UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL

INSTITUTO DE LETRAS

PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

ÁREA: ESTUDOS DA LINGUAGEM

LINHA DE PESQUISA: LINGUÍSTICA APLICADA

TEACHER DEVELOPMENT IN A COMMUNITY OF PRACTICE IN SOUTHERN BRAZIL

WILLIAM KIRSCH

Porto Alegre, 2017

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL

INSTITUTO DE LETRAS

PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

ÁREA: ESTUDOS DA LINGUAGEM

LINHA DE PESQUISA: LINGUÍSTICA APLICADA

TEACHER DEVELOPMENT IN A COMMUNITY OF PRACTICE IN SOUTHERN BRAZIL

WILLIAM KIRSCH

ORIENTADORA: PROFª. DRª. SIMONE SARMENTO

Tese de doutorado em LINGUÍSTICA APLICADA, apresentada como requisito parcial para a obtenção do título de Doutor pelo Programa de Pós-Graduação em Letras da Universidade Federal do Rio Grande do Sul.

Porto Alegre, 2017

CIP - Catalogação na Publicação

Kirsch, William
Teacher Development in a Community of Practice in Southern Brazil / William Kirsch. -- 2017.
256 f.
Orientadora: Simone Sarmento.

Tese (Doutorado) -- Universidade Federal do Rio Grande do Sul, Instituto de Letras, Programa de Pós-Graduação em Letras, Porto Alegre, BR-RS, 2017.

1. Teacher Development . 2. Community of Practice. 3. English as an Additional Language . 4. Practice Theory . I. Sarmento, Simone, orient. II. Título.

Elaborada pelo Sistema de Geração Automática de Ficha Catalográfica da UFRGS com os dados fornecidos pelo(a) autor(a).

Resumo

Este estudo explorou as práticas de formação de professores em uma comunidade de prática (Wenger, 1998, 2010) de professores de Inglês como Língua Adicional em uma grande universidade federal do sul do Brasil. A comunidade faz parte de um esforço para a internacionalização das universidades brasileiras, chamado Idiomas sem Fronteiras (IsF). Em síntese, o objetivo do programa é ensinar línguas adicionais para alunos, professores e técnicos das universidades federais. Para isso, o IsF, no Núcleo de Língua Inglesa (NucLi) na universidade onde ocorreu a investigação, tem quinze professores bolsistas, alunos do segundo ao último ano de Licenciatura em Letras Português-Inglês. Embora a comunidade tenha ensino de inglês como seu propósito, e não formação de professores, a formação de professores emergiu como um fenômeno derivado, pois os professores bolsistas precisam aprender a ensinar para que o propósito da comunidade seja atingido.

O objetivo deste estudo foi observar, descrever e analisar as práticas que promovem formação docente junto aos professores bolsistas de que modo as experiências cotidianas se convertem em formação docente. Estudos anteriores têm mostrado que comunidade de prática (Wenger, 1998, 2010) podem ser lugares de aprendizagem, e alguns tem explorado comunidades de prática de professores e estudantes em diferentes contextos; porém, há poucos estudos debruçados sobre comunidade de professores de línguas adicionais (Costa, 2013; Merril, 2016).

Com a abordagem da Teoria da Prática (Wenger, 1998; Young, 2009; Ortner, 1983), este estudo interpretativo (Erickson, 1990) examinou as narrativas (*history-in-person*) de participantes focais bem como dados de observação participante – registradas na forma de notas de campo, gravações de áudio e fotografias – e de artefatos coletados em campo. Os participantes da pesquisa consistiram nos quinze professores bolsistas, dois ex-professores bolsistas, três assistentes de língua inglesa (*Fulbright English Teaching Assistants*) e duas coordenadoras.

Os resultados apontam que a comunidade tem tanto práticas formais como práticas informais de formação de professores. As práticas formais são planejadas pela coordenadora e implementadas nas reuniões pedagógicas semanais, e incluem práticas como *microteaching*, *workshops* e palestras. As práticas informais emergem do dia-a-dia da comunidade, principalmente na sala dos professores, e incluem práticas tais como

compartilhar materiais, pedir ajuda, compartilhar histórias de sala de aula, compartilhar bibliografia e conceitos teóricos, e planejar aulas conjuntamente.

Em conclusão, a paisagem de práticas que os professores bolsistas vivenciam na comunidade os ajuda a formarem-se como professores por dentro da profissão (Nóvoa, 1992), integrando tanto aspectos técnicos e práticos do trabalho docente.

Palavras-chave: Formação de Professores – Inglês como Língua Adicional – Inglês como Língua Estrangeira – Comunidades de Prática

Abstract

This dissertation study explored the practices that foster teacher development in a community of practice (Wenger, 1998, 2010) of teachers of English as an Additional Language in a large federal university in the south of Brazil. The community is part of a big internationalization effort in Brazilian universities, named Languages without Borders (LwB). In summary, the goal of the program is to teach additional languages for university students, faculty and staff. For that, the local LwB center has fifteen student teachers, from sophomore to senior year, who are pursuing a teaching certification in English as an Additional Language. Although the community has teaching as its end goal, and not teacher development, teacher development has emerged as an epiphenomenon, for student teachers need to learn how to teach in order for the community's goals to be attained.

The objective of this study was to observe, describe and analyze the practices that foster professional development for these student teachers in order to understand in what ways (and if) the experiences in their everyday life of the community become professional learning. While previous research has shown that communities of practice (Lave & Wenger, 1991; Wenger, 1998) can be sites of learning, and has explored communities among teachers and students in a variety of contexts, there is a scarcity of studies about community among these additional language teachers (Costa, 2013; Merril, 2016).

With the theoretical framework of Practice Theory (Wenger, 1998; Young, 2009; Ortner, 1983), this interpretative study (Erickson, 1990) examined history-in-person interviews with focal participants as well as intensive participant observation – recorded in the form of field notes, audio recordings and photographs – and collection of artifacts. The research participants consist of fifteen student teachers, two former student teachers, three Fulbright English Teaching Assistants, and two of the three coordinators of the program at this university. Out of these, five student teachers were chosen for the interviews.

Results revealed that this community has both formal and informal practices that cultivate teacher development. The formal practices are planned by the coordinator and enacted in weekly pedagogical meetings, and include practices such as microteaching, workshops and lectures. The informal practices emerge from teachers' everyday interactions in the teachers' room, and include practices such as sharing materials,

requesting help, sharing classroom stories, sharing specialized concepts and literature in the field of AL teaching, and planning classes together.

In conclusion, the landscape of practices that student teachers experience throughout their trajectory in the program helps them develop as teachers through the profession (Nóvoa, 1992) and integrate both technical and practical aspects of the job.

Key words: Teacher Development – English as an Additional Language – English as a Foreign Language – Communities of Practice – Practice Theory

Table of Contents

List of Figures

List of Tables

List of Excerpts

List of Abbreviations

EAL – English as an Additional Language
English Language Center – ELC
LwB – Languages without Borders
SwB – Science without Borders
SLA – Second Language Acquisition
ApLin – Applied Linguistics
AL – Additional Languages
CoP – Community of Practice
PT – Practice Theory
IS – Interactional Sociolinguistics
SL – Situated Learning
IS – Interactional Sociolinguistics
EAP – English for Academic Purposes
ESP – English for Specific Purposes
EGP – English for General Purposes
IS – Interactional Sociolinguistics

Chapter 1: Introduction

O universal é o local menos os muros (Miguel Torga, poeta português)[1].

I start this dissertation with an epigraph in my first language, Portuguese, which I immediately translate in a footnote. This gives the taste of what this text is going to be like. In an effort to walk my talk, I wrote this dissertation in English, rather than Portuguese, for three main reasons; first, as a way to reach out to as many colleagues as I can, since I believe that Brazilian academia (remarkably in humanities) is getting more secluded by the minute; second, because the topic of study – pre-service teacher development in Communities of Practice (CoPs) – is a pressing issue in the field of English as an Additional Language (EAL) teaching in departments of Education, Applied Linguistics (ApL) and Second Language Acquisition (SLA) all over the world; and, third, because the lion's share of the interactions in the fieldwork were in English. The educator António Nóvoa (2007) has wittily remarked that the first decade – now almost in the plural – of this century has witnessed an increasing attention to teacher development (both initial education and continued development) as a path to improving education.

In this attempt to try and communicate with colleagues who are not familiar with the EAL context in Brazil, I will dedicate the first pages of this introduction to this. As I learned recently, sometimes the best way to provide people with contextual information about who you are and where you come from is to answer to a simple question: what's your story? For this purpose, my own story is interesting, not because it is special, but, on the contrary, because it is ordinary. I will focus on my personal story and, thus, lay some foundation to frame this study. If you are familiar with the EAL context in Brazil or know the history of the Science without Borders (SwB) and Language without Borders (LwB) programs, I suggest that you skip this introduction.

As it is usually the case with reports of interpretative research, the purpose of this dissertation is to tell a story. In this story, the author is a 14-year veteran Brazilian teacher of EAL, and the heroes are his research participants – the twenty-nine members of the LwB[2] English Language Center (ELC) at an important university in the south of Brazil.

---

[1] The universal is the local without the walls (Miguel Torga, Portuguese poet).

[2] All these names and their corresponding acronyms will be explained in detail over this introduction; I will also summarize them by the end of the chapter, for quick reference.

The participants are student teachers[3], Fulbright English Teaching Assistants (ETAs), college students with clerical and administrative jobs, and three professors of English at the Modern Language Department of the university. This ELC is the local branch at the partner university of the LwB: a program that is nationally funded and managed by the Brazilian Ministry of Education, more specifically, the Secretariat for Higher Education.

What's my story?

In the early 1990's, my dad worked at the docks in my hometown – Porto Alegre, in the state of Rio Grande do Sul, in the south of Brazil. That job required working long hours, oftentimes working on weekends. Back in the day, he would take me with him to work on many of those weekends. I remember being fascinated by the number of different peoples – Greeks, American, Brits, Malaysians– I met then. I also noticed that my dad spoke to them differently from how he spoke to everyone else, which I soon learned to mean *speaking English*. One Saturday, in 1992, my dad had an American guest at work, who he would take on a city tour, and, as usual, invited me to join them. It was the first time that I understood the mind-blowing potential of speaking an additional language, for I managed to get my dad's guest to buy me a pocket knife. On that day, I knew I wanted to learn English.

As it was usual in Brazil among middle-class kids, I started studying English at a private language school[4] after my school hours; back then, as nowadays, the English language instruction in both private and public regular schools was discredited as pointless because of the common sense ideology, "you can't learn English in school". For about six years, I studied English both at the private language school and in my regular school hours.

When I finished high school, in 2002, I opted to take the admission exam to study Portuguese, English and their respective Literatures for Teacher Certification[5] at the

---

[3] Although my research participants could be framed as pre-service teachers (Burke et al., 1984), since they are still going through initial education in college to receive their certification, referring to them as student teachers is also a political statement that recognizes their status as teachers, and, thus, my colleagues in profession. After all, they teach EAL classes in the LwB program at the university, facing all the challenges teachers in other contexts do. I think this compound noun – student teacher – provides a fair description of this.

[4] Private language schools are very common in Brazil. Since common sense ideology in Brazil says it is impossible to learn English in regular schools, people who can afford enroll their children in language schools, usually to learn English. In addition, grownups who did not learn English while growing up also attend such schools. There are thousands of those schools around the country, of all possible methodological orientations and price ranges.

[5] In Brazil, this major will give you a lifetime certification to teach Portuguese, Additional Languages and their respective Literatures; it is called *Letras.* You can either opt for a single certification (either

Federal University of Rio Grande do Sul (UFRGS), the main university in my state. However, what I really wanted to study and teach was Brazilian Literature[6].

What often happened to Letras students of English who had a high-intermediate[7] level of English proficiency happened to me: I started teaching English in my junior year, at a small private language school[8]. As it was (and unfortunately is) so common, I started teaching with no guidance whatsoever; I received a course book, an attendance list, a table of contents, and sincere wishes of good luck from my boss. This was years before I took classes on Second Language Acquisition (SLA), Applied Linguistics (AL) or Language Pedagogy at university, and much before having done any kind of supervised practicum. This underscores both the shortage of English teachers in Brazil and the fact that a good deal of our initial learning happened the hard way: from trial and error and/or reproducing our teachers.

In 2005, I got a better job at a bigger private language school, which provided me with my first pre-service and in-service 'teacher training courses'. In the pre-service training, we studied the methodologies adopted by the school: the PPP (Presentation, Practice and Production framework) and the Pre-, While- and Post- Reading/Listening framework[9]. In addition, we designed and delivered micro-classes to our peers and trainers using these frameworks and got feedback from them. It was the first time that I planned a class using a deliberate framework and got feedback from peers on my teaching. Furthermore, we occasionally had our real classes observed by head teachers and coordinators and got feedback from them. During the summer breaks, we had seminars and workshops (our in-service training). At the same time, my college education was half way through; I was already taking classes on SLA and second language pedagogy, so I could relate my academic learning as a student to my practical learning as a teacher.

In the year that I was to graduate from college, 2007, I got a job to teach at the best private language school in my hometown – the Brazil-US Binational Cultural

---

Portuguese OR an Additional Language and its respective Literature) or a double certification (Portuguese AND an Additional Language and their respective Literatures). I will refer to it using the Portuguese word Letras from now on – without italics.

[6] Federal universities in Brazil are free of charge and are considered among the best schools in the country. Students are recruited based on an admission exam that consists of tests on all the compulsory high school subjects and an essay.

[7] Some Letras students even begin teaching before they start the program.

[8] Proficiency in EAL is an issue with university students in general, and it is not different when it comes to Letras students.

[9] Very popular frameworks for EAL classes. For a description see Murcia (2013).

Institute. It was a reputable school that offered a better pay and provided teachers with a stimulating learning environment. For the two years that I worked there, I occasionally attended lectures, seminars and workshops; I participated in a School of International Training for EAL teachers, which was a one-month program with a heavy load of reading, lectures, workshops, lesson planning, microteaching and guided feedback. Interestingly, as I look back at that time, what taught me the most was interacting with my more experienced peers. At the teachers' room, I heard their classroom stories, asked for their help, and borrowed materials from them. At our coffee shop, we talked about our classes during breaks, sometimes sharing unexpected issues that had just happened in class and that we could not deal with alone. More than just places, those were the settings where teachers taught and learned: we helped each other with insights, tips, pedagogical materials, theoretical readings, or offered a shoulder for others to cry on. That is a time that I remember fondly, for it made me a teacher, shaped my understanding of how we learn to be teachers, and was probably the moment when I started giving up studying and teaching Brazilian Portuguese to teach EAL.

In 2009, the Brazil-US Binational Cultural Institute sold its English school operation to a world player which owned and ran English schools in four continents. Their strategy was simple: paying instructors poorly; getting students stuck in three-year contracts; and selling students a course book based on the audiolingual method, which they produced themselves for little money and sold to students for a lot of money. Thus, I decided it was time to leave and applied for master's at the graduate school of Language Studies at UFRGS. As I was not quite sure I would want to be an English teacher for life, I designed a project that had an interface between project pedagogy and literature.

For the two following years, I worked as a teacher at the language school my peer-mentors had founded, while attending courses for the MA program. In my thesis, I worked with a public-school teacher of Portuguese to design a project based on the State Curriculum of Portuguese and Literature[10] (Filipouski, Marchi, & Simões, 2009). The Curricular Reference suggests that teachers work with pedagogical projects organized around socially and historically relevant themes (Freire, 2011) pedagogically organized around the reading, study and production of texts of specific discourse genres (Bakhtin, 1981). At the end of the project, students should write, rewrite and "publish" a text of a

[10] http://servicos.educacao.rs.gov.br/dados/refer_curric_vol1.pdf

given genre for real interlocutors, preferably beyond the classroom walls. In my research, the teacher and I had students produce a class CD, with songs chosen by them, accompanied by a jacket with autobiographical notes written by every student explaining why the song he or she chose was important for him or her[11]. I generated observational and interpretive data focusing on students' changing participation (Lave & Wenger, 1991) during the entire project, but I had a specific interest in the interactional processes by which students became authors of their texts in the feedback sessions – with peer and teacher feedback— that happened before students wrote their final version of their texts to see how they interactionally demonstrated responsibility for their readers' interpretations of the texts they had produced.

In 2012, after finishing my master's, I became a partner at the English school where I worked. We were a good team, and the school grew from a 40-student joint in 2012 to a 200-student joint in 2014. Although business was growing, money was scarce; moreover, I was not confident that owning a language school was the right choice for me, as I enjoyed the stimulating intellectual environment that universities offer. For these reasons, I applied for a position as sessional lecturer at the English Department at UFRGS; I was successful and started to teach English at the university for prospective teachers of English. Working at the university made me realize what I wanted to do with the rest of my life: teach other English teachers what I had learned so far and research the field of teacher education.

Therefore, in 2013 I applied for the Ph.D. program in the graduate school of Language Studies at UFRGS (again in the ApL concentration area) and decided I had to let go of the English school that I had helped create if I were to have an academic career. For this reason, I also applied for a position as a senior full-time lecturer at the Federal University of Rio Grande (FURG), in the city of Rio Grande, in the south of my home state, which I fortunately got after the competitive selection process.

In 2014, then, I moved to another city to start my new job. I taught for three days a week in Rio Grande and had classes twice a week in Porto Alegre at my PhD program. This is how the curious boy who wanted to learn English turned into an English teacher and, then, into an applied linguist; it is also how I started to become the author of this text. While this was happening, however, the universe around me was changing

[11] I got this idea from the book "Songbook" (Hornby, 2002).

drastically, in a way that is essential to contextualize this research. So, I will now zoom out of my story to try to give you a glimpse of the broader context around me.

Science without Borders (SwB), English without Borders (EwB), Language without Borders (LwB), more than just acronyms: zeitgeist of a decade in Brazilian university system

Figure 1: The Economist, Nov 14, 2009. 1

The multi-modal text above contextualizes this section better than anything that I could write. This magazine was published in 2009, and on its cover there is a powerful image – the *Cristo Redentor* statue flying off the *Corcovado* mountain – probably the most widely known tour spots in Brazil. The image is complemented by a bold assertion: "Brazil takes off", and is part of an extensive report on "Latin America's big success story". This simple magazine cover summarizes the image that the world had of Brazil at that historical moment: a naturally-rich country, with a burgeoning economy relatively intact to the 2008 financial crisis, ready to fly higher than ever.

The feeling captured by this magazine cover reverberated in our whole society; it was not different at the universities. During the first decade of the millennium, the number of students entering higher education in Brazil increased 110% in both private and public universities. In addition to that, eighteen federal universities were opened between 2000-2013. Moreover, the number of students in master's and doctoral programs increased an average of 9% a year in the same period (from approximately 2.7 million in 2000 to 6.2

million in 2012[12]). It was in this context that, in 2011, a governmental program named Science without Borders (SwB) was launched by the federal government.

SwB was an effort to foster Brazilian scientific research, particularly in the hard sciences, by sending Brazilian students and scholars for exchange programs abroad. From 2011 to 2015, it offered around 101,000[13] grants to 29 countries, chiefly for Brazilian undergrads[14]. These students spent from one academic year (undergrads) to a whole Ph.D program at host institutions, with all expenses covered by the Brazilian federal government.

In 2012, the onset of the program, however, very few students applied for scholarships in English-speaking countries, which caught policy makers by surprise. Students lacked the proficiency level necessary to pass the English tests mandatory to apply for a SwB grant in English-speaking countries. Consequently, the lion's share of students chose to apply for Portuguese universities due to its linguistic proximity to Brazil.

Bearing that in mind, the Ministry of Education took two measures to correct this distortion. First, it excluded Portugal from the list of eligible SwB countries in an attempt to stimulate students to learn other languages. Second, it prepared the ground for LwB by choosing representative specialists in applied linguistics and EAL from 10 federal universities of all regions of Brazil. These professionals designed the basis of what would later become the LwB[15].

The goals of the LwB[16] were three-fold (1) proctoring English Language Proficiency tests for university students, especially the ETS TOEFL ITP[17]; (2) providing self-instructional online English courses for Brazilian upper-education students; (3) providing face-to-face English classes for students of federal universities on campus. In this first moment, 43 federal universities submitted applications to have an ELC and a certified TOEFL ITP test center, and 20 others just to become a test center. The 43

---

[12] http://www.brasil.gov.br/educacao/2015/10/cursos-superiores-tiveram-aumento-de-130-nas-matriculas-de-2000-a-2013

[13] About 10% of the students that were selected gave up on the exchange in the last minute before traveling, meaning that 92,800 scholarships were implemented.

[14] http://www.cienciasemfronteiras.gov.br/web/csf/painel-de-controle

[15] Private communications with professors who were part of that team.

[16] At the first moment called English without Borders. Yet, I will use LwB throughout the whole text for the sake of simplicity.

[17] This exam was chosen mainly due to its being paper based and, therefore, possible to be proctored in large scale without the need for so many resources.

institutions started to organize their ELCs, which varied in size (depending on the number of students participating) but had identical structure: a coordination, made up of a program coordinator and up to two pedagogical coordinators depending on the number of students served; from one to twenty student teachers[18]; and two to four Fulbright English Teaching Assistants (ETAs). These student teachers are undergraduate or graduate Letras students pursuing a teacher certification in Letras or a master's in a related field. They are expected to teach up to 12 hours a week, partake in pedagogical meetings, and prepare courses and lessons. For this work, they earn a monthly stipend paid for by the Ministry of Education.

The figure below summarizes the ELC's organization:

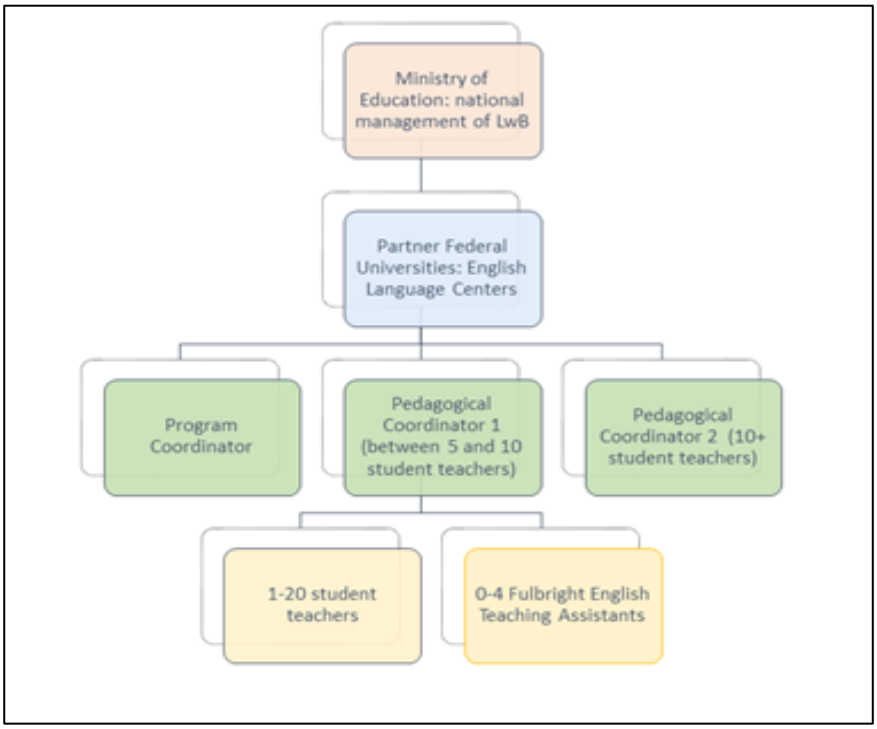


Figure 2: Structure of the LwB at universities

As I am writing these lines, LwB has already proctored around 400,000 TOEFL ITP exams and provided over 100,000 openings in its face-to-face English courses. The

[18] These student teachers are undergraduate or graduate Letras students pursuing a teacher certification in *Letras* or a master's in a related field. They are expected to teach up to 12 hours a week, partake in pedagogical meetings, and prepare courses and lessons. For this work, they earn a monthly stipend paid for by the Ministry of Education.

other languages are articulating their proficiency exams and their first face-to-face courses started in 2017, despite budget problems[19].

Figure 3: The Economist, September 28, 2013

Again, a simple magazine cover can contextualize the Brazilian downturn better than I could in a million words. Economy in Brazil has collapsed for political and economic reasons. The new government passed a law that has the potential to freeze the investment in education and health for the next 20 years, an attempt to give a more austere facet to public spending, but which may have a dramatic consequence in an expanding and vulnerable educational system such as ours in Brazil. Consequently, the expansion of the previous decade is not in the plans of the new government; on the contrary, we can expect a steep decrease in spending on education and science for the next decades. Therefore, the SwB program has been cancelled, but the LwB is expected to continue.

Delineating the object

While I was teaching at UFRGS in 2013, the LwB started to be planned. As I had experience managing a language school and had been studying the SwB's documents and exams, my then colleague, Simone Sarmento, invited me to help her organize UFRGS LwB's ELC. My help consisted of assisting her to select student teachers for the program, choose pedagogical materials, and organize the syllabi for the first courses. After the

[19] According to new legislation, the budget of education's fate is to remain the same for the next 20 years, which makes several people skeptical of the maintenance of a multilingual program.

program started, it did not take us long to perceive that a plan for teachers' professional development would be necessary to enhance success at the ELC, as most of them were young and inexperienced.

After a few months of collaboration, Dr. Sarmento and I presented a paper at a meeting with several other applied linguists and professors of EAL (Sarmento e Kirsch, 2014), in which we suggested that the LwB was likely to impact the initial professional development of English teachers at the partner universities. Although the program was perceived with skepticism by some colleagues, many agreed that our perspective could be a promising one for investigating and evaluating the program. Subsequently, I asked Dr. Sarmento to be my PhD supervisor.

In 2014, as I mentioned before, I changed jobs and started working at FURG. At the end of 2014, after a few months at my new job I was invited to be the pedagogical coordinator of this university's LwB ELC. This gave me more insights on the specifics of the teacher professional development practices that could emerge at the context of the program. Similar to what happened to me when I was a newbie, the student teachers whom I supervised also shared stories, problems, lessons plans, and golden nuggets of learning that only practice gives us. Moreover, most research produced around the country underscored the potentially formative nature of the LwB program. At the end of 2014, the Ministry of Education released an official ordinance expanding the LwB for other additional languages and clearly stating it was a policy of teacher professional development[20]. Therefore, the teacher development program that happened in the context of practice was incorporated into the policy texts.

As I could not research the ELC that I managed for ethical reasons, I reached out to the coordinator of the ELC of an important university in the south region of Brazil, and she agreed on having me research her university's ELC. FURG also granted me an academic leave to collect data in another city, and, then, allowed me to extend this leave to come to the University of Wisconsin Madison on a Fulbright Visiting Student Researcher Program for an academic year.

In short, it was from this perspective that I put together the intellectual patchwork that led to the present dissertation. In the next few pages, I will summarize the study.

---

[20] http://isf.mec.gov.br/images/pdf/novembro/Portaria_973_Idiomas_sem_Fronteiras.pdf

Summary of study. This study seeks to analyze teacher development practices in a community of student teachers of EAL – the LwB's ELC of a large federal university in the south of Brazil. The central argument is that the landscape of practices in which participants engage in the community culminate in professional development.

This is a qualitative study aligned with the tradition of Practice Theory (Young, 2009; Young, 2010; henceforth referred to as PT). In the present study, professional development is understood as the social production of EAL teachers' identities (Wenger, 2010; Lave and Holland, 2001; Holland et al, 1998) through participation in social practices that culminate in professional learning relevant to EAL teachers. In short, an initial working definition of practices of teacher development consists of a practice that:

(1) revolves around a professional theme (classes, lesson plans, students, classes in college, specialized literature, pedagogical materials, books, etc.)[21];
(2) involves interaction among participants in both formal (meetings) and informal (teachers' room) gatherings;
(3) either has the resolution of an emerging issue in their professional practice in the program or professional learning as a central purpose;
(4) participants perceive that they have learned from.

I will return to this definition in chapter two and expand it after a revision of PT foundations.

In the community investigated, whose main enterprise involves teaching English for the academic community (faculty, staff and students) of the university where the it is located, such practices are central to participants' membership in the community.

A study like the present one requires

> that we begin our inquiries about persons in practice with the ongoing, historically constituted everyday world as people both help to make it what it is by their participation in it, while they are being shaped by the world of which they are a part. There are both spatial and temporal implications of this perspective. If we study persons in the world, those persons are always material and embodied. Minds do not act separately from bodies, nor does knowledge act separately from engagement in practice. Two persons, or two

[21] Costa (2013) has used the word *topic* (tópico) to describe that. I understand *theme* is more consonant with the literature Language Philosophy (e.g. Bakhtin, 1981) and Systemic Functional Grammar (Haliday & Mathiessen, 2014) to refer to what an interactional text (Gumperz, 2001) is about.

> minds, are never the same; they cannot occupy the same place with the same point of view (Lave & Holland, 2009, p. 2).

Local practice involves the encounter between people as they address and respond to each other while enacting cultural activities under conditions of political-economic and cultural-historical conjuncture. On the one hand, history is brought to the local time/space of present moment inscribed in actors themselves (minds and bodies). This set of relations between intimate, embodied subjectivities and local practice, is called "history-in-person" by Lave and Holland (2009, p. 4).

A PT and history-in-person understanding of professional development in a community will involve two main sources of data: (1) participant observation of the local practices in the aforementioned ongoing, historically constituted everyday world; and (2) narratives of the participants' self-understandings regarding their own professional development in the community obtained by identity trajectory or history-in-person interviews (Lave & Holland, 2009, p. 7). The concomitant study of both data sets may provide a glimpse into how participants' self-perceived development (obtained in the interviews) took place in the local practices they partook as community members (obtained in the participant observation).

Therefore, this study has employed participant observation of the everyday interactions in the multiple spaces of the community – especially in pedagogical meetings and in the teachers' room – as well as qualitative interviews with five focal participants[22]. In the observational component of the study, I generated field notes, made audio recordings, took photographs and collected artifacts that were central to the interactions observed in the field. I videotaped the interviews and I also wrote down the main points as well as my main impressions while talking to participants. I then compiled all the data on MaxQda12 and transcribed all audio recordings orthographically[23] in the same software. In addition, I have carried out qualitative interviews with five focal to get understand their self-perceptions and self-understandings about their experience in the program, and how this expereince affected their development as teachers. In conducting

[22] Although it would have been better to interview all participants, it was impossible to do so due to limitations of time during fieldwork.
[23] For this step, I had the help of an undergraduate research assistant.

the interviews, but particularly in analyzing them, I have aligned with the tradition of History-in-Person (Holland et al, 1998; Lave & Holland, 2001).

Definition of key terms. Here I will explain the use of some key terms that have not yet been addressed in the introductory session, as well as summarize some that have.

Community of practice. The idea of communities of practice (CoPs) being places of learning comes from the work of Lave and Wenger (Lave & Wenger, 1991; Wenger, 1998). CoPs are defined as "groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly" (Wenger, n.d.). The three key elements of that definition are: (1) a shared domain of interest; (2) a defined community; (3) a shared repertory of practice and styles.

English as an Additional Language (EAL). I use this expression to refer to what is commonly called English as a Foreign Language (Judd, Tan, & Walberg, 2001). I will also use AL as a short for additional languages.

English Language Center (ELC). The language centers which were opened at the premises of the universities and funded by the Ministry of Education. For all practical purposes, in this dissertation LwB and ELC can be used as synonym, for the only ELC I discuss is that of the LwB program.

Languages without Borders (LwB). A federal program launched in 2012 to promote the teaching and learning of additional languages, especially English, which was at first called English without Borders (EwB). Initially, the program was an accessory to SwB, but it then became independent – so much so that SwB has been terminated and LwB continues. The program consists of partnerships between the Ministry of Education and public universities[24].. It is funded by the government, which pays grants for coordinators, student teachers, and provides universities with resources to create and enhance local English Language Centers.

Practice Theory (PT). It is a reference to the use of "the terms practice, practices, or praxis [which] denote a concept developed during the 1970s to refer to human actions that are both the medium through which social structure is enacted as well as the outcome of that structure" (Young, 2015, p.3). It originated from the work of intellectuals of diverse walks of life, such as Anthropology, Social Sciences, Philosophy, Literacy Studies and Applied Linguistics (Malinowski, 1923; Wittgenstein, 1963; Bourdieu,

[24] Non-profit private universities might join the Program in the near future.

1977a, 1977b and 1991; Foucault, 1979; Goffman, 1974, 1981; Hymes, 1962; Certeau, 1990; Ortner, 1984; Wenger, 1998; among others). The term "practice" fundamentally means performance in context, understood as the "network of physical, spatial, temporal, social, interactional, institutional, political, and historical circumstances in which participants do a practice" (p.3). The aim of PT is to describe practices and the resources which are employed to perform them, and, ultimately, to demonstrate how sociohistorical contexts (including the history of the practice and the history of participants) influence peoples' performances in such contexts.

Science without Borders (SwB). SwB was a program to foster Brazilian scientific research, particularly in the hard sciences, by sending Brazilian students and scholars for exchange programs abroad. In the period 2011-2016, it provided around 93,000 grants to 29 countries.

Student teachers. A student teacher, pupil-teacher or prac(tice) teacher is a college, university or graduate student who is teaching under the supervision of a certified teacher to qualify for a degree in education. The term is also often used interchangeably with "Pre-Service Teacher". In this dissertation, the term student-teacher will be used because all the teachers in the program are either undergraduate or graduate students pursuing a certification as EAL teachers.

Teacher development. The adoption of the term 'professional development' in this dissertation aims at going beyond the already worn-out 'pre-service' versus 'in-service' learning, and, above all, move beyond the word training. On the one hand, it views the profession of teachers as a lifelong continuum that starts before the initial college education, for we learn to be teachers while we are still students, and does not finish until the teacher retires. On the other hand, teacher professional development emphasizes that teaching is a profession, and not a gift or a job.

Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.) (Ganser, 2000). When looking at professional development, one must examine the content of the experiences, the processes by which professional development will occur, and the contexts in which it will take place (Gasner, 2000).

Over the past few years, professional development of teachers has been considered a long-term process that includes regular opportunities and experiences planned

systematically to promote growth and development in the profession (Villegas-Reimers, 2003, p.11).

Organization of the dissertation. In this chapter, I told my story to contextualize both the authorship process in this dissertation and the social and historical context in which this project was designed and carried out. In the next chapter, I will review the literature that has been central for this study. In the third chapter, I will explain the methods of data generation and analysis employed. In the fourth chapter, I will focus on the results of the study, presenting data from the collection to illustrate the findings. In the fifth chapter, I discuss the findings in the light of previous related research, and interpret its implications. In the sixth chapter, I will discuss the implications and limitations of the present investigation as well as possibilities that this study opens for further investigation.

Chapter 2: Literature Review

Teacher development

State of the art. In the past two decades, the debate on education has paid strong attention to teachers – their career and, especially, their initial and continued development (Nóvoa, 1995, 2007, 2009; OCDE, 2006; Villegas-reimers, 2003), after the debate on the improvement of education had spent decades revolving around other issues, such as school management and teaching methodologies (Nóvoa, 2009). As the title of a popular OCDE (2006) report indicates, "teachers matter".

This emphasis on teacher development has been welcomed by teacher educators, as it represents a much-needed "appreciation of teachers' work and promotes the concept of teaching as a *profession*" (Villegas-reimers, 2003, p. 7, emphasis in original). In this sense, professional development is a "lifelong process which begins with the initial preparation that teachers receive (whether at an institute of teacher education or actually on the job) and continues until retirement" (p. 8, emphasis in original). Thus, teachers are in development throughout their whole career. This is one of the main reasons for adopting the term professional development[25] rather than 'teacher training'. In other words, it is a political statement about teachers' education and career.

Professional development includes formal experiences – such as attending workshops and professional meetings, mentoring, etc. – and informal ones – such as reading professional publications, watching television documentaries related to an academic discipline, etc. (Gasner, 2000). Examining professional development, thus, requires looking into the experiences and processes by which it occurs, as well as the contexts in which it takes place (Gasner, 2000).

Avalos (2011) defines teacher development in following terms:

> a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change. All this occurs in particular educational policy environments or school cultures, some of which are more appropriate and conducive to learning than others (p. 10).

---

[25] Formação de professores.

In an influential publication, Burke et al. (1984) proposed a teacher career cycle, according to which the professional life of a teacher could be viewed as a cycle that hails from pre-service (usually in college or in a teacher preparation institution) to retirement. Each stage has its own idiosyncrasies and challenges. The figure below summarizes the teachers' career cycle:

Figure 4: Adapted from Burke, Christensen, & Fessler (1984, p. 10)

Furthermore, reports with data from different parts of the globe disclose that there is a high dropout rate in the profession in most places, especially in the first five years (AEE, 2014; EU, 2013; OCDE, 2006), suggesting a widespread crisis in the career. This corresponds exactly with the period of induction and competence building. One of the reasons for this can be encountered in Nóvoa's (1992, 2009) criticism to the all-pervasive model of initial teacher education that is way too concerned with the technical domains of the profession, relegating its experiential elements to a second plane – usually some practicum in the last year of professional education at their teacher preparation institutes[26]. The author names this – in an inexplicit reference to Schön's (1987) work – the prevalence of technical rationality over practical and reflexive ones.

In an article that reviews publications in the journal named Teaching and Teacher Education over a ten-year period (2000-2010) which focus on teacher professional development, Avalos (2011) retrieved 111 articles that had teacher professional development in their key words. I reproduce Avalo's summary table of all articles encountered:

[26] While he describes this as being the reality for Portugal, I could say it is the same in Brazil.

Thematic area	No. of articles	Geographical location
Professional learning (general)	9	Canada (1), England (2), The Netherlands (2), S. Africa (1), USA (3)
- Reflection processes	11	Australia (1), Canada(1), England (1), Portugal (1), The Netherlands (1), USA (6)
- Tools as learning instruments	10	Australia (1), Spain (1), Taiwan (1), USA (7)
- Beginning teachers learning	13	Australia (1), Belgium (1), Canada (1), England (2), Hong Kong (1), Ireland (1), Norway (1) Scotland (1), The Netherlands (1), USA (3)
Mediations		
- School–university partnership	11	Canada (2), Greece (1), USA (8)
- Teacher co-learning	13	Canada (2), Hong Kong (1), Singapore (1), The Netherlands (2), USA (7)
- Workplace learning	3	Japan (1), The Netherlands (1), USA (1)
Conditions and factors		
- Macro conditions	10	South Africa (1), USA (9)
- School cultures	6	Canada (1), England (2), USA (3)
Effectiveness of professional development		
- Cognitions, beliefs and practices	10	Italy (1), New Zealand (1), Portugal (1, The Netherlands (2), USA (5)
- Student learning & teacher satisfaction	7	Belgium (1), Canada (1), Israel (1), Switzerland (1), USA (3)
Specific areas and issues	8	Australia (1), Canada (1), Ireland (1), The Netherlands (1), USA (4)
Total articles	111	

Table 1: Avalos (2011, p. 11)

As the chart shows, the most common areas of research in professional development of teachers are teacher co-learning and beginning teachers learning; the second most common areas are reflection processes and school-university partnerships; the third most common areas are macro-conditions and cognition, beliefs and practice. It is interesting to note that workplace learning is the least common area of research. This lack of research in teacher learning in the workplace seems to correspond to claims for more empirically grounded research on teacher education, which have become pervasive in literature (Little, 2001). After all, investigating workplaces normally involves extensive qualitative fieldwork in order to understand the local ecology of these workplaces.

In addition to that, research in teacher development often claims for the need to educate reflective teachers (Clarke, 1995; Nóvoa, 2009). This derives from the prestige that the work of Donald Schön (Schön, 1983; Schön, 1987), which has become influential in the field of teacher education, despite the fact the author does not research teacher education himself.

Schön (1983) criticizes the paradigm of professional education that led society to a crisis of confidence in professions and in professional knowledge (p. 3). In the decades prior to the so called crisis, which emerged in the 1980's, there was the widespread belief that professional schools – mostly colleges and universities – could teach a set of skills that future professionals would be able to apply to all situations they would encounter in practice. However, the "situations of practice are not problems to be solved but problematic situations characterized by uncertainty, disorder, and indeterminacy" (p. 16), which "are characterized by unique events" (p. 16). Therefore, professional practice represents a way of functioning in situations of indeterminacy and value conflict, but this

multiplicity of views implies a multiplicity of competing approaches, paradigms and practices when push comes to shove. Obviously, a good professional education is one that prepares practitioners for such challenges. The author claims that the main skill for a reflective practitioner is that of problem setting, that is, "a process in which, interactively, we *name* the things to which we will attend and *frame* the context in which we will attend to them (p. 40, highlights in the original). In other words, a reflective practitioner is someone who can look at a problematic situation and identify the problem where a layman probably would not. This is the case, for instance, with physicians, who claim that correctly diagnosing a patient implies going 'beyond the book'. Summarizing the problem, the author states that we "are bound to an epistemology of practice which leaves us at a loss to explain, or even to describe, the competences to which we now give overriding importance" (p. 20).

The responsible for this crisis, according to the author, is the model of technical rationality, which "believes that professional activity consists in instrumental problem solving made rigorous by the application of scientific theory and technique" (p. 21). This model exerted great influence on professional education from the 1930's onwards, and still does. For this epistemic model, we learn professions that are disciplined and unambiguous, and we perform these professions in steady contexts, in which we apply general rules to specific problems. This has been converted into a professional education paradigm that has taught future professionals science, with a practicum or clinical work component – almost an appendix – at the end of the course. This epistemic model is flawed, and Schön's program consists exactly in formulating a paradigm to understand professional knowledge and, thus, professional education that manages to overcome the problems of the technical rationality, one that is "implicit in the artistic, intuitive processes which some practitioners do bring to situations of uncertainty, instability, uniqueness, and value conflict" (p. 49). This model is what may lead a reformulation of professional education to deliver a "reflective practitioner" (Schön, 1987) as final product at the end of professional preparation. His model is based on three conceptual pillars: (1) knowing-in-action, (2) reflection-in-action and (3) reflection-in-practice. This model is based on the irrefutable assumption that practitioners rely on largely intuitive, implicit and tacit models of thinking to perform their daily tasks – so much so that professionals' knowhow usually encompass knowledge they cannot even explain. In this sense, it "seems right to say that our knowing is *in* our action" (p. 49, highlights in the original).

On the other hand, practitioners seem able to reflect upon the things they do (even whilst doing them); for this reason, "reflection on knowing-in-action goes together with reflection on the stuff at hand" (p. 50). Based on this, the author comes up with his two main concepts: (1) knowing-in-action and (2) reflection-in-action.

Knowing-in-action. The author defines the concept as the characteristic mode of ordinary practical knowledge and summarizes it in the following way:

- There are actions, recognitions, and judgments which we know how to carry out spontaneously; we do not have to think about them prior to or during their performance.
- We are often unaware of having learned to do these things; we simply find ourselves doing them.
- In some cases, we were once aware of the understandings which were subsequently internalized in our feeling for the stuff of action. In other cases, we may never have been aware of them. In both cases, however, we are usually unable to describe the knowing which our action reveals. (p. 50)

Reflection-in-action. According to the author, we think about action but we also think whilst performing an action. In most cases, we do not reflect about our actions because they yield the results that we expected. However, when our action leads to unexpected consequences, we are more likely to reflect upon such actions.

Reflection-in-practice. This concept emphasizes that practitioners use the reflection-in-action as tool to improve on their professional practice[27]. According to the author, a "practitioner's reflection can serve as a corrective to overlearning. Through reflection, he can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice", and, thus, make sense of the situations of uncertainty or uniqueness which he inevitably experiences" (p. 61).

Schön (1987) discusses the implications of his earlier work in cases of professional learning. In a number of cases of tutorship – an advanced design student and her tutor; a gifted pianist and his teacher; and a psychoanalyst working out a difficult case with his supervisor –, the author discusses how his theory of reflective professional education works in practice. In his perspective, the cases represent examples in which

[27] Understood by the author as "performance in a range of professional situations" (p. 60).

reflective practitioners are being educated through a complex process of action, reflection-in-action and reflection-in-practice.

Professional development of AL teachers. In the field of EAL (and AL teaching in general), professional development of teachers has also received attention from teacher educators and researchers. Over the past two decades, a good deal of research has been produced focusing on teacher assistants (TAs) in foreign language departments in US and Canada institutions (Allen & Azarola, 2007; Merrill, 2016), as it is often in the context of TA-ship that language teachers are induced to the profession whilst still in graduate school. As we know, most AL TAs are novice language teachers becoming Literature or AL professors.

Allen and Azarolla (2007) reviewed 96 studies published between 1987 and 2008, – mostly papers and dissertations – that addressed the subject of AL TAs in universities. The authors found productions in four main categories: (a) descriptive reports, (b) position papers, (c) empirical studies and (d) dissertations. These productions move back and forth from a training perspective to a professional development perspective in two major themes (each divided into two subcategories): (1) Understanding AL[28] Graduate Students' AL Teaching Experiences, subdivided into (1.1) TA Beliefs and AL Teaching, and (1.2) TA Identities and AL Teaching; and (2) Conceptualizing the Professional Development of AL Graduate Students, subdivided into (2.1) Approaches to Graduate Student Professional Development and (2.2) Tools for Graduate Student Professional Development. It is interesting to note that only 14% of the studies reviewed are based on empirical data analysis. Therefore, one of Allen and Azarolla's (2007) main take-aways is that more empiric research is fundamental in order to understand what happens with AL TAs while they are socialized into the profession. Moreover, the authors suggest investigating which development practices are more effective for TA professional development.

Merill (2016) investigated the AL TAs of a large public university in the U.S. Midwest, focusing on elucidating what aspects help communities of practice form and thrive in these TAs' departments. In this mix-methods study, the author conducted a survey with massive participation from the AL departments TAs and interviewed focal participants. She found that the possibility to interact in both public and private spaces is

[28] The author refers to it as Foreign Language rather than Additional Language.

one of the key elements that helps TAs form CoPs. Besides, she found that engagement in CoPs played a key role in the professional development of her participants.

In the field of professional development of teachers of Portuguese as AL, Costa (2013) has also researched teacher professional development in a CoP. This work has been an important reference to the design of this study. Revisiting the work of the Portuguese educator António Novoa (1995), social scientist Donald Schön (1987) and literacy theorists (Heath, 1982; Heath & Street, 2008), the author proposes the concepts of 'teacher development event' and 'teacher development practice'[29]. These concepts are analytical tools to analyze teacher professional development from an ethnographic perspective – attending to participants' actions and the local meanings of such actions. The author investigates teacher professional development at a Brazilian Center in a Latin American country, where teachers with a wide variety of academic backgrounds teach Portuguese as an AL. He did an ethnography focused on describing and analyzing the interactional events in which participants are aligned to an activity in which – from an emic perspective – their professional development is at stake; he calls these joint activities teacher development events and uses this concept as his main analytical unit to understand how teachers learn how to be teachers by interacting with one another in the community. He understands 'teacher development event' as a speech activity that unfolds based on alternance of: (1) participants, and/or (2) objects, topics or themes of the interaction. Thus, the topic or theme has a central role to understanding this analytical unit. Moreover, speech events have relatively stable routines of opening and closing, which makes them promising category for the description and analysis of social action. In short, the author develops an understanding of teacher development event as a type of event whose goal is professional teaching and learning or the resolution of a pedagogical problem made relevant by the participants – such as ways to explain a grammar rule, organize a pedagogical task or design an evaluation instrument, and can be based on the sharing of stories and experiences (p. 76). According to the author, teacher development events are grouped around actions co-constructed by the participants, such as: presenting models

[29] In Portuguese, respectively *evento de formação de professores* e *prática de formação de professores*. Here I will stick to Villegas-reimers (2003) idea that professional development is a more thorough concept than teacher education (usually related to initial education) and more respectful than 'teacher training'. It is also a political stance to refer to teaching as a 'profession'.

and teaching strategies; reporting classroom experiences; answering questions about topics related to classroom; or offering help when someone asks for it (p. 80).

The author, nevertheless, leaves a central issue unaddressed. He does a great work describing the concept of teacher professional development event, but he does not have the same attention with the concept of teacher development practice. The concept of practice – which is in the title of his thesis– does not seem to be addressed.

In an ulterior publication looking at the same data set, Costa & Schlatter (2017) propose that the development events are equivalent to "situated practices"[30] (p. 47), which partly responds to the criticism delineated in the previous paragraphs.

There are important steps ahead in the work of these authors (Costa, 2013; Costa & Schlatter, 2017). First, there is empirical research on the power of CoP in AL teacher development with very sound empiric and qualitative background, which the area lacks and is one of the main calls for changes in research, as stated earlier. Second, the authors get to demonstrate with interactional data how the limits between technical and practical rationality are blurred in a CoP devoted to teaching and teacher development. Third, the authors come up with a new and promising concept – the teacher development event or situated practice of teacher development –, which can be used to elucidate moments when teachers engage in activities which revolve around a theme that is important to their own professional development.

Nevertheless, the authors' conceptual tools – teacher development event or situated practice of teacher development – do not help to bridge the gap between research focused on here-and-now interactions and research concerned with the broader sociohistorical contexts in which these interactions happen. In other words, this approach is limited to the event and its immediate context, and focuses very little on how these events are structured in more stable practices that are shared by different communities.

In my understanding, this is the main contribution of the present study to this debate. In the present dissertation, I propose that there are two levels of organization of the practice: (1) the situated practice or event and a (2) generic and schematic practice, which correspond to two different levels of organization of experience. The former aspect of practice is more connected to what Wenger (1998, 2010) has termed participation and

[30] Práticas Situadas.

the latter more linked to what he has termed reification. I will return to this issue in more detail in the section dedicated to discussing the foundations of PT.

Teacher education: calls for change. Several teacher educators and researchers have called for a change in teacher development paradigms. Antonio Nóvoa (1992) proposes an approach that shifts focus from "a perspective that is excessively centered on academic dimensions (areas, curricula, courses, etc.) to one that is centered on the professional domain (p. 1)"[31]. After discussing teacher education and the teachers' career over the twentieth century in Portugal, the author claims for a more clinical teacher education – one that is based on the articulation of practice and reflection about practice –, and for a more investigative teacher education – one that confronts teachers with the production of original knowledge. Nóvoa (2007) claims that there is an important paradox in the debate on teacher education; on the one hand, there is a cohesive and well-connected network of convergent discourses in the field of teacher education, while, on the other hand, there is a lack of quality practices and empirical experiences to show that such discourses are being converted into policy and practice. The author presents three antidotes for resolving such paradox: (1) bringing teacher education to "the inside" of the teaching profession; (2) promoting new models of organization of the profession; (3) reinforcing personal and public image of teachers in communities.

Nóvoa (2007; 2012) claims that teacher education should be more similar to the education of medical doctors. Based on Lee Schulman's (1986⁄2005) work, Nóvoa (2007; 2009) describes a typical lesson in a hospital school. On this day, the students observed seven different sick people, each of which was a study case. There was a report about the patient, an analysis of the situation, a session of joint reflection, a diagnosis, and a therapy. At the end, the responsible doctor discussed with interns how the visit had been and explained aspects that should be corrected. After that, there was a seminar about lung disease. This is what Nóvoa (2007, 2009) means by bringing teacher education to "the inside" of the teaching profession or a more clinical teacher education (1992). As the author puts it:

> In fact, it is not possible to write texts and more texts about *praxis* and *practicum*, about *phronesis* and *prudentia* as references of teachers'

[31] [...] perspectiva excessivamente centrada nas dimensões académicas (áreas, currículos, disciplinas, etc.) para uma perspectiva centrada no terreno profissional.

> knowledge, about reflective teachers, if we do not enhance a stronger presence in the profession (2012, p. 19, emphasis in original).

The author, thus, brings back a question that is essential to teacher development: "what is a good teacher?" (p. 28)[32]. He addresses this tricky question by stating that a good teacher should have five dispositions: (1) knowledge, (2) professional culture, (3) pedagogical tact, (4) a sense of being a team player, and (5) social engagement (p. 30-31)[33].

For a novice teacher to attain the dispositions mentioned by Novoa (2012) in the pre-service training and induction in the profession, he suggests that the matter be approached from the following main angles: (1) practices, (2) profession, (3) person, (4) sharing and (5) public (p. 28)[34]. I will explain each briefly in the paragraphs that follow:

Practices. The professional expertise of teachers is not in the technical knowledge they possess about their field of activity nor in the pedagogical or methodological knowledge that they have, but, rather, in a third place: in the pedagogical practices viewed from a theoretical and methodological standpoint. Again, the point of comparison is Lee Schulman's (1986) study of the education of medical doctors, where the clinical practices transcend the false dichotomy of theory versus practice or technical rationality versus practical rationality. Future medical doctors need skills that are not only either practical or only theoretical: they are both. And they happen in practice; theory illuminates practice and practice more reflection may produce new theory.

Profession. It is in this front that the comparison with the education of medical doctors is strongest. Medical doctors are educated by practitioners in a workplace that is usually identical to the one where novice doctors will work. Consequently, when they get to a hospital they have already spent most of their initial education at a hospital. In teacher education, however, future teachers are educated by teacher educators, researchers or experts in pedagogy and methodology. In this sense, the induction to the profession is a key moment in teachers' lives, and it is essential that this moment be considered part of teachers' education.

Person. The person is the teacher, and the teacher is a person (Nóvoa, 2012, p. 37)[35]. This is to say that it is important not to separate the personal from the professional

---

[32] O que é um bom professor?
[33] Conhecimento, cultura profissional, tacto pedagógico, trabalho em equipa e compromisso social.
[34] Práticas, profissão, pessoa, partilha, público.
[35] [...] o professor é a pessoa, e que a pessoa é o professor.

dimensions of the career. Thus, teacher education should prepare teachers for a path of self-reflection and self-analysis. In other words, it is necessary to include personal knowledge (knowledge about oneself) in professional knowledge and professional knowledge in personal knowledge. A reflective education is one capable of enabling teachers to reflect about themselves and their own practice. This is parallel to Wenger's (1998, 2010) reference of learning as production of persons and with Bourdieu's (1977)[36] notion of *habitus.*

Sharing. The teacher of the twenty-first century should be educated to be a team member, as the collective competence transcend the sum of individual competences (p.40). Therefore, it is necessary that teachers have access to spaces and communities in which they can partake and share practices that are essential to their development, in a routine of reflection upon pedagogical work. The goal is "to transform collective experience in professional knowledge and connect teacher education with the realization of projects in schools" (p. 41). This is the specific point in which Nóvoa's call for action asks for the cultivation of "communities of practice" of "educators committed to education, research and innovation" (p. 40-1).

Public. The last point concerns stimulating that teachers become public figures in their communities, voicing their views about education, specifically, and of other pressing issues for society. In a way, it has to do with overcoming the idea that educational issues are so important that we cannot trust them to teachers" (Nóvoa, 1992, p. 7)[37].

As the data of the present study suggest, CoPs such as the ones investigated for this dissertation provide the five dimensions of the professional development suggested by António Nóvoa. In a way, participation in the community entails navigation in a landscape of practices that bind all these dimensions together. It is important to state that Nóvoa's ideas find great echo in the ontological and epistemological model provided by PT, Situated Learning and CoPs.

Practice Theory (PT)

Overview. In Theodore Schatzki's introduction to the volume "The Practice Turn in Contemporary Theory" (Schatzi, 2001), he says that

---

[36] It refers to the embodiment of culture, to the deeply ingrained habits, skills, and dispositions that we possess due to our life experiences. It is what allows us to navigate our cultural environments, and what makes it difficult for us to engage in practices of cultures we are not familiar with. The concept also encompasses our acquired "tastes" in art, music, clothing, etc.

[37] [...] os problemas da educação são demasiado importantes para serem deixados aos professores.

> thinkers once spoke of ‘structures,’ ‘systems,’ ‘meaning,’ ‘life world,’ ‘events,’ and ‘actions’ when naming the primary generic social thing. Today, many theorists would accord ‘practices’ a comparable honor. Varied references to practices await the contemporary academician in diverse disciplines, from philosophy, cultural theory, and history to sociology, anthropology, and science and technology studies (Schatzi, 2001, p. 10).

The prestige of the concept of practice in the social sciences can be easily proven with a simple search on Google Scholar using the key words “social practice”, which yields over a half million entries in all fields of social sciences. This popularity of the concept at the same time reveals its power and creates us researchers a problem: how do we work with such a broad and plastic concept? Thevenot (2001) has claimed that the concept of practice has been extended to account for an enormous range of different human behaviors; thus, “what counts as practice differs significantly” (p. 65) from branch to branch of social science. However, the author understands that the felicity of the concept lies exactly in its “extraordinary breadth” (p. 65). In the same direction, Ortner (1984) has defined practice as “anything people do” (p. 149). This is all to say that a researcher who wants to work with the concept of practice should, first, define his own take of the concept; this take can only be defined in relation to a specific intellectual puzzle or set of research questions.

In this dissertation, I align with Young’s (2009; 2010; 2015) take on PT. According to the author, PT is a reference to the use of “the terms practice, practices, or praxis [which] denote a concept developed during the 1970s to refer to human actions that are both the medium through which social structure is enacted as well as the outcome of that structure” (Young, 2015, p.3), originated from the work of intellectuals of diverse walks of life, such as Anthropology, Social Sciences, Philosophy, Literacy Studies and Applied Linguistics (Malinowski, 1923; Wittgenstein, 1963; Bourdieu, 1977a, 1977b and 1991; Foucault, 1979; Goffman, 1974, 1981; Hymes, 1962; Certeau, 1990; Ortner, 1984; Wenger, 1998; among others).

In the first chapter of a volume entirely dedicated to elucidating the foundations of PT and its uses in research in the fields of ApL and SLA, Young (2009) defines what he means by practice:

> In the sense that I use the word, practice is the construction and reflection of social realities through actions that invoke identity, ideology, belief, and

> power. How does practice in this sense differ from DeKeyser's definition? First, "practice" as used in this book is not a term of art in L2 studies and it can be applied to all human activities. Second, although practice is goal-oriented, the goal of people who participate in practice is not necessarily L2 learning; in fact, participants' orientation to some goal in a practice may not be deliberate at all, often because the goal is not available to their conscious introspection. Third, yes, the term "practice" as used in this book involves repetition, but what participants do in a practice is not necessarily to repeat their own performance; instead, a person may perform a practice for the first time in their life but, through direct or indirect observation, the person has knowledge of the history of a practice in their community, and it is that history that is extended in practice (p.1).

Therefore, the author uses the term practice fundamentally as performance in context, understood as the "network of physical, spatial, temporal, social, interactional, institutional, political, and historical circumstances in which participants do a practice" (p.3). The notion of context is understood as involving (1) a focal event; and (2) a field of action within which that event is embedded" (Goodwin & Duranti, 1992, p. 3). In this light, context is "a frame (Goffman, 1974) that surrounds the event being analyzed and provides resources for its interpretation" (Goodwin & Duranti, 1992, p. 3).

Thus, studying practices involves paying attention not only to the "production of meanings by participants as they employ in local actions the verbal, nonverbal, and interactional resources that they command" (Young, 2009, p.2), it also demands attention to how employment of such resources reflects and creates the processes and meanings of the community in which the local action occurs" (p.2).

Conceptualizing practice in Practice Theory. PT aims at providing a broader research paradigm, one that includes both the event and the concept of situations, verbal and nonverbal semiotic systems, and human agency and social structure. In other words, PT "is an attempt to find a middle road that transcends the duality of materialism and idealism" (p. 36). In this sense, PT can be relevant to any approach of talk-in-interaction. PT investigates

> the construction and reflection of social realities through actions that invoke identity, ideology, belief, and power. A practice approach to talk-in-interaction thus seeks to examine both how the language, gesture, and

> positioning of specific interactions are determined by the social context of interaction and how that context—conceived broadly enough to include the implications of the practice in the society at large and the identities of the participants—is constructed by participants' verbal and nonverbal actions (p. 37).

For this reason, a practice is an activity that is defined culturally – such as Levinson's activity type – in which one can see the workings of both the local and global contexts in the horizon of participants. Therefore, for a practice approach the broader context is quite important – social class, gender, race, history of individual participants and communities, and history of the practice itself. In this sense, PT aligns with a

> tradition of considering present actions and language in the present as fundamentally different phenomena from past actions and language history is another dichotomy than can be traced to Saussure's distinction between synchronic linguistics and diachronic linguistics, but it is a distinction that obscures connections from the present to the past that explain much about the present. A practice approach to talk-in-interaction thus involves expanding, again, the notion of context to include the personal histories of participants and the generic history of the practice (p. 41-2).

Furthermore, it is important to note that what we refer to as practice can be analyzed in/through a variety of different documents[40]. Let us look at four documents of the practice of shoptalk: (1) a dictionary definition, (2) a narrative of a musician describing a learning experience about guitar tuning with Keith Richards, (3) a talk between two fictional 'meth cooks' in a meth lab, (4) and two student teachers talking about class in the teachers' room.

Document 1. If we look up the meaning of 'shoptalk' in the dictionary, we will find: "the jargon or subject matter peculiar to an occupation or a special area of interest"[41]. This is probably the most reified way of referring to a practice that I can think of: a description which does not include real actors or a context.

Document 2. Another example of shoptalk would be quoted in Keith Richards's biography. In the chapter that he explains how it was that he started

---

[40] Garfinkel (1967)

[41] https://www.merriam-webster.com/dictionary/shoptalk

using open tuning[42], he quotes a passage from Waddy Waschtel's biography talking about the impact of open tuning in his own guitar playing. In this passage, Waschtel describes a shoptalk he had with Richards. The narrative depicts two musicians talking about what they do: music. One of them, Richards, is sharing with the other how he does 'his thing'. Let us look at it:

> **Wady Wachtel**: In the early 70's, I went to England with Linda Ronstadt. And we walked into Keith's house in London and there's this Strat sitting on a stand with five strings on it. And I'm like, 'What happened to that thing? What's wrong with that?' And he goes, 'That's my whole deal.' What is? He goes, 'The five-string! The five-string open G tuning.' I went 'Open G tuning? Wait a minute, Don Everly told me about open G tuning. You play open G tuning?' Because growing up and playing guitar, you're learning Stones songs to play in bars, but you know something's wrong, you're not playing them right, there's something missing. I'd never played any folk music. I didn't have the blues knowledge. So when he said that to me, I said, 'Is that why I can't do it right? Let me see that thing.' And it makes so many things so easy. Like 'Can't You Hear Me Knocking.' You can't play that unless it's in the tuning. It sounds absurd. And in the tuning, it's so simple. If you lower the first string, one step, then the fifth is always ringing through everything, and that's creating that jangle. The inimitable sound, at least the way Keith plays it (Richards, 2010, p. 246).

Document 3. After a hard day at the meth lab, Walter White and Gale Boeticher, Walter's assistant at his brand new top-notch meth lab, are discussing specifics of their job. It is easy to perceive that Gale is the less experienced peer and that Walter is somehow in a position of power over him. Gale asks Walter a question, which Walter answers. Then, as Walter expresses his preference for ether over benzene, to which Gale promises to have for the next day.

> **Excerpt 1: "I prefer ether."**
> **Gale:** Tell me, with the phenylacetic acid solution, you said 150 drops per minute for the first 10 minutes, and then 90 for the remainder. Why is that?
> **Walter:** Well, my thinking is, by tapering the phenyl, you get an oilier aqueous layer, and hence—

[42] It is a tuning technique based on how blues and bluegrass banjo players tuned their instruments, and was made popular in ronk'n'roll by Richards. The most famous Stones guitar riffs are in open tuning.

Gale: Better benzene extraction.
Walter: Exactly. [chuckles]But actually I prefer ether.
Gale: Oh. I'll have it for tomorrow.[43]

Document 4. In document 4, I present a scene from my fieldwork. In this scene, which was recorded in participant observation in the teachers' room, Adriana and Marylin are discussing a class they are going to teach together. Adriana is a Letras student and student teacher at the program, and Marilyn is an ETA. In other words, both are English teachers – Adriana by education and Marylin by circumstance[44]. Marylin enters the room while Adriana is working at the computer. After greeting Adriana, Marylin sits near her and they start talking about their class:

Excerpt 2: "I was thinking we could work with a controversial topic"
Adriana: Let me show you. I only have three more classes.
Marylin: Okay.
Adriana: so was thinking about working with this tomorrow (.) So we work with some words and then with the introduction (.) I don't know, maybe we could introduce the topic and then show some different texts and then ask them to write ((inaudible word)) how they would... how can I say... how would I explain reviews.
Marylin: Okay. Sure.
Adriana: And then on sentence structure ((inaudible word)) I think they have some difficulties in some subjects ((inaudible word)) So actually we have to look or more exercises like that. But I think we could search for a text just to ((inaudible word)) everyone know something about... I would ask them to write an introduction on that so we could work with that idea of like introduce knowledge of this.
Marylin: I was thinking that we could work with a controversial topic, like euthanasia.

As we can see in the examples above, practice can be approached in different ways, depending on one's goal and on the documents one has at hand. However, each different analysis will lead to a different level of understanding of the practice. Schön (1987) states that there are two different understandings for practice. For instance, a lawyer's practice means all the things he does, the clients he has and the types of cases that he has to handle; at the same time, we use practice to refer to the repetition of a certain activity in order to improve at it, as musicians or athletes do. In the first sense, "practice" refers to performance in a range of professional situations. In the second, it

[43] Breaking Bad, season 3, episode 6, retrieved from http://www.springfieldspringfield.co.uk/view_episode_scripts.php?tv-show=breaking-bad&episode=s03e06
[44] Back in the U.S., Marylin is a Spanish teacher in the a public school in the Midwest.

refers to preparation for performance. A professional practice, according to the author, includes both meanings of the term practice.

Furthermore, the study of practice can range from more abstract and generic – the dictionary definition – to very concrete – the recording of a practice which you have witnessed or in which you participated.

Literacy practice and literacy event. Many applied linguists, myself included, first came across the concept of practice in the discussion regarding literacy, as initially proposed by Scribner & Cole (1981). The authors propose that literacy should be studied in relation to the uses that people make of written texts in society (literacy practices), rather than in a binary and dichotomic opposition between literate and oral (Ong, 1982⁄2002), as it had been the fashion up until then. According to the authors, a practice is "a recurrent, goal-directed sequence of activities using a particular technology and a particular system of knowledge" (p. 236). Practices, then, correspond to "socially developed and patterned ways of using technology and knowledge to accomplish tasks (p. 236). The authors give some examples of literacy practices in Vai society (where they conducted their research): one of them is writing a letter and the other is keeping a journal.

In the aftermath of Scribner and Cole, Shirley Heath (1982) advanced this discussion by proposing that practices are more abstract entities that represent the product of the social uses of literacy in society, whereas literacy events are the empiric and observable unit. According to her, literacy events are "occasions in which written language is integral to the nature of participants' interaction and their interpretative process strategies" (p. 50).

Due to this materiality of the concept of event, the concept of practice as the "basic unit of a social theory of literacy" (Barton & Hamilton, 1998, p. 7) lost space to a discussion by and large focused on events. Practice, as the author warn us, are not "observable units of behavior" (p.7). In other words, the empiric and observable nature of literacy event – a concept that you can 'drop on your foot' – has somehow shadowed the earlier concept of practice. This discussion connects with my earlier comments of the work of Costa (2013) and Costa and Schlatter (2017), which give the 'teacher development event' a great deal of attention whilst barely defining what they mean by practice.

Towards a working definition of practice. As I have delineated in the last paragraphs, in the present dissertation I conceive of practice as a historical, mediational,

schematic and generic device for social action, which is (re)constructed through and realized in social action. Practice, thus, is not an empirical unit, but, rather, an organized nexus of concerted activities (e.g. farming practices, teaching practices, political practices; Schatzi, 2003), culturally and historically recognized by members of the communities in which the practice exists. So much so practices usually have names (greeting, telling a joke, giving a workshop, etc.) and can be described and discussed[45]. Therefore, practices are the locus where we can see historical context influencing individuals' actions as well as individuals' actions (re)constructing and transforming the historical contexts in which individuals are inserted. The practice is an

> interpretive schema—a way of organizing experience in the mind, a way that participants make sense of themselves, a way in which they construct and reconstruct identities and cultural categories that are already established by the myths and legends of the cultures in which they live (Young, 2009, p. 44).

Practices are essential for human socialization: they operate as the straddle between the individual actor and the overall social and historical context in which he is inserted; practices are epistemologically essential because they are the articulation in which a researcher might be able to spot the "certain arrangements in certain contexts (especially rituals) [that] produce essentially social transformations" (Ortner, 1984, p. 131). For this reason, choosing to focus on this understanding of practice is a strategic move towards trying to understand how actors, with all the contextual limitations for their actions, also change the practices themselves and, ultimately, the context in which they are inserted; that is, people make history. In the Bakhtinian discussion, the concept of event would parallel to that of utterance, whereas the concept of practice would parallel to that of genre. I turn to that in the next few paragraphs.

Practice and Bakhtinian speech genres. In this sense, the concept of practice that I pursue in this investigation is parallel to the concept of speech genres proposed by the Circle of Bakhtin (Bakhtin, 1981; M. M. Bakhtin, 1986)[46]. As the author defines the problem of speech genres, all the areas of

---

[45] Barton and Hamilton (1998) point out that even the analysts who investigate practice can only identify those practices that they can recognize as so in their own socialization.

[46] There is great controversy of the authorship of some fundamental texts for the understanding of Mikhail Bakhtin's work. I have opted to refer to a Circle of Bakhtin that includes Bahtin's, Volochinov's and Medevedev's writing whilst giving the authors due credit for the work – though I only refer to the first two.

> human activity involve the use of language. Quite understandably, the nature and forms of this use are just as diverse as are the areas of human activity. … Language is realized in the form of individual concrete utterances (oral and written) by participants in the various areas of human activity. These utterances reflect the specific conditions and goals of each such area not only through their content (thematic) and linguistic style, that is, the selection of the lexical, phraseological, and grammatical resources of the language, but above all through their compositional structure. All three of these aspects-thematic content, style, and compositional structure-are inseparably linked to the *whole* of the utterance and are equally determined by the specific nature of the particular sphere of communication. Each separate utterance is individual, of course, but each sphere in which language is used develops its own *relatively stable types* of these utterances. These we may call *speech genres* (Bakhtin, 1986, p. 60).

This quote presents a lot from the Circle of Bakhtin's take on language. First of all, language is central to all human activity; thus, it is an understanding of language as social action. Language use has a minimal unit, the utterance, that is, the instances of language use in the contexts in which language is used. The utterances reflect the context – what, who, when, where and to whom – in which they are produced. While each utterance is unique, the spheres produce their own repertory of relatively similar utterances, the genres. Thus, genres are relatively similar utterances produced in the various spheres of human activity. For this reason, speech genres imply not only a set of recurrent structures, but also a way of thinking about the world and acting in the world.

Therefore, I would like to draw a parallel between Bakhtin's utterance (instance of language use in context) and Gumperz's concept of interactional event, and between Bahktin's speech genre and the take on practice that I have adopted for this study.

Event and practice. As mentioned earlier, in this study I differentiate *event* and *practice*. The former concept refers to "sequentially bounded units, marked off from others in the recorded data by some degree of thematic coherence, and by beginnings and ends detectable through co-occurring shifts in content, prosody, or stylistic and other formal markers" (Gumperz, 2001, p. 9); in other words, *event* refers to instances of interaction analyzed in the form of "interactional texts" (p. 9). The latter, on the other hand, could be compared to what Levinson (1992) has referred to as "activity type" and

the Bakhtin circle has referred to a "speech genre"; in other words, it refers to "an intermediate and in many ways different level of organization" (p. 2) that consists of ways of doing things in a community that has relatively stable framework of organization. In bakhtinian terms, events are parallel to texts or utterances, whereas practices are parallel to speech genres. The former situated and concrete manifestations, while, the latter, more abstract historical units.

Wenger (1998; 2009) explains that participation and reification are two "intertwined lines of memory" (Wenger, 2010). Therefore, for the present study I am looking into events whose recurrence in community life as well as recurrent features signal that they have relative stability in the community; in other words, they have become more reified in the CoP.

For this reason, the methodological paradigm with which I have affiliated for the generation of data is in the qualitative spectrum (Mason, 1996) of interpretative research (Erickson, 1990). Moreover, I use some concepts from interactional sociolinguistics (Gumperz, 2005; Tannen & Wallat, 1987). Ultimately, any work dedicated to describing practice will admit that there is

> a local-global connection, and the connections of influence between the two run in both directions—inward to the local encounter from the social world outside it, and outward from the local encounter to actions that take place beyond the temporal and spatial horizon of the encounter itself (Erickson, 2004, p.191).

An example of practice in the data. As I recently heard when I discussed my working definition of practice with colleagues interested in PT, "This is all very true, but also too abstract". For this reason, I will use examples from my own data to make my point. I will first present an entry from my field journal, then a picture that provides the scene with physical and spatial ambience, and finally the transcription of an interactional segment.

> We are in the teachers' lounge – Adam, Lucas, Grazi[47] and myself. Adam and I are talking about the fact that Brazilian Supreme Court claims that it doesn't have the time to judge the criminal politicians, but it does have the time to judge whether the customers have the right to enter movie theaters

[47] Pseudonyms, as all proper names henceforth, except if otherwise mentioned.

> with their homemade popcorn. We are all speaking Portuguese. Adam and Lucas are sitting at the computers and preparing classes, whereas Grazi is sitting on the couch next to the window, grading some homework. These three student teachers are often in the teachers' room. Adam is one of the teachers who appears in my field dnotes all the time. He is always at the ELC planning classes, alone or with peers; helping less experienced peers with their planning; studying for one of his third-year Letras classes; serving as a straddle between the coordination and his peer student teachers or between the student-teachers and the clerical interns that help manage the program locally. He is older than the other student teachers, about 25 years old, and has been a teacher at private language schools for about 8 years. At this moment, Tadeu enters the room speaking English to Adam; he wants to start planning classes for the practicum they're doing together at a public school as part of their college requirements. (Field journal, observation in the teachers' room, week 7, day 148)

Adam is on the left, Lucas in the middle, and Grazi on the right. Tadeu cannot be seen in any of these pictures. He walks through the door, which is on Adam's left, straight towards Adam, and begins talking to him. While talking to Tadeu, Adam does not look at him: he keeps his eyes fixed on his computers' screen, focused on what he is doing. Below, after the picture, we have a transcript[49] of a conversation (mostly) between Adam and Tadeu – Grazi's participation is noticed in her laughter and in one turn, and Antônio remains a non-speaking participant for the whole time. In the excerpt, I present an interactional event that I witnessed in the teachers' lounge of LwB program, which was thickly described (Geertz, 1973) in my field journal (Wolcott, 2001), captured in two photographs, recorded in audio, and, later, transcribed according to very simple conventions (as described in chapter 3).

---

[48] Dates will not be revealed here to protect participants' identity.

[49] As I came to notice, codeswitching (Poplack & Meechan, 1998) is the norm in this community of practice. Although official moments of teacher professional development in the pedagogical meetings are practically only in English, in the everyday life of the teachers' lounge they speak either Portuguese or English, or sometimes a mixture of both. For this reason, I will follow Duranti's (1997) format of "Original and subsequent (or parallel) free translation" (p.152). All the translations are mine, so I am responsible for any inaccuracy.

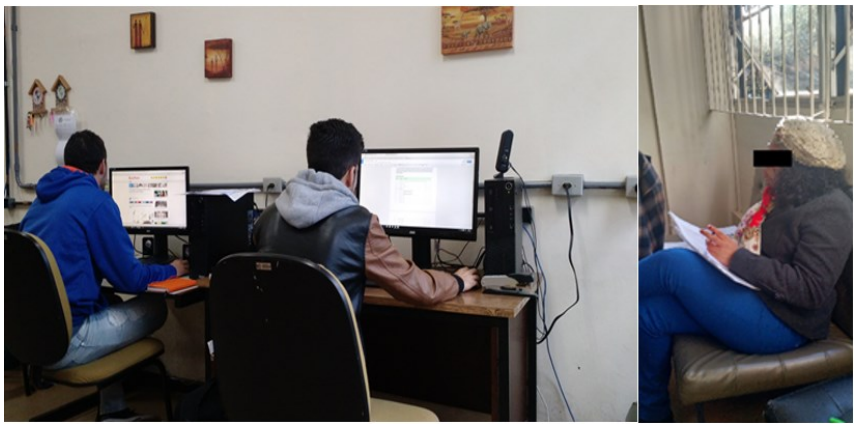


Figure 5: LwB teachers' room (Adam, Lucas and Graziela)

Excerpt 3: "I'm trying to plan a nice 'get to know each other' to start my class".

Tadeu: Shall we plan?
Adam: Agora?
"Now"
Tadeu: Yeah, right now. If we have free fucking time.
Adam: Eu não tô nem com o livro aqui. Eu não sei(.) Não tô nem com o livro. Não, relaxa.
"I don't even have the book here. I don't know (.) No, chill"
Tadeu: The book is here.
Grazi: ((Laughs out loud))
Tadeu: Aaadam
Adam: Pode até guardar o livro. Nem tira ele do lugar.
"You can put the book away. Don't even take out of its place."
Tadeu: Aaadam
Adam: Hum
Tadeu: Aaadam... Let's plan (.) ai ser tão rapidinho
"It's gonna be so quick"
Adam: Meu amor eu tô tentando ver um get to know each other legal pra turma que vai começar hoje. Porque (.) Sabe aquelas coisas que eles falam, assim que é nos primeiros cinco minutos que tu consegue vender o negócio? Pra mim, é no get to know each other activity que eu consigo fidelizar meus alunos pra eles irem até o fim do curso.
"Love, I'm trying to plan a nice 'get to know each other' to start my class. You know, they say that it's in the first minute that you can sell your business? For me, it's in the get to know each other activity that I build customer loyalty to make my students stick to the course until the end."
Grazi: Fidelizar ((laughing))
"Build customer loyalty"
Adam: É… Cursinho é assim.
"Private language schools are like this"

In this event, Tadeu approaches his peer, Adam, to invite him to prepare a class for their practicum, but gets turned down because Adam is focused on preparing a class for the LwB program. In line 13, Adam mitigates the face-threatening (Brown & Levinson, 1987) act of turning Tadeu down by explaining that he is preparing a "get to know each other activity" to start his new class. Any English teacher around the world will probably know what a 'get to know each other' activity is; it consists of an interactive

(and usually fun-seeking) task that aims at getting people acquainted – and hopefully comfortable– with each other in the first class of course.

As I learned from Adam in an informal conversation, he used to work at a language school where a lot of focus was given to retaining students. In Adam's perception, a good first class is the most important thing to motivate students to come back, and a bad first class is a key factor in increasing drop-outs. In this school where he used to work, Adam learned many techniques for designing a nice first class and incorporated that a good first class is essential.

Since his first job as an English teacher, eight years ago, Adam has been doing 'get to know each other activities' with every single time he begins a new class. However, every time he does a 'get to know each other activity' is different – different tasks (or 'activities', in his own terms), different classrooms, different schools, different cities, different students, students with different levels of proficiency, different times of the day, different days of the week, different seasons, different weather, different moods… I could go on forever on the differences, but the similarities are what I am really interested in; Adam recognizes the 'get to know each other activity' as something he does, something he has (in the form of tasks and class plans), something he learns (or has learned), and, ultimately, something he can talk to a peer about when he is not in fact doing a 'get to know each other activity'.

This segment exemplifies my take on practice in this dissertation. A practice is:

(1) *historical*, *schematic* and *generic*: participants learn them, "have" them, "take" them to different places and to future social practice, discuss their goals, give them a name;

(2) *goal-defined*: Adam uses his 'get to know each other activities' to know students and to get them to know each other, as it is generically the goal of such practice; but he also uses it to cause a good impression and to get students to come back; one could speculate that Adam uses 'get to know each other activities' to keep his job; in other words, practices are goal defined, but not all goals are explicit, strategic or conscious;

(3) *realized in specific contexts and with specific participants*; 'get to know each other activities', for instance, are realized in first classes with students that a teacher does not know; in the data, whenever participants talk about 'get to know each other activities,' the context is that of starting a new class;

(4) *is culturally recognized by members of a given CoP*; for instance, a 'get to know each other activity' is a practice all my research participants recognize, as would a wider community of English teachers all around the globe;

(5) *can be talked about as the theme of a conversation*, meaning it is a cultural and historical object with a relative degree of empiric existence on its own;

(6) *is synchronic and diachronic* at the same time, meaning it connects present to past and both to future; the 'get to know each other activity', for example, connects Adam's past (as a private language school teacher) with his present (as a student-teacher at a university program), and is likely to connect both with his future practice as a teacher;

(7) *is part of a complex landscape of other – subordinated and superordinate – practices*; the 'get to know each other activity', for example, is subordinated to the practice of teaching English, which is subordinated to the practice of teaching; however, other practices (greeting, introducing oneself, etc.) are embedded in the practice we know as 'get to know each other activity'; therefore, looking at a practice will demand a frame (Goffman, 1974) to define for all practical purposes "what are participants doing here and now?";

(8) *is realized in interactional events*[50], but is broader than those events in which it is realized.

In this light, a teacher development practice is a practice from which participants learn about being a teacher. In this sense, it is a practice that resonates in these participants and whose learning tokens are likely to be relevant down the road – inside or beyond the community.

However, the scene presented does not show an event in which participants engage in 'a get to know each other activity'. Rather, they are engaged on mundane conversation at the teachers', and they discuss the 'get to know each other activity' – its goal, where Adam learned it and why he is so keen on preparing it – as part of this conversation. In other words, the practice here is discussed as something on its own right, as it is real enough in that CoP for participants to have a conversation in which it is the topic.

As I will develop in the next sections, I align to the idea that people navigate their participation in a CoP by engaging in and appropriating its practices. In this sense, what

[50] Parallel to Halliday & Matthiessen's (2014) understanding that language is realized in texts.

people learn in their journeys through CoPs are the practices in which they engage, and, with it, everything that is embedded in a practice: particular skills, norms, styles, behaviors, rituals and worldviews.

Therefore, in order to get to the practices that cultivate student teacher development in the CoP, I will attend to the interactional events in which such practices are realized. The same way a Bakhtinian analysis of genre will look at the text to get to the genre.

Interactional Sociolinguistics (IS): key terms

In the next few paragraphs, I will explain a few IS concepts that will be essential to the analysis in chapter 4. In this sense, only the concepts that I refer to during the analysis will be attended to.

Frame. The notion of framing comes from the work of anthropologist Gregory Bateson (1972), who points out that the meaning of no utterance or action can be correctly interpreted and responded to without the reference to a metamessage about the frame in which they were produced. For instance, an utterance may mean the opposite of what it says if it is "operating in a frame of play, irony, joking, or teasing" (Tannen, 2014, p. 10).

This notion has been developed in the late work of Erving Goffman (1974). The author proposed that "when an individual in a Western society recognizes a particular event, he tends […] to imply this response (and in fact employ) one or more frameworks or schemata of interpretation" (p. 21). Therefore, a frame is a "structure of expectation" (Tannen, 1979) whereby participants interpret the practices in which they engage and which helps them navigate such practices.

The author divides the frameworks into two categories: (1) primary frameworks and (2) keyed frameworks[52]. According to the author, primary frameworks may vary in degree of organization: some are so organized that appear as a set of postulates or rules, whereas others do not appear to have any recognizable shape and only provide "a lure of understanding, an approach, a perspective" (p. 21) regarding the event at hand. At any rate, independently of the level of organization, each primary framework allows its user to "locate, perceive, identify, and label a seemingly infinite number of concrete occurrences defined in its terms" (p. 21). Thus, participants tend to easily and fully apply primary frameworks to a variety of situations, despite the fact that they usually cannot

[52] I will henceforth refer to "secondary frameworks" for the sake of simplicity and at my own risk.

describe the framework. In other words, primary frameworks involve what can be described as "guided doings" or "'standards' of social appraisal of actions" (p. 22). Consequently, the primary frameworks are particularly important to provide an answer to Goffman's million-dollar question "What's going on here?" (p. 25), for several events can be described within some primary framework. Although there is usually a multitude of different frameworks competing at any one event, there is usually a main one by which participants seem to guide their actions.

Keying. The second category proposed by Goffman (1974) is that of keyed frameworks. Keyed frameworks happen when primary frames are modified by a keying that signals they should not be interpreted literally, do not have their face-value meaning. Based on Bateson's (1972) account of an observation that he made in the San Francisco Zoo in 1952, in which he found that monkeys can play with one another, indicating awareness to meta-messages that a certain action means play and not fight, Goffman (1974) lays down the foundations for the earliest account of the notion of frame and for an early hint on the concept of keying. According to him, playfulness is important in this discussion, for it is the main locus for observation of events when "a serious, real action is transformed into something playful" (p. 41). In other words, "a playful act is so performed that its ordinary function is not realized, that is to say performed in a stylized way and attached with a meta-message: 'This is not for real.'" (Wästerfors, 2014).

Playfulness, thus, underscores what Goffman (1974) means by keying, which is the set of conventions by which a given activity, one already meaningful in terms of some primary framework, is transformed into something patterned on this activity but seen by the participants to be something quite else (p. 43-4). Although Bateson (1972) suggest threat, deceit and ritual as activities of such kind, there are a number of other "monkey businesses" (p. 45) that could be included in such categories. He summarizes what he understands as keying:

> a. A systematic transformation is involved across materials already meaningful in accordance with a schema of interpretation, and without which the keying would be meaningless.
>
> b. Participants in the activity are meant to know and to openly acknowledge that a systematic alteration is involved, one that will radically reconstitute what it is for them that is going on.

> c. Cues will be available for establishing when the transformation is to begin and when it is to end, namely, brackets in time, within which and to which the transformation is to be restricted. Similarly, spatial brackets will commonly indicate everywhere within which and nowhere outside of which the keying applies on that occasion.
>
> d. Keying is not restricted to events perceived within any particular class of perspectives. Just as it is possible to play at quite instrumentally oriented activities, such as carpentry, so it is also possible to play at rituals, such as marriage ceremonies, or even, in the snow, to play at being a falling tree, although admittedly events perceived within a natural schema seem less susceptible to keying than do those perceived within a social one.
>
> e. For participants, playing, say, at fighting and playing around at checkers feel to be much the same sort of thing radically more so than when these two activities are performed in earnest, that is, seriously. Thus, the systematic transformation that a particular keying introduces may alter only slightly the activity thus transformed, but it utterly changes what it is a participant would say is going on. In this case, fighting and checker playing would appear to be going on, but really, all along, participants might say the only thing going on is a play. A keying, then, when there is one, performs a crucial role in determining what is we really think is going on (p. 45).

Layering (or lamination). When no keying is involved one interprets the activity in the light of the primary framework, and such activities are usually named real or literal activities. However, a keying of literal activities on a stage would provide us with something that is not literal or not real in primary framework terms, but it is real as a keyed one. For instance, let us imagine a staging of the well-known play Waiting for Godot, by Samuel Beckett; if one asks "What are they doing?," the answer is likely to be "they are actors pretending that they are waiting". Thus, they are not really waiting; they are pretending to wait. This is what Goffman (1974) refers to as layering or lamination; let us read his own words on the matter:

> Given the possibility of a frame that incorporates rekeyings, it becomes convenient to think of each transformation as adding *layer* or *lamination* to the activity. And one can address two features of the activity. One is the innermost layering, wherein dramatic activity can be at play to engross the

> participant. The other is the outermost lamination, the rim of the frame, as it were, which tells us just what sort of status in the real world the activity has, whatever the complexity of the inner laminations. Thus, a description in a novel of a game of twenty-one has as its rim the special make-believe that was called a dramatic scripting, and innermost is the realm that can become alive for persons involved in blackjack. The rehearsal of a play is a rekeying, just as is a rehearsal staged within a play as part of its scripted content; but in the two cases, the rim of the activity is quite different, the first being a rehearsal and the second a play. Obviously, the two rehearsals have radically different statuses as parts of the real world. Note, in the case of activity defined entirely within the terms of a primary framework, one can think of the rim and the innermost core as being the same. And when an individual speaks of another not taking something seriously or making a joke of it, what the speaker has in mind is that the activity, whether laminated or not, was improperly cast by this other into a playful key. Indeed, it is quite possible to joke with another's telling of a joke, in which case one is not taking seriously his effort to establish a frame—one involving an unserious keying (p. 82).

Footing. There are strips of doing which patently involve keying but are not entirely seen in these terms[53]. This is well illustrated by Goffman's (1981) account of Miss Thomas's and President Nixon's interaction in the Oval Office. In what was supposed to be an interview, President Nixon makes a remark on the fact that the journalist, Miss Thomas, is wearing slacks rather than a skirt. When the joke frame of interaction is established, Miss Thomas does a pirouette for the president. In this case, there is a primary framework (the interview) and a secondary – keyed – framework (the joke) in the same event. What participants have to do is to correctly interpret the signal that indicates the change between frames in order to respond accordingly. This is what Goffman (1981) has termed "footing". Footing can be defined as:

1. Participants' alignment, or set, or stance, or posture or projected self is somehow at issue.

---

[53] I will, for the sake of simplicity, refer to the rim or the outer frame as primary frame and to the inner frame as secondary frame.

2. The projection can be held across a strip of behavior that is less long than a grammatical sentence, or longer, so sentence grammar won't help us all that much, although it seems clear that a cognitive unit of some kind is involved minimally, perhaps a "phonemic clause". Prosodic, not syntactic, segments are implied.
3. A continuum must be considered from gross changes to the instance to the most subtle shifts in tone that can be perceived.
4. For speaker, code switching is usually involved, and if not this then at least the sound markers that linguists study: pitch, volume, rhythm, stress, tonal quality.
5. The bracketing of a "higher level" phase or episode of interaction is commonly involved, the new footing having a liminal role, serving as a buffer between two more substantially sustained episodes (p. 10).

Therefore, a change in footing implies a change in the alignment participants of an interaction take up in the way they manage the production and reception of an utterance (or any action, for that sake). A change in footing is another way to talk about a change in frame, one that pays special attention to the minutiae of the participants' behavior(s) that signal or index such change. In other words, the concept of footing is concerned with the signals that participants send one another which mean that there is a change in frame happening.

Contextualization cues. According to Gumperz (2005), the term contextualization cues refers to verbal signs which serve to construct the contextual ground for situated interpretation and, thus, affects how messages are understood. That is, contextualization cues "represent speakers' ways of signaling and providing information to interlocutors and audiences about how language is being used at any one point in the ongoing exchange.

Contextualization cues can operate at various levels of speech production, including the aspects of grammar introduced in this chapter (phonology, morphology, lexicon, syntax) as well as (i) prosody – i.e. intonation, stress or accenting and pitch –, (ii) paralinguistic signs – e.g. whispery, breathy, husky or creaky voice –, (iii) markers of tempo, including pauses and hesitations; (iv) overlaps (see chapter 8); (v), laughter, and (vi) formulaic expressions (Duranti, 1997, p. 212). According to the author, to say that words

> are indexically related to some "object" or aspect of the world out there means to recognize that words carry with them a power that goes beyond the description and identification of people, objects, properties, and events. It means to work at identifying how language becomes a tool through which our social and cultural world is constantly described, evaluated, and reproduced (p. 19).

According to Gumperz, this interactional work is performed through a vast range of contextualization cues, a subclass of indexical signs which let people know what is going on in any given situation and how interaction is expected to proceed. Therefore, contextualization cues and indexing can be understood as parallel notions and, thus, involve both verbal and nonverbal signals that help contextualize an utterance (or any action, for that sake).

Communities of Practice

According to Wenger (2010), the concept of CoPs has its roots in attempts to account for learning inspired by Anthropology, Social theory and Social psychology (Bourdieu, 1977a; Giddens, 1984; Lave, 1996; Lave & Wenger, 1991; Vygotski, 1978; Wenger, 1998). The idea of CoPs being places of learning comes from the work of Lave and Wenger (Lave & Wenger, 1991; Wenger, 1998), and represents a branch of PT centrally concerned with how people learn in the practices that they perform in these social arrangements. What bounds PT and CoPs together as related concepts is not only the term "practice" in both titles; it is also a common take on how experience is organized and, thus, incorporated.

CoPs are defined as "groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly" (Wenger, n.d.). The three key elements of that definition are: (1) a shared domain of interest; (2) a defined community; (3) a shared repertory of practice and styles. CoPs have many characteristics in common with social systems, such as "emergent structure, complex relationships, self-organization, dynamic boundaries, ongoing negotiation of identity and cultural meaning, to mention a few" (Wenger, 2010, p. 1).

Learning is the production of social structure through two related processes: participation and reification. Participation consists of how participants "engage in emergent structure, complex relationships, self-organization, dynamic boundaries, ongoing negotiation of identity and cultural meaning, to mention a few", while reification

consists of how our engagements "produce physical and conceptual artifacts—words, tools, concepts, methods, stories, documents, links to resources" (p. 1). Both participation and reification reflect our experience in the world and help us navigate our participation. Thus, participation and reification represent two entangled lines of memory, both of which are essential for learning.

History in communities give rise to a regime of competence, which includes:

- Understanding what matters, what the enterprise of the community is, and how it gives rise to a perspective on the world
- Being able (and allowed) to engage productively with others in the community
- Using appropriately the repertory of resources the community has accumulated through its history of learning (p.1).

Through active negotiation of meaning and constant meaning-making, practices are produced over time. Thus, practices are a product of history in both participation and reification paradigms, which reflect the meanings of those engaged with them (the practices) across the CoP. As Wenger (1998) puts it:

> Each act of participation or reification, from the most public to the most private, reflects the mutual constitution between individuals and collectivities. Our practices, our languages, our artifacts, and our worldviews all reflect our social relations. Even our most private thoughts make use of concepts, images and perspectives that we understand through participation in social communities (p. 146).

As mentioned earlier, learning is equivalent to social production of identities. Although the idea of situated learning in CoPs focuses on the social element to learning, those who learn are whole persons, "with a body, a heart, a brain, relationships, aspirations, all the aspects of human experience, all involved in the negotiation of meaning" (p. 2). In this sense, learning is not only acquiring information or skills, it requires becoming a certain person – someone who knows how to act in a given context according to the regime of competence of a community. Thus, learning can be viewed as a process of realignment between socially defined competence and personal experience (p. 3). This way, the social production of identities reflects an intricate relationship between the social and the personal.

For situated learning in CoPs, the concept of identity is central. According to Wenger (1998), identity can be characterized in the following way:

- Identity as *negotiated experience*. We define who we are by the ways we experience ourselves through participation as well as the way we and others reify ourselves.
- Identity as *community membership*. We define who we are by the familiar and the unfamiliar.
- Identity as *learning trajectory*. We define who we are by where we have been and where we are going.
- Identity as *nexus of multimembership*. We define who we are by the ways we reconcile our various forms of identity into one identity.
- Identity as *a relation between the local and the global*. We define who we are by negotiating local ways of belonging to broader constellations and manifesting broader styles and discourses (p. 149).

In their quite interesting text *The Woman who Climbed up the House*, Holland et al. (1998) put forward an understanding of identity as a process of identity-making in which persons engage by relying on both cultural resources available to them (worldviews, values, discourses and ways of being and acting) and improvisations on those cultural resources in order to expand the limits imposed to them by their contexts. According to the authors, this vision

> emphasizes that identities are improvised in the flow of activity within specific social situations from the cultural resources at hand. Thus persons and, to a lesser extent, groups are caught in the tensions between past histories that have settled in them and the present discourses and images that attract them or somehow impinge upon them. In this continuous self-fashioning, identities are hard-won standpoints that, however dependent upon social support and however vulnerable to change, make at least a modicum of self-direction possible. They are possibilities for mediating agency (p.4)

Therefore, the concept of identity binds the intimate personal world together with the collective space. Identities, consequently, are the realignment between the social and the individual synthesis of such social and, thus, can only be elucidated by attending to practice.

Furthermore, learning creates social systems in the form of a complex landscape of practices. Learning as the production of practices creates boundaries that help delineate who is in and who is out of the communities. Wenger (2010) uses the example of sitting at lunch with a group of specialists engaged in shoptalk in an area of expertise that is not yours to make the case that this can be an experience where the boundary of a practice is quite real. Thus, as learning gives rise to a multiplicity of interrelated practices, it shapes the human world as a complex landscape of practices (p.4). For instance, the body of knowledge of a profession, such as teaching EAL, is much more than a curriculum, for a whole landscape of practices is at stake – research, teaching, management, regulation, professional associations, curricula development, teachers' meetings, etc.

Wenger (2010) also refers to three intertwined modes of identification[57] with a community of practice: (1) engagement, (2) imagination and (3) alignment. The first mode of identification refers to the most immediate relation to a practice – "engaging in activities, doing things, working alone or together, talking, using and producing artifacts" (p. 4). The second refers to our capacity to create images of the world based on our singular experiences. For instance, if you are a teacher in a private school in a small town you know that you have colleagues (fellow teachers) who are teachers in public schools in big cities; you could use your imagination to create a picture of these other contexts. These images are essential to our interpretation of our place in the social world, and many artifacts in the world represent this imagination – books, maps, TV shows, etc. The third mode of belonging – alignment – represents our capacity to coordinate perspectives, interpretations, actions, and contexts so that our actions have the outcomes we expect. For instance, following directions from a supervisor or negotiating with students are forms of alignment. Alignment does not necessarily mean agreement, as disagreeing is a way to produce alignment.

Identity can also be viewed as a journey through landscapes of practices, "through engagement, but also imagination and alignment, our identities come to reflect the landscape in which we live and our experience of it" (Wenger, 2010, p. 5). This means that our identities reflect our trajectory across CoPs and their landscape of practices. Thus, identity

[57] The author claims it is a more accurate term to refer to "modes of belonging" (Wenger, 1998).

> incorporates the past and the future into the experience of the present. Over time it accumulates memories, competencies, key formative events, stories, and relationships to people and places. It also provides directions, aspirations, and projected images of oneself that guide the shaping of the trajectory going forward (p. 5).

The heart of a community is the web of relationships among community members. For this reason, the interactions through which such relationships are formed are central to study of any CoP, since these interactions are what bind people together in a community. In this sense, the types of interactions that participants have in a community and how these interactions are incorporated into who participants are is what binds them together in this unit we know as a CoP.

A Practice Theory approach to professional learning in communities of practice

At this point, it is essential to start turning to how this discussion on teacher development, PT and CoPs can convert into a set of methodological procedures. A view of professional development as something that happens in practice and of practice as something that resides both in the interactional moments in which it is realized but and in the more abstract plan of history has serious implication for research.

This study was designed in order to describe and elucidate practices that cultivate professional development among student teachers in a CoP. Consequently, it is important to reflect upon what may or may not constitute such documents in the light of the ontological affiliations made so far. Some options come to mind:

1. The ethnographic study of the same participants in an axis of time to elucidate how their participations change in and through engagement in the practices of the CoP.
2. The microanalytic focus on how participants demonstrate learning to each other in relevant talk-in-interaction segments in the CoP;
3. Attending to participants' histories of learning, for people "tell others who they are, but even more important, they tell themselves and then try to act as though they are who they say they are" and how these correspond to practices in the community.

I have chosen to focus on options 2 and 3 because of the nature of the program: I thought that doing a long-term study would imply the risk of the program ending before I could yield any significant results. Thus, I have generated ethnographic and interactional

documents of practices that take place in the CoP. Then, I interviewed participants to also obtain an account of how they saw their own learning in the CoP. Finally, I triangulated both in order get to the practices that mattered to my research question according to participants' own narratives. I will discuss that in more detail in the next chapter.

Chapter summary and a look ahead

In this chapter I have discussed the main theoretical framework for the present study, as well as revised some pertinent literature to the design of this project. In the next chapter, I will describe the methods of data generation and analysis for the present dissertation.

Chapter 3: Methodology

In this chapter, I will present the research questions; the study design; the setting, participants, and procedures employed for participant recruitment; and the methods of data generation and analysis. The purpose of this study was to observe, identify, describe, and elucidate the practices that cultivate teacher professional development at the LwB's ELC of a big university in the south of Brazil. The ELC is a community whose purpose is teaching English to university's students, staff and faculty, but which has also been locally recognized as having an important role in the professional development of EAL student teachers.

The chapter is divided into three parts. In the first part I will discuss the ontological and epistemological alignment to qualitative research (Erickson, 1990; Mason , 2002). Then, I will present the research questions that guided this study. In the second part I will explain the recruitment of participants; introduce the research setting and participants; explain the specific procedures of data generation. Finally, in the third part I will describe the analytical procedures employed for data analysis– transcription and coding.

Qualitative Research

As already stated, this project is situated in the interpretive paradigm (Erickson, 1990) of qualitative research. According to Mason (1996), this research tradition is

> grounded in a philosophical position which is broadly interpretivist' in the sense that it is concerned with how the social world is interpreted, understood, experienced or produced ... based on methods of data generation which are flexible and sensitive to the social context in which data are produced (rather than rigidly standardized or structured, or removed from real life' or natural' social context, as in some forms of experimental method) ... based on methods of analysis and explanation building which involve understandings of complexity, detail and context. Qualitative research aims to produce rounded understandings on the basis of rich, contextual and detailed data. There is more emphasis on holistic' forms of analysis and explanation in this sense, than on charting surface patterns, trends and correlations. Qualitative research usually does use some form of quantification, but statistical forms of analysis are not seen as central. (p. 3-4).

The onset of interpretive qualitative research is an intellectual puzzle – usually expressed in form of research questions –, from which the investigators derive their

research design, including their data sources, methods of data generation and analysis. In this sense, qualitative research should be conducted in a deliberate and planned manner (Erickson, 1990), but also in a reflexive one because the research questions are likely to change after the researcher begins fieldwork.

Both Erickson (1990) and Mason (1996) point out that the main goal of an interpretive qualitative project is to produce descriptions, explanations and arguments; thus, its report is expected to be persuasive and based on the presentation of data. Erickson (1990) claims the basic validity argument of qualitative research is to access the local meanings of actions, as defined from "actors' points of view" (p. 78).

Participant observation and field journals. My research project has involved interpretive, participant observational fieldwork, which implies

> (a) intensive, long-term participation in a field setting; (b) carefully recording of what happens in the setting by writing field notes and collecting other kinds of documentary evidence (e.g. memos, records, examples of student work, audiotapes, videotapes); and (c) subsequent analytic reflection on the documentary record obtained in the field, and reporting by means of detailed description, using narrative vignettes and direct quotes from interviews (Erickson, 1990:121).

The term participant observation has been used to refer to methods of data generation in which the researcher spends some time immersed in the research setting to observe a vast array of dimensions in a specific cultural context. This array may include "social actions, behavior, interactions, relationships, events, as well as spatial, locational and temporal dimensions. Experiential, emotional and bodily dimensions may also be part of the frame" (Mason, 1996, p.84).

Participant observation is the main method of data generation in qualitative research. It should also be carefully planned, designed and conducted, since the subsequent analysis and reflection are influenced by the quality of the material generated in the field. It is common that the researcher makes notes on a pad of paper during participant observation. However, these field notes should be elaborated in more refined documents, if possible on the same day of the observant participation. These more elaborate documents are very important later, as they condense the researcher's stance while in the field and can be used together with data from other sources.

Analysis of documentary sources. Mason (1996) says the analysis of documentary sources is also a chief method in qualitative research. When using documentary methods, the researcher assumes written words, texts and other documents are relevant aspects of the construction of social life. Some documents exist independently of the researcher's presence in the field (laws, historical texts etc.), but others are generated through/for the research itself (memos, biographies, graphs etc.). All these artifacts are an essential source of information about how participants' actions are reified into tools and products.

Interviews. The term 'qualitative interview' refers to "in-depth, semi-structured or loosely structured forms of interviewing" like a conversation with a purpose (Mason, 1996). These interviews can be carried out face-to-face, with the researcher and one or more participant, on the telephone or online. There are several reasons why the researcher may choose this research method to produce knowledge about social life; Mason (1996) stresses all of them necessarily derive from an intellectual puzzle that aims to produce knowledge about people's perspectives, narrations, meanings and worldviews. The meanings, however, do not exist beforehand: they are produced in the research interaction.

Ontologically and epistemologically, what differentiates qualitative interviews from other forms of structured interviews is that the interviewee has more freedom to conduct answers and narratives. It is the interviewer's job to listen to the participant and lead the conversation towards a direction that is fruitful for the construction of the knowledge he or she looks to construct, by employing indirect questions, key words and clues. Paradoxically, the design of a qualitative interview is usually more complex and extenuating than that of a more structured and rigid one.

Thus, Mason (1996) suggests that the researcher asks questions about concrete experiences to obtain answers that are not only what the interviewee imagines the researchers want to hear. The author also recommends the interviews are recorded as audio or video, and that in addition to the researcher's production of written records of the interview in form of field notes, for these notes can help a future "reading" of the interviews. Another important issue is the transcription, which is a deliberate representation *per se*, since it sheds light on some aspects of the interaction while leaving others less attended to. Attending to all nuances of a certain interaction is impossible, and the research questions themselves will suggest a specific type of transcription.

The concept of History-in-Person (Holland et al., 1998; Holland and Lave, 2001) is a means of theorizing identity that allows us to conceive of identities as always forming in practice. According to authors,

> One's history-in-person is the sediment from past experiences upon which one improvises, using the cultural resources available, in response to the subject positions afforded to one in the present. The constraints are overpowering, yet not hermetically sealed. Improvisation can become the basis for a reformed subjectivity (Holland et al., 1998, p. 18).

In this study, interviews aim at revealing the past experiences that have helped form participants form their perceived sense of present self as teachers. For this reasons, all questions aim at bringing about stories of concrete lived experience which resulted in learning in participants' perspectives.

Research questions. The research questions that guided this study were:

General question: Do participants develop as teachers by participating in the program? In what ways?

1. According to interviewees, does their participation in the LwB program contribute to their professional development as teachers?
    - In what ways?
2. Is it possible to relate participants' histories of professional development in the CoP with the events identified in the observational data?
    - In what ways?
3. Triangulating questions 1 and 2, what are the practices of professional development in the CoP?
    - Where do they happen?
    - When do they happen?
    - Who participates?
    - What activities (structured routines and pathways that facilitate or regulate actions; rules of appropriacy and eligibility – who does⁄doesn't, can⁄can't engage in particular activities) are integral to them?

Procedures of data generation. I went to the field on an average of three times a week, during four-hour shifts, for a three-month period – most of the first academic semester (March-June). During this period, I went to all pedagogical meetings, lectures and workshops. As I understood that there is no observation without participation, I never

hid or refrained from interacting with participants, though I tried to remain a non-speaking participant (Dynel, 2011) for most of the time.

During the observation visits, I used a notebook and a pen for notes, a Sony Px240 voice recorder, and a Motorola MotoX phone (as photo and video camera as well as secondary voice recording gadget). Then, when I got home, I wrote and rewrote a complete entry in the field journal (usually on the same day, always before returning to the field). After the observations, I also transferred the two audio files (from the cell phone and voice recorder) and the pictures to the computer and scanned the artifacts collected during observation. Before starting the fieldwork, I had piloted three different softwares for qualitative research – MaxQda 12, Atlas 8 and NVivo 11– and opted for MaxQda 12 because of its user-friendly interface for audio transcription. Thus, all my database was organized in MaxQda's 12 platform [58].

The initial idea was to begin recording the observations in video after the first two weeks. However, some participants demonstrated reluctance to being recorded. At almost every observation, a different participant made a joke regarding the audio recorder – comparing it to the phone taps that were all over television news coverage of corruption scandals in Brazil. It did not take great hermeneutic skills to figure out that the participants had odd feelings about being recorded. For this reason, I decided to talk to two participants – both would end up being key for the research because I recruited them for the interviews – and ask for their opinion; they said that a video camera would probably push some of their peers away from the teachers' room, since people had mentioned that they did not feel comfortable with the idea of being filmed. Thus, I dropped the idea of making video recordings, aware of how much of the interaction I would miss. I understand that in different circumstances, without time pressure, I could have tried to persuade participants to let me videotape their interactions; however, I only had one semester and knew that during the break the participants would not come to the teachers' room so often. This was the only ethical dilemma that I faced during fieldwork and the only decision that I believe hindered the quality of the study.

Research setting, recruitment of participants, and summary of fieldwork

I knew from my own experience as a LwB coordinator that a small university was not a good research setting for me because a small ELC was unlikely to provide me with

---

[58] http://www.maxqda.com/

a wide variety of participants and, thus, viewpoints, experiences, stories, interactions, etc. For this reason, I listed all LwB ELCs at large universities in the south of Brazil. I chose the one that I would research based primarily on geography. I then had a meeting with the general coordinator of this university's LwB to present my research project. She accepted having me research her ELC and introduced me to the pedagogical coordinator that oversaw student teachers and, in fact, was responsible for all academic work: planning new courses; helping teachers with syllabus design and class preparation; assisting student teachers with bureaucratic and pedagogical problems they had with groups or students; and, most importantly, overseeing student teacher professional development. After that, I also explained my research project to her, and she also accepted it.

As I would observe the teachers' room, I asked her to try to have all ELC members in the first meeting, that is, coordinators, student teachers, ETAs and clerical staff[59], since I needed authorization from all participants. In the next meeting, then, I presented my project in detail, focusing on my main goals and on what I would do to preserve the participants' identities, that is, to maintain anonymity and confidentiality[60]. Most participants signed the Inform Consent[61] and handed back to me on that same day. A few others asked me to think about it, but in the following two weeks all of them agreed to participate and gave me the document signed. I then talked to the participants that were missing on a one-to-one basis at the ELC room.

For the observational component of the study, I recruited all CoP participants. I knew I could not foresee which participants would engage in the practices of teacher development, something I had learned by revising studies with similar design (e.g. Costa, 2013).

Setting. As mentioned, the LwB is a cooperation between the Ministry of Education and the federal universities. Therefore, it is locally coordinated by faculty from the English Area of the Modern Language Department, and the classes are taught at the university by student teachers of Letras (either pursuing a teacher certification only in English or in English and Portuguese). Consequently, each university has a different

---

[59] It was not possible, so I talked to the few people that were missing either in the following meeting or in a one-to-one basis.
[60] This research conforms with Resolution 466⁄2, which regulates research using human participants, and was approved by the Institutional Review Board of my university.
[61] Appendix A.

arrangement depending on local factors – number of students, local demand for English classes, available classrooms for the classes to take place, etc.

The university where I carried out this study is one of the largest and most well-ranked in Brazil. In this university, the LwB, also one of the largest in the country, is located at the Institute of Languages and Arts – more specifically in the Department of Foreign Languages. The program has a large room at the institute, which is divided into a teachers' room (with computers, desks, couches and bookshelves – with course books, dictionaries, resource books, games, etc.) and a reception. The teachers' room is where most of the action took place, and I selected some photos that may help present the physical ambience of the research site.

Figure 6: A day in the teachers' room

Furthermore, the coordinators use their two offices as "adjoining" LwB rooms, where they do the administrative work, meet with teachers, etc., in addition to the remainder of their duties as professors.

Figure 7: Estevam's office

The LwB uses the classrooms of various schools at the university as well as classrooms in two large state high schools – physical space is a serious contingency at this university; besides, university classes of undergraduate and graduate levels have priority for classroom distribution. The pedagogical meetings are usually held at one of the computer labs of the institute, which has been equipped with resources from LwB's budget.

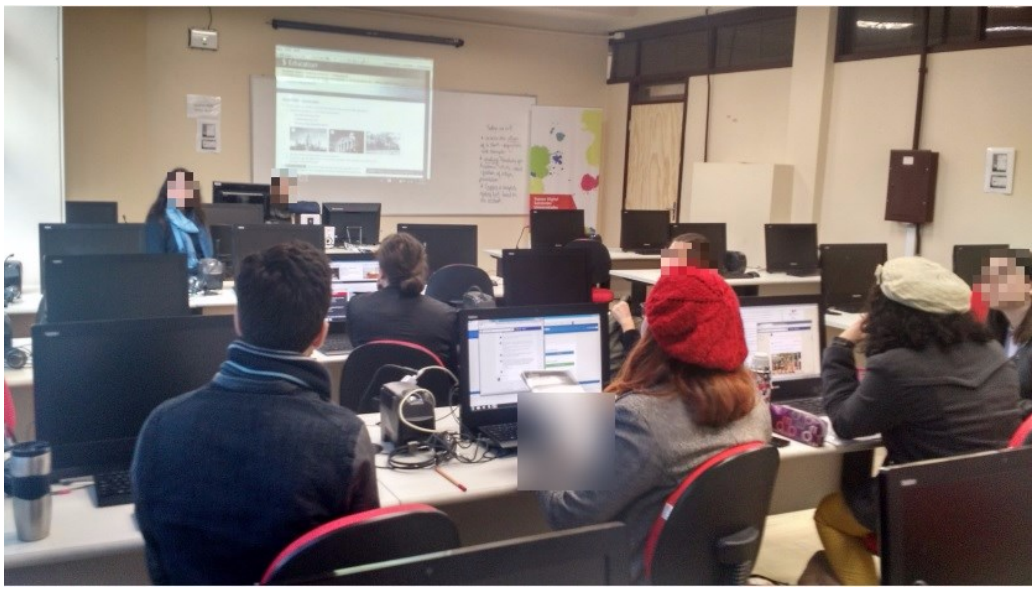


Figure 8: Room where most pedagogical meetings take place

To sum up, these are the specific places where most of the observations were carried out. Quite rarely, the observation was carried out in other places – the coffee shop, canteen or lawn, when participants invited me to join them.

Participants. As I mentioned before, I recruited all the LwB participants in that stretch of time: (1) three coordinators; (2) fifteen undergraduate student teachers; (3) one graduate student teacher; (4) one graduate student willing to research the ELC for her

master's research; (5) two former student teachers[62] (who stayed long hours at the teachers' room); (6) three Fulbright ETAs; (7) five student interns for clerical work. Below I present a list with these participants.

Pseudonym	**Position**	**Education**
Maria Orlandi	General coordinator	Ph.D.
Maria Brum	Pedagogical coordinator[63]	Ph.D.
Maria Estevam	Pedagogical coordinator	Ph.D.
Adam	Student teacher	Third year Letras
Adriana	Student teacher	Second year Letras
Ana Ricarda	Student teacher	Second year Letras
Antonia	Student teacher	Fourth year Letras
Antonio	Former student teacher	Third year Letras
Graziela	Student teacher	Senior year Letras
Helena	Student teacher	Senior year Letras
Isabela	Student teacher	Third year Letras
João	Student teacher	Fourth year Letras
Josiana	Student teacher	Senior year Letras
Kelly	Student teacher	Second year Letras
Levi	Former student teacher	Third[64] year Letras
Lucas	Student teacher	Third year Letras
Luísa	Student teacher	Master's degree in Applied Linguistics
Mariane	Student teacher	Senior year Letras
Nádia	Student teacher	Senior year Letras
Roberta	Student teacher	Senior year Letras
Maria Julia	Former student teacher and researcher	Master's student in Applied Linguistics

[62] Student teachers can only participate in the program for two years.
[63] Her position was also as a pedagogical coordinator although she only did administrative work and did not participate in the teacher development.
[64] At this program, the English-Portuguese major is nine semesters long (four and a half years) and the English major is eight semesters long (four years).

Heather	ETA	Bachelor of Arts, International Relations
Marylin	ETA	Degree in Teaching of Spanish
Pedro	ETA	Bachelor of Arts, Political Science/ Latin American Studies
Danilo	Clerical intern	Senior year Letras
Diana Norlin	Clerical intern	Second year Letras
Diana Silveira	Clerical intern	Third year Design
Jennifer	Clerical intern	Senior year Letras
João Paulo	Clerical intern	Not informed

Table 2: Participants

Although I recruited all participants, not all of them appear in the data, not all student teachers spent time at the teachers' room or attended the meetings. In addition to that, two former student teachers were recruited because they often spent time at the teachers' room and participated in the community.

Summary of fieldwork. The chart below summarizes the field work. It includes (1) a brief description of the observation; (2) the methods of data generation; (3) the language(s) spoken by participants; and (4) a contextualization in time[65].

Description	**Method(s) of data generation**	**Language**	**When**
Microteaching	Field notes	Mostly English	First week
Feedback[66] Lucas	Field notes, audio recording and photos	Mostly Portuguese	Second week
Microteaching	Field notes, audio recording and photos	English and Portuguese	Third week
Feedback Nádia	Field notes, audio recording and photos	Portuguese	Fourth week, day 1
ETS training	Field notes, audio recording and photos	English and Portuguese	Fourth week, day 2
Microteaching	Field notes, audio recording and photos	English and Portuguese	Fifth week

[65] The fieldwork began in the second week of the semester and continued for eighteen weeks, until after the final exams, when the interviews were conducted. Dates are not revealed to help protect participants' anonymity.

[66] After each microteaching session, the coordinator tried to meet with the student teachers to give them feedback on their micro-class.

Meeting UNIVERSITYX and Feedback Ana Ricarda	Field notes, audio recording and photos	Portuguese	Sixth week
Observation at teachers' room	Field notes, audio recording and photos	English and Portuguese	Seventh week, day 1
Professor Salete's Lecture	Field notes, audio recording and photos	Portuguese	Seventh week, day 2
Luisa's workshop	Field notes, audio recording and photos	Mostly English	Seventh week, day 3
Observation at teachers' room	Field notes, audio recording and photos	English and Portuguese	Seventh week, day 4
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Eighth week, day 1
Fabiana's lecture	Field notes, audio recording and photos	English	Eighth week, day 2
Observation at teachers' room	Field notes, audio recording and photos	English and Portuguese	Ninth week, day 1
Observation at teachers' room	Field notes, audio recording and photos	Portuguese and English	Ninth week, day 2
Luísa and Maria Júlia's workshop	Field notes, audio recording and photos	English	Ninth week, day 3
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Tenth week, day 1
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Tenth week, day 2
Observation at teachers' room	Field notes, audio recording and photos	English and Portuguese	Eleventh week, day 1
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Eleventh week, day 2
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Eleventh week, day 3
Observation at teachers' room	Field notes, audio recording and photos	English and Portuguese	Twelfth week, day 1
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Twelfth week, day 2
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Twelfth week, day 3
Presenting and discussing chapters of Freitas (2016)	Field notes, audio recording and photos	English	Thirteenth week, day 1
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Thirteenth week, day 2
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Thirteenth week, day 3
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Thirteenth week, day 4

Presenting and discussing internet resources for class	Field notes, audio recording and photos	English	Fourteenth week, day 5
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Fourteenth week, day 1
Observation at teachers' room	Field notes, audio recording and photos	Portuguese	Fourteenth week, day 2
Observation at teachers' room	Field notes, audio recording and photos	English and Portuguese	Fourteenth week, day 3
Interview Maria Júlia	Video recording and field notes	English	Sixteenth week, day 1
Interview Adam	Video recording and field notes	English	Sixteenth week, day 2
Interview Adam	Video recording and field notes	English	Sixteenth week, day 3
Interview Lucas	Video recording and field notes	English	Seventeenth week, day 1
Interview Antônio	Video recording and field notes	English	Seventeenth week, day 2
Interview Antônia	Video recording and field notes	English	Eighteenth week, day 1

Table 3: Summary of data generation

Recruiting participants for the interviews. After three and a half months of observation, I recruited participants for the interviews. As my main interest was student teachers' development, I decided to invite only student teachers and former student teachers for interviews. I then studied my field journal to select about a hundred interactional events that interested me and made a list of the participants that appeared in those events most often. After that, I shortlisted six participants, broadly allocated in three different categories: (1) two former teachers at the program; (2) two old-timers in the program (with more than a year of participation); and (3) two novices (who had started in the program that semester).

My last criterion was quite subjective: empathy. I invited the six participants with whom I had a closer and friendlier relationship: Antonio, Adam, Kelly, Maria Julia, Lucas and Antonia[67] (in the order they were interviewed). I first invited them personally and, then, after they had accepted it, sent them an email confirming participation. In addition to that, I asked them to come up with ideal dates, times and places in the weeks after final exams.

[67] Unfortunately, I lost Antonia's interview footage, so henceforth I do not refer to her in the data.

After that, I prepared a semi-structured interview protocol (Turner, 2010)[68], with open questions aimed at probing conversation in the direction of getting participants to describe their experience at the program as well as talk about some of the practices that they had experienced in the program[69]. I then piloted the interview with an acquaintance, a former student teacher of the program at the research setting –who was not among the research participants. Since I was content with the result, I used the questions to interview the participants. In fact, the questions were just a memory of the themes that I wanted to cover in the conversation, so I kept them with me and used them to probe the conversation, which means that in most cases I did not ask them directly.

As at that time more than half of my recording hours were in English, and I had decided that I would probably write this dissertation in English, I also conducted the interviews in English.

Analytical procedures

I treated the analytical process in this research as an iterative process; that is, I revisited the various sources of data multiple times, sorting and organizing them, identifying and refining themes through coding (Saldaña, 2009). As described above, the data consisted of entries in the field journal, photographs, artifacts collected in the field (class plans, syllabi, tasks, etc.), and audio recordings. All this material was entered and organized in the software of qualitative research MaxDaq 12. Coding in qualitative research involves naming segments with a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and⁄or evocative attribute for a portion of data. According to Saldaña (2009):

> The portion of data to be coded during First Cycle coding processes, can range in magnitude from a single word to a full sentence to an entire page of text to a stream of moving images. In Second Cycle coding processes, the portions coded can be the exact same units, longer passages of text, and even a reconfiguration of the codes themselves developed thus far. Just as a title represents and captures a book or film or poem's primary content and essence, so does a code represent and capture a datum's content and essence (p. 3).

[68] The questions were guides to myself. I did not really ask them.
[69] Appendix B.

Transcriptions. After the last interview, I started transcribing all the audio files orthographically with the help of a research assistant. Transcription here is understood as an analytical process, and I "use the term transcription for the process of inscribing social action and transcript for the finished, although by no means definitive, product of such a process […] " (Duranti, 1997, p. 137). The author continues his description of transcription: "Any kind of inscription is, by definition, an abstraction in which a complex phenomenon is reduced to some of its constitutive features and transformed for the purpose of further analysis" (p.137). In doing so, we are incurring in two different analytical processes: (1) selection and (2) simplification. The former means that we choose what we include and what we leave out, since it is impossible to reproduce in writing all the semiosis involved in any face-to-face interaction. The latter means that we simplify the speakers' performance by ignoring certain features of their speech and present an abstraction of it that is theoretically informed.

Quoting Ochs (1979), Duranti (1997) explains the main issues regarding the process of transcribing interactions,

> The issue here, as always in representation, is the relevance of the information we decide to reproduce on a piece of paper or on a computer disk for a particular purpose. As Ochs (1979) reminds us, the choices we make in preparing a transcript are always influenced by theoretical as well as pragmatic considerations – e.g. readability […] In addition to the goals of the research agenda – a transcript should carefully represent what is of theoretical interest to the author –, there are what we might call aesthetic considerations. A transcript should not have too much information, otherwise it becomes too unpleasant to read and defies one of its purposes, namely, being accessible to others (Ochs 1979: 44–45). A transcript should be inviting, that is, it should make readers feel like they want to read it. Visual display and conventionality have, for this reason, an important part in transcription (p. 138)

For these reasons, I chose to maintain the transcripts as simple as possible. I used the following basic transcription conventions:

1. Short interjections (yeah, uh huh, etc.), filler words (um, you know, etc.) and Laughs, sighs, or other nonlinguistic occurrences were loosely transcribed;
2. A question mark means rising intonation, not necessarily a question;

3. Incomprehensible words or phrases and nonverbal actions that are relevant to the segment and analytic comments that may help contextualize the scene were put inside double parenthesis;
4. Translation of whole turns are consecutive (immediately under the turn being translated) and in double quotes;
5. A transcription of a recording starts in line 1; thus, all the segments quoted in the dissertation are kept with the original line numbers.
6. Upper case (WELL DONE) to indicate louder segment.

An example is probably the best way to show this:

Excerpt 4: Example of transcription

```
1    Tadeu: Shall we plan?
2    Adam: Agora?
     "Now"
3    Tadeu: Yeah, right now. If we have free fucking time.
4    Adam: Eu não tô nem com o livro aqui. Eu não sei(.) Não
5    tô nem com o livro. Não, relaxa.
     "I don't even have the book here. I don't know (.) No,
     chill"
6    Tadeu: The book is here.((Points to the book on the
7    bookshelf))
```

In the analysis, whenever I only refer to participants' words or phrases in the body of a paragraph, I use double quotes ("get to know each other activity"; "plan for professional development"). In these cases, when they are in Portuguese, I present an English translation in the text and refer to the original in Portuguese in a footnote. Again, an example is probably the best way to refer to it,

> Antonio was also a former student teacher who had worked at the program for two years in the first cohort and was an instructor in a private language school at the time of the interview. He was no longer a student teacher in the program but hung out in the teachers' room all the time and partook in several pedagogical meetings. When I asked him informally if he was still in the program, he told me, "I left the program, but the program didn't leave me"[70].

Corpus and analytical procedures. After the analytical procedures explained in the previous paragraphs, I obtained what I call my data corpus, that is, what really counts as data (Erickson, 1990). The corpus revolves around three main categories:

1. A field journal with entries for every observation (64 pages);

[70] Eu saí do programa, mas o programa não saiu de mim.

2. Transcriptions of observations and interviews (404 pages);
3. Artifacts and photos (384 objects).

Then, after reading the data several times, I proceeded to initial and open coding (Saldaña, 2009). I used the research questions to guide my reading of the observational data and coded interactional events that called my attention as potentially interesting. I read through the data and tagged the events with tentative names (e.g. “microteaching”, “discussing books”, “talking to ETAs”).

First, I analyzed all interviews and identified themes that interviewees related to professional development. These themes consist of interviewees’ understandings of the ways in which they improved as teachers by participating in the community. The themes are recurring in the collection of interviews, meaning that all themes were mentioned by different participants. These themes gave me a direction to elect – in the participant observation corpus – the practices that really mattered for professional development in their own perspective.

Then, I analyzed the participant observation data to identify the practices that related to the themes identified in the interviews. For instance, participants mentioned co-teaching as a practice that helped them develop professionally. In the data, I identified that co-teaching was related to events where participants prepared classes together with ETAs. The same events were also related to “improving proficiency”, as the interviewees considered they had improved their proficiency in English language by interacting with the ETAs. I saturated the data by reading the data multiple times and refining the categories (by eliminating some, creating others, mashing and rearranging data in others).

Finally, I narrowed the practices that cultivate student teacher learning in six well defined, bounded and patterned practices. I kept only the practices that related to the main themes brought up by interviewees. These practices, unsurprisingly, are among the most common in the data (in terms of events associated with them).

By looking at these practices, two categories emerged. Although I did not initially align with the dichotomy formal vs. informal learning, the data suggest that this is the case in the CoP. There are practices which are planned by coordination (meetings, workshops, lectures, feedback sessions, etc.), and other practices which are unplanned and, thus, emerge from participants’ everyday interactions in Informal contexts, chiefly in the teachers’ room.

In addition to that, in order to deal with the practices in the light of PT, I use both the transcripts and the field journal as equally important documents of analysis. In the practices where the minutiae of interaction are essential, I tend to use transcripts more than field journal entries; in the practices in which I do not judge the minutiae of the interaction so important to its description, I tend to use the journal more. At any rate, I constantly use the field journal to contextualize the data I present, for in PT the expansion of the context of interaction is essential for us to understand what is going on in the situated practice. In this sense, the history of the practice and the history of participants is often referred to frame the interactional analysis.

Chapter summary and a look ahead

In this third chapter, I have reviewed the methods of data generation and analysis employed in the present investigation. In the next chapter, I will present the results of the study and answer the research questions.

Chapter 4

Summary of Study

This study, as described earlier, has examined local practices that foster teacher development in a specific community – the LwB's ELC of a large federal university in the south of Brazil[71]. Aligning to similar studies carried out recently (Merril, 2016; Costa, 2013[72]), I have opted to name such local practices that may foster professional development in the CoP as practices of teacher development.

For this research, I have adopted a PT approach (Bourdieu, 1977; Ortner, 1984; Giddens, 1984; Young, 2009) to investigating professional development in the everyday life of the community. According to one of its main proponents, the CoPs perspective locates "learning, not in the head or outside it, but in the relationship between the person and the world, which for human beings is a social person in a social world" (Wenger, 2010, p. 1). Thus, professional development is "a process of realignment between socially defined competence and personal experience—whichever is leading the other" (p. 2). Thus, learning is becoming a certain type of person whose identity reflects their trajectory in and among communities and their universe of participations, practices, artifacts and meanings.

This embracement of PT has conducted to an adoption of: (1) History-in-Person as a metaphor for identity and as a way to understand the ways in which participation in the community led to participants' current self-perception and self-understanding as EAL teachers; (2) ethnographic methods of data generation and analysis to describe, analyze and elucidate participants' situated engagement in the practices of teacher development in the community; and (3) the CoP's perspective to understand the community as a social system that produces professional development in its practices.

Bearing this in mind, this study has triangulated data from two different but intertwined sources: (1) History-in-Person interviews of focal participants; and (2) the

---

[71] It is important to clarify that the CoP is not the project itself, but the network of relationships, practices, meanings and artifacts that emerge from the interactions of a specific group of people with a common goal, in this case, teaching EAL for the university community (students, faculty and staff). The main evidence for this differentiation between project and CoP is the fact that a few project members – student teachers and clerical interns – do not partake in CoP's interactions, meetings and everyday life in the teachers' room. On the other hand, there are a few participants, former student teachers, who are not officially members in the program but who do participate in both meetings and everyday life in the teachers' room.

[72] The author refers to "Práticas de Formação de Professores", which I have translated into Practice of Teacher Development.

practices (Wenger, 1998; 2010; Young, 2009; 2010) observed, described and identified in the participant observation data obtained in the community that, in my interpretation of the data, fostered the self-understandings and self-perceptions of professional development delineated in the History-in-Person interviews. In other words, I first look into interviewees perceptions in the interviews and, then, to how social practice may or may not relate to such perceptions. In this study, thus, there is an attempt to integrate personal and interactional perspectives in order to explain professional development. For this reason, this research has attempted to elucidate the practices of professional development of the community in the triangulation between the themes and practices identified in the interviews and the interactional events identified in the data from participant observation where participants align to these themes and practices. In other words, only the interactional events that were a practice mentioned in the interviews or related to a theme mentioned in the interview were considered relevant for this study. In this sense, only the practices that have resonated in these student teachers' identities, understood here as history-in-person, were considered relevant for the present study.

For this reason, this qualitative study employed participant observation of the everyday interactions in the multiple spaces of the community – especially in pedagogical meetings and in the teachers' room everyday life – as well as history-in-person interviews with five focal participants. In the observational component of the study, I generated field notes, made audio recordings, took photographs and collected artifacts that were central to the interactions observed in the field. In the interviews, I videotaped the interviews and I wrote down the main points as well as my main impressions while talking to participants. I then compiled all the data on MaxQda12 and transcribed all audio recordings orthographically[73] in the same software.

For the observational component of the study, as stated earlier, I recruited all members of the community (three professors from the English Department, 15 undergraduate student teachers, one graduate student teacher, one former student teacher who is now a graduate student and school teacher, two former student teachers still in the undergraduate level, three Fulbright ETAs, and five clerical interns). In other words, I recruited all people who were 'officially or unofficially' engaged in the community. However, as mentioned in chapter 3, not all of them participated in ELCs interactions

[73] For this step, I had the help of an undergraduate research assistant.

(both in the meetings and in the teachers' room). Some student teachers (and one of the coordinators, who does bureaucratic work) participate quite peripherally and a minority (two) do not appear in the data at all; thus, these participants could not be considered members of the community, or could be considered to participate so peripherally that are irrelevant to the present study. This understanding that not everyone who is officially in the community is actually in the community, and some people who are officially in the community may be actually "outside" is a learning token from this research. In other words, communities such as the one investigated, which have "official members", cannot be defined in terms of who is officially in, but in terms of who participates actively in the community's practices. For this reason, belonging to a community – even one that has formal regulation in terms of who can or cannot participate – is dependent on one's engagement and not on one's formal status.

As I mentioned earlier, or the interviews I recruited three current student teachers and two former student teachers who are still participants in the community. The criteria for selection of interviewees was described in chapter 3.

This study aimed to answer the following questions:

General question: Do participants develop as teachers by participating in the program? In what ways?

1. According to interviewees, does their participation in the LwB program contribute to their professional development as teachers?
    - In what ways?

2. Is it possible to relate participants' histories of professional development in the CoP with the events identified in the observational data?
    - In what ways?

3. Triangulating questions 1 and 2, what are the practices of professional development in the CoP?
    - Where do they happen?
    - When do they happen?
    - Who participates?
    - What activities (structured routines and pathways that facilitate or regulate actions; rules of appropriacy and eligibility – who does/doesn't, can/can't engage in particular activities) are integral to them?

In this chapter, I will discuss the results of the data collection, using the research questions as a guiding thread and quoting data from the corpus to reconstruct the path that has led to the answers presented. Thus, I will focus on the specific questions, leaving the general question for the conclusion. The chapter is divided into three parts, each of which anchored in and named after one of the research questions. In the first part of the chapter, I summarize the content of the five interviews carried out with five focal student teachers who had proven quite participative during participant observation. In this part, I identify the self-perceptions and self-understanding of the student teachers regarding their professional development in the program. In the second part, I transition from History-in-Person interviews data to participant observation data. I claim that attending to the themes and practices identified in part one gives me a basis to identify in the participant observation data – among the complex landscape of practices described in the corpus – the practices of teacher development that truly mattered to the interviewees. In the third and last part, I describe the practices of teacher development by making use of the field notes and transcriptions of recorded interactional events generated during participant observation. I use PT as a paradigm to describe and elucidate these practices, as I always focus the description on the "what, when, where, who and what for" (Young, 2009) of the practices.

Question 1: According to interviewees' history-in-person, does their participation in the LwB program contribute to their professional development as teachers? In what ways?

As explained in chapter 3, the interviews had a set of questions that represented topics that interested me as a researcher. However, I did not ask these questions to the participants; they were used as a reminder of things that I wanted to probe them to talk about. In all cases, the interviews started with a general question: "So, can you tell me a little bit about your experience in the program?" and evolved as a conversation with an interest, more a friendly talk than a data-gathering interview.

All interviews happened in the few last days of class before winter break. They happened in the following order: (1) Maria Júlia, at Estevam's office; (2) Adam, at a coffee shop, after we had had breakfast together; (3) Lucas, at the same coffee shop where I had interviewed Adam; (4) Kelly, at Estevam's office; and, finally, (5) Antonio, also at

Estevam's office[74]. Below, I provide a general description of the interviews, often referring to their transcripts. In general, I used the interviews to identify recurrent themes that somehow pointed to the ways in which professional development happened in these participants' perspective.

Maria Julia. She was my first interviewee. As the data from participant observation presented later will corroborate, she was a special participant in the program: a former student teacher who was a very active participant in the CoP. Initially, I did not think of her as a research participant, for she had already left the program; however, early in the data generation I realized she was still an active member in the community. She had worked at the program for two years in the first cohort and, by the time I carried out this investigation, was a schoolteacher in the municipal school system and a master's student at the Language Studies Program at the same university. She had investigated the program for her final paper in college and was planning to do the same for her master's thesis. She had quite an impressive CV and was regarded by all academic community as a dedicated and competent individual. In many ways, she was the pedagogical coordinator's right-hand woman at the CoP: she helped making notes for student teachers' microteaching report; presented a workshop with one of the current student teachers about how to prepare a lesson plan for a reading class; helped Estevam to give feedback for student teachers after their micro-class; and filled in for Estevam when she could not make it to the feedback meetings.

In her interview, she talked about her previous and current experiences as a teacher. She started teaching two years before the interview, and her first-ever teaching experience was the LwB program. She was quite emphatic about the role of her experience as a LwB student teacher for her professional development. In her words,

> the experience I liked the most was the LwB because of the, not only because of the environment, but because I had pedagogical meetings, and my coworkers were really nice, and my students were really motivated, and, well, teaching at the university level is really different from another from other places. And, of course, I think that in LwB I can use English more, because I have less [fewer] students. But in public

[74] As I mentioned earlier, I also interviewed Antonia, but her material got lost from the drive, so I do not refer to her in the analysis.

> schools, in my public school, I have around twenty-five, thirty students in class, and here I used to have ten, fifteen tops.

During her time at the program, she taught IELTS preparatory courses, general English courses using a course book[75] to A1 and A2 students, and a conversation course for B2 level. Besides, together with her peers she prepared and delivered workshops to prepare students for the TOEFL ITP. This means that she taught the same course more than once, which she evaluated as something positive for her. According to her,

> I could notice what happened in the previous one, what I could have developed more, and then [in] the second edition I was much more prepared. And also there was a semester I taught the same course to three groups. So I had general English intermediate groups A, B and C. So I noticed that in group A the things were always, more strange, stranger, and in the other ones the classes went smoothier [sic] than in the first one.

She attributed her improvement from an earlier course to a later one to the experience in class as well as to her participation in pedagogical meetings. According to her, the meetings were a great place to learn from peers, but also "to share things and to share your agonies and the happiness and the things you feel […] and also share materials".

Maria Julia compares the beginning of the program with how things are now. In the beginning, people were more "withholding" with their things (materials and stories of what they did in class) but now they "share more". According to her, "nowadays there is like a Dropbox account, and people share their things there, and also in the meetings, people are now more, like, showing what they would do in class. And that could bring ideas, these things could bring ideas to our own class".

In addition to that, Maria Julia says that co-teaching was important for her professional learning. She co-taught a course with an ETA and thought that this experience was important for her professional development, both pedagogically speaking and concerning proficiency. According to her,

> we prepared classes together […] she didn't know much about English teaching, but she had the cultural background that I didn't have. So that was nice to prepare classes, we prepared

[75] Macmillan Global.

> the classes here at UFRGS but also in cafeterias, in our houses. So for me this was nice because I could have more integration with one person […] She is American, if it was with a Brazilian teacher it would also be really nice I think.

Moreover, she co-taught a class with another student teacher because they had the same course at the same time and did not have two classrooms available. According to her, this was also a moment when she felt that she was learning. She said,

> at the end, because there were no rooms available for everyone at the same time, we had the same group at the same time. So Maria was like, ok maybe you can teach your groups together and you both go to class. And prepared classes in a very light way, it was nice because we understood each other. And, ok, so this class is about introducing yourself, so how can we do it? Ok, there is this website. Ok, we could do this kind of warm-up activity and, ok, we can do this after. How can they group? So I noticed I could plan a class and do it in a more fun way than in a more, like, grammar way.

In fact, her 'golden nugget' of learning in her participation in the program has to do with learning from a peer in a teachers' meeting. Student teachers had to present or microteach a warm-up task, and one of her colleagues' performance called her attention. In Maria Julia's words,

> there was a meeting, where all teachers were there, and we needed to show some warm up activities, to get to know our students. I remember Amanda, I don't know if you remember her, Amanda Feitosa? [I nod] From that moment on she became my model teacher […] I don't really remember what activity it was: it was just great. Everyone was really engaged in that getting to know each other activity, and she did that in such a natural way. And from that point on, whenever she presented something I would pay attention because I knew she was a teacher that could bring, ahn, I don't know, another posture to the class […] Because she was, like, really like, ok people let's do this […] It was, like, a very natural way to teach. She was, like, she was teaching even grammar but it didn't feel like grammar. It felt, like, ok, we're just playing a game.

In the conclusion of our conversation, Maria Julia summarized how she perceived the importance of LwB for her early development as a teacher. As she put it,

> I think the LwB was of extreme importance for my teacher development. Even though now I'm more, I'm in a different

> context now, I think everything you learn here can and will be useful. Especially this thing of being natural, for example, in class. Well, I'm still adapting to this new context, but I think trying to – what's the word for this? – trying to elicit from students and listen to them attentively […] You know, trying to pay attention and really look at the other person's eye […] ok, there are the technical things, like, ok, you should teach like this, you could the warm up and a post-production activity, but, I mean, in a more human way. I think the program taught me a lot.

Adam. He was my second interviewee. During participant observation, he was one of the most participative student teachers in the group: attended all pedagogical meetings and was constantly at the teachers' room. Besides, peers often requested his help and asked him work-related questions in the teachers' room.

Adam is more experienced than most of his peers. He is older than most student teachers in the community – in his mid-twenties, whereas most are in their early twenties – because he had entered college older than the average age[76], three years before the interview. When I asked him how he "ended up in Letras", knowing he had tried different majors before, he answered that "the question is how I ended up in Law School and in Marketing first". Adam had been an English teacher since he was 17 years old; since he was proficient in English and needed a job when he moved to the city to go to Law School, he started teaching at a small language school, first as a tutor and, then, as a classroom teacher. He studied two years of Law while teaching English.

Then, Adam went to the US to spend the summer working for Walt Disney World; when he came back, he decided to drop out of Law School to study Marketing. Meanwhile, he got a job at the local branch of Dell Computers, where he worked for three years in sales. When he realized he was not happy with the job, he talked to a former co-worker, fellow teacher who was starting her private English school, and got a job as a teacher again. At that moment, he decided that he should study Letras because he liked teaching English.

When we talked, he was in his third year of Letras and had been a student teacher at the program for almost a year and a half. Putting all his years of teaching together, he had taught for three and a half years in three private language schools. According to

---

[76] In this CoP most student teachers entered college in their late teens – seventeen to nineteen.

Adam, he felt he was developing professionally in the program – “In this program, we don’t only teach; we learn how to teach”. In this sense, Adam compared his experience in the private language schools with his experience in the program. In his words,

> in language schools you don't only have students, you have costumers, and for me this is the big difference between those schools and LwB project because in LwB you have just students. Period. You don't have to worry about numbers, you don't have to worry about retention. So this for me, this is spectacular. As a teacher, I want to know about my, you know, just about my teaching. I wanna teach. Especially me, as an undergraduate student, I want to learn how to teach. And this is really important. So I think this is the big difference because, once you are teaching in a language school, you have to worry about costumers, you have to worry about money, you have to worry about income, you have to worry about taxes.

Like Maria Julia, Adam mentioned that the pedagogical meetings had been important for his development as a teacher in the program. In his words,

> now we have a program to follow, we have some goals to achieve, and in the beginning it was not like that. It was, like, together as a group, in a group reflection, so let's think how we teach and how we do that. It was like that for 6 months. From a year a year from now, it became much more structured: very regular meetings, longer hours, with the help of MA students and doctoral students. So it improved. This is my point of view, this is my perspective: it improved a lot. It’s more focused now.

Adam also mentioned that he learned about EAP from the program, a point that Kelly and Lucas had also brought up, as I will describe later. More specifically, he said that the program taught him that he already knew how to teach EAP, even without being aware of that. According to Adam,

> in the school I mentioned […] I had to teach English for Academic Purposes, and I didn't know I was teaching English for Academic Purposes. So it was something that I did without knowing, and now at LwB I know what is English for Academic Purposes, I learned how to teach English for Academic Purposes. So that was very interesting.

In addition, Adam said that he had learned a lot from peers. In his view, he had learned from simply borrowing pedagogical materials and class plans from peers. He gave

an example of such a learning situation; he once entered the teachers' room and saw Kelly preparing a power point presentation. In his words,

> the way that she prepares, I mean she does her power point presentations, and she has like this very specific way of doing of using the colors. She's a very organized person. This is something I tried a little bit to learn from her, so this one specific moment and I witnessed at our teachers' room. This is one specific moment [...] how do you do that? And she does it for every single class. She told me "oh I speak a lot, I talk a lot all the time, and it saves me time when I have the power point presentation". Yeah that's true, it happens to me.

The segment above describes informal learning by interacting in the teachers' room. Slightly different from that, Adam mentioned that he also learned from his peers in a more structured situation – the microteaching meetings. In his words,

> well, when we have microteachings, this is another situation I feel I'm learning because sometimes teachers present us a topic we're not so familiar with or that we don't understand so much or we don't know how to work with […] and then in a microteaching we learn how to do that. I learned to work with writing courses. Isabela presented […] There was a microteaching about post cards.

Lucas. When I talked to Lucas, he was a sophomore in college and had been a student teacher in the program for 9 months. Previously to teaching in the program, he had been a tutor and teacher for a private language school in his hometown – about a half hour off the city where the university is – for a little over a year. Differently from Maria Julia, who finished school and had already had a variety of different experiences in the university, and Adam, who had had a few jobs as a teacher, Lucas had had little teaching experience; he was 20 years old, so it makes sense.

Lucas, like Adam, compared his previous experiences with LwB. According to him, his previous job consisted of delivering the course book exactly as the manual suggested. Thus, he did not feel the job was an introduction to teaching. In his previous job, according to him,

> you don't really have to prepare classes or anything. You don't really have to be that good at English actually. You just have to follow the patterns of their textbook, which is the audiolingual method. Basically you have to read the sentences and the students repeat.

I then asked him how he had learned the name "audiolingual method", and he answered that had learned that in "a pedagogical meeting" when they were discussing "different methods, like the modern ones and the ones we think are not the best anymore. The audiolingual method was one".

Lucas also mentioned that teaching a course multiple times was good for him to learn better "what works and what doesn't work". According to him, he was afraid of teaching a course on "writing abstracts" because he thought it would be difficult to teach it in a fun way. However, after teaching it five times he "felt really professional at it". He explains it,

> when I taught it for the first time I used some of the previous teachers' material. Um, I liked it but not very much. Then I saw what worked and what didn't work with the students and then I started throwing some things of my own and getting students' feedback. Like what did you like? What would you like to learn? And by the end I thought I came up with really good material for them. And course plans.

When I asked him what had facilitated this process of "becoming professional" at the course about abstracts, Lucas said, "time and pedagogical meetings did". He explained how,

> first of all they taught us […] the steps to construct, to build a course plan, to plan a class. And […] I think my undergraduate course helped me a little, too. Because you learn how to use a text as a starting point. And, then, they taught me all the steps, like a pre-text[77] activity and these kind of things.

Lucas mentioned that not only did he learn things in the pedagogical meetings, as he "polished" things he did intuitively. In a way, this is comparable to Adam's feeling about EAP. In Lucas' words,

> I feel like before the pedagogical meeting I was actually doing something similar with the students. Like, intuitively. But pedagogical meetings they polished what I was doing intuitively. Like, telling me when to do what instead of... For example, I would do like a vocabulary exercise after the text instead of before […]

[77] Pre-reading.

Next, Lucas made an explicit reference to how studying literature on the field of EAL teaching methodologies have influenced his pedagogical thinking. Ha said, “I also got really interested in these methods and theories. So Estevam borrowed [sic] me some books. I haven't read them all yet, but I have started. I think they help me. It was the books she was using as a reference to the pedagogical meetings”. Similarly to the other interviewees, Lucas also mentioned the importance of his peers in his trajectory in the program. According to him,

> I entered the program in October, it was in the middle of the semester. I don't know the specifics but I know that Silvana was in the program but then she left. Estevam, who was the pedagogical coordinator, became the administrative one. I don't know the specifics. So I didn't start with pedagogical meetings, we didn't use to have those. They were more administrative. So I felt really lost in the beginning. So my peers really helped me, especially Antonio and Anselmo. They invited me to observe their classes and I did. Antonio was the one who gave me tips and material. And whenever I had a question I'd go straight to him. He was like my mentor in the program.

Like Adam, Lucas mentioned that in the LwB program you get to learn about EAP and ESP, which, in his view, is “unique because you don’t get that in other places”. In his view, he never studied any ESP or EAP in his classes in college. Similarly, Lucas said that he was having a great experience in college to some extent because of his concurrent experience in the program. According to him, college “wouldn’t be the same without it”. He said,

> I think even in my major, it's just theory. You may learn the modern methods and all the things... But you don't get the opportunity to use it [sic]. Even in your internships, in your practices you don't get the opportunity to that because it's in regular schools, private school or public schools, either way, you are forced to use their method.

Another aspect in which Lucas claimed the program was important in his development consisted of improvement of proficiency in English to the presence of the ETAs in the program. According to him,

> Especially last year, I made really good friends with Nick and Summer, the ETAs […] I feel like the teachers at LwB, we don't speak English to each other in our rooms, you know, because we're friends, we study together, so it doesn't feel natural

> to speak English […] So, I spent a lot of time with Nick and Summer. They were actually my friends. So I'd go to their house at least once a week we'd hang out together. So it was really nice. When the teachers were with Summer and Nick they would speak only English […] So, I spent a lot of time with Nick and Summer. They were actually my friends. So I'd go to their house at least once a week we'd hang out together. So it was really nice. When the teachers were with Summer and Nick they would speak only English […] So I feel like their presence at our ELC was very special, because we also had to use English to communicate with each other.

Lucas finished his interview in a rather dramatic manner. He said, "I pity people who do not have the chance" to have similar experiences to the ones he had in the LwB. Despite dramatic, it is an interesting line to show how he views the importance of the program to go beyond classroom learning in college, which he terms "theoretical". Besides, this comment reveals the complementarity between his experience in college and his experience in the program, which tackled different dimensions of his professional learning.

Kelly. When I interviewed Kelly, she was a sophomore in Letras, after having studied engineering for two and a half years before that. She had been a student teacher in the program for one and a half years. Kelly had been a teacher for three and a half years previously to starting to study Letras, and her interest in teaching was the reason she decided to change career paths.

Kelly also had an interesting portfolio of experiences. First, she taught at a private language school for three and a half years. Besides, she did CELTA in London. After starting the Letras program, she taught English for underprivileged kids in a social project. Before joining LwB, she worked as an intern in a basic school that is linked to the university, and is considered a model school by the community; in this project, she only had to help the teacher with class plans and materials production.

The interviewee also claimed to have developed professionally by participating in the program. According to her, "It [the program] opened my mind, you know, there is so much more I can do now". When Kelly compared her previous experiences as a teacher – the private language school and the social project –, she concluded that the LwB is "in between the private language school and the social project". In the social project, for

instance, she would have all the freedom to prepare whatever classes whereas in the private language school she would have to follow the class plan provided by the school. In the LwB, however, the courses have syllabuses, and oftentimes course books, but student teachers are allowed to make as many modifications as they want – adapt things, omit things and include things. According to her,

> it's the place in between, you know? Because you can have, OK, because there are some courses that you follow the book. But then you don't have the restriction of having to follow the steps. Because you come up with your own steps, or like having to do all these activities that you have to do, you know […] So we have the syllabus to follow, but that doesn't say exactly what you have to do […] So we have a guideline, we know what is the final ideal, what is the general idea of the course, and we can personally do the things […] That that goes like, that's very different from the private language school for example, that everybody would have to teach the exact same class, the same day, the same exercise.

In addition to that, in the private language school she felt like "all she had to do was please students" to make sure they continued studying in the school, whereas in the social project this was not an issue at all —"students were pleased with anything you gave them". In LwB, there was a slight level of concern for student retention – as student teachers' jobs in the program depended on that[78]–, but that was a peripheral concern as it was not emphasized in the everyday life in the community.

According to her, pedagogical meetings are a strong element of their professional learning in the program. She narrates a memorable experience,

> I remember last year I attended a meeting [inaudible] and the other one with Estevam. We were sit [sic] at a table me, João, Christian, Lucas, Antonia. I'm trying to recall the names […] OK, and then Estevam came up with strips of paper, OK, shuffled, and then we had to –we were discussing about methodology and steps –and then we had to separate the strips of papers in two groups: which ones describe a methodology step kind of thing and which ones describe a task. And then that made me realize that, because in Celta I was so focused on the steps of planning

[78] If the number of students fell too much, there was a reduction on the number of student teachers. Normally the ones that were near the end of the two-year period were let go.

> the class, that I really didn't realize about the methodology, like, the communicative approach, or the audiolinguistic type of thing […] I was following the communicative approach, in my planning, because it was the one I knew […]

Moreover, like Adam and Lucas, Kelly mentioned EAP as one of the things that she learned in the program. In her words,

> I knew what an article was, but I had never taught, I had never considered those materials as realia to work in class, to bring an article to class and use that material. Like, the original material as an activity, differently from getting something from the internet or using something from the book.

Kelly, like the other interviewees, thought her proficiency in English improved with her participation in the program. She highlighted two points in which this happened: (1) academic English, such as essay writing, improved because she had to study academic writing in order to teach it; (2) working with the ETAs helped her improve her speaking skills, as "even if you're not paying attention, you're picking things up".

Antonio. Like Maria Julia, Antonio was a former student teacher in the program who participated in meetings and interactions in the teachers' room as if he still were in the program. In other words, he was no longer officially in the program but remained a member of the community. When I interviewed him, he worked as an undergraduate research assistant in a project related to production of pedagogical materials for the Letras English major and as a tutor in a large network of language schools. When I asked him informally if he was still in the program, puzzled by the fact I kept coming across him at the teachers' room nearly every observation, he told me, "I left the program, but the program didn't leave me"[79].

Antonio started in the program only three months after his first classes in college. He decided to study Letras because he had always liked English and knew a student teacher from the first cohort of the program who had told him about her experience both in the course and in the LwB. After entering college, he learned about a selection process for new student teachers in the program; he had compatible proficiency level (B2) and decided to try.

---

[79] Eu saí do programa, mas o programa não saiu de mim. This is construction is quite common in Portuguese, and means that some experiences from our past are integral to our present. It is common to hear "Saí da favela, mas a favela não saiu de mim", which translates roughly into "I left the slum town, but the slum town didn't leave me".

Antonio also compared his work in the program to his current job. According to him, in the program he felt he learned more about teaching because he had more freedom to prepare and teach classes without having to follow a standard set of procedures. In his words,

> Because here we have the freedom to create a course, to create, not a text book but to create material to work with. We have certain freedoms that I learned later they're fundamental for our perception of ourselves as teachers. Like, you understand yourself better if you have the freedom to try, and we were always given this freedom to try. You know, we were always guided at the program, and say what could work, what was convenient, what was not convenient. [inaudible] getting those people stopping us from doing something. If you wanted to try, you could just talk to one of the Marias and do and then do the things and try it out. They were always supporting us for that was fundamental, to have those freedoms, and see, OK, today I couldn't prepare the best lesson I could, so I'll go to the book and that's OK. And they would understand, and the following day I would try to make a very nice class. And then I could talk to the coordinators again, and, yeah, that was a nice class. We had the microteachings and we had the pedagogical meetings, that's a huge start.

Thus, in Antonio's perspective, there was a dialog between individual experience – the freedom to try – and group experience – interactions with the pedagogical coordinators and peers – that were essential to his perception of development in the program. Like Lucas, Antonio mentioned the role that repetition – teaching the same course many times – played in his professional development. According to him, this helped him feel more secure. In his words,

> You know, students come up with similar questions sometimes. So, I knew how to answer them. Because the first student asked me I was like "ok, I'm going to look for this and then later I could answer', but there was always the feeling that we are taught we should know everything. But then [inaudible] we're just people. We don't need to know everything. But in the beginning I had that feeling. Oh my God, I'm not allowed not to know something. But then through theory, and LwB and then life taught me that it's OK not to know. So as I became more

> and more prepared (inaudible) more confident. And I was like 'Ah, I know the class'.

Interestingly, Antonio used "journey" as a metaphor for his experience in the program. He narrated his self-perception of how he was different at the end of his trajectory in the program. He said,

> I always felt that I knew what I wanted to do. I felt confident. Like, "hey, let's go again". At the beginning of my journey as a LwB teacher I would follow the book a lot. At the beginning it was convenient, because I see do everything that was working, what was worth to spend ten minutes explaining and what wasn't worth much. Because, guys... It's like, you know, dictionaries, we kind of don't use them anymore, but this is how it works. I really need to bring dictionaries and try, like, oh, to read with dictionaries. You know, that wasn't important anymore because I thought they wouldn't need it. Because we have tools and everything. My personal perspective is like, I didn't need, we didn't know, we didn't need to know how dictionaries work as completely as the book was suggesting. Like, I'm not working with this anymore, this is irrelevant, this is not relevant. And every time I taught the course I could better [...] But, then, yes, I could see better what was important talking about and what was not important talking about. What I knew they could figure or by themselves, what I knew I had to help.

Like the previous interviewees, Antonio perceived the pedagogical meetings and the help he received from his peers and coordinators as an important source of learning. In his words,

> I was always looking for Maria Julia and Clarissa, they were always helping me. Maria is still helping me with everything. It was amazing! I was always learning from them because, you know, the coordinators were always there to help us. I mean especially through Facebook[80], they were always there, but, then, seeing them was kinda hard, you know, they're busy.

[80] There is a Facebook group only for members of the community. In addition to that, they often use Facebook's messenger to communicate with coordinators.

Furthermore, Antonio perceived his proficiency to have improved during his time in the program. One of the factors to which he attributes this is his interactions with the ETAs. He said,

> Mostly I think being around the North American who come. You know, teaching, with them was an amazing experience. Teaching was, like, kinda bonus because we were, like, going to parties, going to restaurants, planning the classes, watching movies, going to the movie theaters, those things, you know. This is […] a benefit of the program because we can be, like, living with them, like talking to them and interacting and, you know. The first ETAs who were here – Elizabeth, Leah, Ben and Dan – , the four of them, I and just entered the program, so I was really shy. I had an OK proficiency but I was really shy. I saw them as colleagues, I was always asking them things, and we didn't have coteach at the time, so always asking them things and help. And they were really nice to me and that's OK, but then when Summer, Nick and Pedro came, I really became friends with Summer. That was, like, impressive. We started with co-teaching but, then, started 'oh let's meet and let's coteach', and then we discovered we really liked […] like Avatar the Legend of Ame, which is a cartoon […] I stopped seeing them as a colleague and truly as a friend. And as a friend language goes up here [puts the hand above his head]. Yeah, because you wanna talk about all things in life, not only about teaching vocabulary, teaching grammar.

Interviews: discussion and summary. When I conducted the interviews, all interviewees had already had teaching experience either before (Adam, Kelly and Lucas) or after (Maria Julia and Antonio) participating in the program, mainly in private language schools. This means that they had points of reference to which they could compare their experience to the program's, which was essential to help establish their understanding of their own professional development in the program.

In the interviews, all participants stated that the program was or had been important to their development as EAL teachers. In different ways, the five student teachers stated their trajectories as student teachers in the CoP culminated in professional take-aways. It makes sense to think that professional development in the program is useful for their work in the program, with all its idiosyncrasies. However, the two participants who had already left the program – Maria Julia and Antonio – also mentioned that they

have been able to benefit from what they had learned in other teaching jobs. Maria Julia, for instance, explains that her current job as a public-school teacher is quite different from her work in the program; nevertheless, she claims that she can port things she learned in the program to her current job. Yong (2009) argues that the concept of "porting" knowledge (which he favors over "transferring" knowledge) works fine in a cognitive light, such as that of Second Language Acquisition, as knowledge is something abstract and not context-dependent. However, according to the author,

> Life is not full of surprises and, in fact, the essence of learning is being prepared to deal with new contexts that we encounter tomorrow. If learning occurs in a participation framework, then that framework has a structure, and elements of structure can be found, albeit in different configurations, in different context" (p. 168).

Thus, Maria Julia's perception that knowledge she gained from participating in the community is now useful in a new context supports Young's understanding that "porting" knowledge from one practice to another is an important part of learning how to participate. In other words, participants are often in the process of comparing past engagement to present needs when navigating new practices. Obviously, it is not a matter of repeating performance, but of creating an appropriate alignment to a current situation. One more time, the story of the woman who climbed up the house (Holland et al., 1998).

In a way, the fact that former student teachers still participate in the community is an evidence that this is a community of practice; participants are not there only because they have to, there are other things, such as professional development, that binds them together.

As we can see in the interviews, all interviewees say that the program has been an important influence in their professional development. The interviewees explain the important influence of the program in their professional development in different ways: (1) comparing their professional experiences in the program with professional experiences in other teaching-related positions; (2) explaining how their current teaching practice has been affected by their experience in the program; (3) describing practices that contributed to their development; (4) referring to learning topics that they found valuable; and (5) describing specific episodes which they feel helped them develop professionally.

In interviewees' explanation of how participating in the program helped them to develop professionally, it is possible to identify a few themes. Some of themes correspond directly – I witnessed the practice in observation – or indirectly – I heard participants refer to the practice – to practices observed in participant observation (e.g. micro-teaching, co-teaching, interacting with ETAs, etc.). Other themes can be linked with practices that were not directly mentioned (e.g. learning methodologies could be linked with the lectures and workshops that they attended in the program). Below, I present these themes in detail.

Theme 1: Pedagogical meetings. When asked about their professional learning in the program, all interviewees talked about the pedagogical meetings or things that happened in these pedagogical meetings, such as microteaching or learning (about) EAL methods. Interestingly, there was no question directly aimed at getting them to discuss the pedagogical meetings, yet all participants associated pedagogical meetings with professional development. The pedagogical meetings, in this CoP, are some sort of macro practice, as the participants, goals and activities vary from meeting to meeting, and – according to participants, specifically Maria Julia, Adam and Antonio, who have been around for longer – have changed over time[81]. However, they are linked to the main aim of fostering student teacher learning. The meetings usually take place on Friday afternoons, from two to five-ish.

During the time I did fieldwork, the pedagogical meetings consisted of the following activities: (1) three sessions of microteaching (first, third and fifth weeks); (2) three lectures with specialists from outside the CoP (fourth, seventh and eighth weeks) about different topics; (3) two workshops with more experienced peers (seventh and ninth week) where they discussed lesson planning; (4) one meeting where student teachers presented and discussed a doctoral dissertation (thirteenth week); and (5) a meeting where student teachers presented online resources for EAL teaching/learning to their peers (fourteenth week).

In the interviews, four subthemes could be associated with the pedagogical meetings: two things they learned ("methodologies" and "how to structure a class" and two activities that they performed ("microteaching" and "sharing class issues with peers")

[81] According to Adam, initially the meetings were more "like group therapy" and now are "more organized" and have clearer goals.

and resulted in learning. As discussed earlier, learning in a CoP has two different dimensions – participation and reification – that are always in interplay, as two distinct lines of memory. According to Wenger (2010),

> we engage directly in activities, conversations, reflections, and other forms of personal participation in social life. On the other hand, we produce physical and conceptual artifacts—words, tools, concepts, methods, stories, documents, links to resources, and other forms of reification—that reflect our shared experience and around which we organize our participation (p. 1).

In this sense, the former two subthemes lean towards more reified learning objects: methodology and class structure. If we understand reification as "literally making into an object" (Wenger, 2010, p. 1), methodology ("a body of methods, rules, and postulates employed by a discipline; a particular procedure or set of procedures")[82] and structure ("something arranged in a definite pattern of organization")[83] will probably be considered as more reified things. As Kelly put in her interview, "we don't teach methodologies, we teach classes" but knowing about methodologies gives us "more options". On the other hand, microteaching and sharing issues with the group lean more toward participation, as activities in which interviewees remember participating and which have fostered some sort of professional learning for them.

Theme 2: Classroom practice. Practice here can be understood, in Schön's terms (1987)– as everything a teacher has to do in classroom – teaching, interacting with students, giving and grading homework, etc. In other words, the utmost practical aspect brought about by being engaged in the program. As it is not surprising, interviewees feel they have learned by the experience of teaching itself. In this theme, the repetitive nature of practice is somehow at stake. Interviewees mention that part of the experience of the program consisted in going through the same situation – such as a course—multiple times during their tenure as student teachers in the program, and that the possibility of reflecting about their previous experience was an important source of learning.

This is demonstrated when Maria Julia, Lucas and Antonio pointed out that teaching the same class in different moments of their trajectory in the program made them reflect upon the positive and negative sides of the previous experiences in order to do a

---

[82] https://www.merriam-webster.com/dictionary/methodology
[83] https://www.merriam-webster.com/dictionary/structure

better job. Moreover, comparing the different times they taught the same class, for instance, made them realize how much they had learned over time and from experience. This, as Maria Julia and Antonio suggest, made them feel more confident in themselves as teachers.

Theme 3: Sharing with peers. Sharing is an important verb in this community, for students feel like they are constantly sharing with others – their lesson plans, their problems, their success stories, resources that they found interesting, tips, etc. If we consider that the concept of sharing – sharing a story, sharing issues, sharing food – is quite broad, it provides an umbrella term for different practices – both in formal and informal – that occur in the community. I realized the importance of this verb because it kept coming in the interviews in its different meanings ("share a class", for co-teaching; "share classes", for sharing pedagogical material; "share your agonies", for discussing issues with peers or coordinators). In other words, many practices that would be hard to group together due to having different purposes and participation frameworks, could be understood as related by this common thread –interviewees referred to them as "sharing".

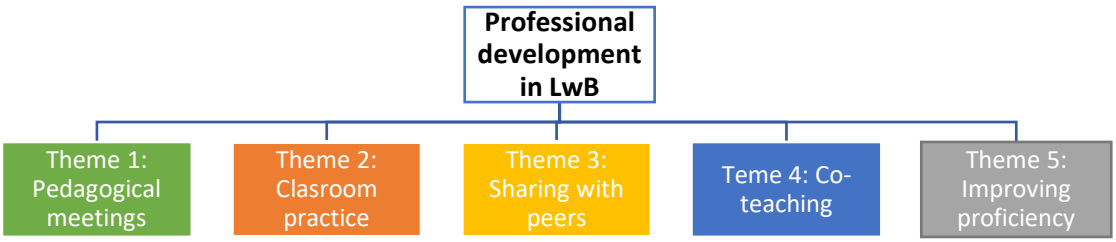
Theme 4: Co-teaching. As the name implies, it consists of teaching together. In the interviews, student teachers refer to the experience of co-teaching and planning classes together as experiences that fostered professional learning. Co-teaching occurred both with peers and with ETAs. Three distinct situations of co-teaching were described: (1) when student teachers put their groups together because of a shortage of classrooms, a not so rare situation in this university; (2) ETAs were required by coordination to co-teach with student teachers; and (3) student teachers thought it would be fun to participate in one another's class. In addition, all the events in the data that participants prepare classes together were a sub product of the coordination's request that student teachers and ETAs co-taught.

Theme 5: Improving proficiency. All interviewees mentioned the last theme, although they were provoked with a question that probed in that direction. All participants believe their proficiency in English to have improved throughout their participation in the program. All of them mentioned the role played by the ETAs in this improvement, since they got to interact with them not only at work (especially for co-teaching and lesson planning) but also socially. In addition to that, Maria Julia and Kelly mentioned that their jobs as teacher – the former while assessing students' essays and the latter while preparing

ESP classes focusing on the article as a genre – improved their proficiency, at least as far as some specific skills are concerned.

Summary of question 1. In my interpretation of the data, it is possible to state that participants have a perception that they developed professionally in the program, which can be identified with a number of themes that relate to such learning. Themes are analytic units that I came up with to explain interviewees' perception of learning in their trajectories in LwB. These themes sometimes reflect some of the practices described and identified in participant observation data (e.g. micro-teaching, co-teaching, lectures and feedbacks). However, even in the cases the themes do not reflect the practices described and identified in participant observation data, they can be associated with the practices. For instance, planning classes together can be associated with co-teaching (as participants only do that to co-teach) and also to improving proficiency (as student teachers only co-teach with ETAs and claim that this interaction has helped to improve their proficiency).

The figure below presents a mind map of the results of the interviews with participants, focusing on the recurrent themes.



After having identified the themes that participants associate with their perception of professional development stemming from their participation in the program, it is possible to move ahead to the participant observation data in order to identify, in the collection of data, the practices that relate to the themes discussed identified in the interviews. Due to intrinsic limitations of research design, however, I do not have data to do this with all themes. In the next part of this chapter, this transition between data from interviews and participant observation will be sought.

Question 2: Is it possible to relate participants' histories of professional development with the practices identified in the observational data? In what ways?

Before addressing this question, it is important to refer to important theoretical understandings delineated in chapter 2 – the one between event and practice, concepts that are distinct albeit intertwined. As mentioned earlier, in this study I differentiate

between the concepts of event and practice. One of the reasons for having done so is aligning with Wenger's understanding that participation and reification are two "intertwined lines of memory" (2010, p. 2). In other words, as we participate in social practice we help (re)produce the history of such practice, and, further, the history of the community(ies) in which the practice is inserted as well as our own personal history. This happens in the form of reifications of such participations – artifacts, narratives, symbols and meanings. In other words, as we participate in practice we produce products that tell the history of the practice, our history in the practice, and the history of the practice in the community. In fact, as discussed earlier, a fundamental element of our identities has to do with the reification of lived experience – age, gender, social class, professional ethos, etc. –, especially the ones that have strong resonance to us. Beyond that, as we engage in practices in a specific community, we help (re)produce the history of such community.

This dialog between participation and reification gives the key to the differentiation between event and practice in this study. Events are "sequentially bounded units, marked off from others in the recorded data by some degree of thematic coherence, and by beginnings and ends detectable through co-occurring shifts in content, prosody, or stylistic and other formal markers" (Gumperz, 2001, p. 9). In other words, *events* are instances of interaction that can be analyzed in the form of "interactional texts" (p. 9), recorded in situated social action. Practice, on the other hand, is equivalent to what Bakhtin circle has referred to a speech genre. In other words, a practice is understood here as a structure of expectation about how similar interactional events produce *relatively* stable arrangements, which revolve around a similar purpose and theme. For instance, in this community participants often ask one another for help. In the participant observation data, many interactional events revolve around a request for help. These events share similar response to the main set of questions that I have used to describe and discuss the data[84] that Young (2009) has suggested is always at stake when we analyze practice.

Therefore, an event is local, contingent and situated to the physical setting of the interaction. This means that it is a product of here-and-now of people doing things together in the most various scenarios of life. Practice, on the other hand, is a more generic concept and, thus, relatively more dettached with the interactional here-and-now.

---

[84] What is the purpose of what participants are doing? Who are the participants? Where are they? When is this interaction taking place?

For instance, in the data, requesting help is realized in nine different interactional events – eight of them in everyday interaction at the teachers' room and one in an individual feedback session carried out by the coordinator. In each of these events, participants' actions revolve around the action of requesting help initiated by a student teacher either to peers (in eight cases) or to the coordinator (in one) and has similar participation frameworks.

This distinction between event and practice is essential to reconstruct my path from the interviews to the practices of teacher professional development. In the analysis, I looked into the themes identified in the interviews and drew a nexus between these themes and the themes to which participants aligned to in the interactional events identified in the participant observation data. According to Costa (2013), events are normally oriented towards a topic or a limited range of topics, and, in the case of teacher development events, the topic relates to classroom practice. Then, I grouped similar events under the themes identified in the participant observation. After that, I categorized the events according to their own specificities into subcategories. Finally, I refined these subcategories into what I have called teacher development practices. In other words, teacher education practices are groups of events that (1) share similar interactional routines (who, when, where and what for), suggesting there is a common thread that unites them to a singular practice that is (re)enacted in different episodes; and (2) are here-and-now instances of the themes, practices and episodes identified in the interviews.

The chart below summarizes the relationship among themes, practices and events in the collection of data:

Theme	Practice	Event	When	Where	Participants
Learning EAL Teaching methodologies/ Pedagogical meetings	1. Lectures with professionals from outside the CoP	1. Lecture about reading and writing class planning with Professor Salete	In a special meeting, on Monday, during the seventh week of fieldwork.	At the computer lab where most pedagogical meetings are held, at the Letras Institute	Professor Salete (a professor of English from the Modern Language Department of the Institute who specializes in teacher education); student teachers; Maria Julia and Antonio; two guest Letras students; Estevam[85].
		2. Lecture about EAL teaching methodologies with Fabiana	In a regular Friday meeting during the eight weeks of fieldwork.	At a mini auditorium at the Letras Institute.	Fabiana, (pedagogical coordinator in the state for a large network of private language schools); student teachers; Maria Julia and Antonio; two guest Letras students; Estevam.
	2. Giving and Receiving feedback	3. Feedback with student teacher Lucas	In a meeting scheduled after the microteaching of the first week of observation. It took place during the second week of fieldwork.	At Estevam's office	Estevam and Lucas.
	3. Workshop with CoP members	4. Workshop on lesson planning with Luisa	In a regular Friday meeting during the seventh week of fieldwork.	At a classroom in the Institute	Student teachers; Maria Julia and Antonio; Estevam.
		5. Workshop with Luisa & Maria Julia	In a regular Friday meeting during the ninth	At the computer lab	Student teachers; Maria Julia and Antonio; Estevam.

[85] I was a participant in all the events mentioned; thus, to avoid repetition, I will not mention my name here.

			week of fieldwork.		
Sharing	4. Artifact produced in the CoP	6. Estevam advises student teachers who will microteach using the lesson plan format they discussed in the study meetings	Pedagogical microteaching meeting, week 1	At the computer lab	Student teachers; Maria Julia and Antonio; Estevam.
		7. Estevam lectures about the importance of lesson plan stages	Luisa's workshop, ninth week	At the computer lab	Student teachers; Maria Julia and Antonio; Estevam.
		8. Adam uses Lucas's lesson plan and explains he often gets lesson plans from the Gdrive	Teachers' room observation, seventh week, day 1	Teachers' room	Adam, Lucas and Grazi
	5. EAL teaching and learning literature/ concepts	9. Estevam tells Lucas they should revise Harmer's book	Week 2, feedback with Lucas	Estevam's office	Estevam and Lucas
		10. Estevam recommends that student teachers always give students a purpose to read a text	Luisa's workshop, ninth week	In a classroom at Letras Institute	Student teachers; Maria Julia and Antonio; Estevam.
		11. Luisa explains the concept of 'scanning'	Luisa's workshop, ninth week	In a classroom at Letras Institute	Student teachers; Maria Julia and Antonio; Estevam.
		12. Estevam explains the concept of 'production'	Luisa's workshop, ninth week	In a classroom at Letras Institute	Student teachers; Maria Julia and Antonio; Estevam.
		13. Estevam explains the concept of 'PPP'	Luisa's workshop, ninth week	In a classroom at Letras Institute	Student teachers; Maria Julia and Antonio; Estevam.

		using the course book that they use as a reference			
		14. Meeting discussing Freitas (2016)	Week 2, feedback with Lucas	Estevam's office	Estevam and Lucas
	6. Requesting help	15. Lucas asks Estevam how he can work with pronunciation in class	Week 2, feedback with Lucas	Estevam's office	Estevam and Lucas
		16. Lucas asks Adam several questions about teaching a course with AMEF	Teachers' room observation, seventh week, day 1	Teachers' room	Adam, Lucas, Antonio and Grazi
		17. Lucas wants to know where he can find the four stylistic[86] categories in English	Teachers' room observation, ninth week, day 1	Teachers' room	Adam, Lucas and a Letras student friends with them
		18. Adam asks for his classmates for a scene in a sitcom scene he can use to work with cooking	Teachers' room observation, ninth week, day 1	Teachers' room	Adam, Lucas and a Letras student friends with them
		19. Lucas wants to shadow someone who is teaching Jetstream before he begins using the book in a course	Teachers' room observation, ninth week, day 1	Teachers' room	Lucas, Grazi and Josiana

[86] As it is the case in many universities, professors use Guedes (1997) as a reference to teach writing classes in Portuguese. The author refers to four stylistic qualities in a text: thematic unit, concreteness, objectiveness, and questioning (unidade temática, concretude, objetividade e questionamento).

		20. Mariana asks Nadia about how her Jetstream class regarding water was before she teacher the same class	Teachers' room observation, Eleventh week, day 3	Teachers' room	Mariana, Nadia and Grazi
		21. Adriana asks mates for help with her writing class and Adam helps her out	Teachers' room observation, Twelfth week, day 1	Teachers' room	Adriana and Adam
		22. Adam wants to test his class with his mates	Teachers' room observation, e eleventh week, day 2	Teachers' room	Adam, Adriana and Grazi
		23. Mirian asks for help on vocab for her class	Teachers' room observation, e Twelfth week, day 2	Teachers' room	Adam, Pedro and Grazi
		24. Mariana asks for advice on how to teach relative clauses	Teachers' room observation, e Twelfth week, day 2	Teachers' room	Mariana and Antonia
	7. Narrating a positive classroom experience	25. João tells a success story in a difficult writing class	Teachers' room observation, e Twelfth week, day 2	Teachers' room	João, Grazi and Antonia
		26. Antonia explains that she has been working with narrative texts and personal statements in the EAP writing to make the class more fun	Teachers' room observation, Twelfth week, day 2	Teachers' room	João, Grazi and Antonia

		27. Nadia describes how she talked students into debating	Teachers' room observation, Eleventh week, day 3	Teachers' room	Mariana, Nadia and Grazi
		28. Adam narrates a cool experience co-teaching with Antonia	Microteaching pedagogical meeting, Fourth week, day 2	Teachers' room	Nadia describes how she talked students into debating
		29. Antonia describes two classes on academic writing	Teachers' room observation, Thirteenth week, day 2	Teachers' room	Antonia and Adriana
Co-teaching: planning classes together and interacting with ETAs	8. Planning classes together with ETAs	Mariana and Marilyn discuss the class they will teach	Teachers' room observation, eleventh week, day 3	Teachers' room	Mariana and Marilyn
		30. Adam and Pedro prepare a conversation class Brazilian and American TV	Teachers' room observation, Fourteenth week, day 3	Teachers' room	Adam and Pedro
		31. Lucas and Riley prepare a conversation class	Teachers' room observation, Fourteenth week, day 2	Teachers' room	Lucas and Heather
		32. Adriana and Marylyn prepare a conversation class about euthanasia	Teachers' room observation, thirteenth week, day 2	Teachers' room	Adriana and Marylyn
		33. Adam and Pedro prepare a conversation class using movies and music	Teachers' room observation, twelfth week, day 3	Teachers' room	Adam, Pedro and Grazi

		34. Adam and José prepare class together – And the Oscar goes to…	Teachers' room observation, twelfth week, day 2	Teachers' room	Kelly, Josiana, Adam and Pedro

Table 4: Teacher Development Events and Practices

Question 3: What are the practices of professional development in the CoP? Where do they happen? When do they happen? Who participates?

In the first part of this chapter, I presented a summary of the interviews carried out with focal participants. Then, I identified the themes that participants associated with their professional development in the program. In the second part of the chapter, I drew a parallel between the themes identified in the interviews with the collection of interactional events from participant observation data. From this nexus between themes identified in the interviews and events identified in the participant observation, I drew the practices of teacher development. The practices of teacher development consist of the practices that were important to foster the professional development that was claimed by the interviewees themselves.

In the interviews, I identified five themes. These themes appear in thirty-five different interactional events segmented in the data. The superposition of themes and recurring events have resulted in the election of eight practices of teacher development, as the chart in the previous session shows. I present each practice using data from different sources – field journal, transcripts of interactions recorded during participant observation, photos and artifacts.

In the discussion of each practice, I first present an overview of the practice from a broader historical perspective. Then, I present a summary of the events in which each practice can be identified in the data. Finally, I present and analyze prototypical interactional segments in which the minutiae of the practice's architecture can be discussed.

Practice 1: Microteaching. It is a teacher development technique whereby a teacher or student teacher teaches a micro-class in order to get feedback from peers, superiors or teacher educators about what has worked and what improvements can be made to improve their teaching. It was invented in the mid-1960s at Stanford University by Dwight W. Allen and has subsequently been used to develop educators in all areas (Ping, 2013). This technique is oftentimes used in teacher programs' methods courses (Bell, 2007) and supervised practicums (Slagoski, 2007), as well as in a variety of other pre-service formats such as CELTA (Wright, 2010) and the School of International Training TESOL Certificate[91]. It is a practice employed for giving student teachers a

[91] Personal experience.

glimpse of what real teaching looks like before they face it in the classroom (Cebeci, 2016) or to assess and develop teachers' performances. In addition, research has found that teachers and student teachers claim to benefit from participating in this practice (Amobi, 2005; Metcalf, K Hammer & Kahlich, 1996).

Drawing on interactional sociolinguistics and on Goffman's (1974) question – "what is going on here?" –, Bell (2007) conducted a study with 18 student teachers' micro-classes, using interactional sociolinguistics. She concluded that microteaching is "a highly complex, layered (laminated) task for the participants. Within the same strip of activity their identities as students, classmates, and (future) teachers all compete for attention" (p. 37). The author concludes that some student teachers framed the micro-classes as teaching; others framed it as an educational activity for their coursework; and a last group framed it as a theatrical performance. She points out that several verbal and nonverbal cues are used to contextualize "what is going on here" during the micro-classes. Participants, thus, signal to one another how they interpret their actions at every moment, as the frames by which the strips of interaction should be interpreted can change at any time. For instance, a student teacher may shift from the microteaching frame to that of student teacher talking to peers in an educational activity. The author also noted that in many instances microteaching sounds like a parody because student teachers exaggerated on their "teacherness" or "studentness" in the microteaching.

This practice was part of the "development plan for student teachers" that the pedagogical coordinator, Maria Estevam, designed. According to her, microteaching was the second step of their development program. In her plan, there were the three steps for development in the community:

1. reading theoretical literature (Harmer, 1992) and discussing lesson planning frameworks (Pre-, While- and Post-Reading/Listening);
2. microteaching and feedback; workshops and lectures;
3. designing instructional objects for an online platform in supervised groups.

Estevam informally told me that the "first round of micro-classes was a "failure"[92] as student teachers did not understand what they were supposed to do. When I started observations, participants were beginning a "second round of micro-classes", which was much more successful in the opinion of five participants with whom I discussed it –

[92] Um fracasso.

Estevam, Luisa, Maria Julia and Pedro. Estevam, though, was mindful of the fact that microteaching is a complex practice and told me that she thought revision and feedback are necessary to make it better. Estevam, thus, thought of the "failure" as part of the process.

The microteaching sessions happened in the pedagogical meetings every other week during the first five weeks of observation – first, third and fifth weeks. In each meeting, student teachers presented micro-classes of about 20 minutes. In these meetings, the micro-classes normally started after about fifteen minutes of "announcements" and pressing "bureaucratic issues". Estevam was very mindful with time, so meetings would have a limited time for these issues – no longer than 20 minutes – and she would clearly index to the other participants that they had an "agenda" to cover. She most often did that by codeswitching from Portuguese (announcements and bureaucratic issues) to English (the real agenda).

During each micro-class, Estevam, Luisa, Maria Julia and Pedro made notes on a microteaching form[93]. At the end of each meeting, these participants met to "debrief" their impressions of each micro-class. Finally, Luisa, Maria Julia and Pedro sent Estevam their assessment sheets and she compiled everything for the teachers' individual feedback sessions.

Microteaching Session (first week). In the first week of observation, I attended a meeting in which four teachers microtaught: (1) Lucas, (2) Mariane, (3) João and (4) Helena. The table below summarizes this meeting.

Student Teacher	**Description**	**Resources**
Lucas	A listening and speaking class with a video about things people want to do before they settle down and a discussion about people's bucket lists. First, there is a discussion about bucket lists; then, the video and a listening comprehension task; finally, he teaches future perfect and future continuous explicitly.	Power point presentation; audiovisual resources[94].

[93] Appendix C.
[94] https://www.youtube.com/watch?v=zoj4tYAyQNg

Mariane	A listening, speaking and writing class with a TEDx video featuring a talk by a Brazilian politician (then mayor of the city of Rio de Janeiro). There is a discussion; then, a vocabulary task and a grammar task; finally, 'students' are supposed to write an abstract for part of the video.	Power point presentation; audiovisual resources[95]; handout[96].
João	A reading, speaking and writing class. There is a reading task about the geopolitics of a fictional region in the world; then, a discussion of the text; finally, 'students' are supposed to write an abstract of the text.	Power point presentation; handout[97].
Helena	A class about Academic English with a short reading passage, extensive vocabulary work and a short written exercise.	Handout[98]

Table 5: First microteaching meeting

Microteaching Session (third week). In the third week, two student teachers microtaught: (5) Nadia and (6) Mari. Below I summarize the micro-classes in this observation.

Student Teacher	**Class description**	**Resources**
Nadia	A reading, speaking and writing class with two texts about childhood memories. First, there is a discussion about the difference between being an only child and having siblings; then there are reading comprehension tasks; after that, there is more discussion; finally, 'students' are supposed to write a text about a childhood memory.	Power point presentation; handout[99].
Mari	This micro-class includes a get to know each other activity; a discussion about dress codes; a discussion about a recent 'strike' on a local private school because girls had been prohibited from wearing short pants.	Power point presentation; handout[100].

[95] https://www.youtube.com/watch?v=B8Z2G7d2kzs
[96] Appendix D.
[97] Appendix E.
[98] Appendix F.
[99] Appendix G.
[100] Appendix H.

	It "does not work", according to the participants responsible for the feedback. Mari spends more time than the time allocated (40 rather than 20 minutes) and does not really "perform a class".	

Table 6: Second microteaching meeting

Microteaching Session (fifth week). In what Estevam refers to as "the last microteaching of the module", five student teachers microtaught:: (7) Adam, (8) Isabela, (9) Antonia, (10) Kelly, and (11) Roberta and (12) Ana Ricarda.

Student Teacher	Class description	Resources
Adam	A reading and speaking class. First, there is a discussion about plastic and cosmetic surgery; then, there is a vocabulary task; after that, there is a reading comprehension task; finally, there is a discussion game named "Four Corners".	Power point presentation; handout[101].
Isabela	A reading and writing class. First, there is a discussion about post cards; then, there are reading tasks of some post cards; next, 'students' read them to identify the opening and closing line of the letter; finally, 'students' are supposed to write a post card for someone.	Power point presentation; handout[102].
Antonia	A reading and writing class. First, she shows a video clip with the song "Stan", by Eminem; then, she asks 'students' to make the song's lyrics into a formal letter; after that, she projects two different emails and asks 'students' to compare them; next, she talks about the email's compositional features (such as opening and closing); finally, she asks 'students' to write an email.	Power point presentation and audiovisual resources[103].
Kelly	A reading and writing class about research articles. First, there is a brainstorming of the usual structure of a research article; then, 'students'	Power point presentation; handout[104].

[101] Appendix I.
[102] Appendix J.
[103] https://www.youtube.com/watch?v=gOMhN-hfMtY
[104] Appendix K.

	match the part of the article with its description; after that, she hands out a whole research article, and each group is supposed to identify the parts of the article; finally, she asks 'students' from different groups to get together and write an abstract for the article.	
Roberta	A listening and speaking class. First, she proposes a discussion about their best vacations; then, she plays a video in which two people discuss their vacation plans; finally, 'students' are supposed to plan a trip.	Power point presentation; audiovisual resources; handout[105].
Ana Ricarda	A reading and writing class. In this micro-class, there is very little participation. First, 'students' rewrite the sentences to make them more formal; then, they rewrite a paragraph to make it more formal; finally, they come up with rules about each words and expressions to avoid.	Power point presentation; handout[106].

Table 7: Third microteaching meeting

***Zooming in microteaching*.** I analyzed all the twelve micro-classes that were presented during the period of participant observation to elucidate their patterns. The analysis relied on field notes, photos, artifacts and, especially, transcripts (only available for the meetings in the third and fifth week)[107].

I selected a prototypical micro-class, which encompasses most features encountered in the collection of related events, to present here. This micro-class happened in the fifth week of observation and was microtaught by Kelly. The meeting in which it happened was long because Estevam wanted to finish the micro-classes, but there were still several student teachers to microteach. This is probably what led to the "low energy level" identified in both the transcript and field notes, indexed by low voices and heavy breathing.

Below, I present the full transcript of Kelly's micro-class:

[105] Appendix L.
[106] Appendix M.
[107] In the first microteaching session, I still had not received the inform consent from most student teachers.

Figure 10: Kelly microteaching

Excerpt 5: "Okay, we are going to follow up our class from last week."

Kelly: Okay, so before I start, just let you know, this would be a follow up class from the EAP course. So in the previous class I worked with abstract structure and what parts are there. And today as a follow-up we would work with research article structure. So like a study skill class for the EAP 'coz, level B1. Okay. So guys what is the idea today? Okay, we are going to follow up our class from last week, okay? And to start just to get you to review something that we discussed last week I want you to talk in pairs, very quickly and come up with definition of what an abstract is and what we use it for. Okay? So, what is it? The definition of an abstract and why we use an abstract, okay? So two minutes to discuss that with your pairs. Go. Okay?
((People discuss in pairs))
Kelly: Okay. So let's check. What were some of the ideas that came up? What is an abstract?
Nadia: A summary?
Kelly: Of what?
Nadia: The text
Kelly: Okay. A summary. Any other ideas?
Maria Estevam: An invitation to read your research.
Kelly: Okay. What else? Okay. And why do we use it for? Why do we summarize? And why do we invite?
Lucas: So other people can read it and see if it's worth it to read the whole article.
Kelly: Uhum, uhum. Why would you like to invite someone to read your article?
((Inaudible talk))
Kelly: You wanna say something?
Pedro: Yeah. Going from that. When you're writing a research article, or a master's thesis or a doctoral dissertation, you have to read forty, thirty, fifty articles. You don't have the time to read all of them. The abstract is kind of the preview from the movie that is the article. So you read it very quickly and you

decide if that's relevant to your research or not. So it's really important that they actually sum up the article.
Kelly: Does anybody disagree with these ideas? No? Okay. Then considering the abstract as summary of an article, okay? Let's think as the article being an expansion of the abstract. Can we think like that? Okay. What parts? If the answer is gives the summary, is because something is larger, okay? So the abstract is the short version and the article is the long version. Okay? So considering now, the research article, okay? What do you, what type of information do you put there? What type of information do you write? In a research article. Think about the parts of it, what constitutes. Something like Fernanda did. Like greetings, introduction. Think about that but for a research article. Three more minutes for you to discuss with your peers.
((People discuss with their pairs. Inaudible conversations.))
Kelly: Okay, can we check? For the real class I would give a couple more minutes for the purpose of the activity. Okay. So. Collectively what parts are there in a research article? ((Kelly writes the words they brainstorm on the board))
Lucas: Introduction
Adam: Literature review
Maria Brum: Methodology
Maria Julia: Results
Isabela: Maybe analysis first
Fulana: Further studies
Ana Ricarda: Conclusion
Pedro: Results
Kelly: Results is here
Pedro: OK
Fulana: Discussion
Ana Ricarda: References
Pedro: I was going to say objective, but I hear that they don't say objective.
Kelly: Aim
Lucas: Goal
Pedro: Purpose
Kelly: Anything else? No? Okay and then do you think they are presented in this order. Okay. I'm gonna give you one minute to you organize this. Okay? In pairs as well. Okay. So do it.
((They talk in pairs for about a minute))
Kelly: Ok. If you could go on on the class... So let's check. How would you start your article?
Lucas: Introduction
Kelly: Introduction. Okay, the second step. Introduction and objectives as one. The first thing. Do you agree, do you disagree? ((Kelly numbers the article parts in the order agreed by participants))
Pedro: Objective
Lucas: Literature review
Kelly: Introduction and then objective as one. The first thing. Do you agree? Do you disagree?
Lucas: I'd say objective and literature review.

Pedro: Introduction. Then literature review, 'coz it's a part of introduction. You see other studies about it and then you go for purpose, objective, goal.
Maria Estevam: I'd actually put after the methodology
Pedro: I'd put it before
Mari: ((Inaudible))
Kelly: Okay, I want to check 'coz... Does it mention the literature review and somebody said the objective. Just ((inaudible)) objective first?
((Writing on the board))
Kelly: Objective first?
Mari: So the reader can understand why you reviewing that in the literature review.
Kelly: Okay, and then, the third thing, the literature review. Okay. Then, as number four? ((Still writing on the board))
Lucas: Methodology
Kelly: Do you agree? Yeah? Okay.
Maria Julia: Analysis
Lucas: We'll have to number all of them? ((Frowning))
Kelly: Analysis. I would go on numbering all. Okay. Not you, but just to modeling.
Lucas: ((Inaudible))
Kelly: In the real class, yes. So go. It depends a lot on what they tell you. Then you would organize the thing. So we checked the order of the thing. And now what I want you to do, okay, you're going to do that individually first, and then after you're going to compare with your pair. What I have here? Type of information we include in a research article and the parts. So you're going to find a sentence here describing the type of information and I want you to write here in the column the part where you would find this information. Okay, by purposes you have like kinda divided in six bigger parts but if you don't want to use them then you use divided here in the board. You can use it, so you can write here where would you find this information in the text.
((People chat in pairs and write on the handout))
Kelly: Okay. Now that you have finished, compare to your pair and see if you decided on the same thing. If it's different you can discuss why you chose a different one.
((People chat in pairs))
Kelly: Okay, let's check together. Don't worry if you didn't finish. Together we check the answers. Okay, for the first one as a result of completing the above procedure, what did you learn? What did you invent? What did you create? Where would you find this kind of information?
Students: Results
Kelly: Result? Okay, then you go on for all the questions. Okay? Okay. So this, knowing this is good because you can be prepared for the next. When you are reading an article you are prepared for the reading activity. So you know what to expect from the article, maybe you can expect to find all of them, maybe not necessarily. Okay, then it's good to know what could be coming from the article. Okay? So, what you're going to do now, we are going to analyze an article. A research article okay? And try to find the answers for these

questions, okay? In the text. But you're not going to for the whole article, okay? I'm going to divide you in groups and then one of the groups are going to look just for the introduction, okay? And the other group just methodology. Then group number three just the discussion and then, so on. Okay? You're going to work only with this part of the article for now. Okay. And then according to what we have corrected you're going to find the answers in the article. Okay? So each group is going to do one thing, okay? Are you going to read the whole article, yes or no?
Overlapping voices: No ((a very low energy and aspired 'no'; almost puffing))
Kelly: Okay, not today. Okay. Can you read the same part as different group?
Overlapping voices: No ((the same 'no' as in their previous turn))
Kelly: Okay, so you understood. I would have ((inaudible)) Just a parenthesis here. For the purpose of the activity you can choose one of the section to start reading. Don't matter if somebody is doing the same. Just because of the microteaching.
((They discuss in pairs for a few seconds))
Kelly: Okay, now that you have found all the answers, right? We have all the answers. Let's check. And then another parenthesis, okay? Then I would go not like, one group answers all the questions, but I'll do okay, introduction. One of the questions. Then methodology. One of the questions, discussion.((Kelly does a circular motion with on hand, suggesting it goes on)) Then I would go rounds, so everybody. You would be like, ten minutes waiting for your turn, okay? So you'll do kind of dynamic. And then you check or identify the parts. I would bring to class like color pencils or like pens, 'coz people sometimes like underline it, coloring, okay? I'd do that. Okay, so now that you have all the answers for your questions, okay. You're going to write the abstract that is missing in this article. Okay? And then you can see you don't have the article in the beginning. Now that we analyzed the whole article you're going to write the abstract. Okay, the way you want to do it. What do you consider that is important to mention in the article it's your abstract, okay? And then students would do that, okay? I would collect and take a look but they wouldn't correct their text yet. I would just mark. Why? 'Coz then I'm going to give you the real abstract from the text and then now you're going to compare your version with the one from the article, okay? And then you, they would discuss the differences, like Nadia's and Lucas's version they would compare to the real one. Okay? Actually, for the real class I did like a reading activity as well, like discussion the topic of the text, not only for the structure, but today we wouldn't have time. That's it.
((Applause))

Kelly begins her presentation by contextualizing the micro-class (lines 559-664). She explains three aspects that are essential for her peers to interpret the micro-class: (1) the course for which the class was planned, an EAP course; (2) the purpose of this class, which is to expand on a previous class and work with the structure of a research article; and (3) students' level of proficiency, B1. This type of contextualization happened in most micro-classes. In a way, it reveals something that will be important throughout the whole event: there are two frames being negotiated at every move. The primary frame is that which interprets what they are doing as a formative activity for their work in the program; the secondary is that in which they pretend to be in an EAL class.

In the practice of microteaching as observed in this community, the primary framework is the educational activity itself: preparing a micro-class to present to peers and coordination in a meeting, by which one will be assessed and receive feedback. Goffman (1974) has referred to the concept of primary frame, which "allows its user to locate, perceive, identify and label a seemingly infinite number of concrete occurrences in its own terms" (p. 21). Embedded in this primary framework, there is a keyed strip of interaction in which participants pretend to be in a class; the student teacher who is presenting the class pretends to be 'teachers' and the others pretend to be 'students'. The concept of keying is central to frame this analysis, and consists of "the set of conventions by which a given activity, one already meaningful in terms of some primary framework is transformed into something patterned on this activity to be something else (p. 45). In other words, it is a process by which a framework can be turned into something else, transformed, different, but still related – for instance an actor on stage acting as if he was punching another actor is not for all practical purposes really punching someone.

After the introduction, Kelly indexes that the frame is about to change from 'contextualizing micro-class' to 'teaching micro-class' by addressing her peers as 'students': "Okay, guys, so what is the idea today? Okay, we are going to follow up our class from last week […]" (lines 565-7). In this way, Kelly provides participants with a verbal contextualization cue which signals that 'contextualizing micro-class' is over and actual micro-class has started. The discourse marker "okay" is often employed by the student teachers to indicate that they are transitioning to a 'teaching' frame. Also, calling their peers "guys" or "people" is also employed often for showing that the secondary framework of microteaching as a make-believe class has begun. It is also interesting that ten, out of the twelve, micro-classes encompass similar contextualizing introductions

followed by clear contextualization cues that signal the transition between the introductions and the micro-class (primary to secondary framework), which worked as an invitation for peers to start participating as 'students'.

Kelly's peers start acting as 'students' right away and begin discussing what an abstract is. Everyone in the room – but myself, Estevam, Maria Julia and Luisa – starts discussing[108] in pairs. I make my field notes and they make notes for the feedback. After a couple of minutes, Kelly mediates a whole-group discussion to define what an abstract (lines 574-98) is, which her 'students' define as "a summary" (line 576) and "an invitation to read your research" (line 580). Then, Pedro discusses the importance of an abstract for the research article – getting people to read your research (lines 589-97).

After that Kelly asks participants to discuss the "parts of it, what constitutes [a research article]" (line 608-9), which they do in pairs and groups. After a couple of minutes, Kelly winds up again. 'Students' come up with the parts of a research article and Kelly writes the words that they come up with on the whiteboard (lines 620-36).

Next, Kelly gives 'students' "a minute to organize this [the parts of a research article]" (lines 638-42). When the minute has passed, they organize the parts of the research article in the sequence in which they expect the parts to appear (lines 644-672), occasionally negotiating agreement among competing opinions.

Lucas changes the course of the segment by frowning and asking if they would have to number "all the parts [of a research article]" (line 674). In response to Lucas' turn, Kelly establishes footing that transitions from the secondary framework to the primary framework; she does so by using the modal verb "would" (line 674). This is a paralinguistic cue that indicates that she is no longer 'teaching' – she is talking about what she 'would do' in "a real class", as she puts it in the beginning of her next turn (lines 677-79). This is what Kelly will later refer to as "making a parenthesis" (line 733), which signals that she is transitioning from secondary to primary framework for just a moment. These "parentheses" can be identified in most micro-classes, and mean that the other participants should change the frame by which they interpret the utterances and nonverbal actions of the student teacher presenting the micro-class. Thus, there are clear signals of when the parenthesis start and when it finishes, as in the "parentheses" student teachers

[108] It is interesting to note that, at certain point, Maria Estevam (lines 577 and 641), Maria Julia (lines 611 and 654) and especially Pedro (lines 576, 586, 615, 617, 620, 623, 634, 639, 642) get carried away and participate as 'students', which uncommon in the other micro-classes.

do not pretend to be teaching, they talk to the others as peers. These signals are both verbal and nonverbal, but there is often the modal verb "would" associated with the noun phrase "real class".

This corroborates Bell's (2007) study, who claims that microteaching is a highly-layered type of interaction in which the answer to the question "what is going on here?" may shift a lot in the same strip of interaction. Kelly's 'parenthetic' utterances are a perfect example of that (line 733-6 and, then, 739-50).

In the next step of this micro-class, Kelly has 'students' fill in a chart in which (see appendix K) they match questions with the parts of the research article where the information from the sentences could be found. After giving 'students' a minute to discuss, she moves on to a whole-group discussion.

In the last step of Kelly's micro-class, she has 'students' analyze a research article. She engages in a long explanation of what each group should do, that is, analyze a different part of the research article (lines 705-25). This is followed by a concept-check question (line 723-5)[109] which 'students' answer almost in a puff (line 726-7). Kelly interprets these answers as impatience from her peers and in her next turn begins to bring the micro-class to a closing (lines 738-69); she explains what she would do in a "real class", which indexes that they are not going to do this in the micro-class. At the end of her last turn, she indicates the micro-class is over by saying "that's it" (line 769), which is immediately followed by applause – signaling that the event is over. As I mentioned earlier, Kelly's micro-class is prototypical because it encompasses most elements encountered in other ten (out of 12) micro-classes.

In general, Estevam calls the teacher to the front of the room and thanks them after they finish their microteaching. Thus, she is responsible for initiating and closing the event. Otherwise, she usually remains silent and takes notes for the whole micro-class. However, in two micro-classes she stepped in and acted to change the way student teachers were conducting things: Adam's and Mari's. In both cases, she wants them to change from primary to secondary frame. Adam spends more time than usual contextualizing the class, and Estevam interrupts him to tell him that the class should begin, as we can see in the segment below:

---

[109] https://www.teachingenglish.org.uk/article/checking-understanding

Excerpt 6: "And the class begins now'"

Adam: Hello everyone. I'm teacher Adam. I'm going to be your teacher this afternoon. So the name of my microteaching activity is "Four Corners". For those who were here, like, last week in Taiane's lecture, it's very similar but I didn't copy her. I have references here, so, but, it's pretty similar. So basically I handed this class plan to William and Professor Maria Estevam. So if you want later you can have here, I have all the steps of this class, just to let you know. This is going to be EGP lesson. It's going to take, like, ninety minutes and my level here is B1, and the material was very basic. So if you are in a room that has, like, no projector or something like this, that's ok. You just need something printed if you want it, all right. Because if you are out of ideas, like, that you can use markers and stuff. So it's a very very simple activity. So the material needed: copies of the text. We have here the text I gave you. Four plates: one agree, another with totally agree, disagree and totally disagree. And one for each corner in the classroom. I've done this activity before, not like this, not with this topic, not like this, but before students get inside the classroom, I already put the four plates here. So, here I have printed like totally agree, agree, disagree and totally disagree. So, I think it's going to stimulate them using like ((inaudible)) like this. So my warm up activity it's going to be a fifteen minutes activity for this topic I chose was plastic surgery among young people. So I, as a warm up, I would start talking about plastic surgeries. All right? So I'll ask you very general questions about plastic surgery…

Maria Estevam: And now the class starts.

Adam: All right. So people what do you know about plastic surgeries here in Brazil? Expensive, doctors are good, surgeons or not, is it common? How common it is, here in Brazil?

In the segment, Estevam interrupts Adam (line 180) and gets him to start microteaching. Adam starts his micro-class by introducing himself as the teacher for the afternoon (line 148-9). He then goes on contextualizing the micro-class and talking to his audience as peers – he reminds them of the previous week's lecture (line 150-3) and tells his peers how they can get the class plan for his micro-class (153-6). For thirty lines, or about three minutes, Adam goes on and on explaining the micro-class, and it does not seem that he will transition to teaching anytime soon. Perceiving that, Estevam jumps in and tells him to start, which he does immediately, in his following turn (line 181). He uses the discourse marker "all right" (line 181) and asks his audience a question, inviting them to participate. One can notice that Adam uses a similar phrase as Kelly to signal the class has started; Kelly says "so guys" (excerpt 4 line 565) and Adam says "so people" (line 181).

The coordinator stepping in is not common: it only happens in two micro-classes. Nevertheless, it shows the importance of the role of the coordinator to keep things going. In another micro-class, Estevam does something similar to Mari, another student teacher. Mari is microteaching, but there is a certain awkwardness in the air; instead of addressing her peers as 'students', she treats them as the audience of a performance in which she is both the 'teacher' and the 'students', performance for which she even does two different voices to index when she is one or the other. At a certain point, Estevam interrupts her and tells her to change the frame and actually microteach:

Excerpt 7: "Why don't we do that"

Mari: […]Who are them? ((Showing a picture of students wearing short pants and carrying "strike" signs.))[110]
Helena: They're students from João Navarro School
Mari: Do you know what's their claim?
Helena: They want to be allowed to wear shorts to school.
Lucas: Shorts to go to school, right?
Mari: Do you have an opinion or a position about this matter? Do you know anything about it? No? OK. Some people are super in favor ((inaudible)) now I'd like you to get together again with your partner, and then if you're in favor of the proposal to wear shorts to go to class.
((Five lines omitted))
Maria E.: Why don't we do that?
Mari: Why don't we do that? OK
Maria E.: This is for the activity

The segment also shows how the micro-class frame can be recovered when teachers stray away from it with the intervention of the coordinator. Perceiving that Mari will not let her peers do the task as if they were students, Estavam jumps in and proposes that they do the task. Estevam is the only person in the microteaching data who performs this role.

Kelly's micro-teaching event, as mentioned before, is considered prototypical, as was similar to ten out of the twelve encounters. Analyzing this event , thus, is a way to move from the situated, embodied, here-and-now event to the practice – defined as a more generic and schematic analytical unit. In my analysis, I have identified the following discernible compositional features in this practice:

1. student teacher goes to the front of the room;

2. contextualizes the class (level and course) addressing other participants as peers;

3. establishes a different footing to change frame and begin micro-teaching, that is, talk to peers as if they were students;

4. makes "parentheses", that is, changes from the secondary to the primary frame using verbal and nonverbal contextualization cues to transition between frames;

5. brings micro-class to an end by transitioning back to the primary frame in order to explain to peers what would come next in a "real class";

6. peers clap.

The table below summarizes which of these compositional features are integral to each micro-class. I have grayed the squares that correspond to features that I identified in each micro-class and left a blank space in what the student teacher did not do.

	Nadia	Mari	Adam	Isabela	Antonia	Kelly	Roberta	Ana Ricarda
1								
2								
3								
4								
5								
6								

Table 8: Summary of compositional features in microteaching

The ten micro-classes that encompassed these compositional features "worked". The two classes that "did not work" according to the debriefing (Mari's and Ana

Ricarda's) were precisely the ones that lacked many of the components which characterize the practice's pattern in the community, peer participation was minimal and there was no applause after they were over.

It is important to note that the pattern for this practice is intuitive: there is no such thing as a 'manual for microteaching", and yet people usually do it in a patterned way. The cost of not attending to the pattern is what happens to Mari and Ana Ricarda: their micro-classes have little participation and are considered unsuccessful by their more experienced peers and coordinator – the ones who make notes for feedback. During the debriefing that happened after each microteaching session, participants shared their impressions about the class. Below I present a summary of the practice.

Summary of practice 1 – microteaching

Where does the practice happen? In a computer lab at the institute where the ELC is allocated.

When does the practice happen? On Friday meetings, on weeks one, three and five of the participant observation, from 2pm to around 5pm. It is part of the "second step" in Estevam's "teacher development plan", together with the lectures and workshops.

Who are the participants? (1) Student teachers; (2) the coordination, always represented by Maria Estevam, and, on two occasions, by both Maria Estevam and Maria Brum; (3) an ETA, Pedro, who fills the microteaching form to help Estevam with feedback; (4) Maria Julia (a former student teacher), who also fills the microteaching form to help with feedback (5) and Luísa, who is in fact a student teacher herself, but does not microteach like the others and fills the microteaching form to help with feedback. Occasionally, clerical interns participate in the meeting but they are non-speaking participants during the micro-classes.

What activities (structured routines and pathways that facilitate or regulate actions; rules of appropriacy and elegibility – who does/doesn't, can/can't engage in particular activities) are integral to these practices?

As pointed out earlier, the practice is quite structured: (1) student teacher goes to the front of the room; (2) greets colleagues; (3) briefly contextualizes the micro-class; (4) establishes footing to transition from primary to secondary framework; (5) makes "parentheses" in the micro-class to explain something he or she would do in "a real class", signaling verbally and nonverbally when these transitions happen; (6) transitions again to the primary framework, explains what the next steps in "a real class" would be; (7) other

participants clap. The micro-classes which do not observe this framework have little participation and are the ones that "did not work" according to the debriefing at the end of each meeting. It is important that student teachers who are microteaching find a balance between 'teaching' and "making parenthesis" to explain what would happen in a "real class". Thus, there are two frames in this practice: (1) the educational activity of preparing a twenty-minute class to present to peers and coordination for feedback; this is the primary frame in which the secondary one is embedded (2) the make-believe class in which participants engage as part of the educational activity; this is the secondary framework. A balance between these two frames is essential for the success of the micro-class, and verbal and nonverbal contextualization cues to transition between frames are also essential.

The coordinator (Maria Estevam) and the more experienced peers (Pedro, Luísa and Maria Julia) prepare a feedback form for student teachers and, afterwards, send the documents to Estevam by e-mail[110]. She is responsible for giving student teachers feedback individually. However, feedback sessions were often cancelled or carried out by a participant other than Estevam – Luisa or Maria Julia – on a last-minute call. Estevam invited me to join the feedback sessions and called me to notify when they had been rescheduled or cancelled.

Practice 2: Workshop with more experienced peers. The term 'workshop' has three main definitions: (1) a small establishment where manufacturing or handicrafts are carried on; (2) a workroom; and, the definition that truly matters here, (3) a usually brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field[111]. If you google the word 'workshop', you get a little over 679 million entries; 'lecture', slightly under 389 million; and, the term 'seminar', a little more than 289 million. This helps make the case for the popularity of the term 'workshop', and, thus, indicates the popularity of the practices that such term names. Interestingly, with a quick look at the Google entries, one finds workshops on topics that hail from "brain surgery" to "breathing" – yes, breathing.

It is not different in the field of teacher education. Although literature only refers to the use of workshop in teacher initial education programs (Palmer, 2006) very timidly,

---

[110] They also sent me these documents via email.
[111] https://www.merriam-webster.com/dictionary/workshop

many teacher preparation programs have workshops in their curricula, as a quick online search reveals. On the other hand, there is much reference to the use of workshops for teacher continued development (Glazer & Hannafin, 2006; Musset, 2010), although it has been the target of criticism for being a delivery model that adds little to teacher development (Knight, 2002) and focuses on transferring knowledge.

Workshops can be interpreted more optimistically, as the "venue in which teachers share and swap anecdotes and the practices born of their anecdotal knowledge" and "the forum in which reflective practitioners typically publish the teacher research they conduct" (Lambert & Stock, 2016, p. 106). In my interpretation, this is the case in the community that I investigated, as workshops have the important function of (1) bridging the gap between experience in the community and professional literature; and (2) creating and disseminating artifacts (e.g. lesson plan forms, lesson plans and templates, pedagogical tasks, etc.) that participants can retrieve and use to facilitate student teachers' work.

***In the community*.** Workshops were also in the "student teachers' professional development plan". For this reason, student teachers are expected to participate in the workshops unless they have a class at the same time or are otherwise released. In Estevam's plan, workshops were an opportunity to "revise" the "lesson planning steps" and the literature they had discussed in the first stage of her development plan, so they can "go back to this [the workshop]" when they "plan lessons". During the period that I was doing fieldwork, there were two workshops, which I summarize in the table below:

Presenter	**Description**	**When**	**Resources**
Luisa	*1.* Microteaching[112]; *2.* discussion of what was done in the micro- class; *3.* discussion of the micro-class' steps; *4.* homework: choose a lesson from the book and prepare a lesson to present.	Seventh week	Handouts[113] and Power Point Presentation[114]
Luisa and Maria Julia	*1.* Discussing the steps for reading class (previous workshop);	Ninth week	Handouts[115]

[112] The difference between the workshops and micro-teaching events will, hopefully, become clear in the next pages.
[113] The handouts consist of a class plan (appendix N), a lesson from the book Headway for Academic Skills 1 (appendix O), a grammar sheet from American English File Starter's Teacher's Book (appendix P), and a handout with the steps for the reading class (appendix Q).
[114] Appendix R.
[115] Steps for reading comprehension (appendix S) and Headway Academic Skills (appendix T).

	2. brainstorming more tasks student teacher could do in each step; 3. analyzing a course book chapter; 4. homework: preparing a lesson plan for a chapter to share in collective drop box.		

Table 9: Summary of workshops

Luisa and Maria Julia are the only participants that get to present workshops on the pedagogical meetings. As mentioned earlier, Luisa and Maria Julia are not regular participants in the community, for they help the coordinator with the teacher development process. Luisa held an MA in ApL and was preparing her PhD application at the time of data generation. She had worked years as a teacher and head teacher for a private language school for over five years before joining the LwB. When I did fieldwork, she had been working at the program for about 8 months. Therefore, she was officially a student teacher at the program as well as Estevam's right hand, who she helped with planning and giving student teachers feedback. Maria Julia was no longer a student teacher in the program when I did field work; she was a public-school teacher in the municipal system – considered, in this city, a good job for a teacher – and an MA student in ApL. She had been a student teacher in the program for two years in the first cohort and researched the program for her final paper in college; her MA thesis plan focused on researching EAP in the program. Like Luisa, Maria Julia also helped Estevam with feedback. On the one hand, they were not professors, specialists, coordinators, or outsiders like me. On the other, they were not conventional peers to student teachers, for they were recognized as having qualifications and performing roles that other student teachers did not; for instance, they gave student teachers feedback when Estevam was unavailable, which happened at least four times during my fieldwork. Thus, they had an interstitial role in the CoP, straddling between the identities of student teachers and that of the coordinator. This interstitial nature in their participation is central to explain the importance of the workshops in the CoP, as I develop below.

The two workshops happened in the seventh and ninth week, right after the microteaching sessions, concomitantly with the lectures (Practice 3). The workshops had an intermediate function between the microteaching meetings and the lectures. In other words, you have microteaching, where student teachers prepared and presented a micro-class based on something they did in class, and lectures, where student teachers discussed

more abstract themes in their field (e.g. teaching methodologies, proficiency exams and lesson planning for a context that is different from theirs).

Similarly to the way I described Luisa's and Maria Julia's identity in the community, workshop is an interstitial practice. In other words, it bridges the world of their immediate experience with the world of the profession into which student teachers were being socialized into and which they are beginning to navigate.

This interstitial nature of the workshop, as we will see, is central to understanding their role as a practice in this CoP, and the way both workshops are conducted is symptomatic of that. There is a micro-class (workshop 1), which is expanded into a methodological discussion of the micro-class's tasks, in both workshops. According to Luisa and Maria Julia, the "steps" for the classes were based on very popular references in EAL teaching methodologies (Brown, 2001; Harmer, 2015; Ur, 1996)[116].

Since both workshops are quite similar, I describe the first one in detail and the second one more succinctly, except when there are relevant differences between them.

First workshop. This workshop was presented by Luisa and consisted of the following components:

(1) a micro-class that lasted one hour and twenty minutes;
(2) a discussion about what was done by participants' during the micro-class;
(3) how each task corresponded to a "step" as proposed in their framework for lesson planning.
(4) homework to be presented in future meeting.

As usual, the meeting was preceded by a little over ten minutes of bureaucratic discussion – photocopies, classroom, etc. Right after this, Estevam shifts to speaking English, indexing that they should start covering the pedagogical agenda for the meeting. Below, I reproduce the field note that describes this micro-class:

> Maria Estevam says "one, two three, ready!". At this moment, Luisa begins speaking English and asks for six volunteers to be her students. Eight people volunteer, and she asks six of them to move their desks forward. Then, Luisa begins speaking as if they were students. She begins a whole-class activity in which she elicits from students what they should get to know when they first meet somebody and writes this info on the

[116] The participants refer to that in a paper presentation, which I do not include in the references to preserve their identities.

board; topics such as name, age, occupation and relationship status emerge. Next, together with her 'students', she transforms the topics that were brainstormed into questions, and writes the outcome on the board. They make mistakes on purpose, laughing a lot. After that, Luisa instructs students to ask and answer the questions in pairs. The room is noisy because participants are talking and laughing. After a few minutes, they have a whole group feedback about their discussion; everyone reports their "friends' answers" to the questions. Some people have invented fake names. Kelly even tells Luisa to tell them if they are "horsing around too much" so that they can stop the jokes.

Luisa announces that they are going to read a text. Before that, though, they will see some vocabulary. She shows a Power Point presentation with some pictures to introduce vocabulary – "apartment, building, house, suburbs, city center and married to". She tries to elicit all vocabulary words from "students" by showing them the pictures. Kelly asks whether building "isn't *construir*'". Then, Luisa shows a drawing of a traditional family (dad, mom and two children); she has students make up names for the people in the drawing and writes them on the board. She explains 'married to' and 'married with children'. Luisa uses Helena as an example to explain that "she's married with a daughter".

Luisa introduces the words 'city center' and 'suburbs', emphasizing the fact that in English suburbs doesn't mean a place for poor people (unlike Portuguese). Then, she projects the picture of a young man and a young woman and asks students to brainstorm info about them –if they are married, if they are married to each other, where they are from, etc. Just like before, she elicits info from "students" and writes on the board under the pictures. Students make more mistakes – "she has 31 years old" or "she has two childrens".

Luisa gives out the handouts from the course book and asks them to check the info they brainstormed in the texts. She asks a concept check question: "what are you going to do?"; they respond "read the text and check the info". Then, she asks them to compare in pairs. After the pair work activity, they elicit it as a whole group, comparing the info in the text with what they had brainstormed, which is still written on the board. After that, Luisa asks them to read the text again and do the

reading task on the handout, and asks then to compare in pairs. After that, they have a whole group check in.

After having worked on the comprehension exercises, Luisa asks them to go back to the text and underline all the uses of 'and' and 'but'. Then, she asks them to check in with their peers. Next, she writes two sentences from the text on the board and asks Kelly to read one of them. Kelly reads them aloud, imitating what would be common mispronunciation for Brazilian learners of English ("andji"); Luisa repeats the sentence with rising intonation, the word 'and' pronounced correctly and a soft stress on this word. Luisa asks the group whether 'and' is an opposition or adding new info; people respond it is 'adding info'. Next, Lucas volunteers to read the other sentence. Again, Luisa asks if it is adding info or contrasting info; student teachers respond it is presenting a contradiction. After that, Luisa asks them to do an exercise from the handout, which consists of joining sentences with either 'and' or 'but'. After a few minutes, they check in as a whole group: the volunteers read the completed sentences.

Luisa asks them to circle the verbs in one of the texts. 'Students' ask some questions, such as "is can a verb?"[117]. After a couple of minutes, she asks students to check in pairs. Next, as whole-group task, volunteers read aloud the verbs they circled. Then, Luisa asks whether the verbs refer to present or past situations, and students say it refers to 'present'. After that, Luisa announces they will study the 'present simple'. Someone reads the verb 'have' and Pedro says "Have a car in the street". Everyone laughs as this is one of the classical mistakes Brazilian learners make when learning Portuguese (mixing with the use of 'there is' as Portuguese uses the 'ter' verb for both uses). Luisa says "Oh, there is a car on the street", with rising intonation.

Luisa explains the use of the present simple with 'I, you, we, they' based on example sentences from the texts. Then, she asks them how to make those sentences negative; one of students says it is by adding 'no'; she responds negatively; someone says it is by adding 'don't', to which she agrees. Luisa elicits the auxiliary 'do' from students, as well as the contraction

[117] Can é verbo?

> 'don't'. Then, she gives them some exercise to practice. After that, she asks them to check in with their pairs. So, she has a whole group feedback in which she asks people to read their answers aloud. Some people start leaving for classes or other appointments.
>
> After that, she asks them to go back to their books and complete the chart with info about themselves. She asks them to write paragraphs using info from the class. After a few minutes, she has students share their answers to the chart. Based on these answers, she asks them to write a paragraph about themselves. Subsequently, Luisa asks students to hand in paragraphs. Finally, Luisa says 'so, guys, the class is finished' (Field journal, week 7).

This micro-class was different from the ones that I had observed in the first, third and fifth weeks of fieldwork. In this micro-class, 'students' participated a lot more. In a way, sometimes 'students' – as Kelly put it – "horsed around too much"[118]. They seemed to be having a good time, and Luisa did not look upset. The segment below shows one of those moments:

Excerpt 7: "She is lesbic"

244 **Luisa**: All right. Adam, and your friend?
245 **Adam**: She's lesbic.
246 ((Laughters))
247 **Luisa**: Lesbian
248 **Adam**: And she is from Picada Café. That's what she told
249 me. And she study Gastronomy.
250 **Luisa**: She studies.
251 **Adam**: Oh, yes, she studies.

In this short segment, participants laugh aloud twice; that happens numerous times during the whole micro-class. In this segment, student teachers are supposed to introduce their partners after having interviewed them. The questions probed for information such as where the partner was from; where he or she went to school; his or her relationship status; etc. Although they were not required to make up characters, most of them did. Adam says that Kelly is a "lesbic" (line 245), making a mistake on purpose – he says "lesbic" rather than lesbian, which is something he knows to be wrong. Participants perceive it as a joke, as Adam's turn is followed by a burst of laughter.

Next, he provides two pieces of information about Kelly's life (lines 248-9), both of which are fake. Again, Adam makes a mistake on purpose – he drops the third

[118] Avacalhar muito.

person singular -s in “she study” (line 248), which Luisa notices and responds to by recasting (Tedick, 1986) Adam (line 249); she signals that it is a corrective feedback with a rising intonation. In my interpretation, this segment gives a good taste of what the whole class feels like. Bell (2007) refers to what she calls – in an explicit reference to Bakhtin’s work – a carnivalesque performance of student teachers, as they exaggerate their “studentness” by emphasizing small things they perceive to be integral to how students perform their identities.

After Luisa finishes the micro-class, there is a ten-minute coffee break. When the meeting restarts, they align to a different activity: describing participants’ (“teacher and students”) activity during the workshop. The focus of this debrief is on describing participants’ observable behaviors – “what they did”. According to the participants, the activities were the following:

(1) Luisa greeted “students” and asked how everybody was;
(2) elicited what “students” considered important when you first meet someone;
(3) all participants together prepared questions to interview a classmate while Luisa wrote the questions on the board;
(4) “students” interviewed a “friend”;
(5) Luisa showed pictures of two people;
(6) “students” guessed information about them;
(7) “students” read the text to check guesses;
(8) “students” filled in a chart with information about the text;
(9) “students” compared answers with a partner;
(10) Luisa taught verbs in the present simple;
(11) “students” did exercises;
(12) “students” completed the chart with information about themselves using present simple;
(13) Luisa assigned homework: writing a text about themselves using the one they have read as a model.

After identifying the different activities in the class, Mari comes up with feedback for Luisa, which generates a rather interesting interactional strip. Let us look at it:

Excerpt 8: **“This is a deconstruction that is going on now”**

87 **Luisa:** Was there anything else that you'd like to
88 mention?
89 **Mari:** I liked your instructions.
90 **Luisa:** Um?

Mari: I liked your instructions. I'd just like, um, it got me thinking about how you showed family. It was, like, um, a traditional family, and then when Helena, um, she was married people already asked her, um, what's the name of your husband. So, thinking that she would have a husband and then. I don't know. I just-
João: It is a, I mean, it is a deconstruction that is going on now. So these kinds of things are going to happen. Eventually. You could change the picture.
Mari: I'm not talking about the picture. I'm just saying that people just act like, it's obvious, of course, we already know her life.
((Laughter))
Mari: I don't know. What if, um, I was just thinking another situation. She doesn't have a husband. And then the person would be like, maybe, embarrassed. It just got me thinking of this possible scenario ((Inaudible segment))
Josiana: ((Inaudible)) in order not to make embarrassment in class, to go on vocabulary, to use the vocabulary you can maybe use famous people to be example instead of students. For example, Brad Pitt is married to-
Mari: ((Inaudible))
Luisa: Because when I tried to find on Google that, and all the photos are of traditional families and white people. Then I got to the drawing.
Josiana: And the point was not to provoke a thought. It was to teach how to say that vocabulary.
Nadia: ((Inaudible)) To show the differences you can bring, like, famous people who are persons of color, like Jay-Zee and Beyonce. And they have children.

In this segment, participants discuss two pressing issues in the language classroom: gender and ethnicity (Pavlenko, 2002). The segment begins with Luisa's question (line 87). Mari interprets Luisa's question as an open floor to make comments on the micro-class that started the workshop; first, she makes a positive remark about Luisa's micro-class's instructions (line 88), which she repeats (line 91) after Luisa's response (line 90) signals that she has not understood what Mari said. Mari's appraisal can be interpreted as a move to mitigate the face-threatening act (Brown & Levinson, 1987) which comes in the next turn. In a turn that is full of prolonged silences and hesitations marks. Mari says, "thinking she'd have a husband… I don't know" (lines 95-6), which can be interpreted as a criticism to the fact that Luisa asked Helena about her husband after she said she was married. Jumping over the prolonged silence after the end of Mari's turn (line 97), João comes in to say, "this is a deconstruction that is on the way" and then says that Luisa could change the picture (lines 97-9). Luisa had just used the drawing that is a representation of a traditional (father, mother, and children) white family, which I reproduce below.

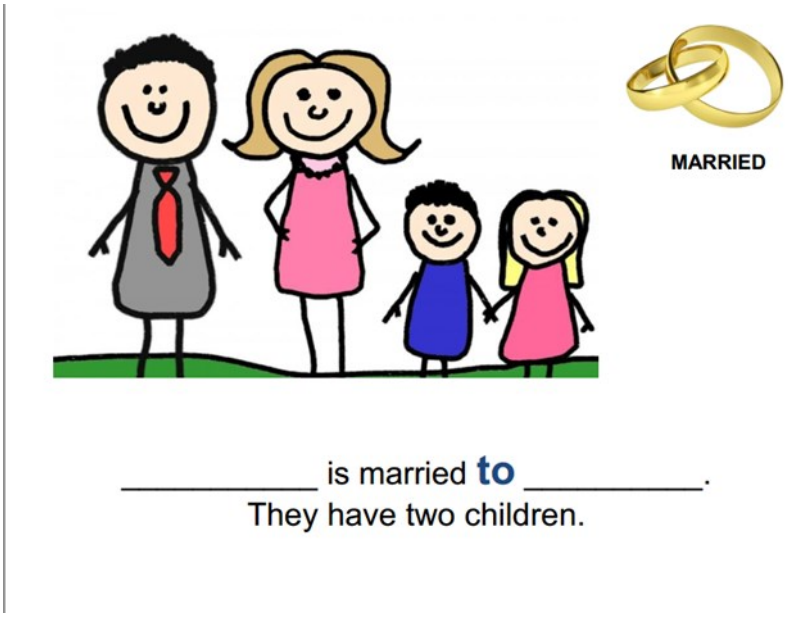


Figure 11: Workshop 1 (Slide 2)

It is important to highlight that João is a politicized and opinionated young man, who is concerned with politics, feminism and gender equality. In many field notes, he discusses these issues with peers in the teachers' room. He is, in this sense, a respected voice in the community on such matter. Therefore, his 'it is not a big deal' type of utterance seems meaningful to help protect Luisa from losing face. Nevertheless, in the next turn Mari says that she was not talking about the drawing (lines 100-1) and reiterates that she thinks this could be an embarrassment in case Helena was married but did not have a husband (lines 104-8) – that is to say, if Helena was gay. After that, Josiana (lines 109-13) says that Luisa could use pictures of famous people to pre-teach family-related vocabulary. Unlike Mari, both João and Josi give Luisa a hint on how she could make her teaching better, rather than criticizing her. In her next term, after an inaudible segment, Luisa explains (lines 115-7) that she only found pictures of white families. It is interesting that the initial point made by Mari – assuming a married woman has a husband – is dropped and participants align to discussing the picture. Josi argues in favor of Luisa's choice by saying that her purpose was to "teach vocabulary" and not "provoke thought" (lines 118-9); several participants nod affirmatively as Josi says that. Finally, Nadia gives Luisa another hint: she could use photos of African-American celebrities to teach family-related vocabulary (lines 120-2), which ends the sequence.

The segment above is an interesting starting point to discuss the critical dimensions of teaching EAL as well as its impact on teacher professional development

(Pennycook, 2001; Pessoa, 2014). C*ritical language teaching is* "a political-cultural tool that treats seriously the notion of human differences, particularly those associated with race, class, and gender" (Pessoa, 2014, p. 356). *Critical teacher education* "aims at relating micro-relations of applied linguistics to macrorelations of social reality and tries to problematize not only the inequitable relationships of power and social reality but also language neutrality" (p. 356). In the end of the day, theorists aligned with critical paradigms have social change to overcome inequality as their utmost goal. As mentioned in the introduction, this has certainly been a contentious topic in relation to the LwB even when not addressed specifically in the pre-planned events.

Indeed, the LwB policy texts fail to account for critical perspectives on language, on the one hand, and on language teacher education, on the other. As Jordao (2016) puts it, the program fails to account for the understanding that

> a language is not a neutral means for the transmission of meanings created in the minds of some people and conveyed to the minds of other people. A language is always a contested site, a dialogical space where people construct meanings, identities, knowledge, and are also constructed by the associations, links, relations made among meanings; such meanings and relations are, in turn, loci where identities are performed. A language has history; it exists in political territories, ideologically marked and ever changing. A language such as English has its own history, its specific ideologies, its particular meanings, associations and users, all of them identified, constructed, related in specific ways, never neutral, never innocent (p. 193).

Despite partially accurate, the authors' judgment is fundamentally flawed. Her analysis of the program is based fundamentally on reflection about the policy texts. Therefore, the author criticizes the program based solely on her interpretation of the program's documents, overlooking the inherent limitations of such take. Ball (1992) argues that a policy is much more than an application of what is in the policy texts; participants (re)construct their readings of such texts in their everyday practice, and, thus, the context of practice is not a mere reflection of what is written in the documents. In this sense, a complex program, such as LwB, consists of a complex landscape of practices that stem from the policy texts but are not subsumed by them, for the context of practice is not a mere appendix to the understanding of a policy but the main scenario in which a

policy takes place[119]. Therefore, one of the purposes of this study is to go beyond the current discussion by bringing observational, ethnographic and interactional data to the picture, reinforcing the commitment of ApL as a fundamentally empirical field of study.

In excerpt 8, for instance, themes that are dear to critical perspectives on EAL – gender and ethnicity – emerge because participants bring them to the table. Pennycook (2004) refers to critical moments as "an instant when things change" and "when we seize the chance to do something different, when we realize that some new understanding is coming about" (p.330). In this sense, this interactional segment shows one of such moments in the data. It is interesting to note that interactions like the one documented in excerpt 8 – in which participants seem to be developing critical thinking regarding sensitive issues in their field – are recurrent in the data – not only in the planned moments of teacher development but also in the unplanned ones.

In the next step of the workshop, student teachers receive a handout with the 'names' of the steps that Luisa used in her micro-class and are supposed to match the different activities that they observed with a specific step. Student teachers are supposed to order the "steps" on the handout according to the micro-class' tasks.

Let us also look an interactional segment in which participants are doing this:

Excerpt 9: "So, skimming is when they just look at the text to find general information or to check information"

Luisa: The third
Josiane: Pre-reading task
Luisa: Uhum. The pre-reading task
((inaudible))
Luisa: Ok. And then?
Helena: Reading the text for skimming.
Luisa: Uhum. Do you understand this, guys?
Josi: Mmmmmmm
Luisa: The first task. Remember what was the first reading task?
Josiane: Yes
Luisa: OK
Ellen: Read the text to check.
Luisa: And, then, read the text to check. Yes? So, skimming is when they just look at the text to find general information or to check information, and to check information that you presupposed. So, it wasn't so detailed as the next one.
Josi: So, in this case you asked us to confirm our guesses or not.
Luisa: Uhum
Helena: General information

[119] Several policies are great on paper but fail to achieve their stated goals.

151 **Luisa:** Yes

In this segment, participants discuss the "steps" in which the class was divided and the activities of which each step consisted. After having discussed steps one and two, participants focus on step three. Luisa asks other participants about "the third" step in her micro-class (line 129). Josi answers it is "pre-reading" (line 130), which Luisa evaluates as being a correct answer (line 131). Next, Luisa asks about the fourth step – "and then?" (line 134). Helena answers it consisted of "reading the text for skimming" (line 135), which Luisa also evaluates as a correct answer. Then, Luisa reviews "what the first [reading] task was" (line 137-8), and explains what skimming is– "it's when they just look at the text to find general information or to check information" (line 142-6). All this segment of the workshop unfolds in a similar manner: (1) "students" name the "step"; (2) Luisa elicits steps from student teachers, when they know it, or explains the step based on what she did in her micro-class, when they do not; (3) she facilitates a discussion of the general purpose of including such "step" in the class plan.

After having covered all the "steps" on the handout, Estevam steps in and starts ending the workshop. There is homework for student teachers: they are supposed to choose "a part of a unit" of the new book – Headway Academic Skills – to prepare and present a lesson plan for it taking into consideration the "steps" that they discussed throughout this day's workshop. Let us look at how this unfolds in the segment below:

Excerpt 10: "'You see guys, included a lot of things"

252 **Estevam:** So, we talked about units from the book and
253 ask you to choose a task or part, not a whole unit,
254 but part of a unit, a reading task, specific for this
255 course. A unit. And this will be the point for you to
256 start working with the book, which is the book we are
257 thinking about using for a new course, to be a forty-
258 five, forty-six-hour course.
259 **Will:** Forty-eight
260 **Estevam:** Forty-eight-hour course. So you can work work
261 in pairs, right? So-
262 **João:** Work in pairs?
263 ((Inaudible question))
264 **Estevam:** Really simple. Reading and writing. It should
265 probably be the book we will use in our course. Find a
266 task, ok? So you have like ten minutes or fifteen
267 minutes to choose part of a, um, unit, ok? And see if
268 you can find, um, some sort of pre-teach vocab (.) And
269 reading task one, reading task two, papapa. And if you
270 don't see any activity there, like to do these steps,
271 you see, or these stages. I want you to, right? To
272 include.

252 **Luisa**: You see guys? I included lots of things. And
253 also think about how you could do it.
254 **Estevam**: So, ten minutes for you to choose.

First, Estevam explains why the homework is important – it is the book they will be "using for a new course" (line 256-7). Then, she explains what they are supposed to do: choose part of a unit, spot the steps discussed in the work shop in the lesson and present to peers in the next meeting (lines 264-272). Luisa stimulates student teachers to recognize the steps in the course book but also to "include things" as she did in her class (lines 273-4). This has a lot to do with Luisa's master's research on the use of course books in the EAL classes. According to her research, the main aspect that makes up good use of course books is teachers' skill to adapt materials –omitting, including and transforming tasks[120]. This segment also corroborates research that points to workshop as being a major venue for teachers to share the results of their own reflections and research (Lambert & Stock, 2016).

Student teachers start leaving the room one by one. After about five minutes they have all left.

*Second workshop***.** Luisa and Maria Julia present the second workshop together, two weeks after the first one. The workshop unfolds in the following stages:

(1) participants revise Luisa's micro-class from the first workshop;
(2) participants revise the "steps" and how they connected with what they did in the micro-class;
(3) participants discuss the purpose of each step in the lesson plan and make a list with everyone's contribution; then they compare it with a handout they prepared to systematize the presentation;
(4) participants analyze a chapter of a book to identify the "steps" in the lesson;
(5) homework for student teachers: preparing the lesson plan for a unit of the book to upload on the Drop Box for everyone.

The first and second stages are a revision – and in many ways a repetition – of the previous workshop, so I will not describe them in more detail here. In the third stage, however, there is something different from the previous workshop: participants brainstorm possible tasks for each "step". The focus, thus, is on increasing participants'

[120] I do not include her thesis in the references to protect her identity.

repertories, sharing tasks they produce for their classes. The segment below provides a glimpse into that:

Excerpt 11: "We like competitions"

Luisa: Guys, let's discuss together? If you haven't finished, no problem. Okay, we are going to go over some ideas. So, about the warm up, what kind of activities can you do with the warm up?
Lucas: I did conversation.
Luisa: Conversation, uhum.
Lucas: It's my favorite.
Kelly: Games
Luisa: Games?
Lucas: Hangman
Luisa: Hangman?
Lucas: Roberta and I like competitions. Because it boosts their thirst for knowledge ((chuckles)). I don't know.
((Laughter))
((Inaudible turn))
Lucas: For example, if you are talking about, I dunno, studying in Europe, then you divide them in groups and see which group elicits more countries in Europe in one minute. Or, like
Luisa: Uhum
Lucas: Or like hangman.
Kelly: I've mentioned that I like to work with comic strips and videos. Like, to elicit and see their previously, previous knowledge.
Luisa: Yes, to activate, activate their background knowledge.

In this segment, student teachers are discussing possible tasks for each "step" and filling in a chart with the result of their brainstorming discussion. Unlike the discussion in the previous workshop, in this segment they come up with things that they use in their own classes. Luisa opens the sequence asking student teachers the kinds of "activities" they like doing "with the warm up" (lines 36-8). Lucas makes the first contribution, saying he likes "conversation" (line 38). Then, Kelly makes the second contribution – she likes games (line 41). Lucas builds on Kelly's adding a specific type of game – "hangman" – (line 43), and then explains that Roberta (his partner) and himself like competitions because they "boost their [students'] thirst for knowledge (lines 45-6). Then, Lucas gives an example of what he means by "boosting their thirst for knowledge" (lines 49-53). In the same direction, Kelly explains that she likes to elicit "their…previous knowledge" (lines 56-7). Finally, Luisa puts a technical name to that – activating background knowledge (lines 34-5).

Unlike the lectures, as I will explain in Practice 3, this workshop is connected with the work they do in their everyday life as student teachers in the community – there is even a micro-class with the same book that student teachers will start using in some courses. Moreover, the discussion is focused on "steps" for class preparation that they are expected to consider when lesson planning. In this sense, the goal is enlarging student teachers' repertories of things that they can do in class.

In the segment, Luisa begins from elucidating peers' discussion regarding warm up tasks (line 34-7). In the following lines, participants share the "activities" that they like using as warm up – conversation (line 39), games (line 41) and competition (line 45). Next, Lucas explains a specific activity that he likes to do in class – separating students in groups and have them list, for instance, countries in Europe (line 49-52). Then, Kelly shares with her peers that she usually likes to use "comic strips" and "videos" to "elicit their previous knowledge" (lines 55-7). Developing from student teachers' examples, Luisa restates the main function of warm up activities – "activate background knowledge" (lines 58-9) –, which is already stated on the handout. Maria Julia and Luisa call a coffee break; after ten minutes of break, only six student teachers come back, and Josi asks "where is everyone?"

The next step of the workshop is the analysis of a lesson of the book Headway Academic Skills. According to Maria Julia, they are supposed to "identify the steps" and ask themselves "what would you add?". After a few minutes talking to their peers, they wind up as a whole group. Let us look at a segment that illustrates this:

Excerpt 12: "The beginning of this lesson is very abrupt, so we prepared a warm-up activity."

Maria Julia: Okay. Who wants to go first? We can project the units so you can see
Lucas: We can go first. So, as the other units we saw previously. The beginning of this lesson is very abrupt, so we prepared a warm-up activity. We thought about a hangman thing, with the words Oxford University. Coz that's what the title is about. And, then this first exercise, we tagged as a pre-task.
Maria Julia: Pre-task
Luisa: Which one?
Lucas: Reading ((inaudible)). But we were bummed over question number two. What famous universities do you know?
Maria Julia: Oh
Roberta: What famous university do you know? ((In a much higher pitch)) I know Harvard, Oxford and Cambridge University.
((Inaudible))

678 **Lucas:** ((inaudible word)) should go first, so we
679 changed the question. What other universities or what
680 different famous universities do you know?
681 **Maria Julia:** Or maybe what other foreign
682 universities…
683 **Lucas:** Yeah.
684 ((Inaudible))
685 **Luisa:** And this would be the warm up?
686 **Lucas:** No. The pre-task. The warm up would be the
687 hangman
688 **Roberta:** So we begin outside the book. Then we go to
689 the book.
690 **Lucas:** Yes

Lucas and Roberta explain how they would teach the unit assigned to them. They would "start outside the book" and then "go to the book" (lines 688-9). In this segment, they include a warm up that is not originally in the book – the hang man (lines 664-6)– to try to avoid the "abrupt" way (line 664) in which the lesson starts. Then, they modify the original question for the pre-task (lines 678-680), as they have the hangman as a warm up activity.

As they bring the workshop to a closing, Luisa and Maria Julia give teachers a homework: to prepare teachers' notes for a chapter of the new book. Their idea is that they supplement the lacking steps in the book with things they produced themselves and which are made available to everyone in a Dropbox account. Therefore, the workshop ends up with a proposal to construct a corpus of tools that could be shared and used as community tools to facilitate everyone's work.

Summary of Practice 2.

Where does the practice happen? The first happens in a classroom at the institute where the ELC is located; the second happens at the computer lab where most other meetings happened, at the same institute.

When does the practice happen? On Friday meetings, on weeks seven and nine of participant observation. The workshops are part of the "second step" for Estevam's "teacher development plan".

Who are the participants? (1) Student teachers, who participate as micro-class "students" and audience in the first workshop and as audience in the second; (2) Luisa, who delivers both workshops; (3) Maria Julia, who delivers the second workshop with Luisa; (4) Maria Estevam, the coordinator, who remains silent most of the time, but steps in to begin/end meetings as well as to make some remarks whenever she finds it necessary.

What activities (structured routines and pathways that facilitate or regulate actions; rules of appropriacy and elegibility – who does/doesn't, can/can't engage in particular activities) are integral to these practices? The workshop is a practice whose function is to build class planning skills. From a micro-class in the first workshop, Luisa built the idea that a class is made up of several stages, each one with its own purpose in the sequence. In this sense, the lesson plan framework represent Luisa and Maria Julia's interpretation of literature specialized on EAL lesson planning (Brown, 2001; Harmer, 2015; Ur, 1996).

In addition to that, the practice also aims at building a repertory of tools (frameworks and lesson plans) that participants can retrieve from a shared folder in the future. In this sense, there is the production of shared reified materials (Wenger, 1998) to assist them in their navigation of this community. There is a dialectic relationship between participation and reification (Wenger, 2010), which helps create an intricate history for the community – a history that encompasses participation in the practice as well as the products of such participations (the tools). Furthermore, this practice is interstitial, since it bridges two distinct types of rationalities represented in Practice 1 and Practice 3. In Practice 1, microteaching, there is a clear focus on a practical rationale of things student teachers do in their everyday experience in the community – designing a class and teaching it. In Practice 3, as we will see, lectures with specialists, there is a focus on the discussion of matters that – though important for their profession – are not related to their everyday experience in the community – a proficiency exam, lesson planning for public schools and EAL methodology, as we will see. This practice, in my interpretation, helps transition from concrete experience to more abstract issues in the teaching profession.

Practice 3: Lectures with specialists. According to the Cambridge Dictionary, a lecture is "a formal talk on a serious subject given to a group of people, especially students"[121]. In this sense, it is an instructional activity that presupposes someone who is knowledgeable regarding a certain topic and others who are willing to learn about this topic. Malavska (2016) – in a research focused on understanding the genre lecture from the perspective of New Rhetoric Studies, Systemic Functional Linguistics and ESP – describes the lecture as "one of the most common forms of instruction in universities throughout the world […]" and states that "educational institutions use the

[121] http://dictionary.cambridge.org/pt/dicionario/ingles/lecture

lecture as a form of studies, with the aim of conveying knowledge to a large number of students" (p. 65). Moreover, lecturers are expected to conduct value-laden, informative and useful information in their talks.

The lecture is an example of an oral academic genre (Giménez, 2000) or a pedagogical process genre (Malavska, 2016). The lecturer is expected to perform a variety of different actions during the same lecture:

> describe objects, notions, concepts or events in their static and dynamic form, to narrate, creating a sequence of events, where there are the stages of problem crisis, and solution or resolution, to inform, explain, discuss, develop cause and effect arguments, to provide definitions, to compare and draw conclusions (Malavska, 2016, p. 65-6).

In addition to this multiplicity of actions, the lecture has different modes[122] and registers[123]. Most lectures rely on both speaking and writing in different manners. A lecturer may talk, present a written a text (in the form of a handout or Power Point Slides), read aloud, etc. Furthermore, lectures can be quite formal or informal, depending on the individual style of the lecturer or on what he or she is trying to accomplish at a specific moment. Therefore, the lecture "a remarkably adaptable and robust genre that combines textual record and ephemeral event, and that is capable of addressing a range of different demands and circumstances, both practical and epistemological" (Friesen, 2011, p. 95).

In her analysis of seven online lectures, Friesen finds that lectures have four rhetorical moves, each of which is divided into different steps:

---

[122] "What is the role played by language and other semiotic systems in the situation" (Halliday & Matthiessen, 2014, p. 33-4).

[123] "Register involves a functional variety of language – the patterns of instantiation of the overall system associated with a given type of context (a situation type). A register can be represented as a particular setting of systemic probabilities. For instance, the future tense is likely to occur in weather forecast" (Halliday & Matthiessen, 2014, p. 29).

Move 1: Warming up
- Step 1: Making a digression
- Step 2: Housekeeping
- Step 3: Looking ahead

Move 2: Setting up the lecture framework
- Step 1: Announcing the topic
- Step 2: Indicating the scope
- Step 3: Outlining the structure
- Step 4: Presenting the aims

Move 3: Putting the topic in context
- Step 1: Showing the importance of the topic
- Step 2: Relating "new" to "given"
- Step 3: Referring to earlier lectures

Move 4: Concluding the lecture
- Step 1: Referring to the audience
- Step 2: Looking ahead
- Step 3: Housekeeping
- Step 4: Summarizing the content and concluding the lecture

Table 100: Adapted from Malavska (2016, p.74)

Furthermore, a lecture may be more dialogic or more monologic, depending on the field, the purpose and the lecturer's style. In other words, there may be more or less participation from attendees or students, and this participation may be organized in different arrangements (e.g. the lecturer only talks; he talks and asks questions; he asks questions and builds his talk upon the answers; he fosters pair and group work; etc.). Finally, a lecture may have different types of interaction embedded in it; for instance, a lecturer may start asking students or attendees questions; then, read part of text; after that, explain something in his or her own words.

Like Practice 1 and 2, Practice 3 is also integral to the second step of Estevam's teacher development plan. During fieldwork, I observed three such lectures, which I summarize in the chart below:

Presenter	**Description**	**When**
Taiane (ETS)	A hands-on presentation of how to do the writing and speaking section of the TOEFL iBT.	Fourth week
Professor Salete (Modern Language Department at university)	A talk on reading and writing class planning for the foreign language classroom based on the 'show and tell' of pedagogical material produced under the lecturer's supervision.	Seventh week
Fabiana	Methodologies for teaching adults and processes of teacher recruitment and development at the lecturer's institution.	Eighth week

Table 11: Lectures with specialists from outside the community

In Practice 3, therefore, experienced professionals who do not belong to the community discuss themes that relate to student teachers' professional field but do not relate to their everyday work. In this practice, consequently, student teachers get a glimpse of pressing issues in their field that transcend their everyday experience in the community and, thus, may have a chance to expand their repertories.

First lecture. In this lecture, a representative from ETS[128] in Brazil spent the afternoon explaining the specifics of the TOEFL iBT[129] and giving tips to the student teachers on how to prepare themselves and their students for the exam. This lecture happened on a Friday meeting in the fourth week of fieldwork. There were thirteen student teachers, as well as Pedro, Maria Julia and Estevam at the meeting.

First, Estevam introduced Taiane and pointed out that it was the second time Taiane was there, but few student teachers knew her because they had not started working for the program in her first time. Estevam also said that she was considering registering the university as a TOEFL iBT center, which would benefit student teachers as they could make "some extra money" by proctoring such exams.

Then, Taiane introduced herself and talked a little about her background – undergraduate studies in Brazil and MA in a reputable school in Northwestern US. She explained that her job consisted of traveling around Brazil and presenting ETS products in an array of different public and private institution. She then elucidated the "family" of TOEFL exams:

> TOEFL Junior for elementary students, from language schools and regular schools; TOEFL ITP for the same public, but for a wider range of levels and some acceptance for the sake of exchange programs; and IBT, a complete test with the 4 skills which is widely accepted as proficiency exam.

After that, Taiane explained that in the "training" they would focus on TOEFL iBT, more specifically on speaking and writing sections because of "time constraints" – she would condense a 7-hour lecture in five hours. She mentioned, "ETS carries out a lot of research in order to improve the tests". According to her, "ETS is constantly doing research to improve the quality and the fairness (sic) of the test… they choose the most

---

[128] Educational Testing Services.
[129] Internet based TOEFL (https://www.ets.org/toefl/ibt/about).

well-informed research from students all over the world". In addition, she argued that, when students choose to take TOEFL exam, they "aren't only taking an exam, they're learning English, culture and academic skills".

Next, Taiane asked everyone to introduce themselves: student teachers, Estevam and even myself. After the group finished introductions, she started talking about the TOEFL iBT: (1) its grading system and the comparison between grades and the CEFR[130]; (2) the time of each test section; (3) and the types of writing and speaking tasks[131]. She emphasized that TOEFL iBT exam only has academic reading and listening materials. She then explained the speaking and writing sessions, both describing them and showing example questions and example responses from ETS database. Afterwards, she addressed the grading system, focusing on how different exchange programs have different demands. For instance, different institutions that accepted students from the SwB program demanded different grades – "ranging from 65 to 90 points in a scale of 120 points" (p.2).

Then, she put four slips of paper on the walls and asked student teachers to join in 4-person groups, each responsible for a different skill: (1) reading, (2) listening, (3) speaking and (4) writing. Each group was supposed to write what they thought a test taker needed to know to succeed in their respective section of the exam. Grouped around a piece of brown paper taped to the wall, student teachers talked and one individual in the group wrote a summary of their discussion on the brown paper. In the figure below, there is a bricolage with the outcome of each group's discussion.

[130] Available on https://www.ets.org/toefl/institutions/scores/compare/
[131] Both points 2 and 3 available on https://www.ets.org/toefl/ibt/about/content/

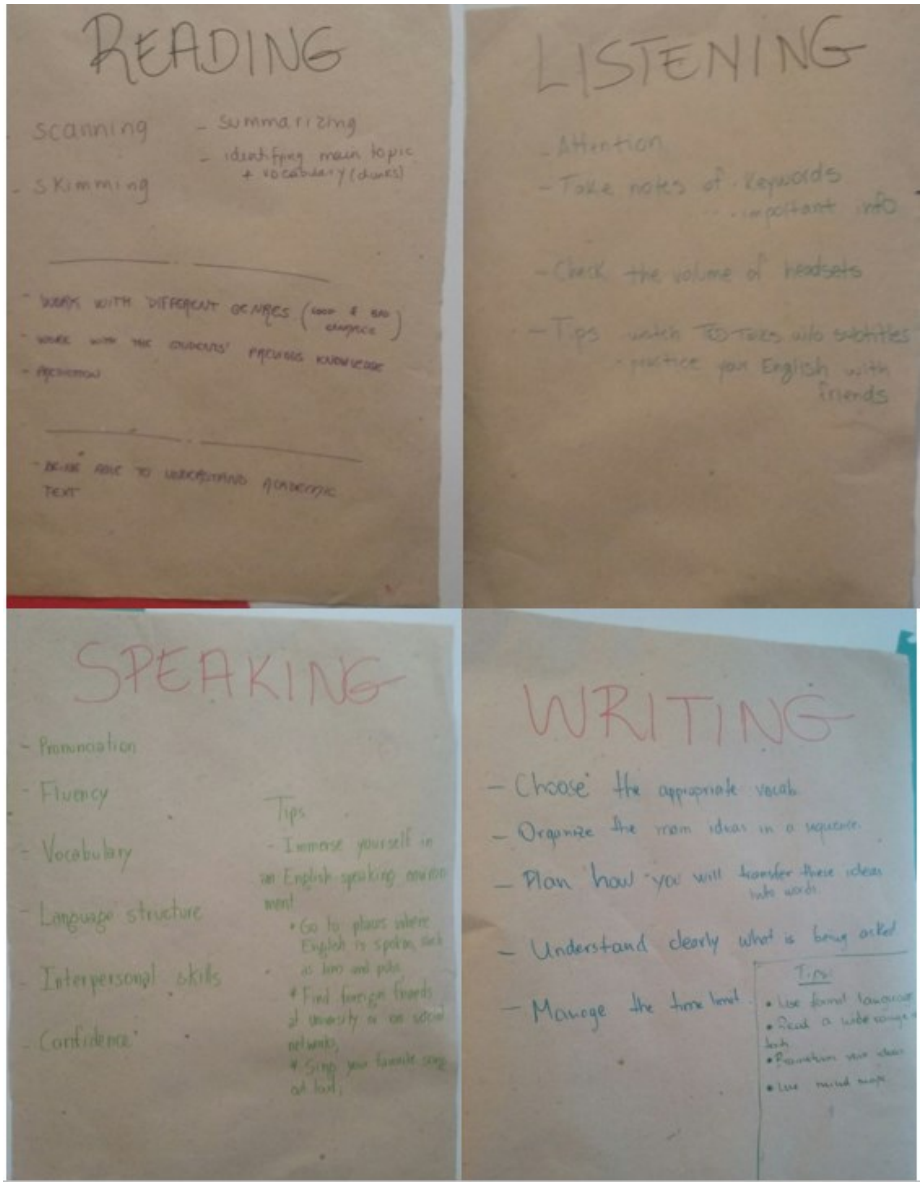


Figure 12: What a test taker should know in each skill and how they should teach it

After having discussed and written on the brown slips of paper around the walls, the whole group discussed the idea that each group generated. Taiane explained what successful answers of both speaking and writing TOEFL components consisted of employing analysis of a variety of examples of answers for the two writing questions and the six speaking questions in all the grade brackets.

Finally, the student teachers practiced both speaking and writing questions in pairs. They get together in pairs and practice example questions of the speaking and writing components of the TOEFL iBT, attending to the time for preparation and delivery of responses. After doing this, they discussed their answers to the reading and speaking tasks in groups.

Second Lecture. In the second lecture, Professor Salete discussed lesson planning with the student teachers. This lecture did not happen on a Friday meeting because of her schedule. Prof. Salete is a renowned professor from the university's Modern Language Department and a senior faculty of the Graduate School of Language Studies. In her lecture, she presented a lesson designed to teach reading skills in a public-school setting. All the material she presented was in Portuguese, and she spoke Portuguese the whole lecture. Throughout the lecture, she showed pedagogical materials and asked questions to the student teachers; she constructs her talk based on the answers student teachers gave to her questions. In this sense, the lecture had a 'show and tell' structure: she showed the material, asked questions about it, and elaborated on student teachers' answers.

Figure 13: Professor Salete's lecture

She showed a task and asked two main questions: (1) what type of interaction does this task demand from students?; and (2) what is the purpose of this task? From the response to these two questions, she built her talk. Her first point was explaining the difference between task and activity. According to her, "task is an invitation for students to interact among themselves and with a text"[132], whereas "activity is what people actually do in class"[133]. She pinpointed that "task is just a plan" and an "activity is how people respond to the plan"[134], which does not necessarily reflect the plan.

---

[132] A tarefa é um plano, um convite para interagir.
[133] A atividade é o que as pessoas de fato fazem em aula.
[134] A atividade é como as pessoas interagem entre elas e com o texto.

Then, she explained her views on how to work with longer reading texts. She suggested that comprehensions tasks for longer texts be broken into smaller sets of tasks that focus on different chunks of the text and demand different "types of interaction" (pair work, group work, reading for main points, reading for details). She exemplified this with a lesson plan and its corresponding tasks, which aims at working with a four-page text. She emphasizes that varying "dynamics" and "interaction"[135] in a reading class is essential.

Another point she made was that teachers should have as a reference the types of practices that they are involved with outside school when working with texts in class – which, in her perspective, should always be the case. She asked, "how do people who read this text in the society actually read this text?"[136]; and then she adds, "this is how students should read it in class"[137]. According to her, pedagogical tasks should take into consideration the social practices that correspond to the existence of the text outside school.

Next, she explained that comprehension questions for a reading class should make students look into the texts' linguistic resources to anchor comprehension. As she put it, "Depending on the task, the student doesn't even have to read the text, so asking why is really important"[138]. She pointed that asking "who wrote the text", "for whom" and "with what purpose" [139]is really important, as well as to ask students to point in the texts materiality to justify their answers.

In this lecture, participants got access to a different context from the one they are teaching. They discussed teaching in public schools and got to look into classes that had been prepared having both public-school students and students from the Portuguese for Foreigners program in mind. In addition to that, the lecture is dense in terms of the theoretical literature that is behind it.

Third lecture. The last lecture was delivered by Fabiana, the coordinator of an important network of private language schools in the south of Brazil, with hundreds of joints and thousands of teachers around the country. First, Fabiana introduced herself. She said that she had been an English teacher for two decades. According to her, she

---

[135] Dinâmica e interação.
[136] Como as pessoas que leem este texto na sociedade leem esse texto.
[137] É assim que os alunos devem ler este texto em aula.
[138] Dependendo da tarefa, o aluno nem precisa ler o texto. Por isso, perguntar por que é essencial.
[139] Quem escreveu, para quem e para que propósito.

started her career twenty years ago at a reputable language school in the city and held a PhD in Linguistics from a graduate program of a reputable private university in the region. Over the last few years, she had been a teaching and recruitment coordinator for this network of language schools, responsible for a whole state in the south region of Brazil. She mentioned that she had hired a few teachers and tutors who were in LwB's first cohort and was very happy "with the job that Estevam has been doing".

Her talk revolved around the following themes: (1) teaching adults in the EAL classroom; (2) methodologies for teaching adults; (3) the methodologies of her institution; the recruitment, development and career plan of her institution; at the end, (5) she explains how teachers can apply for a position in her institution.

Figure 14: Third lecture

First, she introduced the main aim of her lecture, which was elucidating her institution's methodology. According to her, the institution "doesn't get a methodology out of nowhere," but has built one using "bits and pieces of different methodologies" that make up their "materials" and "training program".

Then, Fabiana asked them to talk to "people who they normally don't talk to" in order to discuss the "characteristics of adult learners." People discuss her question standing in small groups. Next, she throws in a new question: "what aspects of English cause more problems to your adults' learners?" for discussion. After that, she asked student teachers to sit down and come up with the results of their discussion. At this moment, Fabiana comments on that. The segment below gives a taste of that:

Excerpt 13: "Adults are lazy."

Fabiana: Okay, sit down. When you think about adults, what are they like?
Josi: Lazy
Fabiana: Really? Basic in what sense?
Josi: They don't do homework.
Fabiana: Ah, basically they act like students, they act as students.

João: Lazy
Cris: Lazy? Really? Adults who are lazy?
Lucas: They're like teenagers that don't have parents.
Kelly: True

After having come up with all the "characteristics" – "lazy", "grammar, grammar, and grammar" and "like conversation" – they move up with the challenges that adult learners face when learning English – pronunciation, present perfect and listening skills. In a segment, Fabiana praises their coordination because they work with pronunciation in class:

Excerpt 14: "Do you work with pronunciation in class?"

Kelly: Pronunciation
Many student teachers: Pronunciation
Fabiana: do you work with pronunciation in class?
Student teachers: Yes.
Kelly: Good (.) WELL DONE MARIA (.) hahahaha ((Looking at Estevam with eyes wide open and a smile))
Estevam: well done guys.

Right after this, Fabiana engaged in a long turn on what teachers should or should not do. Let us look at the segment below:

Excerpt 15 : "You need to make use of this to make sure this is part of your lesson with adults"

Fabiana: Yeah, but this is very important to train them to read texts, to listen, to deal with audio abstracts we need to train them in listening skills and getting them to think about the content before. So, of course, we won't have time to talk about ((inaudible)). You need to prepare them for activities. Our reality in terms of adults is slightly different because our adults, mostly young adults. And I would say they are usually in the early thirties. So the adults, because our classes we have kids who start having classes at the age of five and they keep on studying and they graduate at the age of seventeen. So usually when a teenager joins [name of institution], this person is going to join the teenage levels. Our adults usually young adults I would say twenty-two, twenty-five, but basically these are very important features of our adults and we need to take into account. When we think about methodology when we prepare a lesson, the first one if you think about adults, multiple ((inaudible)) our adults are not students of English, they're business men, they're doctors, they are professionals who have life experience. Something we cannot forget is to use that in our classes, because if you don't bring their reality to our classes, it gets really detached and then it gets something very dry. So we need to explore who are those students, do you know who they are? But usually they have something to teach us. Of course they won't teach you English, but they can teach you

```
140   other things, so you need to make use of this to make
141   sure this is part of your lesson with adults. ((turn
142   continues for 41 more lines))
```

Repeatedly in the segment, she uses the modal verb "need to" as well as imperatives to index that she is prescribing behavior for the student teachers. After this segment is over, they discuss "teaching methodologies". In this component of her lecture, Fabiana projects a slide with the name of a methodology and tries to elicit from student teachers what they already know about that. She builds on their answers and then projects a slide explaining the methodology.

In the sequence of that, they discussed more methodologies in a very similar way. Below I reproduce the field note in which I wrote down the content of Fabiana's slide:

> **Audiolingualism**
>
> This approach was started before the 60's to teach English while they were training military and travelers. It comes from behaviorism; so students get a model, repeat and receive feedback.
>
> To think about: Is there a place for drilling in the communicative classroom?
>
> **Communicative Approach**
>
> It has a lot to do with giving students real-life tasks. A big problem of this was that they worked a lot with fluency but very little with accuracy. This is the basic approach for lessons at her institution. It aims at teaching real-life communication.
>
> **Multiple-intelligences**

Figure 15: Multiple Intelligences (Fabiana's slide)

The noticing hypothesis

Evolves from Krashen (1982). It consists in the belief that students should notice new language to learn it. It claims that to learn, learners need lots of rich input.

Dogme

It is a manifest, which claims practitioners should teach lessons without using material. Free. Without planning.

Demand High Movement

Also a manifest. The idea behind it is that students are not learning because we are not demanding from students. They give very poor contributions and we say 'very good'. They claim we could just demand more from students and they would probably learn more.

Finally, Fabiana presents her institution's professional development plan as well as their career plan and benefit package. It consists of a multi-level career plan; college students can become tutors and, then, after completing their time in the program they can

become teachers. Teachers have an entry level and, as they go up in the ladder, they can get better positions and a better pay[140].

In this lecture, student teachers discussed EAL methodologies. In addition, they had a glimpse on what it is like to work for a major private player in their field – it is a big school and is willing to hire teachers straight from college.

Summary of Practice 3.

Where does the practice happen? The first and second lecture took place at the same computer lab as most of the pedagogical meetings, whereas the third lecture took place in a small auditorium at the Letras Institute.

When does the practice happen? The first and third lecture happened on Friday afternoon during the pedagogical meetings, and the second happened on a special date – Monday, from 12:00 to 13:30, in the eighth week of fieldwork.

Who are the participants? (1) Student teachers; (2) the pedagogical coordinator, Maria Estevam; (3) Maria Julia; (4) Antonio, the former student teacher (5) other Letras students, usually Estevam's students at Letras, who were interested in the topic.

What activities (structured routines and pathways that facilitate or regulate actions; rules of appropriacy and elegibility – who does/doesn't, can/can't engage in particular activities) are integral to these practices? Practice 3, unlike Practices 1 and 2, does not have a structured routine or participation framework. In the first lecture, Taiana conducted what she referred to as a "hands-on workshop", which demanded participants to introduce themselves, discuss in pairs, discuss in groups, present the results of group discussion to the rest of the group and do several example questions of the proficiency exam at hand to have a feeling of the exam. In the second lecture, Prof. Salete presented pedagogical material and discussed its pedagogical implications with the whole group, oftentimes asking questions to foster participation from the student teachers. In the third lecture, Fabiana also conducted what she referred to as a "training" or "workshop", in which she demanded that student teachers participated in a range of different ways – in whole group discussions and small group discussions.

Furthermore, the topics of the three lectures are quite distinct. In the first lecture, Taiane discusses a proficiency exam, which is the basis of few courses student teachers have to conduct. Prof. Salete discusses the fundaments of a reading and writing class.

---

[140] I will not give any more details to protect the Fabiana's identity as well her institution's anonymity.

However, the class that she presents is quite different from the ones that they teach, as they are aimed at public-school classes or for the Portuguese for Foreigners program. In the third lecture, Fabiana discusses the methodology employed by a large network of private language schools.

Nevertheless, a closer look will reveal that these three events have essential features in common. First, in the three events there is the figure of the specialist from outside the community, from different dimensions of the professional spectrum – a big company of educational services, a public university and a language school, and, thus, possible future employer. Moreover, in the three lectures there is an expansion of student teachers' everyday experience. If in Practices 1 and 2 student teachers discuss something they experience in their lives as student teachers, the purpose of Practice 3 is to transcend that. Therefore, in this practice, especially in lectures 2 and 3, there is a mediation between teaching experience and theoretical reflection.

Summarizing, the lectures I witnessed in this CoP corroborate the results of previous studies. My interpretation of the data is that they are called "lectures" – as opposed to the "seminars" or "workshops"[141] – mostly due to three main factors: (1) the lecturers are specialists from outside the community, and not just their peers or coordinators; (2) the themes of the lectures are novelty to student teachers, or, at least not what they deal with on a regular basis; and (3) its structured in a less casual way when compared to other meetings, .

Practice 4: Planning classes together & Interacting with ETAs. One of the themes that participants brought up was that of co-teaching, that is, two student teachers teaching the same class at the same time. In my informal conversations with the coordinators, I learned a little about this practices history in the community. Originally, this was a practice adopted by the coordination to deal with the shortage of classrooms at the university – as I mentioned earlier, physical space is an issue at this university. Subsequently, the coordination realized co-teaching was interesting in terms of teacher development, and decided to capitalize this by pairing more experienced student teachers with less experienced ones, which they called this peer mentoring. Since this was working, coordinators decided to pair the ETAs – since not all of them had teaching

[141] It is interesting to note that the best translation for "lecture" in Portuguese, "palestra", sounds a little more formal than in English. For instance, in Portuguese you would never use "palestra" to describe a university class.

academic experience or academic background – with student teachers. When I carried out participant observation, there was no peer mentoring among student teachers and classroom issues were under control, so I did not hear of peer mentoring as practice that occurred regularly but as something old-timers narrated.

Nevertheless, the practice of co-teaching with ETAs continued healthy and strong. Student teachers and ETAs were required to co-teach a few times a week – it varied according to schedule availability. In order to co-teach, they planned classes together. Thus, preparing classes together with ETAs was an epiphenomenon of co-teaching, and improving proficiency in English language, on its turn, was an epiphenomenon of planning classes together[142].

It is interesting to note that the interviewees – Antonio, Lucas, Maria Julia and Adam – established the correlation between interacting with ETAs and improving proficiency in English. In other words, this is an emic interpretation derived from the interviews. In many ways, this reinforces the subordination between native speakers – belonging to the inner circles of English language – and the foreign speakers – belonging to the powerful inner circles of English language (Kachru, 1985 Jordão, 2014). Furthermore, it also reinforces the impostor syndrome among English teachers who were not born in a country where English is the main language, understood as a feeling of inadequacy, fraudulence and low self-esteem that teachers feel when comparing themselves to native speakers (Jordão, 2016). Ultimately, it also reinforces the myth of "native" versus "nonnative" speakers and the asymmetry of power the former exercise on the latter (Jordão, 2016). However, this is not how participants seem to view the matter, which cannot be disregarded in a research that claims to pursue emic views of teacher professional development. In other words, interviewees reveal that they interpret their interaction with the ETAs – despite all the dangers pointed out by Jordão (2016) and Martinez and Jordão (2015) – positively. Student teachers seem to have focused on the opportunity to speak English rather on the alleged superiority of native speakers. Thus, I leave the critique of participants' takes to researchers who are not so confined by commitment to participants' interpretations of their social world, or to empirical data, for that sake.

---

[142] Although interviewees mentioned the importance of their relationship with ETAs outside the workplace, these interactions are outside the scope of this study.

That said, the table below summarizes the events in which participants are oriented to joint lesson planning:

Event	When	Where	Who
1. Mariana and Marilyn discuss the class they will teach	Teachers' room observation, eleventh week, day 3	Teachers' room	Mariana and Marilyn
2. Adam and Pedro prepare a conversation class revolving around cinema	Teachers' room observation, twelfth week, day 2	Teachers' room	Kelly, Josiana, Adam and Pedro
3. Adam and Pedro prepare a conversation class using movies and music	Teachers' room observation, twelfth week, day 3	Teachers' room	Adam, Pedro and Grazi
4. Adriana and Marylyn prepare a conversation class about euthanasia	Teachers' room observation, thirteenth week, day 2	Teachers' room	Adriana and Marylyn
5. Lucas and Riley prepare a conversation class	Teachers' room observation, Fourteenth week, day 2	Teachers' room	Lucas and Heather
6. Adam and Pedro prepare a conversation class Brazilian and American TV	Teachers' room observation, Fourteenth week, day 3	Teachers' room	Adam and Pedro

Table 12: Planning classes together

The synoptic chart shows participants planning classes together in six events. In all these events, there was a student teacher and an ETA who would be co-teaching sometime soon; occasionally other participants joined the class preparation at some point, with a suggestion or something of the kind. In these events, participants spoke predominantly English. However, in Adam's and Pedro's class preparations they shift between English and Portuguese all the time. The fact that Pedro has been working hard to perfect his Portuguese may explain that.

I will present a prototypical event to give an idea of what this practice looks like. I selected an event when Lucas and Heather plan a conversation class together. Lucas is in the teachers' room, talking to Antonia and Grazi while sitting at the computer and looking something up. Heather walks and greets everyone. She sits next to him and they begin talking about the class in English.

Excerpt 16: "I can talk about a camping trip"

277 **Heather:** Hey
278 **Lucas:** Hi
279 **Will:** Hey
280 **Lucas:** I've got the book here. Two A. I couldn't think
281 of any games. But I think this time we should use the
282 book first. Especially this text because we only did
283 games last time because they had already seen the simple
284 present before.
285 **Heather:** Yeah

Lucas: It was their last lesson. This will be their first lesson on simple past. I mean, this is supposed to be only a review, but I'm sure they will have questions.
Heather: Okay
Lucas: So, I don't know, I think we should do this text ((shows her a page on American English File 1B)), and if we have any idea of games or whatever.
((Heather looks down to the text))
Lucas: Do you wanna talk about it or
Heather: Can I read the whole text?
Lucas: Of course. ((Inaudible))
((Inaudible for a few seconds, voices with a muffled sound))
Lucas: We could even turn this last activity into a game ((inaudible)) and play, we call it Snowball. Like, you write all those questions and you crump then in a ball. And students have to throw on each other. Maybe we can play snowball
((Heather laughs))
Lucas: And when we stop the song, they grab the ball. Then, get a piece of paper with the question. Then they have to answer the question.
Heather: Uhum
Lucas: Or maybe they can read the questions and choose somebody to answer it.
Heather: Yeah
Lucas: I think we have to do this first for them to acquire vocabulary first.
Heather: Yes, I think so.
Lucas: It has pictures so we could show them.
Heather: Yeah
Lucas: So maybe we could talk about our vacations using this vocabulary. They would have to pick up the ones we've done. Like, I went swimming.
Heather: Yeah
Lucas: And then lake, blablabla, a couple of them for them to guess.
Heather: I can talk about a camping trip.
Lucas: Yes
Heather: Because I used to do that a lot. And we'd go camping, we were out at night, we had bonfire
Lucas: Perfect
Heather: ((Inaudible))
Lucas: I think they're more interested in knowing about your vacation than mine.
Heather: ((Laughter)) OK
Lucas: I'm sure they are.
Heather: Ok, so we can start with that.
Lucas: Perfect. Do you think we should talk about our vacations before we do this or after we do this?
Lucas: I think we should do it after.
Heather: Okay, or we could do it first.
Lucas: Could do this first. Then we repeat the story to compare it to the first story.
Heather: Okay, I feel I can do the speaking.
Lucas: Do you want some cookies?
Heather: I'm OK, thank you.
((Music on the background))
Heather: We could play Catchphrase. That worked really well.
Lucas: Which one is Catchphrase?

347 **Heather**: The one I played in the big circle.
348 **Lucas**: OK
349 **Heather**: They set for, they have this one-person thing,
350 and they have a minute to describe what they want. It's
351 just like two teams, so they all go at the same time and
352 there's a lot of talking. They pull out like go abroad,
353 and have to say they're going abroad without saying
354 going abroad. So they're all talking.
355 **Lucas**: Maybe we can try this ((inaudible)) with pictures
356 on google, and project them on the board. And have them
357 describe it.
358 **Heather**: Yeah
359 ((A lot of noise in the background, mostly music))
360 ((Muffled conversation between Lucas and Grazi))
361 **Heather**: Ok, so we'll be matching and then I'll tell
362 them a story about camping.
363 **Lucas**: Uhum
364 ((The event continues for some more minutes until they
365 finish preparing class. Sensing they are done, Kelly,
366 who has just come in, invites Heather to dinner))

Saying this segment is prototypical of this practice would be an overstatement because the segments diverge in important ways, as I explain in more detail later. However, I chose this segment because I understand that it has a feeling that other segments have, too. For instance, the student teachers starts the segment leading and, soon, the ETA starts offering suggestions and taking responsibility for the decisions of the class. Further, there are two specific things that each participant learns from the other – two games, Snowball and Catchphrase.

All the events are grouped around a theme mentioned by the participants – co-teaching – because participants prepare classes together in order to co-teach, which is stimulated by the coordination. Furthermore, in interviews participants also mention planning classes together and interacting with ETAs as two distinct sources of professional development. On the one hand, co-teaching aimed at integrating student teachers and ETAs; on the other, it also sought to provide ETAs with guidance on English teaching, as some of them had not had any prior teaching experience. Indeed, as interviewees pointed out, interaction with ETAs had a twofold function: they feel like they developed as teachers, on the one hand, while, on the other, interaction with ETAs helped improve their proficiency in English language, as in most of these events participants speak English. Nevertheless, proficiency was not an aim when the coordination set the co-teaching as a policy.

In the first lines of the segment, Lucas and Heather greet (lines 277-9), and, right after that, they go down to work (line 280). Lucas shows her the book that they will use in class (line 280) and suggests that he thinks they should start with the book (line 280-

1), and explains that in the previous class that they taught together they did games because they were exploring simple present, something that had already been taught (lines 283-5). Then, Lucas explains that this lesson will be a review, but that he thinks that students will have questions (lines 286-9). It seems here that Lucas is taking the lead of this lesson planning session, since he is the one responsible for the group and the one who is expected to make the final calls regarding the decisions. Lucas indexes this position by modalizing his speech in an assertive way – "I think we should" (line 281 and line 290) and "I'm sure" (line 288). Up until this point, Heather only backchannels Lucas' turns (lines 285 and 289).

Then, Lucas, off record (Brown and Levinson, 1987), invites Heather to participate in the construction of the class, requesting for ideas of games or other activities (lines 291-2). Before, answering to Lucas' request, Heather looks down to the text with which Lucas wants to begin their class. With her prolonged silence, Lucas asks Heather if she wants to discuss the text (lines 294) and she asks if she can have a minute (line 295).

After a few seconds, Lucas suggests they could transform the last task into a game, named Snowball (lines 299-300) and explains how it is supposed to be played (lines 300-7), since she does not know it. After that, Lucas suggests that they can use music in the game (lines 305-7) or that they can choose students to answer the questions (lines 309-310). Subsequently, Lucas suggests that they should work with vocabulary first (lines 312-3), maybe using pictures to do so (lines 315) or talking about vacation using the vocabulary (lines 317-9). In this moment, once again, Lucas takes on the leadership, suggesting tasks for the class, while Heather backchannels his turns (line 308, line 311, line 316, and line 320) or expresses agreement (line 314). However, Lucas modalizes his speech in a way that leaves room for Heather to jump in – "we could" (line 299), "maybe we can" (line 302), "maybe they can" (line 309), "maybe we could" (line 317).

In line 323, there is a game changer as Heather steps in and volunteers a suggestion for the class – she suggests that she can talk about a camping trip. Lucas expresses agreement (line 324), and tells her that he thinks students are more interested in her vacation than in his. Then, Heather suggests that they start with her story about a camping trip (line 333). In the next turn, Lucas agrees with Heather and asks her if she thinks that they should start with the story or do it afterwards (line 334-6), and Heather says that she

thinks that they should do the story first (line 337). After that, Heather says that she could do the speaking (line 340).

Then, Heather suggests that they can play a game named Catchphrase with students (line 344-5). As Lucas does not know what the game is like (line 347), she explains how it works (lines 349-354). Next, Lucas suggests that they could play the game with pictures on the board (line 355-7). Heather summarizes that they could do matching and then tell them the camping story (lines 361-2).

In this segment, there are indeed two people constructing a class together. Lucas is responsible for the group, so he begins by introducing to Heather his expectations regarding the class. However, Heather soon starts contributing to it with her own ideas, and Lucas seems to accept them – occasionally adding his own perspectives. There is, thus, a sense of partnership and shared responsibility regarding participants' joint goal – teaching a class.

Although the events grouped in this category, as I mentioned earlier, are quite similar, they are not exactly the same. For instance, in the events where Adam and Pedro are preparing classes together, they conduct the conversation in a very similar way, but participants codeswitch all the time – they use Portuguese or English indiscriminately, or a combination of both:

Excerpt 17: "My Jackson 5 nostrils"

Adam: Here, glamour. Glamour ((speaking slowly and really opening the lips in the vowel)). Here it's glamour.
Pedro: Grammar?
Adam: No, it's glamour.
Pedro: Glamour, glamour. ((speaking slowly and really opening the lips in the vowel))
Adam: Glamour
((Fran sings))
Adam: Glam, glamour.
((Inaudible))
((Pedro raps))
Pedro:((Inaudible)) and then talk about the interviews. All the social things in it, and then we can talk about all the meanings of the lyrics because she uses a lot of slang.
Adam: Pois é. Eu pensei em fazer isso na segunda parte da aula, quando eles voltarem do intervalo, porque daí eu acho que vai levar[143], it's gonna take longer

[143] Yeah, I thought we could do that in the second half of the class, when they come back from the break, because I think it's going to take

590 **Pedro**: It's a lot about race and about being, you know,
591 like my nigger nose, with Jackson 5 nostrils. Isto é muito,
592 entende[144], the Jackson Five, like
593 **Adam**: They have like
594 **Pedro**: Mas daí o Michael Jackson fez a cirurgia para
595 fazer o nariz mais branco, mas, tipo, eu tenho orgulho
596 de ser negra e parecer negra[145].

In the segment above, Adam and Pedro are planning a conversation class. In this class, they are thinking of using the song "Formation", by Beyonce, which is in her 2016 album *Lemonade*. Pedro suggests that they use the song in order to discuss the social meanings of the lyrics as well as its slang (line 582-5). Then, Adam adds to that by suggesting that they do this when they come back for the break (lines 586-8). Similarly to the first class planning event presented, participants construct the class together, both participants chipping in suggestions for the class. In the whole segment, Pedro and Adam shift at ease from Portuguese to English or English to Portuguese, and there is no apparent pattern in how or why they do so.

In the segment that Mariana and Marylyn are lesson planning, there is a capital difference: Mariana presents the class that she has planned to Marylyn. Previously to Marylyn arriving in the teachers' room, Mari had planned their lesson, and, when Marylyn arrived, she walked her through the procedures of the class. The field notes reveal this interpretation:

> Nadia reads the post on Facebook in which Maria E gives instructions on what to for the meeting. Grazi says that it is the same as she told peopled earlier. Mari is preparing a class in AMEF and with a Beatles song: "Obladi-Oblada". After that, Marylyn arrives, and Mari begins to explain the class to her. Mari gives her the book to look. Marylyn stays next to the window looking at the book for some 15 minutes. Then, Mari offers me a handout to look [pic]. While we talk, the Beatles play "Obladi-Oblada"[146].
>
> […]
>
> I am talking to João and Isabela about Astrology. At the same time, Fran and Nati are listening to "Boa noite,

[144] This is really, you know
[145] But, then, Michael Jackson underwent surgery to make his nose whiter, but, like, I proud of being black and looking black.

[146] The Beatles

> Vizinhança”[147] and say this is the track they will play on the last day of LwB. Then, Grazi asks about the ‘Assaltômetro’[148] which is on Campus Centro. Then, Mari begins to see the pics of a costume party. I tell them that I saw all those people pass by me as I was eating a burger.
>
> Then, Camilo and Grazi play “Whenever, wherever”[149]. Then, they put “Living la Vida Loca”[150], “Can’t Touch This”[151], “Never Gonna Give you Up”[152], “Do you Believe in Life after Love?”[153]. After that, Pedro sings “Dig Dig Joy”[154]. Marylyn keeps looking at AMEF. Mari and Grazi are still talking about the party. Fabi picks up the red AMEF book to look.
>
> After Marylyn has looked at the book for about 15 minutes, Marylyn explains the class. She tells Jackie the steps of the class and assigns three tasks she wants her to do with students herself.

In this segment, we can see a description of the scene when Mari and Marylyn “prepare classes”. In fact, Mari prepares the class herself and explains it to the ETA. This, however, is the only segment like this; in all other events that student teacher and ETA prepare classes, they construct the class together.

Summary of Practice 4.

Where does the practice happen? In the teachers’ room.

When does the practice happen? All the events happened before student teachers and ETAs were supposed to micro-teach, ranging from the week before to a few minutes before the class.

Who are the participants? A student teacher and an ETA

What activities (structured routines and pathways that facilitate or regulate actions; rules of appropriacy and elegibility – who does/doesn’t, can/can’t engage in particular activities) are integral to these practices? In this practice, student teachers and

---

[147] A song from the famous Mexican TV show El Chavo del Ocho. https://www.youtube.com/watch?v=p2dBtdgbLKM

[148] It was displayed on a sidewalk near downtown campus to count the number of people who had been mugged in the region.

[149] Shakira

[150] Ricky Martin

[151] Mc Hammer

[152] Rick Astley

[153] Cher

[154] Sandy & Junior, a famous child and, later, teenage duo who were very famous in the 1990’s and early 2000’s, when most of these student teachers were kids.

ETAs construct the class together, usually speaking English – although Pedro and Adam code switch from English to Portuguese and vice-versa all the time. It is possible to see that student teachers get the preparation going by presenting some initial idea for classes and, then, ETAs contribute to the class with their own ideas and suggestions. In this sense, student teachers somehow lead the preparation, since the final judgment call about the class is theirs. However, one event seems different from others, as, for example, Mari only explains the class to Marylyn, who does not contribute to the class with any suggestion.

Practice 5: Requesting help. Requesting for help is when one participant directs a turn-in-interaction at (an)other participant(s) indexing that he or she cannot do something alone (Garcez and Salimen, 2011, p. 9). In the subsequent turn, the addressee(s) of the request may or may not offer help. In the interviews, participants pointed out the importance of having a group of peers as well as a coordination on which they could depend on. Offering help when requested is an action that Costa (2013) has described as one of the joint actions that participants do together in a teacher development event. Merril (2016) states that trust and clear communication are essential for collaboration to grow, and, thus, for participants to rely on peers for help. Two of her participants pointed out that "one has to know people in order to have people one can ask for help, and to then feel comfortable doing so (p. 158)."

In the community. There are nine events grouped around the practice of request for help[155]. As we can see in the synoptic chart below, these events happen in the teachers' room, in a relatively stable routine: teachers ask for their peers' help in order to resolve an issue that they cannot resolve alone.

Event	**When**	**Where**	**Who**
1. Lucas asks Estevam how he can work with pronunciation in class	Week 2, feedback with Lucas	Estevam's office	Estevam and Lucas
2. Lucas asks Adam several questions about teaching a course with AMEF	Teachers' room observation, seventh week, day 1	Teachers' room	Adam, Lucas, Antonio and Grazi
3. Lucas wants to know where he can find the	Teachers' room observation, ninth week, day 1	Teachers' room	Adam, Lucas and a Letras student friends with them

[155]When one participant directs a turn-in-interaction at (a)nother participant(s) indexing that he or she cannot do something alone (Garcez and Salimen, 2011, p. 9).

four stylistic[156] categories in English (may 18)			
4. Adam asks for his mates for a scene in a sitcom scene he can use to work with cooking (may 18)	Teachers' room observation, ninth week, day 1	Teachers' room	Adam, Lucas and a Letras student friends with them
5. Lucas wants to shadow someone who is teaching Jetstream before he begins using the book in a course	Teachers' room observation, ninth week, day 1	Teachers' room	Lucas, Grazi and Josiana
6. Mariana asks Nadia about how her Jetstream class regarding water was before she teacher the same class	Teachers' room observation, Eleventh week, day 3	Teachers' room	Mariana, Nadia and Grazi
7. Adriana asks mates for help with her writing class and Adam helps her out	Teachers' room observation, Twelfth week, day 1	Teachers' room	Adriana and Adam
8. Mirian asks for help on vocab for her class	Teachers' room observation, e Twelfth week, day 2	Teachers' room	Adam, Pedro and Grazi
9. Mariana asks for advice on how to teach relative clauses	Teachers' room observation, e Twelfth week, day 2	Teachers' room	Mariana and Antonia

Table 13: Requesting help

In this collection of events, participants align to the resolution of a problem that revolves around their work in the program and they cannot themselves resolve by themselves. The events revolve around the following teaching themes:

- teaching a skill;
- using the course book (twice);
- finding a theoretical reference;
- finding a text to use in class;
- discussing vocabulary items for class;
- teaching a grammar topic.

In this collection of events, one can see the role of the more experienced peers in these student teachers' development. For instance, in event 1, Lucas asks Estevam, his coordinator, for help with something he does not know how to do – teach pronunciation

[156] As it is the case in many universities, professors use Guedes (1997) as a reference to teach writing classes in Portuguese. The author refers to four stylistic qualities in a text: thematic unit, concreteness, objectiveness, and questioning (unidade temática, concretude, objetividade e questionamento).

in class. The coordinator is the most experienced peer in the community – she holds a PhD and has been an English instructor for nearly three decades. In events 2 and 3, Lucas chooses Adam with the gaze to respond to offer help. Adam, as I mentioned in the interview, is the prototypical more experienced peers in many aspects. First, he has been a teacher of English for years, in different contexts. Second, when I did fieldwork Adam had been a student teacher in the program for about a year and a half – which is three thirds of a participants' possible time. Similarly, both Lucas and Grazi try to find a peer who has had experience using the new course book, or, in other words, who is more experienced in that particular aspect.

Differently from the events discussed above, but also revealing of the importance of the more experienced peer, Adriana requests help from everyone in the room. However, the first to chip in and offer help is Adam once again, even though Adriana's request was directed at her group of colleagues.

No less important, however, is the event that contradicts the interpretation that less experienced peers will be the ones to request help. Adam, who is the one who less experienced student teachers resort for help in most events, reaches out for help to choose a nice sitcom scene about dating to take to class. Similarly, in event 9, Mari asks Antonia for help, who is a novice both in teaching and in the program.

As the synoptic chart reveals, eight out of nine of the events happen in the teachers' room and have as focal participants student teachers. The exception is the first one, which happened in a one-to-one feedback meeting that Estevam, the pedagogical coordinator, which occasionally happened after the micro-classes. Another interesting aspect of this practice is that it happens in Portuguese in all the events.

I present below a segment of a prototypical interaction in this category. In the segment, which took place right after lunch, Adam, Lucas and Grazi are talking in the teachers' room while they prepare classes, and Antonio is using the computer and singing.

Excerpt 18: "It's a lot of singing"

Adam: Pois é, né gente, é muita cantoria[157].
Lucas: Ô, esses reviews tem que fazer todos com os alunos?[158]
Adam: Quais reviews?[159]
Lucas: As que tem no American English File[160].

---

[157] You know, guys, it's a lot of singing.
[158] Hey, should we do all these reviews with the students?
[159] Which reviews?
[160] Those in the American English File.

Adam: Olha só, o que eu faço: o review eu dou pra eles de homework e só corrijo em aula. Se não é muito tempo, se tu for fazer todos os exercícios não dá[161].
Lucas: Sim, eu já dei, eu comecei a dar[162].
Adam: É muita coisa, mas eu adoro este livro.
"It's too much stuff, but I really like this book."

In the beginning of the segment, participants are topicalizing the fact that there is always music in the teachers' room: either there is video playing on *YouTube,* someone playing the guitar on the lawn outside or someone singing in the room. Then, Lucas gazes at Adam, and asks if he should do all the reviews[163] in the American English File book. Adam responds his question by asking another question to clarify which reviews that Lucas is discussing. After that Lucas explains that he is talking about the reviews in the American English file book, showing the book to Adam, Adam resorts to narrating what he usually does: he gives the exercises as homework and checks it with students in class. After that, Lucas says that he is already doing it in class, and Adam, finishes the sequence, by saying that there is too much material in the book, although he thinks the book is good.

Summary of Practice 5

Where does the practice happen? Eight out of nine of the events presented in this practice happened in the teachers' room. One of them – number one – happened in Estevam's office.

When does the practice happen? Eight out of nine of the events presented in this practice happened in informal interactions in the teachers' room, where teachers spend time and do their work. One of them – again number one – happened in a feedback session between Lucas and Estevam, which took place the Monday after Lucas microtaught in the pedagogical meeting.

Who are the participants? In the first event, participants are a student teacher – Lucas - and the coordinator - Estevam. In the remaining events, only student teachers.

What activities (structured routines and pathways that facilitate or regulate actions; rules of appropriacy and elegibility – who does/doesn't, can/can't engage in particular activities) are integral to these practices? In seven of the eight events described in the data, a student teacher has a difficulty that they cannot address alone.

---

[161] Look, here's what I do: I give them the review as homework and just check it in class. If you are going to do all the reviews, it takes too long.
[162] Yes, I'm doing it, I have just started doing it.
[163] The book is divided in unites. Each unit has three lessons and one review lesson, which closes the unit sequence.

Then, this student teacher asks peers for help, usually by asking a question. In a few cases, the student teacher asks the question for everyone, but selects a peer with the gaze. Next, peers start pitching in with suggestions on how the student teacher who requested for help could address his or her issue.

Practice 6: Sharing artifacts[164]**.** As I mentioned earlier, sharing is a big thing in this community. Of course, sharing is a broad theme, inclusive but difficult to define. In this sense, I have divided this practice according to the type of artifact at stake. My description of this practice takes into consideration Wenger's (1998, 2010) view that our interactions culminate in the reification of products – narratives, meanings, identities, tools, maps, etc. – that originate from such interactions. The author argues that reification – parallel to participation – is fundamental to the very existence of social systems like the communities of practice. Since reification is not a monolithic concept, as it refers to the construction of both physical (e.g. tools, buildings, maps, etc.) and symbolic artifacts (e.g. meanings, identities, worldviews, etc.), it is possible to delineate it based on the kind of artifact at stake. Of course, such distinct artifacts as a hammer and one's gender identity are not the same thing. Thus, I have divided it into three distinct types: (1) a tool produced by the community, (2) EAL literature and concepts in the same area; and (3) stories of success and professional learning in the classroom.

Therefore, I will divide this session into three different parts. In each of the parts I will discuss the specific type of artifact being shared.

Practice	**Event**	**When**	**Where**	**Who**
1. An artifact produced by the community/a community member	Estevam advises student teachers who will microteach to use the lesson plan format they discussed in the study meetings (march 18)	Pedagogical microteaching meeting, week 1	At the computer lab	Student teachers; Maria Julia and Antonio; Estevam.
	Estevam lectures about the importance of lesson plan stages	Luisa's workshop, ninth week	At the computer lab	Student teachers; Maria Julia and Antonio; Estevam.

[164] The concept of artifacts comes from Sociocultural Theory's understanding that the workings of human minds are shaped by the mediational forces of "cultural artifacts, activities, and concepts" (Lantolf, 2006, p. 70), to which humans are exposed since birth. Artifacts are anything from physical tools used for labor to books, clocks, and computers. Symbolic, as opposed to physical, artifacts are significant as well, such as "language, numeric systems, diagrams, charts, music, and art" (p. 69).

	Adam uses Lucas' lesson plan and explains he often gets lesson plans from the Gdrive	Teachers' room observation, seventh week, day 1	Teachers' room	Adam, Lucas and Grazi
	Maria Julia and Luisa explain that the student teachers should prepare the lesson plans for the new book.			
2. EAL teaching and learning literature/key concepts	Estevam tells Lucas they should revise Harmer's book	Week 2, feedback with Lucas	Estevam's office	Estevam and Lucas
	Estevam recommends that student teachers always give students a purpose to read a text	Luisa's workshop, ninth week	At a classroom in the Institute	Student teachers; Maria Julia and Antonio; Estevam.
	Luisa explains the concept of 'scanning'	Luisa's workshop, ninth week	At a classroom in the Institute	Student teachers; Maria Julia and Antonio; Estevam.
	Estevam explains the concept of 'production'	Luisa's workshop, ninth week	At a classroom in the Institute	Student teachers; Maria Julia and Antonio; Estevam.
	Estevam explains the concept of 'PPP' using the course book that they use as a reference	Luisa's workshop, ninth week	At a classroom in the Institute	Student teachers; Maria Julia and Antonio; Estevam.
	Meeting discussing Freitas (2016)	Week 2, feedback with Lucas	Estevam's office	Estevam and Lucas
3. Narrating classroom experience	João tells a success story in a difficult writing class	Teachers' room observation, e Twelfth week, day 2	Teachers' room	João, Grazi and Antonia
	Antonia explains that she has been working with narrative texts and personal statements in the EAP writing to make the class more fun	Teachers' room observation, Twelfth week, day 2	Teachers' room	João, Grazi and Antonia
	Nadia describes how she talked students into debating	Teachers' room observation, Eleventh week, day 3	Teachers' room	Mariana, Nadia and Grazi
	Adam narrates a cool experience co-teaching with Antonia	Microteaching pedagogical meeting, Fourth week, day 2	Teachers' room	Nadia describes how she talked students into debating

	Antonia describes two classes on academic writing	Teachers' room observation, Thirteenth week, day 2	Teachers' room	Antonia and Adriana

Table 14: Sharing artifacts

An artifact produced by the community/a community member. As stated earlier, Wenger (1998; 2010) claims that CoPs produce artifacts that make up a sense of history in a community. Since the community I investigated is one whose end goal is teaching English to the university's students, faculty and staff, the artifacts it produces have to do with teaching – class plans, tasks and frameworks for lesson plan.

This is a relatively timid practice, as it has only three events associated with it. Besides, the pattern is not so clear – the when, where and what varies. The first two events happened in pedagogical meetings, while the third one happened in a conversation in the teachers' room.

EAL teaching and learning literature/ key concepts. Another important element in the environment of EAL teachers is their knowledge of EAL methodologies, important literature references and concepts. This corresponds to what Pérez Gomez (1995) has termed technical rationality. Costa (2013) and Costa and Schlatter (2017) have shown how the division between technical and practical rationalities may be flawed in certain social arrangements because many a time their research participants used technical concepts in order to address issues that emerge from practical domains. In the events grouped under this practice, we have different elements:

- a book (Harmer, 1992), used as a reference for lesson planning;
- a doctoral dissertation (Freitas, 2016) on EAP;
- technical concepts, such as "scanning", "PPP" or production.

The events that make up the empirical data on this practice happen in different spheres in the community –when, where and who. However, they happen predominantly in the pedagogical meetings.

Personal experiences in the classroom. Another crucial element of Cops of the same kind as this is that narratives (Merril, 2016; Costa, 2013) are important. Narratives give a sense of belonging and pass across success and learning stories for others who did not have such an experience. The events grouped under this practice mostly happen in the informal contexts – when, where and who –, that is, in the teachers' room with student teachers shop talking. However, event 54 happens in a pedagogical meeting; right before

Adam starts teaching, he says that this class was improved in a time that she co-taught with Antonia.

Chapter summary **and look ahead.**

In this chapter I presented and categorized the data. In the first part of the chapter, I presented the interviews with the focal participants as well as the themes that emerged from such interviews in order to understand interviewees' interpretations of their own professional development in the program. In the second part of the chapter, I presented a nexus between the results of the interviews and the data from participant observation. I did so by triangulating the themes that emerged in the interviews with the field journals, transcriptions and artifacts obtained through participant observation. I claim that after triangulating the results of the interviews with the participant observation data I get to the practices of teacher development of the community, that is, the practices that relate student teachers' self-understandings (interviews) with actual social practice (participant observation). Finally, I present the teacher development practices using the following resources: (1) synoptic charts that relate the practice, as a collection of events, to the individual events in which they are realized; and (2) analysis of prototypical events in which the practice is being realized, or, in Wenger's (2010) terms, of the local practice.

In the next chapter, I will present and discuss possible interpretations of the results, referring to earlier related studies.

Chapter 5: Discussion

In this chapter, I will present possible interpretations of the data shown in the previous chapter and discuss its significance in the light of previous research. For each research question, I will first summarize the findings, and then interpret and contextualize them.

Question 1: According to interviewees, does their participation in the LwB program contribute to their professional development as teachers? In what ways?

This question focused on identifying in the interviews how participants perceived and evaluated their professional development in the program. In other words, it aimed at finding out whether the interviewees felt that they had developed as teachers by participating in the program, and, if so, in what ways. Although interviews are controversial as a research method in interpretive research, Holland et al. (1998) have pointed out the importance of one's self-perceptions and self-understandings as a way to interpret their identity, especially "those with strong emotional resonance for the teller" (p.3). In the CoP approach, as Wenger (1998, 2010) points out, identity is a central dimension to understand learning, for learning is viewed as social production of identities. As the author puts it, "learning is not just acquiring skills and information; it is becoming a certain person—a knower in a context where what it means to know is negotiated with respect to the regime of competence of a community" (Wenger, 2010, p. 2). Learning, thus, can be viewed as the process of realigning between socially defined competence and individual experience as one navigates toward full participation in a community. In this sense, "identity reflects a complex relationship between the social and the personal. Learning is a social becoming" (p. 3).

This focus of CoP theory on identity "adds a human dimension to the concept of practice" (p. 2), and does not allow for an excessive attention to the reification of the practice in its generic and historical level. As Wenger (2010) puts it,

> When learning is becoming, when knowledge and knower are not separated, then the practice is also about enabling such becoming. Being able to interact with our manager is as much part of your practice as technical know-how. Gaining a competence entails becoming someone for whom the competence is a meaningful way of living in the world. It all happens together. The history of practice, the significance of what drives the community, the relationships

> that shape it, and the identities of members all provide resources for learning—for newcomers and old-timers alike (p. 3).

The community of practice builds its theory on a set of dualisms – participation and reification; individual identity and social structure; practice as contingent, local action and practice as a historical, generic device; among others. Among these pairs, the most relevant one is participation and reification; it is so relevant because it is in the relationship between the social realities that these concepts represent that the production of social structure and the production of persons happens.

In the literature on history-in-person, authors have argued that interviews are a fruitful way to look into participants' identities, since participants "tell others who they are, but, even more important, they tell themselves and try to act as though they are who they say they are" (Holland et al., 1998, p. 3). According to them, "these self-understandings, especially those with strong emotional resonance, are what we refer to as identities" (p.3). This is why I started the analysis of the interviews. Participants' trajectories in the community produce self-perceptions of who they are as teachers and of how they became who they are based on the experiences they had[165]. The practices in which they partook are the thread that connects their histories-in-person with their lived experience. Thus, when interviewees explain the ways in which they developed, they refer to: (1) practices that mattered to their development (microteaching, lectures, and feedback sessions); (2) specific episodes that they experienced[166] in the community (a specific meeting and a specific feedback session, for instance); and (3) themes that often refer to topics that they learned (methodology, how to structure a class, etc.).

As I presented in chapter 4, all interviewees stated that their participation in the program have contributed to their professional development as EAL. In the collection of interviews, five main themes emerge as related to this perception of professional development: (1) pedagogical meetings; (2) classroom practice; (3) sharing; (4) co-teaching; and (5) improving proficiency.

Pedagogical meetings. In this community, participants meet every Friday for the "pedagogical meetings". These meetings are compulsory for student teachers and ETAs, and the only way to get a free card out of them is if you have a class at the same time –

---

[165] The concept of habitus, coined by Bourdieu (1977) is central here, too.
[166] Referring to the what, when, where and who of such episodes.

as a student teacher in the program or as a student in college. All ETAs – except for Pedro – had Portuguese classes at the same time and, for this reason, did not attend the meetings.

These pedagogical meetings make up the institutional time devoted to enacting the pedagogical coordinator's "plan for teacher development"[167]. In a research carried out in communities of additional language TAs in a big university in US Midwest, Merril (2017) claimed that events promoted by foreign language departments are central for relationships among TAs to bloom. In her study, she found that institutional spaces of teacher development – such as pre-service and in-service trainings; pedagogical courses; brown bags; regularly scheduled meetings; and specific assignments (co-writing pedagogical materials, tests and quizzes) – consisted of important venues for professional development. Still, a few TAs in her data said that they had opted out of the meetings because they had the feeling they benefited very little from them. In a study carried out in a community of teachers of Portuguese as an Additional Language working at a binational center in a Latin American country, Costa (2013) also referred to the importance of the pedagogical meetings as a locus for practices of teacher development. In his data, the pedagogical meetings also make up the institutionalized time for teacher development, which is in the weekly calendar of the institute. In his data, actions associated with professional development – offering help, reporting classroom moments and modeling – were frequent.

Merril (2016) pointed out that some participants mentioned that they did not participate in meetings because they tended to be more bureaucratic than pedagogical. This is certainly not the case in the community that I investigated, for two main reasons: (1) participants are required and paid to participate in meetings; and (2) bureaucratic issues never take more than twenty-minutes, and the coordinator truly commits to not letting the meetings become only about administrative issues. Besides that, one of the lectures – Professor Salete's – happened outside the regular hours of pedagogical meetings and had massive attendance. In other words, participants were not demanded to come but came anyway. This indicates that student teachers are willing to participate in meetings that contribute to their professional development, even if they are not demanded or paid to do so. This has important implications for the design of communities of practice that aim at fostering teacher development. For meetings to be productive they have to be

[167] Plano de formação de professores.

interesting and inviting for participants, as they need to have a perception that they benefit from such meetings. For instance, both Antonio and Adam expressed that they felt the meetings had become "more organized" and with clear learning goals over time in the program; according to them, this was better for them and made meetings more attractive, for they felt they had take-aways after each participation. Another way that community may signal to teachers that the meeting is valued is paying teachers for participating. This is not only about capital, but also about symbolic capital; if teaching and office hours are paid and meetings are not, there is a clear signal of what is more and what is less valued. In a community that takes over the responsibility of developing teachers, valuing these institutional moments of professional development is a must. Therefore, the LwB's policy of having three paid hours a week for student teachers seems to be an asset.

Provided that pedagogical meetings are an institutional facet of the commitment with teacher development in this community, it is not surprising that the learning tokens which are connected with the technical domains of the profession (Perez Gomez, 1995) – e.g. learning about methodologies, how to structure a lesson plan – happen in these moments. In Costa (2013), the pedagogical meetings both with the whole team and in small groups were an important locus of teacher development, as practical and technical rationalities converged in those meetings to cater for problems that emerged from participants' teaching practice, which the authors names "practical-technical" rationalities.

In the data, pedagogical meetings have a variety of different goals and, thus, are organized around different activities: (a) micro-teaching sessions; (b) lectures with specialists from outside the community; (c) workshops with more experienced community members; (d) a meeting devoted to present and discuss a doctoral thesis regarding EAP; and (e) a meeting where participants shared online resources they thought interesting to refer to students. In all the cases, the meetings aim at fostering professional development as a primary goal. According to interviewees' perception, the meetings attained their objective and played a central role in their trajectory in the program.

Another similarity between the meetings in the data and in Costa (2013) is that the events revolve around moments in which technical and practical rationalities converge – participants use technical thinking to resolve a practical issue that emerges from work. In the data, the lectures fall more in the technical end of the spectrum, for the themes of such lectures revolve around issues that are not directly linked with student teachers' everyday

teaching practice. The microteaching sessions, on the other hand, fall in the other end of the spectrum, as they are centrally concerned with getting a glimpse of what student teachers do in class without actually observing classes. It is important to keep in mind that student teachers had to choose a class they had taught or a class that they would teach. In the middle of this spectrum are the workshops, as they flirt with both ends of the spectrum. In other words, in the workshops both elements of technical rationality (e.g. concepts, specialized literature, etc.) and of practical rationality (e.g. classroom problems, good tasks, etc.) are discussed to shed light on class preparation for the very courses that student teachers teach. In addition, earlier research has advocated for the role of microteaching (Bell, 2007; Ping, 2013; Slagoski, 2007), lectures (Friesen, 2011; Gimenez, 2000; Malavska, 2016) and workshops (Glazer & Hannafin, 2006; Lambert & Stock, 2016; Musset, 2010; Palmer, 2006) in teacher development.

In addition to that, interviewees related the meetings to specific take-aways they linked to their professional learning in the program. Both Antonio and Maria Julia discussed the importance of the meetings as a venue to discuss challenges they faced in the classroom with peers and coordinators. In other words, not only did they see the meetings as a locus where they could share their problems and gather suggestions, but also where they could learn from other student teachers' problems.

As I mentioned, the meetings represented a momentwhere participants could learn about "methodologies". Two interviewees – Kelly and Lucas – were positive about the impact of such meetings to learn about different teaching methods and assessed that this learning made them feel more secure. Adam also explained that he learned the concepts of ESP and EAP in such meetings and felt this discussion led to a better comprehension of things that he had already been doing intuitively in class. Lucas mentioned that he started borrowing and reading books about EAL teaching after he began participating in the pedagogical meetings.

Moreover, the pedagogical meetings were moment where relationships formed and developed. Maria Julia illustrates this when she explains that she found her "model teacher", who she often resorted to in times of trouble and who she observed for her final paper in college, in a meeting where peers had to present or micro-teach tasks they had used in class. Similarly, Adam stated that he often used materials that he got from peers after microteaching sessions. In fact, after Kelly's micro-class described here, Nadia went to talk to her to ask access to the material that she had used in the meeting because Nadia

wanted to use it in class. Merril (2016) found that an important avenue for teacher development for her study's participants consisted of sharing materials. In her data, participants had a feeling of development from getting other TAs to give them feedback on the pedagogical materials they wrote and from being able to see what other TAs' materials were like.

In summary, this theme relates to a collection of different practices encountered in a number of events in the community. Each practice is often associated to more than one event in the data (three microteaching sessions, three lectures, and two workshops). It is interesting to note that these events are longer if compared to the informal ones. For instance, the meetings – no matter their purpose– lasted for about three hours.

Classroom practice. The second theme that appears in the collection of interviews is that of classroom practice. As I mentioned earlier, Schön (1987) has claimed that the term *practice* can be interpreted in two ways. For instance, a lawyer's practice means all the things he does, the clients he has and the types of cases that he has to handle; at the same time, we use practice to refer to the repetition of a certain activity in order to improve at it, as musicians or athletes do. In the first case, practice refers to performance in a range of professional situations. In the second, it refers to preparation for performance. A professional practice, according to the author, includes both meanings of the term practice. Young (2009) has also claimed something similar: practice is both performance in context and repetition. According to him,

> practice as used in this book involves repetition, but what participants do in a practice is not necessarily to repeat their own performance; instead, a person may perform a practice for the first time in their life but, through direct or indirect observation, the person has knowledge of the history of a practice in their community, and it is that history that is extended in practice (p. 3).

In this sense, in my interpretation of the data, interviewees referred to situations in classroom because teaching is *the* professional practice that binds participants together in this community. As I reviewed in chapter 2, communities of practice are characterized by three main elements: (1) a shared domain of interest; (2) a defined community; (3) a shared practice. In this community, the shared practice that gives everything that participants in the community do a sense of unit is EAL teaching.

In the analysis of participant observation data, the reference to classroom situations is pervasive –student teachers narrate classroom experiences when requesting

or offering help, share anecdotes of things that they did in class, etc. However, due to limitations of this study's design, there was no participant observation of classroom practice. Carrying out classroom observation would entail a great number of hours of transcription as well as increase many times the number of research participants and, thus, conduct to issues[168] on research ethics. This difficulty of carrying out classroom observation is probably one of the reasons why the vast minority of studies focused on teacher development do not have empiric data obtained through classroom observation.

Sharing. The third theme that emerged from my analysis of interviews is that of sharing. Sharing is the nominal form of the verb *to share*, whose semantic breadth is is indexed by the number of meanings that it has in the dictionary – seven in total, four as a transitive verb (the first four) and three as an intransitive verb (the latter three). The meanings are as it follows: (1) to divide and distribute in shares; (2) to partake of, use, experience, occupy, or enjoy with others; to have in common; (3) to grant or give a share in; (4) to tell (thoughts, feelings, experiences, etc.) to others; (5) to have a share; (6) to apportion and take shares of something; and (7) to talk about one's thoughts, feelings, or experiences with others[169]. I would like to call attention for the meanings (2), (3), (4) and (7) as particularly important for my interpretation of this theme in this community – to have in common, to partake, use or enjoy with others; to tell thoughts, feelings of experiences to others; to talk thoughts, feelings or experiences. Of course, the specific meaning of sharing will depend on what is being shared.

In this community, the role of sharing is multifaceted. It includes practices as varied as sharing: (1) an artifact produced in the CoP or by a CoP member; (2) EAL teaching and learning literature⁄ concepts, (3) asking for and getting help[170], and (4) narrating classroom experiences.

In Merril (2016) sharing has also emerged as an important element for community building, especially the sharing of pedagogical materials. According to her, it transcended the prosaic action of getting someone's materials and using them in class. Participants got other people's materials and adapted to their own needs, which many participants considered a good thing for professional development. In addition to that, some

---

[168] Explaining the study to many different classes, collecting a great number of informed consents, among others.
[169] https://www.merriam-webster.com/dictionary/share
[170] Bearing in mind that asking for help also implies sharing a problem one cannot resolve on his or her own.

participants also pointed out that they enjoyed receiving input on the materials they had written from their peers. Finally, participants also pointed out that sharing materials with peers was an important way to bond and build trust with one another, an essential element for the creation of a CoP. Costa (2013) has pointed out the importance of sharing classroom stories as a way to shed light on a current problem in teaching practice. In other words, participants look to experiences for references on how to proceed in the present moment. Thus, narrating – or sharing a story, as I chose to present it – is central to the author's interpretation of his ethnographic data on professional development, and has also emerged in my own data as a central practice of teacher development.

I will develop more about each practice under this theme in the answer to question number 3.

Co-teaching. The fourth theme that appeared in the interviews is co-teaching. Co-teaching is usually defined as "two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students"[171]. However, co-teaching can also happen with other arrangements, such as an experienced teacher and a student teacher, or two peers with different levels of instruction or different level of experience. The co-teaching format, however, implies that both individuals (or all the individuals involved) fully participate in teaching the class. In this community, the practice of co-teaching, as mentioned earlier, was instituted by the coordination as a way to involve the ETAs in the classes while giving them opportunity to learn a little more about EAL teaching from student teachers, whose major is on English teaching.

As I mentioned earlier, one of the limitations of the present study is that there was no classroom observation. However, an epiphenomenon of co-teaching could be observed in the data – that of joint class preparation. Merril (2016) claims that co-teaching and co-writing of pedagogical materials was one of the main ways in which participants claimed to build trust relationships with peers who, in the aftermath, would begin interacting professionally with on regular basis – exchanging materials, class plans and ideas for class. Although in Merril's (2017) data co-teaching is not mentioned by participants, they mention the role of the meetings for discussion and co-writing materials as a resource to develop professionally. In Costa (2013), participants often meet to co-

[171] http://faculty.virginia.edu/coteaching/definition.html

write pedagogical materials as well, especially in pedagogical meetings in large and small groups.

I will discuss the practice of planning classes together in more detail in the answer to research question 3.

Question 2: Is it possible to relate participants' histories of professional development with the practices identified in the observational data? In what ways?

To answer this second question, I triangulated the results of the analysis of the interviews – the themes identified in interviewees' answer– with the results of data obtained through participant observation. The idea was to identify the interactional events in participant observation data that related to the themes identified in the interviews. The relations appeared in two manners: (1) some events were realizations of the practices referred to by participants (e.g. micro-teaching, lecture, feedback session), or (2) because they thematically related to the aforementioned themes (e.g. learning methodology is related to lectures; learning how to structure a class is related to microteaching and workshops; interacting with ETAs is related to improving proficiency, and both happen in preparing classes together). I chose this because interviews are a possible gateway to identify the practices that mattered to participants' development. In this sense, my study design involved attending to the two distinct but intertwined lines of memory of a practice (Wenger, 2010) – participation and reification –, each of which has an essential role to understand the relationship between the (re)production of the community as a social system and social production its participants as members who come to belong to such system by participating in it. Therefore, the present study fills a gap in existing studies of professional development in communities of practice of AL teachers: there is a concern for both dimensions of practice – participation (participant observation) and reification (self-perceptions explained in interviews). Costa (2013) carried out ethnography in a community of practice of PAL in a binational institute. In his research, the focus is solely on social practice, which is demonstrated by his unique focus on interaction events in their contingent, here-and-now dimensions. In other words, he only analyzes participation, that is, the here-and-now analysis of interviews. Merril (2016), on the other hand, in an analysis of how interactions help form communities of practice, only focuses on what participants say about their professional development in their AL departments

through questionnaires and interviews. In the present study, however, I strive to join both dimensions.

I did find out that there is a relationship between participants' history-in-person and the practices. In the interviews, participants explained the ways in which they felt they had developed professionally throughout their trajectory in the program. Then, I looked into participant observation data to try to identify such themes and practices in the interactional events described in the data. In this process, I identified the practices of teacher development. Here it is understood that a practice of teacher development has the following idiosyncrasies:

(1) it revolves around a professional theme (classes, lesson plans, students, classes in college, specialized literature, pedagogical materials, books, etc.);
(2) it involves interaction of participants in both formal (meetings) and informal (teachers' room) gatherings;
(3) it either has the resolution of an emerging issue in their professional practice in the program or professional learning per se as a central purpose;
(4) participants perceive that they have learned from engaging in it;
(5) it is at one time contingent and situated (on the event level) and generic (in its reiterated pattern).

Therefore, all the themes mentioned by interviewees somehow relate to specific practices in the community. I showed this earlier in chapter 4, by presenting a table that relates the themes identified in the interviews with the events identified in the participant observation data. The correlation between events regularly patterned events and the themes are the practices of teacher development.

I will discuss the practices identified in the answer to the next research question.

Question 3: What are the practices of professional development in the CoP? Where do they happen? When do they happen? Who participates?

As I mentioned in chapter 4, the practices of teacher development in the community are divided into two types: (1) formal practices and informal practices. The formal practices were planned, organized and facilitated by Estevam, the program's coordinator at the university. She has a "development plan" for student teachers, which is mostly enacted in the pedagogical meetings. The pedagogical meetings, as I described in chapter 4, consist of the community space for systematic discussion of issues that concern EAL teaching, both focusing on their professional practice in the program and in

terms of discussing methodologies and literature. The meetings are paid for and obligatory – except for student teachers who have classes at the same time. However, students hold the role of the pedagogical meetings for their professional development in high regard.

The informal practices, on the other hand, are mostly enacted in the teachers' room. This is one important discovery of this study – which also converges with previous studies, such as Merril (2016) – , the fact that it is important that teachers (TAs and student teachers included) need physical space and time to be able to construct networks of relationships on their own, without mediation of supervisors or superiors. In other words, part of fostering teacher development in a community of practice of teachers is literally giving room for these teachers to do their thing – interact, find their "model peers", swap material, discuss issues, tell classroom stories, etc. Merril (2016) points out the importance of the shared offices for TAs to bond and develop relationships that strengthen the community, which also converges with Wenger et al.'s (2002) view that both public and private interactions are necessary to cultivate strengthen relationships in the community. After all, a community is only as strong as the network of relationships that emerge from it.

This dynamic between the formal plan for teacher development and the informal practices that emerged from the participants by their own initiative have been a central piece in these student teachers' experience in the program. Below, I present a map of the practices encountered in the community. I have divided those in formal and informal practices:

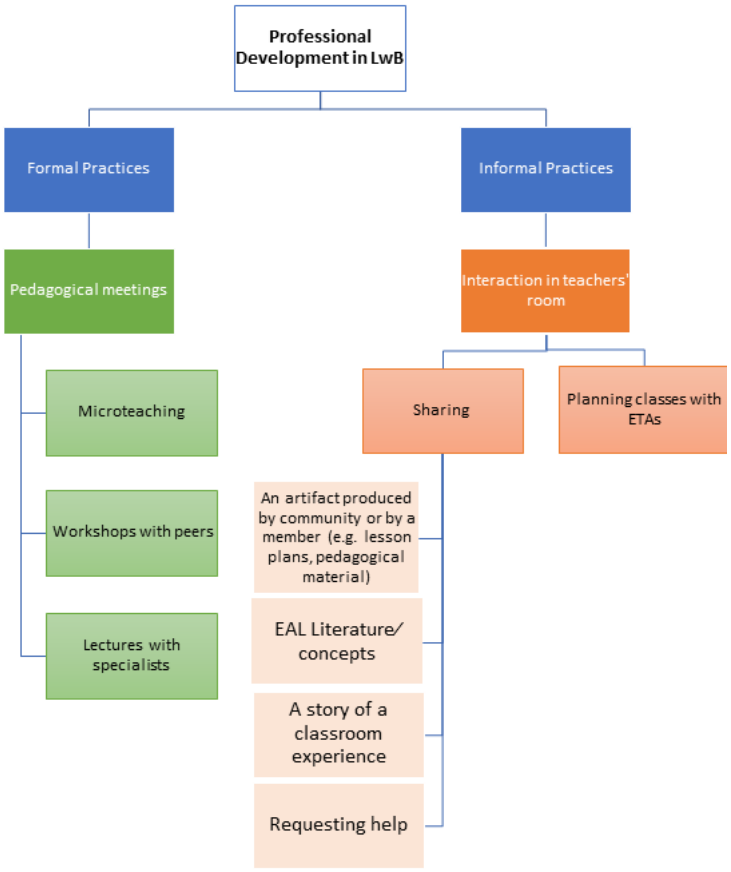


Figure 16: Teacher Education Practices

It is important to note that some practices are predominantly formal or predominately informal. For instance, there are events in which participants request help in the teachers' room while there is one event in which a participant request help in a pedagogical meeting. There are nine events in which participants share materials in the teachers' room, while there is one event in which participants share materials in the pedagogical meetings. Thus, I have categorized both cases as being predominately informal, since they happen spontaneously in the teachers' room. In addition to that, one of the practices – planning classes with ETAs – has been categorized as informal in a rather arbitrary manner. Student teachers are requested to co-teach with ETAs, but many of those pairs opt to prepare their joint class together, despite this not being a requisition from coordination. In other words, co-teaching is a requisition but planning lessons together is not. Thus, I have opted to include it in the informal practices.

Formal teacher development practices. As I mentioned earlier, the formal practices of development integrate the coordinator's development plan. These practices happen chiefly in the pedagogical meetings. In the paragraphs below I will discuss the practices that relate to the themes in the interviews.

Microteaching. Microteaching could be considered an old-school practice and research (Amobi, 2005; Metcalf, Hammer & Kahlich, 1996) has suggested its effectiveness as a preservice or in-service teacher development practice. Microteaching allows teachers (or student teachers, as in this study) to experience classroom and receive feedback. The present study has also found microteaching to be a productive practice for the student teachers' professional development. When narrating a memorable moment that she felt she was learning about being a teacher, Maria Julia remembered a microteaching session in which she met her "model peer". According to her, it was a very important moment because she felt like she was learning a whole new way of teaching, "a more natural one", as she called it, one that she has carried with her into a new job in a completely new context – that of an elementary public-school teacher. Adam also mentioned that he learned from observing their peers microteach. According to him, he often "borrowed" materials he learned about in microteaching sessions. Moreover, he claimed to have learned about how to make a better use of slides and of the board in such meetings as well. Lucas said that the feedback sessions that followed the meetings made him more aware of what he had been doing in class. According to him, it was a moment that he could associate his own teaching with the methodologies that they had studied.

In this point, the practice of microteaching – as it exists in the community – converges with existing literature on AL teacher development in important ways. First, it is way of sharing materials, classes and ways of teaching with others. This, as I argued earlier, was found to be central to the building and strengthening of a professional community of teachers, as Merril (2016) pointed out. In addition, Lucas' understanding of microteaching as an avenue to become more aware of how his teaching practice converges with existing methodologies in EAL teaching could be interpreted as an example of how – in practices of teacher development – technical and practical rationalities overlap, which Costa (2013) has referred to as technical-practical rationality.

Furthermore, no other practice is so regularly patterned in the data. As discussed in chapter 2, I found it necessary to draw a clear delimitation of practice, provided that this term is quite a broad one and used in all possible field of humanities. Event refers to "sequentially bounded units, marked off from others in the recorded data by some degree of thematic coherence, and by beginnings and ends detectable through co-occurring shifts in content, prosody, or stylistic and other formal markers" (Gumperz, 2001, p. 9). In other

words, *event* refers to instances of interaction analyzed in the form of "interactional texts" (p. 9).

As I pointed out in chapter 4, microteaching has very stable routine both in terms of participants' actions and roles that participants take to themselves. In the events where participants do not adhere to what is expected from them, there is the overt and cover assessment that the microteaching did not work. Although this can be interpreted in a negative light, as if they were prescribed to follow a certain script, it is not the case. This, in my interpretation, makes the case for the understanding that the concept of practice, understood as activity type, discourse genre or structure of expectation is essential to understand how teachers are developed in practice. As I quoted earlier, Young (2009) claims that practice is repetitive in nature, and, although participants are not exactly repeating themselves, they are performing in context, repetition and pattern are certainly one of its elements.

Workshops with peers. As I described in chapter 4, this is an intermediate practice. Let me explain. While the microteaching is contingent to participants' everyday lives – they teach a task they did or will do in class –, and the lectures somehow transcend it – lecturers discuss themes that are beyond what they do in their everyday practice, the workshops seem to bridge this. In other words, the workshops bring about a conceptual discussion of a framework, which student teachers are expected to use in order to prepare their lessons. This framework consists of Maria Julia and Luisa's – in interaction with the coordinator – interpretation of specialized literature (Brown, 2001; Harmer, 2015; Ur, 1996). Therefore, Maria Julia and Luisa interpret the concepts proposed by such authors and transform them into a lesson plan framework (appendices R and S).

It is interesting to note that this practice makes the identity of more experienced peer relevant. Both Maria Julia and Luisa are much more experienced than the other student teachers, as both of them have already been introduced into the profession and finished their degree.

Lectures with specialists. Another practice in the coordination's plan for teacher development was the lectures. Although no interviewee named the lectures in the interviews, most of them talked about the importance of discussing "methodologies", "theory" or concepts such as "ESP" or "EAP". In chapter 4 we saw there are studies that have defined lecture as an academic oral genre (Giménez, 2000) or a pedagogical process genre (Malavska, 2016). The lecture is an "adaptable and robust genre that combines

textual record and ephemeral event, and that is capable of addressing a range of different demands and circumstances, both practical and epistemological" (Friesen, 2011, p. 95). In this sense, lectures can vary in their form and content, and can have more monological or dialogical components in them.

During fieldwork there were three such lectures. The first one was about the TOEFL iBT exam, and was delivered by Taiana, a representative for ETS in Brazil. The second lecture was a talk on how to prepare classes to explore reading and writing skills, and was delivered by Professor Salete. The third lecture was on EAL methodologies, and was delivered by the teaching coordinator of a big network of English schools. As it is visible, the three lectures are on quite different subjects. They are also different considering participants' interaction framework. In the first lecture, there is a lot of interaction in pairs and small groups. In the second lecture, Professor Salete asks many questions and builds her points on student teachers' answers. In the third lecture, Fabiana does a little bit of both, but has also a more prescriptive tone.

As I described earlier, the lectures touch on themes that are not exactly the everyday practice of the student teachers. The first lecture, about the TOEFL iBT, focuses on getting student teachers acquainted with an exam that they are not required to take and for which few of them teach preparatory classes. In the second lecture, student teachers are introduced into the steps of class preparation for a reading and writing class – from choosing a text to writing all tasks. Nevertheless, the tasks are for students of Portuguese as an Additional Language. Furthermore, in most cases, student teachers use course books for their teaching in the program. The last lecture is about the different methodologies used by a private language school to put together what they call their methodology, "with bits and pieces from different sources", as Fabiana claims. However, these moments focused on a more technical rationale are considered very important by interviewees for making them more aware of both what they do in class and what they can do in class.

The lectures converge with the data presented by Merril (2016). Her research participants felt that the seminars, brown bags and pedagogical courses offered by their departments were important venues of development when they were used for development; participants from certain departments tried to dodge these moments because they felt that they were too time consuming and offered them very little, especially when pedagogy was relegated to second plane in order to focus on bureaucracy. Therefore, this is one of the findings of the present study for communities of practices of

teachers: it is important that pedagogical meetings are focused on teaching related issues rather than on bureaucratic work.

As far as the formal practices are concerned, they were viewed as important by interviewees. According to them, these practices were integral to the learning of themes that could be associated with the technical or technical-practical rationality. According to them, learning about methodologies was a way to understand their classroom practices in a more conscious manner. Furthermore, interviewees also stated that such understandings got them to expand their horizons and, thus, broadened "their options", as Kelly said.

Informal teacher development practices. As I mentioned earlier, informal teacher development practices are the ones that emerged in teachers' interactions in the teachers' room. In the paragraphs below, I will discuss the practices that relate to the themes in the interviews.

Sharing. As I described earlier, sharing is quite a broad concept, but it did come up in all interviews, referring to different facets of the verb, as I pointed out in chapter 4. The way participants referred to it – "sharing your agonies, sharing materials and sharing experiences" tipped me off on how to organize an array of different events around the verb share. I found that this category falls predominantly in the category of informal practices, since most events took place in the teachers' room in moments that were not officially dedicated to teacher development. However, there were some deviant events, that is to say, events that should be categorized as sharing but that happened during formal teacher development. I categorized the practice according to the "object" of the verb sharing. In this sense, there are three practices related with the sharing.

Sharing materials. Participants share lesson plans and pedagogical materials with one another in a number of ways in both formal and informal circumstances. In the pedagogical meetings, student teachers shared materials with one another. After the microteaching sessions, teachers shared materials with one another at request; in addition, they posted it on a Drop Box account for others to retrieve their materials. Furthermore, it was common to see student teachers sharing materials with one another in the teachers' room both upon requests for help or spontaneously.

Merril (2017) has also found that sharing – especially materials – as one of the main practices done by her research participants in their language departments. Her participants revealed that a local online website for materials sharing made their lives a lot easier, especially when they were new TAs striving to adapt to the requirements of

academic life. Moreover, Merril's research participants claimed that situations which required them to interact with peers (co-teaching, co-writing materials, brown bags, etc.) helped them build a trust environment where sharing could happen as a natural consequence.

EAL teaching and learning literature/ concepts. Another type of sharing that came up in the data was that of concepts and literature in the area of EAL teaching and learning. Obviously, participants not only share the concept or the physical text, they share the meaning of such concept and such text for the community. This practice tends to help in the formal teacher development situations in the community – the pedagogical meetings and in the one feedback session that I got to observe. However, in two interactional events in the teachers' room, student teachers also informally share literature in the fields of EAL and Language Studies to help resolve a classroom problem.

In the pedagogical meetings, the practice of sharing relevant concepts and literature appeared in different ways. Before I started fieldwork, student teachers read and discussed a classical EAL teacher development book (Harmer, 1992). Then, they discussed how they could convert the discussion into a framework for reading and listening classes. Subsequently, in both the microteaching sessions and the feedback session that derived from it, the framework was referred to, and, in the feedback, the coordinator even said that she thought they should revisit the framework. In the lecture, in different ways lecturers shared pertinent concepts with the student teachers, overtly or covertly.

Professor Salete, as I mentioned earlier, is quite an experienced teacher educator, and has supervised practicum courses for a long time. She presented concepts without referring to them in an academic register of without reference to authors, as often showing how they materialize in concrete products (such as lesson plans and pedagogical material) is a more effective way out. For instance, in her lecture she substitutes the bakhtinian concept of discourse genre (Bakhtin, 1981) by showing, in the pedagogical material, that it is important that pedagogical tasks consider who is writing to whom, in what context, about what topic, and, thus, reflect on the linguistic devices used to compose discourse. Another example of that is when she suggests that student teachers always reflect upon reactions people have towards different texts in order to design tasks which emulate such reactions. In this sense, although she does overtly quote any specific authors, she does so by demonstrating how such concepts or literature materialize in pedagogical materials.

Fabiana, who is a teacher coordinator and teacher recruiter for a major network of language schools, focuses her lecture on describing the "bits and pieces of methodology" from where they get her school's methods. She briefly describes an array of approaches and methods (Richards & Rodgers, 1991) in AL teaching. In addition, she gets student teachers to come up with examples of classroom tasks that could be used in a classroom guided by the approaches and methodologies that she summarizes.

In the workshops, concepts integral to discussion in AL teaching are embedded in the framework for lesson planning (appendix Q and S). As I mentioned in chapter 4, according to Luisa and Maria Julia, the "steps" for the classes were based on very popular references in EAL teaching methodologies (Brown, 2001; Harmer, 2015; Ur, 1996)[172]. In the workshop, Maria Julia and Luisa make a synthesis of their understanding of how the aforementioned authors could be translated in pedagogical materials and, ultimately, a framework of guidelines for lesson planning. Here, there is a certain feeling of prescribing how student teachers should plan their lessons, and, ultimately, how they are expected to teach. Nevertheless, interviewees said learning how to structure a lesson was useful for them, and stated that it helped them to expand the repertories of how it could be done. In addition, Lucas, Antonio, Adam and Kelly said that one of the things that helped them develop while in the program was that they felt freedom to prepare classes and teach classes however they felt it was better for the group. Kelly even compared her freedom in the program with two of her previous experiences: (1) at a social project and (2) at a language school. She said that her experience in the LwB felt like the middle road, as in the program she had the freedom to do whatever she wanted to do, whereas in the language school she had to follow very rigid steps. According to her, this was an acumen in the program: guidance without the feeling that she was only repeating a set of rules.

Furthermore, in both workshops there was homework, which in both cases, consisted of thinking about how to teach a class based on a course book that they would start using. In this sense, this converges with Merril (2016) in that her research participants pointed out that their local repository of materials was important both when they were starting as TAs and also as a means to see how others wrote their own materials. It also converges with Wenger (2010) when he states that the products that stem from

[172] The participants refer to that in a paper presentation, which I do not include in the references to preserve their identities.

communities of practice have the important role of mediating participants' relationship with the community itself, as well as of telling the communities history.

Lucas also pointed out that after he started participating in the pedagogical meetings, he began borrowing from the coordinator and reading books related to EAL teaching, which reveals the important role a coordinator plays in the community of practice. This diverges from Merril (2016) in that her research participants saw the head TAs or the faculty member responsible for the TAship in the department as somewhat of a threat, or at least as someone to whom reaching out could bring some undesired consequence. Nevertheless, in Costa (2013) the research participants do not seem at all intimidated by the coordinator, whose main role in teacher development is similar to that of the pedagogical coordinator of the community that I studied – organizing meetings, helping teachers with lesson planning, presenting conceptual tools to facilitate work, literally teaching something teachers do not know. This is an interesting result of the present study, for it suggests that a central asset in this community is the trust between coordinator and student teachers. In other words, student teachers seem to reach out for the coordinator because they see her as a partner, as someone who they can trust, rather as someone whose job is to control them. This is an important insight for the design of communities of practice of this kind, for community members should not feel threatened of afraid of their supervisors and should trust them in order for a professionally productive relationship to emerge.

This practice happens in formal teacher development situations in the community – the pedagogical meetings and in the only feedback session observed. It consists of either the pedagogical coordinator or a more experienced peer making explicit reference to literature (e.g. Harmer, 1992) or EAL teaching concepts (Presentation, Practice, Production; scanning; production). In all these cases, the theoretical concepts were being used to qualify their discussion on issues that were problematic to student teachers' teaching practice. In this sense, this is parallel to Costa's (2013) understanding that the teacher education events –in which student teaches align to the joint solution of a classroom problems, focusing on a classroom related topic – somehow put together a technical rationality (Pérez Gomez, 1995) and a practical rationality (Schön, 1987).

Requesting help. I have included the practice – so common in the informal arenas of the community, such as the teachers' room – of asking for and getting help under this theme. Asking help here is understood as when one participant directs a turn-in-

interaction at another participant/other participants indexing that he or she cannot do something alone (Garcez & Salimen, 2011, p. 9), whereas the other participant(s) may or may not provide the help requested. In the data there are many events where participants ask other community members (predominantly peers) for help, especially in the teachers' room. Previous studies on communities of teachers have shown that requesting help is an important practice (Costa, 2013; Merril, 2016). Not only does a request for help stimulates trust as it opens avenues for teaching practice to be the topic of a wide array of interactions.

Narrating a classroom experience. One of the practices identified in the data, especially in the informal situations of teacher development in the teachers' room, is associated with participants referring to a story of something that happened in the classroom to shed light on a practical problem that they are discussing in the present moment. Similarly, Costa (2013) also found that participants often resort to the telling of an experience and interpreting it as a fundamental component of their participants' teacher development events. In fact, the author considers "narrativity"[173], that is "articulating and presenting what they consider a relevant lived experience for the topic at hand to sustain the actions that make up the teacher education event" (Costa, 2013, p. 81)[174]. In other words, a teacher development event relies on narrations of relevant lived experiences as an integral part of it.

Planning lessons with ETAs. In the data, planning lessons together corresponds to professional development in two different ways: (1) they get to increase their repertories by interacting with the ETAs, who, on their turn, interact with different student teachers and "snuggle" good ideas around, as the excerpt of Lucas' interaction with Heather shows; (2) student teachers feel that they improve their proficiency by interacting with the ETAs in English. A Lucas mentioned, student teachers do not speak English with one another because they feel "weird" about it, but they do so with the ETAs.

This perception of student teachers that their proficiency in English language reveals a relationship of subordination from the nonnative speaker to the native speaker (Jordão, 2016; Martinez & Jordão, 2015), which, under a post-colonial scrutiny, reveals and legitimates a worldview that privileges languages and cultural systems from the

---

[173] Narratividade
[174] Articular e apresentar o que consideram uma experiência relevante para o tópico em foco é o modo de sustentar as ações que constroem o evento de formação de professores.

Global North (Martinez & Jordão, 2015). In many ways, this interpretation sounds quite valid. Nevertheless, this is an etic interpretation, not concerned with how participants interpret this themselves and what they have to say about it, as in an emic look participants seem not to feel threatened by the presence of ETAs in their workplace. Furthermore, it is interesting to note that in the data there are many events in which the ETAs seem to be striving to learn Portuguese and Brazilian culture from their Brazilian counterparts.

In the end of the day, this is an epistemological issue. In my research practice, informed by social practice and emic views and concerned with participants' interpretations, I cannot help but point out that locally and emically ETAs' presence in the community are a good thing.

Chapter 6: Conclusions

To conclude this dissertation, I would like to refer to my general research question: Do participants develop as teachers by participating in the program? In what ways? The answer to the simple yes or no question that guided the study – and whose answer I intuitively supposed to be yes – is affirmative. In other words, participants learn by participating in the program. Nevertheless, I found that student teachers do not merely participate in a program, they also participate in a community of practice. While not all student teachers in the program participate in the community with the same intensity, and not all the people who participate in the community are officially working for the program (as Maria Julia and Antonio's participation reveal), those who actually engage with community's everyday practices claim to have indeed developed professionaly. The development happens through formal practices, that is, practices that have been planned and implemented by the coordinator, and informal practices, or better, practices that happen spontaneously in everyday interactions among community members. Data suggests that participants may "port" or "transfer" their learning tokens in the community to future practice in other jobs – even in quite different contexts, which is an important aspect of teacher development. In this sense, the program could come to impact practices in basic school, since many of these teachers will end up working in regular schools. In other words, the data suggests that student teachers use their past experiences to build new modes of participation in emerging contexts.

Limitations. The present study has some limitations. First, unfortunately it was not possible to generate audiovisual recordings. During fieldwork, this was a judgment call I made after hearing from an important participant that a video camera in the teachers' room may drive other student teachers away. As verbal language is just one aspect of social practice, I know I have missed a lot by not being able to record the observations on videotape. Provided I had more time in the field, I probably would have been able to negotiate this with participants. Second, a big part of participants' experience in the program relates to classroom practice and interactions with students. Nevertheless, I thought observing classes in the program would have escalated the difficulty of this project in many different fronts (e.g. it would multiply the number of participants many times; it would increase the number of hours spent in the field; it would increase the number of hours transcribing recordings; etc.).

Future research. This project can be unfolded into further research endeavors. I would like to interview student teachers after two or three years in order to see, in their future perspectives, how their participation in the program helped them as teachers. In addition to that, I would also like to carry out a similar research project – in this or another community – but this time with classroom observation. Another interesting research project would be to study another LWB community and compare the results.

References

AEE. (2014). *On the path to equity: Improving effectiveness*.

Allen, H. W., & Azarola, E. N. (2007). The Professional Development of Future Professors of Foreign Languages : Looking Back , Looking Forward. *The Modern Language Journal*, *94*(3), 377–395. https://doi.org/10.1111/j.1540-4781.2010.01056.x

Amobi, F. A. (2005). Preservice Teachers' Reflectivity on the Sequence and Consequences of Teaching Actions in a Microteaching Experience. *Teacher Education Quarterly*, *32*(1), 115–130. Retrieved from https://acces.bibl.ulaval.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ795309&lang=fr&site=ehost-live%5Cnhttp://www.teqjournal.org/backvols/2005/32_1/volume_32_number_1.htm

Austin, J. L. (John L. (1975). *How to do things with words*. Second edition. Oxford [Eng.] : Clarendon Press, 1975. Retrieved from https://search.library.wisc.edu/catalog/999484553302121

Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, *27*(1), 10–20. https://doi.org/10.1016/j.tate.2010.08.007

Bakhtin, M. (1981). *The dialogic imagination : four essays*. Austin : University of Texas Press, [1981] ©1981. Retrieved from https://search.library.wisc.edu/catalog/9910628693402121

Bakhtin, M. M. (1986). *Speech Genres & Other Late Essays*. Austin, TX: University of Austin, Texas.

Bateson, G. (1972). A theory of play and fantasy. In *Steps to an ecology of mind* (pp. 183–198). Northvale, NJ: Jason Aroson Inc.

Bell, N. D. (2007). Microteaching: What is it that is going on here? *Linguistics and Education*, *18*(1), 24–40. https://doi.org/10.1016/j.linged.2007.04.002

Block, D. (2003). *The social turn in second language acquisition*. Washington, D.C. : Georgetown University Press, 2003. Retrieved from https://search.library.wisc.edu/catalog/999946256702121

Bourdieu, P. (1977a). *Outline of a theory of practice*. Cambridge [England] ; New York : Cambridge University Press, 1977. Retrieved from https://search.library.wisc.edu/catalog/999488800402121

Bourdieu, P. (1977b). The economics of Linguistic Exchange. *Social Science Information*, *16*(6), 645–668.

Bourdieu, P. (1991). The Social Institution of Symbolic Power (pp. 103–159). Cambridge, MA: Harvard University Press.

Boylan, M. (2010). Ecologies of participation in school classrooms. *Teaching and Teacher Education*, *26*(1), 61–70. https://doi.org/10.1016/j.tate.2009.08.005

Brown, H. D. (2001). *Teaching by principles : an interactive approach to language*

pedagogy. Second edition. White Plains, NY : Longman, [2001] ©2001. Retrieved from https://search.library.wisc.edu/catalog/999909312802121

Brown, P., & Levinson, S. (1987). *Politeness : some universals in language usage*. Cambridge [Cambridgeshire] ; New York : Cambridge University Press, 1987. Retrieved from https://search.library.wisc.edu/catalog/999581101802121

Burke, P. J., Christensen, J. C., & Fessler, R. (1984). Teacher Career Stages: Implications for Staff Development. Fastback 214., 32. Retrieved from http://search.proquest.com/docview/63335357?accountid=17215

Certeau, M. de. (1990). *A Invenção do Cotidiano*. Petrópolis, RJ: Vozes.

Clarke, A. (1995). Practitioner knowledge as knowledge-in-action Implications for Teacher Education. *Pergamon*, *11*(3), 243–261.

Costa, E. V. (2013). Práticas De Formação De Professores De Português Língua Adicional Em Um Instituto Cultural Brasileiro No Exterior, 1–162.

Costa, E. V, & Schlatter, M. (2017). Eventos de formação de professores: uma perspectiva etnográfica sobre aprender a ensinar. *Trabalhos Em Linguística Aplicada*, *56*(1), 37–63.

Duranti, A. (1997). *Linguistic anthropology*. Cambridge ; New York : Cambridge University Press, 1997. Retrieved from https://search.library.wisc.edu/catalog/999795830602121

Dynel, M. (2011). Revisiting Goffman's postulates on participant statuses in verbal interaction. *Linguistics and Language Compass*, *5*(7), 454–465. https://doi.org/10.1111/j.1749-818X.2011.00286.x

Erickson, F. (1990). Qualitative Methods . *In R Linn F Qualitative Methods, London Macmillan*, 0–77.

Erickson, F. (2004). *Talk and social theory : ecologies of speaking and listening in everyday life*. Cambridge ; Malden, MA : Polity Press, 2004. Retrieved from https://search.library.wisc.edu/catalog/9910057838402121

EU. (2013). *the Attractiveness of the Teaching Profession in Europe* (Vol. 2). Luxembourg: Publications Office of the European Union. https://doi.org/10.2766/41166

Filipouski, A. M., Marchi, D., & Simões, L. J. (2009). Referenciais Curriculares de Língua Portuguesa e Literatura. In R. G. do Sul (Ed.), *Referenciais Curriculares dop Estado do RIo Grande do Sul* (pp. 52–123). Porto ALegre, RS: Secretaria de Educação do Estado.

Foucault, M. (1979). *Discipline and punish : the birth of the prison*. New York : Vintage Books, 1979. 1979, ©1977. Retrieved from https://search.library.wisc.edu/catalog/999622412902121

Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, N.J. : Prentice-Hall, [1967] ©1967. Retrieved from https://search.library.wisc.edu/catalog/999473385202121

Gasner, T. (2000). An ambitious vision of professional development for teachers. *NASP*

Bulletin, *84*(618), 6–12. https://doi.org/10.1177/019263650008461801

Gee, J. P. (1999). The Future of the Social Turn : Social Minds and the New Capitalism, *32*, 61–68.

Geertz, C. (1973). *The interpretation of cultures : selected essays*. New York : Basic Books. Retrieved from https://search.library.wisc.edu/catalog/9910006648402121

Giddens, A. (1984). *The constitution of society : outline of the theory of structuration*. Berkeley : University of California Press, 1984. Retrieved from https://search.library.wisc.edu/catalog/9910341368702121

Giménez, R. (2000). *La repetición lingüística en el género de la clase magistral: el inglés académico oral en el ámbito de las ciencias sociales*. Universitad de Valencia.

Glazer, E. M., & Hannafin, M. J. (2006). The collaborative apprenticeship model: Situated professional development within school settings. *Teaching and Teacher Education*, *22*(2), 179–193. https://doi.org/10.1016/j.tate.2005.09.004

Goffman, E. (1974). *Frame analysis : an essay on the organization of experience*. New York : Harper & Row, 1974. Retrieved from https://search.library.wisc.edu/catalog/999773580302121

Goffman, E. (1981). *Forms of talk*. Philadelphia : University of Pennsylvania Press, 1981. Retrieved from https://search.library.wisc.edu/catalog/999518654402121

Goodwin, C., & Duranti, A. (1992). rethco.pdf. In A. Duranti & C. Goodwin (Eds.), *Rethinking Context: Language as an interactive phenomenon* (pp. 1–42). Cambridge: Cambridge University Press.

Gumperz, J. (2005). Interactional sociolinguistics: A personal perspective. *The Handbook of Discourse Analysis*, 215–228. https://doi.org/10.1002/9780470753460.ch12

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday ' s Introduction to Functional Grammar*.

Harmer, J. (2015). *The practice of English language teaching*. Fifth edition. Harlow, Essex, England : Pearson Education Limited, 2015. ©2015. Retrieved from https://search.library.wisc.edu/catalog/9912286162002121

Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, *11*(1), 49. https://doi.org/10.1017/S0047404500009039

Heath, S. B., & Street, B. (2008). *On ethnography : approaches to language and literacy research*. New York : Teachers College Press : NCRLL/National Conference on Research in Language and Literacy, [2008] ©2008. Retrieved from https://search.library.wisc.edu/catalog/9910056640802121

Holland, D. and J. Lave (2001). *History in person: Enduring struggles, contentious practice, intimate identities*. Albuquerque: School of American Research Press.

Holland, D., Jr., W. L., Skinner, D., & Cain, C. (1998). The Woman Who Climbed up the House. In *Identity and Agency in Cultural Worlds* (pp. 3–18). Cambridge, MA: Harvard University Press.

Hornby, N. (2002). *Songbook*. San Francisco, Calif. : McSweeney's Books, [2002] ©2002. Retrieved from https://search.library.wisc.edu/catalog/999938463302121

Hymes, D. (1962). The ethnography of speaking. In T. Gladwin & W. Sturtevant (Eds.), *Handbook of language and social interaction* (pp. 15–53). Washington, DC: Anthropological Society of Washington.

James Gee. (2000). The New Literacy Studies: from "socially situated" to the work of the social. In D. Barton, M. Hamilton, & R. Ivanič (Eds.), *Situated Literacies : Reading and Writing in Context* (pp. 180–194). London ; New York: Routledge.

Jordao, C. M. (2016). Decolonizing identities: English for internationalization in a brazilian university. *Interfaces Brasil-Canada*, *16*(1), 191–209.

Holland, D. & Lave, J. (2009). Social practice theory and the historical production of persons. *Actio: An International Journal of Human Activity Theory* No. 2:1-15.

Judd, E., Tan, L., & Walberg, H. (2001). Teaching additional languages. *Educational Practices Series; 006*, 26 p.

Knight, P. (2002). A systemic approach to professional development: Learning as practice. *Teaching and Teacher Education*, *18*(3), 229–241. https://doi.org/10.1016/S0742-051X(01)00066-X

Lambert, P., & Stock, P. L. (2016). Toward a Theory of Genre in Teacher Research : Contributions from a Reflective Practitioner Published by : National Council of Teachers of English Stable URL : http://www.jstor.org/stable/40173055 Toward a Theory of Genre in Teacher Research : Contributio, *33*(2), 100–114.

Lantolf, J. (2000). *Sociocultural theory and second language learning*. Oxford [Eng.] ; New York : Oxford University Press, 2000. Retrieved from https://search.library.wisc.edu/catalog/999896399002121

Lave, J. (1996). Teaching, as Learning, in Practice. *Mind, Culture and Activity*, *3*(3), 149–164.

Lave, J., & Wenger, E. (1991). *Situated learning : legitimate peripheral participation*. Cambridge [England] ; New York : Cambridge University Press, 1991. Retrieved from https://search.library.wisc.edu/catalog/999668157902121

Little, J. W. (2001). Locating learning in teachers' communities of practice: Opening up problems of analysis of everyday …. *Teaching and Teacher Education*, *18*, 917–946.

Malavska, V. (2016). Genre of an Academic Lecture. *Llce*, *3*(2), 2453–7101. https://doi.org/10.1515/llce-2016-0010

Malinowski, B. (1923). The problem of meaning in primitive languages. In C. Ogden, A. Richards, B. Malinowski, F. . Crookshank, & J. P. Postgate (Eds.), *The meaning of meaning: A study of the influence of language upon thought and of the science of symbolism* (pp. 296–336). London: Kegan Paul, Trench, Trubner & Co.

Martinez, J., & Jordão, C. (2015). Entre as Aspas da Fronteira: Internacionalização como Prática Agonística.

Mason 1958-, J. (2002). *Qualitative researching*. Second edition. London ; Thousand Oaks, Calif. : Sage Publications, 2002. Retrieved from https://search.library.wisc.edu/catalog/999934743802121

Merrill, M. (2016). *Communities of Foreign Language Teachers as a Source of Professional Development*. University of Wisconsin Madison.

Metcalf, K Hammer, R Kahlich, P. (1996). Alternatives To Field-Based Experiences the Comparative Effects of Oncampus Laboratories. *Teacher Education*, *12*(3), 271–283.

Miller, P. J., & Goodnow, J. J. (1995). Cultural Practices : Toward an Integration of Cultural Practices as Contexts for Development. *New Directions for Child and Adolescent Development*, *67*(Spring), 5–16. https://doi.org/10.1002/cd.23219956703

Musset, P. (2010). Initial teacher education and continuing training policies in a comparative perspective. *OECD Education Working Papers*, *48*, 1–47. https://doi.org/10.1787/5kmbphh7s47h-en

Norm Friesen. (2011). The Lecture as a Transmedial Pedagogical Form: A Historical Analysis. *Educational Researcher*, *40*(3), 95–102. https://doi.org/10.3102/0013189X11404603

Nóvoa, A. (1995). Formação de Professores e Profissão Docente . In *Os Professores e a sua Formao*. Lisboa: Don Quixote.

Nóvoa, A. (2007). O regr esso dos pr ofessores. *Conference on Teacher Professional Development for the Quality and Equity of Lifelong Learning"*. Retrieved from http://repositorio.ul.pt/bitstream/10451/687/1/21238_rp_antonio_novoa.pdf 3 de abril

Nóvoa, A. (2009). *Professores: imagens do futuro presente*. *Lisboa: Educa*. Lisbon: EDUCA. https://doi.org/10.1017/CBO9781107415324.004

OCDE. (2006). Teachers Matter. *Learning*, 304. https://doi.org/10.1787/9789264022157-ja

Ong, W. J. (2002). *Orality and Literacy*. London ; New York: rou.

Ortner, S. B. (1984). The Anthropology in the Sixties. *Comparative Studies in History and Society*, *26*(1), 126–166.

Palmer, D. H. (2006). Sources of self-efficacy in a science methods course for primary teacher education students. *Research in Science Education*, *36*(4), 337–353. https://doi.org/10.1007/s11165-005-9007-0

Pavlenko, A. (2002). Postructuralist approaches to the study of social factors in second language learning and use. *Portraits of the L2 User*, (January), 277–302.

Pennycook, A. (2001). *Critical applied linguistics : a critical introduction*. Mahwah, N.J. : L. Erlbaum, 2001. Retrieved from https://search.library.wisc.edu/catalog/999907807802121

Pessoa, R. R. (2014). A critical approach to the teaching of English: pedagogical and identity engagement. *Revista Brasileira de Linguística Aplicada*, (AHEAD), 0–0.

https://doi.org/10.1590/S1984-63982014005000005

Ping, W. (2013). Micro-teaching : a powerful tool to embedding the English teacher certification testing in the development of English teaching methodologies. *International Journal of English Language and Literature Studies*, *2*(3), 163–175.

Poplack, S., & Meechan, M. (1998). How Languages Fit Together in Codemixing. *International Journal of Bilingualism*, *2*(2), 127. https://doi.org/10.1177/136700699800200201

Raquel Murcia. (2013). A critical review of the Presentation-Practice- Production Model (PPP) in Foreign Language Teaching. In R. Monroy (Ed.), *Homenaje a Francisco Gutiérrez Díez* (pp. 97–115). Murcia: Ed. UM.

Richards, J. C. & Rodgers, C. (1991) *Approaches and Methods in Language Teaching*. Cambridge: CUP.

Richards, K. (2010). *Life*. London : Weidenfeld & Nicolson, 2010. Retrieved from https://search.library.wisc.edu/catalog/9910467109002121

Saldaña, J. (2009). *Qualitative Researchers*. London: Sage Publications.

Sarmento, S., & Kirsch , W. (2014, February). Inglês sem Fronteiras na UFRGS. *V Encontro Nacional do Projeto Novos Letramentos*. São Paulo, SP, Brasil .

Schatzi, T. (2001). Introduction: Practice theory. In T. Schatzi, K. K. Cetina, & E. Von Savigni (Eds.), *The Practice Turn in Contemporary Theory* (Vol. 44, pp. 10–23). London: Routledge. https://doi.org/10.1016/S0956-5221(03)00029-0

Schön, D. (1983). *The Reflective Practitioner*. Basic Books.

Schön, D. A. (1987). *Educating the reflective practitioner : toward a new design for teaching and learning in the professions*. First edition. San Francisco : Jossey-Bass, 1987. Retrieved from https://search.library.wisc.edu/catalog/999578399302121

Scribner, S., & Cole, M. (1981). *The psychology of literacy*. Cambridge, Mass. : Harvard University Press, 1981. Retrieved from https://search.library.wisc.edu/catalog/999518329202121

Searle, J. R. (1969). *Speech acts : an essay in the philosophy of language*. London : Cambridge University Press, [1969] ©1969. Retrieved from https://search.library.wisc.edu/catalog/999466711102121

Slagoski, J. D. (2007). Practicum: Microteaching for Non-Native Speaking Teacher Trainees. *English Teacher Forum*, *45*(4), 32–37.

Stephens, N., & Delamont, S. (2010). Roda Boa , Roda Boa : Legitimate peripheral participation in diasporic capoeira. *Teaching and Teacher Education*, *26*(1), 113–118. https://doi.org/10.1016/j.tate.2009.09.003

Stock, P. L. (2010). Situated learning theory and the pedagogy of teacher education: Towards an integrative view of teacher behavior and teacher learning. *Teaching and Teacher Education*, *26*(1), 98–106. https://doi.org/10.1016/j.tate.2009.05.001

Tannen, D. (1979). What â€™ s in a Frame ? for Underlying Expectations. In Roy

Freedle (Ed.), *New Direction in Discourse Processing* (pp. 137–181). Norwood, NJ: Ablex.

Tannen, D. (2014). Socioloinguistics: Interactional Sociolinguistic. In *Oxford International Encyclopedia of Linguistics* (pp. 8–13). Oxford University Press. https://doi.org/10.1007/s13398-014-0173-7.2

Tannen, D., & Wallat, C. (1987). Interactive Frames and Knowledge Schemas in Interaction: Examples from a Medical Examination/Interview. *Social Psychology Quarterly*, *50*(2), 205. https://doi.org/10.2307/2786752

Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, *15*(3), 754–760. https://doi.org/http://www.nova.edu/ssss/QR/QR15-3/qid.pdf

Ur, P. (1996). *A course in language teaching : practice and theory*. Cambridge [England] ; New York : Cambridge University Press, 1996. Retrieved from https://search.library.wisc.edu/catalog/999761214802121

Verma, M. (2010). The education of Hindu priests in the diaspora : Assessing the value of community of practice theory. *Teaching and Teacher Education*, *26*(1), 11–21. https://doi.org/10.1016/j.tate.2009.08.003

Villegas-reimers, E. (2003). Teacher professional development : an international review of the literature. *Production*, 1–197. Retrieved from http://unesdoc.unesco.org/images/0013/001330/133010e.pdf

Vygotski, L. S. (Lev S. (1978). *Mind in society : the development of higher psychological processes*. Cambridge : Harvard University Press, 1978. Retrieved from https://search.library.wisc.edu/catalog/999496932902121

Warriner, D. S. (2010). Competent performances of situated identities : Adult learners of English accessing engaged participation. *Teaching and Teacher Education*, *26*(1), 22–30. https://doi.org/10.1016/j.tate.2009.06.003

Wästerfors, D. (2014). Playfights as Trouble and Respite. *Journal of Contemporary Ethnography*, *45*(2), 168–197. https://doi.org/10.1177/0891241614554087

Wenger, E. (1998). *Communities of practice : learning, meaning, and identity*. Cambridge, U.K. ; New York, N.Y. : Cambridge University Press, 1998. Retrieved from https://search.library.wisc.edu/catalog/999849504402121

Wenger, E. (2002). *Cultivating communities of practice : a guide to managing knowledge*. Boston : Harvard Business School Press, 2002. Retrieved from https://search.library.wisc.edu/catalog/999920891902121

Wenger, E. (2010). Communities of practice and social learning systems : the career of a concept A social systems view on learning : communities of practice as social learning systems. *Social Learning Systems and Communities of Practice*, 225–246. https://doi.org/doi: 10.1177/135050840072002

Wertsch, J. V. (2009). The primacy of mediated action in sociocultural studies Articles The Primacy of Mediated Action in Sociocultural Studies, (October 2013), 37–41.

Wittgenstein, L. (1963). *Philosophical investigations*. Oxford, UK: Basil Blackwell.

Wolcott, H. F. (2001). *Writing up qualitative research*. Second edition. Thousand Oaks, Calif. : Sage Publications, [2001] ©2001. Retrieved from https://search.library.wisc.edu/catalog/9910004672402121

Wright, T. (2010). *Second language teacher education: Review of recent research on practice*. *Language Teaching* (Vol. 43). https://doi.org/10.1017/S0261444810000030

Young, R. (2009). *Discursive practice in language learning and teaching*. Chichester ; Malden, Mass. : Wiley-Blackwell, 2009. Retrieved from https://search.library.wisc.edu/catalog/9910077294802121

Young, R. F. (2010). Discursive Practice in Language Learning and Teaching. *The Modern Language Journal*, *94*(4), 683–684. https://doi.org/10.1016/j.system.2009.08.006

Young, R. F. (2015). Syllabus Seminar in Discursive Practice.

Appendix A: Inform Consent

APÊNDICE 1 – TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Você está sendo convidado (a) para participar da pesquisa intitulada *"Formação inicial de professores de inglês no Núcleo de Ensino de Língua Inglesa do Programa Idiomas* [redacted] sob a responsabilidade dos pesquisadores Profa. Dra. Simone Sarmento, docente e orientadora do Programa de Pós-Graduação em Letras, responsável por sua execução, e seu aluno de doutorado, William Kirsch.

Nesta pesquisa buscamos entender como se dá a formação de professores no Núcleo de Ensino de Língua Inglesa do Programa Idiomas sem Front[redacted]anto de modo oficial (nas reuniões pedagógicas, etc.) como de modo espontâneo (nas interações que vocês têm no cotidiano do trabalho de vocês). A ideia é gerar diários de campo e gravações de modo a poder descrever e analisar como esses momentos ocorrem e o que podemos, como formadores de professores, aprender com eles. Para isso, iremos observar o dia-a-dia de vocês, fazer anotações e algumas gravações em vídeo e áudio. Posteriormente, vamos convidar alguns de vocês (entre 6 e 8) para algumas conversas que serão igualmente gravadas em vídeo.

O Termo de Consentimento Livre e Esclarecido será obtido pelo pesquisador William Kirsch em uma das reuniões de equipe do mês de abril de 2016, em horário a ser definido pela coordenação de vocês.

Na sua participação você apenas precisará fazer as atividades que sempre faz quando o pesquisador não está por perto. O pesquisador irá fazer algumas anotações e eventualmente gravações de vídeo e áudio. Não se preocupe, pois a sua identidade será preservada através do uso de pseudônimos e do tratamento de efeito dos quadros de imagem, que serão "borrados" para que você não possa ser identificado. Além disso, os relatórios de pesquisa e futuros artigos e apresentações apenas vão conter transcrições, de modo que sua voz não poderá ser reconhecida. [redacted] não será mencionado no título público da pesquisa, em seu relatório ou nas publicações e apresentações dela decorrentes. Os arquivos serão mantidos em acervo de responsabilidade da Profa. Dra. Simone Sarmento, e somente serão utilizados para projetos de pesquisa que prezem pela preservação de sua identidade com a devida autorização do Comitê de Ética em Pesquisa da UFRGS.

Você não terá nenhum gasto ou ganho financeiro por participar na pesquisa. Os riscos consistem na possibilidade de você se sentir constrangido com a presença de um pesquisador anotando o que você faz e gerando registros de áudio e vídeo. Porém, você é livre para deixar de participar da pesquisa a qualquer momento sem nenhum prejuízo ou coação, desde já ou em qualquer fase da pesquisa. Medidas de proteção de sua identidade, como as descritas acima, estão sendo tomadas. Acreditamos que essa pesquisa pode ajudar a orientar ações de formações de professores que sejam úteis para você no seu trabalho no NucLi, bem como para o IsF como um todo. A pesquisa não será de modo algum utilizada por sua coordenação ou pelo comitê gestor do programa para avalia-lo. Além disso, você será ressarcido pelos pesquisadores por qualquer dano ou prejuízo decorrente de sua participação nesta pesquisa.

Uma via original deste Termo de Consentimento Livre e Esclarecido ficará com você e a outra de posse da Profa. Simone Sarmento e de William Kirsch.

Qualquer dúvida a respeito da pesquisa, você poderá entrar em contato com: Profa. Dra. Simone Sarmento (IL UFRGS/PPGLET UFRGS), pelo e-mail projeto.pesquisa.formacao@gmail.com. Você também poderá entrar em contato com o Comitê de Ética na Pesquisa com Seres-Humanos – Universidade Federal do Rio Grande do Sul: Av.Paulo Gama, 110, Sala 317, Prédio Anexo 1 da Reitoria - Campus Centro, pelo e-mail, ou pelo fone 51 3308 3738.

Porto Alegre [redacted]

Simone Sarmento

Prof. Dra. Simone Sarmento

William Kirsch

Eu aceito participar do projeto citado acima, voluntariamente, após ter sido devidamente esclarecido.

NOME (em letra de forma): [redacted]

Assinatura: [redacted]

Appendix B: Interview Protocol

General question: In what ways does their current teaching practice reflect their histories as LwB student teachers?

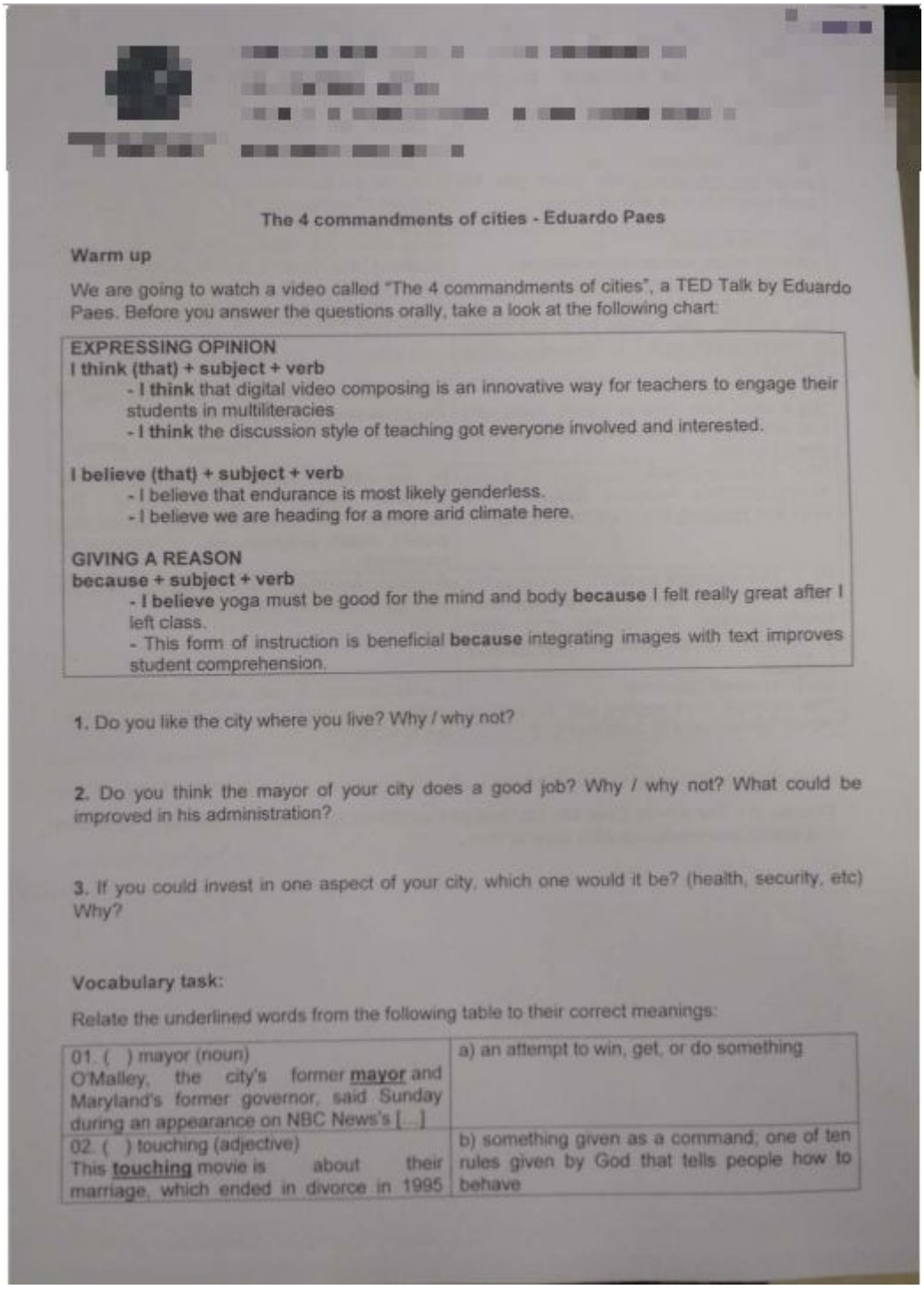
1. For how long have you been a teacher at the LwB? How long have you been systematically teaching English?
2. What classes have you taught at LwB?
3. What's the difference between LwB and your previous teaching experiences?
4. Can you think about specific moments (during pedagogical meetings, in the interaction with your colleagues or actually teaching) during your time as a LwB teacher in which you felt you were learning something important about being a teacher? Could you describe one or two of these moments in detail?
5. Can you remember a class in which you did something that you "took" from the pedagogical meetings or from an interaction with your collegue?
6. Do you think the program has impacted your English language proficiency? In what ways?
7. What do you think has been the importance of the program in your professional development as an English teacher? What has been the most important for you?

Appendix C: Microteaching form

IDIOMAS SEM FRONTEIRAS – MICROTEACHING REPORT

TEACHER'S NAME	Is the class organized in a didatic sequence?	How is the teacher talking time in this class?	Are the instructions of the activities clear?	Is the classroom management effective (students' organization, use of the black/white board)?	Does the teacher use appropriate methods, activities, and materials that are aligned with the objectives of the lesson?
1.					
2.					
3.					
4.					
5.					

Appendix D: Mariane's micro-class handouts



[redacted]

The 4 commandments of cities - Eduardo Paes

Warm up

We are going to watch a video called "The 4 commandments of cities", a TED Talk by Eduardo Paes. Before you answer the questions orally, take a look at the following chart:

EXPRESSING OPINION
I think (that) + subject + verb
- **I think** that digital video composing is an innovative way for teachers to engage their students in multiliteracies
- **I think** the discussion style of teaching got everyone involved and interested.

I believe (that) + subject + verb
- I believe that endurance is most likely genderless.
- I believe we are heading for a more arid climate here.

GIVING A REASON
because + subject + verb
- **I believe** yoga must be good for the mind and body **because** I felt really great after I left class.
- This form of instruction is beneficial **because** integrating images with text improves student comprehension.

1. Do you like the city where you live? Why / why not?

2. Do you think the mayor of your city does a good job? Why / why not? What could be improved in his administration?

3. If you could invest in one aspect of your city, which one would it be? (health, security, etc) Why?

Vocabulary task:

Relate the underlined words from the following table to their correct meanings:

01. ( ) mayor (noun) O'Malley, the city's former **mayor** and Maryland's former governor, said Sunday during an appearance on NBC News's [...]	a) an attempt to win, get, or do something
02. ( ) touching (adjective) This **touching** movie is about their marriage, which ended in divorce in 1995	b) something given as a command, one of ten rules given by God that tells people how to behave

[...]	
03. ( ) bid (noun) Overall, Emanuel has raised about $20 million for his reelection **bid**, while Garcia has raised about $4 million for his campaign.	c) a person who is hired to perform work or to provide goods at a certain price or within a certain time
04. ( ) commandment (noun) Which **commandment** has given you the most trouble in your faith journey?	d) pressed together so there is very little space between the parts or pieces; filled with a large amount of something; full of people, filled with as many people as possible
05. ( ) lane (noun) On busy roads you can have separate **lanes** for bicycles and pedestrians.	e) to move soil, sand, snow, etc., in order to create a hole; to form (a hole, tunnel, etc.) by removing soil, sand, snow, etc.
06. ( ) contractor (noun) The authority also would have the power to hire **contractors** to design the improvements [...]	f) an interesting or important part, quality, ability, etc.
07. ( ) dig (verb) **Dig** a small hole, drop in a bulb, cover with soil, and enjoy colorful flowers in the spot for years to come.	g) an official who is elected to be the head of the government of a city or town
08. ( ) feature (noun) Young people's everyday literacies: The language **features** of instant messaging.	h) the natural world; the conditions that surround someone or something; the conditions and influences that affect the growth, health, progress, etc., of someone or something
09. ( ) environment (noun) Well completion and gas transport may cause leakage of methane and other greenhouse gases into the **environment** [...]	i) having a strong emotional effect; causing feelings of sadness or sympathy
10. ( ) packed (adjective) The galleries were **packed** with supporters invited by members of Congress [...]	j) a narrow road or path; a part of road that is marked by painted lines and that is for a single line of vehicles

Sentences: COCA Corpus

Definitions: Merriam-Webster

Choose the five words from the list that you would be least likely to use in your writing and create one sentence with each of them.

1.

2.

3.

4.

5.

[...]	
03. ( ) bid (noun) Overall, Emanuel has raised about $20 million for his reelection **bid**, while Garcia has raised about $4 million for his campaign.	c) a person who is hired to perform work or to provide goods at a certain price or within a certain time
04. ( ) commandment (noun) Which **commandment** has given you the most trouble in your faith journey?	d) pressed together so there is very little space between the parts or pieces; filled with a large amount of something; full of people, filled with as many people as possible
05. ( ) lane (noun) On busy roads you can have separate **lanes** for bicycles and pedestrians.	e) to move soil, sand, snow, etc., in order to create a hole; to form (a hole, tunnel, etc.) by removing soil, sand, snow, etc.
06. ( ) contractor (noun) The authority also would have the power to hire **contractors** to design the improvements [...]	f) an interesting or important part, quality, ability, etc.
07. ( ) dig (verb) **Dig** a small hole, drop in a bulb, cover with soil, and enjoy colorful flowers in the spot for years to come.	g) an official who is elected to be the head of the government of a city or town
08. ( ) feature (noun) Young people's everyday literacies: The language **features** of instant messaging.	h) the natural world; the conditions that surround someone or something; the conditions and influences that affect the growth, health, progress, etc., of someone or something
09. ( ) environment (noun) Well completion and gas transport may cause leakage of methane and other greenhouse gases into the **environment** [...]	i) having a strong emotional effect; causing feelings of sadness or sympathy
10. ( ) packed (adjective) The galleries were **packed** with supporters invited by members of Congress [...]	j) a narrow road or path; a part of road that is marked by painted lines and that is for a single line of vehicles

Sentences: COCA Corpus

Definitions: Merriam-Webster

Choose the five words from the list that you would be least likely to use in your writing and create one sentence with each of them.

1.

2.

3.

4.

5.

The TED Talk:

Do you know who Eduardo Paes is?

Eduardo Paes

Mayor of Rio de Janeiro

Now watch the lecture (with English subtitles). After watching it, answer the questions.

https://www.ted.com/talks/eduardo_paes_the_4_commandments_of_cities/transcript?language=en#t-52742

Giving your opinion:

1. Do you agree with the 4 commandments Eduardo Paes proposes? Why / why not?

2. Do you think his arguments reflect the reality of Rio and Brazil? Why / why not?

Comprehension:

• What are the 4 commandments Eduardo Paes mentions? What is the project related to it? What improvement will it bring to the city?

1. (done as an example) Commandment: A city of the future has to be environmentally friendly

Related project: Construction of a park in Madureira

Improvement it will bring: Temperature decrease

2.

3.

4.

Writing task

You are going to write an abstract for one of the commandments Eduardo Paes establishes. Treat it as a research or a project. Use the answers you gave in the comprehension questions. The expressions in bold may help you write your abstract. The following example does this to the first commandment, relating it to the example the mayor brings:

Rio de Janeiro has many concrete jungles, and these areas are not environmentally friendly, a problem that cities of the future must give attention to. **This project aimed** to improve the environmental conditions in a neighborhood of Rio de Janeiro. **To achieve this goal**, an open space was found and a green area was built in Madureira, in the suburb of Rio. **The results showed** that the temperature in the region dropped. **It suggests that** more parks should be created in the city.

Here are some other phrases that may help you write your abstract:

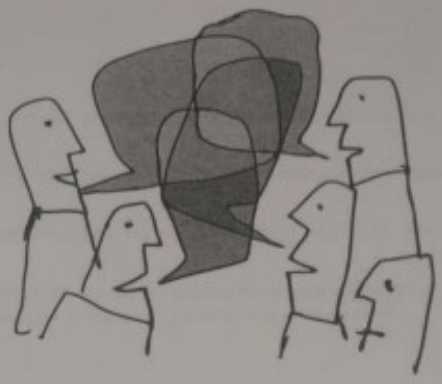
Introduction:	This research/project/study *looks at/examines/investigates/involves/draws upon*
Objective:	The purpose/goal/aim of this research is
Results:	Findings show that This case example shows
Conclusion:	The implications of these results This research/project/study *highlights/shows* the importance of

Choose one of the other three commandments (the 2nd, the 3rd or the 4th) and write an abstract:

Appendix E: João's micro-class handouts

Topic of discussion

Docksland



1. Can you think of cities, states or countries that were divided?

2. What can you tell us about this situation? – *If students don't know specific details about one case in particular, the teacher will briefly expose one.*

3. Besides the motivations already reported, what other reasons can you think of that would lead a city, state or country to become independent from another part that was once a partner?

***

4. Read the text and find five new words or five words that are not frequently used. Discuss their meaning with the groups. If necessary, use a dictionary.

5. Collective discussion.

Docksland is a city located in South East of Great Britain. In 1956, it became independent from the city of Winchester - before it was considered a rural area. From the moment of independence, the city, a large territory, has developed as one of the biggest primary goods producers of the country, and has had several internal issues when it comes to investing the profits from its grain production. The city is divided into 6 larger regions: Northlands, Midlands, Sitka, Derby, Boyton and Centre. There are also smaller regions in each part.

Northlands, Midlands and Sitka are responsible for 70% percent of the city's production. Derby and Boyton, for the other 30%. Centre is in charge of trading the goods with buyers from all over the country.

Over the years, Derby, Boyton and Centre have developed significantly more than the other 3 areas. These regions have subway lines, efficient road transportation system; have had greater investments in health, education, technology and other areas when compared to the other parts of town.

Here are some characteristics of each region:

	Derby	Northlands	Midlands	Centre	Sitka	Boyto
Population	200.000	180.000	250.000	140.000	100.000	240.00
Hospital	1	-	1	3	-	2
Health care unit	4	2	3	2	2	4

Schools	33	18	26	25	10	42
Stores	210	56	83	374	21	346
Hotels	58	3	5	41	-	42

- It's also important to notice that the only university of the city is in Boyton, who serves mostly students from its own region.

- It's also there that is located the city's airport, that also serves several cities around Doksland.

- The central bus station is located in Derby. It's also there where most of the city's hotels are.

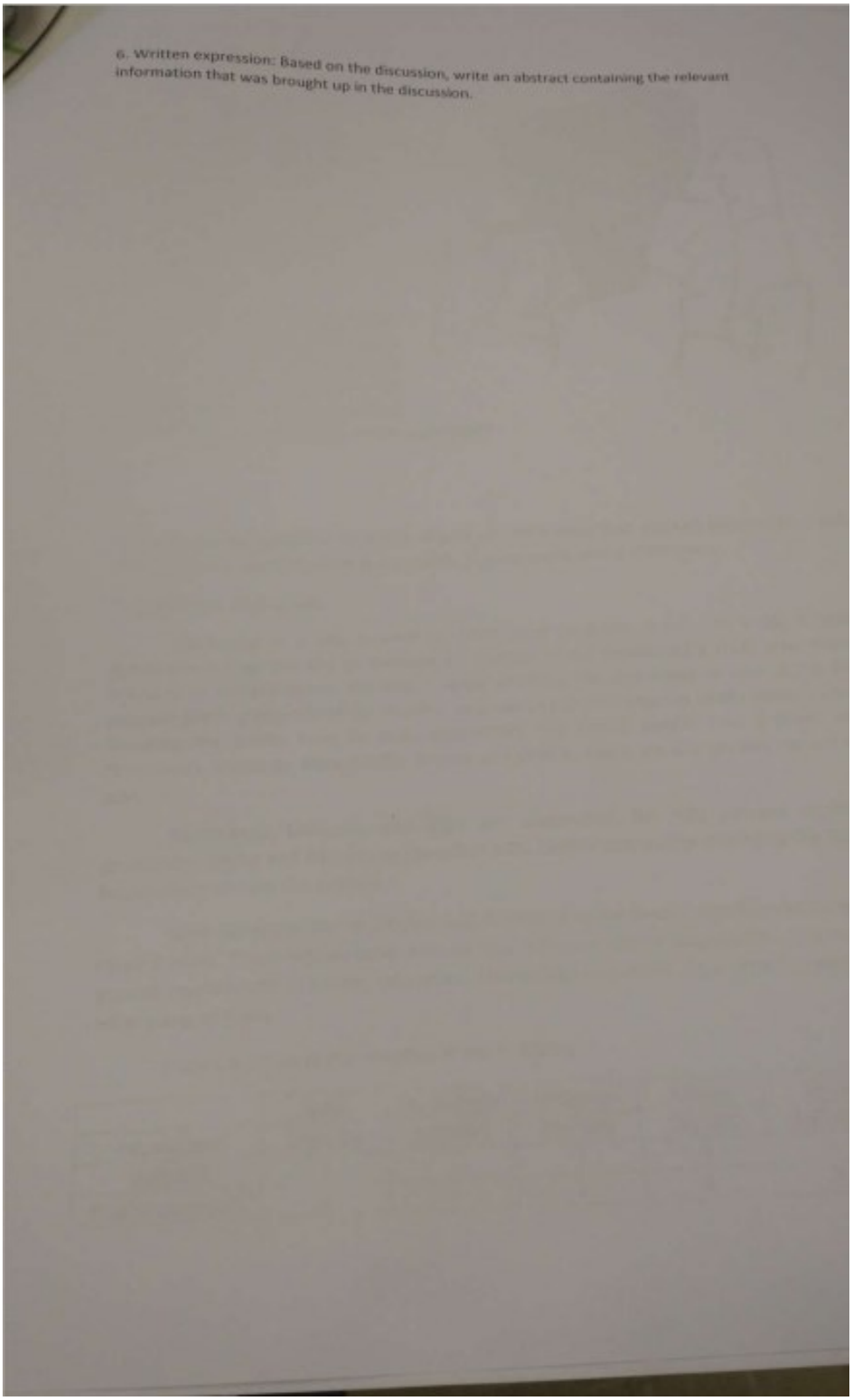
- Even though most of the touristic attractions are located Northlands and Midlands, people prefer to stay in hotel in Derby because it's easier to get around town from there.

- The city's harbor is in Centre.

PROBLEM: The regions of Northlands, Midlands and Sitka claim that even though most of the city's production is originated by them, there is not enough investment to fulfill the needs of their population. Over the past two decades, the representatives of these regions have been very emphatic about the problems that they face towards the lack of return of the profits to the regions. Derby, Centre and Boyton – the regions that detain most of the profits - refuse to sign deals committing to change that reality. They claim their trading responsibilities demand more than the grain production. Besides that, reducing investments in their area would not only change the face of the regions, but also their population's life style.

Northlands, Midlands and Sitka have filed a legal claim beyond the federal justice to be separated from the rest of the city. They believe this is the way to control the profits that are taken from their production and furthermore to invest on what they think is important to their own development. Derby, Centre and Boyton are against that decision.

***


6. Written expression: Based on the discussion, write an abstract containing the relevant information that was brought up in the discussion.

Appendix F: Helena's micro-class handouts

I. **Warm-up: Phd Comic Strip**

1) Discuss:
   a) Why there are different fonts of letters and balloons for the texts?
   b) What is the character doing in the first three images?
   c) In the last one, why is he facing the other way?
   d) Do you see any difference in his posture/attitude?
   e) What can be inferred about the importance of abstracts from this comic strip?

JORGE CHAM ©THE STANFORD DAILY phd.stanford.edu

http://www.phdcomics.com/comics/archive.php?comicid=242

Academic Style

It is important when you write academic texts that your writing is 'objective' not 'subjective', 'intellectual' not 'emotional', 'serious' not 'conversational', 'impersonal' not 'personal', and 'formal' rather than 'colloquial' (Jordan, 1997, p. 244).
The vocabulary and grammatical choices you make affect the register (the degree of formality) of your finished product.
In general, words that have a Latin or French etymological origin are considered more formal in English than those which have Anglo-Saxon roots. A good dictionary will often tell you the etymological roots of a word or tell you if a word is 'formal', 'informal', or 'colloquial'.

2) Choose from the following list which words are [redacted] or neutral, in register and are therefore appropriate to use in an academic writings

a)	ameliorate	☐ appropriate ☐ inappropriate
b)	get	☐ appropriate ☐inappropriate
c)	likewise	☐ appropriate ☐inappropriate
d)	coerce	☐ appropriate ☐inappropriate
e)	disparate	☐ appropriate ☐inappropriate
f)	e.g.	☐ appropriate ☐inappropriate
g)	obviate	☐ appropriate ☐inappropriate
h)	a lot of	☐ appropriate ☐inappropriate
i)	stuff	☐ appropriate ☐inappropriate
j)	proscribe	☐ appropriate ☐inappropriate

3) Put a tick (√) in the box if the word is considered formal and suitable for academic writings.
   a) variable ☐
   b) it's ☐
   c) interpretation ☐
   d) evaluation ☐
   e) ask for ☐
   f) furious ☐
   g) validity ☐
   h) set up ☐
   i) parameters ☐
   j) horrendous ☐

4) Put a tick (√) next to the following sentences that are suitable for inclusion in academic writings, and use a 'cross' (X), if the sentence is not suitable to the genre and underline the reason.
   a) But there are a lot of things that are totally wrong about nanotechnology. ☐
   b) Right now, they need to get really clear evidence. ☐
   c) However, there are a great many unresolved issues related to nanotechnology. ☐
   d) If they don't we are going to have big problems and the dangers could be horrendous. ☐
   e) If this does not occur, there are potential threats to public safety. ☐
   f) They need to do more research till they're sure it's totally safe. ☐
   g) At first, everyone got excited about the new things they could do with it. ☐
   h) Initially, the novel uses of nanotechnology in medicine and industry led to unlimited production. ☐
   i) At the present time, the evidence should be made available to the general public. ☐
   j) In the past, insufficient controls led to widespread fatalities caused by asbestos. ☐

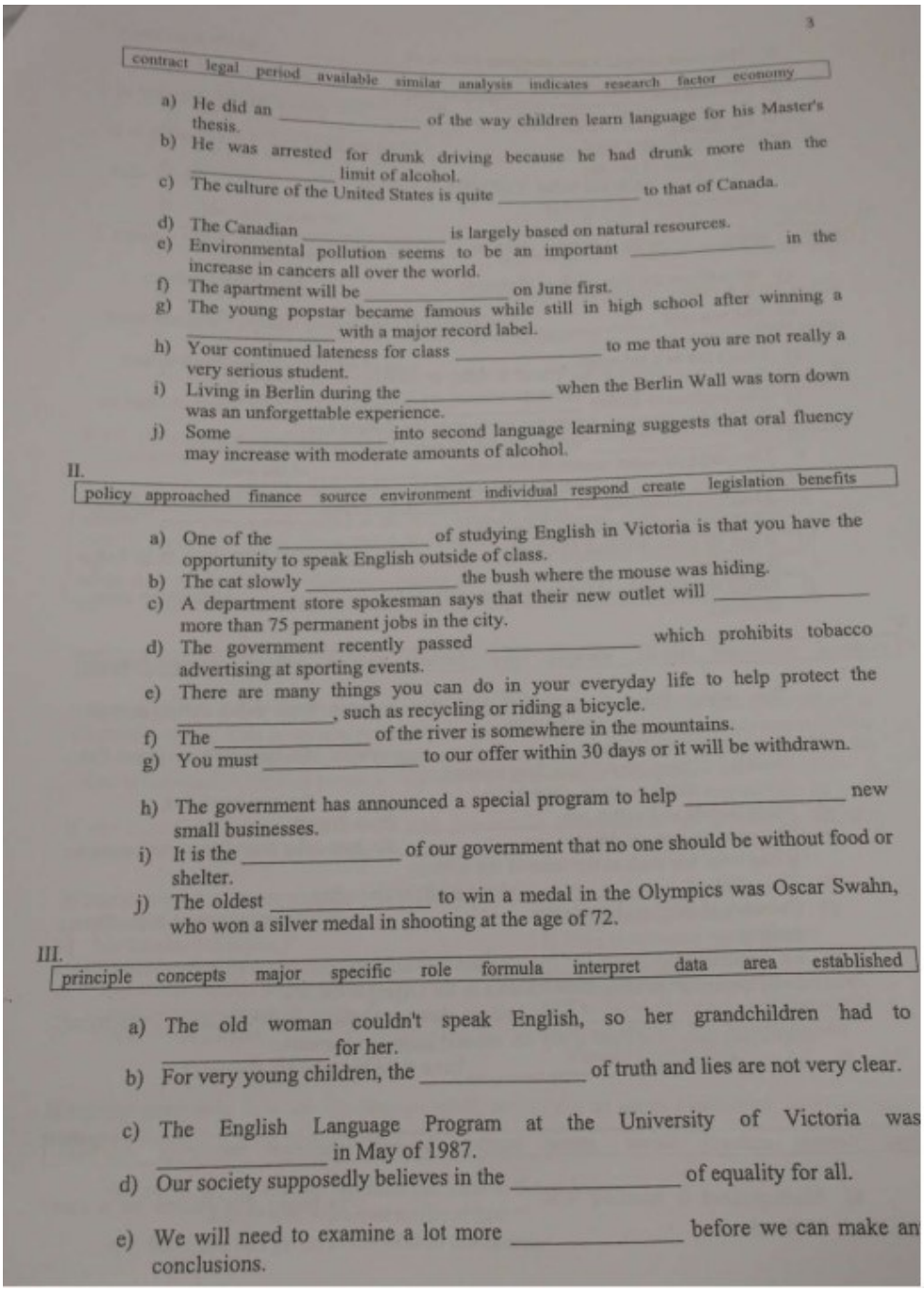
5) Classify the statement in true of false and explain the reason to be false:
   a) In general, colloquial words and expressions should not be used in academic texts.
   b) If well used, abbreviated forms can be used in academic writings.
   c) A two words verb is suitable for academic texts.
   d) Words with Latin origins are formal and therefore suitable for academic uses.
   e) Academic writing should avoid being subjective, emotional, conversational, personal and colloquial.

The Academic Word List

In the year 2000, Dr. Averil Coxhead at the Victoria University of Wellington in New Zealand used computer corpora for the first time to scientifically establish the highest frequency vocabulary used in an academic context. Through analysis of 3,500,000 words of text, from a variety of different disciplines and utilizing a number of different genres, the Academic Word List was created. It excludes the 2000 highest frequency words used in English and technical words specific to the disciplines, but it nonetheless represents an invaluable resource for all those wishing to expand their academic vocabulary. The list comprises 570 word families and is organized into ten sublists with the words in Sublist 1 being the most frequent, Sublist 2 the next most frequent and so on. Check the complete list at http://www.victoria.ac.nz/lals/resources/academicwordlist/

6) Use the appropriate words from the boxes (AWL Sublist 1) to complete the sentences.

I.



3

contract legal period available similar analysis indicates research factor economy

a) He did an _____ of the way children learn language for his Master's thesis.
b) He was arrested for drunk driving because he had drunk more than the _____ limit of alcohol.
c) The culture of the United States is quite _____ to that of Canada.
d) The Canadian _____ is largely based on natural resources.
e) Environmental pollution seems to be an important _____ in the increase in cancers all over the world.
f) The apartment will be _____ on June first.
g) The young popstar became famous while still in high school after winning a _____ with a major record label.
h) Your continued lateness for class _____ to me that you are not really a very serious student.
i) Living in Berlin during the _____ when the Berlin Wall was torn down was an unforgettable experience.
j) Some _____ into second language learning suggests that oral fluency may increase with moderate amounts of alcohol.

II.

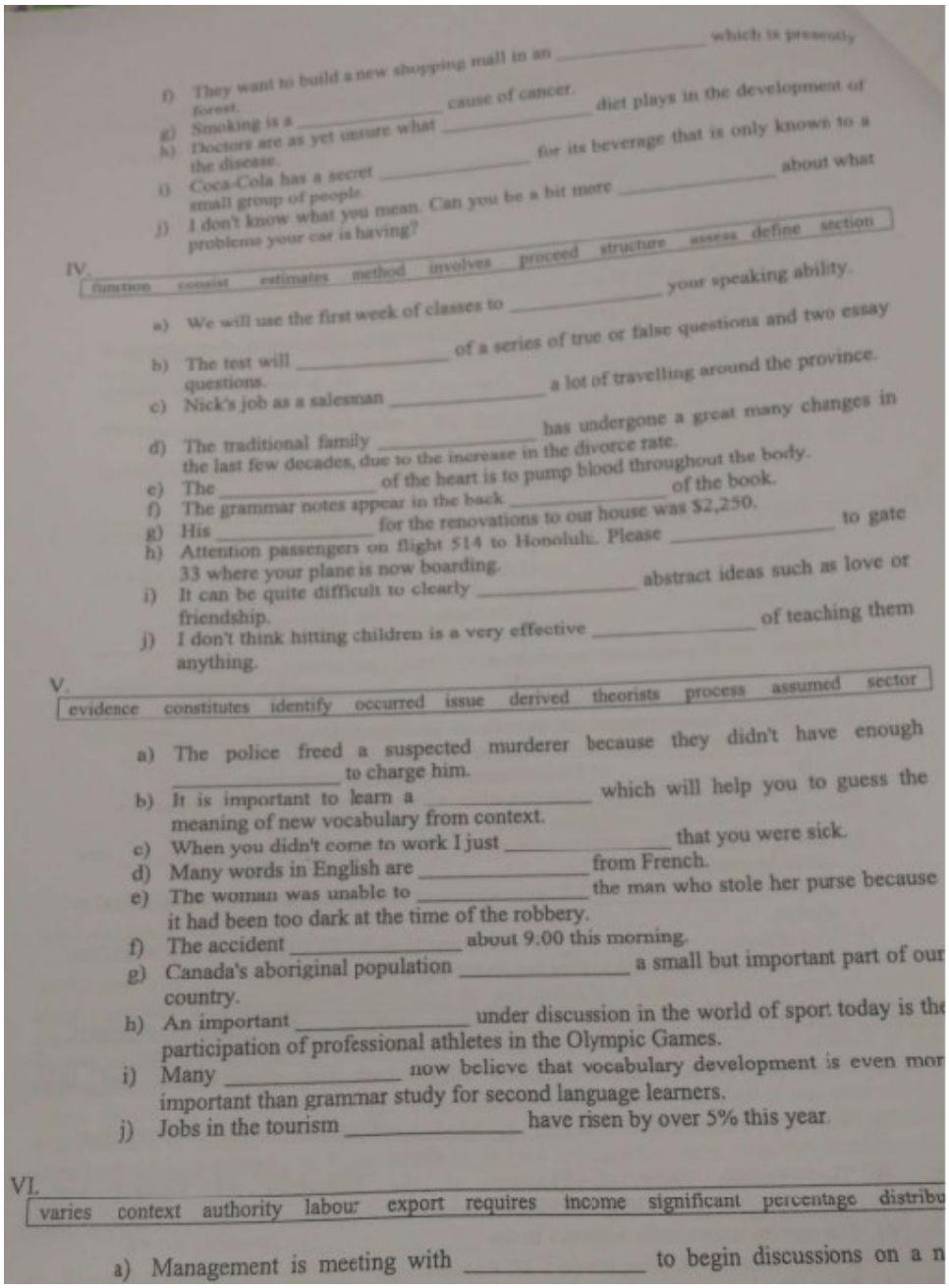
policy approached finance source environment individual respond create legislation benefits

a) One of the _____ of studying English in Victoria is that you have the opportunity to speak English outside of class.
b) The cat slowly _____ the bush where the mouse was hiding.
c) A department store spokesman says that their new outlet will _____ more than 75 permanent jobs in the city.
d) The government recently passed _____ which prohibits tobacco advertising at sporting events.
e) There are many things you can do in your everyday life to help protect the _____, such as recycling or riding a bicycle.
f) The _____ of the river is somewhere in the mountains.
g) You must _____ to our offer within 30 days or it will be withdrawn.
h) The government has announced a special program to help _____ new small businesses.
i) It is the _____ of our government that no one should be without food or shelter.
j) The oldest _____ to win a medal in the Olympics was Oscar Swahn, who won a silver medal in shooting at the age of 72.

III.

principle concepts major specific role formula interpret data area established

a) The old woman couldn't speak English, so her grandchildren had to _____ for her.
b) For very young children, the _____ of truth and lies are not very clear.
c) The English Language Program at the University of Victoria was _____ in May of 1987.
d) Our society supposedly believes in the _____ of equality for all.
e) We will need to examine a lot more _____ before we can make an conclusions.



f) They want to build a new shopping mall in an _____ which is presently forest.
g) Smoking is a _____ cause of cancer.
h) Doctors are as yet unsure what _____ diet plays in the development of the disease.
i) Coca-Cola has a secret _____ for its beverage that is only known to a small group of people.
j) I don't know what you mean. Can you be a bit more _____ about what problems your car is having?

IV.

function consist estimates method involves proceed structure assess define section

a) We will use the first week of classes to _____ your speaking ability.
b) The test will _____ of a series of true or false questions and two essay questions.
c) Nick's job as a salesman _____ a lot of travelling around the province.
d) The traditional family _____ has undergone a great many changes in the last few decades, due to the increase in the divorce rate.
e) The _____ of the heart is to pump blood throughout the body.
f) The grammar notes appear in the back _____ of the book.
g) His _____ for the renovations to our house was $2,250.
h) Attention passengers on flight 514 to Honolulu. Please _____ to gate 33 where your plane is now boarding.
i) It can be quite difficult to clearly _____ abstract ideas such as love or friendship.
j) I don't think hitting children is a very effective _____ of teaching them anything.

V.

evidence constitutes identify occurred issue derived theorists process assumed sector

a) The police freed a suspected murderer because they didn't have enough _____ to charge him.
b) It is important to learn a _____ which will help you to guess the meaning of new vocabulary from context.
c) When you didn't come to work I just _____ that you were sick.
d) Many words in English are _____ from French.
e) The woman was unable to _____ the man who stole her purse because it had been too dark at the time of the robbery.
f) The accident _____ about 9:00 this morning.
g) Canada's aboriginal population _____ a small but important part of our country.
h) An important _____ under discussion in the world of sport today is the participation of professional athletes in the Olympic Games.
i) Many _____ now believe that vocabulary development is even more important than grammar study for second language learners.
j) Jobs in the tourism _____ have risen by over 5% this year.

VI.

varies context authority labour export requires income significant percentage distribu

a) Management is meeting with _____ to begin discussions on a n

b) He is a well-known _____ on the language used by bees to communicate the location of food.
c) Could you please _____ the answer sheets while I hand out the tests?
d) The amount of rain we receive _____ from year to year of course, but this year has been very dry.
e) Vocabulary is generally easier to understand if you look at it in _____.
f) This airline seat-sale _____ you to book your ticket at least a month in advance.
g) We have noticed a _____ improvement in Teddy's attitude since you had a talk with him.
h) I think that the _____ of students that have to repeat a level in this program is usually about 25% or less.
i) In the future, Canada will be under great pressure to _____ fresh water to the United States.
j) It is generally quite difficult to raise a family on a single _____ in Canada today, so very often both parents work full-time.

Let's review some academic vocabulary playing the games *Simple List* and *Conversation Competition*.

Sublist 1 of the Academic Word List:

analyse approach area assess assume authority available benefit concept consist constitute context contract create data define derive distribute economy environment establish estimate evident export factor finance formula function identify income indicate individual interpret involve issue labour legal legislate major method occur percent period policy principle proceed process require research respond role section sector significant similar source specific structure theory vary

Use of the personal pronoun 'I'

Traditionally the use of the personal pronoun 'I' to express your opinion has been discouraged in academic writing. This is especially the case in certain areas, for example in the sciences, where objectivity is viewed as especially important. However, in certain other areas, sometimes the writer is expected to draw on personal experience to inform their viewpoint.

If you do not mention yourself in your text, it is usually assumed that the opinion expressed is your own. Therefore, it is often possible simply to omit the 'I' without any loss of clarity.

7) Match the left columns with the less personal version on the right:

a) "In my dissertation I have outlined..."
b) "As I mentioned above..."
c) "I believe the environment may also be suitable..."
d) "I decided to conduct the experiment..."
e) "I designed the software program..."
f) "I therefore argue that..."

1) "It can be argued that..."
2) "This dissertation has outlined..."
3) "As mentioned above..."
4) "The software program was designed..."
5)"The environment may also be suitable..."
6)"It was decided that the experiment should be conducted..."

8)Another alternative is to use the passive voice, so there is no agent mentioned. Rewrite these sentences avoiding the use of subjects:

Example: Someone had reported the theft to the police.
A theft was reported to the police.

a) Someone has given US$1,000 to the charity.

b) Someone will demonstrate the program to the students.

c) Someone explained the procedure to me.

d) People are destroying large areas of forest every day.

e) Somebody has bought the land next to the university.

f) People expect better results soon.

g) Students should send their complaints to the head of department.

Objectivity

Objectivity means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. Nobody really wants to know what you "think" or "believe". They want to know what you have studied and learned and how this has led you to your various conclusions.

9) Compare both paragraphs below and decide which is more objective.

The question of what constitutes "language proficiency" and the nature of its cross-lingual dimensions is also at the core of many hotly debated issues in the areas of bilingual education and second language pedagogy and testing. Researchers have suggested ways of making second language teaching and testing more "communicative" (e.g., Canale and Swain, 1980; Oller, 1979b) on the grounds that a communicative approach better reflects the nature of language proficiency than one which emphasizes the acquisition of discrete language skills.

We don't really know what language proficiency is but many people have talked about it for a long time. Some researchers have tried to find ways for us to make teaching and testing more communicative because that is how language works. I think that language is something we use for communicating, not an object for us to study and we remember that when we teach and test it.

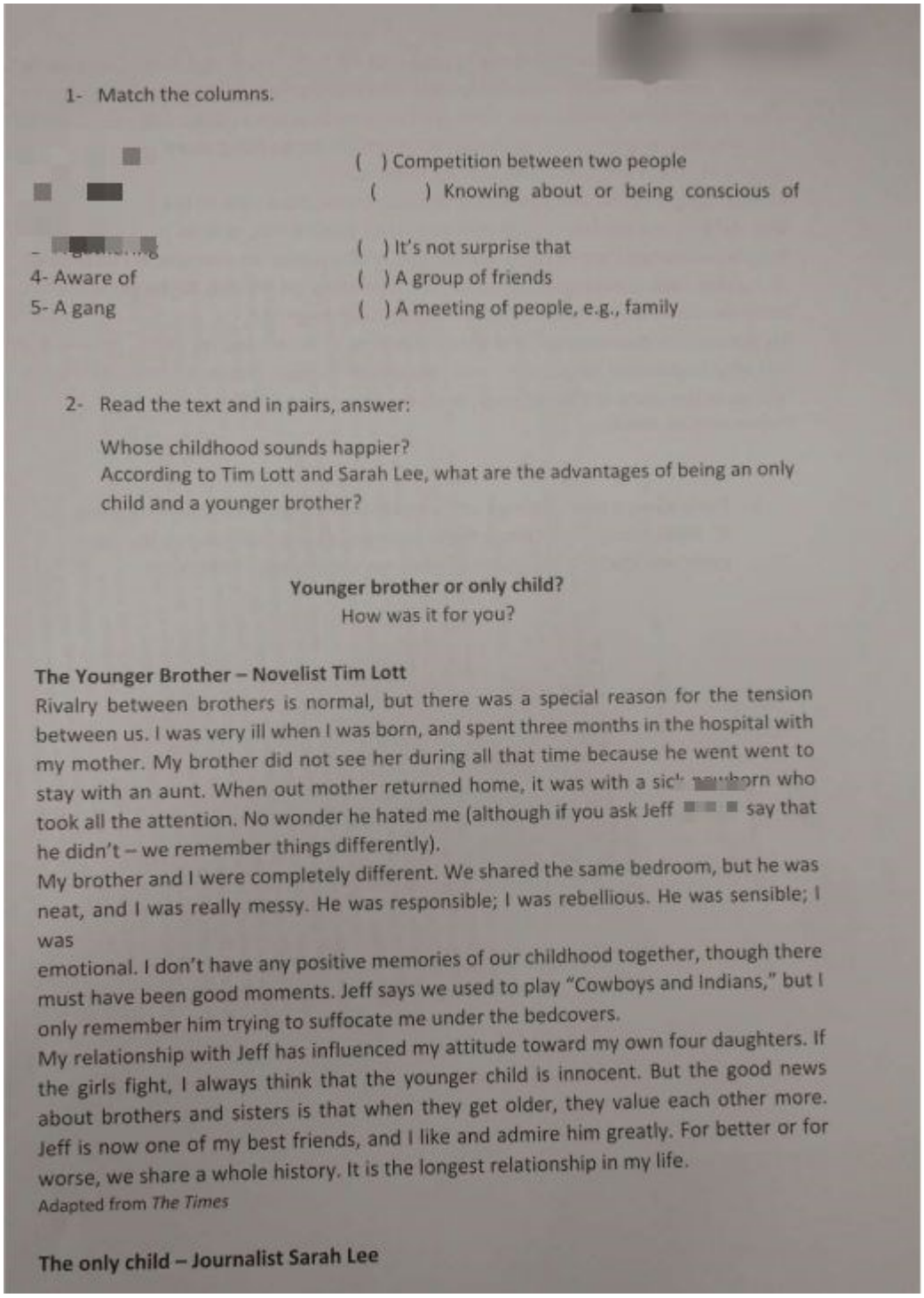
Production

10) Read through the following paragraph that overuses the personal pronoun 'I' and rewrite it avoiding self-mention and avoiding the second person pronoun 'you' to refer to the reader.

In this assignment, I will present the point of view that expenditure on education in recent years has been insufficient in the area of new technologies. I will argue that the lack of investment is primarily a governmental failure and, as far as I am concerned, this will impact negatively on computer literacy. So, in my conclusion, I will propose alternative funding policies that I hope you will consider more forward looking.

In conclusion then, certain features of informal English are best avoided when writing an academic text: contractions, colloquial language, the word 'get', and extreme or emotive language. Most importantly, the more academic literature you read that is relevant to your studies, the easier you will find it to adopt the appropriate academic style.

Appendix G: Nadia's micro-class handouts



1- Match the columns.

( ) Competition between two people
( ) Knowing about or being conscious of
( ) It's not surprise that
4- Aware of ( ) A group of friends
5- A gang ( ) A meeting of people, e.g., family

2- Read the text and in pairs, answer:

Whose childhood sounds happier?
According to Tim Lott and Sarah Lee, what are the advantages of being an only child and a younger brother?

Younger brother or only child?
How was it for you?

The Younger Brother – Novelist Tim Lott

Rivalry between brothers is normal, but there was a special reason for the tension between us. I was very ill when I was born, and spent three months in the hospital with my mother. My brother did not see her during all that time because he went went to stay with an aunt. When out mother returned home, it was with a sick newborn who took all the attention. No wonder he hated me (although if you ask Jeff say that he didn't – we remember things differently).

My brother and I were completely different. We shared the same bedroom, but he was neat, and I was really messy. He was responsible; I was rebellious. He was sensible; I was

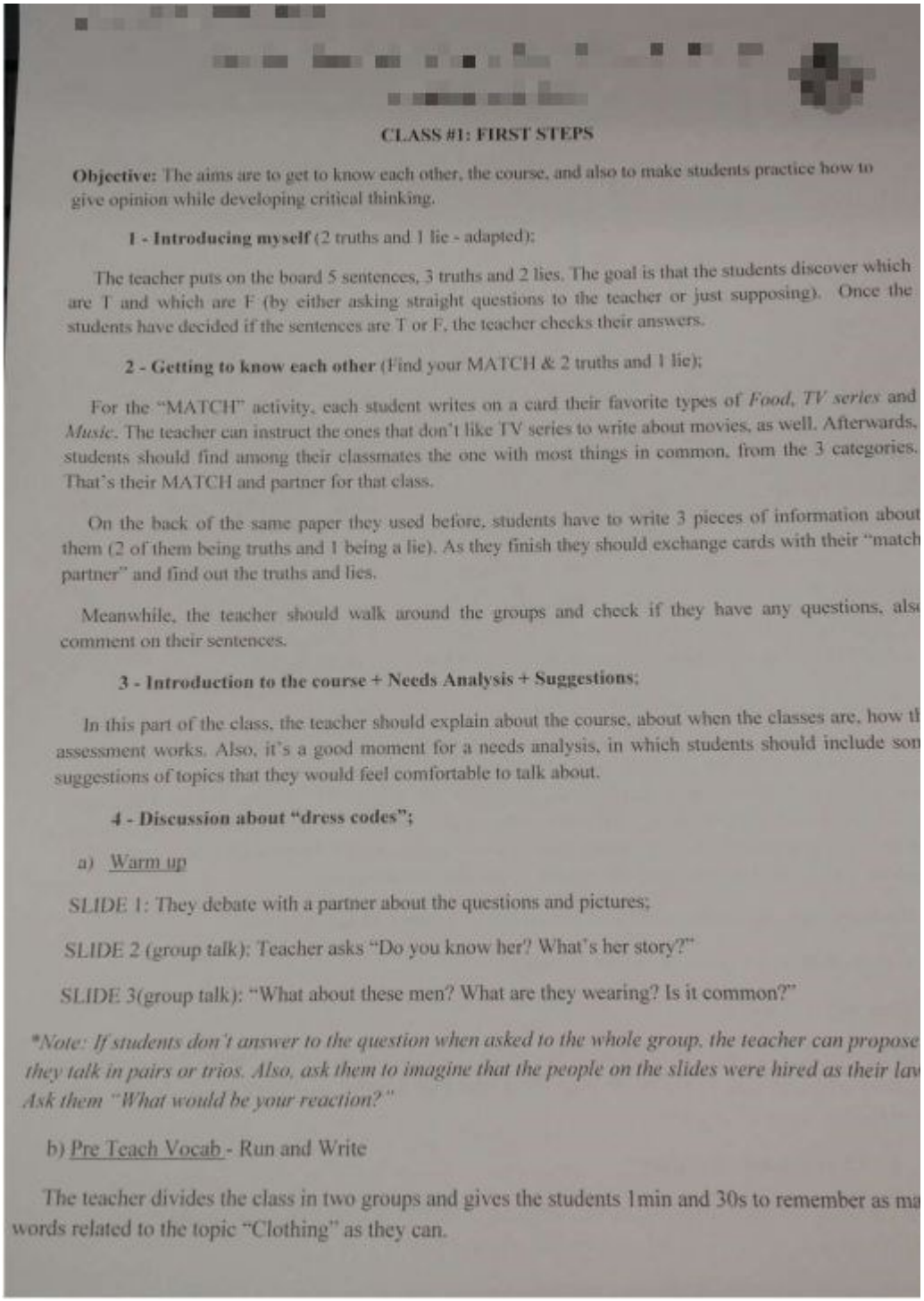
emotional. I don't have any positive memories of our childhood together, though there must have been good moments. Jeff says we used to play "Cowboys and Indians," but I only remember him trying to suffocate me under the bedcovers.

My relationship with Jeff has influenced my attitude toward my own four daughters. If the girls fight, I always think that the younger child is innocent. But the good news about brothers and sisters is that when they get older, they value each other more. Jeff is now one of my best friends, and I like and admire him greatly. For better or for worse, we share a whole history. It is the longest relationship in my life.

Adapted from *The Times*

The only child – Journalist Sarah Lee

Appendix H: Mari's micro-class handouts



CLASS #1: FIRST STEPS

Objective: The aims are to get to know each other, the course, and also to make students practice how to give opinion while developing critical thinking.

1 - Introducing myself (2 truths and 1 lie - adapted):

The teacher puts on the board 5 sentences, 3 truths and 2 lies. The goal is that the students discover which are T and which are F (by either asking straight questions to the teacher or just supposing). Once the students have decided if the sentences are T or F, the teacher checks their answers.

2 - Getting to know each other (Find your MATCH & 2 truths and 1 lie):

For the "MATCH" activity, each student writes on a card their favorite types of *Food*, *TV series* and *Music*. The teacher can instruct the ones that don't like TV series to write about movies, as well. Afterwards, students should find among their classmates the one with most things in common, from the 3 categories. That's their MATCH and partner for that class.

On the back of the same paper they used before, students have to write 3 pieces of information about them (2 of them being truths and 1 being a lie). As they finish they should exchange cards with their "match partner" and find out the truths and lies.

Meanwhile, the teacher should walk around the groups and check if they have any questions, als comment on their sentences.

3 - Introduction to the course + Needs Analysis + Suggestions:

In this part of the class, the teacher should explain about the course, about when the classes are, how th assessment works. Also, it's a good moment for a needs analysis, in which students should include son suggestions of topics that they would feel comfortable to talk about.

4 - Discussion about "dress codes";

a) Warm up

SLIDE 1: They debate with a partner about the questions and pictures;

SLIDE 2 (group talk): Teacher asks "Do you know her? What's her story?"

SLIDE 3(group talk): "What about these men? What are they wearing? Is it common?"

**Note: If students don't answer to the question when asked to the whole group, the teacher can propose they talk in pairs or trios. Also, ask them to imagine that the people on the slides were hired as their law Ask them "What would be your reaction?"*

b) Pre Teach Vocab - Run and Write

The teacher divides the class in two groups and gives the students 1min and 30s to remember as ma words related to the topic "Clothing" as they can.

If the students are having trouble with it, they can look up some words on their Smartphones

When the time is up, the teacher writes the word "clothing" in the middle of the board and di two, one side for each group. They should write the words from their list on the board. But they min to do it. Both groups have to do it at the same time, and the student who writes on the board change after each word.

Once they finish, the teacher checks if their words are correct and adds any other ones that m relevant.

**Note: It's also good to fetch from the students some sentences related to "giving opinion". Wri the following examples on the board:*

I (really) think that ... I believe (that) ... I'm sure that ... I agree with ...

In my opinion ... I feel that ... I guess/imagine ... I strongly believe that ...

I have no doubt that / I'm certain that ... As far as I know, ...

c) Pre teach Input

SLIDE 4: The teacher asks if the students know any of this TV programs and asks them to tell how they work, what the presenters do.

**In case nobody knows any of the TV shows, or if they are not sure about it, there's a link to a vi exemplify.*

SLIDE 5: Teacher shows them the slide and asks them to read it in silence. Afterwards, they sh to their MATCH and give their opinion on it using the sentences they elicited before.

d) Task 1 – Giving strong arguments

SLIDE 6 & SLIDE 7: The teacher shows them the first slide and asks if they know what it is. " those girls want? Do you believe most people agree with them?" Show them the next slide and ask read in silence. Once they finish, they have to get together with their MATCH partner and say if th or disagree with the girls' proposal. The students should come up with 2 strong arguments to supp position (if they agree, or disagree). If they don't have an opinion about it, they should then give o argument to explain why they agree and another to say why they disagree.

While they talk, the teacher could walk around and help them with their questions.

As they finish, there should be an open discussion.

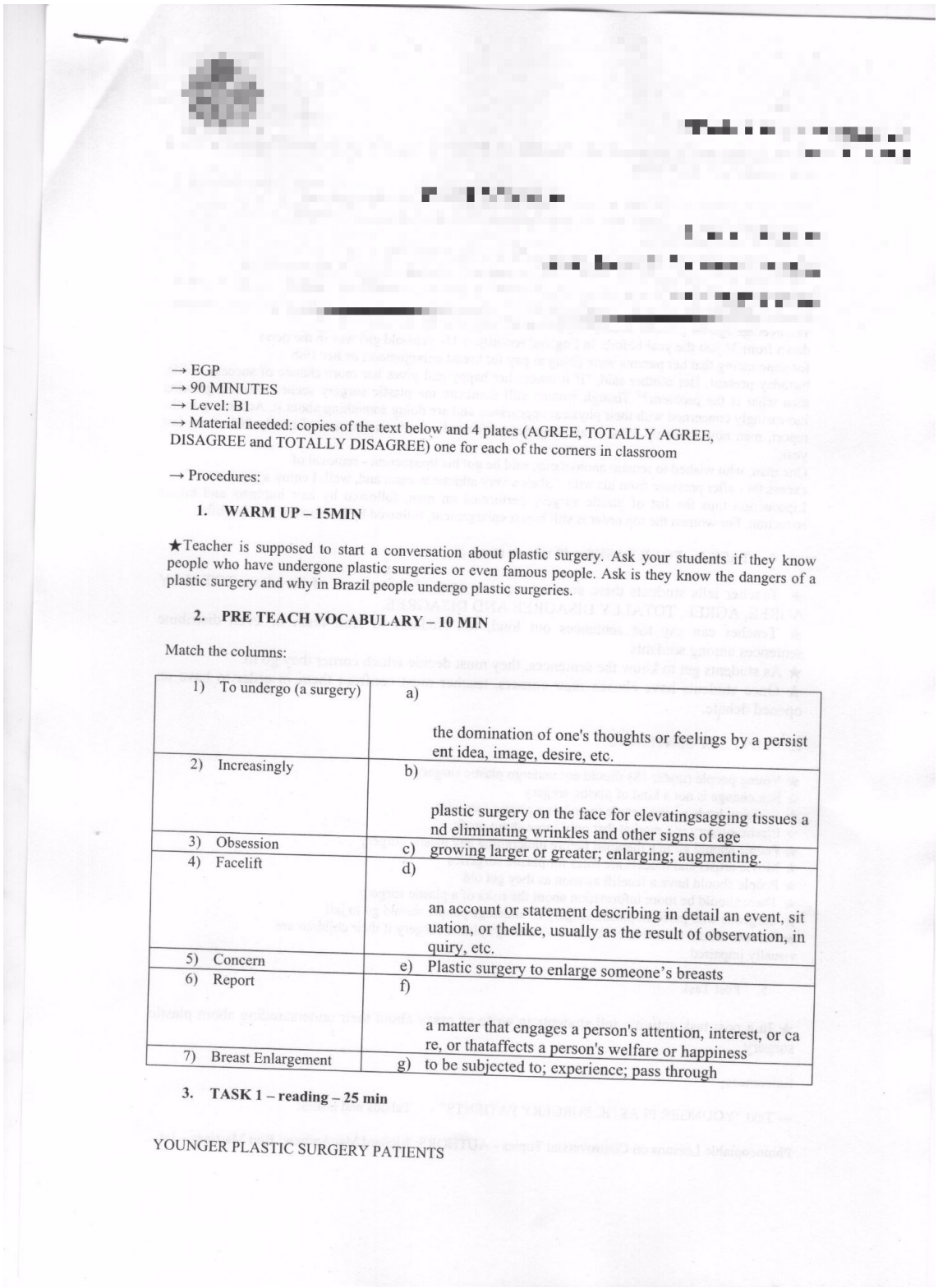
e) Post task – SLIDE 8

The teacher clicks on the link and it leads to a video of a girl showing ways to "hack" any scho code. Afterwards, students should talk in pairs about their own schools and if there was a uniform, think of the fact that it is mandatory.

5 – Class Closing/ Wrap up

Using some of the vocabulary related to clothing, students write what they think should be the appropriate dress code to come to English classes, in groups.

Appendix I: Adam's micro-class handouts



→ EGP
→ 90 MINUTES
→ Level: B1
→ Material needed: copies of the text below and 4 plates (AGREE, TOTALLY AGREE, DISAGREE and TOTALLY DISAGREE) one for each of the corners in classroom

→ Procedures:

1. **WARM UP – 15MIN**

★Teacher is supposed to start a conversation about plastic surgery. Ask your students if they know people who have undergone plastic surgeries or even famous people. Ask is they know the dangers of a plastic surgery and why in Brazil people undergo plastic surgeries.

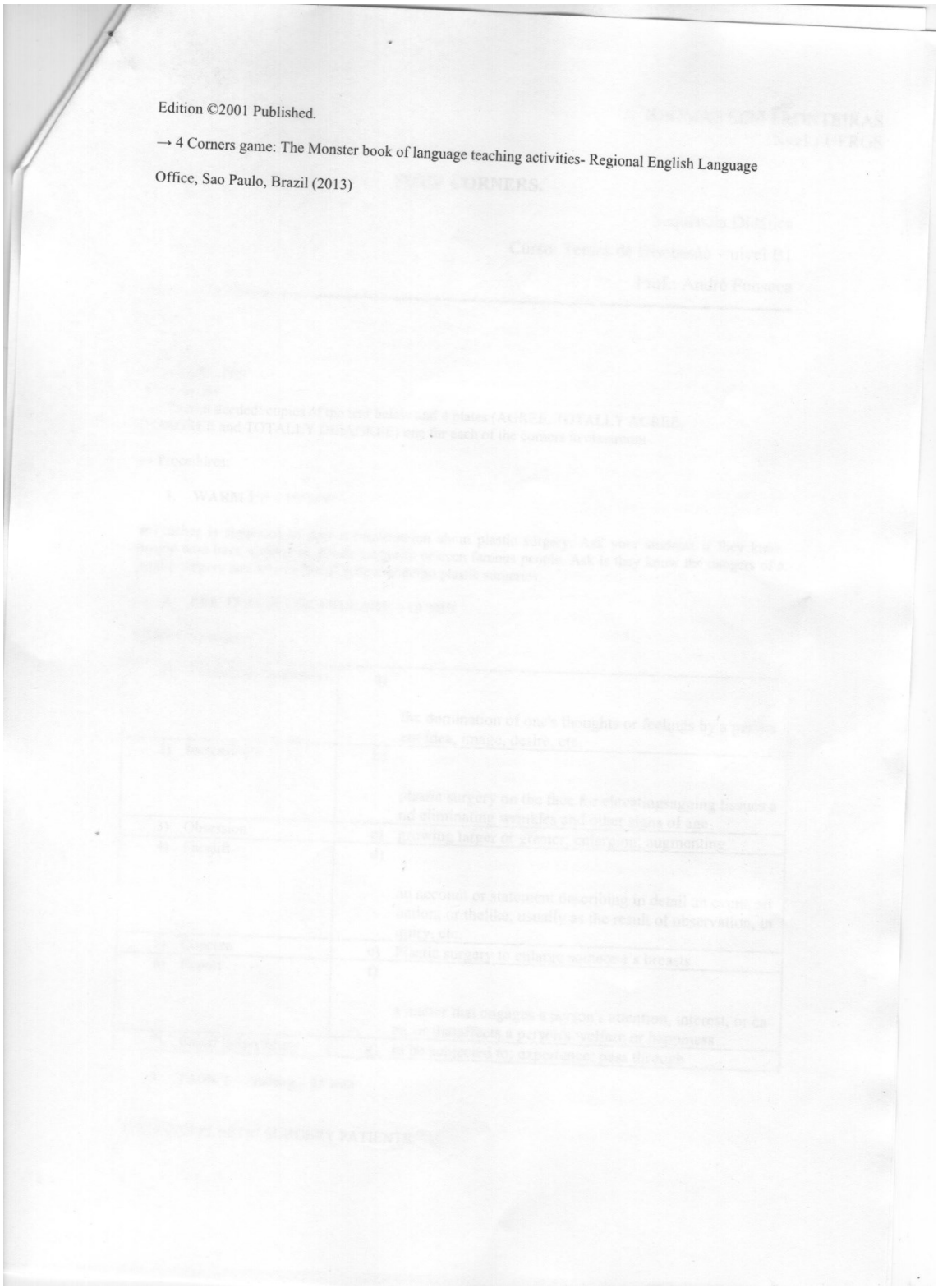
2. **PRE TEACH VOCABULARY – 10 MIN**

Match the columns:

1) To undergo (a surgery)	a) the domination of one's thoughts or feelings by a persist ent idea, image, desire, etc.
2) Increasingly	b) plastic surgery on the face for elevatingsagging tissues a nd eliminating wrinkles and other signs of age
3) Obsession	c) growing larger or greater; enlarging; augmenting.
4) Facelift	d) an account or statement describing in detail an event, sit uation, or thelike, usually as the result of observation, in quiry, etc.
5) Concern	e) Plastic surgery to enlarge someone's breasts
6) Report	f) a matter that engages a person's attention, interest, or ca re, or thataffects a person's welfare or happiness
7) Breast Enlargement	g) to be subjected to; experience; pass through

3. **TASK 1 – reading – 25 min**

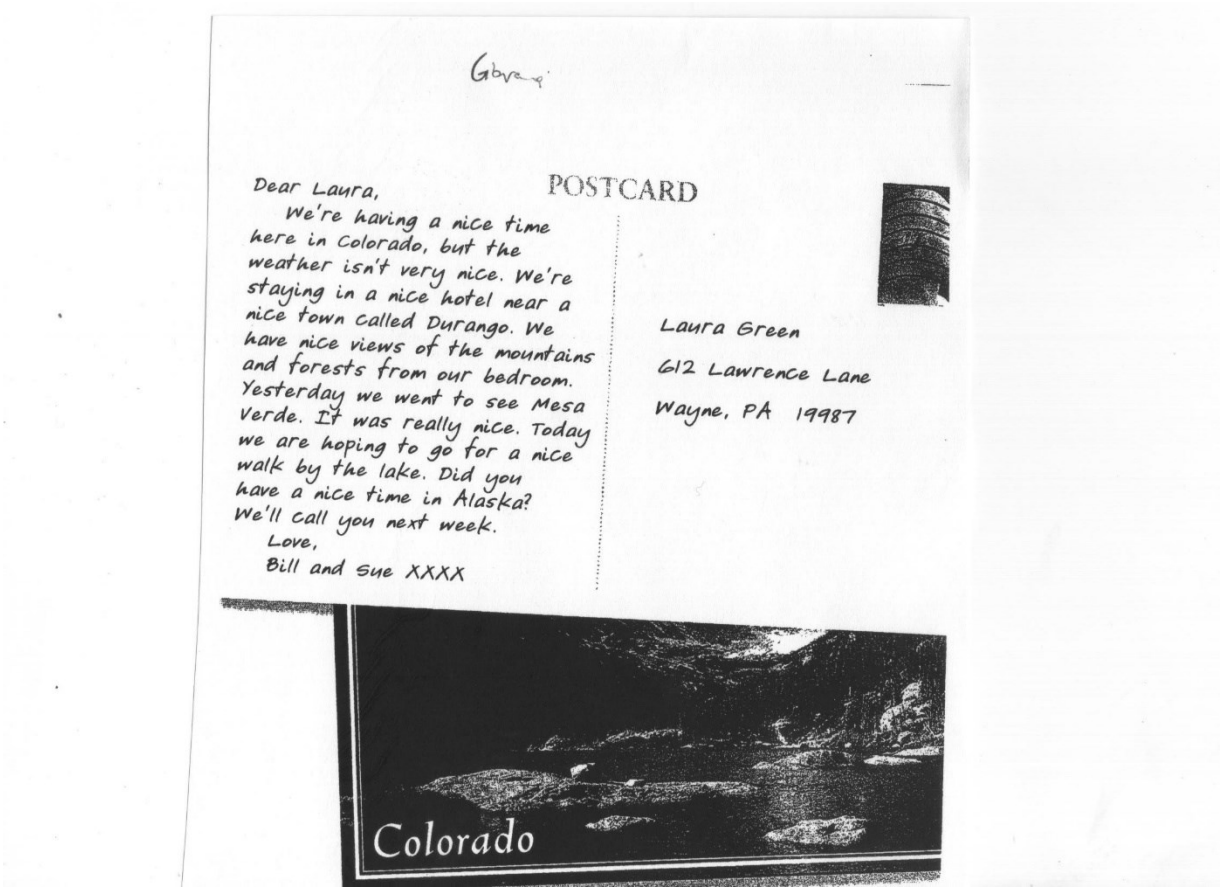
YOUNGER PLASTIC SURGERY PATIENTS



Edition ©2001 Published.

→ 4 Corners game: The Monster book of language teaching activities- Regional English Language Office, Sao Paulo, Brazil (2013)

Appendix J: Isabela's micro-class handouts



Gbreg

POSTCARD

Dear Laura,

We're having a nice time here in Colorado, but the weather isn't very nice. We're staying in a nice hotel near a nice town called Durango. We have nice views of the mountains and forests from our bedroom. Yesterday we went to see Mesa Verde. It was really nice. Today we are hoping to go for a nice walk by the lake. Did you have a nice time in Alaska? We'll call you next week.

Love,

Bill and Sue XXXX

Laura Green

612 Lawrence Lane

Wayne, PA 19087

Colorado

Santa Rosa, feb 20th

Dear Beatrice,

I'm very pleased that you're coming to stay with us the next semester. As you know, we have just moved in to the new house, so we' still a little disorganized here. Don't worry, we'll sort out everything in a few weeks.

We're now living a few blocks from the river, near the restaurants and bars. It's a very nice area, I'm sure you'll have a great time. Well, I know your objective here is to study English, but living all that the city can offer is a nice way of learning a language, isn't it? Michael, my brother will be arriving from his exchange program in two months, he has been studying in Denmark. I'm sure you'll like him, he's a very nice guy and he can play the guitar really well! My father works in the local university, he's a professor at the Nursery Department. My mom works at the local hospital, she's a physician.

I study French, so I guess we'll both practice our 'new languages', you'll help me with French and I'll help you with English. On my free time I usually go riding my bike along the river, there's a wonderful park there! I've recently started taking drama lessons as well, it seems fun.

I hope you enjoy camping; my family is planning to spend a week or two in a beautiful camping site near the mountains, by the ocean next summer.

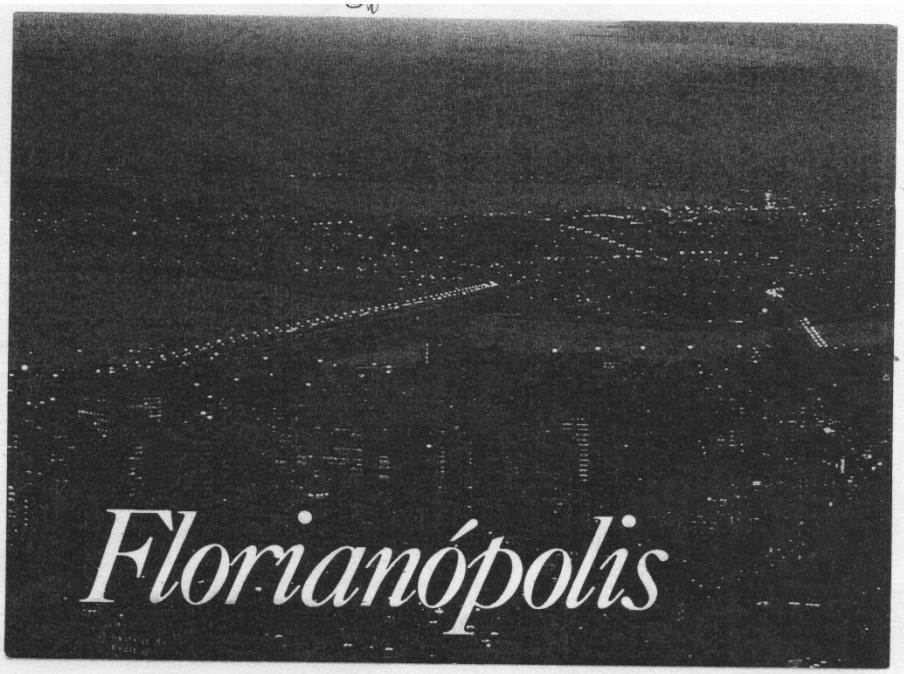
Well, I'm looking forward to hearing from you!

Write soon!

Best wishes,

Katherine Nollan

Check answers.



CENTRO DE FLORIANÓPOLIS E
AS DUAS PONTES
FLORIANOPOLIS DOWN TOWN
AND THE TWO BRIDGES
FLORIPA - SC - BRAZIL
P.C. 0066

RPC

BY MOTAURY O cartão-postal do Brasil CX. POSTAL 10.019 AG. POSTAL LAGOA DA CONCEIÇÃO CEP: 88062-970 FLORIANÓPOLIS SC BRASIL PHONE/FAX (0482) 320808

Appendix K: Kelly's micro-class handouts

The following questions are a guideline for writing an abstract. Discuss with your pair and decide to which part of a research article they belong: 1 – Introduction; 2 – Methodology; 3 – Results; 4 – Discussion; 5 – Conclusions; 6 - Implications

Guideline questions:	Part of the article
As a result of completing the above procedure, what did you learn/invent/create?	
How did the author approach the subject?	
How do you intend to solve the problem?	
How long did the research take?	
How many people/experiments were involved?	
How was the data collected?	
To what conclusion did you get, based on the experiments?	
Was it possible to confirm your hypothesis?	
What are the larger implications of your findings, especially for the problem/gap identified?	
What can you say about the hypothesis vs. the results?	
What did the author actually do to get his/her results?	
What do we need to know, prior to the research, to understand the subject?	
What is the problem?	
What practical, scientific, theoretical or artistic gap is your research filling?	
What were the final numbers (how much/ how many)?	
What were the procedures executed?	
What were the results?	
Where was the research done?	
Which principles were used to analyze the data?	
Why do we care about the problem?	
Why is the subject important/ relevant?	
Will it affect anything apart from the elements in the study? How?	

Investigation of the perceived usefulness of a VLE group discussion facility by international students.

Andy Gillett, Claire Weetman

School of Combined Studies, Faculty of Interdisciplinary Studies, University of Hertfordshire

Introduction

The University of Hertfordshire Internal Bridging Programme prepares students in higher education for post-graduate study at the University of Hertfordshire. To follow the programme, students usually have a first degree and the appropriate academic qualifications to enroll on a Master's degree. However, the students' English competence is inadequate for a postgraduate course so it is necessary for them to improve it. Hence they need to follow our course or a similar one elsewhere. It is a one-year course and the students take several different modules. The largest module is English for Academic Purposes. It consists of 16 hours per week of class contact in semester A and 6 hours per week in semester B.

The main aims of the semester B course are to:

- improve the students' command of academic English: language structure, use and vocabulary
- consolidate their language skills of reading, writing, listening and speaking in academic contexts
- put to practical use appropriate academic conventions observed in British higher education
- acquire a range of transferable academic skills essential for effective study at postgraduate level
- develop learner independence.

By the end of the course they should have a knowledge and understanding of:

- relevant conventions followed in academic English (both written and oral)
- the difference between the informal and formal registers of the English language
- what is linguistically expected of an overseas postgraduate student in British higher education.

and they should be able to:

- listen to, understand and take notes in lectures
- apply a range of reading strategies and use the library appropriately
- produce a substantial piece of researched writing
- take part in discussions, seminars and tutorials
- prepare and deliver presentations
- employ a range of general and academic vocabulary.

Our objectives are defined by the needs of the students' academic courses in the following year. The main job, therefore, in preparing these courses is to investigate what our students will have to do in their academic course, work out what aspects of language - grammar, vocabulary, skills etc - they will need and then find ways to teach and assess it (Gillett, 1989).

One skill needed by postgraduate students is the ability to take part in discussions. It is generally accepted that student-student interaction, both formal and informal, is beneficial in higher education (Pica & Doughty, 1985 Topping, 1996 Tan, 2003). It has also been reported that many students in higher education, especially those from Asia, find this difficult and do not participate well enough in these discussions (Jones, 1999 Leki, 2001 Basturkmen, 2002). So participation in discussions is included as one of the objectives of our course. For several years, we have included a face-to face discussion of an academic article, whereby one student introduces an academic article to the class and then leads a discussion.

With the recent introduction, though, of StudyNet, our in-house VLE, and a strong belief that any effective use of a VLE must begin with clear integration of the VLE into the course, it was decided to extend this aspect of the course to include an on-line discussion using the StudyNet group discussion facility. One reason is that much research has shown that on-line discussions produce more interaction (Dysthe, 2002). They also allow quieter students to participate and show that students in higher education will participate more if they have time to think about their contributions and plan the language they want to use. It has also been reported that international students have increased motivation to use the target language and therefore produce more language (Bump, 1990 Beauvois, 1992 Kern, 1995 Oliva & Pollastrini, 1995). Moreover, there is a more balanced participation (Kern, 1995 Sullivan & Pratt, 1996 Warschauer, 1996). Students also use a wider variety of language (Chun, 1994 Warschauer, 1996), which is syntactically and lexically more complex (Warschauer, 1996). This structured use of the VLE benefits students with a range of learning styles from a wider range of sociocultural backgrounds (Pennington, 1996). It was hoped students would find this to their advantage.

Thus there is evidence that group discussion is beneficial in education and that on-line discussions can also be valuable. However, how predominantly East Asian students would deal with an on-line discussion was an important question. Often, their view of education is that it is essentially a passive process, something that happens to them, not something they have to do for themselves, something that is mainly the job of the teacher (Jin & Cortazzi, 1993 Cortazzi & Jin, 1997 Catterick, 2004). So the purpose of the research was to investigate whether such students would undertake the task in the manner set, whether they regarded the activity as being advantageous to them and whether they would see the underlying reasons for such a task. Finally, it was useful to determine whether the students perceived learning was in fact occurring.

Methodology

The programme had about 120 students in 2003/2004, divided into 9 groups, for teaching purposes. The on-line discussion took place in the first four weeks of the second semester. The educational purpose of the on-line discussion, which we did not evaluate in this study, was to help students improve their ability to read an academic article, to take part in discussions on such an article and to experience this via StudyNet. As with most of the teaching on this programme, the purpose of this is twofold: to improve students' language and study skills, and also to experience using StudyNet in preparation for their future academic lives. They were given very clear instructions about exactly what was required of them and their contribution was assessed, in order to encourage full participation.

The on-line discussion element was worth 6.25% of the coursework element of the course for the semester. All the students discussed the same article and were told they could read the article on-line, print it out or copy it to their own computers. At the end of this discussion period, the lecturers evaluated the students' contributions. The assessment consisted of a combination of the quantity of contributions to the discussion and the quality - ideas, interaction and language. In other words, students were rewarded for contributing more than the minimum, as well as using the activity as a learning tool, not simply as a bare assessment. The students were then asked about what they felt about doing this activity and what they learned from it. This was done via a questionnaire in which students were asked how they took part in the discussion, what they felt about taking part in the discussion and what they thought they learned from it. The questionnaire was given to all the students who had taken part and they were asked to complete it in class time. This was done in weeks seven and eight, three to four weeks after having completed the activity. The questionnaire consisted of twenty-two questions, divided into multiple choice and short-answer questions. The rationale behind the questionnaire was to assess the perceived worthiness of the task by the students.

The students were told that a grade would be given for their contribution to this discussion, and that a good contribution consisted of demonstrating knowledge of the article and making a relevant contribution to the discussion in appropriate English. They were instructed to make their first contribution by the end of week 2 of the semester and their second by the end of week three. Two contributions was the bare minimum if they wanted to pass and more

was expected for a good mark. Each contribution had to be four or five sentences.

The students were advised on, and given practice in class, about what a contribution consisted of. This could include, among other things:

- a question to a member of the group
- an opinion about the article
- giving further information on the subject
- agreement or disagreement with a member of their group
- reasons for their opinions
- invitations to other members of their group to contribute
- asking other people about their opinions
- supporting and encouraging other members of their group

They were told to read all the contributions from their group members, not just those from the lecturer and furthermore to respond not only to the lecturer's points, but carry on a discussion with the other members of their group as well. Appropriate language needed to be used as this was a formal academic discussion, not an e-mail to a friend. Their contributions had to be written in accurate academic English and it might therefore be useful to compose their contributions in a word-processor, check it for accuracy and then paste it into the discussion. Their mark would depend on how well they achieved this task.

Results and discussion

The purpose was therefore to see whether or not students undertook the task, what advantages they saw to it, whether they saw the reasons for doing it and what they thought they learned from it. 112 completed questionnaires were received. The questions most relevant to the research aims will be discussed, with the hope that it will be useful for lecturers in similar circumstances.

First is the question of the extent to which students undertook the task. This was measured by looking at the number, frequency, style and length of students' contributions. Although the minimum number of contributions was two in order to achieve a pass, they were encouraged to contribute as much as possible, in order to be successful, and for their skills to be practiced. The assessment period being over 4 weeks, 35% of students made one contribution a week, 23% twice a week, while 36 % of students contributed three times a week or more (Figure 1). It was certainly clear, therefore, that most students were contributing more than the minimum. It may be the case, though, that very few decided that doing any extra work for an assessment that counted such a small amount of the overall course mark was not worth the effort.

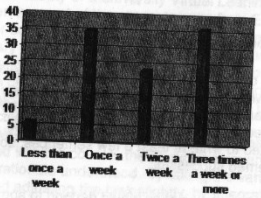


Figure 1: Frequency of contribution

Considering the style of discussion, with threads connected to single opinions or ideas, one would have expected students to have read all or most of the contributions on the list prior to adding their own point of view. Figure 2 shows that 48% of students claimed to have read more than 5 previous contributions, while 22% of those students had read more than ten. Surprisingly, though, 10% of students claimed not to have read any contributions before adding their own. It can thus be speculated that these students do not quite understand the concept of a discussion, though, but this is predicated on there being 10 contributions to actually read.

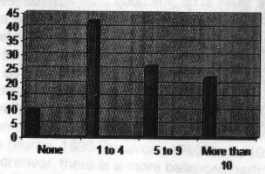


Figure 2: Contributions read prior to contributing

As regards the length of their own contributions, 42% stated they had written a paragraph, while the rest either equally wrote a few sentences or more than a paragraph. This was confirmed by the class lecturer, who monitored the contributions on a weekly basis. The students were expected to write at least a few sentences, so in this respect, it can be deemed successful.

It was felt that the level of participation would depend to some extent on whether they had enjoyed the exercise. As can be seen from Figure 3, less than 2% said they hated it. Almost 50% chose 'OK' and 29% said they had enjoyed it. It was pleasing to note that 12.5% asserted that they had enjoyed it very much.

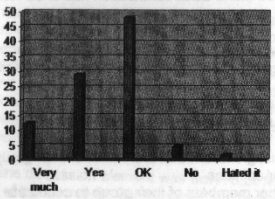


Figure 3: Degree of enjoyment

Secondly was whether or not the students found the exercise advantageous or useful. More than 50% of the students responded affirmatively (Figure 4), while only 6% of students did not find it useful. No one considered it to be a waste of time. This was crucial for us, considering this was the first attempt at this type of task and is an evaluation method which needs to be used more actively in the future, as the use of the on-line facility is playing a larger role in academic life (Browne & Jenkins, 2003).

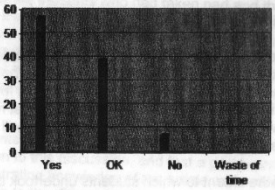


Figure 4: Relative usefulness

Thirdly, the open question of 'Why do you think we used the on-line method for discussion?' elicited numerous favorable responses. Chief among these, the students were of the opinion that it would improve their reading and writing skills. Why they believed their writing skills would improve is not quite certain, as none of their contributions were corrected. In any case, they were making use of English in a formal academic style to communicate their ideas, an essential part of learning to write. Furthermore, the act of reading others' contributions and being able to compare grammar, vocabulary and level of sophistication of an argument with ones' own writing is a key part of peer learning, which is an aspect which is greatly emphasized in second language learning (Flower & Hayes, 1981 Grabe, 2001 Vincent, 1999). In addition they felt that it would allow them to analyze ideas more clearly and to think more independently. This may be linked to the time factor involved in being able to formulate ideas without pressure due to language ability and peer observation. This is particularly relevant to the quiet students who are often unwilling to be in focus in a class situation. They did consider that it would allow everyone more time and opportunities to discuss ideas and was particularly useful for the shy students. This is what was hoped for. Often the amount of time for discussion in class is limited, so allowing students this extra time to debate is of great importance.

Lastly we wanted to see if the students thought they had learned something from the exercise. In this case, only 5 of 112 students said no, and 3 'not really, but it was good to practice.' Thus the great majority were of the opinion that they had learned from the task. Whether the students' perception is borne out in reality was not the focus of this research but should be researched at a future date. The areas they highlighted are being able to see the grammar mistakes of others, and being able to learn from them. Here the previous comment on peer learning is reflected. They decided that their knowledge, vocabulary and discussion skills had been enriched by the task. Some also considered that the experience allowed them to share ideas better than in class, and allowed them to feel more confident to give their opinion. This is a core issue, as many students in higher education, especially those from the Far East, usually have a great deal to say, but lack the confidence when surrounded by local students with whom they often have minimal actual contact. If their confidence can be initially improved in this way, one hopes it can be extended to class situations. The chance to summarize and organize ideas better was another issue mentioned. These are essential skills all students need.

Conclusion

Post-graduate international students at UK institutions of higher education often find difficult dealing with seminar type discussions. An attempt was made to help students with this by utilizing the group discussion facility of a university Virtual Leaning Environment (VLE). However, as most of the students were from East Asia, who often consider education as essentially a passive process, it was felt necessary to investigate whether they would undertake such an activity and what the benefits were. Despite some criticisms, the students generally took part in the activity seriously and saw the usefulness of it. They were generally found to understand the purpose of the activity and felt they had learned from it. Thus, overall, when the activity was clearly seen to be related to the learning outcomes and integrated into the course, the verdict was overwhelmingly positive and the rationale understood. By taking the various points students made and adjusting the task slightly, by integrating the on-line discussion more into class work, involving the lecturers more and by thinking more about the text, we hope that the positive outcomes can be further cemented, and further areas probed and students helped to take part in seminar style discussions more confidently and competently.

References

Basturkmen, H. (2002). Negotiating meaning in seminar-type discussion and EAP. *English for Specific Purposes, 21,* 233-242.

Beauvois, M. H. (1992). Computer-assisted classroom discussion in the foreign language classroom: Conversation in slow motion. *Foreign Language Annals, 25*(5), 455-464.

Browne, T. & Jenkins, M. (2003). VLE Surveys - A longitudinal perspective between March 2001 and March 2003 for Higher Education in the United Kingdom. Retrieved August 10, 2004, from http://www.ucisa.ac.uk/groups/tlig/vle/

Bump, J. (1990). Radical changes in class discussion using networked computers. *Computers and the Humanities, 24,* 49-65.

Catterick, D. (2004). Mapping and managing cultural beliefs about language learning of Chinese EAP learners. In L. Sheldon (Ed.), *Directions for the future* (pp. 65-78). Oxford: Peter Lang.

Chun, D. (1994). Using computer networking to facilitate the acquisition of interactive competence. *System, 22*(1), 17-31.

Cortazzi, M. & Jin, L. (1997) Communicating for Learning across Cultures. In D. McNamara & R. Harris (Eds.), *Overseas students in higher education: Issues in teaching and learning* (pp. 76-90). London: Routledge.

Dysthe, O. (2002). The learning potential of a web-mediated discussion in a university course.*Studies in Higher Education, 27, 339-352.*

Flower, L. & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication, 32,* 365-387.

Gillett, A. J. (1989). Designing an EAP course: English language support for further and higher education. *Journal of Further and Higher Education, 13*(2), 92-104.

Grabe, W. (2001). Reading-writing relations: Theoretical perspectives and instructional practices. In D. Belcher & A. Hirvela (Eds.), *Linking literacies: Perspectives on L2 reading-writing connections*(pp. 15-47). Ann Arbor, MI: University of Michigan Press.

Jin, L. & Cortazzi, M. (1993). Cultural orientation and academic language use. In D. Gradol, L. Thompson, & M. Byram (Eds.), *Language and culture* (pp. 84-97). Clevedon, Avon: BAAL and Multilingual Matters.

Jin, L. & Cortazzi, M. (1996). 'This way is very different from Chinese ways': EAP needs and academic culture. In M. Hewings and T. Dudley-Evans (Eds.), *Evaluation and course design in EAP* (pp. 205-216). Hemel Hempstead: Phoenix.

Jones, J. F. (1999). From silence to talk: Cross-cultural ideas on students' participation in academic group discussion. *English for Specific Purposes, 18,* 243-259.

Kern, R. (1995). Restructuring classroom interaction with networked computers: Effects on quantity and quality of language production. *Modern Language Journal, 79,* 457-476.

Kulik, C. L. C., and Kulik, J. A. (1986). Effectiveness of computer-based education in colleges. *AEDS Journal, 19,* pp. 81-108.

Leki, I. (2001). " A narrow thinking system" : Nonnative-English-speaking students in group projects across the curriculum. *TESOL Quarterly, 35,* 39-66.

Oliva, M., & Pollastrini, Y. (1995). Internet resources and second language acquisition: An evaluation of virtual immersion. *Foreign Language Annals, 28*(4), 551-563.

Pennington, M. C. (1996). The power of the computer in language education. In M. C. Pennington (Ed.), *The power of CALL* (pp. 1-14). Houson, TX: Athelstan.

Pica, T. & Doughty, C. (1985). The role of group work in classroom second language acquisition. *Studies in Second Language Acquisition, 7,* 233-248.

Sullivan, N., & Pratt, E. (1996). A comparative study of two ESL writing environments: A computer-assisted classroom and a traditional oral classroom. *System, 24*(4), 491-501.

Tan, B. T. (2003). Does talking with peers help learning? The role of expertise and talk in convergent group discussion tasks. *Journal of English for Academic Purposes, 2,* 53-66.

Topping, K. K. (1996). The effectiveness of peer-tutoring in further and higher education: A typology and review of the literature. *Higher Education, 32,* 321-45.

Vincent, S. (1999). Peer support through shared learning experience in an essay writing task. In H. Bool & P. Luford (Eds.), *Academic standards and expectations: The role of EAP* (pp. 109-115). Nottingham: Nottingham University Press.

Warschauer, M. (1996). Comparing face-to-face and electronic communication in the second language classroom. *CALICO Journal, 13*(2-3), 7-26.

Adapted from: http://www.uefap.com/writing/genre/abstract.htm

Now, in pairs, write an abstract for this paper.

Appendix L: Roberta's micro-class handouts

Conversation Class - Traveling

Warm Up
You'll get an image. Find the person with the same image as you, and ask them about how their best vacation ever was. Ask questions about where they went, why they liked it so much, how long they spent there, etc. Try to find out as much information as you can. (10 minutes)

Now you'll have to talk about your partner's vacations to the rest of the group. (15 minutes)

You will watch the following video: https://www.youtube.com/watch?v=jiUtwf9ScVo

Discuss with a classmate:
Why does the couple disagree their traveling plans?
Would it be easier if they had hired a tourism agency?
Could they plan their trip on their own?

Activity - Programming vacations
Get together in pairs or trios. Take a look at the brochures you have been given: you are now traveling to one of these destinations. Your task is to agree on a schedule of 3 days with your partner, and prepare to tell us a little about how you imagine this trip would go. Remember that the two or three of you are supposed to go together, so you must agree on everything you do. (30 minutes)

Share your experiences (15 minutes)
The group should share which destination was picked, why, and which places they agreed on visiting there.

Group Talk - I have been to...
Free talking time. Time to talk about all the places we've been to, and places we want to visit. Make questions to your classmates if they already went somewhere you'd like to go. Talk about the countries you'd like to visit, and the ones you'd never go to. (45 minutes)

Appendix M: Ana Ricarda's micro-class handouts

Rule	Instead of	use
Do not use contractions		
Avoid negatives		
Do not use colloquial words/ expressions		
Avoid simple vocabulary		
Avoid first and second person		
Do not use coordinating conjunctions to start a sentence. Avoid repeating them		
Do not use get		
Do not use vague language		

1- Rewrite the sentences according to the formal writing rules: [redacted]

1 .The levels didn't indicate the same result.

2. The mood-improving actions of antidepressants don't depend on neurogenesis.

3. The research is a big contribution to the field.

4. Obesity in kids and young people: a crisis in public health.

5. As you can see in figure 1b

6. I believe that this approach will complement the organization

7. There is a big risk.

8. But the results were different.

2- Rewrite the following paragraph:

Google wouldn't comment on the difficulties. But several researchers suggest that the problems can be due to widespread media coverage of this year's severe US flu season, including the declaration of a public-health emergency by New York state last month. The press reports may have triggered many flu-related searches by people who weren't ill. But some doubt that Google Flu will bounce back after its models are refined.

Appendix N: Workshop 1 (class plan)

IDIOMAS SEM FRONTEIRAS

STEPS FOR TEACHING READING AND WRITING

[redacted]

Class Plan

Area: English for Academic Purposes
Genre: Short texts with personal information
Skills: Reading and Writing
General Objectives: Language
Level of students: A2

1. **Warm up – Discussion (5-7 minutes)**
   - Ask students to imagine this is their first class in this course. What information would be important to know about their classmates? Write the answers on the board.
   - Elicit possible questions for each topic and write them on the board.
   - Then students have 2 minutes to ask each other those questions.

2. **Pre-teach vocabulary (5 minutes)**
   - Tell students that they are going to read two short texts in English, but before that, they will learn some vocabulary.
   - Words chosen: *flat; married to x married with; suburbs*
   - Flat: Show a picture of an apartment. Ask students what that is. Then ask them for a synonym.
   - Married to/with: Show students a picture of a family (husband, wife, and children). Ask what the relationship between the man and the woman is (they are married). Then say "He is married to his wife. He's married with two children."
   - Suburbs: Show pictures of suburbs in other countries. In English, suburbs may have a different meaning from Brazilian Portuguese. In English, suburbs are not necessarily related to poor areas.

3. **Pre-reading task (3 minutes)**
   - Show students only the pictures of Mona Saeed and Dr Lee taken from the book (page 6).
   - Ask students to try to guess some information about the two people (age, nationality, profession, family).
   - Write students' answers on the board.

4. **Reading task 1 (skimming) (3 minutes)**
   - Students skim the text to check if their guesses about the two people were correct.
   - Feedback: students compare their answers. Then ask the group about their guesses.

5. **Reading task 2 (scanning) (5-7 minutes)**
   - Students read the text again to complete the chart with information about Mona Saeed and Dr Lee.
   - Feedback: students compare their answers. Then ask each student to read one answer.

6. **Language – part 1 (*and/but*) (10 minutes)**
   - Ask students to underline the words *and* and *but*.
   - Project the sentences on the board.
   - Ask students what kind of information the two words give. Explain.
   - Students do the activity on the book (page 7, exercise 7)
   - Feedback: Students compare their answers. Then they read their answers.

7. **Language – part 2 (Present Simple – *I, you, we, they*) (10-15 minutes)**
   - Ask students to read Mona Saeed's text again and circle the verbs.
   - Feedback: Students check with their partners.
   - Project the text on the board to check the verbs.
   - Ask students if the sentences talk about the past or the present.
   - Elicit from the students the uses of simple present.
   - Show the rules (auxiliary verb, questions, affirmative and negative sentences)
   - Provide extra exercises for restricted practice.
   - Feedback: Students check with their partners. Then check with the group.

8. **Production 1 (30 minutes)**
   - Students complete the chart on page 7 about themselves.
   - Then they write a paragraph with the information from chart. They can use Mona Saeed's text as a model.
   - Ask each student to choose a sentence to read.
   - Feedback; correct students' texts and give individual feedback.

9. **Language – part 3 (Present Simple – *he, she, it* and *questions*) (10-15 minutes)**
   - Ask students to read Dr Lee's text and circle the verbs.
   - Project the text on the board to check the verbs.
   - Ask students the differences between those verbs and the ones from Mona's text.
   - Show the rules (auxiliary verb, questions, affirmative and negative sentences).
   - Provide extra exercises for restricted practice.
   - Feedback: Students check with their partners. Then check with the group.

10. **Production 2 (20 minutes)**
    - Ask students to add a column on the chart on page 7.
    - On this column, students are going include information about a classmate.
    - Elicit from the students the questions they can ask to find out each topic about their partners.
    - Students talk to each other to complete the chart.
    - Then they write a paragraph about their classmate (it can be done as homework).

Appendix O: Workshop 1 (Headway for Academic Skills, p. 6-7)

WRITING Describing people

1 Read STUDY SKILL Match rules a–f from the Study Skill box with different uses of capital letters 1–6 in the sentences.

STUDY SKILL Punctuation (1)

Use **capital letters** for the first letter of:

a the first word in a sentence, for example: *He studies English.*
b people's names: *Nora*
c titles: *Mr, Mrs, Miss, Dr, Professor*
d cities and countries: *Turkey, Beijing*
e languages: *English*
f the names of schools, colleges, and companies: *International College, Microsoft*

Remember – Use a full stop (.) at the end of a sentence, and use a question mark (?) at the end of a question.

[1] My name's Victor and I'm a student at the University of Oporto, [2] in Portugal. I am studying French, Russian, and English [3] because I like languages. [4] Dr Afzal Ahmed is 36 years old. [5] He is a doctor, and he comes from a small town near Madras, [6] in the south of India.

2 Rewrite the pairs of sentences. Add capital letters, and full stops or question marks.

1 my name is emin alpay i am a teacher at the middle east technical university in ankara
2 i am a receptionist in a big hotel in singapore the name of the hotel is the royal palace
3 my husband is called sami and he is a pilot he works for air new zealand
4 mrs elly hollemans is a teacher she comes from holland and she teaches german
5 where is the faculty for oriental studies is it in oxford

3 What are texts 1 and 2 about? Skim them to get a general idea.

1

My name is **Mona Saeed** and I am from Manama. It is the capital city of Bahrain. I am a student at Bahrain Training Institute. I am studying computer programming. I hope to work in a bank one day. I am 18 years old and I am single. I have two brothers and three sisters. We all live with our parents and grandmother in a large house in the suburbs of Manama. I speak Arabic, and English quite well. I also understand Farsi, but I can't speak it very well. In my free time I like reading novels, watching TV, and playing computer games.

2

Dr Lee is Chinese and comes from Shanghai, in China. He teaches mathematics and computing at Kuala Lumpur University. He is an Assistant Professor in the Faculty of Science. He is a graduate of Shanghai University and has a PhD from the USA. Dr Lee speaks many languages. As well as Chinese, he speaks very good English, French, and Malay. He is 35 years old and he is married with two children. They live in a small flat on the university campus. He likes music very much and he is an excellent pianist. Dr Lee likes teaching at the university, but in the future he wants to return to China to continue his research.

4 Scan the texts on page 6 to complete the table with information about Mona Saeed and Dr Lee.

	Mona Saeed	Dr Lee	you
city	Manama		
country			
job			
age			
flat/house			
married/single			
children			
languages			
other information			

5 Complete the table with information about you.

6 Read STUDY SKILL Look at the paragraph about Dr Lee again. Underline the words *and* and *but* where they join sentences.

7 Join the sentences. Use *and* or *but*.

1 I am 18 years old. I am single.
2 I am from Turkey. I live in the capital, Ankara.
3 Joe comes from India. He is working in Germany at the moment.
4 Maria and José are married. They have four children.
5 Sam likes computers. He doesn't like computer games.
6 I want to build a big villa near my parents' house. I have no money.

STUDY SKILL Linking ideas (1)

Use *and* or *but* to join sentences. Look at the examples:

- *Hasan lives in Izmir. He works in an Internet café.*
  Hasan lives in Izmir ***and*** *he works in an Internet café.*
- *I understand Farsi. I don't speak it very well.*
  I understand Farsi, ***but*** *I don't speak it very well.*

Linking ideas makes your writing easier to follow.

8 Read the rules. Use the information from the table in exercise 4 to write a paragraph about you for a class journal. Start: **My name is ...**

RULES Present simple

To describe people and what they do, use the Present Simple.
When you write about yourself:
I live *... In the evenings, I* ***like*** *...*
When you write about other people:
George ***lives*** *... He* ***likes*** *... They* ***live*** *... They* ***like*** *...*

Writing about people

9 Find out information about another student (or teacher). Make notes in your notebook. Write a paragraph about this person.

10 Read STUDY SKILL Find nine mistakes in the sentences and correct them.

My nam is Sonia I come from brazil. I am teacher in a school
My husband work in bank. His name is riccardo.
We have two childrens.

STUDY SKILL Checking your writing

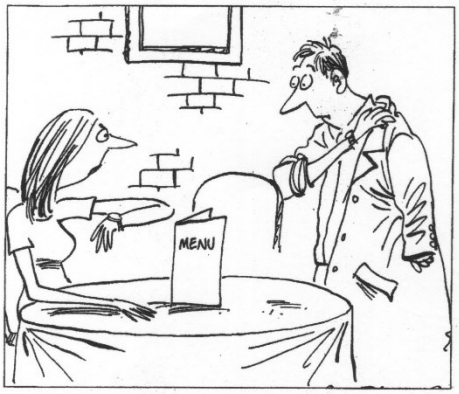
It is important to check that your writing is correct. Check:

- spelling
- capital letters
- punctuation
- grammar

11 Read your two paragraphs and check your writing.

Appendix P: Workshop 1 (grammar sheets)

1 A Grammar ***be: I and you***



a Complete the conversation with *I* or *you*.

MIKE Hi, [1] *I* 'm Mike. Are [2] *you* Amanda?
AMANDA Yes, [3]_____ am.
MIKE Nice to meet [4]_____.
AMANDA [5]_____'re late!
MIKE Sorry.

b Complete the conversation with *am*, *'m*, *are*, or *'re*.

STUDENT Excuse me, [1] *am* I in room 2?
RECEPTIONIST What's your name?
STUDENT I [2]_____ Caroline.
RECEPTIONIST [3]_____ you Caroline Herzog?
STUDENT No, I [4]_____ not. I [5]_____ Caroline Fuchs.
RECEPTIONIST You [6]_____ in room 3.
STUDENT Thank you.

c Complete the conversation.

CHARLOTTE [1]_____ Enrique Gonzalez?
ENRIQUE Yes, [2]_____.
CHARLOTTE Hi, [3]_____ Charlotte, from the Chicago School of English.
ENRIQUE Oh, hello!
CHARLOTTE Nice to meet you. [4]_____ late?
ENRIQUE No, [5]_____.

d Practice the conversations with a partner.

121

3 B Grammar **simple present: *we, you, they***

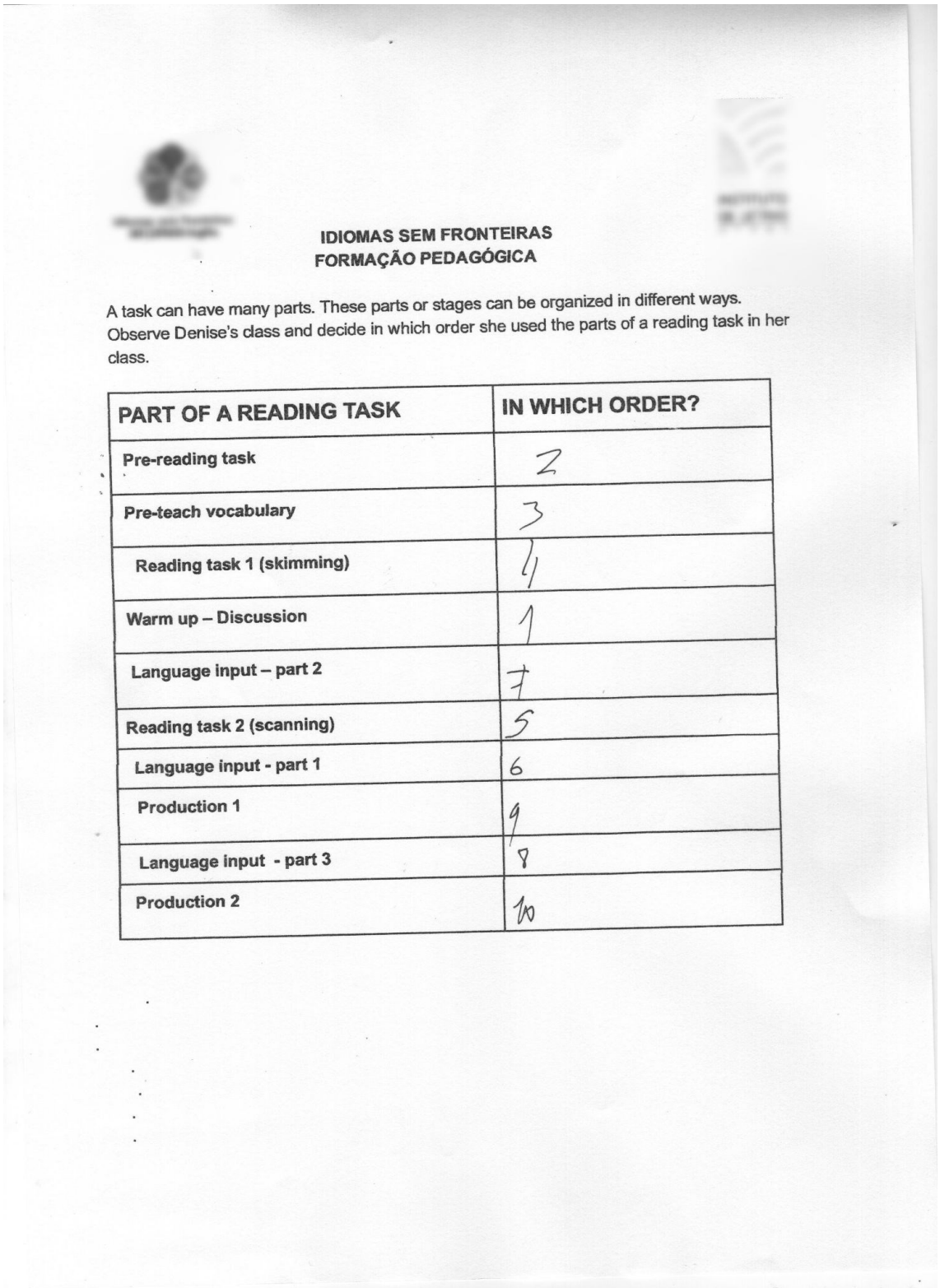
a Complete the conversations with the correct form of the verb in parentheses.

A Where [1] *do you live*? (/ you live)
B We [2] *live* in the US, but we're English. (live)
A [3] _____ expensive cars? (/ you have)
B Yes. We [4] _____ fast Italian cars. (like)
A [5] _____ newspapers? (/ you read)
B No, we don't. We [6] _____ newspapers or magazines. (not like)
A What music [7] _____ to? (/ you listen)
B Our music! We [8] _____ it's great! (think)

A What [9] _____ for breakfast? (/ they have)
B They [10] _____ milk or orange juice. (drink)
A And what [11] _____? (/ they eat)
B They [12] _____ cereal and fruit. (eat)
A My sons [13] _____ fruit for breakfast. (not want)
B Really? Why not?
A They only [14] _____ chocolate. (like)

b Practice the conversations with a partner.

Appendix Q: Workshop 1 (steps for a reading class)



IDIOMAS SEM FRONTEIRAS
FORMAÇÃO PEDAGÓGICA

A task can have many parts. These parts or stages can be organized in different ways. Observe Denise's class and decide in which order she used the parts of a reading task in her class.

PART OF A READING TASK	IN WHICH ORDER?
Pre-reading task	2
Pre-teach vocabulary	3
Reading task 1 (skimming)	4
Warm up – Discussion	1
Language input – part 2	7
Reading task 2 (scanning)	5
Language input - part 1	6
Production 1	9
Language input - part 3	8
Production 2	10

Appendix R: Workshop 1 (slides)

BUILDING

APARTMENTS = FLATS

married **to**

is different from

married **with**

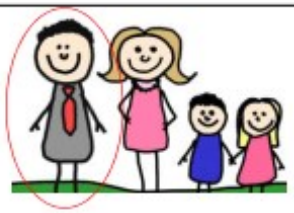
_____ is married (to _____)

with two children.

MARRIED

_____ is married to _____.

They have two children.



_____ is married with two children.

Examples of SUBURBS

My name is **Mona Saeed** and I am from Manama. It is the capital city of Bahrain. I am a student at Bahrain Training Institute. I am studying computer programming. I hope to work in a bank one day. I am 18 years old and I am single. I have two brothers and three sisters. We all live with our parents and grandmother in a large house in the suburbs of Manama. I speak Arabic, and English quite well. I also understand Farsi, but I can't speak it very well. In my free time I like reading novels, watching TV, and playing computer games.

My name is **Mona Saeed** and I am from Manama. It is the capital city of Bahrain. I am a student at Bahrain Training Institute. I am studying computer programming. I hope to work in a bank one day. I am 18 years old and I am single. I have two brothers and three sisters. We all live with our parents and grandmother in a large house in the suburbs of Manama. I speak Arabic, and English quite well. I also understand Farsi, but I can't speak it very well. In my free time I like reading novels, watching TV, and playing computer games.

Dr Lee is Chinese and comes from Shanghai, in China. He teaches mathematics and computing at Kuala Lumpur University. He is an Assistant Professor in the Faculty of Science. He is a graduate of Shanghai University and has a PhD from the USA. Dr Lee speaks many languages. As well as Chinese, he speaks very good English, French, and Malay. He is 35 years old and he is married with two children. They live in a small flat on the university campus. He likes music very much and he is an excellent pianist. Dr Lee likes teaching at the university, but in the future he wants to return to China to continue his research.

Simple Present
I, you, we, they

Uses:

- describe people
- say what people do and have
- talk about likes, dislikes, hobbies and routine.

- My name is Mona Saeed and I am from Manama.
- I like reading novels, watching TV, and playing computer games.
- He is graduate of Shanghai University and has a PhD from the USA.
- I also understand Farsi, but I can't speak it very well.
- Dr Lee likes teaching at the university, but in the future he wants to return to China to continue his research.

Simple Present – Verb BE
I, you, we, they

Affirmative sentences

I am a teacher. / I'm a teacher.
You are American. / You're American.
We are happy. / We're happy.
They are my friends. / They're my friends.

Simple Present – Verb BE
I, you, we, they

Negative sentences

I am not a teacher. / I'm not a teacher.
You are not American. / You aren't American.
We are not happy. / We aren't happy.
They are not my friends. / They aren't my friends.

Simple Present - VERBS
I, you, we, they

Negative sentences

Auxiliary verb: DO + NOT / DON'T

I do not / don't have English classes today.
You do not / don't know how bake a cake.
We do not / don't have a cat.
They do not / don't plan to travel on the weekend.

Simple Present – Verb BE
I, you, we, they

Questions

Am I a teacher?
Where Are you from?
Are we happy?
Are they Canadian?

Simple Present - VERBS
I, you, we, they

Questions

Auxiliary verb: DO + SUBJECT

Do I look ugly?
What do you do?
Do we have Linguistics classes today?
Where do they live?

Simple Present - VERBS
I, you, we, they

Affirmative sentences

I have English classes on Fridays.
You know how to cook very well.
We have two children.
They plan to get married.

Appendix S: Workshop 2 (steps for reading comprehension)

2

IDIOMAS SEM FRONTEIRAS
FORMAÇÃO PEDAGÓGICA

STEPS FOR TEXT COMPREHENSION

STEP	DEFINITION / PURPOSE	EXAMPLES OF ACTIVITIES
Warm-up **Lead-in** **Set the topic** **Introduce the topic**	➢ This is the 1st activity. ➢ It is used to activate students' background knowledge and to engage them with the topic.	➢ "Have you ever" questions. ➢ Discussion in pairs/groups. ➢ Video/song/pictures about the topic. ➢ Games ➢ ➢ ➢
Pre-teaching vocabulary	➢ Activity to prepare students to understand the meaning of new words/expressions. ➢ Teacher chooses only key words/expression from the text. ➢ There may be many new words, but it does not mean all of them should be in the **Pre-teaching vocabulary**.	➢ Match words and definitions/pictures. ➢ Find the definitions in the dictionary. ➢ Use pictures to elicit the words from the students. ➢ ➢ ➢
Pre-reading task	➢ It consists of an activity which is more related to the text. ➢ It is meant to prepare students for the text. ➢ It is different from the Warm-up, which prepares students for the topic.	➢ Use pictures from the text (when possible) for students to guess how they relate to the text. ➢ Show the title of the text and students have to guess what it will be about. ➢ ➢ ➢
Reading task 1	➢ It is a quick reading activity. ➢ Students read for general idea (gist), to identify the genre, the target readers, the writer, what the text is about, where it could be found…	➢ Check the answers for the **Pre-reading task**. ➢ Identify the main idea(s) of the text. ➢ Choose a title for the text. ➢ ➢ ➢
Reading task 2	➢ It is a more detailed reading activity. ➢ Students read to find specific information.	➢ "True or False" activity. ➢ Questions about reading comprehension. ➢ Put the events in order as they appear in the text. ➢ Complete sentences with information from the text. ➢ ➢ ➢

Post-reading task **Production** **Follow-up**	➢ This activity is used to check what students have learned from the text. ➢ The idea is that students produce something based on what they learned and that they give their opinions about the text/topic. ➢ It does not necessarily have to be strictly related to the text. However, it should be related to the topic. ➢ It is a closing activity to wrap up the reading task.	➢ Discussion on the topic. ➢ Students show their opinions about the topic/text. ➢ "Do you agree/disagree?" ➢ Writing activity about the topic. ➢ Make a poster. ➢ Prepare a presentation. ➢ Develop a project based on the topic. ➢ ➢ ➢

Appendix T: Workshop 2 (Headway Academic Skills 1, p. 28-31)

5 Education

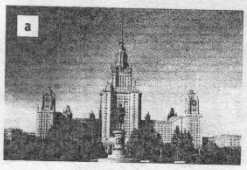
READING SKILLS Predicting content (2) • Linking ideas (5)
WRITING SKILLS Greetings and endings in formal letters • Words and phrases (2) • Writing a letter or email
VOCABULARY DEVELOPMENT Plurals
RESEARCH Making notes (2)

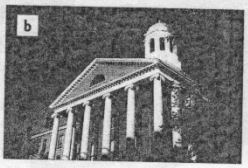
READING Universities

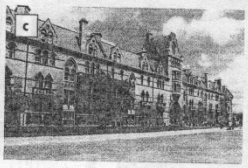
1 Work with a partner. Look at the pictures and answer the questions.

1 Match pictures a–c with the universities.

- ☐ Harvard University, USA
- ☐ Oxford University, UK
- ☐ Moscow State University, Russia







2 What famous universities do you know?
3 What is a good age to be a university student? Can you be too old or too young? Why/Why not?

2 Read STUDY SKILL Skim the title and the first paragraph of the newspaper article *Too Young for Oxford?* Answer the questions.

1 What is the article about?
2 What information from a–d will it give?

- a ☐ a history of the city of Oxford
- b ☐ information about Oxford University
- c ☐ different types of schools in Britain
- d ☐ what was special about the young boy

3 Which five words from the box will you find in the article?

swim	wedding	family	concert	intelligent
passport	examinations	school	knife	teachers

STUDY SKILL Predicting content (2)

Before you read the whole text, read the title and the first few sentences.
Make predictions about the content of the text.

- **the topic** (What is it about?)
- **information** (What information will it give?)
- **vocabulary** (What words will you find?)

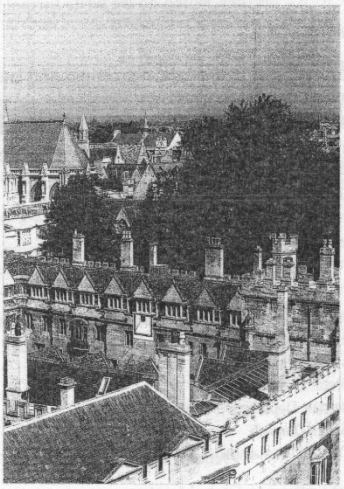
Predicting will help you read. It will also tell you if a text is useful before you read it.

3 Read the article quickly to check your predictions in exercise 2.

4 Complete definitions 1–6 with the underlined words in the article.

1 _____ *adjective*: like an adult, fully grown
2 _____ *noun*: a very clever person
3 _____ *verb*: to say or think the opposite
4 _____ *noun*: a big organization like a bank, hospital, prison, or school
5 _____ *adjective*: able to speak or write a language easily and correctly
6 _____ *verb*: to go to or to be present at

...oo young for Oxford?



Yinan Wang was only 14 years old when he became a student at Oxford University, in the United Kingdom, one of the most famous academic institutions in the world. Many people asked, 'Isn't 14 too young to attend a university?'

At the age of 12, Yinan Wang was like any other student at school in Beijing, in China. Then his father got a job at an aerospace company near London, so the whole family moved from Beijing to London. Yinan Wang continued his studies at a very large secondary school near their home.

When he arrived in England, Yinan Wang could only speak a few words of English. 'At first I was very lonely,' he recalls. 'I couldn't speak to anyone, so I couldn't make friends.' However, his teachers could see that he was very intelligent. In fact, he was a genius. He was especially good at mathematics and science.

Two years later, Yinan Wang went to Oxford University to study science. At the age of 14, he was one of the youngest students to study at this famous university. However, his teachers thought he would have no problems. He had special classes in English at school, and was fluent by the age of 14. He also got top marks in all his maths exams.

Yinan Wang was not the first child to go to Oxford University. Ruth Lawrence was only 13 when she went to Oxford to study mathematics. However, are young teenagers really mature enough for university? Many universities do not take students below the age of 17 or 18. People say they cannot enjoy university life. Other people disagree and say that very clever children should not wait.

5 Read the article slowly and carefully. Choose a, b, or c to complete sentences 1–3.

1 Yinan's family moved to London because ...
- a he got a place at Oxford University.
- b he wanted to learn English.
- c his father got a job near London.

2 When Yinan came to England, he ...
- a had a lot of friends.
- b could not make any friends.
- c did not want any English friends.

3 Many teachers thought that he would ...
- a have problems at Oxford University.
- b need special classes in English.
- c not have difficulties at the university.

6 Read STUDY SKILL Find two examples of *however* in the article and circle them. What ideas does *however* contrast?

STUDY SKILL Linking ideas (5)

However is similar to *but*. We use *however* and *but* to contrast ideas.
Look at sentences **a** and **b**. What differences are there?

a *George studies hard at university.* ***However****, he never does well in exams.*
b *George studies hard at university,* ***but*** *he never does well in exams.*

7 Match sentences 1–3 with sentences a–c. Rewrite them using *however*.

1 ☐ Some people think that 14 is too young for university.
2 ☐ Yinan Wang was only 14 years old.
3 ☐ At first Yinan Wang could only speak a little English.

a He studied at Oxford University.
b He soon became fluent in the language.
c Others believe that clever students should not wait.

WRITING Formal letters and emails

1 Work with a partner. When do we write formal letters and emails?

applying for a job, ...

2 Read STUDY SKILL Write formal greetings and endings for people 1–7.

STUDY SKILL Greetings and endings

Look at the ways of beginning and ending formal letters (and emails) in British English.

a Greeting *Dear* (title and family name),
Ending *Yours sincerely,*

b Greeting *Dear Sir/Madam,*
Ending *Yours faithfully,*

1 Miss Nancy Allen **Dear Miss Allen ... Yours sincerely, ...**
2 The Manager, Human Resources
3 Mrs Helen Thomson
4 Mr Peter Ericson
5 Chairman, Department of Modern Languages
6 Dr Saeed Darwish
7 Ms Yoshiko Yamamoto

Dear Sir
Hi Zara!
Dear Madam
Hello Tom!
Dear Dr Patel

3 You are writing to Global Institute to request some information. Complete the email message using words in the box. Read STUDY SKILL

have	hearing	would	information	sincerely	interested
please	know	studying	old	diploma	Dear

From:
Date: Wed, 27 Apr. 20:07:36 +0100 (BST)
To: "Global Institute" <globalinstitute@gi.net>
Subject: Information

[1]_____ Mrs Fernandez,

I am [2]_____ in [3]_____ English language and accounting at Global Institute. Could you [4]_____ send me [5]_____ about these courses? I [6]_____ also like to [7]_____ the starting dates of the next courses.

I am 21 years [8]_____ and I am a manager in a hotel. I [9]_____ a school leaving certificate and a [10]_____ in hotel management.

I look forward to [11]_____ from you.

Yours [12]_____,

STUDY SKILL Words and phrases (2)

Language for letters and emails
Learn words and phrases to use in formal letters or emails.

- **To ask for information/details/a form, etc.**
  I am interested in ... (studying/applying for) ...
  I am writing to ask for ...
  Could I have ...?
  I would like to have/know ...
  Could you please send me/attach (details of/ information about) ...?
- **To give personal details**
  At the moment I am (studying/working) ...
  I have a (degree/certificate/diploma) in ...
- **To close the letter/email**
  Thank you for ... (your help/time).
  I look forward to (hearing/receiving/meeting) ...

Yours faithfully
Yours sincerely
Bye!

…e advertisement for International Education College.
…wer the questions.

- Where is the college?
- Can you study part-time?
- Can you apply online?
- Which subject interests you most?

International Education College

Come and study with us at **International Education College** (IEC). You can take undergraduate or postgraduate courses. You can study for degrees, diplomas, and certificates, full or part-time. Here are some of the subjects we offer:

- Academic English
- Biological Sciences and the Environment
- Business
- Computing and IT
- Health and Sports Sciences
- Law
- Social Sciences
- Teaching and Education

Remember – your future is in your hands!

Come and join us!

For more information and an application form, write to us at: International Admissions Office, IEC, P.O. Box 5234, Sydney, Australia, or email: admissionsiec@iecuniv.ac.au

Writing a letter or email

5 Write a letter or email to the Admissions Office at IEC.

- Tell them which course you are interested in studying.
- Ask for an application form.
- Ask about applying online.
- Include personal details.

VOCABULARY DEVELOPMENT Spelling (2)

1 Read and match the rules.

2 Complete the table with the plurals of the nouns in the box. Use the rules and your dictionaries to help.

magazine dictionary fax woman city email address bookshelf company day virus hobby match knife

-s	***magazines***
-es	
-ies	
irregular plurals	

RULES Plurals

Look at the countable nouns and their plurals. Match groups of words **1–4** with spelling rules **a–d**.

1 *student/students, boy/boys, office/offices*
2 *country/countries, company/companies, university/universities*
3 *watch/watches, class/classes, box/boxes*
4 *mouse/mice, woman/women, child/children*

a nouns ending in consonant + *y* : change *-y* to *-ies*
b nouns ending in *-ch*, *-sh*, *-ss*, *-x*, or *-s*: add *-es*
c some nouns have irregular forms
d most nouns add *-s*

RESEARCH Notes

1 Think of four reasons for making notes (See Study Skill p22.)
Notes help you:

understand what you read, ...

2 Read STUDY SKILL Match the ways of making notes a–d from the Study Skill box with examples of students' notes 1–4.

STUDY SKILL Making notes (2)

There are many ways of making notes:
- a making a list of points
- b using diagrams and arrows
- c underlining or highlighting words in the text (use coloured pens)
- d making notes in margins of books or articles

1

Tower House of Yemen

The Tower Houses of Yemen are located in the old city of Sana'a, the capital of Yemen. ... They were built by local builders and they are hundreds of years old. They are made of stone and brick.

2

Measuring hurricanes.

Cat 1 – weakest winds 119–153km/hour

We measure hurricanes by categories – from 1 to 5. A Category 1 hurricane is the weakest. It has winds of between 119 and 153 kms per hour. A Category 5 ...

3

Applying to university

Write to university → choose course → fill in application form → attend interview

4

Ways of reading

- study/intensive reading
- skimming (for information)
- scanning (for general meaning)

3 Look at the text about Moscow State University. What information is highlighted?

Moscow State University is one of the most famous universities in the world. It was opened in 1755 and is more than 250 years old. The main building is on Sparrow Hills overlooking the Moscow River. The building has 36 floors and is 240 metres high. It was once the tallest building in Europe. The total number of undergraduate students is now about 40,000 and postgraduate students number about 7,000. There are also 9,000 professors, teachers, and researchers. In 1755 Moscow State University had only three faculties. Today it has 39 faculties. These are: Mechanics and Mathematics, Physics, Chemistry, Geology, ...

4 Read about Harvard. Underline or highlight important information.

Harvard University is a private university in Cambridge, Massachusetts in the USA. It is one of the world's most famous universities. It was founded in 1636 and is the oldest higher education institution in the USA. At first it was called the New College, but in 1696 it was named Harvard College after John Harvard. He gave money and books to the college. It became Harvard University in 1780. Today Harvard University has about 2,300 professors. The number of undergraduate students is 6,700 and there are about 13,600 graduate students. It has nine faculties. These are: Arts and Sciences, Law, Business, Medicine, ...

5 Find information about a college/university. Make highlighted notes.
Work with a partner. Use your notes to talk about the college/university.