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Growth Mindset Investigation in English Classes grounded on the Sociodiscursive Interactionism

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Investigação do *Mindset* de Crescimento nas Aulas de Inglês ancorada no Interacionismo Sociodiscursivo

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ABSTRACT

The present research intended to investigate basic education English teachers' representations about public state school teaching conditions and how these conditions might affect their mindsets and, consequently their pedagogical practices. Hence, to achieve this main goal, specific objectives were established: a) to investigate the difficulties faced by the English teachers who participated in this research taking into account their specific contexts of work; and, b) to identify and analyze changes in participant teachers' mindsets, after their experience in the outreach course. Aiming to provide an in-service teaching education opportunity for English teachers from the Southwest region of Paraná and also to generate data for this research, a two-month outreach course, comprised of eight one-hour meetings from August to September 2021, was offered to three public in-service English teachers. It had as main goals to learn about teachers' professional contexts, as well as to discuss relatively new psychological and methodological concepts, which would posteriorly be applied in their classrooms. All meetings were audio-recorded and oral discussions transcribed. Therefore, research was constituted of a great amount of oral transcriptions that were divided into three sets of data corresponding to: a) teachers' representations on their context of work; b) teachers' representations on possible classroom projects; and c) teachers' representations on an applied classroom project. These three sets of data were analyzed by means of a qualitative-interpretive perspective (DENZIN; LINCOLN, 2007), involving different types of analysis based on Sociodiscursive Interactionism (BRONCKART, 2012). Results indicate that English teachers face adverse conditions of different natures in their work environment, such as: conditions caused by the pandemic; school conditions previous to the pandemic; teachers' professional and subjective difficulties; and students' classroom behaviors. These conditions are likely to negatively affect their mindsets, since they are connected to teachers' lack of motivation to prepare classes and reflect on their pedagogical practices, leading them to avoid trying to use different classroom methodological procedures with their students, which perpetuates the traditional teaching approach in the English classes.

KEY-WORDS: Mindset; Beliefs; English Language Teachers; In-Service Education; Public School.

RESUMO

A presente pesquisa pretendeu investigar as representações de professores de inglês da educação básica de escolas públicas sobre as condições de ensino e como essas condições podem afetar seus *mindsets* e, consequentemente, suas práticas pedagógicas. Assim, para atingir esse objetivo geral, estabelecemos enquanto objetivos específicos: a) investigar as dificuldades enfrentadas pelos professores de inglês que participarão desta pesquisa considerando seus contextos específicos de trabalho; e, b) identificar e analisar as mudanças nos *mindsets* dos participantes depois de suas experiências no curso sobre *mindset*. Visando fornecer uma oportunidade de formação continuada para os professores de inglês da região sudoeste do Paraná e também gerar dados para esta pesquisa, um curso de extensão de duração de dois meses, composto de oito encontros de uma hora, que ocorreu de agosto a setembro de 2021, foi oferecido a três professores de inglês formados e atuantes. Esse curso tinha como objetivos principais conhecer melhor a realidade dos professores participantes e discutir conceitos psicológicos e metodológicos relativamente novos, os quais seriam posteriormente aplicados na prática. Todas as reuniões foram gravadas em áudio e as discussões orais foram transcritas. Dessa forma, a pesquisa foi constituída de uma grande quantidade de transcrições orais as quais foram divididas em três conjuntos de dados: a) representações dos professores sobre seu contexto de trabalho; b) representações dos professores sobre possíveis projetos de aula; c) representações dos professores sobre a implementação de um projeto de aula. Estes três conjuntos de dados foram analisados através de uma pesquisa pautada nos moldes da pesquisa qualitativo-interpretativista (DENZIN; LINCOLN, 2007), envolvendo diferentes tipos de análises baseadas no Interacionismo Sociodiscursivo (BRONCKART, 2012). Os resultados obtidos indicam que os professores de inglês enfrentam condições adversas de diferentes naturezas em seus ambientes de trabalho, como: condições causadas pela pandemia; condições escolares anteriores à pandemia; dificuldades profissionais e subjetivas dos professores; e o comportamento dos alunos em aula. Essas condições podem afetar os *mindsets* dos professores negativamente, já que elas estão relacionadas com a falta de motivação deles para preparar aulas e refletir sobre suas práticas pedagógicas, levando-os a evitar a tentativa de usar diferentes procedimentos metodológicos com seus alunos, o que perpetua a abordagem tradicional de ensino nas aulas de inglês.

PALAVRAS-CHAVES: *Mindset*; Crenças; Professores de Inglês; Formação Continuada; Escola Pública.

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LIST OF ABBREVIATIONS

ALM	ACTIVE LEARNING METHODOLOGIES
BNCC	BASE NACIONAL COMUM CURRICULAR
DS	DIDACTIC SEQUENCE
LDB	LEI DE DIRETRIZES E BASES DA EDUCAÇÃO
SDI	SOCIODISCURSIVE INTERACTIONISM
SLA	SECOND LANGUAGE ACQUISITION

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INTRODUCTION

The present research is part of the area of study "Language, Culture and Society" from the Post-Graduation Program in Languages (PPGL), of the Federal Technological University of Paraná (UTFPR), Pato Branco campus, and it is inserted in the line of research "Language, Education and Work", since it tries to understand English teachers work conditions and how these conditions may affect their mindsets, consequently their pedagogical practices.

English teachers have been feeling frustrated and unaccomplished in their jobs due to the several different issues presented in public schools reality (MORRIS; KING, 2018; NORONHA, *et al.,* 2008). One example is how teachers' performances have been affected by the increasing bureaucratic tasks they must fulfill. Such tasks switch these teachers' focus from preparing quality and adequate classes for their students, to matters that do not involve teaching precisely. The current pandemic moment is responsible for many of these new bureaucratic activities and it has represented a shift in teachers' jobs.

The pandemic caused by Coronavirus (COVID-19) started at the beginning of 2020, having the first cases being reported on the 31st of December, in Wuhan City, in China. On March 11th 2020, the pandemic state was declared by the World Health Organization (WHO)[1] due to the rapid increase in the number of cases outside China. Considering the seriousness of the situation, in mid-March, lockdowns started being instituting all over the world, including Brazil, obligating all workers to stay at home, for an unknown period of time. This situation has impacted the educational scenario, since all teachers and students had to quickly adapt to the online environment.

Due to this pandemic, in Brazil, more specifically in the southwest region of Paraná, classes were being taught online, for the safety of teachers and students. Teachers were not used to that reality, most of them could not use technology during their in-person classes, having limited access to it to prepare and apply their classes. The pandemic introduced sudden changes for those professionals, who had to adapt to a completely new way of working, relying solely on technology to be able to perform their jobs (DENARDI *et al.,* 2021).

Hence, the new challenges created by remote classes and the addition of extra tasks affected teachers' mindsets, that is, their perspectives on the teaching context. Carol

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[1] For more information access: https://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-covid-19/novel-coronavirus-2019-ncov

Dweck (2006, p. 118) explains the concept of mindset saying that: "all people keep a running account of what's happening to them, what it means, and what they should do. In other words, our minds are constantly monitoring and interpreting". The mindset, therefore, is what "frame[s] the running account that's taking place in people's heads […] [it] guide[s] the whole interpretation process". Mindsets are established based on beliefs, and they help individuals to understand and interpret the information received from the environment. For teachers, their mindsets can help students to enhance their learning process or can make it more difficult, depending on how they perceive education and their students' capacities.

In Brazilian context, Paiva and Prette (2009) studied the impact that teachers' educational beliefs had on their performances, collecting results that supported the idea that those teachers' beliefs could facilitate or hinder their students' learning process. Other researchers like Zolnier (2007) and Souza (2005) have investigated how teachers' beliefs, motivations, and approaches could affect their teaching process and their students' learning abilities. Their findings also suggest that teachers' conduct influences their students' motivations and perceptions of the learning process.

Even though research in the educational beliefs area and on English language teacher education have already been explored (BARCELLOS, 2015; PAJARES, 1992) the field that involves studies about the English teaching-learning process and the concept of mindset still presents itself relatively new. Some studies as by Valle (2019) and Sagaz (2019) discuss the concept of mindset from the learners' perspectives, focusing on the impacts it has on the students' behaviors, the present study on the other hand intends to focus on the teachers' perspectives.

Theoretically, this research will rely on studies of Vygotsky (1997) and Bronckart (2008; 2012), who discuss the sociointeractionist theories; Dweck (2006), who writes about the concept of mindset; Moran (2013), who explains active learning methodologies; Barcelos (2004; 2006; 2007; 2015) and Woods (1996), whose studies explore the concept of beliefs; Gardner (1985; 2000; 2008), who talks about motivation; and Denardi (2009), Dolz and Schneuwly (1999; 2004), who discuss didactic sequence. All studies cited intend to base the discussions on the English language teacher education, and their mindsets on teaching and learning English.

Methodologically, the study refers to a qualitative-interpretive study (DENZIN; LINCOLN, 2007), based on the Sociodiscursive Interactionism (BRONCKART, 2012) and has as a main goal to investigate basic education English teachers' representations on

public state school teaching conditions and how these conditions may affect their mindsets, consequently their pedagogical practices. Specifically, this research aims to:

a) investigate the difficulties faced by the English teachers who participated in this research taking into account their specific contexts of work; and,

b) identify and analyze changes in participants teachers' mindsets.

As for research questions, our main research question is: what are the public schools teaching conditions and how they may affect English teachers' mindsets, consequently their pedagogical practices? The specific ones are:

a) What are the difficulties faced by the public schools English teachers in the southwest region of Paraná according to study's participants' points of view?

b) Were there changes in mindsets presented in teachers' representations about teaching after their experience in the course?

In order to achieve the general and specific objectives and, thus answer the respective research questions, data was generated by means of a two-month course designed and taught by the researcher, offered by the *Outreach Program Universidade-Escola of the Languages course of Federal Technological University of Paraná*. Three public school English in-service teachers from the southwest region of Paraná participated in the course, these teachers are this study's participants. The course was structured in eight one-hour online meetings from August to September, 2021, from which eight meetings occurred before the implementation of a classroom project and one took place after the implementation. The course included a classroom project proposed by the researcher that consisted of an activity that required the integration of scientific knowledge from the course and their practical personal knowledge (WOODS, 1996). In the course teachers had the possibility to discuss some theoretical, methodological and cultural aspects of their contexts of works, share experiences and their points of view on the public education system as well as reflect on their pedagogical practices before and after the course.

In order to guide the readers' understandings of this study, this thesis is structured in four chapters, besides this Introduction. Chapter I aims to go over the sociointeractionist theories, the concept of mindset, the pre and in-service English teacher education programs and the active learning methodologies; Chapter II presents the methodological aspects of the study, presenting the nature and type of research that underline the study, explaining in details how this qualitative research was conducted in order to generate and analyze data as well as to state the adopted ethical procedures;

Chapter III aims to present the analyses of the participants' representations on the objects of study as well as to cross out the analyses in order to validate data; finally, Chapter IV, briefly describes the trajectory of the research, answers the general and specific questions and presents some final remarks on the study.

CHAPTER I
THEORETICAL ASSUMPTIONS

This chapter relies on presenting the theoretical concepts that will permeate the whole thesis. In order to organize and relate the ideas, it is structured into five main sections: 1.1 Some Sociointeractionist Principles within the Sociodiscursive Interactionism; 1.2 English Teacher Education; 1.3 The Concept of Mindset as a Tool for Teacher Education and Learner's Language Development; 1.4 Active Learning Methodologies; and, 1.5 Didactic Sequence to Teaching English as an Active Learning Methodology.

1.1 SOME SOCIOINTERACTIONIST PRINCIPLES WITHIN THE SOCIODISCURSIVE INTERACTIONISM

The sociointeractionist theories can be conceived as a general knowledge theory, in which different currents of philosophy and human sciences are inserted in. They have "in common the fact that specific properties of human conditions are the result of a historic process of **socialization**, turned possible especially by the emergence and by the development of **semiotic instruments**"[2] (BRONCKART, 2012, p. 21, researcher's translation), among them language.

The Sociodiscursive Interactionism (SDI) theory gathers the principles of the sociointeractionists theories by studying human development, based mainly on Habermas (1987) and Vygotsky (1934), following a psychological and sociological approach. In his book "*Activité langagière, textes et discours: pour un interactionisme socio-discursif*", Bronckart (2012) dedicates the first chapter to explaining how socialization plays an important role in human development, from a psychological point of view, emphasizing how language is the main resource responsible for shaping human actions, as we can see in the following quotation.

> The social-interactionist frame leads to the analysis of human conducts as **significant actions**, or as <<situated actions>>, whose structural and functional properties are, first of all, a product of socialization. In this perspective […], it is in the context of the **activity** in progress in the

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[2] "em comum o fato de aderir à tese de que as propriedades específicas das condutas humanas são o resultado de um processo histórico de **socialização**, possibilitado especialmente pela emergência e pelo desenvolvimento dos **instrumentos semióticos**" (BRONCKART, 2012, p. 21).

> social formations that the attributable actions to singular agents are constructed and it is on the structural frame of actions that the mental capacities are elaborated and the consciousness of those same human agents. The verbal conducts are conceived, therefore, as forms of action (hence the term language action), at the same time specific (as they are semiotic) and in interdependency with the non-verbal actions [*non langagières*] (BRONCKART, 2012, p. 13, author's bold type, researcher's translation)[3].

It is perceivable that in Bronckart's perspective "[…] human conducts are the result of a historical process of **socialization**, enabled specially by the emergency and development of the **semiotic instruments**"[4] (BRONCKART, 2012, p. 21, author's bold type, researcher's translation), among them language. Language, in turn, allows us to be part of the world and discover it as we do. Also, it is from language that our consciousness is shaped, which, in turn influences our behavior. This topic will be further explored later.

Hence, each culture and cultural group conveys different messages to the children who are immersed in that reality, because each group understands reality in a particular way, depending on how they experienced it in the first place. That is only possible because linguistic signs convey the same meanings to people from the same realities and cultures.

Not only it is through interaction that individuals learn how to live in society still as infants, but it is also through interaction, conversations with others from our cultural group, that we reassure knowledge and who we are, because we have similar subjective understandings of the world as our peers, where words acquire certain specific meanings. As it is stated by Bakhtin and Volochínov (1973, p. 12),

> signs can arise only on *interindividual territory* […] signs do not arise between any two members of the species *Homo sapiens*. It is essential that the two individuals be *organized socially*, that they compose a group (a social unit); only then can the medium of signs take shape between them (BAKHTIN; VOLOCHÍNOV, 1973, authors' italic, p. 12).

In other words, both parties must share word meaning and historical and cultural references in order to be able to communicate with each other properly. Bakhtin and

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[3] "O quadro interacionista-social leva a analisar as condutas humanas como **ações significantes**, ou como <<ações situadas>>, cujas propriedades estruturais e funcionais são, antes de mais nada, um produto da socialização. Nessa perspectiva […], é no contexto da **atividade** em funcionamento nas **formações sociais** que se constroem as ações imputáveis a agentes singulares e é no quadro estrutural das ações que se elaboram as capacidades mentais e a consciência desses mesmos agentes humanos. As condutas verbais são concebidas, portanto, como formas de ação (daí o termo **ação de linguagem**), ao mesmo tempo específicas (dado que são semióticas) e em interdependência com as ações não verbais [*non langagières*]" (BRONCKART, 2012, p. 13).

[4] "[…] [as] condutas humanas são o resultado de um processo histórico de **socialização**, possibilitado especialmente pela emergência e pelo desenvolvimento dos **instrumentos semióticos**" (BRONCKART, 2012, p. 21).

Volochínov (1973) explain that the ideologies individuals get in touch with shape their interior, built in the interaction between the speaker and the listener that possess their common territory in the word. Both participants of the interaction will have their expressions directly affected by the situation of communication, the context and the participants that shape the enunciation, which originates the "we-experience" that guides the "I-experience" (isolated mental activity that retains consciousness) and the "self-experience" (individualistic activity, being the own individual its public).

Thus, individual and environment establish a dialectical relationship, being both influenced by the presence of the other. The environment where subjects are born affects their identity, behavior, culture, understanding of the world in general, but at the same time, they are also responsible for operating changes on this environment, as it was first built by humans themselves, in Berger and Luckmann's (1991, p. 79, authors' italic) words "*society is a human product. Society is an objective reality. Man is a social product*". It is humans and their interactions among themselves that generate a social order, responsible for organizing societies and establishing patterns of behavior, it is a constant production of people in the continuous exteriorization of their subjectivity.

This social order is apparent in discourse as well, represented by genres. The concept of genre in the Sociodiscursive Interacionism is taken from Bahktin's (2015, p. 262) concept. Therefore, genres are historically accepted as "relatively stable types of utterances"[5]. That is, genres are formed in the variety of utterances that people use in society. Utterances are classified as our oral and written productions, considered within a context, having a meaning on its own, transmitting an idea in its completeness. Every utterance is, hence, unique. However, depending on the context in which it is inserted and on its finality, it has characteristics of belonging to a specific genre (BAKHTIN, 2015). Hence, genres can be "[…] conceived as mediating instruments between the individuals and the reality/world they live in" (DENARDI, 2009, p. 41), since they use them to communicate with that world.

According to Bakhtin (2015), genres can be classified as primary or secondary. The primary ones are most immediate forms of utterance, being represented by dialogs and replicas, while the secondary genres are formed based on the latter, but in more complex cultural contexts, originating novels, for example. Both these genres can be compared to Vygotsky's spontaneous and scientific concepts. The spontaneous concepts

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[5] "tipos relativamente estáveis de enunciado" (BAKHTIN, 2015, p. 262).

are concepts that are used unconsciously, there being no explanation why children use them, they simply know how to do it, the mind is "left to its own devices" (VYGOTSKY, 1997, p. 158). This claim about spontaneous concept formation may be understood as having a relation with the primary genres, since they are learned based on observation and used unconsciously, not being necessary any formal instruction. As for the scientific concepts, they are developed especially after the child starts going to school. They are presented to the child mediated by other words, inserted in between other concepts, passive of being related to the secondary genres, which are introduced and practiced within a formal environment, mediated by instruction (DENARDI, 2009; STANKOSKI, 2017).

The existence of genres and concepts that are, at first sight, more complex and more difficult to be learned, exemplifies the need humans have for formal instruction, which is generally provided at school. Within this scenario, Vygotsky (1997) presents us with the notion of zones of development, which, basically, establish that children have different potentials and can reach different stages in their learning processes. They are: zone of actual development, zone of proximal development and zone of potential development. The first zone represents where children are regarding their development, what they can do without any help. The third zone is where children can get by means of mediated assistance, things they still cannot do by themselves. The second zone is where learning actually happens, it is the "discrepancy between a child's actual mental age and the level he reaches in solving problems with assistance […]" (VYGOTSKY, 1997, p. 187). The zone of proximal development represents the need the children have to receive assistance to move from something they already know to something new.

Therefore, all human beings are socially and historically constructed due to the relation that exists among social groups that create an order and a mutual understanding between all individuals through language. Bronckart (2008) supports that by agreeing with Habermas (1987) who

> […] also sees language as an activity, stressing its *communicative* dimension. To him, this activity is a mechanism through which the members of a group build an agreement about what world in which they are submersed in is and, in particular, about what the acting contexts are and about the properties of the collective activities and their development (BRONCKART, 2008, p. 71-72, author's italic, researcher's translation)[6].

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[6] […] também tem essa visão de linguagem como atividade, salientando sua dimensão *comunicativa*. Para ele essa atividade é um mecanismo por meio do qual os membros de um grupo constroem um acordo sobre

This is the base for what Habermas (1987) calls *represented worlds*, "that are the specifically human means from which all thoughts and all particular actions are evaluated"[7] (BRONCKART, 2008, p. 72). According to him, there are three different worlds that structure our collective representations of the environment, they are: the *objective* world, the *social* world and the *subjective* world, each one being influenced by the linguistic signs.

> Signs refer, firstly, to aspects of the physical world: in order to be efficient in the involved activity, it is necessary that we have available pertinent representations about the parameters of the environment; and such accumulated collective knowledge is constitutive of an **objective world**. However, in the frame of activity, signs also focus, necessarily, on the way to organize the task, that is, on the conventional modalities of cooperation between members of a group; and these accumulated collective knowledges are constitutive of a **social world**. Anyhow, signs also focus on the personal characteristics of each one of the individuals engaged on the task ("ability", "efficiency", "courage", etc.); and such accumulated collective knowledges in this regard are constitutive of a **subjective world** (BRONCKART, 2012, p. 34, author's bold type, researcher's translation)[8].

In other words, the social world is the rules we live by, what is socially accepted for us to do. The objective world is how we understand the physical world, how it is represented to us, based on what we learned about the social world. At last, the subjective world is what is expected from us, considering we have a role to play in the social world we learned.

Thus, we can infer that children assimilate the world as the people who are responsible for their socialization comprehend it. During the process of language learning, their subjective understanding of the objective and social worlds gets more and more crystallized, building the base for the way they perceive reality and identity. Language is the only access to the objective reality, because it is responsible for designating and naming the world, attributing meaning to it, allowing the children to

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o que é o mundo em que estão mergulhados e, em particular, sobre o que são os contextos do agir e sobre as propriedades das atividades coletivas e de seu desenvolvimento (BRONCKART, 2008, p. 71-72).

[7] "[...] que são o meio especificamente humano a partir do qual se avaliam todos os pensamentos e todo agir particular" (BRONCKART, 2008, p. 72).

[8] "Os signos remetem, primeiramente, a aspectos do meio físico: para sermos eficazes na atividade envolvida, é necessário dispormos de representações pertinentes sobre os parâmetros do ambiente; e esses conhecimentos coletivos acumulados são constitutivos de um **mundo objetivo**. Mas, no quadro da atividade, os signos também incidem, necessariamente, sobre a maneira de organizar a tarefa, isto é, sobre as modalidades convencionais de cooperação entre membros do grupo; e esses conhecimentos coletivos acumulados são constitutivos de um **mundo social**. Enfim, os signos incidem também sobre as características próprias de cada um dos indivíduos engajados na tarefa ("habilidade", "eficiência", "coragem", etc.); e esses conhecimentos coletivos acumulados a esse respeito são constitutivos de um **mundo subjetivo**" (BRONCKART, 2012, p. 34).

know it and judge it, becoming their way to see the world (FOUCAULT, 1996). That is why the assimilation of reality is different for everyone.

The subjective and the objective worlds are structured based on the social world, that happens because it is only in touch with the social collective constructions that the individual is able to regulate his/her activity and, therefore, formulate and shape the objective and the subjective worlds (BRONCKART, 2012). These represented worlds regulate the access of every individual to the objects of the environment, consequently, they influence the construction of verbal texts[9], as it is through them that we can perceive such internal constructions regulated by the represented worlds.

In other words, in order to produce a text, "[…] the agent must mobilize some of his/her representations of the worlds"[10], which formulate the context of production that influences how the text is organized. Therefore, "[...] all texts are a result of a concrete verbal **behavior**, developed by an agent situated in the coordinates of space and time; hence, all texts result in an act performed within a **'physical' context**"[11] (BRONCKART, 2010, p. 93, author's bold type, researcher's translation). Texts are, thus, communicative forms that intend to deliver a message in a comprehensive way to their recipients. The infra-structure that composes the texts allows us to analyze it according to its enunciative and organizational elements (BRONCKART, 2012).

As the mind formation (VYGOSTY, 1997) happens based on social activity, the language semiotization mechanisms suffer the interference of cultural factors provided by the environment to which each individual had access to during their development, which means that language expressed through texts, shaped by genres, explicit the speakers interior world, their values and beliefs that were socially built. Thus, "[…] it is necessary to admit that it is the **interiorized action situation** that influences the production of an empirical text"[12] (BRONCKART, 2012, p. 92, author's bold type, researcher's translation).

> The agent's representations are only a starting point […] from which several decisions should be made […] picking, among the available models in the intertext, the text genre that seems to be most appropriate to the aspects of the internalized situation and also choosing […] the types of discourse, sequences, textualization mechanisms and the

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[9] SDI theory prefers to refer only to verbal texts, however, we can also consider the non-verbal texts.

[10] "[...] o agente deve então mobilizar algumas de suas representações sobre os mundos"

[11] "[...] todo texto resulta de um **comportamento** verbal concreto, desenvolvido por um agente situado nas coordenadas do espaço e do tempo; portanto, todo texto resulta de um ato realizado em um **contexto 'físico'**" (BRONCKART, 2010, p. 93).

[12] "[...] é necessário admitir que é essa **situação de ação interiorizada** que influi realmente sobre a produção de um texto empírico".

enunciative mechanisms that will compose the chosen text genre[13] (BRONCKART, 2012, p. 92, researcher's translation).

Once again, it is language that allows these processes to happen, because it is responsible for representing the world, by means of the linguistic signs. Linguistic signs are "[…] shared (or conventional) forms of correspondence between sound representation and representations of entities of the world"[14] that we are capable of naming the physical world and act on it since "each sign vehicles […] a determinate meaning (a set of particular representations that are comprehended by a collective significant) […]"[15] (BRONCKART, 2012, p. 35).

Knowledge about the represented worlds is put together with aspects of text organization. This fits the purpose of analyzing the individual's concepts expressed through language, since his/her representations are a starting point, from where several decisions should be made such as choosing the types of mechanisms that will compose the chosen genre (BRONCKART, 2012). Therefore, implicating in a general ground for texts composition analysis, since it relies on linguistic and psychologic infra-structure units of organization (BRONCKART, 2012).

1.1.1 Framework of Text Analysis in the Sociodiscursive Interacionism

Another macro objective of SDI refers to a "[…] method of analysis and several data treatment techniques which are the base for a proposition for the classification of the types of text […] and a description of their specific linguistic characteristics"[16] (BRONCKART, 2012, p. 11, researcher's translation). In authors' words:

> […] the interactionist investigation interests itself, firstly, in the conditions under which, the human species, develops particular ways of social organization, at the same time that (or under the effect of) ways of interaction of semiotic character. Next, develops a deepen analysis on these social organizations' structural and functional

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[13] "As representações do agente são apenas um ponto de partida [...] a partir da qual um conjunto de decisões devem ser tomadas [...] escolher, dentre os modelos disponíveis no intertexto, o gênero de texto que parece ser o mais adaptado às características da situação interiorizada e também em escolher [...] os tipos de discurso, as sequências, os mecanismos de textualização e os mecanismos enunciativos que comporão o gênero de texto escolhido".

[14] "[...] como formas compartilhadas (ou convencionais) de correspondência entre representações sonoras e representações de entidades do mundo" (BRONCKART, 2012, p. 35).

[15] "cada signo veiculando [...] um determinado significado (conjunto de representações particulares compreendidas em um significante coletivo)" (BRONCKART, 2012, p. 35).

[16] "[...] método de análise e diversas técnicas de tratamento de dados que deram base a uma proposta de classificação dos tipos de textos [...] e a uma descrição de suas características linguísticas específicas" (BRONCKART, 2012, p. 11).

characteristics, as well as these ways of semiotic interaction"[17] (BRONCKART, 2012, p. 22).

Therefore, SDI first researchers (BRONCKART, 2012, SCHNEUWLY; DOLZ, 2004, among others) develop an important framework to analyze texts at the discourse level. The first type of analysis is contextual, that is, it allows us to consider, for example, "the number of agents that intervene in a textual production [...]"[18] (BRONCKART, 2012, p. 183, researcher's translation) since the "**context of production** can be defined as the set of parameters that can exercise an influence on the way a text is organized"[19] (BRONCKART, 2012, p. 93, author's bold type, researcher's translation). Hence, the context is related to the physical parameters that surround the communicative interaction. However, it also represents a subject's subjective comprehension of the social and subjective worlds, since the interactions implicate their use (BRONCKART, 2012).

Another type of analysis refers to the text's general infrastructure, in which two mechanisms are considered: the textualization ones and the enunciative ones.

> [...] the *textualization mechanisms*, [...] contribute to *stress* or "make visible" the thematic content structuring [...] while the *enunciative mechanisms*, as they seem not to be very dependent on the text's linearity [...] can be considered as being from a more "superficial" level domain, meaning they are more directly related to the type of interaction established between agent-producer and their recipients[20] (BRONCKART, 2012, p. 120, author's italic, researcher's translation).

In turn, the enunciative mechanisms, the ones that will be used to analyze the data of this thesis, can be classified in: voice, person and modalization; they contribute

> [...] to the text's *pragmatic* (or interactive) *coherence*: contribute to the *enunciative positions* clarification (the instances that *assume* what is being said on the text; the voices that are being expressed through it) and translate the several *evaluations* (judgements, opinions, feelings)

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[17] "[...] a investigação interacionista se interessa, em primeiro lugar, pelas condições sob as quais, na espécie humana, se desenvolveram formas particulares de organização social, ao mesmo tempo que (ou sob o efeito de) formas de interação de caráter semiótico. A seguir, desenvolve uma análise aprofundada das características estruturais e funcionais dessas organizações sociais, assim como dessas formas de interação semiótica" (BRONCKART, 2012, p. 22).

[18] "[...] o número dos agentes que intervêm em uma produção textual [...]" (BRONCKART, 2010, p. 183).

[19] "O **contexto de produção** pode ser definido como o conjunto dos parâmetros que podem exercer uma influência sobre a forma como um texto é organizado" (BRONCKART, 2010, p. 93).

[20] "[...] *os mecanismos de textualização* e os *mecanismos enunciativos*. [...] Os *mecanismos de textualização*, [...] contribuem para *marcar* ou 'tornar mais visível' a estruturação do conteúdo temático [...] quanto aos *mecanismos enunciativos*, na medida em que parecem ser pouco dependentes da linearidade do texto [...] podem ser considerados como sendo do domínio do nível mais 'superficial', no sentido de serem mais diretamente relacionados ao tipo de interação que se estabelece entre o agente-produtor e seus destinatários" (BRONCKART, 2012, p. 120).

about some of the aspects of the thematic content[21] (BRONCKART, 2012, p. 130, author's italic, researcher's translation).

Each one of these mechanisms is responsible for a different aspect of analysis. Voices indicate the "**responsibility** over the text"[22] (BRONCKART, 2012, p. 321, author's bold type, researcher's translation) and they can be evaluated in the text in the presence of discursive resources, such as the presence of person and verbs that indicate others' speeches. They can be subdivided into character's voice, social voice and author's voice; the person instance is related to the enunciator's representations in the text, considering that all of the agent's knowledge was dialogically generated, which means it suffers the influence of social institutions. And, at last, modalizations are proposed as mechanisms that "have as a general goal to translate [...] the several **comments** or **evaluations** formulated regarding any elements of the thematic content"[23] (BRONCKART, 2012, p. 330, author's bold type, researcher's translation), contribute to the interpretation of the text. Modalizations are divided into: logical (the truth condition according to the objective world), deontic (the values, opinions and rules from the social world), appreciative (the judgement aspects from the subjective world) and pragmatic (the responsibility aspects)[24]. Such modalizations orient the interpretation process regarding the subject that is being discussed (BRONCKART, 2012), in the discursive analysis they are represented by words that work within one of the commented categories and guide the readers/listeners comprehension on the process of interpretation of the message that the author is trying to generate through the text. As an example, we can see in one of the teachers' lines, when they say: "0225. A: e aí:: eu percebo que **talvez** isso refl/ **possa com certeza** reflete", the use of logical modalizations (bold type words), guiding readers' understanding of the process of reflection which the participant is experiencing.

Next section will connect the ideas related to the sociointeractionist theories introduced here to the concepts of mindset, beliefs and motivation, first going over the process of teacher education and its importance for teachers' professional development.

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[21] "[...] *coerência pragmática* (ou interativa) do texto: contribuem para o esclarecimento *dos posicionamentos enunciativos* (quais são as instâncias que *assumem* o que é enunciado no texto? Quais são as vozes que aí se expressam?) e traduzem as diversas *avaliações* (julgamentos, opiniões, sentimentos) sobre alguns aspectos do conteúdo temático.

[22] "**responsabilidade** do texto".

[23] "têm como finalidade geral traduzir [...] os diversos **comentários** ou **avaliações** formulados a respeito de alguns elementos do conteúdo temático".

[24] All of the aspects cited above will be used as parameters for the analysis of the generated data along an interpretative view.

1.2 ENGLISH TEACHER EDUCATION

The English language is nowadays considered the language of globalization (GIMENEZ, 2006; IALAGO; DURAN, 2008). For that reason, schools are demanded to teach it, as it is foreseen by the official documents of education in Brazil, such as *Base Nacional Comum Curricular* (BNCC - BRASIL, 2017), which affirms that

> Learning the English language allows the creation of new ways for the students to engage and participate in a world which is increasingly globalized and plural, in which the borders between countries and personal, local, regional, national and transnational interests are increasingly diffuse and contradictory. Thus, the study of the English language can enable all access to necessary linguistic knowledge to engage and participate, contributing to the critical agency of the students to exercise their active citizenship, in addition to broadening their possibilities of interaction and mobility, opening new paths of knowledge construction and of continuity in their studies[25] (BNCC, 2017, p. 241, researcher's translation).

Therefore, learning English becomes an instrument of "democratizing education" (GIMENEZ, 2006), since it allows students to have access to the "[…] construction and distribution of knowledge, associated with communication between people from various parts of the world […]"[26] (JORDÃO, 2014, p. 26, researcher's translation).

Bearing that in mind, it is plausible to affirm that learning English represents an important instrument for social and cultural insertion, thus, this could lead us to the understanding of how valuable this subject is and its teachers are for the entire school community.

However, the reality faced by teachers and students does not reflect its importance. According to Ialago and Duran (2008, p. 59-60), there are several barriers that preclude teachers from properly achieving their goals in their disciplines, such as: "[…] teachers with poor oral knowledge of the language, numerous classes, reduced workload […]"[27] (researcher's translation). These difficulties start from the social

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[25] Aprender a língua inglesa propicia a criação de novas formas de engajamento e participação dos alunos em um mundo social cada vez mais globalizado e plural, em que as fronteiras entre países e interesses pessoais, locais, regionais, nacionais e transnacionais estão cada vez mais difusas e contraditórias. Assim, o estudo da língua inglesa pode possibilitar a todos o acesso aos saberes linguísticos necessários para engajamento e participação, contribuindo para o agenciamento crítico dos estudantes e para o exercício da cidadania ativa, além de ampliar as possibilidades de interação e mobilidade, abrindo novos percursos de construção de conhecimentos e de continuidade nos estudos (BNCC, 2017, p. 241).

[26] "[…] construção e distribuição de conhecimento, associado à comunicação entre pessoas de várias partes do mundo […]" (JORDÃO, 2014, p. 26)

[27] "[…] professores com pouco domínio oral da língua, salas numerosas, carga horária reduzida [...]" (IALAGO; DURAN, 2008, p. 59-60).

perspective shone upon the cultural necessity of learning English and upon the status of the teachers themselves, as they are "[…] considered 'semi-professionals' and have low status due to, among other factors, the easy entry into the profession" (BARCELOS, 2015, p. 73). This affects their social prestige, hence, occasioning insecurities for the language teachers, and consequently affecting their pre-service education as well.

Ialago and Duran (2008) bring some light to a reality that is very common among Brazilians when it comes to the degree with a teaching diploma: foreign language teaching courses are often coupled to Portuguese teaching courses. That is, the curriculum studied by the future teachers has its class load divided between the study of English directed subjects and Portuguese directed subjects.

One of the problems that this reality presents is the impossibility for the future English teachers to fully develop their teaching and linguistic/communicative skills in the English language. That generates a chain effect in which unprepared teachers educate students who will be future language teaching students without a solid knowledge of the language, contributing to the belief that it is impossible to learn English in the public school (IALAGO; DURAN, 2008).

The pre-service education courses are in part responsible for the development of the teachers' identity and for creating, influencing or even changing beliefs[28] that these future teachers have. According to Barcelos (2015, p. 72-73),

> A language teacher's professional identity is a process rooted in teachers' past and present experiences in different contexts of language learning and teaching: it is grounded in beliefs and images that have developed in them even before they enter their first teacher education course, because they come to university already with a set of beliefs about language teaching and learning (Chong, Low, & Goh, 2011). These beliefs develop further over time as student teachers undergo their apprenticeship of observation (Lortie, 1975) as well as when they gain more experience of the practices, values and skills of the profession. Student teachers' actions during their time at university have an important role in this development […] (BARCELOS, 2015, p. 72-73).

In sum, student teachers carry with them the beliefs they developed during their basic education to the graduation courses, which will influence their future way of teaching. It is during the pre-service education that these student teachers have the possibility to change or adapt these beliefs, by engaging in theoretical and practical

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[28] The concept of beliefs will be discussed in section 1.2.2.

experiences, allowing them to view education, the teacher's role and the teaching of English differently than they did when they started the course.

By doing so, they are more likely to want to operate changes on their way of teaching, not perpetuating the cycle that was previously mentioned, switching the focus from a grammar and translation perspective to an approach more suitable for the current days, which demand "[…] instant communication, either on written or oral form"[29] (IALAGO; DURAN, 2008, p. 59).

In order to do so, Ialago and Duran (2008, p. 57) suggest that graduation programs should review "[…] their supervised practicums, emphasizing the theoretical-practical relation, in a perspective that understands that theory is built in practice"[30]. It is crucial that student teachers have "new *experienced comprehensions* of […] teachers' teaching approach"[31] (ALMEIDA-FILHO, 2007, p. 13, author's italic, researcher's translation) and this only happens when student teachers have the chance to experience in practice what they learned in theory.

1.2.1 In-Service Teacher Education

In the previous section, we approached the pre-service education scenario and some of its limitations regarding teachers' education. For instance, the limited amount of time English student teachers have to enhance their linguistic abilities, consequently, their communicative skills (IALAGO; DURAN, 2008, TURBIN; FERRO, 2011). Hence, this represents one of the justifications for the need to continue the journey towards capacitation.

This journey is called in-service teacher education and it refers to a concept related to the need for teachers to keep learning and building knowledge and skills throughout their lives, long after they graduate. In Turbin and Ferro's (2011, p. 64) words, "[…] *Continuing Education* constitutes itself on a subsequent process, necessary to

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[29] "[…] comunicação instantânea, tanto na forma escrita quanto na forma oral" (IALAGO; DURAN, 2008, p. 59).
[30] "[…] estágios supervisionados com ênfase na relação teoria-prática, numa perspectiva que entende que a teoria se constrói da prática" (IALAGO; DURAN, 2008, p. 57).
[31] "[...] novas *compreensões vivenciadas* [...] da abordagem de ensinar dos professores" (ALMEIDA-FILHO, 2007, p. 13)

development, enhancement or capacitation of any professional, especially teachers […]"[32] (author's italic, researcher's translation).

The offering of continuing education courses is supported by law, as it is stated in the Lei de Diretrizes e Bases da Educação (LDB – BRASIL, 1996, researcher's translation), articles 63 and 67, as it follows

> Art. 63. The superior institutions of education will keep:
> [...]
> **III** – programs of continuing education for education professionals from the several different levels.
> Art. 67 The educational systems will promote the valorization of the education professionals, assuring them, including under the terms of the statutes and career plans of the public teaching:
> [...]
> **II** – continuing professional enhancement, including paid periodic licensing for this purpose;
> **[**...]
> **V** – period reserved for studies, planning and evaluation, included in the workload;[33]

As it can be seen, the importance of such programs is advocated by the LDB, which reassures teachers their rights to proceed with their studies while they are working. Hence, continuing education must be taken as a process "[…] which aims to encourage the development of self-training", being considered "as part of a teacher's professional development project, introducing […] a design that considers education as a continuum, a process by which the teacher will go throughout life and where he/she is considered as the main agent" (FERREIRA; BERTOTTI, 2016, p. 1427).

The authors show how important it is for teachers to never stop learning about their profession, to keep seeking out information and new teaching techniques, as well as reflecting on their approaches and beliefs and how they affect their pedagogical practices. It is essential that teachers stay always tuned to the novelties presented not only regarding teaching matters, but also technological, cultural, social, etc., as the modern world is

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[32] "[...] Formação Continuada se constitui em um processo posterior, necessário ao desenvolvimento, aperfeiçoamento ou capacitação de qualquer profissional, em especial o profissional de ensino [...]" (TURBIN; FERRO, 2011, p. 64).

[33] Art. 63. Os institutos superiores de educação manterão:
[...]
III - programas de educação continuada para os profissionais de educação dos diversos níveis.
Art. 67. Os sistemas de ensino promoverão a valorização dos profissionais da educação, assegurando-lhes, inclusive nos termos dos estatutos e dos planos de carreira do magistério público:
[...]
II – aperfeiçoamento profissional continuado, inclusive com licenciamento periódico remunerado para esse fim;
[...]
V – período reservado a estudos, planejamento e avaliação, incluído na carga de trabalho;

continually changing and teachers must adapt and incorporate those changes into their classrooms in order to motivate their students more easily (TURBIN; FERRO, 2011).

The main objective for these programs is to offer teachers some support to their professional development, as they are in constant contact with new teaching techniques, studying the linguistic elements, as well as learning how to use technological resources. They can "[…] search for enhancement that can remedy their difficulties related to their profession, in a quick and effective way"[34] (OLIVEIRA, 2012, p. 46, researcher's translation).

Thus, in-service education comes with the purpose to help teachers to solve problems that happen during their practice and relate the theories they have studied in college to the reality they face at schools. As it is stated by Paiva (2017, p. 38) "[…] even though the pre-service education is theoretical and the teaching, learning is practical, it is necessary to always relate theory and practice and vice-versa, what can be assisted by the means of the in-service education"[35] (researcher's translation).

Oliveira (2012) adds to that point of view, saying that the teachers need to see themselves as theorists. This means that they need to know that their practical knowledge is valuable and that the situations they face in their classrooms and realities are unique. By realizing that, they would feel more committed to their personal development, as well as constantly motivated to search for new ideas to try on their contexts, and to reflect on their actions.

Back to LDB (BRASIL, 1996), even though the law foresees: a) the importance of teachers to continue to learn and be part of different in-service education programs; b) the providence of time and resources for them to do it; and c) the responsibility for motivation, promotion of in-service education programs to fall back on the educational system, not only on the teachers, these demands are hardly ever fulfilled, according to Turbin and Ferro (2011)

> The real situation at schools shows, however, that these hours included in the teachers' workload and that should be dedicated to the effective planning and development of the education professional and his/her pedagogical job at school, most times, is consumed by trivial tasks such as test correcting, programs reproduction and material preparation.

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[34] "[...] esses sujeitos buscam um aprimoramento que possa sanar as suas dificuldades em relação à sua profissão, de forma rápida e eficaz" (OLIVEIRA, 2012, p. 46)

[35] "[...] mesmo que a formação inicial seja teórica e o aprendizado docente seja prático, é necessário relacionar sempre a teoria com a prática e vice-versa, o que pode ser auxiliado pela formação continuada" (PAIVA, 2017, p. 38).

> Rare are the schools in which this legal determination is put into practice, in service of the school and of the education professional, leaving those really interested to search, during their free time, when there are, situations of professional enhancement[36] (TURBIN; FERRO, 2011, p. 64, researcher's translation).

On the other hand, there are in-service education programs to Brazilian teachers of English that even offer experience abroad to be in contact with native English speakers. Some of these programs are[37]:

1. The Fulbright Initiative, a program that offers scholarships for the exchange of post-graduate students, teachers and researchers to the United States. The program will offer, in 2022, scholarships to public schools' English teachers of six Brazilian states to travel to the United States, with all expenses paid, having the possibility to spend a whole semester there, studying in an American university. The initiative offers intensive training in teaching methodologies, the insertion of technology in teaching and even a supervised practicum in a high school[38].

2. The English Teaching Assistants (ETAs) program is also part of the Fulbright initiative, however this program aims to "improve the teaching of the English language and U.S. culture and values at Teacher's College at public and private universities throughout Brazil" (FULBRIGHT, 2021). These teacher assistants "cooperate with Brazilian faculty members and are under their supervision while taking over some responsibilities, such as conducting classes, creating teaching materials and developing workshops and projects related to EFL" (FULBRIGHT, 2021)[39].

Ergo, in-service education programs thought to provide English teachers with linguistic knowledge and practical experiences exist and are offered to teachers all over Brazil. Nevertheless, teachers have to seek them, most times, by themselves, and they have to take part in them during their free time.

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[36] A situação real nas escolas mostra, no entanto, que essas horas incluídas na carga horária dos professores e que deveriam ser dedicadas ao efetivo planejamento e desenvolvimento do profissional de ensino e do seu trabalho pedagógico na escola, na maioria das vezes, são consumidas por tarefas triviais tais como correções de provas, reprodução de programas e preparação de materiais. Raras são as escolas nas quais essa determinação legal é posta em prática, a serviço da escola e do profissional de ensino, restando àqueles efetivamente interessados buscar, em horários livres, quando existirem, situações de aprimoramento profissional (TURBIN; FERRO, 2011, p. 64).

[37] To know more about other programs that are offered for in-service teacher education, access https://portal.utfpr.edu.br/extensao or http://www.proec.ufpr.br/links/extensao/editais_chamadas_internas.html.

[38] For more information access the website: https://www.finetwork.com.br/

[39] For more information access the website: https://fulbright.org.br/awards-for-us-citizens/english-teaching-assistantship-eta/

It is important to highlight that for these courses to meet the educational demand, they have to instruct teachers on how to apply the theoretical knowledge in practice, updating such knowledge to fit the current modern world necessities.

Nóvoa (1997, p. 25) states that "education must stimulate a critical-reflexive perspective, that provides to teachers the means for an autonomous thinking […]". In other words, in-service education programs are only valuable to teachers when they start considering their practical needs inside the classroom, enabling them to face the many different difficulties that present themselves throughout their routines. Oliveira (2012, p. 53-54) added that "[…] when creating a mechanism of integration between school community and the entities responsible for the implementation of these programs, teachers could be more well-oriented to solve these problems that are part of their school routine"[40] (researcher's translation).

Vieira-Júnior and Santos (2011) on their work entitled "The Activity of Work as a Means for Maintaining Teacher Health: an ergological perspective", approach the matter of how common it is for teachers to face health problems throughout their years of work. The authors state that the causes for teachers sickening is often related to the heavy workload and responsibilities assigned to them, as well as having the teachers constantly vulnerable to the changes in education, the unpredictability of the school events, the individuality of their students and the cultural variety present in the classrooms. The teacher becomes the bridge between student and society. That is why teachers see themselves constantly thinking over their activity, because they live in an inconstant environment.

All of these factors make each of the situations teachers go through unique and they have to use all their knowledge to handle them, resetting their activity, thinking about new ways to do things, innovating when they face unpredictable situations. According to Vieira-Júnior and Santos (2011), that would be the way out teachers have to maintain their physical and psychological health. The possibility teachers have to reset their activity and come up with new, inventive and creative solutions to their classroom problems, is the way to avoid health problems, having the possibility to opt for the ones that are more adequate to lessen the labor tensions, "[…] establishing new norms and

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[40] "[...] ao criar um mecanismo de integração entre a comunidade escolar e as entidades responsáveis pela implementação desses cursos, os professores poderiam ser mais bem orientados para resolverem esses percalços que fazem parte de seu cotidiano escolar" (OLIVEIRA, 2012, p. 53-54).

facing the adversities of the environment"[41] (VIEIRA-JÚNIOR; SANTOS, 2011, p. 170, researcher's translation).

However, even though teachers have the possibility to plan and think their work activity over, the in-service education courses should be the ones to help teachers, realize they have this option, and also help them think over the ways they could overcome common classroom and school situations. Teachers would then be assisted and taught to reflect on their role and pedagogical practice being able to choose conditions and solutions that are more likely not to cause them tension and avoid problems in the classrooms more easily.

1.2.2 Reflexive teacher and teacher as a researcher

As we have discussed in the previous topic, the promotion of continuing education courses and programs for teachers should not focus solely on theoretical matters, but should consider the teachers and their struggles, bringing a practical approach to situations that may happen at school and in the classrooms. Although it is impossible to foresee the type of problems teachers are going to face in their realities, it is extremely important that the ones responsible for planning the educational programs worry to listen to the teachers about what they go through in real life experiences. As it is said by Oliveira (2012), it would be ideal to implement the constructive model into the in-service education courses.

The constructive model (NÓVOA, 1997) begins by considering a contextualized reflection over the preparation and implementation of the courses, allying theory and practice and taking into account the needs the teachers have when in the classroom, causing a meaningful learning process, aiming to solve matters identified and brought up by the teachers themselves. When approaching teachers' education at this angle, we would be forming reflective teachers, able to think about their practice, analyze their effects and produce innovative tools.

The importance of continuing education along with the reflection on the practice represents an extremely important tool for teachers, as they often act based on experience, however, as Nóvoa (2001) affirms, "[…] the experience on itself is not enough to form a teacher […] What forms a teacher is the reflection on the experience, or the research on

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[41] "estabelecer novas normas e enfrentar as adversidades do meio" (VIEIRA-JÚNIOR; SANTOS, 2011, p. 170).

the experience"[42]. Therefore, experience does indeed help teachers develop their techniques and methodologies, it helps them be more prepared to common classroom situations, but it is "only through reflection, through the exchange of experiences, through sharing […] that it is possible to originate a reflexive attitude from the teachers"[43] (NÓVOA, 2001).

As teachers, they are used to be constantly adapting their practice to the different needs they find within the classroom and their different contexts of work, they develop their own strategies of work based on the situations they have gone through during their experiences as teachers, a phenomenon that Woods (1996, p. 192) calls "personal practical knowledge". Those strategies and thoughts are often kept to themselves, becoming exclusively theirs. Conversely, they could be well used by other teachers who are also struggling with similar problems in their classroom, that is, experience could be better useful when shared. Continuing education courses could also provide a conducive environment to promote the exchange of ideas among the teacher-participants, in which they would be encouraged to share and reflect on their practice in groups.

This kind of courses can open teachers' horizons to new possibilities, for example, in becoming a reflexive teacher and learning that sharing experiences is important and causes a positive impact on other teachers. Moreover, teachers could be encouraged to become also researchers, which means, they would look into their own practice, reflect on it in order to improve it, as well as turn that into accessible knowledge for other language teachers. Gimenez (1999, p. 140) suggests it is possible to do that with the practices of action-researcher and exploratory teaching, strategies related to "problem-solving and concerned with understanding", respectively. In Gimenez's (1999, p. 140) words,

> […] following their suggested procedures would lead teachers to think again about what they have already experienced and to project forward. In other words, these procedures suggest that teachers do more systematically what they have already been doing on an ad-hoc basis (GIMENEZ, 1999, p. 140).

In the words of Rodrigues-Júnior (2010, p. 196), the teacher as a researcher "[…] in addition to being a user of the knowledge produced in research, is, essentially, a creator of knowledge based on the problems he/she experiences daily, in his/her school context,

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[42] "[...] a experiência por si só não é formadora [...] Formadora é a reflexão sobre essa experiência, ou a pesquisa sobre essa experiência" (NÓVOA, 2001).
[43] "através da reflexão, através da troca de experiências, através da partilha [...] possível dar origem a uma atitude reflexiva da parte dos professores" (NÓVOA, 2001).

being a researcher for his/her own practice and their colleagues'"[44] (researcher's translation).

When considering teachers as intellectuals and valuing their accomplishments, experiences, and what they have to say about education and teaching methodologies and problems, we are recognizing the importance of these professionals to reflect on their realities and, consequently, create changes for them. Such aspects and valorization of the teachers' practice and knowledge would help to keep the teacher always committed to the job and to the development of new changes (OLIVEIRA, 2012). After all, all the analysis made are provisional, since the environment is always changing and demanding new solutions, therefore the necessity of continuing education.

At last, to develop a continuing education course for teachers that would really impact society, it is essential to know about teachers' beliefs on learning and teaching. These beliefs are responsible for determining "what teachers think, say and do regarding their own improvement"[45] (OLIVEIRA, 2012, p. 18). Dewey (1997, p. 35) contributes to this discussion by conceptualizing the principle of continuity.

> At bottom, this principle rests upon the fact of habit, when *habit* is interpreted biologically. The basic characteristic of habit is that every experience enacted and undergone modifies the one who acts and undergoes, while this modification affects, whether we wish it or not, the quality of subsequent experiences (DEWEY, 1938, p. 35)

Hence, people's experiences act on them, generating their beliefs. These beliefs are what guide their way of perceiving the world and they influence directly their posture and actions in the world. This agrees with the concept of beliefs stated by Barcelos (2006, p. 18), who defines beliefs as

> […] a form of thought, constructions of the reality, ways to see and perceive the world and its phenomena, co-constructed in our resulting experiences of an interactive process of interpretation and (re)signification. As such, beliefs are social (but also individual), dynamic, contextual and controversial[46] (BARCELOS, 2006, p. 18).

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[44] "[...] o professor pesquisador, além de usuário do conhecimento produzido em pesquisas, é, essencialmente, um gerador de conhecimentos dos problemas que experiência cotidianamente, no contexto escolar, equivalendo, portanto, a um pesquisador de sua própria ação e de seus colegas" (RODRIGUES-JÚNIOR, 2010, p. 196).

[45] "o que os professores pensam, dizem e fazem a respeito de seu próprio aperfeiçoamento" (OLIVEIRA, 2012, p. 18).

[46] [...] uma forma de pensamento, construções da realidade, maneiras de ver e perceber o mundo e seus fenômenos, co-construídas em nossas experiências resultantes de um processo interativo de interpretação e (re)significação. Como tal, crenças são sociais (mas também individuais), dinâmicas, contextuais e paradoxais (BARCELOS, 2006, p.18).

Beliefs are developed according to the environment, the context that surrounds individuals, they emerge from experiences, problems, interactions and the capacity to reflect on them (BARCELOS, 2004). Therefore, beliefs "[…] provide personal meaning and assist in defining relevancy. They help individuals to identify with one another and form groups and social systems. On a social and cultural level, they provide elements of structure, order, direction, and shared values" (PAJARES, 1992, p. 317-318). That is, beliefs permeate all areas of an individual's life. As they help to construct one's identity, beliefs "[…] influence perceptions that influence behaviors […]" (PAJARES, 1992, p. 317).

Therefore, within a language classroom environment, teachers and students hold beliefs that are going to guide their teaching/learning process. According to Kalaja and Barcelos (2006, p. 1) beliefs about second language acquisition (SLA) "[…] can broadly be defined as opinions and ideas that learners (and teachers) have about the task of learning a second/foreign language" and they are "[…] shaped by students' (and teachers') cultural backgrounds and social contexts […] socially constructed and variable […]" (KALAJA; BARCELOS, 2006, p. 2). Therefore, it is important to learn and reflect on beliefs since they are related to teachers and students' actions and behaviors, teachers' use of different approaches, and the divergences between theory and practice (BARCELOS, 2007).

Woods (1996, p. 184) also argues that "a decision at any level of the hierarchy not only accomplishes superordinate decisions, but also instantiates and signals the teacher's underlying beliefs, assumptions and knowledge". That is, as we stated before, a teacher's work is unpredictable and, therefore, innovative, teachers have the possibility of making decisions regarding how they will cope with every situation, their beliefs guide the decisions ultimately made (WOODS, 1996).

Woods (1996, p. 185) discusses that when talking about BAK, "an integrated network of beliefs, assumptions and knowledge". He explains that these three concepts are responsible for guiding teachers' choices and decisions, as well as their interpretation of events related to teaching. It is, thus, essential for teachers to know what their beliefs on learning-teaching and language are, so that they can realize why their actions are motivated, being more aware and able to reflect on their practice and operate on beliefs that could hamper their teaching process.

> The assumptions about learning affect the way we assume we should teach the material; and the assumptions about language determine what

> the material is. […] there are many possible alternative assumptions that might be made […] The teacher may consider him or herself an important motivator. The teacher may consider him or herself an important antidote to the gaps or shortcomings in the method, both in terms of how the target language should be learned and what the appropriate target language is. And so on (WOODS, 1996, p. 189).

In-service education courses would, hence, allow teachers time to reflect on these matters, practicing Schön's (2000, p. 32) description of reflection on practice. According to the author, "we can reflect on action, thinking retrospectively about what we did"[47] in this case, "our reflection does not have any connection with the present action"[48]. However, these programs could also give teachers the conditions to reflect in practice, doing what Nóvoa (1997) calls autonomous thinking. In this case, "we can reflect while the action is happening, without interrupting it […] a period of time […] during which it is still possible to interfere in the situation in development"[49] (SCHÖN, 2000, p. 32).

In the next section, we will explore the concept and influence of beliefs even deeper, discussing first the mindsets, which are closely intertwined with the concept of beliefs.

1.3 THE CONCEPT OF MINDSET AS A TOOL FOR TEACHER EDUCATION AND LEARNER'S LANGUAGE DEVELOPMENT

1.3.1 Mindset

The term "mindset" is related to one's mentality, the state of mind one is settled on. However, in 2006, Carol S. Dweck (2006) attributed new meaning to this word, explaining it goes beyond that definition. The author states that

> all people keep a running account of what's happening to them, what it means, and what they should do. In other words, our minds are constantly monitoring and interpreting (…) frame the running account that's taking place in people's heads. They guide the whole interpretation process (DWECK, 2006, p. 118).

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[47] "Podemos refletir sobre a ação, pensando retrospectivamente sobre o que fizemos" (SCHÖN, 2000, p. 32).

[48] "nossa reflexão não tem qualquer conexão com a ação presente" (SCHÖN, 2000, p. 32).

[49] "podemos refletir no meio da ação, sem interrompê-la […] um período de tempo […] durante o qual ainda se pode interferer na situação em desenvolvimento" (SCHÖN, 2000, p. 32).

Therefore, as individuals are constantly interacting with one another, they are constantly interpreting the environment, people's actions and messages that are conveyed. All that information is stored and shapes the individual's understanding of the world.

Taking into account what was already discussed on interactionist theories, it is possible to say that at a very early age we go through a process of primary socialization (BERGER; LUCKMANN, 2004), which helps us understand the objective and social words that surround us and guide our behaviors (BRONCKART, 2012). This process of socialization is mediated by language (VYGOTSKY, 1997; BRONCKART, 2012). When interacting with the ones who are significant for us we start developing concepts that coincide in meaning with the ones others have (VYGOTSKY, 1997), which starts building our subjective understanding of the world (BERGER; LUCKMANN, 2004; BRONCKART, 2012). Hence, we learn to interpret the messages being directed to us, and the constant interpretation of the same messages helps us create our mindsets (DWECK, 2006).

 Dweck (2006) proposes that, the messages one has access to during their primary socialization process can set their minds either into a fixed or a growth state. They are related to the way people view themselves, their abilities, their opportunities, the ideas they have of success and failure. Each one affects people differently and sets different patterns of behavior that are different types of mindsets, which guide their perception about their realities, themselves and others.

Nevertheless, individual's mindsets may still be affected even after the primary socialization process (which is called secondary socialization). Taking as an example the classroom environment, a teacher's behavior can influence his/her students' mindsets, depending on the messages that are sent to the students. These messages may instigate a fixed or a growth mindset.

When children are going through their first stages of development, they are not aware of the mistakes they make, they only follow their innate drive to learn (DWECK, 2006). However, as they start developing an awareness regarding whether or not they are succeeding in their learning process, they start regulating themselves depending on the mindsets they are developing. Children, as well as adults, may also fear making mistakes and being judged by those mistakes, what makes them miss out on some learning opportunities. "As soon as children become able to evaluate themselves, some of them become afraid of challenges. They become afraid of not being smart […] So children with

the **fixed mindset** want to make sure they succeed. Smart people should always succeed" (DWECK, 2006, p. 12-13, author's bold type).

Therefore, the mindset individuals cultivate takes them into enjoying or not the learning opportunities they are presented with. That happens because fixed mindset people believe that "other people's opinions are a good way to know their abilities" (DWECK, 2006, p. 46). In other words, they feel the constant need to prove themselves good, successful and intelligent enough, considering they are always being judged by others.

Fixed mindset people understand the objective world from this perspective because of the idea they have about themselves. Inside the fixed mindset, abilities are unalterable, either you are smart or not, skills are not likely to be improved.

> From the point of view of the fixed mindset, effort is only for people with deficiencies. And when people already know they're deficient, they have nothing to lose by trying. But if your claim to fame is not having any deficiencies—if you're considered a genius, a talent, or a natural—then you have a lot to lose. Effort can *reduce* you (DWECK, 2006, author's italic, p. 27).

Hence, having a fixed mindset means being labeled for something you do well or for not being able to do it. Failure or successful situations become an identity, since abilities cannot be changed or improved. These individuals do not take responsibility over their actions, "because in the fixed mindset, you don't take control of your abilities and your motivation. You look for your talent to carry you through […] You are not a work in progress, you're a finished product. And finished products have to protect themselves […]" (DWECK, 2006, p. 60).

Challenging situations are scary, since they can put their abilities to a test and failing in any circumstances only demotivate these individuals, who try less hard in subsequent opportunities, as they already know they do not have the necessary skills (DWECK, 2006).

At last, for the fixed mindset, the results are the only important data.

> […] as a society we value natural, effortless accomplishment over achievement through effort. We endow our heroes with superhuman abilities that led them inevitably toward their greatness. It's as if Midori popped out of the womb fiddling, Michael Jordan dribbling [*sic*], and Picasso doodling. This captures the fixed mindset perfectly. And it's everywhere (DWECK, 2006, p. 26).

Hence, either you have what it takes or you rely on effort, and effort is for those who do not have enough talent (DWECK, 2006). Ergo, to summarize the beliefs that

permeate the fixed mindset, they are: 1) believing abilities to be unalterable; 2) constantly feeling the need to prove themselves; 3) considering others judges; 4) failure becomes an identity; 5) effort means they are not intelligent or talented; 6) challenging situations must be avoided and represent a reason for demotivation.

On the opposite hand of the fixed mindset, there is the **growth mindset**. The main difference between both perspectives is the idea individuals have of development. For the ones with a growth mindset, all abilities can be improved, and, to know that, is to have the power to keep constantly motivated and interested in learning.

> […] the belief that cherished qualities can be developed creates a passion for learning. […] The passion for stretching yourself and sticking to it, even (or especially) when it's not going well, is the hallmark of the growth mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives (DWECK, 2006, p. 8).

For them, "setbacks [are] motivating. They're informative. They're a wake-up call" (DWECK, 2006, p. 58), they understand that all opportunities represent a chance to learn and grow, thus from their point of view challenge, interest and development walk side by side. That happens because they do not consider the results the most important part, but the process, whether they succeed or not is irrelevant, what led them to it is what matters and what helped them progress.

Hence, in this scenario, individuals take responsibility for their development, they are aware that it depends on them whether they evolve or stand still, they are also affected by failure and others' judgements and comments. However, their perspective over these situations is different. As their focus is on the development, self-motivation and sense of responsibility, their

> […] internal monologue is not about judging themselves and others in this way. Certainly they're sensitive to positive and negative information, but they're attuned to its implications for learning and constructive action: What can I learn from this? How can I improve? How can I help my partner do this better? (DWECK, 2006, p. 118).

Here, it is all about knowing that the intellect as well as any other quality can be cultivated through effort, and that everyone has the potential to become wiser and develop their aptitudes efficiently (DWECK, 2006). It is assuming control over their lives and coping with the situations the way they present themselves, viewing these situations as experiences that will help them learn and grow.

The mindset concept (DWECK, 2006), hence, explains that people's abilities can be developed over time through effort. Considering the teacher and students dynamic, this means that students are responsible for their own personal development and that teachers represent a bridge for them to reach their potential.

Therefore, the main characteristics of a growth mindset are: 1) believing all human qualities can be improved; 2) considering effort a means to improve any ability; 3) being interested in progressing; 4) focusing on the process; 5) believing people's real potential is unknown; 6) taking control over situations and their consequences, learning from them.

In conclusion, as we have already seen, a mindset is a structure that stores all information we have been given and helps us interpret the world we live in and ourselves. Mindsets, therefore, are founded by beliefs. "These may be beliefs we're aware of or unaware of, but they strongly affect what we want and whether we succeed in getting it" (DWECK, 2006, p. 5).

1.3.2 Relation between the concepts of mindset and beliefs

Beliefs and mindsets are intrinsically related, since beliefs are not isolated ideas, but are organized into a "meaning system". This meaning system involves core beliefs, which are the center of the belief system, and the peripheral beliefs, which derive from them. When this system comes to beliefs regarding challenge-seeking, attributions, helplessness, effort, among others, it can be held as mindset, since it "organize[s] virtually all of the variables […] into one meaning system" (YEAGER; DWECK, 2019, p. 8).

The so-called core beliefs, when interconnected with other beliefs, generate a web that is directly related to the individual's identity, generally formulated in an early age, during the primary socialization process, therefore more difficult to be altered, since "[…] changing (adding or abandoning a belief) would implicate changing the whole system"[50] (BARCELOS, 2007, p. 118). Pajares (1992, p. 317-318) goes deeper in explaining how difficult it is for such beliefs to be altered, stating that "people grow comfortable with their beliefs, and these beliefs become their 'self', so that individuals come to be identified and understood by the very nature of the beliefs, the habits, they own". On the other hand,

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[50] "[...] mudança (adição ou abandono de uma crença) implicaria uma mudança em todo o sistema" (BARCELOS, 2007, p. 118).

the peripheral beliefs are "[…] arbitrary, less central and have less connections"[51] (PAJARES, 1992, p. 318), hence, easier to be changed.

When alterations do happen, they can be differentiated into accommodation or assimilation. According to Pajares (1992, p. 320)

> *Assimilation* is the process whereby new information is incorporated into existing beliefs in the ecology; *accommodation* takes place when new information is such that it cannot be assimilated and existing beliefs must be replaced or reorganized. Both result in belief change, but accommodation requires a more radical alteration. When metaphysical and epistemological beliefs are deep and strong, an individual is more likely to assimilate new information than to accommodate it (PAJARES, 1992, author's italic, p. 320).

These changes can happen when beliefs are challenged and proven to be unsatisfactory (PAJARES, 1992). Barcelos (2007, p. 124-125) highlights that "[…] challenges and experiences are two aspects that may influence change on teachers' beliefs"[52]. This argument is supported by Deci and Ryan (1985, p. 33) who explore the concept of optimal challenges in the development of young children. According to them, "a challenge is something that requires stretching one's abilities, trying something new. One way to conceptualize challenge is in terms of an incongruity between one's internal structures and aspects of the external world". However, in order to find these incongruities and in order for change to actually happen, the process needs to involve "[…] reflection and explicitation of beliefs [which] are essential factors for change"[53] (BARCELOS, 2007, p. 124).

Almeida Filho is another author who writes about the importance of change in the educational context. He focuses on the concept of approach and its importance for language teaching. According to the author, "[…] the approach is the equivalent to a teaching philosophy […] that orients […] the whole process of teaching a new language"[54] (ALMEIDA FILHO, 1999, p. 14). Therefore, recognizing the approach that permeates one's practice is vital, but not enough for changing reality.

> Without reflection […] and without deepening the theoretical base that explains practice, there is no guarantee that the essence of the approach indeed changed. Superficial modifications and transitions may happen.

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[51] "[…] arbitrárias, menos centrais e têm menos conexões" (PAJARES, 1992, p. 318).
[52] "[...] desafios e experiência são dois aspectos que podem influenciar a mudança de crenças dos professores" (BARCELOS, 2007, p. 124-125).
[53] "[...] a reflexão e a explicitação das crenças são fatores essenciais para a mudança" (BARCELOS, 2007, p. 124).
[54] "[...] a abordagem equivale a uma [*sic*] filosofia de ensinar [...] que orienta [...] todo o processo de ensinar uma nova língua [...]" (ALMEIDA FILHO, 1999, p. 14).

An actual change in an approach only happens in the ruptures (after reflection and study) [...][55] (ALMEIDA-FILHO, 2007, p. 18).

Approaches guide the methods and techniques that are chosen by the teacher, that is, the procedural and implementational strategies that take place in a classroom. Thus, all these elements must be consistent with each other (ANTHONY, 1963).

Briefly speaking, there are three main approaches to language teaching that guide the methodologies language teachers have as options to work with. In Richard and Rodgers (1999, p. 15), they explore these approaches and some of the methodologies they originated. The structural view considers language as a system, in which all elements are structurally related, hence "the target of language learning is seen to be the mastery of elements of this system". Some of the methods which are based on this view are the audiolingual method, the silent way and the total physical response, since they aim to teach the language in units. Now, the functional view considers language as a means to convey functional meaning, that is, methodologies based on this view emphasize the communicative dimension and they aim to teach language "[...] by categories of meaning and function rather than by elements of structure and grammar". One of the methodologies it originated was the English for specific purposes. At last, the interactional view sees language as a way to perform socially, enabling the communication between individuals, it focuses "on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges". Methodologies like the communicative language teaching are grounded on this view.

When talking about language learning, we see a strong influence of the structural approach guiding teachers' methods and techniques. This view was originated in Saussure, who established an opposition between language and speech and who stated that "[...] the linguistic should worry about language, the system, and not about speech [...]"[56] (QUEVEDO-CAMARGO, 2019, p. 29). This comprehension generated the old traditional approach of introducing grammar points for students to memorize and expecting that they aggregate that to what they had already "learned" and hoping that they would be able to use those structures correctly, no longer suits the current needs of education.

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[55] "Sem reflexão [...] e sem aprofundamento da base teórica que explica a prática não há também garantia de que a essência da abordagem mude de fato. Podem ocorrer apenas transições ou modificações superficiais. Mudança de fato na abordagem só ocorrerá nas rupturas (após reflexões e estudo) [...]" (ALMEIDA-FILHO, 2007, p. 18).

[56] "Saussure deixou claro que a linguística deveria se preocupar com a língua, o sistema, e não com a fala" (QUEVEDO-CAMARGO, 2019, p. 29).

That method consisted in turning declarative knowledge, "consisting – in the case of language – of factual, content information about the L2 [second language] that has not yet been integrated or automatized, but that is available to retrospection and theorizing" into procedural knowledge, or the "ability to employ learning, production and communication strategies automatically […] [being able to] use intuitive knowledge fluently" (PARADOWSKI, 2020, p. 2). Which has been replaced, within the interactional approach, by the precept that the "grammatical and linguistic axle must consolidate itself by the usage practices, analysis and reflection on the language, always in a contextualized mode […]"[57] (BRASIL, 2017, p. 201). Nevertheless, as stated by Almeida-Filho (1999), it is only possible for teachers to change methods and techniques after changing the essence of their approaches.

Blatyta (1999) and Prabhu (1990) discuss how the teaching job is subjected to a great routinization pressure, it produces an anesthetic effect on teachers regarding the approach they are recurring to, which results in a "super-routinization". To work under these conditions stops teachers from challenging themselves to a point where they may lose the pleasure to teach. Reflection becomes a powerful tool to reverse that process, giving teachers the possibility to reframe their jobs and beliefs.

Blatyta (1999) also highlights that, in order for change to happen, it is necessary to understand that

> […] the explicit theories [are] crossed by implicit theories, product from each teacher's personal experiences. […] Knowledge is produced within a particular configuration of social, cultural, economic, political and historic circumstances. Updating knowledge, stepping out of established routines, implicates in also bringing to surface and analyzing implicit theories, reframing them into new configurations[58] (BLATYTA, 1999, p. 67).

Here, Blatyta (1999) prefers to alter the word "rupture", suggested by Almeida Filho to "reframing", since, in her view, changes happen "slow and procedurally". The process of reframing beliefs, hence, involves studying the culture present within the classroom environment, in order to identify the ideologies that permeate it, generating

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[57] "O eixo Conhecimentos linguísticos e gramaticais [deve] consolida[r]-se pelas práticas de uso, análise e reflexão sobre a língua, sempre de modo contextualizado [...]" (BNCC, 2017, p. 201).
[58] A compreensão das teorias explícitas é atravessada por teorias implícitas, fruto das experiências pessoais de cada professor. [...] O conhecimento é produzido dentro de uma particular configuração de circunstâncias sociais, culturais, econômicas, políticas e históricas. Atualizar conhecimentos, sair de rotinas estabelecidas, implica também em trazer à tona e analisar teorias implícitas, resignificando-as em novas configurações (BLATYTA, 1999, p. 67).

conventional forms of acting, denaturalizing and analyzing them in a process of theoretical awareness that is always in constant confrontation with practice.

In so doing, effective belief and approach changes start happening in the classroom, creating an environment propitious to the establishment of a growth mindset culture. Hecht *et al*. (2021, p. 6), reinforce the fact that beliefs are dependent on contexts, ergo, when changes of beliefs are starting to happen, having a supportive context is vital to "[…] permit and encourage individuals to internalize and act on their new beliefs", which also impacts on individuals' motivations, topic that will be discussed in the next section. Hence, the following model presents our suggestion for how change should take place within the classroom.

Figure 01 – Model of Teachers' Contextual Mindset Change

Source: Research Data, 2021.

Model 01 suggests a possible path for teachers to go through on their way to change. It is important to highlight that it represents a journey teachers should continually be taking, since the process of reflection and reinvention is never over. The model also does not represent an exact science, teachers can go back and forth on it, since change is not a linear path.

In conclusion, investigating teachers' beliefs is what gives them the grounds to explain their actions and rethink patterns of behavior that they unconsciously keep on repeating. These beliefs are directly related to the expectations they have for themselves and for others, affecting their mindsets, and, consequently, the classroom culture that permeates the environment where they work. What they believe guides their judgement into thinking whether they are or not able to achieve their goals and how high these goals are set.

1.3.3 Motivation and expectations

Generally speaking, motivation is a "[…] hypothetical concept that we use to explain why people think and behave as they do […] best seen as a broad umbrella term that covers a variety of meanings" (DÖRNYEI, 2001, p. 1). Therefore, motivation can vary from a great amount of motives, all having in common the fact that they influence behavior (DÖRNYEI, 2001).

Aiming to narrow down the range of possibilities represented by the term, we brought some definitions of motivation related to the additional[59] language learning scenario. Gardner (1985, p. 10) defines motivation to learn an additional language as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". In his work with Tremblay (1995, p. 506), he complements this view by saying that

> This definition includes three components: (a) effort expended to achieve a goal, (b) a desire to learn the language, and (c) satisfaction with the task of learning the language […] all three components are necessary to describe properly motivation in language learning […] effort by itself is not a complete description of motivation because individuals might expend considerable effort to please a teacher or a parent without any real motivation to learn the L2. Similarly, desire to

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[59] We have chosen to use the additional language terminology in opposition to the foreign language since it does not imply a hierarchy between languages and it does not treat language as something foreign, giving the idea of something strange and far from our reality (RAMOS, 2021).

> learn the language or satisfaction with learning the language do nor in themselves reflect true motivation. They must co-exist with effort. These latter two components are somewhat related and can be conceptualized as "valence" to refer to the value that an individual attaches to an outcome (TREMBLAY; GARDNER, 1995, p. 506).

Deci and Ryan (1985, p. 3), also important authors who discuss motivation, relate it to the concept of direction. According to them, "*direction* in motivation theory concerns the processes and structures of the organism that give meaning to internal and external stimuli, thereby directing action toward the satisfaction of needs". This is supported by Dörnyei (2001, p. 6-7), who complements it by saying that

> 'Motivation' is a general way of referring to the antecedents (i.e. the causes and origins) of action. [...] Because human behaviour has two basic dimensions – *direction* and *magnitude* (intensity) – motivation by definition concerns both of these. It is responsible for: • the choice of a particular action; • the effort expended on it and the persistence with it (DÖRNYEI, 2001, author's italic, p. 6-7).

Hence, the term motivation reflects on human behavior, generating effort towards an activity that is maintained over time through persistence. However, in order for an individual to feel motivated, many aspects should be a part of the process. Two of the most important ones for the aim of this paper are expectancy, related to self-efficacy, and goal setting.

Expectancy is the anticipation of events or rewards that may follow a given behavior. "In the context of language learning, one could hypothesize that the language student may devote considerable effort and persistence if he or she believes that his or her goal can be achieved" (TREMBLAY; GARDNER, 1995, p. 507). This concept is related to the idea of self-efficacy, a type of expectancy that individuals learn. It "[...] refers to an individual's beliefs that he or she has the capability to reach a certain level of performance or achievement" (TREMBLAY; GARDNER, 1995, p. 507). Thus, the perception one has about his/her possibilities of attaining the goals that were set act directly on his/her motivational behavior.

As for the goal setting theory, it is related to the effort one expends towards an activity after having accepted specific and difficult goals (TREMBLAY; GARDNER, 1995). Theorists say that, "in the context of language learning one could hypothesize that individuals who assign themselves specific and difficult goals ae better learners than individuals who do not have such goals" (TREMBLAY; GARDNER, 1995, p. 508). This is in agreement with the mindset concept, by establishing difficult goals, people tend to

achieve their potentials, because they know what they want to accomplish and they work towards it.

Motivation can also be defined as an inner or outer force that stimulates people into moving forward and making efforts to overcome possible obstacles that may stop them from obtaining what they want. There are several different ways to classify the types of motivation, it can be intrinsic or extrinsic, and integrative or instrumental.

The intrinsic motivation is "the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant" (MAHADI; JAFARI, 2012, p. 232). Having intrinsic motivation is being interested in an activity for the activity itself, it is related to the individual's own personal desires and inner drive. Therefore, the intrinsic motivation does not depend on external factors. Deci and Ryan (1985) also highlight how interest plays an important role in intrinsic motivation behavior, as well as the emotions of enjoyment and excitement that represent a type of reward for intrinsically motivated behavior provided by the experiences of competence and autonomy.

On the other hand, the extrinsic motivation is "the propensity to take part in activities because of the reasons which do not link to the activity" (MAHADI; JAFARI, 2012, p. 232), i.e., a type of motivation connected to gaining something for having engaged in an activity. Deci and Ryan (1985, p. 35), summarize the concept stating that "in essence, extrinsic motivation refers to behavior where the reason for doing it is something other than an interest in the activity itself. Such behavior may, however, to a greater or lesser extent, be something the person feels pressured to do versus genuinely wants to do". Such behaviors may be motivated by one's own choice, as well as by others determination.

It is possible to link the intrinsic motivation to the growth mindset perspective and the extrinsic one to the fixed mindset. For the fixed mindset it all comes down to the results that are possibly going to be generated by the activity (an award, recognition) and for the growth mindset the focus is on the process, no matter the result. Nevertheless, it is important to emphasize that, as well as the development of new beliefs, the existence of intrinsic motivation is also affected by the context. Therefore, "insofar as people are pressuring themselves, feeling anxious, and working with great urgency, we can be sure that there is at least some extrinsic motivation involved. Their self-esteem may be on the line, they may have deadlines, or some material reward may be involved" (DECI; RYAN, 1985, p. 34).

For students, for instance, teachers' behaviors may influence how motivated they feel to develop their abilities and responsibility over the tasks. In Bernaus and Gardner's (2008, p. 388) study they found that "[…] the more controlling the teacher seemed to the students, the less autonomy they felt, and that the more informative the teacher was perceived to be in terms of the feedback given, the more competent the students felt". For teachers, seeing results in their work with their students may be a powerful motivator, since by believing they have control over outcomes helps them perform "[…] more effectively than when they believe they cannot" (DECI; RYAN, 1985, p. 37).

Integrative and instrumental motivation, on their turn, are more directly related to the language learning process (GARDNER, 1985). Integrative motivation "means learning the language with the intention of participating in the culture of its people", on the other hand instrumental motivation "suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive" (MAHADI; JAFARI, 2012, p. 232). Both types of motivation are connected to different types of expectations. On the former one, individuals intend to use what they learn to be able to get in touch with new cultures and people, while on the latter expectations are related to future benefits that one will have after going through the learning process.

In all cases, motivation and expectations are deeply intertwined, individuals enga ge in different activities for the benefits they will get from them. The main differences we find are that, for intrinsic and integrative motivated individuals, the chances of being disappointed with the results they obtain are low, due to the fact they are enjoying the whole process. The extrinsic and instrumental motivated subjects, on the other hand, are interested solely in how they can benefit from the possible results they can reach at the end of the process. It is more complicated to keep motivated in this scenario since the results may not be what these individuals expected as well as they can take a long time to be achieved, which demands keeping themselves motivated for a long period of time having only an idea of a future result to rely on.

Having considered the concepts of mindset, beliefs, motivation and expectation related to additional language learning, we find it interesting to now go deeper into the educational environment, gathering the concepts presented so far and the consequences they might cause inside a classroom.

1.3.4 Teacher's mindsets and their influence on students' mindsets

In her book, Dweck (2006) brings a real example from a computer class on how it is possible to influence others' mindsets. She reports that a number of employees who were taking a computer training course were divided into two groups, each group received a different message regarding the way they would be evaluated. The first half of employees was told that what mattered was how much ability they possessed, and the second half was told they would have the opportunity to develop their computer skills through practice. This different information given to each group was enough to establish a fixed or a growth mindset environment. By the end of the course, "those in the growth mindset gained considerable confidence in their computer skills as they learned, despite the many mistakes they inevitably made. But, because of those mistakes, those with the fixed mindset actually *lost* confidence in their computer skills as they learned!" (DWECK, 2006, p. 31-32).

Considering mindsets are an interpretation of the messages received, in order to generate a growth mindset environment, it is necessary to transmit growth mindset ideas. These ideas are not only perpetuated by what teachers say, but also how they act and how they treat their students. Such behaviors are a product of their beliefs, and, as it has been discussed above, they should come from a real belief and approach changes, not superficial ones. Hecht *et al.* (2021) state the danger of creating a "false growth mindset", which represents the poor understanding and ineffective change of beliefs regarding the teaching-learning ideas.

Paiva and Prette (2009) conducted a research focused on teaching beliefs. According to them,

> Educational beliefs are ideas and convictions regarding themes related to Education, which reveal themselves, consciously or not, in the teachers' actions (RAYMOND; SANTOS, 1995). These beliefs influence the teaching-learning process since they mediate the pedagogical decisions and the interactions teachers establish with their students, working as a filter that takes them to interpret, value and react differently to the progress and difficulties their students have […] (PAIVA; PRETTE, 2009, p. 76, researcher's translation)[60].

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[60] As crenças educacionais são ideias e convicções a respeito de temas relacionados à Educação que se revelam, conscientemente ou não, nas ações dos professores (Raymond & Santos, 1995). Essas crenças influenciam o processo de ensino-aprendizagem ao mediarem as decisões pedagógicas e as interações que os professores estabelecem com seus alunos, funcionando como um filtro que os leva a interpretar, a valorizar e a reagir de diferentes formas diante dos progressos e dificuldades dos seus alunos [...] (PAIVA; PRETTE, 2009, p. 76).

Teachers' beliefs about the school system, about their students' potentials and about their own abilities affect all instances related to their teaching process. Paiva and Prette's (2009) findings suggest that there is a connection between students' failure and the low expectations teachers have regarding these students' performances. Therefore, educational beliefs can facilitate or hinder the learning process, because they will guide teachers' actions and expectations towards their students, what will impact their achievements and results in the discipline.

Hence, based on all that has already been exposed in this section, in order to help their students achieve their full potentials, teachers should establish a growth mindset atmosphere inside their classrooms, permeated by a trusting and non-judgmental energy starting by their own change of beliefs an approaches (DWECK, 2006). Students must feel comfortable to make mistakes and learn from them, especially in an additional language classroom, where it is essential to communicate in order to practice (JONG, 2011).

There are several ways to change teachers and students' perceptions about the learning process. For example, if teachers believe they know all students are capable of based on their grades, they perpetuate a fixed mindset idea, because they are evaluating their zones of actual development, undermining their potentials. By labeling students based on grades, teachers are also disregarding their development from their starting point to the results they were able to obtain. This ends up sending the message that their characteristics are not passive to be altered.

However, when teachers focus their evaluation methods in the process students go through in order to complete an activity, they are reinforcing that the most important aspect of learning is the journey itself to acquiring more knowledge. Growth mindset students study to learn, not only to obtain good test scores. Based on this perspective, students are more likely to understand why they must study, appreciating the process that will take them into becoming more intelligent than they were before (DWECK, 2006), and developing intrinsic motivation.

Another way of creating a growth mindset environment is by complimenting students on their effort, the strategies they used to achieve their goals in the class, their proactivity. Dweck (2006, p. 98) states that "we can praise them as much as we want for the growth-oriented process – what they accomplished through practice, study, persistence, and good strategies. And we can ask them about their work in a way that admires and appreciates their efforts and choices". By doing that, teachers are also

inducing their students to become more independent regarding their learning process, developing more autonomy, learning how to develop their abilities by themselves as well as enjoying doing so.

All these strategies are intertwined with the idea prescribed by Vygotsky (1997) about how learning occurs. Students are at a certain level in their learning process (zone of actual development) and teachers are guiding them through their zone of proximal development into the unknown potential they have (zone of potential development). This theoretical argument, when applied in practice, constitutes an important belief for teachers to hold on to. Believing that their students' potentials is unknown is a way to keep teachers motivated and in constant search for new methodologies and classroom techniques.

Helping students stay motivated and providing the instruments and the path they need to achieve their potentials is also part of teachers' jobs and it may also help them to stay motivated, by seeing their students' development and also achieving their own goals. When they realize that not all students are achieving the same levels of development, they should try to find new methodologies that will help them overcome their difficulties. "All great teachers teach students *how* to reach the high standards" (DWECK, 2006, author's italic, p. 109). That is only possible when teachers know their students and their interests, what enables them to prepare classes that are suitable for their contexts and expectations.

Hence,

> knowing the [educational] beliefs and identifying the patterns present in the school routine represent an initial effort towards [an intervention] and constitute important subsides to rethink teachers' pre-service and in-service education, aiming to improve the quality of the school education[61] (PAIVA; PRETTE, 2009, p. 84, researcher's translation).

Teachers need to become aware of their beliefs and how they are affecting their behaviors and accomplishments in order to operate meaningful changes in their work environments. However, in order for that to happen teachers should also be motivated and receive the adequate formation and opportunities to keep on improving their teaching practices and abilities. The current Brazilian education scenario is not the most encouraging for education professionals, who, during the pandemic status, must not only

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[61] "Conhecer tais crenças e identificar padrões presentes no cotidiano da escola representam um esforço inicial nessa direção [de uma intervensão] e constituem importantes subsídios para se repensar a formação acadêmica e continuada do professor, com vistas a melhorar a qualidade da educação escolar" (PAIVA; PRETTE, 2009, p. 84).

face the difficulties presented by the public schools' environments as well as search for the best way to teach their students.

The next section will present the concept of Active Learning Methodologies as an alternative for teachers to rely on in order to operate changes in their teaching environments.

1.4 ACTIVE LEARNING METHODOLOGIES

The apparition and quick development and insertion of the digital technologies in teachers and students' everyday lives has been motivating transformations in the educational scenario (MORAN, 2013) and thus in English language classes (GIMENEZ, 2006). From this new educational scenario, active learning methodologies (ALM) reemerge with the proposal of integrating new technology in classes as an alternative for teachers to rely on, promoting changes in teachers and students' roles. In view of this, the Base Nacional Comum Curricular (BNCC -BRASIL, 2017) seems to reinforce the importance of ALM (MORAN, 2013), since it states that

> Learning to learn, knowing how to cope with the information that is more and more available, acting with discernment and responsibility in the digital cultural contexts, applying knowledge to solve problems, having autonomy to make decisions, being proactive to identify the data of a situation and search for solutions, are some of the competences that counter the conception of uninterested and erudite knowledge understood as an end in itself (BRASIL, 2017, p. 17)[62].

According to Moran (2013), ALM expand students' roles to outside the classroom, as well as the content prescriptions that are presented in the curriculum, connecting them to students' lives and experiences, establishing a connection with daily events. These characteristics establish different roles for teachers and students, demanding that their beliefs and approaches – for teachers' – be reframed.

Teachers and students work together, establishing goals for students' learning, contemplating their expectations, realities and needs in order to keep them engaged in the

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[62] Aprender a aprender, saber lidar com a informação cada vez mais disponível, atuar com discernimento e responsabilidade nos contextos das culturas digitais, aplicar conhecimentos para resolver problemas, ter autonomia para tomar decisões, ser proativo para identificar os dados de uma situação e buscar soluções, são competências que se contrapõem à concepção de conhecimento desinteressado e erudito entendido como fim em si mesmo (BRASIL, 2017, p. 17).

process, as well as aiming to develop an intrinsic motivation. Such goals should guide class planning. Nevertheless, as the classes are thought for students, planning should be directed to an objective, but it should also be flexible, since students are the focus (MORAN, 2013).

In view of this, diagnosing students previous knowledge becomes vital for teachers to know how they can help these students to go beyond what they were already capable of (DENARDI, 2009; DWECK, 2006). Knowing their realities, especially their socioeconomic contexts, represents a way into learning how to dialog with those students, developing an affectivity relationship with them, opening a communicative path between teachers and students (CALDEIRA, 2013).

Therefore, teachers may use activities, tasks and projects to understand students' priorities and contexts better. In view of this, ALM propose having "[…] their focus on the dialog […]"[63] (SAHAGOFF, 2019, p. 12), which includes building answers "[…] during the activities in class, they are not ready and done. It is about the construction of knowledge and not a reproduction of what is already stated"[64] (SAHAGOFF, 2019, p. 13).

Hence, following BNCC's guidance in terms of consolidating knowledge by the use, analysis and reflection, contextualizing and articulating the information to be studied, teachers are then, valuing the process and operations students made in order to obtain the information, switching the focus from the absorbed content to the effort made (FAGUNDES; MAÇADA; SATO, 1999).

Teachers' roles, thus, involve more than teaching their contents. They have a "[…] far more important task, that is helping students to develop and using strategies in an efficient way"[65] (VEIT, 2016, p. 33), allowing students to learn how to learn. Hence, it becomes part of their jobs teaching how to operate new technologies, how to make appropriate research, which websites to check, how to use the dictionary or the online translate, among others.

Helping students develop their autonomy is one of the pillars of the ALM. Henri Holec (1981 *apud* NAJEEB, 2013, p. 1239) "defines learner autonomy as the 'ability to

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[63] "têm o diálogo como foco, assim como a valorização do conhecimento prévio dos estudantes" (SAHAGOFF, 2019, p. 12)

[64] [...]as respostas são construídas durante as atividades em aula, elas não estão prontas e acabadas. Trata-se de uma construção de conhecimento e não de uma reprodução do que já está posto (SAHAGOFF, 2019, p. 13).

[65] "[...] função muito importante, que é a de ajuda-los [os alunos] a desenvolver e utilizar estratégias de forma mais eficaz" (VEIT, 2016, p. 33).

take charge of one's own learning'. He also notes that this ability 'is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning' […]". That is, developing autonomy is as much part of the learning process as learning the content itself. It involves "learning how to learn", and being able to freely apply these skills "outside the immediate context of learning" (NAJEEB, 2013, p. 1239).

The possibility of encouraging students to be autonomous by providing them with tools that will help develop that skill is actually one of the reasons why ALM gained strength during the current period, since technology is quickly becoming a part of everyone's reality. Hence, as now students have the possibility to search for information by themselves, they "[…] need to be given the skills to be able to seek out materials and resources outside the classroom" (NAJEEB, 2013, p. 1241). The implementation of digital resources in education promotes digital literacy and potentiates students' self-learning (SAHAGOFF, 2019), which facilitates their search for information, motivating them to go after new knowledge on their own.

This way, it is important to say that, by aiming to develop students' autonomy a new light is shone on what learning means. "[…] To appropriate oneself of what is learned is far more complex than simply memorizing"[66] (VEIT, 2016, p. 27), students are actively part of the process of bringing information to the classroom, discussing it and learning with the teacher and each other. Therefore, in ALM, if students do not participate in class, it becomes impossible for them to learn and for teachers to do their jobs. It all revolves around the students that are now considered historical subjects, with active roles in the society, who have their experiences and opinions taken into account, considered a starting point for the construction of knowledge (SAHAGOFF, 2019). Aiming to lead students into participating in class, teachers should create a comfortable environment and encourage students to share experiences, ask questions and ask for assistance when they need it, becoming easier for them to, also, experiment different learning strategies (NAJEEB, 2013).

However, students face difficulties assuming responsibility over their learning process, probably due to the traditional educational methods that have been around for so long. Bohn *et al.* (199-, p. 8) conducted a study on college students' autonomy and they found that, even though those students were mature enough to take control over their learning strategies, they still did not know how to do that. This may be a consequence of

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[66] "[...] aprender e apropriar-se do aprendido é mais complexo do que simplesmente memorizar" (VEIT, 2016, p. 27).

the role teachers play in the traditional methodologies, representing the authority, source of knowledge.

On the other hand, it is hard for teachers to develop that type of work with their students, also because of the way they were taught. Barcelos (2015) and Pajares (1992) contribute to that idea when talking about the education of future teachers, who tend to incorporate the same patterns from their own education in their pedagogical practices. They say that pre-service teachers hold vivid images of teaching from their experiences as students, which influences the interpretations and pedagogical practices they have as teachers. That happens because their identities are rooted in their past and present experiences in different contexts, hence "they come to university already with a set of beliefs about language teaching and learning" (BARCELOS, 2015, p. 72-73).

That is why, even though times are quickly changing and demanding different behaviors from teachers, many still find it difficult to let go of the traditional methods and embrace new and current teaching techniques. They are stuck in an old approach, maintaining beliefs that may be stopping them from establishing a different classroom culture. Therefore, in order to "[…] transform students it is necessary first to transform teachers' way of thinking […]"[67] (SAHAGOFF, 2019, p. 14).

At last, ALM do not intend to create a magical formula to guide teachers through the process of teaching, it is not a perfect model that applies to every context and situation. Every reality demands different strategies, and teachers should adapt their teaching methodologies to each one of their classes, according to their necessities (SAHAGOFF, 2019, p. 18). Hence, ALM can be characterized as a gathering of different strategies suggestions. They all intend to allow students to learn by doing, developing their motivation and critical thinking. By doing so, teachers are accomplishing one of the active learning methodologies, mindset and sociocultural theory's most important pillar: "[…] to help students to go beyond what they can do on their own"[68] (MORAN, 2013, p. 2).

In sum, the main aspects that surround the ALM, can be:

a) Students are the protagonists of their own learning and they need to be taught how to be autonomous;

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[67] "[...] para transformar os alunos é necessário antes transformar a forma de pensar e agir do professor através de planejamentos e formação continuada. O processo de mediação exige que o docente conheça seus alunos, suas realidades, seus contextos" (SAHAGOFF, 2019, p. 14).
[68] "[...] ajudar os alunos a ir além de onde conseguiriam fazê-lo sozinhos" (MORAN, 2013, p. 2).

b) Technology is an important tool which allows students to learn even outside the classroom environment;

c) Students should be taught to use technology in their favor;

d) Teachers act like mediators and facilitators;

e) Teachers should keep students motivated;

f) Teachers should provide students with the adequate methodology to help them achieve their potentials;

g) Teachers should know their students and their realities in order to approach contents and themes that are relevant for them;

h) Teachers should set a goal and work towards that goal during their classes;

i) Active learning methodologies are not a magical formula that work in every context, they represent a switch in the way one thinks about education and teaching-learning strategies.

It is important to highlight that, even though ALM are currently being widely recommended due to the implication of the use of digital technologies, its precepts were long mentioned in more ancient additional language teaching theories. Autonomy was one of the pillars from the Silent Way (1960-1970); students' motivation was considered since 1940s, by the Audiolingual Method, the Community Language Learning (1970-1980) and the Communicative Language Teaching (1960s), which also indicated the need to develop goal-directed activities. At last, the Post-Method (2001), as well as the ALM, proposes the end of formulas for teaching, promoting a more fluid period, also interested in knowing students and their contexts.

1.5 DIDACTIC SEQUENCE TO TEACHING ENGLISH AS AN ALM

In the present section, the didactic sequence methodological procedure is proposed as a kind of active learning methodology within the additional language classroom, according to Denardi (2021)[69]. By presenting the common elements that are

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[69] The concept of DS as an ALM was coined by Denardi in a lecture the author did in the I Encontro GEPMAT+GEDAI.Núcleo de apoio pedagógico e experiência docente do Centro Universitário do UNIDEP/Affya-Pato Branco, PR, in May 2021 with the aim of presenting the use of DS in the undergraduate teaching DS as an active learning methodology and its relation to some important constructs from the Sociocultural Theory and other theories that are underlined by the Sociocultural one. In the meeting professors of different courses, such Education, Psychology, Law, Engineering, Publicity and others, were presented since it is their interest to improve learning about how to teach academic genres.

part of a didactic sequence, it is possible to relate it to the precepts proposed by the ALM, as can be seen in what follows.

Starting by presenting the concept of a didactic sequence (SD), Dolz and Schneuwly (2004), Dolz, Noverraz and Schneuwly, (2004) and Denardi (2009) conceive it as "a set of classroom planned activities that aims to construct oral and written knowledge and focuses on a specific genre" (DENARDI, 2017, p. 165). That can be done by working through modules "[…] conjointly organized to improve a given language practice. […] so that learners are given an opportunity to reconstruct these practices, and consequently appropriate them" (DOLZ; SCHNEUWLY, 2004, p. 51, researcher's translation).

Before passing to the relation between the concept of DS and ALM, it is important to highlight here that authors use the terms "genre" and language practices' interchangeably, since genres emerge from social interactions by means of language. Therefore, genres are discursive social practices.

From the concept and description of DS, it is possible to say that it is a kind of methodology that presupposes students should reconstruct specific language practices, therefore their agency, protagonism in rebuilding by written or oral practice specific genres in order to appropriate or learn them. As it was already discussed, students' autonomy and protagonism are some of the strongest characteristics of ALM.

Going on, DS is a modular procedure. Thus, it presupposes some steps a teacher should follow in order to make students appropriate some language practices, that are:

a) Present a relevant theme or objective for the students' contexts, aiming to engage them in the activity, by comprehending its importance;

b) Based on the theme, ask students to produce a first version of a genre in order to serve as a way of diagnosing the abilities that students have already developed and the ones that still need to be worked on. From a Vygotskian perspective, this step refers to diagnosing students' zone of actual development;

c) Work with the different elements of the genre, that is, the object of the study in different modules aiming to improve students' abilities according to what was diagnosed in the first production;

d) Provide students with opportunities to rewrite, or if the work is with an oral genre, redo their first productions, having the teachers' support, allowing them to improve the aspects of the genre that were not yet mastered by them;

e) Broadcast students' productions, aiming to approximate the genre work within the classroom to a real communicative situation (DENARDI, 2009; DENARDI, 2017; FRANCESCON, 2019).

As can be seen, DS is designed as a modular classroom procedure, in which the emphasis is on the process of producing oral or written genres. This also reinforces students' roles as protagonists since they have to do things, not merely listen passively to teacher's orientations or explanations about classroom contents, then repeating or memorizing rules or information. In turn, teacher's role is of a mediator in the process of building knowledge from different texts and contexts, which aims to develop in students some criticism about what they listen and read. Moreover, it is said that DS focus on the process of learning and appropriating of an specific genre or genres, not just in the final product. Therefore, here again, characteristics of DS are correlated with the ones of ALM, since in ALM the activity focuses on student's process of learning autonomously while the teacher acts as a mediator of knowledge. Now that the structure of DS (DOLZ, NOVERRAZ; SCHNEUWLY, 2004) was briefly described, there is a need to present the concept of language capacities (DOLZ; PASQUIER; BRONCKART, 1993) that should be taught to the students so they can " understand or produce a specific genre in a specific situation of interaction" (DENARDI, 2009, p. 45). There are different types of language capacities: action, discursive, linguistic-discursive (DOLZ; PASQUIER; BRONCKART, 1993) signification, CRISTOVÃO; STUTZ, 2011) and multimodal (ZANI; BUENO; DOLZ, 2020).

The main objective of the action capacities is to evaluate the relation existent between theme X context X students' knowledge, instigating students' perceptions about it. According to Denardi (2009, p. 46-47),

> *Action capacity*[70] refers to the genre itself. […] action capacity involves an understanding of the relation between thematic content and text context of production, as well as the writer's intentions or purposes. Hence, action capacity constitutes, and is determined, by the following elements:

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[70] Differrent Brazilian authors use the names of the different language capacities in singular form, as Denardi (2009) understanding there are elements that constitute each one. Others in plural form, as Cristovão and Stutz (2011), by conceiving each proposition as a capacity. In this work, they are used in the plural form - action capacities, discursive capacities, linguistic-discursive capacities, signification capacities and multimodal capacities because since each category is constituted of more than one proposition, that is capacities.

> a) parameters of context of production and reading: physical and socio-subjective aspects of these contexts (interlocutors, place and time determiners);
> b) content of the action language: what is said;
> c) purpose of the communicative language action: the reasons to say what is to say, and the expectations of the saying (DENARDI, 2009, author's italic, p. 46-47).

The discursive capacities are related to how utterances are usually organized within the genre. It refers to how the information is presented (DENARDI, 2009) and it enables the individual to make sense of the genre based on their representations or knowledge about its characteristics. According to Cristovão and Stutz (2011, p. 21) these characteristics are:

> [...] the global planning of the text, the different organized segments (types of discourse: theoretical discourse, narrative discourse, interactive report and interactive discourse), and the language planning forms in the interior of the text (types of sequences: narrative, descriptive, argumentative, explicative and dialogic)"[71] (CRISTOVÃO; STUTZ, 2011, p. 21).

The linguistic-discursive capacities are related to the linguistic resources utilized to compose the utterance, expressing the genre's and individual's styles, as well as generating meaning to the text (DENARDI, 2017). Denardi (2009, p. 47) complements by saying that "[...] the elements of the linguistic-discursive language capacities refer to textual and enunciative mechanisms, for example, cohesive devices and modalizers [...]", which Cristovão and Stutz (2011, p. 21) explain to be the ones responsible for the "[...] thematic and pragmatic coherence of the text"[72].

The signification capacities allow the individual to comprehend and interpret the relations established between author, text and context based on their social knowledge which involve "[...] the activity spheres, the praxiological activities in interaction with the thematic contents from different human experiences and their relations with the language activity"[73] (CRISTOVÃO; STUTZ, 2011, p. 22-23).

At last, the multimodal capacities are the ones that allow the reading understanding of texts that involve different languages, such as the digital ones. These

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[71] "[...] a planificação global do texto, os diferentes segmentos organizados (os tipos de discurso: discurso teórico, discurso narrativo, relato interativo e discurso interativo) e as formas de planificar a linguagem no interior do texto (os tipos de sequência: narrativa, descritiva, argumentativa, explicativa e dialogal)" (CRISTOVÃO; STUTZ, 2011, p. 21).
[72] "[...] coerência temática e pragmática do texto" (CRISTOVÃO; STUTZ, 2011, p. 21).
[73] "[...] esferas de atividade, atividades praxiológicas em interação com conteúdos temáticos de diferentes experiências humanas e suas relações com atividades de linguagem" (CRISTOVÃO; STUTZ, 2011, p. 22-23).

capacities intend to relate teaching-learning and technology in order to help students develop multiliteracies, "[…] enabling the language capacities development to act and interact by means of the different genres articulated to the technologies […]"[74] (ZANI; BUENO; DOLZ, 2020, p. 95).

The capacities are all interconnected within the utterance and contribute to each other's functioning. When one is able to use the language capacities well in a genre, it is plausible to say that this individual masters that genre. In conclusion, "the purpose of a DS lies in promoting students' access to new and difficult genres in order to master language practices" (DENARDI, 2017, p. 169). Didactic sequence is worked in a way that allows teachers to work with their students, focusing on their development concerning the use of the genre, not hoping for perfect results in their final productions, but evaluating their growth along the process.

In sum and according to Denardi (2021), the work with DS of genre as an ALM contributes to the: a) knowledge co-construction; b) resignification of teacher's and students' roles; c) understanding of discursive practices and social relations which constitute human interactions by means of the study of texts and contexts of the different spheres of activity; and d) understanding of pre-service and in-service English language teachers' new roles in the society they work, that can be as the ones able to search for their own development as language users and professionals, since DS propitiates theoretical and methodological knowledge about school contents and concomitantly reflections on their pedagogical practices.

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[74] "[...] possibilitar um desenvolvimento das capacidades de linguagem para agir e interagir por meio dos diferentes gêneros textuais articulados a tecnologias [...]" (ZANI; BUENO; DOLZ, 2020, p. 95).

CHAPTER II
RESEARCH DESIGN

This chapter describes the methodological aspects of the present research, going over the nature of the study, presenting the instruments used for data generation including a course design and procedures, as well as the frameworks of data analysis. Therefore, the chapter is organized in the following topics: 2.1 nature of the study; 2.2 context of the study; 2.3 objectives and research questions; 2.4 data generation; 2.5 data analysis; 2.6 ethics of the research; and 2.7 summary of the chapter[75].

2.1 NATURE OF THE STUDY

The study to be conducted here, which main goal is to investigate basic education English teachers' representations about public state school teaching conditions and how these conditions might affect their mindsets and, consequently their pedagogical practices[76] can be classified as an interpretive qualitative research (DENZIN; LINCOLN, 2007). This classification is possible since it pursuits to emphasize the "processes and meanings and the use of interpretive techniques and methods to collect and analyze data" (DENARDI, 2009, p. 90).

To Denzin and Lincoln (2007), a qualitative research, in general terms, is characterized by discussing social matters, in a way of producing data, analysis and results that are not measured and interpreted on statistics or numerical basis, but that focus on the study of environments and real social beings. The social context and the participant's profiles become vital for the development of the research and as a means to the obtain data funnel and analysis.

An interpretive research will also be conducted, becoming relevant to highlight what is the paradigm that permeates the present study, that is, the belief system that orients the researcher's action[77]. The ones that interest us the most are the constructivist and the critical, since these are the paradigms that guide the present work's views.

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[75] At the end of the chapter, there is a table that summarizes the methodological aspects presented here. For an optimized reading, the reader may check the table first and come back to the chapter afterwards.

[76] The concepts of pedagogical practices and methodologies are used in this work as interchangeable words, representing the practical personal knowledge of teachers.

[77] According to Denzin and Lincoln (2007), the paradigms work as an interpretive scheme that includes methodological, ontological and epistemological aspects, and they are divided into four big groups:

For the constructivist researchers, the reality is interpreted differently by every person, depending on their personal experiences. Therefore, this paradigm considers the existence of multiple realities, a relative perspective, using a dialectic and hermeneutics methodology where researcher and participants work together on creating comprehension. On the other hand, the critical paradigm also suits our purposes, since it relies on the "[…] critical investigation, sectarian, committed to the social critic and the capacitation of individuals"[78] (DENZIN; LINCOLN, 2007, p. 165-166).

2.2 CONTEXT OF STUDY

In order to be able to investigate basic education English teachers' representations about public state school teaching conditions and how these conditions might affect their mindsets and, consequently their pedagogical practices (ZEICHNER, 1993) , it is essential to understand the context which surrounds the present study and the teachers' realities.

This study was conducted during the pandemic of COVID-19, which means that the educational context all over Brazil had suffered significant changes. COVID-19 virus stroke China first, quickly spreading worldwide, affecting the lives of billions of people in all continents (SCHLEICHER, 2020). In March 11th, 2020, according to Cucinotta and Vanelli (2020), the corona virus outbreak was declared a global pandemic, which led to lockdowns in many different countries that aimed to control the levels of contamination. However, even after the lockdowns ended, several lines of work continued to happen remotely. Education was one example of this reality. Teachers started conducting their classes online, which demanded several adaptations, as the development of "[…] a new competence […]: the digital fluency"[79] (DENARDI et al., 2021, p. 117) which affected the teaching-learning process as a whole for teachers and students, who had to find out what were their new roles and re-learn how to perform their jobs and tasks, as it is cited by Schleicher (2020, p. 4)

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positivist and post-positivist, constructivist-interpretive, critical and post-structural feminist. For further information regarding the paradigms and their criteria, read O Planejamento da Pesquisa Qualitativa: teorias e abordagens, by Denzin and Lincoln, 2007.

[78] "[…] investigação crítica, sectária, comprometida com a crítica social e a capacitação dos indivíduos" (DENZIN; LINCOLN, 2007, p. 165-166).

[79] "[...] uma nova competência [...]: a fluência digital" (DENARDI et al., 2021, p. 117).

> […] during this period, children and students have had to rely more on their own resources to continue learning remotely through the Internet, television or radio. Teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been trained (SCHLEICHER, 2020, p. 4).

Therefore, following the government recommendations and being no exception to the global situation, the public schools in the southwest region of Paraná have been having online classes for the last year and a half (March, 2020 – November, 2021), with no prediction of returning to classes in person.

Thus, all data generation for this piece of research was collected through online meetings and concerns the situation we had been facing in Brazil. The scenario for this research was not the common scenario we would find in public schools, however, it was in these settings that we were able to conduct this study.

Hence, the possible context of study to conduct this research was the online environment, more specifically the meet platform, through which the meetings for the outreach program were performed.

2.2.1 Participants' Profiles

As clarified on previous topic, it is vital to know the participants' realities and profiles in order to achieve more accurate results' interpretations, thus, the next two sections describe the research participants, including the researcher.

Participants were invited to take part in the research based on their will to participate, having shown interest in the research and for working in public schools.

2.2.1.1 The participant teachers' profiles

Three English public in-service teachers participated in the present study, whose names were altered in order to protect their anonymity: Maisa, Alice and Henrique. All of them graduated in UTFPR – Pato Branco campus, in Languages Portuguese/English (in 2013, 2014 and 2017, respectively).

Table 01 shows the participant teachers' profiles.

Table 01 – Participant teachers' profiles

Topics	Henrique	Maisa		Alice
Basic education	Public schools	Public schools		Public schools
Graduation and post-graduation	Geography teacher degree – UNIOESTE Letras – UTFPR Post-graduation in Anthropology – UNYLEYA Law school - Cesul	Letras – UTFPR Post-graduation in English Teaching Methodology – Faculdade de Educação São Luís		Letras – UTFPR Master's degree in Linguistics – UTFPR Post-graduation in Teaching in Higher Education – UNIFACEAR
Years working as a teacher	9 years	9 years		9 years
Experience as teachers	PIBID[80] Private teacher Public schools Indigenous schools Countryside schools Language institutes	PIBID Language institutes Public schools		PIBID Public schools
Has studied in a language institute	Yes	Yes		No
City they live in	Chopinzinho	Pato Branco		Pato Branco
Age	29 years old	30 years old		29 years old
Marital status	Single	Single		Single

Source: Research data

Although Table 01 shows participant teachers' main personal, academic and professional information in a concise way, it is important to describe them here. Teacher Maisa has been teaching since 2012. She started working as a teacher during college participating on a program called *Programa Institucional de Bolsa de Iniciação à Docência* (PIBID) – Institutional Program of Scholarships to Teaching Iniciation -, as a Portuguese teacher. She is also post graduated in English Teaching Methodologies. Her experience as an English teacher has been in language schools (2012 - 2017) and public schools (2015 - 2021). Since 2017, she has also been teaching Portuguese in the public

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[80] *Programa Institucional de Bolsa de Iniciação à Docência* (PIBID) – the offering of scholarships to students who will become future teachers, aiming to anticipate the bond between them and public school classrooms (BRASIL, 1997).

schools where she works. Her first official contact with the English language happened at the age of 12 in a language institute, which she coursed for 2 years. She says she has been interested in it since she was little and used to go through her father's work materials and read the comic strips that were in English. She has been studying the language for about 13 years. Her entire basic education was coursed in public schools in Pato Branco, where she currently lives. She is 30 years old, not married and has no kids.

Teacher Alice started working as a public school teacher in 2015, having passed on the *Processo Seletivo Simplicado* (PSS) – Simplified Selective Process -, taking classes as a Portuguese and English teacher. After 2017 she started opting for Portuguese classes, as she can dedicate herself to less groups to fulfil her working hours, which gives her more time to plan her classes. Before that, she had already participated on PIBID, from 2012 to 2014, working also as an English teacher. From 2016 to 2018, she got her Master's degree at UTFPR, having researched the process of teaching-learning the English language in high school, inside the linguistics field. Finally, in 2021 she finished her post-graduation in teaching in higher education. She had her first contact with the English language at school and she has been studying it since. According to her, the desire to know more about the language came naturally to her, especially because she liked listening to music in English and singing along. Her deeper contact with the language happened during college, as she had never studied in a language institute. Currently, she takes part in online courses to keep in touch with the language. She has always studied in public schools in Pato Branco, where she lives. She is 29 years old, not married and does not have kids.

Teacher Henrique has a degree as a geography teacher by the Universidade Estadual do Oeste do Paraná (UNIOESTE), having graduated in 2012. After that, he graduated in Letras in 2017 and got his post-graduation in Anthropology, by UNYLEYA[81]. He is currently attending to law school. He has been working as a teacher for 9 years, having also taken part in PIBID working as a Portuguese and English teacher during his graduation. Since 2014, he has been working as an English teacher in public and indigenous schools, as well as countryside schools. At last, he also works as a private teacher and in a language school since 2016. Henrique's first contact with English was during school, at sixth grade, he has been studying the language more intensively since he was 14 years old and started studying in a language institute. His basic education was

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[81] UNYLEYA is a graduation and post-graduation institute that works as a distance education course.

completed in public schools. He is currently 29 years old and lives in Chopinzinho, he is single and does not have children.

2.2.1.2 The researcher's profile

Camila Ribas Stankoski gradutated in UTFPR – Pato Branco campus, in Language Portuguese/English, in 2017. She is currently 25 years old, lives in Pato Branco, is not married and has no children. She has been working as an English teacher for 7 years, most of her experience as a teacher comes from language schools in which she worked for 6 years, during 2014 and 2020. She was also granted with a scholarship to work as an English teacher in a public school located in Pato Branco through a project offered by UTFPR called Pograma Institucional de Iniciação à Docência (PIBID) between the years of 2015 and 2017. During her time taking part on the project she worked with different partners, preparing classes to offer students from the 9th grade on their off-hours, the contents were usually related to the ones the students were learning in class to help them improve their comprehension and provide them with more hours of English practice a week. The main idea of the project was to offer a personalized method to students interested in learning the language, being that the number of students was limited so that the teachers could provide them with closer assistance. This was the first opportunity the researcher had to experience the public school reality as a teacher, however, she also studied her whole life in public schools in the state of Santa Catarina, having learned English by herself, with the support of only public institutions, such as the schools she studied in and the University she attended to.

Therefore, this is why she has interest in helping not only students but also English teachers to achieve more satisfying results in teaching and learning the language through the public system of education. Her interest in the English language comes from the perception of how needy the public schools are when it comes to English classes, the students do not have enough time to be in touch with the language at school, based on her experience. As she has pointed out, her first contact with the language happened at school, but her further studies were basically done by herself, through listening to music, looking up the lyrics and translations online and practicing by singing along.

Stankoski's final project presented as a request for her undergraduation course was focused on the review of the book "Thought and Language" written by Vygotsky (1997), in which she explained the theory of language learning proposed by the author

and compared it with Krashen's theory (2009) of second language acquisition. Her interest was to make that work a starting point for the study of second language development methods that could be used by English teachers, helping them to improve their teaching techniques. The present thesis follows up on that purpose.

The researcher has been also participating on a university outreach program as a volunteer since the second semester of 2020. In the month of September 2020, she taught four classes throughout this program, explaining concepts related to her line of work, such as: mindset, active learning methodologies, sociocultural theory, didactic sequence, post method, communicative approach, etc. The course aimed to provide the participants with theoretical and practical knowledge about teaching methodologies related, specifically, to children and elderly second language learning process, preparing the participants to act as volunteers in the following year to teach both age groups.

All experiences cited above led the researcher to be interested in learning more about the public schools' realities, the difficulties presented by them, as well as to know how English is being taught in these schools and the thoughts teachers have on their work, the learning process their students go through, the reasons their teaching methodologies are or are not working, etc. The next topic is going to summarize all the points above and how they are going to be studied.

2.3 OBJECTIVES AND RESEARCH QUESTIONS

The main goal of the present research is to investigate basic education English teachers' representations about public state school teaching conditions and how these conditions might affect their mindsets and, consequently their pedagogical practices. In order to do so, we have stablished two specific objectives, which are: a) investigate the difficulties faced by the English teachers who participated in this research taking into account their specific contexts of work; and, b) identify and analyze changes in participants teachers' mindsets.

Therefore, our general research question is: what are the public school teaching conditions and how they may affect English teachers' mindsets, consequently their pedagogical practices?

Our specific research questions are:

a) What are the difficulties faced by the public schools English teachers in the southwest region of Paraná according to study's participants' points of view?

b) Were there changes in mindsets presented in teachers' representations about teaching after their experience in the course?

2.4 DATA GENERATION AND ANALYSIS

Data was generated through the observations and audio-recordings of the meetings from a short outreach course designed and taught by the researcher to three in-service public school teachers who work in different schools in the southwestern Paraná. The aims of the course were three-fold: a) enabling participants to be in touch with important concepts regarding teaching and learning methodologies; b) understanding participants' subjective choices and ideas on teaching English; c) enabling the researcher to know participant teachers and their contexts of work better. It was carried out by means of the *Programa Parceria Universidade-Escola*[82] and occurred every Monday for eight weeks in the months of July and August 2021, in an one-hour meeting in the online modality, in which several topics were approached, as we can see in Table 02.

Table 02 – Researcher's Course Planning

Course Planning				
Date	Meeting	Content	Objectives	Oriented Readings
12.07.21	1st Meeting	Introductions; General explanations about the course and research (Ethics on research - Participants' *Termo de Consentimento Livre e Esclarecido*)	Talking about the participants' realities, as well as making them aware of the purposes of the research.	
19.07.21	2nd Meeting	The ethnographical research; the	Discussing the concepts of reflexive teacher	Ethnographic Eyes: a teacher's guide to classroom

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[82] The *Programa Parceria Universidade-Escola* proposes a partnership between the UTFPR and the schools of Pato Branco, aiming to promote an effective approximation between both these institutions and a mutual knowledge exchange.

		reflexive/researcher teacher.	and ethnographical research having in mind that they are going to reflect on their own classes as the course is over.	observation. Chapter 1. (FRANK, 1999).
26.07.21	3rd Meeting	Concept of *mindset*.	Presenting and discussing the concept of mindset	Mindset: A Metodologia do Sucesso. Chapter 7 Pais, professores e técnicos esportivos: de onde vêm os *mindsets* (DWECK, 2017).
02.08.21	4th Meeting	Concept of *mindset*.		
09.08.21	5th Meeting	The sociocultural theory.	Reviewing main concepts presented of the sociocultural theory and the implications on the language classroom.	Aquisição da Linguagem: considerações da perspectiva da interação social. (BORGES; SALOMÃO, 2003) Sociocultural Theory and Second Language Acquisition. (LANTOLF; PAVLENKO, 1995).
16.08.21	6th Meeting	Active learning methodologies; the Communicative Approach.	Discussing about the methodologies participant teachers use, introducing new methods that articulate with the previous concepts discussed in the course.	Metodologias Ativas para uma Aprendizagem mais profunda (MORAN, 2013).
23.08.21	7th Meeting	Didactic Sequence.	Presenting the concept, structure and pedagogical implications of didactic sequences.	Didactic sequence: a dialectic mechanism for language teaching and learning.

				(DENARDI, 2017).
30.08.21	8th Meeting	Classes' ideas presentation.	Presenting and discussing participant teachers' teaching projects	

As it can be read in the Table 02, the main aim of the course was to introduce or remind the participants about important concepts that are part of a language classroom, promoting discussions that would lead to reflexive processes, expressed in the participants' discourses, which would be possible to be analyzed by the researcher after being transcribed. The discussions permeated subjects such as: ethnographic research, the role of a reflexive teacher and teacher as a researcher, mindset, sociocultural theory, active learning methodologies and didactic sequence.

In addition to the course, another instrument used for data generation were the class projects built by the participants and diary they were supposed to keep. These projects aimed to analyze teachers implementations of the concepts discussed during the course in their actual classes. As the participants did not send the projects, analysis was made based on teachers' intentions of implementation, which were discussed during the last class of the course. Only teacher Henrique sent a diary of his intentions on working with his project.

At last, the recording of the feedback meeting was also one of the instruments used for data generation. All the instruments cited helped the researcher to keep track of the participants' comprehension about the concepts that were discussed during the course, as well as teachers' intentions as to put them in practice in their classrooms and the results they experienced doing so.

The next topic will explain how oral texts were transcribed.

2.4.1 Data Generation, Transcription and Analysis

It is only when the oral speech is "materialized" in written language that we can perceive it and have sustainable data to study. It is important to say that the transcriptions of oral speech are not exactly written speech, as it is highlighted by Preti (1999, p. 31). The author states that

> […] the written speech does not constitute pure transcription of the oral speech […] the differences between oral and written speech have yet another nature […] they are a result of the differences between the processes of speaking and writing, or between the production conditions of the spoken and written texts"[83] (PRETI, 1999, p. 31).

This means that there are specific characteristics that permeate each one and those characteristics must be taken into account when analyzing different situations and, thus, they must also be transparent in the transcriptions.

Having that in mind, Table 03, proposed by Preti (1999), summarizes the marks of oral speech, which are represented in the written form.

Table 03 – Transcription Rules

Occurrences	Signals
Incomprehension of words	( )
Hypothesis of what was heard	(hypothesis)
Truncation	/
Emphatic intonation	Capital letters
Vowel or consonant prolongation	:: possibly being increased to ::::: or more
Syllabication	-
Interrogation	?
Pauses	…
Descriptive commentaries from the transcriber	((lower case letters))
Commentaries that break the thematic sequence of exposition: thematic deviation	- - - -
Superposition, simultaneity of voices	Connecting lines
Indication of taken or interrupted speech in a certain point. No in the beginning, for example.	(…)
Literal quotes from texts, during the recording.	"in quotes"

Source: Preti, 1999.

Having stablished the rules presented in Table 03, it becomes easier to notice the aspects that belong to the oral speech. Another aspect related to the transcriptions is that

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[83] "[...] a língua escrita não constitui pura transcrição da falada […] as diferenças entre língua falada e língua escrita são de outra natureza [...] elas resultam de diferenças entre os processos de falar e de escrever, ou entre condições de produção do texto falado e do escrito" (PRETI, 1999, p. 31).

voiced turns were numbered from the first to the last one in a continuum, followed by period and the first capital letter of the speaker's name (e.g.: 0062. R, 0083. A, 0107. M, 0127. H), in order to get objectivity when discussing content.

In relation to the analysis, three sets of data were generated corresponding to a) teachers' representations on their context of work; b) teachers' representations on possible classroom projects; and c) teachers' representations on an applied classroom project. Consequently, each set of data was analyzed by means of different frameworks, as seen next.

a) Participant teachers' representations on their context of work. This set of data is constituted by participants' oral discussion, and respective transcriptions, on public school macro (the school) and micro (classroom) contexts and it was analyzed by means of discursive analysis (BRONCKART, 2012) as well as enunciative analysis since they allowed us to investigate teachers' representations of the school involving school conditions, classroom culture and their pedagogical practice. Discursive analysis refers to a method of analysis that consists of identifying the presence of linguistic elements and themes within given data and is divided into two categories of segments. Segments of Thematic Orientation (STOs) refer to "[…] segments of introduction, presentation or launching of a theme […]"[84], on the other hand, the Segments of Thematic Treatment (STTs) are related to "[…] the segments produced by the interviewed participants in response to a question or proceeding a thematic launch from the interviewer, in which the theme is effectively treated […]"[85] (BRONCKART, 2008, p. 163). Such division allows the researcher to identify the themes that are being discussed and into which subthemes they are dismembered. Hence, the analysis was conducted by first transcribing oral conversations and discussions that occurred in the meetings of the course. Next, from the transcriptions, some STOs and STTs were identified and displayed in tables which, in turn, were divided and presented in relation to each topic proposed in the analysis, these topics were

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[84] "[...] segmentos de introdução, de apresentação ou de lançamento de um tema, os quais chamamos de segmentos de orientação temática [...]" (BRONCKART, 2008, p. 163)

[85] "[...]segmentos produzidos pelo entrevistado em resposta a uma questão ou dando prosseguimento a um lance temático do entrevistador, em que o tema é efetivamente tratado, os quais chamamos de segmentos de tratamento temático [...] (BRONCKART, 2008, P. 163).

based on the discussions conducted during the course, therefore, previously defined by the researcher. By so doing, the reader may have a clearer comprehension of the topics to be discussed in the light of the theoretical principles and contents reviewed and discussed in Chapter I. Because the topics from the STOs and STTs' tables are separated according to the sections from the analysis, there are some of the STOs and STTs topics that will repeat themselves, since during the conversations the teachers had the possibility to go back and forth on matters.

Articulated with the discursive analysis, an enunciative analysis (BRONCKART, 2008) will be conducted. The foundations for the enunciative analysis are also established by Bronckart (2012), and they include the observations of how participants make use of the instances of voice, which indicates the "**responsibility** over the text"[86], person, related to how the enunciator is being represented in the text, and the types of modalizations (logic, deontic, pragmatic and appreciative), which contribute to the interpretation of the text.

b) Participant teachers' representations on possible classroom projects. This set of data is constituted by participants' oral speeches, and respective transcriptions about their initial intentions to build a classroom project and it was also analyzed by means of discursive and enunciative analysis, following the same procedures presented in topic "a".

c) Teachers' representations on an applied classroom project. This set of data is constituted by participants' oral discussions, and respective transcriptions, on the classroom projects they applied in their classes. Analysis was based on enunciative analysis (see item "a" , above) articulated with the reflective dimensions proposed by Denardi (2009, 2021), which enabled the researcher to identify and analyze if there were changes on participants teachers' mindsets, by means of their reflections on their pedagogical practices, after their experience in the outreach course on teaching and learning English focusing on the concept of mindset.

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[86] "**responsabilidade** do texto".

2.5 ETHICS IN RESEARCH

Aiming to conduct a research according to the ethical precepts that surround the qualitative studies, providing to all participants: privacy and confidentiality and accuracy of data, as well as obtaining informed consent (DEZIN; LINCOLN, 2007, p. 146-147), we submitted this project to the *Comitê de Ética em Pesquisa Envolvendo Seres Humanos* (number CAAE: 46523520.8.0000.5547), and since it had been approved we proceeded with the meetings of the course.

Also viewing to preserve all participants, we sent them the *Termo de Consentimento Livre e Esclarecido* (TCLE), which contained the goals of the present research and also informed them about their rights as participants. At last, but not less important, at the end of the process of writing the analyses, this part was sent to the three participant teachers so they could check out the analyses and say if they agreed or not with them, if they wanted to insert or exclude something, that is, to provide a kind of feedback about the interpretation of the discussion that occurred in the course and the obtained results contributing to the sharing of the built knowledge.

2.6 RESEARCH PROJECT STRUCTURE

Table 04 – Research Project Structure

TITLE	Growth Mindset Investigation in English Classes grounded on Sociodiscursive Interactionism			
THEME/ Problem/Justificative	Public School English Teachers' Mindsets and the Influence on teachers' Work English teachers face many different difficulties in Brazilian public schools context. They also bring with them their own limitations and weaknesses. Such struggles affect teachers' performances and their view of education. This research proposes a study on three participant teachers' discourses, suggesting a change of perspective on how they cope with difficult situations in their workplaces.			
CONTEXT OF STUDY	An extension course on English language teaching and learning focusing on the concept of mindset. The course was designed and taught by the researcher to three English language teachers who live and work in public school located in the Southwest region of Paraná in 2021, that is, in the second year of COVID_19 Pandemic.			
GERAL OBJETIVE: Research Question:	To investigate basic education English teachers' representations about public state school teaching conditions and how these conditions might affect their mindsets and, consequently their pedagogical practices. What are the public school teaching conditions and how they may affect English teachers' mindsets, consequently their pedagogical practices?			
	SPECIFIC OBJETIVES	**QUESTIONS**	**DATA GENERATION**	**DATA ANALYSIS**
	1) To investigate the difficulties faced by the English teachers that will participate on this research taking into account their specific contexts of action.	What are the difficulties faced by the public schools English teachers in the southwest region of Paraná?	Participants' oral discussion, and respective transcriptions, on public school macro (the school) and micro (classroom) contexts.	Discursive and enunciative analysis (BRONCKART, 2012)
	2) To identify and analyze changes on participants teachers' mindsets, after their experience in the mindset course.	Were there changes of mindset presented in the teachers' discourses?	Participants oral discussion, and respective transcriptions on the classroom projects they have applied in their classes.	Enunciative analysis (BRONCKART, 2012) Analysis based on the Reflective Dimensions proposed by Denardi (DENARDI, 2009, 2021).

Source: Research data, 2021.

CHAPTER III
DATA ANALYSIS AND DISCUSSION

Taking into account the general goal of this research, that is to investigate basic education English teachers' representations about public state school teaching conditions and how these conditions might affect their mindsets and, consequently their pedagogical practices, this chapter aims to offer the analyses of the three generated sets of data, as it was mentioned in the previous chapter.

Therefore, the chapter is organized in three main sections: 3.1 Participant teachers' representations on their context of work; 3.2 Participant teachers' representations on building a classroom project to be implemented in their classes; 3.3 Participant teachers' representations on a classroom project they implemented in their classes.

3.1 PARTICIPANT TEACHERS' REPRESENTATIONS OF THEIR WORK CONTEXT

This first part of the chapter will cover the transcribed data analysis from the course meetings while they were happening. As mentioned in chapter two, the analyses were carried out by means of articulating discursive and enunciative analyses criteria.

Following researcher's pre-established discussions, the next four topics emerged: 3.1.1 Establishing a classroom culture; 3.1.2 The impact of public system education difficulties on teachers' mindsets; 3.1.3 Teachers' presentations of classroom projects; and, 3.1.4 Developing a growth mindset.

3.1.1 Establishing a Classroom Culture

The term classroom culture came up during the meetings while discussing the ethnographic research concept, since it was a concept presented in the book teachers read by Carolyn Frank (1999). The author cites that classroom culture is constituted of cultural patterns present in every classroom. Barcelos (2004) complements by saying that such cultural patterns may impose limitations on how students express their beliefs and/or

theories, since the classroom culture is a product of teachers' beliefs on teaching and learning.

Hence, the term was presented in the second meeting, on July 19th, which aimed to talk about ethnographic research and the reflexive teacher, but discussions deepened during meeting three, on July 26th, departing from a review of teachers' understandings of the concepts presented during the previous week.

Table 05 below presents the identified STOs, STTs and STTs dismembered related to the participant teachers' representations of the public school culture. The main STOs discussed based on this topic were: 1 classroom culture; 2 teachers' lack of motivation; and, 3 defamiliarization of the department of education with the public schools' realities.

Table 05 – Establishing a Classroom Culture

STO	STT	STT dismembered
1. Classroom culture	1a. Teacher's behavior	1a 1. Teacher X students relationship
		1a 2. Institution of classroom rules
	1b. Students' behavior	1b 1. Students monitoring each other
2. Teachers' lack of motivation	2a. Not seeing students' development	2a 1. Difficulties to encourage students
	2b. Excessive demands	2b 1. Less time to teach classes
		2b 2. Impacts of the pandemic
	2c. Social critics to the teaching profession	
	2d. Low salaries	
	2e. Impossibility to cover all contents foreseen	
	2f. Indiscipline	
	2g. Disrespect	
	2h. Uncertainty about continuing in the area	
	2i. Lack of in-service education programs	2i 1. NRE's lack of knowledge about English language teaching
		2i 2. Superficial teaching of the English language
		2i 3. Teaching propositions that do not correspond to the reality
3. Defamiliarization of the department of education with the public schools' realities	3a. Teachers' teaching difficulties	3a 1. Considering students' previous knowledge
		3a 2. Teachers' frustration

Source: Research data, 2021.

As shown in Table 05, **STO 1** is "Classroom Culture". The topic was introduced to the teachers by means of a question made by the researcher who wanted to know

whether teachers could think of any examples of rules or behaviors that were part of their routines as teachers and their students' routines inside the classroom, constituting the classroom culture. This question guided the conversation, and teachers started giving examples of patterns of behavior they used to institute in their classes, not only for students but for themselves as well, as it is represented in teacher Henrique's speech.

> *0238. H: [...] com relação a algo que tenha se estabelecido ... além de que claro a primeira coisa () professor de inglês sempre vou colocar o que? a data:: no:: no chat então eles já sabem que what day is today:: né? ((risos)) ... e:: ... a:: agora na sala de aula por exemplo em todas as escolas eles sabem que ... por exemplo pra sair da sala:: pra ir no banheiro eles tem que pedir em inglês [...] outra coisa também (questão quando vou) explicar no quadro ... eh:: se eles não tão prestando atenção ... eu disfarço vou tipo até no aluno entrego o giz pra ele tipo:: ... pode explicar ((risos)) tipo uma coisa assim ... então eles sabem que tem a hora de () eles tem que prestar atenção né?*

Teacher Henrique cites examples of classroom culture that are part of his daily classes. He uses the person instance in the third person singular (the teacher), to trigger out the representations that exist within the English teachers' collective mental space to exemplify a common behavior established by educators, as he expresses in "*professor de inglês sempre vou colocar o que? a data*".

In Henrique's discourse it is possible to observe that he, by also using the person instance in the third person plural, attributes to students a piece of knowledge they are supposed to have about how they should act in the classroom environment when they have to go to the bathroom: "*em todas as escolas eles sabem que ... por exemplo pra sair da sala:: pra ir no banheiro eles tem que pedir em inglês*". These examples try to summarize what classroom culture is to Henrique. According to Frank (1999), teacher and students create patterns of behavior that become a routine and, often, they become implicit to the ones living it. Those are responsible for the "[…] implicit patterns that created classroom life" (FRANK, 1999, p. 3).

That is, the classroom environment is a social construction, as well as any other environments where people have to coexist. There are certain rules to be followed. However, these rules are instituted in a process of socialization that happens later in life, when the individual that is already socialized is introduced to new sectors of the objective world (BERGER; LUCKMANN, 1991; BRONCKART, 2012). It means that the socialization experienced by students at school is not as strong as the one they go through during their early stages of life, the one that defines their identity and their deeper values and understandings of the objective world. This process happens for teachers and

students, since they have to play a social role when they are at school and act in a way that is expected of them, according to the rules that permeate the culture inside that reality, obeying to the social world parameters. In his speech, teacher Henrique uses the person instance to refer to patterns of behavior he is expected to have, as well as his students, according to the environment they are inserted in (the English class).

Still responding to the same question about the classroom culture, teacher Alice summarizes her point of view by saying

> *0221. A: [...] tem a ver como a gente se comporta com os alunos né? não sei ... tem a ver com a nossa atitude a forma como que nós nos apresentamos a forma como que nós lidamos ... eh:: ... eu percebo assim que eu sou muito eu sou muito reservada né?*
> *0222. R: uhum::*
> *0223. A: e eu eu acredito eu tento eu eu não:: eu é:: é questão de:: de:: do meu jeito mesmo eu sou uma pessoa mais reservada naturalmente*
> *0224. R: [uhum*
> *0225. A: e aí:: eu percebo que talvez isso refl/ possa com certeza reflete na forma como eu também lido com os meus alunos né?*
> *0226. R: uhum*
> *[...]*

In the excerpt above, teacher Alice explains her point of view. It is interesting to notice that the way she speaks seems to represent how she is thinking over the experiences she has had grounding them on the theoretical discussions that were being conducted in the meetings. At that point of the course, the researcher and school teachers had not yet gone over the concept of mindset and what it could mean for the teachers in their classrooms. However, teacher Alice already presents a clear comprehension of how her behavior affects her students' behaviors during her classes and her relationship with those students, helping to establish a certain classroom culture.

In line 0225, she says "*e aí:: eu percebo que **talvez** isso refl/ **possa com certeza** reflete na forma como eu também lido com os meus alunos né?*". The bold type words express logical modalizations, which she is using to help her conduct her line of thought about how her behavior is connected to her students' behaviors and to the relationship established between them. It is interesting to notice how she hesitates when choosing the word to make that correlation. She starts by using the word "maybe" ("*talvez*") that can indicate uncertainty or even that not all situations apply to the causes and consequences she is mentioning. In the sequence, she hesitates again on completing her line, breaking the word "reflect" ("*refletir*") in the middle, to add the word "might" ("*possa*") in between the expressions, which would match the choice of the word "maybe" ("*talvez*") previously

used, as it also indicates uncertainty to what she wants to say. However, she adds the word "certainly" ("*com certeza*") before completing her thoughts, which indicates that, while she was structuring her sentence and reflecting on what she was saying, she concludes that there are evidences to support the truth of that statement.

It seems that, through her speech, we can have a glance of the internal process of reflection that was happening (VYGOTSKY, 1997), in which in the moment of the interaction she was reviewing what she knew based on her classroom experiences and what had been theoretically discussed. It becomes relevant for the aim of this research to highlight how important it is to consider this whole process when we are analyzing this teacher's speech, because, even though she had experienced situations that supported the argument she was making, she was not yet quite sure of her conclusions. This probably happened because she had never really stopped to consider that connection between her behavior and her students' behaviors, or even that it was possible for it to exist. She could only see it once she was presented with the concept of classroom culture and was invited to reflect upon it.

Here we can find strong evidence to support the importance of in-service teacher education, since it provides the time teachers need to reflect on their actions and to be in touch with new information in their field or even reviewing concepts they were already familiarized with, allowing the alliance between theory and practice. This reflection becomes the starting point for changes to happen in teachers' beliefs, mindsets, approaches and behaviors and they help them establish a teaching context propitious to a growth mindset culture, which, in turn, may affect their students' beliefs, mindsets and behaviors as well.

As she was sure of her convictions, it was easier for her to define where she wanted to go with her considerations, as we see on line 0227, *"[...] **claro** quando:: por exemplo quando a gente tem a convivência com os alunos e a gente acaba se acostumando um com o outro a gente vai s/ ... dando essa abertura ...".* Here the bold type word expresses a logical modalization of certainty, she clearly thinks her actions affect her students, as it is supported by her experience, as she goes on to mention it in line 0235.

> *0235. A: [até porque se você não ... de repente se você não instrui isso lá no início que você es/ espera isso deles ... que nem a que nem acho que foi a própria (Camila) que falou né? ... que eles vão testando até onde eles conseguem então se vocês não:: não deixa ... explícita certas regras () ... eles vão criando essas regras implícitas a:: então com a*

> *profe pode fazer não foi dito ... né? mas se você permitiu uma vez:: eles vão fazendo outras né?*

This excerpt reinforces the concept of classroom culture that is here discussed. Teacher Alice advocates that it is the teacher who must set the boundaries and patterns of behavior, since the beginning of the interaction with students.

The use of the word "you" ("*você*") throughout her speech is an example of the use of the person instance to determine the discursive world in which she is inserting her discourse. As teacher Henrique did in his speech, she is instituting classroom culture into the community to which she is talking to, in other words, teachers' community, characterizing their roles according to her point of view. When doing so, she is not excluding herself, but including the whole class of professionals of education into her speech, with the intention to share with them something she has learned from experience, not in theory, or what we can call "invested knowledge"[87] (TRINQUET, 2010, p. 101). She does that in order to direct her message to all teachers, since all teachers create this classroom culture with their students and this factor can be responsible for explaining students' actions and perspectives on the discipline and even on themselves and their achievements, considering the mindset perspective.

Hence, establishing classroom rules from the beginning of the relationship between teachers and students is essential for the latter to understand what kind of classroom they are stepping into, what is expected of them and what can be expected of their teacher. This way, a reflexive partnership would be formed "between students and teacher, capable of helping both parties to recognize and, probably, avoid obstacles in the learning process through collaborative actions and thoughts"[88] (KERN, 1995, p. 81)

However, it is necessary for teachers to persist on the goals and rules they mean to establish, because, as teacher Alice stated in line 0235,

> *0235. A: [...] se vocês não:: não deixa ... explícita certas regras () ... eles vão criando essas regras implícitas a:: então com a profe pode fazer não foi dito ... né? mas se você permitiu uma vez:: eles vão fazendo outras né?*

Students will push the boundaries to see how far they can go, therefore, teachers need to be certain about how they want to proceed with their classes, maintaining the

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[87] "saber investido" (TRINQUET, 2010, p. 101).
[88] "parceria reflexiva entre alunos e professor, capaz de ajudar ambas as partes a reconhecer e, provavelmente, a evitar obstáculos à aprendizagem através de pensamentos e ações colaborativas" (KERN, 1995, p. 81).

same posture throughout the school year and reminding the students about what is expected of them.

In turn, teacher Maisa complements this perspective on her response to the researcher's question.

> *0233. M: e eles chegam ... assim a toda toda sempre né? ... e aí eles falam um em cima do outro falam falam falam ninguém respeita a turma e fala ... e aí uma das primeiras coisas que eu gosto de trabalhar é justamente respeitar turno de fala porque eu sei que eles vão chegar dessa maneira ... então:: aí:: ... a gente coloca em prática né? [...] e aí com o tempo claro que isso demora muito tempo né? ((risos)) vai até sei lá ... um:: uns dois meses ali claro que às vez/ e:: não é sempre né? que eles respeitam ... mas é uma coisa que assim ... com o temp/ os:: os outros começam a:: cuidar oh pera aí espera fulano falar:: né? ... eh:: respeita fulano né? ele tá falando a professora tá falando [...] e cria-se essa cultura ao longo do tempo eu acho que é uma algo benéfico ao longo do tempo né? que eu vejo essa evolução ao longo do tempo*

In teacher Maisa's excerpt, it is perceivable the constant reinforcement of the importance of time to establish a classroom culture. It is only over time that teachers will actually see students respecting the rules that were set at the beginning of the classes. This is reinforced by the use of the logic modalization "of course" ("*claro*"), when she says "***claro*** *que isso demora muito tempo*". It makes sense when considered that the establishment of a classroom culture involves more than respecting rules, but also reframing beliefs and mindsets, which do not happen suddenly. Hence, that demands from teachers a lot of perseverance to keep on going back to what was agreed on and keep on asking the students to act accordingly, reinforcing their own beliefs and mindsets on their discourses.

She also highlights that, even after they are used to the patterns of behavior that permeate that environment, students still sometimes forget or ignore them. She uses the voice instance to exemplify students' behaviors when that happens: "*os outros começam a:: cuidar oh pera aí espera fulano falar:: né? ... eh:: respeita fulano né? ele tá falando a professora tá falando*".

Therefore, it is students and teachers' mutual effort that institutes the classroom culture over time. Nevertheless, it is the teacher's responsibility to establish it since the beginning of the classes reminding students about the rules and making them follow them when such effort on their part is not present. When teachers' beliefs are reframed and their mindsets are set into a growth state, it becomes easier for them to persist in the path

they propose, because it is a change provided by the reflection and reframing of core beliefs, which guides teachers' behaviors.

In relation to **STO 2**, "Teachers' lack of motivation", participant teachers talk about different types of difficulties they face in the course of their work to keep the same energy searching for new methodologies and trying their best when preparing and teaching their classes as well as maintaining their students motivated to reach their goals.

> *0063. M: [...] eu não consigo ver ... que nem a Alice falou né? a gente fica desmotivado por vários motivos mas eu acho que principal assim você não VÊ ... eh:: um resultado no teu trabalho [...] é muito diFÍcil assim um aluno:: ele ... ele s/ ele se se incentiva né? c/ com com você [...]*

> *0056. A: [...] eu acho tô achando muito difícil dar aula ... cada vez mais ... eu tenho assim ... bem sinceramente tenho me desmotivado ... eu só vejo assim muita CObrança muita cobrança pra cima da gente ainda mais agora assim:: m/ ... a/ cada dia é uma::::: ... uma regra nova que a gente (tem recebido) uma parte burocrática nova ... que a gente faz ... e cada menos tempo pra dar aula de fato ainda mais na pandemia assim tem ficado cada vez MALUco essa situação [...] eu tô achando assim muito PEsado ... não só por questão assim:: ... de::::: ... de de::::: ... de FALta de apoio da sociedade (como) um todo vejo muita crítica na nossa pro/ profissão eu me sin/ sabe? eu pego pra mim essas críticas ... porque me atinge de certa forma [...] eu acho que tem muita indisciplina muito desrespeito ... a:: valorização assim do salário também ... é na verdade é DESvalorizado eu eu assim:: ... estou ... um pouco no momento me encontro desmotivada ... pra continuar nessa área então é isso*

> *0469. H: só que eu vejo que é uma um problema nosso da formação de não ter uma formação continuada porque os próprios responsáveis nos núcleos às vezes não têm uma noção de inglês ... e aí fica esse inglês muito superficial aí eles vêm com:: ... com a proposta de inglês no ensino médio como língua franca barara barara com aluno tem que sair:: ... né? ... altos sabendo tudo gente:: meu Deus dá até dó de:: de querer socale:: () eh:: ... presente perfeito passado perfeito nos alunos do:: do nono ano ... sabe assim tem umas coisas que eu não consigo entender*

Excerpts 0063, 0056 and 0469 above cite different examples of difficulties faced by teachers currently: lack of results from their work, facing challenges to motivate students, suffering the pressure from the society and the department of education, low payments, lack of time to focus on improving their pedagogical practices abilities, the impossibility to cover all content foreseen by the official documents, among others (STT 2a, 2a 1, 2b, 2b 1, 2c, 2d, 2e).

Participant teachers also mention the "defamiliarization of the department of education with the public schools' realities" (**STO 3**). In line 0469 of the excerpt above, Henrique uses social voice and deontic modalizations to talk about the responsibilities

attributed to the education department, that is *Núcleo Regional de Educação* (NRE) of Pato Branco[89]. When mentioning "*os próprios responsáveis nos núcleos*", he is using social voice as a way to explain that the teachers' prescribed work is not decided by them, but comes from superior organizations. Yet, the use of the words "don't have" ("*não têm*"), shows an evaluation of opinion from the agent (teacher Henrique) according to the social world, as being a social obligation that the quoted department neglects related to teachers' assistance on teaching English. In other words, this teacher is attesting that the education department is not familiarized with the reality of the public schools and their students. This point of view is also supported by teacher Alice.

> *0320. A: [...] eu tenho trabalhado as questões ali o conteúdo do class ... do Aula Paraná () só que ... eu tô encontrando muita dificuldade muita dificuldade então por exemplo um conteúdo ... essa sema/ semana passada que eu trabalhei né ... eh:: o:: present perfect e o simple past c/ quando usar um quando usar outros contextos ... como é que você vai explicar a estrutura disso os usos se eles não entendem nem o básico ... né? [...] eu não quero ... ir da onde eles não sabem pra frente pra e/ talvez confundir ainda mais esses alunos ... mas trabalhar ... coisas ... pra eles realmente a-prenderem ... então ... eh:: tô ainda pensando como fazer né? porque:: eu ainda tava batendo nessa tecla até semana passada e aí me deu um:: me deu a sens/ um:: ... depois da aula eu fiquei ... pensando mas poxa não tá dando certo né?*

In her speech, teacher Alice is expressing her concern with the content she is responsible for teaching. In her opinion, it does not meet her students' needs. She was relying on classes that were prescribed for English teachers in Paraná by the secretary of education according to her students' levels. However, she perceived that they were not being able to follow that, which contributed to her feeling of frustration, which is expressed by the expression "*mas poxa*", that if replaced by the word unfortunately (*infelizmente*) can be clearly said that works as an appreciative modalization.

Nevertheless, when using the pragmatic modalization expressed by the word "want" ("*querer*"), which means desires, intentions, in the sentence "*[...] **eu não quero ... ir da onde eles não sabem pra frente**"*, it can be inferred that teachers have some control over their actions. That is, they can choose (at some level) how to work the contents they are supposed to teach, not being obligated to use the classes that were made available for them. This opens a loophole in their real work, allowing them to find new ways to do

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[89] *Núcleo Regional de Educação (NRE) de Pato Branco* in which the Education State Secretary of Paraná is represented. It assists 15 counties of Southwest Paraná. Núcleos Regionais de Educação of Paraná t are responsible for guiding, monitoring and assessing the functioning of Basic Education and its modalities (http://www.nre.seed.pr.gov.br/modules/conteudo/conteudo.php?conteudo=61)

their job, what Trinque (2010, p. 96) calls "renormalization"[90]. This is a key concept for teachers, as they can innovate in their practices and avoid some common complications that usually affect them.

Concluding the discussion on this first topic, it is possible to say that it becomes hard to deny that there are many different issues that present themselves in the teachers' contexts of practice. As seen in chapter I, contextual factors are directly related to the possibility to change and maintain new beliefs (BARCELOS, 2004; HECHT *et al*., 2021), facilitating or not the establishment of a growth mindset environment. Therefore, it is understandable that teachers face obstacles in their path that hinder that process, as it will be shown in the next topic.

3.1.2 The Impact of Public System Education on Teachers' Mindsets

Being a teacher involves more than just standing in front of a classroom full of students, talking about the content that is supposed to be taught. As it is foreseen by many of the researchers' studies that were reviewed in the theoretical chapter of this thesis (FRANK, 1999; DWECK, 2006; BARCELOS, 2004, 2007; DENARDI, 2009; MORAN, 2013, among others), a teacher's job consists in preparation, adaptation, knowing the students, their realities, and their interests, setting goals, assisting, grading, filling up diaries, attendance records, among many other activities. It seems that overwhelming tasks from outside and inside classroom contexts can impact participant teachers' mindsets, causing them some stress. In what follows, it will first be presented teachers' challenges from the outside of the classroom context, followed by the challenges from the inside of the classroom context.

3.1.2.1 Challenges outside the classroom

Table 06 presents the STOs, STTs and STTs dismembered that permeate this topic. The main discussions were about: 1 The school meetings (teachers' prescribed work); 2 Difficulties for teachers to reflect on their own pedagogical practice; 3 Difficulties teachers have accomplishing their teaching goals; 4 Teachers' challenges to practice the English language; and, 5 Lack of touch with co-workers.

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[90] "renormalização" (TRINQUET, 2010, p. 96)

The meeting that took place on August, 23th, 2021 (seventh meeting), aimed to discuss the DS. However, the discussion was taken to a different path since participants started talk about their difficulties within the educational environment, mentioning the overload of meetings that were being scheduled with their schools, which originated **STO1**.

Table 06 – Challenges outside the classroom

STO	STT	STT dismembered
1. The school meetings (teachers' prescribed work)	1a. Overwhelming demands	1a 1. Planning classes
		1a 2. Planning activities
		1a 3. Correcting activities
		1a 4. Providing feedback
	1b. Consequences of overwhelming demands	1b 1. Emotional impacts
		1b 2. Health problem
		1b 3. Teachers' feeling unhappy with their pedagogical practices
		1b 4. Frustration
		1b 5. Nervousness
		1b 6. Feeling of guilt when they are not working
		1b 7. Lack of motivation to engage in in-service education courses
2. Difficulties for teachers to reflect on their own pedagogical practice	2a. Excessive workload	2a 1. Lack of time
		2a 2. Feeling of exhaustion
		2a 3. Burnout
		2a 4. Emotional impacts
	2b. The importance of reflecting on their practice	2b 1. Reflection as a continuous practice
3. Difficulties teachers have accomplishing their teaching goals	3a. Difficulties allying theory and practice	3a 1. Opting for more convenient practices
		3a 2. Possibility to work with the theories when there is less workload
		3a 3. Using classes that are provided by the government
		3a 4. Necessity to follow a content schedule
4. Teachers' challenges to practice the English language	4a. The necessity of offering meetings for English teachers to practice the language	
	4b. Day to day practice limitations	
	4c. The few amount of English teachers per school	
	4d. Lack of encouragement by the government	
	4e. Forgetting the language	
	4f. Inadequate vocabulary range	

	4g. Existing courses for teachers to work on their skills	4g 1. Teachers abandonment of the courses
		4g 2. Teachers difficulties in keeping up with the course
		4g 3. Expectations of being in touch with other English teachers
5. Lack of touch with co-workers	5a. Relying on themselves to find new methodological tools	5a 1. Having to spend time researching new tools
		5a 2. Not being able to find tools that fit their purposes
		5a 3. Having no financial aid with possible costs
		5a 4. Asking for help when possible

Source: Research data, 2021.

As summarized in table 06, it is possible to say that throughout all meetings during the course, the teachers were asked to reflect on their realities and how they affected their work. Hence, one of these opportunities appeared when the researcher questioned the participants about what happened in the school meetings with the teachers taking place during the pandemic period (**STO1**), looking to learn more about their realities and struggles. The question provoked a much broader discussion about teachers' current demands, in which all participants talked about how overwhelmed with work they were. In line 0996, teacher Alice sums up the conversation by citing a few of the tasks that are part of her job (STTs 1a, 1a1-1a4).

> *0996. A: [...] porque cada planejamento que a gente faz no meet não é só falar de qualquer besteirinha ... tem um planejamento por trás ... tem o planejamento das atividades tem a correção é um vai e volta das escolas pega material corrige dá dá o feedback que a gora tem que dar o feedback das atividades impressas ... né? todas as todas as atividades o que errou porque que não errou enfim ... essa foi a última cobrança também uma das últimas ... então assim ... é é façam façam façam façam façam façam façam faça/ [...]*

When mentioning "us" ("*a gente*"), in the beginning of her speech, Alice is using her person instance as an expositor to set the collective mental space for all education professionals, numbering one by one the extra activities that are part of a teacher's job. In the same line, she uses the deontic modalization "it is not only" ("*não é só*"), to stipulate her social obligation to her students and to the schools she works for. The repetition of the words "do it" ("*façam*") by the end of her speech can be an indicator of how these demands stress her, and how she has been feeling overly delegated with functions.

This is also reinforced by teachers Maisa and Henrique when they talked about the difficulties to reflect about their pedagogical practice **(STO2)**. This discussion took place still in the beginning of the course, during class number three (07/26/21), which had as a goal to review the discussion that had happened the previous week about the reflexive teacher.

> *0166. R : [...] qual a dificuldade que nós temos em refletir sobre a nossa prática ... que que vocês pensaram?*
> *0167. M: ai eu acho que ... (ah) o excesso de trabalho né? eu acho que é a primeira coisa que a gente ... tem dificuldade te ter temp/ ter esse tempo pra gente parar a gente tinha até discutido na última::*
> *0168. R: [uhum ... ((longa pausa)) uhum*
> *0169. M: [e ... e pra mim é ... é isso e tipo assim eh:: você chegar:: ... a gente tinha até falado sobre isso que também:: ... é uma carga de trabalho excessiva e aí a gente chega tem às vezes tempo à noite mas aí você chega ... tão cansado ... que você não consegue nem ... eu lembro que tinha até comentado com você né Camila?*
> *0170. R: uhum*
> *0171. M: que eu cheguei (num) momento assim que eu:: meu Deus eu não tô mais lendo NAda tipo:: nada não fazia mais leitura pra mim ... pessoal porque eu não:: ... eu eu chegava muito cansada em casa então:: ... (tipo) é uma coisa que:: me deixa bem:: chateada assim sabe?*
> *[...]*
> *0189. H : [...] tem muitos OUtros documentos e coisas que às vezes a gente tem que correr atrás:: ... que acaba às vezes a atividade o planejamento o refletir sobre a aula acaba ficando pra outro momento né?*
> *0190. M: isso exatamente*
> *0191. R: [uhum::*
> *0192. M: que seria esse o momento de a gente tá podendo:: ... revisar né? ... exatamente*
> *0193 H: [sim ... é*

Here, when questioned about their reflexive habits, both teachers agree that reflecting on their practice has not been a primordial task, even though all teachers acknowledge how important it is to do so, as we can see in line 0132 below, that happened on July, 19th, that aimed to discuss the concept of reflexive teacher.

> *0132. A: por isso que é um trabalho:: de reflexão eTERna né? eh:: ... você nunca vai a gente nunca vai deixar de refletir sobre o nosso trabalho a verdade é essa*

However, with the increasing number of assignments teachers are given, they have been reaching a burnout state, i.e., an "emotional exhaustion, depersonalization and inefficacy experienced when engaged in unhealthy and prolonged emotional challenges at work" (MORRIS; KING, 2018, p. 435). Teacher Maisa highlights in lines 0169 and 0171 how she has not been having time for her own personal activities, to do things that give her joy, because she is overwhelmed with work. In line 1042, which happened during

meeting number seven, still giving sequence to the question asked by the researcher in line 0967 (what happened during the school meetings with the teachers), teacher Alice confides to the participants how guilty she feels when taking a break from her work and spending time with herself (STT1b 6), to which all participants could relate.

> *1042. A: [...] é cobrança disso é cobrança daquilo eu falei até pra minha mãe hoje eu falei nossa ... (falei pra ela) esse final de semana que eu me desliguei eu me senti tão mal ... que parecia que eu tinha que tá trabalhando corrigindo fazendo coisa eu falei gente isso não vai fazer bem pra mim ... é t/ é horrível sentir isso eu senti isso parece que eu tava fazendo algo de errado sentada assistindo televisão ... em pleno domingo*
> *1043. H: [exatamente o que aconteceu comigo esse:: esse*
> *1044. A: [(sabe?)*
> *1045. M: [(eu também)*
> *1046. H: só domingo domingo*
> *1047. A: é ... não eu ainda corrigi umas provinhas não vou mentir eu corrigi (umas provinhas)*

In line 1042, teacher Alice says: "*parecia que eu tinha que tá trabalhando*", which may be representing a belief that is part of her belief system, perhaps assimilated or strengthened during the current period. That is plausible when considering the amount of new tasks teachers have been assigned to and the change of environment they had to face over the last two years. As they started to work from home, this might make them feel guilty when they try to disconnect, because now they relate their homes to their jobs, thinking they must be working all the time (HAYES; PRIESTLEY; IISHMAKHAMETOV; RAY, 2020). That hypothesis is supported by the appreciative modalizations in line 1042, "I felt so bad", "it is horrible", "wrong" ("*eu me senti tão mal*", "*é horrível*", "*errado*") and the pragmatic modalizations "it looked like"; "it looks like" ("*parecia*", "*parece*"). The appreciative modalizations are an evaluation she is making based on her subjective world on how she felt grounded on what she thought she should be doing (belief), which is reinforced by the presence of the pragmatic modalizations, which are related to the actions she thinks she is attributed to by an institution (BRONCKART, 2012).

Still in line 1042, teacher Alice also correlates how this constant need to be working impacts her real work, being that there is less time to spend on preparing classes and reflecting on them, as teachers Henrique and Maisa also stresses in lines 0169 and 0189.

> *1042. A: [...] às vezes eu penso ... poxa não tô dando não tô conseguindo trabalhar da forma que eu quero eu tô ainda encontrando essa essa essa ... barreira no inglês com os meus alunos sabe? eu não*

tô conseguindo do jeito que eu quero ... e aí:: eu acabo assim ficando muito frustrada muito:: ... até nervosa assim poxa ... o que que eu preciso fazer?

0169. M: [...] é uma carga de trabalho excessiva e aí a gente chega tem às vezes tempo à noite mas aí você chega ... tão cansado ... que você não consegue nem ... eu lembro que tinha até comentado com você né Camila? [...] eu chegava muito cansada em casa então:: ... (tipo) é uma coisa que:: me deixa bem:: chateada assim sabe?

0189 H: [...] tem muitos OUtros documentos e coisas que às vezes a gente tem que correr atrás:: ... que acaba às vezes a atividade o planejamento o refletir sobre a aula acaba ficando pra outro momento né?

Through the analysis of the modalizations in lines 1042, 0169, and 0189, teachers' representations on what they should be doing can be found, and the fact that these modalizations are often accompanied by the negative particle "not" ("*não tô dando*", "*não tô conseguindo*", "*não consegue*"), shows how teachers are not feeling successful on accomplishing their jobs, which seems to express a feeling of frustration, stress and negativity. In "*eu acabo assim ficando muito **frustrada** muito:: ... até **nervosa***", "*me deixa bem:: **chateada***", there are also appreciative modalizations, which represent teacher Maisa's judgements and evaluations according to her subjective world (BRONCKART, 2012).

The studies of Morris and King (2018, p. 435) support the idea that frustration and stress are extremely harmful for teachers and to their jobs, often leading to burnout cases which

> [...] [have] been associated with a wide range of negative employee outcomes such as absenteeism and turnover (Ducharme, Knudsen, & Roman, 2007), job performance (Feuerhahn, Stamov-Roßnagel, Wolfram, Bellingrath, & Kudielka, 2013) and physical health (Feuerhahn *et al.,* 2013). Significantly, and of great worry, burnout in teachers has also been shown to negatively correlate with student outcomes in achievement tests (Arens & Morin, 2016; Klusmann, Richter, & Lüdtke, 2016), and with students' perceptions of their teacher's ability to support them (Arens & Morin, 2016) (MORRIS; KING, 2018, p. 435).

Such scenario influences the participant teachers' mindsets, who are feeling unable to perform well and assist their students in the way they feel like they should be doing. Teacher Alice, in the beginning of class number seven, confessed her way of teaching has been affected by these factors (**STO3**), when questioned about the contents that had been previously discussed in the other meetings, such as mindset, sociocultural theory and sociointeractionism.

0774. A: [...] estar em sala de aula é um desafio colocar essas essas ... teorias todas em prática ... eh:: é um desafio às vezes eu falando por mim às vezes me pego indo pelo que é mais cômodo mais fácil sem:: me desafiar às vezes muitas vezes porque ... eh eh gente é muita correria ((risos))
[...]
0786. A: então eu vejo por mim às vezes indo indo pelo mais cômodo em vez de usar essas teorias todas que a gente sabe que são ... muito boas que são eficientes
0787. R: uhum::
0788. A: mas que pelo pela:: pela nossa pe/ pelo peso da nossa carga ... pelo peso das nossas ati/ ti/ atividades diárias que a gente tem que fazer da parte burocrática da vida do professor ... (aquilo) acaba às vezes também ... eh::::: como eu falei me desviando desse aspecto às vezes é possível trabalhar às vezes é possível sim com certeza quando tá mais tranquilo ... mas assim ultimamente bem sinceramente assim eu não tenho parado pra prestar muita atenção nisso exatamente por conta desse excesso assim eu acho que tá demais essa cobrança ... e aí a gente não consegue dar o devido valor ... a a a essas a esses pequenos detalhes que fazem toda a diferença no momento que a gente dá aula sabe?
0789. R: [uhum
0790. A: posso estar sendo até um pouco não sei ... eh::::: ... não sei se essa se a minha percepção está correta mas enfim é é como eu enxergo como eu estou me enxergando ... eh::::: e:: está sendo difícil colocar realmente em prática por exemplo ah planejar uma sequência didática ... né? ou usar outras teorias que dá pra gente organizar tudo bonitinho mas fica tão corrido é tão corrido ((risos))
0791. R: uhum::
0792. A: né? então eh:::: ... que eu me vejo às vezes sem saída ... indo pro lado mais fácil ... é isso ... né?
0793. R: uhum
0794. A: então como ultimamente por exemplo ... tenho usado bastante as aulas prontas ali né? então tenho focado bastante nisso ... eh:: senão eu não consigo dar conta do:: do do do cronograma a gente tem um cronograma a seguir né? ... de aula de horário de tudo
0795. R: uhum
0796. A: então assim é bem difícil ... falo por mim que ... ai ... parando pra refletir sobre essas questões ultimamente ... tá bem difícil sabe?

In the excerpts 0774-0796, it can be seen how teacher Alice is facing her current work situation. She points out that it is has been "very difficult" ("*bem difícil*") – appreciative modalization – and that the solution she has found is to resort to what she calls "the easier" ("*mais fácil*") and "most convenient" ("*mais cômodo*") paths, not challenging herself to use some of the methodological tools she knows. The choice of words she made to refer to the pedagogical practices that she has been relying on may represent a belief that working with the theories that she has learned during her pre and in-service education are difficult and challenging. Therefore, as they represent more work for her, she chooses the "easier methods". They may be considered easier for her because they represent a known path for teaching language, as all teachers hold "[…] images of teaching from their experiences as students […]" (PAJARES, 1992, p. 310).

Hence, by saying that she has not been challenging herself (line 0774), shows a clear evidence of her mindset, and how it is being affected. By considering applying those theories in practice, teacher Alice finds it difficult, probably because of her approach towards language teaching and learning. Therefore, reframing her approach would demand time, reflection, accommodation of new beliefs, among other factors, to which she appears not to have enough energy for, which is setting her into a fixed mindset state, avoiding challenges.

Teacher Alice explains by means of deontic modalizations in "I haven't stopped" and in "we can't" ("*não tenho parado*", "*a gente não consegue*"), that she feels compelled to resort in such methods in order to have enough time and energy to complete the other tasks she has been assigned. This seems to be a problem, the adaptation of activities regarding the students' needs and interests is vital for their engagement in the classes, as shown in Denardi's (2009) and Moran's (2013) works. On the other hand, lack of time to destine to such adaptations leads teachers to have more difficulties in their contexts of work.

Cyclically, as she is not challenging herself to prepare classes that she considers to be more suitable for her students' needs, she does not obtain the expected results from them. This makes her feel stressed and frustrated, what pushes her even further away from her real work as a teacher (to prepare classes), which makes her more stressed and frustrated (MORRIS; KING, 2018; NORONHA, *et al*., 2008), remaining in the same position, repeating the same behaviors, obtaining the same results.

At last, keeping in mind that these are language teachers, there is more than just the methodological aspect that permeates their class preparations. They must also master a foreign language in order to do their jobs. All of the participant teachers showed some concern when regarding that matter. In the fifth meeting, that happened on August, 9th, which aimed to discuss the sociocultural theory, the teachers started discussing the challenges of practicing the English language (**STO4**) after having to read an article in English for the course.

0440. H: ma/ mas você sabe que eu:: conversando com professores de inglês assim geralmente a gente faz os cursos ... a maioria a maioria deles diz assim nós deveríamos ter ... um:: negócio do estado onde professores de inglês se reúnem:: para conversar em inglês ... porque o que que acontece?
0441. R: [per-fei-to
0442. H: na nossa prática do dia a dia da sala de aula a gente não conversa ...
0443. R: uhum

0444. H: a gente geralmente tá ilhado porque as escolas geralmente têm um ou dois professores de inglês ... e aí a gente fica ilhado a gente não consegue conversar ... quando você encontra um professor de inglês que você consegue conversar parece que você ganhou o mundo ... porque assim oh você consegue conversar ... então é bem mas é bem difícil
[...]
0486. A: () a gente sente falta disso eh::::: na nossa profissão esse incentivo né porque ... quan/ quando você não tem contato você realmente você acaba esquecendo você acaba enfim tendo maiores dificuldades né? então
0487. R: [uhum
0488. A: () e eu por exemplo eu nun/ eu nunca fiz um curso eu sempre estudei sozinha né?
[...]

Previously to those contributions, teacher Maisa and Henrique had also gone over the linguistic matter that surrounds the English teacher, that is, the need to know and practice the English language.

0433. M: quanto tempo já que eu não ... a gente fica lendo só os textos pros alunos e a gente (sabe) tudo né? ((risos))
0434. R: [sim ((risos))
0435. H: nosso vocabulário vai fazendo assim oh ((gesto de diminuição com as mãos)) de inglês
0436. M: [() ... sim:: é ... exatamente e aí::

Linguistic matters are a concern for language teachers, as they need to be in contact with the language in order to keep developing their abilities and not to forget what they already know (JONG, 2011). However, as teacher Henrique states in line 0444, English teachers are often isolated in schools, they do not find ways to practice the language and they feel that it is harmful for them and for their students, as their knowledge starts being limited over time due to lack of practice. Even with the in-service education courses that are available for English teachers, they sometimes still do not feel motivated to participate, as mentioned by teacher Maisa.

0573. M: [então seria muito interessante se a gente tivesse também uma:: uma formação por isso que eu falei que esse curso teria sido muito legal de ... ter feito ... eh:: não me inscrevi porque na época tava cheia de coisa pra fazer nunca vou dar:: vou dar conta né? daí agora:: enfim ... me arrependi né? deveria ter feito

Once again, the overload of work stops teachers from engaging in activities that would be useful for them and for their pedagogical practice, as represented by the deontic modalization "I'll never be able to manage it" ("*nunca vou dar conta*"). Teacher Maisa uses first person singular attributing herself the responsibility of not participating in the course. Also the use of deontic modalization in "it would have been very nice" ("*teria*

sido muito legal") and "I should have done" ("*eu deveria ter feito*") and appreciative
modalization in "very nice" ("*muito legal*"), contribute to her judgement that the course
would have been helpful for her and that it sounded interesting, therefore something she
felt like she should have taken part in.

At last, not having enough time and feeling overwhelmed by tasks is not the only
reason why teachers do not engage in courses that may improve their linguistic skills.
Teacher Alice continues the topic on the challenges English teachers have practicing the
English language (**STO4,** course meeting five) by exemplifying a situation that happened
with her in a course offered by an ETA[91] at UTFPR.

> *0451. A: [() ... e aí:: elas::::: ... eh::::: ... teve uma [ETA] que
> trabalhou só com os alunos da universidade eu participei de algumas
> aulas e a sara especificamente ela trabalhou com os professores e
> assim foi muito legal ... só que foi muito legal com ela só que foi muito
> assim:: frustrante um pouquinho porque ... só tinha eu e mais uma que
> participava era legal lógico que era muito legal só que assim eu queria
> ... ter interação com outros professores (e assim) e elas até no começo
> a turma foi era era grande tinha umas::::: sete professoras ... e no final
> só sobraram eu e mais uma porque as profes tinham dificuldade elas
> achavam que não conseguiriam acompanhar:: e enfim ... mas é é eu eu
> tudo que tinha:: envolvido com isso eu me:: enfiava né?*

The course targeted the participation of in- and pre-service English teachers,
aiming to help them to develop and practice their English skills. Nevertheless, most
teachers dropped out of the course for having the belief that they were not able to keep
up with an American teacher, because of their English level (line 0451). This fact
represents a decision made within the fixed mindset, since these teachers believed they
could not follow up with the course because of the level of abilities they thought they had,
missing the chance to discover the level of abilities they could have gotten to by the end
of the course.

Even though that did not stop teacher Alice from participating in the group, as she
considered it was a "very cool" ("*muito legal*") opportunity (appreciative modalization),
she missed having other fellow workers who were going through the same difficulties as
she was to talk to, as we can also identify when she used the appreciative modalization
"frustrating" ("*frustrante*") to express that. Being in touch with other coworkers who are
experiencing the same issues is a way teachers find to feel supported and cope with stress

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[91] English Teaching Assistants, are native speakers of the English language who come to Brazilian
universities by the Fulbright Program (https://fulbright.org.br/awards-for-us-citizens/english-teaching-
assistantship-eta/) to teach Brazilian in-service and pre-service teachers of English.

levels (FERGUSON; MANG; FROST, 2017). It also opens doors for them to share experiences and useful methodological tools with colleagues (**STO5**), because most times teachers have to rely only on themselves to find ways to put their ideas in practice.

As an example, teacher Maisa highlights some technological difficulties she was facing trying to find a digital tool to perform an activity with her students, as she reported in the eighth meeting (08/30/21) destined for teachers to share their class planning ideas.

> *1103. M: [...] e não só ter a:: o trecho da música mas sim fazer um videozinho curto que compilasse ... essas letras mas aí eu já não sei se eu tô querendo demais porque ... aí eu pesquisei:: ... eh:: ... até um:: um aplicativo que ... tivesse né? que que desse essa:: ... essa chance aí:: <u>aí</u> eu tentei:: pesquisar no Canva ... o Canva é muito bom né? mas aí eu não ach/ ele não permite que você coloque uma música:: ... na versão que não é paga não permite que você coloque qualquer música né? ... e aí isso já ... dificulta então não achei nenhum aplicativo até agora () então se vocês ... né souberem aí de algum que ... que não seja pago né? que seja gratuito que:: que possibilite isso ... seria melhor*

Excerpt 1103 not only seems to strength the necessity teachers have to share experiences and classroom strategies, as also the importance of knowing new methodological tools in order to be able to work in a more dynamic and attractive way.

The identified difficulties affect teachers' mindsets, who do not feel willing to find classroom strategies or take part in in-service education courses, which helps to maintain the situation the same, since without in-service education courses the less likely teachers are to reflect on their practice. Therefore, the less likely as well their beliefs and approaches are to be reframed. Hence, a fixed mindset culture is cultivated.

Analyzing teachers' views about their contexts of work and the problems that surround class preparations and teaching is crucial to comprehend the origin of teachers' beliefs, expectations and mindsets and how these feelings help to perpetuate this cyclic movement of belief guiding action, generating frustration, reinforcing the beliefs. Authors like Morris, King (2018), Noronha, Assunção and Oliveira (2008), Ferguson, Mang, and Frost (2017) have researched causes for teachers' frustrations and how it affects their personal and working experiences. Their findings show how "teachers are experiencing role intensification and its associated stress" and how it "negatively impact[s] both teachers' personal lives and their ability to meet students' needs in the classroom" (FERGUSON; MANG; FROST, 2017, p. 63). The next subtopic refers to the classroom environment itself.

3.1.2.2 Challenges inside the classroom

The STOs presented in Table 07 go over a few of the difficlties teachers face inside the classroom: 1 Teaching teenagers and adults; 2 Teaching in a new school; 3 Working within multiple realities; and, 4 Trying different methodologies in the classroom. These topics were approached throughout the entire course.

Table 07 – Challenges inside the classroom

STO	STT	STT dismembered
1. Teaching teenagers and adults	1a. Limited classroom time	1a 1. Difficulties establishing a relationship with the students
		1a 2. Remote classes challenges
		1a 3. Lack of continuity with the content
2. Teaching in a new school	2a. Remote classes challenges	2a 1. Not knowing students' appearances
		2a 2. Lack of participation
		2a 3. Not knowing students' previous knowledge
		2a 4. Providing students with contents they need
3. Working within multiple realities	3a. Having a great number of students	
	3b. Not being able to assist students individually	
	3c. The indigenous reality allowing a closer work with the students	
4. Trying different methodologies in the classroom	4a. Students' lack of engagement in the activities	4a 1. Teachers feeling demotivated
	43b. Teachers' expectations about students' achievements	4b 1. Students not meeting teachers' expectations
		4b 2. Lack of students' autonomy

Source: Research data, 2021.

There are many obstacles that challenge teachers' work inside the classroom (MORRIS; KING, 2018; NORONHA, *et al.,* 2008), and this situation is even harder in the pandemic time data was generated as shown in Table 07. According to the participant teachers, difficulties start from the few number of classes per week language teachers have and go to lack of students' autonomy, as shown in STTs dismembered.

One of the concerns expressed by teacher Alice happened during meeting four, on Augusts 2nd, when the mindset concept was discussed, motivated by the topic of teaching teenagers and adults (**STO1**). She was talking about her difficulties in knowing students, because of the limited number of classes during the week, which are not enough most

times to build a deep bond with students, which would allow them to feel more comfortable to share information about their socio and economic contexts.

> *0320. A: [...] é:: é realmente eu tenho uma vez por semana só encontro eles uma vez por semana nã/ a gente não consegue estabelecer uma relação às vezes cada dia é um aluno novo ... que entra porque:: ... eh:: aula online é assim né? um participa o outro no outro dia não participa daí vem outra pessoa e você nunca tem um:: um:: uma continuidade nos conteúdos ...*

Using her role as an expositor in the person instance, teacher Alice sets the scenario by evoking her fellow workers into the discursive world shared by the teachers using the words "we" and "you" ("*a gente*", "*você*"), referring to her colleagues. By using the deontic modalizations in the words "cannot" and "never have" ("*não consegue*", "*nunca tem*"), she is exemplifying how difficult it is for her to do her job when she does not have enough time to know her students, especially during the pandemic, when students are allowed to choose whether they will or not participate on the class and whether they will or not turn on their cameras (STT1a1-1a3).

As it has already been stated, it is vital for teachers to have their students in mind when preparing their classes. This allows them to adapt their contents, as it is "[…] necessary to investigate the apprentice's ideas, expectations and beliefs, and, starting there, build concrete and trustworthy foundations for the construction of the desired knowledge"[92] (ZOLNIER, 2007, p. 10), making students more interested and motivated to participate in the classes.

However, it becomes difficult for teachers to perform the one of the most crucial part of their work (preparing classes) when they are not aware of who their students are, especially considering that, according to Kalaja and Barcelos (2006), it is vital to treat students as subjects. In teacher Alice's case it was even more problematic, as she was teaching a class of students from another city, where she had never worked before (**STO2**), with students who did not participate in the classes (STT2a2). She faced problems on how to prepare suitable classes for them to interest them into engaging in the discipline (STT 2a4), as she shares in the course meetings four (02/08/21) and eight (08/30/21).

> *1089. A: esse ano excepcionalmente eu tive que pegar aula lá então ... eh eu tô conhecendo eles assim aos pouquinhos a cada quinta-feira*

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[92] "[...] é preciso investigar as ideias, expectativas e crenças do aprendiz, para, a partir daí, erguer bases concretas e confiáveis para a construção do conhecimento almejado" (ZOLNIER, 2007, p. 10).

alguns ligam a câ/ eu não conheço o rosto de todo mundo [...] alguns não falam a ex/ eh:: absolutamente nada nada a aula inteira
[...]
0320. A: [...] eh:: geralmente eu não pego médio e:: eu peguei médio em língua inglesa ... e::::: eu tenho trabalhado as questões ali o conteúdo do class ... do Aula Paraná () só que ... eu tô encontrando muita dificuldade muita dificuldade então por exemplo um conteúdo ... essa sema/ semana passada que eu trabalhei né ... eh:: o:: present perfect e o simple past c/ quando usar um quando usar outros contextos ... como é que você vai explicar a estrutura disso os usos se eles não entendem nem o básico ... né? ... então eu tô repensando seriamente em voltar muita coisa LÁ:: do ... do básico do básico vamo lá ... vamos pegar na mãozinha e vamos de novo se é isso que eles tão estão precisando então é:: acho que é isso que eu vou ter que fazer ... sabe porque::::: não tem ... o próximo conteúdo por exemplo é é past perfect se eu não me engano então ... eu to assim ficando e eu tô ficando assim o que que eu vou fazer com esses alunos se eles eles não participam da aula assim é a minha grande dificuldade eles não participam eu vejo que tem um enTRAve ali ... sabe?

It is clear in teacher Alice's speech that she has been struggling to understand her students better to be able to have a more open access to them and know what they need from her. Through the use of the aprecciative modalization, "a lot of difficulty" ("*muita dificuldade*"), it can be seen the frustration she was feeling on not being able to reach those students, but at the same time searching for ways to sense their needs and adapt the contents to them. She states she had been following the government's suggested contents, however, she noticed that students were having difficulties comprehending her explanations. Realizing that, she uses the deontic modalization "have to" ("*ter que*") to establish her social obligation to those students, which is not to teach something that is being prescribed by someone who is not experiencing that reality, but teaching what her students need/want to know.

In order to comprehend her students better, teacher Alice considers their needs "*se é isso que eles tão estão precisando*", allowing her to change her course of action based on what she perceived they needed through interpretation, since they did not tell her directly. Nevertheless, even though she was able to identify her students' limitations, it is still troubling to plan classes for an unknown audience.

In class 2 (07/19/21), which was about the ethnographical research and the reflexive teacher, teacher Henrique, introduces the topic about how teachers are presented with multiple realities to work in (**STO3**) and how that hinders the task of assisting the students individually (STT3b).

0134. H: eu ia dizer o seguinte que a:: as nossas realidades são múltiplas realidades porque geralmente nós temos muitas escolas e automaticamente vários alunos

0135. R: uhum
0136. H: só que:: ... nós temos a nossa limitação que é por exemplo assim como trabalhar uma realidade dessa de sentar com aluno com aluno:: ... numa situação agora (Brasil) pandemia:: e agora uma situação também onde nós temos tipo quarenta alunos por turma ... eu sei que eu eu por exemplo tô num oásis ... por estar por exemplo nas escolas indígenas onde eu tenho tipo dez:: ... doze ... quinze alunos no máximo ...
0137. R: uhum
0138. H: né? e isso me dá essa possibilidade né? então por exemplo quando eu sabia que meus alunos tinham dificuldade eu (tenho) por exemplo dois anos que eu peguei a turma por exemplo do nono de inglês e português então eu conseguia trabalhar ter um contato muito mais próximo com eles ...
0139. R: uhum
0140. H: e dava por exemplo dois dias na semana de trabalho ... então isso me dava uma habilidade de ... chegar mais próximo da realidade deles né?

In his line, teacher Henrique makes a parallel comparison between the urban schools and the reality he faces working in indigenous schools, where the number of students is reduced and he has more time to work with those students, to the reality most language teachers face in schools located in the city. This comparison is made clear in the use of the pronouns "we" and "our" ("*nós*", "*nossas*"), in the beginning of his speech, which is setting the discursive world for teachers to relate to the reality he is exposing, being replaced by the pronouns "I" and "me" ("*eu*", "*me*") at the end of his speech, where he is talking about an experience that not all teachers know.

In addition to that, he starts by pointing out the fact that each teacher has access to many different contexts and many different students, acknowledging that this factor should influence how they work. And it does for him, since in his personal reality he has the possibility to assist students more closely, as we can see by the use of the pragmatic modalization "I could" ("*eu conseguia*"), referring to a task that he had and that he managed to accomplish as his work conditions were more appropriate for it.

By mentioning in lines 0136 and 0140 that the reality teachers face usually does not allow them to "sit with student[s]" ("*sentar com aluno*") individually and that in his case it was easier for him to "get closer to students' realities" ("*chegar mais próximo da realidade deles*"), teacher Henrique is expressing a belief. For what can be inferred, it seems that, for him, knowing the students and their realities is only possible if he can sit down with students individually, disposing enough time to be with all of them. In our view, even though that would be helpful, to know students and their contexts does not mean that teachers have to know personal details about it. It is more important that they have a general comprehension about what students face in their lives outside the

classroom, considering especially, their socioeconomic context, and also creating a safe environment where all students feel comfortable to share such information (CALDEIRA, 2013).

However, the number of students per class still represents an obstacle for English teachers, since different types of students demand different strategies from the teacher. As it has been discussed, what makes a difference in a teacher's performance is for them to be able to notice what their students' needs are, to be able to identify what is or is not working for them. They all have different starting abilities, and it is the teacher's role to identify the students who are not obtaining success in their learning process to provide them with the creation of new educative programs to allow them to recover (DWECK, 2006).

Diagnosing students' starting point becomes vital for teachers to set the discipline's goals and to plan their classes according to the level their students are at (DOLZ; SCHNEUWLY, 2004, 1999), aiming to get where they want. It becomes also easier to know what to demand from students, since they understand their needs and can provide the necessary assistance. However, that is not the reality that presents itself for our participant teachers.

In class 6 (08/16), which aimed to talk about ALM and the communicative approach, after having presented the concept of both methods, the researcher asked the participants how they could try these methodologies in the classroom environment (**STO4**). While teacher Henrique presented some of the ideas he had to work with one of his classes of students, teacher Maisa and Alice shared experiences they had already had and their concerns regarding trying them again.

> 0586. *M: olha em alguns momentos já tentei fazer a:: de/ deles pesquisarem né? dar a proposta do:: do conteúdo eles pesquisam e depois a gente:: trabalha em sala de aula mas uma grande maioria das vezes eles não pesquisam*
> 0587 *R: uhum::*
> 0588. *M: [e aí:: o que acontece um sabe ... e:: o restante deles não:: não sabe ((risos))*
> 0589. *R: uhum::*
> 0590. *M: [e aí:: sabe assim você ... faz aquelas t/ que nem eu falei antes fazendo tentativas e aí você desanima ((risos))*

Teacher Maisa is expressing her frustration (STT4a 1) through the appreciative modalization "get discourage" ("*desanima*") when trying to work with ALM in the classroom. In this excerpt, she is talking about her experience with the flipped classroom concept, in which she gave students the task to research the content of the class at home

so they could discuss it in the classroom (MORAN, 2013; CUNHA, *et al.,* 2018). As she cites, in the occasions she tried this technique, her students did not fulfill their part, which created a complicated classroom situation, since very few students had done the research, what does not work for the purpose of the activity.

Teacher Maisa was not the only one who had that experience. Teacher Alice, still in class 6, also talks about her frustration when giving her students the opportunity to give their opinions on the content being studied and their lack of effort in doing so (STT4a, 4a 1, 4b, 4b1, 4b 2).

> *0632. A: [...] eu queria que eles tentassem escrever sozinhos a opinião deles ... eh ou que eles elaborassem melhor a opinião deles ficou muito vaga ali eles não conseguiram opinar o:: ... né pelo menos a minha expectativa era que eles opinassem de forma diferente ((risos))*

By using the pragmatic modalization "I wanted" ("*eu queria*"), she is attributing to her students the action capacity to perform according to her expectations. However, the presence of the pragmatic modalization "could not" ("*não conseguiram*"), expresses her frustration when students did not fulfill her prospects.

Both of these speeches are examples of the lack of autonomy students still have nowadays (BOHN, *et al.,* 199-; DENARDI, *et al.,* 2021). These teachers are experiencing difficulties because they are trying to implement a new strategy in their classes. According to Zolnier's (2007) findings, many students think that learning means being taught, which leaves the whole responsibility on the teacher's hands. Hence, when attempting to share some of that responsibility with their students and not obtaining the desired results, teachers tend to feel stressed and frustrated, feeling they are failing in their objectives, as teacher Alice expresses when she says that her expectations were not fulfilled.

The process of creating autonomy is also a learning process that should be taught, but not by a sole teacher. Instead, all teachers of a school supported by school head and other professionals should engage in an attempt to change this reality. Considering the teachers' roles, they should be perseverant and patient in the process of establishing a new classroom culture and a growth mindset environment. Once they define their goals along with the students, they should create strategies that allow these students to play their part, developing autonomy by teaching them how to do it, suggesting tools they might need to use and teaching them how to use these tools (MORAN, 2013). We are going to go deeper into that matter in the next section.

3.1.2.3 Challenges and adaptations in online classes

Table 08 presents two main topics of discussion: 1 The pandemic conditions: online classes; and, 2 Teachers' representations on new methodologies. Each one of these STOs is going to be discussed in this subsection, as well as their STTs and STTs dismembered.

Table 08 – Challenges and adaptations in online classes

STO	STT	STT dismembered
1. The pandemic conditions: online classes	1a. Students learning by themselves	1a 1. Lack of students access to the internet
		1a 2. Lack of support for the students
		1a 3. Students will to learn
	1b. The need for teachers to rethink their pedagogical practices	1b 1. New conditions instigating the need for reflection
		1b 2. Teachers rediscovering themselves within their jobs.
		1b 3. New challenges arising
	1c. Not knowing the students	1c 1. Lack of participation
		1c 2. Teachers' frustration
		1c 3. Lack of students' feedback
		1c 4. Teachers feeling lost
	1d. Creation of weekly meetings with the teachers	1d 1. Meeting occupying the time teachers had to prepare classes
		1d 2. Meetings aiming to make demands from the teachers
2. Teachers' representations on new methodologies	2a. Insertion of technologies in the classes	2a 1. Quick necessity for teachers to adapt
		2a 2. Lack of help from the educational department
		2a 3. Teachers' strive to find suitable methods to guide students learning process
		2a 4. Teachers' difficulties to insert technological tools in their classes
		2a 5. Teachers' difficulties teaching students how to use the technological tools to study

Source: Research data, 2021.

Table 08 represents how the current pandemic condition forced teachers and students into leaving the traditional school environment and relying on computers, cell phones and the internet to be able to continue working and studying, that is, to adapt to online classes (**STO1**). Those conditions presented several sudden changes to teachers'

lives, who had to re-learn in a matter of weeks, how to do their jobs. This topic was approached in the very beginning of the course, during the second class (07/19/21), in which one of the main discussions was the reflexive teacher, and teachers Henrique and Alice reflected on conditions created by the pandemic period.

> *0090. H: [...] aí:: pensa uma situação dessa (de) pandemia tipo os aluno praticamente aprendendo ... sozinho ... não tendo acesso à internet né? ... suporte ... então:: eles têm que ser muito () guerreiros pra eles né? quererem aprender ... né? agora pensa eu a língua inglesa né? [...] então:: realmente é algo que:: ... faz com que nós p/ tenhamos que ... repensar nossas práticas né? ... e:: é a mesma coisa nas escolas do campo né? ... então eu acho assim que:: essa situação nos faz realmente refletir né?*

> *0094. A: [...] então eu tô m/ tô me descobrindo de longe como eu posso trabalhar com eles porque eu não os conheço eu não conheço eles pessoalmente ... eh:: comecei esse ano ... é online ... então assim pra mim:: é u/ vai ser um desafio assim tremendo já:: já sei disso ((risos))*

Both teachers' speeches characterize the current state of the teaching process. Teachers and students are facing challenges they had never faced before. On the one hand, students' autonomy becomes an important resource for their development (STT1a), since now teachers' access to them is quite limited. That is represented in teacher Henrique's line 0090, where he uses the character voice instance in "*eles têm que ser muito () guerreiros*" to bring students perspectives about their new reality. On the other hand, that is one more example of how much teachers' roles were impacted by the new working conditions: now they do not have to only teach English, but also teach their students how to study and learn by themselves (STT1b 3). That is perceivable in the use of the deontic modalization "we have to" ("*nós tenhamos*"), and pragmatic modalization "I can" ("*eu posso*"), demonstrating they are aware that they are going to have to find new ways to work with their students.

Teacher Alice also finishes her line talking about how big of a challenge she is being presented with, when she uses the appreciative modalization ("*vai ser um desafio*"), which means she will have to embrace herself to find the best way to teach her new unknown students (STT1c). Especially when considering the online environment they are all submitted to, since it is presenting new challenges for teacher to cope with (STT1b 3).

As an example for the mentioned challenges, teacher Alice explains the difficulties she is facing in more than one opportunity (classes 5 and 2).

> *0372. A: [...] nesse sentido o médio que eu não () que eu achei que ... por serem mais adultos ainda mais noturno achei que seria diferente*

mas assim ... é MEnos participação AInda eles não falam ... nada nada [...] não participam ... eu tenho assim me sentido ... frustrada sabe quando você não quer parece assim eu tô frustrada com essas turmas eu realmente NÃO sei o que eu faço ... (cada) semana eu penso o que que eu poderia fazer só que eu não tenho uma:: ... não tenho um respaldo (deles) não tenho uma resposta deles eu não consigo tirar nada deles

0094. A: [...] como é:: que vou ME reinventar como esses alunos que NÃO querem participar ... porque é noturno já trabalha estão cansados têm família.: ... eh:: ... é é inglês não sei o que que eles pensam ah mas daí inglês né (eles não::) ... sei lá:: o que que eles pensam

In teacher Alice's speech, we can notice how the lack of students' feedback affect her work strategies (STT1c 3). In line 0372, she talks about her initial beliefs regarding that group, using the person instance in "*achei que seria diferente*" to expose them. However, she soon realized these beliefs are not according to the reality, what makes her establish an imaginary dialog with those students, by using the character voice instance ("*ah mas daí inglês né*") to imagine the students' side of the situation. That is a strategy she found to try to understand students' realities, even though they do not share it with her. Nevertheless, she still feels frustrated and unable to perform according to their needs (STT1c 2), as we can see by the use of the pragmatic modalization "I could ("*eu poderia*"). She knows she needs to adapt (STT1b, 1b 1, 1b 2), but she does not know how to do it and which would be the best ways to do it (STT 1c 4).

It is noticeable in this context that one of the biggest difficulties faced by teachers in in-person classes, the indiscipline (ZOLNIER, 2007), has been replaced by the silence and apathy from the students' part in this new reality (MORRIS; KING, 2018). The problem with that has already been cited in the previous section: teachers have more limited access to their students, not being able to know them, their realities, their linguistic levels, their interests, etc. what hampers their attempts to prepare suitable classes for their students' needs and inhibits even more their participation.

In addition to that, planning their classes becomes especially hard since teachers had, up until the beginning of the pandemic, very limited access to technology in their in-person classes, in comparison to the current situation, in which all mechanisms they have to teach are these technological tools. This is related to the use of ALM in the classroom and the insertion of technologies in the teaching of an additional language.

In class 6 (08/16), after introducing and explaining the main topic of the class (ALM), the researcher conducts a conversation about the teachers' perceptions on the strategies presented by this methodology (**STO2**), to which teacher Alice replies

> *0549. A: [...] essa essas novas tecnologias essas novas metodologias que nós estamos usando agora em sala de aula nesse momento remoto ... era pra ser algo indo a passo a passo né? ... por causa da pandemia veio tudo muito rápido*

Here, teacher Alice expresses her difficulty implementing the new technologies in her classes (STT2a), as well as relying only on them to perform her work. On top of that, teachers were not given any instructions or assistance into how to adapt to these new environment and tools (STT2a 2). The participants point out during class number seven (08/23), that there are some online meetings happening between them and the schools (STT1d), but these meetings do not intend to attend to their pedagogical needs (STT2a 2), according to them, they are only adding tasks to their workload (STT1d 2).

> *0958. H: e ainda agora pra você ter uma ideia Camila todas as escolas têm que fazer uma reunião com os professores por semana*
> *0959. R.: meu Deus*
> *0960. H: [haja tempo pra você ter meet com as escolas meet com os alunos*
> *0961. A: [(na tua hora atividade)*
> *0962. R: [tá mas o que*
> *0963. H: meet com o:: ... () ((risos))*
> *0964. R: o que que:: o que*
> *0965. M: [()*
> *0966. H: [não é sem noção esse povo*
> *0967. R: [na reunião com a escola o que que acontece? é voc/ assim na na visão de vocês é pra eles monitorarem o trabalho de vocês ou eles AUxiliam?*
> *0968. H: [cobrança ((risos)) ...*
> *0969. M: cobrança*
> *0970. R: [cobrança*
> *0971. H: cobrança ... é tipo assim oh o Núcleo falou que a partir de agora tem que fazer tal coisa*
> *0972. M: [é é nitidamente cobrança ninguém (ajuda)*

Teachers are in need of help to find new strategies to perform their jobs, since they did not have the necessary formation to cope with the new conditions (STT2a 3). In addition to that, as we have seen before and on teachers' Henrique and Maisa's lines (0968-0972), they are only being demanded more and more tasks (STT1d 2), as represented by the social voice instance, that is "*Núcleo*" in line 0971, in which teacher Henrique shows that *NRE* influences on their work. This is combined with the deontic modalization in "have to" ("*tem que*") that attributes more assignments to the teacher.

Therefore, there is less and less time available (STT1d 1) for teachers to focus on discovering how to cope with their new real work demands inside the classroom (STT1b 2). That is exemplified in class 8 (08/30) in teacher Alice's line 1186, when she mentions

her difficulties in having her students to use a dictionary instead of the Google translate tool to complete their assignment (STT2a 4, 2a 5).

> *1186. A: tava pensando aqui ... eh:: e semana passada eu fiz com os nonos a criação de um::::: ... de um:: pôster ... com uma frase motivacional que eles criaram ... só que eh:: é bem nítido que assim que eles criaram essa frase ... em cinco minutos dez minutos alguns ... né usando o Google tradutor ... né? ficou bem nítido então eu fiquei até pensando como será que eu poderia fazer pra eles criarem essas frases ... tentando sozinhos acho que isso é um desafio assim pra mim porque ... eu tenho assim eu recebi o os os os posters deles que eu vou avaliar:: ficou bem legalzinho e as frases que eles criaram ... e eu falei né? não peguem da internet [...] eu percebi isso que eles usaram eles não tiveram esse esforço de criar né eu falei ... usem o dicionário tentem fazer sozinhos ... uma frase muito simples tal ... eh:: e aí eles usaram esse o Google tradutor e agora pensando se eu fizer uma outra criação textual ... seja uma frase com o intuito de eles verem o futuro ... eh::::: ... como evitar que eles usem ali e criem né eu de longe assim como a gente cons/ é um desafio né? ... fazer essa criação ... mo/ que seja uma frase ((falha na conexão da internet)) sem eles dependerem ali daquele eh daquele:: daquele::::: artefato ... instrumento que é o:: tradutor ... então assim pra mim é uma questão agora sabe? que me surgiu agora porque eu lembrei do nono ano que eles fizeram ... não não fizeram é claro eu tive que corrigir alguns algumas coisas porque o o Google tradutor ele é muito literal ... eu tive que explicar isso pra eles né? eu percebi não comentei não comentei que eu percebi que eles tin/ que eu percebi que eles tinham usado não comentei mas ... eh::::: ... incentivei eles a escreverem a corrigirem a fazerem o o:: o pôster final ... só que pra mim isso ficou agora martelando assim né? será que:: ... tudo bem (não) usar? ... pensei sabe? ... fiquei me questionando*

In excerpt 1186, it is possible to identify teacher Alice's belief regarding the learning methods her students use. She is expressing a concern related to the autonomy of her students and their effort on doing the activity she has planned. It can be inferred from the excerpt that she does not believe Google translate is a good tool for students to rely on, using the appreciative modalization "too literal" ("*muito literal*"), which can indicate a lack of confidence in the technological tools, as well as a type of prejudice against it.

She believes that a better strategy involves the use of a physical dictionary, because, in her point of view, they will do most of the work when using a dictionary, researching word by word, other than translating the whole sentence at once in Google translate. This is supported by the use of the deontic modalization "they did not have" ("*não tiveram*") meaning that she believes that when students make use of the technological tool they do not put effort into the activity, what affects directly teacher Alice's expectations (STT1c 2). Thus, by the end of her speech, it can be seen how strong

that belief is, as she considers a challenge for herself to influence her students not to use the digital tool.

As "[…] challenges and experience are both aspects that may influence teachers change of beliefs"[93] (BARCELOS, 2007, p. 124-125), it can be seen that the new reality presents teacher Alice with some of the necessary conditions for her to reconsider her beliefs. She is reluctant to accept and learn how to work with the technological tools that are already part of students' lives. However, to go against it is missing the change to teach them the autonomy they need to have with the instruments they already know but still do not know how to master (BOHN, *et al.*, 199-, SAHAGOFF, 2019). The pandemic created the perfect reason for the welcoming of digital technologies into the classes, which demands from teachers to learn how to work with them.

3.1.3 Developing a Growth Mindset

In this section, we intend to analyze some participant teachers' discussions that occurred through all the eight meetings of the outreach course and that could reveal evidences of a growth mindset perspective by means of teachers' discourses, bringing to light some of the aspects of the teaching job that makes them feel accomplished and successful. The STOs discussed during this part of analysis are presented in Table 09: 1 The pandemic conditions; 2 Coping with stressors; 3 The beginning of their experiences as teachers; 4 Aiming to draw students' attention; 5 Teachers' real work; 6 Encouraging students autonomy; 7 Why choosing the teacher career; 8 In-service Education courses as a tool for motivation; and, 9 Aspects of the Public Education System that should change.

Table 09 – Developing a growth mindset

SOT	STT	STT dismembered
1. The pandemic conditions	1a. Necessity for teachers to rethink and reflect on their pedagogical practices	
2. Coping with stressors	2a. Controlling expectation	2a 1. Transforming goals in objectives
		2a 2. Aiming to avoid frustration
3. The beginning of their experiences as teachers	3a. High expectations	3a 1. Making students participate in class

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[93] "[...] desafios e experiência são dois aspectos que podem influenciar a mudança de crenças dos professores" (BARCELOS, 2007, p. 124-125)

		3a 2. Having to struggle to make students participate
		3a 3. Students feeling embarrassed
		3a 4. Professional growth
		3a 5. Learning different realities: private X public schools
		3a 6. Feeling stressed
4. Aiming to draw students' attention	4a. Knowing students' needs, likes and realities	4a 1. Students dislike for the language because of the excessive grammatical contents
		4a 2. Finding strategies to change students' mentality
	4b. Working with images to draw students' attention	4b 1. Students' increased engagement
		4b 2. Mixing different strategies
		4b 3. Students feeling more motivated
		4b 4. Presentation of technological tools they can work with
	4c. Working with movie scenes	4c 1. Aiming to ally content and students' interests
		4c 2. Aiming to diversify the classes and teach the content
5. Teachers' real work	5a. Teachers aiming to only teach their contents	5a 1. Not being able to reach the students
	5b. Usage of traditional methods	5b 1. Difficulties interacting with students
		5b 2. Difficulties helping students to become fluent
6. Encouraging students autonomy	6a. Showing students they can learn outside the classroom	6a 1. Providing students with the means to learn outside the classroom
		6a 2. Diversifying the learning process
	6b. Noticing students developing their autonomy	6b 1. Feeling of accomplishment
7. Why choosing the teacher career	7a. Teachers as a tool for social transformation	7a 1. Kids' different expectations depending on their realities
		7a 2. Constant attempts to engage students
		7a 3. Teachers' struggles
		7a 4. Teachers' roles as mediators and motivators
		7a 5. Teachers long journey to adapting to their new roles
8. In-service Education courses as a tool for motivation	8a. The approximation of English teacher as a way to make them stronger	8a 1. Motivating each other
		8a 2. Being able to share experiences
		8a 3. Being able to reflect on their practices
		8a 4. Having new ideas
		8a 5. A tool for frustration regulation

		8a 6. Being able to renovate themselves
	8b. Lack of in-service education courses	8b 1. The need teachers have to participate on courses
	8c. Providing a time out for teachers	
9. Aspects of the Public Education System that should change	9a. Having too many classes	9a 1. The necessity to bring back the "hora-atividade"
	9b. Excess of bureaucratic work	9b 1. Teachers working twice as hard

Source: Research data, 2021.

Table 09 presents participants' contributions regarding their realities, in which we tried to find aspects of a growth mindset perspective. We know that the process of establishing a growth mindset environment and the change of beliefs takes time and it is much more profound than what was able to be reached during the present study. However, by taking part in the course, participants were hopefully guided into the process of starting to adopt strategies that could relieve some of the stressors they face when performing their job, since, as Morris and King's (2018, p. 439) study suggests "teachers had more success in reducing their emotional responses to the stressors than to eliminating the stressors themselves".

Talking about the changes imposed by the COVID-19 pandemic (**STO1**), participant teachers said that those changes represented challenging new realities to which they had to adapt very quickly and that are being a source of stress and frustration, since they had been still adjusting to it (lines 0090, 0094, 0372, 0549) when the course was carried out. However, as we see in teacher Henrique's line 0090 (second class, 07/19/21), those changes, though difficult, present opportunities for new reflections and the use of new tools and methodologies (STT1a).

> 0090. H: [...] realmente é algo que:: ... faz com que nós p/ tenhamos que ... repensar nossas práticas né? ... e:: é a mesma coisa nas escolas do campo né? ... então eu acho assim que:: essa situação nos faz realmente refletir né?

Francescon (2019) affirms that periods of changes generate tensions which provide moments of reflection, as teacher Henrique also realizes, connecting both through the use of the logical modalizations "indeed" and "so" ("*realmente*", "*então*"). Nóvoa (2001) supports that allegation when saying that it is possible for a teacher to work 10 years and not to have 10 years of experience, having only repeated what he/she has always done, what is harmful for teachers and students, since teaching methodologies are

constantly changing and evolving. However, it all depends on the lenses teachers have on to face such new challenges. The interpretation process they go through depends on the beliefs and mindsets they have settled on. It seems teacher Henrique could understand that corona virus pandemic circumstances are unalterable, hence what can be altered is his perspectives on them.

In turn, teacher Maisa, in class 7, postulated that controlling her expectations regarding the accomplishments of the students (STT2a) represented a regulation instrument for her (**STO2**), which helped her control frustration.

> *0753. M: e:: ... eu acho que pra mim assim o que bateu bastante foi a questão de ((risos)) você falou sobre as expectativas possíveis né? transformar né essas pequenas metas né? ... eh:: ... e pra evitar frustração mesmo*
> *0754. R: [uhum*
> *0755. M: que eu acho que PRA mim é o que mais:: é mais bate assim eu tenho bastante problema com questão de frustração em sala de aula*
> *0756. R: [uhum::*
> *0757. M: então eu:: ... que eu tenho que realmente reduzir minhas expectativas ... eh:: colocar ... né metas menores ali eu acho que:: isso dá pra fazer isso é possível ... né?*

This excerpt can be compared to one of her first contributions in the course, that happened in the first meeting (07/12/21) that aimed getting to know the participants and their realities. In line 0002, she talked about the beginning of her experience as a public school English teacher (**STO3**).

> *0002. M: comecei trabalhá/:: em escola pública na verdade:: ... assim ... a:: realidade:: ... né:: ... é MUito diferente aí eu entrei muito:: ... querendo ir com muito gás assim ... fui:: .. querer cobrar muito dos alunos:: de maneira:: que eu me esgotei MUito ... então os primeiros anos pra mim ali foi BEM::: ... bem complicado porque:: eu ... fazia os alunos LÁ do:: ((risos)) ... lá do São Cristóvão (eu fazia) os alunos na sala de aula fa/ fazer o:: ... os DRILLS né::? fazia cada um deles falarem as frases ... eu não sei como que eu fazia isso mas eu CONseguia ((risos)) ... e eles queriam me MAtar ((risos)) ... então eles MOrriam de vergonha né magina a gente sabe a realidade ... eh:: hoje ... aí eu ... pra mim CLAro ... já aprendi MUita coisa como que é né::? MUito diferente:: do da realidade né do:: ... do do particular:: pro ... pro público ... eh ainda TÔ aprendendo na verdade né porque ainda tem:: um cabelinho branco aqui:: que que ainda já tá aparecendo por por questão de ... de estresse ((risos)) ... mas:: ... eu acho que:: ... eh:: ... ENFIM ...*

As shown in Chapter II in teacher Maisa' profile, she started working as a teacher in a private language school, so her initial work methodologies were based on her reality as a private school language teacher, which was far from the new reality she found in public school (STT3a 5). However, even though she says she felt exhausted, emphasizing

how hard it was for her, by the use of appreciative modalization expressed in "very complicated" ("*bem complicado*") and how the work got her overwhelmed, which is represented by the appreciative modalizations "I was very exhausted", "for a matter of stress" ("*eu me esgotei muito*", "*por questão de ... estresse*") (STT3a 6), it can be inferred that she proudly announces that she was able to help students overcome some barriers on their learning stages by the use of the pragmatic modalization in "I did it" ("*eu conseguia*"), which shows she managed to accomplish her goals with those students (STT3a 1-3a 4).

As she realizes in line 0753, maybe by establishing an overall goal for her students, followed by attainable objectives that can be reached along the classes and now more aware of her students' realities and starting abilities, this stress may transform into realization. Some other lines from the participant teachers reinforce the idea that, when they achieve the objectives they were aiming for they feel more motivated as well as less stressed. We can find examples of that in class number 8 (08/30), when a discussion about strategies to draw students' attention took place (**STO4**).

1170. H: [tem muita coisa legal muita imagem muita porque querendo ou não eu vejo que o inglês ... ele precisa ter muita imagem ele precisa ser muito:: ... visual muito ... eh:: chamativo ... porque:: o inglês eu os alunos tendem a n/ a desgostar ... porque:: (os professores eles ficam) só maçando em cima da gramática ... então se a gente leva eu percebo que:: a eu con/ consegue mudar até a mentalidade dos alunos por exemplo:: os alunos do oitavo ano ali que eu falei todos eles participam da minha aula mas quando eu comecei era um aluno só que participava ... aí eu comecei fazer:: brincadeira comecei fazer joguinho comecei a (mostrar) essas atividades agora todos eles não veem a hora de começar a aula de inglês
1171. M: que legal
1172. H: então porque aquele negócio você tem que trabalhar né? ... numa forma diferenciada eu acho né então

1177. M: eh:: ... o produção textual você falou né Henrique? que parece que tem bastante imagem eu inclusive de produção textual eu procuro sempre fazer:: com:: ... eh mesclando né::? ... a:: ... linguagem verbal com visual porque ... eu vejo que:: que eles se motivam mais sabe? e ali eu gostava bastante de usar o Jamboard por causa disso sabe? a gente vê:: ((falha na conexão da internet)) () vê que eles tão fazendo como se fosse na sala (de aula) né? e::::: e eles têm esse recurso né? de de colocar imagem ... isso:: eu vejo que dá bastante diferença né? pra eles ... eles adoram né? enCHER de imagem e colocar:: ... cores

1089. A: [...] eu pensei assim que voltadas ou ou tr/ trechos de filmes assim filmes mais atuais ... né? ... então procurar alguma coisa nesse sentido trechos bem trechos bem curtinhos de filmes atuais ... eh animações de eu gosto bastante de filme de animação então eu acho que eles também gostam né? então pegar alguma coisa relacionada a esse tempo verbal ... ou alguns vídeos que tem no Youtube

As can be noticed on these participant teachers' discourses, teachers use appreciative modalizations: "nice", "dislike", "like", "love" ("*legal*", "*desgostar*", "*adoram*", "*gostam*") to refer to their views about their students' likes or dislikes. In line 1170, teacher Henrique states one of the beliefs he thinks his students have regarding the English classes: "*os alunos tendem a n/ a desgostar ... porque:: (os professores eles ficam) só maçando em cima da gramática*". As Barcelos (2004, p. 136-137) writes, it is important to know about students beliefs, after all, "[...] beliefs are not obstacles, but unique ways students have of showing that they are beings who think and who interact with their environment"[94] and sometimes it is necessary to intuit about their students' beliefs (grounded in observations and reflections) in order to adequate the contents to students' interests.

Thus, when realizing something that students like, teachers feel motivated to use it, which increases both teachers' and students' engagement in the activities and reduces the stress levels. The presence of deontic modalizations as "it needs to" ("*precisa*") and "have to"("*tem que*"), represent their accomplishments when trying to present to students tasks that would be pleasant for them and would also help them learn.

These lines are a clear example of how important it is for teachers to know their students, their linguistic levels and their interests (STT4a), when combining all of those elements they can provide students with tasks that are going to be joyful and useful at the same time, in addition to making teachers feel like they did a successful job.

> *0090. H: [...] aí:: pensa uma situação dessa (de) pandemia tipo os aluno praticamente aprendendo ... sozinho ... não tendo acesso à internet né? [...] aí que que acontece a ideia muito do:: lúdico por exemplo foi o que foi levantado com maior ênfase né? ... eh:: trabalhos mais palpáveis manuais mais ... coisas que envolvam uma outra habilidade que não apenas escreVER codificar:: né? que é o que eles estão habituados em sala de aula por exemplo [...]*

Nevertheless, there are other aspects of teachers' jobs that are also a source of positive feelings. Teacher Henrique complements this view in lines 0142 and 0144 that happened in the second class (07/19/21).

> *0142. H: mas ... realmente eu vejo que existe esse problemática ... porque:: às vezes cada professor apenas quer passar teu c/ passar seu conteúdo ... né?*
> *0143. R: [é*

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[94] "[...] as crenças não são obstáculos, mas as maneiras únicas que os alunos têm de mostrar que são seres que pensam e que interagem com seu ambiente" (BARCELOS, 2004, p. 136-137).

> *0144. H: e aí você n/ ... de certa forma você ... eh:: ... fez teu trabalho mas ao mesmo tempo não né? porque às vezes você não conseguiu alcançar de forma como você gostaria o aluno né?*

In teacher Henrique's line, he highlights that going over the content is not enough for teachers to feel accomplished (STO5, 5a, 5a 1), since he uses the person instance through the pronouns "you" and "your" ("*você*", "*seu*"), to set the discursive world for education professionals and uses the pragmatic "could not" ("*não conseguiu*") and logic modalizations "in a certain way", "sometimes" ("*de certa forma*", "*às vezes*") to indicate how teachers are not doing all they should be doing. We can infer that he is reflecting on an existent belief among teachers (present in the use of the person instance) when he says: "*cada professor apenas quer passar teu c/ passar seu conteúdo*". As it has been discussed in the last section, there is a belief among language teachers that their job is to teach about the language, the structures and the grammatical use, a vision that is guided by the lens of the structural perspective of language (QUEVEDO-CAMARGO, 2019). Hence, for these teachers, much of what was discussed by, for example, ALM, does not apply to their pedagogical practices, maybe because they do not see them as part of their real or prescribed work to teach their students how to be more autonomous (MORAN, 2013).

Another very strong belief that permeates the social world is that it is not possible for public school students to learn English at school, as already pointed by Ialago and Duran (2008). That belief is expressed by teacher Alice in class five (08/09), in line 0399.

> *0399. A: [...] às vezes eu mesma na minha prática eu me pego sendo muito tradicionalista ... né? sendo muito tradicionalista na questão de ensinar ... e e e é um é um desafio pra gente né? como que eu vou fazer como que eu vou interagir com esse aluno na linguagem fazendo aprender essa língua pelo menos ... alguma coisa não:: ser fluente né? porque na escola ... mindset fixo ((risos)) ... é um pouquinho difícil*

She does not complete her thought, recognizing she is having a fixed mindset moment, but she uses the logical modalization "sometimes" ("*às vezes*") to connect the way she teaches, the methodologies that she uses and her limitations as a public school English teacher (STT5b, 5b 1) to the fact that she cannot expect her students to become fluent (STT 5b 2) only through the contact with the language they are provided to in the public school system. It seems a potentially harmful belief to her as a teacher, because she puts herself in the position of teaching something she does not believe her students are able to learn. Especially if it represents a core belief, which is very difficult to be altered (BARCELOS, 2007).

As it has been stated, "[…] beliefs influence actions and vice-versa"[95] (BARCELOS, 2007, p. 120), therefore, when English teachers hold a belief like that, they develop many other beliefs that are connected to it, generating a belief system, which is noticeable in their practice. This could be one of the main reasons for teachers demotivation: when teachers do not believe their students are able to learn, it becomes harder for them to effectively teach them.

Another belief that can be stressed in this line is related to the concept of fluency. Teacher Alice says she cannot expect her students to become fluent ("*não:: ser fluente né?*"). It is important for teachers to understand what their beliefs regarding the concept of fluency are. Fluency or proficiency can be defined in terms of levels. Scaramucci (2000) explains that the technical definition of the term is measured in a scale, that suggests a gradation of proficiency, which would depend on the situation of language use. By understanding fluency through that approach, teachers and students expectations might be controlled, they could feel less pressured and they would possibly set goals that are consistent with their contexts, learning the language within situations that make sense for students.

A change of beliefs like Alice's would represent the alteration of an entire belief system, which would lead to alterations of all sorts: pedagogical practices; the view of the English language as the object of teaching; the establishment of goals; expectations; teachers' and students' roles, among others. These would also alter the classroom culture and would help teachers establish a growth mindset environment, favorable to learning and developing different types of abilities, not only related to linguistic skills, but also to finding strategies students can use beyond the classroom environment, instigating the intrinsic motivation and giving them the means to achieve their potentials.

Along with reflection, comes the perception of how the implementation of new strategies may influence students' interests being an instrument in the direction of accommodation of new beliefs, leading to alterations (PAJARES, 1992). To support that view, teacher Maisa shares, in class six, how impressed she was when she found out she had influenced her students to change some of their habits to engage in more English related contents on their daily routines (**STO6**).

> 0681. M: que:: eu acho que é uma coisa assim eu acho:: ... é exatamente isso que eu tenho tentado fazer com os alunos é mostrar que eles podem aprender fora que é é exatamente isso né aprender fora

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[95] "[...] crenças influenciam ações e vice-versa" (BARCELOS, 2007, p. 120).

da sala de aula ... então incentivar assistir filme com legenda ... né? eles podem ter um espaço ali ah que filme que você tá assistindo? que seriado que você tá assistindo? né? tentar influenciar eles a falarem um pouco sobre::
0682. R: uhum::
0683. M: e muitos depois que eu in/ que eu ... falei sobre eles passaram a assistir em inglês então isso é legal ... ver né a influência de () ((risos)) ()
0684. R: mas isso aí é uma ... vitória ((risos))
0685. M: não meu Deus ... já já ganhei a vida né? ... de professora
[...]
0697. M: mas:: ... enfim acho que essa é a influência né tentando:: eu toda semana tô tentando ... dar uma dica de um aplicativo pra eles que eles possam se interessar ... eh pra buscar:: o aprendizado da língua de de de língua inglesa né?
[...]
0701. M.: e assim vai ... né? diversificar ali pra mas:: ... pra eles ... tirarem um tempo fora da aula mesmo né?
0702. R: [sim
0703. M: que eles usem:: diariamente que eles instalem no celular e tenham:: esse hábito
0704. R: [uhum ... uhum
0705. M: alguns a gente consegue né?

To realize the power they have as teachers to influence students' likes and dislikes and even daily routines (STT6a, 6a 1) is also a way of keeping them motivated (STT6b 1) and it gives teachers new ways to perceive their roles as mediators to knowledge construction, helping them create new strategies to perform their jobs (STT7a 4, 4b 2). Even though it can be a step in the right direction, it is important to state that change does not happen suddenly, and that beliefs and mindsets are not altered based on one experience alone. However, when analyzing teacher Maisa's recurrent use of appreciative modalizations, such as: "nice", "victory", "victorious" ("*legal*", "*vitória*", "*ganhei*"), deontic modalizations: "I have been trying", "started to", "trying" ("*eu tenho tentado*", "*passaram a*", "*tentando*") and pragmatic modalization, "we can" ("*a gente consegue*"), they indicate she could achieve her objectives and feelings about it, as well as incorporating more and more of those strategies in her classes, she starts creating a new context of work, which is favorable to changes (HECHT *et al.*, 2021).

It is not always, however, that all students are touched in the same way by a teacher and present a new attitude towards the discipline and their role in their learning process. Therefore, as teacher Henrique says in line 0071, it is important that teachers recognize all accomplishments.

0071. H: [...] e assim o meu sonho sempre foi trabalhar pensando na questão da transformação social ... eu sempre penso assim que:: nós professor de escola pública assim como eu fui:: ... a u/ um aluno de escola pública nós gostaríamos de ter professores que:: por mais:: ... das situações (as) circunstâncias ... tem que pensar tem que dar aquela

> *esperança ... que as coisas vão muDAR que você vai conseguir que*
> *você vai ser alguém na vida que você vai:: ser:: alguém sabe? ...*
> *porque:: a gente vê assim:: ... que:: existe parece que uma desilusão*
> *... uma desilusão muito grande né? principalmente na escola pública*
> *onde:: ... eh:: criança que vem da periferia:: ... sabe assim então ... eu*
> *penso assim oh ... a/ eu não sou:::: ... eu não sou aquele que vai fazer*
> *A transformação mas assim eu penso cada turma UM aluno que eu*
> *conseguir motivar ... que eu conseguir fazer ir pra frente ... eu já*
> *ganhei sabe? já tá:: já tô (muito) feliz*

Teacher Henrique's contribution happened during the first class (07/12/21), as a response to the researchers' question: "*0051. R: por que vocês são professores? ... por que essa profissão?*" (**STO7**). In line 0071, teacher Henrique talks about what keeps him motivated to teach (STT7a) in spite of all the obstacles he faces (STT7a 3). He relies on his own memories as a public school student and how his teachers influenced him, to do the same for his students, aiming to create a social change through his actions. As stated by Barcelos (2007, p. 125), "[…] the teacher tends to keep the beliefs s/he acquired as a student of foreign language […]"[96], thus it seems that teacher Henrique had a perception of his school's environment which allowed him to understand education as a potential means for social transformation, which he tries to apply in his practice. This perception allows him to be aware of his goal and his limitations, what gives him a clear perception of the reality and helps him keep his expectations realistic.

Lines 0823 and 0831 happened during a conversation about teachers' teaching strategies (**STO5**) during class seven (08/23).

> *0823. H: [...] então toda aula a gente faz vai tentar de toda maneira*
> *envolver eles né? ... eh nossas aulas mesmo eles querendo ou não hoje*
> *por exemplo foi uma aula bem tensa sabe? porque eu comecei sete e*
> *vinte da manhã ((risos)) de manhã ... eu tinha duas aulas ... e:::: a*
> *turma do terceirão gente ... a maioria dos alunos tão tudo na cama*
> *sabe? assim que tipo abriam as câmeras ... sem querer e tipo a ...*
> *fulano você tá na cama? tipo comecei a fazer brincadeira com eles*
> *sabe? ... falei não pode ficar na cama contanto que você anote as*
> *coisas aí:: participe né?*
> *[...]*
> *0831. H: sabe? tipo que tinha lá:: os as imagenzinhas e aí eu falei ()*
> *querem saber de uma coisa eu vou olhar na lista de chamada fulano*
> *do tal tô anotando aqui você vai participar ou não? ... e aí eles*
> *começaram falar sabe? ... aí quando um começa a falar você percebe*
> *que os outros começam a falar também daí né? ... e daí foi sabe? eu*
> *consegui:: puxar eles e comecei a levar pelo menos a opinião deles*
> *sobre os filmes lá eles colocaram assim ... então:::: ... mas é assim tipo*
> *é muito o professor como::::: puxador do negócio né? ... e:: agora*
> *mediador ainda:: eu acho que a gente precisa evoluir muito ainda né?*

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[96] "[…] o professor tende a manter as crenças que adquiriu como aluno de LE [...]" (BARCELOS, 2007, p. 125).

In the excerpts 0823 and 0831, teacher Henrique shares some of the strategies he finds useful for moments which represent a stressor (STT5a 1), with students still in bed, cameras off, not participating in class, etc. Hence, he uses pragmatic modalizations as in "try" and "I did it" ("*tentar*", "*conseguir*"), to manage to turn the situation around and get students engaged in the proposed discussion (STT4b 2).

Despite of the challenges, a motivated teacher is always interested in finding ways to overcome classroom difficulties and is not easily disturbed by minor issues. However, for that to happen, teachers need to feel supported by fellow workers and need to be provided with moments that allow them to reflect on their practice. In class eight (08/30), the participants shared their points of view regarding their participation in the course and the importance of in-service teacher education courses (**STO8**).

1196. H: eu acho que esse espaço foi assim foi incrível ... porque eu vejo que muitas vezes a gente tá vivendo cada um na sua ilha ... tentando lutar contra a maré que tá vindo ... e talvez a gente:: ... unindo essas ilhas a gente acaba sendo mais forte a gente tem parece a gente se dá ânimo mútuo eu acho então esse espaço foi legal isso e:: conhecer vocês eu acho assim as experiências de vocês ajuda a gente a:: ... né? a pensar refletir a Camila né como organizadora desse curso também uma:: profissional excelente que eu já trabalhei muitas vezes né então eu acho que é muito legal essa proposta Camila você vai ter que fazer com mais turmas e mais professores ((risos))
((conversa))
1197. H: ah porque gente nossa assim a gente sempre tem uma motivação assim né? de de de de fazer as propostas chegar aqui e compartilhar eu acho que esse espaço de compartilhar é tão importante [...]
1198. M: [exatamente
1199. A: [a gente é carente disso né?
1200. M: [é bem isso
1201. A: [como faz falta
1202. H: [sim
1203. M: é esse tipo de formação que a gente gostaria de ter né eu acho que:: é justamente isso que a gente queria fazer
1204. H: [exatamente ... exato
1205. M: pra nossa prática porque ali a gente conseguiu refletir a prática a gente conseguiu ter ideias novas não foi né::? ah uma coisa assim totalmente superficial bem pelo contrário eu a/ eu ... assim vou dizer por mim assim que eu consegui me motivar sabe? porque eu eu andava BEM desmotivada até a cada ((falha na conexão da internet)) () daí eu ai meu Deus e agora? ((risos)) aí ... aí eu lembro assim das nossas aulas e realmente ... tem me ajudado bastante sabe? é também eh:: nessa questão que nem eu comentei várias vezes né que eu me frustro muito muito frequentemente ... então eu:: t/ tem me auxiliado muito assim sabe baixar reduzir a expectativa né? é:: e trabalhar isso comigo então por isso que pra mim foi foi bastante importante sabe? então meus parabéns Camila muito obrigada também por ter pro/ proporcionado isso pra gente
[...]
1206. A: é que assim realmente eu tô achando que tá muito muito puxado e:: isso tá me pesando muito sabe mas é bom essas essas discussões pra gente poder se renovar sabe

> *1207. R: [uhum::*
> *1208. A: ai dar aquele respiro pra gente*
> *1209. R: com certeza*
> *1210. A: [porque senão a gente vai assim murchando murchando e acaba a motivação acaba tudo sabe? eu tava precisando eu acho que disso muito me/ muito menos do que eu achava que ... né? ... eu não p/ não sabia que precisava tanto dessas discussões pra poder ... renovar ... sabe? muito bom*

The numerous apparitions of appreciative modalizations ("*incrível*", "*legal*", "*excelente*") lead us to understand how much the course helped the participants reflect on their methodologies and their perceptions about their classes. It was an instrument for them to recover some of the motivation they were missing, simply for allowing them the space to share experiences with fellow workers, realizing they are not alone in this scenario of several new challenges. Providing in-service teacher education is vital, because it helps to keep teachers motivated and updated, allowing them to do a better job and feel better about themselves and their accomplishments, and to constantly revisit their beliefs and their impacts (OLIVEIRA, 2012).

Certainly, a change of perspective is only the first step into establishing a growth mindset environment in the English classes, many other aspects of the public education system must be changed in order for teachers not to feel so constantly overwhelmed and pressured (**STO9**), creating a context more favorable to changes, as teacher Alice reflects during class seven (08/23).

> *1049. A: [...] eu acho que é muita é muita aula não sei eu acho que deveria ser reformulado essa questão ... da nossa hora atividade que nos foi tirada né? (há um) há um tempo atrás ... nos foi tirado isso faz tanta falta pra fazer uma aula de qualidade da ... esse esse essa:: ... eh:: apoio aos alunos né? e pra nós mesmo podermos fazer as atividades ... ter esse tempo pra procurar:: sabe? a hora atividade era pra isso só que a gente tá com tanta questão burocrática que a gente não tem tempo pra isso ... então a gente acaba ... trabalhando o DObro né? do horário então ... terminando aqui eu vou continuar trabalhando tá não sei até que hora então é isso né? ()*

From this representation it is possible to say that new conditions are necessary. Teachers' jobs are very complex and demand time, effort and constant reflection. Having a specific period of their workload dedicated to improve their abilities, study and prepare themselves for classes is vital for them to feel more motivate and less tired and frustrated. Therefore, new working conditions for language teachers seem to be necessary, as suggested in what follows

a) better salaries so that teachers do not have to commit themselves to a great amount of classes, not having enough time to prepare those classes;

b) increasing the "*hora atividade*"[97], a moment teachers have to prepare classes, activities, tests, corrections, among other tasks that do not happen inside the classroom;

c) more incentive for teachers to take part in in-service education courses, approaching life experiences and methodologies that will actually cause an impact in their in-classroom techniques and preparing them to work in the different realities they face;

d) more opportunities to be in touch with their students, getting to know them better, which helps with class preparations; etc.

Nevertheless, teachers are also responsible for reflecting on their practice, being aware of their beliefs, becoming able to act on them and start the process of accommodation of new beliefs, which will profit both teachers and students.

3.2 PARTICIPANT TEACHERS' REPRESENTATIONS ON BUILDING A CLASSROOM PROJECT TO BE IMPLEMENTED IN THEIR CLASSES

This subsection aims to present the participant teachers' representations on building their classroom projects. It is important to mention here that just in the beginning of the outreach course, when the researcher explained to participants the main objective of the course and how it was structured, she also talked about some tasks they would do such as some readings and the building and implementation of classroom project in their classes. The objective of building and implementing a classroom project was to guide teachers to develop a new teaching approach that could be consonant with the concepts discussed and ideas generated in the course.

3.2.1 Participant Teachers' Intentions and Initial Ideas on Building up Classroom Projects

In meeting 08, dated of 08/30/21, participant teachers were asked to share some initial ideas of how they would plan a class project concerning the objective of the project and methodology. In what follows, classroom discussion, including feedback and

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[97] "According to the law 11.738/08 1/3 from a teacher's workload is destined to extra-class activities. Supported by the LDB/96 article, it is understood by extra-class activity, spaces and periods of time destined to planning, study, in-service education, evaluation, among others. This period of time, without the interaction with students, has been known as Hora Atividade" (FURTADO; AGUIAR, 2019, p. 31). Its origin has roots in the teachers strive to have their exhaustive work conditions recognized and corrected.

suggestions of activities or strategies from the researcher and other participants to, maybe, help teachers to achieve their objectives, is analyzed.

Table 10 presents the STOs, STTs and STTs dismembered that are going to be discussed.

Table 10 – Teachers' Initial Planning

SOT	STT	STT dismembered
1. Schools' quarterly planning	1a. Adapting the content to the students	1a 1. Work based on grammatical structures
		1a 2. Teachers' previous experiences helping the planning
		1a 3. Work with methods that will interest students and englobe the verb tense
		1a 4. Following the planning provided by the State
2. Changes on initial planning	2a. Challenging situations leading to frustration	2a 1. Difficulties adapting new strategies to different students
		2a 2. Not innovating in classes
		2a 3. Students preferences for learning/studying
		2a 4. Teachers' roles
	2b. Researcher's request	2b 1. Necessity to work with a Didactic Sequence
		2b 2. Necessity to adapt activities to students' realities
		2b 3. Impossibility to deepen discussions because of the time
		2b 4. Focus on production
		2b 5. Work with genres
3. Trying new strategies	3a. Developing students autonomy by attributing them more responsibilities	3a 1. Decreasing teachers' workload
		3a 2. Students' interests
		3a 3. Stimulate students to research
		3a 4. Discussions that allow teachers to diagnose students' previous knowledge
		3a 5. Deepening students' cultural knowledge
	3b. Integrating technological tools	3b 1. Not knowing the technological tools

Source: Research data, 2021.

As we can see in Table 10, the first STO to be presented is the schedule provided by the education system, based on which teachers usually plan their classes. Teacher Alice, explained she had opted to work with the future tense because it was one of the contents foreseen by this schedule (**STO1**).

1075. A: e aí olhando aqui:: .... eu tava olhando eh::::: ... - - vou até abrir porque eu não abri ainda - - ... eh:: o planejamento deles né? então a gente tem o planejamento trimestral ... que:: é do nosso:: nosso sistema ali de registro da escola nosso livro de chamada o planejamento todo organizadinho né?

1076. R: [uhum

1077. A: com base nesse planejamento ... eh:: que não foi feito por nós então eu eu segui ali mais ou menos o a os conteúdos que seriam trabalhados

[...]

1081. A: eh::::: ... mas enfim sobre os conteúdos aqui:: eh:: era sobre:: formas verbais do futuro ... tá?

[...]

1087. A: [...] mas assim eu andei pesquisando algumas ideias de plano de aula ... enfim pretendo explorar ... pensando na no na nos alunos como eu falei também eu:: não os conheço muito bem porque eu eu não tive contato ainda com esses alunos eles não são alunos ... nunca foram meus alunos eu nunca tinha trabalhado nessa escola porque é de outra cidade de mangueirinha que eu comentei

She shares that, even though she has a table of contents to follow, she struggles with the preparation of the classes (STT1) because she does not know her students well. Classes were still happening in the remote modality, hence she had not gotten the opportunity to be physically in contact with the students until that moment. Agreeing with what Moran (2013) enlightens in his studies, students need to feel motivated so the learning process can be meaningful and that is only possible when teachers are able to know them and their realities, as well as establishing a relationship with them (CALDEIRA, 2013). Even though this is being a challenge for teacher Alice, she uses pragmatic modalizations "I have been", "I intend" ("*andei*", "*pretendo*"), to explain her course of action, always having the students in mind, for example when she states in line 1087, "*pensando [...] nos alunos*", as it can also be explored in lines 1089 and 1091.

1089. A: [...] mas pensando assim ... eh:: ... trabalhar alguma música eu tenho pesquisado uma música e e:: e e criar atividades sobre isso ... músicas eu pensei assim que voltadas ou ou tr/ trechos de filmes assim filmes mais atuais ... né? ... então procurar alguma coisa nesse sentido trechos bem trechos bem curtinhos de filmes atuais ... eh animações de eu gosto bastante de filme de animação então eu acho que eles também gostam né? então pegar alguma coisa relacionada a esse tempo verbal ... ou alguns vídeos que tem no Youtube ... eh::::: que eu eu trabalhei ... com outra turma um vídeo MA/ um um canal maravilhoso que tem sobre entrevistas ... ele pega entrevistas da:: da:: da ele de/ degeneres ... e:: ele ... ensina ... questões gramaticais culturais enfim é ... e eu usei esses vídeo eu quero ver se ele tem alguma coisa referente a isso também

[...]

1091. A: eh::::: explorar ... então a:: o tempo verbal com vídeos com inglês real ... e:: também com joguinhos tá? então tem alguns sites que eu que eu sei que tem esses joguinhos que dá pra gente fazer revisão desse conteúdo

Although not knowing those students as well as she would like, this teacher has some ideas on what might draw their attention and make them engage in the activities more excitedly (STT1a 2, 1a 3), which is noticeable in lines 1089 and 1091 when she says "*eu acho que eles também gostam*" and "*explorar [...] o tempo verbal com vídeos com inglês real*". That knowledge probably comes from the years of experience teacher Alice has already had, which is supported by the use of logic modalizations, as in "so" ("*então*"), for example, which aims to connect her experiences to the expected results she hopes to achieve. Therefore, she intends to use that in her favor to try to motivate her students while they learn about the grammatical topic (STT1a 1), which is represented by pragmatic modalization, expressing the way she is considering to work or some activities she has carried out, as in "I have been researching" ("*tenho pesquisado*").

Now, switching the focus to how this teacher chooses the content she is going to work with, she says that she follows the school plan (line 1075). Hence, it is possible to infer that she follows the orientation of official documents of *Ensino Fundamental*, such as *Diretrizes Curriculares de Línguas Estrangeiras Modernas* (PARANÁ, 2008) and BNCC (BRASIL, 2018). These documents state the work with text genres in language classrooms, since genre refers to social practices, which are in agreement with the interactional approach. Therefore, teacher Alice mentions her intentions to work with different genres: song lyrics, interviews, and, finally travel itinerary. As an evaluation activity and a way to integrate the grammar into a textual genre, she proposes the manufacturing of a travel itinerary as we can see in line 1089 (STT1a 1, 2b 5).

> 1089. A: [...] também vi uma ideia sobre::::: ... ah uma viagem dos sonhos que lugar eles <u>eles</u> iriam escolher o que eles iriam fazer lá ... eh:: quais lugares eles iam cidades eles iam conhecer aonde eles iam comer o que eles iam comer ... planejar essas coisinhas e ao final também montar algum roteirinho não um texto em si [...].

To work with text genres is a valid strategy for teachers to make use of in language classrooms, as we have seen in the section about the DS. Nevertheless, the work with DS has its focus on choosing a genre, proposing a first production and, based on it, developing linguistic directed activities that aim to help students develop the abilities they still do not have within the genre (DOLZ; SCHNEUWLY, 2004, DENARDI, 2009). As we can read in Alice's excerpts, she departs from the grammatical topic (future tense) to choose a genre that may contemplate it. She makes the reverse path.

By starting off choosing the grammar point to be taught, teacher Alice is following the structural approach, and using the genre as a means to achieving the goal of teaching

grammar. However, teacher Alice's approach is not only reinforced by her probable experiences as a public school student, but also by the institutional environment, that proposes in the table of contents class preparation having as a starting point grammar. Dewey (2000) in his book on "Experience and Education", affirms the importance of cooperation between all parties involved in education in order to establish transformation. School curriculums are also responsible for the difficulties teachers face when trying to reframe their beliefs and approaches.

In Abrahão's (1999) article, the author points out how difficult it is for the participants of her project to change approaches, even when they recognize that their pedagogical practices are not bringing satisfactory results, which generates frustration. It is essential that teachers read, study, reflect, but also that they are supported by the school community, since change happens more easily in an environment propitious to it (HECHT *et al.*, 2021).

In turn, teacher Maisa experienced many of the same difficulties teacher Alice did. She had the intention of working with her adult students, however she got discouraged before starting the planning process (**STO2**), because she had tried to work with those students by using computers, but they could not accomplish the task, as they prefer to write in their notebooks. As she could not work with those students the way she wanted to (STT2a 1, 2a 3), she felt frustrated (STT2a), choosing to work with another group of students.

> *1101. M: [...] eu queria trabalhar com o:: com as alunas do cebja ... né? ... que eu já tinha comentado ... mas gente aí semana passada eu me desanimei daí ... eu tentei trabalhar algumas coisas diferentes assim sabe? mas não::::: surte muito efeito não::::: foi muito pra frente aí que nem eu falei ... eh:: ... eu ... eu me frustro muito ((risos)) e aí eu acho que eu tenho que continuar da mesma maneira sabe? então muitas vezes eu ... eu deixo mesmo de de inovar ... na verdade assim eu eu vi muita:: ... eh ... eh ... que nem eu tinha citado antes né? elas gostam muito de ... eh trabalhar com o caderno elas GOStam de escrever no caderno [...] achei uma atividade muito legal só que aí elas não conseguiam porque o site você eh resolve lá a atividade e ele mesmo corrige né? ... gente elas não conseguiam e ta/ eu tinha que orientar só que eu ia falando ia mos/ tentando mostrar na tela mas elas não conseguiam então elas ... ((falha na conexão da internet)) tiveram muita dificuldade mesmo assim dificuldade mesmo do:: né de conseguir mexer ali:: [...] então::::: ... a a minha ideia ... a aí era trabalhar com elas mas aí como eu tive todas essas dificuldades aí eu resolvi trabalhar (voltado com) o:: oitavo ano o nono ano*

The use of appreciative modalizations in teacher Maisa's discourse represents her initial expectations ("*legal*") with the activities, and her final feelings regarding the experience ("*desanimei*", "*dificuldade(s)*"), which indicate, once again, the importance

of knowing students and their likes, as well as their abilities (regarding content and other aspects, like their familiarity with technology) (STT3a 2, 3a 4). This helps teachers to be more prepared to teach their classes and exercise their responsibility coping with possible issues that may emerge (DENARDI, 2009).

However, the use of deontic modalization in "I have to" ("*tenho que*") and pragmatic modalizations in "I wanted", "I tried" ("*eu queria*", "*eu tentei*"), as well as pragmatic modalizations related to the accomplishments of the students in "they couldn't", "they had" ("*não conseguiam*", "*tiveram*"), combined with the appreciative modalizations presented above indicate how harmful it can be for teachers to have their attempts frustrated. Teacher Maisa shares that when she tries a new strategy that does not work, she feels like she has to continue to work the same way she has always done, as it is expressed in line 1101, "*eu **tenho que** continuar da mesma maneira*". This reinforces Hecht *et al.* (2021) precepts of how important the environment is when individuals are going through changes and reframing processes. This matter will be discussed again in the next section.

Therefore, teacher Maisa switched her focus to work with the 8th grade. She knew these students a little better, as she had already been conducting their classes for a while and had a clearer idea of what they had studied. In line 1103, she presents her initial ideas for the classroom project (**STO3**).

> *1103. M: eh:: ... aí a minha ideia foi também essa questão de trabalhar com música ... aí só que eu ainda não sei exatamente o que porque assim eu trabalhei com os:: nonos anos ... eh e deu muito certo a atividade com os modal verbs ... eh que foi o seguinte ... eh:: ao invés de ... então a a quando eu tava planejando a aula do nono ano eu pensei assim nossa agora eu vou colocar vários exemplos de músicas né? ... eh:: () a gente já tinha trabalhado os modal verbs com outro ... eh:: com outro::::: gênero textual ... e aí ... em vários tipos né de de de gêneros ... e aí:: eh::::: ... eh:: eu fiquei assim na na dúvida né? de do do que utilizar ali ... e aí na hora ... eh:: eu coloquei:: ao invés de eu ... eh:: pegar as músicas os exemplos e colocar lá pra eles só pronto ... pensei não vou pedir pra eles pesquisarem né? que nem aquela ideia que a gente tinha ... que a gente tinha comentado né? ... eh eles buscarem ... né? colocar eles ativos né? afinal de contas ... olha o trabalhão que eu ia ter né? pra eu ir lá buscar em cada uma das da das músicas ... aí eu pensei não vai ficar bem legal até porque eles vão buscar músicas que eles gostam né? muitas vezes a gente traz músicas que eles ain profe (eu nem gosto) né? e aí ficam naquela ... e:: e às vezes eles vão buscar então essas es/ eh essas músicas que eles já conhecem né? ... e vão relacionar com isso ... então a minha ideia foi ... eh criar ... o:: o:: Jamboard lá [...] colocar eh:: um:: uma:: ... um tópico de pesquisa um:: frame né? você coloca o going to outro o will e aí eles vão pesquisando as letras de música que são:: ... que possuem né? aquel/ ah ... aquele uso o tempo verbal e eles colocam o trecho da música ... lá [...] então a gente fez essa pesquisa dessas músicas né? e*

não só ter a.:: o trecho da música mas sim fazer um videozinho curto que compilasse ... essas letras mas aí eu já não sei se eu tô querendo demais porque ... aí eu pesquisei:: ... eh:: ... até um:: um aplicativo que ... tivesse né? que que desse essa:: ... essa chance aí:: aí eu tentei:: pesquisar no Canva ... o Canva é muito bom né? mas aí eu não ach/ ele não permite que você coloque uma música:: ... na versão que não é paga não permite que você coloque qualquer música né? ... e aí isso já ... dificulta então não achei nenhum aplicativo até agora [...] também a minha ideia é trabalhar com o:: Wordwall ... que é aquele site que pesq/ que permite que a gente mesmo fa/ me ... que a gente mesmo faça os:: ... os:: games né? então:: ... tô trabalhando bastante com aquele:: ... com aquele site

In line 1103, we can see teacher Maisa also acts based on experience (STT1a 2), what gave her interesting insights over the activities she was planning to use with her students, aiming to motivate them and instigate them to develop their autonomy (STT3a, 3a 3), teaching them a strategy to learn from something they were already in touch with (songs) (STT1a 3, 3a 2). Another technique she shows she would use is the insertion of technologies into the classes (STT 3b).

However, she feels worried about implementing those ideas, because she herself does not know how to accomplish what she had planned, as she does not know a tool that allows one to add song excerpts in it (STT3b 1). This is represented by the use of appreciative modalization: when she talks about her expectations or previous experiences, she uses "it went great" and "very nice" ("*muito certo*" and "*bem legal*"), however, when she finds an obstacle, she uses the pragmatic modalization "makes it difficult" ("*dificulta*"). That includes Denardi's (2009) concept of responsibility once more, a process where the teacher anticipates what can go wrong and thinks of solutions for it.

Teacher Henrique said that he wants to focus on his 3th grade high school students, because these students are able to discuss some cultural themes and his intention is to ask them to research about cinematographic industries.

1107. H: [...] eu gosto muito do ensino médio pra trabalhar com eles porque eu acho que eles tem uma mentalidade bem:: assim legal pra discutir temas ... e:: alé/ que vão além inclusive da própria língua inglesa né? ... então nós estamos trabalhando sobre:: os modal verbs mais o have ... né? ... e aí::::: ... a proposta que inclusive eu passei pra eles hoje né? ... é::::: eles em duplas ou trios ... eles vão fazer uma pesquisa né? sobre outros centros produtores de f/ de cinemas ... né? ... então:: pra que? pra que eles conheçam mais sobre por exemplo a indústria ... ah do cinema por exemplo né? ... e aí:: eu:: levantei alguns nomes como por exemplo:: ... Bollywood Nollywood ... que no caso seria na Nigéria:: ... falamos sobre a questão da produção fílmica no Brasil e na Rússia e aí a proposta que eu lancei pra eles é a seguinte ... eles vão se organizar em duplas ou trios ... né? ... e eles vão ... eh:: ... pesquisar pra trazer alguma informação sobre esses outros centros produtores de filmes E vão pegar um desses filmes ... que é destaque por exemplo de uma dessas ... dessas produtoras ... e vão trazer uma

sinopse ... que ela contenha ... né? eh:: esse modal verb né o modal verb mais o have been ... por quê? porque a proposta do estado que veio pra nós de::::: de estudo que se liga na atividade número quatorze ... ela:: tá com o modal verb mais o have e ela traz uma sinopse por exemplo do filme da::::: da Frozen ... Frozen né? ... então ela traz lá o:: ... o could have been ... não o must have been e o:: should have been ... né? então ela traz esses dois quando eu trabalhei:: com eles hoje nas duas primeiras aulas que eu tinha com eles hoje com eles ... eh eu trabalhei explicando o que que era o:: could o sh/ o should ... o must ... junto com o have ... e daí agora eles vão fazer essa pesquisa e vão trazer pra nós ... aí a princípio a minha proposta no caso é ver ... o desenvolvimento deles na no sentido de fazer essa pesquisa apresentar alguns dos aspectos culturais ... e aí trazer essa sinopse depois eu compilo essas sinopses ... que eles vão passar pra mim ... e nós trabalhamos junto em sala de aula ... daí ... eh:: como um meio de:: eh::::: fixar né? essa questão do uso dos do modal mais have be/ do have né? ... os modais mais o have ... seria essa a proposta ...

As teacher Henrique said, he intends to approach the grammatical content (modal + have been) from a cultural point of view, generating a discussion about films and film production centers, creating an opportunity for students to research and talk about a movie they find interesting, developing their autonomy and criticism on the thematic.

To do this, he wants to develop a prototype of a DS around the genre movie review, since by means of this didactic procedure the teacher can guide the students' process of writing their texts (STT1a 1, 3a 4, 3a, 3a 3, 3a 5). Moreover, the genre movie review and the selected grammatical topic are parts of the content schedule suggested by *Secretaria de Educação do Estado do Paraná* (see appendix 01), as teacher Henrique explains by saying that "*[a] proposta do estado que veio pra nós de::::: de estudo que se liga na atividade número quatorze ... ela:: tá com o modal verb mais o have e ela traz uma sinopse por exemplo do filme da::::: da Frozen ... Frozen né?*".

Even though teacher Henrique proposes to work with a DS, he, just like teacher Alice, also starts by choosing the grammatical topic to later on choose the genre, inverting the path proposed by the DS and by an interactionist approach. His case is also supported by the interference of the teaching context, which suggests the propositions for what teachers should teach during their classes. Hence, even though teacher Henrique tries to innovate and intends to work with the action and signification capacities that are part of a DS, that is talking about cultural and historical contexts of production, he still has his mind set into an structural approach.

3.3 PARTICIPANT TEACHERS' REPRESENTATIONS ON A CLASSROOM PROJECT THEY IMPLEMENTED IN THEIR CLASSES.

This subsection is destined to analyze the teacher participants' representations on the application of the classroom projects, aiming that they reflected on their practice, exploring what worked and what did not work, connecting their reflections to what was discussed over the meetings between them and the researcher. Teachers' representations were collected during the feedback meeting, which took place on September 27th 2021, and based on teacher Henrique's diary. Data will be analyzed by means of discursive and enunciative types of analysis (BRONCKART, 2008; 2012) and by the use of reflective dimensions (DENARDI, 2009; 2021).

As it was stated in the previous sections of this chapter, one main task that teachers were asked to carry on in the course was that they built and applied a classroom project through which they would try out new techniques inside their classrooms, However, participants did not accomplish the building up of the classroom projects, even though they were said they could count on the researcher's guide throughout the process. Instead, teachers Alice and Henrique applied a content foreseen by the teaching schedules they had, whereas teacher Maisa, following a suggestion from the researcher, opted to apply a DS that was already built which focused on the genre game cover.

Table 11 specifies the STOs, STTs and STTs dismembered that were found in this set of data.

Table 11 – Teacher's representations on the implementations of classroom projects

SOT	STT	STT dismembered
1. First experiences	1a. Trying new strategies online	1a 1. Students' difficulties
		1a 2. Challenging students
		1a 3. Encouraging autonomy
		1a 4. Teachers' help
		1a 5. Allowing students to prepare themselves
		1a 6. Students' lack of participation
		1a 7. Teachers' role
	1b. Working a Didactic Sequence	1b 1. Self-evaluation
		1b 2. Enhancing productions
		1b 3. Difficulties first time working a new strategy
		1b 4. Working through genre
	1c. Limiting aspects	1c 1. Production difficulties

		1c 2. Working through Didactic Sequences
		1c 3. Teachers' and students' difficulties adapting the new strategies
		1c 4. Frustration
		1c 5. Difficulties with the progress of the productions
		1c 6. Teachers' difficulties
		1c 7. The importance of feedback
		1c 8. Repetition as a classroom strategy
		1c 9. The misleading use of technological tools
		1c 10. Students' lack of autonomy
		1c 11. Substitution of analogical tools for technological ones
		1c 12. Teachers' previous experiences
		1c 13. Difficulties integrating technology and the teaching-learning process
		1c 14. Little time to teach students
		1c 15. Students forgetting the content
	1d. Teachers' intentions	1d 1. Not to focus in the grammatical aspect
2. Students' beliefs	2a. Working too much grammar	
3. Consistency	3a. Taking time to ally theory and practice	
4. Teachers' motivation	4a. Impact of in-service teacher education	

Source: Research data, 2021.

As seen from Table 11, participants tried to implement some changes in their pedagogical practices, however this attitude affected them and their students. As said, teacher Henrique's plan was to work with the genre movie review, in order to practice the grammatical content "modal verb + have". In his notes[98] he explains that

> *[...] foi trabalhado com base no gênero sinopse de acordo com o material disponibilizado pelo aplicativo Aula Paraná. Nele estava incluso o uso do tópico gramatical modal verbs mais o have. Assim, de modo sucinto, foram abordados os conteúdos propostos [...]*
> *Logo levantou-se a proposta de um atividade avaliativa com base nesse gênero, envolvendo a produção textual bem como a prática da oralidade por meio de um apresentação curta.*
> *Entretanto, visando enriquecer a proposta com elementos culturais foi proposta uma pesquisa conjunta na qual os alunos buscariam conhecer alguns centros de produtoras de filmes pelo mundo, como*

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[98] As said in chapter II, Teacher Henrique's notes from his written diary could be used as complementary data.

> *destaque para Bollywood, Nollywood, Hollywood, Russia e Brasil*
> (from Teacher Henrique's diary on August, 27th).

Teacher Henrique's proposition also involved a presentation of students' productions during an online class. He shared that having his students prepare an oral presentation online was a first experience for him (**STO1**).

> 1377. H: [...] foi algo bem legal ... eh:: eu assim ... foi um trabalho de experiência né? de apresentação dele né? pelo:: pelo meet ... e aí:: muitos ainda pelo que eu enten/ pelo que eu percebi assim com dificuldades não sabiam até teve aluno que pediu pra mim apresentar pra eles ((os slides)) ... mas:: eles se sentiram desafiados porque assim eu falei oh ... tem que ler em inglês ... ah não sabe? procura no Google escuta no Google como que pronuncia ... aí teve alguns dois três profe como que lê? ... aí eu lia né no caso ... li pra eles

In the excerpt, teacher Henrique explains how the presentation part was challenging for the students (STT 1a2, 1a 5), and how he motivated them to develop some autonomy by researching the words and their pronunciations on their own (STT 1a 3), at the same time he was providing them assistance throughout the whole process (STT1a 7). In his notes, that were sent to the researcher along with his project planning, he explains that

> [...] foi ofertada um aula para que apresentarem sobre suas sinopses de forma oral, visando apenas receber orientações do professor. Tal aula que ocorreu no dia 10, porém, contou com a apresentação de apenas dois alunos que após suas performances foram orientados via mensagens individuais.
> [...]
> a estratégia lançada foi tomar como ponto de partida um gênero curto a fim de colocarem em prática o que haviam aprendido em sala, e assim desafiá-los a ir além do que acreditam ter a capacidade para fazer, retirá-lo da zona de conforto. Logo, cabe ao professor apresentar e nortear as ações dos alunos com o objetivo de melhor prepará-los para os desafios do dia a dia em sociedade (from Teacher Henrique's diary on August, 27th).

By so doing, teacher Henrique tried to show his students they were capable of more than they imagined, presenting them with resources that would help them improve their abilities even when not in the classroom. That strategy turned students into the protagonists of their learning process and turned the teacher into the mediator, someone who was there to scaffold the students' development inside their zones of proximal development (STT1a 3, 1a 4, 1a 7).

By highlighting that what he did was an experiment, regarding the presentation part of his proposition, teacher Henrique means that it was the first time he asked his students to present their works in English in the online classes. Bakhtin (2011) and Lima

(2010), state that the utterance is connected to the activity, therefore, any changes in the environment or in the role the subject plays in that interaction, affects the individual's abilities to communicate, since the genre they were studying suffers alterations.

> […] all teachers, no matter what their experience degree is, when teaching a lesson they have never taught before, feel certain kind of difficulty related to the way of initiating the lesson, taking it forward and ending it. It can be observed that teachers have the tendency to overcome these difficulties by teaching the same class or similar classes repeatedly (LIMA, 2010, p. 118)[99].

As said teacher Maisa implemented a DS around the genre game covers[100]. This DS was designed by the student-teacher Gabriel Novakoski and supervised by Professor Lídia Stutz of the State University of Center of Paraná, in 2019, as a didactic material to be used in Gabriel's teaching practicum in a public high school in Guarapuava, Paraná. Gabriel and his professor designed the DS with the objectives of "understanding the genre game covers; exploring the genre's context of production; obtaining knowledge about the organizational levels of the genre; understanding the characteristics of the genre, such as: vocabulary and verb and noun phrases"[101].

Teacher Maisa asked students to write a first production of the genre, and after having their productions in hands, she and the students tried to check out the work, as shown in the excerpt.

> 1461. M: então eles mesmos eu ia perguntando eles iam avaliando ... né? se autoavaliando
> 1462. R: [uhum
> 1463. M: e iam refazendo essa produção
> 1464. R: uhum
> 1465. M: mas ... né? ... que nem eu falei ((risos)) ... não deu muito certo
> 1466. R: tudo bem foi um protótipo ((risos)) ... tá ótimo tá ótimo
> 1467. M: (com certeza)

As seen in teacher Maisa's excerpt, one of her intentions was that her students developed their autonomy (STT1a 3, 1b 1). She did that by making them realize what they had or had not accomplished in their activities (line 1461). Nevertheless, she felt like

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[99] [...] todo professor, qualquer que seja seu grau de experiência, ao dar uma aula que nunca deu antes, sente certas dificuldades relativas ao modo de iniciá-la, de levá-la adiante e de conclui-la. Observa-se que o professor tem a tendência de superar essas dificuldades conforme dá a mesma aula ou aulas semelhantes repetidas vezes (LIMA, 2010, p. 118).

[100] The DS "Game Covers" can be found in the e-book to be published in 2022 with the title "Sequências Didáticas de Língua Inglesa: instrumentos para o ensino fundamental", organized by Denardi; Stutz and Cristovão. See complete reference in the list at the end of this thesis.

[101] "compreender o gênero textual game covers; explorar o contexto de produção do gênero; obter conhecimento dos níveis organizacionais do texto no gênero; compreender características do gênero, tais como: vocabulário, sintagmas verbais e nominais."

the activity failed, because her students did not build a production with all the elements from the proposed genre (STT1a 1). The researcher suggests that she was working with that methodological mechanism for the first time, which represents a prototype, meaning that it should be refined over time, with the repeated use of the DS procedure (STT1b 3).

As seen in teachers Henrique's and Maisa's discourses, they had some difficulties when trying a different methodology, since most of the time they were unsure of how to conduct their students, and even some of the activities, not obtaining the results they expected, as teacher Maisa and teacher Henrique tell us when mentioning the negative aspects of their work with the projects (STT1c).

1377. H: [...] ah::::: o que me decepcionou foi o processo de produção né textual porque assim oh querendo ou não a gen/ nós que somos da::::: sequência didática né? ((risos)) ... a gente tem aquela ideia ah tem que fazer isso assim assim assim e infelizmente os alunos eles não conseguem compreender isso ... que é um processo quando você vai olhando partes por partes então o aluno queria simplesmente assim oh professor ... eu fiz assim o texto tá bom? ... ah arruma isso isso isso isso ... aí o aluno mandou pra você ... aí você oh agora olha mais isso isso isso ... ai profe mas por que você já não corrigiu tudo na primeira? ... falei não é porque assim eu tentei fazer mas assim oh máximo que cheguei foi duas vezes as correções

1395. M: [...] eh::::: ... o ponto negativo ((risos)) já vou citar né? ... que é a questão das produções eu trabalhei a produção textual né então eu optei por trabalhar a primeira produção ... e a úl/ e hã ... antes de começar tudo pra eu saber da onde que eu partiria ... e ... pra finalizar ... né? a última hã:: produção pra eles mesmo:: ... eh:: ... eles se auto fazerem aquela auto-análise né? do que que eles aprenderam ao longo então eu acho bem importante isso na questão da sequência didática não é EU falar olha você fez errado isso ... eu acho que né? eles:: ... eles tem que criar essa autonomia né? mas:: ... enfim daí já vou citar aqui o ((risos)) fiquei bem frustrada quanto a isso porque não sei se eu não trabalhei direito não sei aí fiquei eu na na na dúvida né? [...] muitos:: deixaram a desejar sabe? eu acho que no final das contas eu confundi um pouco os:: os conceitos porque game cover é são as três partes então é como se você pegasse o:: ... eh:: a:: ... abrisse né? como se fosse um livro mesmo você tem a:: capa contrapa/ a folha a:: contracapa ali e o:: ... eh:: e a lombada né? a mesma coisa ... eh:: e aí acho que eles confundiram um pouco e eles produziram só a capa ... então:: daí ficou:: na dúvida porque realmente o nome da ali ficava cover né? ... então aí:: ... nesse sentido eu achei que faltou não sei se foi porque eu não frisei muito ... eh::: ... na questão de:: ... na na na hora da produção olha gente precisa ter as três partes sabe? eu não fiquei cobrando na hora deles fazerem a produção não fiquei falando lembrando oh tem que ter tal coisa tem que ter c/ ... eh:: eu deixei eles mesmos assim serem mais:: né? me mostrarem ... que eles ... eh:: ... e eu eu senti que nisso faltou ... sabe? então assim:: eu vou ter que retomar até vou ter que retomar mostrar pra eles essa questão né? ... eh:: mas é importante também pra gente fazer essa autoreflexão né? talvez:: ... né? já que eu queria uma coisa assim mais prática ali talvez eu devesse né? ... eu deveria ter ... ficado cobrando deles até porque a gente sabe que é uma coisa que funciona né? ... repetir repetir ((risos)) ... é uma coisa que professor sempre faz né?

Both teachers' speeches are permeated by appreciative modalizations, as in "frustrated", "disappointed", "unfortunately" ("*frustrada*", "*decepcionou*", "*infelizmente*"), since they are talking about a part of the process that did not work according to how they thought it would. Teacher Henrique uses the voice instance to create an interaction with the characters (his students), pointing out their perceptions of the teacher's methods. By demonstrating the students' views, teacher Henrique intends to explain students' limitations and confusion when adapting to the teacher's new ways of teaching. Hence, the use of pragmatic modalizations "could not", "wanted" ("*não conseguem*", "*queria*") to talk about the actions attributed to the students.

In teacher Maisa's case, the presence of several deontic modalizations "need", "have to", "should" ("*precisa*", "*ter que*", "*deveria*"), express her difficulties conducting the class in this new circumstance (STT 1c 3, 1c 6), she reflects on her role as a teacher and what she could have done differently to obtain closer results to what she expected.

The situations faced by both teachers exemplify the need for teachers and students to be familiarized with new classroom strategies (STT1c 3). All new experiences done inside the classroom environment will demand adaptation periods and consistency from the teachers to achieve their goals, that is why it is important to have well established goals beforehand (MORAN, 2013). As it can be seen, it is hardly ever in the first try that things are going to happen the way teachers planned. Knowing that can be comforting for teachers who are trying out different methodologies, avoiding being demotivated and allowing them to reflect on their experiences, preparing solutions for possible future issues, exercising their responsibility and transformation roles.

Another important aspect present in the teachers' speeches is how their roles change according to the approach with which they choose to work (STT1a 7). Teacher Maisa, in line 1395, explains that she thought it was important for students to self-evaluate (STT1b 1), as well as for teacher Henrique who wanted to create opportunities for students to do their works by themselves, providing assistance when needed (STT1a 3, 1a 4, 1a 5). These strategies fit into the DS and ALM precepts, since they focus on students' progress and have them as protagonists of their learning process.

In respect to teacher Alice's project, she reports that she asked students to construct a motivating sentence on their own, however she feels frustrated because they did it with the help of the Google translate tool. In her words,

1186. A: [...] eu fiz com os nonos a criação de um::::: ... de um:: pôster ... com uma frase motivacional que eles criaram ... só que eh:: é bem nítido que assim que eles criaram essa frase ... em cinco minutos dez minutos alguns ... né usando o Google tradutor ... né? [...]eu percebi isso que eles usaram eles não tiveram esse esforço de criar né eu falei ... usem o dicionário tentem fazer sozinhos ... uma frase muito simples tal ... eh:: e aí eles usaram esse o Google tradutor e agora pensando se eu fizer uma outra criação textual ... seja uma frase com o intuito de eles verem o futuro ... eh::::: ... como evitar que eles usem ali e criem né eu de longe assim como a gente cons/ é um desafio né? ... fazer essa criação ... mo/ que seja uma frase ((falha na conexão da internet)) sem eles dependerem ali daquele eh daquele:: daquele::::: artefato ... instrumento que é o:: tradutor

As can be seen from the excerpt, it was difficult to teacher Alice to adapt and accept a new role the new methodologies demand. Some of the modalizations that permeate teacher Alice's speech are classified as pragmatic, as in "create" ("*criaram*"), because she attributes to the students' action capacities intending to reach a certain objective. However, the other modalizations she uses, "used", "did not have" ("*usaram*", "*não tiveram*"), indicate that these students did not act according to what she expected, since she does not want her students to use the Google translate tool (STT1c 13). Her reasons are that she thinks students are too dependent on it and that, by using it, they do not do the work themselves. In addition to that, she says that it is easy to notice that they used the tool because the translations they got were probably too literal. This quote can symbolize the premise of the ALM, which is the insertion of technology in the classes (STT1c 11), which means, it is useless to fight it, it is for everyone's best interest to gather forces with it. If students are already using the tool, which can be helpful for them when learning another language alone, it would be better for teachers to actually teach them how to use it in the best way (STT1c 9).

By accepting and integrating the new technologies to the additional language classroom, teachers are assuming a new role. They are still responsible for teaching grammar, genres, providing moments for students to communicate in the language, but, in addition to that, they are also teaching students' autonomy, that is teaching students to appreciate the search for knowledge as well as to do that on their own through new technologies (MORAN, 2013).

Teacher Alice also tries to explain that need for change, when she mentions her will not to focus too much on the grammatical points (STT1d 1).

1401. A: [...] eu não queria vi/ focar muito na parte gramatical mesmo eu queria mostrar que existia ... que exis/ que era daquela forma que a gente usava a expressãozinha going to antes do verbo principal e que isso simplesmente indicava que aquela frase estava no futuro eu queria

> *que eles tivessem esse entendimento não ... focar demais na parte gramatical*

About that, teacher Henrique adds that

> *1170. H: [...] porque:: o inglês eu os alunos tendem a n/ a desgostar ... porque:: (os professores eles ficam) só maçando em cima da gramática*

The traditional method for teaching additional languages is based on structural linguistics, which considers grammar to be "a branch of logic […] represent[ing] ideal categories in languages" (RICHARD; RODGERS, 1999, p. 48). That is, teachers are used to teaching language by explaining the grammar behind it, going from tense to tense, believing that students will learn those structures, following the rules they have already learned, hence accumulating declarative knowledge that, over time, will become procedural knowledge.

However, teacher Alice goes over one of the difficulties she faced with her students when applying her project, that goes on the opposite direction of what is believed by the structural linguistics.

> *1219. A: [...] devido às minhas aulas serem uma vez por semana e (aí) teve um feriadão ali:: que meu Deus do céu eles esqueceram tudo que a gente tinha trabalhado foi assim BEM penoso*

This teacher's students probably did not have enough contact with the content during the week, what would have helped them memorize it and practice it (JONG, 2011). Thus, having spent two weeks without reviewing the tense, they had forgotten all about it (STT1c 15). Hence, we can see in teacher Alice's and Henrique's lines (1170 and 1219) that language teachers have been feeling the need to switch approaches (STT3a). That also impacts teachers' roles inside the classroom and demands that teachers are instructed on how to do it. The modalizations teacher Alice uses throughout her speech (line 1401), "did not want", "wanted" ("*não queria*", "*queria*") represent the pragmatic modalizations, because she expresses her intentions to do her job in a different way than she usually does it, which is expressed by the word "wanted". It can indicate that she feels insecure to do so, even though it is something she wants, but as it was not how she learned to teach and how she is used to teaching, it represents a challenge for her to discover ways in which she could teach the language not focusing on grammar.

This reinforces the need for teachers to have the support from the govern and from the educational systems (for example, *NRE*), to provide in-service teacher education

programs, that will provide teachers with opportunities to reflect on their practice and understand what they could do differently in order for their students to better enjoy the classes. It is necessary that teachers understand and reflect on their beliefs regarding language teaching, and also how they view their object of teaching, the English language. In order to perform according to the theories that were presented to them during the course, they would have to review their core beliefs and go through a process of reframing them and their approaches[102].

At last, the participant teachers' representations make clear that everything related to learning to teach is a process. Teachers and students need to take time to adapt to new methodologies and experiences, as said by teacher Maisa.

> *1477. M: [...] eu acho que ... eh exatamente isso é cada d/ cada dia um pouco né a gente vai construindo isso não é assim nossa saí do curso pá né?*

Teacher Maisa states that teachers build changes little by little inside their classrooms (**STO3**), integrating what they learn from in-service education courses over time and learning what works and what does not work in different contexts and different ways to explore students' potentials in every class. These courses help remind teachers of their roles, motivating them to go after new strategies and preparing them to cope with struggles they may face inside and outside their classrooms. An example is teacher Alice's choice to implement a didactic sequence in one of the classes she had most difficulties working with. During the feedback meeting she shares that

> *1211. A: e aí eu acabei aplicando aquele conteúdo daí do MÉdio ...*
> *1212. R: uhum*
> *1213. A: tem uma atividade que eu fiz na época de estágio ... eh eu fiz um::::: ... uma sequência didática*
> *1214. R: uhum*
> *1215. A: com a prof didiê que eu apliquei ali com e/ ... com o terceiro ano*

> *1371. A: e no meu caso foi:: ... porque o médio ... né? eu tinha essa gran/ tenho essa grande dificuldade [...] era uma turma ... que:: co/ que eu comecei com vinte e poucos alunos ... e:: era a turma que eu mais tinha mas ... não falavam nada não abriam câmera provavelmente chegavam cansados depois do trabalho ali sete horas ligavam a aula e saíam ... tá porque você chamava o aluno ele nunca respondia nunca aparecia nada nada nada nada desse desse tipo ... e aí nessas últimas semanas algumas:: alunas estão assim mais assíduas e elas participam bastante e aí eu achei bacana aplicar essa essa atividade que eu tinha feito lá:: no ... no::::: no estágio no meu estágio do da faculdade ... eu consegui modificar algumas coisas e ainda () um texto que eu ... que eu me inspirei nesse texto do das atividades das*

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[102] This model is presented in the appendix 1, "Model of Teachers' Contextual Mindset Change".

atividades deles e aí falei ah acho que bacana vai ser bacana ... eh::::: aplicar essa atividade talvez um modo de diferenciar ... e saiu um resultado bem legal [...]

1469. A: olha acho que na:: ... na minha experiência ... eh:::: ... conforme eu falei né? até:: acabei me me:: motivando a trabalhar também com aquele terceiro ano ... que foi aquela sequência didática que eu fiz né? eu acho que foi uma forma de motivação [...]

Teacher Alice's speech exemplifies an evidence of mindset change . She shared throughout the course the difficulties she was facing with her high school students, since they did not participate in the classes (1a 6). In one point she says: "1*371. A: [...] mais ou menos quatro semanas eu fiquei sem aluno ... tá? [...] eles não apareciam eu ficava só ligava a aula e ficava sozinha a aula inteira*". That can be challenging for teachers who are already overwhelmed and still have to figure new strategies to cope with unknown students, who she only imagined the reasons why did not engage in the classes, as it is represented by the voice instance.

However, after the course was over, teacher Alice tells (line 1469) that she felt motivated to try a new strategy with those students (**STO4**). To help her feel even more motivated, a few students started participating in the classes more frequently. By considering how lost she was feeling on how to work with that class, as well as all points highlighted by her throughout the course on how difficult this new reality has been, encountering motivation to try new classroom techniques, with students that are apparently uninterested, is a great example of how important it is for teachers to find ways to cope with their stressors and change their perspectives on their teaching environments.

We could notice in these teachers' discourses that additional language classes are going through sudden changes, especially due to the pandemic situation, and that teachers and students are learning by doing how to adapt to their new realities. Therefore, it is vital that they are all supported during this period, re-learning how to do their jobs, in order to take this opportunity of new challenges and conditions to change their teaching approaches to ones that are more adequate to the current days' needs.

3.3.1 Teachers' Representations of their pedagogical practices by the analysis on the Reflective Dimensions

In the previous section, some excerpts related to the participants' representations of their work with their students in the implementation of a classroom project were analyzed by means of an enunciative analysis. In the present section, the same excerpts

will be analyzed, now considering the reflective dimensions proposed by Denardi (2009, 2021).

The first comments presented were made by teachers Henrique and Maisa, in lines 1377 and 1461 – 1467, about having had new classroom experiences. Teacher Henrique, for instance, explains how experimental his idea was, because it involved presenting slides within the Google meet platform, something his students had never done before. He says (1377): "*H: foi um trabalho de experiência né? de apresentação dele né? pelo:: pelo meet*". This way, their comments are related to the pedagogical dimension, since they are exploring one of the phases that composes the teaching practice, which is the application of the content phase.

Teacher Maisa also explains her intentions with the application part of her teaching process. One of them was that her students developed their autonomy. She did that by making them realize what they had or had not accomplished in their activities, as she explains in line 1461, "*M: então eles mesmos eu ia perguntando eles iam avaliando ... né? se autoavaliando*". Nevertheless, she felt like the activity failed, because her students did not complete all of their assignments. The researcher suggests that she was working with that strategy for the first time, therefore that was just a prototype, meaning that it should be refined over time, with the repeated use of the technique.

This is also related to the pedagogical dimension, which establishes that the last phase is the process of notetaking related to teachers' perceptions and, consequently, their reflections on how the implementation of techniques occurred, which enables them to plan and transform the activities based on the previous experiences. In this case, the process of reflection, planning and transformation of content also involves the ontological and axiological dimensions, since teachers are taken to reflect on their teaching contexts and the social values involved in the process, in order to adapt their ideas to their students' realities.

However, the interconnection between the pedagogical, ontological and axiological dimensions should happen throughout all process of planning (DENARDI, 2009; 2021). Even before trying out the strategy for the first time, considering the students is vital for the adaptation and tailoring of the content. In the next excerpt extracted from teacher Henrique's diary, he bases himself on his theoretical and practical knowledge about teaching to plan his classes.

> *a estratégia lançada foi tomar como ponto de partida um gênero curto a fim de colocarem em prática o que haviam aprendido em sala, e assim desafiá-los a ir além do que acreditam ter a capacidade para*

fazer, retirá-lo da zona de conforto. Logo, cabe ao professor apresentar e nortear as ações dos alunos com o objetivo de melhor prepará-los para os desafios do dia a dia em sociedade (from Teacher Henrique's diary on August, 27th).

Here, in addition to triggering the pedagogical, ontological and axiological dimensions, by considering his students, their needs and contexts, teacher Henrique also uses the epistemological dimension as means to make considerations about the chosen genre, in order to find it appropriate or not for the reality he was working within and the goals he had settled. This excerpt highlights the importance of having the theoretical knowledge gathered with the practical in order to establish goals and understand what students should be able to achieve through the task they are being proposed.

That knowledge also helps teachers on their reflections after the notetaking part of the process. Considering what happened in opposition to what they expected to happen according to the theoretical assumptions is also a way for them to understand their role of adapting – content and strategies – and persisting on their goals. In the excerpts 1377 and 1395 (about the negative aspects of applying the project), by using the pedagogical dimension, teachers are being able to reflect about the process of teaching they went through considering their theoretical knowledge. As we can see in teacher Henrique's line in 1377, "*H: nós que somos da::::: sequência didática né? ((risos)) ... a gente tem aquela ideia ah tem que fazer isso assim assim assim*" and in teacher Maisa's line in 1395, "*M: a primeira produção ... e a úl/ e hã ... antes de começar tudo pra eu saber da onde que eu partiria ... e ... pra finalizar ... né? a última hã:: produção pra eles mesmo:: ... eh:: ... eles se auto fazerem aquela auto-análise né?*".

However, as they also cite students' representations on how they were conducting the classes (represented by the voice instance), the ontological dimension is also present. This happens in teacher Herique's line (1377) when he says: "*H: ai profe mas por que você já não corrigiu tudo na primeira?*". By bringing his students' ideas into his discourse, they are inevitably operating within the teaching context that permeates their practice, since by understanding the context it becomes easier to understand students' behaviors (BARCELOS, 2004).

As already stated, pedagogical and ontological dimensions are closely intertwined. Teacher Alice, in line 1186, runs through the ontological dimension in order to find new strategies to work with her students, considering her teaching reality and searching for something that would allow her to obtain the results she was expecting. This process also involves the pedagogical dimension, since she was mentioning the planning

of a new class, based on the reflections she had made on another class project's application. Therefore, she was learning from experience, as it can be seen when she says: "*1186. A: e aí eles usaram esse o Google tradutor e agora pensando se eu fizer uma outra criação textual [...] como evitar que eles usem [...] eu de longe assim*".

Nevertheless, when working with genre, it is important to evaluate other dimensions also connected to the approaches guiding teachers. In line 1186, the linguistic dimension is also part of teacher Alice's reflection. The linguistic dimension is present in the type of work she was performing with her students, and it motivates her to search for a way that would allow her to work with her students in a specific way that would stop them from using the Google translate tool to help them do their part of the task. She expresses that by saying: "*A: como evitar que eles usem ali e criem né eu de longe assim como a gente cons/ é um desafio né? ... fazer essa criação [...] sem eles dependerem ali daquele eh daquele:: daquele::::: artefato*".

These representations regarding language also permeate lines 1401 and 1170, since by means of the linguistic dimension, teachers Alice and Henrique are expressing their concern with the way they have been teaching language. This is related to the repetition of the traditional method in language classrooms, which perpetuates since the early 1840's, based on the grammar-translation method. By seeing teachers in practice still using that approach, the idea of younger teachers reproducing what they saw in practice, based on the way they learned language in school, is reinforced (BARCELOS, 2015).

However, teacher Alice, in line 1219, expresses how this approach is no longer adequate to the reality teachers are facing, since "*A: devido às minhas aulas serem uma vez por semana [...] eles esqueceram tudo*". This demonstrates the need teachers have to involve cultural, pedagogical, contextual, social and linguistic aspects in their planning and reflexive process, because by doing so they will be reflecting on their experiences and theories (experimental and scientific knowledge), allying both and understanding what works or not for them and their students. It is also important to highlight the necessity that such reflections happen collectively, in which teachers assume a commitment with each other of promoting changes in their teaching environments, and, providing them with contexts more propitious for changes of belief, approaches, and consequently their mindsets (HECHT *et al*., 2021).

At last, in line 1477, teacher Maisa reinforces the thought of teachers, establishing new classroom cultures over time, and, this way, using the pedagogical dimension, as she

states, "*M: cada dia um pouco né a gente vai construindo isso*". Hence, integrating reflection, theoretical and experiential knowledge, accommodation and assimilation of beliefs, and, consequently, a change of mindset in the teaching context, that allows them to feel more motivated to work with new strategies, since their approaches would have changed.

3.4 Summary of the Enunciative Analysis and the Analysis based on the Reflective Dimensions

In order to conclude this chapter of data analysis, table 12 shows the numbers of occurrence of the analytical categories (instances of person, voice and modalizations) corresponding to the ennunciative analysis that were found in all the analyzed participant teachers' excerpts.

Table 12 – Summary of the enunciative analysis

Person Instance	Occurrence %	Voice Instance	Occurrence %	Modalizations	Occurence%
"Eu" – 266 times	48%	Author's voice – 28x	59,57%	Deontic - 142x	29,6%
"A gente"/ "Nós" – 81times	14,8%	Character's voice – 13x	27,65%	Appreciative – 115x	23,7%
"Eles" – 105times	19%	Social Voice – 6x	12,78%	Pragmatic – 91x	18,9%
"Alunos" – 43times	7,8%			Logic – 134x	27,8%
"Você(s)" – 57times	10,4%				
Total of times: 552	100%	Total of times: 47	100%	Total of times: 482	100%

Source: Research data, 2021.

The enunciative analysis conducted throughout the paper, provides evidence that it could support the perception of how these conditions are negatively affecting public schools' English teachers' mindsets. Table 12 presents a quantitative analysis of the data, displaying the amount of times the voice, person and modalization instances were used. Its results point to the constant use of the person instance in the first person singular ("eu", 266 times, representing 48% of the total of the occurrences) or plural ("nós/a gente", 81 times, representing 14,8% of the total of occurrences) which can be an indicative of how teachers reflected on their own roles, attributing to themselves their prescribed tasks, as

well as their representations of them as a working class. The sum of occurrences corresponding to the use of first person singular to the third person plural is 347 out of the total of 552, which represents 62,8%. That is reinforced by the great use of deontic modalizations (142 times representing 29,6%), which are related to the duties teachers cite as their own. The use of appreciative modalizations (115 times, corresponding to 23,7%) that usually followed the discourses in relation to their prescribed work was overall negative. These two types of modalizatins together represent 53,3 % of the total use of modalizations in participant teachers' excerpts may generate the idea that teachers are unsatisfied with the way they are performing their jobs, reinforcing the idea that teachers' mindsets are being negatively affected.

In relation to the analysis based on the reflective dimensions, it is possible to infer that this type of analysis exemplifies the process teachers go through when reflecting on their work. Some of the most constant dimensions used in this part were the pedagogical, the ontological and the linguistic ones. As in the last meeting, called feedback meeting, participants were invited to reflect on how their experiences with their class projects occurred, it is plausible that the pedagogical dimension was one of the most cited, since it is directly related to class preparation, applying the project and reflecting on the results. The ontological dimension is related to the necessity to consider students and schools' realities when planning and applying a project. While the linguistic dimension is also pertinent since these are language teachers, and through this dimension teachers can reflect on how they view language and how that aligns with the methods they are using.

As for the purposes of the present research, the analysis by means of the reflective dimensions generated grounds for a few considerations. The presence of the pedagogical, axiological and ontological dimensions in teachers' discourses, allows us to infer their awareness regarding their need to change the way they have been working with their students. The pandemic, for example, can be considered a wake-up call for teachers in this sense, since it represented a means of introduction of technological tools within the classroom environment, something that did not happen prior to it, or very rarely. This indicates a strong necessity of trying to keep up with social changes, aiming to prepare classes that are more related to students' lives.

The linguistic dimension helped us realize the still very strong presence of the structural view English teachers have regarding the language. However, as it happened with the previous two dimensions mentioned, even though they are facing difficulties applying these changes, teachers have been more aware of the importance of changing

their pedagogical practices. Nevertheless, as it has been explored throughout this work, classroom techniques will only effectively change once there is a change of approach. That is, viewing language teaching by means of the structural approach is going to impact teachers pedagogical practices, since it will guide the way they work. Once teachers understand language by means of the interactionist approach, that is, as social practice, real changes in the classroom environment are likely to take place.

CHAPTER IV
FINAL REMARKS

This chapter aims to, first, synthesize the trajectory of the study previously presented, as well as to go over the results obtained by the investigation and analysis that were conducted, responding the research questions that guided this paper. At last, some considerations regarding the pedagogical implications of the study, research limitations and suggestions for further research will be presented.

4.1 SYNTHESIS OF THE RESEARCH

As already said, this qualitative intepretative study (DENZIN; LINCOLN, 2007) in the area of Applied Linguistic, based on the Sociodiscursive Interactionist Perspective (BRONCKART, 2012), aimed to investigate basic education English teachers' representations about public state school teaching conditions and how these conditions might affect their mindsets and, consequently their pedagogical practices. In order to achieve its main goal, two specific objectives were set:

a) investigate the difficulties faced by the English teachers who participated in this research taking into account their specific contexts of work; and,

b) identify and analyze changes in participants teachers' mindsets.

This research has its importance justified by the attempt to ally Applied Linguistics with the psychological field, relating the mindset concept, which is relatively new, and the concept of beliefs to the public school English teachers' realities, looking to analyze how they might influence the public school participant teachers.

In order to do that, data was generated through the offering of an outreach course, in which three English teachers from the southwest region of Paraná participated. In the course, some theoretical issues (mindset concept, ethnographic research, interactionist theories, reflexive teacher, didactic sequence, among others) were presented to teachers and broadly discussed, so that teachers could relate those concepts to their pedagogical practices. At the end of the course, teachers were asked to plan and apply a classroom project based on the discussions they had during the course. The material generated from the course, were transcribed and organized into three sets of data corresponding to: a)

teachers' representations on their context of work; b) teachers' representations on classroom projects; and c) teachers' representations on an applied classroom project.

Each one of these three sets of data were intensively read to identify their STO, STT and STT dismembered, resulting in many and specific organized tables to make possible to analyze the three English language teachers' representations in a coherent way. Each one was also analyzed by different means:

a) Participant teachers' representations data were analyzed by means of discursive analysis as well as enunciative analysis.

b) Participant teachers' representations on possible classroom projects were also analyzed by means of discursive and enunciative analysis.

c) Participant teachers' representations on an applied classroom project had its analysis based on enunciative analysis articulated with the reflective dimensions analysis.

Concomitantly to the realization of the analyses, the thesis was written, and organized in chapters as follows. Chapter I discussed the theoretical bases of the research as a) some sociointeractionist principles within the sociodiscursive interactionism, which aimed to present Bronckart's (2012) ideas articulated to Vygotsky's (1997), Bakhtin's (2015) and Habermas' (1987), presenting psychological and textual types of analyses; b) pre and in-service teacher education, which meant to set the scenario for teachers' professional contexts, approaching the concepts of reflexive teacher and teacher as a researcher; c) the concept of mindset, articulated with the concept of beliefs and approach as well as some brief discussions on teachers' motivation and expectations; and d) active learning methodologies and didactic sequence attempting to relate these types of methodologies since teachers can use them to select and adapt some procedures, strategies and technique to apply in their classrooms in order to try to operate some changes.

In Chapter II the methodological aspects of the present study were cited, which aimed to classify the nature of the research, its context and participants profiles. In this chapter the objectives and research questions were presented, as well as the data generation and analysis methods.

In Chapter III, theories and data were gathered and analyzed according to the instruments already presented.

Lastly, in this chapter, some final remarks are presented.

4.2 ANSWERING RESEARCH QUESTIONS

In order to try to answer the two research questions that were proposed in chapter II, they will be presented again and answered. After that, the main research question will be answered.

4.2.1 Research Question 1- What are the difficulties faced by the public schools English teachers in the southwest region of Paraná according to study's participants' points of view?

The context presented in this study was very particular, since not only teachers, but the entire world was going through a pandemic period. This generated new and unexperienced conditions for public schools' English teachers, such as having to learn how to teach their students remotely, by means of technology and having much of their workload increased by the fulfillment of bureaucratic tasks. Some of the most pertinent difficulties presented by the participants were gathered and separated according to their natures and will be presented below.

- o Due to the pandemic: excessive amount of demands; unfamiliarity with technological tools; lack of access to the internet.
- o Previous to the pandemic: defamiliarization of the department of education with the public schools' realities and impossibility to cover all contents foreseen; lack of in-service education programs; lack of touch with co-workers; limited classroom time; having a great number of students; teaching in more than one school; teaching in schools from other cities.
- o Teachers' representations: lack of motivation and time to participate in in-service education courses and to prepare classes; difficulties allying theory and practice; difficulties establishing a relationship with the students.
- o Students' impacts: Lack of students' participation and autonomy.

These conditions will be discussed again when responding the main research question in 4.2.3.

4.2.2 Research Question 2 – Were there changes in mindsets presented in teachers' representations about teaching after their experience in the course?

Based on the enunciative analysis and on the reflective dimensions analysis, it was possible to say that there are some evidences of changes in the teachers Henrique's, Maisa's and Alice's mindsets. The most emphatic example comes from teacher Alice who, during the feedback meeting, shared how she felt motivated to implement a DS with one of the classes she was having most difficulties with. As already said, she reapplied a DS that was carried out when she did her practicum as a pre-service teacher some few years before.

The implementation of a DS shows her attempt to work with a different classroom approach than she had been working with before. This may represent how she realized that she needed to change her strategy with those students in order to achieve different results. It can be said that this fact alone does not represent a change of mindset. However, it is possible to believe that, if that process continues to happen, followed by a reflection process and some instruction, probably provided by an in-service education program, teacher Alice could be starting a process of reframing her beliefs, approach and, consequently, mindset.

In teacher Maisa and Henrique's cases, it was possible to perceive a progressive change of attitude towards their pedagogical practices. Since the first meetings and especially in the last one, both teachers did not only share their experiences, but they also showed traits of reflection on their practice and an attempt to ally theory and practice.

Both teachers based the implementation of their projects – teacher Henrique's project was about the genre film review, while teacher Maisa's one was on the genre game covers – in the contents discussed during the course, adding to their discourses the reasons why they worked the way they did. They also reflected on what had been positive and negative regarding the whole process. This allows them to reflect on how to solve problems in the next time they try working with a genre based approach.

4.2.3 General Research Question: What are the public school teaching conditions and how they may affect English teachers' mindsets, consequently their pedagogical practices?

The participants shared during the meetings different aspects that permeate the education system they work in in their individual points of view. As reported in the answer to the first question in 4.2.1, many of those conditions were adverse. In their discourse, it is noticeable that such conditions are directly connected to the way they view their jobs, themselves and their realities and how they cope with it.

Based on the analyses and on the participants' discourses, it is plausible to infer that the conditions presented in the public school system culminate in their lack of motivation, which we consider to be the core issue. It is generated by the conditions which are imposed to them by the education reality they face, mainly by the excessive workload they have and the great amount of demands they have to fulfill, especially in the pandemic time (DENARDI, *et al.*, 2021), that are not directly related to the teaching job itself. This generates lack of time, because teachers have extra tasks to worry about. If teachers do not have time, they are not able to engage in in-service education programs. The non-participation in such programs likely leads teachers into a lack of the reflective process and that, at last, culminates in the perpetuation of the teaching approaches that these teachers have been using, presumably stopping them to trying new ways of teaching, achieving new results and feeling more motivated.

The enunciative analysis conducted throughout the paper, provides evidence that could support the perception of how these conditions are negatively affecting public schools' English teachers' mindsets. In Table 12, the enunciative analysis table presents a quantitative analysis of the data, displaying the amount of times the voice, person and modalization instances were used. Its results point to the constant use of the person instance in the first person singular "I" ("eu") or plural "we" ("nós/a gente") which can be an indicative of how teachers reflected on their own roles, attributing to themselves their prescribed tasks, as well as their representations of them as working class individuals. That is reinforced by the great use of deontic modalizations, which are related to the duties teachers cite as their own. The use of appreciative modalizations that usually followed the discourses in relation to their prescribed work was overall negative, which may generate the idea that teachers are unsatisfied with the way they are performing their jobs, reinforcing the idea that teachers' mindsets are being negatively affected.

Concerning the analysis based on the reflective dimensions (DENARDI, 2009; 2021), it is possible to say that the analysis indicates that teachers have been aware of the necessity to make changes in their pedagogical practices and that they had the opportunity to reflect on these needs during the outreach course. However, even though teachers have been trying to operate some changes in their classroom environments, they are apparently still tied to a structural approach, which stops them from achieving better results with the new techniques they have been trying to use. Therefore, it is necessary that English teachers could appropriate of other methodological and theoretical forms of acting in their classrooms, as well as to have enough time to implement these new forms in their teaching.

4.3 PEDAGOGICAL IMPLICATIONS OF THE STUDY, RESEARCH LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present research intended to contribute to the Applied Linguistics field especially by allying it with concepts that are from the psychological field, such as beliefs and mindset. By presenting the mindset concept articulated with the concept of beliefs, we try to fulfill Applied Linguistics goal to promote transdisciplinary knowledge (MOITA LOPPES, 2006). By so doing, concepts were also interconnected (interactionist theories vs. mindset concept vs. beliefs vs. motivation vs. active learning methodology vs. didactic sequence), which had as a goal to spot how the theories allied, intending to facilitate their possible contributions to teachers' practices, as it was displayed in the model presented by the researcher in Chapter I. Such model tried to demonstrate how the relation of the concepts discussed could operate changes in teachers' real working experiences.

Another possible practical contribution was the promotion of an in-service education course for language teachers, which aimed to discuss important theoretical aspects that permeate the field, looking to help them to ally these concepts to practice, as well as providing teachers with the space and opportunity to share their difficulties and reflect on them. The data obtained from this course and here analyzed implicates some important considerations within the Applied Linguistics, such as: the reinforcement of in-service education courses that influence teachers reflective process, but that also provides them with opportunity to practice their linguistic abilities; to reflect about the importance of the reflective practice for teachers; to understand the difficult and constant process of

reframing beliefs and changing mindsets and approaches; and, to put some criticism on the still very large influence of the structural approach in language classes.

On the other hand, this research also found some limitations. As the meetings had a predefined period of time to happen (2 months) and were of just one hour long, the discussion about some contents was sometimes limited to quick conversations, hence, some subjects could have been more deeply discussed by the participants, with more practical examples brought up by the researcher and the participants. For future experiences, it is suggested to extend the length time of meetings to work with all the concepts, also allow the teachers more time to share their points of view.

In other words, if this piece of research was replicated, the period to work with the participants should be extended, in order to provide them with more opportunities to reflect and study as well as to follow participant teachers' journeys in their possible changes of mindsets. Moreover, future studies could involve the participation of teachers and students, analyzing how the work with teachers during the in-service education programs may impact their students perspectives and learning process, since students' quality of learning should be the ultimate goal.

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APPENDIX 01

Student: _____ Nº____ Class: 3ª A_____

Teacher: ████████████████ Subject: English

Date: ___/___/_____ Grade: _____ Signature: _____

HOLLYWOOD

The American film industry, often referred to as Hollywood (from the place name of its birth), is the industry leader in the form of artistic expression that came to dominate the twentieth century and continues as a popular art form at the beginning of the twenty-first century. While the Lumiere Brothers are generally credited with the birth of modern cinema, it is indisputably American cinema that quickly became the dominant force in the industry.

Prior to the twentieth century, narrative forms were dominated by the oral, then written, and finally printed word. Cinema introduced a new visual culture. The immediacy of the medium created a system of stars with the powerful ability to influence the rest of the culture, for good or for ill. At its best, film creates visual narratives that teach and inspire as they entertain. At its worst, it titillates prurient interests and nudges its viewers to commit acts of evil and stupidity. There is no clearer barometer of cultural values and interests. For that reason, it has also been an arena of ongoing struggle between artistic freedom and artistic responsibility.

About Disney Comapany

Disney was originally founded on October 16, 1923, by brothers Walt and Roy O. Disney as the Disney Brothers Cartoon Studio; it also operated under the names The Walt Disney Studio and Walt Disney Productions before officially changing its name to The Walt Disney Company in 1986. The company established itself as a leader in the American animation industry before diversifying into live-action film production, television, and theme parks.

TALKING ABOUT THE MOVIE

Together with a man, who should have been selling ice, the young and fearless princess Anna sets out on a journey through the ice mountains in the hope of finding her sister, the Queen Elsa. The Queen must have freaked out and ran. Anna needs to find her sister to put an end to an awful curse of eternal winter, which is freezing the kingdom.

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