UNIVERSIDADE FEDERAL DE SANTA CATARINA

PÓS-GRADUAÇÃO EM LETRAS-INGLÊS

TEACHER'S BELIEFS ON FOREIGN-LANGUAGE

TEACHING AND LEARNING:

A CLASSROOM STUDY

por

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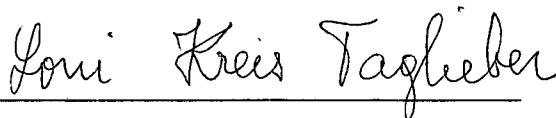
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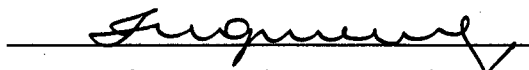Prof. Dr. Hilário I. Bohn

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ABSTRACT

TEACHER'S BELIEFS ON FOREIGN LANGUAGE
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Supervising Professor: Hilário I. Bohn Ph.D.

Teachers' actions are determined by their theories on teaching and learning. The present study is *classroom-centered*, and aims at focusing on the *beliefs* held by one English as a Foreign Language teacher in Brazil. The objectives of this study are five-fold: to survey and analyze the beliefs on language teaching and learning of a specific EFL teacher; to compare the teacher's elicited or inferred beliefs and his classroom observable *behaviors* by discussing whether there is a *mismatch* between what is said and what is actually done; to discuss some of the *sources* of the teacher's beliefs about language acquisition and/or language learning; to analyze the *tensions* interfering with teacher's practice; and finally to examine how teacher's *subjective theories* of language acquisition contrast with some relevant theories of language learning as presented in the literature. The study is not an

evaluation of the behaviors and beliefs of a particular teacher, but rather an attempt to understand how teacher's beliefs about teaching and learning can influence his classroom practices. The study takes an *ethnographic perspective*. The data analysis is based on three sets of information: classroom observation, teacher's reflections, and transcriptions of classroom texts produced collaboratively by teacher and learners. The data analysis corroborates the claims of other researchers that the classroom is a complex place. In the context studied, three main sources of beliefs were identified: his previous experience as a learner; his perceptions on the behaviors of his own teachers; and his critical evaluation of his Applied Linguistics readings. Two tensions were explicitly pointed out: time constraints and conflicts generated by an inadequate coursebook. The main observed behaviors were the following: making sure the input is comprehensible, relevant, and of good quantity; making sure the student learns; encouraging the development of specific skills; inviting learners' participation; contrasting written and spoken language; proposing socio-interaction among learners; relating language to life experience; correcting and scaffolding. The teacher's main verbalized beliefs are related to: 1) *teaching* which is seen as complex, interactive, dealing with and sequencing a variety of materials, developing listening and speaking skills; 2) *learning* which is defined as interactive, motivational, related to individual learning differences, unpredictable and evaluative. The subject also verbalized beliefs on program content and curriculum. The study also points out some mismatches between teacher's behaviors and beliefs. The study, finally, makes suggestions for further research and discusses some pedagogical implications of the findings.

RESUMO

TEACHER'S BELIEFS ON FOREIGN LANGUAGE
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1998

Professor Orientador: Hilário I. Bohn Ph.D.

As práticas docentes são determinadas pelas teorias de ensino/aprendizagem que os professores possuem. Esse estudo é centrado na *sala de aula* e focaliza as *crenças* de um professor de inglês como língua estrangeira. Os objetivos desse estudo são cinco: descobrir e analisar as crenças sobre ensino/aprendizagem de um professor de inglês como língua estrangeira; comparar as crenças verbalizadas pelo professor com sua prática docente, discutindo as possíveis diferenças entre o *dizer* e o *fazer pedagógico*; discutir as *origens* das crenças desse professor; analisar as *tensões* que interferem na prática docente do sujeito dessa pesquisa, e, finalmente, examinar como as *teorias subjetivas* de aquisição de língua, do professor, contrastam com algumas das importantes teorias de aprendizagem apresentadas pela literatura. O presente estudo não pretende avaliar as ações e crenças do professor observado, mas tenta, na verdade, entender como as crenças do professor sobre

ensino/aprendizagem podem influenciar sua prática pedagógica. O estudo tem uma *perspectiva etnográfica*. A análise dos dados está baseada em três tipos de informação: observação de sala de aula, reflexões do professor, e transcrições de textos de sala de aula produzidos em conjunto pelo professor e seus alunos. A análise dos dados confirma as afirmações de outros pesquisadores de que a sala de aula é um ambiente complexo. No contexto estudado, três aspectos são citados como fontes das crenças do professor: experiência como aluno; suas percepções dos comportamentos de seus professores; e análise crítica de leituras em Lingüística Aplicada. Duas tensões foram explicitamente citadas: tempo e conflitos gerados por um livro didático inadequado. Os principais comportamentos observados foram: certificar-se que o insumo seja compreensível, relevante e de boa quantidade; garantir que o aluno aprenda; encorajar o desenvolvimento de habilidades específicas; incentivar a participação dos alunos; contrastar escrita e fala; propor interação entre os alunos; relacionar língua e experiência de vida; corrigir e 'scaffolding' ("andaimento"). As principais crenças verbalizadas pelo professor estão relacionadas com: 1) o ensino - é visto como complexo, interativo e que lida com 'sequenciação' e uma variedade de materiais, e que desenvolve habilidades de compreensão e fala; 2) a aprendizagem - é definida como interativa; motivacional; influenciada pelas diferenças individuais; imprevisível, e relacionada com avaliação. O sujeito desse estudo também verbalizou crenças com relação ao conteúdo do programa e currículo. O estudo discute algumas diferenças entre os comportamentos e crenças do professor. O estudo finaliza fazendo sugestões de pesquisa e discute algumas das suas implicações pedagógicas.

LIST OF ABBREVIATIONS

CR - classroom research

EFL - English as a Foreign Language

ESL - English as a Second Language

ESP - English for Specific Purpose

FL - foreign language

FLA - foreign language acquisition

FLL - foreign language learning

FLT - foreign language teaching

L2 - second language

MA - Master of Arts

SLA - second language acquisition

TVE - TV Educativa

UFSC - Universidade Federal de Santa Catarina

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CHAPTER I

1. Introduction

The focus of foreign language learning (FLL) research has lately changed from achievement and product towards the investigation of the processes involved in both teaching and learning. The individual strategies used by learners in the development of FL competence and teacher thinking processes when teaching have been specially emphasized (see Cavalcanti & Moita-Lopes, 1991; Long, 1980; Woods, 1996). As a result, studies in the field of FLL have focused on the classroom which is the natural place to look for answers for the many questions related to second language acquisition. Moreover, the classroom is not seen as "an impenetrable 'black box'" (Long, 1980: 3), but as a place that can be observed and discussed to bring understanding to the processes involved in language acquisition and improvement to the achievement standards. Further, there is a common belief that it is possible to develop FL competence at school. Even the proposals of the Natural Approach to Second Language Acquisition (SLA) (Krashen, 1982; 1985) accept this claim. "The classroom is of benefit when it is the major source of comprehensible input" (ibid., 1982: 58). Experience and knowledge of the world reality shows that there are many language classrooms worldwide full of students, motivated to learn and develop FL competence. And it is well acknowledged that the teacher plays a major role in the development of this competence.

The research reported in this dissertation is classroom-centered. One of its central objectives is to unveil and discuss issues concerning the teacher's views of his[1] roles as a foreign language instructor and the way learners develop FL competence.

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1 Since the research participant is a male, the pronouns he/his/himself will be used when talking directly about him.

According to Allwright & Bailey (1991), "classroom research investigates the processes of teaching and learning as they occur in language classrooms" (p. xiv). The present research is justified since teachers and researchers need to understand the complex context of the FL classroom. According to Knowles, "you won't know why you are doing what you are doing" (1979: 100, apud.: Solas, 1992) unless these views are made explicit by those who are directly involved - in this case, teachers and students.

Williams and Burden (1997:4) state that the teaching/learning situation is based on four key aspects: the *teacher*, the *learner*, the *task* and the *learning context*, and these four aspects interact and affect each other in a dynamic way. Within this frame, there is a complex interplay between numerous variables that influence both teaching and learning of foreign languages (FLs). Some of these are *external* to the learner and to the teacher, e.g. institutional regulations and bureaucratic routines; others are directly related to *internal features of learners*, e.g. attitudes, aptitude and motivation for language learning, and still others *relate directly to the teacher*, e.g. teachers' roles.

Research on these variables has been specially helpful in bringing understanding to the complex relationships between teaching and learning. Some of the studies that have addressed this issue are: *classroom interaction* (Allwright, 1984; Breen, 1985), *individual differences* (Brown, 1988; Skehan, 1991), *teachers' and learners' roles* (Ernest, 1989; Long, 1980; Richards & Lockhart, 1994), *context* (Adler, 1991; Telles, 1996), *teachers' and learners' beliefs* (Assor, 1987; Britzman, 1986; Gimenez, 1994; Wenden, 1983); *roles of learners and teachers, teaching, classroom context, learning, language and language product* (Heberle et al., 1993).

The research undertaken in the present study focuses on *personal theories of language acquisition*, which are basically part of each person's particular way of

thinking (Block, 1994; Cole, 1990; Danaher, 1994; Leffa, 1991; Mok, 1994; Munby, 1982; Woods, 1996).

After reviewing the relevant literature on classroom language acquisition, what particularly attracted my attention and raised my curiosity was teachers' and students' own theories about teaching and learning FLs. In this study, I therefore, focus on the teacher's point of view because, as suggested by Woods (1996), the teacher's perspective has recently begun to be developed and "it is important to begin to see the whole process through the eyes of the teacher" (p. 15). The need to include the teacher's perspective in classroom research is also emphasized by Larsen-Freeman (1996).

The inclusion of the teacher's perception when dealing with the classroom can significantly contribute to the understanding of teaching practices, and learning strategies. The study by Cortazzi and Jin (1996) about language classes in China, for example, demonstrates that the Chinese learners' strategies are influenced by their Chinese teachers' action and by the *culture of learning* of that country which is passively centered on the teacher. Both Chinese learners and teachers are rooted in their social environment, and culture as well.

The present research also aims at giving voice to silent Brazilian teachers whose views, many times, have been kept on a theoretical perspective. Their roles, taken-for-granted in education, will be here analyzed. Besides that, it is important to discuss what seems to be the "unquestionable pedagogical practice of the school" (Telles, 1996: 43). This study, therefore, attempts to contribute to change the view that teaching/learning is a guessing game, and that education can be achieved through random 'action' and 'reaction' between teachers and learners (Bohn, personal communication, 1998). Such a process requires serious and constant planning, discussion and engagement.

1.1. Research problem

Theories on SLA are numerous. The literature abounds on principles, approaches, laws and models (cf. Ellis, 1985 a, 1997). However, despite the variety of perspectives, second and foreign language acquisition theorists have also developed important agreements related to principles and concepts of language acquisition. There is, for example, consensus among researchers that input and interaction are necessary elements for developing second language communicative competence. There is also agreement that factors such as high affective filter situations, top-down attitudes, teacher-centered activities, among others, should be avoided in the classroom because they may impose serious constraints for the development of second language competence. These typical *tensions and forces* of the FL classroom will be discussed in detail in the next chapter.

Larsen-Freeman (1996) draws attention to some not very common variables in the construction of SLA theories. She says that "variables such as the social attitudes toward the target language, the reasons for instruction, the political agenda of the educators, and events taking place outside the classroom all have the power to shape the outcomes of instruction." (p. 160). Since each FL classroom has its peculiarities and since data analysis and understanding are context-dependent, the author advises researchers to contextualize their research environments.

Pedagogy has traditionally disregarded or minimized the tensions present in the classroom which may disturb the teachers' job. Theories have been either imposed by external or institutional authority or have been simply ignored, therefore generating more tensions. Such a fact has been rather unfortunate since the belief system is closely related to the motivation system for both teaching and learning.

A first step to face the challenge of conciliating the classroom participants' beliefs with their motivations is to take a close look at our classrooms, and to "find out what goes on in there". This is basically my proposal - to focus on the beliefs and behaviors of my subject, who is an English as a Foreign Language (EFL) teacher, and study how his beliefs influence classroom behaviors and personal viewpoints.

Gimenez (1994) emphasizes the importance of studying such a neglected topic, and suggests that researchers may focus on what goes on beyond the observable in the classroom. According to her, the behaviorist teaching perspective need to be abandoned, and the constructivist teaching view, which focuses upon teachers' thinking processes, need to be valued instead. Within this framework, teachers' decisions can be justified and interpreted within a classroom context, taking into account the many variables that determine their practices.

As Breen (1985) points out, "a language class [...] is an arena of subjective and intersubjective realities which are worked out, changed, or maintained" (p. 142), depending on the communicative and social interaction that occur between the classroom participants. This is why the teacher's beliefs and practices were identified and analyzed from an ethnographic perspective in this study (cf. Cançado, 1991). Both the methodological procedures and the social context of the classroom observed are described in the third chapter.

Within such a perspective, the teacher who is still seen, in many contexts, as *the holy powerful* member in class, needs to change from this stereotyped role into that of a mediator between content and learners. Perhaps the turning point for such a change is to develop an awareness of the possible matches and mismatches between what we, as teachers, think we should do (our beliefs) in our classrooms, and what we really do (our behaviors).

1.2. Objectives of study

As suggested by Allwright & Bailey (1991: 9), we need to see the classroom as a place where the learning opportunities are collectively produced. This collective production can generate conflictive interactions and classroom tensions between teachers and learners, and they can have devastating consequences if participants do not know how to manage differences. This is one of the reasons why Breen (1985) suggests that a balance between *internal* and *external reality* (beliefs and classroom activities, respectively) should be continually negotiated by teachers and learners. The teacher needs to be conscious of her/his own beliefs, and think over her/his practice. According to Moita-Lopes (1994), this is the only way to "...change [teachers'] ideology about FL teaching in the direction of innovation" (p. 69).

Bearing in mind the need of reflection and the complexities of the FL classroom, the objectives of this study are:

1) to survey and analyze the beliefs on language teaching and learning of a specific EFL teacher;

2) to compare the teacher's elicited or inferred beliefs and his classroom observed behaviors by discussing whether there is a mismatch between what is said and what is actually done;

3) to discuss some of the sources of the teacher's beliefs about language acquisition and/or language learning;

4) to analyze the tensions interfering with teacher's practices;

5) to examine how teacher's *subjective theories* of language acquisition contrast with some relevant principles of language teaching and learning as presented in the literature.

It should be clear that this study is not an evaluation of the behaviors and beliefs of a particular teacher, but rather an attempt to understand "how teacher's ideas and beliefs about teaching and learning can influence [his] classroom practices" (Richards, 1994:xi). I surely do not aim at prescribing a particular approach to language teaching because each class has its own peculiarities, as already emphasized by Wilkins (1974). However, my observations may corroborate the claims of other researchers that the classroom is a complex place; as a consequence, the behaviors observed cannot be easily translated into a theory of teaching/learning. In fact, the classroom practices are not a guarantee of the expression of the teacher's beliefs; the practice may be the result of the tensions present in the educational context.

Classrooms are made up of human beings with emotions, expectations, rich experiential histories, and different biographies, and therefore, they will always show a high degree of unpredictability which requires negotiation by the classroom participants. The classroom, as a place of social and communicative interaction, cannot however be oversimplified, and teachers cannot go into the classroom with a ready made recipe of instructions to follow. The class might be a co-production, a co-responsibility and a co-enjoyment place for all *who really want to take part in it.* These collaborative processes have been emphasized by Gomes de Matos (1992). The teacher needs to have learners working with her/him, not against him, as pointed out by Wilkins (1974: 52).

1. 3. Relevance of the research

There are good reasons to deal with teachers' educational beliefs about foreign language acquisition (FLA). Some authors have suggested that there is a close relation between teachers' beliefs and their practice (cf. Gimenez, 1994: 1, Pajares, 1992: 326). Others, however, admit discrepancies between teachers' *espoused theories* (what they say they believe), and their *theories-in-action* (their classroom practices), as shown, for example, in a study by Argyris & Schön (1974, apud: William & Burden, 1997: 54).

For the present study I assume that beliefs underlie teaching practices, and that a disjunction between teachers' assumptions and actions is possible due to the many factors involved in the teaching/learning processes, and to the difficulties in verbalizing such assumptions. I am interested, therefore, in analyzing, and searching for the possible matches and mismatches between teacher's beliefs and his behaviors, taking into account the context of a foreign language classroom in Brazil.

Although there are studies about language teaching and learning developed in the Brazilian context (Gimenez, 1994; Moita-Lopes, 1996; Oliveira, 1995; Telles, 1996), there is still much to be learned. Maybe mainly about the idiosyncratic beliefs of teachers, which influence their classroom planning and pedagogical decisions. It seems, therefore, particularly interesting and important to research teachers' perceptions of language teaching and learning, and then to further pursue the understanding between these beliefs and classroom practices. As Brown (1988) points out, "understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition" (p. 355).

Surely we need to take the Brazilian educational system difficulties into account when discussing teachers' actions. Even though, Moskowitz (1978) suggests that fulfilling learners' expectations may be one of the ways to make education meaningful,

Brazilian educators face innumerable barriers to develop their pedagogical activities. Some of these barriers are: *classroom culture*, that favors teacher-centredness; *government educational policies*, that pay little attention to learning and education, specially in terms of educational aids, and pedagogical support, not to mention salaries; *institutional decision making processes and rules*, that do not allow teachers to offer suggestions to improve their professional work.

According to Paulo Freire, in an interview to a Brazilian TV channel (28/9/96 - Programa Educação em Revista / TVE), the educational context in Brazil needs to change its culture of disrespect in relation to teachers. He suggests that instead of always answering "we can't make it", we should start a change from "within" ("de dentro") by proposing a discussion of actions, perceptions, suggestions and searches, which also demand for a national educational policy.

Williams and Burden (1997) also raise an important aspect that justifies this work:

> *teachers' own conceptions of what is meant by learning, and what affects learning will influence everything that they do in the classroom. At the same time, in order to make informed decisions in their day-to-day teaching, teachers need to be consciously aware of what their beliefs about learning and teaching are.* (p. 2)

Within this perspective, teachers do not need to be trained to reproduce or apply ideas, materials and/or methods, but they should be stimulated instead to research their own practices, contexts and doubts, to become *creative and empowered educators*. Teachers, curriculum planners, decision makers and material writers should not forget that education is a complex enterprise, a puzzle where some parts - the teaching, the learning, the task and the context - interact, creating a close interdependence.

It seems that *collaborative researches* developed by classroom teachers and professional researchers may be a good alternative for the Brazilian educational context. As argued by Allwright and Bailey (1991: 198), this kind of research may exploit some intriguing aspects of the classroom, and may also integrate researchers and teachers on the development of projects of mutual interest.

Allwright and Bailey (1991) present some alternatives for teachers who are interested in discussing their practices. The teachers may, for example, invite a researcher to observe their classes and then jointly reflect, and find different approaches. The teachers themselves may also become the researchers of their own classes by selecting aspects to be analyzed.

Richards & Lockhart (1994) also suggest that teachers could cooperate with each other. According to them, the first step for innovation is reflection. Teachers could, therefore, get together to think, reflect, and question their pedagogical practices, fighting for better professional working conditions and facilities, sharing their good experiences, their anxieties, new projects and perspectives. It means that teachers' beliefs and theories should become explicit and shared. This sharing process can bring improvement to the classroom management, planning of activities and tasks. Otherwise, teachers run the risk of losing the social/reflection perspective in education, which requires constant critical evaluation of practices and contexts. This is what this study on teacher's beliefs attempts to achieve.

1.4. Chapters of the study

This study is divided into five chapters. In this chapter, the **research problem**, the **objectives** and **value of research** have been briefly introduced.

In the second chapter I review some of the pertinent **literature** on beliefs related to the following issues: beliefs and behaviors; sources of beliefs; tensions that may constrain the relationship between teachers' beliefs and their behaviors; and the importance of beliefs in language teaching and learning.

The third chapter deals with the **methodology.** The research participants are introduced and the research context is described, as well as the procedures used in the data collection and analysis.

The fourth chapter deals with the **data analysis** and **discussion of findings.**

Finally, in the fifth chapter I present a **summary** of the study, a short statement of the **contributions** of the study to pedagogy and **suggestions** for further research.

CHAPTER II

2. Review of literature

In this chapter, I review the relevant literature on beliefs. First, I present some definitions of beliefs; second, I review previous research on the topic, focusing on research participants, study focus, instruments used to gather data, and the main findings of these studies; third, I present the sources of teachers' beliefs and the pedagogical implications of these beliefs; fourth, I discuss the tensions that may constrain teachers' work in the classroom, and the consequences of these constraints; and finally, I point out the main reasons for studying beliefs.

2.1. Definition of beliefs and behaviors

Although beliefs and individual theories of learning and teaching are not easily captured, I believe that teachers' practices and their personal assumptions may be better observed and revealed in a real classroom which is the natural environment where such idiosyncrasies are displayed. However, there are researchers who see more problems than solutions in studying beliefs. According to Pajares, for example, beliefs are "[...] so steeped in mystery that it can never be clearly defined or made a useful subject of research" (1992: 308). Pajares also points out that there is no consensus in the literature on the definition of beliefs, and according to him, it is very important to solve these definitional problems. The pertinent literature has shown that definitions are, in general, difficult to be stated. Perhaps these difficulties are greater when dealing with terms related to complex processes and subjective concepts, such as attitudes, knowledge, and

feelings. Because the boundaries between them are difficult to be established, there is a great amount of overlapping in the definitions.

The following elements should be taken into account in an attempt to discuss the problem of defining beliefs because they can:

- have different definitions and synonyms;

- have many sources;

- be influenced by different cultures;

- be investigated by looking at the past, present, and future decision-making perspective of the research participants;

- be of different kinds (descriptive, evaluative, traditional, progressive).

Due to these difficulties and researchers' different perceptions and interpretations, the literature on beliefs has presented a variety of different definitions. Such definitions abound and vary as to nature, comprehensiveness and function. Some of them are:

- "...beliefs are mental representations integrated into existing schemata"/ (Peterman, 1991, apud: Pajares, 1992: 318);

- beliefs are "opinions which are based on experience and the opinions of respected others, which influence the way they act" (Wenden, 1986b: 5);

- "beliefs are cognitive and reflect the knowledge or information we may have about something." (Kennedy & Kennedy, 1996: 355);

- "belief is an individual's representation of reality that has enough validity, truth, or credibility to guide thought and behavior" (Harvey, 1986, apud: Pajares, 1992: 313);

- belief is "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase, 'I believe that...'" (Rokeach, 1968: 113, apud: Pajares, 1992: 314);

- beliefs are "principles that guide a teacher's interactive teaching behaviour and that can be used to explain it" (Marland, 1977, apud: Gimenez, 1994: 65);

- belief is "a complex, practically-oriented set of understandings which teachers actively use to shape and direct the work of teaching" (Elbaz, 1981, apud: Gimenez, 1994: 65);

- belief is "a reflective, socially-derived interpretation of experience that serves as a basis for subsequent action" (Janesick, 1982, apud: Gimenez, 1994: 65);

- the notion of "Personal Practical Knowledge" proposed by Connely & Clandinin (1988) can be used instead of the definition of "belief": "is a moral, affective, and aesthetic way of knowing life's educational situations" (p. 59);

- "beliefs refer to an acceptance of a proposition for which there is no conventional knowledge, one that is not demonstrable and for which there is accepted disagreement" (Woods, 1996: 195).

According to these definitions, beliefs are seen as mental representations, opinions, knowledge, information, individual's representation of reality, proposition, principles, set of understandings, interpretation and/or way of knowing. Based on these terms, we can conclude then that the definitions presented consider a "belief" a highly subjective notion which will be determined by individual experiences and interpretations.

Although there are differences in the terminology, scholars admit that a relationship between beliefs and behaviors is possible. In this perspective, teachers' beliefs may be reflected in their behaviors in class as I advocate in this research. This fact is explicitly accepted by Elbaz (1981), Harvey (1986), Janesick (1982), Marland (1977), Rokeach (1968) and Wenden (1986b).

In this research, I adopt Rokeach's (1968) definition of beliefs. According to this researcher, beliefs are considered to be a *conscious or unconscious filter system* which

determines our own understandings and interpretations in a given context. This filter seems to be much more related to personal experiences and feelings than to knowledge. When Pajares (1992) comments on this definition, he says that "all beliefs have a cognitive component representing knowledge, an affective component capable of arousing emotion, and a behavioral component activated when action is required" (p. 314).

Beliefs are, therefore, seen as components of teachers' *individual hidden agenda* which determine what they consider to be relevant in terms of curriculum, interaction, and practices. In his definition, Rokeach subsumes knowledge as a component of belief, and he admits the need to 'infer' beliefs because they are not easily observed or measured.

Some authors mention that the boundaries between knowledge and beliefs are blurred. As a result, there is no clear-cut distinction between them. According to Lewis (1990, apud: Pajares, 1992), for example, these two terms are synonymous since everything we know implies that we believe in such a thing. According to this perception, all knowledge is rooted in beliefs. In the present study, however, it is claimed that a person may know something, but it does not mean that s/he believes in such a thing. Therefore, *knowledge* does not guarantee behavior, which may be influenced by many variables. In short, teachers' *practices* are determined by their *personal educational beliefs* which may, in turn, be influenced by their knowledge, biographies, but, above all, by their work context.

Woods (1996: 195) presents an alternative approach, and proposes a set of concepts when dealing with beliefs. He proposes a BAK (beliefs, assumptions and knowledge) combination which suggests that these three terms, although not easily distinguished, are directly related to each other. They also structure teachers'

perceptions. The author admits that these terms may overlap and suggests "a spectrum ranging from knowledge to beliefs '(I don't just believe it. I don't just assume it. I know it!)'" (1996: 195).

Other authors argue that beliefs offer insight into human behavior. Others, on the other hand, suggest that knowledge offers greater influence. According to Pajares (1992: 313), who makes restriction to artificiality, most definitions converge to a common distinction - *belief* is related to evaluation and judgment, whereas *knowledge* is based on objective fact.

When distinguishing the two terms, Roehler et al. (apud: Pajares, 1992: 312) affirm that beliefs are static and represent eternal truth that they are kept unchanged independently of the situation. Knowledge, on the other hand, changes and can be integrated in one's schemata. Besides that, the authors affirm that knowledge, not belief, ultimately determines teacher thought and decision making.

Most studies, however, have shown beliefs as having a greater influence on teachers' decision-making process than their knowledge. It means that when planning lessons, selecting tasks, making general decisions in the classrooms, and organizing and defining aims and problems, teachers seem to rely more heavily on their beliefs than on knowledge. According to Williams and Burden (1997), teachers' beliefs "were better predictors of how [they] behaved in the classroom." (p. 56) than their knowledge.

Although beliefs are difficult to be defined, they have a great importance in guiding teachers' decisions. In this study I present beliefs as being conscious or unconscious, teachers' knowledge, biographies, and context of work as determinants of teaching decisions and practices.

2.2. Previous studies on beliefs

There are several difficulties in dealing with *beliefs*. However, such difficulties have been faced by researchers, using a variety of methodologies, research foci, as well as research participants.

It also seems that studies on teachers' beliefs (Gimenez, 1994; Woods, 1996) are more recent than studies on learners' beliefs and their learning strategies (Horwitz, 1987, 1988; Hosenfeld, 1978; Leffa, 1991; Wenden, 1986a). Researchers have also proposed a kind of comparison between different groups, e.g. experienced and inexperienced teachers (Mok, 1994); pre-service teachers and practicing teachers (Gimenez, 1994).

Because of this variation, researchers have looked for methods that better access the aspects involved in teacher thinking process. The instruments used to gather data have varied among: **written questionnaires** (Dingwall, 1985; Richards et. al, 1991); **open-ended questionnaires** (Oliveira, 1995; Wenden, 1987); **beliefs inventory** (Horwitz, 1987); **repertory grids** (Solas, 1992; Zuber-Skeritt, 1989); **stimulated recall** (Clark & Peterson (nd: 213); Nunan, 1992; Telles, 1996); **dialogue journals or diaries** (Mok, 1994); **semi-structured interviews** (Wenden, 1986b); **retrospection sessions** (Wenden, 1983); **biographies, personal histories and/or narratives** (Connely & Clandinin, 1988); **letter writing** (Connely & Clandinin, 1988; Wenden, 1986b).

A special instrument which is called BALLI (Beliefs about Language Learning Inventory), a "34 likert-scale items", was developed by Horwitz (1987) to assess students' beliefs about language learning, and it can also be used "to understand why teachers choose particular teaching practices" (p. 120). Some instruments, however, are not specially developed to study beliefs, but rather used as alternative methods of collecting data. Knowles & Holt-Reynolds (1991), for example, make use of unscheduled informal chats with pre-service teachers with the aim of exploring their

personal histories and biographies, and Munby (1982) uses an adaptation of "Kelly's Repertory Grid Technique" as an alternative methodology for understanding teachers' beliefs and principles.

The *Repgrid technique* was proposed by Kelly (1955, apud: Solas, 1992), and investigates how people construct their worlds, requiring the respondent to choose some *elements* on a topic selected to be compared, and some *constructs* which are the dimensions used in the comparison of the elements. Munby (1982) suggests the use of the repgrid technique, in combination with lesson observation and stimulated recall, as an important interplay to reveal teachers' understandings, plannings and practices.

Still, other authors also make use of a combination of instruments to enhance the interpretation of data: Johnson (1994), for example, uses journal entries, observations, interviews, and stimulated recall sessions in a study with pre-service teachers. Connely and Clandinin (1988) use biographies, participant observation and interviews which are "woven together into a narrative" in a study on teachers' personal practical knowledge.

Solas (1992) suggests a combination of autobiography and repertory grid to elucidate the perspectives of teachers and students. Gimenez (1994) also suggests the use of repgrid sessions rather than classroom observation, which could be very difficult with large groups.

Following, I review some studies in more detail, by focusing on methodological procedures, research participants and specific findings:

Block (1994) compares fourteen points of views in relation to description of classroom events and attribution of purpose to the tasks which teachers propose to their classes. The subjects are the classroom teacher, an outside observer and twelve MBA (Master of Business Administration) candidates at a large business school in Barcelona who were enrolled in a semi-intensive EFL class. Block's paper is about subjects'

reactions to 2 hours of class. Several instruments were used in the data collection, such as: diary oral accounts; observation and note-taking; students' and teachers' oral accounts. The research participants' perceptions were then triangulated. The study shows that learners' and teachers' attribution of purpose to classroom tasks are different, and that beliefs may influence such mismatch.

Cole (1990) studies the first teaching year of four Canadian teachers. They began teaching in different contexts and with different personal theories of teaching. Two 'reflective activities', i.e. group discussion and individual interviews, started during their academic years, and continued during the teachers' first year of professional experience. The study describes how teachers put into practice their individual theories, and questions the processes of change and development. It also discusses some conditions that may enable or constrain the enactment of their beliefs. Because of certain results, Cole suggests that schools and faculties of education should work together to the improvement of teachers' professional growth. The author also mentions some tensions, such as lack of materials, of supplies, of resources, of space, that may limit the teachers' practices. Other factors, however, may work in favor of the teacher. These are: classes of reasonable size (about twenty students); a philosophy of education of the school and department that the teacher may understand and share; enough time for planning; people to whom the teacher may always go for advice and support, may favor teacher's work. The author also claims that teachers need to have a better chance of putting into practice their beliefs and of reconstructing some of their understandings.

Ernest (1989) tries to relate knowledge, beliefs and attitudes of British mathematics teachers with their practice, and points out that his study may also help to understand the practice in other fields. He states that these three elements constitute the psychological foundations of the practice of teaching, and that the teachers' thought

processes are basically "*planning - teaching - reflecting - planning*" (p. 15). His study also presents "three key causes for the mismatch between beliefs and practices": "the depth of the espoused beliefs", "teacher's level of consciousness of his or her own beliefs" and "the powerful influence of the social context" (p. 27). The author advises his readers to keep in mind that teacher education courses have a great influence on teachers' practice. According to this position, the form or mode of designing these education courses is a crucial factor for developing beliefs and attitudes. The author also suggests that course designers should consider the development of student teachers' knowledge, beliefs and attitudes, both at the theoretical and practical levels. He also states that the teacher's model of learning influences the learner's experience of learning.

Gimenez' (1994) Ph.D. thesis entitled "Learners becoming teachers: an exploratory study of beliefs held by prospective and practising EFL teachers in Brazil", focuses on how students' experiences as learners helped to shape their beliefs about foreign language teaching (FLT) and foreign language learning (FLL). This research includes eight first year students attending the pre-service EFL teacher education course at Universidade Estadual de Londrina, five final year students, and four practising teachers who had graduated at the same program in the previous five years. Gimenez is specially interested in understanding the process of learning to teach while focusing on beliefs, and in verifying the influence of teacher education courses on participants' pedagogical practices as well as on their roles and identities as teachers. She says: "...teachers' beliefs are strongly connected with their classroom practices" (p. 7). Data collected by several instruments of research were triangulated: questionnaires, structured diaries or "lesson reports", repgrids, and interviews. The author claims that an adaptation of such instruments may be used by student teachers and teachers to access and discuss their beliefs. Among the many implications and suggestions based on her

findings are the following: the impact of "becoming a teacher" may be minimized with an integration between the language and the pedagogical components, i.e. Methodology and Teaching Practice experience; teachers' biographies may help in understanding why teachers come to think the way they do; prospective teachers' beliefs and their biographies should be identified and discussed in teacher education programs as a way of encouraging reflection and reformulation of beliefs. Gimenez also emphasizes that "beliefs and biography should be at the core of teacher education programs that want to value students' background and do not want to adopt a training perspective, in the sense of prescribing external theories upon teachers" (p. 291). She also argues that " 'methods' cannot be assumed to replace personal experience" (p. 290), and suggests the development of further research on teachers' thoughts and on the processes of becoming teachers.

Kennedy & Kennedy (1996) focus on differences between British teachers' attitudes [i.e. verbalizations] and their behaviors in the classroom. The study shows a mismatch between teachers' expressed attitudes and their actual behaviour in class. The authors point out the differences between "statement of attitudes and behaviour associated with those attitudes" (p. 352). This illustrates the contradiction between 'saying' and 'doing'. Furthermore, the authors affirm that "awareness-raising of beliefs and their origins will [...] be important if we wish to change or get teachers to question beliefs" (p. 359).

Oliveira (1995) makes use of an open-ended questionnaire to find out Brazilian EFL teachers' and learners' beliefs on second language acquisition. In the questionnaire, the author asks for suggestions of tasks that may be helpful when teaching or learning a foreign language. The results reveal the following perceptions of teachers and learners who participated in the research: teachers seem to favor "learning", while learners favor

"acquisition". She suggests that this mismatch could be negotiated in the language classroom, otherwise language achievement may become difficult.

Wenden (1986b) uses semi-structured interviews with 34 adult language learners, studying ESL in the USA, who presented explicit beliefs on how they learned and how these beliefs influenced their practice. The author also provides "eight modules" which aim at helping language learners think about learning as well as developing aural/oral skills. According to the author, such modules may help adult learners elicit, evaluate and modify the expectations that they bring to language learning experiences.

Wenden (1987) searches learners' beliefs on learning strategies. The subjects were 25 adults who had lived in the US for no longer than two years and were enrolled in a part-time advanced English course. They were interviewed, and the author tried to relate learners' explicit beliefs with their approach to language learning. Their beliefs were categorized into three main groups: "use the language", "learn about the language", and "personal factors are important". She claims that learners do reflect on language learning and are able to articulate some of their beliefs. The author also mentions that there is a relationship between beliefs and strategies, although learners' behaviors are not triggered exclusively by their beliefs.

In addition to the researches cited above, Pajares (1992: 325/6) reviews findings of other studies on beliefs. The most relevant, in terms of methodology and language acquisition, are the following:

- "knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs makes them a filter through which new phenomena are interpreted";

- "beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks; hence, they play a critical role in defining behavior and organizing knowledge and information";

- "individuals' beliefs strongly affect their behavior";

- "beliefs must be inferred, and this inference must take into account the congruence among individuals' belief statements, the intentionality to behave in a predisposed manner, and the behavior related to the belief in question".

Most studies reviewed in this section show that *behaviors* may have a close connection with *beliefs*, even though, many times they do not represent a nicely-integrated whole. The possible causes for such a mismatch will be detailed in section 2.4.

The literature reviewed in this section has also shown that learners, teachers, and prospective teachers are the most common participants in studies on beliefs about learning and teaching. Researchers are interested in what these research participants believe about learning and teaching, and how these beliefs influence their personal theories and actions. A variety of methodological procedures for data collection and analysis has been used, yet very few studies propose a combination of observation of behaviors with reflection sessions about them. Maybe the time needed to cope with such tasks is one of the reasons why the procedure has been avoided.

Based on the literature reviewed, it is possible to say that teachers' and learners' beliefs influence their practice in the classroom as well as their personal perceptions and assumptions about the teaching/learning processes. Moreover, both teachers and learners may have different interpretations, which however should not be interpreted negatively, as argued in section 2.5, below.

2.3. Sources of beliefs

The relevant literature in the field suggests that the development of beliefs does not solely depend on teacher education. Su (1992) claims that "as people participate in communities, they actively construct meanings and significance of their encounters" (p. 241). This influential process is what Gimenez (1994) calls *socialization*. She presents three dimensions that influence teachers' and learners' decisions: classroom, school and society. These three interconnected elements function as contributors for the establishment of teachers' beliefs, and for the way they define teaching and learning. This section focuses, therefore, on some of the possible sources of teachers' beliefs, and on the developmental process of beliefs, questioning whether they can be taught and/or changed.

Scholars (Elbaz, 1983; Clark, 1988; Nespor, 1987; Shamim, 1996) state that teachers are exposed to the culture of teaching and learning before they decide to enter a teacher education course. As a direct consequence, teachers' beliefs about teaching may be established when they are still students, i.e. the way they have been taught, for example, may influence their teaching practice.

Calderhead and Robson (1991, apud.: Pajares, 1992: 310), surveying the beliefs of pre-service teachers, agree with this view and inform that their images of teaching are strongly determined by their experiences as students and that these images will influence their future teaching practices. This is what Lortie (1975) calls "apprenticeship of observation" (apud: Pajares, 1992: 322).

Gimenez (1994) reinforces this view. She deals with three potential sources of teacher's beliefs and theories which interact in teacher education: experience as learner, formal training, and experience as teacher. Experiences as learner seem to have a major effect on teaching practices. Many studies reviewed by her "reinforce the view that

teachers derive their theories and beliefs from their experience as learners, and that these theories and beliefs act as 'filters' through which the teacher education programme is viewed" (1994: 42).

Su (1992: 245) contributes to this discussion by saying that student teaching experiences are the most important source of influence, and that the content, which is introduced to students in education methods and foundation courses, has little influence on their further actions, because their previous values and beliefs are stronger. The role of school pupils, school teachers, families, relatives and friends in the socialization of teacher candidates is also mentioned. Besides that, pop reading, TV, news media are mentioned as secondary sources.

According to Pajares (1992: 311), memories produced from past experiences as students will influence teaching practices and "such memories can be from past teachers, literature, or even the media". Horwitz (1987: 119) follows this very same line. She claims that beliefs are influenced by students' previous experiences as learners, or by cultural backgrounds of teachers and students. Mok (1994: 93) also argues within the same framework, she says that teachers' beliefs of and about teaching are shaped by their previous experience as learners and teachers.

Knowles & Holt-Reynolds (1991: 90) reinforce the idea that teachers' experience as students influence their choices in the decision making process. They also present other possible sources of pre-service teachers' pedagogies: their experiences in course work; the materials they read; the writing they do; their conversations with peers and/or researchers; their early experiences as teachers in classrooms; and social effects of school itself and society as well. The authors believe that there is a connection between "classroom practices" and "personal histories" because "personal histories have a part in the shaping of our practices" (p. 110). All these contributions seem to show that pre-

service EFL teacher education courses are not the only source of beliefs because prospective teachers have had previous experiences as learners which have had a great influence on their education.

On the other hand, Ernest (1989), when surveying sources of beliefs, considers that the teacher's training courses will greatly influence teachers' practice, and the courses have basically two goals. One of these goals is cognitive, related to the acquisition of knowledge and another which is affective, related to the development of beliefs and attitudes. He also suggests "[...] that the powerful effect of beliefs is more useful in understanding and predicting how teachers make decisions" (p. 20). That is why different teachers may have developed similar knowledge on a subject, but they teach it in different ways.

Literature in this area has also suggested that teachers' beliefs on FLT and FLL interact with the teachers' general belief system, and that the connection with other beliefs and the influence of the context need, therefore, to be taken into account in data analysis. Within this perspective, there are many other types of beliefs that may influence the classroom participants' decisions and actions. According to Pajares (1992), for example, teachers' beliefs on FLT and FLL may have connections to other beliefs, such as: community, society, race, and even family. These may also influence teachers' action agenda. In spite of the importance of such a perspective, it is not exploited in the present study.

According to Connely & Clandinin (1988), there are many sources of teachers' images, i.e. beliefs. They are: professional experience; professional training; their own school experience; and their private life. As pointed out by these authors, teachers' past experiences influence their personal theories, biographies and images about the classroom. Nespor (1997) has a broader view, and argues "that beliefs drew their power

from previous episodes or events that colored the comprehension of subsequent events" (apud.: Pajares, 1992: 310). According to these two opinions, beliefs may be determined by individuals' general experiences.

There seems to be, therefore, widespread consensus on the sources of teachers' beliefs and behaviors as deriving from their socialization process, both in and outside the school context. As a result, I suggest that beliefs are socially constructed, and are shaped during a life-long process.

The literature reviewed has shown (Allwright, 1984; Grotjahn, 1991; Wenden, 1986b) that it is the beliefs of teachers and learners that make up *subjective theories of learning* which govern both teachers' behaviors when teaching, and learners' behaviors when learning. It has also shown that beliefs may be much more influential on teachers' actions than a particular book or method which they are advised to follow.

Within this perspective, another point discussed in the literature and here upon scrutiny is whether beliefs can be changed or taught. There is, however, no consensus on this aspect since some authors see change as a remote possibility, while others seem to accept the possibility to change the belief system, taking some factors into account.

According to Pajares, beliefs influence the processing of new information and it seems that older beliefs are more difficult to be altered because "...newly acquired beliefs are most vulnerable" (1992: 317). There is, within this perspective, a resistance to change. That is what the literature calls the *theory maintenance phenomenon*.

Gimenez (1994) has a similar view. She says that the conceptions students bring to the teacher education course function as 'frames' that determine their perceptions during the course, and that "there was little change over time" (p. 41) in student teachers' beliefs about teaching.

Some other authors corroborate this finding. Nespor (1987), for example, argues that "...beliefs are basically unchanging, and, when they change, it is not argument or reason that alters them but rather a 'conversion or gestalt shift'" (apud: Pajares, 1992: 311). Rokeach (1968: 68, apud.: Pajares, 1992: 318) also mentions that there is a resistance to change, which is common among human beings, and that more central beliefs are more difficult to be changed. According to Peterman (1991), if the beliefs are considered to be mental representations, we need to take into account three assumptions: "beliefs for a schema-like semantic network; contradictory beliefs reside in different domains of that network; some may be 'core' and difficult to change" (apud: Pajares, 1992: 318).

On the other hand, some researchers think that beliefs can be changed. According to Mok, teachers can reflect upon and change "...beliefs and theories of and about teaching, which in turn change their behavior" (1994: 98) but it is a "life-long process". Guskey also agrees with this possibility, and states that "change in beliefs follows, rather than precedes, change in behavior" (1986, apud: Pajares, 1992: 321). This means that the teachers would not change their practice unless they considered such changes as, for instance, contributing to the improvement of their students' achievement.

Richardson (1990), in his study about 'teacher change' and 'learning to teach', suggests that a combination of research and teachers' practical knowledge will result in a "reflective teacher change". This combination is essential because teachers do not accept others' suggestions easily. They, therefore, need to notice that their beliefs have been respected before following suggestions for change. The author claims that in the research he carried out "changes that were adopted and tried out in the classroom were often dropped if they didn't 'work' for that teacher. Working for the teachers in our study meant that the activities did not violate the teacher's beliefs about teaching and

learning..." (1990: 14). This means that teachers' beliefs usually have a strong influence on their decision-making processes, and they should not be violated. Moita-Lopes (1996) also claims that innovation should not be imposed.

Richardson (1990) points out two factors that influence individual behavior and decision to change. The first one is organizational and external to the individual teacher, i.e. school conditions, and the second is personal and internal, i.e. beliefs, knowledge, attitudes, and perceptions of teachers. He also argues that the first factor has a greater influence on the teachers' work. It means that the context where the teacher works may be a serious "barrier" for implementing any change.

In the same line, Shamin (1996) draws readers attention to the fact that the implementation of a change (e.g. innovative methodology) does not depend only on the teacher's effort and willingness to carry out this change. Besides believing, the teacher will need to deal with factors that may be overt or 'hidden' barriers, such as learner resistance and/or community norms.

Kennedy & Kennedy (1996: 360) agree with this view and say that bottom-up initiatives by classroom teachers will need top-down support. Otherwise, they will not become successful experiences and the professionals will feel lack of enthusiasm. In this way, methods and materials need to be planned taking the educational context into account rather than introducing radical shifts in teaching and learning.

Since beliefs refer to teachers' internal development, it is not possible to have a final answer to questions such as: Do 'beliefs' change during the ongoing developmental process? Do teachers' beliefs change or do they keep the same while their perceptions and actions change having in mind a certain context? Which are the minimal conditions necessary to implement a change in the educational context? Within this perspective,

both the professionals' adaptation or accommodation to a situation, as well as their acceptance or rejection of the *status quo* should become the focus of further research.

Although the literature reviewed shows how difficult it is to change beliefs, teachers have to be open to innovation and new challenges. According to Gimenez, "teachers are always learning from their experiences as teachers" (1994: 10) and this is a "never-ending process". This assertion implies that teachers, as agents of societal change, should reflect and question their beliefs. They should also help their students to do the same. In other words, teachers need to believe that they cannot only change their discourse, but that a change in behaviour is possible, as suggested by Freeman (1991). Otherwise, teaching will become a reproduction of past experiences, and teachers take the risk of perpetuating inadequate practices.

Kennedy & Kennedy corroborate this view by saying that "attitude change may be necessary, but it is not sufficient" (1996: 359). When there is a connection between 'saying' and 'doing', we do not have only a "language of words" but a "language of practice" (Connely & Clandinin, 1988: 66).

As shown above, teachers' beliefs have many different sources. Teacher education programs are not the only source of beliefs, and these programs do not easily change the belief system of teachers, as many would like to think.

2.4. Tensions between beliefs and behaviors

The literature surveyed so far clearly shows that teachers' beliefs influence teaching practice. However, there are forces that may constrain such a nicely integrated relationship. They are: lack of educational resources, traditional organization and policy of the institution, weak relationship with other teachers and employees at school, pressure of evaluation and time, small number of classes per week, overcrowded classrooms, difficult interaction between learners and teacher, different roles assumed by classroom participants, different views of learners and teachers on language teaching and learning. All these will influence teachers' practice and determine their decision-making process. This section focuses on some of the conditions that may constrain and explain some of the mismatches between teacher's beliefs and practices.

According to Allwright (1996), we need to consider that what happens in classrooms can be a consequence of social and pedagogical pressures. Interaction between these two pressures may be conflictive. The introduction of a new topic, for example, may upset both the "social equilibrium in a classroom group" (p. 211) and the traditional tendency that the classroom participants have in saving their faces. Allwright also states that "the social pressures which they themselves [teachers and learners] feel cause them to act in an 'unpedagogic' way, are at their most acute when their behaviour is on public display" (p. 226). In that case, the social perspective may outweigh the pedagogic one. This is what Allwright calls the "social survival" process on teachers' and students' part.

Because it is a social context in itself, the classroom suffers the influence of internal and external socialization. It means that teachers' behaviors are not influenced just by their beliefs. As a result, teachers' behaviors can be triggered by the constant choice they need to make between "the immediate and the important" (ibid.: 219). This

decision-making process is constrained and deeply influenced by variables that are simultaneously at play in classrooms. It means that language classroom behaviors are influenced by pedagogic and social considerations, and also, many times, by the teacher's agenda. They may all, however, be challenged by classroom tension.

Additionally, we cannot forget that "it is a well-known fact that very conservative forces are at work in educational contexts" (Moita Lopes, 1994: 66), which may act against teachers' and students' beliefs, and that they may both be forced to exchange their *ideals for reals* (cf. Cole, 1990). In such complex contexts, how can teachers maintain a balance between their beliefs and the many pressures that act upon their practice?

Considering some important elements that should be discussed, Cook (1983: 43) mentions some of the tensions between teachers' beliefs and behaviors, calling them "teaching factors", i.e. group size, materials, teaching techniques, among others. Kennedy & Kennedy (1996) also mention that there are many factors that may be intervening between attitudes and intentions to carry out the behaviors associated with those attitudes. Most of these factors are related with power relations:

1) Teacher's positive attitudes, for example, towards an innovation may be discouraged because the teacher believes that his/her colleagues will not approve it;

2) Parents' and students' opinions are very strong because underlying their attitudes are cultural beliefs about learning and teaching which are many times very conservative and cannot be changed overnight;

3) Lack of availability of resources - a teacher may want to propose a listening exercise, for example, but there is no tape-recorder available;

4) The school/institution has a strong influence on teachers' actions because teachers need to notice institutional enthusiasm and openness from their superiors for them to change their practices in the classroom.

These are serious constraints for the teacher's work because "if individuals perceive an action as being outside their control, however much they may have positive attitudes towards it, they are likely to have weak intentions to carry out the action." (Kennedy & Kennedy, 1996: 357). These difficulties should be discussed in teacher education programs, and practicing teachers need to become aware of such constraints, be encouraged and supported to find ways to overcome these difficulties.

Mismatches may also be caused by what Kennedy and Kennedy (1996) call "strength of belief", since the belief may be weak. It means that the teacher may be favorable of an action but s/he lacks the motivation, skills and/or knowledge to implement such an action.

In addition to the mismatch between beliefs and behaviors generated by these forces, some difficulties in verbalization may also contribute to such a mismatch. Verbalization is very complex, as suggested by Solas (1992: 208). A person cannot articulate easily his/her thinking or knowledge since there is a difference between thought processes and saying.

Munby emphasizes this complexity and says that "we may not be the best people to clearly enunciate our beliefs and perspectives since some of these may lurk beyond ready articulation" (1982: 217). Gimenez emphasizes this idea and claims that "researchers may be operating with limited aspects of the whole belief system held by a teacher, which may be an explanation why there are apparent discrepancies between what teachers say and do" (1994: 61).

Research, therefore, suggests that special attention should be given to the cause and effect of *tensions* which may make teachers' work difficult. Moreover, the above mentioned forces should be discussed and analyzed as serious and dangerous barriers for the implementation of teachers' beliefs and for the teaching/learning processes. It seems, indeed, that these forces should be discussed in the light of what teachers bring to the teaching situation.

2.5. The importance of beliefs in language teaching and learning

The literature on FLA has dealt with some intriguing dichotomies such as scholars' theories vs. teachers' practice; procedural vs. declarative knowledge; acquisition vs. learning; knowledge vs. beliefs; motivation vs. attitude; planning vs. action. This study also deals with a dichotomy, i.e. teacher's beliefs vs. behaviors.

Williams and Burden highlight that the study of beliefs may be very helpful because "...the consistency with which teachers' actions reflect what they claim to believe would appear to be a vitally important aspect of effective teaching" (1997: 63). Beliefs about language acquisition are reflected in teachers' models of teaching and learning languages, and hence in their practices.

Learning is the focus of a class, independently of the subject - math, geography, or language. Having in mind teachers' and learners' individual differences (Skehan, 1991), such as personality, cognitive styles, teaching and learning strategies, we can claim that the classroom is a highly subjective context. We must consider that "...a given teacher behavior may do different things for different learners" (Long, 1980: 35), depending on their perceptions and aims. Horwitz (1987: 119) claims that when students' expectations are not fulfilled they lose confidence in instruction, and

achievement may be limited. I argue that the same may be true for teachers when their beliefs cannot be put into practice because of the constraints of the teaching/learning environment.

In other words, all that happens in school should match teachers' and learners' interests and motivations. All should aim at learning and achievement. The perceptions of the classroom participants of how to achieve this may differ, as well as the constraints to the teachers' work, according to the classroom and/or institutional context. It seems, however, that constant negotiation between classroom participants and their receptivity to different beliefs may be a good way to reduce some tensions in the classroom interaction.

Richards (1994) contributes in the same direction and points out that:

> *...differences between teachers' and learners' beliefs reinforce the importance of clarifying to learners the assumptions underlying teachers' classroom practices, or accommodating classroom practices to match them more closely to students' expectations. The consequences of not doing so are likely to be misunderstanding and mistrust on the part of both teachers and learners. (p. 35).*

In addition, teachers and learners should bear in mind that both come to the language classroom with their own theories about teaching and learning, and it is important to respect each other's points of view. Maybe negotiation is a good way to deal with such differences. This is what Breen calls "jointly constructed nature of lessons" (1985: 149). Classroom participants might negotiate activities, materials and deadlines, for example. This should also be done with other teachers and with the institution itself. In such a context, the need to unveil and understand the teachers' personal perspectives becomes evident.

As individuals, we have different perceptions of certain events and different reactions to them. As pointed out by Grotjahn "...it has been shown that subjective

theories and cognitions in general have potential explanatory force as regards the actions

of the subject, and are thus not only descriptive but also explanatory constructs, whose

adequacy to reality must be investigated" (1991: 199). The author says that subjective

theories can explain and predict human action and thinking. In this perspective, teachers'

behaviors, i.e. the interactions that they propose in the context of a classroom, are

considered to be indicators or a consequence of their beliefs and perceptions on language

acquisition.

Gimenez points out "the importance of teachers' beliefs in attempts to understand

the rationale for their decisions in the classroom" (1994: 21). As suggested by Rounds

"we certainly have a responsibility to study and research second language classrooms

systematically in order to expand our understanding of learning and teaching." (1996:

59). In the present study, the classroom is seen as an important place to "try to find out

why the teachers teach the way they do" (Polio, 1996: 64). Understanding teachers'

behaviors will benefit others, including teachers, pre-service teachers and students as

well.

In this chapter, I have presented a definition of belief as a mental representation

of a reality or as a filter system which determines the pedagogical decision-making; I

have also surveyed some of the major studies on beliefs and highlighted the pedagogical

procedures in data collection and analysis; then I have argued that beliefs develop mainly

from social apprenticeships and teaching practices, and that they are difficult to change;

following, I introduced Allwright's notion of tensions in the classroom, which make it

difficult for teachers to behave according to their belief system, and, finally, I retake the

discussion of the importance of belief in pedagogical decision-making process in the

classroom. In the next chapter, I describe the context of the research.

CHAPTER III

3. Methodology

This chapter deals with the methodological procedures followed in the research. First, the research context is presented. The focus is on the teacher since the study is specially interested in his perceptions. Second, the ethnographic research approach used to gather information on the topic of the study is introduced.

One of the objectives of this study is to reveal the teaching process, and nobody better than the teacher himself, within his work context, to tell his beliefs, his personal theories, and images about the classroom. I assume that such factors may be expressed in the teaching practices in the classroom itself and/or in the interviews as well.

The words *behavior, practice and action* will be used interchangeably in this study, and they are related to the teacher's selection of content, tasks, and styles of teaching.

The study deals with just one teacher. The reason for such a decision is two-fold: 1) it would be difficult to observe more than one classroom, and interview more than one teacher because of the methodological procedures used in the research, which deals with a reasonable amount of data; 2) as recommended by Gimenez (1994), researchers may focus on case studies rather than on large groups. Since it is not my objective to prescribe teaching strategies or quantify teachers' perceptions, but rather to exercise the understanding of the complex processes involved in the language classroom, this decision seems to be justified.

3.1. The research context

As mentioned in the first chapter, Williams & Burden (1997) propose that FLL is mainly influenced by four variables: the teacher, the learner, the task and the context. The research undertaken here deals with these important variables.

The teacher: My subject is a Brazilian certified EFL male teacher, who is working on his Master's Degree in English Applied Linguistics. He received his undergraduate degree at the Federal University of Santa Cantaria (UFSC). He was born in São Paulo, but he has been living in Florianópolis since 1976. At the time of data collection he was 24, and had not had any living or teaching experience abroad.

With four years of EFL teaching experience at the time, he promptly accepted to take part in the study. His experience also includes teaching children and teenagers, although he prefers teaching adult learners. He has taught private students, and has also taught in private courses. When data were collected he was teaching his second semester at the Extra Curricular Course of UFSC.

The context: The Extra Curricular Language Course is regularly offered by the Foreign Language Department of UFSC to those who are interested in studying a foreign language. Teachers are from the FL Department, language students from the Letras Course or MA students of UFSC. The department offers ESP courses - specially reading, and regular language courses in which the four skills are developed at basic, intermediate and advanced levels.

The learners: The group of students under investigation was defined by my subject as an "heterogeneous" intermediate group. It consisted of seventeen learners of

EFL, attending the 5th grade of English, i.e. 5th semester. Eight of them were male, and nine female. Classes were held in the evening, twice a week, for two hours, over one semester.

The task: The textbook used in the course was "Interchange 3 - English for International Communication" (Richards, 1991) and, according to the course program, seven units should be covered during the semester, units 8 to 14. Classes were taught, according to the teacher, in the communicative approach, with special emphasis on listening and speaking.

In the data transcribed, learners are labelled and numbered from L1 to L17 for the sake of confidentiality, not distinguishing sex, which is not the focus of this investigation. The first letter of students' names are used sometimes, and the teacher and the researcher are addressed as T and R, respectively.

3.2. Methodological procedures used in the data collection

3.2.1. The ethnographic research approach

Researchers have been suggesting that teachers and students have different interpretations of the same classroom event (Block, 1994; Grotjahn, 1991). These interpretations may vary depending on their beliefs and expectations. On the other hand, despite dealing with this reality every day, teachers' interpretations are rarely addressed in research.

Some studies developed by Brazilian researchers, however, have helped classroom teachers to understand the complexities involved in teaching and learning foreign languages in Brazil (see Magalhães, 1988; Cavalcanti, 1991; Coracini, 1992;

Gimenez, 1994; Moita Lopes, 1996; Telles, 1996). They have also shown the need to undertake further studies, and explore different methodological procedures in order to unveil teachers' assumptions and personal learning and teaching theories.

The objective of the research reported in this study is to contribute towards this understanding and, as previously mentioned, the focus of the study is not product or output oriented (Cavalcanti & Zanotto, 1994: 153) but it takes an ethnographic perspective since the environment investigated is analyzed in a holistic perspective.

In spite of having specific objectives, the study does not depart from established hypotheses. There were general questions about teachers' perceptions and beliefs on language acquisition process, but as the data collection and analysis progressed, hypotheses and questions to be explored were naturally generated and matched against the initial questions. As suggested by Long (1980:27), this is not a "hypothesis-testing" but a "hypothesis-generating" study. "It emphasizes the importance of obtaining multiple perspectives through the triangulation" of multiple data sources (Ellis, 1994: 568). The understanding of beliefs and behaviors on teaching and learning were therefore, studied in a real classroom situation through the observation of the teacher's behaviors and his pedagogical interaction with his learners, using several techniques to collect data, and having an interpretative perspective for data analysis and discussion.

This perspective seems specially suited to research the teachers' mini-theories of foreign language teaching and learning, and to research some of the complexities present in the FL classrooms, such as communication difficulties, learning strategies, tensions, and negotiations among teachers and learners which may determine the development of language competence. The traditional process-product perspective, widely used to research FL teaching proficiency, on the other hand, seems to be limited in such endeavor because it establishes cause-effect relationships among the many variables

present in the classroom, while ethnography helps to develop an *understanding* of teaching and learning (cf. Larsen-Freeman, 1996).

That is to say that researches with an ethnographic perspective, according to Long (1980), aim at

> obtaining a holistic view of the phenomena studied. This is a perspective from which [...] teachers' classroom behaviors are interpreted as being influenced by the wider school community, or even societal context in which they are located, and by the variety of roles played inside and outside the classroom by the individuals whose roles as *teachers* happen to be the focus of the study at hand. (p. 24).

Chaudron argues that the "ethnographic approach is generally identified as a qualitative, process-oriented approach to the study of interaction" (1986: 45) as used by teachers and learners in the classroom when collaboratively developing FL knowledge.

The research undertaken here fits, therefore, better the "qualitative paradigm" (Chaudron, 1986: 709) or "interpretative research" (Erickson, 1991; Moita-Lopes, 1994) because it aims at understanding beliefs on language acquisition in a *social context*, i.e. the classroom. In this way, the *intersubjective perspective*, which is a *social construction*, is taken into account, and the researcher is not interested in presenting 'ready recipes' to be used in class. Besides, this is an "anthropological research" (Long, 1980: 21; Cavalcanti & Moita Lopes, 1991:139) because teacher's beliefs are investigated in his work context (the study explores the perspectives of members of the group and considers them as *insiders*). Since the data used for this analysis were collected in a real classroom environment, this study can also be labelled as a "classroom-based research" (Nunan, 1992:102).

According to Erickson (1991), there are two main dimensions in which interpretative research differs from survey and experimental research: "texture of data" and "the role of causal analysis in the study" (p. 339). In this research, in what concerns

the first dimension we have "...many bits of information about relatively few subjects", in this case, extensive classroom observation and verbalizations of one subject. Based on the second, the researcher is not searching for a cause and effect relationship but she is interested in explaining the "meanings and understandings" held by the research participants.

Still, following the same paradigm of research, the data analysis is based on three sets of information: 1) classroom observation, 2) teacher's reflections on FL acquisition, and 3) transcriptions of classroom texts collaboratively constructed by the classroom teacher and learners. According to Allwright & Bailey (1991: 73), the questions at study are answered by means of interpretative / qualitative research methods with the use of triangulation of data, theories and/or perceptions on the same data. This perspective enhances the understanding of complex classroom events and enhances validity.

According to Cavalcanti and Moita-Lopes, with the use of triangulation

"...a chamada subjetividade inerente a estes tipos de dados adquire uma natureza intersubjetiva ao se levar em conta várias subjetividades - ou *várias maneiras de olhar para o mesmo objeto de investigação* - na tarefa de interpretação dos dados, aumentando assim sua confiabilidade" (my emphasis - 1991: 139).

This methodology may be very helpful, but may also present some difficulties. According to Mathison (1988), "there is no magic in triangulation", and we cannot expect a "nice integrated whole". Although the researcher needs to work hard to interpret the data, the author also agrees that "triangulation" can be helpful in the understanding of such complex processes like teaching and learning.

In this research, the three main sources of data which will be triangulated in the data analysis chapter are:

1) classroom observation - data come from notes taken by the researcher herself, audio and video recordings;

2) <u>teacher's reflections</u> - data come from the answers to a questionnaire "about his own learning and teaching history", and his answers to questions on beliefs about learning, teaching, the program and the curriculum;

3) <u>classroom transcriptions</u> - data come from four audio-recorded and video-taped classes.

The data collected guarantee that the teacher's "voice" is meaningfully present in the research. Grotjahn, when elaborating on the difficulties in unveiling beliefs, points out that "...the internal motive and belief system cannot be *observed*. The researcher can only observe a specific action, and try to *understand* the motives and beliefs involved in this action" (1991: 193). We can, therefore, look at the behaviors and try to infer the beliefs, and/or ask about the beliefs on L2/FL acquisition and compare them with the behaviors in class. In this research, we use both perspectives: *see* and *ask* (Allwright & Bailey, 1991; Van Lier, 1988).

Classroom observation, audio and video recordings were used as ways of *seeing* the classroom events, and informal talks and interviews as ways of *asking* the research participant about his own view of the teaching and learning processes. It means that *observation* and *reflection* were used, respectively.

These methodological decisions seem to be a response to what Ullmann & Geva (1984: 114) suggest, i.e., to have many sources of material to be used in the triangulation of data, which can minimize 'subjectivity' easily present in this kind of research. Mathison also suggests that "...several levels of evidence are required for the researcher to construct plausible explanations" (1988: 16). The same procedure is emphasized by Cançado (1991: 68). As different data sources are not *mutually exclusive*, they enhance interpretation and make *convergent validity* possible.

3.2.2. The observation: *the seeing*

This section details the procedures used in the classroom data collection. The observation of the classroom under investigation lasted for two months - from May 13th to July 8th, 1996. During this period, seventeen classes were held. I attended thirteen of them, which added up to 26 hours of observation. Field notes, extensive audio and/or video recorded material and transcriptions derived from the observation.

The different instruments of research were not introduced in an abrupt way. The teacher's and learners' reactions to the presence of the observer were taken into account. For a detailed explanation on the classroom observation schedule and the instruments of research, see appendix A. 01.

The first instrument introduced was field notes and the second was audio-recordings. The last instrument used was the video-recorder. Out of the thirteen classes observed, ten were used for the field notes, nine were tape-recorded, and four were video-taped. The classroom activities of four classes were transcribed resulting in a total of 180 pages (see appendix A. 03. for a transcription of one class).

There are many aspects which may call the researcher's attention when observing a class. According to Allwright, classroom behaviors are "...too complex to be reduced to a few categories" (1983: 194). On the other hand, when observing a certain number of classes of an individual teacher, it does not seem too difficult to identify a set of reiterated behaviors which somehow characterize the 'teaching' of this teacher. For example, the teacher analyzed in this study follows a clear behavioral pattern. He does not present a great variety of activities, and his actions do not differ much from class to class.

Based on the observation of the classes, a list of the most frequent behaviors of the teacher was organized, as well as the teacher's beliefs which were also overtly

expressed in class or inferred by the researcher during the data collection and/or analysis. Both the analysis of behaviors and beliefs enhanced data discussion, but they are just "the tip of the iceberg", as mentioned by Woods (1996: 23). This interpretative perspective will, however, be very helpful to fulfill the purpose of the research which is a look "under the water", investigating teacher's beliefs on language teaching and learning, and questioning the relationship between *saying* and *doing* in the classroom context.

Observation has some limitations though. We need to consider, for example, that there are observable and non-observable aspects in class (Grotjahn,1991:193), and that the belief system is not overtly revealed. This means that many aspects are covert in the subjects' mind (Cohen, 1987). As a consequence, the researcher and the readers cannot expect the "whole truth" will be revealed, since, as suggested by Smith, we cannot achieve a "God's eye point of view" (1988: 22).

In fact, we can neither have this expectation about interpretative research nor about surveys and experiments. This idea is corroborated by Cavalcanti & Zanotto when they observe that "...there are objections to any kind of research tool, and that care should be taken when any tool is used in research..." (1994: 150). This is also emphasized by Larsen-Freeman when she questions "...whether generalizability has ever been attainable in classroom research" (1996: 164).

Also considering the classroom a highly subjective context, Gimenez (1994) suggests that many methods for investigating beliefs and personal histories should be used because the classroom behavior may not be a true expression of beliefs. This mismatch may be a justification for specific methodological procedures. She suggests diaries, questionnaires, rep grid technique, interviews for data collection, and she says that each one of these instruments will present some strength and limitation. Gimenez

considers classroom observation a very time consuming research, the reason why it should not be considered the only way of collecting data.

Additionally, to what concerns observation itself, anthropologists identified a phenomenon called 'reactivity' that results in "...an alteration in the normal behavior of a subject under observation, due to the observation itself" (Allwright & Bailey, 1991: 71). This alteration is called in sociolinguistics *the observer's paradox* (ibid.) - a term introduced by Labov (1972). Though the reference, in my case, some of the learners in the class observed and the teacher himself have told me they did not feel constrained by my presence in class and did not feel threatened by the tape-recorder or the video camera used to collect material. As a researcher, I was cautious not to publicize in advance the focus of the research, not introducing the equipment in an abrupt way, nor interfering directly in the class observed. Actually, some of the students thought that I was a learner myself, and the teacher welcomed me in class.

In the next section I present some helpful suggestions in what concerns classroom observation, taking into account *validity* and *reliability* problems of ethnographic data (Nunan, 1992:14), since the researcher needs to take certain precautions in the data collection and analysis.

3.2.3. Some guiding principles for observing

Authors who deal with ethnographic research methodology present useful ideas on research design, observation, data collection, analysis and interpretation. This section focuses on some basic principles that need to be followed when observing a classroom.

First, an effort needs to be made not to interfere with the data collection (not to monitor the subjects' actions and answers). Second, it is important to be aware that subjects may have the desire to please the observer (Cf. Bourne,1988:86), or that the researcher may develop a positive image towards the subjects under investigation and lose objectivity.

Although we know that "as researchers, we need to be aware that our previous training, experiences, and attitudes all contribute to the way we view the events we observe" (Allwright & Bailey, 1991: 74), this natural and subjective aspect should not undermine the 'validity' of the research.

Cavalcanti and Moita-Lopes (1991), and Wajnryb (1992) present very relevant information on data collection for ethnographic studies. The first article presents interesting suggestions on how to conduct research with an anthropological orientation, as well as some procedures to follow in order to determine the focus of the analysis: 1) prepare field notes that may help the researcher to write a diary; 2) observe the class for at least two months, depending on the researcher's experience with this kind of research and/or on the context of research; 3) read the material collected to decide the aims of research; 4) define the topic to be investigated; 5) define the instruments that will be used in the investigation: field notes, audio and video recording, learners' and teacher's diaries, interviews and/or questionnaires; 6) analyze and interpret the material collected; and finally 7) theorize based on the data.

Wajnryb (1992) recommends that the ethnographer should 1) have professional ethics and, for example, keep the names of the research participants as a secret; 2) try to minimize "the intrusion" because observation affects the classroom dynamics; 3) avoid generalizations - the context being studied is unique; 4) not tell in advance the research focus, otherwise the results might be strongly different; and 5) share data with observees.

In relation to data analysis and interpretation, Cavalcanti (19/6/1995 - Open Seminar/UFSC) also suggests that the data analysis should start together with the collection itself. Besides that, she suggests that the researcher should listen to the recordings, watch the tapes and read the field notes before the transcription of the material collected, because this procedure can bring important insights to the research situation besides being helpful for establishing a holistic view of the phenomenon. The present research follows Cavalcanti's advice. The listening of the audio-recorded classes and the watching of the videos helped me in reviewing the previous aims of this study and selecting the material to be used in the data analysis and discussion.

Another suggestion forwarded by some experienced ethnographers is that a group of researchers work together collecting and analyzing data. Erickson (1982: 49), for example, suggests a "research team". In this study, I collected the data myself. However, for the video analysis, I worked with another researcher who had the same research participant and used the same research methodology.

Researchers also need to be aware that this kind of investigation requires much involvement by both researcher and researched part. Because, besides being a time-consuming business, according to Allwright & Bailey (1991: 62) one hour of language classroom data takes up to 20 hours to be adequately transcribed, it also requires negotiation, patience and persistence when trying to find a person to participate in this kind of research, arranging interviews, sharing the same classroom time, and also dealing

with the necessary equipment. In this research, the participant gently and promptly accepted the observation of his classes because he believes that this may be a way to improve his teaching. The transcription of documentary material, however, took a lot of time.

Another important aspect to bear in mind is to keep the focus on the objectives of the study - even leaving them open to possible changes during the research process - it is important that the many interesting elements that call our attention when observing do not lead us out of the research track. According to Erickson, "it is not enough simply to say 'look for whatever interests you'. With that loose a frame you get discussion that wanders all over the place" (1982: 52). The researcher needs, therefore, to focus her/his look on the objectives established.

Many aspects (learners' strategies, teacher's discourse, classroom participants' negotiation) have called my attention during the observation, and the objectives have somehow been changed from the beginning. However, my main focus has been kept unchanged, i.e. teacher's beliefs and assumptions on language acquisition that underlie his practice.

3.2.4. The process of reflection: *the asking*

In this section I describe in detail the collection of data about *teacher's personal history as learner and teacher* and *teacher's perception of foreign language acquisition.* This *reflective phase* of the research started immediately after the classroom observation and classroom data transcription, and lasted for a week, in 1997.

This phase consisted of informal talks before or after the class, besides two interviews. According to Pajares "if reasonable inferences about beliefs require assessments of what individuals say, intend, and do, then teachers' verbal expressions, predispositions to action, and teaching behaviors must all be included in assessments of beliefs" (1992: 327). He emphasizes the need to use open-ended interviews and observation of behaviors to infer beliefs, in opposition to the presentation of belief inventories to the research participant.

In this research, two semi-structured interviews were made with the teacher. In the first meeting, the observed teacher answered some "questions about the teacher's learning and teaching history" (see appendix B. 02 for the questions) which constitute the *teacher's personal history as language learner and teacher.*

The second meeting had three interconnected parts. First, the research participant answered a questionnaire developed by Cook (1982: 40) (see appendix B. 03.) that aims at identifying what 'learning theory' the teacher favors, and may be helpful to elicit broad categories such as cognitive, audiolingual, communicative, or humanistic perspective. Second, he took part in a structured interview (Nunan, 1992: 149) about his beliefs on acquisition which constitutes *the teacher's perception of foreign language acquisition.* Finally, he read and commented briefly on the list of his most frequent behaviors in class. It was during the second part, that the topic of the present research was revealed to the teacher.

The theoretical questions about the teacher's beliefs on learning, teaching, program and the curriculum used in the second part of the second meeting (see appendix B. 04.) were selected having in mind that language acquisition and product are seen in the literature as dependent variables because they depend and/or are a consequence of some independent factors, i.e. teaching, learner and context. These three factors are called the 'teaching conditions'. These ideas were first presented by Naiman et al. (1978) in the very well known "Model of the Good Language Learner". In 1993, this model was extended by Heberle et al., suggesting that two variables need to be included, i.e. *the teacher*, including his/her personality, cognitive characteristics, and education; and *aspects related to the language*, including theoretical studies about language, such as discourse analysis, sociolinguistics and pragmatics.

Moreover, the elaboration of such theoretical questions was based on the literature, mainly on the variables presented by Naiman et al.; on the aims of this study, and on elements that called my attention during the data analysis (specially when "revisiting" the video-recorded classes). These questions are basically about what the teacher participant thinks about and how he deals with some of the many variables involved in FLA: 'English learning', 'English teaching', 'the program and curriculum' (Richards, 1994; Williams & Burden, 1997; Woods, 1996). The content of the two reflective meetings took a total of 3 hours to be completed. They were immediately transcribed, and totalled 50 pages.

Since "communicative validation" (Woods, 1996: 196) is an important element in research, the teacher, subject of this study, was invited to participate in the analysis of the results. This procedure seems to follow the suggestion that a dialogue between "the researcher and the research partner" (Grotjahn, 1991: 198) need to be established. I believe this attitude validates data analysis, and the researcher is not a "guesser" as

labelled by Lambert (1991), but a person who may improve the professional development of the research participant.

The teacher's verbalization of his perceptions on the language acquisition process is one way to access personal theories. I am not suggesting, however, that verbalization is an easy exercise because we know that we can have a certain belief (or at least verbalize what we believe) and behave in a different or even contradictory way. In other words, beliefs can be declarative, but not procedural. Taking into account the complexity of the verbalization process, some of the questions of the interview contain a considerable amount of overlapping. This way, the teacher has more than one opportunity to express his opinion.

The complexity of the verbalization process has also been mentioned by Gimenez:

There has been a continuous debate as to whether theories and beliefs can be verbalised or have to be inferred from behaviour... Both positions demonstrate the complexity of the relationship between behaviour, talk and thinking, for which we are far from providing appropriate explanations.
Given this complexity, another position assumes that what teachers say is not necessarily coherent with their behaviour in classrooms. (1994: 60).

Gimenez (p. 62) also considers thinking, behavior, and verbalization to be independent elements, although related to each other. Therefore, a person may think in a certain way, behave in another, and verbalize her/his actions, having an ideal situation in mind. It means that beliefs may be non-verbalized, ill-defined, and/or contradictory. The teacher's discourse may, therefore, be different from his practice, and even from his thinking process. This idea corroborates what Woods says "even when the beliefs are overtly stated, they must be taken as hypotheses, because they may not correspond with what the author or speaker really believes, but rather with what they would like the audience to think they believe" (1996: 72). According to Kennedy & Kennedy, we can verbalize one thing, but it is our actions that will reveal our "true beliefs" (1996: 353).

Readers should, therefore, be ready for the matches and mismatches between saying and doing which is a common phenomenon in an educational context, and has been discussed in the literature (Bruner, 1990; Gimenez, 1994; Grotjahn, 1991: 196; Mathison, 1988: 16). To make things more difficult, Wenden (1986a: 196) emphasizes that what we say in the context of an interview may be different from what we do or have done. Within this perspective, although finding the 'right answers' to questions is something extremely problematic, the classroom is "the first place to look if we really want to understand how to help our learners learn more effectively" (Allwright, 1983: 202).

Readers need, therefore, to be prepared to find some contradictions between the behaviors observed in class and the beliefs about language teaching and learning that the teacher overtly expressed. Erickson claims that "[...] teachers and students are usually unable to give a researcher a detailed account of what they did and thought. They are [...] too close to their own routines to be able to see them clearly" (in: Freed, 1991: 348). This may happen specially with issues such as *beliefs and assumptions,* which are difficult to be verbalized, and are dependent on the subjective interpretations of the language acquisition context.

Despite being aware of these complexities, I consider the use of triangulation of data as an important methodological procedure for data validation and discussion of the behaviors observed, beliefs inferred, opinions and beliefs expressed by the teacher.

CHAPTER IV

4. Data Analysis and Discussion

In this chapter I discuss the five interconnected purposes of this research, namely:

1) the teacher's most frequent classroom behaviors; 2) the relationship between teacher's beliefs and the principles underlying L2 theories of learning and/or teaching; 3) the matches and mismatches between beliefs and behaviors; 4) the sources of teacher's beliefs and classroom practices; and 5) the tensions faced by the teacher in his professional work.

Since one of the challenges of the researcher is "to achieve some sort of organization while, at the same time, not being too rigid with the interpretations derived from the data" (Gimenez, 1994: 145), this chapter aims at analysing the documentary material in the light of the objectives of this study. Data from teacher's actions, verbalizations and transcriptions will be triangulated in the analysis and discussion.

4.1. Teacher's observed behaviors

Teachers divide their lessons into different activities to achieve a particular teaching/learning goal. Such activities require specific teacher's behaviors, and they are chosen according to her/his assumptions and beliefs about how students learn and the methodology that s/he believes best supports this learning process. According to Richards & Lockhart "despite the many kinds of activities which teachers use in language teaching, a limited number of activity types tend to recur no matter what kind of approach or methodology the teacher is using" (1994: 163).

As discussed in the second chapter, there are many variables which may influence "classroom practices", i.e. models, roles, intentions, expectations, limitations. As a

consequence of such complexity, the results here presented will not include all teacher's behaviors and intentions but only the most frequent and meaningful ones.

This section focuses, therefore, on the most frequent behaviors performed by the teacher to achieve his instructional goal. They will be classified according to the relevant literature, exemplified, and commented on. Although I have no intention to quantify such behaviors, as a rule, the examples chosen have occurred with quite high frequency (i.e. more than 5 times) in the four classes selected to be focused on (May 29, June 17, 19 and 24). As a matter of organization, such classes are labeled here as C1, C2, C3 and C4 respectively, and the turns of interaction are numbered. Whenever possible, the teacher's actual speech will be quoted, on other occasions just the identification of the class and the number of the respective interaction will be indicated.

1. Making sure the input is comprehensible and relevant

1.1. writing on the board - A very frequent behavior is writing on the board. He writes on the board when presenting new vocabulary, and his writing is normally accompanied by a certain justification. For example in C1.22 he states: "[...] But of course in order to help you I'm going to discuss some vocabulary that we are going to find in the video. ((writes on the board))."; C1.56; C1.78; C1.90; C2.202; C2.263; C2.354; C3.138; C3.278; C4.13; C4.145 (this means that similar, not equal, examples occurred in other classes). He also resorts to the board for correcting an exercise: "[...] I'm gonna write it here on the board to make things easier." (C2.250); C3.1; C4.169; and/or for introducing a new activity: "[...] What would you do? ((writes on the board)) if you lost your job? ((laughs))" (C4.137); C1.9. He always feels he must register on the board what he presents orally. With this behavior, it seems that he does not trust oral language. This happens probably because he believes that the input may be more comprehensible when visualized by students.

1.2. explaining grammar - He gives grammatical explanations. C1.191; C1.209; C1.222; C1.226; C1.241; C1.243; C1.322; C1.413; C3.84; C3.200. This is not a very common behavior. The teacher explains a grammatical point only when the focus of the lesson is on grammar.

1.3. using extra material - In every class observed, the teacher proposed extra activities which are not from the coursebook. Such activities vary: they may be videos, grammar or writing exercises, or songs. This behavior may be seen in: C1.1-164; C1.228; C2.1-252; C3.1-45; C3.622; C4.32-137. Normally the teacher does not justify his planning to his learners. The introduction of extra material was justified to the researcher by saying that he does not believe in the coursebook, as revealed in the reflective meetings.

1.4. making inter linguistic comparisons

    1.4.1. contrasting L1 with L2: sometimes the teacher compares the Portuguese and English Language - "Seu servo? I don't think it could be . Yeah, in Portuguese maybe, it sounds a bit informal, but in English it's extremely formal, *extremely formal*, OK? And you must be careful [...]" (C2.151); "T - A cynic! It's not the same as a cynic in Portuguese, "cínico", they are different. If you say that you are cynic./ skeptical... So, if you are cynic, you don't see the ones who do or say, you are skeptical; you are always suspicious, you see?" (C2.730-732); C3.43. The teacher seems to help the students to avoid a "language transfer", i.e. the use of a native-language expression which leads to an inappropriate form in the target language.

1.4.2. contrasting British and American English - The teacher points out differences between the American and the British English languages. This behavior is quite frequent because the teacher favors British English. "Do the dishes or wash the dishes. And in British English do you remember? To do the washing up. To do the washing up. What else?" (C1.169); C1.49; C3.7; C3.81; C3.82; C4.439; C4.500; C4.533. / "And I think that the British, they are sometimes a bit exaggerated, you know, and the Americans are a bit frustrated." (M1.60) "Yeah, I think I have to admit, I think it [British English] is more beautiful." (M1.64). The teacher does not make an effort for learners to adapt one of the dialects. His behavior is just informative.

1.5. explaining vocabulary - An evident worry of the teacher is with vocabulary. Many times, he calls the students' attention to:

1.5.1. antonyms - "[...] And what's the opposite of to land?" (C4.205) C2.615; C2.618; C4.208

1.5.2. synonyms - "[...] Give me a synonym for freeways" (C3.263); C3.77; C3.132; C4.60; C4.101; C4.537; C4.567; C4.581; C1.403.

1.5.3. exemplification - "[...] I'd like you to discuss some expressions that we normally use when we are discussing a topic, right? [...]" (C3.284); "[...] If this tape recorder is faulty it is not working properly. How do you say? It is broken, isn't it?[...]" (C4.101); C1.22; C1.26; C1.32; C1. 59; C1.79; C1.137; C1.332; C2.388; C2.430; C2.708; C2.710; C3.252; C3.444; C3.446; C4.180; C4.581.

1.5.4. translation - "[...] loan is what we call in Portuguese empréstimo. OK?[...]" (C4.382); "[...] I'm gonna ask you to translate this title to see if you have understood. 'In-between Days'. How do you translate this title? [...]" (C4.569); C1.40; C1.76; C1.265; C1.269-273; C1.293; C1.425; C2.103; C3.374.

Vocabulary seems to be one of his central concerns since he emphasizes it in every class.

1.6. explaining exercises instructions: The teacher explains what the students are supposed to do in an exercise. "I explain what you are supposed to do? Right. So 'make one sentence from two. Use the words in brackets in your sentences'. So you are supposed to link the two sentences, right? [...]" (C1.419); C1.229; C2.22; C2.231; C2.635; C3.1; C4.62. It seems that the teacher makes sure students understand what they should do.

1.7. checking for understanding: The teacher asks students whether they have doubts, and he tries to check students' understanding. "And what is she up to? Do you understand this expression 'What is she up to'?" (C1.127); "[...] Is there any part you would like me to repeat?" (C3.79); C1.135; C3.39; C3.45; C3.71; C3.77; C3.90; C3.230; C3.232; C4.182. Most of these questions refer to correction of exercises or expressions that the teacher believes students have problems in understanding.

2. <u>Making sure there is good quantity of input</u>

2.1. using English language all the time, avoiding code switching: The teacher speaks English almost all the time, with very few exceptions (e.g. C3.626). There is little code switching or code mixture. Furthermore, when observing the video-recorded classes it is clear that classroom activities are teacher-centered. With this behavior, the teacher does not help students to become communicative. As a result, the students are silent most of the time, and when they speak they are basically monosyllabic in their contributions (C1.102; C1.105; C2.534; C2.538; C3.186; C3.190; C3. 470;

C4.170; C4.311). Some learners have talked to me very informally and said that they feel shy to speak in class because the teacher's pronunciation is very good. This rises the students' affective filter. This means that a competent teacher can be threatening to her/his students, and this would be part of the classroom tensions as pointed out by Allwright (1996). In the classes observed, the teacher has the majority of the turns and the longest ones, some examples are: C1.22; C1.26; C1.32; C1.49; C2.44; C2.91; C2.151; C2.386; C3.621; C4.157; C4.184. There are very few examples of student-student interaction: C2.582-584; C3.541-542; C3.550-552. The general interactional pattern is initiation / response / evaluation (I/R/E) like in: C1.113-115; C2.227-229; C3.192-194; C4.535-537. It seems that the teacher is anxious to provide input for his pupils.

2.2. asking and answering questions: Sometimes the teacher himself answers the questions he has asked. "Do you understand to break into? I've already explained, right? When you enter in a place which you are not invited, with no permission... Burglars do that. Burglar. Do you understand a burglar? ((writes on the board)) A burglar is a kind of thief." (C1.79); "Yeah? Basically he was a mechanic. He worked for? an iron industry." (C1.84); C1.5; C1.54; C1.59; C1.72; C1.74; C1.75; C1.107; C1.150-152; C2.430; C2.472; C2.482. Once again, the teacher's anxiety is demonstrated, it seems that the teacher does not wait for students' answers. The teacher also asks rhetorical questions to guide students' answers: C2.499; C2.501; C2.505.

3. Making sure the student learns

3.1. encouraging memorization and modeling: He asks the students to pay special attention and not to forget some of his observations. Usually he asks students to memorize the meaning of expressions by relating them to Portuguese. He also asks them

to focus on the use of verb tenses, and to deal with "models" which can be followed by his students: "[...] And Mrs., for married woman, Mrs... Keep it very clear in your mind, very important." (C2.125) "You are going to write in the same way that's written in your letter, you can use the letter as a model. Uhh?" (C2.240); "[...] On page 57 on your textbook there is an exercise on biography... writing biographies. I think this is the model to start writing. OK? So this is your homework for next week... Her biography." (C1.164); C1.293; C2.151; C2.171; C2.179; C2.346; C4.56. This behavior reveals that the teacher believes that the students may learn English by drawing their attention to specific language aspects and also by following some models, i.e. consciousness raising.

3.2. encouraging inference: The teacher asks students to infer the meaning of word(s) through context. This is also a way to avoid interpretation word by word. "No. Try to guess the meaning through the context. Read the sentence [...]" (C3.260); "[...] Don't ask the meaning of freeze, just think of the freezer you've got at home." (C4.593); C1.269; C1.289; C1.370; C3.192; C3.329; C4.356; C4.358. This behavior reveals that the teacher would like learners to infer meaning, that is, he suggests learners to use context to understand the language they have problems with.

4. Encouraging the development of specific skills

4.1. teaching oral comprehension: The teacher frequently presents oral listening exercises, and students are expected to complete charts, for example, after listening to the messages. He intends to develop, through these exercises, students' comprehension of spoken language: "[...] now I'm going to play the tape, right, and you are going to listen to Helen and Toshi" (C2.386); C4.161; C4.180; C4.195; C4.523; C4.563. He also frequently proposes the repetition of the listening exercises, playing the tape several

times, making sure students have several opportunities to understand the message and to complete the task assigned: C2.393; C2.412; C2.480; C4.163; C4.524; C4.564.

4.2. encouraging variation in language production: The teacher argues that to be understood there are different ways to express the same thing, and works on alternatives to communicate the same meaning. "Probably there is an expression for that, but if you say that, they will understand you perfectly."(C2.202); C3.57; C3.112; C3.218-220; C3.310; C4.113; C4.137; C4.190.

4.3. assigning written homework: The activities assigned as homework are written exercises, grammar exercises and/or exercises of the workbook which should be handed in to the teacher the next class. (C1.164; C1.417; C2.250; C2.644; C3.271; C3.280; C4.137; C4.441). Most of the times, he recommends that students do their homework because they have to work by themselves. Homework may be an opportunity for self-learning. He also argues that the class flows more easily when the homework is completed.

5. Inviting learners' participation

5.1. asking and accepting students' opinion and/or contribution: Many times, he encourages students' participation. This attitude aims at stimulating and maintaining students' interest. "[...] Let's do a sort of prediction here. What do you think? ((asks to some specific students))...she is up to now?" (C1.137); "Ending. Exactly. 'Yours faithfully'. Could you give another example of another type of ending?" (C2.54); C1.92; C1.137; C1.179; C1.239; C2.70; C2.256; C2.297; C2.414; C2.440; C2.485; C2.507; C3.196; C3.336; C3.346; C4.479. Sometimes the teacher asks for

opinion, but then he, many times, provides the answer, interrupting students: C2.519-523. This attitude does not encourage students' participation.

5.2. inviting students to read: C2.8; C2.30; C2.203; C2.229; C2.328; C2.330; C2.332; C3.47; C3.333; C3.374; C3.421; C3.458; C3.465; C3.478; C3.509; C4.56; C4.70; C4.95; C4.105. In all these examples, he had asked students to read the answer or the instruction of an exercise. This behavior is probably for learners to move away from teacher centredness. The literature has shown that teacher centered-instruction is one of the problems that makes classroom interaction specially difficult.

6. Contrasting written and spoken language

6. comparing written and spoken language: he also compares modes of language production. "[...] Despite is very formal. So you normally, so you normally are going to use it, right? When you write, when you are writing something, right?" (C1.287); "When you write you use 'to' normally. But you can also use this structure, OK? It depends on your style. Depends on your style, OK? But in conversation, OK - why do you 'ing' in conversation and why 'to' in written language? [...]" (C3.224). He calls students' attention to the fact that there are differences between the way people speak and write.

7. Proposing socio-interaction among learners

7.1. proposing pair / group work: "[...] we've got some questions, so, in groups of four, your are going to read the text, of course not in groups but individually, and afterwards you are going to answer in groups..." (C2.635); C1.259; C2.24; C4.154. According to the literature (Williams & Burden, 1997), such proposal may bring students

together and they can also learn with and from each other. This proposal may also help to move away from teacher centredness.

8. Relating language to life experience: There are several examples in which the teacher tries to bring life experience into class. As a consequence of such contextualization, he makes the classroom interactive and contributes to classroom discussion. Sometimes this is eased because the topics are related to students' lives, such as: 1) pollution in Florianópolis in C2.273-327; 2) garbage in Brazil in C2.348-385; 3) TV in C2.452-467 and in C3.567-606; 4) teenagers involved in decision-processes in C2.558-588; 5) different kinds of energy in C3.513-565.

9. Correcting

9.1. word stress / intonation / pronunciation: "Effectively. ((corrects stress))" (C2.10); "Treatment ((corrects pronunciation))" (C2.350); C1.98; C1.100; C1.338; C2.12; C2.66; C2.200; C3.59; C3.67; C3.423; C4.58.

9.2. exercises : "Really terrible to do that, ah? 5. "I managed to make myself understood" (C1.249); C1.185-227; C2.30-64; C3.31; C3.92-95; C3.467.

10. Scaffolding

10.1. helping students to answer questions: The teacher helps students whenever they seem to feel any difficulty in expressing themselves. This seems to be linked with the "scaffolding principle" (Krashen, 1985; Vygotsky, 1978). The teacher aims at reaching the (i+1) in comprehension since he clarifies what a student is trying to express, as in: **L12**: "To read. And have a lot of person that is going to explain what..." **T**: "happened". (C4.309-310) / **L15**: "So it occu..." **T**: "occupies." **L15**: "occupies

large..." T: "large areas. [...]" / (C3.530-533) / C3.234-236; C3.379-395; C3.480-488; C4.140-143. This behavior seems to be related to the 'classroom atmosphere' which should be relaxed to ease students' participation. This way, the teacher seems to be willing to help, and seems to be worried about students' affective filter.

There are still two other behaviors which are worth mentioning:

1) The teacher does not justify his actions to the students. An exception is in C3.140 when he explains the importance of writing practice to develop this ability.

2) Sometimes the teacher becomes very informal, calling the learners' attention and inducing them to participation (e.g. C2.548; C2.604-610; C2.691-704; C4.266; C4.461-484). With this practice, he develops an informal atmosphere in class.

This section displayed the teacher's most frequent classroom behaviors, and presented some classroom examples of how these behaviors were translated into classroom activities and classroom discourse. The main observed behaviors were the following: making sure the input is comprehensible, relevant, and of good quantity; making sure the student learns; encouraging the development of specific skills; inviting learners' participation; contrasting written and spoken language; proposing socio-interaction among learners; relating language to life experience; correcting and scaffolding. Such behaviors will be later compared with the teacher's beliefs to check whether there is a match between saying and doing.

4.2. Teacher's verbalized beliefs

In this section I present the verbalized beliefs of the teacher. The four transcribed classes (C1 to C4) included in the analysis of classroom behaviors are used for this discussion, as well as the data from the informal talk (labeled as IT) and the reflective meetings (M1 and M2). The data from these different sources made the beliefs more

'visible'. In fact, the teacher's comments and reflections have helped to understand some of his behaviors. And his feedback on my interpretation provided additional insights. This may be related to what is mentioned in the literature as "the tip of the iceberg". The literature, in fact, is not really clear as to what extent we can visualize such complex processes, and what the best ways to access them are. The researcher always hopes that the methodological instruments used, as suggested by Woods (1996), can help to "look under the water".

Beliefs may be of many different sorts. They may be on: teaching approaches and aims, teaching profession, learning strategies, cultural boundaries, the language being taught, the institution, among many others. The present research focuses on teacher's beliefs on FLA processes. To facilitate the analysis and discussion, and due to the scope and space constraints, I have decided to deal with three important variables: 1) teaching, 2) learning, and 3) program and curriculum. It is worth mentioning that the same categories were used for the questions asked to the teacher in the second reflective meeting. These categories are suggested by Richards & Lockhart (1994) as expressing realities that may influence classroom practices. Such categories can have considerable overlapping since they interact with each other in the teaching processes. Furthermore, such factors do not exist in isolation.

I present the results and discuss them according to principles underlying L2 theories of learning and/or teaching. At the end of this section, the roles assumed by the research participant, which constitute his self-image as a teacher, are presented.

Beliefs verbalized during the classes and/or during the reflective meetings:

1. Beliefs on Teaching:

1.1. Teaching is learning: The teacher believes that he learns while he teaches. He also believes that students may contribute to teaching and that teaching experience helps the teacher to improve his/her decision-making process: "...at the same time you teach, you learn. And for me teaching is learning. Teaching is learning!" (M1.131) / "You learn a lot with your students' opinions and you learn a lot teaching. I mean, preparing the classes, you see, getting ready for questions...and it was really worthwhile!" (M1.133) / "...Feeling! Experience!" (M1.217) "And plays an important role in teaching. Experience." (M1.219). These statements demonstrate that the teacher believes that he is always learning with his pupils and experiences. He seems to be open for learning with his teaching experiences.

1.2. Students may know the answer to questions that he does not know or remember: This perception is related with the previous one. Here he emphasizes that he is not perfect, and that learners may help, sharing what they know with the others: "Dash. ((inaudible)) The verb... I don't know. I don't know. To dash? I don't know this verb. Maybe you are right." (C3.33) / "Ah, I don't remember. This is ((inaudible)) but this one. You know how to say this? ((on the board)). I knew but I forgot. [...] Does anyone know?" (C3.86) "[...] I'm gonna do some research and bring next class. I used to know that but..." (C3.88) / "I always tell my students, you know, I'm not a native speaker and..." (M1.139)

1.3. Teaching becomes difficult when students do not participate: He reinforces the need of students' participation in class: "Because it makes a class more

lively. You know? Not only for them but for the teacher too." (M2.14) / "[...] because it is terrible when you are supposed to discuss a subject and the students haven't ever stopped to stop thinking about the subject before." (M1.167). This belief seems to have two perspectives. The first is related to the need for interaction and exchange with his students, and the second seems to be related to the idea that interaction makes the class livelier, contributing to a relaxed atmosphere, which leads to language acquisition.

1.4. Teaching is demanding, complex and challenging: The teacher, subject of this study, does not consider teaching practice an easy job because it involves many variables, and, according to him, there is no recipe to be followed. In fact, he considers teaching a complex process: "I think teaching is a very difficult task. Right? Because mainly when you are teaching a foreign language. You need to have two sorts of knowledge. You need to have the linguistic knowledge and also the knowledge related to content." (IT) / "And it has been a challenge because you know I have to study a lot, I have to prepare every class! I have to study a lot, look up lots of words at the dictionary [...]" (M1.129) / "[...] it is very difficult to write a recipe. A recipe because there are lots of things involved, you know, lots of things, and each group is different, so some groups will need more drilling, some..." (M1.215) / "I could try to do every thing quick but it's dangerous... [...] but there are so many things to teach you, ah? (C3.1). The challenge and the complexity involved in teaching is quite clear in these statements.

1.5. The teacher should provide comprehensible but linguistically new input: This perception is related with his idea of challenging the students to look for meaningful language. He also believes in challenging himself as a teacher: "I think the teachers should know how to make things... difficult for the students." (M1.184) / "But

that the teacher should make student's life difficult, OK? But there always have to be input. Is that it? Input plus 1." (M1.186) / "He [a lecturer] said that teaching is making things... make me think in the word... teaching is making things... appropriately *difficult* to the students." (M2.156) / "We have to give something that the students, you know, the input *plus one*. Something that the students already know plus something that they don't know." (M2.158). His perception that the linguistic input must be adequate, i.e., be comprehensible but having the quality of (i+1), is quite clearly expressed.

1.6. Eclecticism and variation should make part of teaching: He defines himself as an eclectic teacher. The questionnaire (Cook, 1982), answered by him, corroborates this idea because he chose two answers favoring the cognitive code theory; two, the audiolingual theory; four, the humanistic theory; and five, the communicative theory. The subject emphasizes that different techniques should be used, depending on students' individual differences which influence their learning strategies and language learning assumptions. It seems that variation here means presenting interesting and relevant input to his learners. "I think that drilling is important, translation is important, and I think that grammar is important [...] I've got this sort of eclectic way of teaching. I think that everything is important but you must know how to use all these things." (M1.213) / "The eclectic one!" (M2.54) / "Everything is important. But interaction is the basis. Certainly. Without a good relationship I think it's impossible to have communication." (M2.57).

He suggests that a balance should be found in the use of techniques: "You should balance negotiation, translation, drilling, intonation, pronunciation, [...] It has to do with the teacher, with the use that the teachers make of it." (M1.209) / "[...] And I don't regard translation as a negative thing." (M1.205) / "This is something real, that really

exists. And you should take advantage of it sometimes." (M1.207) / "And 'contrast words with Portuguese'. It's fantastic. [...] Because this is something present and the students' lives, why can't you benefit from that?" (M2.190) / "There is no negative point about drilling! There are negative points related to use of drilling! [...] I think that drilling is something really important. Sometimes it helps a lot [...] basic level students. I think it is important it helps a lot." (M1.209) / "Pronunciation is important, intonation is important." (M1.66) Based on the statements above, it seems that the teacher believes that variation and eclecticism should be valued by teachers who need to know how to find the right balance for their classroom.

1.7. The teacher needs to know how to deal with a variety of materials: The subject of this study believes that the teacher needs to know how to deal with different kinds of materials, motivating and challenging the students: "I think that all types of materials they are very good but the teacher needs to know how to use them." (M2.142) / "[...] It has to do with the teacher, with the use that the teachers make of it." (M1.209) / "Of course if the institution offers you lots of... of materials, I mean, computers, laboratory and this sort of thing, of course, your class... becomes much richer. The students recently will get much more interested." (M2.167) / "I believe in that material because at the same time it's interesting, it's challenging! And I love challenges ((laughs))." (M2.156). The teacher believes that availability of materials does not guarantee learning, but helps. He proposes that teachers have to know how to make use of such materials, evaluating students' needs and wants, and motivating them for learning.

1.8. Discussion precedes grammar points: He believes that grammar teaching has to be contextualized. "I think you should, first of all... discuss a topic and if in this topic, right? You find some grammar points [...] This is the way I look at grammar." (M1.35.37) / "Topics for discussion. I like discussion. Topics for discussion." (M1.167) / "Topics for conversation. You know?... Texts! They help students to acquire... knowledge about some topics that they are not familiar with... Language too, ah?..." (M2.61). Underlying the above statements seems to be the belief that grammar should be taught in context.

1.9. Functions are very helpful in different communicative situations: He believes that if students know some communicative functions they may be able to apply them in other situations, and take some advantage of this in terms of communicative strategies and comprehension. "Functions, I mean, teaching functions is essential, functions, and of course you have to contextualize these functions, you see? [...] from this situation the functions and, if necessary, the grammar part starts. And, of course, pronunciation too..." (M1.83) / "For example, let's say, "Could you...?" is a function, so this 'could you' sometimes could help me, I mean, [...] this function could be used in other situations." (M1.87) / "I think that in this way it is much easier to learn through functions, and you can feel safer, OK? Because the chances to make mistakes are reduced, you see?" (M1.89). It is interesting how the teacher here shares the notion that specific structural pieces of language create a sense of security. This may be one of the reasons why so many teachers and learners prefer a grammatical approach to teaching than a more communicative one.

1.10. Listening and speaking skills are important: He believes that we acquire L2 basically in the same order we acquire L1: "Listening!" (M2.63) / "At the beginning. Because of the way everybody learns their mother tongue." (M2.65) / "I think that listening and speaking make classes more, I mean, make classes lighter." (M2.65) "[...] Sometimes I give extra exercise related to reading and writing. But speaking for me, and listening they are... they... not that they are more important. They are the ones which I give more emphasis. [...] Because in fact *I believe* in this." (M2.67). The teacher is possibly right here. Understanding and speaking have precedence over reading and writing. This has been verified onto and philogenetically.

1.11. Writing: He believes that learning how to write is difficult, and that we can learn to write by practicing it. "[...] And if you don't practice it, forget it! Nobody is born, OK? as a professional writer, OK? You have to practice a lot and it's very painful, very boring sometimes, but the only way of learning, right? is to practice, to do the exercises I asked you to do at home." (C3.140) / "I don't know if you've noticed but every class we talk a bit about writing, at least the first thirty minutes of your class." (C4.32) / "[...] Very easy to say , oh, you must be brief, clear and organized, *but how to be* brief, clear and organized? This is what we are going to do now. Right? What you are going to see now. OK? How to be brief, clear and organized, when writing a letter of complaint." (C2.14). My subject believes that we can learn how to write by practicing it. But the literature shows that we do not become a better writer just by writing, but that good writing springs from good and extensive reading. These two skills are correlated. Although, feedback and rewriting are pointed out as crucial elements in the development of writing and text structure improvement, they were not mentioned by the subject of this study.

2. Beliefs on Learning:

2.1. Interaction is very important: The teacher believes that interaction is the most important aspect to be considered in the teaching/learning process because it creates a complicity between both teacher and learners. "I think that with no interaction it is impossible, something impossible. *There must be some interaction!...* " (M1.151) / "[...] and I think this is something that is really vital, OK? *You must get along with your students!* I think. This is my position towards teaching, OK?" (M1.153) / "I think interaction is very important. OK? And... cause interaction creates a sort of complicity between teachers and students and this is very important. You know?" (M2.2). Theories of language learning claim that interaction is the basic requirement for language development. First language acquisition studies confirm such a claim.

2.2. Motivation is essential: The teacher believes that some activities may help motivating students, and it seems that he proposes activities taking this into account. Besides, classes should always include new elements. This unpredictability can be a motivational element in class. In his opinion, the teacher should know how to motivate his/her students because if the learner is not motivated for learning s/he will not learn. "[...] the message they want to pass on... in the video, OK? It's very interesting video. I like it a lot..." (C1.22) / "They are going to like it. ((he was talking to me)) Detective story."(C3.665) / "[...] And I think every class should be different, you know? Because when the students can predict what will happen in the following class, then, you know, the novelty was off." (M1.184) / "I mean, when you are interested to know about something you will learn but if you are not interested at all [...] after 10 seconds you forget it because you are not interested." (M2.16) Many authors (Ellis, 1994) emphasize the importance of motivation in language learning.

2.3. Students' individual differences should be respected: The subject of this study believes that students' needs, age, and proficiency, i.e. their individual differences - Ids (Skehan, 1991), should be respected and taken into account when teaching, because students are individuals with different needs, interests, and language proficiency. Besides, he believes that students should feel free to make suggestions and participate in class. Probably, that is why he believes he needs to speak less and give more opportunities to learners to do so. "[...] But the short stories I found, right? They are very thick and the language were very difficult for you, OK? For this reason I decided to use this book." (C3.622) / "to.. prepare my classes I always try to see the students' needs. OK?" (IT) / "[...] depending on your audience, you know? You are supposed to use a bit more of drilling, a bit more of translation, a bit more of negotiation." (M1.221) / "You are dealing with people, you are not dealing with machines, with computers, with robots. You are dealing with people, so... and with language." (M1.223) / "Well, it depends on the level... (M2.108) "R - And with this group?" (M2.109) "With this group?! *Structure!* And from this structure I think they would extend to topics but they needed the structure... [...] The linguistic input." (M2.110) / "With an adult it's... it's easier because they are learning English because they need, but with a teenager sometimes it's not the same because they are at the English school because their parents, right? are insisting on ...right?" (IT) / "I give my students completely freedom, they can say whatever they want to." (M2.6) / "I mean you [the teacher] try to compensate, I mean, speaking more and that is something I have to change because sometimes I speak a lot. And I should give the opportunity for the students." (M1.174) / "I know that the students must have some reference but... they should speak too! And sometimes I speak *too much!* I should try to, you know?... to stay, to keep quiet and let the opportunity to the students." (M2.48) He seems to signal here to the importance of social interactionism (William & Burden, 1998)

which should encompass the insights of cognitive and humanistic perspectives. He also sees the *teacher centredness* of his teaching.

2.4. Learning is complex and unpredictable: The teacher also argues that it is impossible to predict the students' learning aspects and processes. "Well, learning is something so complex, you know? You can never predict. [...] So it is very difficult to make this sort of prediction..." (M2.134) / "[...] I can't expect that all the students, you know?" (M2.136) "[stimulus?] Class. Different. Responses. You see? They are different. They are individuals." (M2.138) The subject of this study believes that teachers' intentions and plans may have different responses from different students. That is why he believes that teaching is a very complex and unpredictable activity.

2.5. Correction depends on the student's mistake: "When they are grave mistakes then I correct it in front of the whole class. But of course I try to do it in... in a very subtle way, OK?" (M2.128). Although the teacher does not really tell how to deal with correction, he points out the importance of respecting students' Ids.

2.6. Speaking English is essential: The teacher speaks English all the time because he is a reference. He also believes that his intermediate students should speak English in class, and their teacher should do the same. This way, he reinforces the need of these students to produce the language, while he provides input. He seems to believe in a combination of input and output perspective for the development of language competence. "I'm a reference. And I'm very talkative." (M2.41) / And he believes his pupils should do the same: "*Speak in English* ((some students were whispering in Portuguese)). We are here to speak in English. Don't waste your time. Don't waste your

time! *In English!* ((saying the same thing to other students))" (C4.395). Once more the teacher does not tell his students why they should do it. As mentioned previously, there are very few explanations for his behaviors.

2.7. Evaluation may be an opportunity for learning: He defines evaluation as "The necessary evil." (M2.29) / "Because it is when you, this is the opportunity you have to make your students study more! Learn more! Evaluation for me is not you will pass or you will fail - for me evaluation is an opportunity for students to learn a bit more." (M2.35) / "And I think I give the opportunity to study a bit more and consequently learn. That is the way I view the evaluation." (M2.37). The subject of this study has a rather old-fashioned view of evaluation, as a measuring instrument or as a learning opportunity. He also seems to see evaluation as a product - not as a process to check comprehension and find out the ways learners build linguistic competence.

2.8. Homework is important mainly in an EFL context: The teacher believes that learners need to work by themselves, mainly in an EFL context because they are not in an immersion environment, so they must look for input by themselves. He believes that it is possible to acquire language in a classroom, but the students have some responsibilities and need to work hard: "...Because they are not immersed. They have to work by themselves. And if they, you know, if they have this contact with language again they will learn more, they will memorize [...]" (M2.203) / "But I think it is important to work hard, by yourself, doing your homework, reading a lot... Learning to love your dictionary. I love all my dictionaries." (M2.207) He believes that self-learning is an important element for acquiring a foreign language. In such a process, the students should basically look for input which may help them to improve.

3. Beliefs on Program and Curriculum:

3.1. Games, songs and videos should be used to motivate the students: Maybe they may be an alternative to bring classroom participants together, have a relaxed atmosphere, create complicity and a good interaction among them: "[...] they like it [the use of songs], they love it, you can get advantage of it." (M1.163) / "Because I think it is very difficult to find someone who doesn't like songs, ah? Most students like it. Video, too. I think you can do a good job using the video." (M1.165) / "I like using games. Games I think they are." (M1.159) "I always use games when I want to, to review a ... grammar point or something we saw in class... Songs." (M1.161) / "*Games. They are really nice! They bring the students together. And the teacher too.*" (M2.59). This behavior of the teacher is related to the motivational aspect. The interestingness and the relevance of the activities which may provide a relaxed atmosphere are emphasized.

3.2. Technology should be used with caution: "I think that Internet is vital nowadays. Internet, I mean, technology. [...] Multimedia, I think this is important too. I'd like to work with it. I work with it. I work with some private students of mine. But, you know, you can use it only as a ... remedial exercise because this is the sort of thing we don't have interaction." (M2.160). The teacher argues that, with the use of technology, the interaction between teacher and students may be diminished. The teacher seems to have quite definite ideas about technology. However, the literature considers this a debatable and controversial issue. Computer exercises are considered to be interesting and important as far as they can create a real interactive atmosphere between learner and teaching materials, for example.

3.3. Vocabulary should be emphasized: The subject of this study believes that vocabulary is a very important aspect to be considered by those who want to communicate. Sometimes before a listening exercise and/or discussion of a topic, the teacher introduced and discussed vocabulary that he considered helpful for students to understand the message, and also to express their own opinions. The emphasis on vocabulary was an outstanding feature of his behaviors.: "[...] But, of course, in order to help you I'm going to discuss some vocabulary that we are going to find in the video. ((writes on the board)). So the first... this phrasal verb will be..." (C1.22) / "I think with this vocabulary we are able to understand the video it's not very... that difficult." (C1.32) / "[...] all the vocabulary that I have given you. Songs, etc., and etc. You are going to have them on the test. OK? The vocabulary. Maybe there is an expression then I ask you to define it, OK? ((end of this side of the tape)) Everything is part of the test..." (C3.191) / "I think this extra language are going to help you in order to agree or disagree with what your friends are going to say ((referring to the further activity)). At least I hope you say something." (C3.306) / "If you want to talk about something, first of all, you must have vocabulary to talk about it, right? And of course you have to master some structures of the language to do so, otherwise it's impossible." (M2.112)

To reinforce the focus and concern with vocabulary, the teacher verbalized that the group observed should study more vocabulary: "And I think on this level it's very important to have more vocabulary because, in a certain way, they've already got ahh... the knowledge of the structure, right?" (IT). He also suggests that a good book should have "Lots of vocabulary, and deals with this problem of collocation." (M1.50) / because "I think for me collocation is the most difficult thing in English." (M1.44). It seems that the subject of this study is convinced that vocabulary knowledge is crucial for the development of language competence.

3.4. Language rules are difficult to be explained: He said that language is something complex, and as such it is very difficult to present 'final rules': "The teacher is lying. He told me that we use 'although' and 'even though' only at the beginning of a sentence. So he is lying. What happened here?" (C1.237) / "But, *there is no verb...* This teacher is crazy. This is another use for 'in spite of', OK? But don't rely on this here. I've got this here 'in spite of the way'. In spite of being..." (C1.355). The teacher seems to believe that language is complex and difficult to be described, and the teacher in the classroom will not have the answer to all questions. By the way, not even the best linguists will have an explanation for every language problem.

In addition to all the teacher's beliefs described above, this study also presents some evidence of the difficulties in changing beliefs (Gimenez, 1994). When asked whether he had noticed any difference between the class I had observed and his present teaching, he answered that he has not changed, however, he is a more experienced teacher. "((laughs)) Well... Well... and... when you grow older I think you... learn not to be so boring [...] I think you release your inhibitions, you know, and you become more mature, and... Of course you learn much more [...] I'm growing older, or because I'm teaching more advanced groups. But basically I think that my teaching is the same. [...] When I started teaching I thought on that. [...] Interaction is the basis for any good... teaching and learning too". (M2.171). The above statements demonstrate that the teacher thinks that his perceptions and beliefs are quite the same, but he admits some changes mainly in terms of behaviors which may be caused by his teaching experience.

In fact, teaching is a highly subjective activity and the way teachers teach is often a personal interpretation of what works best in a given educational context. Richards & Lockhart (1994) claim that "teachers create their own roles within the classroom based

on their theories of teaching and learning and the kind of classroom interaction they believe best supports these theories." (p. 104). This is seen in the following statements of the research participant in which he reveals his self-image as a teacher, i.e. his roles.

Roles: 1. Reference: "[...] you are a reference to your students, so I think you must be consistent, you must either have a British accent or an American accent. Or maybe a New Zealander one. It doesn't matter, but you must be consistent." (M1.66) / "They don't trust the others. *They trust the teacher.* That's the teacher. The reference." (M2.50) / "Yeah. I'm a reference. And I'm very talkative." (M2.41) **2. Conductor:** "I'm just there to conduct and..." (M2.8) "I'm the conductor." (M2.118) **3. Dictator:** "I'm the dictator." (M2.118) "Yes. Sometimes I am." (M2.120) "((inaudible)) concerns their homework, yeah." (M2.122) **4. Link:** "Yeah! Because, you know, I'm the link. I'm the link." (M2.23) **5. Friend:** "...Sometimes I assume a position of a friend... Yeah... That's it!" (M2.126)

The role of manager of learners' learning emphasized by the notions of reference, conductor and dictator is specially interesting here. The teacher is seen as the 'commander', and as such he should take up the roles of planner and manager of classroom activities.

This section displayed the teacher's most frequently verbalized beliefs which are related to: 1) *teaching* which is seen as complex, interactive, dealing with and sequencing a variety of materials, developing listening and speaking skills; 2) *learning* which is defined as interactive, motivational, related to individual learning differences, unpredictable, and evaluative. The subject also verbalized beliefs on program content and curriculum.

4.3. Matches and mismatches between classroom observed behaviors and teacher's beliefs

In this section I discuss the extent to which "...*what teachers do is a reflection of what they know and believe*" (Richards & Lockhart, 1994: 29). It will, therefore, concentrate on the matches and mismatches between the teacher's behaviors observed in the classroom and his verbalized beliefs, since one of the objectives of the present study is related to the *contradictory network of theories* of language teaching and learning, often found in the FL classroom.

The present research departs from the assumption that verbalizations of beliefs may not coincide with behavior, but on the other hand, this does not mean that the person does not share such a belief (see Gimenez, 1994: 62). A mismatch may be apparent because a behavior may be triggered by other variables than beliefs. In fact, the mismatch may be the result of the difficulties in verbalizing, in identifying a belief, or it may also be the result of the tensions of the classroom environment. Sometimes, for example, teachers have a certain behavior, but it may just be a routine, part of their history as learners. That is why few behaviors and beliefs may be conscious and/or verbalized, generating inconsistencies and/or mismatches.

A question researchers have asked themselves relates to the consciousness of the beliefs. In the reflective meetings, the subject stated that most of his behaviors are unconscious: "Well, I don't think so. [that his behaviors are conscious] I'm surprised." (M2.178). However, he had a clear plan for this group: "I remember, yes, with that group I used to put things on the board, structure which they could discuss and after this discussion I would give some grammar, grammar points to them to exercise in which they use the same structure in order to discuss about something else. Something more, I mean, related to their every day life." (M2.112). Basically he planned to write on the board,

discuss a topic, present a grammar explanation, exercise and bring the class closer to the students' lives.

Taking into consideration the proposals of Lightbown & Spada (1993) and William & Burden (1997) on language learning theories, and also the teacher's observed behaviors and his verbalized beliefs, a mismatch between beliefs and behaviors seems to be clear.

On the one hand, the subject under investigation has a socio-interactive view of FLA because he verbalized his beliefs about the possibility of sharing and learning with learners, respecting their idiosyncrasies. This view is related to the process of acquiring a foreign language. On the other hand, he behaves within a cognitive perspective, reinforcing the need to pay special attention to language aspects which learners are trying to understand or produce. This perspective is related to the building up of knowledge through automation.

His beliefs are related to interaction, motivation and sharing, but his behaviors are related with teacher-centredness, practice, memorization, and modeling. His behaviors revealed that he expects that his pupils learn what he teaches, and that they should become able to use their knowledge so quickly and automatically that they may be not even aware that they are doing it.

The above example shows a mismatch between 'saying' and 'doing' which is a phenomenon that needs further research in education. Otherwise, teachers run the risk of perpetuating discourses which are inconsistent in relation to their practices.

4.4. The sources of the teacher's beliefs

Although the teacher was not directly asked about the sources of his beliefs, he spontaneously revealed some of them during the reflective meetings. The literature claims that teachers' beliefs derive from a number of different sources: their own experience as language learners; experience of what works best; established practice; personality factors; educationally based or research-based principles; approach or method (Richards & Lockhart, 1994: 31). The literature also points out that most of these elements are subjective and are part of each person's biography.

In the present research, three sources of beliefs were identified:

1) Previous teachers: it is evident that the behaviors of some of his previous teachers have a great influence on his teaching strategies. "The teachers [at the graduation course], they were very demanding, I mean, the first semester, I had two very good teachers. Afterwards I had a terrible experience with the teachers there. My goodness!!" (M1.27) "[...] they were what we call in Portuguese 'matões', right?" (M1.29) / "And then I had, well, I had classes with A [teacher's name]. He gave me a great impulse [...] I started speaking, I start giving more attention to this oral part. I had classes also with M. F., M. F. was, he is a fan of structuralism, you know? He used some functions but his classes were mainly based on grammar." (M1.33) / "I use to think about my...my teachers at the University, and I start incorporating some of their..." (M1.111) "Ways of teaching. Exactly." (M1.113) / "Because I remember there was a teacher which I hated at the University [...] Then I failed. Because we didn't have this interaction [...]" (M1.153)

2) His previous experience as a learner: He judges the appropriateness of certain materials/tasks, having in mind his own experience as an EFL learner: "I think it is fascinating to learn another language." (M1.23) "Learning those functions, you know?

Practicing with a colleague." (M1.25) / "I think I started learning more when I started fixing, I mean, keeping my attention on functions, OK? Then from these functions I could then... create hypotheses towards the language, OK?" (M1.87) / He emphasizes speaking and listening in his classes because one of his former teachers did so: "[...] Because in fact I believe in this. And I remember when I was at the university, I had classes with A . ((one of his teacher's name)). And A . he used to do that." (M2.67) / He explains exercises instructions and purposes to the students because he considers an important practice which was not followed by his teachers: "[...] And I think this is very important because... I have never, I have never had a teacher who did so." (M2.91).

3) His readings and his teaching experience: His statements imply that he himself developed his ways of teaching based on his readings and teaching experience: "[...] I start reading, reading some books [...] I started creating my own strategies, my own way of teaching." (M1.111)

The methodology course at the University seems not to have helped him a lot since this was too theoretical: "Because I was under pressure, I was very nervous. Ah? I knew nothing about teaching. [during his apprenticeship]" (M1.107) / "Because, you know, the teaching of methodology I had at the University was too theoretical, too theoretical, and we didn't have much time to put into practice what we learned [...]" (M1.109). Ernest (1989) points out that the teacher education course, including the teaching of methodology, would be the most influential factor on learning how to teach. This does not seem to be the case of the teacher in my study.

He does not believe either that teachers' seminars present anything new. In fact, he criticizes teachers' seminars: "T - For me. In my opinion, right? Because the other ones they didn't add anything to my existent knowledge." (C4.215) / "[...] Probably because I'm here at the University keeping in contact with new methodology and

then...Probably that's the reason but..." (C4.219) / "[...] Because all the activities they are presented I have already used twice, three times, four times." (M1.75). He believes that the contact with the University environment helps him to keep up-to-date with materials, practices of and ideas about teaching.

He reinforces this idea by stating that the process of going through the MA program of English Applied Linguistics is a good experience, but he does not explain the reasons for such perception: "That was the best experience I had in terms of English language teaching. That was really fantastic! That was the greatest experience I had! In terms of teaching." (M1.77)

According to Gimenez (1994) "...whatever experiences prospective teachers have had, they will tend to reproduce them in their own teaching" (p. 50). In the present study, this process is evidenced, but it is not an ordinary reproduction. The research participant questions his previous experiences both as a learner and teacher and evaluates such experiences, trying to incorporate the behaviors which he considers relevant, and also developing his own strategies. In fact, he seems to take the attitude of a critical reflection on his previous experiences.

The teacher has pointed out three main sources of his beliefs: 1) his previous experience as a learner; 2) his perceptions of the behaviors of his own teachers; and 3) his critical evaluation of his Applied Linguistics readings. All these contributed to the development of his teaching strategies. He also seems to believe that *teaching experience* is very important, and that his exposure to different methodologies was too theoretical. Moreover, he himself developed his own teaching strategies based on his own experience as a learner and teacher, and his readings, taking into account his perceptions of what works best.

4.5. The tensions between teacher's beliefs and his practices

As detailed in the second chapter, there are many tensions that may influence the FLT/FLL classroom processes. Some of them are: government policy, institutionalized norms and constraints, overcrowded classrooms, lack of time for FLA, different and conflictive teachers' and learners' cultures of language learning, lack of materials, resistance to the implementation of teaching strategies. Such tensions interfere with the planning and the execution of pedagogical actions, and may also be serious barriers for teachers' beliefs to become practices.

Although we need to be aware that such tensions may be present in the classroom interaction, and that they may cause a mismatch between teachers' beliefs and their practices, they are not discussed in more detail in this study due to scope constraints.

Perhaps the subject is not aware of the real tensions that are present in the classroom, because he may minimize such forces since he considers his work context a privileged one. The tensions can, however, constrain the teacher's performance. In the context of this study, two tensions seem to worry the teacher.

Time: "I'm not going to extend much, right, because uhh, I'd want to work on this handout only the first thirty minutes of this class... Finished?" (C2.28) / "I could try to do every thing quick but it's dangerous... this extra half hour and if it is not enough we are going to extend the course till the fifteenth of July, OK? [...]" (C3.1) / "No... OK. As you can see I don't want to extend too much. Right?"(C3.140) / <u>Program</u>: he admits that he gets impatient when students do not answer his questions. He believes that this happens because of time pressure and the materials that must be covered in class (M2.188).

The book: He proposes extra material because he does not like the coursebook at all. He considers it superficial: "Because.. ahh...lesson... topics... right? which are not

...ahhh...presented in a deep way. OK? It's sometimes a bit, sort of superficial." / "I'm gonna ask them to read the questions and then they are going to try to answer the questions, right? and at the same time we are going to go *deeper into* the subject." (IT) / "I like to talk about deep things... And that material is so light [...] I don't believe in that kind of material, the way in which it is presented." (M2.150) / "I don't like the topics! I don't think they are interesting at all. They are not... updated..." (M2.152) / "And of course, the book, change the book." (M2.160) / "Oh, yes, there is [a relation between the use of extra material and the coursebook] because in fact I don't like it." (M2.146)

Despite such tensions, the teacher does not seem to feel constrained by institutional pressures and feels free to do whatever he wants to: "I always had total liberty. Total freedom to do whatever I wanted to." (M1.192). Then, it seems that the tensions pointed out do not work as barriers for the teacher's beliefs to become practice. Besides, he had no complaints on his practice: "The institution... never... interfered in my class because, you know, as far as I'm concerned, I never had any sort of complaint about my classes." (M1.194). It seems that he feels that his teaching practice is supported by the institution and by his students as well. The few tensions, i.e. time and the coursebook, seem to be 'classroom' generated and related to the institution which forces the teacher to follow a coursebook. His tensions, however, are not related to the social-cultural aspects of the community.

In this chapter I dealt with the teacher's beliefs and behaviors, and also with the sources of his beliefs and the tensions faced by him in the classroom context. In the next chapter, the final remarks will be presented.

CHAPTER V

5. Final Remarks

5.1. Summary

In this chapter I summarize some of the findings of the study, present some of the contributions of the study to pedagogy, and offer suggestions for further research.

As stated previously, the FLA process is complex. It involves a set of independent variables related to the learner, teacher, social context and teaching resources. According to Naiman (1978), these independent variables have an important bearing on language acquisition processes and on the strategies used by the learner to develop language competence. The teacher's behaviors and beliefs surveyed in this study somehow cover the independent variables suggested by Naiman because the teacher verbalized his opinion on input, learning materials, activities, content to be learned, and skills to be developed. Besides, he presented his beliefs on learners' motivation, variety of strategies used in learning, and age differences. He also expressed his beliefs on the role of the teacher who is not seen only as a provider of input, but also as a manager of classroom activities. According to the teacher's perceptions, teachers should also be responsible for creating conditions for interaction, and all these should be developed in a friendly atmosphere. The teacher participant, however, expressed very few beliefs on the influence of the social context on FLA. He perceives the tensions that result specially from the imposition of teaching materials and time constraints. On the other hand, he does not feel or see any tensions or conflicts between his classroom planning and teaching, and the institution.

The subject, however, does not express any specific belief on the acquisition process and strategies used by learners to develop FL competence. In other words, he

does not seem to realize the influence of the independent variables on the establishment of linguistic representations in long-term memory. That is, the subject under study does not seem to have developed a systematized set of principles that explain FLA. There seems to be a set of variables that are considered important for developing linguistic knowledge, "they are not, however, coherently coordinated in terms of a theory of learning. They are rather an enumeration of items that function as ingredients of a recipe to develop FL capacities in a classroom environment" (Bohn, personal communication).

Furthermore, the items listed as important in the development of language capacities are rarely justified. An exception is when the subject talks about the importance of motivation, he stated that the lack of motivation will not produce learning: "[...] when you are interested to know about something you will learn but if you are not interested at all [...] after 10 seconds you forget it because you are not interested." (M2.16). This is one of the few opportunities that a justification is produced. It is also important to mention that there is an entire lack of information on how the linguistic knowledge, or linguistic knowledges, can be used by the learner when producing language.

Thus, I may conclude that the beliefs mentioned are not seen as a set of coordinated principles, but rather as labels that are somehow important in FL instruction. Since such gap has been observed by other researchers, it seems important to question the whole formative process of FL teacher education. Teachers need to be able not only to understand which independent variables influence acquisition but also to justify that influence. The teacher seems to know *the what* but is unable to verbalize and analyze critically *the how* and *the why*.

5.2. Pedagogical and social implications for the classroom

I believe that the results of this study can contribute to a better understanding of the belief system of FL teachers. According to Swan, making beliefs explicit and examining them critically may contribute to *teacher development* (1993: 243).

The literature claims that the teacher does not need to be a passive recipient of others' views. As suggested by Nunan (1991), the teacher should become a "teacher researcher", and according to Watson-Gegeo (1988), ethnographic methods of research should be preferred because "...teachers can gain new awareness of classroom organization, teaching and learning strategies, and interactional patterns in their own classrooms" (p. 588). As a consequence of such endeavor, teachers may grow as professionals and have more successful teaching experiences.

The classroom is surely a complex place, and we can not expect for easiness, simplicity and clearness from the data interpretations. Despite the complexity of this issue, after the present study, I still agree with Long (1980) when he emphasizes the importance of *seeing* the classroom interaction for a better interpretation of the data. There are, therefore, many advantages in an interpretative research and some of these have been shown in the present data:

- there are real examples from the classroom life, and teachers' behaviors were not pre-established;

- there was a close interaction between researcher and researched - they constructed interpretations together, and the former was not a 'knows it all' person because the latter had access to all data collected, gave feedback and discussed his practice;

- teachers who read this kind of research can reflect about their own practice, and also feel motivated in undertaking themselves a reflective research;

- the data analysis shows that the classroom is not an 'ideal place', but it is unique in terms of classroom participants' expectations, behaviors and interaction.

Although there are positive aspects, I have not come to final answers (cf. Smith, 1988). This probably happens because it is specially difficult to fully understand the classroom environment, and according to Larsen-Freeman, the field has some difficulties "...in embracing a more qualitative approach to second language classroom research" (1996: 159).

It seems that Brazilian FLT is specially difficult. The working conditions are poor, teacher education is poorly addressed, and FLT materials are almost non-existent on the national market. What is suggested by Bartlett, 1987 (apud: Richards, 1994) is still far from our Brazilian context most of the times:

> *I think we should be thinking about the best means or best professional development practices that will make teachers professionals. We need to find the best ways for helping them to explore their practice... that practice involves exploring the relationship between the individual teacher's thinking and acting within the four walls of the classroom and the relationship between what the teacher does in the classroom and how this reproduces and/or transforms values and social ideals in society (40-41).*

The professional support which is suggested by the author seems to be absent from most schools. In my point of view, Brazilian teachers need to be dreamers, and believers in utopia, i.e. believe in the possibility that better working conditions are "around the corner" and that the pedagogical expectations will be echoed by fellow teachers and educational authorities.

Within such framework, I believe that some contributions of this study to FL pedagogy are:

- it provided the research participant the opportunity to look critically at his own FL teaching practice;

- it gave me a unique opportunity to get engaged in genuine classroom research and prepared me to help others to do the same;

- it convinced us both, researcher and teacher participant, that it is very important to take part in a process of reflection as frequently as possible;

- it is an invitation and encouragement for teachers and researchers to propose and take part in classroom research;

- it can help teachers understand that it is difficult to shape people's beliefs and behaviors;

- it shows that genuine classroom research, in opposition to a laboratory or a simulated environment where data would sound 'artificial', is the best place to look for the understanding of the classroom complexities. In other words, this is an authentic classroom research with authentic problems and discussions.

As such, teachers, future teachers, researchers, and educators need to consider the classroom as an important place to be looked at, not only for generalizations, but for descriptions which one day may become theories that can help us understand, react to, and plan education in a better way. Besides, the many possible sources of beliefs and tensions imposed on teachers' practice should always be taken into account when planning and/or reflecting about teaching. Within such a perspective, teachers should not be given ready-made recipes to follow. We need to have clear in mind that teaching requires a constant discussion and evaluation of the many elements involved in it.

This study does not present research findings in a strict sense; it suggests proposals for reflection. I hope I have not given the reader the false impression that complexities in our educational contexts are easy to be solved - they are not. I tried, however, to argue that this complex place, i.e. the classroom, and the factors/variables that constitute it can be researched.

5.3. Suggestions for further research

As suggested by Danaher (1994) "...reflection is to follow research and action to follow reflection" (p. 225), then this research does not have an end in itself. Because of the value of personal theories for language teaching and learning, and of the many questions that remain unanswered, we cannot deny the need to develop further researches in this area, as emphasized by Munby (1982).

Despite the many contributions of this study, the topic studied has not been exhausted, and, as a consequence, many interesting questions have remained. I mention some of them:

- to analyze the differences and similarities between teachers' and learners' beliefs, and the way they manage to negotiate the differences;

- to check whether teachers of different disciplines, working in the same institution, feel that their work is driven by the same forces;

- to establish a relationship between:

  - learners' beliefs and their use of strategies;

  - teachers' and learners' beliefs, and their motivations;

  - classroom participants' beliefs and institutional constraints (what they would like to do and what they are allowed to do or what is possible to be done);

- to study the views of teachers about language teaching and learning, and see how they affect language learning and language teaching proposals;

- to study whether the classroom participants' beliefs are compatible with curriculum goals, and see whether and how learners and teachers negotiate the curriculum based on their beliefs;

- to observe whether the students are partners in the knowledge construction, or passive input receivers;

- to study teachers' self-image, and how it influences their work;

- to study the extent to which the teachers' top-down attitudes influence bottom-up opinions;

- to study how teachers evaluate what students say;

- to study whether and why teachers change their agenda;

- to compare the classroom practice of five different teachers who are assigned to teach the same lesson, and ask them to justify their choices and decisions in relation to behaviors and activities proposed.

Studying teachers' beliefs on language teaching and learning is a very challenging topic and researchers should pay "[...] attention to learners' and teachers' theories about language, learning, and teaching as potential explanatory constructs" as suggested by Grotjahn (1991:189). However, we must also have in mind that due to the 'complexity and uniqueness' of the context of this kind of research it is impossible to have 'generalizability'. Finally, teachers could discuss their beliefs with other educators because, when verbalizing their perceptions, teachers may find gaps in their own beliefs, and making these views explicit can help them to improve their professional activities. The emphasis on self-inquiry has to be a focus in both *teacher education courses* and *on-going development programs* because the foundations of teachers' practice should be constantly reflected on.

A . 01. Classroom observation schedule and instruments of research

CONVENTIONS

■ field notes - **1**

■ absence of field notes and tape-recorder - **2**

■ tape-recorder - **3**

■ video-recorder - **4**

■ absence of the researcher - **5**

■ transcribed class - *****

Summary of observation

MAY		JUNE		JULY	
13	1	3	5	1	3
15	5	5	2	3	3
20	1	10	1 / 3	8	5
22	1	12	1 / 3		
*27	1 / 3	*17	1 /3 / 4		
*29	1 / 3	*19	1 / 3 / 4		
		*24	1 / 3 / 4		
		26	4 / 5		

A . 02. Conventions on transcriptions

CONVENTIONS ON TRANSCRIPTIONS *

T   : teacher

L1, L2, L3...   : identified learner

L   : unidentified learner

LL   : several or all learners simultaneously

R   : researcher

(( ))   : double parentheses indicate comments about the transcript,

                            including non-verbal actions

Italics   : indicates emphasis

Ellipses (...)   : indicate pauses

Brackets [ ]   : indicate overlapped speech

Quotation Marks ("") : indicate reading passage

* Adapted from: Van Lier (1988), and Karen Johnson (1995).

A . 03. Transcription of one class

<u>June 17th , 1996</u> - (2 hours and 10 minutes) = C2

(audio and video)

1. T - The first thirty minutes of this class, I'd like to comment on that handout about letters of complaint, do you remember? That handout I gave you some classes ago that I wanted you to have a look at it, right?... I'm going to talk a bit about this letters of complaint, right? In this thirty minutes... Who haven't got it?

    2. L3 - I.

    3. L11 - I.

4. T - 1 got only one. One copy, right? You can see it together.

    5. L - ((Inaudible)).

6. T - Exactly. Have you got it?

    7. L15 - No.

8. T - 1 gave it to you. Can you sit to.... ((inaudible))... Who read it? I'd like to know who read it. Nobody. Right. Uhh, as you haven't read it, we are going to read it and, uhh, and as the passing of time I'm going to explain, right, its topic. I think this is the best way to do that, since you haven't read it. OK, uhh, so "writing letters of complaint". Who would like to start reading? Who? Nobody? So, uhh, is there any volunteer? No volunteer? OK, thank you, E. E. is very kind. She is always very kind. Could you read it, please?

    9. L13 - "When you write a letter of complaint it is important to make your complaint effectively".

10. T - E*ffec*tively. ((corrects stress)).

    11. L13 - E*ffec*tively. "To do this you should be brief, clear and organized".

12. T - OK, stop there. Organized ((corrects pronunciation)).

    13. L13 - Organized.

14. T - Organized. ((repeats correction)). Yeah. As you can see these three words they are very elegantly put. Right? Very easy to say , oh, you must be brief, clear and organized, *but how to be* brief, clear and organized? This is what we are going to do now. Right? What you are going to see now. OK? How to be brief, clear and organized, when writing a letter of complaint.

    15. L3 - Brief is...?

16. T - Uhh, if you are brief, right, you do not take much time, right, writing, your writing is concise.

    17. L3 - ((inaudible)).

18. T - It's not long. If you are brief, if your writing is brief, it's not long, OK? Cause sometimes when you write too much, your writing becomes boring.

19. L - Uhh.

20. T - So, you must try to balance, OK? You can not be too brief, OK? And you can not be too long as well; when writing a letter of complaint, right? Clear, of course, make the others, to pass on your message, and... ((inaudible)). You have to consider these three points when writing a letter of complaint. One! Could you read one?

21. L13 - ((continues reading)) "Look at this letter of complaint to a shop manager. The words in the boxes below describe the different parts of the letter. Put them in the correct place on the right. The first one is done for you".

22. T - OK. So, you've got a letter of complaint. Yes. And here the parts of this letter of complaint. So, what are you supposed to do? Here, you have to write, OK, this side, the part which compose the letter. For example, the first one, number one, OK, so this is your address. Number two, what do you think number two is? Is the background information two, your name, dear?

23. LL - Date.

24. T - Date. So, you have to complete, OK, according to the different parts of the letter. Try to do it in pairs.

25. ((a student gets into the classroom))

26. T - We are discussing about the handout I gave you about letters of complaint, do you remember? You haven't got it? You can sit next to W. ((talks to the latecomer))...

27. T - ((talks to a particular group)) How does it go?... What's this? It's a ((inaudible))... OK, "address of the person you are writing to". ((the teacher talks with students individually))

28. T - No? OK, so sit next to W., please, and you can work together... I'm not going to extend much, right, because uhh, I'd want to work on this handout only the first thirty minutes of this class... Finished?

29. L2 - Yes.

30. T - OK, let's do it together, right? Don't worry if you haven't finished. We are going to do it now. Uhh, L., could you start? So number one "Your address". Number two?

31. L5 - Date.

32. T - Date, OK. Number three?

33. L5 - "Address of the person you are writing to".

34. T - Exactly. "Address of the person you are writing to". Uhh, Luciani? Four.

35. R - Four? Dear.

36. T - Dear. Five?

37. R - Uhh, "main reason for writing".

38. T - OK, "main reason for writing". Uhh, six. You M.

39. L17 - "The background information one".

40. T - Exactly. Seven? Uhh, you, M.

41. L3 - I have a confusion. Is, uhh, it background two or the complaint?

42. T - No, is the background information one, OK. The complaint comes uhh, after. Uhh, it says: "I am writing to complain about a hair drier bought in your shop last Saturday and about the treatment I received when I tried to return it a few days." So, number five is the main reason for writing, OK?

43. L3 - OK.

44. T - It gives the general idea, why am I writing for this person, OK? Then, six : "I bought the hair drier - a RAVLON 405 - on Wednesday, twenty second of November. The first time I tried to use it, the hand became extremely hot and within a few minutes part of the plastic began to melt". So, this is the? background information one. Now, the complaint comes: "I turned it off and returned it with the receipt to your shop on Saturday. I explained the situation to one of the assistants, and asked for my money back, but was told I had to speak to you." OK? So, this is the? Complaint. Now, the background information two. "Unfortunately, you were not available that day, so I'm writing instead". OK?

45. L - Uhh. Uhh.

46. T -So, this is the background information two.

47. L3 - Uhh.

48. T - And nine?... R., nine.

49. L4 - Action required.

50. T - Pardon me?

51. L4 - Action required.

52. T - Action required, exactly. Request for action, is the action required. So, here you've got a request for action, OK? So, "I enclose the hair drier and a copy of the original receipt. Please send me a full refund as soon as possible". So, here you've got the request, OK?. The request for action. Ten? W.?

53. L15 - Ending.

54. T - Ending. Exactly. "Yours faithfully". Could you give another example of another type of ending?

55. L15 - Sincerely.

56. T - Sincerely. ((corrects pronunciation)). OK. But can we use 'Sincerely' in a letter of complaint, in a formal letter?

57. LL -No.

58. T - Yes, we are going to see it later why not, OK? And have you got any other?

59. L13 - Please, Gratefully? Gratefully?

60. T - Gratefully? Oh, it's not so formal. It's not so formal, all right? Maybe in an informal letter you could use it, OK? Gratefully, but not in this case, uhh?

61. L - Uhh.

62. T - OK. And eleven?

63. L - ((inaudible))

64. T -Your name, right? Two. ((goes to another exercise)). "Work with your partner and decide on answers to these questions". So, I'd like you to discuss these questions here, with your partner. Some of them are very interesting, uhh? Letter A: "How does the layout of this letter differ from a letter to a friend?" What do you think? Let's do this one together, right? before we start working with the other questions. What do you think?

65. L15 - Here there are a rigid sequence.

66. T - Sequence. ((corrects stress)) A rigid sequence... Uhh, oh, yeah, but if you want to make yourself understood, you must have a sort of sequence, a logical sequence, right? Even if you are writing a letter to a friend.

67. L15 - I think, when you write to a friend, you uhh, when you remember something, you write and you don't worry about the sequence.

68. T - Oh, yes. In this case I agree with you, OK? You are not so worried about a logical sequence. But it must be, otherwise you won't make yourself understood. It is impossible, right?

69. L2: Right.

70. T - But in terms of layout.

71. L5 - ((inaudible))

72. T - Pardon me?

73. L5 - Formal.

74. T - Formal, exactly. But here the question is related to the layout.

75. L3 - We don't need the address?

76. T - Which address?

77. L3 - your and the...

78. L13 - Person.

79. L3 - The address of the person you... You have the address and the ((inaudible)).

80. T - OK. Uhh, normally you don't need the address of the person.

81. L3 - I think in Brazil.

82. T - Oh, in Brazil I agree with you, but err, err, in English language, OK, you need your address.

83. L3 - But you have your address in the letter.

84. T - I know that. But it is a matter of structure, OK? In English language, every time you want to write a letter, you must have: your address and the date, but there is no need to have the address of the person that you are sending because it is in the envelope.

85. L3 - Yeah.

86. T - OK? So, the only difference in terms of layout, *here we are talking about layout*, OK?... ((writes the word 'layout' on the board)). The only difference between a letter of complaint, a formal letter, and a letter to a friend is that, in a letter of complaint, we've got the address of the person who you are writing

to. This is the unique, the only difference, between err, the layout of a letter of complaint, a formal letter, and a letter to a friend. Did you understand? Yeah?

      87. L - Uhh, Uhh.

      88. L3 - Include your address?

89. T - Pardon me?

      90. L -Normally.

91. T - *Include*. Include your address. Because maybe the person, I don't know why, but, I suspect, right?, that it happens because maybe the person can lose the envelope, and you've got the letter, the address of, on the letter, OK? I don't know. Could be a possible explanation for that. Right! Uhh, "why does the writer use 'Dear Sir/Madam'?" "The writer uses 'Yours faithfully' to end the letter. She could also have used 'Yours truly'. Could she have used 'Yours sincerely'? Why/why not?". "The writer signs herself as Ms. What does this mean? What about Miss, Mrs. and Mr.?" So, try to answer these questions. I'm sure that most of you are already familiar with this, err, err, how can I say that ?...err, I forgot the, the word for that. These pronouns, I don't know if you can call them pronouns of treatment, right? Mrs., Miss and Ms. ((writes on the board)). As you know... they are different. I'd like to know the difference between them.

      92. L4 - Teacher, how can I write sutil?

93. T - Subtle... ((writes on the board)). S-U-T-L-E... or a slight difference. Depending on the context you could also use slight.

      94. L4 - ((inaudible)).

95. T - There is a slight difference between the way that you, there is a subtle difference. In this case they are the same thing. OK?

      96. L4 - uhh.

97. T - ... OK?

      98. L3 - is correct...

99. T - Pardon?

      100. L3 - Is correct to write dear for a profession?

101. T - Dear? It's not, uhh, an informal question, right?

      102. L3 - No?

103. T - No... It's the same as we, uhh, the same as in Portuguese, cara.

      104. L3 - ((inaudible)).

105. T - Oh, but this is another use, OK? Darling. Oh, dear. Yeah, but it's another thing, right?... Finished? ((talks with one student in particular))

      106. L3 - ((inaudible)). Difference on person, ((inaudible))?

107. T - I'm gonna write it here... ((writes on the board))...

108. T - Hello! ((a student gets in the class)).

109. L - ((inaudible)).

110.T - OK. I'm gonna leave a message here on the door for the others, uh? ((refers to the change of room because of the video recording))... ((leaves a message on the door)).

111. T - Finished? How about the second question? Why, the use of Dear, Madam, Sir, or Sir/Madam?

112. L13 - Because it's formal.

113.T - Because it's formal.

114. L3 - Because she don't know if the manager is a woman or a man.

115.T - Exactly! Because, uhh, the person who is writing doesn't know, OK?, if the person that she is writing to is a man or a woman. OK? For this reason, you have, uhh, to use Dear, Sir, Madam.

116. L15 - Yes, what about Dear?

117.T - What do you mean?

118. L15 - Dear is to be more friend.

119.T - No.

120. L15 - Yeah, but since they are demanding something, they are to compress, uhh, the, uhh, they are to be, they have to be subtle to get, uhh, what they are ((inaudible)) what they want.

121.T - Oh, yeah, but to tell you the truth, OK? Dear is a neutral word, everybody thinks, uhh, most of the people think that dear is an informal word; not in this case. In fact this is neutral, OK? So we are going to have it in formal letters and informal letters. As we've got the word cara in Portuguese. It's the same thing, in fact, it does not indicate if you are being, if you're trying to be more friendly or not, OK? In fact this word is neutral. OK, I've written here on the board, when are you supposed to use these pronouns here? Ms, female. ((reads the information written on the board)). It does not indicate if the person is married or unmarried. Mr., any male. It doesn't indicate if the man is married or unmarried either, uhh? And Miss for an unmarried woman generally a spinster. Do you know a spinster?

122. L2 - No.

123.T - I'm just kidding, uhh. A spinster, normally we call a miss. What's a spinster?

124. L - uhh.

125.T - We use this word to, when you are referring to women, who, uhh, who have never being married in their lives, right?... And of course when they are a, uhh, advanced in their ages. And Mrs., for married woman, Mrs... Keep it very clear in your mind, very important.

126. L4 - Teacher, how does the accent changes, differs in the first and in the third one?

127.T - I mean, the stress? The pronunciation you mean?

128. L4 - Yeah.

129.T - //mis//, //mister//, //miz//, //misiz//, OK? This is //misiz//, //misiz//, right? It's different. //misiz//. But these two they've got the same pronunciation, right? //misiz//, //mister//, //misiz//, //mis//, //misiz//,

//miz//. And letter C. "The writer uses 'yours faithfully' to end the letter. She could also have used 'yours truly'. Could you have used 'yours sincerely'? Why? Why not?"... What do you think?

130. L13 - She, she used the, the.

131.T - "The writer uses 'yours faithfully' to end the letter. She could also have used 'yours truly'. Could you have 'yours sincerely'? Why, Why not?"

132. L13 - Yours sincerely, not.

133.T - No!

134. [L13 - It's too formal, but 'yours truly'.

135.[T - Yeah.

136. [L - She could.

137.T - Yeah, but the problem is not related to the level of formality.

138. L13 - But because ((inaudible)) you usually use sincerely ((inaudible)).

139.T - Yeah, I agree with you, but the problem here, is that the use of one of these endings will depend on the salutation, OK? What's the salutation here? What's the salutation in this letter? For example, in here? Do you understand salutation?

140. L - No.

141.T - Dear, Sr., Madam, Dear John. This is the salutation. So, depending on the salutation of the letter, OK, you are going to use a different ending. For example, in this case, OK, this letter here, the salutation is Dear Sr. / Madam; so, the ending is 'yours faithfully' and it could be 'yours truly'.

142. L2 - Salutation?

143.T - Salutation... ((writes on the board)). So, I'm gonna write it here. So, if I have here: Dear, Sr. / Madam, I can have two possible endings. OK? ((continues writing on the board)). I only use 'yours sincerely'.

144. L3 - ... ((teacher's name)), it's strange to say yours.

145.T - ...Pardon?

146. L3 - I think that it's strange to say 'yours' because in Portuguese you say, we traduz 'Seu'.

147.T - Oh, yeah, if you translate it.

148. L3 - In Portuguese is informal.

149.T - Informal?

150. L3 - Seuuu...

151.T - Seu servo? I don't think it could be . Yeah, in Portuguese maybe, it sounds a bit informal, but in English it's extremely formal, *extremely formal*, OK? And you must be careful, because when you use the name of the person, when you use the name of the person that you are writing to, you have to use 'yours sincerely'. *Only!* This is a rule that you must follow. Why? There is no reason. That is the way it is. It is a form which you must follow, OK? So, when you write the name of the person you are writing

to, repeating again, you have to use this 'yours sincerely'. And when you don't specify the name of the person that you are writing to, you can use these two: 'yours faithfully', 'yours truly'.

152. L15 - In Portuguese it doesn't exist.

153.T - In Portuguese? No, I think it's the same thing

154. L2 - In the end? Yes?

155.T - Pardon?

156. L2 - In the end?

157.T - In the end?

158. L2 - This is the end?

159.T - Yeah, this is the ending that you have to use. So, the ending of your letter will depend on the salutation, OK? So, depending on the salutation, you are going to have different endings. Did you know that? Sometimes we think we know everything, but language is a so complex thing, why? ((inaudible))

160. L3 - Nowadays we don't use these, in Brazil.

161.T - In Brazil?

162. L3 - I think we use 'to Richard' and his job, or his position, and start the...

163.T - Oh, yeah. I don't know, but I've got the impression that nowadays our way of writing letters, they are getting closer to the same way in which the Americans and British people write. I've noticed that, because I was taking a course, right, last semester on translation, and we discussed some letters, right, some formal letters, business letters, and I noticed they are very similar to Portuguese. Nowadays they are becoming much similar than they used to be in the past. Probably because this, of this international business, because of this international trade.

164. [L3 - We need err, a quick, quick information.

165.T - Exactly.

166. L3 - You have to be direct.

167.T - Yeah, straight to the point.

168. L3 - Yes.

169.T - Straight to the point, you have to be straight to the point. Down to earth. OK, and letter D I think we have already answered. Writing... those signs on the board. Is there any doubt here?

170. L - No.

171.T - No? Well, up to now we have talked about the layout... Let's finish with this part here. OK, "stating your main reason for writing". So, how are going to state your main reason. So here we've got some... models which you can follow in order to state your main reason for writing, OK? Err, could you read it, G.?

172. L9 - "You should state your main reason for writing in the first paragraph of the letter. Use the situation below, write first sentence like the one in the letter.".

173.T - So, in the letter you've got: "I'm writing to complain about a hair drier bought in your shop last Saturday, and about the treatment I received when I tried to return it a few days later". So this is the? statement, OK? of the main reason, OK? So, example "You bought a shirt last Monday", so "I'm writing to complain about the shirt I bought from your shop last Monday". Then you've got other four situations, OK? So, I'd like you to write, I'd like you to state, right, your main reasons using these four situations. "You bought a TV last Thursday", "You bought a watch on Friday", and "You hired a car from a company on Tuesday", and "You had a meal in a restaurant on Sunday". So I'd like you to write, OK? Statements.

174. L5 -Teacher, I bought from your shop, could be I bought in you shop, não né?

175.T - Because when you buy something, you buy it from a place, OK? In this case, you use from to indicate from where.

176.L5 - Uhh, Uhh.

177.T - I wouldn't use in, I could use at.

178. L5 - At?

179.T - Yeah. But I don't know if it's correct, OK, I normally write from, but it seems to me, it's OK, it's OK... But try to follow, try to be strict to the model.

180. L4 - Teacher.

181.T - Would you like to have time to do that, uhh, or would you like to do it together? ((no answer))

182.T - "I'm writing to complain about the shirt" ((talks with one of the students)) *that* or which, which could, but not who, because who you use only referring to a person.

183. L4 - Yes.

184.T - Yes, but here you are referring to the shirt. The shirt who I bought, or the shirt that I bought? Did you understand? In this case, because it's referring to the shirt.

185. L10 - This is ((inaudible)).

186.T - No, it's referring to the shirt, to the shirt, because you bought the shirt, it's impossible to use I, did you understand?

187. L - Uhh.

188.T - M., you are lost. Oh, new glasses, uh, waal! I'd like you to sit together with someone. ((talks with M.)).

189. L1 - Camelô. ((refers to the place where she's bought the glasses))

190.T - Camelô, oh great! Camelô boutique. Could you sit together with E.? OK? Is it OK?

191. L4 - How can I say trancar matrícula?

192.T - ...Trancar matrícula? I don't know, I'm gonna check. Maybe suspend your enrollment. ((writes on the board)).

193. L4 - Teacher, but suspend, it's not to...

194.T - Cancel?

195. L4 - Yes.

196.T - It could be cancel!

197. L4 - But, I don't want to cancel, I just want to...

198.T - No, not only to do that, OK, to leave, no, not in this case. I'm gonna leave to.

199.L4 - No, I don't want to cancel.

200.T - Cancel ((corrects intonation)).

201. L4 - I just that someone hang it to me.

202.T - Well, you cancel your enrollment for a while. I'm gonna cancel my enrollment for a while. ((writes on the board)). Not definitely! OK? Probably there is an expression for that, but if you say that, they will understand you perfectly. Oh, I have to cancel my enrollment for a while, because bla, bla, bla...

203.T - OK. So you bought a TV last Saturday, M. "You bought a TV last Thursday", I mean.

204. L17 - "I'm writing to complain about the TV I bought from you in your shop last Thursday".

205.T - Do you agree with him?

206. L11 - Yeah.

207.T - OK, perfect. And B, W.

208. L15 - "I'm writing to complain about the watch I bought from your shop last Friday.".

209.T - OK. C?

210. L15 - Friday.

211.T - Friday, OK. C, K.

212. L16 - "I'm writing to complain about the car I hire?"

213.T - I hired ((confirms the verb)) from...

214. L16 - "I hired from your shop".

215.T - Or your company.

216. L16 - Oh, yes, "from your company on Tuesday".

217.T - On Tuesday, very good. And the last one, T.

218. L2 - "I'm writing to complain about the meal that I had from your restaurant on Sunday".

219.T - Very good. Doubts here? I think there is a different way of saying... letter D.

220. L13 - ((inaudible)).

221.T - No, I think it's the same, the same thing. Oh, because here, in fact, is the meal it's not the service, OK, it could be, yeah, it could because if it were the service, it would be specified here, in this case is only the meal, probably the meal wasn't good, uhh?

222. L13 - ((inaudible)).

223.T - Pardon?

224. L13 - ((inaudible)).

225.T - Yeah, because when I thought of meal, I thought of the service, not of the food itself.

226. L13 - Can both, service and...

227.T - Yeah, it could be both, in fact. "Giving background information and describing a problem.". If you give background information, what do you do?

228. L11 - You describe a situation.

229.T - Very good, you describe a situation; you contextualize a situation, right, you give the context, OK. Very good. So, "giving background information and describing a problem". Uhh, M., read it please.

230. L10- "In the second paragraph, you will usually need to give some background information. This may involve explaining how you discovered the problem. This paragraph is usually written in the past.".

231.T - OK, so there are two words here which are written in bold: second and past. Second is referring to the paragraph, so you are going to give the background information one in the second paragraph, OK? After, you have stated the main reason for writing, uhh? And afterwards, OK, you are going to give the context, I mean, the first context which is this background information. So, the second word is past, so every time you are supposed to write, right, the background information of the letter of complaint you have to write it in which tense? Future?

232. L2 - No, past.

233.T - Past, yeah. So A: "Rewrite the following in the past tense to describe how you discovered something was wrong with the TV you bought last Thursday". So "I / buy / TV / your shop / Thursday 23 of November / but / when turn on / not work. / check / plug / but / not the problem." So, try to organize, OK?

234.((a teacher interrupts the class asking for the room and the teacher asks him to go to another room because of the video recording))

235.T - In fact he doesn't seem to be the teacher and I don't either. So...Uh!... I'm lost. Pardon me, I forgot it. I was talking about?

236. L3 - background.

237.T - OK, so in this box you've got scrambled words in which you have to put in order, OK? You have to give the context and you are going to use these words in order to write the context, I mean, the background information number one. ((end of the first side of the audio-recording tape)).

238.((the learners are working in pairs))

239.T - Yeah. It's incredible. I'm taking everything into account.

240.T - ((after some seconds)) Oh, it's just the background information, OK? Just the background information one. You are going to write in the same way that's written in your letter, you can use the letter as a model. Uhh? ((after a brief pause)) So? So, "I bought a TV from your shop on Thursday, the twenty-third of November", full stop. This is the beginning, Uhh.

241.L4 - On Thursday?

242.T - On Thursday, twenty-third of November

243.L9 - Yes

244.T - OK? Full stop.

245. L2 - Could be last? Last Thursday?

246.T - It could be. It could be... So, "I bought a TV from your shop on Thursday". Don't forget to use capital letter, right, on Thursday. Even if the word is written in the middle of the sentence you must use capital letter, OK, to write Thursday. So "I bought a TV from your shop on Thursday, the twenty-third" ((he is reading the answer from the teacher's book)). November. Full stop. "I took it home, I took it home, comma, but when I turned it on, I found"?

247. L3 - It didn't.

248.T - It didn't work. "I checked the plug, but that wasn't the problem".

249. L16 - But when I?

250.T - "But when I turned it on, I found it didn't work". I'm gonna write it here on the board to make things easier. ((writes on the board)). This is a possibility. This is the way *I* have done it. So "I bought a TV set from your shop on Thursday, the twenty-third of November. I took it home *but* when I turned it on, I found it didn't work. I checked the plug but that wasn't the problem". So, this is the background information number one, OK? Uhh... I'd like you to do, I'd like you to do letter B, C and D as a homework assignment, OK? As your homework. So, letters B, C, D as homework, for next class, please.

251. L4 - To hand in?

252.T - No. There's no need to hand in that. I hope you do that, OK, because if everybody does then the class, you see, flows more quickly. You know, writing is something really painful, really tiring, uhh? OK... *Last class* we started talking about something, do you remember what we talked last class?

253.L11 - No.

254.T - Do you remember what we talked about last class?

255. L3 - About pollution.

256.T - Pollution. ((writes on the board)). And which particular sort, I mean, way of polluting we talked about?

257. L10 - Noise.

258. L4 - Pollution, noise.

259.T - Noise. ((writes on the board))

260. L10 - Noise.

261.T - Yeah, but very briefly. But we discussed one particular.

262. L2 - Litter ((inaudible)).

263.T - To litter, to litter the streets. To litter up. ((writes on the board)). And do you remember how do we call the person who litters up the streets, remember? There are two ways.

264. LL - Litterbug.

265. T - Litterbug ((writes on board)). All together as just one word, and the other one is?

266. L13 - Litter lout.

267. T - Litter lout ((writes on the board)), two words. And if I'm not mistaken, M. told us that he was a litterbug.

268. L13 - Yes.

269. T - Yes?... Do you remember what did he say?

270. L11 - He asks the people don't ((inaudible)).

271. T - So, in this case he is not a litterbug, because a litter is the person who?

272. L15 - Litter up.

273. T - Who litters up, who drops, who leaves litter on the streets, more precisely in public places, OK? So a litterbug is a person...((writes on the board)) who drops in public places. So, as we saw last class, to litter up is also a way of polluting the environment, right? Then we talked about noise, which is another way, another sort of pollution, uhh? What are the main sources of pollution in our city here? What are the main sources of pollution here in Florianópolis?

274. L3 - Sewage.

275. T - Sewage. ((writes on the board)). Remember sewage?

276. L - Uhh. Uhh.

277. T - We don't have a sewage system here.

278. L2 - About...

279. T - So what we do? Where do we dispose the sewage?

280. L11 - In the sea.

281. T - In the sea, terrible, isn't it?

282. L - Yeah.

283. T - Could you tell me another source of pollution here on this magnificent island?

284. L12 - Smoking.

285. T - Smoking. From the?

286. L5 - From the cars.

287. T - From the cars.((writes on the board)). I think it is exhaust... ((inaudible)). Do you remember which sort of gas?

288. L11 - CO_2.

289. T - Yeah. CO_2, this is the, there are two in fact.

290. L15 - CO.

291. T - CO_2. ((writes on the board))

292. L15 - And CO.

293. T - CO? COl. I think this one monoxide and dioxide

294. L4 - Yes. Monoxide?

295.T - Yeah, these are the two main pollutants, right, disposed by smoke from the cars.

296.L - ((inaudible)).

297.T - The carbomonoxide and carbodioxide. OK, other sources of pollution here?

298. L12 - Other?

299.T - Other.

300. L2 - Garbage.

301.T - Garbage, very good! Another word. Garbage in the general sense, rubbish. Garbage is the same of rubbish. What do you mean? Could you be a bit more specific? Could you go deeper? I didn't understand your point. Garbage, where?

302. L2 - Everything we drop, drop in the...

303.T - Street?

304. L2 - No, uhh, lixo, uhh.

305.T - Everything we throw away.

306. L2 - Yes, yes, we, waste, kitchen, organic or uhh not organic uhh.

307.T - OK, you mean that we do not uhh, it's not all together, we do not separate them.

308. L2 - Yeah.

309.T - And this, this is a source of pollution. Yeah, in fact you are right. We are going to discuss, there is a text here that you are going to read which talks about different ways of recycling rubbish, recycling garbage, there are some steps, and according to the text, if I'm not mistaken, yeah, I'm not mistaken, there are eight specific types of garbage, right, eight different classifications of garbage, and here we classify them only I think in three types, I think, because there are the, the red garbage can, the yellow one and the blue.

310. L11 - And the...

311.T - Right, I think one is for plastic, the other one for glass.

312. L5 - Paper, paper.

313.T - For glass.

314. L5 - Paper.

315.T - And paper. And we don't separate.

316. L - No.

317.T - Pardon?

318. L12 - Metal.

319. L12 - Metal too.

320.T - Metal? So four.

321. L11 - Organics.

322.T - 1 don't know if they got it for organics.

323. L11 - Here?

324.T - I don't think so. Do we have it? I haven't seen it.

325. L11 - Normal.

326.T - Pardon?

327. L11 - Normal trash.

328.T - Oh, yeah. I agree. But I don't think they separate it. I think, uhh, I'm talking, uhh, 'cause I went to the shopping center this weekend, and I noticed that they do not have a specific garbage can for this sort of material, organic material, OK, they've got for plastic, metal and paper, but not for organic material. So, sometimes they throw it away, I don't know. I'd like you to have a look now on page 70. Very quickly... So, snapshot, pollution... So, in this snapshot you've got a very interesting data about pollution in the USA, uhh, M., could you read the first one?

329. LI - "Pollution. Most common form of water pollution: soil, sand, and minerals washed from the land into the water.".

330.T - OK, the second one, M.

331. L8 - "Amount of water the average North American family uses per day: 160 . gallons."?

332.T - Yeah, gallons.

333. L8 - "Biggest cause of air pollution in cities (85%): cars, trucks, and buses".

334.T - Buses, OK, thank you. Next, uhh, L.

335. L5 - "Amount of garbage produced in USA per year, per year?"

336.T - Yeah.

337. L5 - "One hundred forty-five million tons."

338.T - OK, M.

339. L17 - "Amount of garbage thrown away by the average North American per day: 6 pounds (2.7 kilograms)".

340.T - And the last one, A.

341. L11 - "Expected...

342.T - "lifespan".

343. L - "...lifespan of a plastic container buried in the ground: 50,000 years".

344.T - So, this the time that a plastic container, right, uhh, delays, I mean, takes long to be, decay, to decompose, you see? Fifty thousand. Incredible, isn't it?

345. L - Uhh.

346.T - So, "what are the main sources of pollution in your city or country?" ((reads from page 70)). I think I've already talked about some of that, and "how is garbage disposal handled in your country?" Dealt with, handled. Remember? to deal with? What's the meaning of to deal with? *What's the meaning of to deal with?* Every class we use this expression.

347. L9 - lidar com.

348.T - Exactly, lidar com. Please. ((writes on the board)). To deal with, OK. So, if you deal with something, you handle with this thing, OK? So, in this case, "how is garbage disposal handled in your country?" Here in Brazil. Have you got any concern in terms of garbage? What do you think?

349. L2 - Treat, treatment?

350.T - Treatment, ((corrects pronunciation)) yeah, treatment. Any sort of treatment?

351. L - few ((inaudible)).

352.T - Pardon?

353. L2 - Some.. ((inaudible)) some

354.T - Some landfills. You got landfills. Do you understand landfills? We have landfill here, in Itacorubi, I mean we used to have. It's a landfill, it's a place where you? burn garbage, OK? A place where you bury garbage is called landfill. ((writes on the board)) Have we got any, any, uhh, recycling plant here? Do you understand recycling plant?

355. L4 - No.

356.T - Yeah. What's a recycling plant?

357. L1 - A recycling plant?

358. T - yeah, what's a recycling plant?

359. L11 - It's a place where you recycle the garbage.

360.T - ((writes on the board)). What's a recycling plant?

361. L10 - The place where you recycle the...

362.T - Garbage.

363. L10 - Garbage.

364.T - Very good! So, recycling plant is a place where garbage is recycled, OK? So, recycling plant, usina, OK? It's not a plant, not a flower, it's not a tree, uhh?

365. L - Uhh, Uhh

366.T - I think we don't have one here, do we? I don't think so. I think they were planning to build one in São José, I think the whole idea was dropped out.

367. R - I know they are planning to have one.

368.T - Where? here?

369. R - Yeah.

370.T - On the island?

371. R - With poor children.

372.T - Ah, OK.

373. R - Children working in a plant and they try to select the garbage, they are going to work on recycling.

374.T - Very good.

375. R - We can call to a place, and they go to your house and take the garbage.

376.T - Oh, fantastic.

377. R - Paper, just paper.

378.T - Just paper.

379. R - Yeah, the poor people, the poor children, you know, go there and take it.

380.T - Fantastic.

381. R - It's really nice.

382.T - I think...

383.[R: I did it twice. It was really interesting.

384.T - It's time the government treat it, uh, uhh, things like that, right, because it's also a source of, an income for the government, and at the same time to prevent pollution.

385. R - Sure.

386.T - Right. But unfortunately. Very important. It will take ten years more to start thinking about it, it's terrible, but that's the truth. OK, uhh, now I'm going to play the tape, right, and you are going to listen to Helen and Toshi, they are going to be discussing some problems here, OK, and you are supposed to write the topic of their discussion, 'cause as you can see in the chart, err, there will have three topics, and at the same time, I'd like you to write Helen's opinions and Toshi's opinion, as you can see later their opinions won't be the same, they won't see eye to eye, OK? do you know this expression? To see eye to eye?

387. L2 - No.

388.T - No? What's the meaning of to see eye to eye with someone? ((writes on the board)). Oh, teacher, unfortunately, I don't see eye to eye with you . I don't agree. If you see eye to eye with someone you agree with this person, OK, and if you don't you disagree, OK? To see eye to eye with means to agree. So, in some topics here, they won't see eye to eye with each other, OK? And I'd like you to write everything here, in this chart. Are you ready?

389. LL - Yes.

390.T - Yes? ((plays the tape))

391.T - Again?

392.LL - Yes.

393.((the teacher plays the first part again))

394.T - What's the topic of their conversation?

395. L11 - Helping people that began sick.

396.T - Uhh, not exactly.

397. L - ((inaudible))

398.T - Pardon?

399. L16 - Help people to die.

400.T - Helping people to die.

    401. L3 - type of treatment.

402.T - It's a type of treatment, exactly, but what type are they talking about? It's a new type of treatment?

    403. L3 - Yes.

404.T - Pardon?

    405. ((inaudible))

406.T - They are talking about one particular way of treating people, of treating someone's illnesses.

    407. [L2 - If you use medicine ((inaudible)).

408.[T - Of treating someone's illness.

    409. [L2 - If you use medicine or not...

410.T - 1 think you didn't get the point.

    411. L2 - Ah!

412.T - I'm gonna play only the first part. Pay attention, OK. ((plays the tape again)) ((waits for students' answer)). How to keep a positive attitude can help people to cure their illnesses, OK? So, they are talking about the effect of positive attitude. ((writes on the board)). So, positive attitude and its effect in one's health. This is the topic.

    413. L9 - I didn't understand.

414.T - You don't understand? Who could explain it to him?... The effect of a positive attitude. What's a positive attitude? Could you give me an example of a positive attitude when you are sick, when for example, a friend of yours is sick?

    415. L2 - Listen to music.

416.T - Pardon me?

    417. L2 - Listen to music and...

418.T - A depressing music?

    419. L2 - No!

420.T - What sort of music?

    421. L - ((inaudible)) music.

422.T - Pardon me?

    423. L - Funny music.

424.T - A sort of...

    425. L2 - Classic music.

426.T - Pardon me? What did you say, W.?

    427. L15 - Nothing.

428.T - Nothing? Could you go on? ((talking to the previous learner))

    429. L2 - I think she must ((inaudible)).

430.T - But probably it's not a depressing sort of song, it must be, what? cheerful, a cheerful sort of song, right? Why a cheerful? ((writes on the board)). What's a cheerful? full of? cheer, what's cheer?... something which is cheerful is? Don't you know the word cheer?

431. LL - No.

432.T - For example, when you are drinking you say: Cheers!

433. L2 - Ah.

434.T - What's cheerful?

435. L2 - happiness.

436.T - So, uhh a very famous singer was playing here, right, on the campus, and there was lots of cheering: Ah, Ah! It would be cheering, what's cheerful, it's the adjective, cheerful. Monotonous?

437. L - no.

438.T - It's the opposite. So, what is the opposite of monotonous? It's cheerful, so, what's cheerful?

439.((inaudible)).

440.T - ((writes on the board)) What's the meaning of cheerful? Try to give the meaning, *please think!*

441.L3 - Something pleasant.

442.T - Pardon me?

443.L3 - Something pleasant or...

444.T - *Pleasant!*

445. L3 - Pleasant, someone pleasant...

446.T - Happy, something that makes you feel good, feel happy, very good. Something which is cheerful it's pleasant, something that brings you happiness, uhh? So, a positive attitude, according to , uhh, T. would be to?

447. LI1 - Listen to music.

448.T - Exactly, oh, let's listen. The person in front of yours is in bed, sick, crying, desperate, I want to go the beach but he can't, then you go to his house and you decide to listen to music and you start to listening to music.

449. L11 - Yes.

450.T - It is a positive attitude, what else?

451. L11 - See a film.

452.T - To see a film. Oh, let's see uhh, uhh, a comedy, would be nice for you. So it's a positive attitude towards illness, OK? So, here, according to, I forgot her name, uhh, Helen, she agrees with this sort of treatment, I don't know if you have seen on TV, I think it was shown two weeks ago, if I'm not mistaken, it was a...

453. L3 - London.

454.T - Pardon me?

455.L3 - London.

456.T - I think it was in London, a hospital in London, they are using this method, a positive attitude.

457. L3 - With ((inaudible)) clowns.

458.T - *Clowns,* exactly, they have clowns in the hospital, you see?

459. L9 - What is the hospital?

460.T - I didn't remember its name, OK?

461.L3 - But it's for children?

462.T - Pardon me?

463. L3 - For children.

464.T - For children, exactly. No, No, not only for children, for everybody, yeah. Not only for children, OK. I remember because I saw some old people in the hospital , right? ((inaudible))

465. L3 - I saw in TV one person that...

466.T - Like this?

467. L3 - Yeah, she is a clown.

468.T - Yeah, but OK, yeah, but in this case it's not the person, it's the whole institution, right? They think that this positive attitude toward illness helps the patient to recover more easily, and consequently, faster, OK? They say that, uhh, I don't remember the percentage, but according to what they said, it makes an enormous difference, in being positive rather than in a, uhh, being skeptical, or I don't know another way to be, uhh, when we are suffering this sort of illness. OK, and according to Helen this is a, uhh, she agrees with what is written in the article, it helps, it really helps. And how about Toshi?

469.L15 - He disagrees.

470.T - Is he so happy with the idea as she is?

471.L - No.

472.T - No, he is not. In fact, he is very skeptical, uhh? With this idea. He says that what cures a disease is? Medicine, lot of rest, what else?

473.L10 - A doctor.

474.T - A doctor, very good, OK. So, the effect of a positive attitude on one's health. So Helen's opinion: she agrees. ((writes on the board)). OK? What does she say? What does she say? Good for health, helps you heal faster. It helps you heal. ((writes on the board)). Do you understand heal?

475. L2 - No.

476.T - And now, faster. And the guy what does he say? Does he agree? No.

477. L11 - No.

478.T - He disagrees. So, he says: It doesn't. So what is necessary is to have a good medicine, ((writes on the board)) rest and a good doctor. These three things are the ones which make a person, right, recover from a disease faster, more easily... OK, any doubt here? Would you like me to play it again? Just to check? What do you think?

479. L - Uhh.

480.T - Yeah. ((teacher plays the tape)) ((interrupts the tape)) What else, uhh, did she say, remember?

481. L2 - have a cat?

482.T - To have a? pet. To have a pet. What's a pet?

483.L11 - An animal ((inaudible)).

484.T - Give me an example.

485. L2 - A domestic animal, a cat.

486.T - A domestic animal, for example.

487. L - Cat.

488.T - Cats, dogs.

489. L - Dogs.

490.T - Birds, OK. So, this is another way of maintaining this positive attitude towards, uhh, uhh, illness. ((continues the tape)). He uses another word for recover. ((writes on the board)). Do you understand to recover from an illness? He uses another word for recover.

491. L3 - Get, uhh, uhh.

492.T - Get over, OK. If you get over a disease, an illness, you recover, OK? It's another expression. Now B. ((plays the tape))

493. L2 - Speed.

494. L10 - Speed of ((inaudible)).

495.T - Speed? Speed what? What's the key word, uhh ((laughs))

496. LL - ((laughs))

497.T - ((plays the tape)) ((interrupts the tape)). Limit. Speed limit on the freeways. ((writes on the board)). This is the topic of their conversation now: limit on the freeways. ((plays the tape)). So, in fact, they are going to talk about the speed limit on freeways, but there's something in particular - ((plays the tape)) - What are they doing, the government?

498. L2 - Removing the...

499.T - They are removing what?

500. L11 - Speed limit.

501.T - Speed limit... Speed limit on the freeways. Does Toshi agree or disagrees?

502. L10 - Disagrees.

503.T - He disagrees.

504. L5 - Agrees.

505.T - He agrees in fact. And how about the girl? Does she agree or disagree?

506. LL - Disagrees.

507.T - Disagrees. And what is your opinion about it?

508. L10 - It's terrible.

509.T - Terrible? ((end of the tape))

510.T - ((plays the tape)) And? What does he say?

511. L5 - She or he?

512.L - ((inaudible))

513.T - So, he disa... He agrees. Let's write it here. ((writes on the board)). He agrees. What does he say?

514. L10 - Stupid.

515.T - This is a stupid law.

516. L11 - And with speed limits people run in the same time.

517.T - It's a stupid law because nobody...

518. L11 - Follow.

519.T - Follows it. What else does he say? He said that people should use their own judgments. ((writes on the board)). Do you agree with this guy?

520. L - ((inaudible))

521.T - Completely idiot, isn't he? If everybody could use their own judgment there wouldn't be laws, OK?

522. L - Uhh, uhh.

523.T - If everybody could be able, right, I mean, could be able to do that, there wouldn't be laws, this is stupid. And unfortunately we need laws because... most of the times we go out of our ways and the law helps us,uhh,uhh, to go back.

524. L3 - What's wrote ((inaudible)).

525.T - Pardon me?

526. L3 - What's wrote ((inaudible)).

527.T - Judgment. J-U-D-G-E-M-E-N-T. Judgment. And, she disagrees, disagrees. What does she say?

528. L11 - ((inaudible))

529.T - Pardon me?

530. L11 - They go drive too fast.

531.T - ((writes on the board)). There are two many fast drivers. People drive too fast. What else?

532. L - Spend more gas.

533.T - Exactly! ((writes on the board))... The last one - ((plays the tape)) - I got sick hearing this guy talking, uhh.

534. L2 - Oh, it's...

535.T - Do you agree with what he said?

536. L2 -Wo, Women are more, uhh,uhh, sensatas.

537.T - Reasonable.

538. L2 - Reasonable!

539.T - In this case, I have to admit. This guy is an idiot, ridiculous, uhh? OK, so, they are talking about?... Courses. This is the key word, courses and school. In fact, they are talking about banning. What's the meaning of to ban?... ((writes on the board)). Course requirements.

540. L13 - School or hi, high?

541.T - Uhh?

542. L13 - School or high school?

543.T - High school.

544. L13 - High school, I think it is high school.

545.T - Very good. High school, yeah. So, banning course, do you understand course requirements? For example, in the Letters course, if I want to take Literatura Brasileira II, I need Literatura Brasileira I. So, this is a course requirement, OK? I have to do, to attend Literatura Brasileira I, afterwards, I can take Literatura Brasileira II, otherwise, uhh, it's not possible, Uhh? Err, so, here they are talking about, ((inaudible)) if the students can decide which courses they are going to take. What do you think? First of all, what does she say about it? Does she agree?

546. L10 - disagree.

547. L13 - No.

548.T - She disagrees, why?... She disagrees, why does she disagree? 'Tell me why' ((sings)) ... Why?... Students, ((writes on the board)) according, uhh, according to her, the students would take only fun *courses*. Give me some examples, uhh, of fun courses.

549. L - Music.

550.T - Music. Perfect. Art, what else?

551. L10 - Physical education.

552.T - Exactly. But in American English we have a word: Gi?, Gi? Gym. Other than, other than is another word for instead, instead of? History, what else? A famous one, everybody likes it.

553. L11 - Geography.

554.T - Geography. I think this one is, I'm talking about the difficult ones, the one that I used to hate when I was at school.

555. L - ((laughs))

556.T - Math. Math is. And?... She said that students must be told what to study, OK? They are not able to decide by themselves, they need some guidance - that is what she said. And tell me what about the guy? What arguments does he use?

557.((inaudible))

558.T - OK ((plays the tape)) "Do you think that teenagers are old enough to make" , uhh, uhh ((repeats Toshi's words)).

559. LL - Responsible.

560.T - Responsible choices?

561. L4 - Yes

562.T - *Yes*, in your case. But you are a drop in the ocean. I assure you. I'm know that you are responsible, but generally speaking, all your friends are like you?

563. L4 - Most of them.

564.T - Most of them?! Oh! It's incredible; I'm quite surprised.

565.L - ((laughs))

566.T - Do you agree with him?

567. [L - No.

568.T - Do you think teenagers are able to, uhh, think?

569.L - No.

570.T - Try to answer, think of yourselves, you...

571.[L - No.

572.T - When you were teenagers.

573.L - Uhh, uhh, No

574.L11 - Not completely.

575.T - Not completely. They still need some guides.

576.L11 - No, they are not completely sure.

577.T - They are not completely sure. Why not?

578. L11 - Because ((inaudible)).

579.T - Argue against!

580. L11 - Uhh?

581.T - Argue against! Fight! ((talks with L4))

582. L4 - 1 think it's not the you should study history or geography, people ((inaudible)) make your future, your future must be a think that you like uhh, to make, to do.

583. L2 - So, depends what you do.

584. L13 - You can choice.

585.T - Choose.

586. L13 - Choose before, uhh, the university.

587.T - The university.

588. L13 - yes.

589.T - So, during your high school you would, uhh, sort of go on a period of torture, you have to, everybody must be tortured, during this time. Was what you said or I'm trying to put words in your mouth?

590.((laughs))

591.T - OK, uhh, what else does she say? ((plays the tape)) This is an argument against you.

592. L13 - Uhh, Uhh

593.T - She says that at the same time that you decide to do only what you want, you won't know anything about math, history, geography, knowledge that sometimes is necessary, right, to live in a society, right, common knowledge, OK. ((plays the tape)). Probably the guy struggled her.

594. LL - ((laughs))

595.T - Yes, that's the way, the way that the men, I mean, had done during the years, right, to convince the women, using the force, do you agree?

596. L - No.

597. L - Yes.

598.T - Yes, normally, that's what men, uhh, I think so, they force. If they can't fight using they own words, they use the violence, brutal force. So, if it's not true why, uhh, why are you always complaining about men, about your, about women's liberation? What's she saying that's no, what they say is not true.

599. L5 - 1 don't know if they ((inaudible)).

600.T - But I'm talking about nowadays. Right?

601. LL - ((laughs))

602.T - During the years, right, with the passing of time, right, that's what men, right, have been doing, don't you think so?

603. L - Uhh.

604.T - 'cause they are afraid of women, because they are more powerful.

605. LL - ((laughs))

606. L13 - What?

607.T - I'm just kidding, uhh?

608. LL - ((laughs))

609.T - But they are, my mother is very powerful

610. ((laughs))

611.T - OK. Uhh, I think that, let me to write it on the board, I think it's necessary to write the last part on the board, or may I dictate, may I dictate?

612. LL - Yes.

613.T - Yeah! So, the first, course requirement at the High School; so she disagrees; so, students only take fun courses, etc., so, that what she says, and here what he says: he agrees. Choosing own courses motivates students. ((writes on the board)) So, choosing own courses.

614. L13 - Own?

615.T - motivates students, so he agrees. What else? Prepares them to be adults.((writes on the board)). It prepares them to be adults, and?... So, if students take courses that they don't like to, they will end up what? What's the opposite of like?

616. L3 - Dislike

617. L2 - Dislike.

618.T - Dislike, or?

619. L3 - Hate.

620. L2 - Hate.

621.T - Hate. They will end up hating, what are they going to hate? School.

622. L16 - End up?

623.T - End up hating.

624. L16 - What's mean awn, choosing awn?

625.T - Own ((corrects pronunciation)).

626. L16 - Ah, own.

627.T - My own course. I'm gonna choose my own course.

628. L16 - Own.

629.T - Own, O - W- N.

630. L16 - W?

631.T - Yes. Did you understand own?

632. L16 - Yes, but I see U not W ((laughs)).

633.T - Oh, right. I'm sorry, I'm gonna try to improve my handwriting.

634. L - ((laughs))

635.T - But it is very difficult. And, right. Err, in groups of four... ((checks the number of students)). I'd like you to do... the exercise, mean, I mean, the exercise is on page 73. On page 73, you've got a text, OK, and at the bottom of the page, we've got some questions, so, in groups of four, you are going to read the text, of course not in groups but individually, and afterwards you are going to answer in groups, OK, the questions of the bottom of the page, uhh? You are supposed to hand it in, OK? I want you to give it to me, to be a sort of...

636. L - Now?

637.T - Now, you've got exactly 20, 20 minutes, OK?

638. L - ((inaudible)) ((noise of the chairs))

639.T - ((inaudible))

640. L2 - Pra entregar agora, pra entregar.

641.R - É.

642. L2 - É.

643. L - Tem vinte minutos pra fazê.

644.T - Yeah, tomorrow, thank you for reminding me. OK, err, don't forget that you have to hand in the exercises in the workbook, I mean unit?

645. L1 - Ten.

646.T - Ten, err next class.

647. LL - Oh, next week!

648.T - Next class!

649. L12 - Next week, please.

650.T - OK, next week if you hand in the two units, could it be?

651. LL - Uhh, uhh.

652.T - Next week then, units ten and eleven.

653. L - Ten and eleven?

654. L - No.

655.L - My God.

656.T - Of course not on Monday, you could hand it in on Wednesday.

657. LL - ((noise))

658.T - On Wednesday, OK?

659. L - ((inaudible))

660.T - Yes, next Wednesday I want units ten and eleven of your workbook.

661. L2 - Wednesday?

662.T - Wednesday, not this week, the other...

663.T - I don't want you to answer.

664.[L - Teacher, teacher.

665.T - Just a second, I don't want you to answer the fit two questions at the top of the page, I want only A and B. OK? Only the ones at the bottom of the page

666.T - ((touches the tape recorder)) I knew it would happen, OK ((laughs)). I'm sorry.

667. R - Don't worry. It's working.

668.T - It was very nice. Some of you were sleeping, uhh?

669. L9 - Teacher, po, poison.

670.T - Poison, what's poison? What's a poison, could you give me an example? What's the meaning of poison?

671.L12 - Substance.

672. LL - poison?

673.T - It's the substance.

674. L12 - That kills.

675.T - That kills you, if you inhale.

676.[L - Inhale?

677.T - Inhale the substance. If you inhale the substance you can get?

678.L2 - Down.

679.T - Killed. Give me an example of a very, err.

680.L - ((inaudible))

681.T - Err, good poison.

682. L3 - Soda?

683. L2 - No.

684. L3 - Caústica?

685. LL - ((laughs))

686.T - caustic? I don't know how do you say that in English.

687. LL - ((laughs))

688. L13 - When you smell you, you could die?

689.T - Yeah.

690. L13 - Carbonic gas.

691.T - 1 think there is a sort of poison for rats, it is a very good one.

692. L - ((laughs)), a very good one...

693.T - I remember, when I was a boy.

694.[L - Teacher.

695.T - I used to go to my uncle's farm, and they had a substance, er, a sort of, err, white powder. It looked like, err, this powder, this powder that you use, right, err, and I killed one of my uncle's, err, dog, because I put it in its food.

696. LL - oh, ((laughs)).

697.T - And it was very funny because, he, err

698. L - Funny?

699.T - Yeah.

700. L - Ah.

701.T - The way that he died was very funny.

702. L2 - Bad boy, ((laughs)).

703.T - I used to be, I used to be, a really.

704. L - ((laughs))

705.T - A real boy, OK. So, poisonous is something which contains poison.

706. L9 - Uhh, uhh.

707. L4 - What's furniture?

708.T - Furniture? Well, think of house, so, what do you have in a house? you've got table, beds, sofas, you see? all this, err, things that I have just mentioned, err, they are pieces of furniture.

709. L - ((inaudible)).

710.T - yeah, employ...? handicaps. What's a handicap? A handicapped person?

711. L - ((inaudible)).

712.T - Is somebody, is somebody who has? What?

713. L9 - Physical.

714.T - A physical? Deficiency, OK? people who cannot walk properly, right? People who have lost parts of their body, OK, for example, someone who has lost a piece of a hand, the whole arm.

715. L13 - I remember, I general ((inaudible)), general, err.

716.T - General ((inaudible)).

717. L13 - ((inaudible)).

718.T - ((inaudible)) Oh, OK!... Doubts about the vocabulary? you can ask?

719. L - ((inaudible)).

720.T - Oh! Each group is supposed to hand it in one sheet of paper, right? With the answers of the exercises, OK? Don't forget it. And don't, err, and don't forget to write ((inaudible)) it's very important. ((the students start working in pairs))

721. L2 -Whether, whether? What's?

722.T - Whether?

723.L2 - Which mean?

724.T - Whether you can use some of the or not. Whether is if not...

725.T - Err, just one thing I remembered one thing which I didn't mention last class, right? Do you remember that song I gave you last class? Please, pay attention to me; please just for a while, please. Remember that song I gave you last class?

726. L - Uhh, Uhh.

727.T - That from the, err, from that group called Blurb. There was an expression in which, a line, right? in which he said I'm a professional cynic, do you remember?

728.L - Uhh, yes.

729. L2 - Cynic?

730.T - A cynic! It's not the same as a cynic in Portugueses, "cínico", they are different. If you say that you are cynic.

731.((the researcher and one of the learner continue talking to each other))

732.T - ((writes on the board)) ((inaudible)) skeptical... So, if you are cynic, you don't see the ones who do or say, you are skeptical; you are always suspicious, you see?

733.L - Uhh, Uhh. ((video-recording finishes))

734.T - I don't know if the person says the right thing.

735.((the researcher and the learner continue doing the activity and talking to each other / the teacher also talks to them))

736.L13 - the meaning of SE, IF.

737.T - If.

738.L13 - If.

739.T - It could replace.

740. L13 - if it's possible, or just if.

741.T - if not.

742. L - If they can use: if. If they can use some, is the same thing as "if", OK?

743.T - In a sentence that you are not sure about that you can use whether, they can use...

744.T - ((reads the sentence)) "Nowadays officials citizens of around the world... to see whether", to see "if they can use some of these ideas in techniques to solve their own garbage". If, yeah! Of course there is a small difference between whether and if, OK? But I want to let you know right... 'cause it makes part of this ((inaudible)) here... ((Laughs)) So there is no use in explaining that now.

745. L - Oh! Are you going to explain?

746.T - Yeah! I think it could be interesting to introduce a difference between if and whether, right? I know it does not make part of the curriculum but I intend to teach. It would be nice.

747.((students continue doing the activity and talking to each other and to the teacher))

748. L9 - ((inaudible)).

749.T - To recycle.

750.L9 - To recycle? ((inaudible)) the newspapers, to burn.

751.T - To burn.

752. L9 - To burn.

753.T - OK, OK, because they are used to produce electricity. Oh, yes, to burn and to produce electricity.

754. L9 - Yes, but in Brazil.

755.T - In Brazil, exactly, they recycle. I think this newspaper shouldn't be recycled because it is already used, and this sort of paper is of bad quality.

756. L12 - Yeah.

757. L12 - Newspapers, don't have a good quality.

758.T - Pardon me?

759. L12 - newspapers don't have a good quality.

760.T - No, they've got a bad quality. But that is why they are burned. In this case here, this sort of paper here is not recycled.

761. L12 - Uhh, uhh.

762.((the students are discussing the answers))

763.T - You've got 2 minutes. Could you hurry?... Don't forget your names, OK?

764.((students continue doing the activity))

765. L9 - teacher, please.

766.T - Have you finished? Please give it to me. ((answers one learner's question))

767.T - Let's call it a day! Let's call it a day! Is that finished?

768.LL - Yes.

769.((class finishes))

A . 04. Teacher's observed behaviors

1. Making sure the input is comprehensible and relevant

1.1. writing on the board

1.2. explaining grammar

1.3. using extra material

1.4. making inter linguistic comparisons

 1.4.1. contrasting L1 with L2:

 1.4.2. contrasting British and American English

1.5. explaining vocabulary

 1.5.1. antonyms

 1.5.2. synonyms

 1.5.3. exemplification

 1.5.4. translation

1.6. explaining exercises instructions:

1.7. checking for understanding:

2. Making sure there is good quantity of input

2.1. using English language all the time, avoiding code switching:

2.2. asking and answering questions:

3. Making sure the student learns

3.1. encouraging memorization and modeling:

3.2. encouraging inference:

4. Encouraging the development of specific skills

4.1. teaching oral comprehension:

4.2. encouraging variation in language production

4.3. assigning written homework

5. <u>Inviting learners' participation</u>

5.1. asking and accepting students' opinion and/or contribution

5.2. inviting students to read

6. <u>Contrasting written and spoken language</u>

6.1. comparing written and spoken language

7. <u>Proposing socio-interaction among learners</u>

7.1. proposing pair / group work

8. <u>Relating language to life experience</u>

9. <u>Correcting</u>

9.1. word stress / intonation / pronunciation

9.2. exercises

10. <u>Scaffolding</u>

10.1. helping students to answer questions

B . 01. Reflection schedule

NOVEMBER / DECEMBER - 1997 - REFLECTION

1) <u>12/6/96</u> - INFORMAL TALK WITH THE RESEARCH PARTICIPANT ABOUT HIS TEACHING PRACTICE;

2) <u>23/11/97</u> - QUESTIONS ABOUT HIS OWN LEARNING AND TEACHING HISTORY;

3) <u>16/12/97</u> - COOK'S QUESTIONNAIRE;

4) <u>16/12/97</u> - THEORETICAL QUESTIONS ON ACQUISITION - QUESTIONS ABOUT BELIEFS ON LEARNING, TEACHING, PROGRAM AND THE CURRICULUM.

5) <u>16/12/97</u> - show to the teacher the list of his most frequent behaviors and his overtly expressed beliefs, and ask him to talk about them;

6) <u>First semester of 1998</u> - ask him to read the study and react to my interpretations.

Note: the first four sessions were also transcribed.

B . 02. Questions about the teacher's own learning and teaching history

Historical awareness as a first step (Stern, 1983, adapted)

1. Describe your informal first language learning at home.

2. Describe the ways you were taught the L2(s) and how you responded to them.

3. What was/is your personal attitude towards the culture and speakers of the TL (target language)?

4. What was/is the idea that the people in your milieu have about languages, language learning and speakers of the other language?

5. Describe your language training at University or College, or other language related activities in higher education and how it influenced your teaching.

6. Describe any formal language teacher training you may have had, and how it influenced your teaching.

7. Describe your past and present teaching experience.

8. Describe your present beliefs of how languages are learnt.

9. Elaborate on any methodological beliefs you have.

B. 03. Cook's questionnaire

Having in mind that "every teacher has a theory about how students learn a second language" please **"try to choose only one out of the four, but you can tick more than one if you feel you have to".**

1. **The goal of language teaching is chiefly**
    a) the mental advantages of understanding a language system.
    b) the ability to use language in everyday situations.
    c) the ability to communicate with people.
    d) the self-fulfillment of the learner's potential.
2. **What are students actually learning? Is it mainly**
    a) language rules?
    b) habits of speaking?
    c) how to communicate with people?
    d) how to form relationships with other people?
3. **In what way are they learning? Is it chiefly by**
    a) consciously understanding the language?
    b) practising language till it is a habit?
    c) trying to communicate with people?
    d) trying to form relationships with people?
4. **How important are the grammatical mistakes they make?**
    a) Do they show they have not understood the grammar properly?
    b) Do they show that they have practised insufficiently or inadequately?
    c) Are they symptoms of the learners' progress?
    d) Are they trivial provided the learner can build up a relationship?
5. **Should anything be done about their grammatical mistakes?**
    a) Yes, they should be pointed out to them and their cause explained.
    b) Yes, they should be corrected before they can do permanent damage.
    c) No, they are just a passing phase from which the student will emerge naturally.
    d) No, they are not important to the learner.
6. **In the classroom I attach great importance to**
    a) explaining grammatical structures clearly.
    b) drilling the students.
    c) making the students communicate with each other.
    d) the student's personal relationships.
7. **In my classroom the students usually**
    a) sit in rows facing me.
    b) practise hard in groups or in the language lab.
    c) perform communication tasks in small groups or pairs.
    d) express their own feelings and wishes to each other.

Cook, V.J. 1982. "What is your learning theory?". <u>Modern English Teacher</u>. Vol. 10/1. September 1982.

B. 04. Theoretical questions on acquisition

BELIEFS ABOUT LEARNING

1) What are the best ways to learn a language?

2) What roles are students expected to assume in your classroom?

3) What is the importance of students' participation in class?

4) How do you deal with learners' Ids (motivation, aptitude, strategies, styles, age, personality...)?

5) How do you deal with evaluation of language achievement ?

BELIEFS ABOUT TEACHING

1) What is the importance of speaking English in class?

2) What teaching method do you try to implement in your classroom?

3) What teaching resources do you make use of? Why?

4) Which linguistic skills should have more emphasis in an EFL class? Why?

5) Which were your objectives with this group? Did you have a plan to reach them? Which one? Did you follow it?

6) Do you try to justify your actions to your students? Why? When?

7) What do you think are the most difficult/important language aspects to be learned (e.g. grammar, vocabulary, pronunciation)?

8) How do you think this influences your classroom behavior?

9) To what extent is your teaching based on your students' needs?

10) What roles are you supposed to assume in class?

11) How do you deal with language mistakes?

12) Which proficiency did you expect from your students?

BELIEFS ABOUT THE PROGRAM AND THE CURRICULUM

1) What do you think the role of textbooks and teaching materials in a language program should be? What kind of material should be used in class?

2)What is your opinion about Interchange? Why do you frequently use extra materials?

3) Based on what you expect in terms of language achievement, what changes would you like to see in your program?

4) Do you feel you are constrained by the institution? How?

5) What is the role of the context in the teaching and learning processes?

Having in mind the hypothesis that "...the teacher described in this study no longer 'exists'" (Woods, 1996: 45) I decided to ask: Have you noticed any difference between the class I have observed and your present classroom practice? In what sense?

B.05. Teacher's verbalized beliefs

1. Beliefs on Teaching:

1.1. Teaching is learning:

1.2. Students may know the answer to questions that he does not know or remember:

1.3. Teaching becomes difficult when students do not participate

1.4. Teaching is demanding, complex and challenging

1.5. The teacher should provide comprehensible but linguistically new input

1.6. Eclecticism and variation should make part of teaching

1.7. The teacher needs to know how to deal with a variety of materials

1.8. Discussion precedes grammar points

1.9. Functions are very helpful in different communicative situations

1.10. Listening and speaking skills are important

1.11. Writing

2. Beliefs on Learning:

2.1. Interaction is very important

2.2. Motivation is essential

2.3. Students' individual differences should be respected

2.4. Learning is complex and unpredictable

2.5. Correction depends on the student's mistake

2.6. Speaking English is essential

2.7. Evaluation may be an opportunity for learning

2.8. Homework is important mainly in an EFL context

3. Beliefs on Program and Curriculum:

3.1. Games, songs and videos should be used to motivate the students:

3.2. Technology should be used with caution

3.3. Vocabulary should be emphasized

3.4. Language rules are difficult to be explained

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