UNIVERSITY OF SOUTHAMPTON

FACULTY OF HUMANITIES

Modern Languages

Continuing Professional Development and Reflective Practice for English Teachers in the Municipal Schools in Northeast Brazil

by

Kalina Saraiva de Lima

Thesis for the degree of Doctor of Philosophy

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<u>ABSTRACT</u>

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CONTINUING PROFESSIONAL DEVELOPMENT AND REFLECTIVE PRACTICE FOR ENGLISH TEACHERS IN THE MUNICIPAL SCHOOLS IN NORTHEAST BRAZIL

Kalina Saraiva de Lima

This thesis presents the rationale, design and outcomes of an action research study carried out in Northeast Brazil on the continuing professional development (CPD) of teachers of English as a second language (ESL). Municipal ESL teachers in Northeast Brazil are faced with problems such as the scarcity or lack of resources; lack of opportunities for CPD courses; lack of attention to English on the part of the government; and classes which are too large. In my action research a CPD course was designed and delivered to 20 in-service municipal ESL teachers. The course has had the purpose of providing those teachers with an opportunity to improve their own linguistic skills and confidence as teachers of English writing, and of equipping them to find longer term solutions for the challenges they encounter in their practice. It was based on reflective practice and related professional development theory (Dewey, 1933; Freire, 1972, 1974; Mann and Walsh, 2013; Schön, 1983; Allwright, 2003; Guskey, 2000; Jay and Johnson, 2002), with a focus on writing and creativity (Harmer, 2007; Hyland, 2003; Zemach and Rumisek, 2005; Raimes, 1983a, 1983b, 2002, Moon, 2008; Pavlenko, 2002).

The study was guided by the key research question: "How can a continuing professional development course grounded in reflective practice

with a focus on writing impact Northeast Brazil ESL teachers' attitudes and planning?"

The tools utilised to address the key question and other related sub-questions were in-class pieces of writing, and workshops carried out in the course for design of teaching materials, as well as focus groups, interviews, and class discussions. Results show that even though teachers are faced with scarcity of resources in their teaching, they could respond to opportunities for professional reflection, and were also willing to plan more engaging, creative and meaningful activities. However, some found it hard to leave behind traditional practices involving the teaching of fragmented language, with no opportunity for contextualized writing. The analysed results show encouraging signs that teachers working in difficult circumstances can benefit from the opportunity to share ideas and together design teaching materials applicable in their context, and that dialogical intervention in the CPD course is the right path to foster teachers' professional development in unfavourable settings.

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DECLARATION OF AUTHORSHIP

I, Kalina Saraiva de Lima declare that the thesis entitled

Continuing Professional Development and Reflective Practice for English Teachers in the Municipal Schools in Northeast Brazil

and the work presented in the thesis are both my own, and have been generated by me as the result of my own original research. I confirm that:

- this work was done wholly or mainly while in candidature for a research degree at this University;

- where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;

- where I have consulted the published work of others, this is always clearly attributed;

- where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;

- I have acknowledged all main sources of help;

- where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;

- none of this work has been published before submission.

Signed:

Date:

x

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Dedication

I dedicate this thesis to my parents Joaquim Mamede Lima [*in memoriam*] and Benilde Saraiva de Lima for being my main source of support, my cheerleaders, and for being there for me every day of my life with zeal, love, respect, and for inspiring me to become a better person.

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Definitions and Abbreviations

CLT: Communicative Language Teaching

CPD: Continuing Professional Development

EAP: English for Academic Purposes

EP: Exploratory Practice

ESL: English as a Second Language

EJA: *Educação de Jovens e Adultos*

FL: Foreign Language

IBGE: *Instituto Brasileiro de Geografia e Estatística*

L1: First Language

L2: Second / Foreign Language

LDB: *Lei de Diretrizes e Bases da Educação Nacional*

MEC: *Ministério da Cultura*

MOBRAL: *Movimento Brasileiro de Alfabetização*

PCN: *Parâmetros Curriculares Nacionais*

PNLD: *Plano Nacional do Livro Didático*

RP: Reflective Practice

SEMEC: *Secretaria Municipal de Educação e Cultura*

SLTE: Second Language Teacher Education

TESOL: Teaching of English to Speakers of Other Languages

1 Overview

I first studied English as a foreign language in Brazil, where my personal journey of learning it in school was oriented by traditional grammar instruction and could be summed up by repetition of decontextualized words, disconnected sentences to be changed into negative, interrogative, and affirmative sentences, repetitive exercises, quite often the fill the gaps type, dictation, and translation. The teaching also included grammar points such as prepositions, conjunctions, and the famous verb 'to be', which became a ghost throughout our school life, as it seemed to be part of the curriculum of all grades. The teaching was indeed ingrained in grammar, as if the English language were but fragments. I found this teaching tedious.

Even when I attended a language school where CLT was the broadcast method of teaching, grammar instruction received high attention (Neves, 1996). The teaching of English in Brazilian schools is still today highly structural, grammar oriented, and seems to be centred in grammar rules, with short, decontextualized sentences, trained in exercises for repetition and substitution of grammar points (Campani, 2006; Santos, E. S. S., 2011). This structural, grammar oriented method is a misconception that one can only learn a foreign language through grammar teaching, and other skills being ignored by the teachers (Conceição, 2006; Almeida Filho, 2001). Part of the problem is that many of those teachers do not feel prepared to teach a foreign language (Santos and Oliveira, 2009; Santos, E. S. S., 2011).

I started teaching English in a language course my university offered to the community. We used the communicative approach, which suggested lots of interaction between students. My early efforts to make the foreign language learning more meaningful was by using music in my teaching, about which students seemed to be happy. I explored grammar points from the lyrics. The students still expected and asked for comprehensive grammar and translation.

After I graduated I lived in Florida, US, for about two years. There I realized that the language from the books did not resemble much of the real world I encountered as no one I met there spoke from the pages of the books I had studied. I needed to learn a great deal to adjust to language in use so as not to use ancient or bizarre idioms. This discovery and language learning from

contact with the language and the culture was empowering and an exciting exercise to me. In Florida I attended a language school where Composition became my favourite class.

Later on in 2000 I went back to the United States to earn a master degree in English from East Tennessee State University. There I worked in the writing centre doing peer revision for students from the university and also for the community in general. There my passion for writing went up to another level of seeing it as an important tool to augment both the teaching and learning of language.

Again back in Brazil this time I taught academic writing in post graduate classes. I tried to design a syllabus that would be of value to the students. Besides the normal load of writing I also assigned reflective journals, a very common practice in the US. I see journal writing as a means to shorten the distance between the students and the language and also as a powerful tool for reflection. The students were happy to adhere to it. Although I was not aware at that point in time of the theoretical rationale behind it, I found that mine was a more useful and meaningful method of teaching English because I believe one needs to find meaning in language to become interested in learning it, otherwise it is only another difficult, intricate school subject. I became curious to know if the same could be applied in regular schools, to make English more attractive and have students like it. My research study grew out of my interest in writing, in reflective practice, and in professional development, as we need to first equip the teachers to enable them to implement more relevant teaching.

The context where I developed my research was state schools in Northeast Brazil, which are not known for providing high quality education, and are what the underprivileged children attend. These teachers work with few resources and usually complain of low salaries, hard routine of many hours of teaching in different schools, lack of students' motivation, and having too many students in the classroom (Lima and Fontana, 2007).

The teaching of English becomes particularly challenging in such circumstances because of the different treatment the subject has from the

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Government in comparison with other subjects. An example of which is the fail/ pass rule: if a student fails English he or she moves forward normally to the following grade; however, if the student does not pass any other subject, the only subjects he is allowed to take are Portuguese and Mathematics.

Another challenge is that of provision for career development, since the municipality does not provide teachers with any courses specifically for English teachers. Nevertheless, if the teachers want to progress in their career they must be assessed in English. From this we can conclude teachers and the teaching of English are left aside in the educational process. These municipal English teachers are faced with a problematic setting to carry out their work and have no English specific pedagogical support from the municipal schools where they teach.

Teacher education courses are instrumental in the construction of a new, better education for the impact they can have in the Brazilian educational situation, which has not received enough attention in the government programmes (See Gimenez, 2004). The evaluation of the effectiveness and the impact of CPD programmes is also a problematic issue (See Goodall et al, 2005; Guskey, 2000).

Thinking of what has been presented above I planned the CPD course in an inquisitive, provocative way about the teaching of writing as well as about other topics which are inherent to that particular ESL teaching setting. Freire was my main inspiration, and from him I defined my model of professional development as 'dialogical intervention'. It was a purpose in my research to teach these teachers in the CPD course, improve their language skills, help them improve their language performance and arrive to an understanding of their role of agents who can promote development and change in both their lives and that of their students. This should help them understand both their own process of learning English and their students'. All these points were used to promote reflection upon situation and professional development (Dewey, 1933; Freire, 1972, 1974; Allwright, 2003; 2007, Schön, 1983). The prompts utilized in the CPD course for reflection and critical thinking proved significant. I wished to investigate what they think of their teaching, of their possibilities, of what they do with what they have and what they do not have, as they have very limited resources.

In the CPD course I asked participants for their thinking about their profession in the municipal schools, for instance, and also for reflection about lesson planning. Their own English language skills were also an object of reflection. There is so much commitment when we decide to be a teacher; I wondered what they would have to say about it when reflecting on this professional commitment. Therefore, this was the drive of my research: to investigate this universe, to understand how these teachers positioned themselves in their environment, to investigate how satisfied or unsatisfied they were with what has been made available for them concerning teaching resources. From readings, discussing, and reflecting they were expected also to think of feasible alternatives or solutions for some of the problems they are faced with at work. In other words, it was an opportunity for them to reflect on who they are and how they perform their professional tasks.

Writing was the skill elected to receive emphasis in the CPD course I designed and taught to help their difficult situation with a focus on writing and creativity (Harmer, 2007; Hyland, 2003; Zemach and Rumisek, 2005; Raimes, 1983a, 1983b, 2002, Moon, 2008; Pavlenko, 2002). The course committed a number of hours to practical, applicable techniques that these teachers could apply in their practice. This practical part was in the form of workshops, for which they were grouped to either design new, contextualised activities or to review old materials and turn them into a meaningful language piece. The practical part also had to do with the writings they did every day of the course, six in total, responding to readings, discussions, and two autobiographical pieces; one of which was the starting point of the course. This was an opportunity to experiment with writing themselves. It is crucial that the teacher feels comfortable and familiar with the content he or she teaches so that they know what is appropriate to teach and ask the students to produce.

It was my hope that from the opportunity to reflect critically together, to discuss issues, and finally to understand common problems, that together the course participants would find and propose new alternatives in their teaching (See Harmer, 2007; Freire, 1972, 1974; Mann and Walsh, 2013; Jay and Johnson, 2002). I also hoped they would feel more connected with colleagues

in the same city and they should feel the difficulties they face is not an isolated problem but rather common amongst them. As stated before, my ESL teachers work within limited resources; this allied to time away from continuous study makes for real distance between them and the subject matter, the English language. From their contributions to the discussions and work done I realized that some teachers still think they are not prepared enough to teach a subject in which they do not have expertise, and that teaching writing to their ESL students would be too ambitious. I could identify that some still need to achieve a deeper understanding of ESL teaching and of what they can create to develop their teaching. I also encountered teachers who were very willing to reflect openly on their practice and to do what might be necessary to achieve more efficient teaching.

My research has shed a light on this universe and has identified elements which are vital in the understanding and subsequent planning and teaching and teacher training in similar, difficult, settings.

As for the teacher participants, the CPD course has provided them with fresh information about theories of teaching and learning a second language, and about their classroom as a place not only for their students to learn, but also for themselves to learn and be creative. The difference can also be that they felt at the end of the course more driven to search for professional development. This understanding is just as useful for policy makers and curriculum developers, so that my research will have important implications for them as well.

My reasons were to encourage critical reflection, self-development, understanding, interest, career development, and teaching practice. What is positive about the aims of my research I would say is that by working and having a dialogue together in the course the teachers should feel stronger and really want to change and find alternative solutions for their problems.

The research has had mainly qualitative components and seeks to answer the following research questions:

Key question: How can a continuing professional development course grounded in reflective practice with a focus on writing impact Northeast Brazil ESL teachers' attitudes and planning?

Chapter 1 Overview

Specific questions: (1) What can teachers' perceptions and autobiographical accounts of their own teaching practice reveal about their reflective attitudes? (2) How can a CPD course in English writing pedagogy promote teachers' use of reflection? (3) What is the impact of a CPD course in English writing pedagogy on participants' beliefs about future practices in English writing teaching?

This thesis consists of six chapters. Chapter 1 is the introduction. It provides an overview of the research, its purpose and the format of the thesis.

Chapter 2 deals with the literature in the fields of continuing professional development (CPD), and reviews models of CPD, including the problems associated with assessing its effectiveness; writing, and within it creative writing, autobiography, narrative and reflection, taking into account different levels of reflection, i.e. descriptive, comparative, and critical. It also reviews the teaching of ESL writing, also taking into account the teaching of ESL writing for early learners.

Chapter 3 deals with two different phases of the research: the needs assessment, which was the first phase and which aided my understanding of the context and the possibilities to plan phase two, the CPD course. The chapter describes when and how these two phases happened and why it was necessary to take the actions taken. Chapter 3 also focuses on and explains the design, instrumentation, and data collection procedures adopted in the research study in its three different phases.

The results of the research come in two different chapters: 4 and 5. Chapter 4 The outcomes: autobiography and reflective practice addresses research questions 1 and 2 by providing a general evaluation of the CPD course; information on the cohort's educational and professional background; and a discussion of the findings pertaining to autobiography and reflection on practice.

Chapter 5 Findings on writing pedagogy is divided into two main parts: the first, writing pedagogy, addresses research question no 3 and discusses participants' reactions to and opinions about their teaching concerning writing, including process writing and of teaching contextualised paragraphs. Also part of the findings on writing pedagogy is the analysis of the workshops and of the

participants' responses to those workshops, in which they designed teaching materials. The second part of the chapter presents a report on the follow up empirical phase. In this I revisit research questions no 2 and no 3, taking account of the impact of the course over time, and after a whole school semester of teaching.

Chapter 6 presents the conclusion of the research study with its main findings, implications, limitations, and recommendations. In this last chapter I will present discussion of the findings and contributions to theory and research. I will also make an evaluation of the study by discussing its limitations and its strengths. Finally, this chapter will present a reflection of myself as a trainer and researcher, and suggest future research directions.

2 Literature Review

2.1 Introduction

This study investigates ESL teachers from state [municipal] schools in Northeast Brazil embracing their perspectives on their practice, on themselves as learners and as teachers of English, and exploring the impact of an English continuing professional development [CPD] course provided to them in regard to their practice, in particular the teaching of writing, and their own reflection about their practice. The study brings together three main areas: teachers' professional development; reflective practice; and teaching of ESL writing.

This review of the literature will present and discuss models of CPD, the problems of impact of CPD, and reflective practice. It will also present an overview of selected aspects of theory and research concerning the teaching of ESL writing, i.e., issues relevant to the present study. This literature review will lead to the selection of relevant theoretical perspectives, and the development of my research questions, as well as underpinning my research design.

2.2 Continuing Professional Development [CPD]

In this section I will present current ideas about teacher education and continuing professional development. Through the change from a prescriptive formula to a more encompassing understanding of teaching, L2 teacher educators have recognised that teacher learning ought to be "socially negotiated and contingent on knowledge of self, students, subject matter, curricula, and setting" (Johnson, 2009, p. 20).

2.2.1 Models of CPD

I start off by reviewing Kennedy's article on contemporary models of CPD as a general introduction to the theme, with some cross-referencing to Wallace's models of teacher training as they are more specific to language teacher education. I will evaluate them and analyse how they relate to my study. I will also explain what model I chose for my research.

Chapter 2 Literature Review

Kennedy's (2005) much-cited survey paper identifies nine key models of CPD and proposes a framework for analysis of the environments in which each model is expected to promote change in teacher practice and enhance teacher autonomy. The models are: (1) training; (2) award-bearing; (3) deficit; (4) cascade; (5) standards-based; (6) coaching / mentoring; (7) community of practice; (8) action research; and (9) transformative. Below I deal with each one of Kennedy's models.

The (1) training model is about depositing externally generated information and teaching techniques into the teachers' head, where teachers are passive receivers. This traditional model can be connected with the 'applied science' tradition described by Wallace (1991). In this model the teacher does not participate in decisions related to the CPD. Instead, "the standardisation of training opportunities overshadows the need for teachers to be proactive in identifying and meeting their own development needs" (Kennedy, 2005, p. 237). Such a model might be suitable for technical careers or where contents and needs do not vary much, but not for a classroom setting, as this often produces unpredictable events and situations which need to be interpreted by the teacher as a starting point to necessary teaching practice changes. So, the attempt to standardize teachers' practice brings about problems and difficulties; one of them is that particular contextual teaching features are often ignored and the training is, therefore, disconnected from reality. Kennedy herself acknowledges that this model promotes the acquisition of knowledge, but the main drawback is that any such learning is dissociated from practice. This model reflects the banking model of education, as criticised in Freire's Pedagogy of the Oppressed (1972). Accordingly, the word 'training' in the Brazilian context currently holds an especially negative meaning, which is that of training people to behave in a prescribed way, ignoring their views. It resembles military training, with teachers being soldiers to obey. From the Freirean perspective, to be effective, teachers need to be freer, more critical and innovative in their practice.

The (2) award-bearing model focuses on the product, not on the process: "[t]his external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/ or

funding bodies" (Kennedy, 2005, p. 238). In the Scottish context, Kennedy believes the award-bearing model is undermined by disputes about the relative value to be given to theory and practice. In the Brazilian context, particularly in the case of my research, the option of an award-bearing CPD model is not available for the kind of teachers in whom I am interested. Consequently whatever the merits/ demerits of this model, it is not relevant to the Brazilian setting among others.

The (3) deficit model of CPD is devised either to solve a problem or to prevent it. This model can be viewed as an attempt to remedy apparent weaknesses and difficulties individual teachers are experiencing. When we think about individual teachers' deficits, however, we have to think of the role of the school in this situation, and the deficit model does not take into account collective responsibility regarding the school environment. The deficit model is local, limited, assuming there is a deficit in the individual professional. Instead, teachers should be viewed as proactive professionals, who are free to identify and decide about their own deficits and CPD needs with reference to their working context.

The (4) cascade model consists of providing one of the school teachers with the opportunity for a course. This teacher is expected to cascade or disseminate the knowledge or information obtained in the course to other colleagues who did not attend the CPD course. It is very popular in places where CPD is expensive and there are funding restrictions. Another possibility is when it is logistically complicated for more than a few teachers to be absent from work at the same time, if the CPD course is in a different city, for instance. The cascade model is reasonably inexpensive. However, it poses two problems: firstly, for the cascade dissemination to happen it requires that teachers be capable of passing to other school colleagues the 'knowledge' obtained at the course. More importantly, Kennedy states that the cascade model "supports a technicist view of teaching, where skills and knowledge are given priority over attitudes and values" (2005, p. 240). And finally, there is an obvious loss of a shared component, present in the cross-institutional group dynamics of the primary course, which cannot be replicated in a single institution.

The (5) standards-based model, a new way of naming 'competence' based models, resembles the training model: "It also relies heavily on a behaviourist perspective of learning, focusing on the competence of individual teachers and resultant rewards, at the expense of collaborative and collegiate learning" (Kennedy, 2005, p. 241). As with the training model, it is in direct contrast to proactive, reflective, local practice. Kennedy claims however that this model has both positive and negative sides to it. The positive side is that because of the standardized model it might facilitate teachers' communication, and scaffold collective professional development; and the negative side is that it proposes a single standard for teaching, and marginalises reflection on alternatives, limiting teachers to officially sanctioned prescriptions. There is not much freedom. I see standardization and unity in teaching as negative and limiting as it does not offer flexibility for teacher learning. Nonetheless, this model might be valuable for developing a corporate language within a community of teachers, if this is the purpose.

The (6) coaching / mentoring model covers a variety of CPD practices and places high importance on the one-to-one relationship, usually between two teachers, which is designed to support contextualised CPD: "[k]ey to the coaching / mentoring model, however, is the notion that professional learning can take place within the school context and can be enhanced by sharing dialogue with colleagues" (Kennedy, 2005, p. 242). However, the coaching / mentoring model of CPD is, commonly, hierarchical and challenging in nature, leading to a transmission model of development. It may amount to little more than a craft model of training, where the less experienced teacher "learns by imitating the expert's techniques, and by following the expert's instructions and advice" (Wallace, 1991, p. 6). Peer mentoring may be more transformative; in either case, the model requires that the interpersonal relationships be of good quality, for trust and positive results. The coach needs to have good communication skills in order to establish a fruitful relationship and to encourage discussion. The main limitation of the coaching / mentoring model as professional development is that it may create a co-dependence that hinders learning and creativity.

The (7) community of practice model is similar to some extent to the coaching / mentoring model previously discussed. The basic difference between the two is that in the community model more than two people are involved and there is not necessarily the need for confidentiality associated with peer mentoring. The community of practice model, as in any other community, opens space for either a proactive or a rather passive attitude from the teacher, these being both the positive and the negative side to it. A risk with the community of practice model is that it can serve to perpetuate practices which are not always enriching, and it may obstruct innovation of practice. However, it gives the participants involved the feeling that they are not alone and are, therefore, stronger.

The (8) action research model:

> The most important tenet [in action research] concerns the close link between research and teaching as well as the researcher and the teacher: action research is conducted by or in cooperation with teachers for the purpose of gaining a better understanding of their educational environment and improving the effectiveness of their teaching (Dörnyei, 2007, p. 191).

Kennedy notes that action research has been recognized as efficient in fostering teachers "to ask critical questions of their practice" (Kennedy, 2005, p. 246). In this sense, it is obvious that if the teachers have a chance to question, to reflect upon their ideas, upon difficult situations in the classroom, and upon the limitations regarding time and resources that they encounter in state schools, it is likely that they will reach a new understanding of their environment and propose solutions to their problems. Action research is in line with my view of teachers as proactive professionals; it facilitates teachers to experiment with new practices, for practitioners to question, to identify problems, and to encounter solutions to the problems. However, Dörnyei is sceptical about the practicality of an action research approach, in regular school conditions: "teachers usually lack (a) time, (b) the incentives, and (c) the expertise or professional support to get meaningfully engaged with research" (2007, p. 192). The first two of these problems are likely to apply in Brazil because generally speaking teachers either do not have much time or

especially incentives to do research, even though expertise does not pose an impeding problem, because some Brazilian teachers are highly proactive and can therefore overcome some difficulties. More importantly for my project, Allwright (2003) criticises action research as possibly focusing on individual problems, in an isolated way rather than dealing with broader classroom culture (see discussion in Section 2.3.2 below).

Finally, the (9) transformative model is described as "the combination of a number of processes and conditions – aspects of which are drawn from other models" (Kennedy 2005, p. 246). The main feature of the transformative model is the integration of the different models described above, considering practices and conditions that support transformation. This integration comes associated with problems regarding power, related to "whose agendas are being addressed through the process" (Kennedy, 2005, p. 247).

Kennedy presents an overview of current popular models of CPD. However, her list highlights structural, administrative features of CPD (the cascade model, the awards model…), and this obscures underlying principles to some extent. Of her nine approaches, the action research is the one closest to me because it sees teachers as proactive and reflective professionals. More generally, I belong to another tradition which is only indirectly presented in Kennedy. I belong to the reflective practice tradition. Kennedy's transformative approach, for instance, is vague. I have a more developed idea of what it means to be transformative because I have investigated more philosophical theorists (Freire in general education, Allwright and Wallace in language education). The direction I decided to go is: reflection, but above all the transformation of the teachers. Later sections explain more fully the concept of reflective practice and its significance for my study. However, first of all I conclude this section on CPD by considering the issue of the impact/ effectiveness of CPD for teachers' practice.

2.2.2   The problems of impact of CPD

This section will address the fact that impact of CPD is well-known to be a problematic issue. The literature shows that a well-thought-out CPD can be successful and promote rewarding changes in teachers' practice and students'

learning as well as school development (Opfer and Pedder, 2010; Bolam and Weindling, 2006). For example, CPD has proved to promote effective change when collaborative, rather than individual; collaboration being either between peers or between schools and learning communities (Day and Leitch, 2007; Cordingley et al, 2005). However, in some areas it is easy to show impact of CPD; and in other areas it is hard (Goodal et al, 2005; Day and Leitch, 2007). Some aspects are more easily assessed, some are hard to evaluate. In particular, Opfer and Pedder claim that it is complex to show development in school as an outcome of CPD:

> "establishing whether participation in a particular CPD activity had an impact on teachers' practice, school improvement and pupil learning is particularly difficult – despite the claims made in most of the literature" (2010, p. 414-5).

Opfer and Pedder go on to highlight that for CPD to have impacts - at the teacher-, school or student-level – it is frequently associated with school support (415). They point out that the majority of workshops and seminars teachers attend have format and characteristics which are not "associated with positive impact" and that in England CPD "tends to occur via passive means such as lectures, is often decontextualized and rarely occurs in collaboration with colleagues" (Opfer and Pedder, 2010, p. 428).

Guskey (2000) offers a conceptual framework for the various potential benefits of professional CPD, which can be used to guide the assessment of CPD impact. Guskey suggests that impact potentially takes place at five different levels:

1. Participant reaction;

2. Participant learning;

3. Organisational support and change;

4. Participant use of new knowledge and skills; and

5. Pupil learning outcomes.

This framework was adopted by Goodall et al (2005) in their investigation of the evaluation of CPD impact in English schools. Actually, what Goodall et al

(2005) tell us is that most of these aspects are rarely evaluated. Participant reaction is commonly evaluated, and generally speaking lots of people show interest and enjoy CPD. Whether people change their practice is more rarely investigated, and hardly anybody shows that children's learning improves.

The empirical literature research tells us that in addition to documenting participant satisfaction, CPD evaluations also look at 'value for money', claiming that CPD has most value for money when it takes place at school and classroom (Opfer and Pedder, 2010; Goodall et al, 2005); not many researchers look at anything else, basically. However, the evaluation of effectiveness in these terms is dependent on teachers', head teachers', and researchers' understanding of effectiveness (Opfer and Pedder, 2010, Goodall et al, 2005).

From these studies I take awareness of the problematic nature of CPD impact, and a concern to identify how I can evaluate the impact of my own CPD model. I decided to use Guskey's conceptual framework for the evaluation of the effectiveness of my study because conceptually that is what I would like to see. I was encouraged that some features of my study share the characteristics of 'effective' CPD as described in the literature (in particular its active and collaborative nature, and focus on building pedagogical knowledge regarding second language writing). However, given the pioneering and short term nature of my study, and also its location outside the regular institutional framework of schools, it would not be possible to address all 5 aspects of Guskey's framework. However, it seems possible that aspects 1, 2, and 4 can be addressed in a study like mine, directly or indirectly, and how I attempted this is demonstrated in Chapter 3 (Methodology). I will return to Guskey in my Concluding Remarks chapter to comment on my project with reference to his conceptual framework.

2.3 Reflective practice and the reflective practitioner

In this section I set out to explain my preference for a 'reflective practice' approach, over the various other CPD models outlined in Section 2.2. To begin with, the concept of 'reflective practice' acknowledges that whatever the teacher plans is not rigidly fixed and is open to what will happen in the classroom. Reflective practice goes along with negotiation, freedom, openness,

and with commitment to successful teaching. It is important throughout a teacher's career, from beginning of teaching to later stages in different levels of importance; therefore, reflective practice in the education of language teachers is a condition for efficient work throughout their professional career.

To understand more fully what is meant by reflective teaching we have to firstly take into account Dewey's (1933) foundational ideas. He differentiates between 'routine action' and 'reflective action'; with 'routine action' being guided by routine procedures, habit, and authority, as required by institutional definitions. It is, hence, static and indifferent to circumstantial needs for change. 'Reflective action', on the other hand, has to do with "openness, commitment, and willingness to scrutiny and necessary constant change" (Dewey in Pollard, 2005, p. 13). Dewey gives a great deal of attention to reflective thinking, which he defines as: "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (1933, p. 118).

After Dewey, followed an influential contribution from Schön (1983), who proposes the related notions of 'reflection in action' and 'reflection on action'. Reflection on action is when the practitioner reflects upon what he/she has gone through to understand incidents and to change and avoid future undesired incidents in the classroom. The teacher who reflects on his/ her action is not a 'slave' to rules dictated by textbooks. He/she does not simply replicate what he has been taught but he rather thinks through his own realization. By reflection on action the author means that the practitioner allows him/ herself to experience surprise, puzzlement, and to reflect back on what he/she has experienced trying to understand the circumstances (Schön, 1983, p. 68). Reflection in action, on the other hand, concerns the thinking that the teacher gives to what is happening right there, at the time the event occurs, trying to promote non-routinised thinking and decision making.

Reflection can be applied not only when a problem arises, but also during all aspects of practice. As previously stated, most advocates agree that reflection is synonymous with change, evolution, criticism, openness and commitment. Zeichner and Liston (1996, p. 6) claim that the reflective teacher presents five crucial characteristics:

     1. examines, frames, and attempts to solve dilemmas of classroom practice;

     2. is aware of and questions the assumptions and values he or she brings to teaching;

     3. is attentive to the institutional and cultural setting in which he or she teaches;

     4. takes part in curriculum development and is involved in school change efforts; and

     5. takes responsibility for his or her own professional development.

Ur argues similarly that the professional language teacher, unlike the amateur, devotes considerable amount of time to his or her own continuous learning, which "may take the form of pre-service or in-service courses, reflection on experience, reading, observation, discussion with colleagues, writing, research – the means are numerous" (Ur, 2002, p. 389). Teachers' discourse actually changes during the continuous learning process, and CPD courses can offer: a) time to exchange experiences with peers, b) time to review the history of their own education and reflect critically about their 'teacher' identity, and c) a chance to build up confidence (Solomon and Tresman, 1999; Pollard, 2005; Malatér, 2008).

Pollard's seven characteristics of a 'reflective practitioner' contemplate a teacher who thinks about his/ her own work and skills in a continuum (spiral), requires responsibility, is aware of outside knowledge, interacts with colleagues, and is creative. For Pollard, this concept:

     1.   implies an active concern with aims and consequences, as well as means and technical efficiency;

     2.   is applied in a cyclical or spiralling process, in which teachers monitor, evaluate and revise their own practice continuously;

     3.   requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching;

4. requires attitudes of open-mindedness, responsibility and wholeheartedness.

5. is based on teacher judgement, informed by evidence-based enquiry and insights from other research;

6. reflective teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues;

7. enables teachers to creatively mediate externally developed frameworks for teaching and learning (Pollard, 2005, p. 14 – 15).

Pollard's (2005, p. 5) spiral of professional development and capability illustrates how reflection is a continuous process that should be present throughout the life of a teacher. Reflective teaching should be a natural search and accomplishment for the teacher as it leads to sound augmentation in the quality of the education provided: "[i]ndeed, because it is evidence based, reflective practice supports initial training students, newly qualified teachers, teaching assistants and experienced professionals in satisfying performance standards and competences" (Pollard, 2005, p. 5). Ur (2002, p. 390) corroborates this idea as she regards the academic work of language teaching as intrinsically connected with reflection, thinking and awareness concerning the course of action as it "is primarily occupied in thinking and researching".

Again, teaching and learning should happen continuously. In Loughran's words, "[t]eaching is a two-way process. Teaching about teaching should extend teachers' and students' views of teaching and learning, and this extension is dependent upon reflection on both the teaching and the learning that occurs" (1997, p. 63). Of course this learning requires that the teachers take some risks at times, by leaving the predictable and comfortable zone and moving towards new activities and perspectives. Teachers should be continuously put in a learning position, by experimenting with new strategies and reflecting on them.

These international theorists of 'reflective practice / the reflective practitioner' have helped me understand the area of my study as well as develop underlying CPD principles. However, it is in Freire's philosophy that I find the more specific direction I needed for my CPD course.

2.3.1 Paulo Freire

Now I move towards the philosophical principles that speak to my heart, which I share, and which I believe promote the necessary "social action and educational change" (Hawkins and Norton, 2009, p. 31). When looking for CPD theory that relates to my own values and principles, I discuss Freire's postulates. Primarily concerned with his people but ultimately having the whole world as his classroom, Paulo Freire's critical pedagogy ideas are paramount when we deal with education, reflective practice, and critical language teacher education. Hawkins and Norton state that critical pedagogy is

> "[r]ooted in the work of Paolo Freire, a Brazilian educator whose mission was the emancipation of peasants in colonial and postcolonial societies, [and that] critical pedagogy seeks to empower people to challenge oppressive conditions in their lives" (2009, p. 31).

Freire based his thinking on his very own experience of adversity and lack of opportunity he has both lived and witnessed. He considers education a key setting for change, as schools should be the gatekeeper for students to understand their rights, to question and change reality. According to Stromquist, Freire's principle of consciousness raising and critical reflection is the basis for "emancipatory literacy", by which, "in the process of learning literacy, individuals are enabled to understand their world and to act upon it" (1998, p. 81). Freire argues that the atrocious exploitation people experience in poor rural areas in Northeast Brazil is perpetuated by fragmented instruction. He urges teachers to reflect on their role in these population's lives. He says that whatever goes wrong in education can be traced to ideological errors. As he says: "[c]onscientização represents the development of the awakening of critical awareness" (Freire, 1974, p. 19).

Freire is convinced that critical thinking is the only way to change reality and he encourages educators to think critically and learn together with learners. Freire criticizes the 'banking model' of education; a system in which the teacher does not propose any theme for discussion, where there is no joint construction of knowledge, everything is static and dictated as the truth to

students. Such a system is there "not to work with the student, but to work on him, imposing an order to which he has had to accommodate" (Freire, 1974, p. 38). Instead, Freire places emphasis on consciousness and in his philosophy of liberatory education, where "teacher and learner continually educate each other as part of the same process in which both parties become learners" (Zedansky and Poschner,1998, p. 162).

In his seminal work Pedagogy of the oppressed Freire argues that teachers' discourse is dissociated from that of the student, and reflects "reality as if it were motionless, static, compartmentalized, and predictable" (1972, p. 57). He accuses Brazilian education of being a means to 'fill' the students with contents which are disconnected from reality, and are nothing but "alienating verbosity" (ibid).

Freire (1972, p. 59) fought all his life the dominance of an education model which places teacher and learner on two extreme opposite sides, the teacher having the power and the knowledge and the student being the ignorant, empty, and passive recipient:

> knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he justifies his own existence.

The passage above denounces an unquestionable absence of any trace of reflection, of freedom, even of dissatisfaction on the part of teachers and students. In this 'banking model' world both teacher and student conform to a barren instruction, one of whose aims is to prevent them from finding out about the ailments of Brazilian society.

Freire's general ideas have special implications for my own approach to CPD because Freire talks of social change, more explicitly than Dewey and Schön; education as an instrument to change social reality, never dissociated from the learners' reality. Freire was aware of the harsh reality and of the importance of

giving voice to the learner. Freire proposes emancipatory literacy, in which learners know, too, making both teachers and learners partners in the process of thinking critically and learning, and understanding their reality. Freire proposes a critical pedagogy to empower people to change lives; young learners being initiated with a voice not considered empty vessels. Freire's liberating philosophy denounces the static, fruitless, and dictatorial banking model of education, in which teachers know it all versus ignorant and subservient, empty vessels, students.

I used Freire's philosophy with teachers as a reference, emphasising their freedom to apply course content in their practice with needed adjustments or even to disregard it altogether. Freire speaks to the context of poverty and lack of pedagogic resources. I could not find a thorough consideration of context and all the elements involved in the education setting in other theorists than Paulo Freire.

To sum up, Freire really proposes transformation through emancipatory literacy. This is what I think the teaching environment is about. We are so used to being a colonised and passive people that replicate models from elsewhere, that we just forget we can be free, creative, original, and relevant. In comparison, reflective practice as developed by its international advocates does not have the strong 'critical' perspective that can be seen in Freire. Freire has inspired me to design my action research in the format of a dialogical intervention which sets out to participants as full actors in their own development. In the CPD course I present to the participants my philosophy and proposal concerning teaching ESL in their context, we discuss it, and this discussion evolves to them writing down their reactions to my philosophy. I receive and observe their response. But this is not the end of the dialogue. The dialogical intervention helps them later reflect again and make pertinent decisions concerning their teaching.

2.3.2 Allwright's 'Exploratory practice'

In this section I will introduce and evaluate a variant of reflective practice, Allwright's Exploratory Practice [EP] programme, developed specifically as a form of CPD for language educators in Brazilian conditions.

In his 2003 article Allwright introduces the term Exploratory Practice (EP), which for him can be summed up as rethinking and understanding. I personally do not find significant or distinctive characteristics that distinguish EP from the reflective practice described above; for instance, by Pollard. Allwright distinguishes himself from 'action research' with its focus on problem-solving. His emphasis on 'understanding' should be seen as an alternative to this.

Allwright's EP had its practical origins when he was working for *Cultura Inglesa* in Rio de Janeiro, Brazil, teaching a practical course on classroom research and also working as a classroom research consultant to the *Cultura* for two months. Allwright listened to reports on how the teachers managed difficulties and this was crucial for the success of his original CPD programme.

Allwright's EP therefore involves (2003, p. 127):

1. practitioners, preferably teachers and learners working together to understand: (a) what they want to understand; (b) not necessarily in order to bring about change; (c) not primarily by changing; (d) but by using normal pedagogic practices as investigative tools, so that working for understanding is part of the teaching and learning, not extra to it; (e) in a way that does not lead to 'burn-out', but that is indefinitely sustainable;

2. in order to contribute to: (f) teaching and learning themselves; (g) professional development, both individual and collective.

EP is grounded in a set of general principles (Allwright, 2003, p. 128):

Principle 1: put 'quality of life' first. All classroom related problems, even those that are straightforwardly practical would be better understood and solved if considered in a context.

Principle 2: work primarily to understand language classroom life. 'Understanding' is in itself already a change. Teachers should look back and understand the whole situation, rather than try to solve problems directly.

Principle 3: involve everybody. Considering that life in the classroom is social and involves both practitioners and learners, both parts should be involved in the process. "learners will be involved not as objects of research but as fellow participants, and therefore as co-researchers" (p. 129).

Principle 4: work to bring people together. There should be an "atmosphere of collegiality" (p.129) between teachers and researchers, teachers and learners, that is all people involved in education should work together.

Principle 5: work for mutual development. If everybody works together with the purpose of accomplishing individual as well as group growth, collegiality will be in a better position and condition, naturally leading to the development of everyone.

Principle 6: integrate the work for understanding into classroom practice. Understanding is to be integrated into practice.

Principle 7: make the work a continuous enterprise. The language classroom work should be taken seriously in order to be perceived "as a continuous, indefinitely sustainable, enterprise, if only to reflect the fact that any language classroom is a dynamic social situation, such that any understanding reached on any occasion may rapidly become irrelevant" (Allwright, 2003, p. 130).

Allwright criticizes (1) practices of solving classroom problems by isolating them and considering them to be practical and therefore to be solved one by one; (2) the understanding that classroom practice needs improvement as something technical; and (3) the view that teaching can be perceived as an asocial practice.

The rethinking that has produced Exploratory Practice (EP) starts with a set of three proposals;

· Firstly, we should, above our concern for instructional efficiency, prioritize the quality of life in the language classroom.

· Secondly, instead of trying to develop ever 'improved' teaching techniques, we should try to develop our understandings of the quality of language life.

· Thirdly, we should expect working helpfully for understanding to be a fundamentally social matter, not an asocial one. Simple causal relationships are most unlikely to happen, but all practitioners,

learners as well as teachers, can expect to gain, to 'develop', from this
mutual process of working for understanding (Allwright, 2003, p. 114).

What Allwright means by 'social' practice in CPD is partnership, cooperation
between the parts involved in the educational process. Furthermore, he points
out that understanding is a sound foundation for a satisfactory work in the
classroom for both teacher and students, to have a "time together both
pleasant and productive" (2003, p. 114). If the teacher 'understands' the
context in a social perspective, he or she can change boring activities into
more interesting and engaging ones. Allwright advocates we should think
globally and act locally, having an eye on specific group needs. Thinking
globally is for general guidance, and thinking locally reflects the fact that we
live in one particular place, which might pose particular needs.

EP can therefore be seen as a form of reflective practice, which was developed
as a critical response to Action Research. Allwright understands it is not
possible to improve classroom teaching by solving problems as if they were
isolated, not part of other features in the context. The classroom has to be
seen in context, an overall situation.

Gimenez (1999, p. 139) provides a table [table 2.1] illustrating the differences
between action research and exploratory practice:

Action research	Exploratory practice
1. Problem identification – A teacher identifies a problem in her classroom – My students aren't using the target language. (German)	1. Identify a puzzle area
	2. Refine your thinking about that puzzle area
2. Preliminary observation – What's going on? Recording and observing class over several days	3. Select a particular topic to focus upon
	4. Find appropriate classroom procedures to explore it
3. Hypothesis – Teacher uses too much English. The important stuff is done in English.	5. (e.g. group work discussions, pair work discussions, surveys, interviews, simulations, role-plays, diaries, projects, poster sessions, learner to learner correspondence)
4. Plan intervention – Teacher increases target language use. Teacher uses German for classroom management, etc.	6. Adapt them to the particular puzzle you want to explore
5. Outcome – Dramatic increase in use of German by student	7. Use them in class

| 6. Reporting – Article in teachers' newsletter | 8. Interpret the outcomes |
| | 9. Decide on their implications and plan accordingly |

Table 2-1: Action research versus exploratory teaching

Lira, Fish, and Braga (2003) report on a study grounded in Allwright's EP in Rio de Janeiro, Brazil, from 1997 to 2002. Nine teachers (English, Spanish, Portuguese and Geography) were invited to analyze 100 'puzzles' produced by teachers from both state and private schools as well as from language course schools. The puzzles were categorized into six groups: (1) motivation; (2) anxiety; (3) teaching; (4) institutional lack of interest; (5) discipline (or behaviour), and (6) Exploratory Practice (EP). The teachers' puzzles focused mainly on motivation and anxiety, with motivation having the highest proportion in the puzzles.

Lira, Fish, and Braga (2003) concluded that, as expressed by some of the teachers, CPD grounded in EP brings the understanding that to teach we have to continuously study, read, and investigate. They have also concluded that EP-based CPD has helped teachers ease anxiety and fears in the profession. I was particularly interested in the impact of the research on teachers' confidence and motivation reported by Lira *et al*, and also on the reflection they did on everyday problems. It is important to understand how and why this reflection has helped them feel more confident and eased anxiety.

Based on the reviewed literature and from my own observation and experience, I believe that critical reflective practice can be only beneficial for the language teacher. To reflect means to acknowledge that one is free and not attached to strict rules. As we have seen, Dewey, Schon, Freire, Allwright (as well as many other theorists), argue that understanding the complex situations we face triggers reflection. We English teachers ask ourselves what needs to be done. Reflection involves developing knowledge that comes out of experiencing, from taking risks, from knowledge not printed in any textbook. This knowledge determines the evolution of a teacher's career and ultimately that of the education milieu.

I take from these concepts on reflective practice ideas for my own work in the possibility of empowering the teachers to question and reflect upon their practice, to identify, investigate and understand problematic events or situations and be aware of them.

In short, by reflecting we may change our perception of a particular situation or take a new action whenever the situation reoccurs. Reflective practice will not always provide us with miraculous solutions for the shortcomings we encounter, but from reflecting we may learn to comprehend situations that would otherwise have remained a hindrance to our professional development and hold back our professional self-discovery. In other words, reflection is positive, be it 'in action' or 'on action' (Schön, 1983), through either a CPD opportunity, or voluntarily, or imposed by the school supervision or even by mentoring. The main assumption about reflection is that it can lead us teachers to priceless freedom, to a path created through our own deeds. From this, we can find sound solutions to our social and educational context problems, solutions that speak to the needs of the school, to the students' and the teachers', and which are founded on reality regarding resources, ethics, and pertinent change.

2.3.3   Teaching and researching reflection

Despite widespread interest in reflective practice as an approach to teacher development, accounts of it have been criticised as "elusive, general and vague" (Mann and Walsh, 2013, p. 291), and there is no doubt that RP is a complex subject to teach. Jay and Johnson (2002) as well as Mann and Walsh reflect on the problematic nature of reflection, and propose ways of operationalising it. In their article Jay and Johnson propose a typology of reflective practice that would capture the complexity of reflection and show the reality of teachers' practice; and how to give learners tools for reflection that would not be simply technique. Jay and Johnson acknowledge there is a tension between reflection being holistic, integrated, and emotional, and attempts to operationalise the concept in more analytical ways. So Jay and Johnson (2002) propose a typology that breaks reflection down into just three broad dimensions:

- the first dimension, **descriptive** defines the situation which should be the object of reflection;
- the second dimension, **comparative** should broaden understanding as it opens doors to others' perspectives in relation to the event. These include research, and alternative views from other people involved;
- and finally, **critical** is the third and last dimension. It should give an improved perspective to the situation (2002, p. 78).

Jay and Johnson (2002) discuss what teachers should be reflecting about and claim that there is a narrow view that they should primarily be reflecting on their teaching techniques alongside a broader view that they should be reflecting on their values and on the social context. They are interested in all these types of reflection and say the reflective teacher will work on all of those. They complement their three 'dimensions' with sets of questions which are supposed to act as relevant reflective triggers. In my research teachers will have the chance to reflect both on their teaching techniques and also on their values and social and working context. Jay and Johnson's framework is interesting and useful for analysing reflection. I return to it in my subsequent chapters (Methodology, analysis chapters, and in my discussion chapter) to comment on how the various reflection activities draw on this framework.

Mann and Walsh (2013) present a stronger critique of the current literature on reflective practice. They argue that the literature is one sided, and lacking in empirical evidence of reflection in practice. Where empirical work has been conducted, the authors argue that most of the studies available rely on written data such as teacher journals, rather on spoken data. Specifically, Mann and Walsh argue that despite the significant merit reflective practice has been accorded in professional education, it is:

- not sufficiently data-led
- too often presented as an individual process which fails to value collaboration or participation in a community of practice
- dominated by written forms of reflection at the expense of potentially more beneficial forms
- insufficiently detailed about the nature of reflective tools (Mann and Walsh, 2013, pp. 292 – 3).

Mann and Walsh propose that reflection should be a) data-led (i.e. involve reflection on actual classroom incidents); b) dialogic and collaborative. Mann and Walsh express their concern to promote spoken/ collaborative reflection (building on their second criticism of existing RP research). For example, they question the validity of much written reflection, because, as they state it, it is produced for formal assessment purposes. Well, in my research no writing is designed to be any form of assessment.

I accept the critique of Mann and Walsh, insofar as they argue for the need for fuller documentation and analysis of reflective data. I also accept their view that reflection can beneficially be developed in collaborative (spoken) discourse, and that writing constrained by assessment requirements may be suspect as evidence for reflection. However, this is not to contradict the view that certain types of writing can also be highly productive for reflection.

I am interested in writing, in narrative, in autobiography, and in teachers' reflection and development. I believe in writing as a way of self-expression and self-discovery. It is in the logic of my thesis that reflection should happen through writing. My teachers should feel more empowered with writing rather than only with speaking. Writing is a means to register reflection and help build up professional identity. Furthermore, it is something new and different from regular ESL lessons my participants are accustomed to. Writing for my participants should take them to another, more professional and elaborate level with the ESL they teach. I have sound reasons for sticking to writing as it is the main theme in my project.

My thesis is centred in writing and self-development. My response to the critique of Mann and Walsh is therefore to ensure that a) reflective writing arises immediately from rich opportunities for collaborative discussion and oral reflection; that b) varied opportunities for writing are given (but none are for formal assessment); and c) that all forms of writing are documented and analysed. Moreover, all writing in the study is designed to come out of collaboration, collaborative reflection; thus, not too 'one-sided' in the end. The view of the writing process adopted in the study is thoroughly developed in the following section, 2.4 Writing.

2.4 Writing

In this section I will present the writing literature review component of the research. This section is divided in two main parts. Section 2.4.1 deals with creative writing, and within that, with autobiographical writing, and narrative. The reason for dealing with these issues here is that creative, autobiographical writing, is seen as a powerful tool for the promotion of reflection in the more 'critical' sense of Freire, and will be used in this way with participating teachers during the CPD course. I will then review a few studies that illustrate the use of narrative studies in past research on teacher education, identity and on ESL teaching. The 'content' focus of the CPD course has to do with the teaching of ESL writing to early learners. In section 2.4.2 therefore, I will also present some theoretical literature regarding the teaching of ESL writing, pointing out different approaches, and then explaining why the choice here was to introduce a process writing approach. Finally, Section 2.4.3 looks more specifically at literature on teaching of ESL writing for early learners.

2.4.1 Creative writing

Much of the applied linguistics literature available about writing is very instrumental, and very cognitive in orientation (e.g. Flower and Hayes, 1981, Cumming, 1995). Yet, writing can also have a strong emotional and affective side. Writing as a process of self-expression and creativity is something from which ESL learners can benefit, and can bring about language improvement (Banegas, 2011, p. 24). Creative writing "gives all of us, whatever our background, permission to bring into our writing practice our own particular ways of speaking and writing" (Hunt and Sampson, 2006, p. 43).

More significantly for this study, creative writing is an opportunity to construct and present our unique 'voice' and identity (Silva and Brice, 2004). It is a dynamic process that happens through "a free-associative, reflexive model involving collaboration between the critical faculty and the unconscious" (Hunt and Sampson, 2006, p. 65). It frees the writer to venture into the uncertain. Creative writing thus provides freedom for both ESL teachers and learners to write with personal engagement, be it letters to whoever is important for them, poetry, narratives, autobiographical accounts, or to plan interesting and

innovative classroom activities. For instance, according to Woodward (2001), letters constitute important tools to foster authentic and meaningful ESL writing learning in the classroom.

2.4.1.1 Autobiography, narrative and reflection

This part is about a subsection of creative writing: autobiography, narrative, and reflection. Here I explain why, in the CPD course, it was decided to have participants produce autobiographical accounts of their life and also narratives that displayed reflection. These writings were expected to provide both a means of self-expression and reflection for participants, and important data and insights for the researcher into teachers' professional identity.

Narrative and teacher development

Autobiographies give writers voice, and touch emotions. Autobiographical writing is not writing as therapy but certainly it is a way to motivate language learners and their teachers to write freely and creatively, and also to build confidence (Banegas, 2011, p. 26). These autobiographical 'big stories' are narratives which "entail a significant measure of reflection on either an event or an experience, a significant portion of life, or the whole of it" (Freeman, 2006, p. 131). Autobiography is the most personal kind of writing, filled with pieces and signs which may have been conceived at different times. Such writings come to surface prompted by ideas or other experiences:

> . . . autobiography – the most author-centred genre of writing [. . .] autobiography consists of numerous fragments of prose arranged more or less alphabetically but written at different times in response to random ideas, single words or phrases, or quotations from the writings of others (Hunt and Sampson, 2006, p. 44).

Narratives, as well as autobiographical writing are important tools in the construction of teacher identity (Stein, 1998; Tsui, 2007; Vásquez, 2011). Narrative is the telling of stories, of events. It can be about the writer mainly (as in autobiography), but it can also be about other people. Autobiographical writing is either the whole or fragments of one's life. In autobiographical narrative the story told or written focuses on one or a few events that have shaped the author's beliefs and helped them find their identity or foster change in thinking. In both narrative and autobiographical writing there are

hints of some changes, of reflection, of the impact of the events in the writer's life, what the narrated experience has brought about in the writer's life; or events that shaped belief. Indeed, Riessman (2008) asserts that the central function of narrative is the construction of identities. By writing or telling narratives we go beyond revealing our identity, as we make it explicit and can therefore achieve a better understanding of who we are, "[w]hen we tell narratives, it is not that we reveal our identities, but rather that we represent them" (Menard-Warwick, 2011, p. 565).

This understanding, or meaning making, that comes with the creation and sharing of stories is a social activity, as they "both reflect and shape relations among participants based, among other factors, in their local management and portable identities" (de Fina, 2011, p. 28). The narratives and reflections form a fascinating web of shared life stories. Pavlenko reminds us that narratives are not limited to individual productions; instead they are strongly formed by social, cultural, and historical pacts and by "the relationship between the storyteller and the interlocutor [whether an interviewer, a researcher, a friend, or an imaginary reader]" (Pavlenko, 2002, p. 214).

Narrative writing is an efficient approach to promote teacher reflection as a means to register one's professional and personal trajectory and experience. By narrating and compiling stories into a portfolio teachers can later on revisit these for self-reflection and therefore "come to know themselves better and really appreciate how much they have accomplished and grown during their careers" (Farrell, 2007, p. 27).

From telling their self-reflected stories teachers can have a better understanding of their accumulated experience of years working as language teachers and of the schools, there included thinking and solutions to problems they have found in their practice. Such stories provide them with opportunity to reflection upon, access and organize inner knowledge from experience as well as reflect on their values and beliefs (Farrell, 2007; Stein, 1998).

Furthermore, narrative is a significant means for systematic examination of what is going on in a teacher's profession: "[w]hen teachers engage in narrative activities as a vehicle for inquiry, the nature of those activities is typically

framed by some set of a priori procedures, or parameters" (Johnson and Golombek, 2011, p. 493). Johnson and Golombek go on to point out two different possibilities of narrative purpose: (1) Narrative writing can be useful as a requirement for teachers to reflect on prior experiences. When teachers are asked to write a language learning autobiography it prompts reflection on their prior language learning experiences. It also helps them evaluate those experiences, and then associate their analyses to their present understandings of both language learning and language teaching (Johnson and Golombek, 2011, p. 493). (2) Another possibility of engaging in narrative examination is through action research. It is 'theorizing' as prompted by the narratives; making decisions and taking actions towards the resolution of identified problems, documenting what happens, and using these documents / narratives as an ally to shape their professional identity (Burns, 2010; Johnson and Golombek, 2011; Tsui, 2007).

Through narrative writing teachers can be reflective and self-aware, collaborative, and undertake "self-directed, often collaborative, inquiry-based learning that is directly relevant to teachers' day-to-day experiences" (Johnson and Golombek, 2011, p. 493). To sum up: a CPD setting is suitable for teacher development, with a focus on writing, since it provides a setting of reflection, a setting where teachers can learn more about themselves, build their confidence and experiment with writing about themselves and writing to plan activities they can later implement in their classes.

I agree with Johnson and Golombek's statement that "the transformative power of narrative lies in its ability to ignite cognitive processes that can foster teacher professional development" (2011, p. 504). Notably having received significant attention in second language teacher education (SLTE) research in the last years, narrative inquiry may bring about the needed changes in teachers and in their teaching practices (Johnson and Golombek, 2011, p. 486). Their statement is in line with that of Freire's and Allwright's, which is that narrative can be a tool to promote the kinds of understanding and critical thinking they advocate and in which I am interested.

Narrative and TESOL research

Narrative research in TESOL has attracted the attention of researchers and teachers in the last decade (Bell, 2002; Johnson and Golombek, 2002;

Pavlenko, 2002). Narrative studies is a wide-ranging field which can be applied to and analysed from various, different perspectives and approaches; and because of the connection between narrative and identity, other social science disciplines (psychology, sociology, and anthropology) have taken a "narrative turn" (Taylor, 2003; Vásquez, 2011).

Personal narratives have been advocated within TESOL research because they provide both teachers and learners with opportunities to be heard together with those voices of the researchers. The outcome of which is that researchers have access to "rare insights into learners' motivations, investments, struggles, losses, and gains as well as into language ideologies that guide their learning trajectories" (Pavlenko, 2002, p. 213 – 214).

Barkhuizen (2011) pinpoints some distinctive features of narrative research, though he notes that there is no clear agreement in the literature available about what is meant by narrative and narrative research. In particular, he claims that narrative researchers are personally involved in their research activities. Indeed, just as the narrative researcher tells of his own experience, I could identify with the telling of my participants' stories, and could, like Barkhuizen, talk about my own teaching and personal experiences as I retell theirs although I have not been a teacher in the very same context as my participants [state schools]. I could recognize the contrasts and find several common points in our ESL teaching practice in Northeast Brazil and in our reflection about it.

In this study, Barkhuizen's teachers achieved what he calls narrative knowledging. By this he means "the meaning making, learning, and knowledge construction that takes place at all stages of a narrative research project" (Barkhuizen, 2011, p. 395). In his language teacher education programme, Barkhuizen invited his teacher student participants to write personal narratives connecting their language teaching and learning experiences to the subject matter (sociolinguistics) being covered in the course. Barkhuizen then read and commented on the writings, establishing a narrative dialogue with the teachers. Later on an assignment was set, in which the teachers analysed and commented on their narratives. As a result of the reflective activity, Barkhuizen

could show that his participants reached a better understanding of themselves and their practices.

Stein (1998) reports on a teacher education course in South Africa, designed for undergraduate students from both historically advantaged (mostly white) and disadvantaged (mostly black) backgrounds. Through reflection and group sharing the participants presented performances of their autobiographical literacy histories. The representations evoked affective reactions and improved understanding of their identity. It is worth citing Stein's words: "[t]the use of autobiographical narrative as a pedagogic practice can be a powerful device for interpreting, renaming, and validating one's experience" (1998, p. 523).

From this small selection of studies one can conclude how narrative and autobiographical studies can give researchers insight into the personal and professional lives of the practitioners. In Barkhuizen's practice and investigation, as in Stein's, writing and reflecting autobiographically has documented teacher-learners developing ability to critically reflect, name, define, redefine, find their 'shape', and achieve a more satisfactory experience. Likewise, I expect narratives to perform a double role in my research, to be developmental for the teachers, and to provide me with rich insights into the nature and quality of their reflections.

2.4.2 The teaching of ESL writing

The main pedagogic focus of the CPD course was writing and its purpose was to equip teachers to move from teaching formal fragments of the English language through isolated sentences to undertaking contextualized writings with their students. It is therefore necessary to present briefly an overview of current approaches to ESL writing, and to explain the choice made to follow a process writing approach in this strand of the CPD course. Some attention will be given more specifically to literature on the teaching of ESL writing to early learners.

2.4.2.1 Approaches to teaching writing

Writing is still perhaps the most difficult of the language skills for the learner (Jun, 2008, p.89). To teach it is even more difficult. Domaille and Edwards claim that "[t]eaching pupils to write well remains one of the bigger challenges

English teachers face" (2006, p. 72). In the UK, teachers who apply for teacher training courses commonly say their strength is reading whereas the number of teachers who see themselves as writers is low (Domaille and Edwards, 2006, p. 72). Domaille and Edwards are writing about the UK, but the information could refer to my target city context as well, where it is likely that only a few of our primary and secondary school teachers do some regular reading in English, and even fewer enjoy writing. Hinkel (2003) notes that even advanced and trained L2 writers continue to show a limited lexical and syntactic repertoire that allows them to produce only basic texts using common language features that resemble conversational discourse.

Historically, a considerable part of the teaching of L2 composition was grounded on L1 research (Krapels, 1990). Krapels highlighted the differences existing between L1 and L2 research contexts, and argued that L2 researchers "must be careful not to let L1 studies guide or determine their investigations of second language writing processes" (1990, p. 39). Developments in ESL composition have certainly been influenced positively by research advances in the teaching of L1 English writing. However, ESL composition has needed specific "perspectives, models, and practices" (Silva, 1990, p. 11).

The distinctive history of ESL composition dates from 1945 and coincides with the establishment of the behaviourist/ audiolingual era of second language teaching in the United States. Since that time, as for other strands in language education, there has followed "a succession of approaches or orientations to L2 writing, a cycle in which particular approaches achieve dominance and then fade, but never really disappear" (Silva, 1990, p. 11). Silva presents a historical sketch in which he explains the four most prominent approaches from 1945 – 1990, and these are detailed below.

Controlled composition also referred to as guided composition. During the heyday of behaviourist/ audiolingual instruction, writing was regarded as a secondary skill and used only as a tool to reinforce oral habits. That is, writing in ESL teaching was only "a support skill" (Reid, 2001, p. 28), i.e. to aid the student in regular classroom tasks such as to write answers to grammar exercises, write dictation, and to practice handwriting. At this time the idea of free composition encountered some resistance from the part of behaviourist

researchers who believed ESL composition teaching should focus on accuracy and correctness (e.g. Pincas 1962 in Silva, 1998). Controlled composition evolved subsequently into the product approach, which comprises four stages: familiarization; controlled writing; guided writing; and free writing (Badger and White, 2000, p. 153). For instance, a product approach class might help learners become familiar with a purposefully designed set of descriptions of houses. The set of descriptions illustrates the prepositions and the names of rooms used to describe a house. At the controlled stage, learners write simple sentences about houses from a substitution table. At the guided writing stage the learners might produce a piece of writing inspired by a picture of a house. Then, at free writing stage learners are expected to provide a written description of their own home (Badger and White, 2000). This is a traditional approach, in which students are expected to mimic a model text. The product approach places emphasis on writing tasks in which the student imitates, copies and then transforms the initially provided models. This traditional controlled composition approach is actually not very different from the 'contextualised writing' practised in my CPD course in the way the participants designed the workshops.

In the controlled composition approach the writer is a "manipulator of previously learned language structures" with the ESL teacher on the other end typically being the only reader. This reader is not interested in quality of ideas or expression. Instead, he/she is mainly looking for "formal linguistic features", with writing being only a "linguistic artifact, a vehicle for language practice" (Silva, 1990, p. 13). Silva believed that at the time of process writing, (1990), the controlled composition was still current practice in ESL teaching of writing classrooms and books. I believe it is a practice which is current even today in general education, twenty-two years later, which may happen for several different reasons; teachers' inability to write is one of them. This is an additional reason to promote teachers' own confidence about writing in my project.

The current-traditional rhetoric approach started from the understanding that ESL students should extend themselves in their writing and that controlled composition and a focus on building grammatical sentences no longer sufficed for this teaching. In fact, "a bridge between controlled and free writing" was needed (Silva, 1990, p. 13). The paramount focus of this approach was the

consistent construction and organization of discourse forms. Primary attention was given to the paragraph, with its constituents (topic sentences, support sentences, concluding sentences, and transitions) taking into account the possibilities for its expansion (illustration, exemplification, comparison, contrast, definition, to name some). Essay development came next as an extension from paragraphs to "larger stretches of discourse" (Silva, 1990, p. 14). Paragraphs are seen as having specific structural parts (introduction, body, and conclusion) and structural modes, such as description, exposition, and argumentation. This model shows a clear evolution in the idea of text construction. However it continues to emphasise attention on form, perhaps appropriately for language proficiency examinations. There is no room for creativity in this approach as the learner "fills in a pre-existing form with provided or self-generated content" (Silva, 1990, p. 14). Moreover, an approach aimed to enhance academic writing skills is not interesting for my participants or for their young learners.

The process approach comes into the picture in the 1980s, as a reaction to the discontentment with controlled composition and the current-traditional rhetoric approach, as many felt that the two previous approaches "discouraged creative thinking and writing" (Silva, 1990, p. 15). Taylor (1981 in Silva 1990) was one of the first theorists who pointed out that writing is not a straightforward process of plan-outline-write. This discontentment was in line with a broader move toward creativity and meaning in language education (the 1980s rise of the "communicative approach"). The process approach acknowledged that composition is a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983, p. 165). In the process approach writing is taught with a concentration on personal writings, and on encouraging students to write freely and extensively. Less importance was given to grammar and language accuracy, and to the expectations of an external reader (Reid, 2001).

Pedagogically the process approach translated into giving the learner a "positive, encouraging, and collaborative workshop environment" (Silva, 1990, p. 15). In this process students work more freely in their creative production

with minimal interference from the teacher, who is an observer and facilitator in the different phases of the 'process'. The teacher's role is to aid students encounter their own working strategies for getting started, for drafting, for revising, and for editing in this process where the writer is the centre of attention (Silva, 1990). Essentially, composing entails thinking and expressing ideas (Raimes, 1983b).

There are a number of different views concerning process approaches to writing. However, basically in process approaches writing involves planning, drafting, reviewing, and editing "and then producing a final (and satisfactory) version" (Harmer, 2007, p. 113). Time and feedback are inherent elements in the process approach to writing. The opportunity to revise whether guided by feedback or not, gives the writer a chance to learn about themselves as students and as writers. The emphasis in the process approach is on assisting and helping the learner become more aware of the process of writing, which comprises several drafting and peer and teacher feedback during the process (Pavlenko, 2002).

Zemach and Rumisek (2005, p. 3) propose six steps in the writing process, divided in four different phases: pre-writing: step one: choose a topic, step two: gather ideas, step three: organise; drafting: step four: write; reviewing and revising: step five: review structure and content; and finally rewriting: step six: revise structure and content, proofread, and make final corrections.

The process approach received criticism despite having been well received in ESL composition. The critics argued that there were theoretical and practical problems as well as omissions in the process writing and therefore suggested that the focus of ESL composition change again, from the writer to the reader, the academic discourse community (Silva, 1990). Critics of the process approach also argued that it resembled little of what students were to find in the academic environment, i.e. of the academic writing which was to be asked from them in ESL medium educational settings. As a result, criticism of the process approach led to interest in a genre approach in general education, and an EAP approach in higher education.

For example, Hyland states that process approaches have inspired "respect for individual writers and for the writing process itself", but "there is little hard

evidence that they actually lead to significantly better writing in L2 contexts" (Hyland, 2003, pp. 17 – 18).

Hyland argues further that process approach has limitations from a social perspective: "First, process represents writing as a decontextualized skill by foregrounding the writer as an isolated individual struggling to express personal meanings" (Hyland, 2003, p. 18) Second, process models take away the power of the teacher. Hyland also claims that this model is "based on individual motivation, personal freedom, self-expression and learner responsibility, all of which might be stifled by too much teacher intervention" (2003, p. 19). Third, Hyland claims that in process classrooms there is lack of clear instruction "in the structure of target text types" (2003, p. 19).

Finally, Hyland addresses what he calls "lack of engagement with the socio-political realities of students' everyday lives and target situations" (2003, p. 20). This lack of engagement he states is prompted by the methodology which promotes "personal growth and self-actualisation". He goes on however to assert that in process methodologies "writers develop confidence and self-awareness in the process of reflecting on their ideas and their writing" (Hyland, 2003, p. 20). Here Hyland is more positive and a little contradictory with some of his previous ideas.

Other critics of the process approach have claimed through the observation of teachers who used process writing that "[r]egrettably, one consequence of the widespread emergence of 'the process' is that the word error has been banished from teachers' vocabularies" (Baines, Baines, Stanley, and Kunkel , 1999, p. 71). These researchers say:

> "In the classrooms we observed, the obsession with process, at times, crowded out the hard, dirty work of learning how to write well. Grammar, spelling, vocabulary, or sentence structure were rarely, if ever, mentioned" (Baines, Baines, Stanley, and Kunkel, 1999, p. 71).

I disagree with Hyland in his criticism about process approaches. As a matter of fact even though it is personal and writer centred, the writing echoes the social context since a social orientation is what we achieve from giving locals

voice. Giving the writer freedom to express themselves does not mean the social context is neglected. Another point is that rather than seeing the 'power of the teacher' being taken away I see it as giving such 'power' a more proper space in the teacher – student relationship. The 'power' a teacher has in a reflective, 'liberatory' [to use Freire's term], inspiring classroom should not exceed the limits of being a facilitator. In other words, there should not be a total control of the teacher over the learner. Moreover, teacher intervention is still expected and welcome to happen in process approaches, but not by dictating formats and structures. Finally, I use Hyland's assertion to emphasise one of the main important traits and benefits of process approaches, which is that overall, the process approach highlights the writer as an independent creator of texts, considering the role of the teacher as helper for the learners to perform a writing task (Hyland, 2003).

As with regards to Baines, Baines, Stanley, and Kunkel's criticism, it is true that many teachers may interpret the freedom given to them in the process approaches to writing as having to ignore lesser order concerns such as errors or spelling. However, this is not what is expected from teachers. Teachers should be attentive to structural errors when the right moment comes. In the different phases the writing goes through, checking even for minor errors is predicted. In the process approach the learner becomes aware that message and ideas come first and then they construct the text, with revisions and minor errors having their time later in the writing.

Finally, Silva introduces the **English for academic purposes** (EAP) approach. Silva notes that much of the criticism dedicated to the process approach has come from the proponents of EAP. As such, it is more than just a criticism of the process approach. It is "an attempt to construct a new and distinct perspective on ESL composition" (Silva, 1990, p. 16). From the EAP perspective, writing reflects the prose which is validated by the academic community, and "[t]he writer is pragmatic and oriented primarily toward academic success, meeting standards and requirements" (Silva, 1990, p. 17). In the related genre approach, the writer is perceived as having goals and intentions and certain relationship with his or her readers, and with these the desired information to convey comes, as well as the appropriate form of text, which should be suitable to accomplish desired goals. Hyland (2009, p. 18) points out that

> "teachers who take a genre orientation to writing instruction look beyond subject content, composing processes and textual forms to see writing as attempts to communicate with readers".

From what has been exposed above the current academic literature available on writing and how to teach, how to develop people as writers deals with different approaches: the genre school, the process school, and the product school. Controlled composition has its focus on the lexical and syntactic features of the text. The current-traditional rhetoric gives special emphasis on discourse-level text structures whereas the process approach turns its attention to the writer's composing / creative process and the English for academic purposes/genre approach focuses on the reader, often represented by the academic community.

Some practices may blend across approaches, even where underlying principles / teaching practices remain different. It is not easy to find a class in which the teacher applies one approach in a way that all the others are excluded. For instance, a teacher who opts to use the process writing may also apply ideas from the product approach.

Choosing a pedagogic approach for my study

I need to point out that my participants, ESL teachers in Brazilian state schools, were not expected to have much knowledge about approaches and different possibilities of teaching ESL writing other than asking their learners to complete or match sentences already provided, or to write isolated words, with no context, for example, the days of the week, or numbers. To make it simple and clear, as shown in Chapter 3 [Methodology], there was no developed and systematic teaching of ESL writing.

Process writing, together with Freire's critical pedagogy philosophy, is therefore the most suitable overall inspirations for my project, for my particular teachers and their students to address the problems identified in the context, making pertinent adjustments.

Writing in the CPD course has played two different roles: first of all, the CPD role by providing participants with an opportunity of being expressive and creative and reflecting on their existing teaching practice and on their

autobiography and self-discovery. I was setting out to build the teachers' own confidence in writing personally by using writing as a tool to address feelings and reflections; in other words, to deal with the affective and the creative side of writing. This focus on the teacher as writer has already been described, and is in line with the philosophy of process writing.

Secondly, there is the writing that I got the teachers to plan for their L2 early learners and improve their teaching of writing in their municipal schools. When they thought "how do we move from getting children to just write sentences to get them to write short texts?" they planned activities to teach to their students.

2.4.3 Teaching ESL writing for early learners

Teaching early learners of ESL writing is more challenging than teaching adults for several reasons. The reasons range from problems such as the complexity of L2 literacy itself, to the lack of appropriate teaching materials for young learners as well as the lack of appropriate training for the teachers (Moon, 2008, p. 400). It is no news that writing, especially in my context, state schools in Northeast Brazil, is a neglected skill. Writing is actually a very powerful skill for motivating people to be creative, to practice writing, and to develop language skills (e.g., Banegas, 2011; Hunt and Sampson, 2006). If provided in an interesting way writing can be enriching even for young learners and help them "create a view of the world" (Hyland, 2000, p. 3).

Furthermore, writing is a skill most suitable for a setting where there is scarcity of resources, because teachers can easily design and carry out classroom activities with a piece of paper and a pencil or pen, aligned with theirs and their young learners' imagination.

At the early stages of L2 writing students need to develop a range of bottom-up skills. This means that primary teachers integrate literacy skills with listening and speaking in simple activities, for example, "matching games, word puzzles, copying words, fill in the gaps, simple spelling tests, and handwriting exercises" (Moon, 2008, p. 399). The first steps should be to introduce such basic sub-skills. According to Hinkel (2006, p. 125), "[young] learners need to attain fundamental proficiency in spelling and in letter and word recognition, followed by a focus on the syntactic parsing of morphemes,

phrases, and sentences". Very soon however, teachers may stimulate early learners to write short, simple messages "by providing interesting purposes for children to write and real or imaginary audiences for children to write to" (Moon, 2008, p. 400). Reading and writing are considered "interdependent" and for that reason should be introduced in the curriculum simultaneously (Moon, 2008, p. 398). Eisterhold notes that reading is a powerful input in L2 writing classrooms because it helps build vocabulary, and the reading passages "function as primary models from which writing skills can be learned, or at least inferred" (1990, p. 88)

Raimes (1983a) tells us how writing not only helps our students learn grammatical structures, idioms, and vocabulary but also provides students with a chance to be exploratory and creative with language. When they write, learners necessarily become very involved with the new language; as well as help them in the effort to express ideas and reinforce learning (1983a).

The approaches

Moon (2008) presents current approaches for the teaching of English writing for young learners though she adds that teachers often tend to mix approaches and techniques in the classroom. The 'young learner' approaches mentioned by Moon broadly resemble those discussed earlier in this chapter. She mentions:

(1) grammar-focused instruction: this is sentence-based, and accuracy oriented, and can be related to 'controlled composition' approaches.

(2) task-based or communicative approaches: here the focus is on purpose and on audience, and language and mechanics receive attention according to task and the context. These resemble genre-based approaches; tasks may involve writing for parents, a local newspaper, letters or emails to either real or imaginary friends. Small projects like these motivate children and provide them with opportunity to produce authentic language and to pay attention to the L2 language (Moon, 2008; Banegas, 2011).

(3) process-oriented approaches: the emphasis is in supporting pupils to become aware of the process of writing. It encompasses various phases in the writing, with drafting, peer revision, and teacher feedback.

Overall, L2 writing activities are flexible [they give space for grammar instruction], trigger creativity, are motivating, and ultimately help the writer become an independent producer of texts, all at very low cost; therefore, writing is suitable for contexts in which there is scarcity of resources. For these reasons, I have no doubt this is the most appropriate path to follow with my participants' young learners, who above all need to develop the confidence to start to write and to view writing as a means of self-expression. Moreover, I agree with Moon that the choice of an approach is not always a rigid one as teachers tend to mix approaches in order to find balance in the teaching to achieve their purposes. This means for example that teachers using process approaches will find the appropriate time for language instruction regarding mechanics and other details necessary for the final version of the pieces of writing produced by the students. Last but not least, teacher support and scaffolding, as well as feedback are seen as "particularly important for YLs in enabling them to make progress, though techniques needed to be age appropriate" (Moon, 2008, p. 400).

2.5 Conclusion

Freire's commitment to reflection can be linked to a strong tradition in the professional development literature, which explores so-called 'reflective practice' and its promotion. However, Freire's praxis is strongly associated with emancipation, liberation, and social and educational change. In the general educational literature this idea is associated with figures such as Dewey, Schon and Pollard; in the language education literature with researchers and theorists such as Ur, Allwright, Wallace, Jay and Johnson, and Mann and Walsh.

I am clearly convinced that we have to take account of teachers' local context for effective CPD; that teachers need to get together in collaborative groups; that we need to help teachers develop their self-confidence, their values and professional identity; that we want teachers to reflect on their existing practice and develop it, as a preliminary perhaps to wider engagement in educational

change with Cordingley et al, Day and Leith, Goodall et al, Guskey, and Opfer and Pedder.

I want to develop reflective practice in my Northeast Brazil ESL teachers. My course is mainly inspired by Freire's critical literacy philosophy with the support of the writing and narrative theorists, such as Raimes, Hyland, Silva, Pavlenko, Johnson, Golombek, and Hinkel. These theorists give accounts of the appropriateness and relevance of writing narratives / stories, autobiographies, and of sharing them with peers and researchers to shed a light on their professional education and identity. That has been my philosophical orientation. I had different CPD possibilities: cascading, standards-based, action research, exploratory practice, among others. Given my commitment to developing teachers' reflective capability and their confidence, from those models I have taken certain features from action research and also from exploratory practice.

Research focus

The present study is an action research study grounded in reflective practice, with a focus on writing, to promote professional development. Specifically it focuses on promoting the development of ESL teachers from municipal schools in Northeast Brazil through a reflective CPD course, (a) concerning their professional motivation, confidence and reflective ability, and (b) concerning their teaching skills in the domain of L2 writing with young learners.

The research study is envisioned within the following limits and restrictions:

1.	The main curriculum area is the teaching of English as a foreign language, with particular attention to the teaching of writing and to reflective practice

2.	Research participants will be limited to in-service English teachers from the municipal schools

3.	The teacher development course will focus on the teachers and on finding alternatives to enhance their teaching of writing.

Research questions

The study was guided by these research questions:

Key research question: How can a continuing professional development course grounded in reflective practice with a focus on writing impact Northeast Brazil ESL teachers' attitudes and planning?

1.   What can teachers' perceptions and autobiographical accounts of their own teaching practice reveal about their reflective attitudes?

2.   How can a CPD course in English writing pedagogy promote teachers' use of reflection?

3.   What is the impact of a CPD course in English writing pedagogy on participants' beliefs and reflection about future practices in English writing teaching?

The methodology and procedures utilised to carry out the research study and to address the research questions will be described in the following chapter, chapter 3 Methodology.

3 Methodology

3.1 Introduction

This chapter will first of all provide brief details of the educational setting for which the CPD intervention was designed. Then, present philosophical foundations and traditions of qualitative methods of educational research relevant to this study are presented. It then proceeds to describe the action research methodology adopted in order to document the CPD course on ESL writing instruction and its effects. I then present Phase 1 Needs assessment with all its data gathered and analysis. The principles underpinning the methodology of the CPD (Phase 2) course are outlined, and the course itself is introduced, together with steps to measure the impact of the course on teachers' beliefs and practices at different points. I give an account of how I conducted this action research in which I was both the researcher and the teacher of the course implemented and offered to the teachers as part of the study.

I move on to deal with the last phase of this action research to explain the empirical follow up. Finally, I deal with the research journal and the role of the researcher to then reach conclusion. I explain how I initiated contact with the participants in the target city in Brazil, and provide details of the processes and tools that were used for data collection in each one of the phases.

This project complied to the University of Southampton ethics' regulation (Appendix 1)

The project was in three phases, which are described and justified in turn:

Phase 1:   the needs analysis study (Interview with Secretary of Education and teacher focus group: December 2009)

Phase 2:   the CPD course on ESL writing instruction (design and implementation of the course itself, plus associated research tools and procedures: July 2010)

Phase 3:   the follow-up (participant focus group: December 2010).

As the needs analysis study (Phase 1) informed the design of the CPD course developed in Phase 2, it is necessary to present in this chapter not only the methods used for Phase 1, but also the analysis procedures and results of the needs analysis. Details of the data analysis procedures and results for Phases 2 and 3 are presented in Chapter 4.

3.2 The educational context

Brazilians are entitled to complete education, from first years to post graduate studies in state schools free of charge. Although some state schools provide efficient education, many families opt to send their children to private schools if they can afford. Private schools are major part of education in Brazil, and are regarded as providers of better education. Higher education in state universities in Brazil is regarded as providers of high quality education. Access to these universities is highly competitive.

The Brazilian academic year runs from early February to December, a week or so before Christmas. School holidays are in January and in July. The length of the school year is set by the National Education Bases and Guidelines Law [*Lei de Diretrizes e Bases da Educação* – LDB] n. 9.394/1996. The LDB is the law which regulates education in Brazil, and defines aims and objectives, means and powers of educational actions. It states that the minimum length of school year be of 200 days of lesson with a minimum of 800 hours of school activities [*Ministério da Educação e Cultura*].

In Brazil, basic education comprises elementary school (Years 1 to 9) and secondary school (Another 3 years). The municipality is in charge of elementary school teaching, which is divided between daytime teaching and adult education, EJA [*Educação de Jovens e Adultos*].

Most EJA teachers are pre-service teachers who have a temporary contract to teach. The EJA programme has more than 40 students registered per class. EJA programmes teach one school year [one grade] per semester; i.e. in one year they complete fifth and sixth grades. |The second year is dedicated to the seventh and eighth grades; after which students can register normally in a secondary school programme. EJA students range in age from 14, 15, to 50 or

even to 60 years of age. EJA serves different purposes: of providing literacy for adults who never attended school and also to provide education to kids who dropped out of school for lack of motivation or for the need to help support their family. Some of these adult students remain out of school for over 25 years. EJA represents an opportunity for them to complete their education. The mature students are mostly women.

EJA is the continuation of what was before MOBRAL [*Movimento Brasileiro de Alfabetização*]. MOBRAL was the government programme to eradicate illiteracy in Brazil and "functioned vigorously throughout the 1970s and was only terminated in 1985 after re-democratisation" (Bartlett, 2007, p. 155). Although necessary, it was controversial because, as we have come to learn, a large number of illiterate adults who registered in the programme did not attend or complete it; nevertheless they were awarded a literacy certificate.

There are about 320 schools under municipal administration in the target city in Northeast Brazil, with a total of 63,000 students. The teaching of English starts in the 6th grade, when daytime students are 11 years old. According to the Secretary of Education for the target city (see details of interview below), currently there are 93 permanent English teachers, who work in more than one school and a number of trainees in the schools. I did not have access to and was not informed of the number of trainees because it varies often, as the trainees are hired for a short period only, sometimes for an internship while they are studying for their undergraduate degree. Therefore, I do not have their views about the context. The municipality hires pre-service teachers from local universities. The vast majority of the EJA teachers are trainees, i.e. pre-service teachers, all with temporary contracts with the municipality.

While there is some provision for CPD in Brazilian public schools for priority subjects, English teachers in the public sector are generally left out of continuing development programmes. They also feel isolated in the schools since it is not common to find a colleague who can help them with their subject (ESL). This problem was also observed in needs assessment.

3.3 Research design

I start by re-presenting the research questions that guided this research study. The main question is: "How can a continuing professional development course

grounded in reflective practice with a focus on writing impact Northeast Brazil ESL teachers' attitudes and planning?"

The specific questions are a development of the main one:

(1) What can teachers' perceptions and autobiographical accounts of their own teaching practice reveal about their reflective attitudes?

(2) How can a CPD course in English writing pedagogy promote teachers' use of reflection?

(3) What is the impact of a CPD course in English writing pedagogy on participants' beliefs about future practices in English writing teaching?

As explained in Chapter 2, the extent to which CPD impact could be measured in this study was limited by contextual considerations to exploring changes in teachers' attitudes, pedagogical knowledge and beliefs, as evidenced in reflections during and after the course itself. Despite the recommendations e.g. of Guskey (2000), as in most CPD studies, It was not possible to follow participants into their schools to observed impact on pedagogic practice and/ or on students' learning. The research questions posed above were therefore addressed mainly by collection of data through the means of the course itself. Phase 3: the follow up also investigated / revisited questions 2 and 3, taking account of the impact of the course on teachers' beliefs over time, and after a whole school semester of teaching.

Classroom based research utilises both qualitative and quantitative designs, or in many cases a combination of both. Qualitative research is more about asking and watching, and has the main purpose of describing events without the use of numbers. Dörnyei (2007, p. 20) states about qualitative data that it: "usually involves recorded spoken data (for example, interview data) that is transcribed to textual form as well as written [field] notes and documents of various sorts".

In quantitative research, on the other hand, numerical data are important since it is concerned with measuring and quantifying information and findings. The positive aspect of quantitative research is that it allows for measurement of

generalizable variables whereas qualitative research tries to reach a deeper, rounded interpretation of the subject being studied. In Dörnyei's words,

> "[a]lthough the qualitative-quantitative distinction does separate two research approaches, I do not see qualitative and quantitative methodologies as necessarily mutually exclusive" (2007, p. 20).

Denzin and Lincoln's (2005, p. 10) rendering of qualitative and quantitative research is as follows:

> The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of inquiry. They seek answers to questions that stress how social experience is created and given meaning. In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes. Proponents of such studies claim that their work is done from within a value-free framework.

This three-phase study uses primarily qualitative methods of research, and is anchored in Freire's 'pedagogy of the oppressed' concept, which has been dealt with in chapter 2 Literature review. An action research study is a "small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention" (Cohen and Manion, 1998, p. 186). Action research is the ideal approach for the investigation proposed here, since it intends to identify and analyse the problem, propose a solution to it, implement the designed solution, and also to investigate the impact of the solution proposed. According to Dörnyei, in an educational context,

> "action research is conducted by or in cooperation with teachers for the purpose of gaining a better understanding of

their educational environment and improving the effectiveness of their teaching" (2007, p. 191).

Burns (2010, p. 2) similarly views action research as implying a personal investigation of professional practice:

> [Action research] is related to the ideas of 'reflective practice' and 'the teacher as researcher'. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. By critical, I don't mean being negative and derogatory about the way you teach, but taking a questioning and 'problematising' stance towards your teaching. My term, problematizing, doesn't imply looking at your teaching as if it is inefficient and full of problems. Rather, it means taking an area you feel could be done better, subjecting it to questioning, and then developing new ideas and alternatives. So, in AR, a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it.

Action research represented the most appropriate approach to answer my main research questions about how CPD can promote reflective practice among municipal teachers and impact their teaching. An observational study could not have done this because there is no relevant CPD, according to my earlier findings about the environment, described later in this chapter on Section 3.6. A formal experiment could also not have done this because the study took place in an environment where there is little or no CPD, and therefore I could not realistically have compared different forms of CPD. Accordingly, I took on the role of 'explorer' of the CPD context, as a course designer and animator, documenting my own reflections on the CPD course and its impact through a researcher journal alongside data collection from participants, and evaluating it ultimately through this thesis.

My Action Research was a single cycle study for logistical reasons and also because it was not part of any regular professional development programme. Although it was not possible to run a second cycle of the course, I was

prepared to implement pertinent changes to it if necessary, in while the programme was ongoing. By comparison, Exploratory Practice would have been limiting in terms of what I could potentially provide in the course. My AR format, inspired by Freire's liberating education philosophy was designed not only to sort out 'puzzles', but also to equip the teachers to implement fitting change and improvement in their teaching.

3.4 Trustworthiness, Validity and Reliability

All research including action research needs to be reliable and valid. Reliability concerns the degree of regularity that a process or data procedure displays and relates to consistency in our representations of the data (Richards, 2003, p. 285). Validity (or trustworthiness, as it is sometimes called in qualitative research) relates to the quality of the data gathering procedure and is about presenting our interpretation of data in a coherent manner: "how we can be sure our representations correspond to the phenomena we encountered" (Richards, 2003, p. 285).

An inherent feature of qualitative research is that it is multi-method. Triangulation is a combination of multiple methods in order to acquire an in-depth examination of the phenomenon object of study, where truth is only apprehended through depictions of reality. Denzin and Lincoln (2005, p. 5) assert that

> "[t]he combination of multiple methodological practices, empirical materials, perspectives, and observers in a single study is best understood, then, as a strategy that adds rigor, breadth, complexity, richness, and depth to any inquiry."

Burns (2010, p. 95) tells us how important triangulation is to give the research transparency, to compare the various perspectives in the analysis and therefore reach a result which is trustworthy, more objective, and as bias-free as possible:

> This [triangulation] usually means collecting more than one type of data (it doesn't necessarily mean three types, although the term triangulation seems to suggest this). Then you compare, contrast and cross-check to see whether what you are

> finding through one source is backed up by other evidence. In this way you can be more confident that your reflections and conclusions are supported by the data and not just by your own presuppositions or biases.

Trustworthiness in my action research should come from the triangulation of the data collected. All data collected had various sources. For example, what was said by the teachers during needs analysis was also investigated and corroborated by the Secretary of Education and echoed by the other teachers who attended the course. I designed various types of tools for data collection, which could be triangulated within each phase and then throughout the different phases of the research.

I had various means, documenting what the participants did in the course, what they said about it, and what they wrote before and during the course. Additionally, I went back for a follow up of what impact the course had on the participants after a semester of school.

It is debated whether action research is really research because it is highly contextualised and dependent on the chemistry of the people involved. I should not ignore that some positive reactions might have been in fact a positive reaction to me as a person, with rather than a genuine response to the course. However, from the methodology I designed I should be able to clarify whether or not the success was just because of the chemistry between the people involved. For example, throughout the CPD course I emphasised there would be no truth or right, but that I expected honest, genuine reactions only. Important parts of the course (workshop activities on materials design) were grounded in teachers' own practice and interests rather than in my proposals. Analysis of data (teachers' individual writings, focus groups etc) was designed to document change and growth in individual teachers' pedagogical knowledge and levels of reflection. These aspects of methodology were intended to help ensure that the effectiveness of the course itself was evaluated, independent of who ran the course.

For a thorough analysis of the course implemented I also thought of the participants who quit, as well as of the ones who stayed in the course to the

end, some enthusiastically, some not so enthusiastic about their ESL teaching. It was important to follow up the people who did not stay as their feedback on why they chose to leave might give an important insight into the effectiveness of the course.

3.5 Overview of sources of data

I utilized two main types of data for my analysis and evaluation of the CPD course:

(a)   documents and protocols arising from the CPD course, Phase 2. These included all documents produced by participants during the workshops for the design of teaching materials; and all of the in-class writings produced by the participants.

(b)   the special tools I designed for supplementary data collection: for Phase 1, these included the interview with the Secretary of Education and a focus group with the teachers; and for Phase 2 (the CPD course), two questionnaires, one to be applied at the first day of the course and another one, for the last day, meant to be an assessment of the course. Finally, for Phase 3 (the follow-up), there were two questionnaires and a focus group. A personal research journal has also been part of the supplementary data.

An overview of these instruments follows below. Each one of the instruments designed to elicit data will be explained in more detail when presenting the three phases in chronological order. I will provide specific information about the design of each instrument, including why I chose them for each phase of data collection, what I wanted to find out by applying them, and when I used them.

Interview

For the purpose of data collection only one individual interview was planned. It was a semi-structured interview with the Secretary of Education (Appendix 2), which happened in Phase 1, December 2009. Berg (2006, p. 93) presents interviews as a continuum in terms of formality. He classifies them as standardized interviews, semistandardized interviews, and unstandardized

interviews. The one I used was the semistandardized (or semi-structured) interview type. According to Dörnyei (2007, p. 144),

> [i]n applied linguistics research most interviews conducted belong to the 'semi-structured interview' type, which offers a compromise between the two extremes: although there is a set of pre-planned guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner. In other words, the interviewer provides guidance and direction (hence the '-structured' part in the name), but is also keen to follow up interesting developments and to let the interviewee elaborate on certain issues [hence the 'semi'-part].

Burns highlights similarly that semi-structured interviews are structured but more open. The researcher has some topics in mind with some specific questions, but still flexible and open to the interviewee responses, "[t]he aim of a semi-structured interview is to enable you to make some kind of comparison across your participants' responses, but also to allow for individual diversity and flexibility" (2010, p. 75).

Focus groups

Focus groups were carried out in Phase 1, with the teacher participants in the needs assessment, and again in Phase 3, the follow up, with the teacher participants in the main study. Both needs assessment and follow up focus groups were audio recorded and transcribed (Appendices 3: NA focus group outline e 4: NA focus group transcription. Appendices 5: follow up focus group outline and 6: follow focus group transcription). One of the advantages of focus groups is that they take away the attention from one participant only, who may sometimes feel anxious for being in the spotlight, and instead get the group's opinions on the issues addressed, giving the researcher a richer understanding of the points to be covered (Burns, 2010, p. 77). Thus for example in Phase 1, because I needed insightful and genuine opinions in order to plan the CPD course, I decided that a teacher focus group would be the most suitable process for the understanding of the context with all its

intricacies, from the perspective of potential participants. Dörnyei (2007, p. 144), asserts that

> [t]he focus group format is based on the collective experience of group brainstorming, that is, participants thinking together, inspiring and challenging each other, and reacting to the emerging issues and points. This within-group interaction can yield high-quality data as it can create a synergistic environment that results in a deep and insightful discussion.

Focus groups, or group interviews, also present the incontestable advantage of taking less time than individual interviews as we access several people at the same time. Although the group setting may interfere in participant contribution, "focus group interviews explicitly use group interactions as part of the data-gathering method" Berg (2006, p. 144).

In relevant sections below I will provide details about each one of the focus groups, and say why and how they were important parts of the research.

Questionnaires

Questionnaires are a useful resource to gather standardised data from a number of informants in a short period of time: "Questionnaires have the advantage of being easier and less time-consuming to administer than interviews, and the responses of larger number of informants can be gathered" (Burns, 1999, p. 129).

Two questionnaires were designed and applied during the Phase 2 CPD course, one at the start and another at the end of the course. A third questionnaire was applied in Phase 3 (follow-up. Inclusion of questionnaires was appropriate for my study although I did not have large numbers of participants. They were useful because they provided an element of standardisation/ distancing, as well as relevant data to triangulate with the other data collected. Triangulation could take place between the multiple choice questions, open questions, focus group data, and participants' reactions in the various writings undertaken during the programme.

For convenience, the course questionnaires (Appendices 7: First day and 8: End of course) are described in Section 3.9. The follow up course completers questionnaire (Appendix 9) is also described in this Chapter Section 3.9.

3.6 Phase 1: Needs assessment

3.6.1 Introduction to the needs assessment study

The CPD course to be used in the present action research study of language teachers' professional development was partly based in my own interest in the teaching of writing, together with my reading and thinking about teacher education. The main goals of the research were to promote reflective practice (Dewey, 1933; Freire, 1972, 1974). It was also an important purpose of the research to use writing (Reid, 2001; Raimes, 2002), which is the most challenging L2 skill both to learn and to teach, especially to large groups, as a tool to both develop teachers' language skills and register their reflections upon their teaching and the CPD course they attended (Miccoli, 2006; Consolo 2006). I already had key ideas about the broad philosophy and focus of the course, even before I undertook the needs analysis, besides my own knowledge of the context and ESL teaching experience in Brazil.. However, for the course to be effective, there was also a need to develop a good understanding of the participants' particular teaching environment, considering the resources available for them to use in their praxis, their skills and creativity to deal with these resources, and how often they vary what they do in the classroom. It was important to understand the teachers' level of professional development and perceptions of their needs, how the teachers carry out their work; and how they deal with shortcomings regarding scarcity of didactic resources. It was also important to consider weekly class hours, how much time they normally have to plan their lessons and their likely commitment to the job. According to Graves (2000, p. 98):

> Essentially, needs assessment is a systematic and on-going process of gathering information about students' needs and preferences, interpreting the information, and then making

course decisions based on the interpretation in order to meet the needs.

The needs assessment process encompasses decisions, choices, actions and ultimate analysis and reflection on the data collected. Regarding any target teacher group, needs analysis should consider: (1) first of all, who they are; (2) level of language proficiency; (3) level of intercultural competence; (4) interests; (5) learning preferences; and (6) their attitudes (Graves, 2000, P. 98).

Accordingly, this section provides information about the processes utilized in the needs assessment phase, which were a focus group with a sample of local municipal English teachers and a semi-structured interview with the then municipal Secretary of Education. This selection of participants was suggested by the needs analysis literature as the most appropriate sources to provide me with the necessary data to plan the course. The contact and interview with the Secretary of Education provided a senior administrative perspective on ESL municipal teaching and teachers. It was also relevant for triangulation of data as compared to what the teachers said. I will talk about methodological proceedings for each of these data collection processes, informing when, how, and why I carried out the needs assessment. Following this I will present findings and analysis of the data gathered. In Section 3.6.5 you will find my reflection on the findings and how these had an impact in the design of Phase 2, the CPD course.

The needs analysis (Phase 1) took place in December 2009. Firstly, the focus group was conducted with a small number of municipal English teachers (Appendix 3), both daytime and EJA [*Educação de Jovens e Adultos*], i.e. adult education. It was an opportunity for the teachers to think together about their teaching environment, their professional and personal expectations and frustrations regarding their teaching position as well as career development.

Secondly, the semi-structured interview (Appendix 2) was conducted with the Secretary of Education, to clarify relevant issues about the teaching of English regarding: school system; policy concerning English as a subject; and the teaching force, as well as any other information the secretary decided to share.

3.6.2   Initiating contact

Obtaining access to talk to teachers and all the participants necessary to the research proved to be an arduous task, probably because I made all the contacts from the UK. For Phase 1 (needs assessment) I needed to contact two different types of participants for my research: the local Secretary of Education and some municipal teachers. Later on I also had contact with the professionals from the municipal training centre. They helped with advertising the Phase 2 course and also provided a classroom at the training centre.

The first person for me to contact was the Secretary of Education, for confirmation and establishment of a partnership between the University of Southampton and that Secretariat for the project. He was the main gatekeeper for me to rely upon, and also a key potential informant for Phase 1. I first sent him a more or less informal email containing the basic information about the project, the three planned phases, what the research was about, and how much support I would need from him, ranging from giving me an interview himself to helping me set up the CPD course.

I was fortunate to know people who know people who were friends with him, and who could vouch for me personally, because informal social networks are important in Brazil. We then exchanged further informal emails, and I asked him for a chance to speak over the phone, as I thought it would get us closer and give him an opportunity to ask me more questions and for myself to 'sell' the project. The phone call too proved essential, as I could see he became more interested and understanding of what the project was about from this day on. The next step was to send him a formal invitation for the partnership, this time copying in my supervisor. This was the foundation of the partnership that made it possible for me to plan, design, and carry out this research, despite all planning being done from a distance and encountering numerous difficulties on the way.

When in the city for data collection I met with the Secretary for the semi-structured interview whose outline had been previously emailed to him. He was prepared to answer my questions, gave me information and support beyond my expectations (See Section 3.6.4 for findings from this interview).

The teachers who participated in the needs assessment focus group were contacted through an old friend of mine who helped me contact other municipal English teachers. I realized at this point that there is a major difference between daytime and EJA [adult education] teachers as the first are normally hired on permanent contracts and through official exams, whereas the latter are pre-service teachers, on a temporary basis contract. In the event I was fortunate to have one EJA teacher in the focus group, as she also teaches daytime, but it was not practical to give full attention to EJA teachers, as I could not contact any others to invite them to participate in the focus group.

The lack of any ongoing CPD networks and structures meant that the needs analysis focus group was improvised through informal contacts. Official sponsorship of the CPD course, which provided more formal access to teachers through official channels, was not yet in place at the point when the needs analysis took place (i.e. with a sufficient timelag to allow for materials development in line with NA findings). The teachers who came forward for the NA focus group were a highly qualified and experienced professional group (see next section). They work in the same settings and alongside the full range of municipal English teachers. I was confident that their opinions regarding needs and priorities could be used as dependable input for CPD course design. Indeed, three out of the four teachers who took part in the needs assessment also participated in the CPD course, and their reactions were similar to those of other (new) Phase 2 participants.

3.6.3 Focus group with teachers

In this section I will explain when the focus group happened, who participated in it, how I conducted and documented it. Following, I will present the data gathered, findings and analysis, and then what I adopted from it to make decisions concerning the course.

 The NA focus group participants

The four focus group participants are here identified as NeedsAssessDec2009T1, NeedsAssessDec2009T2, NeedsAssessDec2009T3, and NeedsAssessDec2009T4 to signal what, when, and whom the quotes refer to. Dec2009 stands for December 2009, which was when the needs assessment took place. NeedsAssessDec2009T1 is an old colleague of mine

from an English language school where we both taught. NeedsAssessDec2009T1 helped me contact the other teachers for the focus group. I was expecting six teachers but in the end only four showed up for the meeting. All are mid-career professionals and very experienced teachers. Only NeedsAssessDec2009T4 has not taught at a private language school in addition to working in municipal schools.

NeedsAssessDec2009T1 has a postgraduate diploma in Applied Linguistics. She was at the moment of the focus group working on her MA dissertation on American literature. She has taught at a language school but was then just teaching full time for the municipality.

NeedsAssessDec2009T2 has two undergraduate degrees: one in Pedagogy and one in Letters (English Language) and two post graduate diplomas: one in pedagogy and one in technology education.

NeedsAssessDec2009T3 has a postgraduate diploma in Applied Linguistics / English. She will do a master's degree only when her children grow older. She has been to an international conference in Applied Linguistics in Salvador, Brazil, where she was the only English teacher from our state attending the conference, in which David Graddol was a keynote speaker. NeedsAssessDec2009T3 has also attended a CPD course offered by the State University in July, which is a partnership with a university in Canada, for two consecutive years. "It was very good. We had materials, booklet, strategies on how to work the skills, reading, how to use games in the classroom", says NeedsAssessDec2009T3 about the course, which took the whole time of her school vacation. She said the teachers who came from smaller towns and attended the course had problems following the English of the Canadians.

NeedsAssessDec2009T4 has an undergraduate degree in English and a post graduate diploma in English. She would like to do a master's degree in English, but the MAs available in the target city are on either Linguistics or Literature in the language department at the federal University.

All four focus group participants are very experienced, and I believe this was positive for the needs assessment because they had some external perspectives as well as familiarity with the milieu. As full time teachers, they

teach two 50-minute lessons to each of 7 classes every week. The workload differs from that of a Portuguese language teacher, for instance, because those teach more hours / lessons per class, and have therefore fewer classes to teach. By international standards this is not a particularly heavy workload in terms of contact hours, but they complain about it nonetheless. Some English teachers need to work in different schools and to teach different grades to complete the load of teaching hours they were hired to teach, and class sizes are large. Taking account of the demands of student registration and assessment, NeedsAssessDec2009T2 complains about the workload which results from teaching seven classes, with two lessons to each class per week: "[e]verything is seven, which ends up being 14. Each class has about 38-40 students."

The discussion was at first carried out in Portuguese, to allow NA participants to express their thoughts freely. However the discussion had a transition to English towards the end, to assess informally teachers' level of fluency (and thus the likely level to be expected from CPD participants). For the transition from Portuguese to English to be smooth and for them not to feel assessed and therefore feel comfortable to talk and keep being cooperative in the discussion, I did the transition by simply continuing with the same content, but switching into English myself. I role played the first part of the English-medium discussion to help them talk about themselves, about the work, and how they relate to it, in English. The English speaking part suggested that the English level of these well qualified teachers is intermediate.

The NA focus group procedure

The needs assessment focus group happened at my home. A set of prompts were the starting point for the discussion (Dörnyei, 2007, p. 144-145; Mackey and Gass, 2005, p. 173). The prompts (Appendix 3) consisted of issues ranging from personal and professional level of satisfaction about working as ESL teachers at municipal schools to others such as pedagogical support, teaching resources, and opportunities for career development. The prompts were presented both in Portuguese and in English so not to intimidate the participants and to make them more comfortable to contribute in the discussion. Each participant was given a slip with an individual prompt, one by one as they were discussed, then the slips were collected at the end of

discussion of that particular issue, and replaced by a new slip, the prompt for the issue to follow in the discussion.

Prompt 1: **ESL teaching at municipal schools** was for me to learn about participants' general feelings and opinions about ESL teaching at the municipal schools, and to gather an overview of their teaching environment.

Prompt 2: **the best about the municipality** was for the teachers to point out what they found positive about their work, considering that it is a job for life, and a position that many teachers dream of and pursue as they graduate from university. I wanted to know what they perceived as a plus in relation to their work: the schools, the teaching, the colleagues, the students, and any other possibility.

Prompt 3: **problematic ESL teaching** referred to the shortcomings they encounter in their practice and what they would complain about. I needed to learn from them what was not satisfactory, what kind of teachers they were, whether they were interested or not in professional development, more or less interested and engaged in their teaching, despite the already stated difficulties they are faced with at the workplace; or even if they would not bother to complain, or just do whatever was possible in their setting, as it is common to see in some educational settings in Brazil, where the saying goes that: 'teachers pretend they teach and students pretend they learn'. I also had in mind issues about their students' absenteeism and motivation; class size and the resources available for them to teach.

Prompts 4 and 5 **textbook and teaching resources** focused on both daytime teaching and EJA students and the kinds of resources they have, specifically a textbook. I wanted to know how the participants managed their teaching. Considering the predictable scarcity of resources inherent to state schools I wondered what they did, how creative and even miraculous they could be in their teaching. I wanted to know what alternatives were adopted by the teachers who do not have any textbook.

Prompt 6 was about the **pedagogical support** they have from the schools where they work. Knowing that they teach ESL I was curious to know if they had, even occasional, pedagogical or linguistic support from the schools

supervision board, or if work had been limited to what they could do, all in isolation, with no help. I was also interested in knowing whether they had any sort of contact with colleagues to share experiences and clear doubts, i.e. help in planning exams or anything they might need or want help with. In sum, this prompt was about interaction within the school and with other teachers for the planning of the work and pedagogical and linguistic support.

Prompts 7 and 8, **career development**, were for me to learn about their experiences with CPD courses or training prior to the one I was planning to offer to them. I needed to know what they had in mind, what their major worries were concerning CPD, as well as what sort of CPD courses [ESL training or not] they had attended, either provided by the Secretariat of Education or not. Also, how often that took place and that if CPD was part of their career development. I actually expected them to cite education related opportunities for CPD, but needed to know about their views on these opportunities, and whether they were interested in CPD. Furthermore, I needed to know what they expressed as the most urgent and much needed themes and approaches for a CPD course in ESL teaching pedagogy.

Findings from needs assessment focus group

I recorded the NA focus group discussion and later on I transcribed it. For the analysis I identified the themes that emerged in the discussion, which were as follows:

- The teaching programme/ curriculum content
- Assessment
- Class sizes and student behaviour issues
- Teaching methods
- Resources (including didactic resources, pedagogical support, and the opportunity for CPD courses).

The participants' responses discussing these themes could broadly be classified as either positive or negative.

Positive aspects

Participants pointed out that the students' reaction when they first have a contact with English is very positive:

> "Students are curious and interested in the new subject. They see English from films, names of shops, in everything, [and so] they are curious about the foreign language" (NeedsAssessDec2009T3).

Teachers agree that the most positive point about working at the municipal schools is the flexibility and freedom to plan, teach, and assess the students. They have no obligation to follow a sequence in the content and are free to revisit any content they think was not well taught: "Freedom to decide on content and on how to assess the students" (NeedsAssessDec2009T1). Such experienced teachers may benefit from the chance to be free and creative; however, the result is a programme which evidently varies between the schools concerning content. Teachers work in isolation, with each one following a different programme.

These experienced teachers reported that in the past there had been a plan to design a model / guide to be used in common by the English municipal teachers but it was never put into practice. Teachers had spent two years meeting weekly to design the material in line with the *Parâmetros Curriculares Nacionais* [PCNs], the official Federal Government document that gives guidance to teaching in Brazil. Teachers felt frustrated because in the end they received a guide which was not the one they had prepared, "[a]nd nothing was done" (NeedsAssessDec2009T3).

Assessment also happens according to each teacher's availability and personal language skills. According to the teachers there has never been any training in assessment, and there is no moderation or checking of grades. Whatever grade is reported by the teacher is taken as the official one. Assessment is part of the lonely journey they experience at the municipal schools. Indeed, teachers are asked to design the exam questions in Portuguese in case they are not around at the time of the assessment, and there is no one else available in the school who can understand English. Although they complain in unison about the lack of pedagogical support, these teachers still find positive the freedom they have to plan what and how to assess. They say it is good to have such a freedom:

"I can assign oral tests, group work, a written task, but I don't have to follow that rigid / test with so many questions. And I can assess the students every lesson, in the activities and participation" (NeedsAssessDec2009T1).

Negative aspects

Negative aspect number one reported by the focus group participants has to do with the large teaching groups in state schools, related to the fact that the demand is higher that than the capacity in terms of school places. This alone poses a perceived problem which is very difficult to manage: large groups where indiscipline is routine. The average number of students per class was reported: "30, 35 is the average" (NeedsAssessDec2009T3). Again, this absolute number of students per class may not pose a problem in itself, but may be connected to indiscipline and to the status of English.

Violence at the school has also been a central and constant problem. The students with most problems are around 13 to 14 years old. Schools have some measures to stop violence, ranging from suspension from some lessons to expelling the student from school, but the latter happens very rarely. Schools are mostly lenient with indiscipline.

Early in the morning there are already lots of problems and incidents involving students. Those incidents are frequently about a fight between students or involve accidents, e.g. a student falls over while playing and breaks a leg. NeedsAssessDec2009T1 says the school is an emergency room. The supervisors spend most of their time taking students to hospital and dealing with students' parents, and are left with almost no time to devote to the school's primary needs. NeedsAssessDec2009T2 and NeedsAssessDec2009T4 say the schools look like either an emergency room or a police station. The violence issue was a consistent theme in the discussions. It worries the teachers. We tried to suggest alternatives to avoid the violence in the schools, but it is a serious problem.

Among the most worrying problems teachers report they are faced with are lack of integration of the four skills; teacher centred lessons; focus on grammar; and lack of pedagogical support specific for foreign language teachers.

Chapter 3: Methodology

The resources issue can be subdivided into three themes, which are teaching materials and resources; pedagogical support; and the resources related to career development, which are opportunities for CPD courses.

Teaching materials and other didactic resources such as access to the internet or to a DVD player are not available for the teachers in all schools, and even where they do have these resources they are not accessible whenever teachers need them. Textbooks are available for students for some subjects, such as Sciences, History, Geography, Portuguese, and Mathematics, but not for English for daytime teaching. Moreover, photocopies, when available are in a limited quota. NeedsAssessDec2009T3 states about the resources available: "Nothing. Sometimes not even the internet works" (NeedsAssessDec2009T3). NeedsAssessDec2009T3's students buy privately an English book they agreed upon for the teaching.

The school library is usually very poor and basically contains books donated by the teachers, especially the books they receive from the publishers. All teachers agree with NeedsAssessDec2009T4's statement: "Big problem. Resources".

One major problem I identify here that occurs due to the absence of a textbook is discontinuity in the teaching of language content. From this other problems follow, including differences between schools, which logically impede development. With a regular textbook the student would probably learn more, becoming familiarized with the format and how the content is taught, input followed by exercises. (In contrast to the daytime programme, the EJA programme provides English materials, along with other subjects in a booklet given to students at the beginning of the school year.)

As aforementioned, the participants also reported that supervisors are busy with administrative issues, and that there is no English supervisor available in this municipality. The teachers would like to have subject specific supervision, but instead the schools have a general inspector who is not qualified to help a foreign language teacher. For example, a school inspector responded to NeedsAssessDec2009T1 regarding a request for help: "Oh NeedsAssessDec2009T1, I don't understand it. The way you did it is fine." It is

all up to the teachers to do the planning and the teaching with no supervision or evaluation of their performance. Teachers rely on colleagues' help sometimes when time allows for them to meet. For example, NeedsAssessDec2009T3 has the support of another teacher in the same school; although they teach different grades, some cooperation is still possible. However, this exchange is limited to a chat to decide on some material or book, not a proper pedagogical support.

Furthermore, teachers say they spend weeks when they do not see supervisors, or the school director, or anybody as those are all attending training sessions at Municipal Secretariat of Education [SEMEC = *Secretaria Municipal de Educação e Cultura*]. Hierarchically the teachers have at the school: the school director, who is busy with bureaucratic matters, and the supervisor, who should give pedagogic support but in fact is busy with attending meetings at SEMEC, and dealing with domestic issues, such as the school canteen.

SEMEC has specialist supervisors for other subjects but not for English. Currently the teachers say that those inspectors who visit the schools only do bureaucratic work: to check if the registers are filled out and if the teachers have signed the plans for the lessons taught. They check teachers' attendance, but for job related bureaucratic control only. NeedsAssessDec2009T3 comments: "Inspection. Learning is not considered at all."

Teachers claim they never had any opportunity for specialist continuing professional development offered by the municipality, though this takes place regularly for general pedagogical matters and for some other curriculum areas, such as Portuguese. According to the teachers, the municipality has paid for postgraduate degree diplomas for teachers in all subject areas except English. According to NeedsAssessDec2009T4, "English is the area that receives fewest offers of CPD courses". However, teachers are assessed in their English language skills to progress in the profession.

Teachers complain that anytime they are away from the classroom attending a course they have to make up for the hours. Their managers do not see courses as significantly related to their work. Thus, teachers are not enthusiastic about attending courses sometimes. They have to make up for the hours on Saturdays; the numbers of lessons is always large. A minority of the students only attend the make up lessons.

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Teachers are well aware of the relevance of a CPD course, as can be observed in NeedsAssessDec2009T2's comment: "any CPD course widens your horizons", and she reflects on what she experiences when she takes these courses: "we always find out we know nothing". NeedsAssessDec2009T2 is enthusiastic about the opportunity to rethink her own beliefs and knowledge about the topic. She says that one single class in the whole course was important enough to make her change so much and feel renovated. NeedsAssessDec2009T2 points out: "you need to read. Because if you don't read, you don't have any education and things get difficult".

For a CPD course the teachers say that the most urgent topic had to do with how to work on the four skills, which is to ultimately follow the PCN's recommendations. Here are some of their ideas: "the work with skills, I think" (NeedsAssessDec2009T2). "How to work the skills in the classroom" (NeedsAssessDec2009T3). "How to teach following the PCNs recommendations in our reality" (NeedsAssessDec2009T1).

The main themes raised by the teachers, and which influenced course planning were the need to work on teachers' ability to teach language skills, the need to promote professional collaboration, the need for development of resources, and the need for professional support and subject specific CPD. All of these themes are related clearly and directly to my course. The course obviously provided a direct experience of subject specific CPD, led by an English language specialist (though this was provided outside the regular environment of the schools). The course focused on the skill of writing, and provided experience of professional collaboration through workshop activities.

There were also themes which fed more indirectly into the course, such as their need of a textbook. My course did not provide books. However, it encouraged and supported teachers to develop their own resources, which should arguably address the 'no textbook' problem to some extent. Other themes raised, e.g. large class sizes, student indiscipline and violence, and lack of subject specific professional support and CPD structures embedded within schools, are structural problems in the schools which this CPD course could not address directly. These themes were addressed in course discussions where they were raised by the participating teachers as well as the NA teachers. In the course,

we dealt with building teachers' confidence and how to motivate students, which MIGHT address some of the student alienation they describe.

3.6.4   Needs Assessment Interview with the Secretary of Education

 Participant and procedures

The Secretary of Education is a political appointee, who is not assessed to take the job as regular government employees are. The individual who was Secretary at the time of the research holds a PhD in Political Sciences, spent a year at MIT in the United States, and is a teacher at the local Federal University, which indicates he is highly qualified for the position. The Secretariat of Education is probably the most important segment in the municipal administration, for the volume of funds and the large number of schools it is in charge of. However, the Secretary also personally assists the mayor in political issues, which keeps him quite busy.

I sent him beforehand the outline for the semi-structured interview (Appendix 2) for I needed information he would probably need to research with his team, such as the number of schools and other specific details about the municipal schools.

The interview lasted for about an hour, at his office at the Secretariat of Education, and was audio recorded. Below I detail what I expected to gather in the interview, which had a flexible agenda, open to his voluntary contributions. Some questions posed here had been dealt with in the focus group with the teachers. Therefore, these questions were a means for triangulation with the data provided in the teachers' focus group regarding the context and the situation of the municipal ESL teaching and teachers. The interview was divided in four different parts, as described below:

In part 1, **general municipal school system**, I wanted to learn about the current situation of the schools and the teaching personnel, considering supervisors, teachers, and students. I also wanted to know figures, i.e. number of schools providing daytime and EJA teaching; and finally if there was any sort of English specific coordinators / supervisors at the schools or at the Secretariat to assist the ESL teachers. The purpose of this part was for me to

learn about the scope of the teaching under municipal management and also how English fitted in the context in the eyes of the secretary.

Part 2, **English as a subject** aimed at finding out what kind of attention the different subjects [English, Portuguese, Sciences] receive from the Secretariat. I wanted to know how he administered both daytime and EJA teaching, if there were specificities regarding each type of teaching or not. It also dealt with teaching resources. I needed to know if daytime teachers had any sort of alternative for the lack of the English book, available to EJA students in the brochure they are provided with. Still about English as a subject, I needed to know what the secretary thought about the national curriculum [PCNs] recommendations and the scarcity of resources as they are real.

In part 3, **the teaching force**, I wanted to know how many English teachers were working for the municipality and also how many of them had a postgraduate diploma, a master's degree or a PhD. I also inquired the secretary about the last contest to hire permanent staff and the number of positions offered at the contest.

Part 4, **career development**, was about how or when the teachers were offered such courses. I also was interested in the frequency with which they were offered and finally if they had any mechanism or instrument to follow up these courses, i.e. their real applicability in the teaching.

Here it can be added that the Secretary of Education was totally supportive and enthusiastic about the research project, which represented the first CPD course in English teaching pedagogy, taught in English, offered to his teachers. During the interview we also discussed the support I would need from him for the course to take place. I needed a strong local support, since I was planning the course project while based in the UK, and I was going to be in the municipality only when the time for the course came; therefore, publicising the course and the registration of the participants would have to be all done by the municipal education office. This was part of the logistic support the Secretary was pleased to provide me with.

I would also need a classroom with appropriate equipment for teaching; and I was initially thinking of a computer programme (software) for use to register

the teachers in the course, which was not made available in the event. In the end all registrations were made manually, with the personnel from the training centre sending letters to the schools to the teachers and subsequently phoning the schools. My initial idea was to open the course for 35 teachers. However, the course was ill-advertised, according to the teachers who came to attend it, so that in the event there was a real number of 20 participants who turned up at the first day, with 14 remaining until the last day of the course. In the following subsection I present the findings and analysis from the interview.

Findings from needs assessment interview

The Secretary reported the total number of schools with daytime teaching: kindergarten [153 schools] and elementary schools [147 schools], a total of 300 schools under municipal responsibility. The municipality has 63,000 students in elementary school, out of which 9,000 are EJA students.

The Secretary expressed enthusiastic support for language learning. He pointed out that we have Spanish speakers as neighbours in the countries but we don't speak Spanish. The whole world speaks English but we don't speak English. About the municipality he pointed out both positive and negative aspects concerning ESL teaching.

Positive aspects

The Secretary indicated the general support of the municipality for teachers' CPD, by pointing out the use of 'multipliers' as a positive aspect. The multipliers are any teacher who has the opportunity to attend a course or training in a new programme, for instance, and who is expected to 'spread' the knowledge or skill learned at the training. If there is a new programme from the federal government and the orientation is that the municipality send a limited number of professionals to receive the qualification, the Secretary of Education appoints a teacher or a professional from the Secretary, depending upon the subject of the course, to attend the course, wherever it is, sometimes in Brasilia. Once they return to the city they are expected to form regional groups, i.e. north, south, with teachers who have not been to the course to then pass along content learned in the course. The subsequent trainings happen at the training centre. These teachers are also expected to do the same at their schools, being multipliers themselves. They are not paid for this, it is

part of the deal of having been offered the opportunity to have the training, since it becomes impossible both financially and logistically to send a larger number of teachers. Therefore, a multiplier is any teacher who has had the chance to learn and to come back to their schools and teach to others what they learned. The initiative is interesting; however, 'multipliers', or 'cascading', which is a well known model of CPD (See Kennedy, 2005) have not been introduced for English teaching. In other words, while the municipality is aware of CPD needs and making efforts for some subjects, up to the moment of the interview this form of CPD had not happened for English.

Negative aspects

Regarding the negative aspects, the Secretary followed the same line as the teachers, acknowledging the problems of large classes, shortage of resources, and violence at the schools as the most worrying ones. Besides, the schools are not very attractively located, and in some cases people need to walk more than one mile to get to school. This makes it more problematic and dangerous for EJA students in particular to walk back home after class, at 10 o'clock at night. There is violence in the schools as well. All these elements the Secretary asserts helps shy away potential new EJA students.

He accepted that the number of contact hours per class is not sufficient. He has had parents complain that they would like their children to have more hours of English. Meanwhile the teachers are overloaded with hours, because of the large number of classes they must deal with; Yet, some teachers need to work in four different schools to find enough classes to teach.

More generally, in the Secretary's viewpoint, the whole educational system is set up to fail, as far as English is concerned. . In the Secretary's terms, "[s]econd language in Brazil is perceived like it is a middle class thing. It is for elite only". However he believes himself that citizens nowadays all need to know English and that the teachers might justifiably have a negative view on their current situation. He has thought of alternatives such as having English classes on Saturdays, but it is very difficult to find a solution. He believes that even in private schools in Brazil the student does not learn proper English, and

that only if the student, or the teacher, lives abroad or studies in a bilingual school will he learn English.

The Secretary also spoke about teaching resources, pedagogical support, and career development. He said that he does not know why the students do not have the English textbook, unlike other subjects, as the books come from the federal government. The students should use the book for a year and return them to the school for another student to use them the following year. The set of books should be renovated every three years. "The public school treats English very badly. To start with the English book is not in the PNLD [*Plano Nacional do Livro Didatico*]". This is a MEC [*Ministério da Educação*] decision and he does not know why things are like this. There is however a book for EJA that comes with all the subjects combined.

Concerning pedagogical support and training, the Secretary said that the *Centro de Formação* [Training Centre] is a centre dedicated to offer courses for teachers, but there is nothing specific for English. The Secretary of Education has no data about the teachers' qualifications, as there is no database or control of continuing professional development the teachers might have taken. They do not follow up with the teachers concerning master's degrees, PhDs, or any other post graduate study they eventually attended.

The Secretary asserted he is aware that the teaching has no unity whatsoever and that what happens in the classrooms is a consequence of how the teachers perceive the setting only, with no consistent pattern in the teaching throughout the municipal schools.

According to the Secretary, CPD courses are continually offered to the teachers, but nothing specific has been provided about English. For teachers of Portuguese, there are courses on how to teach literacy for the teachers who work with literacy; literature CPD courses for literature teachers and so on. The English teachers have been left out. The budget limitation is one problem, and the other problem he mentions is lack of capacity. There are few local English skilled professionals he could hire to deliver CPD courses to the teachers, and when these professionals are available, they charge too high for their services

Finally the Secretary gave his approval to a plan for the CPD course which took place in July 2010. He offered all logistic support for the course, but also

pointed out that he as well as the Mayor may not be there in July anymore, because of the political situation. We agreed I should send him the document with the call for the course, and could contact the lady in charge of the *Centro de Formação* for administrative assistance.

Overall, the data I gathered from the interview with the Secretary corroborated that provided by the teachers. It clarified some reasons underlying the absence of CPD for ESL teachers in municipal schools, despite the existence of a CPD system for teachers of some other subjects (above all the low priority accorded to English). While a short course outside the regular CPD system might be limited to some extent in its impact, the urgent need for CPD was acknowledged in general terms, and I was effectively given freedom to design a short course according to my own ideas and the themes emerging from the teachers' focus group.

3.6.5 My reflection on Phase 1

When we first start teaching, through experience we come to realise that we do not know much, that we are not really properly equipped to deal with the demands we encounter in the classroom daily, regarding the teaching itself and in relation to the contact with the students, especially with the difficult ones, and also with constraints and scarcity of resources, which is the reality of state schools in Northeast Brazil. That is, we experience feelings of alienation and lack of confidence, and it was evident from the needs analysis findings that this was also true of the teachers in our target municipality.

Continuing professional development for this group therefore cannot be limited to dealing with matters of classroom technique, or with finding a way of teaching the four skills (listening, speaking, reading, and writing). Apart from knowledge of teaching techniques, there are two individuals: the student and the teacher. Who are they? Who are these students who do not do the homework? Maybe if the teacher has a more confident and strategic posture the students may respect him or her more, and value better the instruction they are given.

The CPD course would then be the setting to address some of the shortcomings identified in the needs assessment, which were scarce teaching resources, feelings of being marginal in the educational process, and finally the need for activities to help enhance teaching of language skills, as well as teachers' own proficiency in English. The teachers' perception of themselves as professionals in the municipal schools is one of being neglected, and marginal. The feeling was addressed in the course in the opportunity to share with peers, with the aim of helping them understand and overcome it.

The CPD course set out to provide participating municipal English teachers with an opportunity to share, reflect and understand their responsibility about their teaching. In addition, the course needed to be effective, feasible on my side, and applicable in their universe. These aims come partly from the needs analysis and also from my own principles and theory about teacher education, and from general CPD theory as well.

Responding to the need expressed by teachers for greater support in teaching language skills, the decision was taken to focus the CPD course on the skill of writing, for a number of reasons. Firstly, writing was the most neglected skill, in terms of existing pedagogy. Moreover, a creative approach to writing instruction in the classroom creates obvious opportunities for skill integration – pupils can discuss their writing, present their writing, share and read the writing of others; but all of these things will only happen if the teaching of writing moves beyond the writing of individual sentences, to dealing with texts. Finally, writing does not depend necessarily on available technology at the time of the activities to be carried out in the classroom. In addition to those reasons for focussing the discussions about pedagogy on writing, I chose to focus on this skill because of the opportunity offered to build up teachers own confidence and reflective abilities through personal writing, and also to allow them to develop their fluency of expression in English.

3.7 Phase 2: The CPD course

 "Writing as a means to enhance creativity in English teaching"

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3.7.1   Introduction

In this section I introduce my continuing professional development (CPD) course for English teachers in Northeast Brazil. I will explain how I planned the course, drawing both on the needs analysis, but also on my wider reading and theorising about the development of teacher reflection and the teaching of writing, as well as how, where and when it was delivered. I will also give an account of the participants and how they came to attend the course. I will divide the content between the main strands of the course which are: autobiography, reflective practice, and materials development workshops.

From the research point of view the course had two levels. **Level 1** concerned the actual course, the way the teachers perceived it, i.e. as offering them useful pedagogical content knowledge and teaching ideas. Through the course I could also help develop the teachers' English because the course was mainly delivered in English. Therefore, the teachers benefited in terms of their language as well as in terms of their teaching ideas. **Level 1** concerns me, the product (the course) and the **participants**.

Level 2 is about my own thinking about reflective practice and action research and all the proceedings with their positive or negative outcomes, and how I worked with the teachers, how I tried to respond to them, and to build upon what they came up with, that is, my general style of working. Level 2 is directly related to me as a researcher, and as an ESL teacher educator. I needed to work on the two levels all the time.

3.7.2   The underlying aims and focus of the course

The overt focus of the course was on writing. The main purpose of the course was to provide in-service English teachers in elementary municipal schools in the target city where CPD opportunities are lacking, with an opportunity to improve their confidence as teachers of English writing and users of English, as well as to equip them to find longer term solutions for the wider challenges they encounter in their practice. Opportunities were to be provided for reflection on practice; throughout the course writing both helped carry out and permeated all tasks proposed.

During the course teachers would learn how to design creative alternatives to improve the teaching of English with an emphasis on writing. Teachers' general professional knowledge was also developed, and related theories concerning Second Language Acquisition were presented as well. An underlying general aim of the course was thus to help the participants understand their strengths and weaknesses and to help them find creative alternatives to their teachings considering the peculiar features in the teaching setting.

From the needs analysis I could learn that in their teaching setting these teachers do not have much material, frequent or reliable access to the internet, or any meaningful pedagogical support either. I cannot solve all of their problems, and I concentrated on one of the problems; through the focus on writing I aimed to build up their confidence and reflective abilities, which would give them motivation and help them with the teaching in this tough setting.

The CPD course ran from 12 to 16 July 2010, in intensive mode, with eight hours of teaching per day. The number of participants was planned to be up to 35 in-service English teachers from municipal schools, from both EJA and daytime teaching. The CPD course took place at the training centre [*Centro de Formação*] of SEMEC, at the target city in Northeast Brazil, and was free of charge for the participants. For the CPD course phase participants were recruited officially through the SEMEC personnel, who contacted the teachers in their schools. I sent the SEMEC people a circular for the course with all information about it. Apparently, the material to announce the course they used differed much from the circular I had prepared. The course was, as stated by the teachers, ill advertised. For example, two participants who knew me from previous teaching said they had not been told who would be running the course.

3.7.3 The format and content of the course

As discussed in Chapter 2, the CPD literature recommends that for maximum impact, CPD courses should be active and collaborative, focusing on issues of concern to participants. The ESL writing course had a mixed format including presentation with discussion, interaction around classroom videos, and hands-on activities, with frequent teachers' contribution to the topics discussed, plus

individual reading, and writing. Lectures by the course leader (myself) were intertwined with workshops (Appendix 13) for the designing of teaching materials. Because the workshops form a long 22-page archive I have included them as the final appendix, Appendix 13. Mainly inspired by Freire's philosophy, these ideas entail commitment to continuous study and openness to available resources, and also responding to what was pointed out by the participants as being their students' needs. To follow the activities the participants were given a bound compilation of all materials to be used in the course, including photocopies of book chapters and journal articles dealing with the themes dealt with in the course, the syllabus, and extra materials with suggestions for the workshops.

Key areas of pedagogical content knowledge addressed in the course through lectures, readings of the photocopied materials, discussion and subsequent reflective writing were (1) classroom management, (2) lesson planning with a focus on writing and (3) the teaching and designing of teaching materials focused on writing. The focus on writing permeated the course, in the readings, in the discussions, and in the subsequent reflective writings. It was the final target of the workshops, i.e. the participants designed activities for use with their own students whose outcome was expected to be the production of a piece of writing. And throughout the course I followed the idea of a dialogical intervention by exchanging the points addressed with them, presenting my philosophy; receiving and observing their response.

3.7.4   Description of the CPD course (Level 1)

In this section I describe the overall principles for the course, which ran for five days, from Monday to Friday. The actual course syllabus is included as Appendix 10.

First, I provide here the objectives of the course as they appear in the course syllabus:

> **OBJECTIVES:** Teacher development will be accomplished through workshops, readings, group discussions, and writing. Writing is the main skill to be worked on in the course. We will

be working together to improve your English linguistic skills as well as your skills to plan your lessons. We will also provide you with plenty of opportunity to reflect upon your practice as an English teacher and on this CPD course you are now attending.

For its professional credibility, the course needed to have some formal requirements, regarding participants' attendance and participation. Following regular Brazilian education policy I expected a 75% mandatory attendance and also effective participation in the discussions and activities as minimum requirement to award them a participation certificate.

The course was designed according to a number of ideas concerning effective CPD, drawn from the literature reviewed in Chapter 2. These ideas included:

- To develop teachers' subject knowledge concerning the teaching of writing
- To develop teachers' professional self-knowledge, confidence and motivation
- To engage teachers in dialogue and discussion concerning the wider educational context/ professional values, as well as concerning learning teaching techniques
- To offer opportunities for professional reflection on different levels and through different modes (descriptive, comparative, critical reflection; group discussion and reflection followed by individual writing)
- To develop ways of collaborative working

In following subsections some of these key ideas are elaborated.

3.7.4.1 Developing teachers' subject knowledge concerning writing

It was believed that some teachers in the course would go through their first experience with extensive writing in English, at least with organized and planned writing, as an academic writing course teaches it. As a matter of fact, a significant number of them had not had the chance to study any English beyond university training and have been working with no creativity and no clear progression in the level of language. They teach grammar the whole school year, but the sequence of grammar points taught does not reflect the students' development / level of the English language. Written work is all

replicated in the same format, decontextualized, predictable, and not creative. There is no theme, and no opportunity for the students to write creatively. The teaching is about copying content from the whiteboard, and the assessment involves choosing correct answers and making small changes in sentences. For this reason, I understood that the level targeted in CPD course writing activities needed to be basic.

It was important to stir up in the teachers the enjoyment of reading and writing in English to the level where they see purpose in it and also feel confident to pass it forward to their students. In other words, it was essential that the teachers felt enthusiastic about their own writing and confident enough to teach it. The course needed to address the early stages in the teaching of writing, both for my teacher students at my CPD course and for their students in the municipal schools.

During the CPD course, we read and discussed about process writing and second language writing (Appendix 10: CPD course syllabus). The elements of process writing include: brainstorming, outlining, drafting, redrafting, revising, editing, proofreading; and possibilities such as reader-response to text, writing response to text, and peer discussion. Process writing was chosen because its rationale was judged to be the most applicable and useful for teaching, both for the participants and their learners, some of whom are young learners.

Throughout the years the teaching of ESL writing has evolved from being a tool for grammar drills to being a communicative social act in the classroom (Reid, 2001). Hyland asserts that

> the process approach to writing teaching emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task (2003, p.10).

For the first type of writing [response to readings] participants would read and discuss stimulus texts, first within their designated group, then reporting the discussion to the class. Mackey and Gass contend that

"verbal reporting is a special type of introspection and consists of gathering protocols, or reports, by asking individuals to say what is going through their minds as they are solving a problem or completing a task" (2005, p. 77).

3.7.4.2   Developing language skills

Because the students in the course were L2 speakers of English, the course was also an opportunity for target language enhancement. I hoped that at the end of the course some teachers would be aware of and interested in becoming better speakers and more proficient in the foreign language they teach. Teaching can and should always represent a learning opportunity for the teachers, too, and this CPD course was an English language learning opportunity as well as an opportunity to develop reflective skills and professional practice. For this reason the course was led and managed through English, and English was used predominantly in group discussions and in individual writing (though Portuguese was not forbidden). It was intended that participants developed their own writer's voice in the course, which could be later replicated in their teaching, provided they are aware of the level of their students and have adequate planning and teaching.

3.7.4.3   Developing self-knowledge through autobiography and other writing practices

According to Malatér (2008), the act of narrating stories is fundamental for teachers' critical reflective identities. That is to say, autobiographies are a good opportunity for the teachers to understand and elaborate on thoughts I believe they have about their practice but which have not previously been put into words or discussed in depth with peers. Tse asserts that autobiographies call for students' views on a broad array of themes and in greater depth than is usually observed in surveys. She identified three major themes of autobiographical writing in her study: "(a) opinions about teacher interactions and methodology, (b) evaluation of their own level of success in FL study, and (c) attribution for the proficiency reached in the FL" (2000, p. 70). Autobiography is also discussed in the literature review chapter.

For the reasons just addressed here, an autobiographical piece of writing was the first activity of the course. Following readings of texts related to teaching

and to teachers' autobiography, I planned to have teachers doing autobiographical writing about themselves. Two pieces of writing were autobiographical: on day 1, after discussion the participants were assigned an autobiographical account of their life, with a reflection on their teaching practice and their personal journey and what has influenced their decision to become English teachers (Appendix 10: CPD Course syllabus, p. 1). Another autobiographical piece of writing was a letter to someone important to them; for instance, someone who played a role in their professional choice of becoming ESL teachers, written on day 5, this time displaying change that might or might not have occurred in them as a consequence of the course. In the two autobiography activities, participants had the opportunity to develop self knowledge, to demonstrate critical reflection and to write personal responses, i.e. "a retrospective commentary" (Mackey and Gass, 2005, p. 75) to their teaching practice. In this autobiographical reflection part of the course, reflection and writing in combination gave the opportunity to address two dimensions of their professional life: what they expect from the government to offer them and what they acknowledge is their responsibility to do, and struggle for in their career development.

Apart from autobiographical writing, there was constant **in-class writing** (Appendix 11) by participants as reactions to what they saw, read, listened to in my lectures, and to the discussions with peers. Writing was there to build their confidence as writers, as well as to register reflection about topics addressed throughout the course, including the workshops. Altogether, these individual, in-class writings including (a) response to readings discussed by the group, (b) reactions to the activities carried out by the class; and (c) autobiographical writings, including reflection on how they relate the course content to their own practice and life story. Overall, the participants seemed more comfortable with writing later on in the course.

3.7.4.4 Dialogue and discussion

Discussion was central to all knowledge input sessions on the course. In groups, the participants read designated stimulus texts, I asked some questions, then there was a whole group discussion and open sharing of the texts read, and of any topic that came up. In other words, some of the

discussions were triggered by the readings, but these could lead to more open discussion on teaching and professional and personal life, and expectations and frustrations.

3.7.4.5 Developing reflective capacity

One way to get the teachers interested was through presenting the activities of the CPD course as fun, engaging, and motivating rather than as difficult tasks. I also aimed to have them reflect on the novelties they came across in the course. For example, it was planned that they would reflect on how they would apply an activity we carried out in the course in their own classroom, thinking of how it could be replicated and how much adaptation would be necessary.

For the reflective practice element of the course we read, among other authors, Freire (1972, 1974, 1996). Freire is an important reference because he talks about the local North-eastern situation, which is of easy identification for the teacher participants. Freire said many times that education is the only possible means for emancipation and liberation, and that teachers should see learning as a joint activity with their students. This means they ought to perceive learners as capable of thinking and sharing. In other words, students are co-responsible for the education they are provided with, and they should never be on the receiving end only, what he called the 'banking model of education'.

We read other authors who have carried out research in the Brazilian context (Gimenez 1999, D'Ely and Gil, 2005). I thought that reading from voices coming from Brazil they would easily identify with the readings and have a better understanding of their own setting, and also feel instigated and curious to carry out some small scale research in their own setting. International references for readings were just as important, as has already been mentioned above.

3.7.4.6 Workshops and the development of collaboration

The **workshops** provided an opportunity for participants to engage in practical work together, on materials development tasks relating to the teaching of writing. The workshops thus were expected to build teachers' professional confidence and practical understanding of writing teaching, while at the same time providing opportunities for collaboration and discussion (see Mann and Walsh, 2013; Jay and Johnson, 2002;).

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The aim of the workshops was to plan teaching materials including writing tasks and to develop a skeleton/ main plan which could be filled with new contents. The writing materials would take into account the scarcity of resources regarding books (sources for readings), and the need for sustainability over time. The workshops were also planned to allow for discussion/ revision of the teaching materials which had been designed, either through interaction with another group or within their own project group.

The workshops were planned to offer plenty of options for participants to choose from, in order to develop teaching materials which were not too heavy or difficult because the school students' productive writing is rather limited. For example, we discussed and designed materials expecting school students to write something modelled from a source text, only changing elements within a writing frame. Although limited it is the starting point from which the students are moving from composing decontextualized, meaningless sentences to composing texts.

For the workshops the participants formed groups. Meanwhile, I assisted the work of development of the teaching materials and helped when asked for help. It was vital that they produced at least some materials they could use later on for their teaching, especially the daytime teachers, because of their need to develop confidence in their ability to teach writing without any course book. Even if they had one, no course book is perfect, which leaves the teacher with the need "to be able to evaluate, adapt and produce materials so as to ensure a match between the learners and the materials they use" (Tomlinson 2001, p. 67). The workshops were intended to foster this skill in the participants.

A number of ideas were proposed as starters for the materials workshops. One starting point was past exams the teachers had used to assess the students; as I had supposed, these turned out to be severely grammar structured and not creative or contextualized, the 'turn these sentences into negative and interrogative forms' type. In the workshop, instead of decontextualized sentences they came up with a short text / dialogue about the neighbour, or the canteen lady; and they inserted the interrogative, negative, and affirmative forms into a dialogue, i.e. a more contextualised piece of writing. This was my

basic idea. I applied the same rationale to teach numbers, the colours, which was instantly and enthusiastically embraced by them in the workshops.

Another suggestion was for a unit project lasting a number of lessons, about an aspect of the British cultural life OR a cartoon such as the Simpsons, OR a text about the World Cup into their own classroom and from that authentic information to develop a task they know the group can manage to carry out and progress linguistically. The activity should always involve some aspect of writing, preferably in more than one step, with a new, somewhat longer piece at the end of a project. The participants also had an opportunity to use their creativity in more ambitious ways and to propose a more innovative approach to teaching, bearing in mind their own particular groups' characteristics. This was a chance to stay away from the commercially produced books, which present very routinized patterns (Tomlinson 2001, p. 69).

For the third workshop I challenged the participants to write poems, and read them out. I told them to feel free to use fantasy and imagination. They can easily replicate this in their classroom, and let the kids use fantasy and imagination, considering each particular group's level. Teachers can be expected to have plenty of creative ideas. From poetry to art and craft, posters, collage, and masks, students can make different projects and describe what they have done: "my monster has long hair", "my friend is wearing a blue shirt", "my monster has yellow hair", "I'm making the eyes purple". Students make monsters and other characters and from this they can teach colours, verbs, prepositions. Girls can make a doll and dress her with pieces such as a skirt, a jumper, or her shoes. The possibilities are endless and depend upon creativity, time to devote to the activities, and also on the interest the class expresses in the activities proposed.

3.7.5 The chronology of the CPD course

Next I describe the course with its daily routine, by telling what we did, when and how.

Day 1: The overall objectives of the first day were to introduce participants and researcher to each other; to present the programme of the course, do some administrative work regarding the ethics protocol and to apply the first questionnaire; to introduce an overview of the writing process and how to

teach it, and to prompt the first two pieces of writing: an autobiographical account and a piece about the writing process.

Day 1 discussion: in the morning, after the first introduction with ethics documents and overview of the course, there was a first opportunity for the participants to discuss in pairs for five minutes, then exchange pairs, as a warm up of their thinking about teaching, and also to hear different perspectives from their colleagues and to interact with new colleagues they were meeting for the first time. The discussion was about (a) planning and (b) teaching (CPD course syllabus, Appendix 10), with participants talking about their teaching, teaching materials they utilised and or designed, and alternatives they found to overcome difficulties and which ones proved efficient or posed a bigger problem. In the afternoon, after reading about process writing the whole group discussed process writing as a possibility for their teaching.

Day 1 in-class writing: As a a stimulus for the first writing activity I planned a group reading of a letter by Freire, from an epistolary book he wrote dedicated to a niece of his, telling her of his personal, professional, and intellectual journey. The reading was followed by open discussion. From the group discussion about their practice I planned to have them reflect on the reasons why they had become teachers of English in the form of a short autobiography, where my participants could deal with their personal journey, and get first experience of reflection, probably at a descriptive level.

In the afternoon there was space for more writing, now as a consolidation of discussion about process writing and their teaching. From the readings and whole group discussion the participants were asked to write about how far they thought the process writing proposal would be a feasible option in their teaching. In principle, this activity might be expected to elicit elements of comparative reflection.

Day 2: The objectives for day 2 were readings and discussions about the teaching of writing and the different phases in the process (Raimes, 2002); and to have our first hands-on workshop for the design of teaching materials,

followed by a discussion and a written reflection on the workshop. The readings also were directly related to teachers (Harmer, 2007).

For the readings the participants could choose to work either with the same group with whom they carried out the workshops, or in dyads, or alone. For the workshops they should form groups of four, according to one of the grades they teach, to design teaching materials.

Day 2 discussion: This was dedicated to reflection and discussion about the workshops, and the feasibility of workshop activities in their teaching. In the same way days 3 and 4 were tailored, to promote discussion from readings and activities carried out (CPD course syllabus, Appendix 10).

Day 2 in-class writing: after the workshop and the discussion about it, reflection about the workshop took the form of a piece of writing. Individual writings were expected to reflect ideas from the discussion, and also to allow for new elements which were not mentioned in the discussion, either because the teacher did not have the chance to speak in the group discussion, or because the group discussion helped new ideas come to their minds. More critical reflection was expected from the teachers in this piece of writing, because they are experienced teachers, and had by now both discussed their teaching and worked collaboratively designing the workshop activities.

Day 3: The main purpose of day 3 was to review some readings about teaching and autobiography (D'Ely and Gil, 2005, Freire, 1996), and to promote reflection on these. In addition, reflection and discussion on the applicability of the work developed in the workshops were also part of the plan, as well as focusing on a technical aspect of writing, the structure of a paragraph (Reid, 2001, Hyland, 2003). Again, there was time for group oral reflection elicited from the readings and on how they could apply or introduce writing in their own setting and experience as ESL teachers. There was no workshop activity on Day 3.

Day 3 discussion: the readings were D'Ely and Gil's (2005) article about a research carried out in Brazil titled "In search for an equilibrium: a teacher's view on her practice" and also one of Freire's letters from his autobiographical book (CPD course syllabus, Appendix 10). These readings were expected to

promote participants' group oral reflection on their own beliefs and experience as ESL teachers.

Day 3 in-class writing: Participants' individual reflections on these autobiographical readings and discussions were documented in a piece of writing analysed in chapter 4. Again it was hoped to elicit comparative levels of reflection.

Day 4: The objectives for day 4 were to have voluntary 15-minute group presentations of one of the activities from the workshops, followed by open discussion about the activity and necessary adaptations or variations on the activities planned for applicability in their classroom. In addition to that, participants were expected to read Freire's (1972) 'the banking model of education'; and also a further text about the writing process (Seow, 2002).

Day 4 in-class writing: we talked more about writing, about moving from isolated sentences to text, and about teaching more contextualised and creative types of writing. We had extensive discussion on the possibility of moving from impersonal, short writing to a significant, personal piece of writing. The reflective piece of writing expected from them was a written reflection about the use of coherent paragraphs in their own teaching instead of the customary decontextualized sentences. This was a further response to the readings, discussions, and experiment with the workshops.

Day 5: for the last day I planned a more upbeat atmosphere, with time for a warm farewell and more open reflection on the course. More presentations on the workshops were also part of the plan, as well as a questionnaire to assess the course.

Day 5 discussion: This was about the outcomes of the course and participants' new perspectives on teaching. It was time for sharing what they accomplished at the course and how all the information had had an echo in their life. Participants verbalised that they felt ready to and interested in implementing relevant changes in their teaching.

Day 5 in-class writing: A last piece of writing was in the form of a letter, for them to address the changes the course might have fostered in them, writing a

deeper, personal account addressed to someone who has had an impact in their life. This was another form of autobiography. The letter at this point took them back to the first piece of writing in the course, but in a different format. Participants were repeatedly told to write freely and sincerely, and not to worry much about grammar, and that I had no expectations in terms of right or wrong in what they said in their writing. In this way I hoped to access participants' final, perhaps critical, reflections about their practice.

3.7.6 The CPD course Level 2: research documentation

All pieces of individual writing produced in the course were collected for the research database. I kept the originals, which were part of a portfolio together with the workshop materials, and returned photocopies of their portfolio to individual participants at phase 3, with my feedback about their reflections and work. The individual writings are analysed in the following chapters 4 and 5. Because writing was the focus of my study and also because the content from the discussion would overlap that of the writings, I decided to prioritise analysis of individual participants' writings. From my own observations during the course, it was clear to me that the discussion triggered and prompted the writings, but that individuals' most developed reflections were likely to appear in the latter.

Phase 3: empirical follow up

The objective of Phase 3 of this project was to know what the impact of the course was on these teachers, who had not attended any English CPD course before, neither one taught in English nor any specific teacher training for their foreign language teaching offered by the municipality. This was a chance for me to conduct this phase bearing in mind the research questions and the subsequent impact of the course in this action research (Dörnyei, 2007, p. 191).

As mentioned previously there was no practical possibility of directly observing the teaching practice of participants regarding ESL writing, nor of exploring the learning of their students. However, it was still possible to conduct meaningful work on the longer term impact of the course, directly in terms of teachers' professional knowledge, and beliefs, and indirectly in terms of their self-reports on classroom practice. The data collection processes planned for this

phase were two: (1) a mixed questionnaire, in English (Appendix 9) and (2) a follow up focus group on the CPD course, with bilingual prompts (Appendix 5) for the participants who attended the course thoroughly and (3) an open-ended questionnaire, in Portuguese (Appendix 12), to apply with the ones who left the course and that did not attend all the sessions and discussions proposed, i.e. the teachers who left the course before its completion. With the attendees group I discussed what we did whereas from the other group I intended to understand the reasons why they did not stay in the course, among others.

3.7.7 The follow up focus group

In this section I will write about the focus group I designed to analyse the impact of the course. The meeting for the follow up took place on the 17th of December 2010, at the municipal training centre, for the focus group and questionnaire. At this moment participants were also given their certificate for the course and were handed back the teaching materials they produced in the workshops with my comments.

A focus group again was the process I chose for various reasons: the time available for data collection was not enough for interviews; and because I believe it would be a rich discussion as the group had been working together. It was a more appropriate tool because I think they were prepared to discuss with the group they were together with during the course, so it might feel like a natural conversation upon a shared project and experience. Therefore, they should have no difficulty discussing together again. Participants were quite open and participative to engage in the focus group format.

This focus group, which happened after they responded individually to the follow up questionnaire, was an opportunity for group sharing on what they had done during the school semester in their teaching. As in the phase 1 focus group, each participant was given a slip with the prompt, one by one as they were discussed, then the slips were collected at the end of discussion of that particular issue, and replaced by a new slip, the prompt for the issue to follow in the discussion. Below I describe the bilingual prompts and their purposes:

Prompt n. 1: **teaching of writing** concerned what happened in their teaching of writing. It had one subdivision. I intended to know how they had taught writing since the CPD course, and how often; and also how their students reacted to their proposals. 1.1 was about planning interesting, creative activities. I was curious to learn if they had had a chance to plan something new and creative.

Prompt n. 2: **self-perception** was a replication of a prompt used in the needs assessment phase. With this one I wanted to know how they perceived themselves as ESL teachers at the municipal schools after having had the course, i.e., whether the course had had any impact in the perception of their self.

Prompt n. 3: **reflection on teaching** asked if they deliberately reflected and if they registered such reflection in any way. I wanted details about this reflection process.

This follow up meeting was carried out in Portuguese. At this point, when the course was over, the most important aspect of the research was to give the participants opportunity to express freely, and, as had happened in the course, when they were granted the chance to speak in Portuguese they were more participative. There were some participants who would not utter more than a sentence if we had a group discussion in English, but who contributed their thoughts when the discussions were either totally or partly conducted in Portuguese.

3.8 Questionnaires

Two questionnaires were designed to be applied within the course: a closed questionnaire for the first day (Appendix 7), to provide a profile of the participants, with their educational and professional background; and a mixed one for the end of course assessment (Appendix 8). Both questionnaires were designed in English.

3.8.1 First day course questionnaire

The questionnaire (Appendix 7) had five questions. Question number 1 was simply about **their gender**. Question n. 2 dealt with their **educational**

background. It asked about how long ago they had finished their undergraduate degree; what their degree at the university had been; whether they had or had not attended a postgraduate diploma course and if this course was already finalized or still in progress. I also asked if they had lived and studied English abroad.

Question n. 3 was about their **academic background**. I asked them to list the courses and lectures they had attended during the last five years and also to rate each course or lecture as 'very helpful', 'helpful', or 'not helpful at all'.

Question n. 4 concerned the **participants' teaching experience**. I wanted to find out about the grade they taught; how long they had been working as an English teacher; how long they had been working as an English teacher at the municipal schools; and also whether they had experience, either current or previous, with working at language schools, too.

Question n. 5 was a **self-assessment** scheme with questions about participants as writers and also about the use of writing in their teaching. It had two subdivisions. In the first part I used the Likert scale and invited participants to rank their answers from 1 to signal disagreement up to 5 to signal agreement with the statements posed. This question was about writing in their personal life and also their perception of themselves as writers. I wanted to find out if and what they wrote in English, and lastly how easy it was for them to write in English.

The second part of the question was for them to choose between 'often', 'occasionally', or 'never' in an ordinal scale taking into consideration what they do in their teaching. I asked them how often they: do writing with their students; their students only write in English when copying from the blackboard; students write words and phrases; or sentences; or they get to compositions; and also whether they do creative writing.

3.8.2 End of course questionnaire

At the end of the course I applied another questionnaire (Appendix 8) to assess the usefulness of the course and also to explore the impact of it in the teachers (Guskey dimensions 1 and 2). The end of course questionnaire had

seven parts. Parts 1 to 6 were to gather quantitative data and were for the participants to rank the points assessed ranging from 5 for 'excellent' to 1 for 'poor'. It is described below:

Part 1, **course content** examined course content, knowledge, understanding, critical ability, language skills and general language teaching and learning skills they had gained from the course. It also asked about the amount of material covered, its breadth and depth of coverage, as well as level of difficulty, considering previous knowledge required.

Part 2, **teaching and the assessment** asked participants to rate the course; and how they felt about the teaching, taking into account pace, enthusiasm, clarity of explanations; organisation, class atmosphere, and student contribution. It was also about the physical environment, whether it was pleasant or not to work there; and finally about the load of assessment, if it was too heavy or too light, or just about right, and it also asked about the portfolio, the group readings, the discussions, and the writings.

Part 3, **student support and guidance** asked them to rate this aspect in the course; as well as course documentation; topics addressed; and clarity of the aims of the course and individual lessons.

Part 4, **writing** assessed this segment of the course for them as learners, then as teachers. It also asked how suitable the tasks were for them to adapt to their own teaching; and whether they will design and implement activities with a focus on a more contextualized writing.

Part 5, **your teacher** assessed me as the teacher of the course asking them to rate me as the course teacher and whether I applied in class what I discussed as relevant practices in teaching.

Part 6, **your achievement** concerns the reflection participants made about their accomplishments at the course, whether they felt challenged in the course; and how satisfied they were with their participation and the lessons and their progress. It was a sort of self-assessment.

Part 7, **your overall impression and other comments** was the open-ended component of the questionnaire where participants were asked to express

freely what they liked best about the course and also to point out the weakest feature of the course.

3.8.3 Follow up questionnaire

For Phase 3, the follow up, I planned two different questionnaires as aids to assessing longer term impact regarding the use of the new knowledge acquired at the course and applied in their teaching (Guskey dimension 4). The tools were: (a) a follow up questionnaire for the attendees, the ones who agreed to work and would in theory be apt to apply some of the learning from the course into their own teaching, and (b) a different follow up questionnaire for the participants who left the course before its completion. This section will describe these two questionnaires.

The follow up questionnaire for course completers (Appendix 9) was designed to learn about their development, their perspective on themselves and to investigate specific sections of the content of the course, such as the use of contextualized, small texts rather than their usual loose sentences, as well as plans for writing activities for the students to develop. The questionnaire included open ended questions for them to write a reflection on some points dealt with in the course. Its purpose was to gather data pertaining to changes that might have been made possible as a result of the CPD course.

Because this was a follow up some questions were posed again in order to observe the longer term impact of the course on the teachers' reports of practice and on their perception of themselves as teachers of English in municipal schools.

As expected, not all participants showed up for the focus group, and out of the 14 expected participants, a total of ten took part.

The follow up questionnaire was written in English, just like the ones applied during the course. I gave the participants the questionnaire and went over the questions with them for clarification. During this time I explained in Portuguese what was expected from them in the questionnaire before they started responding to it, to assure they understood the questions to which they could respond in English or in Portuguese. I pointed out they were free to

respond to the open-ended questions, which were about their teaching, as they pleased, either in Portuguese or in English for they would probably need to provide details and therefore feel more comfortable with writing in Portuguese.

The follow up questionnaire was divided into three main parts. Part 1 was a self-assessment scheme, part 2 was named your teaching, and finally part 3 was for the participants to write one or two paragraphs on their practice during the last school semester. All questions in parts 2 and 3 were open-ended. With this format of questions in mind I hoped they would talk about what actually happened. By asking how easy or hard the implementation had been I was also hoping for some reflection about changes in their teaching. Open questions were there to gather surprising, rich data, with participants free to express their opinions (Dörnyei 2007: 107). The questionnaire is described below.

Part 1: **self-assessment scheme** repeated questions which had already been asked to them during the course. It was about them as writers and also about the use of writing in their teaching. It had two subdivisions. In 1.1 participants were invited to rank their answers from 1 to signal disagreement up to 5 to signal agreement with the statements posed. This part was about writing in their personal life and also their perception of themselves as writers. I wanted to find out if and what they wrote in English, and lastly how easy it was for them to write in English. 1.2 was for them to choose between 'often', 'occasionally', or 'never' taking into consideration what they did in their teaching. I asked them how often they: - do writing with their students; their students only write in English when copying from the blackboard; students write words and phrases; or sentences; or they get to compositions; and whether they do any creative writing.

Part 2: **your teaching** was meant to check whether or not they implemented something from the course into their own teaching. This part, as well part 3 had open ended questions. Part 2 presented four specific questions about their teaching. I wanted to know whether some changes had been implemented in their teaching from the various perspectives we dealt with in the course.

Question 2.1 was about **the writing tasks** that we had carried out in our CPD course. I wanted to know whether it had been possible for them to adapt any in their own teaching; and if so, which ones and how they went. Question 2.2 was whether they implemented activities with a focus on a more contextualised

writing and why. And again if so, how it went, and whether it was easy or hard for them to do so. Question 2.3 related to our workshops and whether they planned any activity inspired by them. I then asked what kind of activity it was and again how it went. Question 2.4 was about other possibilities that might have happened during the school semester; if they had had any chance to repeat the sharing format to plan an activity or something new. I also wanted to know how it went and, if they had not had any chance to meet up, why not.

Part 3: **write one or two paragraphs** was a consolidation of changes likely to have happened in their teaching. The open part to it invited the teachers to write about what had changed in their teaching of writing that past school semester, which happened between the end of the course and the follow up phase. I gave them a guide to go by, asking them not to forget to mention 1. whether they were doing more writing themselves and with their students; 2. what had been easier for them to do; 3. what they found or perceived as being more difficult or challenging for them to do; and 4. how their students reacted to the changes they implemented in the class. Finally, I expected overall reflections, open to what I might had missed asking.

3.8.4   Questionnaire for participants who did not complete the course

I hoped these participants might give me a perspective that I might not had thought about yet with reference to the usefulness of the CPD course in the format it was perceived and delivered. Their feedback should shed light on the reasons why some people left the course.

Once in the course, when they decided to leave, some informed me of their decision and some did not. I think I scared them away when I said on Tuesday that the ones who were not having the expected presence in the course and were not doing all activities would not have a certificate. They left the course at different points and might have had different reasons for doing so.

It is without doubt important in the future for me to be better prepared for the ones who are genuinely interested and engage in the course but also to consider the ones who opt to leave and try to investigate and understand what really keeps a participant in the course and the reasons why some people do

not adhere to it. I then decided to try to speak with them all in the follow up in December; I already had the information that what has made some leave was the fear of having to speak English in front of peers. This information was passed along to me by a participant who completed the course.

The open-ended questionnaire (Appendix 12) was designed in Portuguese and had nine questions.

Question 1 asked how they were informed about the course, through which means, whether through official communication from the training centre or through a colleague. The purpose of this question was to understand if the source has or might have made them either interested in the course or felt obliged to attend it as might be the case for courses offered at the municipal training centre to those teachers.

Question 2 asked how many lessons or hours they were at the course for. This would perhaps tell me how long they waited to leave and I would check with my programme what I had done by the point in time when they left and perhaps have a pattern and/or an understanding of what happened.

Question 3 was simply "why did you decide to attend the course?" as I thought this decision might have come subsequently to having been informed or invited to attend it.

Question 4 had a subdivision with 4.1 and was about why they decided to leave the course. 4.1, if they had not left the course altogether, why they did not participate in all activities proposed and lessons.

Question 5 asked for views on the ideal format for a CPD course for ESL teachers. I needed to know from this whether I was going to have responses which were very different from the expectations I had gathered during the needs assessment phase. Even more, I wanted to know if the ideal course had to with the facilitator, or even if they feel more enthusiastic about having the course delivered in Portuguese. Other points were if it was about content; or about having to be in the classroom with many colleagues or any other personal reason that has made it impossible for them to attend the complete course.

Question 6 was about how they felt when confronted with the chance to discuss teaching issues and opinions with colleagues, sometimes in English. This question is important because one of the participants said she believes the drop out was due to their feeling intimidated to speak English in front of colleagues and being judged by peers.

Question 7 was about previous English CPD courses they might have attended. I wanted to know when and where it had been, and what it had been like in their description / perception of the courses.

Question 8 was whether they came to talk to me or not and tell that they were leaving the course. If they did not inform me they were leaving, the reason why did not do so. Perhaps they felt I was I either open or not so much so for them to come talk to me, or seemed too busy.

Question 9 is about course materials. I wanted to know what they thought of seeing texts all in English, and whether they found them, even if only at a glance, to be difficult or easy to be understood.

Unfortunately, only one non-completing participant returned the questionnaire. This participant provided very brief feedback and said that she liked the course and found it easy to follow its contents and readings, but had to leave to do some work she was required to do at the school where she teaches. Thus the attempt to find out non-completers' reactions was largely unsuccessful. An account of P15's feedback will be provided on Chapter 4, Section 4.4.

3.9 Research journal

During the course, I maintained a journal, in which I wrote down what happened that was either unexpected or that worried me. I made notes on the syllabus paper itself, about changes that occurred in the course. And I also voice recorded some reflections at the end of the day as I was very busy during course time. These journal entries and notes have been highly useful to me as a register of events and my perceptions throughout the process. According to Burns (2010: 89), "[t]hey [journals] are extremely useful though as a way of capturing significant reflections and events in an ongoing way." In it I wrote my reflections on participants' reactions and ideas shared, observing how much

they adhered to the proposals of the course. I documented the progress I observed in the participants, and my worries.

My journal was mainly a means for me to take notes on events that caught my attention during the course and also to ease my anxiety. It was not used during analysis, and has not been included as an appendix either.

3.10   Role of the researcher

I ran the CPD course, and also acted as the researcher in this project. My own perspectives on foreign language learning and in learning in general as well as my beliefs regarding effective approaches to ESL teaching were inevitably reflected in the course, in particular regarding the teaching of writing. In the past I have had quite a few opportunities to teach ESL teachers in postgraduate diploma courses giving a focus on writing, a skill which is no doubt the most difficult to master and probably the most difficult to teach as it is intrinsically connected with thinking. How can I teach thinking? It has become clear at this point, I believe, that writing has been a passion in my life, and writing has helped me in my own personal journey as a learner of English.

From my previous experience of teaching of writing in the postgraduate diploma courses and also of giving a considerable space for teaching writing even if it were not the main focus of the courses I previously taught, I was confident that this would be a most worthwhile path to follow in my research. The fact that it would be a novelty I thought would be exciting and motivating for the teaching. I thought the participants would see the writing component of the course as a magical discovery and a real possibility to move from their static and predictable grammar structured teaching to something more creative and therefore more interesting and open to surprises not only for them but also for the students, who deserve the best. The idea that the learning from the course would be excellent not only for their teaching but also for themselves personally, I believed would make the course attractive for them. Writing is empowering and a means to promote genuine contact with the target language.

My role in the research study was twofold: I was the teacher educator and also the researcher. I was not only teaching a course for teachers, but also collecting data for my research. I believe that as I was familiar with the

educational context, both through personal experience and from the needs analysis I carried out, I was in a safe position to design a CPD programme that was appropriate and relevant for the participants. Since I am an English second language speaker myself, just like they are, I thought this element would be a point for much comfort between us, and I attempted to monitor and facilitate the participants' learning rather than play the 'expert'. However, I was aware they would still look at me as someone 'bigger' than them, someone who has knowledge to pass along to them. This was perhaps because I was coming from abroad with a doctoral research study to carry out. This is a problem in Freire's view, and there was a risk that teachers would evaluate the course one-sidedly, and exaggerate its impact on their thinking, as an emotional response to my own enthusiasm for writing, and/ or in order to win my approval. To minimise these risks, I tried consistently to validate participants' own thinking and their experience as we discussed our work in the course. That is, I tried to work together with the participants, and learn from them, too. Berg (2006, p. 230) points out that the researcher in an action research study "is a partner with the study population; thus, this type of research is considerably more value-laden then other traditional research roles and endeavours." I tried to make my values clear and to share my own journey as much as possible, as they asked me personal questions and also to remind them that I am a learner, too. At the same time, the participants had many opportunities for small group discussion and for individual writing, which were open-ended and allowed for the free expression of personal opinions. My hope was that over the timespan of the course, most of the participants would sufficient confidence and reliance on their own judgement, to evaluate the course sincerely, and to develop independent views on the relevance of course content to their own setting. I return to this issue in Chapter 4, where I assess how far the impact of the course was independent of the tutor-participant relationship.

3.11   Conclusion

In this chapter, I have presented the methodological traits of my action research. I have presented my research design, talking about the type of research it is; described the methodological approaches, as well as other pertinent issues, such as the initiation of contact with the participants in Brazil.

I dealt with the sources of data I had in the research, which were two: (a) the data which I documented in the course, i.e, classroom discussion, in-class writing, and the workshops; and (b) the tools I designed to gather other types of data throughout the different phases of the research, which were focus groups, an interview, and questionnaires, and my own research journal. I presented the needs assessment telling how I planned it and why I realized it was necessary as a starting point for me to understand the environment as well as the teachers with their particular needs and expectations. This has helped me design the course to meet the participants' needs and to address my research questions.

I have also presented the course, which was the most important phase of the research. I presented here details of the activities as I had planned them by talking about their purpose, content, and format. The actual implementation of the course as well as the instruments and procedures used has also been explained.

I also in this chapter write about my role in the research, since I had a dual position as I was both the researcher and the teacher in the English CPD course.

Most of the data collected are qualitative, with only a short portion of them being quantitative. Data analysis will be presented in the next two chapters. Chapter 4 The outcomes: autobiography and reflective practice is dedicated to address research questions 1 and 2; and Chapter 5 Findings on writing pedagogy will revisit question 2 and answer question

4 The Outcomes: Autobiography and Reflective Practice

4.1 Introduction

This chapter, along with chapter 5, will present the analysis of the data collected in the research, organised to answer the research questions. Data was provided by twenty participants at the beginning of the CPD course, by fourteen participants at the end of the course and by ten at the follow up phase.

The findings presented here are expected to help answer the research questions 1 and 2. They are a development of the key research question: "How can a continuing professional development course grounded in reflective practice with a focus on writing impact Northeast Brazil ESL teachers' attitudes and planning?" The specific questions are:

Research question 1: "What can teachers' perceptions of their own teaching practice reveal about their reflective attitudes?"

Research question 2: "How can a CPD course in English writing pedagogy promote teachers' use of reflection?"

As described in Chapter 3, the tools utilized to gather data to address the questions in this chapter were: various formats of writings documenting participants' reflection on themselves and on their praxis, prompted by activities such as readings and shared reflection; questionnaires (one applied on the first day of the course, designed to establish a profile of the group, and an end of course questionnaire, designed to elicit an evaluation of the course from the participants); a self-assessment questionnaire concerning writing, administered during the course and also during the post-course follow up, and readings and discussions about ESL teaching and the teaching of writing.

First of all, I will present a general evaluation of the course through an end-of-course questionnaire (Appendix 8). While not directly addressing any of the research questions, it was clearly a pre-requisite to assess participants' satisfaction with the course before exploring deeper aspects of their learning

(see discussion of Guskey, 2000, re dimensions of CPD impact, Chapter 2, Subsection 2.2.2). Secondly, I will present the participants' profile obtained through a mixed questionnaire (Appendix 7) applied in the first day of the course, and the self-assessment scheme, which was a section in the questionnaire included to cross check that participants' needs were similar to those identified in the needs analysis study. Following this, addressing research question number 1, I will analyse participants' first autobiographical writing, also produced at the first day of the course.

Next, I will present and analyse data relevant for research question number 2, which is participants' reflection on their teaching practice, triggered by activities such as readings and discussions, all regarding ESL teaching, carried out in the course. Finally, I will deal with the last piece of writing produced in the course, which was a letter to someone important for them. This piece of writing provided data pertinent to both research questions 1 and 2.

4.2 Data analysis

4.2.1 Quantitative data

Numerical data can give us "insights about the extents, measures, or 'weighings up' of the main issues that are important to our research focus" Burns (2010: 118).

Burns (2010: 118) also reminds us that a quantitative analysis is used:

> 1.   to gain a concise numerical picture of the issues;
>
> 2.   to characterise or describe a set of numbers;
>
> 3.   to show numbers succinctly in terms of averages, frequencies, percentages;
>
> 4.   to show how numbers disperse or vary around a central point.

The quantitative data collected in this study comprised of participants' responses to questionnaires applied in phases two and three. Quantitative data will be analysed in this Chapter.

4.2.2 Qualitative data

The main body of data was qualitative. This encompassed the open-ended responses to the questionnaires, the interview and the focus group transcriptions, the researcher diary, class discussions, and the in-class writings produced in the course by the participants. Qualitative data will be analysed both in this Chapter and in Chapter 5.

For analysis of the qualitative data I followed a process of 'bottom up' coding, as discussed in the qualitative analysis literature. That is, I read each set of data exhaustively to identify patterns and for me to gain a better sense of the main ideas conveyed; after which the data was coded thematically and interpretations constructed manually (Denzin and Lincoln: 2005, 26; Burns: 2010, 104 - 105). For this analysis I have also considered Jay and Johnson's (2002) typology of reflection, observing which one would define my participants' reflection: descriptive, comparative, or critical.

Mann and Walsh critique that reflective practice has been too one-sided and dependant on writing "at the expense of potentially more beneficial spoken forms" (2013, p. 293). They want priority to be given for the analyses of talk and oral and collaborative discussions. My position there is complex, not straightforward because I actually provided participants in my project, with experience of both writing and oral discussion. However, in my analysis, I prioritise analysing writing. I am not convinced that oral discussion is the only significant way to elicit and analyse reflection. It seems to me that writing informed by talk remains very good evidence of teachers' reflection. In my study the written forms of reflection that I offer were the data representing what had been collaboratively discussed in pairs and in group as well as with the whole course group of teachers. My view is that oral discussion has a place, but it cannot be the only relevant source of data. I have the discussion first and that informs the writing; so, I have writing that is informed by discussion.

4.3 General evaluation of the CPD course

For an immediate general evaluation of the course a mixed evaluation questionnaire was applied anonymously at the end of the course. The questionnaire had seven different sections: course content, teaching and assessment, student support and guidance, writing, the course teacher, participants' progress and achievement; and finally section number 7, with two open-ended questions asking for opinions about the weak and the strong points of the course. The end of course questionnaire (Appendix 8) is fully explained in the methodology chapter, section 3.9 Course questionnaires. It addresses primarily the first two dimensions of Guskey's model of CPD impact (200): participant satisfaction and participant learning.

I made application of a 5-point Likert scale, so that participants were asked to rate from 5 = excellent to 1 = poor. There were 13 respondents, and their mean ratings are displayed in Table 4.1.

	N	Mean ratings
1. COURSE CONTENT		
1.1 Course content	13/13	4.7
1.2 Gain from course: knowledge, understanding, critical ability, language skills and general teaching and learning skills	13/13	4.7
1.3 Material covered: breadth and depth, level of difficulty, and previous knowledge required	13/13	4.4
2. TEACHING AND ASSESSMENT		
2.1 Teaching and assessment	13/13	4.9
2.2 Teaching: enthusiasm, pace, clarity, organisation, class atmosphere, student contribution	13/13	4.8

2.3 Physical environment appropriate and pleasant	13/13	4.6
2.4 Assessment load	12/13	4.2
2.5 Assessment: portfolio, group readings and discussions, and writing	12/13	4.4
3. STUDENT SUPPORT AND GUIDANCE		
3.1 Student support and guidance	13/13	4.8
3.2 Course documentation: topics addressed, aims of the course and individual lessons	13/13	4.7
3.3 Promptness on feedback on work	13/13	4.9
4. WRITING		
4.1 Writing activities: helpful for participants as ESL learners	13/13	4.8
4.2 Writing activities: helpful for participants as ESL teachers	12/13	4.7
4.3 Writing tasks: suitable to adapt to and use them in their teaching	13/13	4.7
4.4 Implement / design activities with a focus on a more contextualised writing	9/13[1]	4.7
5. YOUR CPD COURSE TEACHER		
5.1 Rating the course teacher	13/13	4.9
5.2 How course teacher applied what she discussed in class	13/13	4.8
6. YOUR [PARTICIPANTS'] PROGRESS AND ACHIEVEMENT		

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[1] Only nine participants ticked a number in this question, which was ill-elaborated. Instead, they responded with a 'yes' to it

6.1 Participant's progress and achievement	13/13	4.1
6.2 How far challenged you felt by the course	12/13	4.5
6.3 Satisfaction with own participation in the lessons and progress	12/13	4.3

Table 4-1: Course evaluation

The overall message I identify in table 4.1 is that participants have a very positive immediate response to the course, in terms of both satisfaction and perceptions of learning/ development. They also provide some evidence of their intentions regarding change in their future practice (Guskey dimension 4), though this is clearly indirect and indicative only.

Section 1. COURSE CONTENT: 1.1 and 1.2 were rated 4.7 for both content and gain from the course. This is a highly satisfactory result from the content presented, from very good to excellent. 1.3 'material covered' was rated 4.4. It is understandable that some participants would have liked to spend more time on some of the topics dealt with in the course.

Section 2. TEACHING AND ASSESSMENT: for the 'teaching and assessment' the ratings were very high for the items concerned with teaching, slightly less so for assessment.

Section 3. STUDENT SUPPORT AND GUIDANCE: The uniformly high responses to this whole section tell of the high level of satisfaction on the level of support and content of the feedback provided.

Section 4. WRITING: Overall there was a positive response towards writing, with a 4.8 rating for the writing activities being helpful for participants as ESL learners; and a mean rate 4.7 for the writing activities being helpful for them as ESL teachers. This was reinforced by the response to 4.3, which dealt with the application of writing in participants' own teaching; this had a mean rate 4.7. This result suggests the real possibilities of ideas from the programme being replicated in their classrooms, and this was confirmed broadly by responses to question number 4.4: "Will you implement / design activities with a focus on a more contextualized writing? Why?" Only nine out of the thirteen

respondents rated this question (with a mean score of 4.7); the other participants provided qualitative responses, with a "yes" followed by some positive remarks (n.b. these comments cannot be attributed to individuals as the questionnaire was completed anonymously):

> "Yes." "Yes, I will."

> "It is very interesting for my own teaching and for my students."

> "Yes. The course helped with techniques."

> "Yes. Because my lessons will be more interesting if I apply new methods of teaching English."

> "Yes. Because I noticed the importance of the context in my activities."

> "yes, we need to improve writing at schools."

Section 5: YOUR CPD COURSE TEACHER. Overall, participants displayed a high level of approval concerning myself as the course instructor.

Section 6: YOUR [participants'] PROGRESS AND ACHIEVEMENT. In section 6 the attention was turned to the participants' view on themselves in relation to the course, where ratings were somewhat lower compared to the other traits of the course, though mean scores all remained above 4.0. This section addressed three points: 6.1, 'your [participants'] progress and achievement' with a mean rating of 4.1. It seems they would have liked to have achieved even more in the course. 6.2 asked how far challenged they felt in the course. The mean rating is 4.5, which is again high. This is a positive result, confirmed by the mean rating of 4.3 for question 6.3, which asked participants to rate their own participation, or level of engagement in the lesson and their progress.

The questions within section 7 YOUR OVERALL IMPRESSION AND OTHER COMMENTS were open-ended and were meant to elicit impressions and reactions about the positive and the negative aspects of the course.

Question 7.1 "What aspect of the programme did you like best?" yielded convergent reactions and opinions. The main themes emerging were (a) discussions and sharing / exchanging of experience, with instances of 'we' /

'us' in their writing and in the discussions to illustrate they were developing team work and collaboration, no more experiencing an isolated and lonely practice. This is an important support for these teachers who do not have opportunities for ESL CPD; (b) writing as a highlight in the course; and c) the workshops, which represented the practical implications of the CPD course, a concrete attempt to promote change in their understanding of ESL teaching and in their classroom. There were also mentions of other skills such as listening and reading and the opportunity for language skill enhancement in the course. Here are some of their (anonymous) thoughts:

> "I think that was a good time for us discuss our relation with the job."

> "I like best the discussions, because we could change experience and see that we can work better."

> "It was best the discussions, experience, debates, workshops, video, writing, reading, etc."

> "Workshop. Suggestions given in other to teach students to write."

> "Exchanging of experiences, practicing writing and speaking mostly."

> "Exchanging experience, up date knowledge."

> "Exchanging experiences, training our speaking."

> "The challenge to change my writing process."

> "My listening and writing."

> "I liked most writing because I could express my thoughts about educational problem we have in the classrooms."

A striking feature of these open ended comments is teachers' appreciation of opportunities for discussion and collaborative work. This suggests that the researcher's intention to provide an active and collaborative style of working

throughout the CPD course (following e.g. Cordingley DATE) was actualised and acknowledged by participants.

For question 7.2 "What aspect of the programme was weakest?" the theme within the gathered responses was 'time'. For them time was not enough. They wished for more time to carry out more activities. Some also mentioned the need to explore other skills, such as speaking, despite the fact that there were plenty of opportunities for discussions; and the need to explore the use of technology in the writing process. I had left out sophisticated means for teaching, such as the use of computers, because in the needs assessment the problematic situation with teaching resources had been made clear. Some participants said there were no weak points, all the objectives were accomplished. Below are some (anonymous) thoughts:

> "Workshop could be longer."

> "I would like we had more time to practice writing, reading and discussions."

> "Perhaps it was for a short time."

> "The time was weakest aspect because if we had more time we could learn more."

> "The course was excellent. In my opinion I need reading and writing very much to understand better the contents."

> "Short time for discussing the material deeper."

> "It would be better if it was only one period. It was much information and little time."

> "All the goals were achieved, no aspect was weak."

> "None. However I'd say that speaking should be more explored."

> "My speaking."

> "Lack of rapport, short time to discuss and learn about the material."

> "More practical materials and the use of technology (computer) in the writing process. I mean . . . use the material (books) we are using at the moment to prepare writing materials for our students. And if there was a future 'meeting' we would show our tasks in class using the student's writing materials."

Overall these comments suggest a general enthusiasm for more opportunities /investment in CPD and its extension to other areas of pedagogy. Clearly this was beyond the capacity of this particular project and would require addressing within participants' professional context.

It seems therefore, those participants who completed the CPD course all expressed satisfaction at the end of the course (Guskey dimension 1), and felt they had benefited from the course (dimension 2). The two areas where their assessment dipped are assessment and their self. They are slightly less satisfied with themselves than they were with me, and a little less satisfied with the assessment than they were with other aspects of the course. Basically every aspect assessed rated at least 4. These results of course reflect only the views of 13 of the 14 teachers who completed the course and not those of the six who dropped out. They could be the result of unwillingness to criticise, and a wish to please the researcher who had invested personally a great deal in the course. However as we shall see below, these results can be triangulated withevidence from the follow up study discussed below, which broadly confirms the picture from the end of course questionnaire.

4.4 Cohort profile: educational and professional background

In this section I will present a profile of the participants, deriving from the first day course questionnaire (Appendix 7). I will introduce the respondents taking into account their educational and academic background and their ESL teaching experience. In Section 4.5 I will also present and analyse a self-assessment scheme, part of the first day course questionnaire and of the questionnaire administered in phase 3, the follow up, so as to provide further evidence on teacher learning (Guskey dimension 2).

The first day course questionnaire provideda profile of the initial group of participants, with their educational and professional background. There were 20 respondents, though some participants did not respond to the entire questionnaire. Following is the table with data gathered pertaining to participants' educational and academic background and teaching experience.

	N
1. GENDER	
Female	11/20
Male	9/20
2. EDUCATIONAL AND ACADEMIC BACKGROUND	
2.1 Completion of degree	
Completed degree >2 and <5 years	5/20
Completed degree >5 and <10 years	12/20
Completed degree >10 years	3/20
2.2 Degree Discipline Note: participants could tick more than one option in this item.	
Letters	20/20
Pedagogy	1/20
Other [Tourism]	1/20
2.3 Further education	
Started Postgraduate Course	17/20
Completed Postgraduate Course	16/20

2.4 Lived abroad	3/19
4. ESL TEACHING EXPERIENCE	
4.1 Participants teach grades 6, 7, 8, and 9.	
4.2 Years of teaching	
Teaching >1 and < 2 years	1/20
Teaching >2 and < 5 years	3/20
Teaching >5 and <10 years	5/20
Teaching >10 years	10/20
Teaching >15 years	1/20
4.3 Years of teaching in municipal schools	
Teaching for 1 year	5/20
Teaching >1 and < 2 years	2/20
Teaching >5 and < 10 years	8/20
Teaching > 10 years	5/20
4.4 Concomitant teaching in municipal and private schools	
Concomitant teaching in municipal and private schools	6/20
Municipal schools only	14/20
4.5 ESL teaching in language schools	
Have taught / teach	11/20
Have not taught	9/20

Table 4-2: Participants' educational and professional background

Responding to question n. 3 of the questionnaire, the participants provided a list of courses or lectures they had attended in the last five years. They also rated these courses / lectures as 'very helpful' (56%); 'helpful' (38%) of the respondents; 'not helpful at all' (6%). The courses and lectures attended included language courses (English, French, Spanish) and teacher education courses, seminars or lectures in different locations in Brazil. One participant has had the opportunity to attend an international event abroad, in the United States. Another attended a joint programme, carried out in the target city, between the local state university and a Canadian university. Not all participants reported attending courses or seminars however, with just a few attending the majority of the ones reported. Listed below are some of the professional courses / lectures reported:

How to use music in English classes

Education International Congress – Manaus, AM

Brazil / Canada for Professional development 2006, 2007, 2008; Informática na Educação.

Lecture: Amadeu Marques. Apresentação da coleção LINKS.

Encontro de Linguística Aplicada. UFPI.

EREL – Formação de Professores (Didática, Legislação Educacional)

Curso de formação de professores em língua inglesa – yazigi

Curso de tradução e versao de textos – inglês / português; português / inglês at UFPI.

Curso de formação de professores em língua inglesa – cultura inglesa

Morfosintaxe, fonética

Seminário internacional de língua estrangeira: "O Inglês global no contexto da escola." David Graddol

Shaping the way we teach – US State Department (Alumni) São Paulo 2009

ILEP (International Leaders in Education Programs) US State
Department – US 2009

The first symposium of English at UESPI

The details of the questionnaire show that I had a typical group of mid career teachers generally, with a balance between men and women. Some participants have managed to attend some courses and seminars, the majority of them in the target city, at their university, while studying for their degree, despite the fact that the municipality did not provide them with the opportunity to do so. These are pretty typical in terms of their age in terms of men and women but they are a little bit different in that these are teachers who are keen on going to courses, as they have attended previous courses and they have come to my course as well. It is likely that the people who showed up and remained in the course are the people who are slightly more professionally active.

At the beginning of the course I had 20 attendees, and 14 later. I tried to contact the non-completers, but was not successful. On a second attempt I emailed one of them and sent messages to two others through a social network where I located them. Only one participant returned the questionnaire (Appendix 12) designed to understand why they left the course. I used the data for the first questionnaire with all 20, and for the qualitative data I concentrated on the participants who contributed to all writings and discussions, as only one of the participants who left the course wrote only one piece.

The only non-completer who responded to the targeted questionnaire was P15. She learned about the course at the school where she teaches. She cannot remember how many hours of the course she attended. P15 decided to attend the course because it was in her 'pedagogical week'. She asserts she did not leave the course but was invited to take part in a school related programme about education and therefore she needed to use the pedagogical week for planning and preparation. As regarding the ideal format for CPD programme for ESL teachers P15 said it should be one which addressed methodology. Asked about how she felt about the opportunity to discuss teaching topics with her peers in English she stated that she felt they would exchange experiences.

P15 had never before attended any course specific of ESL teaching. She did not inform me she was leaving the course because she said she did not have the time to do so. And finally she considered the texts presented in the course in English to be of easy comprehension.

4.5 Self-assessment scheme

The self-assessment scheme (see Appendices 7 and 9) was an opportunity for participants to reflect on their own personal performance and on their teaching practice regarding writing. It was administered twice (as part of the first day questionnaire and at follow-up). This allowed for further analysis in terms of teachers' perceived learning/ development during the course (Guskey dimension 2).

Participants were asked to identify the extent of their agreement or disagreement to a number of statements, which evaluated their current perceptions of writing in their teaching and of themselves as writers in English. Respondents were asked to tick a Likert scale to reflect their choice: 1- Disagree; 2- Slightly disagree; 3- Neither disagree nor agree; 4 - Slightly agree; 5- Agree. Tables 4.3 and 4.4 show the participants' perceptions regarding their personal performance in writing in English, while attending the CPD course (n = 20) and at the follow up phase (n = 10).

	N	1	2	3	4	5
a. I write in English quite often	11/20*	2	4	1	1	3
b. I am a very good writer of English	20/20	2	5	3	5	5
c. I write my teaching materials in English	18/20	4	5	2	5	2
d. I write emails in English	20/20	6	3	1	7	3
e. Writing in English is easy	20/20	1	4	5	7	3

Table 4-3: Participants' self-assessment: personal performance at the CPD course

	N	1	2	3	4	5

a. I write in English quite often	10/10	-	2	3	4	1
b. I am a very good writer of English	10/10	-	2	3	4	1
c. I write my teaching materials in English	10/10	-	2	2	1	5
d. I write emails in English	10/10	-	2	2	6	-
e. Writing in English is easy	10/10	-	2	3	4	1

Table 4-4: Participants' self-assessment: personal performance at the follow up phase

An immediate problem with interpreting these tables is the high attrition rate. In Table 4.3, there is a tendency toward separation of responses into two groups (with points 1-2 selected quite frequently and points 4-5 also selected quite frequently, the neutral point 3 more rarely). However in Table 4.4, there is a clear overall tendency to select higher points on the scale, and points 1-2 are rarely chosen. For ethical reasons, the questionnaires were administered anonymously, and unfortunately this means that we simply do not know whether the drop-outs all came from the group returning low scores on the first administration, i.e. were those less confident in English. The results from Table 4.4 at least confirm that those who completed the course, all ended it relatively confident about themselves as English users.

Tables 4.5 and 4.6 summarise participants' responses on how often they work on developing writing skills with their students, considering various levels of writing they might do. Table 4.5 presents this information from the CPD course phase, and Table 4.6 reports this information at follow up.

	N	Often	Occasionally	never
a. With my students I do writing	18/20	3	13	2
b. My students only write copying from blackboard	19/20	12	7	-
c. My students write words and	20/20	6	13	1

	N	Often	Occasionally	never
phrases				
d. My students write sentences	19/20	4	11	4
e. My students write compositions	18/20	-	5	13
f. My students do creative writing	19/20	-	5	14

Table 4-5: Participants' self-assessment: writing teaching practice at the CPD course

	N	Often	Occasionally	never
a. With my students I do writing	9/10	-	9	-
b. My students only write copying from blackboard	9/10	8	1	-
c. My students write words and phrases	9/10	3	6	-
d. My students write sentences	10/10	2	8	-
e. My students write compositions	9/10	-	7	2
f. My students do creative writing	10/10	1	4	5

Table 4-6: Participants' self-assessment: writing teaching practice at the follow up phase

Tables 4.5 and 4.6 have the same problems as Tables 4.3 and 4.4, in terms of attrition and its possible impact on the responses. However, Table 4.6 does provide a useful picture of practice prior to the CPD course, with a majority of teachers claiming to undertake copywriting and/ or writing at word and sentence level only, and other forms very rare (e.g. teaching of compositions attempted by 5/20 participants). There is at least a hint of change in Table 4.6, with 7/10 respondents saying they teach composition. However because of the high attrition rate between the two questionnaires, it is not clear how far this reflects real change in teaching practice.

4.6 Autobiography and reflection on practice

In this section, I will address specific research question number 1: "What can autobiographical accounts of their own teaching practice reveal about their reflective attitudes?". Data relevant to this question was gathered through two different pieces of writing produced in the course.

The participants had two opportunities to write in an introspective mode about their personal and professional life. The first piece of writing produced in the course (Appendix 10: CPD course syllabus, p. 1) was meant to give me a flavour of what participants felt in their role as ESL Municipal teachers, and to understand how they identify themselves in the profession, as they came to the CPD course.

Also relevant was the creative last piece of writing, in the form of a letter to someone important for them (Appendix 10: CPD course syllabus, p. 5). It was designed to elicit ideas from the activities developed throughout the course. It also had the purpose of providing them with an opportunity to once again reflect on a more personal and then professional level; this time post CPD course. For me the main interest lay in what new elements could be observed in their reflection as an impact of the course whose goal was to promote change and emancipation.

As these pieces of writing are used to assess the nature and quality of teachers' reflection, and any change which took place within it, it is important to note that, given that the tasks were not the same, there was some possibility of bias in the kind of reflection that they might elicit. Thus for example the autobiographical writing task might be expected to elicit primarily descriptive forms of reflection (Jay and Johnston, 2002), while the creative piece of writing might be expected to provide more opportunity for critical reflection. However I hoped that given the very open ended nature of the tasks, it should be possible for teachers to show their reflective abilities at different levels in both tasks. The possibility of bias was kept in mind during the analysis process as indicated below.

4.6.1 First writing

The first piece of autobiographical writing was completed by all fourteen participants who completed the course. The themes observed in the data give account of three different moments in their lives as a teacher: **past**, i.e. when and what has made them decide to become English teachers; **present**, presenting reflection about their current personal and professional situation; and **future**, which is about their thinking concerning future professional plans and decisions. Within each of these moments other sub themes were observed that will be explained below. Some participants cited more than one reason for becoming English teachers. In this section the task will be identified as AutobioDay1, and participants' comments will be identified by this code plus an additional personal code, for example AutobioDay1P1, referring to the type of writing they produced and the day in the course when it happened.

The past/Becoming a teacher:

The participants demonstrate a variety of motivations/ reasons for becoming a teacher of English: (a) fascination and interest in English; (b) English as a window on culture and on the wider world; (c) early interest in teaching English; (d) general interest in teaching, with English being a secondary subject; and finally (e) teaching English as not being their priority, being a secondary professional or temporary option. Some participants cited more than one theme on their path to become English teachers.

Fascination and interest in English

A significant number of participants [8] cited fascination and an interest in the language since the beginning of their contact with English, in an organised language course. That fascination represented a professional decision for some. Fascination was also a result of contact with the culture and having English as part of pleasant activities such as listening to music, watching movies, and reading.

> "I always studied at public schools. English for me always was the first subject. When I began to work with English I had just 'Ensino Médio'" (AutobioDay1P1).

"First of all I want to say that I've always enjoyed the English language very much. It was a dream speaking English since I was a little girl so becoming a teacher was a consequence of this passion" (AutobioDay1P3).

"I always had a desire to teach English. I really love this language. In my free time I'm always dealing with English. I listen to English songs, watch movies, read anything in English and, of course, planning classes, correcting tests and so on" (AutobioDay1P10).

"I've been teaching English for almost twelve years and I got interested in English when I was fifteen years old when I began an English course" (AutobioDay1P4).

"I didn't like English very much but when I took the course I started enjoying it!" (AutobioDay1P2).

"I love to watch movies, listening to music and read, so I noticed that English was involved in all these things, then I realized that I loved English. This way I decided to study English, but only because I liked English I was not thinking about be a professor" (AutobioDay1P8).

"When I was a child, about 7 years old, I listened an american popular song for the first time and I became fascinated about that language. Since that time I liked English language. Many years later I noticed that through the knowledge of English I would get more information about world wide" (AutobioDay1P12).

"I always had a desire to teach English. I really love this language. In my free time I'm always dealing with English. I listen to English songs, watch movies, read anything in English and, of course, planning classes, correcting tests and so on" (AutobioDay1P10).

> "During the Major of Physics, I also realized that I had some interest in learning English, I like English musics and movies, I had some years in an English course (Yazigi) than I saw English would be an easy major to me" (AutobioDay1P7).

English as a window on culture

A few (3) participants cited English as a window out into the world, on distant lands, and giving access to other cultures:

> "I've studied English since I was 12 years old. And it has given me the possibility to get in contact with different cultures, literature and knowledges. So, why not teaching English?" (AutobioDay1P9).

> "I liked English for the very first, when our teacher spoke to us. I was fascinated by that different language, a language from different and distant lands. This "love" has become part of my life and I graduated in English from UESPI in 1999. I became a teacher, an English teacher" (AutobioDay1P11).

> "Many years later I noticed that through the knowledge of English I would get more information about world wide" (AutobioDay1P12).

Early interest and decision to teach English

Participants displayed an early interest in teaching English, some because of an inner desire or opportunity to teach it; others influenced by someone important in their lives, such as a brother or a teacher. There is also an example of a participant (AutobioDay1P13) who had a practical and satisfactory experience teaching English to children before she entered university. This experience helped her make the decision of becoming an ESL teacher.

The 'inner desire' to be teacher of English is illustrated in the following quotations:

> "In 1994, I had an opportunity to teach for an English school and I worked there for 7 years. In the beginning I was hard to

> me working with so many students, with no material and no experience on that reality" (AutobioDay1P2).

> "Since this moment [started studying English] I decided that I would an English teacher" (AutobioDay1P4).

> "I started teaching English in 2006 on an ESP course at UFPI. I just loved that. I think I don't know how to do anything else that is not teaching English" (AutobioDay1P10).

> "This "love" has become part of my life and I graduated in English from UESPI in 1999. I became a teacher, an English teacher" (AutobioDay1P11).

There were also exterior influences from other people, who motivated the decision to become an English teacher.

> "I use to tell that when I was a child, a teacher (English teacher) put a spell on me. 'You're good with English language, P10. You're going to be a good English teacher.' So that's the reason I became a teacher of English. I always had a desire to teach English" (AutobioDay1P10).

> "At home I had the influence of my brother, he is an English teacher and works at the State University" (AutobioDay1P8).

> "I have been teaching English since 1993. My first job as a teacher was at FISK School. I studied English there, and then I was invited to teach children, very young boys and girls. It was a great experience. Soon I decided to atend a Portuguese course at the 'Universidade Federal do Piaui', and in that time we could choose another language to study and teach, I preferred to teach English" (AutobioDay1P13).

Only one participant displayed an interest in teaching in general, with English being a secondary interest.

> "Teaching English in my life has come almost as a casual fact. But not teaching. For me, teaching has been a way to practice

my trust in mankind. I believe we are full of possibilities to solve our problems" (AutobioDay1P9).

'Other' reasons: English as secondary professional option

Finally, two participants described becoming English teachers either as a secondary professional option or for lack of opportunity to pursue their first professional option. For distinct reasons they felt compelled to opt for ESL teaching as a career path.

AutobioDay1P12 thought her first option would be too difficult to enter university, and she chose Letters because she saw it as having lower entry requirements. AutobioDay1P7 had learned English as a step toward a quite different career:

> "When adholescence came I decided my graduation in Letters, but it was a second alternative to my main option: veterinary science, but as every adholescent, I thought I wouldn't have competence to pass in the university entrance examination in my first option, so I choose Letters" (AutobioDay1P12).

> "Thinking about the past, I realized how I came to this job. Actually, I always wanted to be a pilot, before I walk, I've already dreamed to fly, but here [in target city], it's not possible to have a good pilot's course. So, I went to UFPI to study Physics, another thing I like. (. . .) speaking a foreign language would open many door to my profissional carrer)" (AutobioDay1P7).

These participants did not originally wish to become English teachers. Still, they came to the CPD course and engaged in all activities proposed. AutobioDay1P7 acknowledges the importance of the language as a tool to enhance his access to other professional careers. This is still some positive connection with English, despite a rejection of teaching as his career goal.

The reasons why participants became English teachers vary, but at this point in this pre-course autobiography they seem generally to be very subject focused. The most striking reason is the passion and fascination with the language and with the culture. They became fascinated with the language of power, with the

language which dominates the world. There is a consensus that English is a desirable language or subject to teach. The culture is attractive and has been part of their life since they were kids through TV, films, and music. They were not hearing songs in our indigenous languages Guarani, or Tupi, for instance. Instead they entered in contact with the powerful English language.

This attitude among good, committed English teachers is double edged. It is liberating and it is oppressing as it is the language of the bigger, the powerful. It reflects the powerful language and how it has permeated the culture in Brazil. I understand Maths teachers may also be in love with their professions but these English teachers aim for something that goes beyond their territory, their world and their imagination. It is about having a profession which is fulfilling and offers cultural reward, leading to films and TV programmes to watch, and literature and music to enjoy. It is about a new world that goes beyond their own setting. It is a desire to cross borders, to be in contact with another, magic, world by ignoring barriers and limitations. Choosing to teach English may have been the second option for some for different reasons, and also due to the influence of others, but this does not eliminate fascination of English.

Considered from the perspective of quality of reflection, in this first piece of autobiography writing, right at the first morning of the morning and just after a 5-min discussion with peers, it seems that for this particular theme, the participants display reflection which is mainly descriptive (Jay and Johnson, 2002), about their past and the path they followed to become ESL teachers. There are very limited elements of comparative reflection notably from two participants who had not made English their first career choice (AutobioDay1P7, AutobioDay1P12). And finally there is a clear expression of critical reflection from one participant (AutobioDay1P9), who relativizes her interest in English as a subject, in comparison with a wider career commitment to education in general terms. Overall this first piece of writing revealed a rather descriptive reflection (Jay and Johnson, 2002) telling of their life; but with some of them talking about affective aspects. It was the beginning of building up a professional identity.

The present/ current impressions about ESL teaching:

Participants' current impressions were also a theme in their first, autobiographical piece of writing, and within this I identified other sub themes. The sub themes I have used to organise and analyse the material concerning fulfilment refer to a current and or still present interest and passion for the English language and ESL, as well as fulfilment through relationships with students. The sub themes observed related to the drawbacks were complaints about students' and students' family motivation, and also about working conditions, in regards to low salary, teaching to large groups, professional frustration and a need for CPD.

Fulfilment in the practice of teaching

Fulfilment from relationship with students

> "In my practice as an English teacher, I have tried to make my students free through reading and expressing their thoughts, making them aware about important issues on the world around" (AutobioDay1P9).

Fulfilment from teaching and fascination with English

> "I teach English since 2008 and has been a good experience for me, besides in this profession we can both teach and learn everyday" (AutobioDay1P8).

> "I've been teaching in Municipal schools for more than ten years and I believe that it has been a great experience and learning because it's necessary to work hard to get a positive result. I can say that I've already experienced by some levels of teaching until here, for example, private school, worked with children, English course and others and this made me reflect on my English teaching practice because I can evaluate it and see the positive and negative aspects. Nowadays I can consider myself a teacher that is satisfied with I do and I always try to improve in my professional career, always worried with the good result and good learning of the students" (AutobioDay1P4).

> "I really love this language. In my free time I'm always dealing with English. I listen to English songs, watch movies, read anything in English and, of course, planning classes, correcting tests and so on" (AutobioDay1P10).

> "I started teaching English in 2006 on an ESP course at UFPI. I just loved that. I think I don't know how to do anything else that is not teaching English" (AutobioDay1P10).

Drawbacks in the teaching practice

Problems with student motivation and family motivation

Participants expressed problems with parental motivation. Thus, teachers would like to have the students' families more involved in their educational process. It is an idea of family and school working together, as a committed community.

> "The most difficult problem now is working without the participation of the students' family that rarely come to school or give us support. Their family seem to give no importance to their school life" (AutobioDay1P2).

> "I liked my profession but today is boring because the students don't think about their future" (AutobioDay1P1).

Working conditions

Complaints about working conditions (long journeys, salary and materials / resources, hours, large classes) are another recurrent theme. For example, AutobioDay1P11 used to enjoy teaching, but does not like it anymore. He reports that he works a lot and earns only a low salary; even the necessary materials are not provided. Others make similar comments:

> "I've been teaching English but now I think we need help. Help from the system, whatever. Help that brings motivation back. I think we need to change our methods. We need to change our attitudes towards English teaching. Things have gotten better, but there is room for improvement and the key words are:

materials and salary. We need more tools once we don't have even the English book. The salary is another problematic issue" (AutobioDay1P11).

"Since 1985 I work in the morning, in the afternoon and at night. It's because we know that teachers always receive a bad salary" (AutobioDay1P1).

"We, as English teachers, have a hard schedule at schools, fourteen classes in each period of the day. Sometimes we are voiceless asking them [usually 40 students] to be in silence and reading with them. It's tiresome!" (AutobioDay1P3).

"I am not happy in my profission. My reality, when I started to teach, during all this time I didn't have English book, etc" (AutobioDay1P14).

"Even though i like to be a teacher, unfortunately I must say that I am not so happy as a teacher of English. My journey starts at 4:45a.m. I wake up, take a shower, drink a cup of coffee and I get ready to take two buses to work. By 5:30 p.m I am back home. In the night I have another journey in a State public school. So, I have no time for me. Better saying, I have this time only on Saturdays and Sundays when I have no exercises to correct at home. In other others, there is too much work to too little payment. I need to work less because I'm getting little satisfaction with my occupation" (AutobioDay1P5).

Again, most of these comments on everyday practice fall at a descriptive level, in terms of quality of reflection. But again there are glimpses of other forms of reflection, e.g. the comparative reflection on different work places produced by P9.

Need for CPD

Participants would like to attend CPD courses to improve language skills. AutobioDay1P2 asserts CPD is crucial to help teachers work better and feel more confident to teach ESL:

> "I work since 1981 like teacher in english. I love my professional. I have many difficult in the english language. Finished the course, but passed for many problems. Today I work here in [Target city] with two public schools '*Municipal and Estadual*'. I didn't practice conversation during my course because I had fair. Then until today I am with that big problem. I would like to participate many capacitations, but unhappy we don't have" (AutobioDay1P6).

> "Anyway we have to keep working and trying to make our best. I think it is necessary a continuing professional development to make us feel more confidence and face this problems in a better way" (AutobioDay1P2).

In the reflection of AutobioDay1P6, we can again see an element of critical reflection, at least regarding teaching methods – she is aware of possibilities for "practicing conversation", and is self critical because this is not possible for her.

Overall, when writing about current feelings on their practice, and their self-perception as teachers, some referred to fulfilment and professional self-realisation with nothing else they would rather do professionally. This satisfaction relates to the English language. However these same teachers point out problems. When they say they do not like teaching ESL anymore they blame it either on the low salaries or on the students, who they allege are not interested in learning anything.

Overall, throughout these autobiographical accounts, participants talk about their present situation, and their reflection is mainly descriptive (Jay and Johnson, 2002). This may be partly a result of task bias (the autobiography task could be completed successfully on this level). However the task did show itself to be sufficiently open-ended for a small number of participants to display elements of descriptive and critical reflection as well. This suggests that in the absence of sustained opportunities for reflection, teachers' thinking remains largely at a descriptive level.

The future

Finally in the first piece of writing there were also a few references to expectations about professional future, from a minority of the participants only. The themes about future which emerged in the writing were again divided into hope and optimism about the future on the one hand, and examples of disillusionment and the desire to change professions on the other.

Hope and optimism for future

Two participants express the general hope for better teaching conditions. Moreover, AutobioDay1P3 shows excitement about the future possibility of having a textbook, especially designed for state schools.

> "And I wait that we will have best schools in the future to that will be possible do a good work" (AutobioDay1P1).

> "Finally we're going to have English books next year and a book prepared for public students specifically. So we're gonna have the chance to do a better job. That's what I aim as an English teacher" (AutobioDay1P3).

Disillusionment and desire to change professions

On the other hand, a few [three] participants conveyed plans to change professions.

> "Now, I'm looking for a new profession: I would like to work in contact with nature and animals, maybe an specialization in environment or a public job about that; but my love for English language goes on" (AutobioDay1P12).

> "Despite of my love concerning the English language I don't think about being a teacher for a long time, I want to use my knowledge about English in different ways, this way I took another course where I could use English and also have fun and the course of Tourism I found it" (AutobioDay1P8).

> "I didn't intend to be a teacher, actually my ambition is the diplomatic carrer, I want to know other countries, costumes and cultures, to travel to distant lands (all by plane, of course!). I consider this job temporary, just to gain some knowledge and

> experience, its a kind of trainning for the future; so, I do my best in everything I do, and work hard, study hard, because, someday, I will be prepared for the work I really want to have" (AutobioDay1P7).

AutobioDay1P12 has found the practice of teaching different from theory, and wants a less alienating profession. She now wants to do something related to her original professional dream (working with animals), though her subject interest survives. AutobioDay1P8 also wants to change professions in the future, even though still connected to the English language. The main interest is to stop teaching, as it seems to be a stagnant profession; she has used her English as a starting point to choose and invest in a new profession.

AutobioDay1P7 also wants to change professions in the future and sees English teaching as a temporary occupation only. For him, English is once again a tool which can be useful in another, future, profession.

Overall, in this final group of Day 1 comments about the future, participants are critical of their present situation and express hopes for change. However, this is done in extremely generally and abstract terms; no critical perspective is expressed on the likely contents of the new textbook, for example, and those dissatisfied with teaching see a change of profession as the only solution. This analysis suggests that before the course, the participants' professionalism was not very fully developed and that their reflective ability remained largely at a descriptive level. However it also shows that participants could and did respond very fully and positively to the autobiography task and it could elicit a reasonably full picture of their present thoughts about their profession.

4.6.2 Reflection on praxis

In this section I will present the findings of the participants' written reflection on their current ESL teaching practice, as further evidence of their development as reflective practitioners, relevant to Research Question 2: "How can a CPD course in English writing pedagogy promote teachers' use of reflection?". Throughout the course participants collaboratively discussed points related to

their practice, but there was one instance of writing devoted to explicit reflection about this.

The written reflection on practice happened on Day 2, in the afternoon. It had originally been planned to happen in the next morning, but I decided to swap the timetable, making adjustments in the programme. The writing was prompted by D'Ely and Gil's article "In search for an equilibrium: a teacher's view on her practice" (2005), group discussion about current practice, and also by videos from a language school classroom (Harmer, 2007). The prompt provided linked the course readings and teachers' own beliefs and experience: "write a reflection responding to the readings and reflecting on your own beliefs and experience as an English teacher" (Appendix 10: CPD course syllabus).

The recurrent themes that emerged from the data are reflections on: (a) the role of the teacher and on teachers' professionalism, (b) daily teaching practice; (c) relations with students; and finally (d) working conditions. Because some participants contributed on more than one theme in their reflection the total numbers of participants does not always equal the actual number of respondents per theme. In this reflection on praxis section participants will be identified as ReflectPraxisDay2; for example ReflectPraxisDay2P2. This refers to the nature of the reflection and to the date in which it occurred.

Reflections on the role of the teacher / On teachers' professionalism

Within this main theme the subthemes that emerged were general awareness of values and ethics, power and responsibility; and also reflection itself as being new to them. However, concerns about workload and conditions also continued to be expressed.

A few [3] participants made general comments on teachers' professionalism, beliefs, values and ethics as drivers of professional activity, not pointing out anything specific about their personal values:

> "Yesterday when we talked about 'the role of the teacher' we
> discussed and we concluded that our beliefs are reflected on

the way we do things, so we act according to our beliefs, values and feelings" (ReflectPraxisDay2P2).

"I think, first of all that values are important and must be respected. Our teaching must be based on values and ethics. Every student is different, his individuality must be respected" (ReflectPraxisDay2P11).

"I think education is the best way to change the world into a better place. I know teachers can contribute by using their knowledge and power of influence people to help students to develop their potencial" (ReflectPraxisDay2P13).

Just one participant cited reflection as something new in professional practice:

"Reflecting about my practice in classroom is something I have done more recently, cause as time goes by I've learned how important is to reflect about not only the contents I have thought in class but how I have reacted to students' responses to what I've been teaching" (ReflectPraxisDay2P3).

On-going workload concerns

Two participants took this opportunity to express on-going workload concerns, as in the pre-CPD course autobiographical writing. Thinking about routine teaching, teachers continue to cite their heavy load of teaching hours with diverse students and different settings. For example, ReflectPraxisDay2P3 has a heavy load of teaching hours:

"It's not always easy to have three different schools to work with different level of students and work at elementary and high schools at the same time. And in addition to teach at a foreign language on weekends" (ReflectPraxisDay2P3).

"I work in the three periods: morning, afternoon and night in this schools. Municipal, State and private. It's a quick job but pleased" (ReflectPraxisDay2P6)."

Reflection on daily teaching practice

So far, the reflection on practice which has been described is primarily at a descriptive level (despite references to ethics and values). Under the theme of overt reflection on their practice there is a group of sub themes which revealed somewhat higher levels of reflection by participants; some concerned technical solutions; and others dealt with lesson planning as important to successful teaching.

Two participants reported existing critical reflection about their ESL teaching practice:

> "I got worried when I realise something didn't work out. I imagine if teachers know how they can make someone feel miserable when we do or say something that can have bad consequences to their students life. That's why I usually think to myself 'Am I doing things right?', 'How can I make it better?' (ReflectPraxisDay2P2).

> "Teaching is a highly complex enterprise, is a chanllenge. I face good and bad moments every day. I believe that if you search for an equilibrium you need to be in constant search to solve up the duality that is in ourselves and in the teaching. Finally, I think the teacher needs to be compromised and responsible, so is you decided to be a teacher, be a good teacher and always reflect on your own practice" (ReflectPraxisDay2P4).

> "It's necessary to observe our practice daily. We always try to do the best but sometimes this doesn't happen. We get disappointed in some situations and we detect problems in relation to our practice and we need to do self critique because reflection and teaching come together" (ReflectPraxisDay2P4).

Two participants, ReflectPraxisDay2P5 and ReflectPraxisDay2P10, expressed concern about finding technical solutions, including some (limited) evidence of existing comparative reflection:

> "The students ask some questions that sometimes are relevant and sometimes aren't. We have to know how not to deviate from our aims. How the language works, how students acquire and learn a foreign language, how to manage class and time

> and so on are some of the knowledge teachers must have"
> (ReflectPraxisDay2P10)
>
> "In my case I need to improve my methods for teaching in
> order to offer a better service to my pupils. There is a
> possibility to receive a new material, an authentic material,
> next year, 2011. The perspectives are the best possible
> because it will be the first time (in 15 years) students and
> teacher will be able to have a material to use in the
> classrooms" (ReflectPraxisDay2P5).

Lesson planning leads to ensure effective teaching

Within the theme of reflection on their daily lesson planning, six of the
participants reveal a positive outlook. These participants acknowledge that
students respond positively when they have a clearly well planned lesson.
Therefore, taking the time to plan pays off. These teachers also stress the
importance of variety in maintaining student motivation, and
ReflectPraxisDay2P11moves beyond technique to talk about creativity in lesson
planning. Much of these positive accounts essentially provide descriptions of
'what works' e.g. ReflectPraxisDay2P1, ReflectPraxisDay2P2,
ReflectPraxisDay2P8, but there are glimpses of comparative and critical
reflection expressed e.g. by ReflectPraxisDay2P3, ReflectPraxisDay2P9,
ReflectPraxisDay2P11:

> "When you have time to prepare your classes it's different. You
> feel the mood of your students in response to what you did
> different at that day. You need to be strong to reflect about
> yourself and what you have done as a teacher"
> (ReflectPraxisDay2P3).
>
> "Methodology is important, of course, there's a standard, a
> model to follow, an initial plan, but we are not tied up.
> Creativity makes miracles" (ReflectPraxisDay2P11).
>
> "In my practice, what has helped solve the problems I
> encountered was method, strategy, knowledge of what and

how to do things, belief in what I do and the possibilities of my students" (ReflectPraxisDay2P9).

"Teaching English could be stressful but most of times could be interesting and funny, because we talk about a lot of things, about different situations and to support this classes of English we can use several kinds of materials like films, musics, texts, mimic, facial expressions and so on" (ReflectPraxisDay2P8).

"[. . .] we should use good methods, adequated material to facilitate the students' learning" (ReflectPraxisDay2P1).

"I like to use different materials when teaching. I use flashcards, texts, pictures. When teaching I like to make myself as clear as possible" (ReflectPraxisDay2P2).

Reflection on relations with students

The quotes in this section indicate a range of views on how far teachers are or feel responsible for students' emotional states, confidence or even how far they should become involved with their students' personal problems.

"A teacher has not to be either so close or so far from the students. They have to feel confidence and believe you care about them" (ReflectPraxisDay2P2).

"In our relationship with our students we can make it clear that we are accessible, we are there to support them, we are reliable, they can count on us. All of this without giving up our goals to achieve in our classes" (ReflectPraxisDay2P11).

"I really believe that a teacher needs to have a good relationship with the students, get their respect and construct a process of personal growth for both" (ReflectPraxisDay2P4).

ReflectPraxisDay2P9 on the other hand does not want to become involved with students' personal problems, while others believe students should accept more responsibility for their learning.

"The problem is that, in Brazil, among 'educators', there has been a wave of reading material that does not help in a way for the simple reason that they try to give teachers tasks or responsibilities that are not theirs. The teachers by such "educators" must get involved in students personal problems. Being friendly for them is necessary. Being a clown or being funny is also necessary. But I do not think so" (ReflectPraxisDay2P9).

"Students expect a lot about teachers, especially English ones. They want us to know everything. I think we have to know the necessary things that are involved in teaching" (ReflectPraxisDay2P10).

"Students sometimes say "I don't even know Portuguese. How can I learn English?". By the way, they don't have conscience of the real importance of learning a second language. They should get more involvement in the learning process. How? By doing exercises, by paying more attention to the teacher's explanations, by respecting the teachers, by studing to get good grades. If a teacher asks them to do the exercises, inside or outside the school, few of them hand the works (papers) back. So the results are not reasonable" (ReflectPraxisDay2P5).

Here, participants' views are generally descriptive (about what the problems are, about what works), but are also divided, with some tending to return to a complaint tradition. Moreover, some participants demonstrate ambivalence about what they believe to be students' expectations and about innovation and attempts to make teaching more student centred. Some also tell of concern and preoccupation about having a good relationship with students, but there is little evidence of reflection beyond a descriptive level.

Reflection on working conditions

The teachers also used the opportunity of this piece of writing to stress once again the drawbacks they are faced with in the public / state schools environment: large classes and indiscipline in the classroom, few resources,

low wage, lack of motivation on the part of the students. These reflections on scarcity of resources repeat the opinions previously elicited in the needs assessment phase.

> "As an English teacher I try to vary the classes not only to avoid the routine but also to motivate and catch attention from the students. I should confess that in the context of public schools sometimes, better, most of times is difficult to execute some activities, we have to remember that in our classes we work with more than 35 students, sometimes 40 or more" (ReflectPraxisDay2P8).

> "There are many classroom, students and so little time, wage and worst respect and valorization in recognition of our job" (ReflectPraxisDay2P14).

> "The students of municipal school don't receive books, that is the principal; second the secretary of Education, next year they will receive" (ReflectPraxisDay2P1).

> "Teaching English is really a hard task for Brazilian teachers in public schools. Some problems are inserted in this situation such as lack of resources, lots of indiscipline and violence in the schools, much gossip, packed classes (from 30 to 50 students), little time to teach (about 100 minutes per week), low salaries and so on" (ReflectPraxisDay2P5).

However, some participants did not just rehearse the problems as in the descriptive reflections cited above, but acknowledged the need for method and commitment to tackle the problem.

> "The problems that come along with this practice such as indiscipline, low salaries, lack of resources among others can be overcome with method, responsibility, compromise by the teacher" (ReflectPraxisDay2P9).

Working conditions and the videos

The videos we watched and which were also part of the input for reflection on practice, potentially provided a basis for comparative reflection. Participants

certainly commented that these were very different from their setting. They responded to the videos primarily by comparing private to public schools, which they see as two different realities. The private school is the ideal reality. Participants state it is very difficult if not impossible to be creative in public schools. Nonetheless, some do identify some ideas in the videos they think they could apply:

> "After the video I noticed that most of the techniques used by these teachers couldn't be used in our classes because we have many students in a classroom, we have few time to work as the teachers in the video. So, we live different realities. It's almost impossible to a public school teacher to use most of those techniques on a forty students classroom. It's very difficult to be a creative and successful teacher in public school" (ReflectPraxisDay2P12).

> "Videos we saw this morning show different situations and aspects of the teaching-learning process. So we saw a part about "Teaching vocabulary", another on "beginning a lesson" and some others. Undoubtedly we can absorb new experiences which should be taken to our students. The video shows several techniques for teaching English and they are very interesting if well applied. It is very important to say that our reality is totally different from the persons who are on videos. What we can do is to adapt some ideas to use them in our classes. This way our classes will be more interested in learning a foreign language, specifically English" (ReflectPraxisDay2P5).

> "Regarding the movie we've seen today, about some of the procedings and teaching tecniques of the professors in Southampton, that are some interesting thing to say. First of all, the classes are small, around 12 – 15 students, and their behavior is excellent. Far more different from our day-to-day reality here, so, they can practice pronunciation and dialogs as written as spoken. In our English classes, dialog, for example,

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> can be used, but only written, since we have to manage classes of 40 students, each one of than as messy and noisy than an entirily southampton's class! The idea of mapping however, is good enough to be tried, I am going to adapt it in my work. The other ideas however, I can't see how to use in my dayly practice, but I think they will became important when I am teaching in an English school like Yazigi or Wizard. Indeed, someday I will do that" (ReflectPraxisDay2P7).

In this reflection participants show somewhat conflicted thinking. On the one hand there is a tendency to reject the videod lessons as irrelevant to their context – a very basic form of comparative reflection. On the other hand some participants are able to distinguish and comment on particular features which they view as relevant to their context, a more constructive form of comparative reflection.

Overall, the themes identified in this Day 2 writing activity repeat those of the 'needs analysis', and to some extent those themes from the autobiographical writing. It seems inevitable that the 'complaint' tradition surfaces here, reflecting teachers' partial alienation and view of teaching as a job rather than a profession. Their reflections remain primarily at a descriptive level, but it can be argued the course tasks and discussions are stimulating somewhat increased elements of comparative reflection which can be detected in this set of writings.

4.6.3 Autobiography: Letter to somebody important to them

The last piece of writing produced in the course was a creative piece of writing which also told about participants' journey and perspectives for the future. This was written post course and therefore expected to provide data related to the impact of the CPD course on participants' reflection ability. The letters were addressed to a range of different people, such as a brother, a psychologist, the peer teachers, a friend, to parents, and even to myself. Fourteen participants wrote letters, on Day 5, responding to the prompt

> "Write a letter to someone special telling him or her or them about your life. Remember to talk about your experience of learning English and now teaching it. Tell them of your plans to

> change your life and or your teaching practice (this is an
> opportunity for deeper and more creative writing)".

As the letter was written at the end of the course, it was hoped that some new/ different types of reflection might emerge which had been stimulated by the CPD course. It must be acknowledged that the phrasing of the task prompt deliberately encouraged a move to a critical level of reflection. However like the other writing tasks, the task was very open ended so it remained to be seen whether with this encouragement, and following the input of the course, the teachers could in fact respond and produce critical reflections more systematically.

So, this letter elicited robust data which addressed research questions 1 and 2. For clarification purposes, I repeat here both research questions:

Research Question number 1: "What can autobiographical accounts of their own teaching practice reveal about their reflective attitudes?"

Research Question number 2: "How can a CPD course in English writing pedagogy promote teachers' use of reflection?"

The themes that emerged in this writing through a bottom up analysis were varied. Some of the themes present in the first piece of autobiography writing can be cross-referenced here, i.e. fulfilment with their teaching; dissatisfaction, or participants reiterating a desire to change professions. Other themes, were directly related to/ triggered by the CPD course and what it represented, that is, the opportunity to improve their skills as both learners and teachers of English, and possible future changes in their practice triggered by the course. The creative writing task elicited new, different ideas and perspectives from those expressed in the autobiographical writing. As new themes in this writing, participants mentioned working together, sharing, collaborating, helping and being helped, creativity, new ideas, and new perspectives for their teaching practice. The relevance and usefulness of the course was also a new theme, which will be discussed first, and connected to the questionnaire responses discussed in Section 4.3.

In this second piece of autobiographical reflective writing the task is identified as AutobioLetterDay5, so that participants are identified for example as AutobioLetterDay5P3. This is to signal the writing activity this analysis refers to and the day the writing was done.

Reflections on the course

General reflections

Overall, in this writing, as in the post-course questionnaires, participants classify the course as helpful and interesting and state that it helped enhance their linguistic skills (demonstrating once again their perceptions of impact on Guskey's dimensions 1 and 2).

> "So I am glad to have this motivated experience and thankful to our teacher Kalina to share her knowledge with us" (AutobioLetterDay5P13).

> "It's a very good course [the CPD course] because I'm improving my English skills both as a learner and as a teacher" (AutobioLetterDay5P10).

> "Right now, I've finished a very rich course" (AutobioLetterDay5P11).

> "Last week I took an interesting and helpfull course designed for English teachers from the municipal schools" (AutobioLetterDay5P8).

> "And, I'm very interested in learning more and more. To me its [the CPD course] a wonderful chance to improve my own language skills" (AutobioLetterDay5P13).

Positive impact for future practice

A substantial number of participants [6] also took the opportunity to write about improving their teaching, with more creativity (i.e. variety), and more emphasis on writing, taught to students in a contextualised way. They go on asserting the course was good, and now explain and develop their ideas, expanding from what was stated in (a) above.

"Another important thing that I will bring to me from this course is that from now on I will produce more creative classes and use more writing activities in them. I could realize that developping writing skills in the students can help them in different aspects like communication, the learning of the language, organizing ideas and so on" (AutobioLetterDay5P8).

"Now I am more encourage to teach students how to write in English in a more significant way. I was afraid of giving them too many example an be boring" (AutobioLetterDay5P2).

"This [CPD] course gives me the opportunity to reflect on my teaching experience so that I can find new ways of teach writing. Ours problems in class are similar, everyone thinks its not easy to work writing activities with our students. On the other hand, from now on, we can plan different kinds of exercises which includes the ability of writing. Even they are very simple ones" (AutobioLetterDay5P13).

"[. . .] I learned how to use better the writing skill with my students from short sentences to paragraphs" (AutobioLetterDay5P10).

 "I had the opportunity to learn a lot of things about teaching, especially how to work with writing projects. Needless to say I loved it. I think it's time to 'rethink' my practice as a teacher, an educator, my role in the lives of our students" (AutobioLetterDay5P11).

"Taking this course made me think more systematically in my work, looking for alternatives, planning again if it's necessary. Is it good to work out? I really DON'T KNOW. The most important is that it (the course) made me think about how I am working, how I can change and that others opportunities are available and I simple couldn't see it" (AutobioLetterDay5P2)

"Despite all problems we have faced as English teachers, now we have the chance to do something different in our professional and personal lives. We can only change if we recognize what we have done right or wrong in class" (AutobioLetterDay5P3).

"Writing is one of the most difficult abilities to me. I always get afraid to make many mistakes, however its something very important and necessary to us, teachers" (AutobioLetterDay5P13).

These reflections from the letter show a great impact of the CPD course on teachers' professional learning (Guskey dimension 2), as well as their intentions for future practice (dimension 4). They express clear ideas about teaching technique, e.g. providing models for students to produce a piece of writing; showing evolution from simple to more complex structures, and integrating writing in larger projects. They say they are prepared to rethink their practice, change and improve as professionals, because the course has provided them with opportunities to enhance future teaching and has made them more aware of writing in their practice. That is, there is stronger and more consistent evidence for comparative and critical reflection about their practice and about the teaching of writing in particular, as shown in most of the quotations above. Teaching writing has become a new and real possibility in their practice, as something that will enrich their work and that of their students, and promote change in both them and in their students.

Reflections on sharing and collaboration

Collaboration and motivation

A key theme which emerged from the bottom up analysis of the letter task was techers' enthusiasm for the collaboration involved in the CPD course, sharing knowledge and experience from producing teaching materials in the course together. At this point in time, the end of the course, the idea of collaboration permeates their writing and reflection about current practice and the acknowledgement that teaching writing is challenging, as well as the need to motivate students.

> "I'm really enjoying it [the CPD course] because I had an opportunity to share experience and also reflect on my practice" (AutobioLetterDay5P2).

> "From this moment we need to reflect about our teaching practice. It needs to be changed. I am inviting you to foster a reflective approach in teaching" (AutobioLetterDay5P3).

> "It was very useful because I could learn new things and also exchange experiences with another teachers that live the same situation than me" (AutobioLetterDay5P8).

> "It's marvellous. I work in the classroom all the habilities as writing, reading, listening and talking. I always take my students to visit some tourist places in this city and in the following classes I put them to describe something about what they saw after forming groups to discuss about" (AutobioLetterDay5P1).

> "In this CPD course, we could discuss our teaching practice and meet old friends we haven't seen for a long time" (AutobioLetterDay5P13).

Inviting addressee to meet up to share and collaborate:

The letters also include invitations to addressees, friends and other professionals for collaboration, associated with practical impact in their teaching, with participants writing about the positive changes that will come next.

> "I believe that this course came in the right time for me because, as you know, I love the English language and always wanted to be an English teacher. When we meet again I'll say more things, so I hope to see you soon" (AutobioLetterDay5P10).

> "[. . .] I would like to share with you my experiences, so I hope we meet soon and this way we can talk better" (AutobioLetterDay5P8).
>
> "So, let's meet each other and discuss about what we've been doing during years as teachers. Let's change our experiences, check if the theory that we learned together is being put in practice, think about the pros and cons of our practice and search for solutions" (AutobioLetterDay5P4).
>
> "I suggest we get together to take part of a CPD (Continuing professional development) and share our knowledge from experience" (AutobioLetterDay5P3).

Overall, this enthusiasm for the collaboration experienced in the course, and expectation that future collaboration can provide a platform for pedagogic development and change, validate claims made in the CPD literature (and by Mann and Walsh, 2013) concerning the power of collaborative activity and discussion in promoting CPD impact and also higher quality reflection (see e.g. the AutobioLetterDay5P4 quotation above).

Reflection concerning students

The teachers expressed increased concern about their students, compared with other open ended writing tasks, showing more consistent interest in welcoming them at school and being aware of the difficult circumstances of their lives:

> "Teaching for public school has been a challenge, not only professional but personally. Our students have serious problems in their family, and we need to make them feel good at school. We need to show them they are able to win this challenge and feel confident of their own capacity" (AutobioLetterDay5P3).
>
> "Our experience goes beyond the classroom because observing my daily I can reflect about my life. In our teaching practice is necessary to be responsible, creative, search new ways to improve our teaching and work the self-steam of our students,

> that sometimes is very low. Difficulties and problems are faced by everybody but the most important is to remember that refletion and teaching come together" (AutobioLetterDay5P4).

> "My clientele is very humble. They don't have english's textbook, then, I use many technics to absolve good results. I work the writing, reading, listening, but any form I don't content with my experience, then I would like to exchange some experience with you" (AutobioLetterDay5P6).

These comments on students provide fuller expressions of teachers' educational values than seen in other texts, but also again show more widely a capacity to reflect critically on the adaptation of teaching to students' needs, and on promoting students' readiness to learn.

Reiteration of desire to change professions:

In the letter a few [4] teachers still talked about changing professions with three studying to be prepared for the change, i.e. taking a degree. The teachers who came to the course with the pre-existing desire to change professions reiterated their desire at the end of the course.

> "My life is in a transition time. I'm trying to have a new profession and, consequently, a better way of life for and my family. [. . .] Actually, I'm very sad and disgusting about my career. After 8 years as a teacher I definitely concluded that I'm in the wrong place, with the wrong profession, but I understand that it's not late to check that mistake. I'm studying hard to be a civil servant and, consequently with a better payment, [. . .] my great desire is being a veterinarian or working in contact with nature, mainly animals" (AutobioLetterDay5P12).

> "I am a teacher that I am not happy in my profession. I think that I should finish my time how teacher and change to other one and start again and again, and then I want to be happy and continue in another profession. I think that make my quota

completed my mission and keep my hope"
(AutobioLetterDay5P14).

"[. . .] I became an English teacher, not sure if it's all right or
not, but lately I guess I figured out what I really want: the
diplomatic career, [. . .] Today, I also study Law at Facid,
because if I cannot manage to get the diplomatic carer, I will be
a lawyer, and after that, a Judge. Whatever happens in the
future, to continue an English teacher doesn't make part of my
future plans. My choices are simple: A diplomatic or a Judge"
(AutobioLetterDay5P7).

AutobioLetterDay5P7 also reiterates desire to change professions. Jobs related
to Law are the well paid and prestigious in Brazil. AutobioLetterDay5P7 is a
highly instrumental professional who shows little development from the point
of view of reflection. However although these participants expressed the desire
to change professions, they had participated in full and most of them showed
improvement and development in their levels of reflection and of teaching, as
can be observed in both the workshops they designed and their reactions to
activities carried out in the course.

Overall, in this final task, the teachers are at this point more professionally
positive, and also show more sustained critical reflection on their situation, as
a result of sharing experiences and designing activities together (Jay and
Johnson, 2002, Freire, 1972, 1974). That is, I observe in this collection of
writing an overall move in their discourse from viewing teaching as an isolated
practice to something more productive, with hope and skills for the needed
and wished for change, as an outcome of the course, where they had the
opportunity to share, discuss, reflect, find new avenues, and grow. These ESL
teachers' reflective ability has changed and deepened; in the letters I can find
robust evidence of this development which was absent in their first
autobiographical writing, pertaining to professional development, to
understanding and critical reflection and finally to their responsibility as ESL
teachers.

Basically they moved from 'I' to 'we' in their discourse, with sharing and
collaboration being their new motto, which was not at all mentioned in the first
piece of autobiographical writing. At the end of the course, it is what it is all

about: collaborating, and sharing, and developing creative projects. It is no longer the case that they are only individuals, they believe they can and are happy to collaborate.

It might be argued that the participants possessed these capacities for collaboration and reflection at the beginning but they just did not tell me about it. Perhaps to an extent the first task primarily elicited descriptive reflection and autobiography, given that it asked them to give a general account of themselves, and did not challenge them to display detail. Actually, I wanted it to be open, for me to have an understanding of how I found them. It is possible that they had technical knowledge that they did not reveal then. Nonetheless, there is clear evidence that they changed and enhanced their subject knowledge they developed in the course, as they say in several of their writings, (e.g. about learning from sharing and collaboration, from designing the workshop activities) and is demonstrated in the workshop activities analysed in Chapter 5. Overall I believe that they did acquire new technical knowledge and deeper levels of reflection through the course.

4.6.3.1 Autobiography: poems

Besides the letter, it is interesting to note that at the end of the course three participants ventured to write poetry in English. This is a sign that they had developed enough confidence to express their talent and how they feel about themselves, in a creative way. They enjoyed the workshops and felt in control of things and that they could play with English. Here participants are identified PoemDay4, for example PoemDay4P11, to refer to the activity and to when it took place.

PoemDay4P1 wrote a poem about nature. PoemDay4P11 wrote a poem that was an allegory about being the busy bee. PoemDay4P5 wrote two short pieces: one called "my final considerations" as a final reflection about teaching and learning, and another one, "my little poem", about love. If you wish to read the poems they are in the appendix 13. They are symbolic of a high level of morale and good feelings about the CPD course, but they are not analysed further here as they do not offer direct evidence about professional reflection.

4.7 Conclusion

In this chapter I wrote about the findings of the research relevant for research questions 1 and 2. Specifically I presented:

An evaluation of the course, which happened through a mixed questionnaire designed to assess the impact of the course and the feasibility of the activities proposed in the course. Data elicit give account of a satisfied group of attendees who accomplished positive, motivating results through the course and felt they had added to their knowledge.

Participants' profile, from a mixed questionnaire with both educational and professional background, which revealed the group was formed by mid-career teachers; with some special features which makes them atypical and interested in engaging in the CPD programme.

Then, I also dealt with three important and revealing sets of data. The first piece of writing, an autobiography, written on the first day of the course, was designed to tell me of their perceptions of themselves as municipal ESL teachers and also to learn about their reflective traits, how they came to the course, as well as how they became English teachers. At the beginning, in the autobiographical writing, the participants reproduce cliché comments, blaming all their problems on the situation, and on the government, and reluctant to take responsibility to improve the situation, which is in fact very difficult. They write in general terms, without questioning whether that was really what their situation is about; and they complain, expressing very stereotypical complaints about the steady, government jobs they hold. In the beginning the cohorts explain they had a starting motivation about English and they like teaching. However, when they start talking about teaching they have little to say that is professional, or which resembles commitment, about the specifics of English teaching. They moan about the conditions in general terms. However, they also display a current satisfaction about their ESL, largely associated with their initial fascination with the language only, not based on professional knowledge. And this is how I found them when I first met with them.

During the course, and throughout readings, discussions, and more writing, they started expressing deeper and clearer reflection about their particular teaching situation. Without a doubt throughout the course they moved from

primarily descriptive levels of reflection, to include comparative and critical thinking more consistently among their reflections (Jay and Johnson, 2002).

The reflections provoked by the course show development in the teachers' professionalism and reflective ability. They changed from reporting an isolated practice to reflecting in new perspectives, on learning, on sharing. There was even less of a complaint mode on their writing, as though difficulty had turned into possibilities, and they feel motivated again, as in the beginning, when they showed fascination, but now it is spiced up with sound professional knowledge about their profession as ESL teachers in municipal schools in Northeast Brazil.

In the creative letter participants deal with both autobiography and reflection on practice in a much deeper manner, displaying professionally developed ability to reflect. There are references to specific activities we did in the course, such as work with projects, develop writing skills and moving from teaching decontextualized sentences to teaching meaningful, more engaging, paragraphs. There is evidence of ideas that came from the course in this significant transformation the CPD course has promoted in them. Overall therefore I can conclude that research questions 1 and 2 have been positively answered.

5 Findings on Writing Pedagogy

5.1 Introduction

This chapter will concern the impact of the course in the participants' own teaching settings. This essentially concerns the design of more engaging, creative activities for writing pedagogy, including provision of meaningful stimulus materials.

The chapter is divided into two main parts: 5.2) writing pedagogy, which addresses Research Question no 3, namely: "What is the impact of a CPD course in English writing pedagogy on participants' beliefs about future practices in English writing teaching?". Firstly I will present the participants' reactions to and opinions about their teaching concerning writing. This includes their perceptions of process writing and of teaching contextualised paragraphs. Part of the data discussed here derives from the workshops where the participants' reactions to the course were reflected in the teaching materials which they designed, analysed in 5.3. Then, 5.4 is a report on Phase 3, the follow up empirical phase in which I revisit Research Questions no 2 and no 3. In the second part of this chapter, I will present findings from the focus groups and the mixed questionnaire applied in Phase 3, which took place in December 2010. This follow up phase revisited the research questions, taking account of the impact of the course over time, and after a whole school semester of teaching on the part of the participants.

As stated in the previous chapter, for analysis of the qualitative data I read each set of data thoroughly to identify patterns and to code the data thematically (Denzin and Lincoln: 2005, 26; Burns: 2010, 104 - 105). I have also again considered Jay and Johnson's (2002) typology of reflection, observing which one would define my participants' reflection: descriptive, comparative, or critical.

5.2 Writing pedagogy

This review of findings concerning writing pedagogy will take into consideration three distinct aspects addressed in the CPD course: process writing, teaching paragraphs, and the workshops, including how participants

responded and reflected upon their contributions to the workshops, the work itself and what the participants wrote about it in their reactions.

5.2.1 Process writing

This part outlines participants' reaction to process writing as a possibility to be implemented in their teaching. I wanted them to have a clear idea of the different phases the writer goes through in process writing and raise awareness of writing as a process that can be built up according to student group needs and language levels. I hoped that this topic would both add to teachers' professional knowledge, and offer a basis for comparative reflection about pedagogy.

The activity regarding process writing analysed here happened on Day 1 of the course. After being lectured about it, and having read the book chapters "Teaching writing" (Harmer, 2007); and "Process Writing" and "Pre-writing: getting ready to write" (Zemach and Rumisek, 2005), as well taking part as a general discussion about process writing, fourteen participants were given the prompt 'process writing and your teaching' (Appendix 10: CPD course syllabus, p. 2). The task was to reflect individually about process writing and whether and how they would implement it in their teaching.

The process approach acknowledges that composition is a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983, p. 165). In the process approach writing is taught with a concentration on personal writings, and on encouraging students to write freely and extensively. Since the purpose is to make to writer aware of his writing skills, less importance is given to grammar and language accuracy, and to the expectations of an external reader (Reid, 2001). I wanted the participants to realize this new possibility for them and for their students, which I hoped would show in their reflections, raising these to a comparative level. However, I was also aware that, considering it was their first contact with process writing it might be too much for them to apprehend it all at once.

It is important to note that this was the first contact the class had with the concept of process writing. Participants varied in the way they reacted to process writing. Some wrote about their own teaching calling it 'process writing', when it is not really process writing. The activity was meant to trigger reflection about their teaching practice in general, and then about the teaching of writing; and also how they could apply process writing in their teaching. My aim was to observe whether they achieved an understanding of what process writing is, and see it as a possibility to be implemented in their teaching.

In the following I will discuss the participants' reactions and reflections about process writing. I have identified several recurrent reflections which I outline in this section. Although they recognise some new possibilities as a result from the readings at the course, their reflection is still rather descriptive at this point. Participants are identified as ProcessWritingDay1, for instance ProcessWritingDay1P9, to refer to the writing they produced, the day in which it was produced, and who produced it.

Process writing as creative possibility to be applied in classrooms

In their responsive writing on Day 1, participants talk about process writing as a creative possibility to enhance ESL teaching, and also become aware that providing students with examples of what is expected from them prepares them to a great extent for the proposed activities.

One of the most dominant ideas that crops up in these reflections is the understanding that creativity plays a crucially important role in their approach to teaching writing. Creativity in that context of little resource is normally associated with finding alternatives considering the resources available. It can go beyond this to mean change in the teaching materials, being innovative, an example of which is provided by ProcessWritingDay1P8 in the quote below. The commonly agreed perception is that creativity on the side of the teacher will result in creativity on the side of the student. In the three quotations below we see 'creativity' in the first sense, i.e. the need to find some kind of stimulus to engage students in their writing. One participant states that

> "Teachers should be very creative to face these problems and find an effective way to teaching writing. So we can use easy

> things to make the students produce their texts like parts of
> musics, pictures, short texts, between others"
> (ProcessWritingDay1P8).

Others corroborate that

> "I have always thought writing is important. I hope I can get
> more to stimulate my students to produce texts here"
> (ProcessWritingDay1P9).

> "Today I had the opportunity to reflect on different ways to
> work on it. It is in fact easier to give them much more example
> and then tell students to product their own piece of writing"
> (ProcessWritingDay1P2).

Reflecting upon future practice, participants stress the new possibilities
triggered by activities carried out in the course. However, they provide very
general responses, just saying that writing needs more attention, and not
recommending anything specific from process writing.

They state:

> "But I think I have to prepare, to include more activies involving
> writing so that the students can find it interesting and
> motivated to be a writer" (ProcessWritingDay1P13).

> "After reading this unit I can say that I need to create more
> activities to practice the process writing"
> (ProcessWritingDay1P4).

> "Good teachers have to, or try at least, develop the four skills
> and I will improve my teaching skills for sure. Doing this, my
> students are going to be much better in all terms"
> (ProcessWritingDay1P10).

ProcessWritingDay1P3 had confessed in the beginning of the course that she
did not use writing in her teaching. What she writes below displays a rather
positive change in her view on teaching writing as an outcome of what she
experienced in the course.

"Upon the opportunity to reflect my practice as an English teacher in this CPD course I am attending, I'm going to plan better my writing classes using the material I got here" (ProcessWritingDay1P3).

Another participant argues along similar lines that

"The process writing I'll develop with my students will improve because according to the discussions and suggestions showed I can apply some techniques and create new ideas, use my imagination and I also can reorganise some materials that I have and try to put more writing practices" (ProcessWritingDay1P4).

As I stated at the beginning of this section, this was the first contact they had with the idea of process writing. I expected a clearer understanding of what process writing entails. I was wrong. What can be observed at this moment, from this reflection about process writing, which was written on the afternoon of the first day of the course, are some participants with general expressions of good intentions, others who are more specific and reflect notions discussed during the course. At this point in time I believe the teachers saw process writing as a completely new perspective in their teaching, and associated it with creativity in a basic sense of going beyond their current practice. It is clear they had not taken on board the focus on process, with all its phases of drafting, revising, editing, proofreading, common features of process writing. Nonetheless, the novelty has prompted positive thinking about planning more engaging lessons and teaching writing in the future.

Reflection about their teaching

Below are several examples of how participants view writing as based on grammar structured teaching, and not e.g. on process writing. Some participants state that indeed students do engage in writing, however not in an efficient manner. Regarding what they write about their practice, when thinking about process writing, I actually identify an absence of process writing. What I observe here is three main patterns: creation of texts, sentence level writing, and copywriting/ dictation.

Creation of texts

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A small minority of the teachers reported existing practices in teaching writing which focus on the creation of texts. P9 provides successful activities he develops to move beyond sentence level writing, by finding themes, and giving students models to follow as well as relevant language before students start to write. Similarly, ProcessWritingDay1P12 tells of how writing can become more complex in the different grades, with 9th grades being able to write paragraphs, again following models:

> "In Elementary School, I asked students to write a description of one member of their family or to describe their family. Before this I had taught them the members of the family, some adjectives, numbers, colors, etc. I had also given some written examples. I had told them about my family. A few of them were successful on doing it" (ProcessWritingDay1P9).

> "In High school, I asked students to produce a movie review of around five lines. I also showed them some examples of critic's reviews and native common people's reviews. I also showed them some words and expressions they could use on their text" (ProcessWritingDay1P9).

ProcessWritingDay1P12 shows the students' improvement in writing skills as they move on to higher grades:

> "On the 6th grade the students try to write some sentences after many examples and exercises solved by myself on the blackboard. On the 7th grade they are more smart to write large sentences. On the 9th grade the students can write paragraphs using some models of texts to follow. I have found few difficulty to teach writing for the 9th grade students" (ProcessWritingDay1P12).

However as noted above, these teachers working at text level were in a minority.

Sentence level writing or writing as a means for grammar or vocabulary teaching

A larger number of participants reported writing practices which centred on word and sentence level, with a focus on linguistic form:

> "They do some writing in class and at home when I give some sentences from a text to them to change into negative, interrogative or affirmative" (ProcessWritingDay1P10).

Another participant (ProcessWritingDay1P2) gives an account of students' attempts to carry out writing activities, which are hampered by limited vocabulary knowledge, so that students focus only on this level. She states:

> "When I ask students to write they usually leave many gaps or they use Portuguese to substitute the words they don't know. It's interesting to realize how they use their mother tongue to express themselves and how they decide to write this or that word. It is many times a simple substitution of words, I mean, sometimes they look for one word in the dictionary and then they write it, without thinking about the context" (ProcessWritingDay1P2).

ProcessWritingDay1P3 describes how she develops an activity in her classroom, which she names process writing. In reality however, the activity is merely teaching of new vocabulary. This shows the lack of prior understanding on the part of the teachers of what process writing is:

> "I began using process writing in my classroom a few years ago and the one I use more is instant writing activities. I teach them an specific vocabulary and we practice it orally and I ask them to write the words they learned during the drills in their notebooks and then on the following class I dictate the words they learned last class and they write in a piece of paper. Then they exchange it and they own correct their friends' mistakes and give back to them. In addition, as now they have their own books, they read texts and complete sentences in the exercises they have about the text comprehension" (ProcessWritingDay1P3).

Below is an example of what ProcessWritingDay1P13 considers to be a writing activity. It is about sentences and new vocabulary seen as a starting point for

process writing. ProcessWritingDay1P13 stresses that students are insecure and under-motivated about their ability to produce a good piece of writing:

> "I sometimes ask the students to criate sentences using the new vocabulary, and then I receive their works to correct. However it is not easy to motivate them to write, at least a few sentences by themselves. Maybe they are afraid of make mistakes, or they think they are not able to do, and most of them have difficulties even in Portuguese or they are lazy and prefer to copy the other students' sentences without trying to make theirs" (ProcessWritingDay1P13).

> "In my experience as a Teacher of English writing is probably not a very frequent skill. I usually ask my pupils to write sentences in negative or interrogative forms. In other situations I ask them to fill in the blanks with the articles A or AN, with the main prepositions, with the verbal tenses, with numbers and so on" (ProcessWritingDay1P5).

Another participant explains his/her use of writing in class as follows:

> "Since when I began to give class I always used writing. My process is this. I write the contents on the board. I stop and hope they copy. After I read with them two or three times. After that I am going to work the vocabulary together with them and don't forget to use the writing. Soon after make the comprehension of the text written and oral. After come the grammar that also is written and finally the exercise that make part of the writing" (ProcessWritingDay1P6).

Copy writing and dictation

> "I usually do dictations of words or sentences, I like to ask them to copy the lessons studied, I use pictures and ask them to write something about it, according to the grammatical topic studied" (ProcessWritingDay1P4).

I observe in this section three different sets of practices in the teachers when they reflect about their teaching. One, for a small minority only, is about the creation of texts; another one concerns teaching grammar and vocabulary at sentence level; and the other one is about copy writing and dictation. Obviously, we do find in the literature support for and the expectation of seeing teaching practices such word spelling, copying, focus on grammar, sentence structure, gap filling, dictation, for young learners to be introduced to writing (Moon, 2008; Hinkel, 2011). However, the participants' limited understanding of process writing is comprehensible, when we understand their almost exclusive concerns with low level mechanics of writing.

Writing neglected or difficult

Writing teaching is largely neglected as confessed by a significant number of participants. Some teachers say that they themselves dislike writing teaching or are not successful at it. This neglect of writing is most often attributed to lack of resources including that of any textbook, and students' reluctance or disinterest in literacy more generally. Other drawbacks mentioned once again include the overall lack of funding and resources in state schools, and the large class sizes, lack of time, and the low levels of English knowledge amongst students. These are issues that emerge with prominence in participants' reflection at this stage. For example, ProcessWritingDay1P10 does not like teaching writing and finds it difficult because of lack of materials. Exceptionally, ProcessWritingDay1P9 succeeds with his interested students. The quotations below exemplify these views, while at the same time acknowledging the value of writing in principle.

For example, ProcessWritingDay1P9 reports of difficulties but also of success in his teaching:

> "Teaching writing has always been a challenging task for me. I have not been so successful as I would like to be because most students are not interested in such practices in school levels. But my two last experiences were fortunate, both in elementary and high school" (ProcessWritingDay1P9)

> "Writing is the skill I sincerely don't emphasize very much (I mean REAL writing production). The students write when they

do homework but I rarely ask them to make compositions" (ProcessWritingDay1P2).

"The process writing is one of the least used for teachers at schools because students don't like to read and reading is the basis for a better writing" (ProcessWritingDay1P3).

"Writing process in my teaching is not so easy because we don't have books to follow and explain the contents" (ProcessWritingDay1P12).

"I assure that writing is not one of my favorite skills, so I have some difficulty in it. Doing writing in my teaching is also a hard thing to do because many problems like too big classes, too short time to develop a good activity and lack of materials" (ProcessWritingDay1P10).

"I know that writing is an important skill to develop in my students, but, in fact, I do very little writing with them. I try to develop the other skills better" (ProcessWritingDay1P10).

"[. . .] teaching in public school is a little bit difficult considering the material we have in school and also some challenges to face. But despite the difficulties we have to find ways to teach writing as much as is possible. I can say that the problems we note above [lack of teaching materials in schools] led the students to a low vocabulary and this way also causing problems in writing" (ProcessWritingDay1P8).

Overall it seems we have to conclude that while teachers expressed general interest in the idea of process writing, in their own reflections when they used the term, it represented the general notion of giving higher priority to the teaching of writing, rather than any specific set of techniques which they might apply in their familiar context. The session on process writing did not function to elicit comparative reflection in any straightforward way. However, it did elicit more detailed reflections on current writing practice, in particular the very limited number of participants working with texts rather than with words and

sentences. In view of this very basic treatment of writing, it was not really surprising that live connections with the idea of process writing were not made. However, the writings at this stage also shed light on teachers' preferences at a later stage of the course, when engaging in workshop activities (see section 5.3 below).

5.2.2   Contextualised writing (teaching paragraphs)

In this section I will present and analyse a further piece of individual reflection on writing pedagogy, completed on Day 4 of the course. As part of my introduction to process writing, I had emphasised the specific notion that the creation of text can be meaningful and motivating even for early learners. This Day 4 piece of writing explored participants' reactions to the idea of changing teaching practice by moving from teaching based on fragmented, isolated sentences to teaching contextualised paragraphs. By contextualised paragraphs I mean a paragraph which is created taking into account the students' context. It is also a meaningful piece, short but longer than a sentence. If teachers are to move from teaching, highly grammar oriented, isolated sentences, they can opt for contextualised paragraphs; and for this they encourage their students to join sentences together so as to complete their meaning, making the language understandable and more interesting. My general goal was again to observe to what extent the CPD course had an impact on their perceptions in regard to how to implement more interesting and engaging activities in their teaching, but this time in response to a more specific suggestion about teaching technique, and one which was more closely grounded in teachers' own descriptive accounts of their current writing pedagogy.

I identified a major difference in participants' reactions between teaching contextualised paragraphs and teaching process writing. When they wrote on Day 1 about their own writing teaching and about their understanding of process writing, they stressed the difficulties. However as the course progressed and they had a more professional understanding of the possibilities for improving teaching, and when the topic shifted to one more closely related to their current practice, they started to discuss the merits of teaching writing in a more motivated manner. Hence, their perception of writing started to change as the course progressed.

Based on the reading of chapter "The Structure of a Paragraph" by Zemach and Rumisek (2005), we had an open group discussion about whether and how paragraph length writing is a proposal worth adapting to implement in their teaching. The participant respondents were given the prompt: 'Would you like to use paragraphs / a coherent piece in your teaching / activities rather than fragmented sentences? Think about the pros and cons. How would teaching paragraphs help your students?' (Appendix 10: CPD course syllabus, p. 4). On the basis of this prompt they wrote reflections on both their interest in and feasibility of teaching contextualised paragraphs to their students.

Once again, participants varied in the way they reacted to the alternatives presented to them. Following subsections deal with the themes that emerged from the data gathered. In this section participants will be identified as ContextWritingDay4, for instance ContextWritingDay4P14 to refer to the writing they produced, the day in which it was produced, and who produced it. We will see that in this piece of writing, on Day 4, after having read a range of topics about teaching and designed some activities in the workshops, and thus having extensively worked in collaboration, they display a considerably more developed critical reflection (Jay and Johnson, 2002) with a professional understanding of their milieu and of their possibilities, with students and resources available.

Merits of teaching contextualised paragraphs

Participants expressed much more positive general views about student motivation and the general importance of teaching writing, in this Day 4 response, than they had done on Day 1:

> "I know students need to develop their ability of writing, and we, teachers have to promote moments students can have the opportunity to perceive themselves as a person able to write in another language. So, slowly they probably are going to get it" (ContextWritingDay4P13).

> "Teachers should develop as much as they can and also as soon as they can the habit in the students to write and also and important habit of reading. Teach these skills will help

students not only in academic life but also in another contexts" (ContextWritingDay4P8).

"I'm interested in making my students develop this skill [writing]. It's not impossible. It's also a good way to make tem express their thoughts and feelings. Future professionals need to develop it. And we also have to prepare them to the job market" (ContextWritingDay4P9).

"Writing paragraphs for our students in public schools of Elementary School is challenging but not impossible" (ContextWritingDay4P9).

"We know it's a hard task considering the time available, the learning level or skills of our students. It's complicated, but it's worth it" (ContextWritingDay4P11).

They saw focusing on paragraphs as a means of motivating and encouraging students, and building their confidence:

"Definitely this kind of exercise will make them clever writers who can communicate something to the other people. That's a positive vision" (ContextWritingDay4P5).

"I think that it's much better when you show them models and they can feel able to write and the most important feel confident to do it" (ContextWritingDay4P4).

"It's more interesting for students to write a paragraph meaningful to them rather fragmented sentence or, even worse, only word out of a context, like a dictation, for example" (ContextWritingDay4P11).

They saw this particular technique as being pedagogically effective, and suitable for students' level:

"I only can see the pros in teaching students writing paragraphs" (ContextWritingDay4P3).

"Teaching paragraphs is an efficient way to teach students to write. As soon as students got the basic idea of constructing

> paragraphs they can improve their knowledge in order to try to write another texts. Another advantage about teaching paragraphs is that with a paragraph the students can understand better a situation or a content that using fragmented sentences" (ContextWritingDay4P8).

> "I would like to teach paragraphs in class, but only small ones. The use of paragraphs as a technnique is a good way to provide new imputs of grammar and vocabulary to the students, but it must be done carefully" (ContextWritingDay4P7).

> "The use of paragraphs in teaching is essential to our teaching. I'd like to use this way of teaching writing because I believe it really works" (ContextWritingDay4P11).

The above-mentioned comparative reflections show how the teachers developed a new perspective on teaching paragraphs, including finding more engaging ways of doing this by engaging with the students' personal interests. Before the course, for example, ContextWritingDay4P2 thought it would be difficult to employ contextualised paragraphs. The CPD course brought a new way of looking at this issue:

> "Two weeks ago I would say that I'd be quite difficult to use paragraphs (making them write their own paragraph)" (ContextWritingDay4P2).

Openness to implement changes

In their Day 4 writing, in response to the work on contextualised paragraphs, the teachers not only express a desire to change but also describe how they plan to implement changes in their teaching. This was a significant change compared with their first responses to the Day 1 discussion about process writing. In the following quotations, participants not only show more positive attitudes to teaching writing, but also outline some concrete steps they could take to made these changes. Some participants had already been interested in the idea of teaching paragraphs:

"Of course I'd like to use paragraphs instead of fragmented sentences, but to me it was hard because I didn't make short sentences and the students didn't feel confidence to make their own piece of writing" (ContextWritingDay4P2).

"Of course, I would like to use paragraphs. In truth, I sometimes spend my time trying to discover a way do this" (ContextWritingDay4P13).

Through the course, they come to the realisation that teaching paragraphs instead of fragmented sentences can be a highly effective means of beginning teaching text-level writing.

"I'd like to use paragraphs in my teaching because instead of using fragmented sentences I could help them to organize their thoughts and begin writing short paragraphs. I'd have to plan a way that I could interest them in this kind of activity. We could review the vocabulary studied, discuss about the topic to be written and begin to write sentences, calling the student's attention to write more details and giving them models of writing" (ContextWritingDay4P4).

 "Writing is an important skill to develop in my students. I'm going to use that skill from now on teaching them how to write paragraphs" (ContextWritingDay4P10).

"I think it can be done of we are patient enough and use an adequate method, exercises, examples and a lot of practice" (ContextWritingDay4P9).

The general method they mention is to start from short pieces to longer ones:

"If it is possible to change my method I will try to teach my pupils to write short paragraphs firstly to awake inside them the skills to writing. Then I will teach them to relate other sentences to the topic written by them" (ContextWritingDay4P5).

"I should begin with small paragraphs and nowdays they will be able to write large paragraphs" (ContextWritingDay4P1).

ContextWritingDay4P2 and ContextWritingDay4P3 develop more specific ideas. ContextWritingDay4P3 for example offers an alternative to introduce paragraphs to these students who are not used to writing at all, starting from individual sentences, and raising students' confidence as writers, and in this she shows a great degree of enthusiasm:

> "Now my challenge is to make them writing paragraphs. I'm going to prepare some interesting activities and give them some examples of writing. I'm going to make a writing project in my classes next semester. I intend to expose it at school and show students they are able to do the same. I'll begin using fragmented sentences and make them feel confident in writing then they will write paragraphs. I'm anxious to begin it!" (ContextWritingDay4P3).

ContextWritingDay4P2 plans to use a modelling strategy for paragraph writing:

> "Beginning with short paragraphs, making substitutions and giving them more models to follow could help them. Before trying to teach paragraph I would have to plan it first, making substitutions and look for some short and easy paragraphs that suits for them, it is, (vocabulary, grammar structures)" (ContextWritingDay4P2).

Other participants also propose ways of moving from fragmented sentences to entire paragraphs:

> "The teacher should begin with small paragraphs, just two or three sentences linked, especially for beginners in English studies (newbies), providing a model to be followed to in order to scarfold the process, at least in the beginning. Than, by the final of the year, our kids would be doing their our littles texts if the technnique was well appied" (ContextWritingDay4P7).

> "When a student is able to make a sentence, he can make another one. Why not more sentences connected by one meaning, one topic? It's possible, it's depends also on our

willingness to work hard on this idea, on this project" (ContextWritingDay4P11).

An important aspect of this changed perception of writing involves a change in the choice of topics. The belief that students can develop an interest in writing if this concerns their day-to-day lives and their personal interests is reflected in comments on paragraph writing:

> "I would like to use paragraphs in my activities in classroom because I think is possible to work grammar and vocabulary with my students and depending on the subject of the writing, it could be a way of knowing my students life, their likes and dislikes" (ContextWritingDay4P12).

> "For example, if we use a subject related to their likes for food, we realize they write more about their favourite food, what food they would like to taste and at the same time, they work vocabulary about names of food. According to the topic, we can work a lot of aspects in the classroom" (ContextWritingDay4P12).

> "Knowing more about my students I can do more interesting activities for them and always try to do relevant exercises through writing paragraphs" (ContextWritingDay4P10).

> "I think that it [teaching paragraphs] will be interesting because my students write of one way that help them talk and write more clear about their ideas, their lifes, their problems and yet help them about their study. It's very interesting for me and for them. For me because the my methodology and for them because they will be improvement their studies" (ContextWritingDay4P14).

Participants' reflection on their teaching

Despite the new enthusiasm for teaching writing seen in preceding sections, in this Day 4 reflection about their teaching, participants also return to themes already familiar from Day 1. They recognise that they are used to teaching fragmented sentences, and that writing is one aspect of teaching English that

is often neglected. Once again this is attributed to the lack of materials, to students' deficiency in L1 Portuguese, and the fact that students more generally do not read:

> "I'm used to using fragmented sentences when I'm teaching English to my pupils. Why do I do this way? My pupils let their dictionaries at home (in their houses) and I have to translate almost everything I say or write in English" (ContextWritingDay4P5).

> "But we must be careful since it can be either motivating or demotivating. We have very deep problems to solve because they find it difficult to write even in Portuguese. In 6th grade (6 ano) some of them don't write for the simple reason of not knowing how to read. They're unlettered [illiterate]" (ContextWritingDay4P9).

> "However we can't forget that ours students aren't able to produce good writing in Portuguese, their native language. One the other hand, its a very interesting way to teach writing" (ContextWritingDay4P13).

Another participant reflects upon how both reading and writing are linked together and hence encouraging students to read is a precondition of improving their writing skills. This participant reports positive experience in developing students' interest in reading, by choosing texts that appeal to the students. She states:

> "Of course it is not easy to do it! cause they don't like reading and the writing process is linked to the reading process. So I have tried to change their minds choosing interesting texts and asked them to write the text comprehension in a piece of paper. We have achieved great results" (ContextWritingDay4P3).

To conclude I believe this Day 4 data shows a sharp development in teachers' professionalism as they gain a clearer understanding of what teaching

contextualised paragraphs entails, and the strategies one can use to make the teaching of writing more engaging for students, such as by choosing topics that speak to their day-to-day lives. Also, teachers are increasingly more positive that a change can be made in their teaching of writing having received guidance and support during the CPD course, and are producing higher quality reflection (Jay and Johnson, 2002, Freire, 1972, 1974).

5.3 The workshops

This section focuses on the teaching materials produced by participants during the course, and the participants' reflection upon them. We included four workshop sessions for the design of teaching materials, on Day 2, Day 3, Day 4, and another one on Day 5. The last two were mainly devoted to the presentations of the materials to the whole class. Each workshop lasted the slot time of two lessons, i.e. 100 minutes. The workshop plans are explained in full in Chapter 3 Methodology and Appendix 13.

On Day 3, following the workshop participants wrote a reflective paragraph on the activity by responding to the prompt: "reflection on workshop. Explain / describe the workshop and tell us about your context. How is this the right workshop for your students?" (Appendix 5: CPD course syllabus). Once again this task stimulus was very open, with the possibility of eliciting responses with very different levels of participant reflection.

A total of seven sets of teaching materials were produced in the workshops, by participants working in pairs or small groups. The teaching materials produced varied in format from exercises to tests, to in-class activities, to review for tests, to plans for a whole unit.

The majority of the participants reacted to the workshops in writing by first describing the project they carried out during the workshops and then analysing it. A recurrent comment made by many participants about the workshops was that it was a very good opportunity to collaborate and have the support and ideas of their peers. They state that working together enhances creativity, planning, confidence and motivation. Presentations were followed by a big round of applause by the class, celebrating the finalised, creative product and liberating achievement. It was great to observe such enthusiasm and support amongst peers.

In what follows I will discuss each workshop followed by the participants' reflections. To evaluate the teaching materials I will draw upon the principles dealt with in the course, which come from process writing (Hyland, 2003; Zemach and Rumisek, 2005); as well as from the literature available pertaining to ESL teaching to young learners (e.g. Moon, 2008; Hinkel, 2003). In the light of teachers' limited reaction to the introduction of process writing on Day 1, it could not be expected that they plan lessons where their students engage in pieces of writing that involve all the phases of the writing process, such as planning, drafting, revising.

It will be relevant to consider how far what they ventured into proposing the writing of texts in short, contextualised paragraphs, being creative, i.e. being innovative in light of their restricted resources and proposing teaching of content which is personal, and engaging for the students to feel motivated, in order to move on from a meaningless foreign language with low curriculum status, to something more meaningful and interesting, and useful in their lives. I really expected the workshop materials to include the proposal of producing texts, given the more enthusiastic reaction of teachers to these ideas during the course. Moreover, I will evaluate how far the ideas previously expressed by the teachers about text / contextualised paragraphs, about word and sentence level, and about copying and the teaching of grammar were reflected in workshop activity. Clearly, where teachers can translate more or less abstract pedagogical ideas into teaching materials and proposals for classroom activities, in a workshop setting, the likelihood is much greater that these ideas may be brought into their authentic classroom practice as well, at a later stage.

The analysis will also draw upon the idea of motivation (Dörnyei, 2001), from how motivated the participants felt about the workshops as representing new perspectives in their teaching practices, to how motivating or interesting and engaging they tried to make their prepared teaching materials by dealing with topics related to the students' environment. Finally, it will provide further analysis of the development of reflection among participants.

The teachers had two ways of designing the teaching materials, either designing something totally new, or working on and revising old teaching materials, i.e. enhancing and improving existing lesson plans.

I am going to present first of all the workshops where I think some of the CPD ideas had most impact, so that the teachers' proposals are clearly aiming at text. Then I will present the ones where there is less influence of those ideas or there is no influence. The participants will be identified here as WorkshopDay2, for instance WorkshopDay2P14 to refer to the writing they produced, the day in which it was produced, and who produced it. I will also refer to other participants' comments and suggestions on the workshops when presented to the whole class. The materials produced can be found in the Appendix 13, the workshops, each workshop identified by participants' numbers and title, related to the text used in the material.

WorkshopDay2P2 and WorkshopDay2P14: "The Simpsons"

This is an example of a workshop project considerably influenced by ideas from the CPD course, in which WorkshopDay2P2 and WorkshopDay2P14 designed a multi lesson unit with texts and activities, 4 pages long (Appendix13: The workshops. WorkshopDay2P2 and WorkshopDay2P14: "The Simpsons"). The TV animation "The Simpsons" was the theme they chose, with pictures of Bart, and the rest of the family. WorkshopDay2P2 and WorkshopDay2P14 did not report much teaching of writing in their previous practice.

This is clearly a positive example of a multi lesson unit plan, which focuses on the construction of a contextualised paragraph. In other words, the activity has sufficient elements to achieve its goals and be successful. The multi lesson plan does have some specific linguistic objectives, which are to teach the verb 'to be' in the affirmative and negative form, and pronouns. However there is also emphasis on the need to contextualise grammar, not just the teaching of grammar points. WorkshopDay2P2 and WorkshopDay2P14 divided the plan into eight steps:

1st step: The activity starts off with input in the form of pictures of the characters with questions for recognition of who is who in the TV show.

2nd step: Reading. Text #1, page 3, is part of the lesson eight, from a page of a textbook. This is meant to stimulate students to write their own texts. The model text is explored up to 5th step.

3rd step: The teacher reads the text #1, about the Simpsons, out loud to the students.

4th step: It is motivating for students to identify the missing character in the familiar animation, who is the author of the text. This way, students can see themselves as narrators and authors of the story.

5th step: Text comprehension is for the students to answer the questions about the text but also practice language forms. Then, students should answer the exercise, still on page 3, which explores recognition of the characters; the verb to be is practised, responding to questions about the characters: 'Yes, she is.'; 'No, he is not.'. The last question of the exercise, on the same page, reinforces and consolidates vocabulary about family members with students writing the words. The teachers comment: 'in order to write a text we need to do a little bit of work, on vocabulary and spelling, and on the verb to be'.

6th step: a short text.

7th step: Text #3 consolidates the idea of writing about a familiar entity by moving from the initial theme "The Simpsons" to someone students personally know and relate to, someone they might have contact with at school. This is a smooth and clear transition.

8th step: Inspired by the stimulus and models students have seen, they should produce their own text, about someone familiar to them. When they produce their own texts students will have the opportunity to write about someone they are familiar with. Therefore, considering all this familiar setting and the input provided, the students should be able to satisfactorily accomplish the task.

WorkshopDay2P2 and WorkshopDay2P14 wrote the questions in the activity in Portuguese, following the normal pattern for how they teach English in regular schools. Their workshop is ambitious in terms of the creativity expected of the children because having read several sample texts, the students are expected to compose a complete text. Here, WorkshopDay2P2 and WorkshopDay2P14 follow the suggestion given during the course to start by writing a short text about the lady from the canteen, students are familiar with. This could also

have been the doorman, or a classmate and nothing they do not know anything about.

Participants chose the Simpsons, the animation characters, as topics that students can relate to. They expect that production from the students when the content starts off with a topic from their environment. It is as if the transition is about language only, not about culture as well. Overall, in this Simpsons project there is some level of engagement with the idea presented during the CPD course of the need of a more contextualised approach to teaching writing. The workshop shows that teachers did integrate this idea in the workshop. Indeed, this is a coherent activity. The level is basic. Participants have taken into account the relevance of writing a text and the need for some language preparation. They are of the opinion that one cannot teach writing without teaching language. This is an example of the need to assure students can manage grammar before moving to writing their own texts. This is part of the adjustment the teachers felt needed to be done in designing the teaching materials.

When reflecting on this workshop activity, WorkshopDay2P2 emphasised the importance of sharing ideas with fellow colleagues, of reflecting together upon their teaching practice, and of planning together.

> "I took to class a short text and some picture (Simpsons) I used last year and that worked out pretty good. It was excellent planning the class with another teacher and reflect about other way to make it even better. We planned the whole class but the suggestion given made it seem more interesting. Give the students more examples on the topic can be very helpful and make them internalise things. I was afraid of making repetitions but if we have it in a criative way it does not get boring. We discussed about the lack of material and the necessary pedagogical time to prepare, plan and replan classes. At school we don't have a pedagogical coordenator to share and ask for help. It makes things seem more difficult and teaching is a lonely activity. This course has making me think about my practice and realise that my classes could be much

> better than now. Reflexive Teaching – Share ideas – these are
> the keys!" (WorkshopDay2P2).

These reflections show awareness of context and of motivational issues, thus containing elements of critical reflection (alongside more descriptive complaints). They also show awareness of the emergence of innovation and reflection from concrete collaboration. WorkshopDay2P14 did not write a reflection on the workshops.

WorkshopDay2P3 and WorkshopDay2P4: "Tupy orange juice"

WorkshopDay2P3 and WorkshopDay2P4 also designed a multi lesson plan, 4 pages long, which again exemplifies the goal of paragraph writing (Appendix 13: The workshops. Workshop WorkshopDay2P3 and WorkshopDay2P4: "Tupy orange juice"). The theme is fruits. The grammar points are adjectives and cognates.

The multi lesson plan consisted of:

1. Pre reading / prediction with some discussion about fruits and juices belonging to their Brazilian reality.

2. Reading. At this point the students should read the short text "Juice", on orange juice and vitamins and explore vocabulary, considering both cognates and new words. The exploration of cognates is a very helpful strategy to understand texts in English.

3. The practice section started with two questions, both involving consolidation of vocabulary. For Question I, students complete a gapfill text about Tupy juice, and question II is for students to complete phrases using adjectives from the text and to translate them.

The next page of the teaching material is titled 'evaluation sheet', but this actually provides further consolidation in relevant vocabulary and practice in text completion. The first activity is a gap fill, starting with a box with words from which students should get the right word to complete the short text. Questions n. 2 and 3 involve spelling the names of the fruits (gap fill, plus scrambled words). Question n. 4 is another gap fills text, still about fruits,

which the students are expected to complete by inserting the colours of the fruits, this time without any models to copy. Question n. 5 is the turn for students to copywrite a short text, changing a number of words (new adjectives which do not seem to have been dealt with before). Because of the model text the task is not too challenging, although the topic 'animals' is new, too. Overall the sequence of activities is good and coherent, with input and vocabulary practice followed by the students' controlled production.

WorkshopDay2P3 and WorkshopDay2P4 planned the whole activity in English and considered students' context. They moved from something their students would be familiar with, Brazilian typical fruit, to a perhaps less familiar topic (the zebra!).

The topic was the orange juice called Tupy, which is an indigenous name, culturally relevant to the Brazilian students, since oranges grow in Brazil. Perhaps however WorkshopDay2P3 and P4 thought of a topic that would be of easy identification for the students rather than something very interesting and engaging for ESL young learners.

Clearly WorkshopDay2P3 and WorkshopDay2P4 have done well in some dimensions: in thinking about level and making activities accessible, in thinking about a whole text, and in scaffolding the students so they are not discouraged by having to write five sentences. They worked on necessary vocabulary, which students can copy and fill in the gaps. WorkshopDay2P3 and WorkshopDay2P4 stated in their presentation that this workshop was designed for 6th graders.

WorkshopDay2P3 and WorkshopDay2P4 see the teaching as a process leading to a final product, i.e. a piece of writing produced by the student, who has been provided with input. This is a crucial point dealt with in the CPD course identified in this workshop.

This activity has many good points as it is designed to build students' confidence and make them think: 'I can do this. I can find words. I can make a text', which they have never made before. That may be very motivating in itself.

One can observe a possible problem with WorkshopDay2P3 and WorkshopDay2P4's workshop, as they focus only on teaching new vocabulary

on fruits but when it comes to the piece of writing they talk about words related to animals, hence they introduce a new topic. In addition, the words 'big beautiful strong fast and sad' (WorkshopDay2P3 and WorkshopDay2P4) were not taught before. These are new elements which appear in the 'evaluation sheet', which the students were not prepared for.

WorkshopDay2P3's and WorkshopDay2P4's reflection about the workshops:

WorkshopDay2P3 discusses the importance of a plan which outlines the steps to be followed in the teaching. Also she speaks about the model to be presented for the students, the warm up and the input meant to feed students with content and to prepare them for later tasks. She states that the workshops represented a good experience; however, time is a real constraint when producing interesting materials:

> "First of all we chose what kind of text we would use for this writing workshop. We chose, among many others, a short advertising text about an Orange juice called Tupy. We made a pre reading asking the students the name of some fruits they know and we gave a special attention to some brazilian typical fruit. We also asked them about the vitamins contained in the juice and their importance for our health. Then we did the reading of the text exploring the vocabulary and calling the students' attention to some cognates and the new words. Finally we had a writing practice where the students should fill the gaps of a similar text with the words learned within the text. They also had to complete expressions using adjectives of the 1st text forming simple nominal groups and give their respective translation" (WorkshopDay2P3).

> "It was a very pleasure work but unfortunately the time to prepare this kind of activity is short for teachers who work full time" (WorkshopDay2P3).

> "This activity was very interesting and pleasurable because we had time to plan, we had discussion about it and most of the times we don't do it. We don't have enough time if we had more

opportunities and time to work this way, it would be much better" (WorkshopDay2P4).

Here, the reflections of one participant (WorkshopDay2P3) remain largely at a descriptive level (though technically concrete and knowledgeable); the other participant (WorkshopDay2P4) briefly acknowledges the value of collaboration in stimulating joint comparative reflection.

WorkshopDay2P1, WorkshopDay2P6 and WorkshopDay2P13: "My role model"

WorkshopDay2P1, WorkshopDay2P6, and WorkshopDay2P13 also designed a multi lesson unit with texts and activities, 2 pages long (Appendix 13: The workshops. Workshop WorkshopDay2P1, WorkshopDay2P6 and WorkshopDay2P13: "My role model"). The theme is illustrated with a text about the Brazilian car racer Felipe Massa, which is no doubt of high interest for the kids, as it combines elements kids like: cars, high speed, and a Brazilian idol. The language and grammar aspects explored in the activity are vocabulary about professions, the conjunctions 'and' and 'but', and the 3rd person singular simple present.

WorkshopDay2P1 and WorkshopDay2P6 had worked together on an earlier project (Workshop WorkshopDay2P1 and WorkshopDay2P6: "It's a beautiful day"), but were joined by WorkshopDay2P13 in the third workshop slot. WorkshopDay2P13 had not participated before in the workshops, so she joined this group. It seems that there was especially a positive influence from the new member of the group, WorkshopDay2P13. If compared with the first workshop WorkshopDay2P1 and WorkshopDay2P6 produced, this one is much more developed as it presents instructions only in English, and follows a 6-step plan.

1.   Reading of the text by the students. Perhaps it is too abrupt to start off by asking students to read a text in English without a warm up on the topic or on vocabulary. By it may also stimulate students' curiosity.

2.   Teacher then intervenes and explains the meaning of 'role model'.

3.   Teacher goes on to explain the use of the linking words present in the text: 'and' and 'but'

4.   The students read the text again, after having been taught the meaning of key elements in the text, and this time they attempt to write their own text with teacher's help, presumably as in-class writing and modelled on the given text about Massa.

5.   Homework consists of making a poster of the students' chosen 'role model' person, inspired by the one about Felipe Massa, the model text.

6.   To finalise students should present their poster to the class. Two important points stand out: one is the teacher's assistance in the construction of the text. The second one has to do with sharing the produced text with classroom peers.

This is a well-planned activity with a stimulus text about Felipe Massa, who is a car racer probably familiar to all students. The grammar aspects chosen to be taught in this plan are simple but important for building text coherence, the conjunctions 'but' and 'and'.

The activity is quite varied and seems likely to be developmental for the students. The participants took into account the advice to present short, interesting texts and dialogues that students can use as models to produce their own.

WorkshopDay2P13 explained that the workshop as presented was not yet finished, and further steps were envisaged:

> "We are working on or creating an evaluation activity. It is a written test. Our aim is to evaluate students by the end of a unit from this book. First of all, we chose a unit from the English text book it is going to be used in elementary municipal schools in Teresina next year. After that, we got to prepare two questions a text comprehension text and a question to complete the blanks. It was a new experience that we should repeat and improve" (WorkshopDay2P13).

This is a short and essentially descriptive reflection, but the suggestion for linking the activity to a new coursebook shows more strategic thinking and capacity for comparative reflection.

WorkshopDay2P9 and WorkshopDay2P12: "Breakfast is ready"

WorkshopDay2P9 and WorkshopDay2P12 designed a multi lesson plan, probably for two or three lessons, 2-pages long (Appendix 13: The workshops. Workshop P9 and WorkshopDay2P12: "Breakfast is ready"), with the everyday theme of breakfast.

Here are the 3 distinct steps in which the plan is divided:

1. Warm up. WorkshopDay2P9 and WorkshopDay2P12 planned a warm up activity using a theme that could be easily identified by students: breakfast. This included warm-up oral questions about breakfast such as what they eat, who with, and what kind of food they would like to have in their breakfast and why. When they talk about breakfast the foreign language becomes easy, and the transition is only on the language level, because culture is familiar to them. It is however perhaps not easy to be asked such questions without having been given input concerning vocabulary. Although the questions are in English I would think the warm-up needs to be in Portuguese at first, before any vocabulary input. Is the topic interesting? I think it can be because although the students' universe may be very limited they can use imagination and vary on the vocabulary and perhaps have fun sharing daily breakfast with family or imagine they are eating bacon and eggs, for instance. However, to achieve this, the students need vocabulary input and illustration would help.

2. Reading of the text 'Breakfast is ready'. The participants do not explore grammar points in the text, but they are there, including the simple present of verbs; conjunction 'and'; and adjectives such as hot, cold, and delicious.

3. Activity. Students are expected to complete a text modelled on the 'breakfast is ready' text, but describing their own personal breakfast. In the end students are asked to draw a breakfast table they can imagine.

This workshop is somewhat disappointing at least in terms of presentation, compared to what some others have done. It is also disappointing compared to what WorkshopDay2P9 has said about his successful projects at the schools. But still there is the relevant situation, the warm up idea, a text to read, and activities on the text. These are all good things to do. Students do different things around the same topic and the same vocabulary, so that they have a chance to reinforce and learn vocabulary. At the end of the activity,

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WorkshopDay2P9 and WorkshopDay2P12 suggest students draw an illustration to the text, which is an interesting and engaging point for kids. However, the drawing may not promote the learning of writing, unless in future students are asked to present or describe their drawing and from this write a short paragraph describing their drawing.

Both WorkshopDay2P9 and WorkshopDay2P12 make a positive assessment of the experience of producing the teaching materials. They mentioned it was a motivating experience to exchange experiences and ideas, discuss, and plan the whole activity, step by step. This pair showed that they were engaged and organised. They mentioned that the lesson was designed for 6th graders, and also that they created the workshop in a way that takes into account the students' personal interests.

WorkshopDay2P9 reflects as follows:

> "Discussing ideas and changing experiences is always profitable. And that's mainly what we have done this morning. After showing some of our experiences, materials used and procedures of our attemptives to make our students write, we have made a step-by-step plan on how we could present a writing class for elementary students. First of all, preparing the group with warm up questions in Portuguese seemed a very motivating way to begin the class. After that we could show a model text. The subject chosen here was breakfast. In it we put names of foods, members of the family, number, hours, prepositions and some adjectives. The main activity would be asking the students to substitute some underlined words and expressions adapting the texts, in a rewriting activity, to his / her personal reality. Necessary vocabulary would be presented before that so that they could fill the gaps. It seems that if the student writes about things related to his "world", objectives can be reached more effectively" (WorkshopDay2P9).

While the activity is not especially creative, the reflective capabilities of P9 emerge again here, showing a base of technical knowledge and awareness of motivation issues.

WorkshopDay2P12 reflects on the usefulness of the workshop stating that:

> "It was a nice experience because my friend used to work like me in my classes, so, we finished the procedures very fast. We planned to work a lesson for 5th grade students, using "Breakfast" as main subject, and subsequently we are going to study vocabulary emphasizing kinds of food. After this, we planned to do an exercise to rewrite a paragraph from the text, substituting some words for students personal answers" (WorkshopDay2P12).

By comparison with that of WorkshopDay2P9, this reflection remains at a descriptive level, apart from the possible strategic extension to other "kinds of food".

WorkshopDay2P8 and WorkshopDay2P10: "A visiting card"

WorkshopDay2P8 and WorkshopDay2P10 designed a multi lesson centring on a dialogue, summarized in one page (Appendix 13: The workshops. Workshop P8 and WorkshopDay2P10: "A visiting card").

Lesson n. 1 is devoted to vocabulary input and to set the context with an illustrative spoken dialogue as input for students to produce a business card.

Lesson n. 2 is for oral practice of the model provided. It is also for students to produce their own dialogue based on the model provided. This will be in-class activity, probably in dyads.

Lesson n. 3 will be for the students' final production and performance using the dialogue and business cards which they have produced about themselves, following the models provided, and which they will exchange with peers.

WorkshopDay2P8 and WorkshopDay2P10 designed a coherent unit with activities with steps from presentation to the last stage, finalising with students' production of their own personal cards. However, the business card is the only written element in the activity; the main focus seems to be on

speaking, from the scripted dialogue, rather than on any extensive work with text. The positive point is the interaction it promotes amongst students.

The idea seems to be quite interesting and engaging. I believe students will feel they are doing something new, not difficult at all and yet beyond their current knowledge. WorkshopDay2P8 and WorkshopDay2P10 explain the steps of the activity and provide an example progressively for the students to create their own business cards, including two sample cards.

The lesson plan is brief, concise, and coherent. The philosophy behind this activity is to provide students with input through materials and topics they consider relevant to students' lives. Clearly these ideas come from the course as well as from the participants' creativity. However, I am a bit concerned about the small amount of writing in this project.

Participants had a very positive outlook on the workshop and on the usefulness of the activity designed. WorkshopDay2P8 says that:

> "The first workshop gave me an useful idea about some activities to develop in classroom. The workshop was developped in pairs, so the exchange of information and ideas was valued. The activity we planned today is not difficult to practice and is very creative and students must be interested in it because is a new way to teach the students to learn and exchange informations. Will be developed in class an activity where the students should produce a visiting card according to their personal information and after that they should have to exchange visiting cards and personal informations. Before producing the visiting cards it will be showed to students a simple dialog talking about presentation and also a model of visiting cards, so they can produce their own cards according to the model" (WorkshopDay2P8).

WorkshopDay2P10 outlines the workshop while stressing why it was useful:

> "I liked the first workshop very much. I worked with P8 in how the students can learn and build a visiting card. We thought,

firstly, in teaching some vocabulary that we see in that genre like name, address, email, phone numbers and social networks because the students have and talk about their social networks all the time. All those vocabulary will be presented through a dialogue. Secondly we will present the visiting card and ask them to try to build their own visiting card. It will be done after much information for students do not lose themselves. We think this kind of activity will be very interesting for them because it's an opportunity for them to practice real English and to talk about themselves" (WorkshopDay2P10).

Here we see a largely descriptive reflection from WorkshopDay2P8, but elements of critical reflection on the part of WorkshopDay2P10, seen in the awareness of students' 'social networks' and liking for talking about self. However, neither participant attempted to justify the very limited amount of writing involved in the activity overall. The other participants were positively impressed with this workshop. WorkshopDay2P13 stated that she had in mind a similar activity, but asking students to design a postcard. She liked the idea of a business card, and said she never thought of visiting cards before. P9 asked whether there will dramatization. "Yes", WorkshopDay2P10 replies. "Then, dialogue; then, practice of their own visiting card".

WorkshopDay2P7, WorkshopDay2P11, and WorkshopDay2P5: "Tom studies downtown"

WorkshopDay2P7, WorkshopDay2P11, and WorkshopDay2P5 designed a multi lesson plan with content to be taught in a bi-month period, four pages long (Appendix 13: The workshops. WorkshopDay2P7, WorkshopDay2P11, and WorkshopDay2P5: "Tom studies downtown").

The participants did not provide a step by step. Rather they present the content to be taught, identifying four language areas (numbers, modal verbs, plural formation, future tense).

They illustrate these language issues in four separate paragraph length texts:

Text 1, designed to teach numbers, brings the routine of a boy called Tom.

Text 2, designed to teach modals, talks about the importance of study.

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Text 3, designed to teach plural of nouns, talks about friendship between cats and dogs.

Text 4, designed to teach the simple future through the theme of vacation.

Participants also planned together a review for the bimonthly assessment, pages 4 and 5. This section mixes multiple choice and open ended questions, some in Portuguese and some in English.

Question 1 provides a model text for the students to produce a similar one, based on the model. The instructions do not make it clear whether the students should substitute information in the text for their personal information. This question can be either very easy, if it is only about copying, or else very challenging, because they did not have any sort of training on writing a paragraph. Question 2 asks students to identify the numbers in the same model text and write them in English.

Questions 3 and 4 are comprehension questions on Text 2 (illustrating modal verbs), some quite difficult. In addition, Question4 is in English.

Questions 5-7 are on decontextualized matters of language form (plurals etc). Question n. 8 is reading comprehension once again, concerning text 3.

Overall, there is no coherence in the design of the assessment strand. The students may feel confused, especially as it is not clear as when the texts were presented to the students, whether they were presented only at the time of the assessment or before.

The workshop included a variety of grammatical topics such as modal verbs, numbers. In fact, the pages of exercises resemble a grammar book. This group have picked up less from the course. They have included text, but only to illustrate grammar points, and not to stimulate students to produce their own texts. Finally, they do not state the level which this assignment is designed for. Heavily focused on grammar, this activity does not show any traces of the philosophy taught in the course, which is the importance of a contextualised approach to teaching writing. Their workshop remained influenced by their old practice of emphasizing grammar in a traditional, structural way. In the assessment part of the activity, p.4, there is one short writing requirement;

everything else is about grammar / linguistic system development. This scheme of work is not focused on the teaching of writing.

WorkshopDay2P7 is novice as an ESL teacher in his first year with the municipal schools, although he had previous experience in state schools. The two other members of the group are very experienced teachers, however. WorkshopDay2P5 repeatedly stated the importance of the course and was highly participative in all discussions; always however repeating traditional complaints about lack of attention from schools and students' lack of interest in studying. These participants picked up fewer ideas from the course for their planning; in terms of changing their practice it can be expected that these participants had not changed at this point in time.

WorkshopDay2P7 provides details of the plan with the subjects to be taught, with description only, not a reflection.

> "The workshop we've done today (13 July) was an important practice of writing. [. . .] It consisted in a plan of class, actually, a revision of the subjects for an avaliation (WorkshopDay2P7)".

> "The workshop was useful, interesting and very rich. We came up with new ideas and worked on a project, the main goal is to consolidate the idea that we need to put creativity into our practice and methodology. Our project consisted of four grammar topics: numbers, modal verbs, plural of nouns and simple future. Of course, these grammar topics must be related to texts, readings etc. Four readings (texts) are to support the grammar topics in order to give examples, at the same time helping the students understand them as clearly as possible" (WorkshopDay2P11).

WorkshopDay2P5 displayed a positive attitude about the course and about everything that was done during the week. He asserted he would like to have more courses available for the teachers to attend and emphasises how much it would enhance their practice, as he asserts the courses would be the means to grow and improve.

> "The workshop on Tuesday morning was a good opportunity to create some interesting activities for being done in the classroom. My group of work chose to work on numbers, modals, plural of nouns and Simple Future (with the auxiliary WILL and withe GOING TO form). The grammatical aspects were shown in two pages and four texts were written in one page. The texts were short and included the selected matters. [. . .] To summarize, meetings and encounters like this we had in July are essential for teachers' growth in order to improve more and more professionally their careers and to give better lessons for the students" (WorkshopDay2P5).

Despite what they say about enjoying and benefiting from the course, these reflections are almost entirely descriptive and unrelated to the teaching of writing (even the acknowledgement by WorkshopDay2P11 that some elements are missing, relates to reading rather than to writing).

WorkshopDay2P1 and WorkshopDay2P6: "It's a beautiful day"

WorkshopDay2P1 and WorkshopDay2P6 designed an English test, two pages long (Appendix 13: The workshops. Workshop P1 and WorkshopDay2P6: "It's a beautiful day").

They designed a text for the students to explore by answering a set of questions. The text is about Carla and her family in Germany.

Question n. 1 is reading comprehension, with the questions in Portuguese. Probably the students are expected to respond in Portuguese. Question 2 is also about comprehension (it involves translating a sentence from the text).

The remaining questions are form focused, at word level. Question n. 3 for example asks students to find a pronoun, an adjective, verb 'to be', and a country in the text. Then, they should translate what they found. Question n. 4 is focused on mealtime vocabulary. Students see a table with headings breakfast, lunch, dinner, and snack. Students are expected to fill in the table with the food names relevant to each type of meal.

Question n. 5 is about matching country and nationality (i.e. nouns and adjectives).

The reading comprehension text is not a coherent paragraph, which shows that the notion of teaching paragraphs has not been clearly understood. It only joins some unrelated sentences about Carla's family members. The student tasks focused around a limited number of language points, and there is no activity that should trigger writing.

WorkshopDay2P1 and WorkshopDay2P6 were the two weakest ESL speakers and writers in the course. They used both Portuguese and English in the workshop. However, their level is not untypical of teachers in Brazilian schools.

Instead of a reflection on the opportunity to design the teaching materials in the workshop, WorkshopDay2P1 provided details about his own teaching, which is not exactly what was expected from him for this piece of writing. He stated that:

> "I always work with my students texts, grammar and music. They enjoy music but text comprehension they don't like very much because they have difficult (sic) in the vocabulary, so to improve the vocabulary of them, I put them to do dialogue, to write some composition about some themes and so on. The grammar generally I work after the text, after the music to become more easy their comprehension" (WorkshopDay2P1).

WorkshopDay2P6's reflection is quite similar to WorkshopDay2P1's because it is not really about what happened in the workshop. However she expresses positive feelings about the experience in the workshop.

> "In my opinion workshop is very good because we review all that was worked during the classes like texts, reading, comprehension, grammar etc. For example "School life". The students speak about your name, age, country, favorite subject, favorite singer, favorite sport, favorite color, etc. After that I put a crossword with numbers, verbs, pronouns, countries, colors, but always practiced the writing that for me is very important for them and finally with a bingo" (WorkshopDay2P6).

Conclusion about the workshops

Much of what was produced in the workshops is influenced by what was taught and discussed in the course, summarised at the beginning of this analysis and also in chapters 3 and 4. The workshops offered an opportunity for participants to reflect upon the issues discussed during the course and consider how to apply them in class. The activities designed show that the majority of participants (though not all) did take into account the advice offered. These include aspects such as the relevance of motivation and variety, more engaging methods of teaching writing, and ways to ensure development of learning by taking into account the students' context and background when designing activities. These general principles were reflected in the workshop activities, rather than process writing ideas about drafting, redrafting, and peer feedback.

Through their involvement in the course, the participants are more prone to rethink or criticise older practices and to try and enhance their teaching with some more engaging and relevant content. Their reflections convey the idea addressed during the course, that teaching is more significant if it engages the students' interests, background, and everyday life, if it shows something they can relate to and therefore have a better understanding of the content and the applicability of it in their lives. This is a simple first step which can be implemented by including the students' own context and also by presenting the language in a more contextualised way, moving from fragmented sentences to teaching contextualised paragraphs, as evidenced in the workshops.

Although we did not spend a significant amount of time considering attention to the teaching of 'isolated' vocabulary, there was a strong focus on teaching vocabulary in the workshops, and now I can see that this was predictable given the teachers' circumstances. This was an addition and adjustment made by the teachers when operationalizing the ideas discussed in the course.

By putting more emphasis on new words, the participants were especially concerned with the students' inability to formulate sentences, lacking the necessary vocabulary to produce texts.

They placed more emphasis on how to teach writing in a way that combines the student's interests with learning how to use new grammatical structures and new vocabulary. Even though there was a tendency to employ older methods of teaching by focusing one-sidedly on language form, still the reflections show a willingness to include a contextualised approach in teaching grammar, which does not contradict the principles addressed in the course.

The use of text was common to most of the workshops, though occasionally replaced by dialogue instead of short paragraphs. The emphasis oftentimes was placed on the need for variety and innovation in designing new teaching materials. Indeed some of the workshops showed that participants have engaged with this notion on a deep level as they have tried to design new activities (e.g. business card).

The workshops show very different levels of understanding and 'adoption' of new ideas. I identified two different groups amongst the participants at this stage: (1) those (the majority) who showed a degree of willingness to change teaching practices that are unproductive. These are the ones who have become more critical and open to transformation through experimenting with change and reflection (Jay and Johnson, 2002; Freire, 1972, 1974); and (2) the minority who, even though apparently participative in the course discussions and seemingly interested in adopting new ideas did little in moving from their old practices of designing highly structuralist teaching materials. These participants replicated old, sterile, practices and displayed at best a descriptive reflection of their experience with the workshops (Jay and Johnson, 2002). The ones who planned innovative activities tended to see beyond the limitations in resources, and to make use of the existing ones, which are simply a classroom with a white board and chalk, and perhaps a limited number of printed photocopies, in a different more creative way.

5.4 Phase 3: empirical follow up

This section is about the follow up empirical phase to the CPD course (Phase 3), which happened in December 2010, designed to provide additional evidence about the impact of the course on participants' teaching and also on their longer term reflections about teaching ESL at the municipal schools. For this development / sequel phase I managed to have nine participants: the most

innovative, here identified as FollowUpDec2010P2, FollowUpDec2010P3, FollowUpDec2010P4, FollowUpDec2010P8, FollowUpDec2010P9, FollowUpDec2010P10, and FollowUpDec2010P13; and the most conservative: FollowUpDec2010P1, FollowUpDec2010P5, and FollowUpDec2010P7.

(It can be noted that FollowUpDec2010P1, FollowUpDec2010P5 and FollowUpDec2010P7 were also among those whose workshop activities showed least influence from the course, see Section 5.3 above; the other participants in this group, FollowUpDec2010P6 and FollowUpDec2010P11, did not even take part in the follow up phase.)

For Phase 3 I again asked for the help of the training centre personnel to call the teachers for the follow up meeting, and I personally reinforced the invite by email. I planned to have one meeting only with them at the training centre, but in practice this data collection happened in three different meetings because of participants' availability. The first meeting, in which I had six participants, happened at the training centre. Then, the two subsequent meetings happened at my home and were interviews with two participants and another one with one participant only.

After having delivered the CPD course and leaving the participants prepared to try out some changes in their ESL teaching related to writing, I wanted to learn about course impact on practice (Guskey dimension 4), after a school calendar semester. I wanted to know who attempted change and who did not, and how both they and their students reacted to attempted change. The follow up was also designed to revisit specific research questions 2) How can a CPD course in English writing pedagogy promote teachers' use of reflection? and 3) What is the impact of a CPD course in English writing pedagogy on participants' beliefs about future practices in English writing teaching?

The instruments designed for data collection in this phase were two: (a) a mixed questionnaire encompassing the sections: 1. A structured self-assessment, which has already been reported in Chapter 4, Section 4.5; 2. short open response questions on 'your teaching'; and 3. an invitation to write at more length about change in teaching practice; and (b) a focus group discussion to address questions pertaining to participants' teaching of writing

during the school semester after the course. Some participants responded to the questionnaire in Portuguese, some in English. The focus group was carried out in Portuguese to allow more participation. For this reason all of the quotes from the focus group which appear in English are my translation of what participants said.

I will analyse the data drawing from both the focus group and Sections 2 and 3 of the follow up questionnaire, organizing the data by theme. For clarity purposes I repeat here the questions that elicited the data in the two instruments. The relevant focus group prompts were:

1. Using writing in the teaching: how? How often? How do students respond to it? What happened in your teaching of writing?

1.1 Planning interesting activities

2. How do you perceive your practice of a teacher of English in the municipal schools here now?

3. Do you take the time to reflect back: on your planning? on how your lessons went? How is this reflection process?

The relevant questions of the questionnaire were:

2. Your teaching

2.1 Did you adapt and use any of the writing tasks carried out in our CPD course in your own teaching? Yes? No? which ones? How was it?

2.2 Did you implement / design activities with a focus on a more contextualized writing? Yes? No? Why? How did it go? Was it easy? Was it hard?

2.3 Did you plan activities inspired by our workshops? Yes? No? What kind of activity was it? How did it go?

2.4 For the workshops you work either in group or in pairs with your colleagues from the course. During the normal school semester did you have a chance to get together with a colleague to share an activity or to plan something new? If so, please tell how and how it went. If not, say why not.

3. Write one or two paragraphs saying what you changed in your teaching of writing this past semester. Don't forget to mention: 1. if you are doing more

writing yourself and with your students; 2. what has been easier for you to do; 3. what has been more difficult or challenging for you to do; and 4. your students' reactions to any change you proposed in the course. I am also interested in your overall reflection and other comments.

5.4.1   The implementation of changes

In this section I briefly describe the participants who did not report implementing any changes and also the ones who displayed effective change triggered by CPD course.

No change: I start my analysis by presenting the participants who, after the school semester, did not implement any change in their teaching. These teachers provided a series of reasons to justify their lack of change, referring to themes already mentioned before: students' weakness and students' attendance and materials issues, such as the dictionary.

FollowUpDec2010P1 argued the students are too weak and shy, and just said in answer to questions about change:

> "No" (FollowUpDec2010P1).

FollowUpDec2010P5 did not change his teaching either, stating that it was because the students miss too many lessons and when they come to school they do not bring the dictionary, which in his understanding, is a crucial aspect for students' learning to take place. It seems to me that the dictionary would perhaps make it easier for him to teach, but not necessarily for the students to learn something. He says that he has a plan to implement changes from the following year, 2011:

> "Not this year. I intend to incorporate interesting activities in the teaching such as short texts so that students become familiar with the language" (FollowUpDec2010P5).

FollowUpDec2010P7 is not interested in teaching innovation. He is a novice in the profession, and in his teaching he privileges translation. He states:

> "Students know nothing, have very low level. There is no point; I've tried, but it didn't work out" (FollowUpDec2010P7).

I understand that initiating change is not easy, and that of course teachers would very likely have to face some structural constraints in their practice that seem to have hindered intentions of change or of improvement. What I observe here is the same old tradition of complaint and of blaming the entire problematic situation on the 'system', on the school rules and on the students. This is an easy path to follow to justify not becoming totally and professionally involved in their teaching duties. Instead of looking for alternatives these teachers opt for replicating old customs and pointing out they are victims. We can link back to the earlier accounts of these teachers, and how their workshop evidence showed very limited engagement with ideas from the course. Perhaps they did not take away enough technique to implement change in their writing teaching.

Yes for change: Now I move to the participants who did report implementing some change in their teaching, and the planning of more interesting and engaging teaching materials, with the purpose of teaching writing. The vast majority of them reported that they did use the ideas discussed in the course and that they implemented some change related to the teaching of writing.

> "Yes I organized some writing tasks using personal information" (FollowUpDec2010P4).

> "Yes. In both Elementary and High Schools / Ensino medio e fundamental we have used exercises of making sentences very often, but writing texts only occasionally" (FollowUpDec2010P9).

> "Yes, but not a complex activity. They wrote sentences" (FollowUpDec2010P3).

> "Yes, I used, most of the time to work with my students dialogue texts in class. And now I am introducing small paragraphs, so they can read different kinds of texts. And they are getting ready to write, in the future, easier" (FollowUpDec2010P13).

FollowUpDec2010P8 gives a general comment, is not specific about how she is teaching, but makes positive reference to variety and to ideas from the CPD course:

> "Yes. I tried to use as much as I can writing in my classes" (FollowUpDec2010P8).

> "I tried to implement, to diversify more the lessons utilising reading and writing techniques I learned in the workshop" (FollowUpDec2010P8).

> "Yes. They wrote mini compositions, short paragraphs about their routine and plans for the weekend using short text as model" (FollowUpDec2010P2).

FollowUpDec2010P4 has been very enthusiastic about all activities in the course and in changing her practice. She was very reflective about her praxis and very willing to understand what needed to be changed. FollowUpDec2010P9 cited, without providing details, an interesting project he ran with his students. FollowUpDec2010P3 tells that she did use some of the writing tasks from the CPD in her teaching, though at sentence level only. FollowUpDec2010P13 has given emphasis to reading and is now presenting students with short paragraphs. And finally FollowUpDec2010P2 talks about mini compositions, which is evidence of development in her teaching.

5.4.2   What and how it happened

Now I move to more detailed accounts of what the participants reported has actually happened in their teaching. I will also deal with students' reported reaction to the activities, their motivation and level of engagement. In addition, I am interested in what they say about teaching vocabulary, grammar, or any other linguistic elements, and if so, how this was done, and how it may have been inspired by their experience with the workshops.

FollowUpDec2010P4, for instance, reported a successful activity implemented in the school, following a sequence of steps inspired by the CPD course. 1. She provided input discussion as a warm-up, and start to acquiring some

vocabulary, which was translated in Step 2. The third step was to provide them with a model from which they would be inspired to write their own texts.

> "Yes, in the first class of second semester I organized a writing activity using a text talking about many people showing what they liked to do, what they didn't like, personal information and other aspects and first was to read and ask the students to repeat, second we translated together some words, but I always asked them to say the meaning of the words, this was a way to encourage them to write more. Third I wrote on the board a model and according to the model they needed to write information about themselves and during the activity they asked many questions, such as: 'How do I write this in English?' or 'Is it correct?' or 'Teacher, can you help me?'" (FollowUpDec2010P4).

In this report FollowUpDec2010P4 explains the preparatory phases before she actually assigned a piece of writing from the students, asking for something personal. This shows how she now views student writing as the outcome of a developmental process. Other teachers also acknowledge the importance of models and stimuli, to elicit student writing:

> "I usually use some pictures with small texts and proverbs to make students think and write about what they really understood about it" (FollowUpDec2010P8).

> "I used a text as a model, I used pictures and some flashcards with verbs to make them create their own sentences. I planned activities to 7th and 8th ano [year]" (FollowUpDec2010P2).

> "Yes. I realized that these models could help them to write about themselves (and they did it)" (FollowUpDec2010P2).

> "Of course I did. They read short dialogues and copied a similar one using their own information, such as name, height, weight, profession, every day activities" (FollowUpDec2010P3).

There is also an emphasis in teachers' comments on teaching structures, i.e. grammar. This is a continuing concern, but the teachers show growing awareness of the benefits for grammar learning of writing practice:

> "Yes. Because I have noticed that only through practicing students understand grammar contents. For me it's the use of studying structures. It has been difficult for all of them. But pleasant for some and annoying for others" (FollowUpDec2010P3).

> "Yes. For elementary school, after drilling structures and making examples, students were supposed to write about their routine (Simple Present) and describe a picture of their family (present continuous) for example. In High School they were supposed to write a very simple movie review" (FollowUpDec2010P9).

FollowUpDec2010P13 has changed her teaching in a different way, emphasising reading practice. Here, she has moved from having students mark 'true' or 'false' from information in texts to having students interpret the text. She concludes by saying that writing demands more work. Therefore, it is a no for student writing? It seems that her longer term plan is to begin by introducing text for students to read and from this to build up to something more sophisticated such as writing. FollowUpDec2010P13 states:

> "I started to introduce text in the form of paragraph for the student to interpret in another way. I am working on the problem of reading, because if he cannot read, he won't be able to write. I think writing demands more" (FollowUpDec2010P13).

> "I tried to implement, to diversify more the lessons utilising reading and writing techniques I learned in the workshop" (FollowUpDec2010P8).

Overall, from their reported practice I identify a change from previous static teaching of fragmented, disconnected content, to teaching short texts, to

being more aware of the teaching of writing. The teaching is marked by providing a model for the students to follow, and for planning with phases, rather than one-shot testing of English writing. While not supported by direct classroom observations, it seems likely that these teachers are reporting real though small developments in their writing teaching practice, which reflect an element of impact of the CPD course.

Students' reaction

This study could not formally evaluate the short CPD course in terms of its eventual impact on students' learning (Guskey dimension 5). Nonetheless, the teachers' accounts do contain relevant comments on students' reactions. Although there is report of some students' resistance, it is clear that the students mostly adhered to and were enthusiastic about the writing activities. The teachers who reported changes in their practice, also reported that their students were feeling confident and capable of writing in English. This is shown in the quotes following:

> "They liked the activity very much. They thought it was possible to write in English" (FollowUpDec2010P3).

> "In my opinion they got inspired with the activity and in the end of the class I received good compositions, of course that some students had many difficulties but for me the activity had a good result and this activity was with the students in 9th grade, ages 14 and 15 years old" (FollowUpDec2010P4).

> "According to the experience I had with some groups (6th and 9th grades), I observed the students' reactions and I could see that the experience was positive" (FollowUpDec2010P4).

> "Some of them didn't feel so confident to improve but I may say it worked out" (FollowUpDec2010P2).

> "About my students, I've found some resistance from some of them, however I work hard in trying to break their oppositions" (FollowUpDec2010P7).

Reflection

Interestingly, when I enquired about changes in their actual practice, that is their actual behaviour, participants often responded in terms of reflection instead, sometimes in fairly general or unspecific ways. After this period of time, participants displayed two main features: either replicating the old tradition of complaining, with the complaining still related to having short time to plan and the lack of support from the schools, or talking about changes in the way they think about their practice.

It is interesting to point out that the complaint mode was especially salient when they were together in the focus group. When responding to the questionnaire they were more reflective and more in charge of themselves and of their work.

Reflection about their teaching

According to reports of the 'high adopter' participants, the course has equipped them and also motivated them to change their teaching practice, and in general they provide detail about this:

> "After the CPD course I say that I got more inspired to teach writing with my students because the group could discuss and believe, that is possible for us and for the students, to develop this kind of activity. I'm trying to do more writing with them. I think that it is easier for the students write some sentences or little compositions at the end the unit studied, because I can review some topics, vocabulary and they feel capable to write and need to be stimulated. Sometimes it's very difficult, but I like to be challenged" (FollowUpDec2010P4).

> "I used to think that it wasn't worth to teach writing in regular schools. But indeed it lacked technics and stimuli. Now, after trying some experience, I can say that writing activities, using the right procedures and technics is stimulating because they get to know that they are learning a foreign language, and that it'll be useful for them. For next year, I intend to use more writing activities in my class. It has been very useful. With the experience I can plan better and more efficient activities this

coming semester. For me, I really haven't had time or opportunities to write more than I used to, because usually I have to write to people who do not know English. But my own material I have produced in English. For some students the experience has been stimulating, but I has some disgusting experiences because some students copy writings from the internet" (FollowUpDec2010P9).

"It has been a challenge for me to teach them more options in their writing process, because they have serious problems in writing in Portuguese and it reflects in teaching them writing in English. Some students get excited in writing in English, others not. However the experience in taking part of this workshop has been changing my point of view about the writing process" (FollowUpDec2010P3).

"I am changing my way of think and act in relation of the importance of writing practice" (FollowUpDec2010P13).

"Considering that reading and writing are essential parts of ESL learning, last semester I utilized these skills more often as a way of facilitating or developing the interest in the student for English, by trying to develop writing with the students. The big difficulty I observed during the school year is the low level of the students, caused many times by the resistance they feel towards the language, say it is too complicated e also that they do not need English in their daily lives. It is up to the teacher to demystify this concept in relation to the language and find more attractive and diversified means for the learning of English" (FollowUpDec2010P8).

"After taking the CPD course I planned to invite them to write something about themselves, introducing themselves to someone once it would be easier to them. I also used some text as models so they could feel more confidence about writing. I can not say that all of them liked these activities. In the beginning I had to convince them that they would be able to improve their skills and that it would be easier to them when

> they get used to do it. It has been the most difficult but also challenging. Now I have changed the way I teach writing. I thought it was harder than it is in fact. I use more contextualized writing" (FollowUpDec2010P2).

In contrast, the comments of the 'conservative' group (effectively the non-adopters) are brief and generic (and can we believe FollowUpDec2010P1?) The only case where a teaching activity is claimed which seems unlikely in terms of our other information about this participant):

> "I put my students to write about free themes, so this is very interesting because everybody becomes able to talk and write about something" (FollowUpDec2010P1).

> "In reality we have positive expectations to change ESL teaching. Our biggest challenge is certain indifference from the part of the students, who do not achieve a satisfactory result. This coming year we want to change our classroom practice" (FollowUpDec2010P5).

> "Well, it's a good experience to me. Sometimes good, sometimes bad. But it was good most of times. I'm happy for the opportunity to speak and understand my second language" (FollowUpDec2010P7).

Reflection about themselves as ESL municipal teachers

Once again I observed the old complaint mode about being left adrift in the educational process. Teachers felt the need to comment on educational conditions which they see as hostile to professional activity.

For example, FollowUpDec2010P5 reiterated that he had been teaching ESL at municipal schools for fifteen years. He stresses once again that our course was the first one ever offered to them by the municipality specific for their teaching. He complains about the lack of resources he is faced with in the workplace:

> "I find myself, not exactly frustrated, but in a way not capable of doing what I would like to do because sometimes we know what to do, but cannot do it" (FollowUpDec2010P5).

Nonetheless, he says he reflects daily about his teaching and then tries to understand what went wrong and why to try and resolve it.

FollowUpDec2010P3 agrees with FollowUpDec2010P5 about the complaints on the conditions and resources at the schools and restates that the municipality asks them to make up for the absent hours they take to attend either a conference or a course:

> "Moreover, if you consider we work three shifts what time do we have left to take any course? None" (FollowUpDec2010P3).

FollowUpDec2010P1 also complains about the quality of education they deliver at the schools:

> "[low] quality of education at the schools" (FollowUpDec2010P1).

FollowUpDec2010P3 and FollowUpDec2010P9 say that the conditions at the state schools make them feel like they are not teaching, that they are actually "improvising" (FollowUpDec2010P9).

They all seem to agree in what concerns their difficult situation at the schools. FollowUpDec2010P13 cites planning, or the lack of it, as a major problem at the schools: "there is the problem with planning. This year we have not had any meeting dedicated to planning" (FollowUpDec2010P13). She highlights that the work is done by each teacher individually, with no support from anybody else or supervision. P3 agrees and recalls that at her school there was only one single meeting at the beginning of the school year and nothing else the whole year.

Nonetheless, teachers do report engaging in limited amounts of reflection; as in the example of FollowUpDec2010P5 (above), this mainly concerns short term review of their teaching, with a focus on problems and how to solve them. For example, FollowUpDec2010P3 claims that she does not have much free time to reflect and that she ends up reflecting about her teaching when

something "goes out of the normality" (FollowUpDec2010P3), i.e. when something goes wrong, when she tries to understand why this happened and tried to amend the situation. FollowUpDec2010P3 stresses that the lack of time makes some situations in the classroom go unnoticed. FollowUpDec2010P4 agrees that if something goes wrong it triggers reflection. FollowUpDec2010P7 also says he has busy journeys every day and reflection does take place, but only the following day.

There was some limited comment on how to promote more forward-looking reflection, and recognition that collaboration was helpful for this (as experienced during the CPD course). For example, FollowUpDec2010P4 and FollowUpDec2010P2 agree that it is important to meet up with colleagues to share, as they did in the course, as FollowUpDec2010P4 expresses it:

> "I think that the teachers from the municipal schools should have more opportunities to meet to discuss, talk more, also to motivate the work, which is sometimes difficult" (FollowUpDec2010P4).

FollowUpDec2010P4 goes on to assert that they have both good and bad days in their teaching and reinforces that the idea of sharing and discussing has come to her from the CPD course:

> "[the ideas] have come from the CPD course, because we heard about many experiences, reports of activities that be carried out in the workshops and which we can adapt to our teaching" (FollowUpDec2010P4).

The responses of the inexperienced teacher FollowUpDec2010P7 were somewhat different to those of others. He was still adjusting to working at municipal schools (2010 was his first year at the job), and was experiencing severe discipline problems. About being an ESL teacher for the municipal schools FollowUpDec2010P7 said: "it can be summed up in one sentence: I am not totally adapted to it, but I am trying" (FollowUpDec2010P7). I asked him what the best thing point about his job is and he said it is that he has gained lots of experience through the work, "we learn a great deal" (FollowUpDec2010P7). And the worst part:

> "The worst has to do with the humiliation we suffer because the students there do not respect anybody and even worse is the fact the English does not fail the student, everyone passes. For this reason students respect us even less" (FollowUpDec2010P7).

Then I asked FollowUpDec2010P7 how he feels about the status of ESL in the curriculum. He states he is supposed to only do the work, go home, and keep to himself what is about himself. He says he has tried music but this did not work because students make a big mess in the classroom. The most efficient method so far to have a quiet and productive, under control, class has been for him to write on the white board and the students to copy from the board. This seems to keep students concentrated and working. His preoccupation is just to find and activity that would keep the class quiet, and the writing would be a crowd control only.

Ongoing obstacles to reflective practice

Lack of time

FollowUpDec2010P2 and P3 say that they have been so busy that many times problems either go unnoticed or do not receive the needed attention. Nonetheless they plan their teaching and when what they planned does not work as they had planned they ask themselves "what went wrong? Why did it not work out?":

FollowUpDec2010P2 stated she has become a professional who works automatically and that serious problems trigger her reflection. Other than that she is busy, very busy.

> "For me what lacks is time. I might things automatically, and I only stop to reflect about what happened when something go seriously wrong" (FollowUpDec2010P2).

Student absence and the status of English

Another major on-going complaint by FollowUpDec2010P13, FollowUpDec2010P1, FollowUpDec2010P5, FollowUpDec2010P3, which was repeated in the follow-up, is about student absence from class. It is not necessary for students to pass English examinations in order to progress, and

this affects both attendance and commitment among students. FollowUpDec2010P2 tells of a student who had been absent for many lessons and never took any of the tests during the whole school year. The students do not really worry about the subject. This makes it even more difficult for the teachers to plan lessons which are engaging. They say that because English does not fail they get the most incredible excuses from the students about being absent, not doing the homework, not bringing material to school; in other words, they are faced with a lack of commitment and interest on the part of the students. Students' absence also affects continuity of instruction:

> "The absence is a problem for the continuity of the work. You don't have. Because the student is absent from school for over a month. Some students are absent for two weeks in a row. This year we had a new record of absence. If you teach fifteen lessons the student is absence in ten" (FollowUpDec2010P3).

Violence

FollowUpDec2010P5 mentions violence as a further obstacle to development, which was a topic cited by the teachers both in the needs assessment phase and in some discussions during the course. FollowUpDec2010P5 recalls a violent event that happened at the school.

> "In reality we work with a very difficult community. In my case I work at [says name of neighbourhood], which is a violent region. The school has been robbed by an ex student, who broke into it and took some material from the school. The police managed to get it back to the school" (FollowUpDec2010P5).

The teachers seem to be more motivated when they write individual reflections about their teaching. Here, I observed development in their thinking and that they are changing in terms of the way they perceive the teaching of writing. This is a sound influence of the course, especially if we consider that they say that, in general, their students showed a positive attitude about the implementation of enriching changes to the teaching. However it seems that when they are together discussing the work they tend to go back to a

complaint mode, rather than discussing their own agency and potential in the classroom.

5.5 Conclusion

In this chapter I discussed two main parts of the research: firstly writing pedagogy, and within this process writing, contextualised paragraphs, and the workshops. The second part was an analysis of findings from Phase 3, when I revisited research questions 2 and 3, concerning reflection and writing pedagogy after a school semester.

Writing pedagogy

Process writing was a novelty for the teachers. Participants did not understand clearly what process writing is about, with all its phases of drafting, revising, editing, proofreading, common features of process writing. Nonetheless, the novelty has prompted positive general thinking about planning more engaging lessons and teaching writing in the future.

The introduction to the alternative of process writing has made them reflect more concretely about their own current teaching, which had the characteristics of: Creation of texts, as reported by a minority; Sentence level writing or writing as a means for grammar or vocabulary teaching, cited by the vast majority, with focus on teaching grammar and vocabulary at sentence level; and copy writing dictation and spelling, for young learners to be introduced to writing. Writing as neglected or difficult also emerged as a theme, for various reasons, ranging from teachers' dislike of writing teaching or not being successful at it, lack of didactic resources, students' reluctance or disinterest in literacy more generally; as well as students' difficulty with L1 Portuguese. Added to the reasons mentioned above are the large class sizes, lack of time to plan and lack of pedagogical support.

The discussion within the course of contextualised writing, and the teaching of paragraphs had a more substantial impact on teachers' thinking about practice. Following discussion on this topic, participants expressed much more positive general views about student motivation and the general importance of teaching writing. They saw focusing on paragraphs as a means of motivating and encouraging students, and building their confidence. The teachers became

more open to change, describing how they plan to implement changes in their teaching. Through the course, they have come to the realisation that teaching paragraphs instead of fragmented sentences can be an entry to teaching text-level writing. And finally I also observed some participants' reflection on their practice, in which, despite the new enthusiasm and willingness for teaching writing, a minority of them remained with familiar themes that reject change.

The results showed development in teachers' professionalism and reflective ability as they gain a clearer understanding of what teaching contextualised paragraphs entails, and the strategies one can use to make the teaching of writing more engaging for students, such as by choosing topics that speak to their day-to-day lives.

The workshops

Section 5.3 discussed the outcomes of the workshops, by analysing the materials designed and also analysing the participants' perceptions of the experience. A total of seven sets of teaching materials were produced in the workshops. A recurrent comment made by many participants about the workshops was that it was a very good opportunity to collaborate and have the support and ideas of their peers. They state that working together enhances creativity, planning, confidence and motivation. The activities designed show that the majority of participants did take into account at least some aspects of the suggestions provided. These include the relevance of variety, more engaging methods of teaching writing, and ways to ensure learning by taking into account the students' context and background when designing activities, making pertinent changes and adjustments to their context. No doubt the participants were more prone to rethink and revise older practices and to try and enhance their teaching with some more engaging and relevant content, than to adopt entirely new practices (such as process writing!). Generally speaking, I identified in the workshops copy-writing, work on word and sentence level, and gap filling as intermediate exercises, introduced because the participants found it important to develop their students' sub skills before presenting or proposing writing. I also found activities which mixed English with Portuguese, with the instructions in Portuguese, an ordinary practice

amongst teachers in regular schools in Brazil. However, there were only a few participants who replicated structural grammar teaching only.

The empirical follow up phase

In the follow up phase, I investigated further the impact of the course on participants' reports on their teaching, with implementation of changes, and on their reflections about teaching ESL at the municipal schools. I identified a group of 'conservative' teachers who showed no change in their teaching, for which they provided a series of reasons, based the themes already mentioned before: students' weakness and students' attendance and materials issues, i.e. the dictionary. I understand that changing may not be easy, and that teachers do face some structural constraints in their practice that seem to have hindered improvement. Nonetheless, I also see in the discourse of this group the same old tradition of complaint and of blaming the entire problematic situation on the 'system', on the school rules and on the students.

Significant second group, the majority of the CPD participants, did change however, with some providing detailed reports on what they did. Some teachers were introducing warm up input discussion and vocabulary teaching around a given theme, followed by translation, and then presenting a model text from which students would be prepared to create their own. Another sort of change was emphasising reading practice as a basis to later on teach writing.

From their reported practice I identify a change from teaching of fragmented, disconnected content, to teaching short texts, and to being more aware of processes in the teaching of writing. The teaching is marked by providing a model for the students to follow, and for planning with phases, rather than asking them to write in English without preparation. To these proposals students reacted mostly positively and were enthusiastic about the writing activities. The majority of teachers believed their students felt more confident and capable of writing in English.

Reflection

In the follow up I also wanted to give participants a final opportunity for reflection about their teaching. Participants stated that the course has equipped them and also motivated them to change their teaching practice, as

they acquired new perspectives concerning their teaching of writing and therefore making ESL teaching more meaningful and engaging. However there were continuing worries about the shortage of time to plan interesting lessons, and they still mentioned the status of English as a problem, as a well as the violence in the schools.

Overall, what the participants said about reflection after a school semester of teaching demonstrated development in their thinking and that they are changing in terms of the way they perceive the teaching of writing. This is a sound influence of the course, especially if we consider that they say that in general, their students showed a positive attitude about the implementation of enriching changes to the teaching. The teachers seem to be more motivated when they write individual reflection about their teaching. However it seems that when they are together discussing the work, without the concrete focus of e.g. a workshop activity to provide direction, they tend to go back to a complaint mode, rather than discussing their agency and potential in the classroom.

6 Concluding Remarks

6.1 Introduction

The preceding chapters gave account of data collected with participants in the two main empirical phases of the research, when they reported on their reflections, discussed, reacted, and designed teaching materials in the workshops in the CPD course. 20 participants contributed to the preliminary phases (start of the course); 14 participants to the main phase (the complete course); and 10 participants to the follow up phase.

In this last chapter I will review the findings and the study's overall contributions to theory and research. I will also make an evaluation of the study by discussing its impact as a CPD programme, reflection as elicited from the participants, its limitations and its strengths, and present a reflection about myself as a trainer and researcher. Finally, I will make proposals about future CPD as well as future research directions.

6.2 Discussion

To organise the discussion, I cite again the specific research questions this study seeks to address. I will provide a summary of the results, together with an interpretation of the results in relation to the literature reviewed in Chapter 2.

Summary of the results

RQ1: What can teachers' perceptions and autobiographical accounts of their own teaching practice reveal about their reflective attitudes?

As described in Chapter 4, Research question 1 was investigated through different modes of individual writing: autobiography and reflection upon participants' ESL teaching practice. I wanted to document the reflections of my participants, at the start of the course. I also wanted similar evidence from the end of the course, so that I could observe the impact of the course on participants' pedagogical knowledge and quality of reflection. Three pieces of writing were drawn upon to address this research question: the first a piece of autobiographical writing, for them to write about what has made them become

teachers; a reflection on their current teaching practice; and the last piece, a creative letter to someone important to them at the end of the course. The writings were expected to provide opportunities for them to build their professional history, to understand who they are and organize the history of their career (Farrell, 2007; Stein, 1998).

The participants responded with interest to responding in an autobiographical way. They adhered to it and enjoyed it. In the beginning (e.g. in the needs analysis discussion, as well as in the writing exercises), participants concentrated on complaints, e.g. saying there were too many students. In terms of quality of reflection, the initial piece of autobiographical writing remained largely at a descriptive level (Jay and Johnson, 2002). In the later writing, they repeated some of these complaints but they also brought new perspectives and evidence of deeper professional engagement and development. Specifically, the letter writing task elicited rather more evidence of comparative and critical reflection (Jay and Johnson, 2002; Freire, 1972, 1974). Professional values were expressed more explicitly, in particular a concern for understanding students' difficult contextual circumstances and working to meet their needs. A striking new feature of the letter writing activity was participants' enthusiasm for collaboration, experienced during the discussions and workshop activities of the course.

Analysis of participants' responses confirmed my view that autobiographical writing was a good way for individuals to undertake reflection on their practice and on their wider professional context. These individual writings also provide evidence of participants' development and engagement in the course. While it is acknowledged that the discussions and group activities of the course were key in promoting reflection (as suggested by Mann and Walsh 2013), this reflection has given full individual expression in personal writing. This reiterates that autobiography writing is an efficient tool which should not be abandoned in favour of discussion alone, and which can help teachers to think more professionally.

These results are also broadly in line with claims elsewhere in the teacher education literature that narrative, reflection, and sharing can lead to positive construction of teacher identity, including commitment to innovation and

change (Stein, 1998; Tsui, 2007; Vasquez, 2011; Freire, 1972, 1974, 1996, Menard-Warwick, 2011; Johnson and Golombek, 2011).

RQ2: How can a CPD course in English writing pedagogy promote teachers' use of reflection?

This project assumed that teachers need to be open to constant learning, and that their discourse changes in this learning process (Ur, 2002; Solomon and Tresman, 1999; Pollard, 2005; Malatér, 2008). In my participants' reflection I identified new, different thinking, which is the tighter concern with a particular aspect of language teaching, as the focus for knowledge development, practice, and reflection. Reflection and dialogue in the course definitely promoted a deeper and more critical level of professional engagement with writing pedagogy, partly through discussion of pedagogical techniques and approaches, and partly through the workshops, and in turn this is reflected in higher quality and more professionally engaged comments on teaching writing (Freire, 1972, 1974).

RQ3: What is the impact of a CPD course in English writing pedagogy on participants' beliefs about future practices in English writing teaching?

Research question n. 3 is concerned with participants' reactions to particular ideas about writing pedagogy (process writing and the writing of contextualised paragraph), and their reflection in the workshops.

We talked about process writing and they seemed very impressed with the general principles, but once they entered the workshop mode they largely forgot about it. When I said 'ok, move from sentences to text', on the other hand, as part of the discussion about contextualised paragraph they clearly understood the idea. They did not go for all the finer points about process writing when developing their teaching plans during the workshops. Instead, they shifted into producing something which is quite controlled, including models and to copy, gap filling and word spelling. Nonetheless they got the idea about text as an objective for writing, and they worked out what was feasible about text focused activity, with students who were early ESL learners. This experience confirmed the need to tailor CPD ideas and inputs closely to teachers' current practices and contexts. As teachers of elementary level learners in difficult circumstances, the 'process teaching' idea proved too

distant from their current reality, whereas ideas about moving toward contextualised text level writing proved more accessible and immediately usable. Thus, the lesson for us is that teacher development is itself a matter of stages and people have to master simpler concepts first and build their confidence before they can imagine or plan other, more complex tasks for their students. This finding is in line with comments of Hinkel (2006) and Moon (2008) about the teaching of sub skills.

With my group of participants, what worked best was working together, discussing, sharing, and collaboration. Dialogue was crucial, to which they responded very well. Following the more concrete discussion about crafting a short text in place of isolated sentences, they showed willingness to think and talk about enhancing their teaching, and to operationalize their reflections in the workshops. The workshops were the moment I gave them most autonomy and an opportunity to be creative. The materials they produced demonstrated the concrete impact of the course in terms of confidence, of reflection, of awareness but also in terms of their adoption of some technical ideas I have taught them like process writing and contextualised paragraphs. The levels of response are reflected both in the work and in their reflection. This confirms much that has been said in the CPD literature about the need for active, participatory and collaborative methods in CPD activity (e.g. Dewey, 1933; Pollard, 2005; Schön, 1983; Freire, 1972, 1974; Zeichner and Liston, 1996, Gimenez, 1999, 2004).

It was acknowledged in Chapter 2 that demonstrating impact of CPD is problematic (see discussion in Section 2.2.2. This CPD course took place outside the teachers' regular working contexts and institutions, which limited expectations regarding likely impact on teachers' future practice, and it was also not possible to track this directly. In the Phase 3 follow up however, the majority of the participants reported that they had promoted some sort of change and improvement in their teaching, some with the teaching of short texts, some moving from words to sentences. I obtained a mixed response from participants. They did not pick up on everything I said to them; it was not the case that they liked me so much that they would do anything I wanted them to do. Most obviously, they were not ready for the more sophisticated

ideas such as process writing. However, they were more willing to incorporate contextualised paragraphs into their traditional, grammar focused method. I understand they have a curriculum to follow, which includes the teaching of grammar points, and that it is their tradition to give emphasis to word level teaching, but in the workshops they found ways to build on this type of work and to engage their students with text creation at a basic level. It is also important to mention the teachers' attempts to find topics which would be interesting for the students.

6.3 Contributions to theory and research

The outcomes of this research study, dealt with in the two preceding chapters, revealed several solid findings pertaining to continuing professional development of teachers in contexts with shortage of resources. It has shown to me that using a reflective practice approach and blending readings, discussion and practical activity in this dialogical intervention was an advantageous idea. All of it can be transferred and replicated in resource-poor settings.

From the dialogical intervention provided the teachers developed professionally; the students were satisfied with the activities implemented. On the other hand, certain traditional beliefs about teaching can be so ingrained they impede change and alternative avenues to enhance both their work and themselves. It is fact that changing is challenging and not easy for everyone.

My action research has shed light on the type of CPD which works with teachers in a resource-poor context. In this and in similar contexts a format of professional development which made use of autobiography and creative writing as tools for teachers' reflection and self expression proved productive and successful. It worked very well with all teachers contributing their reflections. It has helped build a history of their accomplishments, with stories about their practice, and the construction of their teacher identity (Stein, 1998; Tsui, 2007; Vásquez, 2011, Riessman, 2008, Menard-Warwick, 2011, Farrell, 2007). Writing narrative in the course has motivated the teachers to be creative and to develop language skills, as well as it has given them confidence (e.g. Banegas, 2011; Hunt and Sampson, 2006).This is the path I would recommend for teachers of this type because these tools have proven efficient to trigger

development and understanding of their possibilities. In apparently arid environments we can obtain impressive data if we utilise the right tools, the ones that speak to them. Autobiography helps create identity. It may also be valuable in different, more favourable contexts.

The workshops were a good idea for the practical side of their development. Moreover, they provided a unique opportunity for sharing and collaboration which generated positive reactions even for the participants who did not change practice in their new planning. What I have learnt that is new and helpful for Brazil is that these teachers working in disadvantaged contexts are professionals who can develop when they have a chance. I have also learnt that there might be some state school English teachers who are not much interested in changing their practice and not interested at all in learning anything new, because that is part of the culture when one has a steady job in Brazil. On the other hand, there are the ones, in my study the majority of those who stayed in the course, who are highly interested and willing to advance both in their personal learning and in their practice. These committed teachers have the potential to change education and society. As for the international field I believe the programme can be replicated in similar contexts; and it may be efficient even in contexts with more favourable conditions. It is not only in Brazil that ESL teaching is problematic. The problems vary in different contexts but overall teachers' qualification and education is always an issue which deserves attention. My project shows a constructive way of confronting, dealing with these issues.

6.4 Evaluation of the study

Impact of CPD

In this section I make an evaluation of the study taking into account its limitations and its strengths, and drawing on the model of Guskey (2000) regarding the impact of CPD. As in any study, the findings should be considered taking into account the limitations of the research. For data collection I utilised questionnaires and pieces of writing, besides focus group discussion, and an interview. I am aware that self-report questionnaires have limitations as source of data, such as the lack of guarantee the questions were

frankly answered, even anonymously. There is a possibility that participants may have construed questions in differing ways, and may have unintentionally generated imprecise responses. Nonetheless, in my design I have several data collection procedures which tried to evaluate different aspects of the course and allowed for triangulation of findings. The satisfaction aspect was addressed both through the questionnaire and through the pieces of writing. The learning element was seen in participants' development in their writing skills and in their reflection about their practice and in planning new activities in the projects developed in the workshops. Thus from the activities developed and their reactions in the course I can show that the participants learned more about writing, and that they developed more strategies about the teaching of writing. The longer term outcomes concerning follow up and implementation in schools were also investigated in part, by going back in Phase 3 to meet and interview participants.

Thus, I have addressed three on Guskey's list of five potential areas of CPD impact. I am aware I did not address all his themes, since I could not go and observe the teaching, nor could I test the children the participants are teaching to discover if they are better writers. Most importantly I could not visit the schools, not attempt to embed the CPD activities there, because I did not have access to the schools. My study was limited in these ways. Below, I assess the degree of impact of the course against each of Guskey's areas:

1. Participant reaction: I have evaluated my course through the post-course questionnaire, and it showed a high level of satisfaction from participants (see chapter 4, section 4.2 General evaluation of the course; and section 4.4.3 Autobiography: letter to somebody important to them).

2. Participant learning: In my research the learning is about the teachers growing and become more knowledgeable about writing at the end of the course as compared to the start of the course. This is evidenced through at least some of the workshop activities produced. This learning also refers to their higher level of reflection gained in the CPD course, which has been demonstrated in Chapter 4, section 4.4 Autobiography and reflective practice.

3. Organisational support and change: in my case I could not evaluate the CPD in terms of institutions, as the CPD course did not relate to the institution and was not part of their regular development programme.

4. Participant use of new knowledge and skills: in my case this was addressed to a limited extent only, through the Phase 3 follow up, when the participants reported on how, by using their new knowledge acquired from the CPD course, they developed new, more contextualised, activities, thus, enhancing their teaching of writing to their ESL young learners (see chapter 5, section 5.4 The follow up empirical phase).

Pupil learning outcomes: in my case this dimension was not directly assessed because I did not have access to the schools or to the participants' students. My findings about pupil learning outcomes, or reaction to their changes, have come solely from the teachers' comments in the follow up phase.

It is still true about CPD that it is relatively easy to give teachers a good time, to build up their confidence, to develop their subject knowledge; but what is it that lasts? Perhaps I made a bit of a difference with participants' practice and also with their confidence. However, there are limits to the impact of this kind of short term non-institutional CPD For longer term effectiveness. CPD programmes should be planned in partnerships with institutions, or schools, and provide longer term programmes. An obvious development from this short CPD course would be to apply some of the principles and activities in subject specific, institutionally embedded programmes.

Regarding Reflection, in many respects my study was in line with what Mann and Walsh (2013) say we should be doing in order to assess the value of reflection as a mode of teacher development. My study is collaborative, and it is dialogic, which they are arguing for. On the other hand, they are saying 'we want analysis of the dialogue' and I have not undertaken this. Instead I have traced teachers' reflections through their writings, because of my belief in the transformative power of writing, and because the focus of my study was on writing. My participants needed practice in writing to improve their linguistic skills and to then be better equipped to improve their teaching of writing since

all of them teach ESL in Brazil and they are all second language English speakers. Nonetheless, they could not have done the writing without ongoing engagement in dialogue as well. In the programme, the two types of discourse were integrated and in my analysis I gave priority to analysing the writing. My perception as a participant throughout the study was that teachers' verbal thoughts expressed in dialogue reappeared in their writing, in richer form, with their added personal reflection on what had been done or discussed. Time and resources did not allow for analysis of both speaking and writing, so I had to prioritise; and I prioritised writing because it both reflected the discussion and had individual narrative, besides the biographical content.

Jay and Johnson (2002) say teaching reflection is complex, and that moving teachers beyond descriptive levels of reflection is challenging. My programme provides evidence in line with this view. There is substantial evidence of descriptive reflection in my data. Participants are reflective on a wide range of matters pertaining to their teaching setting and to their own impressions about it and about themselves as professionals. They reflected on their pedagogy; on their values; on their social context. They talked about their students, the disadvantaged situation and the shortcomings they are faced with at the schools, and how we can get writing going. Those teachers are very conscious of their situation, but at the start of the course they were 'critical' mainly in a negative sense.

The activities of the course did succeed in promoting other kinds of reflection to some degree, grounded in a) development of teachers' professional knowledge and confidence, and b) in collaborative activities. Thus, there was some critical questioning and appreciation of the relevance of the topics addressed in the course in relation to their context. Comparative reflection is there as well, again arising from their discussions and interactions in the course (Jay and Johnson, 2002). My participants collaborate a great deal in the discussions and in the workshops when they discuss their situation; and design new teaching activities. Then, they come back and mention in the writing that from sharing they have come to learn so much more about their profession. Overall, I believe that my study shows the interrelationship of knowledge and reflection, with understanding being used as a starting point to critique their situation and then be able to propose, plan, and implement changes.

Paulo Freire advocated a critical, emancipatory form of education. He said many times that critical and engaging education is the only effective means for transformation in society, for the necessary changes in an unfair system. The core of his work is dialogue and collaboration as a starting point for people (teachers, students, and the whole community) to understand what is wrong and to participate actively in the decisions for change. Teachers are agents who should promote transformation. I believe Freire goes beyond the more technical concerns of e.g. Mann and Walsh and Jay and Johnson, as he is obviously concerned with educational values: what education entails and of our capacity of transformation. Freire advocates the opposite of the infertile, fruitless education in Brazil as he claims that:

> "[k]nowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry men pursue in the world, with the world, and with each other" (1972, p. 57).

Dialogue is at the core of Freire's philosophy and also of my research. Throughout the course and in all phases the participants had dialogues amongst themselves, 'talked about it', had dialogues with me, and then wrote their reactions and reflections about what we experienced in the course. One outcome which hints at possible development or reformulation of educational values in a more Freirean direction is the change in teachers' ways of talking and writing about their students. In early discussions and writings, teachers complain about students' lack of knowledge, lack of motivation, and disobedient behaviour. In later writings however, there is more recognition of students' potential and the need to adapt teaching content and activities to their level and interests. Thus, it seems that reflective CPD which builds teachers' own technical and professional competence and confidence may also have wider effects on their values and beliefs about future change.

6.4.1 Strengths

I think my research has various virtuous points which are relevant to teachers' professional development in other difficult contexts. The strength of the research is my creative and fruitful work with teachers through dialogue and

practical activities. I would like to stress the teacher development dimension. I reached out for the teachers, thought through it, helped them learn how to think, understand how they work and I demonstrated really the potential they have and how much the difficult situation can be improved and promote higher quality work and therefore have both teachers and students more satisfied and committed. It is remarkable that with just a small amount of input and discussion how much the participants have grown and become more knowledgeable about their possibilities, which was observed in the teaching materials they produced and in their reflections both at the course and at the follow up phase. They engaged significantly and developed professionally. It shows the potential that is there both in my programme and in those professionals who feel adrift and isolated in their practice in the workplace. At the course they felt stronger also because they were no longer alone, they had partners with whom they collaborated. This relevant result is what makes this an unusual project, which can be inspirational for any other similar context to enhance teachers' professional motivation and identity in general, and ESL writing teaching in particular.

It is possible that the course would not have been so effective if the participants were at the beginning of their teaching career, if I had had novice teachers who still needed more of the knowledge that comes from practice. My CPD course was effective with a group of mid-career teachers who already know a great deal about the milieu and about pedagogy in general. What they lacked and that the course provide to them was this opportunity for collaboration, reflection and professional development, enhancement of their own linguistic skills, clear instruction and ideas for change, as we did about writing.

I think the themes that were explored were relevant, catchy, and pertinent to their practice. The things we talked about were very attractive, plus the chance to build their own personal and professional history through reflection and writing. I think it is stimulating for any teacher to develop. I believe the participants who stayed in the course were really curious and interested in growing. And it is fine they found the course interesting and useful, as they said in their reaction writings. There certainly might be a relevance to it in their teaching.

With this group, the course demonstrated that even in difficult conditions it is possible for teachers to become more reflective, more knowledgeable, and willing to try new teaching techniques. The challenges for future research or professional development programmes are how to establish these attitudes more securely and durably in the system. A key point is to negotiate and discuss, establishing partnership, rather them coming to them and teaching them. Especially with mid-career professionals, their already acquired knowledge ought to be acknowledged and respected. I emphasize that no teaching in a development course should be prescriptive. The professionals should be capable of making critical assessment of what is offered to them and of adapting and leaving out what they cannot either take on board or find irrelevant to their practice.

6.4.2 Limitations

One limitation was the relatively high dropout rate from the course. I did not keep the less engaged teachers. It seems I kept the best motivated teachers, and the course worked fine with them. I cannot actually say what the outcomes would have been with the full group (e.g. if the course had been compulsory). However, I believe what I obtained is an accurate sample of that context.

The dropout rate was linked to another limitation, the fact that the project was a one-off special event, initiated by myself, and not part of a broader curriculum, i.e. a teacher development system in which I would have had more participants, and there would have been more incentive for course completion. In this case, some people, when they realized they did not have any obligation to be there, they did feel free to leave and did so. Hence, I had the dropouts. The course was an extra, voluntary activity, and the participants who completed it were in a way doing me a favour despite having a course of high quality offered to them. However, I do not think those mature, busy, serious professionals would have stayed had they not found the course insightful, relevant, and helpful and that I was able to motivate them. They found the course worth their time and investment in engaging in it.

A further limitation was the length of the course, which ran from Monday to Friday, and its one-off character. If I had had the chance to work with the

participants for a longer period of time, such as a month or two weeks or if I had had the chance to work with them that one week, and for instance repeat the cycle later on, a week at Easter, a week at Christmas, another week at Easter it would certainly prove helpful. If I had had a chance to run a series of materials development workshops building on the previous workshops, for example, then there would have been more chances to embed the new ideas and eliminate contradictory elements from the activities. I think if I had had a chance to review theoretical concepts about the teaching of writing they would be better prepared for more, long term changes. We did not have any opportunity for feedback, i.e. for me to speak in detail with each group about each workshop in time for them to revise and get rid of elements such as 'unscramble the words', which may be popular in traditional classrooms, but have little to contribute to writing development.

I offered new avenues and wanted to motivate them, but I was most of all expecting them to be critical of everything. I second what Freire said many times, that he did not want anyone to agree with him. I wanted the teachers to be critical and see for themselves how and why the novelties I presented to them could be applied in their teaching. Accordingly, in the workshops, it can be seen that they still had to work through their existing ideas about what they know works for them and for their students.

Finally, this programme would be more embedded if I could have been visiting schools and doing follow up work, which was not possible within the limitations of a PhD. If it had been the first step in a longer term programme of research, the next things to do would be to run the course one more time, review with teachers some theoretical concepts, update on how their work went at the schools and from it develop more workshops to address deficiencies identified in their work.

In the paragraphs above we have identified a number of limitations to the study, but these offer clear signposts to things that could be done in future. Overall, we can draw the conclusion that CPD involving reflective practice is the right track to foster teacher development, including in difficult conditions such as those of the research setting studied here, in resource-poor state schools in Northeast Brazil.

6.5 The trainer researcher

This research study has been a very long, at times difficult, journey to me. I planned and designed the whole study to be implemented in another continent. Working to find support was challenging because I was not professionally connected with any educational institution at the moment of the research. I was not a teacher at the municipality, I have been on study leave from my teaching position at the private university where I teach, which is not at all connected with the municipal schools. Therefore, I needed to start from zero to construct the situation in which I could carry out the research. Communication was not always easy. I had all sorts of problems in the planning of the course and in advertising it to the teachers at the schools. I needed to rely a lot on my own personal friends to help spread the word about the course.

All effort was worth when I was working with such a motivated group, who also motivated me. The contact with the teachers was a unique opportunity for me to get to know them, to learn so much more about their teaching context and intricacies, and to build up good relationships with them. We were all learning together, and I feel more confident now as a teacher trainer.

It was maybe interesting for some teachers it was Kalina who was teaching. The course was engaging and a success as far as the teachers were concerned because it was about reflection, writing, and it represented professional development. It was engaging and motivating not just because it was led by me. The content was also a determinant factor for their engagement, as well as the opportunity for collaboration. They seemed thrilled to collaborate.

I think the course with those proposal and perspectives could have been run by me only, at least at that moment and to that group, because of my philosophy of professional development and also of my knowledge and experience with writing.

Nevertheless, I believe I was an effective and motivating teacher as well. It is not the case that I am a guru and whatever I do they just love it because it

comes from Kalina. I am a professional educator who is working on topics, and the topics are interesting and appealing for them independent of the guru.

In conclusion, professionally I have gained much in the development on my thesis and I have also grown as a person. The opportunity to design and carry out the professional development course has given me the chance to teach and exchange what I have learned. It has also taught me a great deal.

6.6 Future research directions

The action research set out to document the impact of the course on the participating teachers, so that if successful, it might be used as a reference in that community for future decisions concerning CPD courses, as well as for other communities that share similar features.

My study has contributed to the understanding of the development of teachers in this kind of context with scarce resources and teachers who themselves do not have much access to professional development programmes. It certainly has an enormous significance in the target city in Northeast Brazil and outside of it.

Considering that the teacher participants were interested in the professional development course they were offered, and that the course proved relevant, beneficial, and more engaging and motivating than their traditional, fragmented teaching, it is clear to me that teachers in similar contexts would likewise benefit from this format of teacher development. This leads to the inquiry regarding what else could be done to reinforce and make possible educational improvements in the context. The most important point about future directions for CPD and research is that, given the significance of organisational support and change in making CPD effective in the longer term, schools themselves should be considered places where both teachers and students can learn. Finally, as has been discussed in the literature, it would be interesting if teachers could see themselves as learners who need to, through reflection and acquired knowledge, improve their practice.

Appendices

Appendix 1: Ethics

UNIVERSITY OF
Southampton

Mr Kalina Saraiva de Lima
School of Humanities
Avenue Campus
Highfield
Southampton
SO17 1BF

RGO Ref: 7343

28 June 2010

Dear Mr Lima

Project Title Continuing Professional Development and Reflective Practice for English Teachers in the Municipal Schools in Teresina

This is to confirm the University of Southampton is prepared to act as Research Sponsor for this study, and the work detailed in the protocol/study outline will be covered by the University of Southampton insurance programme.

As the sponsor's representative for the University this office is tasked with:

1. Ensuring the researcher has obtained the necessary approvals for the study
2. Monitoring the conduct of the study
3. Registering and resolving any complaints arising from the study

As the researcher you are responsible for the conduct of the study and you are expected to:

1. Ensure the study is conducted as described in the protocol/study outline approved by this office
2. Advise this office of any change to the protocol, methodology, study documents, research team, participant numbers or start/end date of the study
3. Report to this office as soon as possible any concern, complaint or adverse event arising from the study

Failure to do any of the above may invalidate the insurance agreement and/or affect sponsorship of your study i.e. suspension or even withdrawal.

On receipt of this letter you may commence your research but please be aware other approvals may be required by the host organisation if your research takes place outside the University. It is your responsibility to check with the host organisation and obtain the appropriate approvals before recruitment is underway in that location.

May I take this opportunity to wish you every success for your research.

Yours sincerely

Dr Lindy Dalen
Research Governance Manager

Tel: 023 8059 5058
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Appendix 2: Outline for interview with Secretary of Education

Southampton, 6 de dezembro de 2009

Roteiro para entrevista semi estructurada com o Secretário de Educação

Perguntas:

→ **1. Geral – sistema de escolas municipais:**

- Qual é a situação atual das escolas?
- Quantas escolas municipais oferecem EJA? E quantas oferecem o ensino regular diurno?
- As escolas tem coordenadores por area, por exemplo, de inglês? Se não tem, quem acompanha os professores?

→ **2. A matéria Inglês**

- Quais as semelhanças e as diferenças entre EJA e o ensino diurno no ensino de inglês? Por exemplo, qual o contingente de alunos estudando inglês? Que recursos didáticos são disponibilizados para os alunos de EJA? Que recursos didáticos são disponibilizados para os alunos do ensino diurno?

- Qual a sua opinião sobre as recomendações dos PCNs com relação ao ensino de lingua estrangeira? É possível para o município atender a essas recomendações? Há algum plano ou programa especial para cumprir o que os PCNs recomendam? (Os PCNs recomendam o ensino das quarto habilidades de língua: escuta, fala, leitura e escrita.)

→ **3. Os professores de Inglês:**

- Quando foi o último concurso para professor de inglês do município? Quantas vagas foram ofertadas no concurso? Quantos professores concorreram ao cargo?

- Quantos professors de inglês fazem parte do corpo docente do município no momento?

- Quantos destes professors tem especialização, mestrado ou PhD em área relevante ao ensino de inglês?

4. Formação Continuada para os professores

Appendices

- O município oferece atualmente cursos de formação continuada para os professores? Qual é o critério para a escolha dos cursos a serem oferecidos? E qual o critério para escolha de professores para fazerem os cursos?

- São ofertados cursos de formação continuada especialmente para os professores de inglês?

- Com que frequência esses cursos acontecem?

- Existe algum mecanismo / instrumento para acompanhar e avaliar a relevância desses cursos de formação continuada quando os mesmos são oferecidos? Caso haja, como elas avaliações são feitas?

Southampton, 6 December 2009

Outline for semi structured interview with the Secretary of Education

Questions:

→ 1. General – municipal school system:

- How is the situation today with the municipal schools?

- How many municipal schools are there which deliver EJA? How many municipal schools are delivering daytime teaching?

- Do schools have subject specific coordinators e.g. for English language? If not, who assists the teachers?

→ 2. English as a subject:

- What are the similarities/ differences in the teaching of English within EJA and in daytime teaching? For example, what proportion of students are studying English? What teaching resources are provided for EJA students? What teaching resources are provided for the regular daytime schools?

- What is your opinion about the PCN recommendations regarding the teaching of foreign language? Are these recommendations feasible in the municipal system? Are there any special arrangements to execute these recommendations? (The PCNs recommend balanced attention to teaching of the four language skills: listening, speaking, reading and writing).

→ 3. The English teaching force:

- When was the last contest for English teachers? How many vacancies were offered? How many applicants were there?

- How many English teachers are employed in the Teresina municipal system now?

- How many of them have a specialist degree in English, a master's degree in a relevant area, or even a PhD?

4. Continuing professional development (CPD) for teachers

- Does the municipality currently offer CPD courses for the teachers? what is the criterion for choices of courses to be offered and for the teachers to attend them?

- Are any specialist CPD courses offered for English teachers in particular?

- How often are such CPD courses offered?

- is there any mechanism / instrument to follow up and evaluate the usefulness of CPD courses when these are offered? If so, how are such evaluations carried out

Appendix 3: Needs assessment focus group outline

Focus group with teachers (for needs assessment)

Prompts:

1. What is it like to teach English at the municipal schools?

1. Como é ser professora do município?

2. What is the best aspect of teaching English at the municipal schools in Teresina?

2. Qual a melhor parte de ensinar inglês nas escolas municipais de Teresina?

3. What is the most problematic side of English teaching? Students' motivation? Absenteeism? Class size? Resources?

3. Qual o aspecto mais problemático no ensino de inglês? A motivação dos alunos? Falta? Tamanho das turmas? Recursos?

4. Do students from your school have the subject book? How is it? How do you utilize it?

4. Os alunos da sua escolar tem o livro de inglês? Como é esse livro? Como você o utiliza?

5. If you / your students don't have the subject book, how do you organise your teaching / planning of lessons? What resources and methods do you use?

5. Se você / seus alunos não tem o livro de inglês, como você planeja suas aulas? Que recursos e métodos você utiliza?

6. What sort of pedagogical support do you have at the school for English teaching, and from whom? (Supervisor? School director? Other English teachers?) If you don't have support at present, what kind of support would you like?

6. Que tipo de apoio pedagógico você tem na escola para ensinar inglês, and de quem vem esse apoio? (Supervisor? Diretor da escolar? Outros professors de inglês?) Se você não tem apoio no momento, que tipo de suporte você gostaria de ter?

7. Do you attend CPD courses for English teachers? On what topics? How often? Would you like to attend more than you actually do?

7. Você participa de cursos de formação continuada para professors de inglês? Com que frequência? Você gostaria de fazer mais cursos do que faz no momento?

8. What do you think are the most urgent topics for English teachers' CPD?

8. O que você acha que são os tópicos ou assuntos mais urgentes para um curso de formação continuada para professors de inglês?

Appendix 4: Needs assessment focus group transcription

K – certo vamos pensar nessas perguntas aqui por favor. É a mesma pergunta pra todo mundo. O que é mais legal e gratificante de ensinar inglês nas escolas municipais de Teresina? O que que você acha? T3

T3 – Por ser uma novidade uma língua estrangeira pra ele hoje é uma grande curiosidade ---- principalmente hoje em dia a disseminação do inglês em tudo em filmes então em livros palavras nome de loja tudo eles tem curiosidade em relação à língua estrangeira.

K – os alunos

T3 – os alunos. Então eles tem muitas perguntas a fazer. Tudo que eles viram em jogos ou em filmes eles perguntam pra gente em sala de aula.

K – e isso é gratificante pra você.

T3 – isso é gratificante pra gente como professor porque aí ta dentro do assunto eu tenho como abordar isso dentro de um conteúdo em sala de aula.

K – certo.

T2 – o que eu acho mais interessante é a questão da flexibilidade em relação a currículo. você não tem é uma obrigação de seguir a uma seqüência e você pode é voltar determinado conteúdo se você achou que aquele assunto não ficou bom.

K – a flexibilidade na

T2 – a flexibilidade no currículo.

K – no currículo. certo.

T1 – eu também acho que é exatamente isso. A gente não tem aquela aquela questão de ter 'ah eu vou ter que fazer prova tal desse tipo' a gente é livre pra escolher até a maneira de avaliar o nosso aluno né. Eu posso fazer uma prova oral, eu posso fazer um trabalho escrito um grupo uma apresentação não tem aquela coisa rígida de que eu tenho que fazer aquela prova com tantas questões entendeu? É mais é mais flexível também nesse sentido da questão da avaliação do aluno.

K – e você acha isso bom.

T1 – eu acho isso bom porque eu posso até avaliar no dia-a-dia deles como pra gente não ser injusta então no dia-a-dia eu já avalio o meu aluno nas tarefas né na assiduidade então tudo isso já serve de avaliação pra gente.

K – mas também se você decide tudo sozinho fica bem diferente escola por escola não é verdade?

T2 – com certeza.

T1 – com certeza.

T4 – com certeza. é bem diferente mesmo. Lá na minha escola pelo menos no caso a gente tem o laboratório de informática a gente lida com projetos e ali a partir dali eu dou uma nota vou avaliando o aluno.

K – e você acha isso legal.

T4 – eu acho. Até pelo pela resposta que eles dão.

K – certo.

T4 – a gente fez até um trabalho agora pa TV escola sobre o projeto.

T2 – eu não sei se você ia falar mas a gente tentou fazer uma padronização no material só que esse material

T3 – nunca chegou

T2 – esse material se perdeu sabe esse material nunca chegou até nós a Prefeitura colocou uma proposta mas que eu acho que não foi aceita pelos professores porque a outra foi elaborada por nós

K – e o que é? Material elaborado

T1 – material elaborado por todos os professores da rede. [all agree with T1]

T2 – material elaborado e em seqüência seqüências didáticas

T1 – seqüência pelo menos pra ter a seqüência

T4 – referenciais curriculares do município

T – exatamente

T4 – cada disciplina tem aquela organização assim

T 3– então nós passamos ali foi quando? Nós passamos dois anos

T 1– dois anos

T3 – dois anos fazendo os parâmetros PCN

T1 – os parâmetros curriculares foram feitos

T3 – preparamos o material

T1 – era um encontro semanal que a gente tinha

T1 T2 T3 e T4 – todos os professores da rede de inglês

T3 – e nada foi feito.

T1 e nada foi feito

Appendix 5: Follow up on CPD course outline

Follow up for the course:

"Writing as a means to enhance creativity in English teaching"

1. Using writing in the teaching: how? How often? How do students respond to it? **What happened in your teaching of writing**?

1.1 Planning interesting activities

1. A escrita na sua prática pedagógica: como? com que frequência? Como os alunos respondem à escrita? **Como voce tá trabalhando a escrita**?

1.1 o planejamento de atividades interessantes

2. How do you perceive your practice of a teacher of English in the municipal schools here now?

2. Como você se vê agora como professora de inglês do municipio?

3. Do you take the **time to reflect back:** on your planning? on how your lessons went? How is this reflection process?

3. Você reserva um **tempo para refletir**: sobre o seu planejamento? sobre como foram suas aulas? Como é esse momento de reflexão?

Appendix 6: follow up on CPD course transcription

Follow up on CPD course with:
K (Kalina, the research) and participants P9, P13, P1, P3, P5, and P8
K: Então a pergunta é essa: a escrita na sua prática pedagógica: como foi? Com que freqüência você conseguiu fazer isso? Como é que os alunos respondem a isso, eles reclamam, acham bom, se sentem estimulados? Como você está trabalhando a escrita? Como é que está o planejamento dessas atividades interessantes? Então isso aqui é um guia pra nossas perguntas.
P9: Eu levei muito a sério isso, porque no início do ano eu já tinha pensado um pouco em alguns projetos que tinham que ser feitos, eu sempre achei, durante a minha prática que escrever não seria uma coisa muito útil para eles, mas depois de ver algumas atividades de algumas experiências, eu pude ver que é muito estimulante.
K: Quais as experiências?
P9: Eu vou contar a experiência desse ano, algumas são muito estimulantes, quer dizer, para alguns alunos é muito estimulante, para outros não, para outros é terrível, é falta de interesse, na verdade uma minoria gosta das atividades. Basicamente como eu trabalho com ensino fundamental e médio, no ensino fundamental eles se empolgam mais né, então quando eles vêem que tão conseguindo produzir alguma coisa em termo de escrita, é muito estimulante para eles. Então as minhas atividades foram mais ou menos assim.
P9: A gente fez atividades do tipo: como na no sétimo ano a gente estudou presente simples e presente contínuo, uma das atividades que eu trabalhei com eles no presente simples foi, logicamente a gente deu o vocabulário, estrutura, mostrei exemplos e progressivamente eu fui fazendo assim. Eu colocava textos para eles e pedia para eles preencherem lacunas com informações sobre eles. E depois coloquei um exemplo um pouco mais ousado que era a rotina de um aluno com ensino a tarde, o aluno era estudante do turno da manhã e eles iam dizer com base naquilo ali como seria a rotina deles, já que eles estudavam à metade. Então eles tinham que mudar horário, tinham que mudar uma série de coisas que não se faz à tarde e se faz de manhã, acordar cedo, por exemplo, para eles não seria interessante, no final eles terminaram falando de outras coisas ne de rotina. Em torno de dez alunos

por sala conseguiram fazer e acharam interessante a atividade. Isso no ensino fundamental.

K: E qual foi a sua referência principal para você planejar essas atividades?

P9: Na verdade eu já estava procurando, no caso do curso me serviu muito como estímulo e a técnica que faltava, tá entendendo? Como é que eu vou fazer os alunos escreverem? Do que eu preciso?

K: É. É. Quem mais quer fazer um comentário sobre o que você fez na escola, os planejamentos, as atividades?

P13: Olha, para falar a verdade eu assim fiquei muito estimulada com o curso e tudo, mas eu não cheguei a realizar essas atividades, nao eu sei que é importante fazer, sei que a gente tem que começar a fazer isso, porque é como eles vão aprender, se não praticar não tem o inicio, não vai ne. Mas eu vou te dizer, assim, quando a gente começa a fazer as atividades mais simples que a gente já faz escola e vê que o desempenho deles não é assim o que a gente espera, o que a gente deseja, quando você se propõe a fazer uma atividade dessas como o *writing*, que vai exigir tudo dele, digamos que ele tem que saber ler, tem que saber se organizar no texto, quando ele vai ler um texto, para ele ser o enunciado de uma questão, não sei seus alunos, mas os meus no sexto ano e sétimo ano: "professora é assim?" Complete. E aí: "professora o que é para fazer aqui?" O nível do aluno, assim, as condições que ele tem e você termina se desestimulando pra querer... Porque é um desafio, isso aí é algo assim que exige muito mais tanto de você quanto do aluno.

P13: A questão dessa promoção é uma questão de números.

K: Às vezes também é uma coisa, por exemplo, é voce, é voce, você planejar uma atividade para o aluno produzir um texto, mas o aluno que produz o texto é um produto final, lá na frente, antes do aluno produzir qualquer texto a gente entrega para ele um monte de textos, ao invés de você pode pensar nisso como alternativa. Ao invés de orações, orações soltas falando do John, da Mary, do Peter; faça o John, a Mary, o Peter um primo, um vizinho e monte uma historinha e conecte essas orações. E aí o aluno vai vendo um exemplo, um exemplo de forma que quando ele tiver que escrever alguma coisa, ele tenha referências, referências...

P13: Uma coisa que eu consegui fazer, que antes eu trabalhava muito nos textos, no diálogo, sempre o diálogo e a interpretação para eles responderem

em português ou pra ele colocar verdadeiro ou falso, essas coisas assim ne, tirar alguma informação bem simples, mas aí eu já comecei colocar, a introduzir o texto na forma de parágrafo ne para ele já tentar interpretar de outra forma, fazer outra coisa, já trabalhando mais com a questão da leitura, porque se ele não consegue ler, que dirá:: Eu penso que escrever exige mais.

P1: Eu acho que com vocês acontece muito, para a gente conseguir do aluno é difícil, a questão dele ser muito inibido, porque para mim é difícil.

P13: Mas na hora dele escrever uma atividade que ele pode perder e que não depende... Claro que ele vai se expor, porque o professor vai ler, mas é uma coisa que ele faz ali...

K: Mas a pessoa tem medo de ser julgado de qualquer maneira. Agora você falou num ponto importante Mary, que é uma coisa que me chamou atenção nos *workshops*, que o aluno tem dificuldade de ler o próprio enunciado da questão.

P3: Você mantém o nível da aula baixo e na prova cobra acima do que foi trabalhado.

K: E o aluno diz: "me pediu o que não ensinou." E muita vez está dizendo com razão.

P13: E ainda tem aquela questão do aluno que não presta atenção ao que você diz ao que você apresenta, não realiza a atividade de classe. O que é que acontece? Claro que quando ele se depara com a avaliação ele não vai ter condições de dar conta, de entender aquilo ali, ele vai querer que você dê uma aula para ele na hora da avaliação.

P3: Ele quer que você leia para ele.

P13: Agora é hora de avaliar, não é hora de repassar nada.

P3: E problema está na dificuldade de você trabalhar em sala é a falta, para você ter a continuidade de um trabalho recebendo na sequencia, você não tem, porque o aluno passa de um mês sem aparecer no colégio, passa de duas semanas sem assistir sua aula e é muito, esse ano foi assim bateu o recorde de ausência, se você tem quinze aulas no bimestre, o aluno faltou dez e muitos.

P13: E fora os que ficam fora de sala.

P1: E não preocupados com as atividades em sala e na hora que você vai corrigir exercício, ele diz: "não eu faltei."

P3: "Não, eu não trouxe."

P1: É.

P3: Ou não traz o material, mesmo tendo o livro, às vezes não traz o material para sala.

P13: Dizem: "ah eu esqueci."

P3: uma caneta.

P5: Eu mesmo tenho um aluno que perdeu três provas no segundo semestre, só fez a última agora e não me procurou, ele está com treze pontos e corre o risco dele ficar reprovado, a final vai ser segunda-feira. O que é que eu vou fazer com ele? Eu vou dar a chance para ele fazer a prova pra completar pelo menos os quinze...

K: Porque que você vai dar chance?

P5: Por que a gente não pode barrar esse aluno.

P13: Ele não é reprovado, o sistema não reconhece nota vermelha em inglês.

P5: A lei não permite que o reprove.

P13: Na SEMEC funciona assim: artes, inglês, filosofia não reprovam e eles já sabem disso, inclusive dizem: "Mary me dá logo tuas notas para eu lançar aqui." E eu disse: e os outros a recuperação? Para falar a verdade essas notas nem vão mais para lá.

P1: Se o aluno deixar inglês, português, matemática. Em janeiro ele faz recuperação somente de português e matemática, e inglês não.

P5: Mas no dia 10 de janeiro vai ter uma prova específica de inglês, aí você faz a prova toda objetiva e deixa o gabarito na escola e eles lá aplicam só que eu não acredito, eu preferiria mesmo ir lá.

P13: Pelo menos na escola essa história ainda não chegou, porque eu perguntei: olha pessoal eu queria deixar três ou quatro alunos de cada sala, pelos menos os que deram mais trabalho, não assistiram aula, que não desenvolveram nada, não evoluíram em nada. Esses aqui precisam de um reforço, se não for à recuperação que seja a reprovação, mas alguma coisa tem que ser feita. "Ah não, em inglês não reprova." Aí eu vou fazer o quê? Eu não digo para eles isso, mas eu também não posso falar.

P5: Na verdade a gente trabalha com uma comunidade difícil. No meu caso eu trabalho na Vila Irmã Dulce, que é uma região de violência né, inclusive o colégio foi assaltado, um ex-aluno assaltou o colégio, arrombou uma porta e levou um material. Devolveu né. A Polícia conseguiu resgatar. Então no caso como eu estava falando, eu trabalhei esse ano com a sétima, oitava e nona, aí

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na nona eu trabalhei com o Robin Hood e Drácula, aquela história do conde Drácula, mas só que desenvolvi, apesar de eu não usar muitos os textos, mas eu desenvolvo os assuntos e o passado simples.

K: O livro.

P5: Não. Texto. Só texto pequeno.

K: E como eles reagiram com os textos?

P5: Eu procuro mostrar a figura dele Robin Hood como um justiceiro né, aí eu fiz a comparação dele com Lampião, nosso herói do nordeste, herói entre aspas né entendeu. Mas gostaram do texto, o problema deles é identificar um verbo no passado simples né.

K: Mas você então não fez proposta de escrita com eles?

P5: Não, infelizmente não. É muito difícil, como essa professora já colocou aqui, tem a questão da freqüência, tem aluno que falta demais; tem o problema do dicionário, que eu acho o dicionário um material indispensável no ensino de qualquer idioma na aprendizagem, alguns tem dicionário, mas não levam para a sala. Revolta.

K: Não falo revolta, mas expectativa, a sua expectativa, o seu desejo: "Nós estamos juntos."

P3: Eles dizem: "professora, eu tô morrendo de sono." Eu digo: "eu também tô, sabe o que foi que eu fiz hoje? Eu fiz isso, isso." "Professora a senhora fez tudo isso?" "Fiz e você não está me vendo dormindo em cima da mesa, porque eu vim aqui esperando que você me ajudasse". Aí ele já fica e vão levantando mudando. Mostrando para eles que também a gente está cansada, não é só ele que está cansado que trabalhou, o aluno do noturno então que é um aluno mais sacrificado, é um tipo de aluno que eu nem exploro muito, eu estou pegando primeiro ano e estou usando material de quinta à sexta série, porque vem o desenho, vem à figura, porque você chega para um aluno do noturno com sono com um texto de uma página, sem um desenho, uma figura, uma imagem para ele ver, o que é aquilo ali? O que é que a gente vai conversar? Não levo, eu levo mesmo é a que tem mesmo um desenho com diálogo, um cd que dá para ele ouvir alguma coisa.

K: Com desenho é maravilhoso, uma imagem vale por mil palavras, cobre o texto e pergunta: o texto vai falar de que?

P8: Uma coisa que eu sempre utilizo nas minhas provas...

K: A pergunta nº 3, P8 fala um pouquinho sobre sua reflexão, sobre seu planejamento?

P8: Sobre o que vocês estavam comentando assim, que nas minhas provas sempre eu coloco uma imagem, geralmente eu coloco a figura de um provérbio, que aí no caso eles vão ter que analisar além da imagem, o conteúdo do provérbio e aí eu pergunto o que é que eles tão entendendo sobre aquilo ali.

P3: O provérbio foi interessante, porque eu trabalhei provérbio e eles amaram a aula de provérbio, porque eu dizia uma palavra ou duas que tinha na sentença, eu dizia o que era *bird*, o que é *fly*? "Professora eu acho que é aquele ditado que mais vale um pássaro na mão do que dois voando." Então eles amaram a aula de provérbio, foram várias, foram umas trinta frases que eles mesmos foram descobrindo que podiam dar o significado ao provérbio.

P8: E ainda em todas as provas eu sempre coloco uma imagem, todas elas tem sempre uma imagem ou é para eles analisarem aquela imagem, dizer o que eles entenderam ou mesmo até ler o texto, o significado, para dizer o que eles entenderam daquele provérbio. E assim é interessante porque além de trabalhar a língua mesmo, também vai trabalhar o raciocínio deles também para ver o que eles estão entendendo né, porque tem muita essa questão de fazer o aluno pensar para poder progredir, não é isso?

Follow up on CPD course with:
K (Kalina, the research) and participants P2 and P4

K: Então eu vou entregar essas questões para a gente discutir. Questão nº l – a escrita na sua prática pedagógica: como? Com que freqüência? Como os alunos respondem à escrita? Como você está trabalhando a escrita? A escrita na sua prática pedagógica; a escrita e o planejamento de alguma atividade interessante, como é que tá isso aí?

P4: Eu até coloquei ao final de cada unidade eu tentava fazer com que eles escrevessem alguma coisa aproveitando o vocabulário, principalmente no sexto ano, porque eles tão assim mais estimulados; o livro era assim bem:: a parte visual do livro era maravilhosa e os conteúdos também.

K: Como é o nome do livro?

P4: Esqueci.

K: Porque você conseguiu né que seus alunos comprassem o livro?

P4: Foi, eu consegui.

K: Você e a Luzia, né, os alunos dela também têm livros.

P4: Deu um branco, mas foi o mesmo livro: *Start reading*, é uma coisa assim. Aí a gente tentava, é claro que é um desafio e você tem dificuldade, tem aluno que não se concentra porque é imperativo, mas a grande parte, aquelas pequenas produções que você recebe, lhe deixa assim satisfeita; aí você: "não, da próxima vez eu vou tentar," na segunda e terceira unidade vem sempre revisando vocabulário ja adquirido, aumentando como se começasse com duas sentenças, aí na outra eu já vou aumentando, vamos colocar o que foi visto na unidade passada! E foi saindo. Agora, não é que todo mundo se interessa não; nem todo mundo, tem outro mais trabalhoso.

P2: Foi o que eu coloquei aqui na avaliação, foi isso aí.

P4: Mas é um desafio e a gente tem que trabalhar.

P2: E é justamente essa dificuldade que eu acho que o maior desafio é romper essa dificuldade que os alunos sentem de que vai escrever alguma coisa em inglês, que se acham incapazes porque eles acham que não conhecem nem a própria língua e como é que vai escrever numa outra língua. Então foi importante até essa questão do modelo. Eu trabalhei com textos, como eu disse aí, eu usava texto e aí pedia que eles produzissem: "olhem isso aqui, vamos mudar!" Então eu até trabalhei alguns tópicos gramaticais com um texto e pedindo que eles fizessem as mudanças: " isso aí, e agora se eu fosse falar sobre mim como é que seria?" O uso do **simple present**, lá na produção de texto falando sobre a rotina, eles fizeram isso. Eu não tenho livro né, a escola não adota livro.

K: Então eles fizeram como, orações sobre eles próprios?

P2: Sobre eles próprios, porque aí dizia: *"Jessica wakes up at seven* ta da"(expressão em inglês)...

P4: Mas tu bota o modelo?

P2: "*Takes a shower.*" É, é usado o texto e a partir do texto eles vão mudar: sim e agora eu acordo o mesmo horário? A minha aula começa no mesmo horário? Então eu vou de ônibus ou vou a pé? Então foi discutido a partir dessa idéia dela e eu fui propondo aí mostrando o que posso mudar dentro desse texto, eu marcava o que é que eu podia mudar e aí eles faziam essa adaptação baseado neles mesmos.

K: Escrito no quadro né?

P4: No quadro, como se fosse o modelo.

P2: Tinha textos deles mesmos, eles tinham irmãos e aí como eu fazia...

K: De primeira pessoa, de terceira pessoa.

P2: É, eu colocava. É, eu colocava em primeira pessoa e em terceira pessoa, porque o texto que tinha lá, como eles estavam trabalhando o **simple present,** eles trabalharam primeiro na primeira pessoa e depois usando a terceira pessoa né. Então eu usei primeiro o texto é trabalhando na primeira pessoa né, eles mesmos fazendo e depois trabalhando a terceira pessoa.

P4: Pra eles perceberem a diferença.

K: Quantas vezes você conseguiu fazer isso no semestre?

P2: ah, Kalina, foi uma boa parte do semestre, porque **simple present** é um assunto assim que eu acho que você tem que fazer e repetir, se necessário, para que você ganhe tempo depois, eu não acho perca de tempo você passar dois, três, quatro meses com o mesmo assunto, porque ali é ponto que, é básico em qualquer conversação ele vai ter que falar sobre ele mesmo, ter que falar sobre a outra pessoa, então o que vem em seguida são só variações em cima do (incompreensivel). Só acrescentando.

P4: A primeira unidade do:: eu comecei o semestre revisando, aí eu fui aproveitar para fazer frase no presente, passado e futuro e a gente colocava no quadro a mesma frase trabalhando os tempos verbais né, para eles e foi assim interessante. Eu pedi para eles fazerem frase do que eles tinham feito, do que eles pensavam em fazer do futuro e dava vocabulariozinho e montando, tinham alguns erros.

P2: Que série foi essa que você falou?

P4: Nono ano.

P2: Nono ano. Eu não tinha nono ano, tinha o oitava ano. No oitavo ano o que foi que eu fiz?

P4: Eu achei bem melhor trabalhar com o nono.

P2: Eu tava trabalhando sobre planos né. *Im going to* qualquer coisa que fosse. Então eu colocava o texto e foram colocados dois textos pra ele, um a pessoa dizendo conversando: "ah, quais os seus planos para o final de semana?" Aí um dizia: "ah, eu vou para a casa da vovó." "Ah! Sua avó cozinha muito bem." Então eles trabalharam em cima primeiro desse texto, então: "quais são seus planos?" "O que é que você vai fazer?" "As férias estão chegando, o que é que você vai fazer?" Então eles fizeram um texto produzindo né sobre os planos e

o outro foi feito também em relação a planos, mas esse outro já, o outro texto já dizia assim: "vai ser aniversário de uma pessoa tal," então: "o que é que você vai usar?" Eles usavam outra atividade no futuro, mas não relacionado mais a planos: "eu vou dar um cd a ela," o que que iam dar de presente. Então eu pedi que eles fizessem também, construíssem um texto pequeno falando a respeito disso.

K: E como é que eles reagiram a essa sugestão de atividade?

P2: Olha, esses alunos da série mais adiantada, do oitavo ano, tiveram mais dificuldade, porque eles não estavam acostumados de jeito nenhum a trabalhar, nem comigo, porque foi novidade era a primeira vez que eu era professora deles...

P4: Também.

P2: E além de ter essa novidade de eu estar pegando aquela turma com eles acostumados a trabalhar de uma outra forma com outro professor já por dois anos, então eles tiveram maior impacto, mas depois não, eu achei que eles conseguiram se sair.

P4: Meu desafio maior foi à maioria do grupo dizer: "ah! Mas a gente não aprendeu nada com o outro professor." Eu digo: "Aprenderam, vocês aprenderam alguma coisa." porque eu nunca gosto de também não é? Tem a ética profissional, tem que ter ficado alguma coisa: "vamos lá. Eu sou fulano." começava lá do b-a-bá. Aí no decorrer da unidade então acrescentava mais algumas coisas, mas eles ficam numa crítica danada quando entra outro professor achando que a gente quer fazer coisa demais e que não tem condição. Aí quando eu recebi as composiçõeziinhas, que eu mandava pra professora que eu tinha feito o curso para mostrar que eles tinham condição de fazer, ah, minha filha estava tudo caprichado, tudo bonitinho! Assim. Foi ótima a experiência.

K: Estou doida para ver essas redações.

P4: Mulher, eu tenho que achar.

K: Tomara que você não tenha jogado no lixo. Certo, então como você está vendo isso aí vendo a dificuldade da continuidade com o professor, porque a mesma coisa que ele disse do professor anterior, ele pode dizer de você.

P4: Eu sempre defendo porque também eu sou.

K: E aí como é que você acha, como é que você se vê hoje como professora do município de Teresina? Como é? Você acha que:: A gente conversou sobre isso em dezembro como era que você se via como professora e depois do curso

das discussões que a gente teve no curso, acho que teve muito apoio na discussão, que a gente teve no curso sobre como lidar com as dificuldades da escola, certo. Como é que você está se sentindo? Como está se posicionando como professora do município neste prezado momento?

P4: Eu acho tem que ter assim, que os professores da rede teriam que ter mais oportunidade de se encontrar pra gente discutir né, conversar mais, até para estimular, porque às vezes numa dificuldade de uma atividade, às vezes tem um aluno muito complicado na ausência de professores, você planeja uma atividade e chega là na escola está aquela algazarra, falta três, quatro professores e você têm que colocar uma atividade, você tem sempre que estar com uma carta, porque se faltar alguém, pra você conseguir fazer alguma coisa, eu tento botar, eu levo sempre textos né. Essa questão a gente tem até essa vontade, mas são tantas coisas que atrapalham que você às vezes planeja e sai frustrado.

K: Faz você se sentir frustrada?

P4: Faz. E em compensação tem outros dias que tudo dá certo, você sai bem melhor, não é?

K: O seu desejo de se encontrar mais com os seus colegas para compartilhar, ele vem de onde?

P4: Das experiências que nós tivemos lá no curso, porque a gente ouviu muitas experiências, muitos relatos de atividades que podem ser feitas naqueles *workshops* e que a gente poderia adaptar: olha a Angela fez com tal série, "mas Angela, como é que eu posso trabalhar com esse grupo aqui, grupo tal fica difícil, me ajuda!" E a gente não tem isso não, às vezes coisa que pode ter dado certo para ela e quando você vai fazer com determinado grupo não dá.

P2: É por isso assim, eu mencionei no primeiro encontro, eu lembro de você fazer a pergunta a respeito do livro e eu lembro do que eu disse, dizer que achava que tem o seu lado bom e o seu lado ruim o fato de você pegar e ter um livro para seguir, né. É bom porque você tem ali um suporte, você sabe que aquele material foi produzido por alguém, idealizado por alguém, que aquele material vai seguir uma sequencia lógica e que todo mundo está trabalhando a mesma ao mesmo tempo. É confortante nesse sentido. E é ruim porque às vezes a dificuldade que o aluno dela tem e eu não ter aquela pressão para cumprir aquele livro de uma ponta até a outra né.

P4: É. Essa liberdade a gente tem.

P2: Se você verifica que aquilo acolá não funcionou direito ou aquele assunto precisa ser revisto, você tem a condição de demorar mais naquele assunto. Eu acho assim a idéia do livro interessante, porque esquematiza você imagina que os alunos vão estudar o mesmo assunto, não importa se ele sai lá da zona norte e vai pra zona sul e ele estuda num colégio do município e vão ver a mesma coisa.

K: Então, é porque o livro é uma referência. E essa referência te dá uma garantia de que você acha que fez o que devia fazer, não é?

P2: Isso. É o que eu tava dizendo. Agora a idéia também de ficar preso a uma coisa de que você não vai poder sair dali, é complicado, assim, se você quer mais tempo para trabalhar determinado assunto, você de repente aquele assunto você acha que os alunos não dominaram e você precisa repetir ou que determinado conteúdo está numa série como, por exemplo, quando a gente olha pros parâmetros, você observa que aquela sequencia que eles botam ali você: "meu Deus, isso aqui eu não ensino nessa série não! Eu ensino acolá. Como é que eu vou ensinar esse assunto se ele precisa daquele outro que está lá no final do ano?" Então eu acho que no esquema que a gente tem do município, aquele material ali, para mim, tem muita coisa que eu não faço daquele jeito ali e nem acho que aquela sequencia funciona.

P4: Eu tambem altero.

P2: Eu não faço da maneira que está lá não! Eu não sigo a risca, eu coloco (inaudivel)

K: Você é livre então para fazer isso.

P4: Tem liberdade.

P2: Então, é nesse ponto que eu acho que o livro ajuda, mas não deve ser ali engessar você e seguir aquele livro acolá. Você tá engessadinho dentro do livro e não pode sair dali.

P4: Sim. Voce tem a liberdade.

K: E sobre reflexão: voce recerva um tempo, a questão nº 3, você reserva um tempo para refletir sobre o planejamento, sobre como foram as aulas? Como é esse momento de reflexão? Você tem essa formalidade de reflexão, assim "eu paro para pensar, eu planejei isso, mas:: mas::

P2: Eu não sei a Márcia, mas quanto a mim eu acho que é o que falta muito, falando de mim, falta tempo pra isso. Você faz uma coisa tão automatizada que você planeja ali no máximo aquela semana e olhe lá, porque às vezes já

tem: "o assunto é tal, eu vou trabalhar assim, eu parei aqui e o outro vou só dar continuidade," porque essa reflexão só ocorre mais em mim quando alguma coisa dá errado, quando alguma coisa, você sacode e se pergunta: "vixe Maria! isso aqui deu errado aqui nessa turma deu errado por que?" Né mas voce nao tem a pratica de reflexao.

P4: É, e às vezes dá certo em outra. (Marcia concorda que reflexao é desencadeada por fracasso)

K: Essa reflexão é somente quando tem algum evento que lhe chama atenção?

P2: Que chama atenção.

K: Que sai do normal.

P2: É, que sai do normal.

K: Então você diz quando uma coisa não dá muito errada e quando uma coisa, porque vocês falam sempre da falta de disciplina, se for, se for vamos dizer assim um fracasso rotineiro você leva como natural ou você...

P2: Esse seu fracasso rotineiro aí é forte.

K: Porque vocês reclamam muito, por exemplo, na discussão que eu tive outro dia com os outros professores, eles apontaram: "eu tenho quinze aulas de inglês, dessas quinze aulas eu tenho aluno que falta a dez aulas." Como é que você trabalha com esse aluno? É isso que eu chamo de fracasso rotineiro, essa dificuldade que já é natural de não ter apoio, de não ter ninguém. Tipo assim, esses problemas normais eles não lhe chamam atenção não? O que é exatamente que faz você refletir, o que é essa coisa séria?

P2: Kalina, eu vou comentar aqui bem rápido para dar tempo para a Márcia falar. Eu acho que você quando faz é é quando trabalha com o tempo assim apertado, sem tempo para refletir, sem tempo para... Essas coisas acabam passando despercebidas.

P4: despercebidas. (ao mesmo tempo)

P2: não despercebidas, mas você não dá a elas a mesma importância que você daria se tivesse mais tempo; porque, por exemplo, eu tive um episódio de uma aluna que ela simplesmente nunca fez prova, a aluna passou o ano inteiro faltando um monte de aula e ela chegou a ir até próximo ao final. Então eu pedi ajuda, era um problema que a gente não sabe até que ponto o relato da menina era verdadeiro, mas que assim, eu insisti, eu fiz minha parte, mas que não teve efetivamente nenhum resultado, nunca me deram nenhuma resposta

assim concreta: "isso aqui. nós estamos fazendo isso aqui na prática para ver se isso aqui dá certo." Então é uma coisa que no futuro: você a idéia é você cruzar os braços, porque você vai fazer o quê? se você não tem apoio, eu não posso pegar um aluno para conversar, a menina quis fazer::

K: Então é essa a reflexão que você faz, vamos dizer, você teve um problema que lhe chamou atenção e você tentou achar uma alternativa para esse problema, como a recepção foi de como se não existisse o problema ou fracasso rotineiro, você diz: pois agora eu também tenho essa mesma atitude.

P2: É. Eu acho que força a pessoa ter essa mesma atitude, porque você não tem condição de num universo muito grande::

P4: Porque a nossa disciplina ela não entra nem na questão do conselho porque "não é pra reprovar, não pode;" tem toda essa questão.

P2: Já trouxe em mim, Márcia, essa idéia de que se o aluno souber dizer: "*I am fulano de tal,*" ele já aprendeu muita coisa, ele já tem um passo. Se ele é capaz de pegar um texto, como eu fazia, fiz agora nesse ano nessas turmas que não eram minha e os alunos pegavam esse texto e simplesmente diziam assim: "eu não sei ler inglês!" E chegou ao final do ano você entregava o texto e eles simplesmente passavam, olhavam, alguns faziam e outros não faziam. Eu já fui vitoriosa.

K: Eu sugiro que no próximo semestre vocês peguem um texto, escolham um texto legal e o trabalhem no primeiro dia de aula e trabalhem o mesmo texto no final do semestre pra voces. Assim vocês podem medir um pouquinho o progresso do trabalho de vocês. Certo, então Márcia como é a tua reflexão sobre o teu trabalho, você para para refletir: "planejei ou não planejei?

P4: Eu acho que caiu no mesmo pensamento dela, quando há algum problema que para mim seria não dar certo o que planejei, eu digo: "o que posso fazer na próxima aula para conseguir né desfazer isso, melhorar." Aí você fica naquela angustia, eu tenho às vezes você não tem nem o tempo para pensar sobre isso, porque já tem que sair para outro turno e aquela coisa toda. Aí, é uma coisa muito complicada, mas às vezes você consegue reverter o problema, até para escolher um texto. Eu tive que alterar assim, pular muita coisa do livro do nono ano, porque não era tão interessante o texto, aí eu dava outro material::

K: A partir da reflexão você decidiu.

P4: Exato. Eu olhava e "gente, esse texto aqui nao vai ser". Aí eu procurei um texto falando sobre *bullying* ou uma coisa que deve ter uma discussão maior,

porque isso acontece no dia-a-dia. E, "professora esse texto aqui a gente não vai trabalhar?" "Não, a gente está trocando, porque esse daqui tem um assunto::" E mudava, porque eles cobram quando se tem o livro, mas a gente tem que mudar para deixar o assunto mais bem explicado. Mas às vezes você não tem tempo e passam muitos problemas, você se angustia, eu já teve época, tive um semestre com uma turma muito complicada, então o que é que me consola? Não é só no inglês, a turma é difícil com matemática, a turma é difícil com português, aí você vai se consolando e achando que aquilo ali...

K: Porque essa sua reflexão com relação à garota que não fez nenhuma avaliação, ela também não é só exatamente sobre sua prática, sobre seu universo, sobre o que está na sua mão, é sobre como o sistema trata você, a aluna, a disciplina, é muito mais uma coisa administrativa, entendeu? É muito mais uma coisa administrativa. Então, às vezes, às vezes a gente não tem muito tempo para refletir nesse planejamento prático, o que é que eu faço: um, dois, três, quatro na sala de aula, mas quando chega no desrespeito, a gente diz assim: "isso agora é demais!" Porque é um desrespeito você falar de uma coisa séria e falar com aluno, porque eu acho que o professor está sempre ensinando, se o aluno não faz nada e ele passa é porque ele ensinou, porque ele não pode passar sem fazer nada.

P2: Mas Kalina, o sistema diz para gente: "inglês não vai contar, se ele passar em todas e nunca fizer uma prova de inglês, ele vai passar da mesma forma."

P2: No próximo ano vai ser do mesmo jeito?

P2: Já está assim, vai.

P2: Língua estrangeira é só inglês que eles estudam, espanhol não?

P2: Agora como eu disse a você, o que é que eu procuro fazer né naquela busca de soluções dentro do curso? Eu coloco atividades que ele de repente ele não sabe nem como está sendo avaliado ali porque ele faz um dicionário e sabe que o dicionário vai ser computado junto com a nota da avaliação formal. Ele faz uma escrita e eu levo para casa, ele sabe que aquela escrita vai fazer parte da avaliação dele. Então eles não têm aquela cultura de somar aqui "quantos pontos eu fiz, quantos vai para casa coisa, quantos pontos eu tirei." Então eles não fazem isso aí

P4: Eles querem saber se passou.

P2: Então como eles estão preocupados só com o resultado final, então todas essas atividades::

K: Mas eles não estão muito jovens para fazer esse cálculo?

P2: Não, mas são meninos de doze, treze anos eles já poderiam fazer isso.

P4: Pegando várias atividades eu tenho, eu organizo um material, eu checo, boto positivo e ao final quem tem todos positivos tem nota x, quem tem:: né. Tenho esse cuidado para não deixar a disciplina: "ah não reprova, eu não estou nem aí".

P2: Não reprova, "eu fiz uma prova só e tirei dois, quatro e a professora me passou." Entendeu? Então quando ele sabe que eu olho o caderno para ver se tem as atividades e se ele respondeu os exercícios, então ele sabe que não é só a prova, então mesmo que ele se dê mal na prova tem mais coisas que vão fazer aquela nota final.

K: Só mais uma. Aqui é a questão n˚ 4 e última questão, é só uma reflexão sobre as suas habilidades lingüísticas, o que que você fez. A a gente já conversou muito sobre o que o curso inspirou em você; quais as atividades você fez inspirada e como é que vão as suas habilidades lingüísticas, você tem escrito em inglês? Você escreve sobre o que você pensa? Sobre sua prática? Você tem um blog? Sim ou não, você escreve sobre o que pensa? Tem escrito em inglês você mesmo sobre você?

P4: Pouco.

K: Pouco, mas tem.

P4: Tenho. Eu tenho uma agendinha lá; às vezes tem as angustias. Até os questionamentos "o que eu posso fazer para melhorar?"

K: Tipo um diário, ok! Mas não um blog.

P4: Não. E assim, no dia que eu to:: E acho que eu uso mais quando eu to muito angustiada procurando alguma solução, procurando alguma coisa que eu digo: "eu vou para aquela sala e tenho que tentar".

K: Um desabafo.

P4: Só quem me entende são os meus...

K: E você tem escrito alguma coisa?

P2: Não, Kalina. Em relação a essas habilidades lingüísticas, a última coisa que eu fiz foi o curso. Então o que eu procuro fazer é porque eu gosto de ver TV e essas séries de TV me ajudam bastante, porque às vezes eu pego uma palavra que ele disse de tal forma. Então eu treino mais minha audição do que até a parte escrita, porque como eu terminei a graduação tá com pouco tempo.

Então, minha graduação está com uns dois anos, três anos, então eu tinha muita leitura e muita escrita lá na graduação. Então agora eu não to lendo, leio bastante, mas nada voltado para o ensino de língua inglesa e nem a parte pedagógica.

P4: E no meu caso eu achava que aquela questão utilizar é modelos para eles fazerem, não era interessante e aí a partir do momento, depois do curso a gente foi ver que a partir dali que eles podem se tornar interessados.

K: O modelo é fundamental para o aluno saber o que é que é esperado dele.

P4: Para mim até aquele momento eu achava: "não, isso aqui vai ficar chato esse negócio de modelo."

P2: Já que você falou nisso, eu concordo com a sua opinião, eu vou lhe dizer qual era a minha sensação, porque vai ser a sua. Parecia que eles estavam fazendo a cópia::

P4: É.

P2: Parecia que eles tavam fazendo a copia.

K: Mas no começo lembra muito uma cópia, mas quando eu troco o seu nome pelo meu nome no meu texto que eu escrevi, eu já estou produzindo alguma coisa, a gente tem que ver de alguma coisa, por exemplo, se você está dizendo assim: "eu gosto de manga!" Aí você dá outro vocabulário: banana, abacaxi; aí o outro menino vai gostar de abacaxi; aí ele diz: o nome dele já não é mais o mesmo, ele já gosta de outra fruta, ele já estuda noutra escola, é outro texto. Entende? Mas é fundamental que ele tenha vários exemplos pequenos e que ele veja que o texto inteiro é coeso, ele fala de uma coisa só aquele parágrafo pequeno.

P2: Aí ele também vai ter a prática da escrita né, a prática do pensar.

K: E aquilo que a gente falou e que eu acho que não ficou muito claro, é que o *process writing*, basicamente ele se configura num processo de planejamento, rascunho, revisão. Aquele aluno que escreveu aquele parágrafo, devolva para ele, para ele revisar, para ele entender que é assim que ele aprende, que ele amadurece, às vezes quando você revisa, você acrescenta mais alguma coisa, quando ele revisa ele pode dizer assim: "eu gosto de abacaxi, meu primo gosta de manga!" Entendeu? Às vezes ele vai::

P4: Fazer por fazer, não. Eu gosto sempre de receber, às vezes a gente não dá imediatamente logo uma resposta não tem tempo para corrigir, mas eles ficam

querendo ver se tem *very good*, se tem *good*, comparando quem errou mais. Eles gostam e se sentem valorizados. Agora quando você:: eu vejo professor:: não vou dizer da minha disciplina, porque só é um professor de inglês na escola, mas são várias turmas, mas tem professor que pede trabalho e não devolve, aí depois o aluno só sabe da nota, eu acho assim que se você não pode corrigir, não fique recebendo esse monte de material, porque se eu recebo material de aluno, eu tenho que devolver.

K: Corrija uns dois, bota uns dois no quadro, uns exemplos para ilustrar para ele ir vendo, porque o aluno quando fala sobre ele faz sentido né, a língua faz sentido, a língua tem utilidade para ele. Porque a língua a gente tem interesse de aprender quando ela tem utilidade pra gente. Se eu tenho interesse em aprender japonês? Vou usar para que? Entendeu?

P2: Então é por isso Kalina que eu assim quando chego no final dos períodos, como tem outro professor, eu ficava sempre na dúvida, meu "Deus, pegar os mesmos alunos ou vou pegar outros?" Aí eu ficava pensando a dificuldade que eu ia ter que enfrentar de novo esses novos alunos. Aí eu penso também: "poxa mais toda vez sou eu, é bom que eles tenham experiência com outro professor, pode ser que alguma coisa que eu::" Aí é um problema.

P4: Na escola que eu estou só tem eu e depois sou eu de novo, aí eu tenho que conquistar para no ano seguinte ele está com aquele mesmo:: eu não posso:: acho que ainda é mais difícil você tentar estimular sendo o mesmo professor, às vezes você tem que conquistar, ficar ali mais perto do aluno.

K: Vocês podem até se juntar e dia você vai na escola dela e no outro você vai na escola dela, vocês podem desenvolver o mesmo projeto, vocês podem pensar num projeto junto pra desenvolver que não seja um trabalho sobrenatural, dentro do tempo possível de vocês, entendeu? Dentro das atividades um dia você visita a escola dela, um dia você visita a outra escola, umas duas vezes durante o semestre. Às vezes até os alunos podem trocar e-mail ou alguma coisa assim, porque aí eles vêem outro professor, de qualquer maneira varia o professor, varia o comentário; você recebeu as redações e a Márcia comenta, porque a Márcia não conhece ninguém, eu quero ler a redação de um aluno, não vou dizer o nome do aluno, mas aí lê a redação, põe a redação no quadro, tudo anônimo, os alunos. Mas aí faz uns comentários bacanas, positivos.

P4: E estimula os que estão...

K: Estimula os alunos e ajuda o aluno que não entendeu a entender.

P4: Professor estimulado, aluno estimulado.

K: Nem sempre. Eu vou desligar. Foi ótima a nossa conversa.

Follow up to CPD course with: K (Kalina, the researcher) and participant 7

K: Toni essa pergunta de n° 1 é falando sobre a escrita na sua prática pedagógica: como é que ela está? Com que freqüência você consegue promover alguma escrita por parte dos alunos? Como os alunos respondem a isso? Como é que você está trabalhando a escrita?

P7: Eu comecei com palavras soltas, depois eu fui formando frases, eu não acreditava que eles podiam fazer parágrafos, essas coisas, aí na sua aula eu reconheci que eu podia tentar essa parte, aí eu comecei a botar parágrafo.

K: Você botando parágrafo?

P7: É.

K: Sobre o quê?

P7: Não, era uma coisa que eu inventava na hora, tipo assim, colocava: o João estudou história na geografia... Era uma coisa assim, coisa bem simplesinha, coisa que eu já explicava de pedaço em pedaço, depois eu ia acrescentando; depois juntava tudo e colocava.

K: Aí você fez isso para eles verem e conseguiu que eles produzissem alguma...

P7: Teve uma aluna que perdeu uma prova inclusive, aí eu pedi para ela fazer um parágrafo, só que eu vi que ela era muito faltosa e tudo, aí eu escrevi em inglês na hora: preguiçoso é o que mais trabalha. Preguiça é um dos sete pecados capitais. Botei para ela traduzir e no dia seguinte ela trouxe tudo traduzido e funcionou, eu gostei!

K: Para ela traduzir?

P7: Sim.

K: Mas você não pediu para ela escrever?

P7: Não, ela foi ao dicionário.

K: Você não teve nenhuma atividade em que o aluno escreveu em inglês, assim, que ele escreveu uma frase, por exemplo.

P7: No fundamental o pessoal não sabe de nada, a gente faz as provas, é muito fraco o nível deles, não adianta, eu já tentei, mas não deu certo.

K: Você não consegue que eles escrevam um texto?

P7: Eu tentei.

K: Fica mais vindo da sua parte o texto?

P7: Eu peço mais é para traduzir, para pegar palavras soltas na medida do possível deles.

K: Mas aí quando ele traduz, ele escreve em português, não é?

P7: É.

K: Então, como é que ele aprende inglês?

P7: Pelo menos ele sabe que aquela palavra significa aquela coisa e eu ainda tendo passar a idéia de que ele tem que entender a coisa diretamente, sem precisar traduzir, mas nem sempre funciona.

K: Certo. Toni e agora pensando no curso. Na questão n° 2, como você se ver agora como professor de inglês do município de Teresina? O curso, a oportunidade do curso lhe deu uma nova perspectiva de você como profissional.

P7: Se resume numa frase: ainda não me adaptei totalmente, mas estou tentando.

K: Não se adaptou ao quê? A ser professor do município?

P7: É ainda não me ajustei totalmente, mas eu estou me ajustando.

K: Faz quanto tempo que você está lá?

P7: Agora que eu comecei, comecei esse ano.

K: A dar aula no município?

P7: É.

K: Ah você é novo?

P7: Eu já trabalhei no Estado como estagiário, eu gosto muito mais de trabalhar com adulto do que com criança, porque criança é muito difícil. Mas eu estou tentando me ajustar. Só isso.

K: Certo. Então você ainda está pensando como é que é esse seu papel como professor do município?

P7: Eu estou me ajustando, eu estou tentando melhorar, ainda não estou bom.

K: E o que você acha que é a melhor coisa de ser professor do município, que você percebe até agora?

P7: Com certeza não é o salário! A experiência que a gente ganha pelo serviço, pelo trabalho. A gente aprende muita coisa.

K: E a pior?

P7: O pior é a humilhação que a gente passa, porque os alunos lá não respeitam ninguém e o pior é que inglês a gente não pode nem reprovar, não é

considerada uma matéria reprovativa, todo mundo passa! Aí os alunos perdem ainda mais o respeito.

K: Isso lhe faz sentir com a questão do inglês não ser uma matéria considerada importante? Faz você se sentir como, como professor dessa matéria?

P7: Não, eu não tenho que sentir nada, eu só faço o meu trabalho e vou embora, eu tenho que guardar para mim o que é para mim.

K: Toni essa questão n° 3, diz assim: você reserva um tempo para refletir sobre o seu planejamento, sobre como foram suas aulas. Como é o seu momento de reflexão? Você para, você reserva umas horas do dia e reflete sobre isso?

P7: Eu planejo as aulas e tudo

K: **A**h eu planejei isso e deu certo? Eu planejei isso e deu certo? Eu planejei isso e foi uma surpresa?

P7: Também. Aquilo que deu certo eu tento de novo, aquilo que não deu, eu descarto. Uma vez eu tentei usar o som, aparelho áudio-visual, deu uma bagunça danada, aí eu nunca mais usei.

K: E como é essa reflexão, em que momento você reflete? Assim, momento do dia, da noite.

P7: Eu tentei usar música, banda... Com as traduções, mas não deu muito certo não.

K: Mas eu estou falando de como você pensa nisso? Do mesmo jeito que você tem uma rotina de planejamento, você tem alguma rotina de reflexão sobre isso, de pensamento?

P7: O que mais deu certo foi copiar no quadro, a gente não tem livro, pelo menos enquanto eles estão copiando, eles ficam calados, concentrado naquilo. Foi o que mais deu certo esse ano. Ano que vem vai chegar os livros, a gente vai trabalhar com livro e vai ser diferente.

K: Mas quando você chega em casa de noite, você pensa em como foi sua aula? Como foi o dia, como foi a aula com os alunos?

P7: Da escola eu vou para a FACIDE, eu vou estudar, eu também faço um curso de direito, quando eu chego em casa de noite já é muito tarde, eu não tenho tempo para pensar em mais nada, sou muito ocupado.

K: Então planejamento ele não tem. Você não para depois para refletir sobre como foi que foi a aula.

P7: No dia seguinte eu acho que sim, mas no mesmo dia não, não dá.

K: É apertada demais a programação. Mas agora eles vão ter o livro e como é que fica eles com o livro, porque você disse que está dando certo eles copiarem.

P7: Ainda não sei, porque não tive a experiência ainda de usar o livro, tomara que der tudo certo, que fique muito bem.

K: Você está em que semestre na faculdade?

P7: Estou no bloco II segundo semestre, comecei esse ano também.

K: Ah, então deve estar muito pesado para você.

P7: Não, nem tanto.

K: Não?

P7: Ainda não.

K: Toni essa é a última pergunta n° 4, é sobre o que você tem feito para melhorar as suas habilidades lingüísticas, se o curso fez você despertar mais para melhorar. As perguntas são assim: como vão suas habilidades lingüísticas? Você escreve sobre o que reflete? Você escreve sobre sua prática? Você tem um blog?

P7: Eu penso de tudo, principalmente melhorar a pronuncia, só que isso não serve lá no fundamental, por exemplo, eu uso a TV paga que tem uns canais internacionais e eu vou escutando para melhorar, só que isso eu não posso aplicar em sala de aula porque não adianta, porque eles nem tentam, lá com eles a única coisa que dar certo ainda é a escrita.

K: Mas você disse que não faz nada para eles escreverem?

P7: Bom, eu li na internet um artigo uma vez que o ensino médio no Brasil, o ensino no Brasil passou de desastroso para muito ruim, teve uma melhora. Quem sou eu para discutir com um artigo internacional que botaram! E o pior é que eu estou acreditando nisso.

K: Toni você tem alguma prática sua pessoal, porque essa pergunta n° 4 é sobre você e sobre suas habilidades lingüísticas. Você escreve em inglês alguma coisa pessoal, suas reflexões?

P7: Não. Eu penso assim, quando eu estava na federal teve uma prática de redação, quase todo dia a gente escrevia uma, o professor era muito rigoroso e que bom! E sempre eu escrevia, mas ultimamente está parado quanto à redação e essas coisas assim. Mas eu leio muito.

K: Então esse semestre você não escreveu, é mais leitura, não é?

P7: É mais leitura.

K: Você não tem um blog que você mantenha e nem nada?

P7: Também não tenho blog.

K: Você tem tido ou procurado por oportunidades para falar em inglês?

P7: Tenho a TV paga e tudo.

K: Mas é mais escuta.

P7: Filmes. Eu não procuro pessoas que saiba inglês, eu não procuro estrangeiro e nem nada.

K: Então o que você tem feito para melhorar fica mais na parte do ler, da escuta.

P7: É.

K: Obrigada, Toni! É só.

Appendix 7: First day course questionnaire

CPD course: "Writing as a means to enhance creativity in English teaching"

1. Respondents personal information

1.1 Gender   (   ) female   (   ) male

2. Educational background

2.1 When did you finish your undergraduate (university) degree? (in years)

(   ) < 1 year   (   ) > 1 < 2 years

(   ) > 2 < 5 years   (   ) > 5 < 10 years   (   ) > 10 years

2.2 What was your course at university?

(   ) Letters   (   ) Pedagogy

(   ) other: _____

2.3 Do you have a post graduate degree course? Tick the ones that apply to you.

(   ) Specialization   (   ) Master's degree

(   ) PhD

2.3.1 Is it finalized already?

(   ) yes   (   ) no

2.4 Have you lived and studied abroad?

(   ) yes   (   ) no

3. Academic background

List courses or lectures you have attended in the last 5 years.

_____

How helpful were they for your teaching practice? Rate each course as

Appendices

( ) very helpful ( ) helpful ( ) not helpful at all

4. Teaching experience:

4.1 Grade you teach. Tick the ones that apply to you: ( ) 6th ( )7th ( ) 8th
( ) 9th

4.2 How long have you worked as an English teacher? (years)

( ) < 1 year ( ) > 1 < 2 years

( ) > 2 < 5 years ( ) > 5 < 10 years ( ) > 10 years

4.3 How long have you worked as an English teacher for the municipality? (in years)

( ) < 1 year ( ) > 1 < 2 years

( ) > 2 < 5 years ( ) > 5 < 10 years ( ) > 10 years

4.4 Do you teach in a private regular school other than the municipal school at the moment?

( ) yes ( ) no

4.5 Have you taught English in a language school?

( ) yes ( ) no

5. Self assessment scheme:

Please identify the extent of your agreement or disagreement to the following statements, which evaluate current perceptions of writing in your teaching and you as a writer in English. Tick the appropriate number that most closely corresponds to your choice: **1**- Disagree; **2**- Slightly disagree; **3**- Neither disagree nor agree; **4** - Slightly agree; **5**- Agree.

	1	2	3	4	5
I write in English quite often					
I am a very good writer of English					
I write my teaching materials in English					
I write emails in English					
Writing in English is easy					

Please tick the appropriate answer about your teaching practice.

	often	occasionally	never
With my students I do writing			
My students only write copying from blackboard			
My students write words and phrases			
My students write sentences			
My students write compositions			
My students do creative writing			

Thank you very much for answering this questionnaire.

Kalina Saraiva de Lima

Appendix 8: End of course questionnaire

"Writing as a means to enhance creativity in English teaching"

12 – 16 July 2010 **Evaluation Questionnaire**

This questionnaire gives you the opportunity to express your views about this course, although your responses will be totally anonymous. I will use the results as part of a process of assessing the effectiveness of the course and to improve its quality.

Grade you teach: _____

1. Course content

1.1 How would you rate this aspect of the course?

Excellent.. 5   4   3   2   Poor..1

1.2 What did you gain from this course in terms of knowledge, understanding, critical ability, language skills and general teaching and learning skills?

Excellent.. 5   4   3   2   Poor..1

1.3 How did you feel about the amount of material covered, breadth and depth of the coverage, the level of difficulty of the class and the previous knowledge required, etc?

Excellent.. 5   4   3   2   Poor..1

2. Teaching and the assessment

2.1 How would you rate this aspect of the course?

Excellent..5   4   3   2   Poor..1

2.2 How did you feel about the teaching? e.g. pace, enthusiasm, clarity of explanations, organisation, class atmosphere, student contribution?

Excellent.. 5   4   3   2   Poor..1

2.3 Was the physical environment of the teaching appropriate and pleasant to work in?

Excellent.. 5   4   3   2   Poor..1

2.4 How appropriate was the assessment load - too heavy, about right, too light?

Excellent.. 5   4   3   2   Poor..1

2.5 How did you feel about your assessment in the course: the portfolio, the group readings and discussions, and the writing?

Excellent.. 5   4   3   2   Poor..1

3. Student support and guidance

3.1 How would you rate this aspect of the course?

  Excellent..5   4   3   2   Poor..1

3.2 How useful was the course documentation, i.e. the readings and topics addressed? How clear were the aims of the course overall and the individual lessons?

Excellent.. 5   4   3   2   Poor..1

3.3 How prompt and useful was the feedback on work?

Excellent.. 5   4   3   2   Poor..1

4. Writing

4.1 How helpful were the writing activities for you as an English language learner?

Excellent.. 5   4   3   2   Poor..1

4.2 How helpful were the writing activities for you as an English language teacher?

Excellent.. 5   4   3   2   Poor..1

4.3 Were the writing tasks suitable for you to adapt and use them in your own teaching?

Excellent.. 5   4   3   2   Poor..1

4.4 Will you implement / design activities with a focus on a more contextualized writing? Why?

Excellent.. 5   4   3   2   Poor..1

5. Your teacher

5.1 How would you rate your course teacher?

Excellent..5   4   3   2   Poor..1

5.2 Did she apply what she discussed with you in class?

Excellent..5   4   3   2   Poor..1

6. Your progress and achievement

6.1 How would you rate this aspect of the course?

Excellent..5   4   3   2   Poor..1

6.2 How far did you feel challenged by this course?

Excellent..5   4   3   2   Poor..1

6.3 How satisfied were you with your participation in the lessons and your progress?

Excellent..5   4   3   2   Poor..1

7. Your Overall Impression and Other Comments

7.1 What aspect of the programme did you like best?

7.2 What aspect of the programme was weakest?

Appendix 9: Follow up course completers questionnaire

Follow up questionnaire

This questionnaire gives you the opportunity to express your views about what happened after the course, although your responses will be totally anonymous. I will use the results as part of a process of assessing the effectiveness of the course "Writing as a means to enhance creativity in English teaching" and to improve its quality.

 1. → **Self assessment scheme:**

1.1 Please identify the extent of your agreement or disagreement to the following statements, which evaluate current perceptions of writing in your teaching and you as a writer in English. Tick the appropriate number that most closely corresponds to your choice: **1**- Disagree; **2**- Slightly disagree; **3**- Neither disagree nor agree; **4** - Slightly agree; **5**- Agree.

	1	2	3	4	5
I write in English quite often					
I am a very good writer of English					
I write my teaching materials in English					
I write emails in English					
Writing in English is easy					

1.2 Please tick the appropriate answer about your teaching practice.

	often	occasionally	never
With my students I do writing			
My students only write copying from blackboard			
My students write words and phrases			
My students write sentences			

My students write compositions			
My students do creative writing			

2. → **Your teaching**

2.1 Did you adapt and use any of the writing tasks carried out in our CPD course in your own teaching? Yes? No? which ones? How was it?

2.2 Did you implement / design activities with a focus on a more contextualized writing? Yes? No? Why? How did it go? Was it easy? Was it hard?

_____

2.3 Did you plan activities inspired by our workshops? Yes? No? What kind of activity was it? How did it go?

_____

2.4 For the workshops you work either in group or in pairs with your colleagues from the course. During the normal school semester did you have a chance to get together with a colleague to share an activity or to plan something new? If so, please tell how and how it went. If not, say why not.

_____

3. **Write one or two paragraphs** saying **what you changed in your teaching of writing this past semester**. Don't forget to mention: **1.** if you are doing more writing yourself and with your students; **2.** what has been easier for you to do; **3.** what has been more difficult or challenging for you to do; and **4.** your students' reactions to any change you proposed in the course. I am also interested in y**our overall reflection and other comments.**

_____

Thank you very much for answering this questionnaire.

Kalina Saraiva de Lima

Appendix 10: CPD Course syllabus

"Writing as a means to enhance creativity in English teaching"

University of Southampton

Researcher: Kalina Saraiva de Lima

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Supervisor: Professor Rosamond Mitchell

Teresina, PI, July 2010

→ Course description

1. OBJECTIVES: Teacher development will be accomplished through workshops, readings, group discussions, and writing. Writing is the main skill to be worked on in the course. We will be working together to improve your English linguistic skills as well as your skills to plan your lessons. We will also provide you with plenty of opportunity to reflect upon your practice as an English teacher and on this CPD course you are now attending.

2. READINGS AND PARTICIPATION: The format of this course is lecture, discussion, and workshop. Active participation in the activities proposed, which will help you better understand topics / issues, is encouraged. The workshops and the group discussions will be progressive as we deal with the texts and with teaching planning materials. You are expected to fully design the activities in the item 'assignments & evaluation'. Your presence in the classroom will follow the normal school policy of 75% mandatory presence. If for some reason you need to be absent from class more than the time allowed, talk to me to try an agreement concerning the issue.

3. PROGRAM:

DAY 1 – JULY 12 - MONDAY MORNING: (REFLECTION / AUTOBIOGRAPHY)

Appendices

Aims & activities: to introduce the participants and the teacher researcher; to prompt an autobiographical account; and to present the planned programme.

(1) presentation: teachers present themselves to group, saying how long have been teaching, why and how you have become a teacher (timeline), and you feel about it (teachers name who's next),

(2) programme: ethics protocols; overview of the course: content, activities and requirements, i.e. attendance and course work;

(3) open discussion about teaching; 5-min pairs to discuss how they have been teaching, considering: (a) planning and (b) teaching. <u>Guide for discussion</u>: - what, when, materials, groups, alternatives that worked out fine, alternatives that posed a bigger problem.

(4) Writing: thinking about your life, write either: **(a)** a reflection on your English teaching practice; OR **(b)** a short autobiography, telling the journey and about your timeline and what has influenced your decision to become an English teacher; **OR (c)** a combination of both.

(5) Reading followed by discussion:

Freire, P. (1996) Letters to Cristina, First letter, pp. 13-19

DAY 1 – JULY 12 MONDAY - AFTERNOON: (WRITING)

Aims & activities: to read and discuss about the teaching of writing; to talk about process writing; to talk about the first phase in the writing process.

(1) set up groups of four (by grade). Check syllabus / programme for each grade

(2) Readings followed by discussion**:**

Harmer (2007) Teaching writing, Chapter 8, 112-122 & task files

Zemach and Rumisek (2005) Process Writing, Introduction, 2-4

Zemach and Rumisek (2005) Pre-writing: Getting Ready to Write, Chapter 1, 5-10

(3) Writing: process writing and your teaching

DAY 2 – JULY 13 - TUESDAY MORNING: (TEACHING & WORKSHOP)

Aims & activities: to reflect upon reading on teaching; to carry out a workshop.

(1) Workshop for teaching materials: contextualize and creative language. Different groups work on different project formats: (a) short texts; (b) short films; (c) old materials; or (d) a football team project.

(2) Reflection on workshop: level of difficulty for their students as well as applicability to classroom

(3) Readings followed by discussion:

Harmer (2007) Teachers, Chapter 2, 23-33 & task files

Gimenez, T. (1999) Reflective teaching and teacher education contributions from teacher training, 129-143 (**note**: jigsaw reading)

DAY 2 – JULY 13 - TUESDAY AFTERNOON: (WRITING)

Aims & activities: to understand the steps in the process of designing / planning and teaching a course on writing.

(1) one voluntary 10 to 15 minute-presentation using material produced in the workshops, followed by discussion and suggestion for changes in the material.

(2) Writing: reflection on workshop. Explain / describe the workshop and tell us about your context. How is this the right workshop for your students?

(3) Reading followed by discussion:

Raimes, A. (2002) Ten Steps in Planning a Writing Course and Training Teachers of Writing, 306-314.

Appendices

DAY 3 – JULY 14 - WEDNESDAY MORNING: (REFLECTION / AUTOBIOGRAPHY)

Aims & activities: to read and reflect on autobiographical writing and study; to write reflection on reading

(1) Readings reading followed by class discussion

D'Ely, R.C.S. and Gil, G. (2005) In search for an equilibrium: a teacher's view on her Practice, pp. 193-211

Freire, P. (1996) Letters to Cristina, Third letter, pp. 25-34

(2) Writing: write a reflection responding to the readings and reflecting on your own beliefs and experience as an English teacher

DAY 3 – JULY 14 - WEDNESDAY AFTERNOON: (WORKSHOP & PEER REVISION)

Aims & activities: to read and talk about the teaching of writing; to analyse texts and materials and how applicable to participants' teaching.

(1) Workshop for teaching materials: contextualize and creative language. Different groups work on different project formats: (a) short texts; (b) short films; (c) old materials; or (d) a football team project.

(2) peer revision on the workshops

(3) Readings followed by discussion**:**

Reid, J. (2001) Writing, 28-33.

Hyland (2003) Texts and materials in the writing class, Chapter 4, 85-111

DAY 4 – JULY 15 - THURSDAY MORNING: (WRITING)

Aims & activities: to have a sample of the workshops in practice and reflect on its applicability to class; to understand the structure of a paragraph or a short piece of writing, which should have unity and coherence.

(1) one voluntary 10 to 15 minute-presentation using material produced in the workshops, followed by discussion and suggestion for changes in the material.

(2) Workshop for teaching materials: contextualize and creative language. Different groups work on different project formats: (a) short texts; (b) short films; (c) old materials; or (d) a football team project.

(3) Reading followed by discussion and writing**:**

Zemach and Rumisek (2005) The Structure of a Paragraph, chapter 2, 11-16

(4) Writing: Would you like to use paragraphs / a coherent piece in your teaching / activities rather than fragmented sentences? Think about the pros and cons. How would teaching paragraph help your students?

DAY **4 – JULY 15 - THURSDAY AFTERNOON: (TEACHING / REFLECTION & WORKSHOP)**

Aims & activities: to read and reflect on how the readings connect to their daily practice; to apply questionnaire.

(1) Readings followed by discussion**:**

Freire, P. (1972) *Pedagogy of the oppressed*. 'the banking model', pp. 52-67

Seow, A. (2002) The Writing Process and Process Writing, pp. 315-320.

(2) Questionnaire assessment of course

(3) Friday presentations planning

DAY **5 – JULY 16 - FRIDAY MORNING:**

Aims & activities: to promote group discussion about the course: teaching, reflecting, writing, and workshops

(1) Reading followed by discussion**:**

Freire, P. (1996) Letters to Cristina, Eleventh letter, pp. 81-108

(2) Group open reflection on: writing, teaching, CPD, workshops.

Appendices

(3) Writing: write a letter to someone special telling him or her or them about your life. Remember to talk about your experience of learning English and now teaching it. Tell them of your plans to change your life and or your teaching practice. (this is an opportunity for deeper and more creative writing)

DAY 5 – JULY 16 - FRIDAY AFTERNOON:

(1) Participants submit portfolio with all activities carried out during the course

(2) Presentations of workshops

(3) Celebration

4. ASSIGNMENTS AND EVALUATION

Evaluation will be as follows: you will learn these skills not by listening to me lecture about them, but through frequent and intensive practice in class and on your own. The following activities will determine your success in the course: (a) participation in the discussions proposed;

(b) participation in the workshops and presentation / sharing of ideas from your group; (c) portfolio with all the work carried out during the course, and (d) a minimum of 75% presence in the course.

5. TEXTS:

D'Ely, R.C.S. and Gil, G. (2005) In search for an equilibrium: a teacher's view on her Practice. *In*

L.M.B. TOMITCH *et al*, eds. *A Interculturalidade no ensino de ingles.* Advanced Research in English Series. Santa Catarina, Brasil, ABRAPUI, 193-211

Farrell, T.S.C. (2002) Lesson planning. *In*: J. C. RICHARDS and W. A. RENANDYA, eds. *Methodology in Language Teaching: An anthology of current practice.* Cambridge University Press, Cambridge, UK, 30-39.

Freire, P. (1972) *Pedagogy of the oppressed*. Penguin Books. London, UK.

Freire, P. (1996) Letters to Cristina. Routledge, New York and London.

Gimenez, T. (1999) Reflective teaching and teacher education contributions from teacher training. *Linguagem & Ensino*, no. 2, vol. 2, pp. 129-143

Harmer, J. (2007) How to teach English. Pearson Longman, Essex, UK.

Hyland, K. (2003) Second Language Writing. Chapter 4: *Texts and materials in the writing class*, pp. 85-111 *In* J.C.RICHARDS, series ed. *Cambridge Language Education.* Cambridge University Press, Cambridge, UK.

Raimes, A. (2002) Ten Steps in Planning a Writing Course and Training Teachers of Writing. *In*: J. C. RICHARDS and W. A. RENANDYA, eds. *Methodology in Language Teaching: An anthology of current practice.* Cambridge University Press, Cambridge, UK, 306-314.

Reid, J. (2001) Writing. *In* R. CARTER and D. NUNAN, eds. *Teaching English to Speakers of Other Languages*. Cambridge University Press, Cambridge, UK, 28-33.

Seow, A. (2002) The Writing Process and Process Writing. *In*: J. C. RICHARDS and W. A. RENANDYA, eds. *Methodology in Language Teaching: An anthology of current practice.* Cambridge University Press, Cambridge, UK, 315-320.

Ur, P. (2002) The English Teacher as Professional. *In*: J. C. RICHARDS and W. A. RENANDYA, eds. *Methodology in Language Teaching: An anthology of current practice.* Cambridge University Press, Cambridge, UK, 388-392.

Zemach, D.E. and Rumisek, L.A. (2005) Academic Writing: from paragraph, Macmillan, UK.

Appendix 11: **Participants' in-class writings**
Writing: Thinking about your life

Day: 12.07.2010   **Participant:** P1

I am P1, my downtown is "Cxxxx" but i live here since 1976 (Teresina). I always studied at public schools. English for me always was the first subject.

When I began to work with English I had just "Ensino Médio". I liked my profession but today is boring because the students don't think about their future. They don't think so that studying get a work. Since 1985 I work in the morning, in the afternoon and at night. It's because we know that teachers always receive a bad salary. But so as I intend always do a good work at my schools changing my knowledges (sic) for my students. And I wait that we will have best schools in the future to that will be possible do a good work.

Writing: process writing and your teaching

Day: 12.07.2010 (afternoon)   **Participant:** P1

It's not write about something or someone but when we are going to write we have to make joining between the paragraphs (ideas) to that our paper is understood. It's better (that) write little and be understood than write much and not be understood. What you wrote.

The reading facilitate the writing because if we are always reading about something we are getting some informations (sic) about something that will be important to put in our paper. So when we are working with our students we should pass all these informations (sic) for them.

Writing: c)
Day: July 12 2010 (morning)   **Participant:** P2
I was about 15 when a friend told me about an English course which would take place during my school vacation. Till then I didn't like English very much but when I took the course I started enjoying it! Well, I studied English for 3 years then I had to stop because I had to take the vestibular and soon after that I got married. Some years later I was back to my English course to finish it.

In 1994, I had an opportunity to teach for an English school and I worked there for 7 years. In 2000 I started working for a municipal school and I have been working there since then. In the beginning I was hard to me working with so many students, with no material and no experience on that reality.

I still have problems but now I am used to work according to the situation presented. The most difficult problem now is working without the participation of the students' family that rarely come to school or give us support. Their family seem to give no importance to their school life. Anyway we have to keep working and trying to make our best. I think it is necessary a continuing professional development to make us feel more confidence and face this problems in a better way.

Writing: Process writing

Day: 12/July/2010   **Participant: P2**

Writing is the skill I sincerely don't emphasize very much (I mean REAL writing production). The students write when they do homework but I rarely ask them to make compositions.

When I ask students to write they usually leave many gaps or they use Portuguese to substitute the words they don't know. It's interesting to realize how they use their mother tongue to express themselves and how they decide to write this ou that word. It is many times a simple substitution of words, I mean, sometimes they look for one word in the dictionary and then they write it, without thinking about the context.

Today I had the opportunity to reflect on different ways to work on it. It is in fact easier to give them much more example and then tell students to product their own piece of writing.

Writing: Reflections about my practice

Day: 14/July/2010 (morning)   **Participant: P2**

I like to use different materials when teaching. I use flashcards, texts, pictures. When teaching I like to make myself as clear as possible.

Yesterday when we talked about "the role of the teacher" we discussed and we concluded that our beliefs are reflected on the way we do things, so we act according to our beliefs, values and feelings. A teacher has not to be either

so close or so far from the students. They have to feel confidence and believe you care about them.

I got worried when I realise something didn't work out. I imagine if teachers know how they can make someone feel miserable when we do or say something that can have bad consequences to their students life. That's way I usually think to myself "Am I doing things right?", "How can I make it better?". When I hear teacher talking about the students (usually saying they care about nothing) sometimes I think if they reflect about their practice too.

Writing: Teaching paragraph
Day: 15/July/2010 (morning)   **Participant: P2**

Two weeks ago I would say that I'd be quite difficult to use paragraphs (making them write their own paragraph).

Of course I'd like to use paragraphs instead of fragmented sentences, but to me it was hard because I didn't make short sentences and the students didn't feel confidence to make their own piece of writing. Beginning with short paragraphs, making substitutions and giving them more models to follow could help them. Before trying to teach paragraph I would have to plan it first, making substitutions and look for some short and easy paragraphs that suits for them, it is, (vocabulary, grammar structures)

Writing: Process writing and your teaching
Day: July 12 2010 (afternoon) **Participant**: **P3**

The process writing is one of the least used for teachers at schools because students don't like to read and reading is the basis for a better writing.

I began using process writing in my classroom a few years ago and the one I use more is instant writing activities. I teach them an specific vocabulary and we practice it orally and I ask them   to write the words they learned during the drills in their notebooks and then on the following class I dictate the words they learned last class and they write in a piece of paper. Then they exchange it and they own correct their friends' mistakes and give back to them.

In addition, as now they have their own books, they read texts and complete sentences in the exercises they have about the text comprehension.

Upon the opportunity to reflect my practice as an English teacher in this CPD course I am attending, I'm going to plan better my writing classes using the material I got here.

Thank you very much for this opportunity.

Writing: Reflection on my own teaching

Day: July 14 2010 (morning)   **Participant: P3**

Reflecting about my practice in classroom is something I have done more recently, cause as time goes by I've learned how important is to reflect about not only the contents I have thought in class but how I have reacted to students' responses to what I've been teaching.

It's not always easy to have three different schools to work with different level of students and work at elementary and high schools at the same time. And in addition to teach at a foreign language on weekends.

Lately I have reflected not only about my jobs but life in itself. They are both important for me and sometimes one demands you more then you are able to support. It's not easy you miss your classes because you need to take care your family and besides my beliefs about family is strong for me. They are the most important thing for me but I feel guilty when I don't go to school.

When you have time to prepare your classes it's different. You feel the mood of your students in response to what you did different at that day. You need to be strong to reflect about yourself and what you have done as a teacher.

I'll keep on trying to play my role as a teacher, listening to my students and trying to do my best all the time.

Writing: letter

Day: 16 July 2010 (morning)   **Participant: P3**

         For all English teachers,

My dear workmates I'm sending this letter because I'm really happy. We'll finally have an English book next year. We've fought for this for a long time and they noticed our subject takes part of the school subjects. We're not alone!

Teaching for public school has been a challenge, not only professional but personally. Our students have serious problems in their family, and we

need to make them feel good at school. We need to show them they are able to win this challenge and feel confident of their own capacity.

From this moment we need to reflect about our teaching practice. It needs to be changed. I am inviting you to foster a reflective approach in teaching. I suggest we get together to take part of a CPD (Continuing professional development) and share our knowledge from experience.

Despite all problems we have faced as English teachers, now we have the chance to do something different in our professional and personal lives. We can only change if we recognize what we have done right or wrong in class. Let's learn more! P3

Writing: A reflection on your English teaching practice
Day: Monday July 12 (morning)   **Participant: P4**

My name is P4. I've been teaching English for almost twelve years and I got interested in English when I was fifteen years old when I began an English course. Since this moment I decided that I would an English teacher. Then I always wanted to do my best. Many years passed and when I finished my English course I did a test to teach in this school. I spent ten years working there and for me it was the best experience I had as a teacher.

I've been teaching in Municipal schools for more than ten years and I believe that it has been a great experience and learning because it's necessary to work hard to get a positive result. I can say that I've already experienced by some levels of teaching until here, for example, private school, worked with children, English course and others and this made me reflect on my English teaching practice because I can evaluate it and see the positive and negative aspects.

Nowadays I can consider myself a teacher that is satisfied with I do and I always try to improve in my professional career, always worried with the good result and good learning of the students.

Writing: A reflection responding to the reading and reflection on your own beliefs and experience as an English teacher
Day: July 14 (morning)   **Participant: P4**

It's necessary to observe our practice daily. We always try to do the best but sometimes this doesn't happen. We get disappointed in some situations

and we detect problems in relation to our practice and we need to do self critique because reflection and teaching come together.

I really believe that a teacher needs to have a good relationship with the students, get their respect and construct a process of personal growth for both.

Sometimes I get stressed with some groups, but try to reorganize my strategies of teaching and think to myself: "What can I do to improve or change this situation?" and then I reflect on my practice as a facilitator.

Teaching is a highly complex enterprise, is a chanllenge. I face good and bad moments every day. I believe that if you search for an equilibrium you need to be in constant search to solve up the duality that is in ourselves and in the teaching.

Finally, I think the teacher needs to be compromised and responsible, so is you decided to be a teacher, be a good teacher and always reflect on your own practice.

Writing: Teaching paragraphs
Day: July 15 – morning   **Participant: P4**

I'd like to use paragraphs in my teaching because instead of using fragmented sentences I could help them to organize their thoughts and begin writing short paragraphs.

I'd have to plan a way that I could interest them in this kind of activity. We could review the vocabulary studied, discuss about the topic to be written and begin to write sentences, calling the student's attention to write more details and giving them models of writing. I think that it's much better when you show them models and they can feel able to write and the most important feel confident to do it.

Writing: Letter
Day: 16 July – morning   **Participant: P4**

For my friend P3

Ten years have passed after our graduation and I still miss that group. We loved organize our seminars, pair work, group work and others. I hope everybody is OK and happy being teachers.

I've been working hard and I can say that I've learned very much during these years as a teacher. Our experience goes beyond the classroom because observing my daily I can reflect about my life. In our teaching practice is necessary to be responsible, creative, search new ways to improve our teaching and work the self-steam of our students, that sometimes is very low. Difficulties and problems are faced by everybody but the most important is to remember that refletion and teaching come together.

So, let's meet each other and discuss about what we've been doing during years as teachers. Let's change our experiences, check if the theory that we learned together is being put in practice, think about the pros and cons of our practice and search for solutions.

It's going to be a great event! P4

Writing: Writing Practice in Teaching
Day: 12.07.2010 (Monday afternoon)   **Participant: P5**

In my experience as a Teacher of English writing is probably not a very frequent skill. I usually ask my pupils to write sentences in negative or interrogative forms. In other situations I ask them to fill in the blanks with the articles A or AN, with the main prepositions, with the verbal tenses, with numbers and so on.

I think teaching would be more enriched if I used writing with much more frequency. However, to achieve this goal there is a long road to pave. Students as a whole don't have a simple dictionary or if they have it they don't take it to the classroom. The most frequent answer I hear from them is: "I've forgoten my dictionary at home."

I think they don't have the discipline in order to be organised in their studies. On the other hand teachers don't have a book to guide them in his teaching. Teachers usually make improvisations. Sometimes they do right but some other times they do wrong. This fact causes a serious gap in the teaching-learning process.

We all need to change this situation. In Brazil the most used skill in public school is reading. The ideal model should include the four skills for speaking a language.

Writing: Rethinking Methods of Teaching

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Day: 15.07.2010 – morning   **Participant: P5**

I'm used to using fragmented sentences when I'm teaching English to my pupils. Why do I do this way? My pupils let their dictionaries at home (? in their houses) and I have to translate almost everything I say or write in English. If it is possible to change my method I will try to teach my pupils to write short paragraphs firstly to awake inside them the skills to writing. Then I will teach them to relate other sentences to the topic written by them.

Definitely this kind of exercise will make them clever writers who can communicate something to the other people. That's a positive vision. However I will have to introduce in the exercises a new vocabulary, expanding their knowledge on English. That's a negative point.

If I get it they will be better persons who can change the world around them in a concise, coherent and coesive way.

Writing: Process writing

Day: 12/ July 2010 (afternoon)   **Participant: P6**

Since when I began to give class I always used writing. My process is this. I write the contents on the board. I stop and hope they copy. After I read with them two or three times. After that I am going to work the vocabulary together with them and don't forget to use the writing. Soon after make the comprehension of the text written and oral. After come the grammar that also is written and finally the exercise that make part of the writing. Then, why make this? – Because my students don't have books and don't have money to xerox. Then the writing is still present in my classes.

Writing: Letter

Day: 16/ July 2010   **Participant: P6**

Dear Monica

I'm very happy here in Teresina. This city is quiet and nice. I'm marriage, I have two daughters. Andressa is eighteen. She is doing engineer and Vanessa is fifteen. They are pretty girls. My husband is excellent.

Well, as professional, I'm an english teacher. I work in the three periods: morning, afternoon and night in this schools. Municipal, State and private. It's a quick job but pleased.

My clientele is very humble. They don't have english's textbook, then, I use many technics to absolve good results. I work the writing, reading, listening, but any form I don't content with my experience, then I would like to exchange some experience with you. Write and tell me about your experience or then, come until here visit me and enjoy this marvellous, calm city. I hope you. Kisses, Your friend P6

Writing: Process of writing and my teaching
Day: 12 July 2010 Monday – afternoon   **Participant: P7**

English as a second language has changed my life, it's not only about the cold study of Grammar or litterature, but the understanding and the abilit to comunicate with different costumes and cultures around the world. In other words, the importance of the process of writing and teaching English consists in its dinamic and practic nature.

Indeed, this is the main point I usually emphasize in my classes, because this brings a practical reason that estimulates the student's interest in learning a second language, specially if this language is the most spoken in the world. Other reasons are: more than 90% of the information on the internet is in English, and the best opportunities of work needs at least an intermediate level in English or Spanish. Written expression is even more important nowadays and I usually focus the teaching process on it.

For my personal learning, English, as well as French and Spanish are not only important, they're essencial, I also focus on writing and reading but sometimes, it's strongly necessary to listening and speaking in an interactive context. Indeed, learning is far more difficult than teaching! even though by teaching we also learn.

Writing: Teaching paragraphs
Day: July 15 – Thursday morning   **Participant: P7**

I would like to teach paragraphs in class, but only small ones. The use of paragraphs as a technnique is a good way to provide new imputs of grammar and vocabulary to the students, but it must be done carefully. The teacher should begin with small paragraphs, just two or three sentences linked, especially for beginners in English studies (newbies), providing a model to be followed to in order to scarfold the process, at least in the beginning. Than, by

the final of the year, our kids would be doing their our littles texts if the technnique was well appied.

Writing: How I became an English teacher

Day: 12 July 2010   **Participant: P8**

When I was in high school I was really worried about what career to follow, so I ended up looking to my life and observing what kind of things I liked to do. I love to watch movies, listening to music and read, so I noticed that English was involved in all these things, then I realized that I loved English. This way I decided to study English, but only because I liked English I was not thinking about be a professor.

At home I had the influence of my brother, he is an English teacher and works at the State University.

Despite of my love concerning the English language I don't think about being a teacher for a long time, I want to use my knowledge about English in different ways, this way I took another course where I could use English and also have fun and the course of Tourism I found it.

I teach English since 2008 and has been a good experience for me, besides in this profession we can both teach and learn everyday.

Writing: A letter to Wanessa

Day: 16 July morning   **Participant: P8**

Hello dear Wanessa!

How are things? I hope you're fine. How is your work, your experience as an English teacher? I imagine that you're doing well, you're clever and studied a lot to improve your career as much as you can.

Last week I took an interesting and helpfull course designed for English teachers from the municipal schools. It was very useful because I could learn new things and also exchange experiences with another teachers that live the same situation than me.

Another important thing that I will bring to me from this course is that from now on I will produce more creative classes and use more writing activities in them. I could realize that developping writing skills in the students

can help them in different aspects like communication, the learning of the language, organizing ideas and so on.

Wanessa I know that you're an excellent professional and probably you already know about these points but I would like to share with you my experiences, so I hope we meet soon and this way we can talk better.   Hugs from your friend   P8

Writing: Teaching in my life
Day: 12/07/2010   **Participant: P9**

Teaching English in my life has come almost as a casual fact. But not teaching. For me, teaching has been a way to practice my trust in mankind. I believe we are full of possibilities to solve our problems.

I've studied English since I was 12 years old. And it has given me the possibility to get in contact with different cultures, literature and knowledges. So, why not teaching English?

For me, Education is a very serious business. Teaching English has been a way for me give a humble but sincere contribution to the development of our society by this only efficient way: Education.

In my practice as an English teacher, I have tried to make my students free through reading and expressing their thoughts, making them aware about important issues on the world around. And reading in English is, in my point of view, an efficient tool to achieve such a goal, because English is a universal language. It can make us go beyond borders.

Writing: Teaching paragraph
Day: 15 July   **Participant: P9**

Writing paragraphs for our students in public schools of Elementary School is challenging but not impossible.

I think it can be done of we are patient enough and use an adequate method, exercises, examples and a lot of practice.

But we must be careful since it can be either motivating or dismotivating.

We have very deep problems to solve because they find it difficult to write even in Portuguese. In 6th grade (6 ano) some of them don't write for the simple reason of not knowing how to read. They're unletter.

I'm interested in making my students develop this skill. It's not impossible. It's also a good way to make tem express their thoughts and

feelings. Future professionals need to develop it. And we also have to prepare them to the job market.

Writing: A short autobiography about English teaching
Day: July 12, 2010   **Participant: P10**

I tell people a joke about how I became an English teacher. I use to tell that when I was a child, a teacher (English teacher) put a spell on me. "You're good with English language, P10. You're going to be a good English teacher." So that's the reason I became a teacher of English.

I always had a desire to teach English. I really love this language. In my free time I'm always dealing with English. I listen to English songs, watch movies, read anything in English and, of course, planning classes, correcting tests and so on.

My wife is also an English teacher. She loves working with children, but she hates working with adults. I don't like to work with children and teens. Working with adults is my pleasure.

I started teaching English in 2006 on an ESP course at UFPI. I just loved that. I think I don't know how to do anything else that is not teaching English.

Writing: Reflection about teacher practice
Day: 14 July 2010 (morning)   **Participant: P10**

Students expect a lot about teachers, especially English ones. They want us to know everything. I think we have to know the necessary things that are involved in teaching.

The students ask some questions that sometimes are relevant and sometimes aren't. We have to know how not to deviate from our aims. How the language works, how students acquire and learn a foreign language, how to manage class and time and so on are some of the knowledge teachers must have.

I think the most important thing is to clarify those things to students. Doing that, we are going to develop a better practice.

Writing: Letter
Day: 16 July 2010 (morning)   **Participant: P10**

Dear Nadja,

What's up? I have interesting things to write to you. It's about that CPD course I wrote to you last letter. It's a very good course because I'm improving my English skills both as a learner and as a teacher.

The main skill worked on the course is writing, but we read and talk in English, too. I learned how to use better the writing skill with my students from short sentences to paragraphs.

I believe that this course came in the right time for me because, as you know, I love the English language and always wanted to be an English teacher. When we meet again I'll say more things, so I hope to see you soon. Yours, P10

Writing: The use of paragraphs in our teaching
Day: 15 – July (morning)   **Participant: P11**

The use of paragraphs in teaching is essential to our teaching. I'd like to use this way of teaching writing because I believe it really works.

It's more interesting for students to write a paragraph meaningful to them rather fragmented sentence or, even worse, only word out of a context, like a dictation, for example.

We know it's a hard task considering the time available, the learning level or skills of our students. It's complicated, but it's worth it. When a student is able to make a sentence, he can make another one. Why not more sentences connected by one meaning, one topic? It's possible, it's depends also on our willingness to work hard on this idea, on this project.

Writing: A letter
Day: 16 – July (morning)   **Participant: P11**

Hi, Ana

I miss you so much, I wish you were here. But it's not possible, I know. But I want to tell about my life, my plans for the future and that I'm looking forward to seeing you again.

It's been a long time since we saw each other. Things have changed a lot. I went to college and got a degree. I am, now, an English teacher. I have learned a lot from my teachers, and now I teach English, trying to be as good as possible. I've learned a lot from my students, there's a very positive interaction among us.

I am always taking courses, trying to improve my teaching skills. Right now, I've finished a very rich course and I had the opportunity to learn a lot of things about teaching, especially how to work with writing projects. Needless to say I loved it.

I think it's time to "rethink" my practice as a teacher, an educator, my role in the lives of our students.

Please, don't take too long to write to me, I think you'd better e-mail me.

Kisses and hugs   Your   P11

Writing: Reflection about the video

Day: 14 July morning   **Participant: P12**

After the video I noticed that most of the techniques used by these teachers couldn't be used in our classes because we have many students in a classroom, we have few time to work as the teachers in the video.

Those experiences are easier to apply in private schools where there aren't many students in each classroom, they pay for learning English language and they are interested about what we will work, how we will work, and if that classes will give them good results.

So, we live different realities. It's almost impossible to a public school teacher to use most of those techniques on a forty students classroom.

It's very difficult to be a creative and successful teacher in public school.

Writing: Teaching paragraphs

Day: 15 July morning   **Participant: P12**

I would like to use paragraphs in my activities in classroom because I think is possible to work grammar and vocabulary with my students and depending on the subject of the writing, it could be a way of knowing my students life, their likes and dislikes.

For example, if we use a subject related to their likes for food, we realize they write more about their favourite food, what food they would like to taste and at the same time, they work vocabulary about names of food. According to the topic, we can work a lot of aspects in the classroom.

Writing: processing writing and your teaching

Day: 12 July (Monday afternoon)   **Participant: P13**

To tell you the truth I have not worked on writing activities in our class. I sometimes ask the students to criate sentences using the new vocabulary, and then I receive their works to correct. However it is not easy to motivate them to write, at least a few sentences by themselves. Maybe they are afraid of make mistakes, or they think they are not able to do, and most of them have difficulties even in Portuguese or they are lazy and prefer to copy the other students' sentences without trying to make theirs. But I think I have to prepare, to include more activies involving writing so that the students can find it interesting and motivated to be a writer.

Writing: Letter to my dear brother, Assis

Day: 16 July (Friday morning)   **Participant: P13**

Dear brother Assis,

I miss you a lot and I would like to be there with you, but as I am not on vacation yet I will tell you what I have been doing here. Besides working I am taking part of an English course: "writing as a means to enhance creativity in English teaching". This course gives me the opportunity to reflect on my teaching experience so that I can find new ways of teach writing.

Writing is one of the most difficult abilities to me. I always get afraid to make many mistakes, however its something very important and necessary to us, teachers. And, I'm very interested in learning more and more. To me its a wonderful chance to improve my own language skills.

In this CPD course, we could discuss our teaching practice and meet old friends we haven't seen for a long time. Ours problems in class are similar, everyone thinks its not easy to work writing activities with our students. On the other hand, from now on, we can plan different kinds of exercises which includes the ability of writing. Even they are very simple ones. So I am glad to have this motivated experience and thankful to our teacher Kalina to share her knowledge with us.

Dear brother, I'll visit you as soon as possible. Please, call me more often and when you couldn't do this write me a letter. Kisses, P13

Writing: My

Day: July 12, (morning)   **Participant: P14**

I know that I must do after when I finish when I go out.

I am not happy in my profission.

My reality, when I started to teach, during all this time I didn't have English book, etc.

I am here more to learn than outher thing.

I think that here we can learn things that we must teach for our students.

I hope that I learn and I can teach for my students.

Writing: Ref on practice

Day: 14 July   **Participant: P14**

I think that time and condiction to buy books and read them. If the school can give more materials perhaps this will help us, and we will teach with more pleasure. Get a rising in life the teacher is of essential importance because are them that will be teach all and whatever it is, methodology or study that for example will be to put into practice.

There are many classroom, students and so little time, wage and worst respect and valorization in recognition of our job.

We must be study about many courses however, not on Sundays or Saturdays and our vocations! We will go study during normal days where we will study in full time. But today we must study on Saturdays, on Sundays, vocations, holidays . . . nevertheless go to the work and take a care to our family, take a care of our health and the earth of our family, etc . . . it is impossible. Thanks, teacher!

Writing: teaching paragraphs

Day: 15 July (morning)   **Participant: P14**

I think that it [teaching paragraphs] will be interesting because my students write of one way that help them talk and write more clear about their ideas, their lifes, their problems and yet help them about their study.

It's very interesting for me and for them. For me because the my methodology and for them because they will be improvement their studies.

Bye, teacher!

Appendix 12: Follow up questionnaire for participants who did not complete the course

"Writing as a means to enhance creativity in English teaching"

Teresina, 12 a 16 de julho de 2010

Questionário:

Este questionário é uma oportunidade para você expresser sua opinião sobre o curso. Durante toda pesquisa você vai permanecer anônimo/a. Os resultados serão utilizados como parte da análise e avaliação do curso e para melhorar sua qualidade. Estou interessada em entender as razões que lhe levaram a deixar o curso antes do seu final ou não participar de todas as aulas e ou atividades propostas.

1. Como você ficou sabendo sobre o curso?

2. Quantas horas-aula você assistiu?

3. Porque você decidiu fazer o curso?

4. Porque você decidiu deixar o curso?

4.1 Se não deixou, porque não participou de todas as atividades propostas e aulas?

5. Na sua opinião, qual seria o formato ideal para um curso de formação continuada para professores de ingles?

6. como voce se sentiu diante da possibilidade de ter que discutir assuntos pedagogicos e opinioes com seus colegas em inglês?

7. Você ja frequentou algum curso de formação continuada para professores de ingles? Quando? Onde? Como foi esse curso?

8. Você me falou que estava deixando / desistindo do curso? Por que? Por que não?

9. O que você achou dos textos em inglês, dificeis ou fáceis de serem compreendidos?

Muito obrigada pela sua colaboração respondendo a este questionario,

Kalina Saraiva de Lima

Appendix 13: The workshops

Appendix 13: The workshops. **Workshop P2 and P14: "The Simpsons"** p.1

CLASS PLANNING

P2 and P14

1st. Step: EXPLORING THE PICTURES. (TEXT # 1)

Ask students about it. (Who they are, if they have already watched the cartoon etc.)

2nd. Step: READING.

Ask students to read the text silently.

3rd. Step: Teacher read the read aloud.

4th. Step: Ask them who is the author of the text (the character that is missing)

5th. Step. TEXT COMPREHENSION.

Students answer the exercise.

6th. Step. WRITING.

Give another example with another character. (TEXT #2)

7th. Step. Make one more example with someone they know.(TEXT #3)

8th.Step. Write their own composition, using their friends or family or someone at school.

TEXT #2

This is Bart. He is 10 years old. He goes to school at Springfield Elementary. He isn't a fan of school. Skateboarding is his favorite sport.

TEXT # 3

This is Isabel. She is not a teacher. She is a cook at our school. She prepares delicious food. She dances "forró" on Saturdays night.

Appendix 13: The workshops. **Workshop P2 and P14: "The Simpsons"**
p.2

P2 and P14

Appendix 13: The workshops. **Workshop P2 and P14: "The Simpsons"**   p.3

P2 and P14

LESSON EIGHT

▸ Texto # 1

→ Leia o texto a seguir e responda as perguntas.

This is Homer. He's my father. This is Marge. She's my mother. This is Bart. He isn't my friend. He's my brother. This is Maggie. She's my sister. What's my name?

01. My name is
a) Bart
b) Lisa
c) Marge

02. My surname is
a) Adams
b) Flintstone
c) Simpson

Homer

3. Escreva nos espaços da gravura acima, o nome de cada membro da família de Lisa.

4. Responda:
a) Is Marge her mother? _____
b) Is Homer her brother? _____
c) Is Maggie her sister? _____
d) Is Homer her father? _____
e) Is Maggie her mother? _____
f) Is Bart her father? _____

Complete apropriadamente.
a) Homer isn't her brother.
He is her _____
b) Marge isn't her sister.
She is _____
c) Maggie isn't her mother.
She _____
d) Bart isn't her father.
He _____

Appendix 13: The workshops. **Workshop P2 and P14: "The Simpsons"**
p.4

Date: 14/ July/ 2010.   Teachers: **P2 and P14**

Test :

1- Observe as figures e complete as frases abaixo .

This is my friend.   This is my friend, too.
_____ name is Maggie.   _____ name is Bart.
_____ is   years old.   _____ is 10 years old.

2- Substitua as palavras destacadas pelos pronomes He, She, His ou Her .

a) _____ is a boy. _____ name is Bart

b) _____ name is Teresa._____ is my mother.

c) _____ is my father. _____ name is Pereira.

d) This is my sister. _____ name is Suzana.

e) _____ is not my brother. He is my friend Samuel.

3- Escreve uma composição sobre falando sobre um amigo **OU** alguém de sua família **OU** alguém de sua escola.

_____

_____

4- Relacione as palavras da 1ª coluna com o seu significado na 2ª coluna (1 ponto)

a) BROTHER   (   ) Avô

b) SISTER   (   ) Mãe

c) FATHER   (   ) Pai

d) MOTHER   (   ) Irmão

e) GRANDFATHER   (   )Irmã

5- Complete o texto com as palavras do quadro abaixo. Não se esqueça de eliminar as palavras que forem usadas.

HE - ISN'T - IS - HIS- SHE - HER

This is Fred. _____ is my brother. _____ favorite sport is soccer.

That is Cristina. She is my friend, she _____ my sister._____ goes to José Nelson de Carvalho. _____ favorite sport _____ volleyball.

Appendix 13: The workshops. **Workshop P3 and P4: "Tupy orange juice"**

p.1

Pair group: **P3 and P4**

PLAN

1. Pré-reading / Prediction
- Names of fruit
- Brazilian typical fruit
- Vitamins contained in the juice

2. Reading
- The students read the text
- Explore the vocabulary (cognate words and new words)

3. Practice
I-Complete the text

Juice

Tupy is an _____. It contains A,B,C,D,E _____
It has a good taste and makes you _____. Tupy provides yc
with more _____ and it includes vitamins D plus calcium for __
_____.

II- Complete the expressions with adjectives according to the text and trans
them:
a) _____ juice = _____
b) _____ bones = _____
c) _____ -free = _____

Appendix 13: The workshops. **Workshop P3 and P4: "Tupy orange juice"**
p.2

Reading & writing
Tupy orange juice

A B₁ C D E
* CALCIUM

No other juice provides you
more minerals and vitamins than
orange juice.
It contains vitamins, including
vitamin D plus calcium for
strong bones.
And it has a great taste that
makes you healthy.
Try pulp-free Tupy Orange Juice.
For everybody who knows.
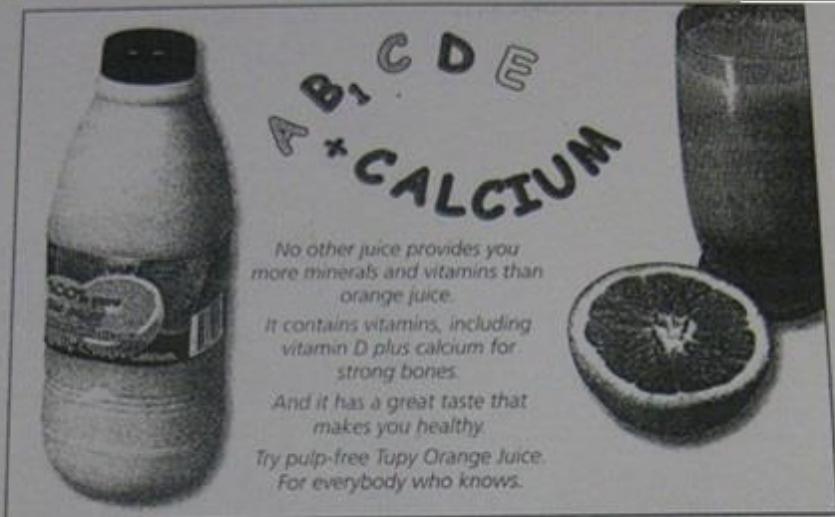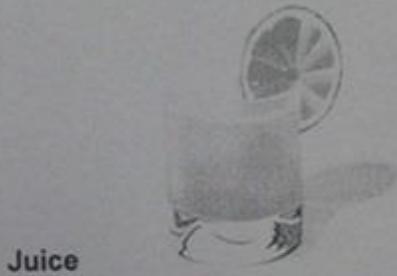
1. Complete the text

Juice

Tupy is an _____. It contains A,B,C,D,E _____.
It has a good taste and makes you _____. Tupy provides you
with more _____ and it includes vitamins D plus calcium for _____
_____.

2. Complete the expressions with adjectives according to the text and translate
them:

   a_____ juice = _____
   b_____ bones = _____
   c_____ -free = _____

Appendix 13: The workshops. **Workshop P3 and P4: "Tupy orange juice"**

p.3

Evaluation sheet

P3 and P4

1. Read the text and fill the gaps with the words in the Box.

| juice | vitamins | bones | oranges |

The weather is too hot today.   I'm thirsty!!!

Mom bought some _____ at the

_____ to make _____.

She says it contains A, B1 _____,

including D plus calcium for strong_____.

2. Fill the gaps with the missing words:

AP___L ___

___RA ___E

P___N ___APP ___E

P___ ___R

3. Scramble the words and make sentences.
a) s n b e o - _____

_____.

b) a r g o n e - _____

_____.

c) u j l e c - _____.

_____.

d) u c l a c m i - _____

_____.

4. Complete the text below with the colors of the fruit:

I love fruit!!! The apple is _____, the pear is _____,

the banana is _____, the plum is _____, the grape is

_____. There are important vitamins in them and they are healthy.

Appendix 13: The workshops. **Workshop P3 and P4: "Tupy orange juice"**
p.4

5. Rewrite the text substituting the underlined words for their opposite.

The zebra

We go to the zoo today. We love to see the **big** animals. They are **beautiful**, **strong**, and intelligent. The zebra is black and white and it runs **fast** but it is a **sad** animal.

_____

_____

_____

_____

_____

_____

PAIR GROUP: **P3 and P4**

Appendix 13: The workshops. **Workshop P1, P6 and P13: "My role model"**
p.1

DAY 2 – JULY 13 – TUESDAY MORNING

THURSDAY
3rd works...

Workshop for teaching materials: a short text

(Homework before
assessment)

Activity: reading and writing a text.

Grade: 6°

P1, P6, and P13

Instructions:

1. The student reads the text.

2. The teacher explains the meaning of "role model".

3. The teacher explains the use of the linking words: "and" and "but".

4. The student reads the text again and writes their text with the teacher's help.

5. At home the student makes a poster like Felipe Massa's poster.

6. And finally he shows it to the class.

Components of the group of work:

_____

_____

_____

1. Role Model – pessoa cujos valores, atitudes e comportamento inspiram e servem de exemplo para outras pessoas.

Appendix 13: The workshops. **Workshop P1, P6 and P13: "My role model"** p.2

Escola Muncipal | CPD Course

Teresina, _____ de Julho de 2010.

Nome: _____ 6° ano _____

Profª

P1, P6, and P13   Homework

1. Read.

MY ROLE MODEL

Felipe Massa is my role model. He's cool!
He's a great F1 driver. He's fast **but** he's not furious!
His favorite actor is Robert de Niro **and** his role models are
Ayrton Senna **and** Michael Schumacher.
Felipe Massa is an inspiration to me.

2. Write about your role model, make a poster and show your text to your friends.

_____

_____

_____

_____

_____

_____

_____

Appendix 13: The workshops. **Workshop P9 and P12: "Breakfast is ready"**

p.1

Lesson plan for 6th grade students

Teachers :

P9 and P12

(2nd

1. Warm up (breakfast)

Questions for warming up :

1.1 - What do you eat in your breakfast ?

1.2 Do you have breakfast with your family ?

1.3. What kind of food would you like to eat in your breakfast ? Why?

2. Reading

Text " Breakfast is ready ".

3. Activity

3.1. Completing sentences from the 1st paragraph with personal answers.

3.2. Drawing

Illustrating the text.

Appendix 13: The workshops. **Workshop P9 and P12: "Breakfast is ready"** p.2
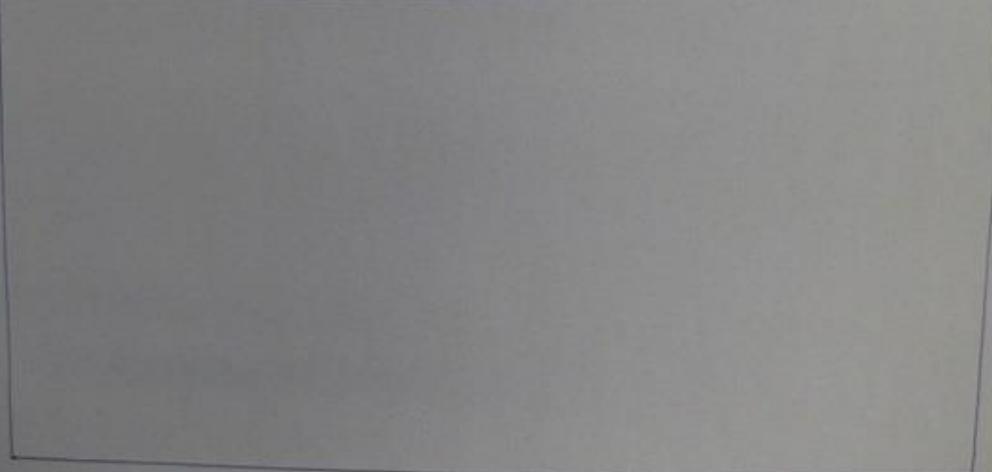
Appendix 13: The workshops. **Workshop P8 and P10: "A visiting card"**

p.1

CPD course: Writing as a means to enhance creativity in English teaching

Students: **P8 and P10**

Date: 16 July 2010

The unit will be started with a short presentation dialogue (see below) which the students will know new words from the presentation context and assure the words they already know.

The first lesson is to explore the presentation context using the dialogue. The main objective of the second lesson is the practice of the dialogue seen on the previous lesson. After practicing the dialogue, the students will be asked to do a new dialogue based on the model dialogue seen in the classroom.

The third lesson is used for joining all personal information of each student. Then, the students consequently will be asked to produce a visiting card, putting on it the information worked in class. To support this activity will be showed a visiting card (see below) taken from the dialogue.

On the following activity, the students will act their dialogues and exchange their visiting cards.

The students will be evaluated by their participation in the activities assigned, their performance in the dialogues and their cards.

Dialogue

Edward: Hello!

Jake: Hello! What's your name?

Edward: I'm Edward Cullen, and you?

Jake: My name is Jake.

Edward: Nice to meet you.

Jake: Nice to meet you, too.

Edward: What do you do, Jake?

Jake: I'm a soccer player. What about you?

Edward: I'm a personal trainer.

Jake: Oh, nice. I need a personal trainer. What's your phone number?

Edward: Here my visiting card. There's all information you need on it!

Jake: Oh, ok. And here is mine.

Edward Cullen	Jake Blake
Personal Trainer	Soccer Player
1505 Maple Street	2198 Green Avenue Apt 03
5674 0324	8195 1022
Ed_cullen@hotmail.com	Jake_black@yahoo.com.br

Appendix 13: The workshops. **Workshop P7, P11, and P5: "Tom studies downtown"**
p.1

Appendix 13: The workshops. **Workshop P7, P11, and P5: "Tom studies downtown"** p.2

* Para substantivos terminados em s, ss, sh, ch, o, x, z, acrescenta-se **es**

Ex: Hero (Herói) → Heros (Heróis)
Tomato (Tomate) → Tomatoes (Tomates)
Wish (Desejo) → Wishes (Desejos)
Watch (Relógio) → Watches (Relógios)
Box (Caixa) → Boxes (Caixas)
Topaz (Topázio) → Topazes (Topázios)

* Substantivos terminados em Consoante + y, aí retira-se o y e acrescenta-se **ies**

Ex: Lady (Senhorita) → Ladies (Senhoritas)
Country (País) → Countries (Países)
Fly (mosca) → Flies (Moscas)

* Para subst. com terminação f ou fe: retira-se of ou ofe e coloca-se **ves**

Ex: Wolf (Lobo) → Wolves (Lobos)
knife (Faca) → knives (Facas)
calf (Bezerro) → Calves (Bezerros)

* Alguns substantivos são irregulares:

Ex: Man (homem) → Men (homens)
Ox (boi) → oxen (bois)
Mouse (camundongo) → Mice (camundongos)
child (criança) → children (crianças)
Person (pessoa) → people (pessoas)
Deer (veado) → Deer (veados)

4. Futuro com Will e Futuro com Going to.

WILL	GOING TO
→ Tom will buy a new car (Tom comprará um novo carro)	→ Tom is going to buy a new car (Tom irá comprar um novo carro)
Obs: Menos planejado, mais espontâneo	Obs: Menos espontâneo, mais planejado
→ will + verbo - transfere o verbo p/ o futuro (Ex: to have (Ter) will have (Terá)	→ To be + going to - "irá" → am/is/are + going to + verbo no infinitivo sem to (equivale a "ir" (no futuro) + um verbo no infinitivo (Ex: Fulano is going to study: Fulano irá estudar).
STRUCTURES	STRUCTURES
Afirm. sujeito + will + verbo + complemento	Afirm. sujeito + am/is/are + going to + verbo + comp.
neg. Suf. + will + not + verbo + complemento	Neg Sujeito + am/is/are + not + going to + verbo + comp.
Int. will + suf. + verbo + complemento	Int: Am/Is/Are + Suf. + going to + verbo + comp + ?

Appendix 13: The workshops. **Workshop P7, P11, and P5: "Tom studies downtown"** p.3

P7, P11, and P5

TEXT 1 (NUMBERS)

Hi, my name is Tom. I am 21 years old. I am a student. My phone number is 2222-8194 (double two, double two, eight, one, nine, four). I have English classes on Friday, at 7:30 a.m. and I study very hard. When the day is off I am very tired. So I go home and rest a while. I listen to good music to relax. Tomorrow will be a new day.

TEXT 2 (MODALS)

Tom studies downtown. He can speak English because he studies English a lot. He also studies Japanese but he cannot speak Japanese yet because he has just begun his classes. We all should study hard like Tom because this is the way for a better life. Everyone must study hard. This opens many doors in a future career. So may you begin to study now?

TEXT 3 (PLURAL OF NOUNS)

Cats and dogs aren't good friends. They always fight as soon as they meet each other. It happens because their ancestors, lions and wolves, were deadly enemies in the past.

Although they are enemies it is possible finding some cats and dogs which live peacefully. Cats and dogs can be friends.

TEXT 4 (SIMPLE FUTURE)

Vacation is my favorite time of the year. It's time to relax and enjoy life. No school! Nothing to do! That's good life!

Will you go to the beach this vacation? I will, of course! I will plan before going on a travel. I'm going to the beach on Luis Correia. By the first time, on the first week of July and I'm going to stay there until the last day of my vacation.

How about you? What will you plan for your vacation?

Appendices

Appendix 13: The workshops. **Workshop P7, P11, and P5: "Tom studies downtown"** p.4

Avaliação Bimestral 2   14/07/10
                                                         (Manhã)

1) Escreva um curto parágrafo seguindo o modelo abaixo:

   Hi, My name is Tony, I'm 21 years old and I'm an English Teacher;
   I teach English since 2005. I work from 13.30 pm to 17.30 pm

   _____

2) Agora, retire os números que aparecem no modelo da questão anterior e
   escreva-os em inglês.

   _____

3) Assinale com V (verdadeiro) ou F (falso) de acordo com
   o texto 2. (sobre modais)   **P7, P11, and P5**
   a) Nobody must study hard   ( )
   b) Tom can speak japanese very well. ( )
   c) Studying is a way to get a better life ( )
   d) If you want to follow a good career in the
      future you should study a lot ( )

4) Answer the following questions about what
   you read in the Text 2 (about modals)

   a) Where does Tom study?
   R.

   b) Why can't Tom speak japanese?
   R.
   c) Should we study hard as Tom?

   R
   d) Has Tom just begun his japanese classes?
   R.
   e) What can open doors in a future career?

   R
5) Give the plural form of the nouns below:
   a) book _____   c) potato _____   e) cherry
   b) boy _____   d) bus

Appendix 13: The workshops. **Workshop P7, P11, and P5: "Tom studies downtown"** p.5

For questions 6, 7 an 8 choose the correct option:

(6) The plural form of "ox"
a) oxs
b) oxes
c) oxen
d) ox

(7) When will you go to Luis Conrad?
a) on the first day of July.
b) on the last week of July.
c) On the last day of July.
d) On the first week of July.

(8) Who were cats and dogs' ancestors?
a) the wolves
b) the tigers
c) the lions and the wolves
d) the hyenas and leopards.

P7, P11, and P5

PAY ATTENTION; EACH RIGHT ANSWER VALUES 1,25

Appendices

School: Mário Faustino   ✓ (2nd workshop)
Teresina: 14 / July 2010
Teachers: [P1 and P6] / Grade 7th / Subject English
Manu
          English Test

Read the text and answer the questions in portuguese

    Carla and her family are in Germany They
are in a big hotel. Her brother Dennis is very happy.
Her mother, Márcia Oliveira is hungry Paul is Tired.
It's a beautiful day.

a) Onde estão Carla e sua família?

b) Quem está cansado?

c) Qual é o nome de seu pai?

d) Como está seu irmão Dennis?

2°) Remove the text the sentence in english.
"Eles estão em um grande hotel."

3°) Retire of the text and Translate:
a) One Personal Pronouns.

b) Verb to be

c) One, adjective

d) One Country.

Appendix 13: The workshops. **Workshop P1 and P6: "It's a beautiful day"** p.2

4. Write the food and their meals correct.
bread – rice – cheese – beans – Coffee – ice cream – salad – soup – pasta – egg.

Breakfast	Lunch	Dinner	Snack

5. Match the columns:
(1) Italy   ( ) Spanish
(2) Germany   ( ) Italian
(3) the United States   ( ) Brazilian
(4) England   ( ) English
(5) Japan   ( ) American
(6) Spain   ( ) German
(7) Brazil   ( ) Japanese

Good luck!

Teachers:

P1 and P6

Appendix 13: The workshops. Workshop P5

MY FINAL CONSIDERATIONS

``To change
the teaching methods we use
everyday and, by the way, to get
improvements of the teaching-learning
process, almost everything is possible
depending on the demands,
needings and circumstances
in the educational
area. ``

P5

MY LITTLE POEM

While love is in the beats of two hearts
It will be endless everywhere we go,
Though prowling eyes want us to show,
It will hide itself wherever we are.

Appendix 13: The workshops. Workshop P11

The wise bee

I'm a little bee
I love flowers
They are so beautiful
Why can't you see?

Sadness is everywhere
But it's okay
I don't care
I'm happy this way

The storm comes
The dark night visits me
But the sun always appears
From flower to flower
I'm a little bee

by   **P11**

Appendix 13: The workshops. Workshop P1

Nature   WORKSHOP3
                                          15 JULY Afternoon

Nature is nice
Men are not able to describe everything in the world.
God is our father.
Men just approach him.
We should observe the parts of the day: the morning,
the afternoon and the night.
The sun and the moon keep the day bright.
We should observe the animals' behavior.
That is nice.
They comunicate through the sounds they make.

P1

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