

**INVESTIGATING THE MIMPACT OF AN ELT
METHODOLOGY COURSE ON STUDENT-TEACHERS'
BELIEFS, ATTITUDES AND TEACHING PRACTICES**

**Investigando o Impacto da Disciplina Metodologia
de Ensino de Inglês nas Crenças, Atitudes e Prática
Profissional de Alunas-Professoras**

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Abstract

This study seeks to determine: (1) the impact of an ELT Methodology course on five student-teachers' actual practices and on their beliefs concerning teaching, and (2) the student-teachers' views on the Methodology course. Data were collected through classroom observation and an e-questionnaire. The qualitative analysis of the findings seems to indicate that the Methodology course: (1) has motivated a change in attitude in relation to student-teachers' actual practices, (2) functions as a potential source for student-teachers' awareness raising concerning their beliefs on teaching, and (3) is seen as a significant and positive experience, and thus, may instigate reflection, consciousness raising and change.

Key-words: *beliefs, change, reflection, teaching.*

Resumo

O estudo visa a determinar: (1) o impacto da disciplina Metodologia de Ensino de Inglês na prática pedagógica de cinco alunas-professoras e nas suas crenças em relação ao ensinar, e (2) a percepção dessas alunas-professoras referente a esse curso. Os dados foram coletados por meio de observação de sala de aula e questionário aplicado com as alunas-professoras. A análise qualitativa indica que a disciplina de Metodologia: (1) motivou uma mudança de atitude em relação à prática pedagógica das alunas professoras, (2) funciona como uma fonte potencial para uma tomada de consciência das crenças dessas alunas-

professoras em relação ao ensinar, e (3) é vista como uma experiência significativa e positiva, podendo, portanto, instigar reflexão, conscientização e mudança.

Palavras-chave: *crenças, mudança, reflexão, ensino.*

1. Introduction

Since the 80's, there has been a move from a traditional, positivist view of training teachers to a more process-oriented approach towards both teaching and learning to be a teacher which enlarges the idea that such process is complex, normative, life-long, socially negotiated and under continuous restructuring (Johnson & Freeman, 2001). This movement has given rise to a new concept of teacher development which stresses the fact that the individual is responsible for his/her own process in learning to teach, and has characterized this process as a highly personal, philosophical attitude towards life and teaching itself (Gil, 2003; Celani, 2001; Mateus, 2002; Bohn, 2001).

This shift from a prescriptive into a more dynamic, active, reflective and collaborative view has also motivated researchers to both explore and attempt to understand how teachers actually learn to teach, i.e., what type of processes they undergo when they start teaching, and what experiences and knowledge they bring to their context learning-teaching (see Grossman, 1990; Binnie Smith, 1996; Ulichny, 1996; Gutierrez Almarza, 1996; Gatbonton, 1999; Woods, 1996 to mention but a few). Moreover, there has also been willingness to know what teachers and teacher educators do in order to understand how this complex process is achieved (see Breen et al, 1989; Burton, 1997; Kennedy, 1999; Berkey et al, 1990 and Schecter & Ramirez, 1992).

Bearing this panorama in mind, in this qualitative study¹ (Allwright & Bailey, 1991) we focus on five university student-

¹ See section 3 for an explanation of the term 'qualitative study'.

teachers² who were enrolled for the first time in a *Letras-Inglês* Methodology Course, but who were simultaneously teaching English in language schools. Here we investigate the extent to which this first formal ‘learning to teach’ experience at the University impacts on (1) these student-teachers’ beliefs on teaching and on the process of learning to be a teacher, (2) these student-teachers’ actual practices, and (3) their views on this Methodology course.

This article is divided into 4 sections. First, we will present a brief review of literature. After that, the methodological procedures adopted in this study will be presented, followed by data analysis and interpretation. Finally, in the last section, some conclusions will be drawn in relation to both the process of learning to be a teacher, and the importance and possible pitfalls of conducting research in this area.

2. Review of literature

The purpose of this section is to briefly review two issues: first, the importance of learners’ prior learning experiences for teacher development, and second, teachers’ beliefs.

In relation to the first, there has been in the last years a growing recognition that learning to be a teacher is not something that can be learnt from scratch when student-teachers start a methodology course. Rather, this is a process that has informally started during “learners’ apprenticeships” of observation (Lortie, 1975 apud Grossman, 1990:10). This concept implies that student-teachers may rely on their memories of past experiences as learners and on memories they have of their own teachers to shape their beliefs on teaching. In short, student-teachers are not a tabula rasa, and any formal learning-to-be-teacher experience implies a participation in a process that has been built and shaped by a

² Since the participants are undertaking their first formal academic methodology course, they could be considered ‘pre-service’ teachers. However, as they have already been teaching, at least, for one year they would be considered ‘in-service’ teachers. Due to the complexity of this investigative situation, especially on how to best define the participants’ role within the methodology course, the term student-teacher will be used to refer to them.

variety of sources and prior experiences. Thus, an attempt to understand that should depart from the assumption that the student-teachers' prior knowledge and experiences permeate what they learn and how they view their own process of learning (Johnson & Freeman, 2001).

In relation to the second issue, teachers' beliefs, it is important to mention that 'beliefs' have been extensively studied in the teacher development field (see for example, Gimenez, 1994; Pajares, 1992; Moita Lopes, 1996; Borg, 1999; Barcelos, 2001; Woods, 1996; Richards, 1998). Nowadays, there seem to be two shared assumptions concerning teachers' beliefs: the first advocates that teaching is influenced and, thus, determined by them (Barcelos, 2001, Richards, 1998), and the second acknowledges that teachers' beliefs are shaped, incorporated and even consolidated through experiences one has as a learner, as a teacher and in formal training environments (Gimenez, 1994).

Nevertheless, there have been difficulties in defining the 'messy construct' of beliefs (Pajares, 1992). For instance, Woods (1996) proposes an integrated view of teachers' beliefs, assumptions and knowledge; Borg (1999) refers to them as teachers' theories; Elbaz (1981) equates beliefs with practical knowledge. For the purposes of the present study, beliefs are here defined as views/ideas based on perceptions of specific experiences, in specific contexts, at a given period of time which influence one's own understanding, decisions and actions. By this, we assume that beliefs are highly idiosyncratic (although they can be shared by members of a group), are socially constructed, can be constantly reinterpreted, and may be amenable to change. Thus, we agree with Almeida Filho (2004), who suggests that teachers' beliefs permeate and impact upon teachers' knowledge, teachers' attitudes and teachers' capacity for action and who proposes that a contextual approach should be the one adopted as to unfold teachers' beliefs.

3. Method

By adopting a qualitative approach (Allwright & Bailey, 1991), that is, an interpretative, naturalistic, subjective and reflective approach to data analysis and interpretation, we aimed at depicting the student-

teachers' learning-to-be-teacher processes from their own frames of reference. Thus, we sought to undergo a 'discovery-oriented' process towards investigating the beliefs of five student-teachers³ who were undertaking their first academic methodology course and who, at the same time, were teachers in English language schools. The study aims at answering the following research questions: (1) to what extent does the methodology course help to inform student-teachers' beliefs on teaching and their views on their actual teaching experiences? and (2) how do these student-teachers view their first formal learning-to-teach experience?

3.1. The participants and the context

Five student-teachers taking the discipline of Methodology at an English *Letras* Course at a Federal University in Brazil are the participants of this study. Selection took place on a very subjective basis, taking into account both students' motivation and willingness to actively participate in classroom discussion. All of them had already been teaching and had one to six years of experience.

The Methodology Course is a regular subject which functions as a pre-requisite for the practicum. This course includes a *theoretical* module which focuses on Second Language Acquisition issues and on the structural process of planning tasks. It also includes a *practical module* which encompasses the dynamic process of planning tasks, the implementation of the tasks previously planned, peer-observation and self-report accounts of student-teachers' experiences in task implementation. Eighteen students were enrolled in this course, fifteen female and three male. They met twice a week for two hours and a half. The classes included lecturing, pair-work and group work activities, classroom discussions, video watching and there was also a fixed schedule for individual support. The methodology teacher⁴ was an

³ Since the research participants are female, the pronouns she/her/herself will be used when talking directly about them. They will be also addressed as Psyche, Bibba, Cheesecake, Kitty and Alice as these were the nicknames they have provided for themselves.

⁴ The Methodology teacher will be named Martha and the pronouns she/her/herself will be used when talking directly about her.

experienced teacher who holds a Ph.D. degree in education. She had previous experience in teaching at public schools and has been a Methodology teacher since 1992. Her purpose in conducting the Methodology Course, as stated in the Course plan, was to analyze, reflect on, discuss and evaluate various elements of practical knowledge (*o fazer pedagógico*) aiming at promoting foreign language learning.

3.2. Procedures and data collection

The following instruments were used by means of data collection: (a) classroom observation, (b) field notes, and (c) e-questionnaire.

The methodology course was observed from March 17th, 2003 to July 1st, 2003. During observation, notes were taken which then resulted in field notes concerning revealing aspects that took place during these meetings.

In order to interview the participants, an open-ended questionnaire was drawn up to be answered by e-mail. We have termed this instrument an e-questionnaire. This procedure was adopted as all participants showed willingness to answer the questions privately (especially because they were all overloaded with their academic work), could answer it in their spare time and could easily return their answers to us.

The e-questionnaire was e-mailed at the end of the course, containing a set of instructions as to how to go about answering the questions, a section containing questions in relation to their academic, personal and professional life and ten open questions⁵.

4. Discussion

Three main issues are on focus in this study. The first concerns the possible impact the Methodology Course had on student-teachers'

⁵ The complete e-questionnaire can be found in Appendix 1.

beliefs on teaching prior to that course; the second tackles the possible impact the Methodology Course had on student-teachers' actual practices; and the third attempts to unfold the views that student-teachers had on the Methodology Course.

4.1. The impact of the Methodology course on student-teachers' beliefs on teaching, being a good teacher and becoming a teacher

In order to detect the extent to which the Methodology course impacted upon students-teachers' beliefs concerning teaching we, first, asked them to recall the first methodology class, in which the teacher had provoked a discussion concerning three issues: (1) what teaching is, (2) what a good teacher is and (3) whether teachers are born or made. Towards the end of the term, we asked them whether they would say anything different about those three issues (for a full account of the student-teachers' answers, see Appendix 2-A).

At the beginning of the course, the majority of the participants originally conceptualized *teaching as a co-constructing process* in which both teacher and learners are responsible for promoting knowledge. Psyche, for example, stated that: "Ensinar é uma troca de conhecimento. É poder dividir com os alunos o nosso conhecimento como professor e aprender com os alunos uma experiência nova a cada aula⁶". And Kitty posited the following:

"Acredito que ensinar significa proporcionar conhecimentos para o outro, e permitir que esse 'outro' possa expandir, desenvolver, transformar, e lapidar esse conhecimento adquirido. Daí esse conhecimento passa a não ser mais conhecimento adquirido, mas compartilhado. Ensinar então vai se caracterizar como uma troca de conhecimento na qual alunos e professores interagem conjuntamente para/na construção do saber".

⁶ The student-teachers' answers were transcribed verbatim. Since some answers are in Portuguese, English versions are presented in Appendix 3.

When asked to conceptualize what *a good teacher* is, the student-teachers did not have a unified view (for a full account of the student-teachers' answers, see appendix 2-B). For example, Bibba defined the good teacher as the one "who knows the subject s/he teaches and knows how to *interact* with students and share knowledge", Alice saw the good teacher as a *facilitator*, and Cheesecake defined the good teacher as someone who "is *sensitive* to students' needs and helps them to overcome their weaknesses". Paradoxically, opposing to the idea of co-construction included in the answers to the first question above, two participants had revealed a knowledge transmission orientation towards this matter. See what Psyche posited: "Um bom professor é, primeiramente, aquele que tem domínio da matéria que leciona. Porém, além do domínio, é extremamente importante que o professor saiba como *transmitir este conhecimento* e refletir sobre cada aula a ser dada". Such a view was corroborated by Kitty, who said that: "acredito que um bom professor é aquele que *possui conhecimento/domínio da matéria que está lecionando*, e que também possui didática para *repassar* esse conhecimento que ele tem para os outros".

Finally, in relation to the *process of becoming teachers*, despite the fact that all participants shared the idea that there are important features that are innate, they also acknowledged that teachers should undergo a process of learning to be teachers to acquire pedagogical knowledge (for a full account of the student-teachers' answers, see appendix 2-C). For example, Bibba expressed her views by saying that "A teacher can be gifted however s/her must work on his/her 'education'".

Later on, when asked to see whether, along the methodology course, they developed new ideas in relation to teaching and the process of becoming teachers, all the participants but one acknowledged that they did not change their minds. Alice was the only one who verbalized that, after taking this course, she realized that teaching, besides being a social enterprise, also "involves careful thinking and a lot of *reflection* before, during and after classes". She said that she also realized that: "A good teacher has to be well equipped that is, to have the knowledge, technique, personality and to know how to use them".

These findings reveal that at the beginning of the course these student-teachers already had some defined beliefs that had possibly been shaped by their own personal experiences. The findings also imply that the participants could have already discussed the issues at stake here in other disciplines such as Applied Linguistics, Didactics, which are part of the *Letras* Curriculum. Also, as already suggested, while the majority of the student-teachers advocated a co-constructing view in relation to teaching, some participants revealed a knowledge transmission approach to characterize a good teacher. All this confirms the widespread idea (Barcelos, 2001; Gimenez, 1994) that beliefs are engrained, are shaped by previous experiences, have been built during a life-long process and a change in concepts (if ever needed) requires time. However, despite the fact that changes were said not to have occurred, it could be perceived that the Methodology Course functioned as broadening the scope of these pre-existing beliefs, such as the case of Alice, who incorporated the idea of reflection as being central to teaching. Moreover, from classroom observation it can be suggested that the teacher educator could have been a potential source for student-teachers' awareness raising of their role as teachers. See how the following narrative, written after the first day of this Methodology class, gives evidence for this fact:

After getting in groups and discussing the three questions posed by Martha, what was concluded and agreed by the whole group and thus emphasized by her, was that teaching was a co-constructing process, where the teacher is specially an educator and both teachers and learners are co-producers, co-managers of learning. Martha had also posited that there were some inherent qualities that help in the 'making of the teacher' but much was and/or could be taught. The group also concluded that a good teacher was the one who had the knowledge, both in linguistic and didactic terms but s/he should be also sensitive and sensible, patient and be able to reflect upon his/her own teaching. One issue that deserved attention and was also discussed concerned the relationship between how badly paid teachers were and the complexity involved in teaching itself. (Researcher's notes, March 17th, 2003).

4.2. The impact of the methodology course on student-teachers' actual practices

The student-teachers' answers show that the methodology course had an impact on their own views on their practices, at least at the level of their verbalized actions. This impact, however, is not linked with new classroom procedures as it could be expected, but it is related to a new attitude towards their own teaching and their role as teachers. All the participants declared that they were undertaking some new actions and were reflecting upon various new issues while taking the methodology course. Regarding the former, Kitty stated the following:

“A primeira coisa que estou fazendo é aperfeiçoando o meu inglês, pois numa aula comunicativa o instrumento língua-inglesa é fundamental. Depois, acredito que toda a questão do planejamento, organização, objetivos, postura, em fim, todos esses aspectos que vem sendo discutido na sala de aula são fundamentais para a formação de um bom professor”.

This new action was possibly motivated by the importance that Martha gives to speaking English in the classroom. Regarding the latter, Psyche seemed to have realized that:

“Todas as teorias que foram estudadas no decorrer do curso de Metodologia me fizeram refletir mais nas minhas escolhas para o planejamento das minhas aulas. Passei a pensar muito mais sobre cada passo que eu dou em sala de aula e antes mesmo de entrar nela. Penso e vejo com mais clareza os objetivos que poderei alcançar com determinada atividade, e sempre procuro estar atenta à importância de deixar claro para os alunos a utilidade daquilo que eles estão aprendendo, apresentando a língua dentro de um contexto”.

Thus, Psyche's answer revealed that she had felt empowered as a teacher. Alice also showed how she started to have a new reflective stance:

“I have reflected a lot about my teaching when we were studying Kuma's text: The Post method Condition. Learning the ten macro strategies has definitely made a great difference. All of a sudden

I could break into particles and verbalize many teaching instances that before I could just perceive”.

Thus, Alice showed she was able to express knowledge that was tacit before the course. All the other student-teachers also seemed to have realized the importance of conducting their practices under informed decisions. See, for example, what Bibba suggested about the importance of planning:

“I really believe that I already work with this communicative approach we have been talking about. What I’ve reflected on and I will try to implement in the next semester is the organization of the plans. I have had class plans but not as organized as the ones we have done”.

4.3. Student-teachers’ views on the Methodology course

As already suggested in subsection 3.1, the methodology course aimed, first, at students planning some tasks (theoretical module) and, later on, at students implementing these tasks (practical module). Based on these fundamental aspects of the course, and in order to investigate the student-teachers’ views on it, we attempted to elicit the student-teachers’ views on (1) the relationship between theory and planning, and (2) the implementation of the pre-planned tasks (for a full account of the student-teachers’ answers, see appendix 2-E).

On the one hand, two student-teachers, Psyche and Bibba, felt that there was *a close link* between what was seen in the *theoretical* part of the course and the *practical experience of planning tasks*. Psyche verbalized the following:

“Os objetivos das nossas atividades são propiciar oportunidades de reflexão, também, para os alunos. Eles precisam ler, refletir e tentar compreender as informações principais contidas nas atividades propostas. Esses objetivos estão diretamente relacionados com as teorias que vêm sendo estudadas em sala”.

And Bibba said that:

“The most important issue in the course was to understand how the Communicative approach works and how to teach with focus on meaning. I guess the plans we have designed reflect this: to offer classes that are meaningful to the students”.

On the other hand, the three other student-teachers, Kitty, Cheesecake and Alice acknowledged that *making a link between theory and practice while planning was difficult*, and they also pointed out the need for having more time for this process to be undertaken. For example, Cheesecake stated: “...the theory is welcome and beautiful, but to transmute it into lesson plans is a difficult task to be done in one semester”. Kitty went further by stating that she felt that the teacher had rigidly guided the whole planning activity.

“Na realidade, eu não consegui fazer uma conexão clara entre a parte teórica discutida anteriormente na sala de aula com a construção dos planos de aula, haja vista que todo o plano foi estritamente guiado pela professora”.

Finally, Alice could see the fact that the process of planning required a reevaluation of her teaching principles, stressing the importance of time and reflection in constructing such a process. She posited that

“The process of planning and designing to be implemented involves linking the theory, creativity, and our ongoing transforming process as teachers, our teaching principles and our resulting new teaching principles. Such process demands a reasonable amount of time and each step of it demands its own time. In my case, I felt that I needed more class reflection upon the proposed planning and designing of activities in order to feel more capable and to produce an activity designed by myself”.

She also metaphorically expressed how she felt in this process by suggesting that

“In a sentence, the feeling while undertaking this course is like being a very little fish being born in the ocean. The theoretical part

at the beginning of the semester was the birth. The swimming began in the production of the activities and continues during the implementation. The reflection in and out of the classes is the food”.

The metaphor used by her reveals her strength to overcome difficulties and her struggle to continue in her path.

In relation to the *implementation of the tasks, all the participants*, in general terms, suggested that they had a rewarding and successful experience.

They acknowledged that they were surprised and impressed by the fact that students who participated in their tasks were willing to participate, responded positively to their class and were able to grasp the meaning of the words despite the fact that the student-teachers were speaking English throughout the class. Alice said that:

“The implementation was a great experience. The students enjoyed the activity and I enjoyed the experience. I was able to reflect after the implementation and detected some points that need improvement”.

Bibba reinforced this positive view by saying: “I loved the implementation. It worked very well and I think that the objective was fulfilled”. Psyche’s views corroborate what was said by the others. She stated: “Já implementei todas as atividades e tive uma experiência muitíssimo prazerosa”.

Kitty, unlike the others, gave a more negative account of her experience, specially questioning the relationship between planning and successful implementation, as follows: “... Acho que as atividades teriam que ser reanalisadas e repensadas. Algumas coisas que a professora achava que seriam óbvias para os alunos não o foram”.

From these findings, it could be perceived that the participants had an overall positive view of the methodology course. Nevertheless, some shortcomings in relation to the planning process were mentioned, such as the need for having more time, more reflection and feeling more autonomous when planning the lessons. This is especially true because planning requires from the part of student-teachers *enough time*

to process what to teach and how to teach. This further aspect implies making a close link between theory and practice, facing what they know and what is still not known, and re-evaluating preconceived ideas and beliefs on how to best conduct teaching. However, all in all, the students seemed to have a very positive attitude toward the implementation of the tasks. Due to these positive results, the Methodology course may have functioned as a source for informing teachers' development of pedagogical knowledge (see Grossman, 1990).

5. Conclusion

The attempt to investigate the Methodology Course as impacting upon student-teachers' beliefs on teaching, their views on their actual practices and their interpretation of the experience they had while taking the Methodology Course led to three major findings. First, the data revealed that the Methodology Course might have functioned as a potential source for raising student-teachers' awareness of their own beliefs concerning teaching. Also, the Methodology Course seemed to have helped to reinforce some of these pre-conceived beliefs. Secondly, in relation to the participants' actual practices, the Methodology Course seemed to have mainly motivated a change in attitude towards their own teaching practices, at least, at the level of student-teachers' verbalized actions. Thirdly, due to the successful results obtained in implementing the tasks and a general agreement that personal growth was achieved, the participants viewed the Methodology Course as a positive and significant experience, further incorporating the issue of planning as a central element for teaching and success in task implementation. In this sense, the Methodology Course may have functioned both as a source for developing these student-teachers' pedagogical knowledge and as a catalyst for future changes.

This study is limited especially in two senses: the number of participants involved and the emic perspective adopted for data analysis. In relation to the former, only five participants took part in this small-scale study among a group of eighteen student-teachers. In relation to the latter, the findings have not been reported to the participants yet. It would be extremely relevant to see how they (the student-teachers and

the methodology teacher) view the picture that we have attempted to depict. This aspect, undoubtedly, deserves further investigation, as participants' feedback may constitute further data to contribute to our understanding of the process of learning to be a teacher, and especially to include a real collaborative stance to this present study.

Despite these limitations, this study seems to be relevant as it aimed at revealing the mediating role of the methodology course in relation to the student-teachers' beliefs and their actual practices. Also, it enabled us to reflect on our role as researchers – the difficulty of being non-judgmental and impartial in analyzing and interpreting data, and the fact that being an observer may not always be sufficient to unfold revealing aspects in qualitative studies.

To conclude, it is extremely important to acknowledge that, despite the fact that we have attempted to establish a link between reflection and change, *there seems not to be a direct relationship between these two processes*. First, in order to understand the relationship between them, we have concluded that reflection may either take place spontaneously or be triggered by a tool, such as action research. However, in either case, reflection may not necessarily lead to changes. Second, we question the way in which 'change' is implicitly characterized in most studies, that is, for us it does not necessarily imply a movement from something bad to something better. Instead, change brings about transformation, i.e., going from one stage into another, and it is part of the continuous process of (self) learning. Finally, the experience of researching student-teachers has also led us to question to what extent our present professional contexts actually allow transformation in education to occur.

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Appendix 1

E-Questionnaire

Instructions for answering the questions:

First we would like to thank you for having accepted to participate in this small-scale research. There is no purpose in evaluating either your views or your answers; rather there will be an attempt to capture the process you have been undergoing in this methodology course and its possible relationship to your (future) professional life.

We would like that each of you find a short nickname (in English) and write it on the top of the page before you start answering our questions. This is how you will be named when referred to in our research.

If you have any doubts concerning some of the questions, please send us an e-mail or call us anytime (phone numbers and e-mail addresses were provided).

Take your time. You don't have to answer all the questions in a row, but please try to send it us back till next Sunday, at most!!!

The questions of the interview are in English, but feel free to provide your answers either in English or in Portuguese.

After finishing this study we will get in touch with you to report on the process that we have undergone in interpreting your data and also to have your views on the results obtained.

Personal Information:

Nick name:

Years of teaching experience:

Name of institutions you have worked:

Present work – name of institution/ period of experience

Any previous formal 'training' experiences

Any extra course taken during academic life

The e-questionnaire:

1. In the beginning of the Methodology Course the teacher posed three questions. Can you recall what you've said in relation to: (a) what teaching is, (b) what a good teacher is, (c) whether teachers are born or made. If you don't remember, please give a look at the notes you've taken during your first day of class. If you wish, make any comments on the way in which the discussion concerning this topic took place.
2. Now, would you say anything different from what you have said at that moment? If so, could you express your present views and maybe the reasons why this change of opinion has happened?
3. Do you remember any experience that had some effect in relation to your professional life as a teacher and/or to the way in which you view teaching? Can you describe it? Make comments if you feel like.
4. Can you recall any instances while undertaking this course that specially called your attention, or that had an impact on you? (you can recall an episode that happened in the classroom or your own views on the process in which you are undertaking or anything you would like to comment on)
5. At the moment you've been working with your lesson plans. How do you view the theoretical issues you had worked in relation to the process of planning and designing a task to be implemented? Make comments.
6. If you have already implemented the tasks, what are your views concerning this implementation?
7. Have you started thinking of yourself as a teacher and/or in your teaching due to some of the issues you have been seeing in your methodology course? If so, which are these issues. Make comments if you feel necessary.
8. Is it the first time that you participate in a research?
9. Please, be honest. Have you enjoyed answering these questions?
10. Would you make some comments, even briefly, on the way in which you felt while answering these questions?

Appendix 2

Appendix 2A. Student-teachers' beliefs on teaching

Participants	Beliefs on teaching
Psyche	“Ensinar é uma troca de conhecimento. È poder dividir com os alunos o nosso conhecimento como professor e aprender com os alunos uma experiência nova a cada aula”
Kitty	“Acredito que ensinar significa proporcionar conhecimentos para o outro, e permitir que esse ‘outro’ possa expandir, desenvolver, transformar, e lapidar esse conhecimento adquirido. Daí esse conhecimento passa a não ser mais conhecimento adquirido, mas compartilhado. Ensinar então vai se caracterizar como uma troca de conhecimento na qual alunos e professores interagem conjuntamente para/na construção do saber”
Bibba	“Teaching is <i>creating opportunities for learning</i> by helping students to build their learning process”
Alice	“A social event where <i>the teacher has a very important and very significant role</i> in the student’s life”.
Cheesecake	“Educating is a kind of <i>sacerdotal duty</i> . An educator <i>has a commitment to students instead of only to a pre-established school curriculum and schedule</i> . Teaching may be reduced to a mechanical duty, no matter the student’s needs”

Appendix 2B.

Student-teachers' beliefs on what a good teacher is

Participants	Beliefs on what a good teacher is
Psyche	“Um bom professor é, primeiramente, <i>aquele que tem domínio da matéria que leciona</i> . Porém, além do domínio, é extremamente importante que o professor saiba como transmitir este conhecimento e refletir sobre cada aula a ser dada”
Kitty	“acredito que um bom professor é <i>aquele que possui conhecimento/domínio da matéria que está lecionando</i> , e que também possui didática para repassar esse conhecimento que ele tem para os outros”

Bibba	“Someone who knows the subject s/he teaches and knows <i>how to interact with students</i> and share knowledge”
Alice	“It is being a <i>facilitator</i> in the learning process of the students”
Cheesecake	“A good teacher is <i>sensitive to students’ needs and helps them to overcome their weaknesses</i> ”

Appendix 2C. Student-teachers’ beliefs in relation to the process of becoming teachers

Participants	Beliefs on whether teachers are born or made
Psyche	“Acredito que existem determinadas características que são de grande importância para que um professor seja bem sucedido e tais características são inatas ... <i>No entanto, há certas características, também, importantes e que podem ser trabalhadas no decorrer da vida acadêmica, ajudando uma pessoa a ser um bom professor ... É bastante difícil que uma pessoa se torne professor se ela não tem, digamos assim, uma pré-disposição a carreira de professor</i> ”
Kitty	“Acredito que existem professores que possuem a <i>capacidade natural</i> de conseguir passar o conteúdo de uma maneira clara para seus alunos, porém essa condição não os isenta de <i>continuarem se aperfeiçoando</i> , ao contrário, nunca é demais”
Bibba	“A teacher can <i>be gifted; however she/he must work on her/his education</i> ”
Alice	“Both”
Cheesecake	“Teachers are both <i>born and made</i> ... It is not something that depends on being born a teacher, but on being open-minded and willing to learn how to be the best teacher you can”

**Appendix 2D. The impact of the Methodology Course
on student-teachers' actual practices.**

Participants	Impact of the methodology course upon student-teachers' actual practices
Psyche	<i>“Todas as teorias que foram estudadas no decorrer do curso de Metodologia me fizeram refletir mais nas minhas escolhas para o planejamento das minhas aulas. Penso e vejo com mais clareza os objetivos que poderei alcançar com determinada atividade, e sempre procuro estar atenta à importância de deixar claro para os alunos a utilidade daquilo que eles estão aprendendo”</i>
Kitty	<i>“A primeira coisa que estou fazendo é aperfeiçoando o meu inglês, pois numa aula comunicativa o instrumento língua-inglesa é fundamental. Depois, acredito que toda a questão do planejamento, organização, objetivos, postura, em fim, todos esses aspectos que vem sendo discutido na sala de aula são fundamentais para a formação de um bom professor”</i>
Bibba	<i>“I really believe that I already work with this communicative approach we have been talking about. What I've reflected on and I will try to implement in the next semester is the organization of the plans. I have had class plans but not as organized as the ones we have done”</i>
Alice	<i>“I have reflected a lot about my teaching when we were studying Kuma's text: The Post method Condition. Learning the ten macro strategies has definitely made a great difference. All of a sudden I could break into particles and verbalize many teaching instances that before I could just perceive”</i>
Cheesecake	<i>“The English teacher is not a representative of the English speaking countries culture. Also, I feel more comfortable and confident about making changes in the program I teach. In other words, I became more autonomous and it has been a rewarding experience, I think for my students too”</i>

Appendix 2E. Student-teachers' views on the methodology Course

Views on: (1) the process of planning; (2) the relationship between theory and planning; (3) the implementation of pre-planned tasks

Participants	Views on the process of planning/ the relationship between theory and practice
Psyche	“Os objetivos das nossas atividades são propiciar oportunidades de reflexão, também, para os alunos. Eles precisam ler, refletir e tentar compreender as informações principais contidas nas atividades propostas. <i>Esses objetivos estão diretamente relacionados com as teorias que vêm sendo estudadas em sala</i> ”
Kitty	“ <i>Na realidade, eu não consegui fazer uma conexão clara entre a parte teórica discutida anteriormente na sala de aula de aula com a construção dos planos de aula, haja visto que todo o plano foi estritamente guiado pela professora. ... Por outro lado, existiu a questão do tempo que não nos permitiu uma reflexão maior, e também não podemos abrir mão da condição de sermos alunos, ou seja, de fato estamos aprendendo e a professora está nos ensinando. ... No entanto, acho que a relação ficou muito centrada na professora. Ela teve muito mais trabalho do que nós !!!!!</i> ”
Bibba	“I think that the most important issue in the course was to understand how the Communicative approach works and how to teach with focus on meaning. <i>I guess the plans we have designed reflect this: to offer classes that are meaningful to the students</i> ”
Alice	“The process of planning and designing a task to be implemented involves linking the theory, creativity, and our ongoing transforming process as teachers, our teaching principles and our resulting new teaching principles. <i>Such process demands a reasonable amount of time and each step of it demands its own time. In my case, I felt that I needed more class reflection upon the proposed planning and designing of activities in order to feel more capable and to produce an activity designed by myself</i> ”

Cheesecake	“...The theory is welcome and beautiful, <i>but to transmute it into lesson plans is a difficult task to be done in one semester.</i> Besides, as discussed at Enpuli/Senapuli, the construction of our identity as teachers is worked only in the end of the course. <i>I did very well in the theoretical part of the Methodology Course. However, it did not help much in the lesson plans. Due to the short time, I just could understand what and how I was expected to do after sitting with Martha and seeing how she designed the activities and planned the lessons</i> ”
Participants	Views on the implementation of pre-planned activities
Psyche	“Já implementei todas as atividades e <i>tive uma experiência muitíssimo prazerosa.</i> No princípio, eu estava apreensiva, mas logo no decorrer da primeira aula, pude relaxar e aproveitar as minhas aulas, tão motivada quanto os alunos”
Kitty	“A aula do content-teaching foi com a 6ª série, e apesar de ter sido poucos alunos e uns amores, o inglês deles era bem fraquinho, e assim também foi difícil passar o conteúdo de uma forma eficaz. Eu acabava apelando para o português. Eles não acertaram um cognato sequer. <i>Acho que as atividades teriam que ser reanalisadas e repensadas. Algumas coisas que a professora achava que seriam óbvias para os alunos não o foram</i> ”
Bibba	“ <i>I loved the implementation.</i> It worked very well and I think that the objective was fulfilled”
Alice	“The implementation was <i>a great experience.</i> The students enjoyed the activity and I enjoyed the experience. I was able to reflect after the implementation and detected some points that need improvement”
Cheesecake	“I had to put on <i>the costume of the teacher</i> ” (referring to the moment in which the class greeted ‘Good afternoon, teacher’ and all of a sudden she realized that she was the teacher of the classroom). <i>She also added that students participated and enjoyed the class as much as she did.</i> (Field notes, June 16 th , 2003)

Appendix 3

Appendix 3A. Student-teachers' beliefs on teaching – English version

Participants	Beliefs on teaching
Psyche	“Teaching is <i>exchanging knowledge</i> . It is the opportunity of <i>sharing</i> our knowledge as a teacher <i>with students</i> and <i>learning</i> a new experience <i>from our students</i> at every class”
Kitty	“I believe that teaching means providing knowledge to someone else, and to allow that this person may expand, develop, transform, and improve this acquired knowledge. <i>Then this knowledge becomes not only acquired, but shared knowledge. Teaching is thus characterized as an exchange of knowledge when both students and teachers interact in order to build knowledge</i> ”
Bibba	“Teaching is <i>creating opportunities for learning</i> by helping students to build their learning process”
Alice	“A social event where <i>the teacher has a very important and very significant role</i> in the student’s life”
Cheesecake	“Educating is a kind of <i>sacerdotal duty</i> . An educator <i>has commitment to students instead of only to a pre-established school curriculum and schedule</i> Teaching may be reduced to a mechanical duty, no matter the student’s needs”

Appendix 3B. Student-teachers' beliefs on what a good teacher is – English version

Participants	Beliefs on what a good teacher is
Psyche	“A good teacher is, first of all, <i>that person who masters the subject being taught</i> However, besides mastering it, it is extremely important that teachers know how to convey such knowledge and reflect about each class to be taught”
Kitty	“I believe that a good teacher is <i>that person who has knowledge, who masters the subject being taught</i> , and who has pedagogic skills to convey the knowledge he/she has to others”

Bibba	“Who knows the subject s/he teaches and knows <i>how to interact with students</i> and share knowledge”
Alice	“It is being <i>a facilitator</i> in the learning process of the students”
Cheesecake	“A good teacher is <i>sensitive to students’ needs and helps them to overcome their weaknesses</i> ”

Appendix 3C. Student-teachers’ beliefs in relation to the process of becoming teachers – English version

Participants	Beliefs on whether teachers are born or made
Psyche	“I believe that there are given characteristics that are of great importance for successful teaching and that these characteristics are innate... <i>However, there are certain characteristics which are also important and that may be dealt with throughout the academic life in order to help a person become a good teacher... It is very unlikely that someone becomes a teacher if he/she does not have, let’s say, some predisposition to the career of a teacher</i> ”
Kitty	“I believe that there are teachers who have some <i>natural ability</i> to convey knowledge to their students in a clear way; however, this condition should not prevent them from <i>constantly improving themselves</i> , on the contrary, [studying] is never too much”
Bibba	“A teacher can be <i>gifted however she/he must work on her/his education</i> ”
Alice	“Both”
Cheesecake	“Teachers are both <i>born and made</i> ... It is not something that depends on being born a teacher, but on being open-minded and willing to learn how to be the best teacher you can”

Appendix 3D. The impact of the Methodology Course on student-teachers’ actual practices – English version

Participants	Impact of the methodology course upon student-teachers’ actual practices
Psyche	<p>“All the theories that have been studied throughout the Methodology course made me further reflect upon my choices for planning my classes. I can think about the objectives that I’m likely to achieve with a given activity and see them more clearly, and I always try to be alert to the importance of making the students aware of the usefulness of what they are learning”</p>
Kitty	<p>“The first thing that I am doing is <i>improving my English</i>, since in a communicative class the English language tool is essential. Moreover, I believe that all the planning, organization, objectives, posture, that is, all these issues that have been discussed in the classroom are essential to the development of a good teacher”</p>
Bibba	<p>“I really believe that I already work with this communicative approach we have been talking about. What <i>I’ve reflected on</i> and I will try to implement in the next semester is the <i>organization of the plans</i>. I have had class plans but not as organized as the ones we have done”</p>
Alice	<p>“<i>I have reflected a lot about my teaching</i> when we were studying Kuma’s text: The Post method Condition. Learning the ten macro strategies has definitely made a great difference. All of a sudden <i>I could break into particles and verbalize many teaching instances that before I could just perceive</i>”</p>
Cheesecake	<p>“The English teacher is not a representative of the English speaking countries culture. Also, I feel more comfortable and confident about making changes in the program I teach. In other words, <i>I became more autonomous</i> and it has been a rewarding experience, I think for my students too”</p>

**Appendix 3E. Student-teachers' views on the methodology
Course – English version Views on: (1) the process of planning;
(2) the relationship between theory and planning;
(3) the implementation of pre-planned tasks**

Participants	Views on the process of planning/ the relationship between theory and practice
Psyche	“The objectives of our activities are to provide some opportunities for the students’ reflection. They need to read, reflect and try to understand the main information embedded in the suggested activities. <i>These objectives are closely related to the theories that have been studied in class</i> ”
Kitty	“ <i>Actually, I was unable to make a clear connection between the theoretical part previously discussed in the classroom and the elaboration of lesson plans, since all the lesson plan was strictly guided by the professor. ... On the other hand, time constraints did not allow some deeper reflection, and we cannot disregard our learning condition, that is, we are indeed learning and the professor is teaching us. ... However, I think that the relation was excessively centered on the professor. She had much more work than we did !!!!!</i> ”
Bibba	“I think that the most important issue in the course was to understand how the Communicative approach works and how to teach with focus on meaning. <i>I guess the plans we have designed reflect this: to offer classes that are meaningful to the students</i> ”
Alice	“The process of planning and designing a task to be implemented involves linking the theory, creativity, and our ongoing transforming process as teachers, our teaching principles and our resulting new teaching principles. <i>Such process demands a reasonable amount of time and each step of it demands its own time. In my case, I felt that I needed more class reflection upon the proposed planning and designing of activities in order to feel more capable and to produce an activity designed by myself</i> ”

Cheesecake	“...The theory is welcome and beautiful, <i>but to transmute it into lesson plans is a difficult task to be done in one semester.</i> Besides, as discussed at Enpuli/Senapuli, the construction of our identity as teachers is worked only in the end of the course. <i>I did very well in the theoretical part of the Methodology Course. However, it did not help much in the lesson plans. Due to the short time, I just could understand what and how I was expected to do after sitting with Martha and seeing how she designed the activities and planned the lessons</i> ”
Participants	Views on the implementation of pre-planned activities
Psyche	“I have already implemented all the activities and <i>I had an extremely pleasurable experience</i> At first, I was apprehensive, but throughout the first class I could relax and make the most of my classes. I was as motivated as my students”
Kitty	“The content-teaching class was with the sixth grade, and besides having few and lovely students, their English was very weak, thus teaching the content efficiently was difficult. I ended up shifting to Portuguese. They did not say a single cognate accurately. <i>I think the activities should be reanalyzed and rethought. Some things that the professor thought would be obvious for the students actually were not</i> ”
Bibba	“ <i>I loved the implementation.</i> It worked very well and I think that the objective was fulfilled”
Alice	“The implementation was <i>a great experience</i> The students enjoyed the activity and I enjoyed the experience. I was able to reflect after the implementation and detected some points that need improvement”
Cheesecake	“I had to put on <i>the costume of the teacher</i> ” (referring to the moment in which the class greeted ‘Good afternoon, teacher’ and all of a sudden she realized that she was the teacher of the classroom). <i>She also added that students participated and enjoyed the class as much as she did.</i> (Field notes, June 16 th , 2003)

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