **don't have to be** | **discouraged** | if the | **students** | **don't get** | **it** | .
 Relational Process Phenomenon
 Carrier Attribute Senser Mental Process

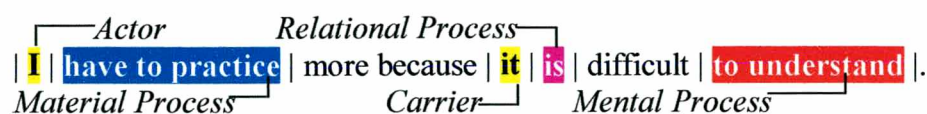
- ◆ 7 - In what ways can the teaching method contribute to the learning of English?



- ◆ 8 - What do you have in mind when you use the phrase “a really good method for English language teaching”?



- ◆ 9 - As an English language user how do you evaluate your proficiency? (excellent, good, average, bad, poor). Why?



Carrier — Relational Process
 | My pronunciation | is not | so good in some words, | because of my accent |— Circumstance
 Attribute

Senser
 | I | don't like | to write | in my language |, — Circumstance
 Material Process
 Relational Process

Actor
 so | I | do | the same in English |. — Circumstance
 Material Process

◆ 10 - Have you got any other comments about the best ways to teach a foreign language?

Senser Carrier Attribute
 | The teacher | should know | that | He/She | is | not perfect | and that |
 Mental Process Relational Process

Actor Goal Relational Process Attribute
 | He/She | is teaching | a language | that | is not | His/Hers |.
 Material Process

Identifier Identified
 | We | are not | Americans, | we | are | Brazilians |
 Relational Process

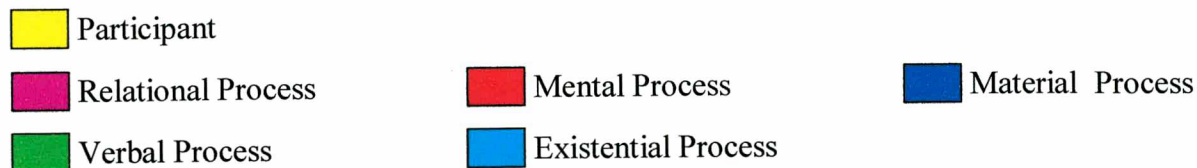
Actor Goal
 even in Portuguese | we | make | some mistakes |.
 Material Process

Carrier Goal Relational Process
 The most important | in | teaching | English | is to let | your students | know | that
 you | don't know | everything |, — Phenomenon
 Senser
 Mental Process

Senser Material Process Goal
 but | you | know | and | have studied | enough | to teach | them |.
 Mental Process

Senser Mental Process
 We | have to "encourage" | them | to learn | as much as | they | can | (Elliptical Learn)
 Mental Process Senser
 Phenomenon

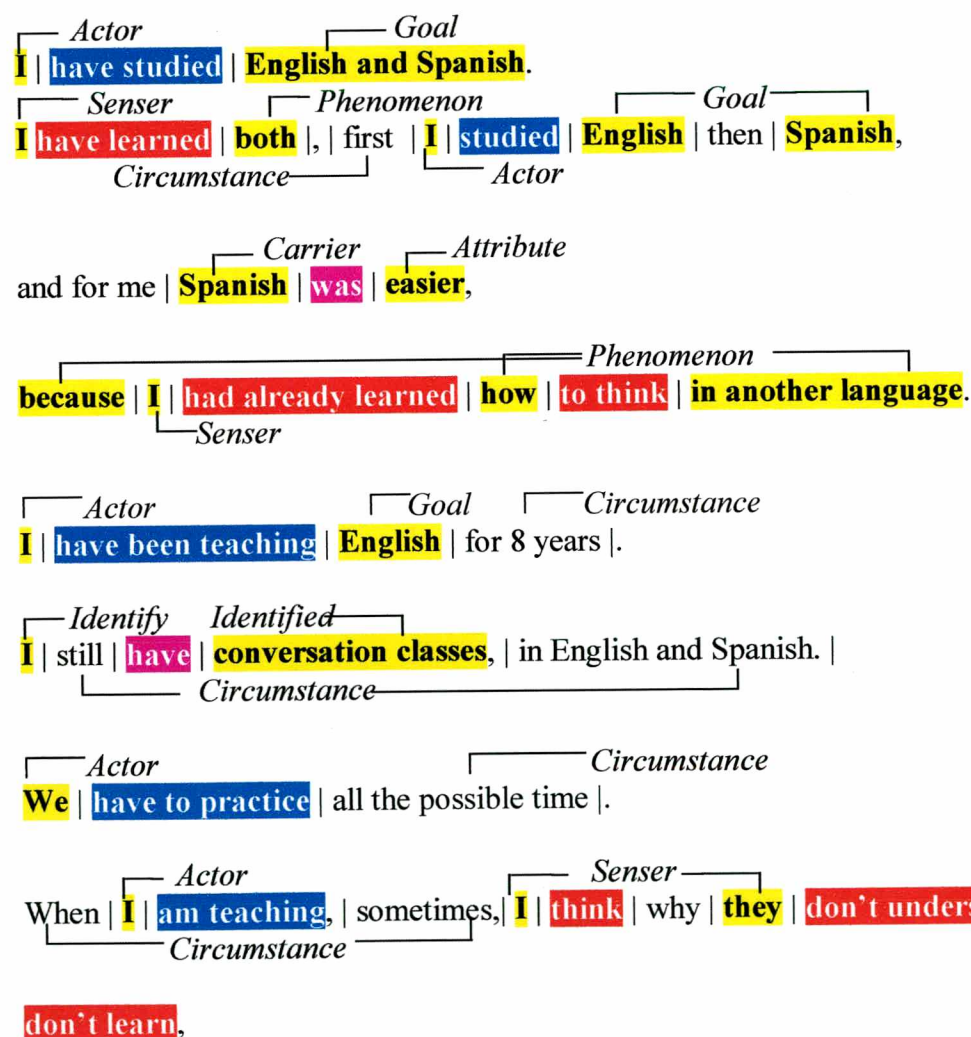
APPENDIX II



The Set of Three Reflective Questions

1) Reflecting on Your Learning Experience:

What foreign languages have you studied or learned? How successful were you? How have your experience as a language learner affected your beliefs about language learning or teaching?



I | **think** that | **English** | **is** | **easier than Portuguese** |.
 Senser Carrier Attribute
 Phenomenon

But when | I | **am** | in my conversation class, and there | I | **am** | **the student**,
 Carrier Identify Identified
 Circumstance

I | **realize** | **how difficult** | **English** | **can be** | sometimes. — Circumstance
 Senser Phenomenon Carrier

So, I | **try to understand** | **my students**, |
 Senser Phenomenon

and | I | **also try to make** | **my classes and my explanations** | as clear as possible.
 Actor Goal Circumstance

I | **keep in mind** | **that** | I | **don't know** | **everything**, | and that | I | **am still learning**.
 Senser Phenomenon

Nas aulas do segundo grau | **não lembro** | **muita coisa**,
 Circumstance Phenomenon

Quase |(Nós)| não | **tínhamos** | aula | e | **aprendíamos** | **mais vocabulário, traduções**, | do
 Carrier Phenomenon
 que estrutura ou pronúncia.

No curso de Inglês | **foi** | onde |(Eu)| **tive** | **a minha melhor experiência de aprendizado**,
 Circumstance Identify Identified

| **eu** | **realmente falava** | e | **aprendi** | a | **comunicar** | -me | pela língua inglesa.
 Sayer Circumstance

| **Lembro** | que | **tive** | **certa dificuldade** | em | **aprender** | **algumas estruturas**
 Attribute Phenomenon

gramaticais, | pois não **conseguia fazer** | relação com a língua portuguesa,
 Phenomenon Circumstance

ou por | **não conhecer** | **a gramática** | e somente | **falar** | a língua inglesa, | o
 Phenomenon Verbiage

| **professor** | **não era** | **bastante claro nas explicações**. |
 Carrier Attribute

Já nas aulas da faculdade | **aprendi** | como aluna | **o que** | **fazer** | nas aulas de |
 Circumstance Goal

inglês como professora | e | **principalmente** | **o que** | **não fazer** |.
Circumstance ——— | ——— *Phenomenon* ——— *Goal*

Uma vez que | **eu** | **estava** | ali como aluna,
 | ——— *Circumstance* ——— | *Carrier*

mas | **seria** | **professora** | em breve,
 | ——— *Circumstance* ——— | *Identified*

por exemplo as aulas do laboratório, | **é** | **delírio** | **querer** | que | **os alunos** | **façam** |
Circumstance ——— | ——— *Attribute* ——— *Actor* ———

exercícios muito complexos |
Actor ——— | *Goal*
 | **e o professor** | **deve saber operar** | **os aparelhos** | adequadamente, | **o que** |
 | ——— *Circumstance* ——— | *Goal* ——— *Actor* ———

nem sempre | **acontecia**.
 | ——— *Circumstance* ———

O livro | que | **era** | **adotado** | **era** | **muito extenso** |
 | ——— *Carrier* ——— | ——— *Attribute* ———

e **havia** | **muito diálogo**, | **alguns** | (**eram**) | **fora da realidade do aluno**.
 | ——— *Existente* ——— | ——— *Carrier* ——— | ——— *Attribute* ———

Talvez se | **inglês** | **fosse** | **um pré-requisito** | para Letras, |
 | ——— *Circumstance* ——— | *Carrier* ——— *Attribute* ———

| **teríamos** | **um aproveitamento melhor**, |
 | ——— *Attribute* ——— |

mas como | **não é** | **poderiam mudar** | um pouco, às vezes | **o tradicional** |
 | ——— *Circumstance* ——— | ——— *Actor* ———

funciona | melhor que o moderno. |
 | ——— *Circumstance* ——— |

2) Reflecting On Your Initial Teaching Experience:

Participant

Relational Process

Mental Process

Material Process

Verbal Process

Existential Process

What was memorable about it and why, and how you knew what to do? What did you know what to say? Reflecting on this experience, what did you learn from it? Describe the ways in which this experience has shaped the type of teacher you are today?

Actor *Goal* *Circumstance*
 | I | **have been teaching** | **English** | as a second language for seven years |.

Senser *Phenomenon*
 | I | **do not remember** | **everything** | from my first class as a teacher |,

but | *Existent* | **there is** | *Senser* | **something** | that | *Carrier* | I | **did not forget** | - I | *Attribute* | **was** | **really nervous** |.

Existent *Circumstance*
 | **There is** | **a difference** | between | **teaching** | in an English course | and | **teaching** | **English** | in a high school l.— *Circumstance*
Goal

Actor *Circumstance*
 | When | I | **started teaching** | in a classroom with at least forty-five students |

Senser *Identifier* *Identified*
 | I | **wanted** | to | **give up**. | **It** | **was** | **the first thing** | I | **thought** | about | .

Senser *Carrier* *Attribute*
 | After some classes | I | **realised** | that | **the students** | **were** | **afraid of that class too** | .

Actor *Senser* *Goal*
 First of all, | I | **tried to make** | **the students** | **understand** | **that** | **to speak** | **another** **language** | *Attribute* | **is** | **important** | and that | **they** | **have to practice** | as much as possible | **to learn** | **English**. | — *Phenomenon* *Carrier*

Actor *Goal* *Circumstance*
 Then | I | **chose** | **words and exercises** | according to their vocabulary in Portuguese. |

| Teenagers | like | to study | the subject, | mainly when | they | like | their teacher. |

Phenomenon

Senser

| I | have learnt | many different things | during these years as a teacher |,

Actor Goal Circumstance

| but the most important | was | that | we | teachers- | do not know | everything | and | we | are | always | learning | with | our pupils | .

Identifier Senser Phenomenon Carrier

Identified Goal

| It | means | that everybody | has | something | to teach | and | learn | every day | .

Carrier Goal Circumstance

| Besides that | there is | one more thing, | the students | will | only | notice | that |

Senser

Existent Mental

| it | is | your first class | or that | you | are | nervous, | if | you | tell | or | show | them | .

Phenomenon

Carrier Attribute Sayer Goal

Identifier Identified

| Nowadays | I | do not have | problems | when | I | start working | in a new class | .

Carrier Attribute Actor Circumstance

| I | know | that | to be | a teacher | you | may have | imagination and talent | ,

Senser

Attribute Carrier

Phenomenon

| but | you | will not go | anywhere without skills | .

Circumstance

Actor

| You | have to study and develop | new teachings, | because | it | is | hard | to endure | the intensive work. | ,

Actor Goal Carrier Attribute

Goal

| As a matter of fact, | it | will take | several years | to shape | a type of teacher | .

Actor Goal

| However | the experience | you | have | at the beginning |

Identified Identifier Circumstance

| will help | you | a lot |, knowing | what | to do | or | not | during your classes | .

Goal Circumstance

3) Reflect on and answer the following questions:

 Participant

 Relational Process

 Mental Process

 Material Process

 Verbal Process

 Existential Process

What does it mean to be an effective foreign language teacher? How do you think foreign languages are learned? What do you see as the most important factors in learning a foreign language? How do you think foreign language should be taught? What should be the role of the teacher? What kinds of language learning experiences do you think a foreign language teacher should provide?

It is difficult to find words to express something related to our practice.

Attribute *Sayer* *Verbiage*

Being an effective foreign language teacher is to practice and make the pupils do the same.

Carrier

Actor *Goal*

Create possibilities and develop activities according to the group of students,

Goal *Goal* *Circumstance*

because they are different, and they do not learn the subject at the same time.

Carrier *Actor* *Goal*

Attribute *Circumstance*

As I said before, each student has a time to learn.

Sayer *Carrier* *Attribute*

The teacher should discover this time and give the opportunity they need.

Actor *Goal* *Senser*

We have to show them why they are studying a foreign language.

Actor *Goal* *Actor* *Goal*

That, it is necessary to get better jobs, because the companies eliminate those

Attribute *Goal* *Actors*

Carrier

applicants that do not speak at a useful English.

Goal *Verbiage*

At last, ^{Actor} we are getting accustomed to use **Internet**, and ^{Sayer} most of users communicate in English, as ^{Goal} are written the pages.

^{Sayer} I have (already) said that ^{Carrier} the most important thing in ^{Goal} teaching and learning (English) is.

^{Senser} the teacher ^{Phenomenon} must like his/her profession and ^{Senser} the students ^{Goal} must want to learn it.

If ^{Carrier} you ^{Attribute} have this "chemistry", ^{Actor} you ^{Goal} can use any method, it ^{Goal} will certainly work.

^{Senser} The teacher ^{Phenomenon} should have the role of a helper.

^{Actor} We ^{Goal} should give the students the material ^{Actor} they will need to practice and ^{Goal} make them ^{Phenomenon} understand the way the language is.

^{Circumstance} About the learning experiences ^{Actor} the teacher ^{Circumstance} should provide as much as possible, ^{Actor/Nominalization} taking courses ^{Goal} will help a lot.

^{Actor} For me ^{Circumstance} each class ^{Goal} give you a different experience, ^{Senser} you can learn with your students | too |.

^{Attribute} Be ready for it.

APPENDIX III

Interview

1. Em uma das respostas você mencionou que você sabe como a língua inglesa pode ser difícil, e que por isso você tenta entender seus alunos. De que maneira você tenta entendê-los? Você poderia comentar um pouco mais sobre esta idéia de entender os alunos

Eu lembro o entendimento ao qual eu me refiro é quanto a vida dele, né o que eles aprenderam antes de chegarem ser meus alunos. Porque é uma rotatividade muito grande, então quando você tem alunos desde o início do aprendizado de Língua Inglesa, daí você acompanha desde o início, desde a primeira aula de inglês na 5^a, vamos colocar assim, daí você sabe as dificuldades daí você pode ir sanando essas dificuldade, mas quando você pega, por exemplo um do 2^o grau uma turma de alunos que não foram seus alunos anteriores vieram de escolas diferentes onde uma escola aplicava uma metodologia outra, não aplicava metodologia nenhuma um aluno que veio anos anteriores onde a cada ano ele tinha 3, 4 professores de Inglês, então sempre sabendo a historia desse aluno você pode, não vamos dizer assim ignorar a defasagem que ele tem, mas tentar sanar, esse é o entendimento que eu coloco, então as vezes o aluno saiu com media sete, eu sei que o conhecimento dele é pouco, mas o empenho dele apesar da defasagem que ele tem, o empenho dele em querer aprender em tentar conhecer, em desenvolver esse aprendizado em Língua Inglesa vale, vale, aquele esforço e eu os deixo conscientes disso, eles aí: “ - Mas professora eu não entendo nada”. Não, você não entende muito, você entende pouco, você pode entender menos que o seu colega do lado, mas você entende alguma coisa, essa é a conversa que eu tenho com eles no sentido de faze-los entender isso.

→ É claro que isso não é um reflexo de 100% na turma, sempre tem aqueles casos que nem esse tipo de conversa, eu não sei, eu falo pra eles, ou um trauma, dificuldade muito grande, ou alguma coisa que acentuou de certa maneira as vezes ainda a família ou os pais, pra que aprender? E tem isso também.

Tudo isso conta na hora de uma avaliação, na hora do aprendizado do aluno, isso é a parte do entendimento, aqui no colégio há essa possibilidade porque tem como você ter esta conversa com o aluno é um número de alunos, menos vamos dizer assim, você conhece todos os alunos que você tem, já numa escola maior, onde você tem um número maios de turmas....

→ Como é na escola técnica?

Lá é outro, outro, outro departamento, né? É outra metodologia é outra filosofia é completamente diferente, então também tem esse lado de certa maneira você tem que se adaptar à metodologia da escola e aí adaptar o ensino de Língua Inglesa ao propósito da escola. Tem tudo isso.

→ E como que você acha que fica esse negócio assim de como você fala em adaptar a metodologia da escola?

Porque tem um propósito da escola, a escola quer o quê? Que o aluno saia preparada para o vestibular? Então vamos trabalhar em cima disso, não a escola tem um propósito do aluno ter conhecimento da língua, então o que ele vai desenvolver depois fica a critério dele, então ele

tem que ter esse início, vamos trabalhar nesse ponto, Ah não! O aluno tem que ter entendimento para ler um texto técnico, e entendê-lo, ou saber o funcionamento de uma máquina, então vamos trabalhar nesse... essa é a proposta da escola, o que a escola quer, é que a gente monta digamos assim o plano de aula né?

→ Lógico prá realmente conseguir chegar a um vamos dizer assim à 70% dos desejos de todos, né?

Isso também é importante...

É complicado, porque aí o aluno esta numa escola técnica, mas ele quer aprender música aprender a se comunicar, a falar, diálogos teatros, e não é a preocupação da escola, ai vem uma complicação, você tem que ficar sempre naquela, tentando trabalhar com todos esses elementos, e... é bastante difícil.

→ É porque normalmente são esses fatores música, teatro, que movem...

Ma nem sempre você pode trabalhar só esse lado, mas você pode incluir como uma prática esporádica vamos dizer, mas os alunos só olham o lado do prazer, né?

→ É natural, quando se é adolescente

É... aí, vem a parte do entendimento, entendendo que são adolescentes, que tem outros objetivos mas que o objetivo da escola ou dos pais também tem que ser colocados para eles, ó tem esse lado também...

→ Então você tá querendo dizer que também vamos dizer assim, que naquilo que os pais acreditam os alunos acabam sendo um pouco do reflexo!

Também, também. Numa família onde os pais tem um nível escolar melhor, ou os pais que tem uma faculdade, ou fazem cursinho de Inglês ou alguma coisa assim, você tem um desempenho melhor do aluno, sem dúvida, é raro, é raro, o aluno que não gosta ou não se interessa tendo os pais falantes da Língua Inglesa, ou que estudam, ou que tem um, é muito raro, geralmente você vê dificuldade naquele que o pai não tem conhecimento nenhum, conhecimento da parte de estudo, aí você encontra só conversar com aluno que você percebe, descobre.

→ É bem interessante, né?

2. Num outro momento você diz que tenta fazer com que suas aulas e explicações sejam as mais claras possíveis. Você poderia comentar sobre como deixá-las claras, dando alguns exemplos.

Isso vem da dificuldade do aluno muitas vezes em entender mesmo em Língua Portuguesa o que é para ser feito, um exercício gramatical por exemplo ou a leitura de um texto, aí principalmente a leitura ele já coloca a primeira reação dele é colocar obstáculos que ele não vai conseguir na leitura ele coloca obstáculo por ele não conhecer todo o vocabulário. Aí você tem que fazer todo aquele trabalho explicando, não mas olha esta frase, você tem que ir junto com ele ou junto com um grupo ou até que eles assimilem a idéia de que eles conseguem a

primeira reação do aluno frente a um texto ou a um exercício da Língua Inglesa é dizer que está difícil que ele não vai conseguir. Então por isso é que vem a explicação, você explica, você faz o primeiro, você mostra caminhos para que ele perceba que não é um bicho de sete cabeças é nesse sentido.

3. Quando você menciona sobre as aulas de inglês que você teve na faculdade você diz que aprendeu o que fazer como professora. e principalmente o que não fazer. Você pode comentar sobre isto.

Eu lembro eu lembro bastante de algumas aulas em todas as matérias, em todas as disciplinas que eu tive eu posso dizer não só de aprender o conhecimento ou o assunto que estava sendo colocado na hora, mas eu tenho lembrança de eu como aluno. Então eu fico pensando bom se eu agir com esse professor está agindo eu não tô gostando como aluno então eu não vou agir assim porque o meu aluno também não vai gostar. E hoje em dia quando eu escuto as reclamações de alguns alunos em relação a alguns professores, algumas atitudes eu me vejo na faculdade. É difícil é porque às vezes você está num momento ou numa situação que você precisa agir daquela maneira ou você não pensa depois que você retorna nossa porque eu fiz aquilo ou daquela maneira e o aluno fica com aquela impressão naquela hora. Então eu sempre tento a cada aula corrigir. Sabe um pouquinho, penso trabalhei daquela maneira e não deu certo. Vamos tentar outra maneira. E eu lembrava muito das aulas de faculdade que é o que eu tenho mais recente de como aluna. E eu lembrava de algumas atividades de algumas atitudes de professores na sala de aula que não tava certo eu estava como aluna e eu via que não funcionava então são essas atitudes, essas posturas de professores que eu tive em sala de aula que marcaram, que eu ficava pensando eu já lecionava quando eu estava na faculdade aí eu pensava isso eu não vou fazer, eu vou cuidar para não fazer. Então, eu ficava analisando essa situação se eu me ver frente a esta situação eu vou procurar não agir dessa maneira porque não está dando certo porque como aluna eu vi o resultado ali entre os alunos. E eu vou tentando corrigir às vezes eu acerto às vezes eu erro e aquele erro eu tento corrigí-lo numa aula seguinte e por exemplo seu erro algum exercício ou esqueço ou falo alguma coisa errada eu vou na aula seguinte ou na mesma aula eu vou: “ - Pessoal eu errei, não é dessa maneira eu não prestei atenção eu não li direito eu troquei a resposta”. Faço correção porque eu tive professores que frente a um erro não assumiram aquele erro ficou feio para a imagem deles. Eu pensei eu não quero ter isso não quero ser assim. E os alunos ficaram com aquela... nós como alunos na faculdade ficamos com aquele receio de questioná-lo uma próxima vez, e nós víamos que não estava correto e criou-se muitas situações chatas em sala de aula. Então eu procuro corrigir dessa maneira isso é um exemplo de uma situação e se acontece eu tento corrigir eu faço com que os alunos percebam que o professor não é aquele que sabe tudo. Ele sabe mais do que os alunos, ele estudou mais ele tem conhecimento e esse conhecimento que ele está passando para eles, quer que eles absorvam, que eles aprendam, desenvolvam aí você escolhe o verbo que você quiser, mas eu não sei tudo eu sei um pouco eu sei mais do que vocês e eu sempre estou estudando e eles sabem que eu sempre estou lendo, sempre estou estudando e eu faço com que o aluno perceba isto, é importante.

4. Você menciona que “o tradicional pode funciona melhor que o moderno”. O que você quer dizer com isto?

Algumas atitudes, por exemplo alguns professores dizem que eu sou muito rígida. Mas eu não tenho... Quanto ao pré-requisito do inglês, na faculdade a gente sempre comentava para ter uma aula adequada ou para ser realmente o professor sair de uma faculdade pronto para

lecionar ele tem que vir realmente com esse pré-requisito com esse conhecimento de inglês e o que se tem o aluno vai para a faculdade para aprender e ele não aprende mas ele sai dali com o diploma para ensinar e aí? Aí nós temos aqueles professores que frente a um erro não eu estou certo e pronto acabou porque ele não está preparado, se ele tivesse, o conhecimento, se ele tivesse ele saberia não, não eu errei não é assim, ele saberia ele teria esse envolvimento porque os alunos não iriam dizer que ele não sabe nada, nunca de maneira alguma. Então para mascarar esse não conhecimento aqui que ele não teve aqui (faculdade) ele usa esse modo não ou tô certa é isso e pronto e acabou! Acaba ensinando o aluno errado.

→ Esse aluno que mais tarde vai ser professor ?

Exato ou também o professor que sai da faculdade, sai assim e vai ensinar errado também o aluno dele, na sala de aula. Aí esse aluno depois cai, com um professor ou chega a uma escola onde tem um professor que já tem pensamento diferente aí nós ter vamos aquele problema que eu enfrento com alguns alunos, porque é difícil porque eu nunca aprendi nada. Ai nos vamos ter todo aquele problema que foi já comentado no início. Quanto ao tradicional e o moderno é... às vezes sai uma metodologia nova sai um estudo novo já coloca, tem que dar certo não olha o número de alunos o nível dos alunos, às vezes com certas turmas o tradicional funciona, exercício no quadro e texto estruturados que você tira, retira perguntas bem óbvias que para qualquer um, um outro seria óbvio mas não para eles é novo, é assim que funciona. Aí vem o conhecimento do professor em relação a turma. O mesmo assunto eu posso trabalhar em três turmas, o mesmo assunto será trabalhado de maneira diferente, porque as turmas são diferentes, os alunos são diferente, às vezes eu preparo eu elaboro trabalho eu elaboro uma vez só mais eu sempre deixo margens para mudanças, eu aplico na primeira turma trabalho, aí eu já vou não isso aqui não deu certo, já vai corrigindo na outra turma já sai diferente, já reformulei aí na terceira turma geralmente já está melhor porque eu já vou eliminando ou acrescentando elementos que já não deram certo lá no início. E isso não acontece em certos casos em certas matérias não só na língua inglesa. O professor determina um molde e tem que dar certo doa a quem doer. E vai embora, e vai arrastando até o final, não é bem assim. O ser humano é diferente, né? O tradicional e o moderno é que às vezes você não precisa ficar só a porque essa é a técnica, essa metodologia é a nova é atual.

→ Você acha que isso também pode funcionar em um instituto de idiomas?

É diferente, num instituto é diferente porque num instituto você tem a metodologia pronta, você tem o material pronto e aí o que você trabalha com o aluno, o aluno vem e diz mas eu não entendo desta maneira, não é que a metodologia seja ruim, ele não se adaptou aquela metodologia. Então não é o instituto que vai modificar aquela metodologia ele vai ter que mudar de instituto. Aí a pessoa depois de muito tempo encontra ah, eu fui para tal lugar e lá eu aprendi, aí você tem a comprovação não é o método nesse caso, o aluno pode fazer esta variação ele trocar, mas numa escola nós não temos essa possibilidade. O pai não vai fazer isto vai trocar o filho de escola porque ele não se adaptou ao método daí você tem que pegar todas as metodologias inclusive as modernas e as tradicionais e ir adaptando aí cabe ao professor fazer esta adaptação o que num instituto o aluno é que vai fazer adaptação não deu certo nesse eu vou pra outro. Todos os cursos de inglês são bons vai do aluno se adaptar à metodologia que o curso oferece.

→ O que se acha que faz com que o aluno se adapte melhor ou não?

Por exemplo uma pessoa introvertida num curso em que a conversação prevalece não vai dar certo, uma pessoa que fala muito num curso em que é só escrita ela vai achar um tédio. É ou não é? Então vai adaptando. Quando eu iniciei a estudar fazer curso de inglês eu lembro que eu deveria ter 15 anos e eu mesma fui em todos os cursinhos que tinham aqui em Joinville e sabe o que me cativou o atendimento. Todos eles ofereciam os mesmos preços, as vantagens, um o outro tinha uma coisa ou outra diferente e o atendimento é que cativou e eu fiquei estudei sou professora lá e gosto muito de ficar lá o ambiente é bom.

→ Você soube então avaliar bem isto, né?

E eu tinha só 15 anos e fui sozinha, a minha mãe disse: Você escolhe! Eu também já trabalhava, eu pagaria né! Agora aqueles que o pai coloca ou a mãe, talvez o pai e a mãe tiveram experiências e às vezes: “ - Ah eu vou ter que trocar o meu filho de tal lugar porque não deu certo”. Ele pode gostar do lugar para ele pode ter dado certo mas para o filho não está dando certo porque não é a metodologia que ele se adaptou, que fez bem que desenvolveu.

5. Você diz que o professor deve gostar da profissão e que os alunos devem querer aprender o inglês. Esta situação parece ser a ideal. Como você maneja o processo de ensinar/aprender quando esta situação não se apresenta?

E eu tenho, tenho vários, pais, alunos que chegam pra mim e dizem: “- Professora, eu não gosto de estudar inglês!”.

→ E aí? O que você faz?

Eu não sei. Eu... eles dizem isso, e eles gostam de deixar separado, os alunos, eu não sei por que eles gostam de deixar separado isso. Porque eles se adaptam a minha pessoa. Eu não tenho problema de relação com alunos. E às vezes tem uma coisinha ou outra, que... mas eu vou e resolvo e sempre ...e... puxando o aluno pro meu lado. “- Não. Não é bem assim”. E quando o aluno diz: “- Eu não gosto de estudar inglês.” Aí eu coloco a seguinte maneira. Bom, você já chegou nessa conclusão. Agora você vai ter que fazer uma escolha, e a escolha é a seguinte; ou pelo prazer, ou pelo dever. Pelo prazer você já disse que não gosta. Então vai pelo dever. Eu sou objetiva. Porque você pode escolher aprender e ter prazer em aprender, mas quando esse prazer não aparece. Pode não aparecer agora, pode aparecer depois, pode não aparecer nunca. Pense no lado do dever, da necessidade. E é isso. Acatam. Eles chegam nessa conclusão, que não há. E realmente eu tenho mais problemas de dificuldade do aluno em aprender a língua, mas aí é aquele aluno que tem uma dificuldade geral, em todo as matérias.

→ Era isso que eu ia te perguntar. Não fica só em inglês?

É. Não fica específico. Quando nós fazemos o conselho, passa o boletim inteiro do aluno, e você observa. Quando ele tem dificuldade geral e quando é específica. E geralmente o aluno que tem facilidade, consegue ir bem nas aulas de inglês e às vezes tem dificuldade em matemática, química, física, português. Essas matérias, por incrível que pareça, elas conseguem ser, únicas às vezes na dificuldade do aluno. Esse aluno, só não é bom, ou, só não consegue desenvolver em matemática ou em física. Já em inglês é diferente.

→ Não é a área dele?!

Não é a área... é... Já em inglês é diferente. Se ele aparece com uma dificuldade em inglês, ele vai aparecer em outras matérias. Ou em português, ou história, ou em geografia. Agora só em inglês é difícil. É muito difícil. Ele pode dizer que ele não gosta, mas ele não vai apresentar dificuldade ou mesmo não gostando ele vai procurar esse lado, da necessidade. Porque eu estabeleço isso com ele. E ele vai... e ele consegue dentro daquilo que ele conseguiu absorver, desenvolver o trabalho dele. Pode ser pouco, ele pode ter nota dez, nove em todas as outras matérias. E em inglês ele pode ter um sete, sete e meio. Mas foi o que ele conseguiu desenvolver. Porque... e como ele não tem um problema de aprendizado, ele consegue desenvolver. Agora aquele que tem dificuldade em outras matérias, vai aparecer em inglês também.

→ E aquele que tem muita facilidade? Assim um caso? Você também deve ter... muitas pessoas... que já tem cursinho fora... E daí? Como é que você faz? Porque daí também é complicado.

Tenho, tenho alunos que são bons, que desenvolvem tem cursinho... muitos deles... é complicado, mas em sala de aula, eu não, não posso dizer que eu tive problema, nesse sentido do aluno saber mais, já ter conhecimento. Porque tudo aquilo que está sendo visto em sala de aula, ele, ele está absorvendo com um aprendizado. Ele não tá olhando aquilo ali e: "- Ah! Isso aí eu já sei." Ele pode dizer: "- Ah! Ficou mais fácil. É fácil." Ou enquanto os outros levam meia hora pra fazer um exercício, ele faz em quinze minutos, dez minutos. E aí eu já, geralmente, atividade para uma aula eu elaboro sempre com aquela margem. Porque como eu sei, eu conheço meus alunos, e eu sei que tenho aqueles que ... é... farão em meia hora e aqueles que farão em quinze minutos, eu elaboro uma gama de atividade que... assim que aqueles quinze minutos terminarem, aquela parte, ele vai ter o que fazer. Ele não vai ficar ocioso. E aquele que levou meia hora toda a aula para fazer um exercício, ele sabe, que ele vai mais meia hora em casa para fazer aquele que o outro já fez em sala de aula. É uma questão de estabelecer com os alunos... como será o andamento da aulas. Se você leva 15 minutos para fazer a... a., atividade, enquanto que o outro levou meia hora, você terá mais 15 minutos para fazer uma outra. E aquele que levou toda a meia hora para um exercício, vai ter que... é... colocar mais tempo fora da sala de aula para o estudo.

6. Você acha que você mudou suas idéias sobre como aprender ensinar Inglês ao longo de sua prática? E por quê?

De como assim?! De quando eu iniciei? Mudei! Nossa...! E como mudei! Mudo... a cada ano. Assim como eu mudo... é... a atividade, fiz uma aula na turma pra outra eu já faço mudanças, para melhor. Eu mudo... o meu comportamento também. O... o... esses dias eu estava fazendo uma organização nos meus papéis e provas e materiais, que eu guardo. E alguns eu disse: "- Não! Isso aqui eu não vou usar, nunca mais." Porque eu vi que aquilo serviu para aquele momento, mais hoje ele não serve mais, eu já sei fazer, eu já sei elaborar, eu tenho já, os meus alunos, eles já tem uma dinâmica... que ... absorve muito mais do que eu trabalho no início. E também atitudes em sala de aula, que antes eu, eu..., quando eu comecei eu considerava certo, mas que depois com o tempo eu vi que não. Que não é bem assim.

→ Tens algum exemplo? Alguma coisa assim que tu lembra?

Essa parte da... da, da negociação. Essa parte da negociação. Não tinha, eu não sabia. Não, a aula é assim... e pronto, acabou. Tem não, sem choro! Mas depois foi indo, com o tempo, os alunos foram mudando.... nós temos um relacionamento bom e conhecendo o aluno como respondi lá em cima... Nesse entendimento, esse também entende.... entende e nessa troca é que essa parte da negociação - e funciona - a negociação funciona. Tanto é que um comentário hoje: “- Ah, o aluno ... é... está fora da sala de aula”. E uma outra matéria, ele sabe, ele conhece o professor. De uma outra matéria: “- Ah, não! Eu sei que posso ficar”, ou “Eu sei que eu posso entrar atrasado.” Se é inglês, ele não bobeia. Porque ele sabe, que eu estabeleci com eles essas regras. E ele não.... chega tarde, ou se chega tarde ele tem a desculpa, e ela tem que ser muito séria ou foi realmente o motivo dele estar lá fora, ou alguma coisa, porque foi estabelecido. Nós conversamos sobre isso. Eu não tomei a decisão sozinha, nós concordamos - aluno e professor - nós concordamos com isso estabelecido. Ou; “- Ai, eu posso entregar semana que vem que o professor vai aceitar”. O professor de inglês não.

→ Você não aceita?

Não. Eu dou um prazo. Tá, uma chance, é dada. Porque todo mundo tem direito a uma chance, e isso é estabelecido com ele. “- Tá, você tem uma chance.” Não deu certo, seja lá qual for o motivo. “Não deu pra você terminar?” Tudo bem, me entregue na próxima aula. E ele vai a trás e ele faz. Porque valoriza a chance que ele tá tendo. E ele entrega na próxima aula, ele não deixa pra outra semana, ele entrega na próxima aula.

→ Você acha que se dão muita chance, também as vezes não...

Ah! Aí é claro! “- Ah! Eu faço... depois”. “- Ah! No final do bimestre.” “Ah! Dá...” E ele vai deixando. Se você não estabelecer, você também às vezes, você fica... dói! Você dizer não, eu não vou aceitar. Porque teve o prazo, teve a chance, e só agora! Dói, falar isso, mas eu faço! Porque uma segunda vez não acontece. Numa segunda vez ele não vai mais entregar atrasado. Ele não vai mais....

→ Que você impôs um limite?

É... é o limite... E eles pedem o limite. Eles pedem. Eles até podem dizer que gostam quando é tudo solto... assim... Não... não gostam, não. Como alunos eles querem coisas estabelecidas. E que assim como você cumpri o estabelecido, aí eles também vão... atrás... vão fazer. E queira ou não o professor é... não é o espelho, é onde olha pra fazer ter as ações, pra fazer, pra não fazer. Ele tem o professor como referência, tanto para as coisas boas como para as coisas ruins. Ele tem como referência.

7. Fatos significantes que influenciaram sua concepção sobre ensinar e aprender.

Na aula de pós-graduação foi feita esta pergunta... E... todos eles tinham uma história diferente. Muitos deles, já estiveram em outra profissão e mudaram. E a maioria dos que estavam na sala mudaram, e não pensam em mudar ou voltar a profissão....

→ Quer dizer... Eram outras profissões que hoje em dia são professores?

Exatamente. E eu também me incluí nessa... nesse grupo.

→ Ah, é? Por quê...?

Porque eu já trabalhei de secretária, muito tempo. Trabalhei... é... em lojas, quando eu estudava o segundo grau todo, sempre trabalhando. De secretária eu trabalhei 5 anos. E...

→ Ah! Eu não sabia!!? Sempre te vi dando aula....

Até mesmo quando criança, eu não lembro, de muitas brincadeiras de escolinha que eu tinha sido a professora. Muito pouco. Não lembro de eu escolher essa como profissão em criança, né? Na infância. E quando eu comecei a estudar inglês, eu fiz o vestibular, e fiz pra matemática. E eu sou bastante lógica. É... e... isso da matemática. E eu já estava estudando inglês e eu gostava demais, então eu não... eu fiz a matrícula tudo, passei no vestibular, fiz a matrícula. Mas disse: “- Não.”... O horário coincidia. Não tinha outro horário pra estudar inglês. Não eu disse: “- Não! Vou continuar inglês”. Não vou fazer agora. E o segundo ano, que eu fiz vestibular, eu já fiz para Letras. Como primeira e única opção. E comecei lecionando Inglês porque eu achei, eu senti uma afinidade... eu não lembro, não sei te dizer. Não lembro nada específico que tenha me levado, mas eu iniciei ensinando, lecionando Inglês, e aí fiz a faculdade de Letras por opção mesmo. Achei que fiz no momento certo, que talvez se eu tivesse feito antes eu não teria o aproveitamento que eu tive. E é... passei a gostar de língua portuguesa e literatura, que eu... o primeiro ano de Letras, a minha idéia era só a língua Inglesa. Eu não tinha intenção nenhuma de lecionar língua portuguesa e literatura. Mas como eu falei pra você no início. A prática dos professores, na faculdade, é que me fizeram gostar de língua portuguesa também. E ver o quanto a língua portuguesa, o conhecimento dela, me auxiliou e me ajudou no conhecimento da língua inglesa. E como ajuda! E as vezes em sala de aula ao ensinar: ‘Estou explicando um processo gramatical do inglês, lá, da língua inglesa. E os alunos não entendem, eu tenho dificuldade.. uns assimilam, outros não. E pego e tomo pra língua portuguesa, como exemplo. Pelo inglês ser parecido, ou também por ser totalmente diferente. “- Oh, língua inglesa é assim, na língua portuguesa é desse jeito. E aí sim eles começam a entender melhor o processo, a verificar essas diferenças. Porque quando eles pegam um texto em língua inglesa eles querem fazer a leitura, como eles fazem em língua portuguesa. E isso a gente sabe que não vai funcionar. Não dá pra você pegar um texto, menor que seja em língua inglesa e fazer a mesma leitura, que você faz em língua portuguesa, em português. O processo é diferente, o entendimento é diferente. E o conhecimento dele da língua é diferente. E foi aí que eu vi que realmente, eu... era o ensino, na faculdade gostei muito mesmo. Fiz com gosto os anos. E .. hoje leciono inglês e português e uma matéria auxilia a outra. As vezes é cansativo, porque quando você tem só, por exemplo, só o Inglês. Ou quem leciona só matemática. E só aquele assunto. E já inglês e português, são assuntos diferentes. Mesmo que seja língua, são assuntos diferentes. Você tem objetivos diferentes, propostas diferentes, o plano que você traça para o estudo, né? Para os alunos é... o plano é diferente e... mas eu consigo achar um ponto que um ajude o outro, que uma matéria ajude a outra. E eu continuo com as duas matérias, e... não, não pretendo deixar nenhuma das duas.

→ Pra quem queria só matemática... é... né?

Pra quem queria matemática... e... eu vejo que hoje, mudar da, de profissão, eu acho que eu não conseguiria.

→ E você acha assim, que os alunos, que você tem, bem dizer a prática de um ano, os alunos, a maneira de aprender dos alunos, se modifica? Também?

Se modifica a cada ano, a cada ano. Os nossos alunos hoje, eles, eles... eles tem uma visão de mundo, uma família diferente. Querer que eles tenham o comportamento de alunos de 4 anos atrás, de 5 anos atrás é loucura. Ou o que ainda muitos professores fazem, e que não tem jeito de colocar na cabecinha deles: “- Não adianta você querer do teu aluno o comportamento que você tinha como aluno”. Não dá! Não tem nem lógica isso. Porque quando você era aluno, você tinha aquele comportamento, porque era naquele momento o comportamento da época, é... das coisas que você tinha a sua volta, da tua família. Hoje a família é diferente. A família tem papel, né? Assumiu papéis que não tinha antes, e deixou de ter papéis que tinha antes.

→ Como por exemplo?

Como por exemplo, é a educação. A educação, a concepção que nós temos que é a educação da criança, é da família. Você tem... você encontra, você conversa com muitos pais que chegam aqui na escola e dizem: “- Mas é a escola que tem que fazer isso!” Quando a gente sabe muito bem, que não é. Para a escola, está sendo delegado o papel da educação também. A família tá, focando esse papel para a escola. E a família, o pai e a mãe trabalham o dia inteiro e se acontece algo de errado com o filho, se o filho desvia o caminho, vamos usar esse termo. Ele vem direto à escola: “- Mas como???”

→ Então quando você fala assim, vamos supor, que a família tá... tá...

Tá mudando... os alunos estão mudando, todos!

→ Então quer dizer também que nessa hora que a escola é colocada, “mais responsabilidade”, vamos dizer assim, o professor também tem que...

O professor também, aí entra em conflito. Por exemplo: Eu não sou mãe. Eu não tenho filhos. Como é que eu posso ter uma atitude de mãe? Com um adolescente? E às vezes... me... eles cobram isso. Alguma coisa você vai aprendendo com o tempo, olhando, observando. Mas... você ... não é a mesma coisa.

→ Nem é pra ser mesmo?

Nem é pra ser. As vezes eu entro em conflito com algumas colocações: “- Mas o professor deve ser assim!” Nossa!, quando eu fui graduada, isso não estava lá registrado no meu diploma. Que além do conhecimento do assunto, eu deveria ser psicóloga, mãe, terapeuta, amigo e tudo mais... É complicado! É... e é isso que eles estão colocando. E as vezes em algumas situações, você até consegue. Não dá pra ser assim o tempo todo. Então é esse papel da escola, onde era só o ensino, o estudo, né? A preparação, ou como um cursinho. O cursinho tem, tem bem essa função. O aluno vai lá, aprende aquele conteúdo. O professor não se envolve, a escola não se envolve. É só o conteúdo para a sala de aula.

→ Mas será que não é por isso que, vamos supor, você várias vezes, você diz assim, que vamos supor, que o ensino em escola pública ou em escola, vamos dizer geral (municipal, estadual...) de língua inglesa, eu estou me referindo, normalmente o aluno não tem, vamos

supor... como é que eu vou dizer...? Ele não tem tanto sucesso, como ele tem num instituto de línguas. Né? Você fala isso?

Falo, falo.

→ Então será essa uma das causas? Será que não seria essa de...?

Pode ser. Mas aí vamos olhar os outros aspectos, que eu também citei, na minha parte escrita. Número de alunos, objetivo do aluno, do aluno. Quando o aluno vai para o instituto de línguas, o objetivo dele é aprender. A falar, a escrever, em língua inglesa

→ E na escola?

Na escola já tem outros objetivos... tem outras intenções... aquilo ali é apenas parte, faz parte. A aula de inglês é apenas um pedacinho. E já no instituto não, ele é o todo. Outro o número de alunos em sala de aula. Outro elemento: o nível em sala de aula. Como nós colocamos, um mais outros menos. Se você não tem essa "ginga", vamos dizer assim de trabalhar atividades que você consiga fazer com que todos... é... trabalhem... e ou... é... estejam interessados na aula, dentro do seu nível. Você vai ter um problema muito sério. Primeiro de comportamento, depois de rendimento. Então tem outros fatores que influenciam o estudo de línguas numa escola e em instituto.

→ Então quer dizer que tua concepção de escola, ensinar e aprender se modifica?

Modifica. Se modifica.

→ Você acha que modifica por causa de quê?

Da evolução do ser humano. Do gosto, da necessidade, dos objetivos. São diferente. Quando nós estudamos história, os alunos perguntam: "- Mas pra quê estudar história?" Eu não sei por que eles fazem, e falam tanto. Mas eles falam: "- Pra quê estudar história?" Sim, como é que o ser humano vai evoluir, ser ele não conhece como era antes? É capaz de ele estacionar! É através do estudo da história que você observa o que deu certo, o que deu errado e pode melhorar para o futuro. E até que eles entendam, que eles observem, que eles percebam isso... É um trabalho, bastante árduo, bastante.

→ Ou no que você acredita que seja seria assim, o papel de um professor, de um bom professor? Pra ti. Papel desse professor em língua inglesa? O que você acha, fato que contribui, que você considera importante o professor ter?

Ter essa concepção, a primeira, que ele não é detentor do saber absoluto. A parte da... que nos colocamos, de entrar em acordo, né? Entram no acordo... Negociação, também. São elementos de... elementos que ajudam. E... como eu coloquei, de você gostar, de você estar não na profissão, não porque você tem que trabalhar em alguma coisa, ou precisa ter a tua renda mensal pra pagar as tuas contas. Porque você gosta realmente. É... isso serve pra qualquer atividade, pra qualquer trabalho. Só que na área de ensino ela reflete mais, ela parece mais. Porque se um bancário, vamos supor, ele queria ser aviador. Mas como ele deu certo ele está ali. Tá, ele vai trabalhar de mal-humor? As vezes vai... Ele não vai ter ânimo? Não vai incrementar o trabalho? Vai ser assim. Mas ele vai continuar ali trabalhando porque a

rotatividade das pessoas é grande. Agora com o aluno não. Você vai encontrar com esse aluno quase que todos os dias. Teu contato é muito mais próximo. E se o aluno cria aquela concepção de que o professor não gosta, ou de que o professor é chato ou mal-humorado... e... que eles, e eles perguntam. Quinta séria. A 5ª séria pergunta, muito se o professor gosta ou não de ser professor. Porque eles percebem. Um dia uma aluna perguntou - porque pra 5ª série eu trabalho língua portuguesa. Ela perguntou: “ - Professora, a professora sempre quis ser professora?” Perguntou isso! Daí eu disse: “ - Eu não sei. Eu não sei quando eu passei a querer, mas eu gosto. Daí ela disse assim: “ - Não, é que parece que a professora, sempre foi professora”. Quando eu digo, não eu já trabalhei de secretária, as vezes a gente coloca. Ou às vezes eu mostro conhecimento de uma outra área, né? Que eu já tive contato. “ - Mas a professora sempre foi professora!?” “Como a professora sabe disso?” Aí colocar pra eles, eles não, não me vêem em outra atividade. A não ser professor. E os alunos percebem isso. Então, a tua relação com o teu trabalho tem que ser de prazer a princípio. Tem que ser. Tem a questão do salário? Tem. Ele tem que ser bom, ele tem que manter as tuas despesas, você tem que ter esse lado sim. Mas não pode ser prioridade. A partir do momento que você pega 50 aulas, porque você tem que pagar, 50 contos. Como é que serão essas tuas aulas? Né? Dia? E olha que eu conheço...

→ Provavelmente, com a preocupação o tempo todo no... de como eu vou fazer.. pra... pagar...

Exatamente. Aí eu não tenho tempo pra preparar aulas. Agora eu estou com um número de aulas, até, eu não digo excessivo, mas é um número grande de aulas. Eu pretendo diminuí-las, diminuir esse número, né? Porque eu vejo, que eu já tive mais aulas. E agora eu tenho menos. E eu sei que eu melhorei por ter menos. Porque eu tenho mais tempo, também tenho mais experiência, já sei o que dá certo, o que não dá certo, do que eu já trabalhei. Mas eu vejo que o número reduzido de aulas, ele ajuda, auxíla muito.

→ Qualidade?

A qualidade da aula fica diferente, fica melhor. E quando o professor vem reclamar: “ - Porque não dá certo!” Porque, né? Aquelas reclamações.... Primeira coisa que eu pergunto: “- Quantas aulas você tem?” Se esse professor é aquele que eu sei que tem aula aqui, ali, lá, lá. Ammmm... 50 aulas! Como é que...? É impossível o ser humano. Porque mais que ele goste da profissão...

→ Cansa, né?

Fica humanamente impossível. Fica. E isso vai. Pelo contato diária que nós temos com o aluno, ele vai... ele vai ver isso. Ele vai observar isso tranquilamente.

→ Não é justo?

Não é justo. E os nossos alunos são muitos observadores. Outra questão: O professor já tem 30 anos de aula. Gente! Como é difícil você conservar...! aí eu entro naquela questão que eu, do que eu vi na sala de aula como aluno. As vezes eu fico dizendo: “Eu não quero ficar assim. Eu não quero ficar assim!” quando eu tiver 20 anos de aula ou 30, né? Eu não quero estar assim, eu não quero estar assim. O que eu faço pra não ficar assim? Porque eu não quero ficar assim. Crica! Mas quando ou mais tantos anos atrás eu não era assim! Tá na cara que não era

assim! E daqui a 5 anos vai ser diferente do que é agora. Se é para melhor ou para pior não sabemos. Esperamos que seja para melhor. Então tem gente que fica muito no passado. Fica! Eu, eu confesso que sou meio avessa a modernidade, eu sou. Mas em, sempre procuro achar um meio termo. Ver o que é bom que se usava, e o que é bom do que é moderno.

→ Falas em termo de metodologia?

Exato. Em metodologia, prática de ensino. Comportamento. Até mesmo no vocabulário! As vezes eu não sou muito ligada a parte de computação, internet. Não sou. Mas eu me informo, eu leio, eu pergunto. Porque os alunos perguntam sobre esses assuntos.

→ Em Língua Inglesa?

Exatamente. Outra coisa em língua portuguesa. Eu nunca fui, muito chegada, a poema. Talvez por esse meu lado prático de ver as coisas. Mas é um dos assuntos que eu trabalho. E eles tem um rendimento muito bom. Eu não tenho o direito de não trabalhar ou de trabalhar com má vontade só porque eu não gosto. Eu trabalho, eu coloco o assunto, eu deixo bastante livre. Coloco pra eles que é uma coisa de momento, entendo perfeitamente o aluno que vem e que diz: “- Professora, eu não consegui entender nada deste poema”, porque eu era assim! Então eu entendo muito bem esse aluno. E explico pra eles, que alguns já nascem com essa capacidade, essa percepção. Vai só desenvolver durante a vida. Aprendem com a teoria. Mas não é a mesma coisa. Eu aprendi com a teoria, e sei que não é a mesma coisa. Mas aprendi porque, fui, faz parte. Mas eu tenho esse conhecimento, tenho essa condição, eu passei por isso e eu passo isso. E entendo os alunos dessa maneira. Agora quem coloca um bloqueio assim. Aí pronto! Vai ter problemas sempre. Não vai dar certo nunca. Produção de texto. Quando, eu lembro que até meu segundo grau, eu não... eu era péssima. Não consegui produzir nenhum texto. As aulas, da maneira como foi vista, não havia ênfase em produção de texto. E hoje os meus alunos, eu posso dizer que eles são leitores e produtores de texto. Eles escrevem. Eu gosto de trabalhar isso com eles e eu faço força, ou eu faço... coloco tudo a disposição deles pra que eles desenvolvam isso. Uns mais, outros menos, mas desenvolvem. Eles tem a oportunidade de desenvolver. Mais ou menos fica a critério deles. Eu só acho ruim quando o professor não dá essa oportunidade. “Ah! Não vai dar certo”. “Ah, vai dar confusão, vai dar bagunça, não vou”. “Não vou trabalhar isso!” Muitas vezes eu já, quando terminou o trabalho, eu: “- Por que eu fui fazer isso?” Mas aí, depois de trabalhar aí vem a avaliação daqui que eles trabalharam, eu vejo alunos que de uma outra maneira não rendiam, naquele trabalho, mesmo que tenha sido tumultuado, difícil de corrigir, difícil de avaliar, ele desenvolveu. Se eu não tivesse usado aquele método, ou aquele trabalho, ele não teria a chance de se desenvolver. Né? Esse é o lado que eu vejo que alguns professores não enxergam, não vêem.