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**(IN) HUMANISING LANGUAGE CLASSROOMS:
A PATHWAY TO (DE) MOTIVATION**

por

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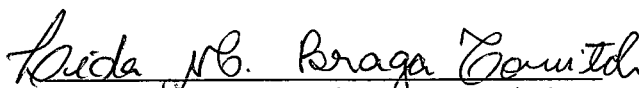
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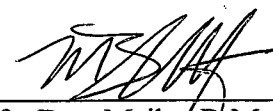
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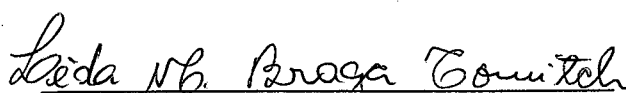


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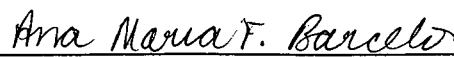
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*In memory of my father José Gilberto and my
aunt Laice.*

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ABSTRACT**(IN) HUMANISING LANGUAGE CLASSROOMS:
A PATHWAY TO (DE) MOTIVATION****DANIELLE BARBOSA LINS DE ALMEIDA****UNIVERSIDADE FEDERAL DE SANTA CATARINA****2001****Supervising Professor: Dr. Mailce Borges Mota Fortkamp**

The concept of humanistic language teaching brought into the field of Teaching English as a Foreign Language – TEFL – takes a new view of the language teacher which includes the recognition of the importance of our students' personal development. In this sense, the present study improves our current understanding of motivation by investigating this issue from an alternative perspective, by checking the extent to which the applicability of humanistic principles in language classrooms promotes an increase in students' motivational level. The data for the present study were collected at the Colégio de Aplicação of the Universidade Federal de Santa Catarina (UFSC), during the months of February, March, and April of the first semester of the year 2001, totalling 16.5 hours of classroom observation and video-recording. Two different groups of intermediate learners

of English as a Foreign Language – one in the 1st year of high school and the other in the 2nd – were observed in order to establish if the two distinct teachers in these classes made use of humanistic practices and if these practices proved to be useful in attempting to make students' motivational level increase. For the data collection, three instruments were used: (1) classroom observation, (2) questionnaires assessing students' motivational level and (3) interview with the two teachers involved in the study. The data analysis corroborates the assumption that the more a teacher applies humanistic practices to his/her classes, the higher the level of motivation of his/her students. However, the relationship between the application of humanistic practices in the foreign language classroom and students' motivation can be regarded as a complex one, as this complexity includes notions of classroom management to be applied by the teacher of EFL.

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RESUMO**(IN) HUMANISING LANGUAGE CLASSROOMS:
A PATHWAY TO (DE) MOTIVATION****DANIELLE BARBOSA LINS DE ALMEIDA****UNIVERSIDADE FEDERAL DE SANTA CATARINA****2001****Professora Orientadora: Dra. Mailce B.M. Fortkamp**

O presente estudo tem por objetivo investigar a relação entre princípios humanistas na prática pedagógica de professores de inglês e a motivação dos alunos para aprender uma língua estrangeira dentro do contexto da escola pública brasileira. A coleta de dados foi realizada no Colégio de Aplicação da UFSC, entre os meses de fevereiro, março e abril de 2001. Dois grupos distintos de nível intermediário de língua inglesa foram observados a fim de identificar se as duas professoras desses grupos faziam uso de práticas humanistas e se tais práticas eram eficazes no sentido de promover um aumento no nível de motivação de seus aprendizes. Cada aula observada teve a duração de quarenta e cinco minutos, totalizando 16.5 horas de observação e gravação em vídeo. Uma possível relação a ser estabelecida entre a aplicação de princípios humanistas na aula de língua estrangeira com fins de promover a motivação para a aprendizagem de língua estrangeira, deve-se ao fato de

que uma abordagem que privilegia a percepção individual que o aprendiz tem de si mesmo e do grupo ao qual pertence, favorece positivamente a sua auto-estima, facilitando, assim, seu crescimento em direção a tornar-se mais motivado para aprender. Os resultados corroboram a hipótese levantada no presente estudo, de que, quanto mais humanista em sua prática for o professor, mais motivado será o seu aprendiz. Todavia, a relação a ser estabelecida entre a implementação de práticas humanistas na prática pedagógica do professor de língua estrangeira e o nível de motivação de seu aprendiz pode ser considerada uma relação complexa. No caso específico do presente estudo, tal complexidade é gerada pela inclusão de noções de gerenciamento de sala de aula, essenciais a tornar práticas humanistas mais eficazes. Dessa forma, a análise dos dados do presente estudo aponta para a relação complexa entre a implementação de práticas humanistas, noções de gerenciamento na sala de aula e a motivação dos aprendizes.

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LIST OF ABBREVIATIONS

CLL – Community Language Learning

EFL – English as a Foreign Language

ESOL – English for Speakers of Other Languages

FLT – Foreign Language Teaching

G1 – Group One

G2 – Group Two

L2 – Second Language

MT – Mother Tongue

Q1 – Questionnaire One

Q2 – Questionnaire Two

SL – Second Language

T1 – Teacher One

T2 – Teacher Two

TESOL – Teaching English to Speakers of Other Languages

TTT – Teacher Talking Time

UFSC – Universidade Federal de Santa Catarina

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CHAPTER I

INTRODUCTION

1.1 Statement of the problem

In times when the field of education has witnessed many changes through an entire world of technology, when new approaches and methods¹ have been added to the teaching of foreign languages, humanistic teaching comes to show that there is no substitute for love and sharing in the classroom. As Carl Rogers (1975) has aptly pointed out:

(...) As a consequence of this over-stress on the cognitive, and of the avoidance of any feeling connected with it, most of the excitement has gone out of education. (p.40-41)

Equally, psychologist Arthur W. Combs (1970) has wisely pointed this out to educators:

(...) Our preoccupation with...information...has dehumanised our schools, alienated our youth, and produced a stem irrelevant for most students. (p.42)

The language classroom is a place whose nature is already full of motivation. According to Rivers (1976), we should be considered fortunate in having at our disposal a broad range of possibilities for teaching our subject, since in teaching a foreign language “all subjects are ours; whatever our students want to communicate about, whatever they want to read about, is our subject matter” (p.96). Therefore, as proposed by Reid (1996) we, as language teachers, should be able to take advantage of the opportunity that we have

¹ The terms ‘approach’ and ‘method’ to language teaching are simply taken to mean ‘a set of correlative assumptions’, as suggested by Stevick (1990, p.19).

and use this power of motivation to bring about more effective language learning through a more affective language teaching.

Regarding the study of motivation in the field of English as a Foreign Language, much has been said, especially deriving from the works of Gardner and Lambert (1972), who have influenced virtually all research in the area of motivation. However, according to Crookes and Schmidt (1991), there are some limiting features in the work on the role of motivation in second language learning, such as linking motivation solely to attitudes towards the community of speakers of the foreign language. In general, studies on motivation seem to have neglected the importance of the role of the teacher so as to evoke a (de) motivated attitude in students' willingness to learn a foreign language.

The main objective of this work is to focus on the teacher's practice in the classroom as essential to foster a (de)motivated attitude in students' interest in the process of learning English as a Foreign Language, by investigating some possible humanistic practices in order to unveil the relationship between humanistic teaching and motivation.

A possible relation to be established between the applicability of humanistic principles and the enhancement of motivation for learning a foreign language is that a humanistic approach will help increase the esteem and understanding students have for themselves and for others. This will, in turn, affect the learning environment in positive ways, bringing about optimal conditions for learning. Being in optimal conditions for learning, learners will be positively affected in their level of motivation and will thus be more likely to learn.

The research undertaken in the present study is based on the main theories and studies underlying the issues of motivation (Maslow, 1970; Gardner and Lambert, 1972; Richterich and Chancerel, 1977; Finocchiaro, 1981; Gardner, 1988; Calvin, 1991) and

humanism (Rogers, 1951; Thorndike, 1968; Moskowitz, 1978; Stevick, 1980; Hunter, 1988; Williams & Burden, 1997; Nunan, 1999).

After reviewing the relevant literature on both issues, the study presents information as to how the research was actually carried out, followed by a discussion based on the results obtained.

1.2 Significance of the Study

Despite the interest many teachers have in motivation, this has not been currently the subject of extensive investigation in applied linguistics. Crookes and Schmidt (1991) state that “one indication of the current lack of research emphasis in this area is the fact that the discussion of motivation in most texts is curiously isolated from broader theoretical concerns” (p.470). Thus, discussion on this topic still needs to be addressed, linking the foreign language classroom to other related educational studies.

Bearing in mind the need for a reflection on how teachers conduct and apply humanistic principles to their classes, the present study might help Brazilian teachers understand better how to foster motivation in the classroom. Within this perspective, the study also shows the viability of the application of these very principles so as to improve the performance of learners of English as a foreign language in Brazilian institutions.

1.3 Organisation of the Thesis

This study is divided into five chapters. In chapter one, the statement of the problem and the significance of the study have been briefly introduced.

In chapter two, relevant literature is reviewed on the two main issues proposed by this study: motivation and humanism.

Chapter three deals with the method and presents information on how the research was carried out by describing the context in which the classroom observation took place, the procedures for carrying out the research as well as the instruments used in the data collection and analysis.

Chapter four deals with the analysis and interpretation of the data.

Finally, chapter five comprises a summary of the study, presents its contributions to pedagogical studies, its limitations, and offers suggestions for further research.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, I aim to give an overview of the literature related to the main topics of my thesis: motivation and humanism. This chapter is divided into two main parts. In the first part, I will focus on the literature on motivation, summarising the most relevant theories and studies on motivation in second/foreign language learning. In the second part, I will focus on the literature on humanism and second/foreign language learning, pointing out the implications for EFL classes.

2.1 Defining Motivation

The concept of motivation by itself is extremely difficult to define. Most studies on motivation in second/foreign language learning have been influenced by the work of Gardner & Lambert (1972), who have defined motivation as effort, plus the desire to achieve the goal of learning, plus favourable attitudes towards learning the language.

People's motivation is influenced by the social context surrounding them, including the culture, the situation and other significant people (Williams, 1999). Once an activity has begun, the individual must sustain the effort needed to achieve the goal; therefore, s/he must persist. In order to do this competently, the individual will need to use appropriate skills and strategies, all influenced by the context and situation, personal to each individual. Thus, motivation involves making a decision to act, sustaining the interest, and deciding how much effort to put in. It is not only a matter of switching one's

interest in learning. One must also consider what initiates and sustains motivation, being aware that the whole process is influenced by both internal and external factors.

2.1.1 Theories on Motivation

Crookes & Schmidt's (1991) have reviewed the standard applied linguistics approach to motivation and provided an overview of research into motivation in mainstream education. Crookes & Schmidt (1991) have also demonstrated the utility of the concepts of motivation to the field of foreign language and as the basis for a research agenda for foreign language investigations of motivation. From a conceptual point of view, Crookes and Schmidt (1991) call attention to the fact that much of the work on motivation has not dealt with motivation at all. They suggest that a theory of the role of motivation in foreign language learning should be general and not restricted to particular contexts or groups. According to the authors, two limiting features have characterised the role of motivation in SL learning. First, the major approaches have been social-psychological (such as linking motivation to attitudes toward the community of speakers). Second, despite the traditional tripartite distinction between cognition, motivation and affect, all of these lines of SL research have tended to group affect, especially attitudes and motivation together.

According to Ellis (1985), it is not at all clear how motivation affects learning, since there are many aspects of foreign language learning that are subject to active choice. In various learning contexts, one may be able to choose to take a course or not, to pay attention in class or not, to re-enroll or to drop out, to study for an hour or two or not at all, to master the lexicon of one field rather than another, to talk to native speakers on

particular occasions or let the opportunity pass, and to persist in the struggle to communicate meanings in a second language or not.

Keller's (1983) education-oriented theory of motivation identifies four major determinants of motivation: interest, relevance, expectancy and outcomes. Keller observes that humans have needs for achievement, for affiliation, and for power. This means that we like to be successful and to establish ties with people. Learners who think they are likely to succeed are more highly motivated than those who expect to fail; those who think they can control their own learning and attribute success or failure to their own efforts are more motivated than those who attribute outcomes to external causes such as luck, teacher's moods, or the difficulty of a task (Deci, 1975; Keller, 1983; Pintrich, 1989).

The hierarchy of needs theory, elaborated by Abraham Maslow (1970) is considered by Brown (1994) one of the most cited theories of motivation. It is based on the properties of the drive theory, which claims that fulfilling the lower foundations of an idealised pyramid of needs is a determinant factor to pursue the higher needs of this pyramid. Consequently, it is not difficult to realise the state of interdependence among such needs. Thus, Brown (1994) argues that, by transferring this concept into the reality of classroom procedures, what Maslow's theory suggests is that before "outstandingly striking" (1994, p.36) activities are actually put into practice, familiar classroom procedures such as homework checking or small-talk at the beginning of class are necessary to fulfil lower order needs thus paving the way to meeting higher order needs.

Despite the theories above mentioned, Crookes and Schmidt (1991) have argued that it has not yet been offered an entirely satisfactory explanation for motivation, which

is regarded as a highly complex human behaviour, especially because motivation is determined by forces that are beyond the control of an individual.

According to Richterich and Chancerel (1977, p.81), the strength of motivation depends on the state of a person's needs and these often appear, disappear and reappear. This inconstancy of motivation makes it difficult to identify its sources since motivation is a feature subject to many outer and inner influences that quite frequently operate together.

The knowledge of this multidimensional nature of motivation is of paramount importance to the teacher since from it he/she can try to channel his/her efforts to predict the effects of motivation on the students and subsequently work on the most appropriate direction. Only after focusing on actions that are within our control will researchers be able to develop a different perspective on motivation.

As it can be seen, it is unlikely that one can determine precisely the foundations of motivation. However, one can not deny that in the same way that motivation breeds motivation, a de-motivating action can have serious consequences into the process as a whole. For this reason, it becomes essential to bear in mind the two-sided nature of the matter: we might be either dealing with a self-perpetuating or a self-destroying phenomenon. While too low a level of challenge can result in apathy, too high a level of challenge can lead to anxiety or stress. In this sense, an important role of teachers is to help learners see interest and the intrinsic value in the activities presented to them, so that they feel like performing them for their own sake.

2.1.2 Types of Motivation

The study of motivation in foreign language learning has become a prominent research topic after Gardner and Lambert (1972) published a summary of the results of a more than ten-year-long research programme. They found that success in language learning was heavily dependent on the learner's affective predisposition toward the target linguistic-cultural group. This led them to propose two distinct concepts of motivation: integrative motivation and instrumental motivation.

Integrative motivation is characterised by an attraction that the learner has for the culture of the community speaking a certain L2, and this type of motivation is often associated with the following components: the interest the learner has in foreign languages, the desire s/he has to learn the target language, attitudes the learner has toward learning the target language, the learner's attitudes toward the learning situation itself, the desire the learner has to interact with the target language community and finally, the attitudes s/he has toward the target language community (Lambert, 1950; Gardner & Lambert, 1972; Brown, 1987; Spolsky, 1989, among others).

Instrumental motivation, on the other hand, refers to the type of motivation where the learner's interest in learning a second language is associated with the utilitarian benefits of language proficiency, such as a better job or a higher salary, as a means to attain an immediate short-term goal (Gardner & Lambert, 1972).

Intrinsic motivation has been regarded as the kind of motivation that arises when an individual subjectively estimates that his/her skill level is equal to the challenge level (Csikszentmihalyi & Nakamura, 1989). Intrinsically motivated learners engage

themselves in the activities for their own sake and seek for internally rewarding learning consequences, namely, feelings of competence and self-determination (Deci, 1975).

Extrinsic motivation, on the other hand, is carried out on the basis of a reward from outside and beyond the self, such as money, prizes, grades and even certain types of positive feedback (Brown, 1994).

Further classification of motivation has been considered by Fourcade (1977, p.55) who has added three other different types: incidental motivations, namely, those from the external environment that impose themselves in a strong way; cultivated motivations, those that are developed thanks to the craft of teachers and the didactic-academic conditions surrounding the student, and deliberate motivations, those stemming from the learner's own desire to improve and be successful.

In a lecture presented at TESOL 1984, Graham (1984) introduced the term assimilative motivation, which, according to him, refers to the drive to become a member of the community, without implying a direct contact with a target-language peer group.

Although the discussion generated by looking at the dichotomy integrative/instrumental motivation and also intrinsic/extrinsic motivation seems appropriate on a theoretical level, Finocchiaro (1981) mentions the difficulties in adopting such a clearcut division in real life. According to him, motivation is not either extrinsic nor intrinsic, or instrumental or integrative. In fact, it is a continuum from one to another, a constant transition from one kind to another.

2.1.3 Studies on L2 Motivation

On the subject of assimilative motivation – the motivation to learn a foreign language without the need to have direct contact with the target-language community – Dörnyei's (1990) attempted to investigate the components of motivation in foreign language learning (FLL), which involves learning the target language in institutional or academic settings without interacting with the target language community. For his study, Dörnyei developed a motivational questionnaire and administered it to learners of English in Hungary with the aim of defining the importance of integrativeness and instrumentality in foreign language learning. Dörnyei investigated 134 young adult learners of English (82 females and 52 males) all enrolled in a language school. Of these, 68 were beginners with less than a year of instruction and 66 were intermediate learners in their fourth or fifth terms of learning. The subjects were selected because they had demonstrated their motivation by voluntarily undertaking the expensive and time-consuming process of language learning, in addition to their full-time work. According to Dörnyei, the school itself seemed appropriate because of two particular reasons: (1) the director and about a quarter of the staff were native speakers of English and (2) the teaching methods, the material, and the quality of the staff were of a high standard. Thus, Dörnyei (1990) assumed that learners formed a homogenous sample in terms of the received cultural and instructional input.

The questionnaire applied was developed partially drawing upon some published motivation scales (e.g., Pierson et al., 1980; Roger, Bull & Fletcher, 1981; Clément & Kruidenier, 1983; Gardner, 1985), partially having items being newly written. The questionnaire was composed of two sections: (1) items focusing on language fields and

(2) statements concerning intentions, beliefs, values, interests, and attitudes. In addition to the two main sections, the questionnaire contained some items focusing on personal information about the learners (e.g., sex, level).

Dörnyei (1990) opted for sampling learners from two levels (beginner and intermediate) in order to compare the results in the two sets and to determine whether the intermediate learners – who have proved the strength of commitment to learning by reaching this level – would score higher on certain motivation components.

Results indicated that intermediate learners were shown to be consistently superior in their instrumental motives, whereas beginners generally start learning a foreign language driven by a variety of motives, some of which prove to be insufficient to sustain the long process of language learning causing the learner to drop out. The results also indicated that although reaching an intermediate level of proficiency plays a significant role in integrating the learner to the target-language community, the desire to go beyond this level is associated with integrative motives, such as feeling part of this community.

The concept of the study proposed by Dörnyei (1990) is consistent with Clément and Kruidenier's (1983) approach in that it aims to define, in a particular language-learning milieu – an FLL situation – the relevance and characteristics of integrativeness and instrumentality as well as other influencing factors typical in this context.

Brophy and Kher's (1986) experiment focused on students' motivation to learn by observing regular elementary and high school classes, in which the students demonstrated little motivation to learn and teachers made little attempt to motivate their students to learn. Brophy and Kher suggested that students can be encouraged to regard some

classroom practices as engaging and enjoyable, but in the absence of teacher statements to this effect, such a perception is unlikely to occur in the typical school climate.

In Brazil, investigation into the field of motivation has been quite limited. Among the few studies in the area, one can highlight two prominent studies. The first one, developed by Baghin (1993), has analysed learners' motivation to learn a foreign language in an interdisciplinary learning context of a public school environment. For her study, Baghin observed a group of 28 students in the 5th year of high school in a middle class district of Campinas, in the state of São Paulo. Baghin's main objective was to define which factors influence learners' motivation to learn a foreign language in an interdisciplinary learning context in which the target language is used as a means for the teaching of other curricular subjects. She also aimed at explaining the successful and unsuccessful aspects of an interdisciplinary learning experience and for that, she followed an ethnographic approach in which the classroom environment is considered a specific social environment which requires taking all participants' view into account – the teacher's, the students' and the researcher's. Concerning the instruments used in her study, Baghin analysed her subjects' motivation through a field-note diary of all classes of the academic year; field-note records taken during the classes, diaries containing "dialogues" between the researcher and all students during the whole year, audio-taped recordings of 10 classes, including one video-recorded class, three distinct questionnaires applied at the beginning, middle and end of the academic year, and an audio-taped interview recorded with all students of the group at the end of the course.

As for the results of her study, they indicated that the learners' motivation to learn a foreign language in an interdisciplinary context takes multiple ways, to which learners react differently from class to class, according to the linguistic content that is being

focused on, to the methodological approach that the teacher makes use of, the teacher's relationship with the students and the book or the instructional material that is being used. In short, all factors that have been cited point to the complexity of defining what manifests motivation to learn a foreign language.

The second study to be highlighted is Viana's work (1990) on motivation in foreign language learning. His study was based on the assumption that the motivation to learn a foreign language is influenced by factors that are interrelated in a language classroom context. Viana's aim was therefore to try to identify which factors these are and what implications for the learner's participation in the language classroom they have. Being a qualitative study, Viana's work made use of "introspection data", in which he described his feelings as a learner taking Russian classes. By trying to understand motivation throughout the process of learning a foreign language, Viana's work attempted to consider the dynamic aspect of the motivational variable, since most studies on motivation focus on specific moments of the process of learning, and not on the process as a whole. The analysis of data pointed out to linguistic, methodological, physical, humanistic, environmental, social and external factors, all of which can influence the learner's level of motivation positively or negatively.

A large-scale study in the area of motivation was carried out by Schmidt, Boraie & Kassabgy (1996). The study attempted at achieving the following goals: (1) identifying the components of foreign language motivation for a population of adult EFL learners in Egypt; (2) identifying the components of learner preferences for specific classroom practices and activities for the same population of EFL learners; (3) identifying the components of learning strategies that are reportedly used by the same population; (4) identifying relationships between the components of motivation and preferred classroom

learning activities and (5) identifying relationships between the components of motivation and learning strategies. For the study, a 100-item questionnaire was developed and was administered in Arabic to 1.554 adult learners of English in Cairo, with 1.464 of the questionnaires being used for the final analysis. In general terms, the results suggested that there are three basic dimensions of motivation for learning foreign languages, named Goal, Affect, Orientation, and Expectancy. Although such basic dimensions can be regarded as universal and neurobiologically-based, the analysis considered a specific Egyptian orientation with respect to the precise definition and content of each dimension. According to the analysis of data, those learners who scored high on the affective dimension of motivation preferred communicative-oriented language classes, while those who scored high in anxiety tended not to like group work or other aspects of currently popular communicative language pedagogy.

Another study on motivation concerns Ehrman's (1996) large empirical study about teachers' perceptions of students' extrinsic motivation and students' own intrinsic motivation. The study was carried out at the US Foreign Service Institute, with 1.109 subjects, 55% of which male and 45%, female. Ehrman's (1996) subjects were carefully selected for her experiment and constituted some typically well-educated learners of English as a Foreign Language. The data collection was undertaken by a questionnaire, where the students were asked to complete a biological data form, and between one and seven instruments, which examined issues such as aptitude, learning strategies, and learning styles, based on a random-sampling procedure. The findings suggested that teacher-perceived extrinsic motivation and student-perceived intrinsic motivation seemed to have different correlation patterns, as teachers and students perceived motivation in different ways.

Okada, Oxford & Abo's (1996) study on motivation examined degrees and types of motivation exhibited by a group of 72 students whose first language was English, 36 of which were studying Japanese and the other 36 were studying Spanish at a college level. Three hypotheses guided this study of learning strategy use and motivation in foreign language learning: (1) learners of Japanese are more motivated than learners of Spanish; (2) learners of Japanese show more frequent use of a wider range of strategies than do learners of Spanish; (3) significant correlations exist between motivation and strategy use for each language group. For the study, three instruments were used: (1) the Modified Strategy Inventory for Language Learning (SILL, Oxford, 1990a) and the Modified Affective Survey (AFF, Ehrman and Oxford, 1991). As for the results obtained, the findings were the following: (1) the first hypothesis, that Japanese students are motivated than learners of Spanish was supported, since Japanese learners had higher motivation scores; (2) the second hypothesis, that learners of Japanese show more frequent use of a wider range of strategies than do learners of Spanish, was supported overall; (3) for the third hypothesis, that significant correlations exist between motivation and strategy use for each language group, correlation coefficients for total strategy use and total motivation were found significant in both languages. In summary, the findings for the study demonstrated that learners who are more motivated tend to use a wider range of strategies more frequently, and that learners use different strategies to learn different languages.

Having summarised important studies on the area of motivation, in the next section, I shall report some theoretical perspectives on the area of humanism.

2.2 Humanism: Theoretical Perspectives

In the past, during the Renaissance, a humanist was a person of great learning, someone holding great knowledge of subjects such as poetry, classical languages, theology, philosophy, politics, and love, as well as physical pursuits as hunting and fishing. Over the centuries, however, the term has become diluted and the humanistic psychology of Carl Rogers (1951) and Abraham Maslow (1970) became chiefly concerned with the exploration of the individual's inner thoughts and feelings (Underhill, 1989). Thus, humanism moved from an outward-directed to an inward-gazing perspective.

The contribution of Carl Rogers (1951) is essential to our present understanding of humanism, particularly taking into consideration the fact that he devoted attention to the study of the 'whole person' primarily as an emotional being, focusing on the development of the individual's self-concept and his or her personal sense of reality, which are internal forces which cause a person to act (Thorndike, 1968). According to Rogers, a fully functioning person lives at peace with all of his/her feelings and reactions.

Roger's premises have implications for the field of education in the sense that the focus is taken away from 'teaching' and placed towards 'learning'. From being taught how to learn instead of being dictated the rules from the 'superior' vantage point of a teacher, the learner is put face to face with a teacher who acts mostly as a real facilitator of learning, which, according to Rogers, discards any possible masks of superiority or omniscience and facilitates the establishment of an interpersonal relationship with the learner, valuing the individual being. Furthermore, in his idealised educational context, communication must occur openly between teachers and students, providing, thus, an optimal context for effective learning to take place.

However, Roger's theory is by no means free of flaws and his emphasis on student-centered teaching may run the risk of taking a non-directive approach as students may get lost in the middle of the process of discovering facts and principles for themselves. Nevertheless, one can not deny the significance of humanism to a redefinition of the educational process and its adaptation to language teaching and learning has tailored classroom activities and materials to help learners understand themselves and communicate the self to others freely and non-defensively.

Thus, humanistic education is related to a concern for personal development, self-acceptance, and acceptance by others, so that students can develop an awareness of their emotional and affective sides.

2.2.1 Humanism in L2 Teaching and Learning

Stevick (1980) is considered an influential researcher in the area of humanism in second/foreign language learning and he gives a careful account of the principles underlying humanism. For Stevick, a teacher needs to be aware of what goes inside and between his/her students, know their psychology and treat them as ordinary people, cordial and interested fellow human beings. By doing this, he believes, the teacher will be able to learn more about his students' attitudes and change his teaching accordingly, working toward the enhancement of a positive attitude by the student in relation to the learning process. By placing some control over the students' hands, Stevick believes that this will develop in the learner both initiative and co-operation, as people seem to learn best when they have some control over.

In spite of being an advocate of the humanistic philosophy, Stevick (1980) is careful to show the deficiencies of humanistic approaches. He mentions that “in a well-meaning desire to be ‘democratic’ or ‘non-authoritarian’ one may abdicate the responsibility for content and/or technique” (p.31). Likewise, if too much focus is placed on the inner-self or students’ own experiences, these students will be so loaded with self-generated texts that they will not be able to move. Another of Stevick’s comments on the possible drawbacks of this approach regards the teacher becoming the star of the classroom, while the students’ needs are considered of secondary importance. Stevick’s also points out that in humanistic education the teacher should not be constantly evaluating, praising and blaming but should instead enable students to develop a sense of critical evaluation in relation to their performance in tasks in the foreign language. He adds by saying that, when autonomy in learning is reinforced and some control is placed on students’ hands, both initiative and co-operation will develop in them.

According to Moskowitz (1978), another influential advocate of humanism in second/foreign language learning, humanistic education recognises that it is legitimate to study oneself. The content taught in this type of approach relates to the feelings, experiences, memories, hopes, aspirations, beliefs, values, needs, and fantasies of students. It strives to integrate the subject matter and personal growth dimensions into the curriculum.

It is recognised that in any learning situation feelings are always present, as they have an influential role in the learner and consequently, a direct effect on the learning outcomes. The process of learning a foreign language evokes feelings of uncertainty, insecurity, and even fear often develop in the learner. In this sense, Moskowitz (1978) believes that the use of awareness exercises will help foster instead a climate of caring

and sharing in the foreign language classroom, helping to increase learners' self-esteem and to remove feelings of insecurity and lack of risk-taking. Moskowitz claims that when learners are given the chance to talk about themselves in personally relevant ways they tend to become much more motivated, thus being able to express their feelings and ideas more freely in the target language.

Following this perspective, in humanistic education feelings must be recognised as the concepts of humanistic education presuppose that affective education is effective education. According to Moskowitz (1978), the definition of humanism in itself, consists of a special type of interaction that involves sharing, caring, acceptance, and sensitivity and that, in getting in touch with the strengths and positive qualities of ourselves and others, we can facilitate our own process of learning a foreign language. In spite of this, Moskowitz is careful to call attention to the fact that humanistic education is *not* a form of therapy, though it may be therapeutic, nor is it sensitivity training, or a confessional.

On calling attention to possible misunderstandings about humanistic education, Moskowitz (1978) has reinforced the idea that the most realistic approach to humanistic concepts is *not* the total abandonment of what teachers are expected to teach, but supplementing these materials where appropriate. Primary aims of these materials are to help students to be themselves, to accept themselves, and to be proud of themselves. She advocates the fact that humanistic language teachers see that they can teach English at least as effectively as those who take another approach and at the same time provide their students with added benefits. She also argues that humanistic language teachers have never talked about substituting the cognitive for the affective,

but rather about adding the affective in order to facilitate the cognitive in language leaning as well as encourage the development of the whole person.

In his article on the application of humanistic principles in the EFL classroom, Gadd (1998) is categorical in pointing out the deficiencies of the humanistic approach. He draws attention to the fact that since in language classrooms a great part of the work done is devoted to the externalisation of the students' feelings, this contributes to generate a teacher so willing in taking part of this kind of self- disclosure activity that his/her role can be compared that of a kindly confessor or therapist.

Gadd also makes a distinction between pragmatic and romantic humanism, describing the second one as 'fatally flawed' (p.227). He points out some of the main principles of romantic humanism, the one that should be avoided, such as: students should draw predominantly on their own feelings, ideas and experiences in order to learn English; some forms of expression are more genuine than others because they derive from the true inner self; English teachers should not limit themselves to language but also to teach students to be better, nicer people; power in the classroom can be devolved from the teacher to the students.

Considering the flaws of romantic humanism, Gadd highlights its main causes. Firstly, he questions the teacher's role as a nurturer of the students' inner-selves defining it as "presumptuous and of doubtful value" (p.227). Secondly, he argues that such philosophy leads students to being taught a number of inadequate registers in English, thus hampering their progression towards independence as language users. Finally, he calls attention to the excessive focus on the inner self as a source of learning and mentions that this does not encourage intellectual and cognitive development. As a possible solution for a potentially linguistic and cognitive

development, Gadd draws on pragmatic humanism to offer an alternative approach that aims at liberating the teacher from the 'inappropriate' and 'oppressive' (p.227) role of nurturer of the inner self.

According to Gadd, the sort of humanism which he has called pragmatic humanism has also been outlined by Stevick (1980) and by no means involves the teacher taking on the role of a counsellor, a moral guide or a therapist. On the contrary, it reinforces the urge for teachers to understand their students' motivations, attitudes, reactions and cognitive strengths and weaknesses, their psychology. He concludes by saying that we will certainly do our students a great service by extending their language competence, their ability to function in society, and their intellectual range.

In response to Gadd's criticism on humanistic education, Arnold (1998) states that in humanistic activities a vast range of registers are present, therefore they can provide exposure to very diverse types of language. In this respect, humanistic language teachers, concerned with the whole person, should have no difficulty in adapting areas of experience and learning in their classrooms, including the different registers and varied genres. Arnold adds that by recognising the importance of students' personal development for learning, humanistic teaching does involve language teachers with a firm command of the language being taught and proper training in language teaching methodology.

Bearing in mind the discussion raised by the applicability of humanistic principles in the EFL classroom, it is necessary to balance all aspects inherent to this practice, such as not turning the teacher into a motherly figure, who acts mostly like a therapist or a counsellor, as pointed out by Gadd (1998). As not much research has been done in the area

of humanistic studies, it is urgent that EFL teachers be aware of the full implications involving the practice of humanism in the EFL classroom, as it will be subsequently underlined in section 2.3 of this chapter.

In the next section, I will summarise the most relevant studies which have been done in the area of humanism in foreign language teaching and learning.

2.2.2 Studies on Humanism in L2 Teaching and Learning

In attempting to investigate the effects that humanistic activities have on students, Galyean (1977) carried out a study in junior and senior high school French and Spanish classes, as well as in a college level I French course. Her results indicated that the students at these grade levels, who were taught with humanistic activities, scored higher on oral and written tests than comparison groups which were not taught under this approach. In addition to that, the groups observed by Galyean (1977) showed greater gains in terms of self-esteem, self-knowledge, relationships with classmates and positive attitudes toward the class and their counterpart.

Moskowitz (1981) also investigated the effects of humanism in language learning and carried out two studies in order to determine whether the positive occurrences observed in the classes that were taught with humanistic activities were significant and measurable. For this reason, Moskowitz (1981) used her second study, done a year later, as a replication of the first one to see whether her findings could be considered consistent. For both studies, Moskowitz (1981) had a total of 461 students.

As a first step, Moskowitz gave methodology courses on how to incorporate humanistic activities into teaching to the teachers involved in the study. Moskowitz's research questions were:

- (1) *To what extent would these teachers' students be affected in their attitudes and feelings after experiencing awareness exercises?*
- (2) *Could these students' feelings about studying a foreign language be improved?*
- (3) *Could these students' self-concepts be enhanced?*
- (4) *Could these students learn to care more about their classmates, despite having already formed opinions about them?*
- (5) *Would the humanistic activities help promote the personal growth and development of students?*

For data collection, three questionnaires were developed and used to seek answers to the research questions: (1) *The Foreign Language Attitude Questionnaire (FLAQ)*, which examined the students' feelings about learning the foreign language, their attitude toward the teacher and their emotions while in the class; (2) *My Class and Me*, a questionnaire on the students' self-concepts and their perceptions of their classmates; (3) a third questionnaire consisting of sociometric questions that assessed discreetly who liked whom in the class to determine how accepted each student was.

Moskowitz's studies were conducted in 22 classes, ranging from grades 7 to 12, and included levels 1 to 4. Six languages were represented in these studies: ESOL (English for Speakers of Other Languages), French, Spanish, German, Hebrew and Italian. The teachers involved in the study chose one class to be in the experiment.

As for the results, in both studies, on all three questionnaires, there were numerous statistically significant changes in a positive direction, which comes to indicate that the goals of humanistic education of enhancing personal growth were being fulfilled.

After a fifteen-year period, Moskowitz (1994) found it important to determine whether or not the results of her earlier studies would hold truth at the end of the 90s. For such, in the new study she replicated parts of her earlier studies – such as the questionnaires *FLAQ* and *My Class and Me* – along with new instruments that she added to it, such as a new questionnaire, the *SAHT*, the *Students' Attitude Toward Humanistic Technique*, developed to obtain uniform information on students' reactions to the activities applied, and two questionnaires given to the teachers involved in the study: (1) the *TAC*, the *Teachers' Attitude toward Class Questionnaire*, that looked at how the teacher felt about the class and believed the class perceived him/her (2) the *TSCA*, the *Teachers' Self-Concept and Awareness Questionnaire*, which examined how the teachers felt about themselves and what they knew about themselves.

In Moskowitz's new study, all the teachers involved were in their third year of teaching Spanish. Twelve classes participated, with a total of 241 students who responded to the pre- and post- data questionnaire. The classes spread from elementary school to senior high school and the school settings were very diverse, ranging from a private school to two inner city schools. This time, the teachers were told to choose two classes instead of one, one that they felt good about, referred to as the 'favoured group' and one that was the most challenging for them to teach, known as the 'unfavoured group'.

The overall results of this new study were consistent with the findings of the two earlier studies, though carried out with different teachers, different students, different languages, different age groups, in different settings and in different time periods. The

findings of these studies suggest that the personal growth of both students and teachers was enhanced by participating in humanistic awareness activities for a period of time, illustrating the considerable benefits derived by students when they experience humanistic exercises in foreign/second language classes.

2.2.3 Humanistic Principles

According to Moskowitz (1978), humanistic education bases its foundations on the premises that follow: a principal purpose of education is to provide learning and an environment that facilitate the achievement of the full potential of students; personal growth as well as cognitive growth is responsibility of the school, therefore education should deal with both dimensions of humans – the cognitive or intellectual and the affective or emotional; for learning to be significant, feelings must be recognised and put to use; significant learning is discovered for oneself; human beings want to actualise their potential; having healthy relationships with other classmates is more conducive to learning, and increasing one's self-esteem enhances learning.

Thus, humanism promotes a transition from a focus on the process to a focus on the self, emphasising the idea that the whole person is involved in the learning process rather than concentrating solely on the employment of cognitive skills. It is aimed at reinforcing the importance of the inner world of the learner and at taking into account elements commonly neglected in the teaching-learning process, such as individuals' thoughts, feelings, and emotions. In the humanistic approach to teaching and learning, these are crucial aspects for effective learning to take place (Williams, 1997).

The concept of humanism has taken other views from both EFL educators and writers as for example, that it is “the primary task of the English teacher to encourage and advance the development of the students’ inner-selves” (Gadd, 1998, p.225). What happens is that in language classrooms a great part of the work done is devoted to the externalisation of the students’ feelings, experiences and ideas generating a teacher willing in taking part of this kind of self- disclosure activity, whose role appears to be that of a kindly confessor or therapist, as Gadd (1998) has suggested. In this sense, foreign language teaching takes the responsibility of shaping students’ personality, “playing an important part in education towards co-operation and empathy” (Klippel 1984, p.6). Thus, humanistic activities emphasise the centrality of the learner, changing the balance of power in the classroom.

2.2.4 Humanistic Language Learning Activities

According to Legutke & Thomas (1991), a great number of language learning tasks have appeared in the literature under the name of ‘Alternative Methods’ (Schwerdtfeger 1983; Dietrich 1983; Thomas, 1987). Humanistic activities have then been called *language games, drama events, simulations, awareness and fluency activities, value clarification tasks, encounter games, structured experiences, confluent growth strategies* and are often referred to as *humanistic techniques and methods*.

Humanistic activities allow the students to see the human side of each other as well as the teacher’s as they help providing moments when the sharing of experiences is of personal importance to learners. Moskowitz (1978) characterises humanistic activities as providing “climate of acceptance (...) warm, supportive, accepting and non-

threatening” (p. 24) and Frank & Rinvoluceri (1983, p.9) have wisely stated that “real communication can only take place in a relaxed atmosphere of mutual trust and confidence”.

Although many foreign language teachers are already humanistic in their approach to dealing with students in their classes, that is quite different from using humanistic exercises and activities to help teach the content of the language. According to Moskowitz (1975, p.15), humanistic activities go far beyond studying a unit dealing with the family or the house and asking such questions as “*How many brothers and sisters do you have?*” or “*What furniture is in your bedroom?*”. These *personal* questions are, in fact, *impersonal*. What they share is factual, superficial data about students. Instead, affective questions dealing with these same themes could be: *How does it feel to be the oldest child? What advantages and disadvantages are there? What special object do you display in your room that gives you pleasant memories? What does it mean to you? What do you think of when you look at it?* In this case, personal questions like these, share impressions and feelings, involving statements about who the person really is.

Wright (1987) points out that humanistic activities work on the learners mobilising their views of the world, their personal values and own experience content. This, in turn, might create new and unforeseen needs for text input, language functions and vocabulary, on the premise that in humanistic teaching language learning *per se* is of secondary importance mainly due to the fact that the language, in this case, acts as a vehicle for experience (Stevick 1980, p. 115).

On the positive side, studies on the outcomes of humanistic education have shown that learners who have reached the limits of their ability to communicate in the foreign

language are ready and willing to absorb new language whenever they have something worth communicating and know how and where to find help to bridge the language gap (Kramsch, 1984). This is because they experience reassurance and satisfaction when they undertake achievable investigative work (Seletzky, 1989).

Ideally, humanistic activities are embedded in the following proponents:

- (1) *Learning in the here and now* (Galyean, 1977). Engaging in the here and now takes place when the learner is the theme.
- (2) *Student offered material as the basis for learning and practising language structures* (Galyean, 1977). Here the learner becomes the most important source for learning and topics related to his/her own life serve as basis for the language structures practised.
- (3) *Interpersonal sharing* (Galyean, 1977). Here, following general Humanistic Psychology and Pedagogy, ideas, fantasies and everyday life experiences are listened to and shared in various social formations (pairwork, small groupwork, circle discussions). "The important thing is that the students will want to communicate as these personalized activities are excellent motivators" (Moskowitz 1978, p. 30).
- (4) *Self awareness and realisation* (Galyean, 1977). Through the recognition of oneself, the learner will be able to understand his/her weaknesses better and work toward the improvement of these language difficulties, thus facilitating one's learning process.

In this sense, a typical humanistic sequence of tasks may involve relaxation activities prior to the guided fantasy, which is conducted with closed eyes and is followed by a phase of group sharing. These tasks that ask for individual expression are often referred to as risk-taking activities (such as acting something out or using mime) as they might contain unencountered – and therefore anxiety-creating – forms of behaviour, such as closing one's eyes. For this reason, humanistic activities require that the teacher attitude is positive, that s/he is genuinely interested in the students' replies to his/her

questions, that her/his personal skills are good and her/his training adequate, for the students can expect to place their trust in the teacher whenever s/he introduces guided tasks for self-disclosure through talking about one's dreams, hopes, fantasies or feelings.

Humanistic activities come out of collective negotiation and co-determination and are based on three basic rules introduced by Moskowitz (1978, p 31):

- (1) "Everyone gets listened to. We will listen to everyone in our group as each speaks.
- (2) No put-downs... We will not tease or laugh at anyone who shares.
- (3) Passing. If you have reason for not wanting to respond to a particular question or to share an experience for a certain exercise when it's your turn, you can pass. Everyone will respect your right to do this and no-one will ask you why".

Additionally, humanistic activities, even in a school context, as suggested for the purpose of the present work, may take on characteristics of *partnership*, *caring* and *co-operative responsibility* arising as a result of the individual behaviour of all participants in the learning process and the expression of their relationships, without ignoring the fundamental asymmetry of roles present in any institutional learning milieu. Even from a 'partner-like' position as 'counsellor' or 'adviser', teachers in state schools have the responsibility and power of grading, which represents a societal requirement necessary for the formation of future careers. Just 'forgetting the typical teacher role', as Frank and Rinvoluceri (1983, p. 9) suggest, does certainly not lead to a real improvement of the learning climate. Rather, it could produce pitfalls in relationships and generate a new form of alienation: the alienation of learners from their teacher.

2.2.5 Humanistic Approaches in L2 Learning

Historically, humanistic principles have been incorporated at least into three different EFL methodologies: Suggestopaedia, The Silent Way, and Community Language Learning (Richards and Rodgers, 1988).

2.2.5.1 Suggestopaedia

Suggestopaedia is an educational approach devised by the Bulgarian psychiatrist Georgi Lozanov (Williams, 1999). This approach is based on the belief that the brain is greatly underused and that this is partly due to our being bombarded with negative messages - or suggestions - about our capabilities. The aim in Suggestopaedia is to provide an atmosphere of total relaxation and enjoyment, where the internal and external learning barriers are removed so that learning can take place at both conscious and unconscious levels. Lozanov's approach to language teaching is considered humanistic since it aims at generating emotional health in the learner through the application of relaxation techniques that attempt to facilitate the learning process by making the learner more receptive to it.

2.2.5.2 The Silent Way

The Silent Way is an approach to language teaching devised by Caleb Gattegno (Williams, 1999). It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much

language as possible. Gattegno's aim is not just fostering second language learning. The approach also incorporates the notion that human beings have a spiritual dimension and that individuals' sensitivity is an important factor in learning (Richards and Rodgers, 1988). The Silent Way is coherent with the principles underlying the humanistic approach in that it emphasises the centrality of the learner, taking the focus away from the teacher and placing it on the learner's language productions.

2.2.5.3 Community Language Learning

Community Language Learning (CLL) refers to a method developed by Charles A. Curran and his associates (Williams, 1999). Curran was a specialist in counselling and a professor of psychology at Loyola University, Chicago. His application of counselling techniques to learning is known as Counselling-Learning. Community Language Learning therefore represents the use of Counselling-Learning theory to teach languages.

The approach of Community Language Learning is linked to humanistic education since it involves learners sitting in a circle, as a community, deciding what they want to say, when they want to say it. As emphatically established by the premises underlying the humanistic approaches, the present method gives 'voice' to the learner and is believed to reduce the learner's stress by means of creating this 'intimacy' among learners (Oxford, 1996).

What these three approaches have in common is the emphasis on humanistic practices, such as the focus on the learner's self, the engagement of the whole person, including one's emotions and feelings (the affective realm) in addition to the focus on linguistic knowledge and behavioural skills.

2.3 Implications and Criteria for the Application of Humanistic Principles in the EFL Classroom

The issue of the applicability of humanistic principles in the EFL classroom has generated a lot of discussion on the subject. However, by balancing the criterion items for the application of humanistic principles in the foreign language classroom that have been suggested by Legutke & Thomas (1991), a common-sense can be reached and this can definitely promote a positive change into the field of EFL teaching. These criteria will be described as follows:

The first criterion to be taken into account is the one of preparation. This criterion leads to the question of previous exposure to communicative tasks by both teacher and the learner. With regard to learners, one needs to decide whether they are ready and able to participate in the introspection journeys of fantasy proposed by humanistic tasks. On the other hand, the teacher must be able to judge the extent of the guided introspection phase and lead the class accordingly. In addition to that, different learning habits and beliefs need to be taken into account especially when students from different cultural backgrounds and learning traditions have come together.

The second criterion is concerned with the proportion of manipulation on the part of the teacher in engaging his/her learners in a particular task. Whenever teachers work with communicative tasks which activate experience and stimulate self-discovery they must expect resistance as a justifiable form of behaviour from the learner. One way of finding out if a given activity is feasible is to have teachers to check out themselves whether they would do what they ask of their learners: would they disclose to others their ideas for the future? Act out a pantomime? Meditate with their eyes closed? Get engaged

in a conversation using a fantasy language with a partner? Talk about their feelings as a child, etc? Finally, they should ask themselves if they will not act in a repressive way if resistance occurs.

The third criterion to be taken into consideration involves the functional language that the learner must have in order to participate in a given communicative task. There is often a gap between what the teacher expects his/her learner to achieve and what this learner really achieves. In a communicative task, learners will do their best to express their views of the world, their personal values and own experience content, which, in turn, might create new forms of language functions and vocabulary. The teacher must be flexible and sensible in what to expect from his/her learner, otherwise a sense of frustration and demotivation will be created when the learners try, and subsequently fail, to communicate after intensive personal investment and group activity. What can also happen is that instead of using the target language they all slip constantly into their native language. Most of the authors who write in this area (e.g. Moskowitz 1978, p.29; Frank and Rinvoluceri 1983, p. 9) refer quite appropriately to this essential role of the teacher (i.e. a person who is flexible and a source of expertise in the target language). However, in the view of the complex nature of communicative tasks, learners may need more than the teacher's linguistic competence. Rather, they need to learn how to pursue their own learning within the parameters of particular tasks.

The fourth criterion relates to a retrospective and reflexive self-assessment to be made by the teacher after undertaking a humanistic task as a means of reflecting upon the outcomes of this sort of task. Some of the basic questions under this criterion are:

- (1) *What do I expect this particular task to do and achieve for the individual learner? How does it link to the following activities?*
- (2) *Would it be more feasible to change the task or select a different one?*
- (3) *What is the function of the task? Is it to initiate a new learning sequence in which all the learners do the same or will the group continue work multi-directionally?*
- (4) *Should the learners undertaking this task be challenged to summarise their experience in terms of knowledge gained?*
- (5) *Does the task define, frame or even redirect learner awareness and activities by sensitising them to deal with something new?*

In trying to understand what happened while undertaking a particular task, it is also useful to engage the students in a feedback session. This may contribute effectively to the evaluation of learning tasks, sequences, resources and input materials by means of reflection on the part of the learners, which is considered indispensable in a humanistic task. As Moskowitz (1978) points out:

At the close of an exercise, students are asked what they learned from the activity and/or feelings or reactions they would like to share about the activity with the total class. This is called processing the activity; it is a very important phase in the learning process and should not be overlooked. In this phase, students share insights they've gained about themselves and about the group or class and any feelings they've experienced. You can then summarise the purpose and the learning for the class. (p.33)

The relevance of clarity is recognised by many authors (Canfield & Wells, 1976; Moskowitz, 1978; Frank & Rinvolutri, 1983, p.9) as it enhances a positive social-affective climate that stems from collective negotiation and co-determination.

In taking into account the fundamental criteria which have been spelled out, humanistic tasks can have a purpose in the language classroom, by increasing learners'

receptivity and willingness towards humanistic tasks and promoting responsibility as well as response-ability.

3. Summary of the Chapter

In this chapter, I have reviewed the main literature related to the two topics of my thesis: motivation and humanism. In the next chapter, Chapter III, I will describe the method used to collect data for my study, describing the context, the procedures and the instruments used in the collection of data.

CHAPTER III

METHOD

In this chapter I describe the method used to collect data for the present study. First, I describe the context in which the data were collected. Second, I describe the procedures for the collection of data. Finally, I describe the instruments used.

3.1 The Context

The data for the present study were collected at the Colégio de Aplicação of the Universidade Federal de Santa Catarina (UFSC). The Colégio de Aplicação, founded in 1961, is located on campus and constitutes an educational unity that assists both primary and secondary schools. It was created with the purpose of being an experimental institution for the development of research in the academic context. Up to 1970, the school solely assisted primary school levels. It was only later, in 1980, that secondary school levels were implemented. At present, the school has a total of 900 students and three classrooms for each level of primary and secondary years. Each classroom holds 25 students. The Colégio de Aplicação aims at assisting the trilogy Learning, Research, and Extension. It holds a humanistic philosophy of teaching and learning, privileging the “production, transmission and critical appropriation of knowledge so as to create social responsibility in its learners” (Agenda do Colégio de Aplicação, 2001, p.3). The philosophy adopted by the institution is believed to enhance the expansion of the learners’ personality and to create conscious, responsible and independent learners and individuals. According to the philosophy of the Colégio de Aplicação, both the contents

and the methodology applied by the school aim at a “productive transformation in the conscious process of constructing a just, humanitarian and equal society” (Agenda do Colégio de Aplicação, 2001, p.3).

As concerning the teaching of foreign languages, the Colégio de Aplicação traditionally groups students in levels of proficiency – basic, intermediate and advanced levels – according to their results in an in-house placement test applied at the beginning of the school year (Lucena & Fortkamp, in press). In this sense, foreign language classes normally have smaller groups than other subjects.

3.1.2 The Data Collection

3.1.2.1 The Participants

Although the ideal procedure for determining whether a relationship between humanistic practices and motivation exists would be a longitudinal study with one group, it was thought that – because of time constraints for data collection and analysis, and the writing up of research – comparing two groups for a shorter time would also provide relevant data, provided that the two groups had teachers with somewhat distinct practices. Thus, in order to determine whether humanistic pedagogical practices are useful in increasing students’ motivational level, two different groups of intermediate learners of English as a Foreign Language – one in the 1st year of high school and the other in the 2nd – were selected as participants for the present study. These two specific intermediate groups were selected for the following reason. Based on my subjective judgement, the two teachers seemed to show rather distinct methodological approaches, and this, as

already said, consisted in a crucial element to the sort of investigation I had proposed to do.

The two teachers, who I will address as T1 and T2, are experienced teachers of English as a Foreign Language. T1 is a graduate in Letras from UFSC and has an MA degree in Applied Linguistics with concentration on Language Acquisition at the same institution. T1 has been teaching English for 18 years, 3 of which she has spent teaching at Colégio de Aplicação. T2 holds a PhD degree in Applied Linguistics and has been teaching English for 20 years, 10 of which she has been teaching at Colégio de Aplicação.

The two groups, which I will address as G1 and G2, had 18 and 14 students respectively. G1 had 12 boys and 6 girls while G2 had 7 boys and 7 girls. For G1, classes took place on Wednesdays, from 10:05 am to 10:50 am and on Fridays, from 9:00 am to 9:45 am. For G2, the classes were held on Wednesdays, from 10:50 am to 11:35 and on Fridays, from 10:05 am to 10:50 am.

Although both groups were at the intermediate level, the teachers opted to adopt two different textbooks – Cambridge English Worldwide, by Andrew LittleJohn and Diana Hicks (Cambridge University Press) for the 1st year students' and Skills Training – Double Take Language Practice, Listening & Speaking and Reading & Writing, by Derek Strange (Oxford University Press) for the 2nd year students. The reason for this difference is that the students of the 2nd year had already studied with the book Cambridge Worldwide in the previous year.

Every class at Colégio de Aplicação lasted forty-five minutes. I observed and video-recorded a total of 16.5 hours during the months of February, March, and April of the first semester of the year 2001. I observed 10 classes for G1 and 9 classes for G2, as

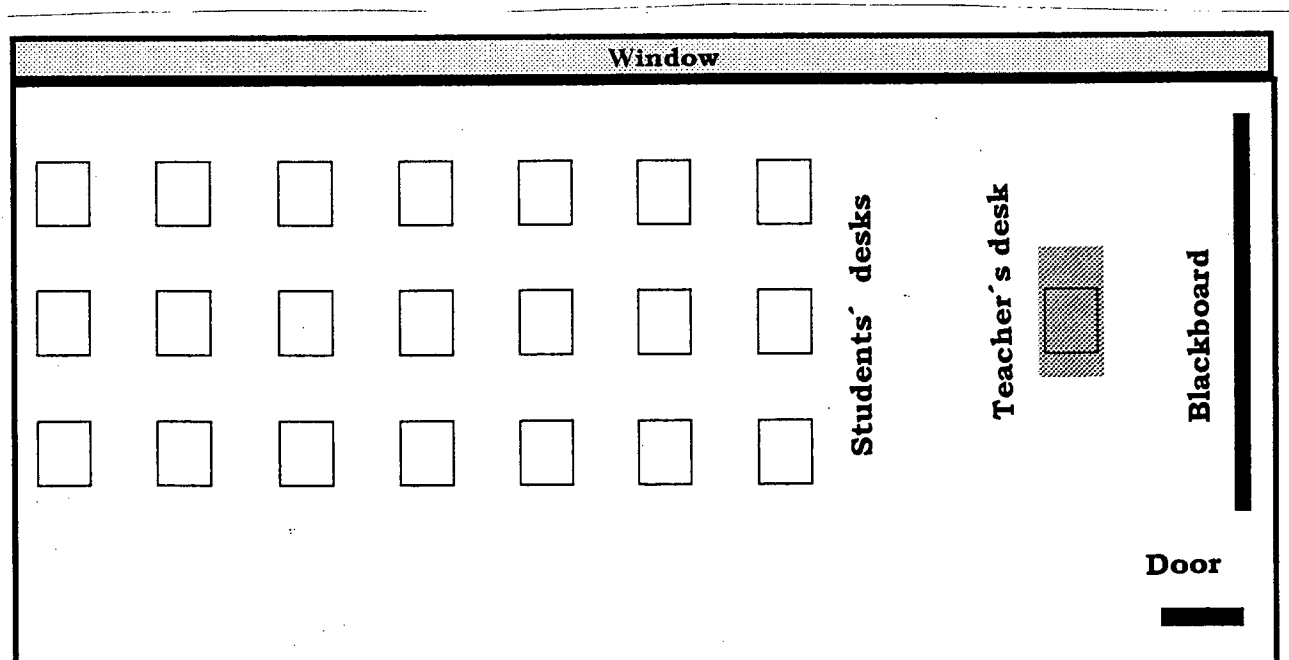
in one of G2 classes (4.4.01), T2 attended an institutional seminar thus making the observation impossible.

3.1.2.2 Classroom Organisation

In relation to classroom organisation, in both classrooms T1 and T2's desks were positioned in front of the learners' desks, which were placed in rows. The classrooms where both classes took place were considerably large and comfortable. There was a large window on the left, a big blackboard at the front of the classroom and a small notice-board on the right, next to the door. Teacher 1 made use of the Video Room twice during the period of observation and Teacher 2 made use of the conference room once during the period while I was observing, recording, and taking notes.

In Figure 1 that follows, I present a picture of the classroom organisation so as to facilitate the viewing of the classroom arrangement for both groups observed at Colégio de Aplicação:

FIGURE 1: CLASSROOM ORGANISATION



3.2 Procedures

In Group 1, a total of 10 classes were observed for subsequent analysis. In Group 2, 9 classes were observed. For data collection, three instruments were used: classroom observation, questionnaires assessing students' motivational level, and interviews with the teachers in order to assess their views and perceptions of motivation and the use of humanistic principles. The classroom observation stage was divided into three distinct steps: experimenting classes, observation and note-taking and, finally, videotaping (see section 3.2.3 for the videotaping step). To assess learners' level of motivation, two questionnaires were given – one at the beginning of the term and another at the end (see sections 3.3.1 and 3.3.2 for Questionnaires 1 and 2). In order to help provide an overview of the activities performed by both Teachers 1 and Teacher 2, dates and activities are displayed in Tables 1 and 2 that follow:

TABLE 1: ACTIVITIES FOR TEACHER 1

| Class 45 MINS | Date | Activities |
|--------------------------|-------------|---|
| 1 (Wed) | 23.2.01 | Listening: In the rainforest; textbook, activity 2, page 40 (Answer the questions) |
| - | - | NO CLASS (CARNIVAL) |
| 2 (Wed) | 7.3.01 | Reading: How do the forests make rain?; textbook, activity 5, page 42 (Put the pieces of the puzzle in the correct place) |
| 3 (Fri) | 9.3.01 | Listening: Song 'Mother Forest' ; textbook, activity 6, page 43 (Listen and sing it) |
| 4 (Wed) | 14.3.01 | Vocabulary: Crossword 'What's the word?'; textbook, activity 8.2, page 44 |
| 5 (Fri) | 16.3.01 | Project: The Environment (Students had to produce colourful posters about the environment using pictures and short sentences) |
| 6 (Wed) | 21.3.01 | Listening: The oldest things on Earth – The Living Planet; textbook, activity 7.2, page 43 (Listen and answer to the questions) |
| - | - | HOLIDAY |
| 7 (Wed) | 28.3.01 | Written Examination (not observed) |
| 8 (Fri) | 30.3.01 | Reading: When the Wollemi Pines Started Growing; textbook, activity 1, page 46 (True or False?) |
| 9 (Wed) | 4.4.01 | <ul style="list-style-type: none"> • Reading: Learn More about Dinosaurs; workbook, activity 1, page 20 (Find seven mistakes in the picture) • Grammar Explanation: Was/Were; workbook, activity 2, page 21 (Fill the gaps) |
| 10 (Fri) | 6.4.01 | Video Class: A film about Dinosaurs |

TABLE 2: ACTIVITIES FOR TEACHER 2

| Class 45 MINS | Date | Activities |
|---------------------------|-------------|--|
| 1 (Fri) | 2.3.01 | Listening: textbook, page 43 (School Meals; Fill in the missing words); workbook, page 18 |
| 2 (Wed) | 7.3.01 | Writing: Write sentences about your Family Life (workbook, page 11) |
| 3 (Fri) | 9.3.01 | Listening: textbook, page 10, activity 2 (Listening for Specific items) |
| 4 (Wed) | 14.3.01 | Reading through storytelling: Kids' Games; textbook, Activity 1, page 10 (Match the paragraphs to the pictures) |
| 5 (Fri) | 16.3.01 | <ul style="list-style-type: none"> • Grammar Explanation: Must/Mustn't • Storytelling: time-filler |
| 6 (Wed) | 21.3.01 | <ul style="list-style-type: none"> • Revision of Language Base (must/mustn't): On a Concentration Camp |
| - | - | HOLIDAY |
| 7 (Wed) | 28.3.01 | Listening: An Interview about Members of the Family Textbook, activity 4, page 10 |
| 8 (Fri) | 30.3.01 | Written Test (observed) |
| 9 (Wed) | 4.4.01 | NO CLASS (T2 attended an Educational Conference) |
| 10 (Fri) | 6.4.01 | <ul style="list-style-type: none"> • Feedback about the issues discussed at the Educational Conference) |

3.2.1 Experimenting Classes

Before initiating the observation of the classes, I contacted both T1 and T2 to arrange a suitable date to start my data collection. They explained that they both taught in the 1st, 2nd, and 3rd years of high school, each group in different language levels. I suggested that I should observe some of these classes in order to choose the most appropriate group for my focus of investigation. One of the teachers (T1) promptly agreed to my suggestion and on 23rd February I watched the three different classes she gave, each at a different level of language proficiency. Under the argument that she needed sometime to prepare her classes, T2 asked me to start the observation of her classes on the following week after Carnival. Having said that, on 2nd March, I attended T2's classes, also to check which one would mostly suit my academic necessities. During these two days of intensive classroom observation of both teachers, I made use of note-taking in the six classes watched.

3.2.2 Observation and Note-Taking

Once I had selected the two groups to be observed, on 7th of March I started the observation of the two distinct groups through note-taking, in order to get accustomed to the groups and make them familiar with my presence in the class. From the very first day of classroom observation, both T1 and T2 made their students aware of my presence in the classroom by explaining the full implications of the research, which they seemed to understand and to be willing to contribute to. I was surprised to notice that

the students did not show any sign of embarrassment at my presence in the classroom, possibly for being used to having other people observing classes at the school.

The first group I observed was the intermediate group from the 1st year which I would later select as one of my two groups for classroom observation. It was the second week since classes at school had started and students were still getting used to the classes. At that time I was surprised to know that the teacher already knew the students by their names and I could promptly feel her innate enthusiasm in giving class, despite the apparent apathy of her pupils.

On 9th March, my third lesson for classroom observation in G1 was held in the video room due to the intense heat of that specific day. The classroom was much bigger and new students were present in the classroom as coming from other schools. On 2nd March, the observation for Group 2 started through note-taking. Concerning classroom organisation, in this specific class for G2, all desks were arranged in semicircle, which facilitated communication between teacher and students as well as the teacher's control over the classroom. After asking students about their books, T2 asked students to arrange themselves so as to share books.

The observation through note-taking in both groups was carried out for three classes, until 14th March, when I first took the video camera into the classroom. Without turning it on, I placed it at the back of the classroom, on the desk where I was sitting, so that its presence would not be so visible to the students' and therefore would not contribute to inhibit their performances.

3.2.3 Videotaping

The videotaping started on 16th March and finished on 6th April. I opted to leave the video camera on my desk at the back of the classroom throughout the entire process of recording the classes for the facility of handling it and changing its position whenever the teacher decided to move around the classroom. Although I always tried to arrive at school before the class actually started, it was almost impossible to get into the classroom to get the equipment ready for the recording before the beginning of classes because there were usually classes going on before the English class began. Thus, I needed to wait for the teacher of the previous class to leave and T1 or T2 to come in order to be able to set the camera for videotaping the class. This caused classes to start being videotaped five minutes after they had actually started.

On 30th March T2 applied her first written exam and she suggested that I should record the process so as to register any possible facial expressions or signs of (de) motivated attitudes by the students in her class. Having already recorded three of her classes, I decided to follow her advice by recording the entire process of examination. However, the data collected from the recording of the exam was not included in the analysis of this work as it did not provide me with relevant evidence in order to attest for the relationship between motivation and humanistic practices.

3.3 Instruments

In the present study, three types of instruments were used: 2 questionnaires assessing students' motivational level – the first applied in the beginning of classroom observation and the second at the end – the video-recordings and an interview with both teachers involved in the research.

The two questionnaires assessing learners' level of motivation were developed, partially drawing upon some published materials on motivation and humanistic studies (Dörnyei, 1990; Crookes, Graham & Schmidt, 1991; Nunan & Lamb, 1996), partially having items being newly written based on my impressions of the teachers, the students and the environment. The questionnaires were applied in two phases: the first was given in the beginning of the semester when the classroom observation started (Class 5, 16th March 2001) in order to collect the students' perceptions of the English classes at that very stage, and the second was applied at the end of the classroom observation period (Class 10, 6th April 2001) so as to notice whether there had been any increase or decrease in the students' level of motivation throughout the time of the observation and if this had somewhat been affected by teachers' practice. It is important to mention that, for G1 it was T1 herself who applied the second questionnaire to her group. This happened because G1 was extremely engaged in a video activity on the very day I had planned to apply the second questionnaire to G1. Fearing to break their excitement towards the activity, I found it better to leave the questionnaire for T1 to apply on the following class.

In addition to the main question about the students' present level of motivation, applied in both questionnaires, questionnaires 1 and 2 also contained some items focusing

on how the students perceived an ideal language classroom, an ideal teacher as well as their role in the process of learning a foreign language.

The administration of the questionnaire took place during the months of March and April of the year 2001.

3.3.1 Questionnaire 1

The first questionnaire consisted of 9 questions, 7 of these being open-ended, requiring subjective answers from the students. In Question 1 of Questionnaire 1 students were asked why they had chosen to study English as a Foreign Language and not another foreign language. Question 2, a multiple-choice one, asked students to indicate how their level of motivation at that specific moment of their learning process was. Among the choices which were given were: very motivated, motivated, reasonably motivated or totally demotivated. In case students found themselves inserted in any other category, space was provided for them to indicate what this level of motivation was.

In Question 3 students were asked to rate from 1 to 5 what they considered to be their priorities in a motivating language classroom. Some of the choices which were given were: good material, a good teacher, comfortable classrooms and extra activities. Again, space was provided for students to personalise, if desired.

Question 4 required students to write 4 adjectives to describe the profile of what they considered an ideal language teacher. Question 5, on the other hand, focused on what students considered an ideal language classroom. This time choices were not provided and students were free to talk about the activities which made them feel more motivated to do in a language classroom.

Question 6 asked students whether their English classes had been meeting their initial expectations. In sequence, also regarding students' satisfaction with their English classes, Question 7 asked students to suggest any change to their classes.

Question 8 focused on the reflection on the part of the students about their own learning process and it asked them to state whether they had been making enough effort in relation to their English classes. Finally, Question 9 of Questionnaire 1 asked students what they aimed at achieving until the end of the term.

I had aimed at applying the first questionnaire on 16th March to both G1 and G2 (see Appendix D, Questionnaire 1). The application of the questionnaire to G1 occurred as expected on 16th March in the beginning of T1's class. However, as T2 asked me to have a look herself at the questionnaire first, I opted to postpone its application to G2 to the following lesson and left a copy of the questionnaire to both T1 and T2 in their respective pigeon holes.

Thus, on 21st March, I applied the questionnaire to G2. Students took approximately 15 minutes to answer questionnaire 1 and did not seem to have many problems while answering it. In spite of that, I had to give linguistic assistance to a Japanese student who could not answer the questionnaire since all questions had been designed in Portuguese. Due to this fact, this particular student took relatively longer to answer the questionnaire than the rest of the class. During the application of the first questionnaire, I could notice that T2 was particularly apprehensive and kept asking students if they had already finished, hurrying them to do so.

Soon after applying the questionnaires to G2, T2 asked me to have a look at the results. I felt particularly prudent about showing the results before finishing my data collection, fearing that by doing so, this teacher would be biased, influenced to change

her behaviour towards her methodological approach therefore interfering in the nature of the research.

3.3.2 Questionnaire 2

Questionnaire 2 (Q2) was designed to assess whether students' motivational level had changed throughout the period I had been present observing classes in G1 and G2 (see Appendix D for Questionnaire 2). Questionnaire 2 included the second question of Questionnaire 1, in which students were asked to indicate what their level of motivation at that specific moment of their learning process was, so as to check whether they had shown any variation – increase or decrease – in their level of motivation, reflecting their views on the English classes.

Questionnaire 2 comprised 5 questions. In the first question students were asked again to indicate their level of motivation. Once more, they were given the same choices as in Questionnaire 1, which were very motivated, motivated, reasonably motivated or totally demotivated.

Question 2 of Questionnaire 2 asked students if they had experienced any change in their English classes. Question 3 asked students if their initial expectations had been met. Question 4 required students to reflect on whether they liked the way their English classes were being conducted. Finally, Question 5 asked students to point out both positive and negative points in their English classes.

On 4th April, the very last day for classroom observation, I had planned to apply Q2 in both G1 and G2. Nevertheless, I decided not to do so due to the high level of motivation students in G1 were showing while having a video class about dinosaurs on

that very day. For this reason, I opted to leave the questionnaire for T1 to apply in her following class. As for the application of Q2 in G2, it occurred as expected, with students taking no longer than 5 minutes to answer to its questions.

3.3.3 Interview with the Teachers

Nine questions were formulated as a basis to an informal conversation with the teachers involved in the study so as to check on their view of their own approach to language teaching, to the humanistic approach itself, and to motivation. From the nine questions formulated, some of them were designed specifically to one of the teachers, such as Question 9 to T1, about her recurrent practice of using code-switching in the classroom and Question 3 to T2, about the emphasis she gave to the importance of exams and evaluations in her classroom. I decided to be flexible in the manipulation of the questions since the teachers could get naturally enthusiastic about answering particular questions of their interest.

Question 1 asked the teachers involved in the study about the way they realised and felt their students' motivation in the class. Question 2 highlighted the issue of teacher-student relationship in the classroom as it asked these teachers about the way they got involved with their students in the classroom. Question 3, as previously reported, was designed specifically to T2 as it talked about her recurrent practice of giving emphasis to assessment in her classroom, asking whether she made use of this practice as a conscious way of obtaining her students' attention. In Question 4, the teachers were asked whether they were satisfied with the results stemming from their pedagogical practice. Question 5 asked the teachers to point out anything they would like to change in their pedagogical

practices. In the same vein, question 6 asked the teachers to report their strengths (positive points) and weaknesses (negative points) in their classes. Question 7 talked about autonomy in the classroom and it was designed to ask the teachers how they enhanced autonomy in their classes. Finally, question 9 covered the issue of the humanistic approach to teaching. The question asked the teachers what their view on the subject was and whether they regarded themselves as humanistic teachers.

On 15th May I met T1 in order to interview her for the final step of my data collection. The intention of the last phase of my data collection was to gather as much information as possible as to how conscious both teachers were regarding their practices as humanistic teachers as well as collect their feelings and views on their students' motivation.

T1 and I agreed to conduct the interview at the school where I had been observing, for it was more convenient for both sides. At 5:10 p.m. we initiated our conversation in one of the school classrooms that appeared to be more silent and in which we would not run the risk of being constantly interrupted throughout the interview. When asked in which language she would like to be interviewed, T1 preferred the interview to be managed in Portuguese justifying her choice by claiming that her ideas on the subject of pedagogical practices would "flow" better in her mother tongue. During the interview with T1 we were interrupted once by another teacher of the school who excused herself for having to deal with some particular matters with the teacher I had been interviewing. The interview itself lasted for about 15 minutes and from the very beginning T1 looked absolutely relaxed and comfortable while answering to my questions.

T2 and I met on 18th May, also at Colégio Aplicação, and our interview was held at the Teacher's Room at 2:30 p.m. Similarly to T1, T2 preferred the interview to be held

in Portuguese for the same reason T1 had stated. Like T1, T2 looked calm, not showing any apparent sign of nervousness or apprehension, and answered to my questions fully, without hesitation. Contrarily to T1, whose answers were quite long, T2's responses were fairly short and succinct and her interview lasted no longer than 10 minutes. Once the interview was over, T2 and I carried on talking about pedagogical practices in general as well as the enhancement of our students' self-esteem while learning a foreign language. She expressed some personal insights into teacher-student relationship and made use of a metaphor – one that I found particularly interesting – to describe the initial contact with a new and unknown group of students. She compared it to a “first dance with someone one has been flirting”, since it must couple a good deal of both audacity and conservatism to keep its balance.

3.3.4 Key to Conventions on Transcription

Based on Cipriani (2001), the following transcription symbols were used in the present study:

[overlapping

(()) analyst's comments

, short pause

+ long pause

XXX inaudible

CAPITAL stressed word

? questioning intonation

: sustained sound

St1,2,3... identified learner

St – unidentified learner

Sts – learners in chorus

4. Summary of the Chapter

In this chapter I have presented the method used to collect data for my study, describing the context, the procedures and the instruments for the collection of data. In the following chapter I present the results of the analysis of the data collected.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

The objective of this chapter is to present the results of the analysis of the data in order to determine whether the application of humanistic principles in the EFL classroom is related to students' level of motivation to learn the language.

The analysis consisted of identifying, in class transcripts, the types of activities the teachers of the two groups applied in their classes and determining whether these activities incorporated the characteristics of humanistic principles; determining, in teacher behaviour, whether the teacher revealed a humanistic approach; determining through the interview, the teachers' view of the humanistic approach to L2 learning; determining students' level of motivation through their answers to the questionnaires and relating the findings of the four previous questions to students' answers to the questionnaires¹.

4.1 Activities the Teachers Applied

As discussed in Chapter II, in a humanistic classroom a social-affective climate is created as the result of a co-operative effort of the individual behaviour of all participants in the learning process so as to facilitate learning. Since the school selected for the observation of this study holds the philosophy of a humanistic approach to learning, the teachers were already expected to have a humanistic pedagogical practice.

¹ The students' and teachers' speeches dealt with in this work are reproduced as they were actually produced.

In order to keep accordance with the assumption of the present study in which students' motivation is linked to and increased by a humanistic approach to the teaching of a foreign language – being equally decreased by a non-humanistic approach – we shall start by analysing the type of activities that both Teachers 1 and 2 made use of in their classes.

For the effect of analysis, let us first examine what is understood by a humanistic activity. In the words of Moskowitz (1978), humanistic activities are intended to foster “self-discovery, introspection, self-esteem” (p.14), in order to get “in touch with the strengths and positive qualities of ourselves and others”. Moskowitz also characterises a humanistic activity as provoking and providing a climate of acceptance, warmth, support and non-threat (Moskowitz 1978, p. 24). Equally, Frank & Rinvoluceri (1983, p. 9) reinforce this idea by pointing out that “real communication can only take place in a relaxed atmosphere of mutual trust and confidence”.

In the same vein, Stevick (1980, p.115) points out that in the development of self-awareness i.e., the concept that one has of oneself through humanistic activities, language learning perse is of secondary importance mainly due to the fact that the language, in this case, acts as a vehicle for experience (Stevick 1980, p. 115).

Often, humanistic tasks ask for individual expression and risk-taking – such as acting something out or using mime – and they might contain unencountered – and therefore anxiety-creating – forms of behaviour, such as closing one's eyes, touching each other and crowding together. Moskowitz (1978) makes the distinction between high and low-risk activities by recommending the use of the latter, since the themes in low-risk activities are usually “safer rather than threatening or overly personal” (Moskowitz 1978, p.27). She reinforces this belief by stating that in the use of “activities which stress the

positive side of things and that are low-risk, the fears that teachers may have that something too deep or too personal will come up and they will not be able to handle it properly can be put aside” (Moskowitz 1978, p.27).

However, whenever teachers work with humanistic tasks which activate experience and stimulate self-discovery, i.e., the awareness of one’s own abilities and weaknesses, they have to expect resistance as a justifiable form of behaviour from the learner. Legutke and Thoman (1991) propose that one reliable way of finding out whether resistance is likely to occur in a given activity may be for teachers to check out themselves whether they are prepared to do what they are asking from their learners. Choosing for oneself to become involved, without being persuaded or manipulated to do so, in activities where the outcome is uncertain requires learners to be clear so as to how these learning procedures will unfold. Only when learners are, can they be expected to place their trust in the teacher whenever s/he introduces guided tasks for self-disclosure through talking about one’s dreams, hopes, fantasies or feelings. This involves two basic premises underlying the philosophy of humanism: the ones of clarity and trust. Moskowitz (1978) suggests that the purpose of the humanistic task should always be explained to learners, so that they know why it was suggested by the teacher. Through this clarity, the teacher contributes effectively to the evaluation process which occurs in a post-activity phase in the classroom. By means of reflection, both teachers and students will be able to foster a sense of security as arising from the positive social-affective climate that was created out of collective negotiation.

In the light of the above discussion, I can argue that the features of a specific activity applied by T1 while teaching vocabulary items connected to the rainforest (Class 1, 23.2.01) seem to constitute important evidence of a humanistic task. In this activity, T1 provoked an imaginary situation in which she asked her students to close their eyes and

imagine they were in a very dark and thick forest, as I registered as a part of my field notes during the first phase of classroom observation:

T1 refers to students' own experiences of life to set the atmosphere for the task. She asks: "*Have you seen Blair Witch Project?*" Students look enthusiastic in talking about it. T1 continues: "*Would you like to be in the middle of a forest with a group of friends?*". T1 explains that the tape is going to be played. She then turns off the lights, draws the curtains down (in order to suggest darkness in the classroom) and asks students for silence. T1 gives instruction for a listening activity students are about to start doing: "*Close your eyes and imagine yourselves in a very dark and thick forest. What can you see? And hear? Imagine all the sounds you can hear around*". At this moment, students seem to be really involved in the activity. They suddenly stop talking and obey T1's instructions. They all have got their eyes closed by now. I observe. They look immersed in the atmosphere proposed by the teacher. Once the activity is over, one of the students says: "*Teacher, let's play it again!*".

In making her students share their real experiences about a film, Teacher 1 allowed them to feel more motivated to participate in the activity, thus bringing them together as individuals and as a group. Also, in setting the atmosphere of the class by turning off the lights, drawing the curtains and asking her students to close their eyes, Teacher 1 proved to be sensitive enough to get her students involved in the activity, thus promoting a higher level of integration and motivation in the class, confirmed by the student's request to 'play' the activity again.

Another humanistic activity which was observed tends to confirm T1's ability in getting engaged in the activity herself so as to encourage her students to do so without the need to act repressively in dictating the rules of what it is to be done. As pointed out by Williams (1997), from a humanistic perspective learners should be given 'voice' to their choices by being able to decide what and how they want to learn and should not simply be imposed the rules and viewpoints of their teachers. In accordance with this principle, while dealing with a song proposed by the textbook (Cambridge English Worldwide, by Andrew LittleJohn and Diana Hicks) which focused on vocabulary items related to the

rainforest, T1 managed to get engaged in the activity herself so as to encourage her students to do the same. The first few minutes of brainstorm for the activity which would be subsequently done seemed to be particularly valuable in setting the appropriate atmosphere for the activity, as illustrated by the following field-note record (Class 3, 9.03.01):

T1 introduces the lesson by brainstorming several questions about the rainforest, as a way of revising vocabulary. She asks students: "*How do rain forests make rain?*" Students answer in L1. T1 interrupts, eliciting sentences in L2. In order to help them revise the target vocabulary, T1 asks: "*How do you say XX in English?*" T1 then starts by explaining what the task is all about: students will listen to a song on the tape and will have to take note of any words they understand (the activity is connected to the brainstorm she did in the beginning of the lesson). T1 says that students can close their eyes if they prefer to concentrate better. T1 plays the song. Students open books to look at the lyrics. T1 asks them to close books and goes around checking if students are indeed with books closed and if they are singing along. She encourages them to sing by doing it herself. As a post-listening activity, T1 asks students: *What is the song about? How many words could you get from the song?*

In becoming involved in the activity herself by singing the song along with her students, T1 once more attempted to generate more motivation in her students, this being evident in the way they got engaged in the activity and started singing the song proposed.

In order to determine and categorise the various approaches to teaching, Katz (1996, p. 61) proposes four metaphors to portray the teaching style of the four teachers involved in her study. These metaphors are: *the coreographer, the earth mother, the entertainer and the professor*.

In the present study, two of the metaphors proposed by Katz (1996) are useful to uncover the nature of T1 and T2's teaching styles. Since the image of an *earth mother* "emphasises the role of affect in mediating the intellectual activities" (Katz, 1996, p. 71), I will argue that this concept somehow captures the essence of T1's style. According to Katz's point of view, for an earth mother teacher, the primacy of the establishment of

personal relationships in the language classroom is something of uttermost importance, and this has been clearly stated in T1's interview as reported below:

"The teacher-student relationship in the EFL classroom is fundamental and if empathy does not occur, almost everything is lost"

As T1 reinforced the importance of obtaining the empathy from her students, she showed to be aware of the dangers of becoming too involved with them:

"I believe that interaction in the foreign language classroom is essential, crucial. So I try – and this also comes from my own personality – to create a great empathy with my students and thank goodness, I've been successful in this respect. However, we must be careful in focusing only on this empathy and forgetting other things. We should not, for example, give students too much freedom".

As for T2, in order to capture the essence of her style by taking a number of her particulars into consideration, I will make use of the metaphor of a *coreographer*. According to Katz (1996, p. 64), a coreographer is someone who "creates, arranges, or directs performances" and the focal point of this metaphor is control. The way T2 conducted her practices made her classes look 'orchestrated' or 'coreographed' and this was reflected, for instance, when she emphasised the importance of class attendance by stating that her students should make their uttermost effort not to miss a single class, otherwise she would be forced to phone their parents (Class 1, 2.03.2001), as registered in my field notes:

A new student enters the classroom. T2 asks his surname. T2 explains the rules of her methodology to new students. T shows an authoritarian behaviour when she suggested students not to play truant otherwise she would be forced to phone their parents.

This characteristic of hers was also present in the way she focused on assessments and exams by emphasising that she wanted her students to be slightly anxious about the

exams that were to be done, otherwise they would run the risk of not passing (Class 1. 2.03.2001). This can also be seen in the form of field notes:

T2 now checks with individual students how much comprehension (in percentage) students have had of the listening (in this task, students had to listen to people talking about school meals and fill in the missing gaps). The level of comprehension is very little. T2 says: "The level of expectation that I had on you was of at least, 50%". She adds that she can give them extra assistance, in case they need it. She goes on: I want you to be slightly anxious, because you run the risk of failing. She suggests to skip the exercise she had planned to do next and goes to workbook, page 18.

As it can be noticed through these examples, T2 was effective in clearly laying the ground rules about behaviour in her classes. In having this firm policy about absences and examinations she was informing her students that she had well-defined in her mind that she wanted them to work hard on their weakest points, therefore enhancing responsibility in them.

Following this line of reasoning, T2's approach to humanistic teaching could be referred to as low-risky as her practice did not include the same amount of high-risk activities such as the ones T1 was used to doing. In fact, during the whole period of observation T2 applied only one type of activity which incorporates the characteristics of a humanistic activity – storytelling. This happened only twice. The great majority of activities applied by T2 consisted of language-based activities with emphasis on listening skills. This possibly reveals the fear mentioned by Moskowitz (1978, p.27) that some teachers have in going too far in the type of personal questions about their students' lives at a premature stage in the class, before they have naturally got to know themselves better. Indeed, in a post-interview debriefing when T2 and I carried on talking about pedagogical practices in general, she expressed some personal insights into teacher-student relationship and made use of a metaphor to describe the initial contact with a new and unknown group

of students. She compared it to a “first dance with someone one has been flirting”, since it must couple a good deal of both audacity and conservatism to keep its balance. Equally, in several moments during her interview, there is evidence that T2 is somehow cautious in getting entirely involved with her students, as reported below:

“... Depending on the context, I can be either very or little involved with my students. In general, in the beginning of term, the involvement is partial since I don't know my students as individuals, I don't know them as a group. So I have to be cautious, haven't I? As the year goes by and I get to know them better, consequently my involvement increases. I would say that by then, it's not only a professional involvement but an affective one. It's often both”.

This process of T2 getting gradually involved with her students and the effects this had on G2's level of motivation could be perceived by individual students as it can be noticed from the following answer to question 2 of questionnaire 2 in which one of the students stated his/her opinion on whether he/she had experienced any change in the English classes:

St4: I believe that the atmosphere in our classes has improved as the teacher is more familiar with us and this certainly makes our classes better.

This shows that the students in T2's class were aware of the improvement that had occurred on the personal relationship between T2 and the class and this seems to have affected their motivation towards the learning process in a positive way.

On reviewing the literature about humanism, it can be argued that a great number of humanistic tasks have appeared under the names of *language games, drama events, simulations, awareness and fluency activities, value clarification tasks, encounter games, structured experiences, confluent growth strategies* (Schwerdtfeger 1983; Dietrich 1983; Thomas, 1987) and they have been claimed to initiate and foster meaningful communication through various forms of interaction. This seems to be the case with the

storytelling activity which T2 made use of in her classroom. The activity, transcribed as follows, occurred at the end of Class 6, where T2 had explained the use of *must* and *mustn't* in English. The storytelling activity did focus on this grammatical topic studied in Class 6 and it was probably used by T2 as a five-minute-activity with the aim at promoting a climate of relaxation and joy in the classroom:

Example # 1 (Class 6, 21.03.01, videorecorded):

T2 – listen, listen, listen to me I'm going to tell a story and if you don't understand the words you tell STOP ok? I'm going to tell a story and if you don't understand the words you tell STOP ok?

St1 – yes

T2 – one NIGHT it was raining VERY HARD+ like yesterday + RAINING ((the teacher now makes the gestures and sounds for "raining")) VERY HARD ok? a DOCTOR was driving a car, ok? on a road, it was dark and raining + the doctor was driving the car right? SUDDENLY a truck, a truck was going and ((making sounds as if sliding on a slippery road)) SLIDED like this ((joining hands with clenched fists)) and HIT the car + a CAR CRASH+ like this ok? the DOCTOR was driving, was driving the BOY was next to the driver next to the DOCTOR right? The DOCTOR, the BOY+ THE DOCTOR and the BOY on the car ok? car crash the truck the driver on the truck ok all right no problems ok? he stepped going out of the car, the truck, take a look + oh the FATHER, DEAD+ the BOY? ALIVE ((shouting)) STOP, STOP, HELP + there was a car + HOSPITAL+ BOY, all right, in hospital, and XXX hear+ DR BLACK, DR BLACK EMERGENCY ROOM, EMERGENCY ROOM+ the DOCTOR the BOY+ I can't operate on, I can't operate on+ the doctor was trembling

((making the gesture)) trembling, trembling+ the assistant, what's the problem, doctor.
 what's the problem? This is my s- son, this is SON + what's the problem in the story?

Sts – XXX

T2– yeah?

Sts – XXX + era o pai do garoto + XXX

T2 – yes, so who's this doctor here? ((pointing to the desk, which she had used to
 show the operation place for the doctor)) the doctor in the car died, the father+ who's
 this doctor here, who's this doctor? THE MOTHER

By working out the grammatical item of gender in English through indirect explanation and exposition to the target language item, T2 is successful in promoting and enhancing an atmosphere of fun and joy in the classroom. Thus, as noted earlier by the premises underlying the humanistic philosophy, not only is the humanistic teacher involved in the activity itself and concerned about the teaching of a subject matter but s/he is also interested in the fact that their learners will not leave the humanistic classroom in an unresolved state of upset, as presupposed by this highlighted pedagogical practice.

The analysis of the videotapes and notes taken during the observational stage have revealed that both T1 and T2, following the general philosophy of the school where the data were collected, made use of recurrent practices that may be recognised as humanistic. However, the activities applied by both teachers varied in the type of interaction they promoted and in the degree of involvement stemming from teacher-student relationship – i.e., the degree of affect – thus being possible to recognise the pedagogical practices of

these teachers as more or less humanistic. Given the crucial importance of affect to the characterisation of a humanistic practice, through careful observation T1 could be identified as more humanistic in her pedagogical practice than T2. T1 is overtly concerned with an affective student-teacher interaction, as stated in her interview, and tries to apply a greater variety of humanistic tasks containing high-risk elements. T2, on the other hand, is explicitly more careful in establishing overt personal relationships with her students, focuses more on language-based tasks, and applies fewer types of humanistic tasks which, in turn, contain low-risk elements. These claims are further corroborated in the next section.

In this section I have described the main features of a humanistic activity and presented some classroom examples of how T1 and T2 incorporated these features into their practices. These examples have been illustrated by field-notes taken during the classroom observation, the students' answers to the questionnaires applied, and excerpts from the interview with the teachers.

4.2. Identification of a Humanistic Approach in Teacher Behaviour

In this section, I display some examples of T1 and T2's recurrent behaviour in the classroom and discuss whether this reveals a humanistic approach to teaching.

In analysing T1 and T2 behaviour during their classes, I was able to determine four categories that could be taken as suitable for the application of humanistic practices. These categories have been named praising, encouraging, code-switching to assure students' comprehension and negotiating and they have been selected because of their salience in these teachers' practice in the classroom. In other words, these are aspects of their practice

that called my attention either because they were too frequent or because they were absent or almost absent.

1. Praising

In one of the initial classes (Class 1, 23.02.01) I observed for Group 1 there was a moment in which T1 called the attention of one of her students, who kept chatting continuously by emphasising the fact that he was an *enthusiastic student* and that this sort of misbehaviour – i. e., chatting continuously – in the class was not a common attitude of his, as noted in the following classroom field-note record:

Example# 2 (Class 1, 23.02.01):

T1 - “Felipe, you help me all the time. You’re very *enthusiastic*. Please (...). I have to talk serious with you (...)”

Later, I confirmed the constancy of T1’s praising before starting to criticise misbehaved attitudes in her students. The impression I had was that she held the belief that by over-praising she would somehow grab her students’ attention and would thus minimise the impact a criticism would have on them. The way T1 highlighted the positive aspects of her students could be noticed when she praised certain classroom behaviour which they were expected to have anyway, such as doing one’s homework. The following passage taken as field note, registers a moment when T1 over-praises one of her students

for the simple action of having done the homework that had been assigned on the previous lesson:

Example# 3 (Class 2, 7.03.01, videorecorded):

T1 - "People, that's great! Perfect! You've done all homework!"

As highlighted in the fundamental premises of the humanistic philosophy, learning was encouraged, by this teacher, through the enhancement of students' self-esteem so as to diminish the effect that a possible failure could have on the learner.

In contrast, T2's approach to praising was particularly different. She did not have the habit of praising her students so often and was clearly more demanding of her students' performance as explicitly shown in the following field-note record, taken during class 2, on 7.03.01:

Students have to produce a paragraph about their families and present it orally to the teacher, without having to read it. T2 keeps sitting on her desk. Students approach and start saying their "lines" (*I'm impressed by their performances; they look autonomous and are given the chance to express themselves without interruption or disturbance. It's a less controlled kind of activity*) T2 just listens. T2 does not praise students. Once the activity is finished, one student asks: "How was my performance, teacher?" She makes a gesture of "so-so" with her hands. The student looks puzzled. T2 then collects her students' written productions.

As shown in the example above, the way T2 found to stimulate and encourage her students to improve their linguistic abilities was through a hard demand over their performances. I may argue that she may have held the belief that by being 'economical' in her praising, she was, in fact, making them improve their skills more and more.

2. Encouraging

Another clear indication of a humanistically-loaded kind of behaviour can be revealed through the inclusion of words of support and encouragement, thus constituting a discourse of success, never failure. As Moskowitz (1978, p. 25) points out, in humanistic practice, positive aspects of learning are reinforced, never the negative ones. Following this line of reasoning, T1 seemed to show that she placed all her trust and reliance in her pupils' performances even if she was not sure whether they would perform well or not, as shown in the extracts below during a class (Class 8, 30.03.01) in which T1 was responding to a student's enquiry on whether she had already corrected the exams they had done on the previous lesson:

Example # 4 (Class 8, 30.03.01, videorecorded):

T1 – “ I'll bring your test. Relax ok? you did a *good job*; I know that, I think, you really learned how to talk about rainforest right? you wrote short *sentences* but *good* ones so I think you learned something about rainforest and you can explain to, er, if someone ask you about the rainforest, you can you have a good vocabulary and *you know* how to explain and how to talk about rainforest ok?; so *don't worry*”.

By reassuring that her students had done a 'good job', it is implicit that T1 placed her trust in their abilities, thus probably enhancing their level of motivation towards learning, making her students more willing to learn and less fearful of a possible failure. In this sense, Leontiev (1981, p.70) calls attention to encouragement and the enhancement of positive beliefs in language learning as a crucial element for motivation to take place. This

implies that students with supportive beliefs will certainly feel more able to maintain a high level of motivation throughout the process of foreign language learning (Good and Brophy, 1987).

Through words of comfort and support, T1 made clear that she understood her students' difficulties by putting herself in their place and verbalising this to them, as illustrated in the following extracts, taken from a class (Class 6, 21.03.01) in which T1 gave her students a gap-filling listening activity while teaching vocabulary items connected to "the oldest things on Earth", which students in Group 1 found particularly complicated:

Example # 5 (Class 6, 21.03.01, videorecorded):

T1 – "You don't need to understand everything. You don't need to understand word by word. So, don't panic. I just want you to tell me: they are talking about *this*. As simple as that.

Although T1 showed a special sensitiveness to her students' feelings in the way she attempted to minimise the negative effects that criticism would have on them, it is also important to point out that she seemed to lack in her practice what Legutke & Thomas (1991) call a balance between affect and cognition. This balance is important because, as argued by Legutke & Thomas (1991), students rely on the sincerity of the teacher's feedback to effectively improve their language performance. As T1 kept praising her students' performances even when they had not succeeded, it seems possible to argue that she overdid in her practice when she over-accentuated the positive aspects of her students' abilities.

As observed in T2's practice, although she was not used to praising her students very often, her encouragement and support to students could be noticed in the way she showed concern about how her students perceived their own progress. By asking them whether or not they were having difficulties or if they needed any extra assistance on a particular language area, T2 ended up creating an atmosphere of reliance and openness, favourable for learning to take place in a relaxed environment of mutual trust as it can be seen in the following field note record taken during Class 1 (2.03.01):

T2 now checks with individual students how much comprehension (in percentage) students have had of the listening (in this task, students had to listen to people talking about school meals and fill in the missing gaps). The level of comprehension is very little. T2 says: "The level of expectation that I had on you was of at least, 50%". She adds that she can give them extra assistance, in case they need it.

According to Rogers (1975), the establishment of an open teacher-student relationship has implications for education in the sense that the focus is taken away from "teaching" and placed towards "learning". From being taught how to learn instead of being dictated the rules from the 'superior' vantage point of a teacher, the learner is put face to face with a teacher who acts mostly as a real facilitator to learning, which, as claimed by Rogers, discards any possible "masks of superiority or omniscience" and facilitates the establishment of an interpersonal relationship with the learner, valuing the individual being. Furthermore, in his idealised educational context, communication must occur openly between teachers and students, providing, thus, an optimal context for effective learning to take place. This clarity can be noticed in T2's practice while giving her students feedback for an activity where students had to produce short paragraphs about their families and as a post-writing task, 'say their lines' out to the teacher, as shown in the field-note record which follows, taken from class 2 (7.03.01):

(...) T2 now gives feedback on the oral activity done in the beginning of the class. She says that student X took too long to do it. She asks for this particular student's feedback on his performance: *"Do you feel you have improved, X?"*

The following example also shows T2's concern about her students' comprehension and it consists of a field-note record taken from a lesson (Class 1, 02.03.01) in which T2 read a passage aloud instead of playing the tape so as to facilitate her students' comprehension of the listening activity set by the book:

T2 sets the listening activity; She reads instead of playing the tape. She exaggerates on the performance of the characters from the tape script. Students seem to enjoy it. They are silent and look attentive.

In explaining how she viewed her personal concern about her students' performances and her emphasis on their level of aural comprehension and oral production, T2 reported that:

"(...) These students, for example, had very little practice in listening comprehension. For them, listening was just an extra activity, something one would only do if there was nothing else to be done. In this group the objective was to give importance to all skills: listening, speaking, reading and writing. So, as far as I can remember, I was very careful in practising these aural skills with them, which is something that deserves our special attention".

The excerpt above shows that T2 had clearly defined in her mind that her objective in this particular group was to give special attention to the improvement of the listening comprehension in English. By working on her students' specific difficulties, T2 was showing concern about their learning, encouraging the creation of an atmosphere of mutual trust with her students, in which they felt they could rely on her ability to lead them to effective learning.

3. Using code-switching to assure students' comprehension

The strategy of 'switching' the linguistic code of the L2 that is being learnt to the L1 of the learners involved in the process is commonly associated with a facilitation to a better understanding of the message that is being conveyed. Indeed, according to the studies by MacGroarty (1989, p.127), the use of the learner's first language, rather than being regarded as a problem, is considered a way to "support cognitive development" and the increase of "second language skills". Following this perspective, through the analysis of the data collected in this study, the appropriate use of code-switching from English to Portuguese is interpreted as a beneficial strategy to provide students with the necessary comprehension of what is being said by the teacher.

On the matter of the degree of code-switching to be used in the language classroom, Spratt (1985) has stated that it is the teacher him/herself who must be responsible for the establishment of the higher or lower degree of speaking in L1 in the foreign language classroom. In the case of G1 observed, the amount of L2 that T1 resorted to in her classroom was considerably large, which showed her over-concern about her students' full comprehension of the tasks proposed, as it can be noticed in the example below, taken from class 8 (30.03.01). In this class, T1 was brainstorming about dinosaurs, a topic which would be subsequently studied in the unit proposed by the textbook adopted:

Example # 6 (Class 8, 30.03.01, videorecorded):

T1– O que vocês sabem sobre dinossauros? vamo lá pessoal+ in Portuguese c'mon

St – [são grandes

T1– grandes ok they are

St – big

T1– they are grandes + feios+ they are feios ok? bravos + bravos

St – [bobinhos

T1 – bobinhos yeah? what else? que mais vocês acham que são os dinossauros hum?
hum?

St – extintos

T1– extintos extintos ok very good

It can be noted from the example above that T1 managed to motivate her students to try to participate by bringing their L1 into action. According to Neves (1995), an appropriate use of L1 can generate more oral participation in the target language that is being studied, and one can argue that by changing the message from L2 to L1, the teacher can help learners remove feelings of insecurity when trying to express themselves in the foreign language. Indeed, as it has been clearly stated in her interview, T1 seemed to be aware of this recurrent practice of hers:

***Researcher:** (...) Something very common I have noticed in your practice is that you keep explaining things and translating it soon afterwards. Is it conscious?*

***T1:** Yes, it is conscious. I do this but I have seen many people being for and against it. I've seen many debates about it. (...) We, at school, have never been against it. So in order to diminish the student's anxiety we are in favour of this practice of making use of code-switching in the classroom. So we do make use of this practice of putting mother tongue into action.*

In the same vein, T2 also made use of code-switching in her classroom, although to a much lesser extent than T1, mainly as a means to facilitate the understanding of grammar explanations or to help clarify some ideas which would require complex structures which students would take long to understand. The latter can be seen in the following classroom transcript taken from class 6 (21.3.01) in which T2 was trying to negotiate with her students having their oral examination video recorded:

Example # 7 (Class 6, 21.3.01, videorecorded):

T2 – ok? c'mon, c'mon er: er: remember, remember that + ((talking to a specific group)) vocês vão terminando e eu vou começando a XX, remember that I told you when you did the oral examination that I wanted to record on a taperecorder? remember that? vocês lembram disso? lembram? lembra, ô: Alexandre? que eu queria gravar o texto oral de vocês e o gravador, daí o gravador teve problemas pra gravar? lembra disso?

The use of code-switching in the language classroom, if adequately applied, can be positively considered as a means of facilitation to language learning since it helps solving the comprehension of complex structures, clarifies understanding of classroom instruction and offers encouragement for communication to happen in the foreign language by attempting to remove feelings of insecurity and anxiety, commonly associated to the learning process. All these are humanistically-based characteristics since they evoke a minimisation of negative feelings and the enhancement of positive ones, adducing evidence to the fact that a beneficial use of code-switching in the language classroom can be related to a humanistic behaviour on the part of the teachers involved in the process. In the case of the present study, both teachers seemed to be aware of that.

4. Negotiation

As pointed out by Williams and Burden (1997), from a humanist perspective learners should be given “voice” to their choices by being able to decide what and how they want to learn and not simply being imposed the rules and viewpoints of their teachers. In any

traditional learning environment, one can not deny that most decisions are often exclusively taken by the teaching authorities. However, if we agree that the student is one of the main characters in the cast, s/he should be granted the right to negotiate her/his demands. Her/his absence in decision-making is usually justified by arguing that s/he is not qualified to give an opinion worthy of consideration. If, however, the student's voice is to be objectively interpreted by the teacher, as a consequence, the learner will see his/her suggestions being taken seriously, her/his response will certainly be positive and her/his motivation will be enhanced.

As it can be noticed in the following classroom transcription, while T1 was finishing a brainstorm activity to set the pace for the introduction of an activity about dinosaurs, she successfully managed to negotiate ordinary classroom activities with her students, by giving voice to their needs, thus fostering an optimal classroom atmosphere for learning:

Example# 8 (Class 8, 30.03.01, videorecorded):

T 1 – METRES yes? ok? so, now have some ideas about dinosaurs and you can get much more ideas from your book on page forty six

Sts – ahhh não, professora+ books não

T 1 – no? just talking about? ok, Lara, a gente volta + Lara acha mais legal só falar+ mas só pra vocês aprenderem algumas palavrinhas, algumas+ eh: palavras e informações a mais about os dinosaurs aí a gente fecha o livro e volta a falar tá bom Lara?

Example 7 above illustrates the fact that T1 showed openness and flexibility to negotiate some take-for-granted classroom practices with her students. As Brown (1994, p. 43) points out, learners become more motivated for learning if they are placed in an autonomous position where they can make choices in activities, topics, discussions, etc.

T2's approach to negotiation, on the other hand, can be identified in the way she places trust in her students' learning strategies and linguistic abilities. In one of her classes (Class 5, 16.03.01), while teaching vocabulary items connected to family, T2 assigned one of her students to tell the peers the order for an activity proposed by the textbook adopted, as transcribed below:

Example# 9 (Class 5, 16.03.01):

T2 – Let's check the order. Hariette, tell them the order" (...)

Yet the illustration described in the transcription bellow (Class 5, 16.03.01) can be used to show how negotiation took place in T2's classroom practice, while placing the element of choice in her students' hands:

Example# 10 (Class 5, 16.03.01):

T2 – Now take a look at exercise three. You have to make sentences to fit in these little boxes Very simple sentences. *Would you like to try?"*

Given the fact that negotiation fosters autonomy in learning, as advocated by Stevick (1980), in humanistic education autonomy is reinforced by placing some control over the students' hands. Through questions like *Would you like to try?* or *Please, tell them the order* it is revealed that the teacher is indeed reliant upon her students' capacity to lead

their own way in telling the *right* answer to the activity to their peers, thus developing both initiative and co-operation in the classroom. In this sense, it is Stevick (1980) himself who adds that people seem to learn best when they have some control over.

In reflecting upon her own ability of fostering autonomy in her classroom, T2 reported that:

"(..) No, I don't think so (when asked if she sees herself as successful in promoting autonomy in her classroom). I'm far from being effective in encouraging my students to be independent in the classroom. Even the material that we have adopted, that should be more challenging so as to create this autonomy in the student. However, I always try to get closer to my student, encouraging him or her. There is a rather humanistic work that needs investigation, that is the issue of low self-esteem in the process of learning a foreign language. There are certain students who view themselves as unable to learn a foreign language. In this case, it is necessary to couple teaching with a whole psychological assistance, that is, educational psychology, so that we can increase these students' self-esteem and only from that, we, teachers, can manage to produce autonomy in the classroom".

As stated in the extract above, T2 highlighted the importance of encouragement and the enhancement of the learner's self-esteem so as to foster autonomy in the classroom. On the matter of increasing one's self-esteem to encourage effective learning in a foreign language, Gardner (1988) claims that self-esteem affects motivation and this has an indirect but important effect on foreign language learning. In this sense, positive or negative attitudes towards the target language can influence one's motivation and performance in it.

So far I have dealt with some recurrent traits inherent in both T1 and T2's classroom behaviour, which, as a matter of organisation, have been categorised and analysed.

From this analysis, it seems reasonable to argue that T1's behaviour contains a greater number of instances of a humanistic approach to teaching. For instance, T1 is more prone to praising and encouraging – to the extent of overdoing – and to switching

into the L1 to guarantee total comprehension, in an attempt to minimise her students' feelings of frustration. In this sense, T1's behaviour constitutes further evidence to the idea that her pedagogical practice seems to be more humanistic in nature.

Next, I turn to the discussion of the students' questionnaires and how they reveal G1 and G2's level of motivation.

4.3 The Students' Questionnaires

In this section, I present the results obtained for the students' questionnaires applied in Groups 1 and 2 followed by a discussion of the main points constituting the analysis of the data. I shall start by discussing the results for questions 2 and 1 of Questionnaires 1 and 2, respectively, which focused particularly on the students' level of motivation at that very moment of their learning process (see Appendix D for the questions).

As already discussed, there seems to be a reason to believe that a pedagogical practice that is based on a humanistic approach is more effective in fostering motivation than an approach that disregards humanistic factors, since the principles underlying the philosophy of humanism privilege the person in the learner thus creating an optimal condition for learning to take place.

Indeed, the analysis of the results seem to corroborate the idea that students exposed to a humanistic approach feel more motivated for learning if this approach is well-managed and adequately applied.

This study attempted to investigate the relationship between humanistic teaching and EFL learners' motivation. Through the application of 2 questionnaires – one at the beginning of the classroom observation and the other at the end of this period – I aimed at

investigating whether the students in Groups 1 and 2 were found motivated in that period of their learning process.

Question 2 and 1 of Questionnaires 1 and 2, respectively, was a multiple-choice question in which students were to indicate what their level of motivation at that specific moment of their learning process was. Among the choices which were given were: very motivated, motivated, reasonably motivated or totally demotivated. The analysis of the students' answers to Questions 2 and 1 of Questionnaires 1 and 2 showed that both groups were found overall motivated (see Tables 2 and 4) but some internal features in the groups are worthy examining, as displayed in Tables 1 and 2 as follows:

Table 3: Category Results for Group 1

| Level of Motivation | Questionnaire 1 | Questionnaire 2 |
|----------------------|-----------------|-----------------|
| Very Motivated | 5.5% | 6.6% |
| Motivated | 16.6% | 40% |
| Reasonably Motivated | 50% | 33.3% |
| Demotivated | 11.1% | 13.3% |
| Totally Demotivated | 16.6% | 6.6% |

Number of Students: 18

Table 4: Overall Results for Group 1

| Level of Motivation | Questionnaire 1 | Questionnaire 2 |
|---------------------|-----------------|-----------------|
| Motivated | 72.2% | 80% |
| Demotivated | 27.7% | 20% |

Number of Students: 18

The questionnaire results in Table 1 show that Group 1 presented a significant internal increase in its level of motivation, from the application of Questionnaire 1 to the application of Questionnaire 2, since there was a change from the Reasonably Motivated category to the Motivated category. When the first questionnaire was applied, 50% of the students in Group 1 reported that they were only *reasonably motivated* to study English. However, when the second questionnaire was applied, the percentage of students in the Reasonably Motivated category decreased to 33.3%, while a significant increase in the

Motivated category took place, from 16.6% in the first questionnaire to 40% in the second questionnaire. Although there was a slight increase in the percentage of demotivated students, from the first questionnaire (11.1%) to the second one (13.3%), increases in the other categories and the decrease in the Totally Demotivated category by the time of the application of the second motivational questionnaire might be an indication that, within the period of data collection, Group 1 had an overall increase in its level of motivation. These results are further supported by the fact that, when the categories are clustered together (as shown in Table 2), Group 1 presents a considerable increase in its level of motivation and a consequent decrease in its level of demotivation.

The results of the questionnaire applied to Group 2 are displayed in Tables 3 and 4:

Table 5: Category Results for Group 2

| Level of Motivation | Questionnaire 1 | Questionnaire 2 |
|----------------------|-----------------|-----------------|
| Very Motivated | - | - |
| Motivated | 42.8% | 30.7% |
| Reasonably Motivated | 35.7% | 53.8% |
| Demotivated | 7.1% | 7.6% |
| Totally Demotivated | 14.2% | 7.6% |

Number of Students: 14

Table 6: Overall Results for Group 2

| Level of Motivation | Questionnaire 1 | Questionnaire 2 |
|---------------------|-----------------|-----------------|
| Motivated | 78.5% | 84.6% |
| Demotivated | 21.4% | 15.3% |

Number of Students: 14

As displayed in Table 3, from the application of Questionnaire 1 to the application of Questionnaire 2, Group 2 presented a decrease in the Motivated category followed by an increase in the Reasonably Motivated category, thus provoking an internal change from one internal category to the other, as it occurred to Group 1. By the time of the application of the first questionnaire, 42.8% of the students reported that they were *motivated* to study English, while 35.7% of the students reported that they were only *reasonably motivated* to study

English. However, when the second questionnaire was applied, the number of *motivated* students had decreased to 30.7% while the number of *reasonably motivated* students had increased to 53.8%. Although Group 2 can be designated as overall motivated as illustrated in Table 4 above, the results for this group decreased internally in the period of the observation. Thus, while G1 presented an internal increase in its level of motivation, G2 presented an internal decrease in its level of motivation.

Concerning the questionnaires applied, Questionnaire 1 consisted of 9 questions, 7 of them being open-ended questions. Questionnaire 2, on the other hand, consisted of 5 questions, 4 being open-ended ones. I will now focus on some of the questions of Questionnaire 1 that help unfold students' level of motivation to learn English as a Foreign Language. These are Questions 5, 6, and 9 in Questionnaire 1, and Questions 2, and 3 of Questionnaire 2.

Question 5 of Questionnaire 1 focused on what students considered an ideal language classroom and students were free to talk about the activities which made them feel more motivated to do in a language classroom. Question 6 of Questionnaire 1 asked students whether their expectations towards their English language classes were being met at that point in the semester. Question 9 of Questionnaire 1 asked students what they aimed at achieving until the end of the term.

I will firstly focus on Group 1's responses to these questions. When, in Question 5 of Questionnaire 1, students were invited to imagine an ideal English class and suggest some activities that would make them feel motivated to do, some of the students' reported²:

St2: Dialogues, video and reading.

² The students' identities will be preserved and they will be identified as St1, 2, 3, etc as they are referred to in their questionnaires' answers (see Appendix E).

St3: Games, videos, songs (translation of songs). Other than just stay in the classroom, reading.

St4: Videos, games, dialogues.

St9: Games, videos, role-plays, songs, reading songs.

St10: Games and videos.

It can be argued that one important way of enhancing motivation is by taking the needs and interests of the students into consideration and making classroom tasks and activities interesting for the students' own sake. Indeed, I could notice that half-way through the period of observation, T1's practice started to privilege activities which met these students' expectations such as the conduction of a project about the rainforest in which students had to produce colourful posters with pictures and sentences in English (Class 5, 16.3.01) and also a video class about dinosaurs (Class 10, 06.04.01) while dealing with the topic of the simple past in English, attempting at bringing extra material to implement the subject matter proposed by the textbook adopted.

When asked about their expectations towards their English classes (Question 6, Questionnaire 1), only 44.4% of the students in Group 1 affirmed to have their expectations fulfilled by them. Some students in Group 1, among many that could have been cited, reported:

St6: Not much because the students spend their times messing around in our English classes and this disturbs a lot.

St3: Yes, more and more I'm learning what I want and making use of what I learn.

St14: No. My expectations are exclusively to pass.

St15: No. Classes could be funnier.

Group 1's answers for Question 6 of Questionnaire 1 reveal that reasons such as their peers' disturbance and lack of attention in the classroom caused their expectations to fail, which consequently, made their level of motivation towards learning a foreign language decrease. In fact, Crookes and Schmidt (1991) have argued that it has not yet been

offered an entirely satisfactory explanation for the foundations of motivation for it is regarded as a highly complex human behaviour, given that motivation is an issue determined by forces that are beyond the control of an individual. Indeed, several studies (Lambert, 1961; Gardner and Lambert, 1972: 191-99; Anisfield and Lambert, 1961: 524-529; Tucker and D'Anglejan, 1971: 163-182; Spolsky, 1979: 271-283, among others) have reinforced the belief that motivation is affected by various factors, such as social-psychological factors, language aptitude, personality, cognitive style, among others. In this vein, Ellis (1985) has pointed out that it is not at all clear how motivation affects learning. In his view, there are many aspects of foreign language learning that are subject to active choice, such as the option to take a course or not, to pay attention in class or not, to persist in the struggle to communicate meanings in a second language or not, etc. Keller's (1983) education-oriented theory of motivation identifies four major determinants of motivation: interest, relevance, expectancy and outcomes.

As regarding their expectations to learn English, when asked, in Question 9 of Questionnaire 1 about what they expected in relation to their English classes until the end of the term, the students in Group 1 reported:

St2: To learn more than the basic stuff in order to study in a private course, so as to learn to speak the language fluently.

St11: To understand more.

St14: To learn the basic stuff.

St15: To improve my English.

The answers for Question 9 of Questionnaire 1 indicate that these students' attitudes towards their English classes could be improved throughout the whole period of classes.

It is clear from the answers obtained from Questionnaire 2, which was administered at the end of the observational period, that Group 1 had experienced a significant change in

attitude towards their English classes. Thus, when asked again whether their initial expectations had been met, in Question 3 of Questionnaire 2, 66.6% of the students from Group 1 reported that *yes, that at that point they had most of their expectations met*.

This positive change in Group 1's attitude towards the English classes may be attributed to activities such as the project and the video class that were implemented by T1 later in the course, after the administration of the first questionnaire, thus favouring the internal increase from the category of *Reasonably Motivated* to the one of *Motivated*, as shown in Tables 1 and 2. Activities such as the ones performed by T1 can be regarded as humanistic activities for they are activities which, besides helping teaching the content of the language, promote an atmosphere of fun and joy in the language classroom, as advocated by Moskowitz (1978).

Group 2, which experienced an internal decrease from the category of *Motivated* to the category of *Reasonably Motivated* but which was found overall more motivated than Group 1 (see Table 2, Group 2), produced the following answers when asked, in Question 6 of Questionnaire 1, whether their expectations were being met:

St2: In fact, I don't have many expectations. I don't keep wondering about how my English classes are going to be. I come to class because I like learning and I try to make the most of it. But in general, I enjoy the way classes have been carried out.

St3: No, it's too boring.

St4: Yes, because of the way classes have been given.

St5: Yes, because the teacher is funny and finds new ways to grab our attention.

In Group 2's answers for Question 6 of Questionnaire 1, 50% of the students affirmed that their expectations were being met, as shown in the examples that follow:

St1: Yes. Although I have previously failed this discipline, I'm enjoying to be taking it again because I'm learning new and different things.

St2: To tell you the truth, I don't keep wondering what the class is going to be like. I just come to class and try to make the most of it.

St4: Yes. I like the way classes have been conducted.

St5: Yes. The teacher is funny and she looks for new ways to catch our attention..

St6: Yes, but I don't think that the teacher is the only person 100% responsible for this. It is necessary that the students help her in the sense of not disturbing her classes.

St14: The teacher does her best to make our classes as enjoyable as possible. This is true for me, but may not be for another person.

The other 50% who answered that their expectations were not being met justified their answers by stating that factors such as lack of intrinsic motivation were responsible for their lack of interest regarding the study of the English language. The concept for intrinsic motivation has been defined by many researchers (e.g. Gardner and Lambert, 1972) and refers to the individual's own desire to pursue a given activity. The concept for intrinsic motivation is also core to humanistic psychology: if the learner does not have this intrinsic motivation, s/he will not learn, irrespective of the methods or materials that his/her teacher applies (Choy, 1977; Fransson, 1984; Marshall, 1987; McDonough, 1981).

In their answers to Question 5 of Questionnaire 1 – which asked students to indicate how their classes could be made more enjoyable – students in Group 2 reported:

St2: I would change the way some students show disregard for our English class and I would also leave out all homework we need to do.

St7: I would like to have more creative activities (...)

St12: I would like more freedom.

St13 I don't know. I would like more creative, artistic classes.

The answers for Group 2 helped revealing the way classes were being conducted by T2. Differently from T1, T2 privileged more controlled kind of activities, emphasising the oral and aural abilities of her students as she later confirmed in her interview. Through mini-oral presentations like the one in which the students in G2 had to produce a paragraph about their families and perform it to the teacher without reading it (Class 2, 7.03.01) and storytelling activities (Class 4, 14.03.01 and Class 5, 16.03.01), T2 managed to include

humanistic activities, although to a lesser extent than T1, focusing more on the improvement of the cognitive abilities of her students, as already mentioned. This helped generating in her students a well-defined objective so as to what they expected to achieve in terms of linguistic proficiency until the end of term as reported in G2's answers to Question 9 of Questionnaire 1:

St2: I hope to develop a little more my oral abilities. I know how to speak, but I'm little ashamed of doing so. So I hope to learn to speak better.

St6: I hope to acquire more vocabulary, to improve my pronunciation and fluency.

When asked in Question 2 of Questionnaire 2, if they had experienced any change in relation to their English classes, the students in Group 2 reported:

St1: Yes. The teacher has made our classes more varied.

St3: I guess I'm starting to learn English.

St4: I think the atmosphere in class has improved since the teacher got to know us better and vice-versa, and this has made our classes better.

St6: In spite of not being particularly motivated, I guess I've improved my performance considerably. I'm enjoying the teaching style a lot, with its opening discussions and the opportunity that we (students) have to bring new sources to the classroom (such as songs, for example).

St8: Little by little, I feel that my performance has improved and so have our classes (...)

However, some other students also reported that they had not experienced any particular change, such as the student in the example below:

St7: Up to now, I have not experienced any particular change, but with the exercises we have been doing I can feel that I'm learning more.

Thus, so far, the analysis of the results have revealed that in terms of humanistic features, T1 seems to adopt a more humanistic approach to EFL teaching than T2. Her group, Group 1, has shown an increase in its level of motivation within the period of data collection. Group 2, on the other hand, has shown a decrease in its level of motivation

within the same period. Looked at from the surface, these findings are in favour of the idea driving this study, that a more humanistic approach to teaching aids in creating and maintaining motivation in the EFL classroom. However, such an assertion should be made with care since a closer look at the data reveals that the relationship between a humanistic practice and students' motivation is a complex one. In the case of the present study, this complexity is created by the fact that, although going through a decrease in its level of motivation, G2 is overall more motivated to learn the foreign language than G1 (see Tables 2 and 4).

Several factors might account for the fact that G2 is overall more motivated than G1. First, the fact that the students in G2 are older than the students in G1 – in G2, the ages range from 15 to 19 years old, while in G1, students' age vary from 14 to 17 years old – may attest to a certain maturity in the students of G2, which is reflected in the way they behave in the classroom. Differently from T2, T1 had to keep asking for silence or for a better behaviour in her classes. Another factor that may account for G2's higher level of motivation can be attributed to the proximity of the *vestibular*, the university entrance examination that the students in G2 will take in the following year. Finally, it is also possible that students in both groups might have misinterpreted the labels "motivated" and "reasonably motivated". In other words, it could be that they regarded the term "reasonably motivated" as a neutral term.

Although all of these factors can, by themselves, explain the overall higher level of motivation of students in G2, I will argue that the overall higher level of motivation of Group 2, whose teacher seems to apply humanistic principles less frequently than T1, is due to a complex relationship among the application of humanistic principles, classroom management, and motivation. Although T1 applied a higher number of recurrent

humanistic practices to her classes, she lacked management in applying these practices adequately, and this could be seen in the way her students lacked discipline in the class.

In the educational context, the issue of classroom management is understood by the way the teacher deals with power in the classroom and how s/he carries out her/his leadership to promote successful learning outcomes (Gebbard, 1996). As observed by Underhill (1989) on the issue of dealing with power in the classroom, it can be argued that T2 showed what he calls an autonomous power in her classroom. According to Underhill (1989), this sort of power is aimed at helping learners to be autonomous by letting them carry out linguistic tasks at their appropriate level, the role of the teacher being the one of a facilitator towards this target autonomy. The importance of an effective classroom management is reflected in the way learners self-organise their own behaviour and this has a direct influence on the classroom climate and on the development of classroom activities. Dörnyei and Malderez (1997) have stated that efficient methods of classroom management can help teachers learn more about how a group develops, making classroom events less threatening and more predictable. Reflections on how to build good classroom management (Paine, 1985) have pointed out to the creation of trust-building, a concept that presupposes an inter-personal relationship between teacher and students based more on co-operation than on hierarchy, and on mutual-respect and acceptance than on antagonism or distance.

Differently from T1, T2 dealt with a fewer number of humanistic practices but, in turn, outperformed T1 in the way she managed these practices. Through collective negotiation with her students, T2 was able to balance adequately the right amount of flexibility with authority. This was reflected on the type of tasks T2 applied to her classes, from the production of texts about themselves to the development of meaningful communicative activities in which the learners had to talk about their families (Class 2,

7.03.01). However, T1 seemed to lack the right amount of authority to apply these types of tasks, given the fact that her students had to be constantly monitored while they were doing any class work, thus constituting a clear evidence of their lack of autonomy in learning.

A crucial element in the relationship developed by T2 and G2 was based on what Paine (1985) defined as trust-building, which consists in an interpersonal relationship between teacher and student based on co-operation, mutual-respect, and acceptance. In a trust-building relationship there is the participation of the teacher as part of the group, denying the traditional role-relationship. Applying this concept to G2, it could be noticed that in any ordinary classroom situation, such as giving the feedback after attending an institutional seminar on students' needs, T2 proved to be willing to take up her role of being part of the group and this was clearly reflected in her students' view of her as a closer participant of their educational needs, naturally breaking the traditional hierarchy between them.

Although T1 attempted at creating a sense of trust-building with her students, which was evidenced by the way she got engaged in the activities herself, she seemed to lack the necessary tools for establishing co-operation on the part of the learners and for combining power and authority. T1's main difficulty was definitely how to deal with power in the classroom. As a consequence, her students lacked discipline and had to be constantly requested for silence and order. For this reason, instead of obtaining the expected pedagogical outcomes, T1 ended up diverting her students from her main objective in the classroom.

By discussing the data analysed in this section, we shall conclude that:

- (1) Both Teachers 1 and 2 are humanistic in their practices, although they vary in their approach to humanism in the classroom. This is indicated by:

- (a) The type of activities they include in their classes. While T1's humanistic practice involves a greater number of high-risk activities, i.e, activities which involve, for instance, closing one's eyes while doing a listening activity in English, T2's practice includes the use of low-risk humanistic activities such as storytelling.
- (b) Their behaviour, in which features such as praising, encouraging, code-switching to assure students' comprehension, and negotiating were observed and associated to humanistic teaching. However, it was observed that T1 overdid in her practice when she over-accentuated the positive aspects of her students' abilities.
- (2) The way T1 and T2 apply their humanistic practice in the classroom seems to affect students' motivation and this is corroborated by the students' answers to the questionnaires applied in both groups. The results of the questionnaires show, overall, that Group 2 has a higher level of motivation than Group 1 although the teacher of Group 1 seems to have a greater number of humanistic features in her practice. This seems to be due to a complex relationship among the application of humanistic principles, classroom management and motivation. Although G1 had a higher number of humanistic practices in the class, T1 lacked management in the way she applied these practices. T2, on the other hand, dealt with a fewer number of

humanistic practices but seemed to be able to manage the application of these practices more adequately.

5. Summary of the Chapter

In this chapter I have dealt with the analysis of the data collected for this study, illustrating it with field-note records, classroom transcripts, extracts from the interview with the teachers and the students' answers to the two questionnaires applied to the groups observed. Since the aim of the present study is to relate students' motivation to humanistic practices applied by the teachers, features of humanism in the classes observed have been identified through the activities proposed and these teachers' recurrent classroom behaviour which, for the sake of organisation has been labelled and discussed subsequently. In the next chapter, I will summarise the main findings of this study, present some of the implications of the study to pedagogy, point out its limitations and offer suggestions for further research.

CHAPTER V

FINAL REMARKS

In this chapter, I will summarise the main findings of this study, present some of its implications to pedagogy, point out its limitations and offer suggestions for further research.

5.1 Summary

The study presented here aimed at investigating the relationship between humanistic principles in teachers' pedagogical practice and students' motivation to learn English as Foreign Language in a Brazilian public school environment.

My subjects, intermediate students of English in their 1st and 2nd years of high school attending a public school (Colégio de Aplicação) in Florianópolis, Santa Catarina, were observed for two months in order to check if the teachers in these two distinct classes made use of humanistic principles in their approach to the teaching of English as a Foreign Language and if the use of these principles proved to be effective in making their students' motivational level increase. The teachers were referred to, throughout the study, as T1 and T2 and their groups, G1 and G2, respectively. A total of 16.5 hours of class was observed and video-recorded during the months of February, March and April of the first semester of the year 2001. For data collection, three types of instruments were used: classroom observation – divided into two stages: note-taking and videotaping – 2 questionnaires assessing students' motivational level and an interview with the teachers at the end of the observation period.

5.2 Findings

After having provided a view of the steps taken to carry out the data collection for the present study, I now turn to the conclusion drawn from my data analysis.

The analysis of the results have revealed that in terms of humanistic features, T1 adopted a more humanistic approach to EFL teaching than T2. T1's group, named Group 1, showed an increase in its level of motivation within the period of data collection. Group 2, on the other hand, showed a decrease in its level of motivation within the same period. These findings are in favour of the idea driving this study, that a more humanistic approach to teaching aids in creating and maintaining motivation in the EFL classroom. However, a closer look at the data reveals that the relationship between a humanistic practice and students' motivation is a complex one. In the case of the present study, this complexity is due to the relationship among the application of humanistic principles, classroom management and motivation. Although T1 applied a higher number of recurrent humanistic practices to her classes, she lacked management in applying these practices adequately, and this could be seen in the way her students lacked discipline in the class. Differently from T1, T2 dealt with a fewer number of humanistic practices but, in turn, outperformed T1 in the way she managed these practices.

5.3 Pedagogical Implications

Taking into account the results obtained, it can be argued that the application of humanistic principles in the EFL classroom does enhance motivation in foreign language learning if coupled with the adequate amount of classroom management and appropriate

teaching skills. In this crucial context, I would claim that a fundamental part of the teachers' managerial role is indicated by the issue of power in the classroom. The underlined picture of power must be made available in the language classroom for the sake of the construction of a climate of mutual respect in the teacher-student relationship, which Paine (1985) has described as trust-building. Writing from a humanistic background, Stevick (1980) has lucidly made clear the distinction between firmness and permissiveness, emphasising the effectiveness of the former in the language classroom.

In the educational context, the effects of the application of humanistic practices on the EFL learner's motivation is directly linked to good classroom management by the teacher conducting the EFL classroom. For this reason, it can be said that good classroom management is of uttermost importance for effective learning outcomes and this is reflected in the way learners self-organise their behaviour. In effectively developing the sense of trust-building underlined by Paine (1985), which reinforces mutual-respect, co-operation and acceptance in the classroom, the teacher will consequently be able to foster autonomy in learning and have more motivated students in the process of learning a foreign language.

The present study has implications to the field of foreign language teaching and learning in Brazil, since it investigates an issue which is often neglected by researchers: the combination of affect with the teaching of a foreign language. For this reason, the peculiarity of the present study lies exactly on the fact that it privileges a perspective that is seldom investigated: the one that considers teacher's practice as a crucial aspect for the creation of optimal conditions for the learning process, if students' motivation is to be taken into account.

5.4 Limitations of the Study

The main limitation of the present study was related to the issue of time constraint. Due to the fact that an MA thesis must be finished within a period of two years, the collection of the data occurred in a limited period of time. This prevented me from returning to the classes observed at the end of term, which could provide me with further data. A third look at the students' level of motivation would certainly enrich the nature of the present study as well as help bringing more consistent results to the analysis of data. However, doing so would require further time devoted to the analysis, which was found implausible given the deadline established for the development of the MA thesis was relatively short.

Another limitation concerns the number of classes devoted to observation – 10 for Group 1 and 9 for Group 2. This limitation certainly prevented me from going deeper in my analysis and reaching more consistent results.

The relatively short number of students and teachers involved in the experiment – only two groups and two teachers were observed – is also another limitation of the present study. Working with a larger number of subjects would certainly bring more enlightening results to the pedagogical purpose of this work.

5.5 Suggestions for Further Research

Since the tripartite discussion involving the application of humanistic principles, motivation and classroom management is a complex one, much can be done in the area in order to help educators broaden up their view on new approaches that can implement the

use of humanistic tasks in the EFL classroom and their relationship with learner's motivation.

Other ideas deriving from the one developed in this study could be: (1) the conduction of a similar study to check on the enhancement of students' self esteem through the application of humanistic principles in the classroom so as to investigate if through the presence of a humanistic approach to teaching, students can change their attitudes in relation to themselves and consequently, in relation to the process of learning a foreign language; (2) the conduction of a larger-scale study, in which the observation of students' motivation would be examined throughout the whole period of the academic year; (3) the conduction of a study investigating the effects of teacher behaviour on motivation, checking more deeply on the issue of management in the EFL classroom.

Afterword

This study described motivation from a different perspective, as stemming from teacher-student relationship, focusing more precisely on a specific approach to teaching, the humanistic approach.

As emphasised by Bhanot (1983), humanistic approaches draw their inspiration from psychology rather than from other disciplines, and in these approaches language learners are regarded as "whole persons" with emotional and intellectual needs. According to Rinvolutri (1999), the humanistic teacher is likely to be a good observer and a good empathetic listener and is the sort of person who is aware s/he is teaching individuals, not a mass.

Learning a foreign language is a process which evokes feelings of discomfort, lack of confidence and a certain amount of stress when the learner is faced with the challenge of meeting the unknown in the foreign language. It is exactly here when humanistic teaching comes to try to provide enough emotional security for the learner to meet this unknown, by placing great emphasis on a warm and trustful social relationship between the teacher and learner as well as among the learners. The purpose emerging from the development of a safe ground for the learners to expose themselves is that, by encouraging such students to verbalise their thoughts and feelings on a number of personal topics – going beyond a mere quest for linguistic proficiency – they will therefore be able to work in the direction of the development of their pride, self-confidence, and sense of community. At this point, it is important to emphasise that the proponents of the humanistic approach call attention to the fact that, if a learner feels uncomfortable to take part in a self-disclosure activity, s/he has the right to decline to participate.

As wisely pointed out by Moskowitz (1978), being innovative does involve some risk-taking, but it is urgent that a good amount of innovation is implemented in our schools. As our schools do not hold the tradition of combining affect with the learning of subject matter, we need to teach for such goals, or they just will not happen. If we, teachers, are successful in providing our students with a place where we can be human, get empathy, and take time to share, we will be able to foster an educational environment that sparks enthusiasm and leads students towards a true love for learning and independent thinking. In such a place, motivation will certainly emerge naturally and spontaneously.

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APPENDIXES

APPENDIX A**CONVENTION ON TRANSCRIPTIONS***Key Transcription Convention***[overlapping****(()) analyst's comments****, short pause****+ long pause****XXX inaudible****CAPITAL stressed word****? questioning intonation****: sustained sound****St1,2,3... identified learner****St – unidentified learner****Sts – learners in chorus**

APPENDIX B

STEP ONE OF DATA COLLECTION:

CLASSROOM OBSERVATION

This appendix presents the complete transcriptions of *two* of the classes observed by each teacher used as examples in Chapter IV

Example # 1: Classroom Observation 14

Teacher 1

T – good morning

St – professora, corrigiu as provas?

T – no no, I, I will, I, I, and I think you were+ you: + did a very good job ok? so don't worry

St – XXX?

T – no not yet, but I promise you, eh: I'll do for next week ok? next Wednesday ok? yeah

yeah next week I'll bring your test +relax ok? you did a GOOD JOB I know that I think

you really learned how to talk about rainforest right? you you wrote short short

sentences but good ones so I think you learned something about rainforest and you can

explain to eh: if someone ask you about the rainforest you CAN you HAVE a good

vocabulary and you KNOW how to EXPLAIN and how to TALK about rainforest ok?

so don't worry

Sts – professora, XXX?

T – for SURE almost all of you did it all right + I don't know WHY did you complain about this question,

because you were right ok? + ((attendance)) ok? c'mon, c'mon you you what do you know about

dinosaurs? O que vocês sabem sobre dinossauros? vamo lá pessoal+ in Portuguese c'mon

St – [são grandes

T – grandes ok they are

St – big

T – they are grandes + feios+ they are feios ok? bravos + bravos

St – [bobinhos

T – bobinhos yeah? what else? que mais vocês acham que são os dinossauros hum?

hum?

St – extintos

T – extintos extintos ok very good

St – XXX

T – eles eram carnívoros?

St – não

T – eles eram vocês ah vocês do you agree with Lara? do you agree? Vocês concordam com a Lara? eles eram carnívoros?

Sts – [nem todos

T – [nem todos

eles gostavam de comer outros dinossauros ou eles gostavam de comer XXX?

hum? hum pessoal? Carnívoros então vou botar carnívoros

St – XXX

T – yeah

St – eles eram vegetarianos

T – carnívoros ou vegetarianos?

St – professora nem todos eram grandes

T – hum?

Sts – ((laughter))

St – nem todos eram grandes

T – [nem todos eram bravos nem todos eram grandes

St – tinha uns bem bonitinhos

T – feios? bem bonitinhos? e como é que eles eram? quais eram os bonitinhos? quem já leu? what did you read about dinosaurs? O que vocês já leram sobre os dinossauros?

((sts chat)) ok Lara which which movie did you see about dinosaurs?

St1- [jurassic park

T – sorry?

St1- jurassic park

T – jurassic park really? André have you ever seen any movie about dinossauers? have you?

já visse algum filme?

St1- eu já vi dinossauros na disney

T – really? have you have you ever READ something about it?

St – tá passando no fantástico

T – tá tá passando no fantástico mas quem já leu? hum? quem já leu alguma coisa sobre

Dinossauers? + não? never? + vocês não gostam dos bichinhos?

St – não são bichos

T – ah não, não são bichos então vocês não gostam deles? eles são o que André?

Sts – são monstros

T – monsters? don't you like the mon- very good what are they? Ismael?

St – réptil

T – reptiles very good they are reptiles did you know that? vocês sabiam disso? que esses

monstrinhos são reptiles? yes or no?

St – [eu sabia sim

T – vocês não sabiam hum? só o Ismael sabia?

St – ah não

T – hum? what do you think about? ô : you two+ c'mon + I'm waiting for you + tô

esperando por vocês ainda + c'mon + what do you know? what do you know? tell

me something about dinossauers you two no?

St – ô professora foram os animais maiores que tiveram? [eu acho que sim

T – eles foram os maiores animais que tiveram? yes or no? yeah the biggest animals in the

world

St – thirty five metres

T – really? thirty five metres? thirty five metres?

St – eles eram grandes

T – very big ok how do you so – how how do you say GRANDES in English people?

Sts – big

T – how do you say FEIOS?

St1 – ugly

T – UGLY ugly+ how do know BRAVOS? [sorry?

St – [bad?

T – bad bad animals ok THAT or:

St – [angry

T – ok ANGRY + BOBINHOS? bobinhos? hum?+ think about it+do you know bobinhos people, tolinhos, yeah how do you say this in English? think about it+ vamo pensar +EXTINTOS?

St – deve ser quase igual, assim

T – [yeah+ it's a cognate, it's very similar+ yes? yes? think about it CARNÍVOROS? yeah?

VEGETARIANOS? is it similar? do you think is similar? this word?

St – deve ser cognata também +

T – [é cognata também+ é parecida +think about it+ and THIRTY FIVE METRES? how do say that in English?

St – thirty seven metres

T – thirty five?

St – é

T – METRES yes? ok? so, now have some ideas about dinossours and you can get much more ideas from your book on page forty six

Sts – ahhh não, professora+ books não

T – no? just talking about? ok, Lara, a gente volta + Lara acha mais legal só falar + mas só pra vocês aprenderem algumas palavrinhas algumas + eh: palavras e informações a mais about os dinossours aí a gente fecha o livro e volta a falar tá bom Lara? ok pessoal? so, André, where's your book? that's great Ismael? ok, Deborah? forty six page forty six + their are some words + tem algumas palavras aqui que

vocês não me disseram exatamente a. como são em inglês+ então queria então que vocês procurassem e vejam se vocês vão encontrar no texto BICHINHOS, CARNÍVOROS

St – BOBINHOS

T – bobinhos vejam se pelo contexto geral se vocês XXX se vocês XXX se vocês conseguem descobrir se tem essas palavras no texto tá? just first of all first of all you`re going to read these sentences right? on number one number one people you have some statements right? about dinossours so + you will eh: you will choose. eh: you`ll read these sentences vocês vão ler essas frases ok? and write, [write T

St – [colocar falso ou verdadeiro

T – [write T for, for the ones you think are true ok, and F for the ones you think are false+ vcs vão ler , you can work in pairs if you prefer right? work in pairs, work together with your colleague if you prefer, ok?

St – XXX?

T – ok in Portuguese, Felipe o que vocês vão fazer ler essas frases ok com bastante atenção+ tem algumas palavrinhas aqui que vocês podem não saber vocês dão um jeito de descobrir pelas outras, vocês dão um jeito de descobrir pelas outras que circulam essa palavra que vocês não sabem+ e aí vocês fazem uma: adivinhação+ vocês dão um chute na verdade, e tentem adivinhar+não é a hora agora de me perguntar palavrinha por palavrinha+depois a gente tira todas as dúvidas+ ENTÃO, vocês vão escrever +, Felipe, um

T [verdadeira

pra aquelas que são verdadeiras e F pra aquelas que são falsas, ok?

((the students do the activity proposed by the teacher))

T – were+ do you know this verb WERE? ((teacher writes vocabulary on the board))

ok? I I I think these words these words may HELP you, right? look at that+look at those wordson the board right? maybe they can help you WERE, THERE WAS, DIED, LIVED, MEET, CRASHED, BONES

Sts – XXX?

T – quickly? rapidamente + do you know what+ FELIPE+ what+ what+ does that mean?

what does this expression mean? SAME TIME? SAME TIME? SAME TIME? do you know this expression?

St – às vezes

T – SAME NOT SOMETimes + but SAME time

St – ah, tá

T – SAME is MESMO, ao mesmo +

St – ao mesmo tempo

T – ao mesmo tempo very good Leandro+ SOMETIMES is ao mesmo, ALGUMAS VEZES+ algumas vezes it's similar

St – e todos tem verdadeiros? XXX?

T – really? true ok? use T and F+ T and F + how do you say VERDADEIRO in English?

how do you say VERDADEIRO in English?

St – true, true

T – TRUE, so don't use V ok? use T yes?

((while sts are doing the activity , the teacher talks to a particular student))

T – are you XXX? Oh, c'mon, help, help Patty, ok? help

((teacher now monitors students))

T – some dinosaurs move+ SOME, SOME, ALL of them or SOME + some of them + SOME? alguns

St – ô professora o que é birds?

T – BIRDS? André, don't ask me that don't you remember from our lesson? birds? birds? ok+ok+ ((teacher now talks to a particular student))

T – so we have to talk seriously ok? next time tá? da próxima vez que acontecer de novo a gente vai ter que falar sério ok? did you did you did you help him ok? ajudasse ele? Yes? Leandro, where's your book?

Leandro did you help, XXX? who did you work with? who did you work with? com quem trabalhasse?

com quem trabalhasse? não fizesse? Olha lá, junto com ele+bota lá tuas coisinhas junto com eles,ok? senta lá acompanha lá? FELIPE, FELIPE, XXX, now THIS book ok? get this one

((checking the exercise))

T – XXX were reptiles TRUE EVERYBODY, people, I wanna hear everybody together numer two some dinosaurs were very small

St1 – true

St2 – false

T – SOME alguns true or false? com vontade gente

Sts – true

T – true ok true SOME of them people not ALL of them were big, ok? some of them were small, some of them were small, number three, number three, at the same time of the dinosaurs there was only one continent true or false?

St – true

T – why, why is that true?

St – não sei

T – c'mon, c'mon

St – XXX

T – já começou com um monte de continente?

Sts – XXX

T – ah qual era o nome do con- era + não tinha esse número de cultu- de continente como é que era XXX? né Daniel fala pra gente e quem é que sabe o nome desse continente gente? por favor sim hein? ah vocês tão ruim em geografia hein? como vocês ó: começa com+ what's the + começa com P

((sts chat))

T – Lara, o Paquistão ((teacher laughs)) is a CONTINENT not a country ok? começa com P +esse continentão que tinha antes

Sts- XXX

T – não gente que confusão ó: fazer assim hein I, I, I'm not gonna tell you today, you're going to discover by yourself, vocês vão descobrir sozinhos pra próxima aula eu quero que vocês venham com [ele

St – quem falar agora ganha um ponto professora?

T – hein? ganha um pontinho a última letra então a última letra desse continente era A +

St – e no meio?

T – tinha um G + se tudo isso e vocês não sabem, pronto in English and in Portuguese is the same the pronunciation is different from English + and it's written + hein? quero ver ver quem me traz certo hein gente?

St – dá uma XXX

T – eu acho que são seis letras

St – se a professora souber eu dou um real

T – mas eu não quero teu um real, eu já sei e nem quero um real

Sts - XXX

T – gente eu já falei três dicas, [quatro

St – a professora não sabe

T – dois exemplos são seis letras a primeira é A tem G no meio , a primeira é P, no meio é G + pra eu tá te dando essas dicas é porque eu sei né? e a última é A + pessoal esse era o primeiro era continente

St – não é da minha época não

St – professora eu nem tinha nascido

St – não é da minha época não

T – pessoal, pra vocês tentarem descobrir vão no livro, vão pro - , procurar pelo professor e professora de geografia, tá?

St – XXX

Sts -- ((laughter))

T – e eles vão dizer pra vocês, a Liana, a própria coordenadora aqui pode ajudar vocês+ shhh , don't tell them+ quem já sabe não fala

St – não, eu não sei

T – mais ou menos, ok? number two? only one country+ pessoal? I don't know an Indian name, I don't know I cannot tell you number number four eh pessoal era ó um continente era só um number four dinosaurs on earth were more than a hundred million years true or false?

Sts – false

T – true true ok number

St – ei, professora como é que é repete a quarta

T – number four true

St – a três é falsa?

T – no true

St – true true até agora

T – number four four true + number five? true or false?

St – true

T – why? true or false? antes before é: antes number four number number five

St – é true

T – true why why is that? porque? porque eles morreram

St – como é que a senhora sabe professora?

T – because I've read about that eu li ok now people I have another exercise for you XXX this this is a very simple +

St – acabou a aula professora

T – how many hours how long?

St – faltam cinco

St – [seven minutes

T – [seven minutes + ok so we have seven minutes for another exercise people look to these pictures on your book what can you see? on this page forty six?

(From Tape 2 – Introducing Lesson on Dinosaurs)

Example # 2: Classroom Observation 12

Teacher 2

T- ok? and I have, you must, must, must, always listen to music in the classroom, ok? essas são as regras, tá? Então, assim ó, hum, os grupos vão escolher livremente para quem vai ser essas regras + se você colocar as regras em relação a sala de aula vai ter que colocar lá em cima, então RULES FOR THE CLASSROOM, todas as regras vão estar relacionadas com a sala de aula + agora se for RULES FOR THE TEACHER only, estão vocês especificam as regras são para os professores, e vocês especificam + se vocês não quiserem trabalhar com RULES FOR THE CLASSROOM OR TEACHERS, vocês podem trabalhar "RULES FOR THE PARENTS + vocês podem então fazer essas regras para os pais de vocês descobrirem

+ RULES FOR MY PARENTS ou então, se não for problema com os pais RULES FOR MY BROTHER OR SISTER ok? or if you want RULES FOR MY FRIENDS

St- boyfriend? boyfriend? boyfriend? [or my boy, boy

T- my boy, boy, or girlfriend, also, ok? vocês vão imaginar às margens dessas situações onde vocês gostariam que o outro sentisse regras que impunham tá? então vocês vão escolher qual é a situação e vão então trabalhar + deixe eu só colocar mais aqui ó + a gente fez uma brincadeirinha com o campo de concentração na última aula + e eu tenho aqui alguns casos em relação ao campo de concentração que são assim ó + YOU MUST WEAR + em vez da palavra e, tá?. que tava USE aqui é you must WEAR uniform, ok? YOU MUST WEAR UNIFORM + er : YOU MUST, MUST, er : you MUST SING THE HYMN hino eu não sei como se pronuncia isso aqui, tá? hymn + ah depois tem outra aqui que eu acho muito interessante o estilo desse grupo + YOU MUST também pro campo de concentração + YOU MUST NEVER BE HAPPY , YOU MUST NEVER BE HAPPY ok? então aqui ó veja só que interessante esse estilo né então é uma regra que você tá tentando trazer uma regra pra MANDAR na felicidade do outro, isto é uma coisa interessante + realmente no campo de concentração a coisa é difícil, né? you must never be happy + you must never be impatient + impatient + you must never FALL in LOVE + ok? er : deixe eu ver se tem mais exemplos aqui + you must never + claro, óbvio XXX, you must never go out, ah, e tem essa aqui que é muito legal também, ó: assim you must sometimes SOMETIMES, go to the bathroom, go to the bathroom

[go to the bathroom

St1 – ((S1laughs)) oh my God

T – ok?

St2 – ô professora

T – uhum Rose? yes?

St2 – é: ali ó: you must never, podia ser you MUSTN'T não podia?

T – Podia + you MUSTN'T + you MUSTN'T be happy + very good + ok?

St2 – tira o NEVER + tira né?

T – if you put the never here never is the negative so we don't have a negative here, if you have a negative here you XX right?

St2 – right

T – Er + hum + ok, I think it's enough it's enough, did you understand the: the: the: groupwork? todo mundo entendeu o que tem que fazer no grupo? Então + maximum three people, ok? you have TO TELL me the rules are for: etc, and I want at LEAST six groups, ok? six groups at least I'll give you + I'll give you ten minutes to do that, ok? ten minutes only ok? so, let's go let's go, yes?

((groupwork - teacher goes around the classroom, monitoring the students' work))

St2 – quantas regras são? seis, né? seis?

T – six, ok? six

((after some time))

St2 – We finished, TEACHER ((student calls out for the teacher))

T – ok? c'mon, c'mon er: er: remember, remember that + ((talking to a specific group)) vocês vão terminando e eu vou começando a XX, remember that I told you when you did the oral examination that I wanted to record on a taperecorder? remember that? vocês lembram disso? lembram? lembra, ô: Alexandre? que eu queria gravar o texto oral de vocês e o gravador, daí o gravador teve problemas pra gravar? lembra disso? ok então eu vou pedir uma um favor a Danielle que tá gravando no vídeo, se ela poderia, né, fazer isso pra gente, então, er, a gente em vez de gravar no gravador

Sts – ahhhh não ((general laughter))

St3 – ah sim, ah sim

St4 – eu sou mudo professora, eu XXX

T – ninguém consegue?

St – não consigo

T – não?

St – não

T – não? impossível? tão tá bom, eu faço isso mais tarde, daqui a algumas aulas ok? er: er: Danielle obrigada pela disponibilidade mas eles estão envergonhados + now + bem + e aí já terminaram? só faltam esses aqui né? só eles que faltam eu quero combinar com vocês enquanto eles estão terminando eu quero combinar com vocês, pra próxima semana fazer uma provinha em relação a unidade 1 tá, que nós estamos acabando, tanto a unidade 1 do reading and writing quanto a unidade 1 do listening and speaking né? então

a prova teria uma parte do listening uma parte oral né e uma parte escrita, então eu gostaria de marcar essa prova pra semana que vem + pra sexta-feira + como é que seria o listening? o listening seria exatamente também como nós fizemos na sala de aula + vocês vão ter um texto, por exemplo, pra escutar, e ali tem uma tarefa, vocês vão ter, por exemplo, pra ver os adjetivos ou pra completar com uma fala que falta, é hum + hum + como nós fizemos na sala, seria isso

St – eu não sei

T – ah, tu não estava na sala?

St – tava, sim

T – [tava sim

então é isso

St– mas eu não sei como é a prova assim

T – como é, como vai cair na prova? sempre eu faço na prova como a gente faz em sala de aula, mesmo estilo, então, como é que foi o listening? vocês tinham que, er, escutar e dizer, er, se aquele personagem era alegre, preguiçoso, + vocês lembram disso?

St – aí a gente pega uma:

T – [daí vocês vão + claro, claro, vocês vão procurar uma referência + uma referência, claro, tá?

St – aí todo mundo faz ao mesmo tempo?

T – ao mesmo tempo, tá? eu trago o gravador + então + a primeira questão é uma questão de listening + todo mundo faz na mesma, er, hora + e depois as outras são questões + são questões de reading and writing, ok? podemos marcar?, next week on: er: wednesday? próxima quarta-feira? porque na sexta-feira a gente faz uma:, faz uma:, revisão + dia: +

St – só unit 1?

T – unit 1 + dia 30 + pode ser? March 30th?

T – er: the first one is very interesting here + rules for:, rule for:, the BOYFRIEND, ok? so BOYS, listen vey carefully, ok, boys? Listen, rule NUMBER ONE, you must NEVER go out without telling me, ok? you must never go out without telling me number two, you must get on well with my parents, rule number three, you must be patient with me before my period, ok?

St – before o que?

T – my PERIOD + MENSTRUACÃO

St – ok

St – não entendi essa frase

T – you must be PATIENT, remember PATIENT?. before + my PERIOD + number six, you MUST take me out for dinner, and number seven, you must ALWAYS love me + so, these are the rules for the boyfriends now. I have other rules for boyfriends too, ok? two groups, ok?. work with boyfriends + you must be + .sshhhhhh + you must, must be, faithful

St – faithful?

T – faithful + if I have + if I have a boyfriend, ok, I have only ONE boyfriend + I don't have one, two, three boyfriends at the same time, ok? so, ONE boyfriend, ONE boyfriend, ONE girlfriend, ONE girlfriend + então LEAL, FIEL, ok? FAITHFUL + you must be romantic + you must be clever + you must be hard-working + and you must be fun-lover, but you must NEVER be rude + ok, rude, lazy or impatient? ok? ok, rules for boyfriends now I have also rules for MY BROTHER. rules for my brother rule number one + who has got brothers here? brothers? + older brothers or younger brothers? raise your hands, yeah + brothers, brothers, no brothers? yes, brothers? do you have brothers? do you have brothers? brothers, yes? Maitê, do you have brothers? no brothers?

St – sim, eu tenho

T – no brothers?, sisters?, ok?, brothers?, yes?, Mirela?, no?, only child?, ((the teacher now asks a Japanese student who attends the English lessons)) do you have brothers?, younger brother?, younger brother? in Japan? so rules for the brothers + listen, listen, BROTHERS + listen + you must NEVER go to my room + my BEDROOM + NEVER + number two + you must respect your brother + or sister + number three + you must NEVER speak.

Sts – ((general laughter))

T- Number four, you must NEVER cry + cry, cry? like this? ((making gestures)) CRY+ ok + number five, you must do my work at home

Sts – ((general laughter))

T – number six, you must NEVER shout with me+ NEVER + very XX + now I have the rules for: TEACHERS and for STUDENTS ((teacher laughs)) for students + rule number one, you must pay attention

to XXX, number two, you must always do your homework number three you must have a good class, good classroom, number four you must wear a uniform everyday number five you must NEVER speak in the classroom, ok? ((teacher talks to a particular student)) instead of DON'T here, MUST NEVER speak in the classroom+ and number six you must HELP your friends ok?

St1 – oh my God, o aluno perfeito XXX

Sts – ((general laughter))

T – yes, now listen+

[rules for the teacher

Sts – [no teacher, no

((laughter))

T – you must NEVER give orders, give orders? dar ordens, number two, you must NEVER give MORE than FIVE minutes class only five minutes class number three you must give tem to all students

Sts – ((laughter))

T – number four you must NEVER write on the blackboard

Sts – ((laughter))

T – number five you must NEVER DOUBT the students' authority is it? Ficou faltando aqui ô: Alexandre, essa palavra talvez? you must never doubt the students' authority, era isso que vocês queriam dizer né? não duvidar, não duvidar da autoriadade do aluno? you must never doubt the student's authority, AND the last ONE, LISTEN to the last one, you must kill yourself + kill yourself

St – se matar

St2 – eu ia botar isso pro irmão mas eu XXX

T – very good, very good

St – XXX?

T – oh, XXX+ now listen, er, we have+ five minutes? we have five minutes last class + na aula passada eu pedi pra vocês fazerem uma coisa pra mim, e eu vou, er: cobrar isso na: quarta-feira que vem, vai fazer parte da revisão, vou também trazer o gravador para vocês lembrarem algumas coisas que nós já ouvimos no gravador tá? então na aula que vem eu quero que vocês FAÇAM, COMPLETEM o CARTOON, do

Charlie BROWN porque esses dois últimos cartoons aparecem, lembram que eu pedi pra vocês fazerem isso?

St – ahhh, é mesmo

T – tá no livro, tá no livro

St – [tá no livro?

T – tá no livro

St – mas é que eu pensei que fosse XXX

T – mas eu vou pedir pra vocês fazerem em casa tá e trazerem na próxima aula

St – mas é exercício ou é curtinho?

T – vocês vão ter que escrever

St – mas tipo, tipo um XXX?

T - NÃO, super curtinho tá? bem curtinho+basta dizer

St – [tipo um quadradinho?

T – [dois exatamente+ dois quadradinhos iguais ao da página onze ok? só isso, XXX+ eu já tinha explicado né? só pra fazer isso em casa tá bom? now +

St – o que é pra fazer em casa professora?

T – completar os quadradinhos do cartoon da página onze o texto embaixo

St – teacher can I drink some water?

T – [drink some water?

just a minute because we are going to finish, we are going to finish ok? er: remember + listen, listen, listen to me I'm going to tell a story and if you don't understand the words you tell STOP ok? I'm going to tell a story and if you don't understand the words you tell STOP ok?

St1 – yes

T – one NIGHT it was raining VERY HARD+ like yesterday+ RAINING ((the teacher now makes the gestures and sounds for “raining”))VERY HARD ok? a DOCTOR was driving a car, ok? on a road, it was dark and raining+ the doctor was driving the car right? SUDDENLY a truck, a truck was going and ((making sounds as if sliding on a slippery road)) SLIDED like this and HIT the car + a CAR CRASH+ like this ok? the DOCTOR was driving, was driving the BOY was next to the driver next to the DOCTOR

right? The DOCTOR, the BOY+ THE DOCTOR and the BOY on the car ok? car crash the truck the driver on the truck ok all right no problems ok? he stopped going out of the car, the truck, take a look + oh the FATHER, DEAD+ the BOY? ALIVE ((shouting)) STOP, STOP, HELP + there was a car + HOSPITAL+ BOY, all right, in hospital, and XXX hear+ DR BLACK, DR BLACK EMERGENCY ROOM, EMERGENCY ROOM+ the DOCTOR the BOY+ I can't on operate on, I can't operate on+ the doctor was trembling ((making the gesture)) trembling, trembling+ the assistant, what's the problem, doctor, what's the problem? This is my s- son, this is SON + what's the problem in the story?

Sts – XXX

T – yeah?

Sts – XXX + era o pai do garoto + XXX

T – yes, so who's this doctor here? ((pointing to the desk, which she had used to show the operation place for the doctor)) the doctor in the car died, the father+ who's this doctor here, who's this doctor? THE MOTHER

Sts – ahhh ((general laughter))

T – GOT you + PEGUEI vocês + uhum, uhum

(From Tape 1 – Teaching MUST/ MUSTN'T)

APPENDIX C

TEACHER TALK*Analysed Samples of T1's Talk*

- “I’ll bring your test. Relax ok? you did a *good job*; I know that I think, you really learned how to talk about rainforest right? you you wrote short *short sentences* but *good* ones so I think you learned something about rainforest and you can explain to er if someone ask you about the rainforest you can you have a good vocabulary and *you know* how to explain and how to talk about rainforest ok?; so *don’t worry*”.
- (...) “*for sure* almost all of you did it all right. I don’t know why did you complain about this question, because *you were right ok?*”
- (...) tem algumas *palavrinhas* aqui que *vocês podem não saber*, *vocês dão um jeito* de descobrir pelas outras, vocês dão um jeito de descobrir pelas outras que circulam essa palavra que vocês não sabem, e aí vocês fazem uma: *advinhação*, vocês dão um chute na verdade, e tentem *advinhar*, não é a hora agora de me *perguntar palavrinha por palavrinha*, depois a gente tira todas as dúvidas, então, vocês vão escrever, Felipe, um T”.
- (...) “so we have to *talk seriously* ok? Next time, tá (?), da próxima vez que acontecer de novo a gente vai ter que *falar sério* ok? did you did you did you help him ok? ajudasse ele? yes? Leandro, *where’s your book? Leandro did you help, XXX? who did you work with? who did you work with? Com quem trabalhasse? Com quem trabalhasse? Não fizesse?* Olha lá, junto com ele, *bota lá tuas coisinhas* junto com eles, ok? Senta lá *acompanha* lá? Felipe, Felipe, XXX, now this book ok? *Get this one*”.
- (...) “hein? *ganha um pontinho*. A última letra então a última letra desse continente era A”.
- (...) “this is a *very simple*”.
- (...) Eu vou escrever algumas *palavrinhas* no quadro”.
- “XXX, no chewing gum, please. *Throw it away*”.
- “You *don’t need to understand everything*. *Não precisa entender palavra por palavra*. So, *don’t panic*. A única coisa que eu quero é: eles estão falando sobre isso. *Só*”.
- “You’re right. *I know it’s difficult*. So let’s start again

Analysed Samples of T2's Talk

- “Dá uma olhada no texto sem se preocupar com as palavras: Vê o contexto, tá?; Vê qual vocabulário que é problema pra vocês”
- “Let’s check the order. Hariette, tell them the order” (...)
- “Me dê um sinônimo para hard. Hard work?”
- “Now take a look at exercise three. Vocês têm que bolar frases que vão com esses dois quadradinhos. Frases bem simples. *Gostariam de tentar?*”
- “Eu quero combinar com vocês, pra próxima semana fazer uma *provinha* em relação a unidade 1 tá, que nós estamos acabando, tanto a unidade 1 do reading and writing quanto a unidade 1 do listening and speaking né?”
- “(...) e eu vou, er, *cobrar* isso na quarta-feira que vem, vai fazer parte da revisão, vou também trazer o gravador para vocês lembrarem algumas coisas que nós já ouvimos no gravador tá?”

APPENDIX D

STEP TWO DATA COLLECTION:

STUDENTS' QUESTIONNAIRES

Motivational Questionnaire1

1. Por que você optou por estudar inglês e não uma outra língua estrangeira?
2. Se você pudesse definir seu nível de motivação nesse momento em relação as aulas Inglês, em que categoria abaixo você estaria situado?
 - () Muito Motivado
 - () Motivado
 - () Razoavelmente motivado
 - () Desmotivado
 - () Totalmente Desmotivado. Por quê? _____
3. O que você considera mais motivante numa aula de Inglês? Enumere de 1 (para o mais motivante) a 5 (para o menos motivante) de acordo com suas prioridades:
 - () Um bom professor
 - () Bom material didático (livro - texto e caderno de atividades)
 - () Salas confortáveis
 - () Atividades extras interessantes (músicas, vídeos, discussões)
 - () Outros. O quê? _____
4. Usando 4 adjetivos, (por exemplo, engraçado, exigente, carinhoso, etc), descreva o seu perfil de **professor ideal**.
5. Vamos agora imaginar uma **aula ideal**. Que tipo de atividades você se sente mais motivado a fazer durante a aula? (Leitura? Compor textos? Diálogos? Fazer apresentações orais? Jogos? Vídeo?)
6. As aulas de Inglês têm correspondido às suas expectativas? Por quê?
7. Imagine que você pudesse fazer alguma mudança em suas aulas de Inglês. O que você optaria por alterar nessas aulas?
8. Quanto ao seu desempenho pessoal em relação ao aprendizado do Inglês, você tem se esforçado o suficiente? Se não, por que não?
9. O que você espera alcançar em relação ao Inglês até o fim desse semestre?

Motivational Questionnaire 2

1. Se você pudesse definir seu nível de motivação em relação as aulas de inglês nesse exato momento, como você definiria?

() Muito Motivado

() Motivado

() Razoavelmente motivado

() Desmotivado

() Totalmente Desmotivado. Por quê? _____

2. Numa avaliação breve, você tem percebido alguma mudança em suas aulas de inglês?

3. Com relação ao seu desempenho na língua, você acredita estar atingindo suas expectativas iniciais?

4. Você acredita ser satisfatório para a sua aprendizagem a maneira como suas aulas são conduzidas?

5. Que pontos positivos e negativos você ressalta, quanto às suas aulas de inglês?

APPENDIX E

THE ANSWERS FOR STUDENTS' QUESTIONNAIRES

Questionnaire 1 – Group 1

1. Por que você optou por estudar inglês e não uma outra língua estrangeira?

St 1: Porque Inglês é uma língua universal. Qualquer lugar que você vá encontrar alguém que fale Inglês.

St 2: Por causa do mercado de trabalho.

St 3: Porque o inglês é o mais pedido, nos trabalhos (serviços) e também para ajudar a entender as músicas, computador, etc.

St 4: Porque é a língua mais procurada no mercado de trabalho.

St 5: Porque é a língua estrangeira mais usada minha opinião.

St 6: Porque o Inglês é o mais importante.

St 7: Pois na época eu achava que fazer inglês era essencial pois é uma língua universal. Hoje me arrependo de não ter escolhido outra língua pois faço inglês no curso da UFSC.

St 8: Porque é uma língua universal.

St 9: Pois já tinha feito fora do C.A e já tinha uma noção.

St 10: Porque é a língua mais falada no mundo.

St 11: Porque fui obrigado.

St 12: Pois minha () já fez curso e assim ela pode me ajudar.

St 13: Porque minha mãe disse que seria melhor para o futuro se eu soubesse inglês.

St 14: Fazia espanhol, mas me botaram no inglês.

St 15: Porque eu já fazia inglês na outra escola.

St 16: Porque é a língua mais falada no mercado de trabalho.

St 17: Porque era a língua estrangeira que eu menos odiava.

St 18: Porque já estou acostumado.

2. Se você pudesse definir seu nível de motivação nesse momento em relação as aulas Inglês, em que categoria abaixo você estaria situado?

St 1: Muito Motivado

St 2: Motivado; pelo ramo de trabalho.

St 3: Motivado; quero aprender, estou com vontade.

St 4: Motivado

St 5: Razoavelmente Motivado; eu não pego legal a matéria.

St 6: Razoavelmente Motivado; porque não está sendo como eu imaginava.

St 7: Razoavelmente Motivado; pois é muita pouca aula.

St 8: Razoavelmente Motivado; porque quero aprender.

St 9: Razoavelmente Motivado

St 10: Razoavelmente Motivado; porque sim.

St 11: Razoavelmente Motivado; acho que não é tão importante para a minha pessoa.

St 12: Razoavelmente Motivado; não sei.

St 13: Razoavelmente Motivado; não gosto e gosto de inglês.

St 14: Desmotivado; não entendo nada.

St 15: Desmotivado; poderia ser mais legal as aulas.

St 16: Totalmente Desmotivado; o nível em estou não é adequado.

St 17: Totalmente Desmotivado; não dormi hoje.

St 18: Totalmente Desmotivado; porque acho que não vou usar nada do que aprendo.

3. O que você considera mais motivante numa aula de Inglês? Enumere de 1 (para o mais motivante) a 5 (para o menos motivante) de acordo com suas prioridades:

St 1:

- (1) Um bom professor
- (3) Bom material didático (livro - texto e caderno de atividades)
- (4) Salas confortáveis
- (2) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? _____

St 2:

- (1) Um bom professor
- (1) Bom material didático (livro - texto e caderno de atividades)
- (5) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

St 3:

- (2) Um bom professor
- (3) Bom material didático (livro - texto e caderno de atividades)
- (1) Salas confortáveis
- (4) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? *Saídas de campo.*

St 4:

- (1) Um bom professor
- (1) Bom material didático (livro - texto e caderno de atividades)
- (1) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

St 5:

- (1) Um bom professor
- (1) Bom material didático (livro - texto e caderno de atividades)
- (1) Salas confortáveis
- (5) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? _____

St 6:

- (1) Um bom professor
- (1) Bom material didático (livro - texto e caderno de atividades)
- (1) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (1) Outros. O quê? *Jogos educativos.*

St 7:

- (2) Um bom professor
- (1) Bom material didático (livro - texto e caderno de atividades)
- (3) Salas confortáveis
- (4) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? *Usar a linguagem ao nível dos alunos.*

St 8:

- (2) Um bom professor

- (3) Bom material didático (livro - texto e caderno de atividades)
- (4) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? _____

St 9:

- (2) Um bom professor
- (3) Bom material didático (livro - texto e caderno de atividades)
- (4) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? *Bons colegas.*

St 10:

- (2) Um bom professor
- (3) Bom material didático (livro - texto e caderno de atividades)
- (4) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

St 11:

- (2) Um bom professor
- (4) Bom material didático (livro - texto e caderno de atividades)
- (3) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (2) Outros. O quê? *Uma forma divertida de se dar a aula com risadas e brincadeiras.*

St 12:

- (1) Um bom professor
- (4) Bom material didático (livro - texto e caderno de atividades)
- (2) Salas confortáveis
- (3) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? *Atividades ao ar livre.*

St 13:

- (1) Um bom professor
- (1) Bom material didático (livro - texto e caderno de atividades)
- (1) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (1) Outros. O quê? *Sem provas ou testes.*

St 14:

- (4) Um bom professor
- (5) Bom material didático (livro - texto e caderno de atividades)
- (2) Salas confortáveis
- (3) Atividades extras interessantes (músicas, vídeos, discussões)
- (1) Outros. O quê? *O sinal para acabar.*

St 15:

- (2) Um bom professor
- (3) Bom material didático (livro - texto e caderno de atividades)
- (4) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

St 16:

- (1) Um bom professor

- (4) Bom material didático (livro - texto e caderno de atividades)
- (2) Salas confortáveis
- (3) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? *Aula na rua.*

St 17:

- (4) Um bom professor
- (3) Bom material didático (livro - texto e caderno de atividades)
- (5) Salas confortáveis
- (2) Atividades extras interessantes (músicas, vídeos, discussões)
- (1) Outros. O quê? *Aula na rua.*

St 18:

- (3) Um bom professor
- (4) Bom material didático (livro - texto e caderno de atividades)
- (1) Salas confortáveis
- (2) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

4. Usando 4 adjetivos, (por exemplo, engraçado, exigente, carinhoso, etc), descreva o seu perfil de professor ideal.

St1: simpático, engraçado, rígido e paciente.

St2: inovador, exigente, carismático, etc.

St3: extrovertido, carinhoso, legal, explique bem.

St4: engraçado, inteligente, criativo, e além disso, que não passe prova.

St5: engraçado.

St6: um professor ideal é aquele que consegue fazer o aluno gosta de aprender.

St7: um professor tem que saber brincar mais tem que ser exigente.

St8: engraçado, amigo, relaxado, tranquilo.

St9: engraçado, motivante, educado, atencioso.

St10: engraçado, carinhoso, não muito exigente e legal.

St11: engraçado, persistente, amigo, cuidadoso.

St12: engraçado, gentil, exigente e carinhoso.

St13: engraçado, atencioso, não pega no pé, carinhoso.

St14: engraçado e feio para rirmos dele.

St15: engraçado, carinhoso, inteligente e legal.

St16: engraçado, extrovertido, que não tenha preconceito nenhum quanto a palavras inculto.

St17: engraçado, compreensivo, motivador e responsável.

St18: engraçado, bem humorado, audaz.

5. Vamos agora imaginar uma aula ideal. Que tipo de atividades você se sente mais motivado a fazer durante a aula? (Leitura? Compor textos? Diálogos? Fazer apresentações orais? Jogos? Vídeo?)

St1: Leitura. Adoro ler para ir pegando a pronúncia das palavras.

St2: Diálogos, vídeo e leitura.

St3: Jogos, vídeos, músicas (tradução de músicas). Outras formas a não ser só na sala de aula, lendo.

St4: Vídeos, jogos, diálogos.

St5: Jogos.

St6: A aula tem que ser variada para não fazer o aluno cair na rotina e se aborrecer com as aulas.

St7: Os jogos pois o aluno e sente motivado.

St8: Vídeos.

St9: Jogos, vídeos, pequenos teatros, música, leituras de texto de música.

St10: Jogos e vídeos.

St11: Diálogos, jogos, vídeos, escrever textos.

St12: Jogos, porque a turma toda se diverte ao mesmo tempo.

St13: Jogos, brincadeiras, diálogos com aluno.

St14: Jogos.

St15: Jogos.

St16: Jogos e vídeos. I hate fazer apresentações orais.

St17: Jogos e vídeos.

St18: -

6. As aulas de Inglês têm correspondido às suas expectativas? Por quê?

St1: Sim. A professora é muito competente.

St2: Sim, porque eu estou aprendendo a matéria aplicada.

St3: Sim, cada vez mais estou aprendendo o que quero, e utilizando o que aprendo.

St4: Mais ou menos. Porque cada ano muda de professor, ou seja, cada professor tem uma maneira de dar aula, atrapalhando assim, os nossos objetivos.

St5: Não, porque não sei quase nada.

St6: Não muito. Porque os alunos visam a aula de inglês para descansar e bagunçar e isso atrapalha a aula.

St7: Não na escola, porque a carga horária é baixa.

St8: Sim, porque eu não sabia nada.

St9: Não, pois estudo inglês há quase 4 anos só me lembro das coisas que estudei fora, e com a convivência com eles (estudei 3 meses nos USA)

St10: Sim, porque estou aprendendo.

St11: Não, porque a professora sempre parece séria.

St12: Sim, pois estou aprendendo e estou tendo poucas dificuldades.

St13: Sim, acabei me interessando mais.

St14: Não. Minhas expectativas são passar de ano.

St15: Não. Poderia ser mais legal.

St16: Sim, porque sim.

St17: Não, porque só fazemos trabalhos normais e em sala de aula.

St18: -

7. Imagine que você pudesse fazer alguma mudança em suas aulas de Inglês. O que você optaria por alterar nessas aulas?

St1: Um pouco mais de música.

St2: Não sei.

St3: Botar um ar- condicionado verão e aquecedor no inverno, sofá ou poltrona.

St4: Vídeos. Jogos, tudo para aprender bem o inglês.

St5: Nada, só diminuir.

St6: Eu mudaria o interesse dos alunos.

St7: Quatro aulas por semana.

St8: Aulas mais divertidas, com saídas de campo.

St9: Mais descontraídas.

St10: Mais aulas fora de sala.

St11: Uma melhor sala e uma outra professora.

St12: Nada, está bom.

St13: Tirando as provas e dando aos alunos só trabalhinho fácil.

St14: Várias coisas.

St15: Mais aula na rua.

St16: As aulas deveriam ser na rua.

St17: Aulas na rua.

St18: -

8. Quanto ao seu desempenho pessoal em relação ao aprendizado do Inglês, você tem se esforçado o suficiente? Se não, por que não?

St1: Sim, faço o que posso.

St2: Sim.

St3: Sim.

St4: Sim.

St5: Não, porque as outras matérias são mais difíceis.

St6: Só pra tirar nota boa. Porque eu acho que todos os anos de inglês na escola só reforça o básico.

St7: Sim.

St8: Sim.

St9: Não, nunca tive dificuldade em inglês, quase nunca estudo inglês.

St10: Sim, tenho me esforçado.

St11: Mais ou menos.

St12: Sim, tenho me esforçado fazendo tarefas e prestando atenção na aula.

St13: Sim, me esforço!

St14: Sim.

St15: Sim.

St16: Não muito, porque existem outras matérias a serem estudadas que precisam de mais atenção que inglês.

St17: Não porque tenho preguiça.

St18: -

9. O que você espera alcançar em relação ao Inglês até o fim desse semestre?

St1: Que possa estar "dentro do mundo" do Inglês.

St2: Aprender um pouco mais que o básico, para depois fazer um cursinho, ou que sabe-se, sair falando fluentemente.

St3: Aprender novas formas de comunicação, falando e entendendo a fala do inglês.

St4: Aprender a falar e entender bem o inglês.

St5: O necessário para passar de ano.

St6: Na verdade eu pretendo fazer o inglês fora.

St7: Um bom inglês.

St8: Aprender cada vez mais e mais.

St9: Ah, não sei; só sei que ano que vem não vou lembrar de quase nada!

St10: Aprender.

St11: A compreender mais.

St12: A média para passar de ano.

St13: Sei lá. O quanto mais eu saber, melhor pra mim!

St14: Aprender o básico.

St15: Melhorar meu inglês.

St16: Não sei. Esqueci.

St17: Quase nada.

St18: -

Questionnaire 1 – Group 2

1. Por que você optou por estudar inglês e não uma outra língua estrangeira?

St 1: Pois já fiz um curso de inglês não terminei. No entanto não sei muito. E quero terminar de aprender.

St 2: Porque na época que tive de escolher esse era o idioma que me traria mais benefícios futuramente, já que é o idioma universal, falado e entendido em todos os países.

St 3: Porque vou para os EUA, e é a língua mais falada hoje em dia.

St 4: Por ser importante.

St 5: Porque o inglês é a língua que utilizarei no decorrer da minha vida.

St 6: Eu optei em estudar inglês porque precisamos dela para melhor viver num mundo globalizado onde informática é praticamente em inglês, Internet também, e praticamente é possível falar com qualquer pessoa do mundo em inglês.

St 7: *Porque o Inglês é praticamente uma língua universal, em qualquer lugar do mundo se fala Inglês.*

St 8: *Porque acho o inglês necessário para viver na sociedade de hoje. Além disso, gosto de inglês.*

St 9: *Porque achei mais interessante.*

St 10: *Eu sou obrigado a optar por uma língua, se não depois viverei debaixo da ponte. Sou obrigado a me entregar aos "imperadores".*

St 11: *Because I learned English in Japan.*

St 12: *Na verdade, não optei, estou fazendo inglês pois no outro colégio era obrigado.*

St 13: *Porque falta de opção e por maior facilidade.*

St 14: *Na verdade, na 5ª série, quando optei por inglês, eu via necessidade de aprender uma outra língua para entrar no mercado de trabalho e ser um doutorzinho inútil que faz a vontade da mamãe e acha que está contribuindo para o nosso "belo quadro social". Hoje eu só quero ser eu mesmo e viver fazendo o que me faz feliz.*

2. Se você pudesse definir seu nível de motivação nesse momento em relação as aulas Inglês, em que categoria abaixo você estaria situado?

St 1: *Motivado; gosto de aprender.*

St 2: *Motivado; porque este ano estou aprendendo mais que nos outros anos, ou seja, eu estou com mais interesse, porque sei que preciso do inglês.*

St 3: *Motivado*

St 4: *Motivado; estou aprendendo*

St 5: *Motivado*

St 6: *Motivado; porque acredito que temos que aproveitar o máximo de aula, aprendermos o máximo que podemos*

St 7: *Razoavelmente Motivado*

St 8: *Razoavelmente Motivado; as aulas estão repetitivas.*

St 9: *Razoavelmente Motivado*

St 10: *Razoavelmente Motivado; estou me conformando.*

St 11: *Razoavelmente Motivado*

St 12: *Desmotivado; pois não gosto muito de inglês.*

St 13: *Totalmente Desmotivado; porque aulas são muito chatas (não só de inglês)*

St 14: *Totalmente Desmotivado*

3. O que você considera mais motivante numa aula de Inglês? Enumere de 1 (para o mais motivante) a 5 (para o menos motivante) de acordo com suas prioridades:

St 1:

(2) Um bom professor

(4) Bom material didático (livro - texto e caderno de atividades)

(3) Salas confortáveis

(1) Atividades extras interessantes (músicas, vídeos, discussões)

(x) Outros. O quê? _____

St 2:

(1) Um bom professor

(5) Bom material didático (livro - texto e caderno de atividades)

(5) Salas confortáveis

(1) Atividades extras interessantes (músicas, vídeos, discussões)

(x) Outros. O quê? *Interesse por parte do aluno em aprender.*

St 3:

(1) Um bom professor

(1) Bom material didático (livro - texto e caderno de atividades)

(2) Salas confortáveis

(2) Atividades extras interessantes (músicas, vídeos, discussões)

(x) Outros. O quê? _____

St 4:

- (1) Um bom professor
- (x) Bom material didático (livro - texto e caderno de atividades)
- (5) Salas confortáveis (*Está desmotivante*)
- (2) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

St 5:

- (1) Um bom professor
- (1) Bom material didático (livro - texto e caderno de atividades)
- (3) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

St 6:

- (1) Um bom professor
- (2) Bom material didático (livro - texto e caderno de atividades)
- (5) Salas confortáveis
- (3) Atividades extras interessantes (músicas, vídeos, discussões)
- (4) Outros. O quê? *Harmonia entre os alunos, pois quando estão a vontade, com certeza se terá mais dúvidas e a aula é mais produtiva.*

St 7:

- (1) Um bom professor
- (3) Bom material didático (livro - texto e caderno de atividades)
- (4) Salas confortáveis
- (2) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

St 8:

- (2) Um bom professor
- (4) Bom material didático (livro - texto e caderno de atividades)
- (3) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? *Bons colegas de classe.*

St 9:

- (1) Um bom professor
- (2) Bom material didático (livro - texto e caderno de atividades)
- (4) Salas confortáveis
- (3) Atividades extras interessantes (músicas, vídeos, discussões)
- (5) Outros. O quê? _____

St10 :

- (3) Um bom professor
- (4) Bom material didático (livro - texto e caderno de atividades)
- (5) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (2) Outros. O quê? *Esclarecer e discutir com todos o porque e como de se dar aula de inglês, não posso utilizar uma fórmula sem conhecer sua essência.*

St 11:

- (2) Um bom professor
- (3) Bom material didático (livro - texto e caderno de atividades)
- (4) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)

(5) Outros. O quê? _____

St 12:

- (1) Um bom professor
- (2) Bom material didático (livro - texto e caderno de atividades)
- (2) Salas confortáveis
- (3) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

St 13:

- (x) Um bom professor
- (x) Bom material didático (livro - texto e caderno de atividades)
- (x) Salas confortáveis
- (x) Atividades extras interessantes (músicas, vídeos, discussões)
- (1) Outros. O quê? *Viagens*

St 14:

- (2) Um bom professor
- (4) Bom material didático (livro - texto e caderno de atividades)
- (1) Salas confortáveis
- (1) Atividades extras interessantes (músicas, vídeos, discussões)
- (x) Outros. O quê? _____

4. Usando 4 adjetivos, (por exemplo, engraçado, exigente, carinhoso, etc), descreva o seu perfil de professor ideal.

St1: brincalhão, dedicado, interessado, carinhoso.

St2: motivado, interessado, com domínio de conteúdo, exigente.

St3: engraçado, interessado, amigo (carinhoso), exigente (não general).

St4: inteligente, engraçado, exigente e atrativo (no sentido de atrair a atenção dos alunos à aula, ensinando melhor).

St5: engraçado, consiga prender a atenção do aluno, traga para a aula métodos diferentes.

St6: calmo, simpático, acessível, claro.

St7: legal, engraçado, exigente (não muito), inteligente.

St8: engraçado, amigável, inteligente, compreensivo.

St9: engraçado.

St10: o professor tem que ser verdadeiro, o que transmite conhecimento para florescer em cada um ramificações de sua liberdade puramente verdadeira, e não ser um professor repressor, manipulador e alienador que serve como extensão "dos que estão em cima", e e levam pra sala de aula instrumentos de idolatria e conservação do que chamam de poder. Não quero tomar o poder. Quero sentir o gosto de solo desfigurado, varrendo-o de baixo para cima, o desmontando parte por parte.

St11: smily, funny..

St12: engraçado, carinhoso, companheiro e disposto.

St13: um pouco mais ligado aos alunos (fugir da formalidade).

St14: libertário, compreensivo, que goste de arte (música, etc), engraçado.

5. Vamos agora imaginar uma aula ideal. Que tipo de atividades você se sente mais motivado a fazer durante a aula? (Leitura? Compor textos? Diálogos? Fazer apresentações orais? Jogos? Vídeo?)

St1: Apresentações orais, jogos, aula em locais diferentes.

St2: Fazer apresentações orais, jogos, leituras/vídeo, diálogo e compor textos; tudo isso é muito mais interessante para quem se interesse em aprender.

St3: Jogos, vídeos (filmes, clips, etc); ler textos que conhecemos (em inglês)

St4: Leitura, diálogos, cantar músicas atuais, etc.

St5: Jogos, músicas, diálogos, leitura.

St6: Acredito que uma aula ideal é aquela aonde os alunos participam da aula colocando suas dúvidas e acrescentando alguns conhecimentos. Diálogos, composições e leitura são bastante importantes.

St7: Compor textos, jogos, vídeos, clips, música, etc.

St8: Gosto de trabalhar com traduções de músicas pois aumenta o vocabulário e aprendemos a falar melhor.

St9: Leitura.

St10: Perda de tempo, vários morrem de fome.

St11: Jogos e vídeos.

St12: Gosto mais de compor textos em grupo, assim um pode passar para o outro o seu conhecimento.

St13: Jogos.

St14: Tradução de músicas, compreensão das mesmas.

6. As aulas de Inglês têm correspondido às suas expectativas? Por quê?

St1: Sim. Apesar de ser repetente, não na disciplina, estou aprendendo coisas diferentes.

St2: Na verdade não tenho muitas expectativas, não fico, por exemplo, imaginando como será; venho para a aula porque gosto de aprender e tento tirar do que é passado o máximo de informações possíveis, mas no geral, tenho gostado da dinâmica das aulas.

St3: Não. é muito parada.

St4: Sim, pela maneira que ela tem acontecido.

St5: Sim, pois a professora é bem divertida e procura trazer novos modos de aprender a nossa atenção.

St6: Penso que não adianta só o professor se desdobrar em 1000. É preciso que os alunos também colaborem e participem.

St7: Não muito, porque eu não estou prestando bastante atenção nas aulas.

St8: Não. Eles têm sido um tanto monótonas. Parece que os professores se agarram no básico e ficam naquilo.

St9: O livro usado é muito ruim.

St10: -

St11: -

St12: Não posso responder pois estou na minha segunda aula.

St13: Não, mas eu já esperava que não correspondesse.

St14: Sei que a professora se esforça ao máximo pra dar uma aula legal, mas o legal pra mim pode não ser o legal pra outra pessoa. É o que acontece.

7. Imagine que você pudesse fazer alguma mudança em suas aulas de Inglês. O que você optaria por alterar nessas aulas?

St1: Aulas fora de sala, por exemplo, no planetário.

St2: O desinteresse dos alunos pela matéria. E não colocaria deveres para fazer em casa.

St3: Os itens citados na questão 5.

St4: -

St5: Não mudaria nada.

St6: Fazer mais exercícios orais.

St7: Ter uma aula mais criativa, com atividades da pergunta 5.

St8: Os exercícios.

St9: O livro usado é muito ruim.

St10: idem.

St11: Nada.

St12: Mais liberdade.

St13 Sei lá. Aulas mais criativas, com mais arte.

8. Quanto ao seu desempenho pessoal em relação ao aprendizado do Inglês, você tem se esforçado o suficiente? Se não, por que não?

St1: Acho que sim, estou entendendo melhor as coisas.

St2: Tenho, faço tudo que é perdido, justamente porque gosto de fazer.

St3: Sim.

St4: Tenho tentado ao menos me esforçar, pois não gosto do idioma inglês.

St5: Sim, mas poderia fazer mais leituras.

St6: Penso que tenho me esforçado bastante nas aulas. Talvez falte um pouco mais de estudo em casa.

St7: Não, por motivos pessoais.

St8: Creio que sim, pois estou absorvendo o conteúdo com facilidade.

St9: Não muito, não consigo entender muita coisa de inglês, por isso acho que não vale a pena me esforçar.

St10: idem.

St11: -

St12: -

St13: Não, porque não julgo necessário.

St14: Como já expliquei, não vejo motivo para aprender inglês. No caso, eu me esforço apenas para passar de ano (já que a ditadura familiar e social me obriga).

9.O que você espera alcançar em relação ao Inglês até o fim desse semestre?

St1: Não deixar escapar nada!

St2: Espero soltar um pouco mais a parte oral, ou seja, até sei falar, mais tenho um pouco de vergonha. Então espero conseguir falar melhor.

St3: Saber mais do que sei até agora.

St4: Mais vocabulário, gramáticas, letras de músicas, etc.

St5: Eu espero que eu consiga aprender mais sobre o inglês e que a turma colabore, não faça muita bagunça, de modo que a professora tenha que ficar metade da aula chamando a atenção.

St6: Espero adquirir mais vocabulário, melhorar a pronúncia e fluência.

St7: Aprimorar meu conhecimento nessa língua.

St8: Espero aumentar meu vocabulário.

St9: Um melhor conhecimento. Queria ter mais facilidade ao ler um texto, escutar uma música.

St10: idem.

St11: -

St12: Espero, pelo menos, me interessar um pouco mais por inglês.

St13: Nada demais.

St14: Na verdade mesmo, notas boas.

Questionnaire 2 – Group 1

1. Se você pudesse definir seu nível de motivação em relação as aulas de inglês nesse exato momento, como você definiria?

St1: Muito Motivado. Porque gosto de inglês e sei que precisarei muito dele.

St2: Motivado.

St3: Motivado. É interessante.

St4: Motivado.

St5: Motivado. Porque quero aprender inglês.

St6: Motivado

St7: Motivado.

St8: Razoavelmente Motivado. Porque não faço muita questão de aprender inglês.

St9: Razoavelmente Motivado.

St10: Razoavelmente Motivado.

St11: Razoavelmente Motivado. Não é como eu pensava.

St12: Razoavelmente Motivado. É uma aula muito chata.

St13: Desmotivado. Porque tem texto.

St14: Desmotivado. Porque amanhã é quinta – feira santa e eu tenho aula.

St15: Totalmente Desmotivado. Tô com sono.

2. Numa avaliação breve, você tem percebido alguma mudança em suas aulas de inglês?

St1: *Sim.*

St2: *Sim.*

St3: *Não.*

St4: *Continua o mesmo, aprendendo um pouco mais.*

St5: *Sim, estou aprendendo coisas (palavras) desconhecidas no meu vocabulário internacional.*

St6: *Não.*

St7: *Sim.*

St8: *Bem pouco.*

St9: *Não.*

St10: *Não.*

St11: *Não.*

St12: *Sim. O inglês tá ficando mais fraco.*

St13: *Sim.*

St14: *Não.*

St15: *Não.*

3. Com relação ao seu desempenho na língua, você acredita estar atingindo suas expectativas iniciais?

St1: *Sim.*

St2: *Um pouco.*

St3: *Sim.*

St4: *Não.*

St5: *Sim.*

St6: *Sim.*

St7: *Sim.*

St8: *Sim.*

St9: *Sim. Estou aprendendo aos poucos a matéria que está sendo dada.*

St10: *Sim.*

St11: *Não.*

St12: *Mais ou menos.*

St13: *Sim.*

St14: *Sim.*

St15: *Não.*

4. Você acredita ser satisfatório para a sua aprendizagem a maneira como suas aulas são conduzidas?

St1: *Sim*

St2: *Sim*

St3: *Sim*

St4: *Sim*

St5: *Sim. A professora é gente fina.*

St6: *Sim*

St7: *Sim*

St8: *Sim, mas o problema é ficar monótono, não é questão de aprender, porque de um jeito ou de outro se aprende, mas uma aula diferente é mais interessante.*

St9: *Sim, as aulas são bem programadas.*

St10: *Sim*

St11: *Não, porque as aulas não são tão motivadoras.*

St12: *Mais ou menos. Tinha que ser mais cheia de brincadeiras.*

St13: *Sim*

St14: *Não.*

St 15: *Não.*

5. Que pontos positivos e negativos você ressalta, quanto as suas aulas de inglês?

St1: Positivos: Ter a professora com a gente inglês aula inteira; deixar tocar fitas para pegarmos a pronúncia das palavras. Negativos: Ter a sala, infelizmente, alunos que não se preocupam com a língua falada.

St2: Positivos: além de conhecer os outros alunos das outras turmas, as aulas são bem comunicativas. Negativos: -

St3: Positivos: a aula em geral. Negativos: prova oral.

St4: Positivos: a criatividade, trabalhos. Negativos: provas.

St5: Positivos: músicas nas aulas. Negativos: poucas músicas nas aulas.

St6: -

St7: Positivos: as aulas estão legais mas poderia ter mais trabalhos em grupo. Negativos: as provas.

St8: Positivos: a gente vê o empenho dos professores, isso é legal, mas tem que mudar essas coisas de aula em sala e tal.

St9: Positivos: as brincadeiras quando não tem aula. Negativos: provas e testes orais..

St10: -

St11: Positivos: aula prática. Negativos: falta de entusiasmo.

St12: Positivos: - . Negativos: a aula, a matéria, a maneira de dar aula.

St13: Positivos: as aulas são legais, mas deveria ter mais atividade em grupo.

St14: Positivos: a turma é legal e a professora também. Negativos: tem muita gente.

St15: Positivos: a mistura das salas; a gente aprende outra língua. Negativos: muita gente na sala.

Questionnaire 2 – Group 2

1. Se você pudesse definir seu nível de motivação em relação as aulas de inglês nesse exato momento, como você definiria?

St1: Motivado.

St2: Motivado. Estou aprendendo, isto motiva, mas eu não gosto de inglês.

St3: Motivado.

St4: Motivado. Percebo que a professora está preocupada com a nossa aprendizagem e está fazendo atividades diferentes e mais "gostasas".

St5: Razoavelmente Motivado. Tô procurando um sentido que encaixe as aulas de inglês no meu dia-a-dia.

St6: Razoavelmente Motivado. Eu não consigo ficar motivado obedecendo as imposições da sociedade.

St7: Razoavelmente Motivado.

St8: Razoavelmente Motivado. Não acho de grande importância o inglês para mim. Eu sei que ele é importante, mas eu preferia não ter.

St9: Razoavelmente Motivado.

St10: Razoavelmente Motivado.

St11: Razoavelmente Motivado.

St12: Desmotivado. Não estou muito interessado na aula.

St13: Totalmente Desmotivado. Eu não gosto nem tenho paciência para aprender inglês.

2. Numa avaliação breve, você tem percebido alguma mudança em suas aulas de inglês?

St1: Sim. A professora está conseguindo fazer uma aula mais diversificada.

St2: Não.

St3: Eu acho que eu estou começando a aprender inglês.

St4: Acredito que as aulas estão ficando com um clima mais harmonizado, o professor já conhece os alunos e vice-versa, e isto melhora as aulas.

St5: Não..

St6: Apesar de não estar motivado, eu acho que melhorei meu inglês numa proporção até consideravelmente grande. Estou gostando bastante do estilo de dar aula da professora, abrindo discussões, dando oportunidade dos alunos programarem aulas diferentes (músicas, por exemplo).

St7: Por enquanto nada, mas eu, com esses exercícios, estou ampliando meus conhecimentos.

St8: Aos poucos, eu tenho melhorado o meu conhecimento, as aulas estão melhores no meu ver, ou o conteúdo é mais fácil.

St9: Às vezes.

St10: Não.

St11: Mais ou menos. A professora está mais ativa.

St12: Nenhuma.

St13: Bom, eu sou aluno do nível 2, então acho acho que ainda não posso opinar.

3. Com relação ao seu desempenho na língua, você acredita estar atingindo suas expectativas iniciais?

St1: Não. Já fiz inglês antes e por isso acho que deveria estar melhor.

St2: Sim.

St3: Com relação aos outros anos, este ano eu estou me familiarizando melhor com a língua.

St4: Sim, aos poucos estou aprendendo e realmente penso que atingirei meus objetivos..

St5: Não.

St6: Como já disse, acho que melhorei bastante.

St7: Olha, não que esteja atingindo as minhas expectativas, mas é que as aulas de inglês são muito poucas e 45 minutos é muito pouco.

St8: Eu acho que poderia estar bem melhor, mas não tenho muita motivação.

St9: Sim.

St10: Sim.

St11: Eu gostaria de saber mais! Mas tá legal.

St12: Muito pouco.

St13: Em 2000 eu botei na cabeça que iria aprender inglês, mas não passou de cogitação, a desmotivação falou mais alto, e o que eu sei é o básico do básico.

4. Você acredita ser satisfatório para a sua aprendizagem a maneira como suas aulas são conduzidas?

St1: Sim

St2: Sim

St3: As aulas são conduzidas de tal maneira que facilita o nosso aprendizado.

St4: Sim, as aulas estão sendo bem proveitosas e de certa forma, até divertidas.

St5: Não..

St6: (Resposta 2)

St7: Sim, são, mas o ruim é o tempo certo.

St8: As aulas em si são muito boas, mas poderia haver um esclarecimento melhor do conteúdo, pois o inglês é muito complicado.

St9: Sim, com certeza as aulas são de uma forma que o aluno sente prazer em prestar atenção.

St10: Sim.

St11: Acho os exercícios um pouco bobos e gostaria que trabalhassem MAIS a gramática.

St12: Até que sim..

St13: Acho o nível do inglês no Colégio meio baixo, não sei se posso opinar a respeito disso também.

5. Que pontos positivos e negativos você ressalta, quanto as suas aulas de inglês?

St1: Positivos: as aulas estão sendo bem dadas. Não vejo pontos negativos.

St2: Positivos: o trabalho com vocabulário e alternativas não apenas de ler e escrever. Negativos: -

St3: Positivos: eu acho a maneira da professora administrar as aulas é bem favorável para que nós tenhamos um bom aprendizado.

St4: Positivos: o entrosamento entre os alunos e o professor, atividades orais, vocabulário. Negativos: -

St5: Positivos: a professora motivou a organização de antes, que foge do tradicional.. Negativos: motivação para organizá-las.

St6: Positivos: vejo que a professora quer mesmo é que a gente aprenda, e isso é muito positivo, mas mesmo assim, o que me incomoda é a obrigação de estudar de forma a contribuir com o sistema.

St7: Positivos: por mais que seja pouco tempo, com alguns exercícios ampliam nossos conhecimentos. Negativos: os 45 minutos que são poucos.

St8: Positivos: as aulas são diversificadas, nunca é a mesma coisa, a professora procura a cada aula trazer coisas novas, isso é muito bom.

St9: Positivos: aprendizado rápido e fácil de uma maneira descontraída, a professora bastante integrada com a turma. Negativos: turma pequena, dificuldades em relação ao trabalho em turma.

St10: -

St11: Positivos: a gente aprende a ouvir e falar muito bem se quiser. Mas quando se trata de escrever, infelizmente deixa a desejar.

St12: Positivos: jogos e listening. Negativos: modo tradicional de dar aula.

St13: A disciplina é chatíssima, porém a professora X (que eu conheci esse ano) é uma excelente professora, procura ser dinâmica em suas aulas e é muito cordial com seus alunos.

APPENDIX F

RESULTS FOR QUESTIONNAIRES 1 AND 2*Table 3: Category Results for Group 1*

| Level of Motivation | Questionnaire 1 | Questionnaire 2 |
|----------------------|-----------------|-----------------|
| Very Motivated | 5.5% | 6.6% |
| Motivated | 16.6% | 40% |
| Reasonably Motivated | 50% | 33.3% |
| Demotivated | 11.1% | 13.3% |
| Totally Demotivated | 16.6% | 6.6% |

Number of Students: 18

Table 4: Overall Results for Group 1

| Level of Motivation | Questionnaire 1 | Questionnaire 2 |
|---------------------|-----------------|-----------------|
| Motivated | 72.2% | 80% |
| Demotivated | 27.7% | 20% |

Number of Students: 18

Table 5: Category Results for Group 2

| Level of Motivation | Questionnaire 1 | Questionnaire 2 |
|----------------------|-----------------|-----------------|
| Very Motivated | - | - |
| Motivated | 42.8% | 30.7% |
| Reasonably Motivated | 35.7% | 53.8% |
| Demotivated | 7.1% | 7.6% |
| Totally Demotivated | 14.2% | 7.6% |

Number of Students: 14

Table 6: Overall Results for Group 2

| Level of Motivation | Questionnaire 1 | Questionnaire 2 |
|---------------------|-----------------|-----------------|
| Motivated | 78.5% | 84.6% |
| Demotivated | 21.4% | 15.3% |

Number of Students: 14

APPENDIX G**INTERVIEW WITH THE TEACHERS****QUESTIONS**

1. How do you feel your students' motivation in the classroom?
2. How do you see the way you get involved with your students in the classroom?
3. I see that the term "exam" is rather recurrent term in your classes. Is it a conscious way of grabbing the students' attention? (to T2)
4. Do you feel satisfied with the practice you've been applying? Has it been producing the results you expected?
5. Is there anything you would like to change in your practice as a teacher? Are you dissatisfied with any aspect in the way your classes have been conducted?
6. How do you see your positive and negative points in the classroom? How do you think you could change the negative ones?
7. How do you feel your students are producing well? How do you enhance autonomy into the classroom?
8. Why do you keep speaking in L2 and translating it into L1 soon afterwards? (to T1)
9. What is your view of the humanistic approach? What do you understand by humanism in the classroom? Do you see your practice as humanistic? Do you see yourself as a humanistic teacher?

INTERVIEW WITH THE TEACHERS

ANSWERS

Interview with Teacher 1

Researcher: Minha primeira pergunta é a seguinte: como você sente a motivação de seus alunos na sala de aula? Como que isso está refletido neles?

Teacher 1: Olha, eu vou te dizer, assim, em relação a aula de inglês mesmo, porque, uma coisa, essa questão da motivação tem sido discutida assim, no colégio como um todo. Na verdade eu acho que a gente passa por um momento bem delicado de educação. Então, é difícil, tirar assim a aula de língua estrangeira, né, pra isso. Eu ainda acho que eles têm uma, eles são motivados pra aprender a língua estrangeira, mas dentro de um contexto bem complicado, sabe, como por exemplo: o primeiro ano do segundo grau, se tu pegares, eles saem da oitava série e eles têm quatro disciplinas novas, tá. O grande problema é assim, ó: eles acham, entra a física, a química, a sociologia e filosofia, são quatro, na verdade. Mas aí entra como uma, eles ficam deixando de lado a língua estrangeira. Além do que, o que antes eles tinham três aulas passam a ser duas aulas. Então, pra esses alunos né, especificamente, assim, falando do primeiro ano do segundo grau, que foram as aulas que tu observasse, a motivação cai bastante, em relação a oitava série. Nós sentimos isso e é tão sério assim que a gente tem um projeto em andamento, né, tem toda uma estrutura nova pra língua estrangeira do colégio e infelizmente não depende só de nós, e sim do governo e de todas as práticas educacionais por aí, assim, né. Mas a avaliação no geral, eu diria assim que está bem aquém do que a gente gostaria que fosse.

Researcher: Como é que você vê a maneira como se envolve com seus alunos em sala de aula?

Teacher 1: Olha, eu acredito assim, o relacionamento aluno e professor é fundamental na aula de língua estrangeira, entendeu? Se não houver a empatia, assim, tá quase tudo perdido. Eu acho que uma das grandes coisas, assim, entre todas, a gente tem muitas falhas, né, e alguns acertos, também. Eu acho que a gente acerta em algumas coisas e falha muito, a gente tá sempre trabalhando pra superar, né, essas falhas. Mas eu acho que a interação aluno-professor assim, e aí, a enfatizando a língua estrangeira em sala de aula é essencial, é crucial, assim, sabe. Então eu procuro, aí um pouco também vem da minha personalidade, vem também dos alunos. Eu procuro sempre criar uma empatia muito grande com os alunos e graças a Deus tenho conseguido. Mas, de toda forma não dá pra se criar só a empatia e deixar de lado, assim, certas, certas, não dá de dá liberdade demais, né. Mas a gente consegue dentro do respeito mútuo criar um respeito mútuo. E isso vai criando com o tempo. E a gente, às vezes, o que mais a gente consegue é quando a gente já tá conseguindo no final do ano. Aí no outro ano, às vezes é maravilhoso quando a gente pega a mesma turma. Apesar de que a gente procura não pegar a mesma turma, todo ano mudar o professora, né. Mas assim, pelo, por esse grau de afinidade que se cria, né. Então eu acho que meu envolvimento com os alunos é grande, é bom, eu gosto, acho que é uma coisa assim, de tentar, de dar importância a esse fator mesmo, dentro do contexto da sala de aula de língua estrangeira, né. E além de não, se não fosse língua estrangeira, também é importante.

R: Você tem recebido resultado da tua prática? Você tá satisfeita com os resultados que você anda obtendo da tua prática, os frutos da tua prática?

Teacher 1: (risos) It's a tough question. Muitas vezes, assim, no geral, é como eu estou te dizendo, se vou te falar de uma turma específica, né, às vezes seria mais fácil, né, se eu pensasse em algumas turmas. No geral, no geral, tá, eu acho que, mas de novo eu falo, assim, o desespero ou (eu acho que desespero é uma palavra meio forte, mas eu acho que angústias mesmo), entendesse, que todos nós temos, assim, eu acho que só não é maior porque a gente tem assim, a gente tem um espaço de muita conversa aqui no colégio, né, tem uma ligação bem forte com o CED, com o Centro de Educação. Então nesses encontros, nessas conversas, e também tem muita leitura, os professores aqui, a gente lê muito sobre educação em geral, e eu acho que isso diminui um pouco a angústia. Porque senão eu vou te dizer, eu acho que senão seria maior, né. Eu acho que, er, é um momento, er, bom, se a gente tivesse assim, um papo mais longo, assim, né, eu ia te dar vários exemplos de coisas que a gente comenta aqui. Mas no geral, er, às vezes tu fica altamente recompensada assim, com o feedback que eles te dão em alguma atividade, entendesse? Por outro lado, em outras horas, a gente sente assim, que todo trabalho não está valendo a pena. Aí não é o *teu* trabalho, é o trabalho dos alunos. Então é assim, não existe também o esforço só de um lado, tem que ter o esforço do outro lado. E também tem que ter a *forma* como esses alunos estão estudando, não é? Eu lia isso, eu li isso hoje, eu queria te lembrar, foi muito legal, na *Revista Nova Escola*, né, a questão da troca de informação dos professores, mas aí, mas então hoje mesmo nós falamos sobre isso, e coincidentemente vem essa pergunta, né. Mas er, a gente, nós não estamos satisfeitos assim. Eu não estou, e eu falando agora da *minha* sala de aula eu não estou satisfeita, sabe? Acho que eu queria *muito* mais (risos). Nossa!

R: Voltando pra sala de aula, quais são os pontos positivos e os pontos negativos que você ressalta na *tua* sala de aula?

Teacher 1: Bom, na minha sala de aula, eu acho que um dos pontos positivos assim, é a interação, né, eles têm facilidade de interagir, uma vez que eu deixo muito livre isso pra eles, né, e acho que eles têm também uma facilidade de, assim, o próprio relacionamento entre eles, né. Porque também nós temos essa realidade, que é, os alunos saem de três turmas e vêm pra uma só, né, então é um momento diferente pra eles aqui, né, e na verdade eles gostam, e então acho que, er, eu acho que outra, acho que ficou meio amplo essa questão, pontos positivos assim, em relação a competência linguística mesmo?

R: Isso. A tua visão crítica da tua aula. Você se coloca na posição de *outsider*. Na *minha* posição. Como é que você vê a *tua* aula? Que ponto positivo tu ressalta e que ponto negativo?

Teacher 1: *Outsider* eu não consigo muito mas eu acho que um pouco assim pelos resultados das minhas avaliações, que eu coloco aspas aí de novo, que é outra coisa que angustia, eu acho que o ponto positivo é que eles conseguem captar, eles estão conseguindo captar uma parte boa, tá? Eu acho que dentro de uma questão do que eu proponho, dentro dos *meus objetivos*, eu acho que eu consigo, assim, sabe? Uma parcela *boa*. Voltando à questão anterior lembrando, uma parcela *boa* mas que está longe de ser *ótima* pra mim, tá? Mas ainda acho um ponto positivo porque dentro de toda essa situação que a gente tá vivendo, dentro de todo esse mínimo tempo que a gente tem que trabalhar, eu acho que se consegue ainda se fazer um trabalho. É um trabalho árduo, mas é um trabalho em que se está

conseguindo uma resposta boa, né. E lembrando também que eles estão no nível intermediário básico, um nível intermediário básico *nosso* porque eles teriam num nível básico se fosse em outras classificações. Mas eu acho que eu consigo. Eu vendo provas (eu acabei de fazer uma outra com eles), eu peço questões sempre subjetivas, eu posso pedir uma ou outra mais direta, mas são sempre questões subjetivas, aí eu avalio no sentido assim, puxa, eles sabem falar sobre esse assunto, tá. Lembrando que eu tô tirando que eles têm aqueles problemas de estrutura e tal, mas eles saberiam se comunicar sobre aquele assunto. Então, dentro dos objetivos propostos pelas unidades, né, que é pouco ainda, né, porque a gente tá no meio do segundo bimestre, assim, eu acho que eu não posso te dizer muito. Eu espero que eu vou ter uma avaliação melhor no final do ano. Eu espero que sim! Mas eu acho que eles estão caminhando, sim. Eles estão caminhando mais além do que eu gostaria, mas eles eles tão. Então o ponto positivo é que eles estão conseguindo internalizar e eles estão conseguindo ter um progresso nesse processo de aprendizagem deles. Então, né, eu estou trabalhando com o *past tense*, eu estou trabalhando com os tópicos, pensando nos tópicos e nessas estruturas que eu tô trabalhando, né, e nos tópicos gerais, eles conseguem falar sobre dinossauros, eles conseguem falar sobre floresta Amazônica, que foram os tópicos que até agora a gente viu. Então eles conseguem se comunicar, sim. Fiz teste oral, fiz teste escrito. Em todos os dois, assim, eu diria que foi regular, mas pra eles é bom. Bom, o ponto negativo, é que eu acho que fica sendo muito, acaba, ficando muito tempo, são duas aulas por semana também, dessa forma assim: pra que alguma coisa possa ficar guardada neles mesmo, precisa ser repetitivo, né. E essa repetição significa eles repetindo estruturas, mas a gente repetindo estruturas, a gente mostrando, mostrando de novo, e isso aí pra prática a gente sabe, porque senão chega no outro ano e eles não conseguem mais lembrar, né. Então eu acho assim, por isso que eu falo que a minha esperança é chegar no final do ano e

eu fazer perguntas aqui do começo do ano e eles lembrarem. Aí, sim, aí eu vou poder dizer que alguma coisa realmente aconteceu. Tá, pontos negativos, essa questão de às vezes ficar muito tempo no mesmo tema, por serem duas aulas por semana, outra coisa que acontece, assim também, não tirando a *minha* responsabilidade, assim, eu acho que isso é uma coisa minha mas eu também não sei trabalhar de outro jeito, não sei como viabilizar isso, às vezes eu acho que o *pouco* incomoda eles, né, mas outro lado, às vezes eu fico preocupada de ficar meio rápido. E eu acho que a outra coisa que tem também, que não é dentro da sala de aula, mas como eu também já falei, o pouco tempo que a gente tem e a falta de disponibilidade assim, de falar mais inglês na sala de aula, por exemplo, por que fica complicado, com quarenta minutos tu fica traduzindo o tempo todo, traduzindo o tempo todo.

R: Dentro disso, eu já entro com uma outra pergunta. Eu percebi pela tua prática que uma coisa que você faz muito é falar e traduzir logo em seguida. Isso é consciente?

Teacher 1: É consciente. É consciente, tá. Eu faço isso, assim, eu já vi muitos debates em relação a isso, já vi muita gente sendo contra e muita gente a favor. Nós aqui na verdade adotamos essa prática, é uma prática *comunitária*, assim, de línguas, é uma coisa que a gente conversa, né, e principalmente no terceiro ano. Então quando a gente tem nível 1, de quinta a oitava série, por exemplo, a gente tem um nível 1, e a gente vai começando desde a sexta-série a falar inglês, aí a gente fica *só* falando inglês. Então no nível 1 qualquer professor que pegue todo ano vai falar. Não que seja, que *já* a gente bane o português, a língua materna em sala de aula, entendeu? A gente *já* foi contra e nós sempre, para economizar tempo, entendeu, pra diminuir a ansiedade do aluno, a gente é a favor da tradução, entendeu, em sala de aula. Então, usa a língua materna mesmo, e isso é uma

prática colocada aqui. Então, e no segundo grau a coisa fica um pouco mais complicada porque, se tu tivesse assistido por exemplo, uma aula no nível 1, do primeiro ano do segundo grau, é falado *só* inglês, né, porque *realmente* eles tem uma competência muito boa, e tanto o segundo ano do ensino médio, eles têm uma competência linguística muito boa. Então, pro nível 1, se fala *só* inglês. De novo ressaltando, sem nenhum problema de se fazer uma tradução. Na hora que ele pede ou na hora que a gente acha necessário, tá, mesmo isso com nível 1. Agora com níveis básicos a gente fica muito tempo, né, cria uma ansiedade muito grande pra eles, principalmente nesse nível médio, que eles dispõem de quarenta minutos só. Então a gente opta por isso mesmo, às vezes eu quando é nível *mais* básico o inglês ainda diminui, né, então a gente faz exercícios de *listening* e *speaking*, e fica falando na sala de aula. Mas a tradução, porque mesmo nivelados, ali, como pra nós eles são *nível intermediário básico*, o nível deles mesmo é de entendimento *básico*. Então a maioria ali apesar de ter esses níveis, mas tem um desnível, né. Ainda não dá pra ficar só favorecendo uns e não favorecendo outros. E por essa coisa de que a gente nunca consegue nivelar totalmente, fica até numa ansiedade muito grande dos alunos que não conseguem, sabe. Então, geralmente, assim, pra mim não é consciente que eu traduzo tudo, eu acho que eu traduzo *quase* tudo, eu acho que tendência é traduzir *quase* tudo, né. Assim, algumas estruturas que eu já sei que já são internalizadas eu procuro não traduzir, né, outras, então, quando eu tô explicando, né, um exercício, então eu já falo. E treino com eles e às vezes até tento levá-los a entender. Só que isso é um processo que é *lento*, né, porque eles vão se acostumando com determinado professor, né. Então mesmo que os outros professores também falem português, mas daqui a pouco eles vão estar acostumados com as *minhas* falas, com as *minhas* estruturas, assim, né, de sala de aula, então há coisas que a gente não vai precisar repetir mais.

R: Então a última pergunta para a gente fechar. Eu queria saber qual a tua visão da abordagem humanista. Você vê a tua prática como humanista na sala de aula?

Teacher 1: Bom, eu acho que eu não consigo ser, *queria*, queria poder ter uma abordagem totalmente humanista. Eu acho que eu não tenho, não. Eu acho que, infelizmente. Eu acho que o colégio, nossa filosofia aqui do colégio, leva a uma prática humanista, onde o aluno tem um papel muito importante, entendesse, tem muita coisa a oferecer e o professor pode usar, *deve* ser o mediador para que essas coisas aconteçam em sala de aula, né. Mas eu acho que a gente já consegue, né, eu acho que nenhuma abordagem se consegue 100%, eu acho que a nossa está longe de ser humanista, né. Eu queria poder ter o humanismo, queria poder ter a prática do Paulo Freire, mas eu não tenho, né, apesar de *ler* Paulo Freire, apesar de *adorar* Paulo Freire, eu não tenho a prática do Paulo Freire (risos). Então é muito complicado responder a essa pergunta, né, ainda mais como, bom aí eu teria que observar as minhas aulas como tu disse, e ver um pouco de fora mesmo, né. Eu tento, na medida do possível, respeitá-los ao máximo, né, a individualidade do aluno, o enriquecimento, assim, através das idéias deles, o favorecimento, a *valorização* do aluno em sala de aula, né, para que *ele* ache importante e daí ele sinta um valor, né, da própria disciplina, também. Eu acho que, er, eu vou sempre, eu tô engatinhando nisso, né, eu acho que eu estou engatinhando e não conseguiria nem dizer. Acho que tem grandes, *grandes* professores, *grandes* educadores que levam a prática humanista mas que, nossa, muito longe de mim, muito longe. Mas procuro, acho que um dia se eu chegar um pouquinho perto desse sentido aí, minimamente, do que eu posso fazer nesse sentido assim, das coisas acontecerem, dentro desse quadro, ia valorizar, nesse sentido.

Interview with Teacher 2

Researcher: (...) Em geral, especificamente nessa turma. Eu vou fazer perguntas específicas em relação a esse grupo que eu assisti, que eu observei. A primeira pergunta é assim: como você sente a motivação, how do you feel your students' motivation? Como você sente a motivação dos seus alunos na sala de aula?

Teacher2: Essa é uma resposta complicada, assim, er, vou fazer uma pergunta sobre a pergunta. Como você quis dizer que, quais são os indícios?

R: É bem isso que eu queria. Quais são os indícios?

T2: Quais são os indícios que me mostram...?

R: As respostas

T2: A motivação, né? Então, eu acho que tem vários gêneros, né. O primeiro é o indício corporal, então, toda a postura corporal do aluno, desde que ele esteja sentado lá trás, desde que esteja sentado (aqui) na frente, até a questão da, do barulho, né, se tem dúvida ou se o aluno demonstra um silêncio, né, qual é a qualidade do silêncio, que pode ser um silêncio receptivo ou um silêncio bloqueado. A outra coisa é a questão interessante, mais esporadicamente, é quando o aluno se engaja ou não na atividade, né. E por último, pelos

indícios mais explícitos quando os alunos dizem: “essa aula tá um saco” ou, er, “essa aula (é) interessante”, isso, né? Então, er, tem indícios mais explícitos.

R: Como você vê a maneira com a qual você se envolve com teus alunos em sala de aula? A questão do envolvimento, como é que você vê isso?

T2: Qual é a *minha* percepção, do *meu* envolvimento?

R: Isso.

T2: O meu envolvimento, ele depende muito das condições do contexto atual, né. Dependendo do contexto atual eu posso estar *muito* envolvida ou *pouco* envolvida. Em geral, no *início* das minhas aulas, no início do ano, né, então, eu diria que o envolvimento, ele é um envolvimento *parcial* porque eu ainda não os conheço enquanto indivíduos, eu também não os conheço como grupo e, portanto, eu tenho sempre uns pés atrás, né? Então, a medida que eu vou, então, que eu vou os conhecendo mais, em geral, o envolvimento passa a ser maior. Então não é só um envolvimento profissional, é um envolvimento afetivo. Em geral, sempre os dois. Ou porque ama ou porque detesta.

R: Você se vê como uma professora humanista? O que você sabe sobre a prática humanista?

T2: Eu gostaria de ser uma professora humanista, né? Conheço os pressupostos da prática, mas, er, muitas vezes a estrutura escolar nos impede de seguir à risca os pressupostos tanto como gostaríamos.

R: Eu vejo que o termo *exame* é uma coisa a qual você recorre muito na tua prática. É uma maneira consciente de você tomar a atenção dos teus alunos?

T2: Exame? Prova?

R: Exame, prova, teste. Sempre, pelas observações, eu percebi que é um termo recorrente. Você fala: '*isso vai cair na prova*' ou '*prestem atenção pois pode ser que depois da prova vocês se dêem mal*'. Algo assim. Sempre recorrendo ao termo *exame, prova, avaliação*. É consciente?

T2: Acredito que *sim* e que *não*. Er, tem dois lados. Um lado é a questão explícita do ensino público' em relação ao que vai ser avaliado, né? Então, algumas vezes, o teu aluno te pergunta, e dependendo do desempenho que tem na sala de aula, isso passa a ser avaliado e isso não. Então esses alunos, por exemplo, eles tinham quase pouca prática de *listening comprehension*. Então, para eles, o listening era uma atividade assim, extra, né, algo que se fazia assim, quando não se tinha mais o que fazer. E nessa turma, o objetivo era dar tanta importância ao *listening, listening e speaking* quanto ao *reading and writing*. Então, eu acho que, pelo que eu me recordo, pelo que eu me lembro, eu tinha muito cuidado de sempre colocar para eles toda parte oral, né, do listening, que é algo que merecia você ter muito cuidado, que também era uma forma de avaliação, e se você fala em prova, isso chama atenção, a própria palavra tem uma carga...

R: Tem alguma coisa que você gostaria de mudar na tua prática como professor?

T2: Sim. Gostaria de ter mais tempo, ter mais tempo pra trabalhar. A outra coisa seria fazer uma mudanças, umas mudanças mais de fundo, sabe? Umas mudanças, assim, de verdade, na estrutura do ensino, em relação, por exemplo, ao ensino de línguas estrangeiras. Tem várias coisas que eu gostaria que mudasse. Agora, do jeito que é, eu acho que eu poderia ser um pouco mais organizada. A outra coisa que gostaria, é que a gente tivesse uma interação mais próxima, que a gente tivesse uma troca, né, (vendo) que o ensino agora melhorou. Mas isso não é de interesse público. Isso seria uma coisa muito difícil de acontecer. Então eu acho que é isso que eu gostaria de mudar.

R: Pra fechar, como é que você, acha que você *enhance*, produz ou encoraja autonomia na sala de aula? Como é que você vê isso? Na tua parte, você acha que você é eficaz nesse sentido?

T2: No sentido de encorajar? Não, acho que não. Eu acho que ainda deixo muito a desejar. Tanto acho que, nas práticas quanto na própria, sempre remetendo ao contexto, né, acho que o próprio material que a gente usa deveria ser mais desafiador, assim, criar mesmo autonomia no aluno. Por outro lado, eu tento sempre chegar perto do meu aluno, encorajá-lo, né. Tem um trabalho muito humano, que por sinal, precisa de pesquisa, que é a questão da baixa-estima em relação ao aprendizado de língua estrangeira. Tem alguns alunos que se consideram , se consideram alunos incompetentes. Então tem que se fazer um trabalho psicológico, de psicologia educacional, para primeiro, elevar a auto-estima desses alunos e só resgatando a auto-estima que você consegue encorajar a autonomia em sala de aula.