Teacher's collaboration and perception of assessment while co-planning a conversation course: a Paraná Speaks English experience

Colaboração e percepções de avaliação de professores ao co-planejar um curso de conversação: uma experiência Paraná Fala Inglês

Lucas Ricci Pereira de Andrade iD
lucasricci.andrade@uel.br
Universidade Estadual de Londrina, Londrina, PR, Brasil.

Denise Ismênia Bossa Grassano Ortenzi iD
denise@uel.br
Universidade Estadual de Londrina, Londrina, PR, Brasil.

Abstract

Growing globalization has increased connections between people and institutions across the globe. In this context, the internationalization of higher education is a relevant demand from this new global order. To support this process, state initiatives are created to enhance internationalization, and in Paraná state, the program Paraná Speaks English is one of them (SENEFONTE, 2021). Consequently, forming pre-service teachers to act in this context is an issue to be explored. The study investigated the formative potential of the collaborative work of PFI in the training of a pre-service teacher regarding assessment concepts. This work is situated in a social-cultural perspective, arguing that human development is a consequence of social interaction, focusing on the cognitive development that emerged through co-planning assessments for a mini-course. The data source is messages from a group chat on a virtual messenger, where most of the co-planning happened. To analyze this data, we use Activity Theory (ENGESTRÖM, 1987), concept formation (VYGOTSKY, 1978), and concepts of assessment (SCARAMUCCI, 2006; FURTOSO, 2008; HAYDT, 2004; CRISP, 2012; BIGGS, 1996). Results showed that different assessment concepts appeared and were created throughout the co-planning of this mini-course. It is also possible to conclude that the collaborative aspect shown in this activity was positive for the cognitive development of teachers. This paper can indicate Paraná Speaks English as a possible context for training pre-service teachers for the internationalization context.

Keywords: Paraná Speaks English; Co-planning; Assessment; Internationalization.

Resumo

A crescente globalização aumentou as conexões entre pessoas e instituições em todo o mundo. Neste contexto, a internacionalização do ensino superior é uma exigência relevante desta nova ordem global. Para apoiar esse processo, são criadas iniciativas estaduais para potencializar a internacionalização e, no estado do Paraná, o programa Paraná Fala Inglês é uma delas (SENEFONTE, 2021). Consequentemente, formar futuros professores para atuar nesse contexto é uma questão a ser explorada. O estudo investigou o potencial formativo do trabalho colaborativo do PFI na formação de um estagiário em conceitos de avaliação. Este trabalho se situa numa perspectiva sociocultural, defendendo que o desenvolvimento humano é consequência da interação social, com foco no desenvolvimento cognitivo que emergiu por meio do co-planejamento de avaliações de um minicurso. As fontes de dados são mensagens de um chat em grupo em um mensageiro virtual, onde aconteceu a maior parte do co-planejamento. Para analisar esses dados, utilizamos a Teoria da Atividade (ENGESTRÖM, 1987), a formação de conceitos (VYGOTSKY, 1978) e os conceitos de avaliação (SCARAMUCCI, 2006; FURTOSO, 2008; HAYDT, 2004; CRISP, 2012; BIGGS, 1996). Os resultados mostraram que diferentes conceitos de avaliação surgiram e foram criados ao longo do co-planejamento deste minicurso. Também é possível concluir que o aspecto colaborativo demonstrado nesta atividade foi positivo para o desenvolvimento cognitivo dos professores. Este artigo pode indicar o Paraná Fala Inglês como um possível contexto de formação de futuros professores para o contexto de internacionalização.

Palavras-chave: *Paraná Fala Inglês; Co-planejamento; Avaliação; Internacionalização.*

1. Introdução

The advancement of globalization has caused an increase in connections between people and institutions across the globe. Therefore, the internalization of higher education is a relevant demand that arises from globalization. To meet this need, universities have taken action that aims to prepare higher education institutions for a globalized scenario (Senefonte, 2021). In the Paraná state, the program Paraná Speaks English is one of those initiatives.

The program Paraná Speaks English (PFI) is a branch of the program Paraná Speaks Languages, which is one of the strategic actions adopted by the General Superintendence of Science, Technology and Higher Education (SETI) to support the internationalization process of the state universities of Paraná (Seti, 2020). The concept of internationalization can be used to define three different cross-border activities: international exchanges and partnerships, cross-border commercial trade ventures, and international development projects (Knight, 2005)

SETI's program aims include fostering academic mobility, preparing professors to teach in multiple languages, and establishing international partnerships. To achieve these goals, PFI offers language courses to the academic community of state universities of Paraná. At the State

University of Londrina (UEL) the focus of PFI courses is English for Specific Purposes (ESP), which targets the preparation of students for specific communicative situations established by work or study (Dudley-Evans; St. John, 1998).

Due to the context of the application, the program focuses on developing abilities related to the academic sphere, offering courses such as instrumental reading, academic writing, and participation in international events. The PFI-UEL team comprises one institutional coordinator, one pedagogical coordinator, three graduate teachers, and one undergraduate student intern. At UEL, the PFI courses are usually taught by one teacher, who is also responsible for preparing the classes and materials to be used during class.

However, in February 2023, the PFI-UEL offered a 20-hour conversation course taught and prepared by all PFI teachers and the intern, focusing on developing the speaking and listening abilities of UEL's academic community. Called "A Cup of Conversation," the course happened over three weeks with two classes per week. From a sociocultural perspective, this collaboration and interaction between teachers with different backgrounds while designing a course can contribute to human development (Engeström,1994).

With that in mind, this paper aims to analyze the potential of collaborative work for the development of the PFI-UEL team regarding the formation of assessment concepts. Therefore, this study is situated on the sociocultural perspective as it focuses on identifying a zone of proximal development while co-planning assessment for a conversation course and which assessment concepts emerge from mentioned activity.

The importance of this study lies in the lack of research investigating the formative potential of Paraná Speaks English for pre-service teachers at the undergraduate level. Thus, this research may help to understand the program as a possible context for pre-service teachers' formation in the context of education for internationalization, which is an increasing teaching field that is not mentioned frequently throughout undergraduate education.

Alongside the mentioned aims, this paper is directed by the following research questions a) What assessment concepts are formed from the collaborative work? b) How did the team members participate (who did what)? c) Which tools mediated the co-planning of the assessment activities, and for what purposes?

This study consists of an introduction, followed by a literature review section that brings relevant concepts regarding the sociocultural perspective in the development of teachers,

coteaching and co-planning, and assessment while designing a course. In addition, there is a methodology and analysis section that shows the results found. Lastly, there is a final consideration section, where the results are discussed.

2. Literature review

2.1 Social-cultural Perspectives

The sociocultural perspective has been adopted in many areas of study with slight changes in meaning, but sometimes with very different applications (Johnson, 2009). From this perspective, cognitive development happens through interaction and engagement in social activities, which are mediated by constructed materials, signs, and symbols. Thus, human agency plays an important role in this development. Therefore, learning is not only the appropriation of skills or knowledge and their reproduction but the internal transformation and reconstruction of said skills and knowledge for specific individuals and local needs. This process causes the transformation of both self and the activity (Johnson, 2009).

Considering the cognitive development of teachers, Johnson (2009, p. 18) traces teacher learning through a sociocultural perspective, focusing on the Vygostskian process of internalization, which she defines as "the process through which a person's activity is initially mediated by other people or cultural artifacts but later comes to be controlled by him/herself as he or she appropriates and reconstructs resources to regulate his or her own activities."

According to the author, those activities are mediated by three types of tools, cultural artifacts (i.e., textbooks), concepts (i.e., teaching as knowledge transmission), and social relations (i.e., power relationships between teachers and students). Those tools can be both physical and social, for example, a textbook is a physical material that may induce social activity and even social interaction (Johnson, 2009).

In order to better understand teacher cognitive development, it is necessary to examine how mediation establishes through the Vygostkian concept of the zone of proximal development (ZPD). This concept is "the difference between what a person can achieve independently and what he or she can achieve working in collaboration with others or with someone more expert."

(Johnson, 2009, p.19).

To help understand this concept, Meira and Lerman (2001 apud Johnson, 2009) differentiate between performative, interactive, and emergent aspects of the ZPD. The performative aspect reflects the common definition of what one can do alone and what one can do with the help of others who are more experienced. The interactive aspect represents a metaphorical space where development occurs through interaction with more experienced peers or experts, the gap between what subjects can do alone and what they can do with the help of others will differ depending on the type of task and the context it is being executed. Lastly, the emergent aspect considers the ZPD never to be static or stable "but comes into existence and changes in the activity of dialogic engagement (p.19)."

In addition to the ZPD, another process relevant to cognitive development is the process of concept formation. Vygotsky considers concept formation an interactive and dynamic action. A concept emerges from a complex operation to solve a problem. It is an active part of the intellectual process repeatedly involved with communication, understanding, and problem-solving (Vygotsky, 1986).

To Vygotsky, there are two main types of concepts, spontaneous and scientific. The first derives from human direct experience with the world in an inductive process, they are formed through the accumulation, understanding, and reflection of lived experiences. Spontaneous concepts are situational, empirical, and practical (Vygotsky, 1986). On the other hand, scientific concepts are a deductive process that relates to the exposure to abstract conceptual knowledge, often presented by a more knowledgeable peer through verbal definitions (Wellings, 2003).

According to Vygotsky, both types of concepts are interdependent. This interaction between the two different concepts causes the development of more significant concepts. This interaction happens in the zone of proximal development, where scientific concepts and spontaneous concepts are combined to form a new conceptual understanding (Wellings, 2003).

For this paper, we are going to adopt the Vygotskian essence, which lies in the idea that human learning is a social dynamic activity that takes place in physical and social spaces, and it is shared across people, tools, and activities (Vygotsky, 1978). We have analyzed a course planning activity in an internationalization project in a state university shared across a group of teachers (one pre-service teacher and three teachers) who interacted mainly through a messaging platform. Due to the nature of the activity under investigation, the concept of coteaching and co-

planning are central to this study.

2.2 Coteaching and Co-planning

According to Roth, Robin, and Zimmerman (2002, p.7) coteaching happens when "two or more individuals work at each other's elbows to enhance the learning experience of students". These individuals are visiting teachers, researchers, supervisors, or teachers paired with recent teachers or pre-service teachers. For the authors, for coteaching to succeed, all individuals involved in the activity must immerse themselves in the teaching experience.

From a sociocultural perspective, coteaching provides a zone of proximal development (ZPD) through collective actions and interaction, the individual (teacher) contributes to the community (other teachers and students) and at the same time to their own development and learning process (Roth; Robin; Zimmerman, 2002). Therefore, coteaching contexts provide rich conditions for pre-service teachers to learn by participating actively in the teaching practice and providing them with new ways of acting in the world.

Coteaching as an activity system is similar to traditional teaching regarding its tools and rules; however, this practice provides new relations between subjects and mediations compared to traditional teaching. In this method, new and more democratic divisions of labor are introduced, there is an expansion of the tools used to mediate the process, and the teachers' opportunity to participate in different parts of the lesson is enhanced (Roth; Robin; Zimmerman, 2002).

The existence of Coteaching requires the existence of co-planning, the collaboration between teachers while designing/planning a course. According to Engeström (1994), this activity can create collaborative thought, which is integrated into the collective praxis; thus, it is dialogical, interactive, and argumentative. The author considers this collaboration the nature of human activity and essential to human development.

To Matusov and White (1996, p. 11), to reach this desirable development and safe learning, a crucial type of activity is what they call "open collaboration". From a social-cultural perspective, the authors define open collaboration as a

joint activity where participants mutually engage in defining and developing global goals within the activity itself, solving local problems, coordinating participants' efforts, respecting each other as highest agencies for their own actions, and attempting to integrate their ongoing activity with other aspects of their lives (p.11).

John-Steiner (2000) agrees that collaboration constitutes joint effort and social support on human endeavors. The author still draws a difference between cooperation and collaboration, cooperation happens when each participant in the activity makes a specific contribution to a shared task, while collaboration occurs when there is equality in roles and responsibilities in a task. According to John-Steiner, both types of collaboration can appear throughout different stages of activity or task.

Over recent years in Brazil, many researchers have shone a light on collaborative teaching and planning, bringing relevant results regarding its impact on the continuous formation of teachers and researchers (Liberali, Magalhães, 2009,2012; Magalhães, 2010; Magalhães, Oliveira, 2016; Mateus, 2005, 2016; Fiori-Souza, 2016). However, most of them focus on the argumentative and deliberative aspects of coteaching/planning and have as the background the context of basic education.

Furthermore, Senefonte (2021) discusses some benefits regarding continuing teacher education within Paraná Speaks English, including cognitive domain and empowerment. Yet, his research only discusses the continuing education of the pedagogical coordinator and three graduated teachers, not including the undergraduate inter.

Therefore, my focus of analysis is the collaboration between the graduated teachers and the undergraduate intern while designing a course and its outcomes. Since the activities analyzed relate to assessments, some concepts regarding this practice are important to the study and will be further explored in the analysis section.

2.3 Assessment in Language Learning

Assessment is considered the integrating element between teaching and learning, as it should provide information to teachers and students regarding educational gaps to be covered. (Scaramucci, 2006 apud Batista; Moraes, 2020). Therefore, assessment plays an important role while planning a course since it should influence the course design and application.

Madaus and Airasian (1970) define four types of classroom assessment which are 1) placement evaluation used to place students in appropriate classes or unity (e.g., proficiency tests or interviews); 2) Formative evaluation used to provide feedback to students through the course on their progress and guide the teaching or study (e.g., quizzes, class participation, and classroom observation); 3) Diagnostic evaluation used to identify students' learning or classroom behavior which is not directly related to what is being taught in the classroom (e.g., language proficiency tests, interviews, and language history questionnaires); 4) Summative evaluation used to certify, assign a grade and measure performance by the end of a unity or course (e.g., standardized tests, proficiency tests, and final exams).

Mezzaroba and Alvarenga (1999) organize and synthesize five approaches regarding learning and assessment, traditional, behavioral, humanistic, cognitivist, and socio-cultural. These approaches are analyzed by Mizukami (1986), among other authors, and may be considered the most influential for teachers while creating assessments and assessing students.

Table 1. Concepts of learning and assessment

Approach	Learning	Assessment
Traditional	Consists of the acquisition of information and demonstrations transmitted by the teacher in the classroom.	Measure the amount of information acquired in the classroom; it aims to reproduction of contents; it privileges tests and scores.
Behavioral	Behavioral and/ or mental change resulting from a reinforced practice.	Check if the student has reached the proposed objectives and provides data for the next behaviors to be modeled.
Humanistic	Meaningful learning is one that involves the student as a whole and depends on their self-confidence and independence.	Disregards any standardization of products and teacher skills; advocate for self-assessment.
Cognitivist	It implies assimilating the object to mental schemes and only really takes place when the student develops their knowledge.	Checks if the student has already acquired the maturation of mental schemes; The use is supported by multiple criteria, especially the assimilation, and application in varied situations.
Sociocultural	Learning happens through the action of the subject, through	Prioritizes self-assessment and/or mutual and ongoing evaluation of educational practice by teachers and

	consciousness development criticism and freedom	students.

Furtoso (2008), besides discussing approaches and forms of assessment, also discusses who should assess. The author defends the student's participation in the assessment practice, working collaboratively with the teacher and sharing the power of assessing with them. To her, this exercise can help transform the pedagogical practice and enable students to take responsibility for their learning. Considering the purpose of the assessment, Haydt (2004) argues that this practice may be more than a way to classify and grade students and should be used to enhance teaching-learning. To the author, the formative assessment achieves that by providing an orienting and collaborative dimension, which can help students to advance in their studies, and the teacher reflects and (re)organizes their teaching practice.

Considering assessment while creating a course, Crisp (2012) states that while designing a course, teachers should try to implement different types of assessments considering different outcomes and reward mechanisms. According to the author, it is necessary to make a clearer distinction between assessments designed to facilitate and test current learning and those used to enhance future learning and teaching, especially in contexts where summative assessments are needed for progression or certification purposes. Therefore, different assessments for different purposes can create a curriculum that enhances current and future learning.

Biggs (1996) also mentions how institutional rules and factors, such as the number of students, can influence what types of assessments teachers apply in the classroom. The author states that institutional organization favors the use of summative assessments while discouraging the use of qualitative ones. However, this should not stop teachers from approaching a more formative assessment.

3. Methodology

This study draws on a qualitative approach; hence it aims at analyzing human interaction. In social research, a qualitative study can be defined as the interpretation, comprehension, and exemplification of a set of events product of human interaction and social phenomenon (Alves; Aquino, 2012).

Bearing this approach in mind, it is necessary to reckon that qualitative research is not neutral or objective (Lincoln; Denzin, 2006). Consequently, both the corpus of the analysis and the analysis itself are influenced by external and internal factors which may not be objectively known. Therefore, this research attempts to interpret reality and human interaction and should not be seen as the objective truth.

As mentioned earlier, the context of the investigation is the Paraná Speaks English program at the State University of Londrina, more specifically, the co-planning of a conversation course called "A Cup of Conversation," which took place in February 2023. The course was co-planned and co-taught by three English instructors and one undergraduate intern, with the counseling of a pedagogical coordinator. Therefore, these are the participants of this study.

The three English instructors hold undergraduate degrees in Portuguese and/or English and have experience teaching the English language inside and outside the program. The intern, who is the researcher of this study, is an undergraduate student in the last year of the English course at the State University of Londrina who has experience teaching English outside the program. The pedagogical coordinator is a professor at the university.

The course in question was a mini course with a duration of 20 hours. A Cup of Conversation happened in three weeks, with two weekly classes of one and a half hours and asynchronous activities. Initially, twenty students were enrolled, but by the end of the course, the total number of students was ten. All students were members of the university community and mostly presented an intermediate level of English, the level recommended by the program to participate in the course.

The Paraná Speaks English team did the planning, teaching, and creation of the materials. The instructors, intern, and pedagogical coordinator held meetings with the course as a topic of discussion, but most of the planning was done via a group in a virtual messenger application (WhatsApp) where the instructors and intern interacted, shared ideas, and co-planned the classes.

The study participants signed a free and informed consent form attesting that they were aware of and agreed with this investigation's procedures. The participants opted for anonymity, allowing the researcher to choose a code name.

The data source for this research is a group chat on a virtual messenger application (WhatsApp). The group chat was created by one instructor to facilitate the exchange of ideas and

the co-planning and coteaching of the conversation course. The chat participants were all three English instructors and the undergraduate intern.

The excerpts analyzed were first selected based on the level of participation of the undergraduate student. After a first analysis, it has come to the researcher's attention that the excerpts selected surrounded ideas of assessment. Therefore, my analysis focuses on six extracts of co-planning assessment activities. They regard the planning of the courses' final assessment and the planning and construction of a pre- and post-questionnaire, which worked as a way to assess the course and students to assess themselves.

As explained earlier, my analysis relies on the sociocultural perspective, leaning on the concept of activity theory to understand, analyze and systematize the extracts mentioned above and the tools created through them. I seek to comprehend the formation of the concept of assessment by analyzing how the division of labor happened, the tools created and motives, as well as the assessment assumptions brought by the three instructors and intern, and the potential of these extracts for teacher's development.

Before presenting the analysis, it is important to define activity theory and its constituents. Activity theory can help to understand human activity better and systematize it. In a broad definition, this theory is about "who is doing what, why, and how?" (Hasan, Kazlauskas, 2014). According to Engeström (1987), it is possible to identify three generations of activity theory.

The first generation centered around Vygotsky's concept of internalization (mediation) with a triangular model composed of the subject (the doer), the object (the thing being done), and mediating artifact (the tool used to do the thing). This generation presented a limitation due to its unit of analysis remaining individually focused. Said limitation was overcome by Leontiev's (1981) second generation, which differentiated between individual action and collective activity, yet the author never graphically expanded Vygotsky's first model into a model of the collective activity system (Engeström, 1987).

The third generation of activity theory proposed by Engeström (1987) expands previous works by using the concept of collective activity system with six elements: subject, object, tools, rules, division of labor, and community. Kain and Wardle (2004) present a diagram (Figure 1) that shows the relation between such elements and their description.

Figure 1. Activity System
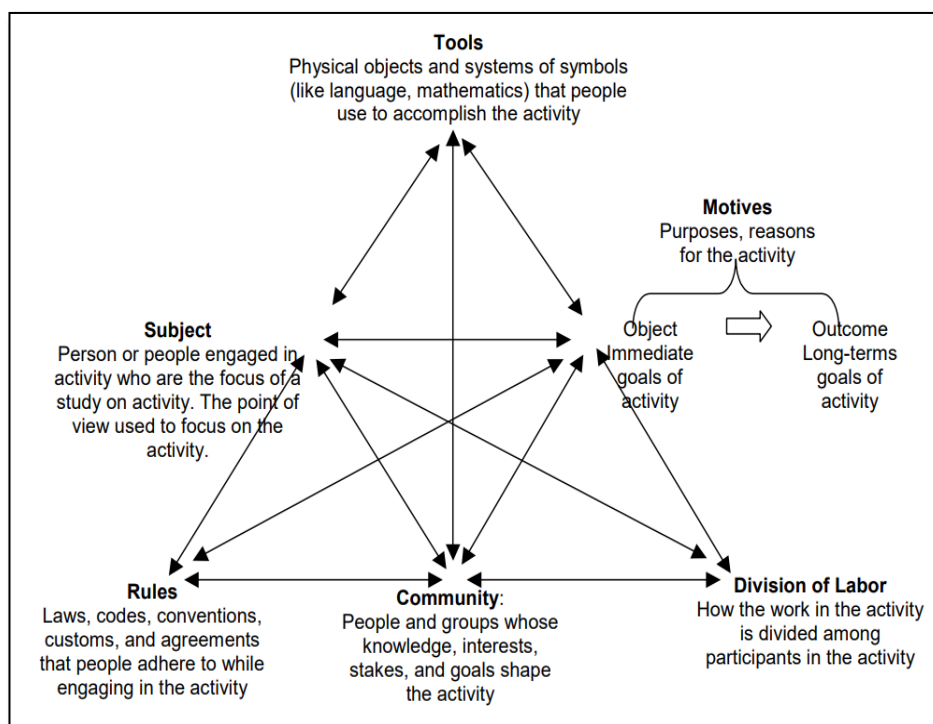
Engeström's model, as shown in Kain and Wardle's diagram (Figure 1), provides an integrated interpretation of human activities and a way to clearly comprehend the parts of said activities and their outcomes, expected or not. It also provides the idea of interconnection between different activities i.e., planning and teaching a course, that will be later discussed in this paper.

This theory of analysis is justified by the aims of the research, which are to spot different concepts regarding assessment that emerge from a collaborative activity. Therefore, activity theory aids the understanding of the division of labor for constructing different assessment concepts in a community of teachers with varying levels of experience in the context of teaching for internationalization.

4. Analysis and data interpretation

The extracts here show the research's participants engaging in conversations to prepare assessments for the mini-course "A Cup of Conversation," mainly the diagnostic assessment and the final assessment that provided students of the mini-course with a grade. As mentioned in the

methodology section, the conversation happened in a WhatsApp group. The extracts were directly translated from Portuguese to English by the author of this study and are followed by a table that analyzes them through Activity Theory (Engeström,1987). Some of the elements of the activity system are not presented in the table because they are continuous throughout the different extracts as community, which is the PFI team, and object, which is planning assessments for the course.

The following conversation occurred right after a meeting with the pedagogical coordinator of PFI-UEL, where she reminded us of what needed to be done regarding the planning of the mini-course, such as creating a course schedule, course material, and assessment. After the meeting, the teachers went to the group chat to discuss ideas.

Table 2. Extract 1's table

Subjects	Division of Labor	Rules	Tools
Maria	Asks for feedback; reinforces rules; proposes the idea of participation as an assessment and assessment as a process; gives feedback	Resorts to the rule of mandatory assessment	Understanding of assessment as not being suitable for a relaxed course; understanding of assessment as formative
Rafaela	Proposes idea for assessment as a final production	Resorts to the rule of mandatory assessment	Understanding of assessment as a final production
Vitor	Reinforces rules; proposes the idea of participation as an assessment; Proposes tools	Resorts to the rule of mandatory assessment	Understanding of participation as assessment; model of assessment practice - Rubric

Source: the authors.

The extract above shows the first interaction between the teachers considering the creation of assessments for the course as some ideas regarding assessment arise. As we concentrate on the division of labor. Maria establishes a connection between assessment and the tone of the mini-course (*I did not know there was going to be an assessment/I thought it would be more free*), which may seem as if Maria considers assessment to be a strict activity that happens in more "serious" courses and is not an intrinsic part of the teaching-learning process or suitable for an easygoing course. Later, Maria suggests assessing students in different parts of the course

(*participation and the parts where they have to prepare themselves*), approaching a more formative aspect of the assessment.

Rafaela suggests that the assessment could be a final production, relating to a traditional approach to assessment, proposing a summative assessment by the end of the course. Then, Vitor reaffirms institutional rules previously reminded by Julia (*There has to be assessment and frequency for the certificates*) and suggests assessing students' participation per se (*But it can be participation, right?*) while proposing the use of a tool, rubric, to assess students. After, Maria agrees with the suggestions and proposes that both should be used, agreeing that more than one type of assessment can be used while creating a course.

In this extract, the teachers seem to present spontaneous concepts regarding assessment, presenting ideas accumulated through their lives and teaching experiences. However, they are related to scientific concepts even though they are not defined or explicitly mentioned.

Considering the co-planning, in this extract, we can observe the collaboration between teachers while preparing an assessment and how they mutually engage in the same activity providing different ideas and tools (Roth; Robin; Zimmerman, 2002). The teachers make suggestions and accept them, integrating their opinions and concepts to solve problems (Matusov; White, 1996).

After this conversation, the idea of a rubric was raised during a meeting with Julia, the pedagogical coordinator, where she mentioned she already had a rubric for assessing students' oral abilities and shared the rubric with us. Before the first day of classes, Rafaela goes to the group chat to ask about the assessment.

Table 3. Extract 2' table

Subjects	Division of Labor	Rules	Tools
Rafaela	Asks about the assessment; offers to assess	Resorts to the rule of mandatory assessment	Understanding of assessment as formative; Understanding that it is difficult to assess short courses

Maria	Proposes ideas for assessment as formative practice; proposes the tool portfolio	Resorts to the rule of mandatory assessment	Understanding of assessment as formative; understanding that it is difficult to assess short courses; Model for assessment practice - Portfolio

Source: the authors.

In the extract above, Rafaela asks how the assessment is going to be while offering to assess students whilst Laura is teaching the class. Maria suggests again a more formative assessment where the teachers would assess students through the course, indicating the use of another tool for it *(Make it like a portfolio. Always using the same rubric)*. Maria also provides some insights regarding the assessment practice in the mini-course, affirming that she considers it hard to make a fair assessment in such a short period. Additionally, Maria considers the conversation course to be more focused on practice than content, hence the difficulty to assess.

This might be because, even though Maria proposes different assessment practices, her approach to assessment is still rooted in the traditional one, where learning revolves around the acquisition of information and knowledge and assessment in the reproduction of them (Mezzaroba; Alvarenga, 1999). Therefore, a conversation mini-course can be considered difficult to assess by traditional standards.

It is also before the first day of classes that Vitor goes to the group chat to suggest another assessment.

Table 4. Extract 3's table

Subjects	Division of Labor	Rules	Tools
Vitor	Proposes ideas for a diagnostic assessment; proposes tools for the diagnostic assessment; asks for feedback; answers questions about assessment.	Use of data for research	Understanding of assessment as self-assessment; understanding of assessment as diagnostic; model of assessment practice - pre- and post-questionnaire
Rafaela	Gives feedback; suggests using data for research	Use of data for research	Understanding that assessment can be used for research
Laura	Gives feedback; asks questions about the assessment		Questioning: practical nature (in class)

| Maria | Gives feedback; proposes analysis of data; | Use of data for research | Understanding that assessment can be used for research; Suggestion: self-assessment |

Source: the authors

In the extract above, Vitor proposes a diagnostic assessment, a common practice at PFI-UEL. He proposes pre- and post-self-assessment forms, where students would assess themselves regarding students' abilities and feelings concerning speaking in English. Rafaela agrees with the idea and suggests using the data from the assessment for research, which may be seen as a reinforcement of the identity of a teacher-researcher. Maria gives ideas for the forms and suggests the analysis of data (*and compare the results*). This can connect with the idea of different purposes of an assessment, and how one of them can be to analyze the teaching practice to elevate current and future learning (Crisp, 2012).

This idea appears again when Vitor does the first version of the forms.

Table 5. Extract 4's table

Subjects	Division of Labor	Rules	Tools
Vitor	Makes the diagnostic assessment; asks for feedback; accepts suggestions	Use of data for research; resorts to the rule of mandatory participation in event	Understanding of assessment as self-assessment; understanding of assessment as diagnostic;
Maria	Gives feedback; proposes analysis of data	Use of data for research	understanding of assessment as a way to improve teaching-learning

Source: the authors.

In this extract, Maria gives feedback regarding the forms and reinforces the idea of using the results of the assessment as analysis (*Because we can use these answers later/To try to help in the classes*). It is possible to connect Maria's affirmation to Hallys' (2004) idea that assessment improves teaching-learning and helps teachers reflect and (re)think their practices.

Vitor resorts to a common Paraná Speaks English rule, which is the mandatory participation in *Por Extenso*, a university event for UEL's extension programs. Yearly, all participants of the

program must present at this event research related to PFI actions. In the extract, it is possible to see how institutional rules influence the type of assessments produced and their uses.

Biggs (1996) discusses how usually institutional organization favors the use of summative assessments, however in this case this institutional rule favors the use of a diagnostic assessment, in which the data can be analyzed and presented as research.

Also, this extract shows the interaction between Maria and Vitor to create an assessment tool. Maria, who can be seen as a more knowledgeable peer, provides Vitor, the pre-service teacher, contributions to creating an assessment tool and indirectly to concepts regarding assessment, even if they are not explicitly defined.

Maria and Vitor interact again with each other in a similar pattern when Vitor creates the post-questionnaire.

Table 6. Extract 5's table

Subjects	Division of Labor	Rules	Tools
Vitor	Makes the assessment; asks for suggestions; accepts suggestions	Use of Data for research; resorts to the rule of mandatory participation in event	Understanding of assessment as self-assessment; understanding of assessment as diagnostic; understanding of assessment as a way to improve teaching-learning; understanding of assessment as a way to assess the course
Maria	Gives suggestions	Use of Data for research; resorts to the rule of mandatory participation in event	understanding of assessment as a way to improve teaching-learning; understanding of assessment as a way to assess the course; concepts of what can be assessed on the course
Laura	Gives feedback		understanding of assessment as a way to improve teaching-learning; understanding of assessment as a way to assess the course;

Source: the authors.

In this extract, Vitor announces the creation of the post-questionnaire, in which students besides assessing themselves again, would also assess the course. Maria provides feedback for the existing questions while also suggesting the additions of two questions. Maria's questions ask students to assess different aspects of the course, such as material, methodology, time management, and even the assessment activity.

This practice can be related to seeing assessments as a way for students and teachers to understand the gaps to be covered (Scaramucci, 2006 apud Batista; Moraes, 2020). By assessing the course, the students provide the teachers with information about what can be improved in future courses and future teaching practices.

It is also relevant to notice that in this extract there is a more democratic division of labor, one of the perks of coteaching (Roth; Robin; Zimmerman, 2002). Even though Maria can be considered a more knowledgeable peer in relation to Vitor, she does not impose her feedback and suggestions (*I have some comments, but if they make sense we talk about them/ if not, you can ignore me, ok? / YOU CAN DISAGREE*).

Additionally, Laura provides her feedback, agreeing and disagreeing with Maria and asking her opinion back (*I liked the form's questions and I agree with Maria's comment, except for the first point [...]/ don't you think?*). This connects to Engeström's (1994) concept that the co-planning activity is relevant to human development since it is interactive, dialogical, and argumentative.

The following extract shows the teachers discussing the final assessment, which will generate the student's grades for the course.

Table 8. Extract 7's table

Subjects	Division of Labor	Rules	Tools
Rafaela	Asks about the assessment	Resorts to the rule of mandatory assessment	Understanding of assessment as the teachers' responsibility
Vitor	Explain the assessment; gives feedback	Resorts to the rule of mandatory assessment	Understanding of assessment as the teachers' responsibility;
Maria	Proposes idea of assessment - talk for a minute	Resorts to the rule of mandatory assessment	Understanding of assessment as the teachers' responsibility

Source: the authors.

Rafaela asks Vitor about how the assessment is going to work since he was the one that planned it. Vitor suggests splitting students into groups to assess them faster. Maria proposes modifications for the assessment based on an activity from one of the PFI-UEL courses, preparatory for international proficiency exams, where students would talk for a minute about a topic while teachers assess them (*Then each of you is "responsible for a group"*). The idea about assessment presented here connects to extract 2 and the approach to assessment that teachers have the role of preparing an assessment activity and assessing students for grades. This relates to Scaramucci's (1996) notion that even in more modern approaches to learning and assessment when it comes to assessment per se, the assessment practice is seen as the role of the teacher to perform it.

Throughout the co-planning of the mini-course, different approaches to assessment were discussed and implemented, such as formative assessment, self-assessment, and course assessment. However, when narrowed down to grades and certificates, the teachers based their assessment activity on a traditional approach, more specifically a summative evaluation, even if they believed that it conflicted with the nature of the course.

In the following table, I unite all the actions performed by the participants in the extracts to better understand the division of labor and collaboration between the teachers.

Table 9. Team members' participation

Participant	Actions
Vitor	Reinforces rules; proposes ideas for assessments; proposes tools for assessment; asks for feedback; asks for suggestions; answers questions about assessment; makes assessments; explain the assessment; accepts suggestions; suggests adaptation of rubric; gives feedback
Maria	Reinforces rules; proposes ideas for assessments; proposes tools for assessment; asks for feedback; gives feedback; gives suggestions; proposes analysis of data of the assessment; agrees with adaption of rubric
Rafaela	Proposes ideas for assessment; asks about assessment; offers to assess; suggests using data for research
Laura	Gives feedback; asks questions about the assessment; agrees with adaptation of rubric

Source: the authors.

The table shows how the participation of the teachers happened in different ways. In the extracts selected, we may see that Vitor has a more prominent and central role, followed by Maria, who actively participates and communicates constantly with Vitor giving informed feedback and

suggestions. Then there are Rafaela and Laura, who participate less compared to the other teachers, usually providing appreciative feedback and asking practical questions about how things are going to work.

It is also possible to notice how coteaching and co-planning can introduce more democratic divisions of labor (Roth; Robin; Zimmerman, 2002). Even though Vitor is a pre-service teacher, he participates proactively in the activities and has a main role in these extracts. The other teachers, who are more knowledgeable peers, give Victor suggestions and propose ideas, but never impose them.

This happens through an open collaboration (Matusov; White, 1996), where the teachers mutually engage in the activity to solve the problem of creating the assessments of the mini course. They interact respecting each other's actions, suggestions, and ideas, while commonly solving the problem.

However, this collaboration and interaction are stronger in Vitor and Maria, the main agents in these extracts. Vitor takes the lead in suggesting and preparing assessments, while Maria proposes assessments and gives suggestions to Vitor more actively. Meanwhile, Laura and Rafaela show a more passive participation, making specific contributions with appreciative feedback of what is done rather than participating in the making of the assessment. Therefore, we can see that Laura and Rafaela cooperate more than collaborate (John-Steiner, 2000).

Finally, to understand the concepts regarding assessment raised and created by the participants and the connection between them I present and discuss here a concept map that groups and systematizes all the tools columns exhibit during the analysis of the extracts.

Figure 2. Concept map
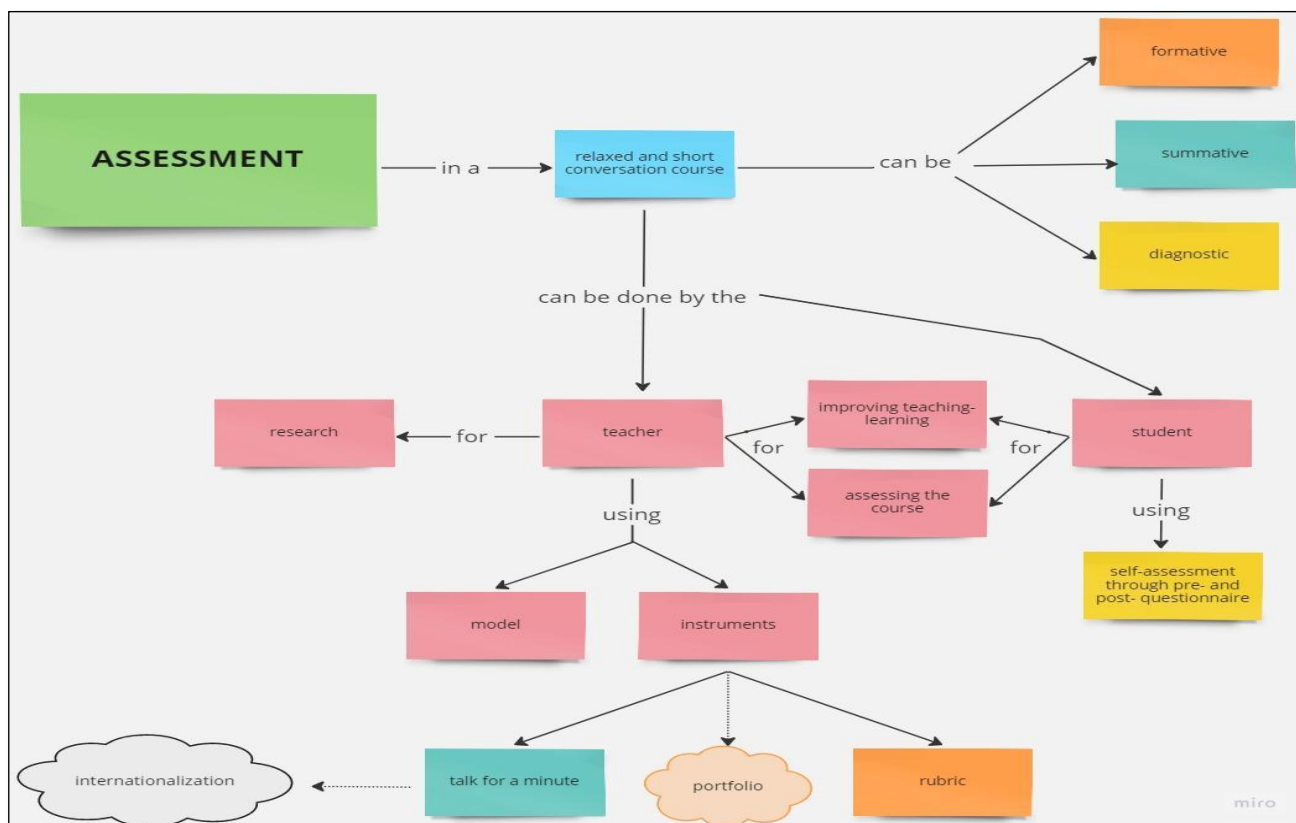
The concept map above (figure 2) shows the different assessment concepts and perceptions that the participants mention during the co-planning of the assessment practices of the mini-course "A cup of conversation". It is possible to notice the different types of assessment and the instruments related to each one which are connected through color code, yellow for diagnostic, green for summative, and orange for formative. The portfolio element is presented in a cloud form to indicate that even though this instrument was brought up during the co-planning, it was not used at the end.

It is important to reinforce that all the concepts presented in this concept map are spontaneous (Vygotsky, 1986). They are constructed by the participants based on their life experiences and practices as teachers. They are related to scientific concepts and definitions, but these connections are not made explicit during the co-planning and are only associated during this research.

Lastly, it is also relevant to notice that even though this course happened in an internationalization program, practices and activities related to this theme only appeared on the

final evaluation, the talk for a minute, which is an instrument used in international proficiency exams and a current assessment practice in other PFI - UEL courses.

Final considerations

This paper aimed to analyze the potential of the collaborative work regarding assessment concepts for the development of the PFI-UEL team. For that, I relied on the sociocultural perspective to find a zone of proximal development (ZPD) while co-planning assessments for a conversation course.

I argue that a ZPD was created when the teachers challenged themselves to plan a course, specifically assessments for that type of course which they have never done before. In order to achieve what they did not know how to do, they relied on peer collaboration and interaction, making different contributions to the task, and consequently to the development of each one. The participants expanded each other's work, achieving results that could not be possible without the team's collaboration.

This collaborative work formed different assessment concepts, which vary from more traditional ones, such as summative assessment, to more a sociocultural/humanistic one, such as self-assessment. However, all the concepts were spontaneous (Vygotsky, 1986), based on the participants' life and work experiences and opinions. This indicates the need for a more present pedagogical orientation by the pedagogical coordinator to root the team's work in a more scientifically oriented practice.

Additionally, the collaborative work showed a diverse and democratic division of labor, with the participants engaging in different parts of the task, always respecting each other. This was specifically beneficial for the pre-service teacher, who is also the researcher. I was integrated into the task as a relevant and important agent and did not suffer discrimination for being an undergraduate student, creating an environment prone to good teacher development.

It is also possible to identify that this interaction between teachers expanded the tools which mediated the co-planning of the assessment practices. The tools, which were primarily spontaneous concepts, were shared by the teachers, supported by them, and even assembled together, being relevant to their development regarding assessment in a conversation course.

It is necessary to highlight the lack of internationalization and academic-focused practices through the co-planning of the course and its assessment. Internalization practices only appear on the final assessment, through an assessment instrument. The PFI-UEL already discussed this problem with teachers and coordinators and will be changed if the course is offered again.

In conclusion, this paper identifies a good condition for teachers' development in the co-planning of a conversation course inside the Paraná Speaks English Program due to its pattern of mutual collaboration, democratic division of labor, and diverse teaching backgrounds. Even though this research is not enough to conclude that the program should be a recurrent context for pre-service teacher formation, it highlights that possibility. This research also encourages further investigation on the program for the development of teachers and pre-service teachers to act in the growing internationalization process.

Informações complementares:

a) **Declaração de contribuição das autoras e dos autores:**

All authors participated in the planning and writing of this manuscript. Lucas Andrade collected the data analyzed in section 4, Analysis and Data interpretation. Denise Ortenzi and Lucas Andrade jointly interpreted the data. All authors contributed to all sections, either through language review or text writing.

b) **Disponibilidade de dados de pesquisa e outros materiais:**

The analyzed data are available in the manuscript, in the appendices section. The data collection procedure and its variables were described in section 3, Methodology. The data were generated spontaneously by the research participants and the analyzed excerpts were kept in full and without alteration or refinement for analysis by the authors.

c) **Declaração de conflito de interesse:**

The authors declare that they have no affiliation or involvement with institutions that may have financial or non-financial interests in the subject discussed in the article.

d) **Avaliação por pares:**
✓ **Avaliador 1:** Valéria Cordeiro Fernandes Belletati (aceitar)

O tema de avaliação educacional, na qual se inclui a avaliação do processo ensino/aprendizagem, é relevante e atual, mas destaco a alta qualidade da organização, interpretação e síntese dos dados da pesquisa. Sugiro verificar se a palavra "internalização" se refere a "internacionalização" no resumo, no início (segunda linha) da introdução e no penúltimo parágrafo do texto. Aprovado.

✓ **Avaliador 2:** Luciana Kool Modesto-Sarra (correções obrigatórias)

No geral, o artigo atende aos critérios para publicação e contribui ao que se propõe, apresentar o potencial formativo do programa Paraná Fala Inglês pro meio do trabalho colaborativo entre professores. Recomenda-se revisão gramatical e rever a padronização das citações no texto.

Referências

ALVES, Edvaldo Carvalho; DE ALBUQUERQUE AQUINO, Mirian. A pesquisa qualitativa: origens, desenvolvimento e utilização nas dissertações do PPGCI/UFPB-2008 a 2012. **Informação & Sociedade**, v. 22, 2012. Availabe at: https://periodicos.ufpb.br/ojs/index.php/ies/article/view/13678/8211 . Accessed on 08/02/2023.

BATISTA, Estogildo Gledson; MORAES, Isadora Teixeira. Avaliação orientada para a aprendizagem no ensino de línguas para crianças. **Revelli: Revista de Educação, Linguagem e Literatura, Inhumas, GO**, v. 12, p. 1-19, 2020. Available at: https://www.revista.ueg.br/index.php/revelli/article/view/10234 . Accessed on 10/03/2023.

BIGGS, John. Enhancing teaching through constructive alignment. **Higher education**, v. 32, n. 3, p. 347-364, 1996.

DEZIN, Norman K. ; LINCOLN, Yvonna S. (Orgs). **O planejamento da pesquisa qualitativa: teorias e abordagens**. 2. ed. Porto Alegre: Artmed, 2006, 432 p.

DUDLEY-EVANS, Tony; ST. JOHN, Maggie Jo. **Developments in ESP:** A Multi-Disciplinary Approach. Cambridge: Cambridge University Press, 1998.

ENGESTRÖM, Yrjö. Teachers as Collaborative Thinkers: Activity-Theoretical Study of an Innovative Teacher Team. In: CARLGREN, I. et al. (Ed.). **Teachers' Minds and Actions**: Research on Teachers' Thinking and Practice. Falmer, 1994. p. 43-61

ENGESTRÖM, Yrjö. The emergence of learning activity as a historical form of human learning. **Learning by expanding: an activity-theoretical approach to developmental research**, p. 29-127, 1987.

FIORI-SOUZA, Adriana Grade. **Práxis de ensino colaborativo como lócus de argumentação, deliberação e aprendizagem expansiva.** 2016. 230 fls. Tese (Doutorado em Estudos da Linguagem) – Universidade Estadual de Londrina, Londrina, 2016.

FURTOSO, Viviane Aparecida Bagio. **Desempenho oral em português para falantes de outras línguas**: da avaliação à aprendizagem de línguas estrangeiras em contexto online. 2011. 283 f. Tese (doutorado) - Universidade Estadual Paulista, Instituto de Biociências, Letras e Ciências Exatas, 2011.

HASAN, Helen; KAZLAUSKAS, Alanah. Activity Theory: who is doing what, why and how. **Faculty of Business - Papers (Archive)**, v. 403, 2014. Available at: https://ro.uow.edu.au/buspapers/403/. Accessed on 15/03/2023.

HAYDT, Regina Cazaux. **Avaliação do processo ensino-aprendizagem.** São Paulo: Ática, 2004.

JOHNSON, Karen E. **Second Language Teacher Education**: A Sociocultural Perspective. 1st ed., 2009.

KAIN, Donna; WARDLE, Elizabeth. Activity theory: An introduction for the writing classroom. **Wardle and Downs**, p. 273-283, 2014.

JOHN-STEINER, Vera. **Creative collaboration**. Oxford University Press, 2000.

KNIGHT, Jane. Responding to New Realities and Challenges. **Higher education in Latin America: The international dimension**, v. 638, p. 1, 2005.

LIBERALI, Fernanda Coelho; MAGALHÃES, Marília Cecília Camargo. Formação de Professores e Pesquisadores: Argumentando e Compartilhando Significados. In: TELLES, J. A. (Org.). **Formação Inicial e Continuada de Professores de Línguas: dimensões e ações na pesquisa e na prática.** Campinas: SP: Pontes Editores, 2009, p. 43-66.

MADAUS, George F.; AIRASIAN, Peter W. **Placement, Formative, Diagnostic, and Summative Evaluation of Classroom Learning**, 1970.

MAGALHÃES, Marília Cecília Camargo; LIBERALI, Fernanda Coelho. Grupo de Pesquisa Linguagem em Atividades no Contexto Escola (LACE): A linguagem na formação de educadores e alunos colaborativos, críticos e criativos. **Educação em Foco** (Juiz de Fora), v. 1, p. 129-140, 2012.

MAGALHÃES, Marília Cecília Camargo. Pesquisa crítica de colaboração: uma pesquisa de intervenção no contexto escolar. In: SILVA, L.S.P; LOPES, J.J.M. (Org.) **Diálogos de Pesquisas sobre Crianças e Infâncias.** Niterói, RJ: Editora da UFF, 2010, p. 20-40.

MAGALHÃES, Marília Cecília Camargo; OLIVEIRA, Wellington de. Argumentação na construção de contextos colaborativos em pesquisas com formação de educadores. In: LIBERALI, F.C.; DAMIANOVIC, M.C.; NININ, M.O.G.; MATEUS, E.; GUERRA, M. (Org.). **Argumentação em contexto escolar: relatos de pesquisa.** Campinas: Pontes Editores, 2016, p. 205-235.

MATEUS, Elaine. Por uma pedagogia da argumentação. In: LIBERALI, F.C.; DAMIANOVIC, M.C.; NININ, M.O.G.; MATEUS, E.; GUERRA, M. (Org.). **Argumentação em contexto escolar: relatos de pesquisa.** Campinas: Pontes Editores, 2016. p.35-61.

MATEUS, Elaine. **Atividade de Aprendizagem Colaborativa e Inovadora de professores:** ressignificando as fronteiras dos mundos universidade-escola. 2005. 325 fls. Tese (Doutorado em Linguística Aplicada e Estudos da Linguagem) – Pontifícia Universidade Católica de São Paulo, São Paulo, 2005.

MATUSOV, Eugene; WHITE, Cynthia. Defining the concept of open collaboration from a sociocultural framework. Cognitive Studies: **The Bulletin of the Japanese Cognitive Science Society**, v. 3, n. 4, p. 10-13, 1996. Available at: https://ematusov.soe.udel.edu/vita/Articles/Matusov,%20White,%20Open%20collaboration,%2019 96.PDF. Accessed on 14/03/2023

MIZUKAMI, M.G.N. **Ensino:** as abordagens do processo. São Paulo, EPU/EDUSP 1986.

ROTH, Wolff-Michael; ROBIN, Kenneth; ZIMMERMANN, Andre. Coteaching/cogenerative dialoguing: learning environments research as classroom praxis. **Learning Environments Research**, v. 5, p. 1-29, 2002. Available at: https://link.springer.com/article/10.1023/A:1015662623784. Accessed on 13/03/2023.

SCARAMUCCI, Matilde Virgínia Ricardi. **Da avaliação do aluno para a avaliação centrada no aluno**. XII JELI JORNADA DE ENSINO DE LÍNGUA INGLESA. Universidade Estadual de São Paulo, SP. 1996.

SENEFONTE, Fábio Henrique Rosa. The Paraná Speaks English Program in Teacher Education. **Revista Brasileira de Linguística Aplicada**, v. 21, p. 955-980, 2021. Available at https://www.scielo.br/j/rbla/a/NBykv45LTgCFQ4F9FPgcvPF/abstract/?lang=en .Accessed on 20/03/2023.

SETI. **O Paraná Fala Inglês:** site oficial. 2020. Available at: http://www.seti.pr.gov.br/ugf/programas/paranafalaidiomas/apresentacao . Accessed on 08/02/2023

VYGOTSKY, Lev Semionovitch. **Mind in society**. Cambridge, MA: Harvard University Press, 1978.

VYGOTSKY, Lev Semionovitch. **Thought and Language**. Cambridge, MA: The MIT Press, 1986.

WELLINGS, Paula. School learning and life learning: the interaction of spontaneous and scientific concepts in the development of higher mental processes. **Published in Stanford University website in**, 2003.